

# ਪੰਜਾਬੀ

Curriculum guide for **Panjabi**

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Curriculum guide for **Panjabi**

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## Preface

I am delighted to have been asked to write a few words of welcome to this series of curriculum guides. Those responsible have for many years been devoted advocates for the languages of the communities living in our country, whether in the formal educational system, in supplementary schools, or more generally in civil society. I am pleased also that CILT, The National Centre for Languages, with which I have had such a long association, has played its part in offering this support to an under-resourced area of educational provision.

The publication of these guides marks an important further step in such advocacy and support. As the authors are gracious enough to point out in their introduction, such support for community languages is given a new and hopefully more propitious context by the existence of the National Languages Strategy. Inevitably the Strategy has a great deal to say about the teaching and learning of languages traditionally taught in mainstream schools and of the need to address the limitations of monolingualism. It is, however, important to understand that the Strategy is a 'languages' strategy and that our interpretation of languages is an inclusive one, which seeks to promote multilingualism in all its forms as a central objective for citizens in the 21st century. Such promotion is given further, and more practical, representation in the strategy's Key Stage 2 Framework for Languages, which supports community languages in two quite specific ways. Firstly it recognises the eligibility (hence equality) of all languages – our definition of the primary languages 'entitlement' is inclusive not restrictive. Secondly it encourages the valuing of all languages and in particular the languages spoken in local communities through its 'intercultural understanding' strand.

This new context may recognise the equal status of languages. That is of course not at all the same thing as saying that all languages (and their learners) need the same kind of support. This too is recognised by the authors of these guides. The learners of community languages in particular are likely to have a very wide range of linguistic backgrounds and learning needs and in many cases these will be different from the needs of learners of languages traditionally taught in schools – the so called 'Modern Foreign' Languages such as French, German and Spanish. There are also very important shared needs (for example in the sphere of methodology) as well as areas where 'community' language teachers and Modern Foreign Language teachers can support and learn from each other.

What seems to me important about the new context is that it should provide a framework – let us call it the 'framework of equal status', within which teachers, educators, parents and learners should be able to negotiate appropriate kinds of support and to exchange both expertise and resources - mutual support rather than homogeneity. There is a parallel here with the ongoing consideration of a better and more mutually beneficial relationship between mainstream and supplementary schools. How do we best support such a wide range of language needs? How do we ensure that the very rich linguistic resources of our society are properly supported and developed? I very much hope that over the coming years such questions will be taken further to enable us to develop a truly comprehensive policy for languages education in this country.

In this process publications such as the Curriculum Guides will make an important contribution. Most immediately they will support an under-resourced group of teachers and enhance the learning and achievement of many thousands of learners. More long-term I am convinced that such practical guidance will make its contribution to the policy discussion and debate about languages in the 21st Century.

Dr. Lid King (National Director of Languages, DfES)

## Acknowledgements

We are very grateful to the Department of Educational Studies at Goldsmiths, to CILT, The National Centre for Languages and to the Nuffield Foundation for supporting this project.

In creating the guides we have drawn ideas from various sources, in particular the Key Stage 2 Framework for Languages (DfES, 2005) and the Framework for teaching modern foreign languages: Years 7,8 and 9 (DfES, 2003).

We have also enjoyed valuable collaboration with colleagues in the Asset Languages team which has allowed us to make links to their assessment framework.

Helpful feedback and advice has been received from a number of colleagues at different stages of the project and we would like to express particular gratitude to the following:

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**Dr Charmian Kenner** Department of Educational Studies, Goldsmiths College

**Dr Terry Lamb** School of Education, University of Sheffield

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**Ann Swarbrick** CILT, The National Centre for Languages





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## Part 1 The Context and Aims



## 1.1 Rationale and links to government policy

*In the knowledge society of the 21st Century, language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations.*

*Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture. Drawing on the skills and expertise of those who speak community languages will promote citizenship and complement the Government's broader work on the promotion of social cohesion.*

DfES (2002) *Languages for all: Languages for life*. London: DfES

### Rationale

The vision for language learning proposed in the National Languages Strategy is one which recognises the importance in the modern world of thinking beyond traditional boundaries and of understanding how we are now more globally connected than ever before. It is a vision which looks outwards beyond Europe, but at the same time inwards so that the potential of the linguistic and cultural resources present in our own communities are seen as something to be valued and supported. It is hoped that this curriculum guide will contribute to providing such support.

An ongoing issue in relation to community languages has been the need to define an appropriate pedagogical approach which takes account of the bilingual and bicultural background of the majority of learners studying them. Within the National Curriculum, community languages fall under the umbrella of Modern Foreign Languages, where the assumption is that the language and culture represent something new and unfamiliar. Clearly this an inappropriate starting point for bilingual learners.

On the other hand the idea that the majority of such learners have high levels of competence with regard both to oracy and literacy in the community language and that they should therefore be regarded as mother tongue learners is not appropriate either. Exposure to the language in the home is in fact often limited especially where parents have been educated in this country. Moreover, the exposure generally relates more to the spoken rather than the written form of the language and this is especially significant where, as in the case of Punjabi, a non-Latin script is involved. In creating this curriculum guide, we have recognised that learners of community languages cover a very wide spectrum, but that, even amongst students from a 'bilingual' background, English is often the dominant language and competence in the community language may be restricted to a few specific domains of use.

Given this background and the need to work within the national frameworks for the teaching and assessment of Modern Foreign Languages, we have created a structure built around the broad topic areas which feature in government schemes of work and examination specifications for MFL (see *Topic overview* on p25). However, within this, we have highlighted opportunities for cross-cultural comparison and for making links to other areas of the curriculum, such as Art, Geography, Citizenship and PSHE. The Office for Standards in Education (OFSTED) has emphasised the importance of building more meaningful content into language courses and reported favourably on initiatives taking place in some schools where subjects, or modules within subjects, such as Geography, Science and Citizenship are taught through another language. This approach, known as Content and Language Integrated Learning (CLIL) is one which we believe community languages could lend themselves to particularly well. It may in fact represent a bridge between the conflicting 'foreign language' and 'mother tongue' models of language teaching referred to above. Whilst the framework proposed here is not focussed on subject teaching through Punjabi it does support teachers in introducing strategies which enable students to access a more content focussed language curriculum.

A wide range of activities are suggested for the development of oracy and literacy skills leading from contextualised practice to meaningful use. They are intended to promote active engagement of students in the learning process by encouraging, for example, collaborative group work and problem-solving. The need to

support students in learning a new script means that literacy activities are less ambitious at the lower levels. Here too though the emphasis is on reading and writing for a purpose. It is assumed that the majority of students of community languages begin formal study at primary level, mainly in the complementary school. Thus language focus and activities may need to be adapted to some extent where older age groups are involved.

Teachers of community languages need to be particularly aware of a range of strategies to enable differentiation in their classrooms. This relates in part to knowing the stage students are at in their learning and providing appropriate levels of challenge to help move them on, but it is about far more than this. Most fundamentally it involves creating a learning environment which values and draws upon students' background and interests, which supports different learning styles, builds confidence and encourages independence. Activities suggested in the framework charts seek to assist teachers in establishing and maintaining such an environment.

Throughout the framework charts in this guide we have encouraged the use of stories and other texts in the target language. Work around stories can provide a more stimulating, if less controlled, way to cover the vocabulary and grammar of topics and to build up fluency and sophistication in language use more naturally. They can also provide an excellent context for developing insights into culture as well as higher order thinking skills such as analysis, comparison and interpretation.

Mapped onto the charts are points at which particular grammar points might be addressed naturally within context. It is important, however, that teachers also help students to apply their developing knowledge of grammar in different situations as the need arises. Similarly, points are identified where it may be appropriate to focus with students on certain learner strategies, such as skimming and scanning texts, using mnemonics to assist recall or identifying common errors in written work and developing a checking system to identify and correct them.

We see the range of ICT tools as having a valuable role to play in teaching and learning community languages. This is because they represent an up-to-date and increasingly versatile resource and are central to way young people learn, play and most of all communicate with each other. Hitherto, there have been technical and other difficulties in use of non-Latin fonts on computers, but these have now largely been overcome. There is detailed advice for teachers of community languages relating to technical and pedagogical matters on the Languages ICT and BECTA websites. Whilst we appreciate that access to computers is an issue for many community languages teachers, especially those working in the complementary sector, we have felt it important to signal in the framework charts where use of ICT could enhance teaching and learning.

A central concern in creating this guide has been to support recognition of students' achievement. This is why a progression pathway across levels is clearly mapped out which corresponds broadly both to Attainment Levels identified in the National Curriculum and to stages in the new Asset Languages framework (*see below*). This transparency is important, because it facilitates effective communication between complementary and mainstream schools and at transfer from primary to secondary phases. Unless children's achievements in their language learning are valued and encouraged in school in the same ways as other achievements, there is a real danger that motivation and self-confidence may be negatively affected.

To sum up then, this guide aims to provide practical support for teachers of Punjabi in planning and delivering coherent and stimulating courses for their students. It is not a scheme of work, but is intended to support colleagues in creating their own scheme, tailored to their own teaching context and the needs of their pupils. Colleagues should read carefully the introduction to the framework charts (pp 23–8) as well as the advice on creating a scheme of work based on the guide (pp 86–8).

Please note that this curriculum guide is available to download via the CILT and Goldsmiths College websites <http://community.gold.ac.uk> and [www.cilt.org.uk](http://www.cilt.org.uk). This includes a generic version of the guide in English for interested parties who may not speak the language. Additional resources linked to the guide can also be found on the Goldsmiths website.

## Links to government policy

In developing this guide, we have drawn upon a number of government initiatives aimed at supporting language learning in the UK. The most important of these are:

### The National Curriculum for Modern Foreign Languages

Introduced in 1992 the National Curriculum document sets out both how languages should be taught (programme of study) and how performance should be measured (attainment targets). Although designed for foreign language teaching with European languages (French, German, Spanish) primarily in mind, the document applies to the teaching of all languages.

### The National Languages Strategy

Three key measures emerge from the Strategy, all of which have implications for community languages:

#### 1 Primary entitlement to language learning.

By 2010 it is expected that the opportunity to learn another language will be provided in all primary schools. It is up to the school to decide what language(s) it wishes to offer and some are choosing to offer community languages. In complementary schools, language classes for primary age pupils are well established. Please note that the framework in this guide is based on courses beginning in the primary phase. For courses beginning in the secondary phase some adaptation would be required at the lower levels to take account of the greater maturity of learners.

#### 2 Expansion in the number of specialist Language Colleges.

These are mainstream secondary schools, which are given additional funding to specialise in languages. A wider range of languages are generally taught in such schools and they have a remit to engage in outreach work in the local community. Some language colleges provide facilities for complementary school classes as well as professional development opportunities for teachers of community languages. The importance of closer collaboration between mainstream and complementary sectors is widely recognised and this guide can provide a useful focus for opening up a dialogue.

#### 3 The Languages Ladder and Asset Languages qualifications

Asset Languages is a voluntary assessment scheme, which supports the National Languages Strategy by providing recognition of achievement and associated accreditation options, against the DfES Languages Ladder. The scheme allows pupils to develop unique languages profiles, by separately assessing the four skill areas: listening, speaking, reading and writing. It is built around an adaptable combination of teacher assessment and external assessment, offering classroom-based 'assessment for learning' and demand-led external testing, throughout the year. Asset languages qualifications are available for over twenty languages, including Panjabi, and can be used by learners of all ages and attainment levels. The levels of progression upon which the framework in this guide is based correspond broadly to those set within Asset Languages and links are made in the assessment pages which follow Levels 3, 6 and 9.\*

### The Key Stage 2 and 3 Frameworks for Modern Foreign Languages

The aim of the frameworks is to support teachers and managers in planning and teaching languages at the two key stages. Objectives are identified for each year in relation to oracy and literacy development, knowledge about language and intercultural understanding. A focus on the development of language learning strategies to support effective learning and enable students to operate more independently in their studies is also included. Whilst these frameworks were developed with European languages in mind (and include exemplification for French, German and Spanish), they contain much that is useful for language teaching generally. Thus, in creating this guide for Panjabi, it has been possible to draw on or adapt some ideas from the Framework documents.

### Literacy and Learning

Strategies to support literacy development across the curriculum have been developed over a number of years by the government. These have focussed in part on ensuring that pupils gain a better understanding of grammar and grammatical terminology, but have also covered group talk, active reading and writing strategies linked to an awareness of genre and the development of research skills (including those involving use of the Internet).

\*References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Language material you are advised to check the latest versions with DfES and OCR respectively.

These strategies are now very much part of a pedagogical approach embedded across the curriculum which recognises the interdependency of thought and language and the importance of students' active involvement in the learning process. It is an approach which has clear relevance to the teaching of community languages and is reflected strongly in activities and teaching strategies suggested in our framework.

### Assessment for Learning (AfL)

This initiative is aimed at encouraging teachers to integrate assessment fully into the teaching and learning cycle by helping students to understand where they are in their learning, what the next goals should be and how they can make progress towards achieving them. It involves making expectations explicit as well as including activities such as peer assessment which can stimulate valuable reflection and help students understand relationships between different areas of their learning. Within the framework proposed in this guide the importance of ongoing informal assessment is fully recognised and activities suggested in the pages devoted to this are consistent with the principles underlying AfL.

### The European Languages Portfolio (junior version)

This takes the form of a portfolio in a ring binder which belongs to the student and where a record is kept of achievements and progress relating to the range of languages, European and non-European, which make up that individual's language repertoire. It contains samples of work, reports from teachers and copies of any certificates achieved. The document can be particularly useful as a means of informing mainstream teachers of children's achievements in the complementary school and enabling those achievements to be recognised and celebrated.

## 1.2 Key findings from research into bilingualism and implications for policy-makers, teachers and families

Whilst there is growing recognition that Britain's linguistic and cultural diversity represents a valuable resource, the way in which bilingualism impacts on children's intellectual, cultural and social development is not always well understood. Fortunately, there is now a large body of research from the UK and many other countries which can help educators and parents make informed decisions on these matters. Some key points from this research are summarised here. However, there are many factors which can affect bilingual development and, for a fuller understanding, further reading is recommended in the reference section.

Contrary to popular belief, we know that when young children develop confidence in using one language in the home, and especially when this includes learning to read and write in that language, they are quickly able to acquire another language in the school context. This can be explained in part by the strong support and encouragement from parents and teachers as well as the powerful social need to interact and form friendships with peers. However, there are other factors which contribute significantly. Most importantly, we know that when children start to learn the second language, it is not as though they are returning to point zero. They have already gained important insights into the nature of language and the way it works as a tool of communication. They know, albeit unconsciously, that language serves important functions such as asking and answering questions, giving commands, expressing opinions, relating events.

Moreover, the development of language has at every stage been interwoven with broader conceptual understanding and the development of important cognitive skills such as categorisation and comparison. As children learn to communicate in the second language, therefore, there are many valuable insights and skills already gained that they can draw upon.

*Bilinguals are not two monolinguals inside one person. They own a unique combination of two languages that are both separate and integrated within the thinking system. While the two languages are visible in production (e.g. speaking), in the thinking quarters of the brain, one feeds the other. One language helps the other to grow.*

Baker 2000: 33

The effect of this transfer is nowhere more evident than in the area of literacy. Progress in learning to read in a second language, even in one which uses a different script, is greatly accelerated if there is a foundation of reading and writing skills in the first language. In other words, contrary to the 'common sense' view that exposure to the first language should be limited in favour of English, it is in fact by extending its use into more abstract and sophisticated domains including literacy, that the basis for rapid acquisition of the second language and for meeting the cognitive demands of school learning in that language is established.

We should remember also that contrasting and experimenting with different languages is something that young children do naturally. They enjoy playing with different sounds and symbols and, as they explore and develop confidence in using two languages, so they gain both in their awareness of language and in the flexibility of their thinking.

The research findings show clearly that, where there is encouragement and a supportive environment for children to use and develop both their languages, their educational achievement is at least as good as and frequently better than monolingual children. The findings also show that in addition to the benefits of being able to communicate in two languages, bilinguals are at a significant advantage when it comes to learning other languages.

Beyond the linguistic and cognitive benefits associated with bilingualism there are other important factors to be considered. Language cannot be separated from culture and a sense of identity. There is wide agreement that a sound foundation in the language(s) of the home increases children's self-esteem and confidence in their own ethnicity. Moreover, use of the home language can be important in supporting relationships within the family and in the wider community. There is, incidentally, no evidence to support the view that speaking languages other than English in the home is socially divisive or that it is incompatible with a British identity. Rather the evidence would suggest that bilingualism promotes a respect for diversity and an ability to navigate different cultural realities.

A point not always recognised is that the ability to communicate in two languages can extend vocational and life options. The forces of globalisation and the increasingly diverse nature of our own society have created a demand for people with skills in a wide range of languages in fields ranging from business and media to social services. Bilinguals are well placed to take advantage of such opportunities both because of their language skills and because of their sensitivity to cultural difference which can be crucial in relating to people from different backgrounds.

*Bilinguals bring considerable linguistic and cultural 'capital' with them to the job market. In addition to the opportunities in international business, they have a growing edge in the domestic market in areas such as tourism, social services and education.*

Edwards 2004: 86

There are, then, good reasons, based on a solid body of research, for believing that bilingualism can bring significant benefits both for the individual and for society. What is also clear from the research, however, is that language is not learnt in a vacuum and that its development depends crucially on the creation of a supportive environment in the home, at school and in the wider community. Such support requires the active involvement and collaboration of policy makers and educators at all levels as well as parents and, drawing again on research findings, we turn now to look at implications for each of these.

*There is a need to recognise the particular benefits which competence in community languages represents for the children themselves, for their communities and for wider British society, and to identify ways in which their potential as linguists can best be realised.*

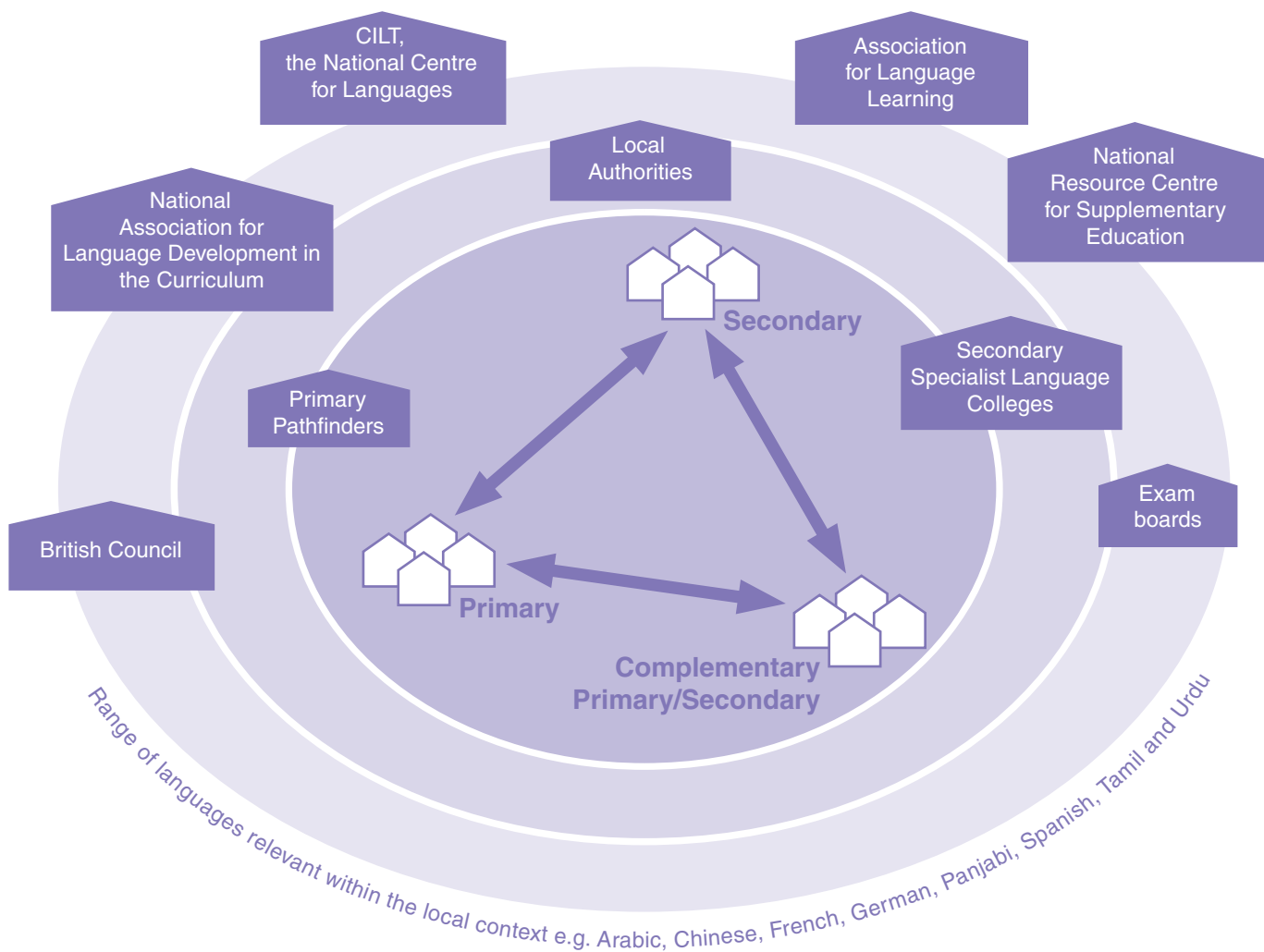
CILT, the National Centre for Languages (2005) *Language Trends 2005: Community language learning in England, Wales and Scotland.*

## Local and regional government levels

Figure 1 below identifies the key players involved in providing for and supporting community languages and highlights potential ways in which partnerships might be developed between schools, across sectors (mainstream/ complementary) and across phases (primary/secondary). Partnerships are needed to enable



mutual understanding, joint planning, sharing of resources and training opportunities as well as coherence between provision in different settings.



**Figure 1. Building coherent, flexible and inclusive provision for language learning through local partnerships.**

The diagram reflects the situation in a local community with a particular linguistic profile. At the centre of the diagram are the schools, some of which (Primary Pathfinders, Secondary Specialist Language Colleges) have an enhanced role in relation to the promotion of language learning and ensuring coherence in provision. Encompassing the schools themselves is the local authority which can play an important part in facilitating dialogue and developing a shared policy. Such joined-up thinking in relation to the teaching of languages in mainstream and complementary sectors is, in fact, essential to the success of the government's recent Every Child Matters initiative and the policy on Extended Schools. Finally the outer circle of the diagram reflects the potential for government supported agencies, independent associations and exam boards to contribute to the building of partnerships and the development of inclusive and flexible provision for language learning.

Worth pointing out here also is the importance of making information about bilingualism available in the community through libraries, community centres, etc. In Wales, where many children grow up speaking Welsh and English, the Welsh Language Board is active in promoting bilingualism. Much of the advice provided on its Twf website (*see References and further reading*) is relevant to parents of whatever background wishing to bring their children up bilingually.

*... complementary schools are an important site where the 'different worlds' of the children can be brought together, and different languages can be juxtaposed, not only to create learning opportunities, but to signal and construct identities.*

Bhatt, Bhojani, Creese and Martin, 2004: 5

*Successful schools reach out to their communities. They often make premises available for community use, which builds bridges and can develop dialogue. Many people have benefited greatly from out-of-school-hours learning in community-run initiatives such as complementary schools. Some complementary schools focus on the curriculum, others on cultural, mother tongue or religious faith instruction. Attendance can enhance pupils' self respect, promote self-discipline and inspire pupils to have high aspirations to succeed.*

DfES 2003: 26

## School level

At the school level similar strategic thinking needs to take place to ensure that the importance of community languages is reflected in school policies and management structures.

*Successful provision for community language learning requires the full support of the school's senior management team to create an environment where teachers and students recognise and celebrate cultural and linguistic diversity.*

QCA 2005: 2.

## Language policy

This should make clear:

- The benefit to all of recognising and exploring language diversity;
- The school's commitment to supporting bilingual learners in developing first language as well as English;
- Ways in which the policy can be put into practice, including through parental involvement.

*... by encouraging the use of community languages, teachers are sending powerful messages about the value which they attach to other languages to all the children in the class: they are also enhancing the status of bilingual children. Monolingual children, for their part, are able to increase their knowledge of and sensitivity towards other languages and cultures.*

Edwards 1998: 5

*Bilingual children perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language. By contrast, when children are encouraged to reject their mother tongue and, consequently, its development stagnates, their personal and conceptual foundation for learning is undermined.*

Cummins 2003: 62

## Positive school ethos

This will reveal itself in a number of ways including:

- First language development is strongly encouraged in policies on language/inclusion and clearly communicated to parents;
- The school prospectus makes clear not just what languages it is possible to study at the school, but also what support there is for other languages through clubs, library and ICT resources, opportunities to sit for exams, etc.
- Home language discussed at initial interview (if necessary through an interpreter) and information obtained about level of competence in oracy and literacy, whether the child is attending a complementary school, whether the child has friends who share the same home language, whether the family still has links to country of origin, etc.
- An annual language audit providing accurate information about the language profile of the school;
- Staff aware of and showing that they value the languages spoken by pupils in the school;
- Pupils feeling comfortable about using the home language in school;
- Different languages and cultures reflected in the physical environment of the school;

- Holidays and festivals celebrated and all pupils encouraged to take part regardless of their religion or background;
- Competitions organised such as Teach a Friend a Language;
- Opportunities provided for pupils to make use of their language skills (e.g. on work experience or through projects such as story-telling with younger children);
- Achievement in community languages recognised in the same way as in other areas, e.g. through displays, assemblies, newsletters to parents, school award ceremonies;
- Links formed with local complementary schools which may involve exchanging information about pupils and sharing expertise, resources and training opportunities;
- Parents and complementary school colleagues invited into the school to take part in international days and other events;
- Use of the European Languages Portfolio as a means of recognising and celebrating pupils' achievement across all languages (and as a possible channel of communication between complementary and mainstream schools);
- Library resources reflecting the multilingual, multicultural nature of the school community/British society.

### **Clear location of community languages within the school curriculum and management structures**

Community languages at secondary level should be a part of the Modern Languages Department. This allows community languages staff to become full members of the departmental team, sharing ideas and resources and contributing to curriculum planning and development. It also gives them greater opportunities for professional development.

*(In section covering good practice)*

*The (community languages) teachers are integrated into the modern languages departments and some have positions of responsibility. There is good cross-language coordination and they attend departmental meetings regularly, take part in training sessions and share best practice with their colleagues. Lesson observation of different languages is also encouraged. In the main the classes are mixed ability with a very wide spread of ability and the teachers have developed strategies for effective differentiation. Some of the schools benefit from the growing number of PGCE courses for community languages and offer placements to PGCE students. This gives community language teachers the experience of acting as mentors and provides the schools with the opportunity to recruit NQTs.*

QCA 2005: pp5–6.

Although part of the Modern Languages Department, it is important that community languages teachers should work in close cooperation with colleagues supporting pupils with EAL. The opportunity for pupils to use their home language at certain times in lessons and for homework can be a major support both in accessing the curriculum and in developing competence in English.

In some schools courses are offered in one or more community languages either on the main timetable or as an enrichment activity after school. Sometimes classes are set up not just for pupils attending a particular school, but also for children at other local schools.

### **Other support**

A way to provide encouragement and support for learning a wide range of languages can be through a languages club, which a member of the Modern Languages Department takes responsibility for running, sometimes with the help of a bilingual classroom assistant or foreign language assistant. Such clubs can offer a variety of activities ranging from creating a multilingual page for the school newspaper using ICT to planning a school assembly on a cultural theme. They can also be a place where pupils go to get advice and support when wishing to enter for an exam in a language not taught at the school. It is useful to build up a range of resources such as exam specifications and specimen papers, pupil guides and other support materials.

### **Bilingualism in the home**

The key players in supporting children's bilingual development are the parents. However, parents are sometimes uncertain about how much they should encourage their children in using the 'first' language.

*... community languages may suffer from the same negative attitudes among pupils as European languages, when young people fail to recognise the relevance and value of language learning. Parents may share these attitudes and may have little or no awareness that maintaining competence in their first language can help their children to learn another language. These language skills can also have a positive effect on overall cognitive development and academic achievement.*

QCA 2005:2

In a context which may not always be favourable to language learning and where English is seen to be all important, it requires a strong commitment on the part of parents to bring their child(ren) up bilingually. Most importantly an environment needs to be created in which using the first language is felt to be a natural and positive experience. This means using the first language consistently as a means of communication in the home in as wide a variety of ways as possible.

To support this, families try to ensure that the culture associated with the language is reflected in everyday family life, for example at meal times, as well as in the physical environment through pictures, photographs, games, ornaments, etc. Radio and television are important means of bringing language and culture into the home and many families access satellite channels.

The cultural context and a strong emotional relationship to the language can be further supported through teaching traditional nursery rhymes and songs. Sharing stories is another very valuable way of helping children to develop their language skills and gain important cultural insights at the same time. This should be an interactive process with questions prompting associations with children's lives and experience and helping them to develop their understanding of characters and plot.

*When parents and other caregivers (e.g. grandparents) are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts, children come to school well prepared to learn the school language and succeed educationally.*

Cummins 2003: 62

It is also important for parents to create as many opportunities for children to come into contact with the language outside the home as possible, Typically this happens by getting together with family members and friends who speak the same language. However, it can also occur through attending cultural and other events organised in the community.

To support children in achieving a strong foundation in the first language, it can be very beneficial for them to attend a community school, usually run at weekends. Such schools perform a valuable role in helping children to develop their language skills particularly in the area of literacy, but often also provide other classes with a cultural or religious focus.



# ਪੰਜਾਬੀ ਕਰੀਕੁਲਮ ਗਾਈਡ

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## Part 2 The Framework



## 2.1 Introduction to the framework charts

### Format and structure of the charts

The following is a summary of key features to be aware of:

#### Flexibility within a nine level structure

The framework is built around nine levels, corresponding broadly to National Curriculum Attainment Levels for Modern Foreign Languages and to the first three stages in the Asset Languages scheme (Breakthrough, Preliminary and Intermediate). Progression across the levels is based both on content and on the range and complexity of language involved. However, it is recognised that there needs to be flexibility to take account of significant differences in pupils' backgrounds, abilities and learning styles. It is also recognised that learning does not generally take place in neat, linear fashion, that pupils progress at different rates and tend to perform better in some skill areas than others. This applies particularly to languages which use a different script, where it is likely to take some time before pupils are able to communicate as effectively in literacy as in oracy related tasks. Thus whilst the nine level structure provides a useful means for mapping overall progression and setting long-term goals, it is not suggested that the content and activities set out at each level represent an exact fit. Clearly many of the activities and texts can be worked on at different levels in relation both to cognitive challenge and linguistic complexity.

It must also be emphasised here that the charts should not be seen as offering detailed lesson plans. Teachers are not expected to follow the language models to the letter or to systematically work through every activity. The charts simply offer a starting point for teachers in devising schemes of work and lesson plans for their particular classes. Teachers should select what is useful for them in their teaching situation, adapting and adding ideas as appropriate. It is also for teachers to decide how much time and emphasis to devote to different topics and texts suggested in the charts. As in the Asset Languages assessment scheme, there is no prescribed time for each level to be completed. However, it would generally be expected that children who have a background in the language and culture and exposure to the language at home should be able to make more rapid progress than those studying it ab initio.

#### A range of themes, topics and texts

There is systematic coverage of the range of topic areas identified in the National Curriculum Programme of Study and GCSE Specifications with opportunities for review and extension as pupils progress from the lower to higher levels (The Topic Overview, which follows this section, demonstrates how this works). Where appropriate, topics are linked to broader cultural or cross-curricular themes as well as to short stories and other imaginative works. It is recognised that work based around broad themes (such as celebrations or health) or imaginative works (stories, dramas, songs) can provide a different way into topics. Importantly they also provide stimulating learning contexts and encourage transfer of understandings and skills across different topic areas.

#### Clear linguistic objectives

Key structures and vocabulary are identified in relation to each topic. When creating schemes of work colleagues may find it useful to distinguish within the lists between core language that all pupils are expected to know by the end of any particular unit and extension language intended for higher attainers (*See pp85–7 on schemes of work*). Opportunities to focus on particular areas of grammar are highlighted in the 'Key structures and vocabulary' column.

#### Challenging activities which promote learner engagement

A range of activities are offered to support the development of oracy and literacy. Some activities aim to support pupils in acquiring and practising language, others are focussed on enabling pupils to use the language in meaningful ways. Many of the activities can be adapted for different topics and different levels.



### Identification of key language learning strategies

Some suggestions to assist pupils in developing language learning strategies to suit their own learning style are included in the Oracy and Literacy columns. There is evidence that explicit teaching of strategies can help learners take greater control of their learning and lead to improvements in performance. A checklist of learning strategies to support pupils across the levels follows on pages 26–7

### Suggestions for resources including ICT

Attractive, up-to-date resources enhance teaching and learning and improve motivation. In the framework charts reference is made to a range of published material including textbooks, stories, magazines, etc. Where resources are referred to in the charts, they are identified by title. Full details are provided in the Resource List at the end of the guide. A list of useful websites is also provided in this section. Some activities involve use of special equipment such as mini-whiteboards or sets of dice. Opportunities are highlighted for drawing on ICT and there is general advice on use of ICT on page 28 Readers should note that a range of resources to support activities suggested in the framework can be downloaded from the Goldsmiths College <http://community.gold.ac.uk> website.

### Integrated assessment advice

Following Levels 3, 6 and 9 there are assessment sections, focussing both on informal and formal aspects. A page within each of the assessment sections is devoted to the Asset Languages scheme. This includes the Can Do statements for each level, broad profiles of performance at each stage and information on the types of task included in tests.

### Topic overview

*See next page.*

## Topic overview showing progression across the levels.

	Level								
Topic	1	2	3	4	5	6	7	8	9
Self and others: myself, family and friends					Self and others: meeting people, relationships, famous people				
Home life and daily routine		Home life and daily routine			Home life and daily routine: responsibilities at home				
School life			School life			School life			
		Health and welfare: food and drink				Health and welfare			
		Free time				Free time			
			Dress and fashion		Dress and fashion				
			Environment: local area	Environment: transport			Environment: country profile	Environment: pollution	
				Travel and tourism: shopping			Travel and tourism		
				World of work: types of jobs, job preferences			World of work: careers and future plans		
					Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, crafts, sculpture, music, film, literature	Media/arts: painting, sculpture, music, film literature
							Social issues: bullying and anti-social behaviour	Social issues: Equality and Gender, smoking, drug addiction, alcoholism, current affairs	Social issues: law and order, racism, current affairs
Customs and traditions		Customs and traditions	Customs and traditions	Customs and traditions				Customs and traditions: rites of passage	

## Language learning strategies checklist

Systematically supporting pupils in making use of strategies for their language learning is a valuable means of involving them in the learning process and of encouraging greater independence. Hence strategy instruction often begins by raising pupils' awareness of the strategies they or their peers already use. It is important to remember that the strategies that are most useful for any individual will depend to some extent on their preferred learning style and the stage they are at in their learning. The statements below, although not exhaustive, can be used as a checklist both for the teacher, in terms of new strategies to model, and for the pupil as an aide-memoire to review their progress in strategy use. They draw on research into learning strategies including by Vee Harris (Department of Educational Studies, Goldsmiths College).

It should be noted that for children who are exposed to the target language and culture at home (and in the local community) there are greatly enhanced opportunities to develop linguistic and cultural understanding. Strategies for such children would include: listening to and participating in conversation with family and friends both face to face and over the telephone; listening to radio programmes, music and songs and watching (satellite) TV programmes and DVDs with family members and friends; reading letters, leaflets, comics, magazines, stories, newspapers with family members and friends; writing letters, greeting cards, emails to family members and friends. The strategies in the checklists should enable them to exploit such opportunities more effectively as well as being of use in more formal learning in school. A class discussion around the way in which informal use of the language at home can support formal study of the language in the school context might be a good way to share the range of ways in which pupils use the language in the home and community. Part of this might relate to and develop understanding of the different varieties of language including slang. Clearly there are important implications here for the role of parents as well as the school's role in promoting parental awareness.

### Listening strategies

#### **Before listening**

- 1 I check that I understand the task I have to do.
- 2 I look carefully at the title and any pictures to see if I can guess what it will be about.
- 3 I try to remember as many words as I can to do with this topic.
- 4 I think about what is likely to be said in this situation and predict the words I am likely to hear.

#### **While listening**

- 5 I work out if it is a conversation, an advert, a news bulletin etc.
- 6 I pay attention to the tone of voice and any background noises for clues.
- 7 I use other clues like key words to identify the rough gist.
- 8 I use my common sense to make sensible guesses.
- 9 I listen out for the names of people or places.
- 10 I listen out for grammar clues like tenses, pronouns.

#### **After listening**

- 11 I check back to see if my first guesses were right and still make sense.
- 12 I think about why some of the strategies I used did not work and what I could do next time.

### Reading strategies

#### **Before reading**

- 1 I work out what I am reading; e.g. if it's instructions, a letter, an advert or a brochure.

### Speaking strategies

#### **Practising speaking**

- 1 I look at the teacher or at native speakers and imitate the shape of their mouths.
- 2 I listen to the radio/ tape cassettes and repeat out loud useful expressions I hear.
- 3 I think about what I would like to say and look up any words I don't know in the dictionary.
- 4 I check that I am pronouncing similar letters correctly, e.g. ਾੜ or ਾੜ

#### **Before speaking**

- 5 I think about what I want to say.
- 6 I remind myself of words and expressions that I already know and put them into sentences.

#### **While speaking**

- 7 if I am really stuck, I avoid topics that I don't have enough language for.
- 8 I listen out for words and expressions that I have just heard the teacher say and try to use them myself.

#### **And if I do not know the word for something**

- 9 I describe it, e.g. what it looks like, what you can use it for, whether you wear, eat or drink it!
  - 10 I use opposites like 'not married' for 'single'.
  - 11 I use a word that has roughly the same meaning like 'boat' instead of 'ship'.
- After speaking**
- 12 I write down words or grammar rules that I did not know and I look them up in a dictionary.

- 2 I try to get clues from any pictures and the title to help me guess what it will be about.
- 3 I try to predict all the words and information that I might find in the text.

#### **While reading**

- 4 I try to spot words that I do understand from when we learned them in class.
- 5 I just try to get the main ideas first and then read it again for the details.
- 6 I look out for the names of people or places and for punctuation clues.
- 7 If I don't understand, I use my common sense to guess the meaning from the rest of the words in the sentence and what I have worked out so far.
- 8 I break the word or sentence up into bits that I may recognise. I use my index finger to follow the words.
- 9 If I don't understand one bit, I go back to it and read it over several times slowly.

#### **After reading**

- 10 I check back to see if my first guesses were right and still make sense.
- 11 I think about why some of the strategies I used did not work and what I could do next time.

#### **Strategies for memorising vocabulary**

- 1 I visualise the way the letter is formed in my mind.
- 2 I associate the letter with ideas that trigger how it is formed e.g. ਾ an be associated with number three, the ਲ਼ - extending the letter ਾ.
- 3 I make two sets of cards, one with the words on and the other with translations or pictures. Then I play games with them (e.g. Hide 'n' seek: see p55)
- 4 I say the words out loud or write them over and over again.
- 5 I make up sentences in my head with the word in.
- 6 I associate the word with one that looks or sounds the same in English.
- 7 I use look-cover-test-check.
- 8 I get my friend/my parents to test me.
- 9 I teach the new words to my parents/ brother/ sister.

- 13 I think about why some of the strategies I used did not work and what I could do next time.

#### **Writing strategies**

##### **Before writing**

- 1 I think about what the task requires and brainstorm some ideas that I want to express.
- 2 I gather more information by reading, talking to others, remembering relevant words or phrases that I have previously learned.
- 3 I list some key ideas.
- 4 I decide how to organise and communicate my ideas; if the task requires describing, sequencing, explaining or justifying.
- 5 I write a rough plan to show the order in which I will put my ideas.

##### **While writing**

- 1 I remember the letters hanging on the line rather than landing.
- 2 I remember different shapes of letters.
- 3 I pay attention to accuracy.
- 4 If I do not know a word or phrase that I need, I look it up or think of an easier way of saying it.
- 5 I add ideas as I write.
- 6 I try to include as much detail as possible, for example using lots of adjectives when I am describing something or someone.
- 7 I use clear 'markers' like 'first, then' or 'on the one hand, on the other hand'.

##### **After writing**

- 1 I write a first draft, correct it using strategies for 'checking my written work' and then write a second draft.
- 2 I ask a friend/the teacher to read it.
- 3 I write a final draft.
- 4 I think about why some of the strategies I used did not work and what I could do next time.

##### **Strategies for checking written work**

- 1 I read the text all the way through to see if it makes sense.
- 2 I check that I am writing similar letters correctly, e.g. ਾ/ੳ, ਮ/ਮ, ਾ/ੳ, etc.
- 3 I read each word separately to see if the spelling 'looks right'.
- 4 I say each sentence to myself to see if it 'sounds right'.
- 5 I read the text over again, paying attention to the grammatical mistakes I usually make e.g. word order.
- 6 I make sure that the style is appropriate and I use good 'linking' words (connectives).
- 7 I try to spot what I am still not sure of.
- 8 I look it up.
- 9 I leave it for a day and then come back to read it 'with fresh eyes'.

## Using ICT effectively

Use of ICT has become integral to teaching and learning across the curriculum. From a young age children are being encouraged to develop ICT skills and to apply them in a variety of ways to support their learning. As far as language learning is concerned, it is clear that ICT can:

- provide a stimulating, interactive multimedia environment which caters for different learning styles (visual, auditory, kinaesthetic);
- provide access to a wide range of up-to-date, authentic material (world wide web);
- increase opportunities for genuine communication in the target language, offering new audiences for pupils' speaking and writing (email, video conferencing with partner school);
- facilitate differentiation (pupils working on different activities, at their own pace and receiving instant feedback);
- assist pupils in facing the challenge of writing in a second language, especially one involving a non-Roman script (drafting and redrafting on the word processor);
- encourage pupils to take greater responsibility for their learning (working at own pace, collaborating with others);
- stimulate creativity and risk-taking (e.g. in multimedia projects);
- support collaborative learning (e.g. in preparing joint presentations to an audience);
- support learning outside as well as in the classroom (at home, in after-school clubs, etc);
- make learning fun.

A range of opportunities for using ICT are highlighted within the framework charts in this guide. Their effectiveness, however, will depend on how well they are integrated into long, medium and short-term planning and how well technical and organisational issues have been taken into account. At the most basic level, reasonable access to computers, data projectors and appropriate technical support are essential. As well as school provision, good ICT facilities may be available through City Learning Centres and other community organisations. Fortunately, many of the issues associated with use of non-Roman fonts have now been resolved and clear advice for teachers and network managers is contained in booklets which can be downloaded free of charge from the Languages ICT website from CILT and the Association for Language Learning. (*See References and Further Reading*).

Increasingly classrooms are equipped with data projectors and interactive whiteboards. Language teachers are taking advantage of the possibilities they offer both for developing language skills and for bringing the target culture into the classroom (DfES, 2004). Teaching material is shared easily between colleagues in school and more widely on the web (*See Useful Websites on Resource List*).

With regard to pupil use of ICT, there are a range of factors to be considered. Learning to word process in a new, non-Roman script, for example, can become a frustrating and time-consuming activity unless thought is given to how the range of skills involved can best be supported within a staged programme. Equally, there are important issues to be considered in use of the Internet: what degree of control should teachers exercise in the choice of websites?; what kinds of sites are suitable for pupils at different stages of their literacy development?; how can pupils be taught to develop a critical stance towards information provided on websites? In many schools pupils are being encouraged to use ICT to make multimedia presentations to their class or other audiences and even to create their own web pages or digital films. Such activities can provide valuable learning experiences as well as motivating pupils, but clear structures need to be established to ensure that all pupils are involved and benefit from the experience (*See Atkinson, 2001; Dugard and Hewer, 2003*).

There is much useful information and practical advice about these matters on the Languages ICT website and the Webwatch Languages section of the site provides links to key resource hubs worldwide. Through its Schools Network website the Specialist Schools and Academies Trust is also supporting the sharing of information and resources. This site is linked to CILT's Community Languages Forum (*See CILT website*) which supports networking and provides information about training opportunities. Further information and case studies illustrating effective use of ICT with community languages are available on the Becta website.

# ਫਰੇਮਵਰਕ ਦੇ ਚਾਰਟ

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## 2.2 The Framework Charts



## Level 1

## Themes, topics, texts

ਮਿਲਣ ਸਮੇਂ ਕਰੇ ਜਾਣ ਵਾਲੇ ਸ਼ਬਦ  
Greetings

ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ / ਨਮਸਤੇ !  
ਜੀ ਆਇਆਂ ਨੂੰ !  
ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ ? ਤੁਸੀਂ ਕਿਸ ਤਰ੍ਹਾਂ ਹੋ ?  
ਮੈਂ ਠੀਕ ਹਾਂ, ਧੰਨਵਾਦ !  
ਮੈਂ ਠੀਕ ਨਹੀਂ ਹਾਂ ।  
**Resources**  
*Nagra, J.S. Panjabi made easy, 2*  
*Kalra, S. Teach yourself Panjabi*

## Key structures and vocabulary

ਨਾਂ  
Name

ਤੁਹਾਡਾ / ਉਸ ਦਾ ਨਾਂ ਕੀ ਹੈ ?  
ਮੇਰਾ / ਉਸ ਦਾ ਨਾਂ ----- ਹੈ ।

ਉਮਰ  
(ਨੰਬਰ ਇੱਕ ਤੋਂ ਦਸ ਤੱਕ)

1,2,3,4,5,6,7,8,9,10  
Roman numbering at this level.  
ਤੁਸੀਂ ਕਿੰਨੇ ਸਾਲ ਦੇ ਹੋ ?  
ਮੈਂ ----- ਸਾਲ ਦਾ/ਦੀ ਹਾਂ ।  
ਇੱਕ ਦੋ, ਹੱਥ ਪੈ -----

## ਮੈਂ - Myself

ਸਰੀਰ ਦੇ ਅੰਗ  
Parts of the body

ਹੱਥ ਲਾਉਣਾ , ਹਿਲਾਉਣਾ (ਹੱਥ - ਪੈਰ)  
ਅੱਖਾਂ ਖੋਲ੍ਹਣੀਆਂ / ਮੀਟਣੀਆਂ  
ਤਾੜੀ ਮਾਰੋ  
ਹੱਥ ਖੜ੍ਹਾ ਕਰੋ  
ਸਿਰ, ਅੱਖਾਂ, ਨੱਕ, ਕੰਨ, ਮੂੰਹ, ਭਰਵਟੇ, ਮੱਥੇ, ਬਾਹਾਂ, ਹੱਥ, ਉਗਲੀਆਂ  
ਨਹੀਂ ਲੱਤਾਂ, ਗੱਡੇ  
ਗਿੱਟੇ, ਪੈਰ ।

## Oracy

- ਗੋਲ-ਚੱਕਰ ਵਿੱਚ ਬੈਠ ਕੇ ਖੇਡਣ ਵਾਲੀ ਖੇਡ Circle game: teacher throws a soft toy to different pupils and says a greeting. Pupils echo and throw the toy back to the teacher or to another pupil.
- ਅਧਿਆਪਕ ਉਚਿਤ ਤਰੀਕੇ ਨਾਲ ਕਹਿਣ ਲਈ ਤੁਲਨਾ ਕਰੋਗਾ (Teacher compares appropriate way of greeting (language, gestures) in Panjabi and British culture, emphasising politeness/respect. Pupils act out (with puppets/finger puppets).

- ਅਗਲੇ ਬੱਚੇ ਨੂੰ ਵਧਾਓ Pass it on: circle activity or along rows, teacher says to first pupil, 'My name is ... . What's your name?' Pupil answers, then puts question to next person.

- ਬੱਚਿਆਂ ਨੂੰ ਖੜ੍ਹੇ ਕਰਕੇ ਅਧਿਆਪਕ ਕਹੇਗਾ All pupils standing up. Teacher/pupil calls 'Get into groups of (e.g.) five.'
- ਗੋਲ ਚੱਕਰ ਵਿੱਚ ਖਿੱਚੋ ਖਿੱਚੋ Circle activity (against the clock); pupils say number or two numbers in turn. Time how long it takes to go round circle.
- ਗੋਲ ਚੱਕਰ ਵਿੱਚ ਖਿੱਚੋ ਖਿੱਚੋ Circle activity: teacher calls, 'Change seats if your number is (five)'; etc.
- ਉ ਆ ਏ ਸ ਹ ਥੋਲਾਣਾ - ਕੱਢੋ ਨਾ ਡੋਲਾਣਾ Song. (ਮਨਜੀਤੋ ਜੱਗਜੀਤੋ ਪੰਜਾਬੀ ਵਿਲਮ)

- ਸਰਨ ਕਹਿੰਦਾ ਹੈ ਕਿ Simon (Sharan) says: pupils obey teacher's command only if teacher begins by saying 'Simon (Sharan) says... (e.g.) shake your head, clap your hands, click your fingers.'
- ਸਿਰ ਮੋਢੇ ਗੋਡੇ ਪੈਰ Singing song: parts of body, whole class or groups taking turns. (See <http://community.gold.ac.uk>)

## Literacy

As the script is introduced, links should be made wherever possible to language pupils are familiar with orally and which is relevant to them.

A good starting point is to get pupils to recognise how their own name is written and to compare with names of classmates. Activity for beginning of lesson can then be to pick out own name card/tag.

Large (laminated) labels for classroom objects is another good way to gradually familiarise pupils with script. Activity can be for pupils to stick labels on to appropriate objects (with blu-tack).

In pairs, pupils look at the alphabet/characters of the Panjabi language. What do the characters look like? Lines, curves, shapes etc.

Ensure information/advice is available for parents about developing first language literacy in the home. Suggest simple stories and let them know what stories you are reading in school.

**Resources**  
*Shamsher Singh, Puri, Gurmukhi primer*  
[www.punjabonline.com](http://www.punjabonline.com)  
<http://community.gold.ac.uk>



# Level 1

## Themes, topics, texts

ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰ  
**Immediate family members**  
 ਇਹ ਕੌਣ ਹਨ ?  
**Who is it?**  
 ਇਹ ਮੇਰੇ ਮਾਤਾ, ਪਿਤਾ ਭਰਾ,  
 ਭੈਣ ਜੀ ਹਨ ।  
**It is my mum, dad, brother, sister etc.**

ਪਾਲਤੂ ਜਾਨਵਰ  
**Pets**  
 ਇਹ ਕੀ ਹੈ ?  
**What is it?**  
 ਇਹ ਇੱਕ ਕੁੱਤਾ, ਬਿੱਲੀ, ਮੱਛੀ,  
 ਪੰਛੀ, ਖਰਗੋਸ਼ ਹੈ ।  
**It is a dog, cat, fish, bird, rabbit**

ਵੇਰਵੇ  
**Simple descriptions**

## Key structures and vocabulary

ਮਾਤਾ, ਪਿਤਾ, ਭੈਣ, ਭਰਾ  
**Paternal relatives:**  
 ਚਾਚਾ, ਚਾਚੀ, ਤਾਇਆ, ਤਾਈ, ਦਾਦਾ, ਦਾਦੀ, ਭੂਆ, ਭੁੱਝੜ  
**Maternal relatives:**  
 ਮਾਮਾ, ਮਾਮੀ, ਨਾਨਾ, ਨਾਨੀ, ਮਾਸੀ, ਮਾਸੜ  
 ਇਹ ਕੌਣ ਹੈ ?  
 ਇਹ ਮੇਰੀ ਮਾਂ ਹੈ ।  
 ਕੀ ਇਹ ਤੁਹਾਡਾ ਭਰਾ ਹੈ ?  
 ਨਹੀਂ ਜੀ, ਇਹ ਰਾਜ ਦਾ ਭਰਾ ਹੈ ।  
**Resources**  
*Sachha, G.S. and Kang, S.S. Punjabi and Sikh studies*

ਇਹ ਕੀ ਹੈ ?  
 ਇਹ ਇੱਕ – ਕੁੱਤਾ/ ਬਿੱਲੀ /  
 ਮੱਛੀ, ਪੰਛੀ, ਖਰਗੋਸ਼/ ਘੋੜਾ -- ਹੈ ।  
 ਇਹ ਬਿੱਲੀ ਕਿਸ ਦੀ ਹੈ ?  
 ਕੀ ਇਹ ਬਿੱਲੀ ਤੁਹਾਡੀ ਹੈ ?  
 ਹਾਂ ਜੀ, ਇਹ ਮੇਰੀ ਬਿੱਲੀ ਹੈ ।  
 ਕੀ ਤੁਸੀਂ ਕੋਈ ਪਾਲਤੂ ਜਾਨਵਰ ਰੱਖਿਆ ਹੋਇਆ ਹੈ ?  
 ਹਾਂ ਜੀ, ਮੈਂ ਇੱਕ ਕੁੱਤਾ ਰੱਖਿਆ ਹੋਇਆ ਹੈ ।  
**Resources**  
*Kalra S.S. and Nagi, J.S. Guru Angad Panjabi primer*  
*Nagra, J.S. Punjabi made easy, 2*  
*Kaur, P. Naveen Punjabi primer: Parts 1 and 2*

ਉਹ ਦੇਖਣ ਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਲਗਦਾ ਹੈ ?  
 ਉਹ ਵੱਡਾ ਹੈ / ਛੋਟਾ ਹੈ, ਲੰਮਾ ਹੈ / ਛੋਟਾ ਹੈ, ਜਵਾਨ ਹੈ / ਬੁੱਢਾ ਹੈ, ਸੋਹਣਾ ਹੈ / ਬਦਸਰਲ  
 ਹੈ, ਨਰਮ ਹੈ / ਸਖਤ ਹੈ ।  
**ਵਿਆਕਰਨ:** ਵਿਸ਼ੇਸ਼ਣ

## Oracy

- ਪਰਿਵਾਰਕ ਰਿਸ਼ਤੇ Family relationships: use generic family tree to introduce vocabulary for family relations. Cartoon characters can work well. Point to picture of particular character and model talking about various family members as if you were that character. Then give out cards with pictures of different characters and ask pupils to pretend to be that character and answer questions. This can lead on to pupils talking about their real families.

- ਵਰ ਕੇ ਵੱਢਾ Guessing game: cover drawings/photos of animals on overhead projector (OHP)/ interactive whiteboard. Reveal picture slowly. Is it a cat or a dog?
- ਤਸਵੀਰਾਂ ਨਾਲ ਬਿੰਗੋ ਖੇਡਣੀ Picture bingo: pupils select/draw three animals. Teacher calls out animals at random. Pupils tick off their animals as they are called out. When all three have been called out, pupil shouts 'Bingo'.
- ਮੂੰਹ ਵਿੱਚ ਬੋਲਣ ਵਾਲੀ ਖੇਡ Mime game: teacher mimes and pupils have to name animal, then pupils do same in pairs.
- ਇਕਵਚਨ-ਬਹੁਵਚਨ Singular/plural game: teacher talks about different people and their pets. Pupils have to put up a hand when they hear a plural idea.

- ਤਸਵੀਰ ਦੇਖ ਕੇ ਵੇਰਵਾ ਦੱਸਣਾ Describe the picture: use photographs of people/cartoon characters to elicit descriptions from the pupils.
- ਤਸਵੀਰ ਪਛਾਣਨੀ Identify the picture: give sets of pictures to pupils. Pupils have to hold up picture of person/animal being described.
- ਤਸਵੀਰਾਂ ਦੇਖਣਾ Identify the object/picture: show pairs of contrasting items (objects/photos). Ask pupils to point to/pass different items, e.g. the big/small/beautiful/ugly fish.

## Literacy

**Familiarisation with the alphabet**  
 Introducing Panjabi alphabet and setting out stages in initial literacy development. Use flashcards for reading and worksheets for teaching letter formation.

- ਅੱਖਰ ਤੇ ਸੁਰੀ ਦਾ ਸਬੰਧ Sound letter relationship: teacher says sound of letter, pupil(s) point to written form or hold up card with written form.
- ਓ ਅੱਖਰ ਪੀ ਇੱਟਰਅੱਕੜਿਣ ਵਾਈਟ ਬੋਰਡ Identify the letter: letter is hidden on OHP/interactive white board. Teacher gradually reveals. Pupils have to identify letter.
- ਅਹਿਆਪਕ ਸੁਰੀ ਕੱਢੇਗਾ/ਬਚੇ ਮੱਖਰ ਦੱਸਣਗੇ Guessing words: teacher says initial letter of word, pupil says word beginning with letter.
- ਅਹਿਆਪਕ ਤੋਂ ਬਾਦ ਉੱਚੀ ਬੋਲ ਕੇ ਅੱਖਰਾਂ ਤੇ ਅਵਾਜ਼ ਦਾ ਅਡਿਅਸ ਚਾਨਿੰਗ to practise names and sound of letters.

**Resources**  
*Various charts with illustrations by S. Kalra Sachha, G.S. and Kang, S.S. Punjabi and Sikh Studies*  
[www.punjabonline.com](http://www.punjabonline.com)

ਮੇਰਾ ਪਰਿਵਾਰ My family

## Level 1

## Themes, topics, texts

ਘਰ ਦੇ ਕਮਰੇ  
Rooms in the house  
ਕਿੰਨੇ ਕਮਰੇ ਹਨ  
Number of rooms

ਖਿੱਲੀ ਕਿੱਥੇ ਹੈ ?  
ਖਿੱਲੀ ਸੌਣ ਵਾਲੇ ਕਮਰੇ ਵਿੱਚ ਹੈ ।  
ਮੌਤੀ ਕਿੱਥੇ ਹੈ ?  
ਮੌਤੀ ਬਗੀਚੇ ਵਿੱਚ ਹੈ ।  
ਸੌਣ ਵਾਲਾ ਕਮਰਾ  
ਗੁਸਲਖਾਨਾ  
ਟੌਇਲਟ  
ਬੈਠਕ  
ਖਾਣਾ ਖਾਣ ਵਾਲਾ ਕਮਰਾ  
ਰਸੋਈ  
ਬਗੀਚਾ

ਸੌਣ ਵਾਲੇ ਕਮਰੇ ਵਿੱਚ ਚੀਜ਼ਾਂ  
Content of bedroom  
Toys, etc

ਬੈਂਡ (ਮੰਜਾ), ਅਲਮਾਰੀ, ਮੇਜ਼, ਕੁਰਸੀ, ਰੇਲਗੱਡੀ, ਕਾਰ, ਗੁੱਡੀ,  
ਇਹ ਇੱਕ ---- ਹੈ ।  
---- ਹੁਣ ਇੱਥੇ ਨਹੀਂ ਹੈ ।  
ਮੈਂ ਰਾਜ ਲਈ ---- ਬਗੀਚਾ/ਬਗੀਚਾਗੀ।  
ਇਹ ਗੁੱਡੀ ਕਿਸ ਦੀ ਹੈ ?  
ਕੀ ਇਹ ਤੁਹਾਡੀ ਹੈ ?  
ਹਾਂ ਜੀ, ਇਹ ਗੁੱਡੀ ਮੇਰੀ ਹੈ ।

## Key structures and vocabulary

## Oracy

- ਬੁੱਠ ਦੀ ਖੇਡ (Guessing game with flash cards: teacher selects a card without letting pupils see what is on it. Pupils have to guess the picture. Pupil who guesses correctly wins the card (and becomes teacher for the next round). Can be repeated in pairs.
- ਖਿੱਲੀ ਕਿੱਥੇ ਹੈ ? Where's the cat?: game using OHP/interactive whiteboard with diagram of house showing different rooms. A visual of a cat is moved around screen/whiteboard.
- ਸੌਣ ਤੋਂ ਚੱਲੀ (Listening activity: teacher describes cat's movements around the house. Pupils trace route cat follows on plan of house, numbering each room in order.

- ਬੁੱਠ ਕੀ ਚੀਜ਼ ਹੈ ? Guess the object: using OHP/interactive whiteboard, teacher gradually reveals more and more of a picture. Pupils have to guess what the picture is.
- ਕੀ ਗੁੱਡੀ ਚੀਜ਼ ਹੈ? Kim's (Kiran's) game: display a range of items on a table, OHP or interactive whiteboard. Pupils close eyes and teacher removes one item. Pupils open eyes and say which item has been removed.
- ਤੁਸੀਂ ਕੰਬੜਪਤੀ ਹੋ ! You're a millionaire!: you have lots of money which presents will you buy for different people in the class? (An object? a toy? an animal?)

## Literacy

- ਅੱਖਰ ਤੇ ਧੁਨੀ ਦਾ ਸਬੰਧ (Sound letter relationships: teacher says sound of letter, pupil(s) point to written form or hold up card with written form.
- ਲਾਈਨ ਲਗਾ ਕੇ ਖੜ੍ਹੇ ਹੋਣਾ (Line up: cards with letters on them distributed among pupils. Pupils have to come to front of class and line up in order.
- ਸ਼ਬਦਕ ਇਬਾਰਤ (Simple dictation: teacher says letter and pupils have to write it on mini-whiteboard\* (or paper). They then hold up their board so teacher can check.

\*The mini-whiteboard can be an effective and motivating tool for language learning and is particularly useful in developing literacy skills. There are a wide range of activities involving the mini-whiteboard and it can be used well at different stages in the lesson. Often a competitive element is introduced and this focuses pupils' attention on getting the right answer (spell accurately) as quickly as possible. A particular advantage of the whiteboard is that it allows the teacher very quickly and easily to assess how well pupils have learnt/particular points and to provide immediate feedback. A list of suggested activities for use with the mini-whiteboard is posted on <http://community.gold.ac.uk>.

ਮੇਰਾ ਘਰ My home

# Level 1

## Themes, topics, texts

ਕਲਾਸ ਰੂਮ ਦੀਆਂ ਚੀਜ਼ਾਂ  
**Classroom objects**  
ਫਰਨੀਚਰ, ਸਾਜ਼ਸਾਮਾਨ  
**Furniture, equipment**

ਮੁੱਖੀ ਜਾਮਰਾ ਪੁੱਛੋ ਮੇਰਾ My classroom

ਕਲਾਸ ਰੂਮ ਦੀ ਗੱਲਬਾਤ  
**Classroom language**

ਦੀਵਾਲੀ  
**Diwali**

ਰਸਮ-ਰਿਵਾਜ  
**Customs and traditions**

## Key structures and vocabulary

ਇਹ ਕੀ ਹੈ ?  
ਇਹ ਕੀ ਹਨ ?  
---- ਕਿਹੜੇ ਰੰਗ ਦਾ/ਦੀ ਹੈ ?  
ਕੁਰਸੀ, ਤਾਕੀ/ ਬਾਗੀ, ਦਰਵਾਜ਼ਾ, ਪੈਨਸਿਲ, ਪੈਨ, ਕਾਗਜ਼, ਕਿਤਾਬ  
ਲਾਲ, ਹਰਾ, ਨੀਲਾ, ਪੀਲਾ, ਡੂਰਾ, ਕਾਲਾ, ਚਿੱਟਾ, ਸੰਤਰੀ  
ਡਾਥੇ ਵਿੱਚ ਕੀ ਹੈ ?  
ਡਾਥੇ ਵਿੱਚ ਕੁਝ ਚੀਜ਼ਾਂ ਤੇ ਪੈਨਸਿਲਾਂ ਹਨ।  
ਇਹ ਕਿਤਾਬ ਕਿਸ ਦੀ ਹੈ ?  
ਇਹ ਕਿਤਾਬ ਮੇਰੀ ਹੈ ।

ਬੈਠ ਜਾਓ, ਖੜ੍ਹੇ ਹੋ ਜਾਓ,  
ਇੱਥੇ ਆਓ, ਹੱਥ ਖੜ੍ਹੇ ਕਰੋ,  
ਦੇਖੋ, ਸੁਣੋ,  
ਪੜ੍ਹੋ, ਲਿਖੋ,  
ਪੌਨਵਾਦ, ਬਹੁਤ ਚੰਗਾ, ਸ਼ਾਨਦਾਰ, ਸ਼ਾਬਾਸ਼  
ਕੀ ਇਹ ਠੀਕ ਹੈ ?  
ਇਹ ਠੀਕ ਹੈ ।  
ਇਹ ਠੀਕ ਨਹੀਂ ਹੈ ।

ਦੀਵਾਲੀ : ਕਿਉਂ, ਕਦੋਂ, ਕਿਵੇਂ ਮਨਾਈ ਜਾਂਦੀ ਹੈ ?  
ਰਾਮ ਤੇ ਸੀਤਾ ਦੀ ਕਹਾਣੀ  
ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਜੀ ਦੀ ਗਵਾਲੀਅਰ ਦੇ ਕਿਲ੍ਹੇ ਦੀ ਬੰਦੀ-ਛੋੜ ਕਹਾਣੀ  
**Resources**  
Wolverhampton LEA, Our festival

## Oracy

- ਸਫਲ ਪੁੱਛੋ Simple questions: ask and answer simple questions using real objects, cards and games: e.g. guessing game, 'What's in the box?'
- ਇਹ ਕਿੱਥੇ ਹੈ? Where is it?: teacher describes where things are using prepositions taught (in, on, under, next to) and colour/size. Pupils draw what the teacher describes on paper or mini-whiteboard.
- ਕਿਰਨ ਦੀ ਖੇਡ Kim's (Kiran's) game: which item is missing? (See p33)
- ਡਾਈਸ ਨਾਲ ਖੇਡਣ ਵਾਲੀ ਖੇਡ Game with (noiseless\*) dice: pupils in pairs. Pupil A throws dice, pupil B has to say that number of words related to topic, e.g. classroom objects. (Also range of talking dice\* activities related to classroom objects and other topics).
- ਹੱਥ ਲਾਓ/ਫੜੋ Touch/hold up something blue/green/red.
- ਤਸਵੀਰ ਦੇਖ ਕੇ ਦੱਸੋ Look at picture for 10 seconds, what were colours? (e.g. of people's clothes).

\*See Resource list

- ਜਮਾਤ ਕਮਰੇ ਦੇ ਕੰਮਾਂ ਲਈ ਵਰਤੀ ਜਾਣ ਵਾਲੀ ਬੋਲੀ Build up use of target language for classroom routines.
- ਸ਼ਰਨ ਕਰਿੰਦਾ ਹੋ Play Simon (Sharan) says: teacher, then pupil gives commands, e.g. ਸਕਲ ਕਰਿੰਦਾ ਹੈ ਕਿ - ਬੈਠ ਜਾਓ, ਖੜ੍ਹੇ ਹੋ ਜਾਓ etc.

- ਡਿਊਰ ਮਨਉਣ ਬਾਰੇ ਗੱਲਬਾਤ ਲਈ ਦੇਖਣ ਵਾਲੇ ਰੀਸੋਰਸਿਜ਼ Use visual resources to talk about celebration and its origins.
- ਕਰਨ ਵਾਲੀਆਂ ਗਿਆਵਾਂ Practical activities: e.g. making greeting cards etc. Dramatisation with puppets/songs/poems.

## Literacy

- ਸਾਦਰਸ਼ਤ ਵਧਾਉਣ ਦਾ ਤਰੀਕਾ /ਜੋੜੇ ਬਣਾ ਕੇ Pelmanism/ pairs: matching Punjabi words to pictures or Punjabi to English. Pupils play the game in groups of three or four. A set of cards is placed face down on the table. Pupil A turns over two cards. If they make a pair, pupil A keeps them and has another go. If they do not make a pair, pupil A turns them face downwards again and it is pupil B's turn. Aim is to collect as many pairs as possible.
- ਦੇ ਦੋ ਦੀਆਂ ਟੇਲੀਆਂ ਵਿੱਚ ਕੌਮ ਕਰਨਾ Place in correct order: pupils in pairs/groups have to order letters of alphabet in sequence as quickly as possible. Fastest pair/group wins.
- ਚਿੱਟੀਆਂ ਸਲੇਟਾਂ ਤੇ ਕੌਮ Mini whiteboard activities.

**Resources**  
Punjabi alphabet jigsaw available from DTF, see Resource list

## Level 1

## Themes, topics, texts

ਤਿੰਨ ਮਿੱਤਰ  
Creativity

Story, poem, song, drama

ਖਰਗੋਸ਼ ਤੇ ਕੱਛੂ, ਦੇ ਮਿੱਤਰ ਅਤੇ  
ਚਿੱਠ

## Resources

Wolverhampton LEA, Panjabi Gyan

ਸਿਆਣਾ ਕਾਂ, ਸਰਾਰਤੀ ਚੂਹੀ,  
ਲਾਲਚੀ ਕੁੱਤਾ, ਕਾਂ ਤੇ ਲੁੱਬੜ,  
ਅੰਗੂਰ ਖੱਟੇ ਹਨ, ਸੇਰ-ਸੇਰ-  
ਮੁਰਲੀ ਵਾਲਾ ਮੁੰਡਾ ।

## Resources

Nagra, J.S. Stories for young pupils  
in Panjabi and English, Book 1 (dual  
language stories)

## Key structures and vocabulary

Suggested procedure for using stories in the classroom:

- Introduce story (visuals/key words or phrases);
- Tell story (visuals/gesture/expression);
- Work on story (content and language, e.g. through role-play, active reading and writing, strategies such as classifying, sequencing);
- Create around story (illustrating a scene in story, making up own story).

For example: ਸਿਆਣਾ ਕਾਂ

Key words/phrase to teach before telling story: ਪਿਆਸ, ਘੜਾ/ਜੱਗ,  
ਲੱਤਾ, ਦੇਖਿਆ, ਰੋੜੇ, ਇਕੱਠੇ ਕਰਕੇ, ਪਾਣੀ ਪੀਤਾ, ਉੱਡ ਗਿਆOpportunity to compare stories to encourage the use of  
language by code-switching i.e. allowing beginners to use  
English words when they get stuck for Panjabi equivalent e.g.  
Bhagwant Mann, *Thirsty Crow*.

## Oracy

- ਸਿੱਖੋ ਤੇ ਨਾਟਕ ਕਰੋ Finger rhymes: learn and perform simple finger rhymes related to topics covered.
- ਇੱਕ ਦੁਨੀ ਦੁਨੀ, ਚੂਹਾ ਨੇ ਗਿਆ ਪੂਣੀ Traditional nursery rhyme.
- ਪੁਤਲਿਆਂ ਦੀ ਵਰਤੋਂ Talking puppets: use (finger) puppets to hold short conversations.
- ਸੁਣੋ ਤੇ ਕਰੋ Listen and respond: to focus attention while listening to stories, songs and poems, get pupils to join in with repeated phrases or respond to key words or phrases by dancing, moving or miming.
- ਸੁਣੋ ਤੇ ਕਰੋ /ਕਰੋ Listen and clap: support pronunciation and develop awareness of particular sound patterns, emphasise rhyming features of words, e.g. by getting pupils to clap each time they hear a word which rhymes with a chosen word.
- ਸ਼ਬਦ ਸੁਣਨ ਤੇ ਕਾਰਡ ਦਿਖਾਓ Listen and mime/show: teacher reads story or sings song pupils perform mimes or hold up cards when they hear particular sounds or words.
- ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਕਹਾਣੀ ਦੱਸੋ Retelling story using visual prompts.
- ਤਸਵੀਰਾਂ ਕ੍ਰਮਵਾਰ ਰੱਖੋ Sequencing pictures: sequence pictures to show the meaning of a story, poem or song.
- ਕਹਾਣੀ ਤੇ ਐਕਟਿੰਗ ਕਰੋ Acting out a story as it is narrated; joining in with the telling and acting out of a story.

## Literacy

- ਤਸਵੀਰਾਂ ਬਣਾ ਕੇ ਕਹਾਣੀ ਦੱਸੋ Illustrate story with labels in Panjabi.
- ਸ਼ਬਦ ਪਛਾਣਨ ਲਈ ਉਤਸ਼ਾਹਿਤ ਕਰਨਾ Encourage recognition of a few simple key words in the story.
- ਖੇਡ ਦੇ ਮੈਦਾਨ ਵਿੱਚ ਖੇਡਣ ਵਾਲੀਆਂ ਪੰਜਾਬੀ ਖੇਡਾਂ Use of Panjabi playground games: ਕੋਟਲਾ - ਛਿਪਕੀ, ਪਿੱਠ, ਕਿਕਲੀ, ਕਬੱਡੀ
- ਸ਼ਬਦ ਸ਼ਬਦ-ਅੱਡਾਉਣੀ Use of simple crosswords.

## Resources

Kaira, S.S. and Nagi, J.S. Guru, Angad Panjabi primer

# Level 2

## Themes, topics, texts

- ਆਮ ਖਾਣ - ਪੀਣ ਵਾਲੀਆਂ ਚੀਜ਼ਾਂ**  
**Familiar foods and drinks**
- ਖਾਣ-ਪੀਣ ਵਾਲੇ ਪੁੱਛਣਾ  
 Asking for foods and drinks
  - ਖਾਣ-ਪੀਣ ਬਾਰੇ ਆਪਣੀ ਰਾਏ/ਵਿਚਾਰ ਦੱਸਣੇ  
 Expressing opinions about foods and drinks
  - ਖਾਣ-ਪੀਣ ਵਾਲੀਆਂ ਚੀਜ਼ਾਂ ਬਾਰੇ ਦੱਸਣਾ  
 Describing foods and drinks

## ਪਸੰਦ ਤੇ ਨਾਪਸੰਦ ਦੱਸਣਾ

### Likes and dislikes

## ਖਾਸ ਮੌਕਿਆਂ ਲਈ ਖਾਣਾ

### Food for special occasions

- ਜਨਮ ਦਿਨ  
 Birthdays
- ਚਿਉਹਾਰ  
 Festival

## Key structures and vocabulary

ਕੀ ਤੁਹਾਨੂੰ ਪਿਆਸ ਲੱਗੀ ਹੈ?  
 ਹਾਂ ਜੀ, ਮੈਂ ਇੱਕ ਗਲਾਸ ਸੰਗਤਰੇ ਦਾ ਰਸ/ ਪਾਣੀ ਦਾ ਲੈਂਪੀ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ।  
 ਕੀ ਤੁਹਾਨੂੰ ਭੁੱਖ ਲੱਗੀ ਹੈ?  
 ਹਾਂ ਜੀ ਮੈਂ ਕੁਝ ਖਾਣਾ ਚਾਹੁੰਦੀ ਹਾਂ/ ਚਾਹੁੰਦਾ ਹਾਂ।  
 ਇੱਕ ਸੇਬ, ਕੱਲਾ, ਨਾਸਪਤੀ ਦੇ ਦਿਉ।  
 ਕੀ ਇਹ ਸੁਆਦ ਹੈ?  
 ਹਾਂ ਜੀ, ਇਹ ਸੁਆਦ ਹੈ।  
 ਨਹੀਂ ਜੀ ਇਹ ਬੇਸੁਆਦ ਹੈ/ ਸੁਆਦ ਨਹੀਂ ਹੈ।  
 ਹੱਗ (ਲਾਲ, ਹਰਾ, ਪੀਲਾ, ਭੂਰਾ, ਕਾਲਾ, ਚਿੱਟਾ, ਸੰਗਤਰੀ)  
 ਆਕਾਰ(ਸਾਈਜ਼)  
 ਲੰਬਾ, ਗੋਲਾ, ਵੱਡਾ, ਛੋਟਾ, ਨਰਮ, ਸਖਤ

**Grammar focus**

- ਇੱਕ ਵਚਨ/ਬਹੁ-ਵਚਨ
- ਵਿਸ਼ੇਸ਼ਣ
- ਪੁੰਨਾਤਮਕ ਵਾਕ

ਤੁਸੀਂ (---) ਪਸੰਦ ਕਰਦੇ ਹੋ? ਹਾਂ ਜੀ, ਮੈਂ ਪਸੰਦ ਕਰਦਾ/ ਕਰਦੀ ਹਾਂ।  
 ਹਾਂ ਜੀ, ਮੈਂ ਬਹੁਤ ਸਿਆਦਾ ਪਸੰਦ ਕਰਦਾ/ ਕਰਦੀ ਹਾਂ ਨਹੀਂ ਜੀ, ਮੈਂ ਪਸੰਦ ਨਹੀਂ ਕਰਦਾ/ ਕਰਦੀ।  
 ਤੁਸੀਂ ਕੀ ਚਾਹੁੰਦੇ ਹੋ?  
**Grammar focus**

- ਨਹਵਾਚਕ (indicated by ending on verb)
- ਯੋਜਕ ਤੇ ਅਤੇ (ਪਰ/ਪਰੰਤੂ)

ਜਨਮ ਦਿਨ /ਦੀਵਾਲੀ ਦੀ ਬਹੁਤ ਵਧਾਈ।  
 ਤੁਸੀਂ ਜਨਮ ਦਿਨ ਦੀ ਪਾਰਟੀ/ਦੀਵਾਲੀ ਵਾਲੇ ਦਿਨ ਕੀ ਖਾਂਦੇ/ਪੀਂਦੇ ਹੋ?  
 ਤੁਸੀਂ ਕੀ ਪੀਂਦੇ ਹੋ?

**Resources**  
 S.S. Kalra and J.S. Nagi. Guru Angad Panjabi primer

## Oracy

- **ਫਿਰ ਕੀ ਹੈ?** What is it?: using visuals (real objects, flashcards, OHT, interactive whiteboard). Is it an apple or a banana? Is it apple or orange juice? Use masking technique to reveal only part of item or feel inside a bag.
- **ਅਧਿਆਪਕ ਦੇ ਨਾਂ ਲੈਣ ਤੇ ਉਸ ਚੀਜ਼ ਨੂੰ ਪਹਿਚਾਣਨਾ ਤੇ ਦੱਸਣਾ**  
 Identifying: teacher says word, pupils point to/ hold up item.
- **ਅਧਿਆਪਕ ਦੇ ਪੁੱਛਣ ਤੇ ਚੀਜ਼ ਦਾ ਨਾਂ ਜਾਂ ਨੰਬਰ ਬੋਲਣਾ/ਲਿਖਣਾ**  
 Identifying: teacher says word, pupil says or writes down number or letter beside it.
- **ਵਲਾਂ ਦੇ ਸਲਾਦ ਦੀ ਖੇਡ** Fruit salad game: pupils in a circle are each given a word to remember e.g. apple, peach, pear, mango. When the teacher calls out a word, every pupil with that word must change places. When the teacher calls out, 'Fruit salad' all pupils change places.
- **ਬੁਝਣ ਦੀ ਖੇਡ** Guessing game: 'What is it? It's big, long and yellow.'

- **ਪਸੰਦ - ਨਾ ਪਸੰਦ, ਖਾਣਿਆਂ ਦੀ ਪਸੰਦ ਬਾਰੇ ਦੱਸਣਾ**  
 Preferences: (classify foods into likes and dislikes/list in order of preference).
- **ਕਲਮ ਵਿੱਚ ਪਤਾ ਲਗਾਉਣਾ** Find someone who: pupils circulate among classmates asking about likes and dislikes until they find pupil who likes/dislikes specified item. Could lead on to class survey.

- **ਪਾਰਟੀ ਜਾਂ ਚਿਉਹਾਰ ਮਨਾਉਣ ਵਾਲੇ ਇੱਕ ਖਾਣਾ ਤਿਆਰ ਕਰਨਾ** Prepare one or more food items related to celebration.

## Literacy

- Keep making links to words that relate in some way to pupils' experience, e.g. words that they might recognise because they see them in their local environment, e.g. at the Gurdwara/Mandir, on cards for special occasions, in shops. Or words that are cognates of English words, 'computer', 'telephone'.
- **ਪੰਜਾਬੀ ਦੇ ਸਾਰੇ ਅੱਖਰਾਂ ਬਾਰੇ ਦੱਸਣਾ** Introduction to all consonants in Panjabi alphabet ਕ, ਖ, ਗ, ਘ, ----
  - **ਅੱਖਰ ਤੇ ਧੁਨੀ ਦਾ ਸਬੰਧ** Sound-letter relationships: teacher says sound of letter, pupil(s) point to written form or hold up card with written form.
  - **ਓ ਅੱਖਰ ਪੀ /ਇੰਟਰਐਕਟਿਵ ਵਾਈਟ ਬੋਰਡ** Guessing game: letter hidden on OHP/interactive whiteboard, teacher gradually reveals. Pupils have to identify letter.
  - **ਹਵਾ ਵਿੱਚ ਲਿਖਣਾ**; Writing in the air: teacher says letter and pupils draw shape in the air.
  - **ਨਾਲ ਕੰਮ ਕਰਨ ਵਾਲੇ ਦੀ ਕਮਰ ਤੇ ਲਿਖਣਾ** Tracing on the backs of partners: one pupil traces shape of letter with finger on back of partner, other pupil guesses the letters.

## Level 2

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>ਨੰਬਰ Numbers 11-30</p> <p>ਦਿਨ, ਦਿਨ ਦੇ ਭਾਗ Days, parts of day</p>	<p>11 ਤੋਂ 30 ਤੱਕ ਗਿਣਤੀ ਤੇ ਨੰਬਰ ਹਫਤੇ ਦੇ ਦਿਨ ਸੋਮਵਾਰ ਤੋਂ ਐਤਵਾਰ ਤੱਕ ਸਵੇਰ - ਦੁਪਹਿਰ - ਦੁਪਹਿਰ ਤੋਂ ਬਾਦ- ਸ਼ਾਮ - ਰਾਤ</p> <p>ਸੋਮਵਾਰ ਸਕੂਲੇ ਜਾਓ, ਮੰਗਲਵਾਰ ਖੂਬ ਫਲ ਖਾਓ Traditional poem</p>	<p>ਗੋਲ-ਚੱਕਰ ਵਿੱਚ ਬੈਠ ਕੇ ਕਰਨ ਲਈ Circle activity: pupils say number/two numbers in turn. Time how long it takes to go round circle.</p> <p>ਬਿੰਗੋ Bingo: pupils write, in secret, any three numbers from a given list (on mini whiteboard). Teacher calls out the numbers at random. The first person to hear and tick their three chosen numbers calls 'Bingo'.</p> <p>ਸ਼ਾਬਦ ਗਣਿਤ Simple arithmetic: 10 + 6?</p> <p>ਅਧਿਆਪਕ ਮਗਰ ਬੋਲਣਾ Chant/song to practise days of week.</p> <p>ਉਮਰ ਖੁੱਲ੍ਹਣੀ Guessing ages: show pictures of (famous) people aged up to 30 (to link to Level 1 work on ages).</p>	<p>ਪੰਜਾਬੀ ਅੱਖਰ ਸਿਖਾਉਣੇ Introduction to the consonants</p> <ul style="list-style-type: none"> <li>ਅੱਖਰ ਤੇ ਧੁਨੀ ਦਾ ਸਬੰਧ Sound-letter relationships: teacher says sound of letter, pupil(s) point to written form or hold up card with written form.</li> <li>ਓ ਐਚ ਪੀ / ਓਟਕੋਮੈਟਿਵ ਵਾਲੀਟ ਬੋਰਡ Guessing game: teacher gradually reveals letter hidden on OHP/interactive whiteboard. Pupils have to identify letter.</li> <li>ਸ਼ਬਦ ਵਿੱਚ ਅੱਖਰ ਦੀ ਆਵਾਜ਼ ਪਛਾਣਨੀ Letter sound identification: teacher selects one of the letter sounds and tells pupils to concentrate on that sound. S/he then calls out words and pupils have to put up hand when they hear word which has the sound in it.</li> <li>ਹਵਾ ਵਿੱਚ ਲਿਖਣਾ Writing in the air. (See p36)</li> <li>ਨਾਲ ਕੰਮ ਕਰਨ ਵਾਲੇ ਦੀ ਕਮਰ ਤੇ ਲਿਖਣਾ Tracing on the backs of partners. (See p36)</li> </ul>
<p>ਸਮਾਂ/ਟਾਈਮ ਦੱਸਣਾ Telling the time</p>	<p>ਕੀ ਟਾਈਮ/ਸਮਾਂ ਹੁੰਦਾ ਹੈ / ਕਿੰਨੇ ਵੱਜੇ ਹਨ ? ਗਿਆਰਾਂ (---) ਵੱਜੇ ਗਏ ਹਨ ! ---ਦੁਪਹਿਰ/ਅੱਧੀ ਰਾਤ</p>	<p>ਦੀਵਾਰ-ਘੜੀ ਤੇ ਸਮਾਂ ਦੱਸਣਾ Telling time: on large clock face (for whole class) or small clock faces (for individual/pair work) pupils move hands to show time called out by teacher.</p> <p>ਘੜੀ ਦੀ ਖੰਡ Telling time: pupils stand facing each other in concentric circles. On instruction the inner circle rotates and holds up time cards/small clock faces for changing partners to answer the question, 'what time is it?'</p>	
<p>ਹਰ-ਰੋਜ਼ ਦਾ ਕੰਮ ਕਾਜ Daily activities</p>	<p>ਤੁਸੀਂ (ਸਵੇਰ, ਦੁਪਹਿਰ, ਸ਼ਾਮ) ਕੀ ਕਰਦੇ ਹੋ? ਮੈਂ ਸਵੇਰੇ ਉਠਦਾ/ਉਠਦੀ ਹਾਂ, ਮੈਂ ਮੂੰਹ-ਚੌਥ ਧੋਂਦਾ/ਧੋਂਦੀ ਹਾਂ, ਮੈਂ ਲਿਆਰ ਹੁੰਦਾ/ਹੁੰਦੀ ਹਾਂ, ਮੈਂ ਨਾਸਤਾ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ, ਮੈਂ ਸਕੂਲ ਜਾਂਦਾ/ਜਾਂਦੀ ਹਾਂ, ਮੇਰਾ ਸਕੂਲ ਸ਼ੁਰੂ ---ਹੁੰਦਾ ਹੈ, ਮੈਂ ਦੁਪਹਿਰ ਦਾ ਖਾਣਾ ਖਾਂਦਾ/ ਖਾਂਦੀ ਹਾਂ, ਮੇਰਾ ਸਕੂਲ ਖਤਮ ---ਹੁੰਦਾ ਹੈ, ਮੈਂ ਘਰ ਆਉਂਦਾ/ ਆਉਂਦੀ ਹਾਂ, ਮੈਂ ਖੇਡਦਾ/ ਖੇਡਦੀ ਹਾਂ, ਮੈਂ ਰਾਤ ਦਾ ਖਾਣਾ ਖਾਂਦਾ/ ਖਾਂਦੀ ਹਾਂ, ਮੈਂ ਟੈਲੀਵਿਜ਼ਨ ਦੇਖਦਾ/ ਦੇਖਦੀ ਹਾਂ, ਮੈਂ ਸੌਣ ਲਈ ਜਾਂਦਾ/ ਜਾਂਦੀ ਹਾਂ। ਪਹਿਲਾਂ ਮੈਂ, ਫਿਰ, ਉਸ ਤੋਂ ਬਾਅਦ</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>ਵੱਜੇ - ਵੱਜੇ</li> <li>ਕਿਆ - ਕਰਮਾਨ ਕਾਲ</li> <li>ਪੁਲਾਤਮਕ ਵਾਕ</li> <li>ਯੋਜਕ: ਪਹਿਲਾਂ, ਫਿਰ, ਉਸ ਤੋਂ ਬਾਅਦ</li> </ul>	<p>ਮੂੰਹ ਵਿੱਚ ਬੋਲ ਕੇ ਜਾਣਕਾਰੀ ਦੇਣਾ Mime what I say: in pairs, one pupil says sentence, other pupil mimes.</p> <p>ਸਰਨ ਕਰਦਾ ਹੈ ਕਿ - Simon (Sharan) says.</p> <p>ਪ੍ਰਦਰਸ਼ਨ ਕਰਕੇ ਕਰਨ ਵਾਲੀ ਕ੍ਰਿਆ Sequencing: introduce pairs of random activities with visuals. Which of the pair do pupils do first during an ordinary day? Then with four activities, pupils explain the order in which they are done. This can be listening/speaking and also reading activity which can also include matching text to pictures.</p>	

ਹਰ-ਰੋਜ਼ ਕਰਨ ਵਾਲੇ ਕੰਮ - ਕਾਰ Daily routine

# Level 2

## Themes, topics, texts

**ਆਮ ਕੌਮ-ਕਾਰ**  
**Common activities**  
**ਕ੍ਰਿਆਵਾਂ ਕਿੰਨੀ ਕਿੰਨੀ ਦੇਰ**  
**ਬਾਅਦ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਹਨ**  
**Activities and how**  
**frequently they are**  
**practised**

## Key structures and vocabulary

ਤੁਸੀਂ ਵਿਹਲੇ ਸਮੇਂ ਵਿੱਚ ਕੀ ਕਰਦੇ ਹੋ?  
 ਮੈਂ ਕਾਰ , ਰੇਲ ਗੱਡੀ , ਗੱਡੀ (ਭੱਲ), ਭਾਲੂ, ਨਾਲ, ਖੇਡਦਾ/ਖੇਡਦੀ ਹਾਂ/ ਮੈਂ ਫੁੱਟਬਾਲ  
 ਖੇਡਦਾ/ਖੇਡਦੀ ਹਾਂ/ ਮੈਂ ਤਰਨ ਜਾਂਦਾ/ਜਾਂਦੀ ਹਾਂ/ਮੈਂ ਪਾਗ ਕੂ ਜਾਂਦਾ/ਜਾਂਦੀ ਹਾਂ/ਮੈਂ  
 ਟੈਲੀਵਿਜ਼ਨ ਦੇਖਦਾ/ ਦੇਖਦੀ ਹਾਂ/ਮੈਂ ਡਾਂਸ ਕਰਨ/ ਸਿੱਖਣ ਜਾਂਦਾ / ਜਾਂਦੀ ਹਾਂ/ਮੈਂ ਸਾਈਕਲ  
 ਚਲਾਉਂਦਾ/ ਚਲਾਉਂਦੀ ਹਾਂ।

- Grammar focus**
- ਕਦੇ ਕਦੇ / ਕਦੇ ਵੀ ਨਹੀਂ
  - ਕ੍ਰਿਆ - ਵਰਤਮਾਨ ਕਾਲ
  - ਪੁਸ਼ਤਮਤਕ ਵਾਕ
  - ਨਾਂਵ ਵਾਕ

**Resources**  
 Nagra, J. S. *Punjabi made easy 2*

**ਕ੍ਰਿਆਵਾਂ ਕਰਨ ਵਾਸਤੇ ਥਾਂਵਾਂ**  
**Places for activities**

ਤੁਸੀਂ (--- ਕਸਰਤ ਕਰਨ) ਲਈ ਕਿੱਥੇ ਜਾਂਦੇ ਹੋ ?  
 ਘਰ ਹੀ ਕਰਦਾ ਹਾਂ/ਬਗੀਚੇ ਵਿੱਚ, ਪਾਰਕ, ਲਾਈਅਰ ਸੈਂਟਰ ਵਿੱਚ ਜਾਂਦਾ ਹਾਂ।

**Grammar focus**

- *Prepositions: shown by ending on noun in Punjabi, e.g ਠਗੀਓ ਵਿੱਚ, ਘਰ ਹੀ*
- ਪੁਸ਼ਤਮਤਕ ਵਾਕ

**Resources**  
 Wolverhampton LEA, *A practical guide to GCSE Punjabi*  
 Nagra, J.S. *GCSE Punjabi*.

**ਪਸੰਦ ਤੇ ਨਾ ਪਸੰਦ**  
**Likes and dislikes**

ਤੁਸੀਂ ਕੀ ਕਰਨਾ ਪਸੰਦ ਕਰਦੇ ਹੋ?  
 ਮੈਂ ----- ਕਰਨਾ ਪਸੰਦ/ਬਹੁਤ ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ।  
 ਕੀ ਤੁਸੀਂ ----- ਕਰਨਾ ਪਸੰਦ ਕਰਦੇ ਹੋ?  
 ਹਾਂ ਜੀ , ਮੈਂ ਬਹੁਤ ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ।  
 ਮੈਨੂੰ ਚੰਗਾ ਨਹੀਂ ਲਗਦਾ।

## Literacy

- ਹਵਾ ਵਿੱਚ ਲਿਖਣਾ: Writing in the air. (See p36)
- ਨਾਲ ਕੌਮ ਕਰਨ ਵਾਲੇ ਦੀ ਕਮਰ ਤੋਂ ਲਿਖਣਾ: Tracing on the backs of partners. (See p36)
- ਚਿੱਠੀਆਂ ਸਲਾਟਾਂ ਤੋਂ ਲਿਖਣਾ: Mini-whiteboard activities, e.g.
  - Teacher shows how word is formed letter by letter (or how character is formed), Pupils copy what teacher does, then rub out and try to do independently.
  - Teacher shows character/word/sentence, but part of it is masked or rubbed out. First pupil to write whole character on whiteboard correctly wins.
  - Character/word/sentence is flashed up for 5-10 seconds. Pupils have to write word/sentence correctly. First one to do so wins.
- ਦੋ ਦੀਆਂ ਟੋਲੀਆਂ ਵਿੱਚ ਕਰਨ ਵਾਲਾ ਕੌਮ Pair activity: partner A says word, partner B has to write it correctly to win point. Partner A checks if correct.

## Oracy

- ਮੂੰਹ ਵਿੱਚ ਹੌਲੀ ਬੋਲ ਕੇ ਕਹਿਣਾ ਤੇ ਝੁੰਝਣਾ: Miming presentations: guess the activities that different pupils mime.
- ਗੋਲ ਚੱਕਰ ਵਿੱਚ ਕ੍ਰਿਆ Circle activity: teacher asks 'What do you do in your free time?' First pupil mimes and then says activity. Second pupil repeats what first pupil has said with mime and then adds new activity with mime and so on.
- ਵਲਾਂ ਦੇ ਸਲਾਦ ਦੀ ਖੇਡ Fruit salad game. (See p36)
- ਡਾਈਸ ਨਾਲ ਖੇਡ Game with (noiseless) dice. (See p34) Also talking dice with hobbies pictures.
- ਕਿਰਨ ਦੀ ਖੇਡ Kim's (Kiran's) game. (See p33)
- ਸੁਣਨ ਤੋਂ ਕਰੋ Listening activity: recording of people talking about their hobbies and how often they practise them. Pupils complete grid.
- ਸੁਣ ਕੇ ਪਸੰਦ / ਨਾ ਪਸੰਦ ਬਾਰੇ ਦੱਸਣਾ Listen and note: pupils listen to recording of young people saying where they do activities: at home, at the leisure centre, in the park. They complete grid to demonstrate understanding.
- ਗੋਲ ਚੱਕਰ ਵਿੱਚ ਕ੍ਰਿਆ Pass it on: circle activity to practise questions and answers based on this topic and previous topics. Teacher/pupil asks question and then throws soft toy to pupil in group who answers. This pupil then asks a question and throws soft toy to another pupil (and so on).

- ਇਸ਼ਾਰਾ ਕਰਕੇ ਦੱਸਣਾ Listen and sign: pupils give physical response to show understanding of an opinion, e.g. thumbs down for dislike and thumbs up for like.
- ਸੁਣ ਕੇ ਪਸੰਦ / ਨਾ ਪਸੰਦ ਬਾਰੇ ਦੱਸਣਾ Listen and note: pupils listen to recording of young people saying what activities they like/dislike. They complete grid to demonstrate understanding.
- ਪਸੰਦ ਕਰਨ ਵਾਲੇ ਦੱਸਣੀ Preferences: classify activities into likes and dislikes/list in order of preference.

## Level 2

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>ਦੀਵਾਲੀ / ਵਿਸਾਖੀ ਦਾ ਤਿਉਹਾਰ Vaisakhi festival</p>	<p>ਵਿਸਾਖੀ ਕਿਸ ਤਰ੍ਹਾਂ ਮਨਾਈ ਜਾਂਦੀ ਹੈ ? <i>Resources</i> Wolverhampton LEA, Our festivals</p>	<ul style="list-style-type: none"> <li>• Vaisakhi songs, ਲੱਗ ਜਾਂਦਾ ਸਾਲ ਕਰੋੜਿਆਂ ਫਸਲਾਂ ਦੀ ਰਾਖੀ by Malikit Sing (Golden Star).</li> <li>• ਤਸਵੀਰਾਂ ਨਾਲ ਕਹਾਣੀ ਬਣਾਉਣੀ Make up picture story illustrating celebration: e.g. background/how celebrated.</li> <li>• ਖਾਣਾ ਤਿਆਰ ਕਰਨਾ Prepare one or more food items related to celebration.</li> <li>• ਪੋਸਟਰ ਬਣਾਉਣਾ Prepare art posters and murals with captions relating to the theme.</li> <li>• ਵੀਡੀਓ ਵੇਖਣਾ ਦੇਖਣੀਆਂ View video showing celebration in Panjab and the UK.</li> <li>• ਗਾਣੇ ਸੁਣਨੇ Listen to authentic song linked to celebrations and learn a few key phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• ਲਗਾਂ ਮਾਤਰਾ ਸਿਖਾਉਣੀਆਂ Line up: 12 cards, each with one of vowel signs, are distributed among pupils. Pupils have to come to front of class and line up in order of vowels. Teacher asks pupils in turn to call out their letter.</li> <li>• ਲਗਾਂ ਮਾਤਰਾ ਕ੍ਰਮਵਾਰ ਕਰਨੀਆਂ Sequencing: pupils in pairs/groups have to order vowels in sequence as quickly as possible. Fastest pair/group wins.</li> </ul> <p><i>Resources</i> Puri, S.S. Gurmukhi primer</p> <p><b>Language learning strategies</b> By focussing on learner strategies at appropriate points teachers can help pupils take greater control of their learning and become aware of what approaches best suit their particular learning style. Checklists of ideas are provided on pp26-7. In relation to learning a new script useful strategies to encourage might include:</p> <ul style="list-style-type: none"> <li>• Closing eyes and 'visualising' the form of the letter/character/word (visual learners).</li> <li>• Tracing the shape of the letter/character /word in the air (kinaesthetic learners).</li> <li>• Hearing or saying the word as it is being written (auditory learners).</li> </ul> <p>Worth noting is the key role that families and friends can play in providing opportunities for pupils to practise the language they are learning outside the classroom and clearly pupils from homes where the language is spoken are at a great advantage here.</p>
<p>ਧਿਆਨ ਖਿੱਚਣਾ Gaining attention</p> <p>ਹਦਾਇਤਾਂ ਦੇਣੀਆਂ Giving instructions</p> <p>ਵਾਰੀ - ਦਾ ਪ੍ਰਬੰਧ ਕਰਨਾ Organising: taking turns</p> <p>ਕੀਤੇ ਗਏ ਕੰਮ ਬਾਰੇ ਦੱਸਣਾ Giving feedback</p>	<p>ਚੁੱਪ ਕਰੋ, ਧਿਆਨ ਦੇਵੋ, ਲਾਈਨ ਵਿੱਚ ਖੜ੍ਹੇ ਹੋ ਜਾਓ, ਵਾਹੋ (ਬਣਾਓ), ਰੰਗ ਭਰੋ, ਤਸਵੀਰ ਢੁੱਲ ਦੇਖੋ, ਆਪਣੇ ਨਾਲ ਵਾਲ ਦੇ ਨਾਲ ਮਿਲ ਕੇ ਇਹ ਕਰੋ, ਚਾਰ ਦੀ ਟੋਲੀ ਬਣਾਓ, ਗੋਲ ਚੱਕਰ ਬਣਾਓ, ਹੁਣ ਮੈਰੀ ਵਾਰੀ ਹੈ, ਇਹ ਠੀਕ ਹੈ, ਇਹ ਗਲਤ ਹੈ, ਆਪਣਾ ਸਮਾਨ ਚੁੱਕ ਕੇ ਸਵਾਈ ਕਰੋ ।</p>	<p>Once these new classroom phrases have been introduced, make a point of using them consistently. Reward pupil use of the phrases too.</p> <ul style="list-style-type: none"> <li>• ਸ਼ਰਨ ਕਹਿੰਦਾ ਹੈ; Simon (Sharan) says: teacher, then pupil gives commands, including commands from Level 1 classroom language.</li> </ul>	<p>ਕਲਾਸ ਰੂਮ ਦੀਆਂ ਗੱਲਾਂ Classroom language</p>



# Level 2

## Themes, topics, texts

ਵੇ ਤੋਤਿਆ ਮਨਮੋਤਿਆ ਤੂੰ ਚੋਗਾ  
ਚੁਗਣ ਨਾ ਜਾ  
**The Very Hungry Parrot  
story and poem**  
(See *Resource list*)

**ਸਨਕੀ ਕਹਾਣੀ  
Crazy story**  
(See *opposite*)

ਚੂਹਾ ਸ਼ਰਾਬੀ ਹੋ ਗਿਆ, ਖੋਤੇ ਦਾ  
ਇਸ਼ਨਾਨ  
**Harjinder Singh Atwal,  
Jaag**

ਕੌਣ ਬੰਨ੍ਹੇਗਾ ਬਿਲੀ ਦੇ ਗੱਲ  
ਟੱਲੀ -  
**Traditional tale**

ਤੂੰ ਚੱਲ ਮੈਂ ਆਇਆ (ਕਾਂ ਤੇ  
ਚਿੜੀ)  
ਬਿੱਲੂ ਪੁੱਤ ਮਾਂ ਦਾ,  
ਆਕਾ ਬਾਕਾ ਚਿੜੀ ਚਿੜਾਕਾ ----  
ਉਕੜ ਦੁਕੜ ਭੋਬੇ ਤੋਂ - ਔਸੀ ਨੌਥੇ  
ਭੰਡਾ ਭੰਡਾਰੀਆ ਕਿੰਨਾ ਕੁ ਭਾਰ  
-ਇੱਕ ਮੁੱਠੀ ਚੁੱਕ ਲੈ ਦੂਜੀ ਤਿਆਰ  
**Traditional rhymes**

## ਸਿਰਜਨੀ ਪ੍ਰਵਰਤਨਾ Creativity

## Key structures and vocabulary

**Grammar focus**

- Connectives: ਪਹਿਲਾਂ, ਫਿਰ, ਉਸ ਤੋਂ ਬਾਅਦ

As these words appear in the stories-teachers need to discuss with pupils.

ਪਿਆਸਾ ਕਾਂ (ਭਗਵੰਤ ਮਾਨ)  
Bhagwant Mann, comedy VCD

ਬੌਚਿਆਂ ਨੂੰ ਦੱਸੋ ਚੰਗੇ ਪੰਜਾਬ ਕਿਹਨੂੰ ਕਹਿਦੇ ਨੇ  
'Punjabi Virsa' by Mannohar Wari (2005)

When the whole class watches this video the following points can be discussed:

- Panjab
- Five rivers
- Respect
- Culture/Vaisakhi

Vocabulary

ਦੱਸਿਓ ਕਿ, ਖਾਲਸਾ ਸਜਾਇਆ ਕਿਵੇਂ ਗੁਰਾਂ ਨੇ,  
ਗਿੱਦੜਾਂ ਤੋਂ ਸੇਰ ਬਣਾਇਆ ਕਿਵੇਂ ਗੁਰਾਂ ਨੇ  
ਗੁਰੂ ਗਰੰਥ ਸਾਹਿਬ ਤੇ ਕਿਤਾਬ ਕਿਹਨੂੰ ਕਹਿੰਦੇ ਨੇ  
ਬੌਚਿਆਂ ਨੂੰ ਦੱਸਿਓ ਪੰਜਾਬ ਕਿਹਨੂੰ ਕਹਿੰਦੇ ਨੇ

## Oracy

- ਗੀਤ ਵਿੱਚ ਸ਼ਬਦ ਕਿੰਨੀ ਵਾਰੀ ਆਇਆ Listening for words/phrases: count how many times a particular word or phrase is heard in a song and respond with physical movement or by piling up counters.
- ਕਿੰਨੇ ਚਿੱਠ ਬਾਅਦ Listen and count: count how often a type of word appears: e.g. colours, animals, numbers, times, places; respond by circling pictures, numbers.
- ਚੰਗ ਪਛਾਣੋ Identifying: identify an object or picture by its description: listen to a story and point at pictures or objects when they hear them described in the story.
- ਸਿੱਖੋ ਤੇ ਕਰੋ Finger rhymes: learn and perform simple finger rhymes related to topics covered.
- ਪੁਤਲੀਆਂ ਦੀ ਵਰਤੋਂ Talking puppets: use (finger) puppets to hold short conversations.
- ਸਿਆਨ ਦੋਣਾ Focused listening: to focus attention while listening to stories, songs and poems, get pupils to join in with repeated phrases or respond to key words or phrases by dancing, moving or miming.
- ਉਚਾਰਨ ਸਿਖਾਉਣਾ Listen and clap: to support pronunciation and develop awareness of particular sound patterns, emphasise rhyming features of words, e.g. by getting pupils to clap each time they hear a word which rhymes with a chosen word.
- ਤਸਵੀਰਾਂ ਦੇਖ ਕੇ ਕਹਾਣੀ ਦੁਬਾਰਾ ਦੱਸੋ Retelling story: retelling story using visual prompts.
- ਤਸਵੀਰਾਂ ਕ੍ਰਮ-ਵਾਰ ਚੱਖਣਾ Sequencing pictures: sequence pictures to show the meaning of a story, poem or song.
- ਸੁਣਾਈ ਗਈ ਕਹਾਣੀ ਤੇ ਅੱਕਟਿੰਗ ਕਰਨੀ Acting out: acting out a story as it is narrated; joining in with the telling and acting out of a story.

## Literacy

ਕਹਾਣੀ ਸੁਣ ਕੇ ਤਸਵੀਰ ਬਣਾ ਕੇ ਕਹਾਣੀ ਦੱਸੋ

- ਤਸਵੀਰਾਂ ਬਣਾ ਕੇ ਕਹਾਣੀ ਦੱਸੋ Illustrate story: draw a picture to show understanding of an aspect of the story.
- ਮੁੱਖ ਸ਼ਬਦਾਂ ਦਾ ਮੇਲ ਕਰਨਾ Matching key words in large writing to pictures from story.

## Level 3

## Themes, topics, texts

ਇਸ ਬਾਰੇ ਦੱਸਣਾ ਕਿ ਲੋਕ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਕੱਪੜੇ ਪਾਉਂਦੇ ਹਨ ।  
Describing what clothes people are wearing

Resources  
Kaitra, S.S. and Nagi, J. Guru Angad  
primer

## ਪਹਿਰਾਵਾ (ਕੱਪੜੇ) Clothes

## Key structures and vocabulary

ਤੁਸੀਂ ਕੀ ਪਹਿਨਿਆ/ਪਹਿਨੀ (ਪਹਿਨਿਆ/ਪਾਈ) ਹੋਇਆ/ਹੋਈ ਹੈ ?  
ਉਸ ਨੇ ਕੀ ਪਹਿਨਿਆ /ਪਹਿਨੀ (ਪਹਿਨਿਆ/ਪਾਈ) ਹੋਇਆ/ਹੋਈ ਹੈ ?  
ਜਦੋਂ ਤੁਸੀਂ ਸਕੂਲ ਆਉਂਦੇ ਹੋ ਤਾਂ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਕੱਪੜੇ ਪਾਉਂਦੇ ਹੋ?  
ਮੈਂ ----- ਪਹਿਨਿਆ/ਪਹਿਨੀ (ਪਹਿਨਿਆ/ਪਾਈ) ਹੋਇਆ/ਹੋਈ ਹੈ ?  
ਉਸ ਨੇ ----- ਪਹਿਨਿਆ/ਪਹਿਨੀ (ਪਹਿਨਿਆ/ਪਾਈ) ਹੋਇਆ/ਹੋਈ ਹੈ ?  
ਇੱਕ ਕਮੀਜ਼ / ਬਲਾਊਜ਼ / ਟੀ-ਸ਼ਰਟ / ਡਰੈੱਸ / ਜੈਕਟ / ਸਵੈਟਰ / ਸਕਰਟ /  
ਧੋਟਾ/(ਪਤਲੂਨ) / ਕਛਿਹਰਾ / ਜੁਗਾਬਾ / ਟੋਪੀ/ ਕੋਟ / ਜੁੱਤੀ

## Grammar focus

- ਇੱਕ ਵਚਨ / ਬਹੁਵਚਨ।
- ਵਿਸ਼ੇਸ਼ਣ

ਕੀ ਇਹ ਠੀਕ ਸਾਈਜ਼ ਹੈ ?  
ਹਾਂ ਜੀ, ਇਹ ਠੀਕ ਸਾਈਜ਼ ਹੈ  
ਨਹੀਂ ਜੀ, ਇਹ ਬਹੁਤ ਛੋਟਾ/ਵੱਡਾ ਹੈ

ਸਾਈਜ਼  
ਬਹੁਤ ਵੱਡਾ, ਬਹੁਤ ਛੋਟਾ, ਬਹੁਤ ਲੰਮਾ  
Sizes  
Too big, too small, too long

## Oracy

- ਪਛਾਣੋ ਤੇ ਕਹੋ Identify and say: teacher puts number beside items on board and asks for the number of an item or for the name of an item with a particular number.
- ਖੁੱਲ੍ਹੇ ਦਿਹ ਕੀ ਹੈ Guessing game: teacher selects one picture out of set without letting pupils see. Pupils have to guess which one has been selected. Pupil who guesses correctly wins the card.
- ਇਬਾਰਤ ਲਿਖਾ ਕੇ ਤਸਵੀਰਾਂ ਬਣਵਾਉਣੀਆਂ; Picture dictation: pupils draw what the teacher describes.
- ਦੱਸਣਾ ਕਿ ਕੀ ਪਹਿਨਿਆ ਹੋਇਆ ਹੈ; Listen and identify: teacher displays set of pictures showing people wearing different clothes. S/he then describes who it is.
- ਵਲਾ ਦੇ ਸਲਾਦ ਦੀ ਖੇਡ Fruit salad game. (See p36)
- ਬਹੁਵਚਨ ਲੱਭੋ Spot the plural: pupils listen out for plurals and give a physical response such as standing up, sitting down or putting up their hand when a plural idea is heard.
- ਡਾਈਸ / ਡਾਈਸ ਦੀ ਖੇਡ Dice/card game in pairs/ groups of three: set of cards with pictures on, in this case clothes items, turned face down. Pupils roll dice in turn. Person with highest number turns over top card and has to say number and item, e.g. two shirts. They then get to keep card. Aim is to collect as many cards as possible.
- ਰੋਲਪਲੇ Role-play: two friends can't decide what to wear for a party. Or argument between parents and pupil about what they should wear.
- ਰੋਲਪਲੇ Role play: buying new clothes for special occasion.

## Literacy

- ਪਹਿਲੇ ਅੱਖਰ ਦੀ ਆਵਾਜ਼ ਦੇ ਅਧਾਰ ਤੇ ਚੀਜ਼ਾਂ ਵੱਖ-ਵੱਖ ਕਰਨਾ Sorting objects into categories by the sound of the first or last letter.
- ਅੱਖਰਾਂ ਦੇ ਕ੍ਰਮ ਅਨੁਸਾਰ ਸ਼ਬਦ ਕਰਨੇ Sorting words alphabetically.
- ਡੋਮੀਨੋਜ਼ Dominoes (words-pictures).
- ਸ਼ਬਦ ਬਣਾਉਣੇ Word building: pupils, holding letter cards, spell out know words in front of the class by positioning themselves in the correct order facing the class.
- ਭੁਲਾਵੇਂ ਅੱਖਰ ਜਾਂ ਸ਼ਬਦ Jumbled letters or words.
- ਕਾਰਡ ਚੁਣਨਾ Choose text cards as teacher calls out words and phrases.
- ਸ਼ਬਦ/ਵਾਕ ਬਣਾਉਣੇ Word/sentence building: pupils work in groups of three. Teacher gives out envelope/bag containing mixture of letters/characters/words and pupils have to see how many words/sentences they can build within a given time.
- ਦੋ ਦੋਆਂ ਟੋਲੀਆਂ ਵਿੱਚ ਇਬਾਰਤ Pair dictation: each partner writes an agreed number of items. Then each dictates to the other. The original and the dictated work are compared.

# Level 3

## Themes, topics, texts

**ਕੁਦਰਤੀ ਨਜ਼ਾਰਾ**  
**Landscape**

**ਸਥਾਨ**  
**Location**

**ਸਹੂਲਤਾਂ/ਸੁਵਿਧਾਵਾਂ**  
**Amenities**

## Key structures and vocabulary

ਤੁਸੀਂ ਕਿੱਥੇ ਰਹਿੰਦੇ ਹੋ ?  
ਮੈਂ ਟਾਉਨ ਵਿੱਚ/ਸੈਦਾਨੀ ਇਲਾਕੇ ਵਿੱਚ/ਸਮੁੰਦਰ ਦੇ ਕੰਢੇ ਤੇ/ਪਹਾੜਾਂ ਵਿੱਚ ਗਹਿੰਦਾ/ਗਹਿੰਦੀ ਹਾਂ ।  
ਉੱਥੇ ਦੇਖਣਯੋਗ ਥਾਂ ਕਿਹੜੀ ਹੈ ?  
ਉੱਥੇ ਇੱਕ ਪਾਰਕ/ਸਾਵਿੰਗ ਪੁਲ/ ਮਨੋਰੰਜਨ ਸੈਂਟਰ/ਸਿਨੇਮਾ/ਚਰਚ, ਗੁਰਦੁਆਰਾ/ਮੰਦਰ, ਮਾਰਕਿਟ ਹੈ ।

ਸਕੂਲ  
ਕਿਹੜੀ ਪਹਾੜੀ ਉੱਚੀ ਹੈ, ਉ ਜਾਂ ਅ ?  
ਉ ਉੱਚੀ ਹੈ ।  
ਕਿਹੜਾ ਟਾਉਨ/ਮੰਦਰ ਵੱਡਾ ਹੈ, ਉ ਜਾਂ ਅ ?  
ਉ ਵੱਡਾ ਹੈ ।

**Grammar focus**

- ਪੁਲਵਾਕ ਕੁਪ
- ਯੋਜਕ (ਅਤੇ, ਪਰ/ਪਰੰਤੂ)
- ਤੁਲਨਾਤਮਕ

## Oracy

- ਪਛਾਣੋ ਤੇ ਕਹੋ; Identify and say: teacher puts number beside items on board and asks for the number of an item or for the name of an item with a particular number.
- ਸਿਰਫ ਤੇ ਕਾਟੋ ਵਾਲੀ ਖੇਡ: Noughts and crosses: two teams use noughts and crosses grid with numbers or pictures (in this case places in local area). Pupils choose their box by naming the object inside. The line wins.
- ਸੁਣਨਾ Listening to audio recording: different people talking about where they live (India/Panjab and UK) and what there is to see/do there. Pupils complete table to demonstrate understanding.

**Resources**

Nagra, J.S. GCSE Panjabi

- ਠੀਕ/ਗਲਤ ਸਾਹਮਣੇ ਠੀਕ ਕਰਨ ਵਾਲੇ ਪ੍ਰਸ਼ਨ; True/false listening: pupils have simplified town map with pictures/symbols of places. Teacher makes statements about what there is to see in the town. Some statements are true, others false. Pupils have to put ✓ if true and ✗ if false.
- ਤਸਵੀਰ ਬਣਾ ਕੇ ਉਸ ਬਾਰੇ ਦੱਸਣਾ Drawing and describing: pupils draw picture with their home in the middle and all the places nearby around it. They then describe what's in their picture to the teacher/rest of class.
- ਜਮਾਤ ਵਿੱਚ ਕ੍ਰਿਆਵਾਂ ਕਰਨਾ ਤੇ ਬੁੱਝਣਾ Following instructions: teacher places cards with pictures of places around the classroom. Teacher instructs pupils where to go, e.g. 'Go to the market,' and then gives further instruction about what to do there, e.g. 'Eat a banana/play football/ride your bike/say a prayer,' Pupils mime activity.

ਇਹ ਕਿਹੜਾ ਮਹੀਨਾ ਹੈ ?  
12 ਮਹੀਨਿਆਂ ਦੇ ਨਾਂ  
ਰੁੱਤਾਂ ( ਬਸੰਤ/ਬਾਰ, ਗਰਮੀਆਂ, ਪੱਤਝੜ, ਸਰਦੀਆਂ) ਪੰਜਾਬ ਵਿੱਚ ਬਰਸਾਤ (ਔਸ) ਮੌਸਮ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਹੈ ?  
ਗਰਮ ਹੈ/ਠੰਡਾ ਹੈ/ਮੀਂਹ ਹੋ ਰਿਹਾ ਹੈ/ਹਵਾ ਚੱਲ ਰਹੀ ਹੈ/ਪੁੱਪ ਹੈ/ਬੰਦਲ ਹਨ/ਬਰਫ ਹੋ ਰਹੀ ਹੈ/ਸੁਹਣਾ ਹੈ ।  
ਇਹ ਕਿਹੜੀ ਰੁੱਤ ਚੱਲ ਰਹੀ ਹੈ ਪੰਜਾਬ ਵਿੱਚ ਹੁਣ ਗਰਮੀ/ਬਰਸਾਤ ਦੀ ਰੁੱਤ ਹੈ ਇੰਗਲੈਂਡ ਵਿੱਚ ਸਰਦੀਆਂ/ਗਰਮੀਆਂ/ਪੱਤਝੜ/ਬਰਸਾਤ ਦੀ ਰੁੱਤ ਹੈ ।

**ਮਹੀਨੇ / ਰੁੱਤਾਂ**  
ਇੰਗਲੈਂਡ ਅਤੇ ਪੰਜਾਬ  
**Months/Seasons**  
UK and Panjab  
**ਮੌਸਮ**  
**Weather**

## Literacy

- ਸਿਸਮਾਂ ਦੇ ਆਧਾਰ ਤੇ ਚੀਜ਼ਾਂ ਅੱਡ ਅੱਡ ਕੈਟੀਗੋਰੀਆਂ; Sorting objects into categories by the sound of the first or last letter.
- ਅੱਖਰਾਂ ਦੇ ਆਧਾਰ ਤੇ ਸ਼ਬਦ ਅੱਡ-ਅੱਡ ਕਰਕੇ ਰੱਖਣੇ Sorting words alphabetically.
- ਡੋਮੀਨੋਜ਼ ਤੇ ਆਧਾਰਿਤ ਖੇਡ Dominoes (words/pictures), cards, spell out known words in front of the class by positioning themselves in the correct order facing the class.
- ਸ਼ਬਦਾਂ ਦੇ ਸਮੁੱਚੇ Word snakes: sentence written without spaces between words. Pupils have to find word boundaries. Can be done as pair activity on mini whiteboards.
- ਭੁਲਾਵੇਂ ਅੱਖਰ, ਸ਼ਬਦ; Jumbled letters or words.
- ਸ਼ਬਦਾਂ ਦਾ ਪਾਕਸਲ ਅੱਗੇ ਵਧਾਉਣਾ Pass the word parcel: listening to authentic music or songs, the pupils pass round the circle a bag containing familiar text cards. Each time the music stops, the pupil holding the bag takes out one word card and reads it aloud. The other pupils echo the word (and the teacher corrects the pronunciation if necessary). The word card is placed in the middle of the circle and the music re-starts.

**Follow-up activities:**

- When all the cards are out of the bag and in the circle the pupils sort them into alphabetical order.
- The pupils sort the words into categories: e.g. nouns, verbs, adjectives etc.

**ਸਥਾਨਕ ਇਲਾਕਾ Local area**

## Level 3

## Themes, topics, texts

ਸਕੂਲ / ਕਲਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ  
School/class information

ਸਕੂਲ ਦਾ ਨਾਂ  
Name of school

ਕਲਾਸ/ਸਾਲ  
Class and year

ਅਧਿਆਪਕ / ਮੁੱਖ ਅਧਿਆਪਕ ਦਾ ਨਾਂ  
Name of teacher/ Headteacher

ਵਿਸ਼ੇ / ਟਾਈਮ ਟੇਬਲ  
Subjects/timetable

ਵਿਸ਼ਿਆਂ ਦੇ ਨਾਂ  
Names of subjects

ਪਸੰਦ ਜਾਂ ਨਾ ਪਸੰਦ  
Likes and dislikes

ਸਕੂਲ ਦਾ ਟਾਈਮ ਟੇਬਲ  
School timetable

ਹਰ ਰੋਜ਼ ਹੋਣ ਵਾਲੇ ਲੈਸਨ  
Lessons each day

ਲੈਸਨਾਂ ਦਾ ਸਮਾਂ  
Times of lessons

## Key structures and vocabulary

ਸਕੂਲ ਤੇ ਕਲਾਸ  
ਤੁਸੀਂ ਕਿਹੜੇ ਸਕੂਲ ਜਾਂਦੇ ਹੋ? ਉਹ ਕਿਹੜੇ ਸਕੂਲ ਜਾਂਦਾ/ਜਾਂਦੀ ਹੈ?  
ਮੈਂ ----- ਜਾਂਦਾ ਹਾਂ।  
ਉਹ ----- ਜਾਂਦਾ / ਜਾਂਦੀ ਹੈ।  
ਤੁਸੀਂ ਕਿਹੜੀ ਕਲਾਸ ਵਿੱਚ ਹੋ?  
ਉਹ ਕਿਹੜੀ ਕਲਾਸ ਵਿੱਚ ਹੈ?  
ਮੈਂ ----- ਯੀਅਰ (ਸਾਲ) ਵਿੱਚ ਹਾਂ।  
ਉਹ ----- ਯੀਅਰ ਵਿੱਚ ਹੈ।  
ਤੁਹਾਡੇ ਮੁੱਖ ਅਧਿਆਪਕ/ਅਧਿਆਪਕ ਦਾ ਨਾਂ ਕੀ ਹੈ?  
ਮੁੱਖ ਅਧਿਆਪਕ ਦਾ ਨਾਂ / ਮੇਰੇ ਅਧਿਆਪਕ ਦਾ ਨਾਂ ----- ਹੈ।  
ਉਸ ਦਾ ਨਾਂ ----- ਹੈ।

*Grammar focus*  
ਪ੍ਰਸ਼ਨਵਾਕ ਵਾਕ

ਤੁਸੀਂ ਸਕੂਲ ਵਿੱਚ ਕਿਹੜੇ ਵਿਸ਼ੇ ਪੜ੍ਹਦੇ ਹੋ?  
ਮੈਂ ਅੰਗਰੇਜ਼ੀ, ਹਿਸਾਬ, ਖੇਡਾਂ, ਸੰਗੀਤ, ਸਾਇੰਸ, ਆਰਟ ਅਤੇ ਪੰਜਾਬੀ ਪੜ੍ਹਦਾ ਹਾਂ।  
ਤੁਸੀਂ ਕਿਹੜੇ ਵਿਸ਼ੇ ਪਸੰਦ ਕਰਦੇ ਹੋ/ ਨਹੀਂ ਕਰਦੇ?  
ਮੈਂ ----- ਪਸੰਦ ਕਰਦਾ ਹਾਂ / ਨਹੀਂ ਕਰਦਾ।  
ਕਿਉਂ? ਇਹ ਸੌਖਾ ਹੈ, ਔਖਾ ਹੈ, ਦਿਲਚਸਪ, ਬੌਰੀਗ ਹੈ।  
ਤੁਹਾਡਾ ਮਨਪਸੰਦ ਵਿਸ਼ਾ ਕਿਹੜਾ ਹੈ? ਮੇਰਾ ਮਨਪਸੰਦ ਵਿਸ਼ਾ ----- ਹੈ।

*Grammar focus*

ਪ੍ਰਸ਼ਨਵਾਕ ਵਾਕ, ਨਾਹਵਾਚਕ ਯੋਜਕ, ਕਿਉਂਕਿ

ਤੁਸੀਂ ----- (ਸਿਮਵਾਰ) ਨੂੰ ਕਿਹੜੇ ਵਿਸ਼ੇ ਪੜ੍ਹਦੇ ਹੋ?  
ਮੈਂ ਸੋਮਵਾਰ ਨੂੰ ----- ਪੜ੍ਹਦਾ/ਪੜ੍ਹਦੀ ਹਾਂ।  
ਪਹਿਲਾਂ / ਬਾਅਦ ਵਿੱਚ  
ਟਾਈਮ ਕੀ ਰੋਇਆ ਹੈ?  
ਹੁਣ ----- ਵੱਜੇ ਹਨ।  
ਹੁਣ ਸਾਢੇ/ਸਵਾ/ਸੰਤੇ ----- ਵੱਜੇ ਹਨ।

*Grammar focus*

ਯੋਜਕ: ਪਹਿਲਾਂ / ਬਾਅਦ/ਵੱਚ

## Oracy

ਅਭਿਆਸ ਲਈ ਪ੍ਰਸ਼ਨ ਤੇ ਉੱਤਰ Question and answer practice: using table introduce four characters with various details: name, age, where each lives (could be in Panjab), where each goes to school, what year/class they're in. Practise asking and answering questions in third person with whole class and then as pairwork activity. Teacher then gives own personal details as model for pupils to talk about themselves for real!

## Resources

Wolverhampton LEA, A practical guide to GCSE Panjabi  
Nagra, J.S. GCSE Panjabi reading  
Nagra, J.S. GCSE Panjabi writing

ਪਸੰਦ/ਤਰਜੀਹ ਦੱਸਣੀ Preferences: classify foods into likes and dislikes/list in order of preference.  
ਕੋਈ ਲੱਭੋ ਜਿਹੜਾ ਕਿ 'Find someone who': classmates ask about likes and dislikes until they find pupil who likes/dislikes specified item. Could lead on to class survey.

ਗੋਲ ਚੱਕਰ ਵਿੱਚ ਖੁਆ Circle activity to practise questions and answers based on this topic and previous topics.  
ਪ੍ਰਸ਼ਨ/ਉੱਤਰ Question and answer practice: teacher to pupil or pupil to pupil. Using enlarged timetable ask questions about what subjects are taught on what day and at what time.  
ਸੁਣਨਾ Listening and completing: pupils have outline timetable and cards with subject symbols and words in Panjabi. They have to move card to correct position on timetable following teacher's instructions.

## Literacy

- ਪਹਿਲੇ ਅੱਖਰ ਦੇ ਅਧਾਰ ਤੇ ਸ਼ਬਦ ਵੱਖ ਵੱਖ ਕਰਨੇ Sorting by sound of the first or last letter.
- ਅੱਖਰਾਂ ਦੇ ਕ੍ਰਮ ਅਨੁਸਾਰ ਸ਼ਬਦ ਵੱਖ ਵੱਖ ਕਰਨੇ Sorting words alphabetically.
- ਸ਼ਬਦ ਬਣਾਉਣਾ Word building.
- ਸ਼ਬਦ ਅੜਾਉਣੀ Jumbled letters, syllables, words.
- ਜਿਹੜਾ ਮੇਲ ਨਹੀਂ ਖਾਂਦਾ ਬਾਰ ਬੱਢਣਾ Odd one out.
- ਮੇਲ ਕਰਨਾ Matching opposites: big/small, long/short.
- ਟਾਈਮ ਟੇਬਲ ਲਿਖਣਾ Creating timetable: pupils design and complete their own timetable in Panjabi.

# Level 3

## Themes, topics, texts

- ਧਿਆਨ ਖਿੱਚਣਾ  
**Attracting attention**
- ਮਾਫੀ ਮੰਗਣਾ  
**Apologising**
- ਮੁਸ਼ਕਲਾਂ ਦੱਸਣਾ  
**Expressing problems**
- ਸਹਾਇਤਾ ਲਈ ਪੁੱਛਣਾ  
**Asking for help**
- ਕੰਮ ਪੂਰਾ ਕਰਨਾ  
**Completing a task**
- ਬੇਨਤੀ ਕਰਨਾ  
**Making requests**
- ਜਾਣਕਾਰੀ ਦੇਣਾ  
**Giving information**
- ਜਿੱਤ ਦੀ ਖੁਸ਼ੀ ਮਨਾਉਣਾ  
**Celebrating a win**

## Key structures and vocabulary

ਮਾਫ ਕਰਨਾ, ਮਿਸ/ਸਰ ਮੈਂ ਲੋਟ ਹੋ ਗਿਆ/ਗਈ।  
ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਲੱਗੀ/ਆਇਆ/ਆਈ।  
ਮੈਨੂੰ ਪਤਾ ਨਹੀਂ।  
ਮੈਨੂੰ ਯਾਦ ਨਹੀਂ ਚਿਹਾ/ਹੈ।  
ਕੀ ਤੁਸੀਂ ਮੇਰੀ ਮਦਦ ਕਰ ਸਕਦੇ ਹੋ ?  
ਕੀ ਮੈਂ --- ਵਰਤਣ ਵਾਲੇ ਲੈ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ?  
ਕੀ ਮੈਂ ਟੈਬਲਟ ਜਾ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ?  
ਕੀ ਮੈਂ ਦਰਵਾਜ਼ਾ ਬੰਦ ਕਰ / ਤਾਕੀ ਖੋਲ੍ਹ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ?  
ਕੀ ਮੈਂ ਨਵੀਂ ਕਾਪੀ ਲੈ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ?  
ਪੰਜਾਬੀ ਵਿੱਚ ਕਿਸ ਤਰ੍ਹਾਂ ਕਹਿ ਸਕਦੇ ਹਾਂ ?  
ਮੈਂ ਇਹ ਖਤਮ ਕਰ ਲਿਆ ਹੈ।  
ਮੈਂ ਜਿੱਤ ਗਿਆ/ ਆਸੀਂ ਜਿੱਤ ਗਏ।

**Grammar focus**

- ਕ੍ਰਿਅਰ

**Resources**  
AQA, A student's guide to the AQA GCSE Panjabi specification

## Oracy

- ਗੋਲ ਚੱਕਰ ਵਿੱਚ ਕ੍ਰਿਅਰ Circle activity: wheel of fortune Resources needed are (a) Set of A4 cards with prompts/questions\* on one side and numbers (written large) on back. (b) Wheel of fortune made of card and divided into as many sectors as there are question cards with spinner made from card and a brass paper fastener. Students sit in one large circle. Cards are spread face down with numbers clearly visible. Volunteer spins wheel, reads number where the spinner stops and picks up card with that number. S/he responds to prompt or question. If s/he answers correctly, then card is placed back on the floor face up. That number is now void. If s/he answers incorrectly, card is placed back face down for someone else to try. The wheel passes to next person. Gradually more and more cards are turned face up. When pupil spins a void number, the wheel is simply passed to next person and s/he is off the hook. This activity can be adapted for different topics at different levels.

*\*Words or phrases to translate, questions to answer or pictures to describe.*

## Literacy

- ਕਲਾਸ ਰੂਮ ਦੀਆਂ ਗੱਲਾਂ ਦੇ ਪੋਸਟਰ ਕੱਚਾ ਤੇ ਲਗਾਉਣੇ Slick poster with classroom language phrases on wall.
- ਪੰਜਾਬੀ ਵਿੱਚ ਲੇਬਲ ਲਿਖਣੇ Write labels for work on wall displays and in their books.

- ਪੰਜਾਬੀ ਨਵਾਂ ਸਾਲ - 13 ਅਪ੍ਰੈਲ  
**ਵਿਸਾਖੀ**
- Panjabi New Year Vaisakhi (13 April)**
- ਚਾਸਟਰੀ ਖੇਡਾਂ  
ਕਬੱਡੀ  
**National Games**  
Kabaddi
- ਗੁਰਦੁਆਰੇ/ਮੰਦਰ ਜਾਣਾ  
**Temple blessing**

ਵਿਸਾਖੀ  
ਬਿਤਿਹਾਸਿਕ ਪੱਖ- ਸਮਾਜਿਕ ਤੇ ਸਭਿਆਚਾਰਕ ਪੱਖ  
ਕਬੱਡੀ ਦੀ ਖੇਡ  
ਗੁਰਦੁਆਰੇ/ਮੰਦਰ ਜਾਣਾ - ਮੱਥਾ ਟੇਕਣਾ  
Teachers may arrange a visit to the local Gurdwara and describe it using appropriate vocabulary e.g.  
ਖਾਲਸਾ, ਪੰਥ, ਪੰਜ ਧਿਆਰੇ, ਪੰਜ ਕਕਾਰ, ਮੱਥਾ ਟੇਕਣਾ, ਕੜਾਹ ਪ੍ਰਸਾਦ, ਗੁਰੂ ਗਰੰਥ ਸਾਹਿਬ, ਸਿੱਖ

- ਵਿਸਾਖੀ ਦਾ ਗੀਤ - ਲੱਗ ਜਾਂਦਾ ਸਾਲ ਕਰੋਦਿਆਂ ਫਸਲਾਂ ਦੀ ਰਾਖੀ Vaisakhi song by Malkit Singh (Golden Star).
- ਸੁਣਨਾ ਤੇ ਸਮਝਣਾ Listen and understand the words.
- ਗੀਤਾਂ ਵਿੱਚ ਮੁੱਖ ਸ਼ਬਦ ਸਿੱਖਣੇ Learn key phrases which occur in the songs, what they mean, context etc.
- ਖਾਣੇ ਬਾਰੇ ਗੱਲਾਂ Talk about or prepare one or more food items related to the celebration.
- ਪੋਸਟਰ ਬਣਾਉਣੇ Prepare art posters and murals with captions relating to the theme.
- ਵਿਸਾਖੀ ਦੇ ਵੀਡੀਓ ਦੇਖਣੇ View video showing celebration in India/Panjab and UK.

- ਕੰਪਿਊਟਰ ਵਰਤ ਕੇ ਕਾਰਡ ਬਣਾਉਣੇ Use ICT to produce a greetings card with a message.

## Level 3

## Themes, topics, texts

ਪਿੰਡ ਦੀਆਂ ਗਲੀਆਂ -

**My village: description of a village in the Panjab**

ਮਾਰਦਾ ਦਸਮੇ ਜੱਟ ਮੇਲੇ ਆ ਗਿਆ

*Resources*  
Panjiri, VCD, Gurdas Mann

ਮੇਲੇ ਨੂੰ ਚੱਲ ਮੇਚੇ ਨਾਲ  
**Poem by Dhani Ram**  
Chatric

ਜੱਟਾ ਆਈ ਵਿਸਾਖੀ  
**Song by-Asa Singh**  
Mastana

ਮੇਰਾ ਪਿੰਡ: ਪੰਜਾਬ ਦੇ ਪਿੰਡ ਬਾਰੇ ਦੱਸਣਾ  
Telling about the village in Panjab.

ਵਿਸਾਖੀ, ਦਿਵਾਲੀ - ਸਾਡੇ ਤਿਉਹਾਰ Sikhs, Hindus and other communities celebrate the festival for its economic importance.

When teachers use the song ਪਿੰਡ ਦੀਆਂ ਗਲੀਆਂ by Gurdas Mann the following points will be worth discussing:

ਪੰਜਾਬ ਦਾ ਪਿੰਡ  
ਪਿੰਡ ਦਾ ਜੀਵਨ  
ਸਬਜ਼ੀਆਂ ਤੇ ਫਲ ਵੇਚਣ ਵਾਲੇ  
ਮਾਂ-ਪੁੱਤ ਦਾ ਪਿਆਰ  
ਖੇਤੀ-ਬਾੜੀ  
ਮੁੱਖ ਸ਼ਬਦ  
ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਆਦਿ ।

## Key structures and vocabulary

## Oracy

## Literacy

- ਮੁੜ ਮੁੜ ਯਾਦ ਸਰਾਹੇ ਪਿੰਡ ਦੀਆਂ ਗਲੀਆਂ ਦੀ Listen to and join in with stories, songs and poems (Gurdas Mann).
- ਤਸਵੀਰਾਂ ਦਿਖਾ ਕੇ ਕਹਾਣੀ ਦੱਸਣਾ Sequence pictures to show the meaning of a story.
- ਮਿਰਜ਼ਾ -ਸ਼ਹਿਬਾਂ ਦਾ ਗੀਤ - ਹਫਭਜਨ ਮਾਨ Learn and perform simple finger rhyme related to topics covered.
- ਪੁਤਲੀਆਂ ਦੀ ਵਰਤੋਂ Use (finger) puppets to hold short conversations.
- ਕਹਾਣੀ ਸੁਣਨ ਵੇਲੇ ਫਿਰਮਾਨ ਦੇਣਾ To focus attention while listening to stories, songs and poems, get pupils to join in with repeated phrases or respond to key words or phrases by dancing, moving or miming.
- ਪੁਤਲੀਆਂ ਨਾਲ ਕਹਾਣੀ ਦੁਹਰਾਉਣਾ Retelling story using visual prompts.
- ਕਹਾਣੀ ਦੱਸਦੇ ਹੋਏ ਐਕਟਿੰਗ ਕਰਨੀ Acting out a story as it is narrated; joining in with the telling and acting out of a story.
- ਚੌਲਪਲ ਦਾ ਅੰਡਿਆਸ ਕਰਨਾ Practise role-play in the style of a character (e.g. as if you were Mirza/Sahiban), or by conveying an emotion (e.g. happy, sad, shy, embarrassed, angry).

- ਕਹਾਣੀ / ਗੀਤ ਵਿੱਚ ਵਰਤੇ ਗਏ ਸ਼ਬਦ Follow words of story, poem, song as it is read out or as recording is played.
- ਟੋਲੀਆਂ ਵਿੱਚ ਕੰਮ Working in groups, listen several times to a native speaker model, or an audio or CD, or a simple, familiar song, poem or extract from a story, while following the words.
- ਬੱਚਿਆਂ ਲਈ ਵਰਤਣ ਵਾਲੇ ਸ਼ਬਦ Set up a graffiti board; pupils try out language imaginatively and creatively. At this level they might use letters in bold colours and shapes and illustrate their attempts using ICT.

## Assessment at Levels 1–3

This section is divided into two parts:

- 1 Ongoing informal assessment
- 2 Formally accredited assessment

### Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:

- Respond to simple requests and instructions;
- Listen and respond with ease and confidence;
- Use visual cues;
- Use appropriate forms of address for teacher and peers;
- Repeat modelled phrases independently with correct pronunciation;
- Identify particular sounds;
- Draw on non-verbal communication to convey meaning (facial expression, gesture, mime);
- Engage in classroom routines;
- Participate in role-plays;
- Memorise new words;
- Apply what they have learnt to new situations;
- Correct themselves (e.g. if they mispronounce or forget).

In intercultural understanding/creativity pupils are able to:

- Match/sequence pictures to spoken or written text;
- Retell and/or act out a story (with support of visual prompts);
- Make predictions based upon what they know about stories and other genres;
- Follow the rules of a game;
- Perform rhymes, songs, short dialogues;
- Reflect key features of the culture through creating stories, posters, cards, murals;
- Compare and contrast aspects of different cultures through, e.g. Venn diagrams showing common and unique features, picture charts comparing different cultures.

It is important to be aware that, at this stage, pupils' comprehension will be greater than their expressive ability, so opportunities to demonstrate understanding in various ways should be included.

In literacy pupils are able to:

- Place letters in correct order;
- Match the sound of letters and simple words to the written form;
- Recognise simple words in written form (e.g. their name, words for classroom objects);
- Match objects and images to spoken or written words;
- Form an increasing number of recognisable letters/characters and numbers;
- Pick out key points from short, simple texts;
- Make logical predictions based on the context/situation and their prior knowledge;
- Memorise spellings.

In self- and peer-assessment pupils are able to:

- Think, pair, share. Pupils think individually about a question or set of questions and record response. They then discuss ideas with a partner and record what they have shared. Finally ideas are shared with whole group or with another pair. This process, which is useful at different levels, encourages pupils to think about their learning and achieve greater clarity about their own strengths and weaknesses. It also provides valuable information for the teacher about how pupils are progressing;
- Self-assess by ticking list of things they can do;
- Identify daily/weekly/monthly goals which are reviewed;
- Teachers may provide sample goal statements in target language, e.g.:
  - I am going to talk to \_\_\_\_\_ about \_\_\_\_\_;
  - I am going to speak at least \_\_\_\_\_ times in lessons;
  - I am going to use two new words today: \_\_\_\_\_ and \_\_\_\_\_;
  - I am going to write a message about \_\_\_\_\_ to \_\_\_\_\_.
- Assess work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

## Formally accredited assessment

### Asset Languages (Breakthrough Stage)



LL*		Can Do statements These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.	Examples of teacher assessed tasks There is some scope for teachers to adapt material to suit their own programme of study.
1	L	I can understand a few familiar spoken words and phrases.	The learner hears six short dialogues which link the name of a person with something else (e.g. a place, an activity, a day of the week).
	S	I can say/repeat a few words and short simple phrases.	Pupils repeat two lines of text after teacher.
	R	I can recognise and read out a few familiar words and phrases.	Matching people/animals/objects/etc to short texts.
	W	I can write or copy simple words or symbols.	Copying list of five words beside a picture.
2	L	I can understand a range of familiar spoken phrases.	The teacher reads six short dialogues which link the name of a person with something else (e.g. a place, an activity, a day of the week).
	S	I can answer simple questions and give basic information.	Pupils answer simple personal questions, e.g. about a friend.
	R	I can understand familiar written phrases.	True/false based on statements about pictures.
	W	I can write one or two short sentences to a model and fill in the words on a simple form.	Completing form/list with single words, then composing two sentences based on information.

\*LL = Languages Ladder



<b>3</b>	<b>L</b>	I can understand the main point(s) from a short spoken passage.	The learner hears six short dialogues which link the name of a person with something else (e.g. a place, an activity, a day of the week).
	<b>S</b>	I can ask and answer simple questions and talk about my interests.	Presentation (four sentences) based on personal item, picture, toy, souvenir, book, etc.
	<b>R</b>	I can understand the main point(s) from a short written passage in clear printed script.	Identifying which person the information given in short texts relates to.
	<b>W</b>	I can write a few short sentences with support using expressions which I have already learned.	Translating three simple sentences.

The external assessment for Breakthrough assesses aspects of grades 1–3. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

### Performance descriptors for Breakthrough

<b>L</b>	On <i>completing</i> this stage, you should be able to understand a basic range of everyday expressions relating to personal details and needs. You may need to listen several times to get the information you need, depending on how fast and clearly the speaker talks. You should have some understanding of a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.
<b>S</b>	On <i>completing</i> this stage, you should be able to use a basic range of everyday expressions relating to personal details and needs. Your pronunciation will not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the sound system of the language. You should be aware of how to address people both formally and informally as appropriate.
<b>R</b>	On <i>completing</i> this stage, you should be able to understand a basic range of everyday expressions relating to personal details and needs. You should have some understanding of a few simple grammatical structures and sentence patterns. You should be familiar with the writing system of the language. You should be aware of how to address people both formally and informally as appropriate.
<b>W</b>	On <i>completing</i> this stage, you should be able to use a basic range of everyday expressions relating to personal details and needs. Your spelling will not always be completely accurate but your meaning will be clear. You should be able to understand and use a few simple grammatical structures and sentence patterns. You should be familiar with the writing system of the language. You should be aware of how to address people both formally and informally as appropriate.

For full information visit the Asset Languages website ([www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)). Here you can view and download the Panjabi Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.

# Level 4

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>ਆਵਾਜਾਈ ਦੇ ਸਾਧਨ Modes of transport</p> <p>ਸਫਰ ਕਰਨ ਦੇ ਆਮ ਸਾਧਨ Preferred forms of travel</p> <p>ਸਕੂਲ ਆਉਣਾ-ਜਾਣਾ Travelling to school.</p>	<p>ਤੁਸੀਂ ਕਿਸ ਤਰ੍ਹਾਂ ਜਾ ਰਹੇ/ਯਾਤਰਾ ਕਰ ਰਹੇ ਹੋ ? ਉਹ ਕਿਵੇਂ ਜਾ ਰਿਹਾ/ਰਹੀ ਹੈ ? ਤੁਸੀਂ ਸਕੂਲ ਕਿਸ ਤਰ੍ਹਾਂ ਜਾਂਦੇ ਹੋ ? ਉਹ ਸਕੂਲ ਕਿਵੇਂ ਜਾਂਦੀ/ਜਾਂਦਾ ਹੈ ? ਕਾਰ ਵਿੱਚ, ਟੈਕਸੀ, ਬੱਸ, ਰੇਲ ਗੱਡੀ, ਟਿਊਬ, ਟਰੈਮ, ਸ਼ਿਪ, ਹਵਾਈ ਜਹਾਜ਼, ਸਾਈਕਲ ਤੇ ਤੁਰ ਕੇ /ਪੈਦਲ ਕੀ ਤੁਸੀਂ ---- ਰਾਹੀਂ ਜਾਣਾ ਸਿਆਦਾ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਮੈਂ ---- ਰਾਹੀਂ ਜਾਣਾ ਸਿਆਦਾ ਪਸੰਦ ਕਰਦਾ ਹਾਂ ।</p>	<ul style="list-style-type: none"> <li>ਪਛਾਣਨਾ ਤੇ ਕਹਿਣਾ Identify and say. (See p41)</li> <li>ਬੁਝਾਣਾ Guessing game. (See p41)</li> <li>ਪ੍ਰਸ਼ਨ ਤੇ ਉੱਤਰ Question and answer practice: this might be based around class survey to find out what forms of transport are used by the class to get to school. Information could then be presented in form of bar chart. (Possible comparison with school in the Panjab.)</li> </ul>	<p>Pupils are at a stage where they are beginning to read and write short pieces of text made up of familiar language. Thus it is now possible and important to integrate more fully the spoken and written forms of the language, so that they reinforce each other. As new topics are introduced orally (with visual support), links should be made systematically to the written form drawing attention to unfamiliar letters and to common patterns (spelling, agreements, etc). Although activities to support the recognition, memorisation and production of letters and words remain necessary, there is scope at Levels 4-6 to incorporate a much wider range of approaches. Particularly useful are active reading and writing strategies (See p50) and these are strongly encouraged here.</p> <ul style="list-style-type: none"> <li>ਨਵੇਂ ਸ਼ਬਦਾਂ ਵਾਲਾ ਕਾਰਡ ਤਸਵੀਰ ਨਾਲ ਮੇਲਣਾ Pupils match word cards to pictures as new language is introduced.</li> <li>ਸਕੂਲ ਆਉਣ ਜਾਣ ਬਾਰੇ ਟੇਬਲ ਬਣਾਉਣਾ Reading short texts describing journeys to school and completing table to show understanding. These texts then become models for pupils to compose their own short texts about their journeys to school.</li> </ul> <p><b>Resources</b> Nagra, J.S. GCSE Panjabi reading Nagra, J.S. GCSE Panjabi writing</p>
<p>ਪੰਜਾਬ ਜਾਣ ਵਾਸਤੇ ਟਰਿੱਪ ਦੀ ਯੋਜਨਾ ਬਣਾਉਣੀ Planning a trip (to the Panjab)</p> <p>ਟੋਪਿਕ ਸਬੰਧੀ ਸ਼ਬਦਾਂ ਦਾ ਅਭਿਆਸ ਕਰਨ ਵਾਸਤੇ ਕਹਾਣੀ ਜਾਂ ਗਾਣਾ <b>Resources</b> Coventry LEA, My holiday</p>	<p>ਤੁਸੀਂ ਟਰਿੱਪ ਤੇ ਕਦੇ ਜਾ ਰਹੇ ਹੋ ? (ਇੰਗਲੈਂਡ ਵਿੱਚ ਸਰਦੀ -ਪੰਜਾਬ ਵਿੱਚ ਚੰਗਾ ਸੋਸਮ) ਵੁਲਵਰਹੈਮਪਟਨ ਤੋਂ ਬਰਮਿੰਘਮ ਇੰਟਰਨੈਸ਼ਨਲ ਏਅਰਪੋਰਟ (ਹਵਾਈ ਅੱਡਾ) ਕਿੰਨੀ ਦੂਰ ਹੈ ? ਕੀ ਤੁਸੀਂ ਸਫਰ ਬਾਰੇ ਦੱਸ ਸਕਦੇ ਹੋ ? ਮੈਂ /ਅਸੀਂ ਘਰ ਤੋਂ -- ਵਜੇ ਚੱਲਾਂਗਾ/ਚੱਲਾਂਗੀ । ਮੈਂ /ਅਸੀਂ (ਬੱਸ/ਰੇਲਗੱਡੀ/ਕਾਰ) -- ਵਿੱਚ ਜਾਵਾਂਗਾ/ਗੀ । ਮੈਂ /ਅਸੀਂ -- ਵਿੱਚ ਘਟੇ ਲੱਗਣਗੇ ਫਿਰ ਅਸੀਂ ਅੰਮ੍ਰਿਤਸਰ ਜਾਣ ਲਈ ਹਵਾਈਜਹਾਜ਼ ਵਿੱਚ ਜਾਵਾਂਗਾ/ਗੀ । ਜਹਾਜ਼ ਵਿੱਚ ਮੈਂ --- ਸੁਣਾਂਗਾ/ --ਨਾਲ ਗੱਲਾਂ ਕਰਾਂਗਾ /ਪੜ੍ਹਾਂਗਾ/ ਸੋਵਾਂਗਾ/ ਕੁਝ ਖਾਵਾਂਗਾ । ਅੰਮ੍ਰਿਤਸਰ ਤੋਂ ਮੈਂ ਰੇਲਗੱਡੀ/ਟੈਕਸੀ/ਕਾਰ ਵਿੱਚ --- ਜਾਵਾਂਗਾ । ਮੈਂ/ਅਸੀਂ -- ਵਜੇ --- ਪਹੁੰਚ ਜਾਵਾਂਗੇ ।</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>ਭਵਿੱਚ ਕਾਲ</li> <li>ਸੰਕੇਸ਼ਕ: ਪਹਿਲਾਂ, ਫਿਰ, ਉਸ ਤੋਂ ਬਾਅਦ</li> </ul> <p><b>Resources</b> Wolverhampton LEA, A practical guide to GCSE Panjabi</p>	<ul style="list-style-type: none"> <li>ਅਧਿਆਪਕ ਵਲੋਂ ਯਾਤਰਾ ਬਾਰੇ ਦੱਸਣਾ Listening and tracing journey: teacher describes journey, Pupils trace the stages of the journey on a simplified map indicating mode of transport at each stage and other details. A related (literacy) activity would be 'sequencing' where text describing journey is cut up into sections and jumbled up.</li> <li>ਛੋਟੀਆਂ ਟੋਲੀਆਂ ਵਿੱਚ ਨਕਸ਼ਿਆਂ ਤੇ ਛੋਟੇ Group project: in small groups pupils work with maps and other resources to identify places where Panjabi is spoken. They can then select places they would like to visit. Each group should choose a general area to visit and three or four specific places they would like to explore. Pupils can use a variety of resources (e.g. print, video, computer, interviews) to find out more about their chosen locations. They could then create their own posters/ displays with maps, pictures and and short texts in Panjabi (literacy).</li> <li>ਏਅਰਪੋਰਟ ਤੇ ਭਾਰੇ ਸਮਾਨ ਨਾਲ Airport encounters: ask pupils to imagine they are at an airport, carrying a heavy suitcase. They have to think of where they are going (e.g. to Amritsar), who with, and why. They then go round greeting as many people as possible at the airport and asking them where they are going, etc. At the end of the activity, pupils form a circle with one person in the middle. Someone in the circle has to say who that person is, where they are going, etc.</li> </ul>	<p>Pupils are at a stage where they are beginning to read and write short pieces of text made up of familiar language. Thus it is now possible and important to integrate more fully the spoken and written forms of the language, so that they reinforce each other. As new topics are introduced orally (with visual support), links should be made systematically to the written form drawing attention to unfamiliar letters and to common patterns (spelling, agreements, etc). Although activities to support the recognition, memorisation and production of letters and words remain necessary, there is scope at Levels 4-6 to incorporate a much wider range of approaches. Particularly useful are active reading and writing strategies (See p50) and these are strongly encouraged here.</p> <ul style="list-style-type: none"> <li>ਨਵੇਂ ਸ਼ਬਦਾਂ ਵਾਲਾ ਕਾਰਡ ਤਸਵੀਰ ਨਾਲ ਮੇਲਣਾ Pupils match word cards to pictures as new language is introduced.</li> <li>ਸਕੂਲ ਆਉਣ ਜਾਣ ਬਾਰੇ ਟੇਬਲ ਬਣਾਉਣਾ Reading short texts describing journeys to school and completing table to show understanding. These texts then become models for pupils to compose their own short texts about their journeys to school.</li> </ul> <p><b>Resources</b> Nagra, J.S. GCSE Panjabi reading Nagra, J.S. GCSE Panjabi writing</p>

ਜਾਤਰਾ ਕਰਨਾ ਯਾ ਆਉਣਾ ਜਾਣਾ Travel and transport

# Level 4

## Themes, topics, texts

- ਛੁੱਟੀਆਂ  
Holidays  
Real or imaginary
- ਕਦੋਂ, ਕਿੱਥੇ, ਕਿਸ ਨਾਲ  
When, where, with whom
- ਕਿੱਥੇ ਰਹੇ  
Where stayed
- ਮੌਸਮ  
Weather
- ਦੇਖਣਯੋਗ ਥਾਵਾਂ ਤੇ ਗ੍ਰਿਆਵਾਂ  
Things to see and do
- ਖਾਣਾ / ਚਾਹ-ਪਾਣੀ  
Meals/refreshments

## Key structures and vocabulary

ਤੁਸੀਂ/ਉਹ ਛੁੱਟੀਆਂ ਤੇ ਕਦੋਂ ਗਏ ਸੀ ?  
 ਤੁਸੀਂ/ਉਹ ਕਿੱਥੇ ਗਏ ਸੀ ?  
 ਮੈਂ/ਉਹ ---- ਗਿਆ/ਗਈ/ਗਏ ਸੀ।  
 ਤੁਸੀਂ/ਉਹ ਕਿਸ ਨਾਲ ਗਏ ਸੀ ?  
 ਤੁਸੀਂ ਕਿੱਥੇ ਰਹੇ ਸੀ ?  
 ਮੈਂ ਆਪਣੇ ਪਰਿਵਾਰ /ਦੋਸਤਾਂ /ਸਹੇਲੀਆਂ ਨਾਲ ਹੋਟਲ ਵਿੱਚ ਰਿਹਾ/ਰਹੀ ਸੀ। ਮੌਸਮ  
 ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਸੀ ?  
 ਠੀਕ ਸੀ, ਗਰਮ ਸੀ, ਮੀਂਹ ਪੈਂਦਾ ਸੀ ---  
 ਤੁਸੀਂ ਉੱਥੇ ਕੀ ਦੇਖਿਆ/ਕੀਤਾ ਸੀ ?  
 ਤੁਸੀਂ ਉੱਥੇ ਸਭ ਤੋਂ ਵੱਧ ਕੀ ਪਸੰਦ ਕੀਤਾ ?  
 ਮੈਂ -- ਬਹੁਤ ਪਸੰਦ ਕੀਤਾ / ਮੈਨੂੰ--- ਬਹੁਤ ਚੰਗਾ ਲੱਗਾ।  
 --- ਬਹੁਤ ਇਲਚਸਪ/ ਮਜ਼ੇਦਾਰ ਸੀ,  
 ਪਰ ਮੈਨੂੰ --- ਚੰਗਾ ਨਹੀਂ ਲੱਗਾ /ਬਹੁਤ ਬੁਰਾ ਲੱਗਾ  
 ਇਹ ਬੌਧਿੱਗ ਸੀ, ਡਰਾਉਣਾ ਸੀ।  
 ਤੁਸੀਂ ਇਹਨੂੰ ਤੋਹਣੇ ਖਰੀਦੇ ?  
 ਮੈਂ --- ਖਰੀਦਿਆ/ਖਰੀਦੇ।  
 ਇਸ/ਇਨ੍ਹਾਂ ਤੇ ਕਿੰਨਾ ਖਰਚ ਆਇਆ ?  
 ਇਨ੍ਹਾਂ ਤੇ --- ਖਰਚ ਹੋਏ।  
 (ਪੈਸੇ / ਲੱਖ 1-100)  
 ਤੁਸੀਂ ਕੀ ਖਧਾ ਤੇ ਪੀਤਾ ?  
 ਕੀ ਤੁਸੀਂ ਇਹ ਜਾਣ ਦੀ ਉਮੀਦ ਕਰਦੇ ਹੋ ?

## Oracy

- ਪ੍ਰਸ਼ਨ ਤੇ ਉੱਤਰ Question and answer practice: using table, introduce four characters with different holiday details for each one. Practise asking and answering questions in past tense (third person) with whole class and then as pairwork activity. Pupils can then be asked to play the part of one of the characters to practise first person.
- ਸ਼ਬਦਾਂ ਤੇ ਸਮਝਣਾ An alternative approach would be to input new language through a listening or reading activity (literacy) e.g. a diary account with photos of a special trip/a video diary of a trip to the Panjab.
- ਦੁਹਰਾਉਣਾ Consolidating and developing language: revising, extending and integrating points taught previously (family, travel, weather, food and drink).
- ਲੰਬੇ ਵਾਕ ਬਣਾ ਕੇ ਦੱਸਣੇ Building longer sentences: modelling and having pupils practise building longer sentences by including more information such as adverbs or adverbial phrases, or conjunctions.
- ਵਿਚਾਰ ਦੱਸਣੇ Constructing more complex sentences: expressing simple opinions and giving reasons.
- ਸਹਿਠੀਆਂ ਸਾਹਮਣੇ ਬੋਲਣਾ Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. At this level pupils will need clear guidance from the teacher to assist them in planning, rehearsing and preparing resources for their presentation. This may be in the form of a task sheet, setting out stages and time limit for completion. It will also be useful for them to be told what criteria will be used by the teacher or peers to assess quality of presentation. (See pp64-7)

## Literacy

- Letter, word and sentence levels**
- ਸ਼ਬਦਾਂ ਦੀ ਖੋਭ Sorting words alphabetically.
  - ਸ਼ਬਦ ਬਣਤਰ Word building. (See p41)
  - ਸ਼ਬਦ ਮਿਲਾਉਣੀ Jumbled letters, syllables or words.
  - ਜਿਹੜਾ ਨਹੀਂ ਮੇਲ ਖਾਂਦਾ ਬਹੁਰ ਕੱਢਣਾ Odd one out.
  - ਸ਼ਬਦਾਂ ਨਾਲ ਤਸਵੀਰਾਂ ਦਾ ਮੇਲ ਕਰਨਾ Matching words to pictures, English words to Panjabi words, sentence halves, questions and answers.
  - ਤਸਵੀਰਾਂ ਤੇ ਲੇਬਲ ਲਿਖਣੇ Labelling pictures or diagrams.
  - ਸ਼ਬਦਾਂ ਵਾਲੇ ਕਾਰਡ ਵੱਖ ਵੱਖ ਕਰਨੇ Categorising word cards.
- Text level**
- ਵਾਰਤਾ ਵਿੱਚ ਨਿਸ਼ਾਨ ਲਗਾਉਣੇ Text marking\*: places and main attractions.
  - ਵਾਰਤਾ ਵਿੱਚ ਨਿਸ਼ਾਨ ਲਗਾਉਣੇ Text marking: verbs in past tense.
  - ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing: text/story describing a holiday.
  - ਖਾਲੀ ਥਾਂ ਭਰਨਾ Gap-filling: postcard/E-mail message.
  - ਸਵਾਲ ਬਣਾਉਣੇ Question setting.\*\*
  - ਇਬਾਰਤ ਲਿਖਣਾ (Running) Dictation.\*\*\*
  - ਦੁਸਿੱਖਿਆਂ ਨਾਲ ਮਿਲ ਕੇ ਪੜ੍ਹਨਾ / ਲਿਖਣਾ Shared reading/writing.
  - ਸੋਧ ਲੈ ਕੇ ਲਿਖਣਾ Guided writing: e.g. diary of real or imaginary holiday based on model. (See item 2 in Oracy opposite).
- Beginning to use some reference materials (picture dictionary, verb tables).
- \*Text marking involves highlighting/underlining particular features of a text and can help both in accessing texts and developing important reading strategies (looking for clues to meaning, skimming and scanning).
- \*\*Pupils read different sections of a text and make up questions for others to answer.
- \*\*\*Short pieces of text (e.g. five lines) are stuck up around room away from where pupils are sitting (or in corridor outside). Pupils work in pairs. Each pair has a text allocated to them (by number or colour). One pupil remains seated where they are. Their partner has to stand up and 'run' to their text, read it, memorise it chunk by chunk, run back to their partner and dictate it. The winners are the pair with the first absolutely correct version of the text.

ਯਾਤਰਾ ਕਰਨਾ ਯਾ ਆਉਣਾ ਜਾਣਾ ਯਾ ਸਾਧਨਾਂ ਟਰੈਵਲ ਅਤੇ ਟਰਾਂਸਪੋਰਟ

## Level 4

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>ਤੋਹਫੇ ਖਰੀਦਣੇ</p> <p><b>Buying presents</b></p> <p>ਪੈਸੇ/1-100 ਤੱਕ ਗਿਣਤੀ</p> <p><b>Money/numbers</b></p> <p>1-100</p>	<p>ਤਸੀਂ ਕੀ ਪਸੰਦ ਕਰੋਗੇ ? ਇਹ ਕਿੰਨੇ ਦੀ ਹੈ / ਕਿੰਨੇ ਦੇ ਹਨ?</p> <p>10-20-30-40 ਰੁਪਏ</p> <p>ਇਹ ਮਹਿੰਗੀ/ਸਸਤੀ ਹੈ । ਇਹ ਚੰਗਾ ਸੌਦਾ ਹੈ ।</p> <p>ਮੈਨੂੰ ਪਸੰਦ ਹੈ/ ਕੀ ਮੈਂ - ਲੈ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ?</p> <p>ਕੋਈ ਹੋਰ ਚੀਜ਼?</p> <p>ਪੰਨਵਾਦ --ਬਾਏ-ਬਾਏ , ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ।</p>	<p><b>Role-play</b></p> <ul style="list-style-type: none"> <li>ਦੁਕਾਨ ਤੇ ਇੱਕ ਗਾਹਕ Act out shopping scene where there is an argument over price.</li> <li>ਦੁਕਾਨਦਾਰ ਸਮਾਨ ਵੇਚਣਾ ਚਾਹੁੰਦਾ ਹੈ Act out scene where shopkeeper keeps trying to sell things the customer doesn't want to buy.</li> <li>ਬਹੁਤ ਹੀ ਸ਼ਰਮੀਲਾ ਤੇ ਧੌਸ ਜਮਾਉਣ ਵਾਲਾ Act out scene as people with particular characters, e.g. someone shy and someone bossy (using finger puppets).</li> <li>Act a celebrity going shopping, e.g. ਸਾਹਰੁਖ ਖਾਨ/ ਰਾਨੀ ਮੁਕਰਜੀ ਦੁਕਾਨ ਤੇ.</li> </ul> <p><b>Note</b></p> <p>It is important to create comfortable, safe environment when doing drama activities.</p> <p>Emphasise use of mime, gesture, facial expression and tone of voice to help to convey meaning.</p> <p>Draw pupils attention to stalling strategies to allow time to hesitate, e.g. use spoken expressions and gestures which allow for thinking time. Have pupils practise these.</p>	<p><b>Letter, word and sentence levels</b></p> <ul style="list-style-type: none"> <li>ਸ਼ਬਦਾਂ ਨੂੰ ਕ੍ਰਮਵਾਰ /ਕਰਨਾ ਲਿਖਣਾ Sorting words alphabetically.</li> <li>ਸ਼ਬਦ ਬੁਲਾਉਣੇ Word building. (See p41)</li> <li>ਭੁਲਾਵੇਂ ਅੱਖਰ /ਸ਼ਬਦ Jumbled letters/words.</li> <li>ਜਿਹੜਾ ਮੇਲ ਨਹੀਂ ਮਫਾ ਬਾਹਰ ਕੱਢਣਾ Odd one out.</li> <li>ਸ਼ਬਦਾਂ ਦਾ ਤਸਵੀਰਾਂ ਨਾਲ ਮੇਲ ਕਰਨਾ Matching words to pictures, English words to Panjabi words, sentence halves, questions and answers.</li> <li>ਲੇਬਲ ਲਿਖਣੇ Labelling pictures or diagrams.</li> <li>ਸ਼ਬਦ ਵੱਖ ਵੱਖ ਕਰਨੇ Categorising word cards.</li> </ul> <p><b>Text level</b></p> <ul style="list-style-type: none"> <li>ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing (dialogues).</li> <li>ਖਾਲੀ ਥਾਂ ਭਰਨਾ Gap-filling (dialogues).</li> <li>ਇਬਾਰਤ ਲਿਖਣਾ (Humming) Dictation. (See p50)</li> <li>ਮਿਲ ਕੇ ਪੜ੍ਹਨਾ /ਲਿਖਣਾ Shared reading/writing.</li> <li>ਸੋਚ ਲੈ ਕੇ ਲਿਖਣਾ Guided writing: e.g. dialogue based on model.</li> </ul> <p>Beginning to use some reference materials (picture dictionary, verb tables).</p>
<p>ਰਸਤਾ ਪੁੱਛਣਾ</p> <p><b>Asking directions</b></p>	<p>ਮੈਂ ਮਾਰਗਦਿ/ਸਿਨੇਮਾ/ਕੋਲਵੇ ਸਟੇਸ਼ਨ/ਪਾਰਕ ਕਿਸ ਰਸਤੇ ਜਾ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ?</p> <p>ਸਿੱਧੇ ਚਲੋ ਜਾਓ</p> <p>ਗੁਰਦੁਆਰੇ ਕੋਲ ਜਾ ਕੇ ਸੱਜੇ/ਖੱਬੇ ਮੁੜ ਜਾਣਾ</p> <p>ਅੱਗੇ ਜਾ ਕੇ ਸੱਜੇ/ਖੱਬੇ ਪਾਸੇ ਵੱਲ ਜਾਂਦੀ ਪਹਿਲੀ/ਦੂਜੀ/ਤੀਜੀ ਸੜਕ ਤੇ ਚਲੋ ਜਾਣਾ</p> <p>ਪੁਲ ਦੇ ਪਾਰ ਜਾ ਕੇ</p> <p>ਦਰਿਆ ਦੇ ਕੰਢੇ ਤੁਰੀ ਜਾਣਾ</p> <p>ਇਹ --- ਦੇ ਨੇੜੇ/ਸਾਹਮਣੇ/ਨਾਲ ਹੀ ਹੈ ।</p> <p>ਇਹ ਸੜਕ /ਗਲੀ ਵਿੱਚ ਹੀ ਹੈ ।</p> <p><b>Grammar focus</b></p> <ul style="list-style-type: none"> <li>ਭੁਤਕਾਲ</li> <li>ਸਵਾਲ ਪੁੱਛਣ ਲਈ ਵਰਤੇ ਜਾਂਦੇ ਸ਼ਬਦ (ਕਿੱਥੇ/ਕਿੱਥੇ/ਕਿੰਨਾ/ਕਿੰਨੀ)</li> </ul>	<p><b>Role-play</b></p> <ul style="list-style-type: none"> <li>ਕੋਈ ਰਸਤਾ ਪੁੱਛਣਾ ਹੈ Act out scene involving someone asking for directions. Person giving directions talks too fast or mumbles, so person lost has to keep asking them to repeat.</li> <li>ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੇ ਲੋਕ Act out scene as a person with particular character, e.g. someone shy and someone bossy (using finger puppets).</li> <li>ਮਸ਼ਹੂਰ ਲੋਕ ਰਸਤਾ ਪੁੱਛਣੇ ਹਨ Act a celebrity asking for directions, e.g. ਇਰਤਕ ਰੋਸ਼ਨ ਜਾਂ ਐਸ਼ਵਰਿਆ ਰਾਏ</li> <li>ਜਾਸੂਸ ਬਣ ਕੇ ਰਸਤਾ ਪੁੱਛਣਾ Act a spy asking for directions, e.g. James Bond.</li> </ul>	

ਯਾਤਰਾ ਕਰਨਾ ਯਾ ਟਿਕਟ ਲੈਣਾ ਯਾ ਸਾਧਨ ਟਰੈਵਲ ਅਤੇ ਟਰੈਂਸਪੋਰਟ

# Level 4

## Themes, topics, texts

ਕਿੱਤਿਆਂ ਦੇ ਨਾਂ  
**Names of jobs**  
 ਲੋਕ ਕਿੱਥੇ ਕੰਮ ਕਰਦੇ ਹਨ  
**Where people work**  
 ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰਾਂ / ਦੋਸਤਾਂ/  
**Jobs done by family/ friends**  
 ਕੰਮ/ਕਿੱਤੇ ਦੀ ਪਸੰਦ/ਪਹਿਲ  
**Job preferences**

ਨਾਂ-ਕਾਰਜ / ਕਿੱਤੇ-ਥਾਂ

## Key structures and vocabulary

ਤੁਹਾਡੇ ਮਾਤਾ/ਪਿਤਾ/ਭਾਈ/ਸਾਥੀ/ਕਾਚੀ/ਮਾਸੀ ਜੀ ਕੀ ਕੰਮ ਕਰਦੇ ਹਨ?  
 ਉਹ ਬੱਸ ਡਰਾਈਵਰ/ਮਕੈਨਿਕ/ਨਰਸ/ਦੁਕਾਨਦਾਰ/ਅਧਿਆਪਕ/ਡਾਕਟਰ/ਕਿਸਾਨ/  
 ਵਕੀਲ/  
 ਪੁਲਿਸਮੈਨ/ਕਲਾਕਾਰ/ਗਾਇਕ/ਪੱਤਰਕਾਰ/ਸਾਇੰਸਦਾਨ/ਪਾਦਰੀ/ਗਰੱਬੀ/ਪੁਸਾਰੀ ਹਨ।  
 ਉਹ ਕਿੱਥੇ ਕੰਮ ਕਰਦੇ ਹਨ?  
 ਫੈਕਟਰੀ/ਦਫ਼ਤਰ/ਦੁਕਾਨ/ਸਕੂਲ/ਹਸਪਤਾਲ ਵਿੱਚ ਕੰਮ ਕਰਦੇ ਹਨ।  
 ਖੇਤੀਬਾੜੀ ਦਾ ਕੰਮ ਕਰਦੇ ਹਨ।  
 ਤੁਸੀਂ ਵੱਡੇ ਹੋ ਕੇ ਕੀ ਬਣਨਾ /ਕੰਮ ਕਰਨਾ ਚਾਹੁੰਦੇ ਹੋ?  
 ਮੈਂ ---- ਬਣਨਾ ਚਾਹੁੰਦਾ/ ਚਾਹੁੰਦੀ ਹਾਂ।

## Oracy

- ਦੇਖੋ ਤੇ ਸੁਣੋ; Identify and say. (See p41)
- ਬੁੱਝ ਕੀ ਹੈ? Guessing game. (See p41)
- ਪ੍ਰਸ਼ਨ ਤੇ ਉੱਤਰ Question and answer practice: this might be based around class survey to find out most/least popular jobs in group.
- ਸੁਣਨਾ ਤੇ ਸਮਝਣਾ Listen to recordings of interviews with different people about their jobs. Pupils note key points including what are considered best and worst aspects of job.
- ਸਪੱਟਲਾਈਟ Spotlight: a pupil volunteers to come to front of class and stand 'in the spotlight' e.g. standing on a special spot, sitting on a special chair, wearing a special scarf/hat). Other pupils note numbers 1–10 on sheet of paper ready to respond to questions. The teacher asks ten questions to the spotlight volunteer about the topic covered and s/he gives answer out loud. After each response the rest of class put a tick if they think answer was correct, a cross if they think it was wrong and a question mark if they are not sure. Following applause for 'spotlight' pupil, teacher goes over responses. For each question teacher asks how many people gave which response. This gives valuable feedback both for the teacher and for pupils on what they need to work on further. A variation of this is where pupils hold up 'calling cards' to give their responses. Each pupil has a set of three cards, one green one to signal 'correct', one red one to signal 'wrong' and one amber one to signal 'not sure'. This gives an immediate visual impression of who understands what.
- ਕਲਪਨਾ ਕਰਨੀ Use imagination to create interesting conversations using familiar language, e.g. role-play in pairs of radio/TV interview with (famous) person about their job.

## Literacy

### Letter, word and sentence levels

- ਸ਼ਬਦਾਂ ਨੂੰ ਕ੍ਰਮਵਾਰ/ਕਰਨਾ ਲਿਖਣਾ Sorting words alphabetically.
- ਸ਼ਬਦ ਬਣਾਉਣੇ Word building.
- ਭੁਲਾਵੇਂ/ਅੱਖਰ/ਸ਼ਬਦ Jumbled letters/words.
- ਜਿਹੜਾ ਮੇਲ ਨਹੀਂ ਖਾਂਦਾ ਬਾਹਰ ਕੱਢਣਾ Odd one out.
- ਸ਼ਬਦਾਂ ਨਾਲ ਤਸਵੀਰਾਂ ਮੇਲਣੀਆਂ Matching words to pictures, English words to Panjabi words, sentence halves, questions and answers.
- ਲੇਬਲ ਲਿਖਣੇ Labelling pictures or diagrams.
- ਸ਼ਬਦ ਵੱਖ ਵੱਖ ਕਰਕੇ ਲਿਖਣੇ Categorising word cards.

### Text level

- ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing (dialogues).
- ਖਾਲੀ ਥਾਂ ਭਰਨਾ Gap-filling (dialogues).
- ਇਸ਼ਾਰਤ ਲਿਖਣਾ (Fluency) Dictation. (See p50)
- ਮਿਲ ਤੇ ਪੜ੍ਹਨਾ / ਲਿਖਣਾ Shared reading/writing.
- ਸ਼ੁਰੂ ਲੈ ਕੇ ਲਿਖਣਾ Guided writing: e.g. 'Day in the life of ...' based on model. (See item 4 in Oracy opposite)

Beginning to use some reference materials (picture dictionary, verb tables).

# Level 4

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>ਹਦਾਇਤਾਂ Instructions</p> <p>ਟਿੱਪਣੀਆਂ Comments</p>	<p>ਬੋਲਣਾ, ਸੁਣਨਾ, ਪੜ੍ਹਨਾ, ਲਿਖਣਾ, ਨਕਲ ਕਰਨਾ, ਮੇਲ ਕਰਨਾ, ਹੇਠਾਂ ਲਕੀਰ ਵਾਹੁਣੀ, ਲੱਭਣਾ, ਵੱਖ ਵੱਖ ਕਰਨਾ, ਨੋਟ ਕਰਨਾ, ਤੁਲਨਾ ਕਰਨੀ ਸਵਾਲਾਂ ਦੇ ਜਵਾਬ ਦੇਣਾ।</p> <p>ਤਸਵੀਰ ਵੱਲ ਦੇਖੋ। ਅੱਖਰ / ਸ਼ਬਦ / ਵਾਕ ਕ੍ਰਮ ਅਨੁਸਾਰ ਕਰੋ ਖਾਲੀ ਥਾਂ ਭਰੋ ਘਰ ਦਾ ਕੰਮ</p> <p>ਬਹੁਤ ਵਧੀਆ, ਚੰਗਾ, ਵਧੀਆ ਕੀਤਾ, ਠੀਕ ਹੈ, ਠੀਕ ਨਹੀਂ ਹੈ, ਮਾੜਾ ਹੈ। ਗਰੇਡ</p> <p>ਉ. --- ਬਹੁਤ ਪੁਰਾਣਾ ਹੈ/ ਸੁਹਣਾ ਹੈ/ ਮਸ਼ਹੂਰ ਹੈ। ਇਹ --- ਈਸਵੀ ਵਿੱਚ ਬਣਾਇਆ ਗਿਆ ਸੀ। ਇਸ ਨੂੰ -- ਨੇ ਬਣਵਾਇਆ ਸੀ। ਇਹ --- ਨਾਲ ਸਜਾਇਆ ਹੋਇਆ ਹੈ। ਕੰਧਾਂ ਤੇ --- ਦੀਆਂ ਤਸਵੀਰਾਂ/ਉੱਕਰੀਆਂ ਰਚੀਆਂ ਹਨ। ਇਹ ਹਰ ਵੇਲੇ ਖੁੱਲ੍ਹਾ ਰਹਿੰਦਾ ਹੈ। ਇੱਥੇ -- ਪਾਠ ਹੁੰਦਾ ਹੈ /ਲੰਗਰ ਚਲਦਾ ਹੈ। ਇੱਥੇ--- ਤਿਉਹਾਰ ਮਨਾਏ ਜਾਂਦੇ ਹਨ।</p>	<ul style="list-style-type: none"> <li>ਸਰਨ ਕਹਿੰਦਾ ਹੈ Simon (Sharan) says: teacher, then pupil, gives commands.</li> <li>ਜਮਾਤ ਕਮਰੇ ਦੀਆਂ ਗੱਲਾਂ ਦਾ ਉਲਥਾ Translate the classroom language into English.</li> </ul>	<p>By this stage pupils should recognise basic written instructions in textbooks, on worksheets, etc.</p> <p>They should also be able to understand basic written comments made by the teacher on their work. (See Key structures and vocabulary opposite)</p> <p>Teachers should support pupils initially in familiarising themselves with this language. It should then be used consistently and gradually extended.</p>
<p>ਹਰਿਮੰਦਰ ਸਾਹਿਬ ਅੰਮ੍ਰਿਤਸਰ Golden temple Amritsar</p> <p>ਤਸਵੀਰਾਂ Photographs/art</p> <p>ਅਨੰਦਪੁਰ ਸਾਹਿਬ Anand Pur Sahib</p> <p>ਇਤਿਹਾਸਕ Historical</p>	<p>ਉ. --- ਬਹੁਤ ਪੁਰਾਣਾ ਹੈ/ ਸੁਹਣਾ ਹੈ/ ਮਸ਼ਹੂਰ ਹੈ। ਇਹ --- ਈਸਵੀ ਵਿੱਚ ਬਣਾਇਆ ਗਿਆ ਸੀ। ਇਸ ਨੂੰ -- ਨੇ ਬਣਵਾਇਆ ਸੀ। ਇਹ --- ਨਾਲ ਸਜਾਇਆ ਹੋਇਆ ਹੈ। ਕੰਧਾਂ ਤੇ --- ਦੀਆਂ ਤਸਵੀਰਾਂ/ਉੱਕਰੀਆਂ ਰਚੀਆਂ ਹਨ। ਇਹ ਹਰ ਵੇਲੇ ਖੁੱਲ੍ਹਾ ਰਹਿੰਦਾ ਹੈ। ਇੱਥੇ -- ਪਾਠ ਹੁੰਦਾ ਹੈ /ਲੰਗਰ ਚਲਦਾ ਹੈ। ਇੱਥੇ--- ਤਿਉਹਾਰ ਮਨਾਏ ਜਾਂਦੇ ਹਨ।</p>	<ul style="list-style-type: none"> <li>ਤਸਵੀਰਾਂ ਦਿਖਾ ਕੇ ਗੱਲਬਾਤ Responding to artwork: bring in pictures or examples of art that students might see during a trip to Panjab/India (e.g. architecture, paintings, sculpture). Arrange these around the room and allow pupils to examine them. Pupils can use a simple grid format with pictures to record the feelings or responses that each picture evokes. They can do this activity in groups and later share the information. Also invite them to look for what makes the pieces distinctive and what they have in common. Have them work in groups to classify the articles.</li> <li>ਕਲਾ ਬ੍ਰਿਤੀਆਂ ਦੇਖਣਾ ਤੇ ਉਨ੍ਹਾਂ ਬਾਰੇ ਗੱਲਬਾਤ Discussing artwork: have pupils locate and bring to class examples of typical Panjabi/Indian art with an explanation of what they think makes the art typical.</li> </ul>	<ul style="list-style-type: none"> <li>ਮੇਲ ਕੇ ਜਾਣਕਾਰੀ ਸਮਝਣਾ ਤੇ ਲਿਖਣਾ Matching: matching cards with simple information to pictures and then completing extra card(s) of their own.</li> <li>ਤੁਲਨਾ ਕਰਨੀ Comparing stories: compare traditional stories from and British cultures and Panjabi culture in different countries.</li> </ul>
<p>ਪੰਜਾਬ ਕਿਹਨੂੰ ਕਹਿੰਦੇ ਨੇ Song: Panjab, by Manmohan Waris</p> <p>ਸਾਡੇ ਤਿਉਹਾਰ Wolverhampton LEA, Our festival</p> <p>ਸਰੀਦ Film Shaheed</p>	<p>ਸਰੀਦ Shaheed Udhham Singh (film): show clip where Udhham Singh emphasises using his own language in the court. This can lead to discussion on importance of language learning. It gives important historical background on the Panjab, and provides good models of the language by native speakers.</p> <p>Visakh: comparison of celebrations in the Panjab and in the UK. Fairs and cultural dimension.</p>	<ul style="list-style-type: none"> <li>Listening to song ਬੁੱਝਿਆਂ ਨੂੰ ਦੱਸਿਓ ਪੰਜਾਬ ਕਿਹਨੂੰ ਕਹਿੰਦੇ ਨੇ by Manmohan Waris. There are a number of aspects of Panjabi culture portrayed in the song. A variety of activities are possible e.g. discussion, prepare activities like miming, repeating the words, fill in gaps, explaining what the words mean etc.</li> <li>Listening to song ਇਹ ਚੜਤੀ ਪੰਜ ਦਰਿਆਵਾਂ ਦੀ, by Rashpal Singh Pal. Pupils can be given text with blanks and missing words in box to select from.</li> </ul>	<ul style="list-style-type: none"> <li>Shared writing: ask pupils as a group to compose a story about one of the works they have seen by making suggestions and comments that the teacher can record. Invite each student to make one comment for inclusion. The story can be used for further writing and reading practice.</li> </ul>

# Level 5

## Themes, topics, texts

- ਲੋਕਾਂ ਨੂੰ ਮਿਲਣਾ**  
**Meeting people**  
Appropriate modes of address
- ਚਰਿੱਤਰ ਬਾਰੇ ਦੱਸਣਾ**  
**Character descriptions**
- ਵਿਸਤੋਦਾਰੀਆਂ**  
**Relationships**

## Key structures and vocabulary

ਸਕੂਲ ਵਿੱਚ ਜੀ-ਆਇਆਂ ਨੂੰ !  
ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ ? ਇਹ --- ਮੁੱਖ-ਅਿਆਪਕ/ਮੇਰਾ ਮਿੱਤਰ/ਹੈ।  
ਤੁਹਾਡਾ ਪੱਗ ਮਿੱਤਰ/ਤੁਹਾਡੀ ਪੱਕੀ ਸਰੋਲੀ ਕੌਣ ਹੈ ?  
ਉਹ ਕਿਸ ਤਰ੍ਹਾਂ ਦੀ ਹੈ ? ਮੈਨੂੰ ਆਪਣੀ ਜਮਾਤ ਦੇ ਹੋਰ ਬੱਚਿਆਂ ਬਾਰੇ ਦੱਸੋ ।  
ਮੈਂ --- ਨੂੰ ਬਹੁਤ ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ ।  
ਮੈਂ --- ਨੂੰ ਬਿਲਕੁਲ ਪਸੰਦ ਨਹੀਂ ਕਰਦਾ/ਕਰਦੀ ।  
ਉਹ ( ਚਰਿੱਤਰ ਬਾਰੇ ਦੱਸਣਾ) ਇਆਲੂ/ਬੁਰੀ / ਚਲਾਕ/ਪਾਗਲ, ਮਿਹਨਤੀ/ਆਲਸੀ/  
ਦੋਸਤਾਨਾ/ਦੋਸਤੀ ਨਾ ਰੱਖਣ ਵਾਲਾ/ ਉਦਾਰ/ਮਤਲਬੀ ਹੈ।  
ਉ ਅ ਨਾਲੋਂ ਖੁਸ਼ਮਿਜ਼ਾਜ਼ ਹੈ ।  
--- ਬਹੁਤ ਸੁਗਲੀ ਹੈ ।

ਤੁਸੀਂ ਕੀ ਕਰੋਗੇ ਜੇ ਤੁਸੀਂ ---- ? (ਮਿਲੀਅਨ ਪੌਂਡ ਜਿੱਤ ਗਏ ਤਾਂ )

**Resources**  
Nagra, J. S. GCSE Punjabi reading  
Sachra, G. S. and Kang, S.S. Punjabi and Sikh studies  
Wolverhampton LEA, A practical guide to GCSE Punjabi

- Grammar focus**
- ਵਿਸ਼ੇਸ਼ਣ
  - ਮਿੱਠਾ-ਇਸਤਰੀ ਨਿੱਠਾ.
  - ਇੱਕ ਵਾਲ ਤੋਂ ਬਹੁ-ਵਾਲ
  - ਭਵਿੱਖ ਕਾਲ ਵਾਲੋਂ ਵਾਲ

## Oracy

As pupils progress through the levels, there is some recycling of topics. Whilst it may well be important to reactivate previously learnt vocabulary and structures (typically through brainstorming), the teacher should be aiming rapidly to extend the topic in terms both of content and sophistication of language as well as providing the opportunity for the development of higher order thinking skills (e.g. comparing, explaining, justifying). It is essential that teachers do not view topics as self-contained units, but are making links between the different areas they are covering.

Indeed there are increased opportunities for cross-curricular work and work around different text types at this level. With regard to grammar, pupils are expected to be able to use a range of tenses and to construct longer, more complex sentences. They should also be increasingly aware of strategies for extracting meaning from spoken and written texts, drawing on contextual and other clues, e.g. non-verbal signals. See *Language learning strategies checklist* on pp26-7.

- ਪੰਜਾਬ ਤੋਂ ਆਏ ਪਾਠਕਾਂ ਦਾ ਸੁਆਗਤ ਕਰਨਾ Welcoming a guest from the Punjab (to the school).
- ਉੱਚ ਤਰੀਕੇ ਨਾਲ ਸੰਬੰਧਨ ਕਰਨਾ Making appropriate use of different forms of address, familiar/polite, formal/informal.
- ਸੋਚਣਾ Brainstorming: how would you describe this person's character? (Pupil, teacher, celebrity) Possibly allow pupils to prepare ideas in pairs first, referring to dictionary, and then get feedback to whole class.
- ਜਮਾਤ ਵਿੱਚ ਵਿਚਾਰ ਵਟਾਂਦਰਾ Class discussion about characters in a story, film, soap opera.
- ਡਾਇਮੰਡ ਰੈਂਕਿੰਗ Diamond ranking\*: What qualities do you look for in a friend? Sense of humour, loyalty, etc.
- ਆਪਣੇ ਵਿਚਾਰ ਦੱਸਣੇ Presenting self, class and teachers to class in partner school (via video-conferencing) or to another class in same school.
- ਰੋਲਪਲੇ Role play: argument about classmate, teacher, celebrity. One likes, the other hates the person.

\*Diamond ranking is a group activity intended to stimulate thinking and encourage discussion. Each group is given nine cards, on each of which a point related to the topic is written (in this case a personal quality). The pupils have to discuss and agree on a rank order for the cards, placing them in order of importance in the shape of a diamond. To help pupils engage in discussion, teacher should revise/introduce language of negotiation and/or provide prompt sheet with key phrases (see Key structures and vocabulary opposite).

## Literacy

- ਪੰਜਾਬੀ ਪੈਂਤੀ ਦੇ ਕ੍ਰਮ ਅਨੁਸਾਰ ਸ਼ਬਦ ਲਿਖਣੇ Putting sets of words in alphabetical order.
- ਹਿੰਦੀ ਸ਼ਬਦ ਉਚਿਤ ਹੈ Dictionary race: find the English equivalent of Punjabi words.

**Resources**  
Goswami, K.K. Punjabi-English/Panjabi dictionary.

- ਵੱਖ ਵੱਖ ਕਰਨੇ Categoricalising vocabulary, e.g. adjectives (in terms of positive-negative, synonyms and antonyms).
- ਪੰਜਾਬੀ ਨਵਾਂ ਬਾਰੇ ਖੋਜ Researching origin of Punjabi names.
- ਪੜ੍ਹ ਕੇ ਖਾਸ ਗੱਲਾਂ ਲਿਖਣੀਆਂ Reading and noting key points from horoscopes.
- ਪ੍ਰੋਮਟਰ ਬਨਾਉਣੇ Poster about personal zodiac sign.
- ਗੱਲਬਾਤ ਵਾਲਾ ਕਾਲਮ Gossip column for a magazine full of exaggerations/lies about someone you love/hate.
- ਆਪਣਾ ਵੈੱਬ ਸਾਈਟ ਤਿਆਰ ਕਰਨਾ Design your own 'home page' for a personal website.
- ਸ਼ਬਦਾਂ ਦੀ ਸਮੀਖਿਆ Analysing vocabulary (adjective, noun, verb, adverb, types of ending).

# Level 5

## Themes, topics, texts

- ਮਸ਼ਹੂਰ ਲੋਕ  
**Famous people**
- ਕਿੱਤਾ/ਕੰਮ  
**Profession**
- ਜਨਮ  
**Born**  
Where, when
- ਪਰਿਵਾਰ  
**Family**
- ਸਰੀਰਕ ਹੁਲੀਆ  
**Physical description**
- ਕਿਰਦਾਰ/ਚਾਲ ਚਲਣ  
**Character**
- ਪ੍ਰਾਪਤੀਆਂ  
**Achievements**
- ਭਵਿੱਖ ਵਿੱਚ ਤਰੱਕੀ ਬਾਰੇ  
**Future prospects**
- ਆਪਣੇ ਵਿਚਾਰ  
**Personal opinion**

ਆਪਣੇ ਆਪ ਬਾਰੇ  
Self and others

## Key structures and vocabulary

- -- ਬਹੁਤ ਮਸ਼ਹੂਰ ਲੋਕਾਂ ਅਭਿਨੇਤਾ/ਅਭਿਨੇਤਰੀ, ਗਾਇਕ/ਗਾਇਕਾ/ਪਿਛਾਰੀ/ਪਿਛਾਰਨ, ਰਾਜਨੀਤਿਕ, ਵਪਾਰੀ, ਵਪਾਰਨ ਹੈ।  
ਉਸ ਦਾ ਜਨਮ --- ਨੂੰ ਹੋਇਆ ਸੀ।  
ਦਾ ਕੰਮ/ਰੋਗ/ ਲੰਮਾ/ਛੋਟਾ/ਗੈਰ/ਕਾਲਾ (ਸਰੀਰਕ ਹੁਲੀਆ) ਹੈ। ਉਹ ਪਤਲਾ/ਮੋਟਾ ਹੈ।  
ਉਸ ਦਾ/ਦੀ/ਦੇ/ਦੀਆਂ ---ਭਰਾ/ਭੈਣ ਹੈ/ਹਨ।  
ਉਹ ਬਹੁਤ ਹੁਸ਼ਿਆਰ ਹੈ/ਚਲਾਕ ਹੈ/ ਮਹਿਰ --- ਹੈ।  
ਉਹ ਬਹੁਤ ਮਜ਼ਾਕੀਆ/ਦੇਸਤਾਨਾ/ਗੰਭੀਰਤਾ ਨਾਲ ਸੋਚਣ ਵਾਲਾ/ਵਾਲੀ ਹੈ ਤੇ ਬਹੁਤ ਪਿਆਰਾ/ਪਿਆਰੀ ਹੈ।  
ਉਸ ਦਾ ਦਿਲ ਬਹੁਤ ਵੱਡਾ ਹੈ/ਖੁਲ੍ਹੇ ਸੁਭਾਅ ਵਾਲਾ/ਵਾਲੀ ਹੈ।  
ਉਸ ਨੇ --- ਵਿੱਚ ਲਿਖਿਆ/ਰੋਲ ਕੀਤਾ/ ਸੋਜ ਕੀਤੀ/ਬਣਾਇਆ/ਭਿਜਾਈਨ ਕੀਤਾ। ਉਸਨੇ --- ਵਾਸਤੇ/ਵਿਰੁੱਧ ਅਵਾਜ਼ ਉਠਾਈ, ਦੀ ਸਹਾਇਤਾ ਕੀਤੀ।  
ਅਗਲੇ ਸਾਲ/ਦੇ ਸਾਲ ਤੱਕ ----।  
ਉਸਦੀ ਸਭ ਤੋਂ ਵਧੀਆ ਪ੍ਰਾਪਤੀ ----- ਹੈ।  
ਮੈਂ ਉਸ ਨੂੰ ਬਹੁਤ ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ ਕਿਉਂਕਿ ----।  
ਵਿਆਕਰਣ:  
ਯੋਜਕ: ਵੀ  
ਪਹਿਲਾ, ਦੂਜਾ, ਤੀਜਾ, ਚੌਥਾ -- ਅਖੀਰ ਵਿੱਚ  
ਵਿਰ  
ਇਸ ਕਰਕੇ  
ਪਰ/ਪਰੰਤੂ  
ਖੁਸ਼ਕਿਸਮਤੀ ਨਾਲ/ਬਚਕਿਸਮਤੀ ਨਾਲ

## Oracy

- ਸੁਣਨਾ Listening and noting: listening to longer passages of familiar language and identifying specific details, e.g. name, date and place of birth, description, achievements, etc.
- ਖੁੱਲ੍ਹੇ ਤੇ ਲੰਬੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛਣੇ Putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.
- ਸੁਣਨਾ ਤੇ ਸਮਝਣਾ Listening to and understanding a range of types of text from different sources, e.g. fiction, description, poetry, information, instructions.
- ਟੋਪਿਕ ਤਿਆਰ ਕਰਕੇ ਬੋਲਣਾ Presenting ideas to an audience: giving a short prepared talk on a chosen topic, expressing simple opinions and answering questions about it. (See p50)
- ਸਪੋਟਲਾਈਟ Spotlight activity. (See p52)
- ਵੱਖ ਸਵਾਲ Twenty questions: one pupil (in hot seat) is given card with name of famous person. Rest of class ask questions to try to work out who s/he is.
- ਤਸਵੀਰ ਤੇ ਆਧਾਰਿਤ ਪ੍ਰਸ਼ਨ Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.

## Literacy

- ਖੁੱਲ੍ਹੇ ਕੋਣ ਹੈ Guess who it is: pupils read short descriptions of people in the school, class or famous people and identify who they are. Include e.g. likes, dislikes, hair colour, age, where they live.
- ਮਸ਼ਹੂਰ ਲੋਕਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ Sorting: pieces of information about four famous people (two male, two female) are provided on cards. Pupils have to sort cards by famous person, then sequence them chronologically.
- ਲਾਂਭਣਾ Researching (from articles, books, internet) and then, using a word processor drafting and recrafting piece of writing on a famous person (with or without the support of a writing frame).
- ਲੁਕਣਾਮੀਟੀ Hide 'n' seek: memorisation technique. Give pupils or get them to make a set of (12) cards. On one side should be written items to be learnt and on the other their translations/pictures. Each pupil lays out their set of cards in front of them with the translations/pictures face down. Pupil then looks at card, translates in head and turns over card to check. If correct, card is turned over. If not, it remains face down and pupil can't return to it until s/he has been round all the other cards. Aim is to turn over all cards as quickly as possible. Once all cards have been turned over, process can be reversed, i.e. aiming to turn all the cards back over again as quickly as possible. Pupils should be encouraged to use this technique when learning vocabulary for homework.
- ਰੋਲਪੇਸ ਸਕਿਲਜ਼ ਦਾ ਵਿਕਾਸ Developing reference skills, including use of bilingual dictionary.



# Level 5

## Themes, topics, texts

ਪੰਜਾਬ ਤੇ ਇੰਗਲੈਂਡ ਦੇ (ਰਵਾਇਤੀ ਤੇ ਨਵੇਂ) ਘਰਾਂ ਤੇ ਬਗੀਚਿਆਂ ਦੀ ਤੁਲਨਾ  
**Compare homes and gardens (traditional and modern) in UK and Panjab.**

ਸਥਿਤੀ ਦੇ ਅਸਰ / ਪੋਣਪਾਣੀ  
**Effects of location/ climate**

ਡਿਜ਼ਾਈਨ  
**Design**

ਅਮੀਰਾਂ ਤੇ ਗਰੀਬਾਂ ਦੇ ਘਰਾਂ ਵਿੱਚ ਫ਼ਰਕ  
**Differences between rich and poor**

ਘਰ ਵਿੱਚ ਰੋਲ ਤੇ ਜ਼ਿੰਮੇਵਾਰੀ  
**Roles and responsibilities in the home**

## Key structures and vocabulary

ਸੌ ਸਾਲ ਪਹਿਲਾਂ ਇੰਗਲੈਂਡ / ਪੰਜਾਬ ਵਿੱਚ ਘਰ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਸਨ ?  
 ਹੁਣ ਘਰ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਹਨ ?  
 ਘਰ --- ਦੇ ਬਣਾਏ ਹੋਏ ਸਨ / ਦੇ ਬਣਾਏ ਹੋਏ ਹਨ।  
 ਘਰ ਕਿੱਥੇ ਬਣਾਏ ਹੋਏ ਸਨ/ਹਨ?  
 ਘਰ ਨਦੀਆਂ ਦੇ ਕੰਢੇ / ਸਮੁੰਦਰ ਦੇ ਕੰਢੇ / ਵੱਡੇ ਸ਼ਹਿਰਾਂ ਵਿੱਚ ਬਣਾਏ ਹੋਏ ਸਨ/ਹਨ।  
 ਘਰਾਂ ਦੀਆਂ ਛੱਤਾਂ --- ਦੀਆਂ ਬਣੀਆਂ ਹੋਈਆਂ ਹਨ/ਸਨ।  
 ਘਰਾਂ ਵਿੱਚ ਇੱਕ ਮੰਜ਼ਿਲ/ਦੋ ਮੰਜ਼ਿਲਾਂ/ਕਈ ਮੰਜ਼ਿਲਾਂ ਰੁੱਦੀ/ਰੁੱਦੀਆਂ ਹੈ/ਹਨ/ਸੀ/ਸਨ।  
 ਕਿਉਂਕਿ ਪੋਣ-ਪਾਣੀ - ਤੁਰਾਨ, ਹੜ੍ਹਾਂ ਤੋਂ ਬਤਰਾ ਸੀ/ਹੈ।  
 ਘਰਾਂ ਨੂੰ ਗਰਮ ਕਿਸ ਤਰ੍ਹਾਂ ਗੀਆ ਜਾਂਦਾ ਸੀ ?  
 ਉਸ ਸਮੇਂ - ਪਾਣੀ, ਬਿਜਲੀ, ਗੈਸ, ਕੋਲਾ/ਲੋਕੜ ਤੋਂ ਅੱਗ ਬਾਲੀ ਜਾਂਦੀ ਸੀ।  
 ਉਨ੍ਹਾਂ ਨੇ ਏਅਰ ਕੰਡੀਸ਼ਨ ਲਗਾਈ ਹੋਈ ਸੀ ਕਿਉਂਕਿ ਬਹੁਤ ਗਰਮੀ/ਵੱਟ -- ਸੀ।  
 ਅਮੀਰ/ਗਰੀਬ ਲੋਕ ----- ਰਹਿੰਦੇ ਸਨ/ਹਨ।  
 ਅਮੀਰ ਲੋਕਾਂ ਦੇ ਨੌਕਰ ਸਨ/ਹਨ ਜਿਹੜੇ ਕਿ --- ਕਰਦੇ ਸਨ/ਹਨ।  
 ਅੱਜ ਕੱਲ੍ਹ ਘਰਾਂ ਵਿੱਚ ਭੁੰਨ, ਫਰਿਜ, ਕੱਪੜੇ ਪੋਣ ਵਾਲੀ ਮਸ਼ੀਨ, ਭਾਂਡੇ ਪੋਣ ਵਾਲੀ ਮਸ਼ੀਨ, ਤੇ ਮਾਈਕਰੋਵੇਵ ਆਦਿ ਹਨ।  
 'ਕੋਠੀ ਵਿਕਾਉ ਹੈ', [www.5abi.com](http://www.5abi.com)

**Resources**  
 Wolverhampton LEA. *A practical guide to GCSE Panjabi*  
 Nagra, J.S. GCSE Panjabi

ਘਰ ਦਾ ਕੰਮ ਕੌਣ ਕੌਣ ਕਰਦਾ ਹੈ ?  
 ਅਸੀਂ ਦੁਕਾਨਾਂ ਤੋਂ ਖਰੀਦਾਰੀ ਕਰਦੇ ਹਾਂ, ਖਾਣਾ ਬਣਾਉਂਦੇ ਹਾਂ, ਕੱਪੜੇ ਧੋਂਦੇ ਹਾਂ, ਪਰੈਸ ਕਰਦੇ ਹਾਂ, ਯੂਵਰ/ਸਵਾਈ ਕਰਦੇ ਹਾਂ। ਆਪਣਾ ਬਿਜਲੀ ਬਿਲ ਕਰਕੇ ਰੱਖਦੇ ਹਾਂ, ਖਾਣੇ ਵਾਲਾ ਮੈਜ਼ ਸੈਟ ਕਰਦੇ ਹਾਂ, ਆਪਣਾ ਕਮਰਾ ਸਾਫ਼ ਕਰਦੇ ਹਾਂ।  
 ਕਿੰਨੇ ਚਿਰ ਬਾਅਦ ?  
 ਹਰ ਰੋਜ਼, ਹਮੇਸ਼ਾ, ਕਦੇ ਕਦੇ, ਆਮ ਤੌਰ ਤੇ, ਇੱਕ ਵਾਰੀ, ਹਫਤੇ ਵਿੱਚ ਦੋ ਵਾਰੀ।  
 ਤੁਸੀਂ ਘਰ ਦੇ ਕੰਮ ਕਰਨ ਵਿੱਚ ਮਦਦ ਕਰਦੇ ਹੋ ?  
 ਮੈਂ ਆਪਣੇ ਮਾਤਾ ਜੀ, ਪਿਤਾ ਜੀ, ਭਰਾ, ਭੈਣ ਦੀ ---- ਕਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਦਾ/ਦੀ ਹਾਂ।  
 ਕੀ ਇਹ ਠੀਕ ਹੈ ?  
 ਹਾਂ ਜੀ, ਕਿਉਂਕਿ----।  
 ਨਹੀਂ ਜੀ, ਇਹ ਠੀਕ ਨਹੀਂ, --- ਹੋਰ ਸਹਾਇਤਾ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।  
 ਮੇਰੇ ਲਈ --- ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੈ, ਪਰ ਉਹ ਸਿਰਫ---ਕਰਦਾ/ਕਰਦੀ ਹੈ/ ਉਹ ਕੁਝ ਨਹੀਂ ਕਰਦਾ/ਕਰਦੀ।

**Resources**  
 Nagra, J.S. GCSE Panjabi: Speaking  
 GCSE Panjabi  
 Past examination papers

## Oracy

• ਤਸਵੀਰਾਂ ਆਦਿ ਦਿਖਾ ਕੇ Cultural comparison: using visuals to introduce key vocabulary and differences/similarities between homes: UK/ Panjab, old/new, rich/poor, building up Venn diagram.  
 • ਰੋਲਾਂ ਦੇ ਘਰ ਬਾਰੇ ਪੁੱਛ ਕੇ Listening and noting: listening to people talking about their home and noting details: location, building materials, number of floors, method of heating, furniture, decoration, special features.  
 • ਤਸਵੀਰਾਂ ਦਿਖਾ ਕੇ ਤੁਲਨਾ ਕਰਨੀ Cultural comparison: using visuals to compare a kitchen/living room a hundred years ago with one today.  
 • ਪੁੱਛੋ ਤੇ ਲੰਬੇ ਉੱਤਰਾਂ ਵਾਲੇ ਸਵਾਲ ਪੁੱਛ ਕੇ Putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.  
 • ਟੋਲੀਆਂ ਵਿੱਚ ਬੋਲ ਕੇ Presenting ideas to an audience: preparing group presentation on the ideal home or to select from given choice. Internet as resource and presentation using PowerPoint. (See p50)

• ਹੋਰ ਲੋਕਾਂ ਦੀਆਂ ਗੱਲਾਂ ਸੁਣਨਾ Listening and noting: listening to different people talking about what household chores they do at home. Pupils complete grid to identify who does what.  
 • ਮਾਪਿਆਂ ਦੀਆਂ ਸਿਖਾਇਤਾ ਸੁਣਨਾ Listening and noting: listening to parents complaining about what the children should have done to help in the house and children making excuses (forgot, on the phone, doing homework, not well, etc). Note complaint and excuse.  
 • ਰੋਲਪਲੇ Role-play: argument between parent(s) and child(ren) about, e.g. who should tidy up after party or about one pupil being expected to do more than another. This could be done with (finger) puppets.

**Resources**  
 Nagra, J.S. GCSE Panjabi: Speaking  
 GCSE Panjabi  
 Past examination papers

## Literacy

• ਲੇਬਲ ਲਿਖਣੇ Labelling pictures of houses in UK/ Panjab: traditional/modern, rich/poor.  
 • ਵੱਖ ਵੱਖ ਕਰਨਾ Categorising activity: pupils working in groups provided with set of cards and pictures of different houses in UK and Panjab. On each card there is short piece of information about different houses. Pupils have to decide which text card goes with which house.  
 • ਖਾਲੀ ਥਾਂ ਭਰਨਾ Gap-fill/writing frame to support pupils in writing article/letter to describe ideal home. Drafting and redrafting (on word processor) to provide supportive context for writing.  
 • ਲੋਕਾਂ ਦੀਆਂ ਲੋੜਾਂ ਨਾਲ ਘਰ ਦਾ ਮੇਲ ਕਰਨਾ Matching people with particular requirements to advertisements for different properties.

• ਵਾਰਤਾ ਵਿੱਚ ਨਿਸ਼ਾਨ ਲਗਾਉਣੇ Text marking.  
 • ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing (dialogue).  
 • ਖਾਲੀ ਥਾਂ ਭਰਨਾ Gap-filling (dialogue)  
 • ਇਥਾ-ਉਥਾ (Running) Dictation. (See p50)  
 • ਸੋਧ ਦੇ ਕੇ ਲਿਖਾਉਣਾ Guided writing.  
 • ਲੰਬੇ ਵਾਕ ਬਣਾਉਣੇ Building longer, more complex sentences using adverbs/adverbial phrases.  
 • ਅਰਥ ਲੱਭਣੇ Dictionary race: find the English equivalent of Panjabi words.  
 • ਸ਼ਬਦਾਂ ਦੀ ਸਮੀਖਿਆ ਕਰਨਾ Analysing vocabulary (adjective, noun, verb, adverb, types of ending).

**Resources**  
 Nagra, J.S. GCSE Panjabi: Speaking  
 GCSE Panjabi  
 Past examination papers

ਘਰ ਵਿੱਚ ਰੋਲ ਤੇ ਜ਼ਿੰਮੇਵਾਰੀ  
 Home life and daily routine/Responsibilities at home

# Level 5

## Themes, topics, texts

ਵਰਦੀ / ਕੱਪੜੇ / ਫੈਸ਼ਨ  
**Dress/fashion**  
 ਲੋਕਾਂ ਬਾਰੇ ਦੱਸਣਾ  
 Clothes, jewellery  
 ਸਕੂਲ ਦੀ ਵਰਦੀ, ਪਾਰਟੀ,  
 ਤਿਉਹਾਰਾਂ ਤੇ ਪਾਉਣ ਵਾਲੇ  
 ਕੱਪੜਿਆਂ ਬਾਰੇ ਦੱਸਣਾ  
**Describing school  
 uniform, party clothes,  
 festival clothes**  
 ਤੁਲਨਾ ਕਰਨੀ  
**Comparing styles**  
 East/West, traditional/modern,  
 male/female  
 ਵਿਆਹ ਵਾਲੇ ਕੱਪੜੇ ਜਿਵੇਂ  
 ਪੰਜਾਬੀ/ਪੱਛਮੀ ਵਿਆਹ ਤੇ  
**Dress, etc. at Panjabi/  
 Western weddings**

## Key structures and vocabulary

ਤੁਸੀਂ ਕੀ ਪਹਿਨਦੇ ਹੋ? ਉਹ ਕੀ ਪਹਿਨਦੀ/ਪਹਿਨਦਾ ਹੈ?  
 ਲੈਵਲ 3 ਤੇ ਦੱਸੀ ਗਈ ਸ਼ਬਦਾਵਲੀ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ:  
 • ਸੂਟ, ਵੇਸਟ-ਕੋਟ, ਟਾਈ, ਸਕਾਰਫ, ਸਾਲ, ਦਸਤਾਨੇ, ਪੋਟੀ, ਟੋਪੀ, ਚੋਟੀ, ਚਾਦਰਾ,  
 ਕੁਰਤਾ, ਸਾੜੀ, ਸਲਵਾਰ-ਕਮੀਜ਼, ਲਹਿੰਗਾ, ਚੌਲੀ  
 • (ਬਣੇ ਹੋਏ) ਖੁਦਰ, ਜੀਨ, ਸਿਲਕ, ਉੱਨ, ਡਰ, ਚਮੜਾ।  
 • ਮੋਹੜੇ, ਨਵੇਂ ਹਿਵਾਜ਼ ਦੇ, ਪਲੇਨ, ਪੈਟਰਨ ਵਾਲੇ, ਲਕੀਰਾਂ ਵਾਲੇ, ਡੱਬੀਆਂ ਵਾਲੇ,  
 ਬਿੰਦੀਆਂ ਵਾਲੇ, ਬਟਨਾਂ ਵਾਲੇ।  
 • ਤੰਗ, ਖੁੱਲ੍ਹੇ, ਸਿਆਦਾ ਖੁੱਲ੍ਹੇ, ਵੱਗਾਂ, ਮੁੰਦਰੀ, ਵਾਲੀਆਂ, ਹਾਰ (ਸਿੱਨੇ ਦਾ, ਹੀਰਿਆਂ  
 ਦਾ, ਮੋਤੀਆਂ ਦਾ)  
 • ਮਹਿੰਦੀ  
 ਤੁਸੀਂ ਪਾਰਟੀ ਤੇ ਜਾਣ ਵੇਲੇ ਕੀ ਪਹਿਨਦੇ ਹੋ?  
 ਤੁਸੀਂ ਦਿਨਾ/ਤਿਉਹਾਰਾਂ ਤੇ ਕੀ ਪਹਿਨਦੇ ਹੋ?  
 ਮੈਂ --- ਪਹਿਨਦਾ/ਪਹਿਨਦੀ ਹਾਂ, ਉਹ --- ਪਹਿਨਦਾ/ਪਹਿਨਦੀ ਹੈ।  
 ਤੁਹਾਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਫੈਸ਼ਨ ਚੰਗਾ ਲਗਦਾ ਹੈ?  
 ਪੰਜਾਬੀ, ਪੂਰਬੀ ਜਾਂ ਪੱਛਮੀ?  
 ਨਵਾਂ ਜਾਂ ਪੁਰਾਣਾ?

## Oracy

• ਵਿਕਾਰਭ ਕੀਤੀਆਂ ਇੰਟਰਵਿਊ ਸੁਣਨਾ Listening and noting, listening to recordings of interviews with different people about clothes/jewellery/fashion. Pupils note key points including preferences with regard to design, fabrics, comfort.  
 • ਕਹਿਣਿਆਂ ਬਾਰੇ ਸਬਦ ਸੋਚਣੇ Brainstorming to revise and extend clothes vocabulary.  
 • ਖੁੱਲ੍ਹੇ ਉੱਤਰਾਂ ਵਾਲੇ ਸਵਾਲ Open ended questions: putting more open-ended questions to pupils and encouraging longer responses, including use of connectives, relative clauses, etc.  
 • ਸਰਵੇ ਕਰਨਾ Survey: pupils interview classmates, family and friends to find out opinions regarding past and present fashion and Panjabi/Western fashion. Data is analysed and presented in the form of bar charts/pie charts (using spreadsheet software).  
 • ਸਰੋਤਿਆਂ ਨੂੰ ਬੋਲ ਕੇ ਦੱਸਣਾ Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p50)  
 • ਫੇਅਰ ਟਰੇਡ ਦਾ ਮਸਲਾ Interview: fair trade fashion. Imaginary interview with factory worker, company director, shop owner (Citizenship link).  
 • ਨਵੇਂ ਫੈਸ਼ਨ ਬਾਰੇ ਇੰਟਰਵਿਊ Interview about latest fashion.  
 • ਫੈਸ਼ਨ ਸ਼ੋਅ Fashion show in which some pupils model clothes and others provide commentary.

## Literacy

• ਚਿੱਠੀਆਂ ਸਲੋਟਾਂ ਤੇ ਕੰਮ Mini-whiteboard activities, e.g.:  
 – Write the synonym/antonym for...  
 – Write three adjectives describing size.  
 – Odd one out (four words – pupils choose odd man out and then justify their decision).  
 – Anagram game: teacher writes word on board and students write down as many words as they can from it.  
 • ਖਾਲੀ ਥਾਂਵਾਂ ਭਰਨਾ Gap filling captions or short articles/reviews: missing words provided in box below for differentiation.  
 • ਪਾਵਰ ਪੁਆਇੰਟ ਦੀ ਵਰਤੋਂ Creating PowerPoint presentation/fashion magazine in groups. After initial whole class brainstorm, pupils work in groups to plan, research and then draft and redraft (on word processor) pages/screens combining text with images, sound effects, etc.  
**Resources**  
[www.languages-ict.org](http://www.languages-ict.org)  
 • ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਲਿਖਤਾਂ ਤੋਂ ਵਾਕਭ ਕਰਵਾਉਣਾ Developing pupils' awareness of different genres (advertisement, review, interview).  
 • ਪੰਜ ਕਰਨੀ ਤੇ ਕੱਪੜੇ ਬਣਾਉਣ ਬਾਰੇ ਦੱਸਣਾ Researching and presenting the process of clothes manufacturing from the growing and picking of the cotton to sale in a department store in the UK (Citizenship link).  
 • ਗਹਿਣੇ ਬਣਾਉਣਾ Persuasive writing: designing a piece of jewellery and (with support of writing frame) writing a paragraph promoting it.

# Level 5

## Themes, topics, texts

**ਵੱਖ ਵੱਖ ਪ੍ਰਕਾਰ ਦਾ ਮੀਡੀਆ**, ਟੈਲੀਵੀਜ਼ਨ, ਰੇਡੀਓ, ਸੀ. ਡੀ. ਡੀ ਵੀ ਡੀ, ਚੈਪਿਉਟਰ, ਡਿਜੀਟਲ ਕੈਮਰਾ, ਵਿਡੀਓ ਕੈਮਰਾ, ਮੋਬਾਇਲ ਫੋਨ  
**Different types of media**  
 television, radio, CD, DVD, computer, digital camera, video camera, mobile phone, MP3s

**ਪਹਿਲ**

**Preferences**

**Panjabi films**

**Resources**  
 ਚੀਆਰੀਆਂ ਨੂੰ ਅਸੀਂ ਨੂੰ ਮਾਣ ਵਫ਼ਨਾਂ ਦਾ by Harbhajan Mann  
 ਸਿੰਗ ਜੀ by Gurpreet Ghuggi, Jaspal Bhatti and Jaswinder Bhalla  
 Various Panjabi TV programmes

## Key structures and vocabulary

ਕੀ ਤੁਸੀਂ ਟੈਲੀਵੀਜ਼ਨ ਦੇਖਦੇ ਹੋ, ਰੇਡੀਓ ਸੁਣਦੇ ਹੋ, ਗੀਤ ਸੁਣਦੇ ਹੋ, ਸਿਨੇਮਾ ਦੇਖਣ ਜਾਂਦੇ ਹੋ ?  
 ਤੁਸੀਂ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਪ੍ਰੋਗਰਾਮ ਪਸੰਦ ਕਰਦੇ/ਦੇਖਦੇ ਹੋ/ਸੁਣਦੇ ਹੋ ?  
 ਮੈਂ ਕਾਰਟੂਨ/ਹਾਸੇ ਵਾਲੇ/ਗੱਲਬਾਤਾਂ ਵਾਲੇ/ਜਾਣਕਾਰੀ ਦੇਣ ਵਾਲੇ/ਲੜੀਵਾਰ ਡਰਾਮੇ/ਖੇਡਾਂ ਦੇ ਪ੍ਰੋਗਰਾਮ / ਕੁਦਰਤ ਸਬੰਧੀ/ਖੇਡਾਂ ਵਾਲੇ ਸੋਮੇ/ਖਬਰਾਂ/ਸਾਇੰਸ ਸਬੰਧੀ ਪ੍ਰੋਗਰਾਮ ਦੇਖਦਾ/ਦੇਖਦੀ ਹਾਂ।  
 ਤੁਸੀਂ ਕਿਸ ਤਰ੍ਹਾਂ ਦੀਆਂ ਫਿਲਮਾਂ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਮੈਂ ਐਕਸ਼ਨ ਵਾਲੀਆਂ/ਮਜ਼ਾ ਦੇਣ ਵਾਲੀਆਂ/ਹਾਸੇ ਵਾਲੀਆਂ/ਪਿਆਰ-ਡਰੀਆਂ/ਡਰਾਉਣ ਵਾਲੀਆਂ/ਸੰਗੀਤ ਵਾਲੀਆਂ/ਪੱਛਮੀ ਫਿਲਮਾਂ ਦੇਖਦਾ/ਦੇਖਦੀ ਹਾਂ।  
 ਤੁਸੀਂ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਸੰਗੀਤ ਸੁਣਨਾ ਪਸੰਦ ਕਰਦੇ ਹੋ ?  
 ਮੈਂ ਕਲਾਸੀਕਲ/ਜੈਜ਼/ਲੋਕਗੀਤ/ਮਸਰੂਰ/ਭੰਗੜੇ ਵਾਲਾ/ਰੈਗੇ ਸੰਗੀਤ ਸੁਣਨਾ ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ।  
 ਤੁਹਾਡਾ ਮਨਪਸੰਦ ਗਾਇਕ/ਅਭਿਨੇਤਾ/ਅਭਿਨੇਤਰੀ ਕੌਣ ਹੈ ?  
 ਤੁਹਾਡਾ ਮਨਪਸੰਦ ਗਰੁੱਪ/ਗੀਤ/ਗੀਤ ਕਿਹੜਾ/ਕਿਹੜੀ ਹੈ ?  
 ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਕੰਪਿਊਟਰ ਹੈ ? ਤੁਸੀਂ ਇਸ ਨੂੰ ਕਿਸ ਕੰਮ ਵਾਸਤੇ ਵਰਤਦੇ ਹੋ ?  
 ਮੈਂ ਇਸ ਤੇ ਗੇਮਜ਼ ਖੇਡਦਾ/ਖੇਡਦੀ, ਇੰਟਰਨੈਟ ਤੇ ਹੋਰ ਚੀਜ਼ਾਂ ਦੇਖਦਾ/ਦੇਖਦੀ, ਈਮੇਲ ਭੇਜਦਾ/ਭੇਜਦੀ, ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ ਕਰਦਾ/ਕਰਦੀ, ਵੋਟੋ ਦੇਖਦਾ/ਦੇਖਦੀ, ਆਪਣਾ ਘਰ ਦਾ ਕੰਮ ਕਰਦਾ /ਕਰਦੀ ਹਾਂ।

**ਵਿਲਮ, ਸੰਗੀਤ ਦਾ ਸ਼ੋਅ ਜਾਂ ਖੇਡਾਂ ਦਾ ਸਮਾਗਮ ਦੇਖਣ ਜਾਣ ਵਾਸਤੇ ਪ੍ਰਬੰਧ ਕਰਨਾ**  
**Making arrangements to attend film, music or sporting event**  
**ਸੱਦਾ ਪੱਤਰ**  
**Invitation**  
**ਥਾਂ /ਸਥਿਤੀ**  
**Location**  
**ਸਮਾਂ**  
**Time**

## Oracy

• **ਸੋਚਣਾ ਤੇ ਦੱਸਣਾ** Brainstorming to identify different types of media: this can be done as whole class activity or initially in pairs with the support of a dictionary.  
 • **ਕਰਨਾ** Survey to discover most/least popular media in class, school, across generations.  
 • **ਵਾਰੀਆਂ ਮਸ਼ਹੂਰੀ ਦੀ ਚੋਣ ਕਰਨੀ** Picking the best TV advertisement: pupils shown three advertisements. In groups they then discuss which they like best and why. Opinions are then presented to the whole class.  
 • **ਮਲਟੀਮੀਡੀਆ ਪ੍ਰੈਜੇਂਟੇਸ਼ਨ** A multimedia presentation: school news broadcast, fashion show, weather forecast etc. Pupils storyboard\* and then make their own digital video.  
*\*Note: Storyboarding is a planning device used to visually sketch out the actions of a story in the fashion of a cartoon strip. It is a standard procedure used by film-makers to break a narrative down into a series of interlocking scenes and to decide how each scene will be shot. See Storyboarding in reference list. Pupils should be familiar with the procedure from Drama and English lessons, but it will be useful for teachers to model it. Having identified and sketched sequence of images reflecting key moments in drama/presentation, pupils need to work on soundtrack, i.e. script and any sound effects/background music, and performance aspects, camera angles, etc.*

• **ਸੁਣ ਕੇ ਨੋਟ ਕਰਨਾ** Listening and noting: listen to recordings of people making arrangements and noting details.  
**Role-play**  
 • **ਨਾਟਕ ਕਰਨਾ** Act out scene (on phone) where two friends disagree on what film they should go and see.  
 • **ਕਿਰਦਾਰ ਨਿਭਾਉਣਾ** Act out scene as a person with particular character, e.g. someone very optimistic, someone very pessimistic (using finger puppets).  
 • **ਜਸ਼ਮ ਬਣਨ ਦਾ ਨਾਟਕ** Act a spy (on the phone) arranging to meet another spy in a certain row at the cinema to pass on secret information, e.g. James Bond.

## Literacy

• **ਚਿੱਠੀਆਂ ਸਲਾਹਾਂ ਤੇ ਕੰਮ** Mini-whiteboard activities. (See previous page)  
 • **ਵਾਰਡਾਂ ਵਿੱਚ ਨਿਸ਼ਾਨ ਲਗਾਉਣੇ** Text marking.  
 • **ਖਾਲੀ ਥਾਂ ਭਰਨਾ** Gap-filling (dialogue).  
 • **ਇਕਬਾਰਤ ਲਿਖਣਾ** (Running) Dictation. (See p50)  
 • **ਚਾਲਣਾ ਬਾਰੇ ਦੱਸਣਾ** Guided writing.  
 through magazines, newspapers and Internet texts and recognise text components, e.g. title, contents page, headline and the features of different text genres, e.g. a weather forecast, a recipe, a letter, an advertisement, a news story.  
 • **ਖਾਸ ਖਬਰਾਂ ਤੇ ਖ਼ਾਤਰ** Translating/interpreting: news round up from Panjab. Pupils act as translators/interpreters summarising selected news items from Panjab press for UK audience.  
 • **ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸ਼ਬਦਾਂ ਬਾਰੇ ਦੱਸਣਾ** Word relationships: develop pupils' language awareness by talking about word derivations, including borrowings from other languages.

• **ਗੱਲਬਾਤ ਕ੍ਰਮ ਅਨੁਸਾਰ ਕਰਨੀ** Sequencing dialogue.  
 • **ਚਾਲਣਾ ਦੇਖਣਾ** Note-taking: scanning events pages in magazine or on Internet for key information.  
 • **ਵਿਲਮ ਦੀ ਪਛਾਣ ਕਰਨਾ** From film information, identifying three you might like to see and explain reason for your choice.

## ਮੀਡੀਆ Media

# Level 6

## Themes, topics, texts

- ਸੱਟ-ਚੋਟ  
Injuries
- ਬਿਮਾਰੀਆਂ  
Illnesses
- ਦਿਲਾਜ  
Treatments

## ਸਿਹਤ ਅਤੇ ਫਿਟਨੈਸ (Health and fitness)

- ਡਾਕਟਰ, ਡੈਂਟਿਸਟ ਜਾਂ ਕੈਮਿਸਟ  
ਦੀ ਸਲਾਹ ਲੈਣੀ  
Consulting a doctor,  
dentist or chemist

## Key structures and vocabulary

ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ ?  
ਉਸਦਾ ਕੀ ਹਾਲ ਹੈ ?  
ਮੈਂ ਠੀਕ ਹਾਂ, ਉਹ ਠੀਕ ਹੈ, ਮੈਂ ਪਹਿਲਾਂ ਨਾਲੋਂ ਠੀਕ ਮਹਿਸੂਸ ਕਰਦਾ ਹਾਂ। ਉਹ--- ਹੈ।  
ਮੈਂ ਠੀਕ ਨਹੀਂ ਹਾਂ, ਮੈਂ ਪਹਿਲਾਂ ਨਾਲੋਂ ਠੀਕ ਮਹਿਸੂਸ ਨਹੀਂ ਕਰ ਰਿਹਾ।  
ਕੀ ਗੱਲ ਹੈ/ ਕੀ ਕਾਰਨ ਹੈ ? ਮੇਰਾ ਸਿਰ/ਵਿੰਡ/ਦਿੱਦ ਦੁਖਦਾ ਹੈ।  
ਮੇਰੇ ਸਿਰ/ਵਿੰਡ/ਦਿੱਦ ਵਿੱਚ ਦਰਦ ਹੁੰਦਾ ਹੈ।  
ਮੇਰਾ/ ਉਸਦਾ ਗਲਾ ਖਰਾਬ ਹੈ। ਮੈਨੂੰ ਠੰਡ ਲੱਗੀ ਹੋਈ ਹੈ।  
ਮੈਨੂੰ ਖੰਘ/ਖਾਸੀ, ਜੁਕਾਮ, ਬੁਖਾਰ, ਹੇ-ਫੀਵਰ ਹੋਈ ਹੋਇਆ ਹੈ।  
ਮੇਰਾ/ਮੇਰੀ/ਉਸਦਾ/ਉਸਦੀ ਅੱਖ/ਉੱਗਲੀ/ਬਾਂਹ/ਮੋਢਾ/ਪੈਂਟ/ਲੱਤ/ਪੈਰ ਦੁਖਦਾ/ਦੁਖਦੀ ਹੈ।  
ਮੇਰੀ/ਉਸਦੀ ਉੱਗਲੀ/ਬਾਂਹ/ਲੱਤ ਟੁੱਟ ਗਈ ਹੈ।  
ਮੇਰੀ/ਉਸਦੀ ਉੱਗਲੀ, ਬਾਂਹ, ਲੱਤ, ਪੈਰ ਚੋਂ ਲੂਹ ਨਿਕਲਦਾ ਹੈ।  
ਮੇਰੀ/ਉਸਦੀ ਬਾਂਹ---ਤੇ ਕੱਟ ਲੱਗ ਗਿਆ/ ਵੱਢ ਹੋ ਗਈ ਹੈ, ਰਗੜ ਲੱਗ ਗਈ ਹੈ, ਜਲ ਗਈ ਹੈ। ਮੇਰੇ/ਉਸਦੇ ---- ਨੇ ਡਾੱਗ ਮਾਰਿਆ ਹੈ/ਲੜ ਗਈ/ਰਿਆ ਹੈ।  
ਮੈਂ /ਉਹ ਬਿਮਾਰ ਹਾਂ/ਹੈ। ਤੁਹਾਨੂੰ, ਉਸਨੂੰ ਆਰਾਮ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ---- ਡਾਕਟਰ ਕੋਲ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ।  
ਤੁਹਾਨੂੰ, ਉਸਨੂੰ ਪੱਟੀ ਬੰਨ੍ਹ ਲੈਣੀ ਚਾਹੀਦੀ ਹੈ, ਪਲੱਸਤਰ ਲਗਾਉਣਾ ਚਾਹੀਦਾ ਹੈ, ਗੋਲੀ ਖਾਣੀ ਚਾਹੀਦੀ ਹੈ।

**Grammar focus**

- ਕ੍ਰਿਆ- ਚਾਹੀਦੀ ਹੈ, ਜ਼ਰੂਰੀ ਹੈ, ਜ਼ਰੂਰ ਕਰੋ ਆਦਿ

ਕੀ ਗੱਲ ਹੈ ?  
ਮੈਨੂੰ ---- ਮੇਰਾ----  
ਤੁਸੀਂ ਕਿੰਨੇ ਦਿਨ ਤੋਂ ਬਿਮਾਰ ਹੋ ? ਪਿਛਲੇ--- ਦਿਨਾਂ ਤੋਂ, ਕੱਲ੍ਹ, ਪਹਲੋਂ --- ਤੋਂ  
ਕੀ ਤੁਸੀਂ ਕੋਈ ਦਵਾਈ ਲਈ/ਖਾਧੀ ਹੈ ? ਹਾਂ/ਜੀ/ ਮੈਂ ਦਵਾਈ ਲਈ ਸੀ / ਨਹੀਂ ਜੀ  
ਤੁਸੀਂ ਕੀ ਖਾਧਾ ਸੀ ?  
ਤੁਸੀਂ ਕੀ ਸਲਾਹ ਦਿੰਦੇ ਹੋ ? ਤੁਹਾਡੇ ਵਿਚਾਰ ਨਾਲ ਕੀ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ? ਅਗਲੇ ਹਫਤੇ ਤੱਕ ਬਿਮਾਰ ਹੋ ਵਿੱਚ ਆਰਾਮ ਕਰੋ। ਦੋ ਚਮਚੇ ਦਵਾਈ ਹਰ ਚਾਰ ਘੰਟੇ ਬਾਅਦ ਲਓ। ਦਿਹ ਦਵਾਈ ਦਿਨ ਵਿੱਚ ਦੋ ਵਾਰੀ ਖਾਣਾ ਖਾਣ ਤੋਂ ਪਹਿਲਾਂ/ਬਾਅਦ ਵਿੱਚ ਖਾਓ। ਤੁਹਾਨੂੰ ਹਸਪਤਾਲ ਵਿੱਚ ਕਿਸੇ ਮਾਹਿਰ ਡਾਕਟਰ ਨੂੰ ਮਿਲਣ ਦੀ ਜ਼ਰੂਰਤ ਹੈ।

**Grammar focus**

- ਮੈਂ ਦੋ ਦਿਨਾਂ ਤੋਂ ਬਿਮਾਰ ਹਾਂ / ਪਿਛਲੇ ---- ਤੋਂ

## Oracy

- ਸਰੀਰ ਦੇ ਅੰਗਾਂ ਬਾਰੇ ਗੱਲਬਾਤ Brainstorming to identify different parts of the body and illnesses.
- ਬਿਮਾਰੀਆਂ ਤੇ ਸੱਟਾਂ ਬਾਰੇ Listening and noting: listening to different people talking about their illnesses. Pupils note what is wrong and advice about treatment, etc. by completing grid. Differentiate by adding column for extra details.
- ਖੁਲ੍ਹੇ ਉੱਤਰਾਂ ਵਾਲੇ ਸਵਾਲ-ਜਵਾਬ Open ended questions: putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language.

**Role-play**

- ਮਿੱਤਰ/ਸਹੇਲੀ ਨਾਲ ਫੋਨ ਤੇ ਗੱਲਬਾਤ Act out scene (on phone) where friend has serious injury, but refuses to see doctor or go to hospital.
- ਮਾਤਾ/ਪਿਤਾ ਤੇ ਬੱਚੇ ਵਿਚਕਾਰ ਗੱਲਬਾਤ Act out scene between child and parent, where child is making up excuses for not being able to go to school.
- ਕਿਸੇ ਖਾਸ ਵਿਅਕਤੀ ਦਾ ਵਿਚਾਰ ਨਿਰਭਉਣਾ Act out scene as a person with particular character, e.g. someone who exaggerates problems (drama queen!) and someone who always thinks things will turn out for the best (using finger puppets).
- ਡਾਕਟਰ ਤੇ ਨਰਸਾਂ Doctors and nurses group practice activity: four pupils (patient, friend, nurse, doctor) improvise role plays with unpredictable elements.
- ਟੇਪ ਬਣਾਉਣੀ Pupils make a tape/video advertising a product.
- ਵੀਲ ਔਫ ਫੋਰਟੂਨ Wheel of fortune. (See p44)
- ਸਪੀਟਲਾਈਟ Spotlight activity. (See p52)
- ਬਲੌਕਬਸਟਰ Blockbusters: like the television game, there are two teams and the aim is to join hexagons across the board (left to right or top to bottom). A hexagon is won by naming it correctly. If team cannot name it, the other team has the chance to go. Can be adapted for different levels.

## Literacy

At this level it is important for pupils to extend their range of expression and develop their awareness of word origins and relationships. Teachers should be ready to take advantage of opportunities that arise naturally in lessons to support this. Activities based on texts (both written and spoken) can be used as a stimulus for language investigation. Examples would include:

- Word definitions: match word to definition;
- Synonyms and antonyms: matching or table completion;
- Different word forms depending on grammatical function (noun, verb, adjective, adverb) using table completion;
- Different verb forms depending on tense using table completion.

Teachers need to decide what types of activity lend themselves most readily to any particular text.

- ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing dialogue.
- ਸੁਨੇਹੇ ਦੀਆਂ ਖਾਸ ਗੱਲਾਂ ਨੋਟ ਕਰਨਾ Reading and noting: noting key points of simple messages/adverts, e.g. seen in a magazine or on a website, or heard on e.g. on TV or radio.
- ਪੋਸਟਰ ਬਿਜਲੀਨਿ ਕਰਨਾ Persuasive writing: designing a poster to advertise a product. This could become a class competition judged by another teacher or sixth formers.
- ਬੋਲੀਵੈਸ ਸਕਿਲਜ਼ ਦਾ ਵਿਕਾਸ Developing reference skills, including use of bilingual dictionary. (See p55)

# Level 6

## Themes, topics, texts

**ਤੰਦਰੁਸਤ ਰਹਿਣਾ**  
**Healthy living**

**ਖੁਰਾਕ, ਕਸਰਤ ਕਰਨਾ,**  
**ਵਾਤਾਵਰਣ**  
**Diet, exercise,**  
**environment**

ਸਿਹਤ ਅਤੇ ਫਿਟਨੈਸ  
Health and fitness

## Key structures and vocabulary

ਤੁਸੀਂ ਕਿਸ ਤਰ੍ਹਾਂ ਖਾਣਾ ਖਾਣੇ/ਪਸੰਦ ਕਰਦੇ ਹੋ ?  
ਮੈਂ ਅੰਗਰੇਜ਼ੀ, ਚੀਨੀ/ਮਲੇਸ਼ੀਅਨ/ਬਾਦੀ/ਭਾਰਤੀ/ਪਾਕਿਸਤਾਨੀ/ਪੰਜਾਬੀ ਖਾਣਾ ਪਸੰਦ ਕਰਦਾ ਹਾਂ।

- ਮੈਂ ਵੈਚਨੇ ਗ / ਮੈਂ ਮੀਟ ਨਹੀਂ ਖਾਂਦਾ ।
- ਮੈਂ --- ਖਾਣਾ ਹਾਂ/ ਨਹੀਂ ਖਾਂਦਾ / ਮੈਂ --- ਖਾਣਾ ਪਸੰਦ ਕਰਦਾ ਹਾਂ/ ਨਹੀਂ ਕਰਦਾ:
- ਮੀਟ (ਲਿੱਥ, ਪੇਰਕ (ਜੂਰ), ਮੁਰਗਾ (ਚਿਕਨ)
- ਸੀ-ਡੂਡ (ਮੱਛੀ, ਤੀ ਗਾਂ ਮੱਛੀਆਂ)
- ਸਬਜ਼ੀਆਂ (ਸਿਮਲਾ ਮਿਰਚ, ਟਮਾਟਰ, ਤਰ ---)
- ਫਲ (ਸੰਗਤਰਾ, ਖਰਬੂਜਾ, ਅੱਬੋ, ਅੱਜੀਰ, ਖਰਬੂਰ-)
- ਅੰਨ (ਬਰੈੱਡ, ਸੀਰੀਅਲ, ਚੌਲ, ਪਸਟਾ, ਰਿਗੀਆਂ, ਬੀਜ--)
- ਦੁੱਧ ਤੋਂ ਬਣੀਆਂ ਚੀਜ਼ਾਂ (ਦੁੱਧ, ਦਹੀਂ, ਪਨੀਰ--)
- ਸਿੱਠੇ ਖਾਣੇ (ਕੋਕ, ਬਿਸਕੁਟ, ਮਠਿਆਈ --)
- ਪੀਣ ਵਾਲੀਆਂ ਚੀਜ਼ਾਂ (ਪਾਣੀ, ਚਾਹ, ਕੋਫੀ, ਵਲਾ ਦਾ ਰਸ/ਜੂਸ--)
- ਕੀ ਤੁਸੀਂ/ਉਹ ਸਿਹਤਮੰਦ ਜੀਵਨ ਬਤੀਤ ਕਰਦੇ ਹੋ/ਹਨ ?
- ਹਾਂ ਜੀ, ਮੈਂ ਚੰਗੀ ਖੁਰਾਕ ਖਾਂਦਾ/ਖਾਂਦੀ ਹਾਂ। ਮੈਂ --- ਨਹੀਂ ਖਾਂਦਾ/ਪੀਂਦਾ।
- ਤੁਸੀਂ ਆਪਣੇ ਨਾਸਤੇ/ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਸਮੇਂ ਕੀ ਖਾਂਦੇ ਹੋ ?
- ਕੀ ਤੁਹਾਡਾ ਸਕੂਲ ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਵਾਸਤੇ ਚੰਗਾ ਖਾਣਾ ਦੇਂਦਾ ਹੈ ?
- ਕੀ ਤੁਸੀਂ ਸਨੈਕ ਬਹੁਤ ਖਾਂਦੇ ਹੋ ?
- ਕੀ ਤੁਸੀਂ ਕਸਰਤ ਕਰਦੇ ਹੋ ?
- ਹਾਂ ਜੀ, ਮੈਂ ਫੁੱਟਬਾਲ/ਟੈਨਿਸ/ਕ੍ਰਿਕਟ/ਬੈਡਮਿੰਟਨ/ਵਾਲੀਬਾਲ ਖੇਡਦਾ/ਖੇਡਦੀ ਹਾਂ।
- ਮੈਂ (ਹਫਤੇ ਵਿੱਚ ਇੱਕ ਵਾਰੀ) ਤਰਨ, ਦੌੜਨ, ਨੱਚਣ ਜਾਂਦਾ/ਜਾਂਦੀ ਹਾਂ।
- ਮੈਂ ਐਰੋਬਿਕਸ, ਜੁੱਡੋ--ਕਰਦਾ/ਕਰਦੀ ਹਾਂ।
- ਮੈਂ ਆਪਣਾ ਸਾਈਕਲ ਚਲਾਉਂਦਾ/ਚਲਾਉਂਦੀ ਹਾਂ।
- ਤੁਸੀਂ ਸਿਹਤਮੰਦ ਜੀਵਨ ਬਿਤਾਉਣ ਵਾਸਤੇ ਹੋਰ ਕੀ ਕਰ ਸਕਦੇ ਹੋ?
- ਮੈਂ ਹੋਰ ਜ਼ਿਆਦਾ ਕਸਰਤ ਕਰ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ, ਮੈਂ ਜ਼ਿਆਦਾ/ਘੱਟ --- ਖਾ ਸਕਦੀ ਹਾਂ।
- ਤੁਹਾਨੂੰ --- ਖਾਣ ਤੋਂ ਬਚਣਾ ਚਾਹੀਦਾ ਹੈ।
- ਤੁਹਾਨੂੰ ਹਰ ਰੋਜ਼ ਘੱਟੋ ਘੱਟ ਦੋ ਲਿਟਰ ਪਾਣੀ ਪੀਣਾ ਚਾਹੀਦਾ ਹੈ।

**ਸਿਹਤਮੰਦ ਖਾਣੇ ਬਣਾਉਣੇ**  
ਪੰਜਾਬੀ/ਭਾਰਤੀ ਖਾਣੇ  
**Recipe for a healthy**  
**Punjabi/Indian dish**

ਪਹਿਲਾਂ, ਵਿਹ, ਉਸ ਤੋਂ ਬਾਅਦ, ਅਖੀਰ ਤੇ/ ਅੰਤ ਵਿੱਚ  
ਧੋਣਾ, ਛਿਲਕਾ ਲਾਹੁਣਾ, ਕੱਟਣਾ, ਮਿਲਾਉਣਾ, ਤਲਣਾ, ਉਬਾਲਣਾ, ਵਿੱਚ ਮਿਲਾਉਣਾ,  
ਕਣਕੀ ਫੇਰ ਕੇ ਗਿਲਾਉਣਾ, ਗਰਮ ਕਰਨਾ  
ਵਰਾਦੀਪਿਨ, ਸੋਸਪਿਨ, ਪਤੀਲਾ  
ਜਦੋਂ ਗੱਢੇ/ਪਿਆਜ਼ ਪਕਾਉਂਦੇ ਹੋ ਤਾਂ ----  
ਜਦੋਂ ਮੱਛੀ ਖਾਣ ਵਾਸਤੇ ਇੰਝ ਹੋ ਜਾਵੇ ਤਾਂ--

## Oracy

- ਸੋਚ ਕੇ ਲਿਖਣਾ Brainstorm to identify features of healthy and unhealthy lifestyles; this can be done as a whole class activity or initially in pairs with the support of a dictionary.
- ਸਵੇਦ ਕਰਨਾ Survey: pupils interview classmates, family and friends to find out about lifestyle, school meals etc.
- ਨੁਮਾਇਸ਼ ਕਰਨੀ Pupils make a presentation of products which are 'good for your health' and those which are 'bad for your health'.
- ਵੀਡੀਓ ਬਣਾਉਣੀ Video recording: make a video of advertisements compiled and presented by pupils or invite pupils to present their advertisement using ICT (presentation software).
- ਸੁਣ ਕੇ ਸਮਝਣਾ Exercise routine: pupils understand and make up and exercise routine.
- ਡਾਇਮੰਡ ਰੇਂਕਿੰਗ Diamond ranking: best (or worst) ways to keep healthy. (See p54)
- ਸਮੁੰਦਰੀ ਖੇਡੇ ਦੀ ਖੇਡ Battleships game: fun way to practise grammar, e.g. verb manipulation. Played in pairs. Each pair has grid with specific elements marked at top and side, e.g. infinitive of verbs on left and pronouns across top. Each pupil secretly puts crosses in five squares. They then have to combine elements correctly to 'hit' different boxes on their partner's grid and 'sink' ships. It is useful to mark off squares they have tried unsuccessfully. If they get one right they continue until wrong, then their partner takes a turn. First to sink all five of partner's ships is winner. Adaptable to different levels.
- ਸੁਣਨਾ ਤੇ ਸਮਝਣਾ Listening to instructions and sequencing pictures to show understanding.
- ਮਨਪਸੰਦ ਖਾਣਾ ਬਣਾਉਣ ਦਾ ਤਰੀਕਾ Presenting favourite recipe to rest of class (using presentation software).

## Literacy

- ਚਿੱਠੀਆਂ ਸਲਾਹਾਂ ਦੀ ਵਰਤੋਂ Mini-whiteboard activities, e.g.:
  - Categorising e.g. healthy/unhealthy.
  - Odd one out.
  - Anagram game. Teacher writes word on board and students write down as many words as they can from it.
  - Making a sentence of six, eight or ten words including a grammatical feature.
- ਡਿਕਟੇਸ਼ਨ Dictation.
- ਬਹੁ-ਵਿਕਲਪੀ ਸਵਾਲ Multiple choice magazine style quiz which revises present tense and frequency phrases in contexts such as food, drink, sport.
- ਹੋਰ ਸਕੂਲਾਂ ਨਾਲ ਜਾਣਕਾਰੀ ਸਾਂਝੀ ਕਰਨੀ Pupils exchange information with partner school in India about aspects of lifestyle (possible use of ICT via email) and write a comparison summary (with support of writing frame).
- ਲੀਵਲੈਟ ਬਣਾਉਣਾ Pupils write an advice leaflet or factsheet for a particular person, e.g. someone confined to a wheelchair, a younger pupil, a teenager (with support of writing frame).
- Developing reference skills, including use of bilingual dictionary
- ਲੁਕਣਾਮੀਟੀ Hide n' seek: memorisation technique. (See p55)
- ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing activity.
- ਖਾਲੀ ਥਾਂ ਭਰਨਾ Gap-filling.
- ਕਲਾਸ ਦਾ ਰਸਾਲਾ Creating class magazine of favourite recipes and comparing with partner school.

# Level 6

## Themes, topics, texts

**ਪੰਜਾਬ ਵਿੱਚ ਸਕੂਲ ਦੀ ਜ਼ਿੰਦਗੀ ਦੀ ਯੂ ਕੇ ਨਾਲ ਤੁਲਨਾ**  
**School life in the Panjab compared to UK**

**ਸਕੂਲ ਦੀ ਕਿਸਮ**  
 ਮੁੰਡੇ-ਕੁੜੀਆਂ ਦਾ ਸਾਂਝਾ, ਇਕੱਲਾ/ਉਮਰ ਦੇ ਬੱਚਿਆਂ ਵਾਸਤੇ

**School type**  
 Mixed/single sex, age range

**ਸਕੂਲ ਵਿੱਚ ਦਿਨ**

ਬਰੇਕ, ਖਾਣੇ ਦਾ ਸਮਾਂ ਤੇ ਘਰ ਦਾ ਕੰਮ  
**School day**  
 Breaks, lunch hour and homework

**ਵਿਸ਼ੇ**  
**Subjects**

**ਅਧਿਆਪਕ/ਮੁੱਖਅਧਿਆਪਕ**  
**Teachers/the headteacher**

**ਵਿਸ਼ੇਸ਼ ਸਮਾਗਮ**  
**Special events**

**ਕਲੱਬ/ਸਰਗਰਮੀਆਂ/ਸੈਰ ਸਪਾਟੇ**  
**Clubs/activities/trips**

**ਹਰੇਕ ਸਕੂਲ ਪ੍ਰਬੰਧ ਦੇ ਲਾਭ ਤੇ ਹਾਨੀਆਂ**  
**Advantages and disadvantages of each school system**

## Key structures and vocabulary

ਤੁਸੀਂ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਸਕੂਲ ਜਾਂਦੇ ਹੋ ?  
 ਮੈਂ ਮੁੰਡੇ-ਕੁੜੀਆਂ ਦੇ ਸਾਂਝੇ/ਮੁੰਡਿਆਂ ਦੇ/ਕੁੜੀਆਂ ਦੇ ਸਕੂਲ ਵਿੱਚ ਪੜ੍ਹਦਾ/ਪੜ੍ਹਦੀ ਹਾਂ।  
 ਸਕੂਲ ਵਿੱਚ ਕਿੰਨੇ ਵਿਦਿਆਰਥੀ ਹਨ ?  
 ਸਾਡੇ ਸਕੂਲ ਵਿੱਚ ਲੱਗਭੱਗ... ਵਿਦਿਆਰਥੀ ਹਨ।  
 ਸਕੂਲ ਦੇਖਣ ਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਲਗਦਾ ਹੈ ?  
 ਕੀ ਤੁਸੀਂ ਆਪਣੇ ਸਕੂਲ ਦੇ ਦਿਨ ਬਾਰੇ ਕੁਝ ਦੱਸ ਸਕਦੇ ਹੋ ?  
 ਸਕੂਲ ਸਵੇਰ ਨੂੰ...ਵਜੇ ਲਗਦਾ/ਸ਼ੁਰੂ ਹੁੰਦਾ ਹੈ।  
 ਅਸੀਂ ਆਪਣੀ ਕਲਾਸ ਦੇ ਅਧਿਆਪਕ ਕੋਲ ਹਾਜ਼ਰੀ ਲਗਵਾਉਣ ਵਾਸਤੇ ਜਾਂਦੇ ਹਾਂ।  
 ਕਦੇ ਕਦੇ ਅਸੀਂ ਬੱਲੀ ਹੁੰਦੀ ਹੈ।  
 ਲੈਸਨ/ਪੜ੍ਹਾਈ ---- ਵਜੇ ਸ਼ੁਰੂ ਹੁੰਦੇ/ਹੁੰਦੀ ਹਨ/ਹੈ।  
 ਸਵੇਰ ਨੂੰ ਸਾਡੇ ਇੱਕ ਘੰਟੇ ਦੇ ਲਿੱਲ ਲੈਸਨ ਹੁੰਦੇ ਹਨ। ਸਵੇਰ ਨੂੰ 11.00 ਵਜੇ ਤੋਂ 11.30 ਤੱਕ ਬਰੇਕ ਹੁੰਦੀ ਹੈ ਅਤੇ ਦੁਪਹਿਰ ਤੋਂ ਬਾਦ ਸਾਢੇ ਬਾਰਾ ਵਜੇ ਤੋਂ ਡੇਢ ਵਜੇ ਤੱਕ ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦਾ ਸਮਾਂ ਹੁੰਦਾ ਹੈ। ਦੁਪਹਿਰ ਤੋਂ ਬਾਦ ਦੋ ਲੈਸਨ ਹੁੰਦੇ ਹਨ। ਸਕੂਲ ਤੋਂ ਛੁੱਟੀ --- ਵਜੇ ਹੁੰਦੀ ਹੈ।  
 ਛੁੱਟੀ ਹੋਣ ਤੋਂ ਬਾਦ ਸਕੂਲ ਕਲੱਬ ਹੁੰਦੇ ਹਨ ਜਿਵੇਂ ਕਿ ----  
 ਕੀ ਸਕੂਲ ਕੋਈ ਵਰਦੀ ਪਾ ਕੇ ਜਾਣਾ ਹੁੰਦਾ ਹੈ ?  
 ਹਾਂ ਜੀ, ਸਾਨੂੰ ---ਸਰੂਰ ਪਹਿਨਣੀ ਪੈਂਦੀ ਹੈ/ਸਾਡੇ ਲਈ ਜ਼ਰੂਰੀ ਹੈ ਕਿ ਅਸੀਂ---ਪਾਈਏ।  
 ਤੁਸੀਂ ਕਿਹੜੇ ਵਿਸ਼ੇ/ਭਾਸ਼ਾਵਾਂ ਪੜ੍ਹਦੇ ਹੋ ?  
 ਤੁਸੀਂ ਕਿਹੜੇ ਵਿਸ਼ੇ ਪੜ੍ਹਨੇ ਪਸੰਦ/ਨਾਪਸੰਦ ਕਰਦੇ ਹੋ ਤੇ ਕਿਉਂ ?  
 ਸਕੂਲ ਵਿੱਚ ਕਿਹੜੇ ਕਿਹੜੇ ਵਿਸ਼ੇ ਸਮਾਗਮਾਂ ਦਾ ਆਯੋਜਨ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ?  
 ਤੁਸੀਂ ਬਰੇਕ ਸਮੇਂ ਜਾਂ ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਵੇਲੇ ਕੀ ਕਰਦੇ ਹੋ ?  
 ਕੀ ਤੁਹਾਨੂੰ ਘਰ ਕਰਨ ਵਾਸਤੇ ਵੀ ਕੰਮ ਮਿਲਦਾ ਹੈ ?  
 ਤੁਹਾਡੇ ਕਿਹੜੇ ਇਮਤਿਹਾਨ ਹੁੰਦੇ ਹਨ ?  
 ਸਕੂਲ ਦਾ ਮਾਹੌਲ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਹੈ? (ਸਖਤ, ਦੋਸਤਾਨਾ--)  
 ਇਸ ਸਕੂਲ ਅਤੇ ਦੂਜੇ ਸਕੂਲ ਵਿੱਚ ਕੀ ਫਰਕ ਹੈ ? (ਪ੍ਰਾਇਮਰੀ/ਪਾਰਟਨਰ)  
 ਸਾਡੇ ਸਕੂਲ ਦੀ ਸਭ ਤੋਂ ਚੰਗੀ ਗੱਲ ਇਹ ਹੈ ਕਿ--/ ਉਸ ਸਕੂਲ ਵਿੱਚ--  
 ਸਾਡੇ ਸਕੂਲ ਵਿੱਚ ਉਸ ਸਕੂਲ ਦੇ ਮੁਕਾਬਲੇ----  
 ਸਹਿਮਤੀ  
 ਕੀ ਤੁਸੀਂ ਇਸ ਗੱਲ ਨਾਲ ਸਹਿਮਤ ਹੋ ਕਿ---  
 ਮੈਂ ਸਹਿਮਤ/ਮੰਨਦਾ/ਮੰਨਦੀ ਹਾਂ / ਸਹਿਮਤ ਨਹੀਂ/ਮੰਨਦਾ/ਮੰਨਦੀ ਨਹੀਂ ਕਿ ----  
 ਇਹ ਸੱਚੀ ਗੱਲ ਹੈ ਕਿ --  
 ਇਹ ਸੱਚ ਨਹੀਂ ਕਿ -  
 ਤੁਸੀਂ ਇਸ ਤਰ੍ਹਾਂ ਕਿਉਂ ਸੋਚਦੇ ਹੋ----  
 ਜੇ ਇਸ ਤਰ੍ਹਾਂ ਕਰ ਲਈਏ ਤਾਂ----

## Oracy

- **ਸੁਣਨਾ** Listening and noting: listening to young people in UK and Panjab; pupils note information or good and bad points by completing grid. Differentiate by adding column for extra details.
- **ਖੁੱਲ੍ਹੇ ਉੱਤਰਾਂ ਵਾਲੇ ਸਵਾਲ ਜਵਾਬ** Putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.
- **ਬਿਆਨਬਾਜ਼ੀ** Statements activity: which statements apply to education in Panjab, which apply to education in the UK and which apply to both countries. Pupils work collaboratively discussing which category each of 10–12 statements belong to.
- **ਤਸਵੀਰ ਤੇ ਆਧਾਰਿਤ ਸਵਾਲ** Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text, internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- **ਡਾਇਮੰਡ ਰੈਂਕਿੰਗ** Diamond ranking: the most important things in school. Pupils work collaboratively in groups to rank statements about school. Outcomes are then compared and decisions justified. (See p54)
- **ਸਰਤਿਆ ਸਾਹਮਣੇ ਵਿਚਾਰ ਦੱਸਣਾ** Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p50)

## Literacy

- **ਤੁਲਨਾ ਕਰਨੀ** Comparing: pupils compare their school with one in target country. Where there is link with partner school, this can become a collaborative project with classes in each school providing information. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.
- **ਚਿੱਠੀ ਲਿਖਣਾ** Writing a letter to a magazine responding to an article.
- **ਚਿੱਠੀ ਦਾ ਜਵਾਬ ਲਿਖਣਾ** Responding to letter on problem page of a teenage magazine.
- **ਦੁਬਾਰਾ ਲਿਖਣਾ** Rewriting a text in a different person (third instead of first person) or tense (past instead of present).
- **ਦੁਬਾਰਾ ਲਿਖਣਾ** Rewriting a text from the standpoint of one of the characters/people referred to.
- **ਇੰਗਲੈਂਡ ਵਿੱਚ ਸਕੂਲ ਕਿਸ ਤਰ੍ਹਾਂ ਬਦਲ ਗਏ ਹਨ** Describing how school has changed in UK and Panjab over the past 50 years. Might be based on interviews with parents/grandparents.
- **ਪੰਜਾਬ ਦੇ ਸਕੂਲ ਵਿੱਚ ਇੱਕ ਦਿਨ** Writing a page in diary of a pupil in the Panjab describing what happened at school.
- **ਰੋਡਰਸ ਸਕਿਕਲਜ਼ ਦਾ ਵਿਕਾਸ** Developing reference skills, including use of bilingual dictionary.

# Level 6

## Themes, topics, texts

ਲੋਕ ਵਿਹਲੇ ਸਮੇਂ ਵਿੱਚ ਕੀ ਕਰਨਾ ਪਸੰਦ ਕਰਦੇ ਹਨ ? ਕਿੰਨੇ ਚਿਰ ਬਾਦ

**Activities people do/like doing in their free time and how often**

ਮਨਪਸੰਦ ਸ਼ੌਕ  
**Favourite hobbies**

ਲੋਕ ਕਿਹੜੀ ਚੀਜ਼ ਚੰਗੀ ਤਰ੍ਹਾਂ ਕਰਦੇ ਹਨ

**Things people are (not) good at**

ਵੱਖ ਵੱਖ ਸ਼ੌਕਾਂ ਬਾਰੇ ਵਿਚਾਰ ਦੱਸੋ  
**Expressing opinions about different hobbies**

## Key structures and vocabulary

ਲੋਕ ਵਿਹਲੇ ਸਮੇਂ ਵਿੱਚ ਕੀ ਕਰਦੇ ਹਨ ? ਉਹ ਵਿਹਲੇ ਸਮੇਂ ਵਿੱਚ ਕੀ ਕਰਦਾ/ਕਰਦੀ ਹੈ ? ਕਿੰਨੇ ਚਿਰ ਬਾਦ--? ਬਹੁਤ ਵਾਰੀ, ਕਦੇ ਕਦੇ, ਕਦੇ ਵੀ ਨਹੀਂ, ਹਰ ਸਲੀਵਾਰ, ਹਫ਼ਤੇ ਵਿੱਚ ਇੱਕ ਵਾਰੀ।

ਕਿਸ ਦੇ ਨਾਲ ? ਮਾਤਾ, ਪਿਤਾ, ਭਰਾ, ਭੈਣ, ਦੋਸਤ, ਸਹੇਲੀ --- ਨਾਲ।

ਤੁਸੀਂ ਕੀ ਕਰਨਾ ਪਸੰਦ ਕਰਦੇ ਹੋ ? ਉਹ ਕੀ ਕਰਨਾ ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹੈ ?

- ਉਹ ਖੇਡਣਾ, ਪੜ੍ਹਨਾ ਪਸੰਦ/ ਬਹੁਤ ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹੈ, ਬਿਲਕੁਲ ਪਸੰਦ ਨਹੀਂ ਕਰਦਾ/ਕਰਦੀ।
- ਉਸਦਾ/ਤੁਹਾਡਾ ਮਨਪਸੰਦ ਸ਼ੌਕ ਕੀ ਹੈ ?

ਪਿਛਲੇ ਐਤਵਾਰ/ਗਾਫਟਮ ਵੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ / ਕੱਲ੍ਹ ਸਾਮ ਤੁਸੀਂ ਕੀ ਕੀਤਾ ਸੀ ? ਅੱਜ ਸਾਮ/ਅਗਲੇ ਸਨਿਚਰਵਾਰ ਨੂੰ ਤੁਸੀਂ ਕੀ ਕਰਨ ਦੀ ਸੋਚ ਰਹੇ ਹੋ ? (ਭੁੱਤਕਾਲ, ਭਵਿੱਖ ਕਾਲ ਤੇ ਵਰਤਮਾਨ ਕਾਲ ਦੇ ਨਾਲ ਨਾਲ ਪਹਿਲਾ ਪੁਰਖ, ਦੂਜਾ ਪੁਰਖ ਤੇ ਤੀਜਾ ਪੁਰਖ ਆਦਿ)

ਖੇਡਾਂ

ਉਹ ਡੁੱਟਬਾਲ, ਟੈਨਿਸ, ਟੇਬਲਟੈਨਿਸ, ਸਨੂਕਰ, ਕ੍ਰਿਕਟ, ਹਾਕੀ, ਬੈਡਮਿੰਟਨ ਖੇਡਦਾ/ਵਜਾਉਂਦੀ ਹੈ, ਤਰਨ, ਮੱਛੀਆਂ ਫੜਨ, ਖੋੜੀ ਚਲਾਉਣ ਤੇ ਸਕੀਟਿੰਗ ਕਰਨ ਜਾਂਦਾ/ਜਾਂਦੀ ਹੈ,

ਸਾਈਕਲ ਚਲਾਉਂਦਾ/ਚਲਾਉਂਦੀ ਹੈ ਮਾਰਸ਼ਲ ਆਰਟਸ ਕਰਦਾ /ਕਰਦੀ ਹੈ

ਸੰਗੀਤ

ਉਹ ਇੱਕ ਬੈਂਡ ਵਿੱਚ ਪਿਆਨੋ, ਗਿਟਾਰ, ਵਾਇਲਿਨ, ਬੈਸਰੀ, ਢੋਲ, ਵਾਜਾ ਵਜਾਉਂਦਾ/ਵਜਾਉਂਦੀ। ਗਾਣੇ ਗਾਉਂਦਾ/ਗਾਉਂਦੀ ਹੈ, ਨੱਚਦਾ/ਨੱਚਦੀ ਹੈ, ਸੰਗੀਤ ਦੇ ਸ਼ੌਅ ਦੇਖਣ ਜਾਂਦਾ/ਜਾਂਦੀ ਹੈ। ਡਾਂਸਿੰਗ ਵਾਲੇ/ਅੰਗਰੇਜ਼ੀ ਗੀਤ ਸੁਣਦਾ/ਸੁਣਦੀ ਹੈ।

ਮੀਡੀਆ

ਕਿਤਾਬਾਂ, ਨਾਵਲ, ਰਸਾਲੇ ਪੜ੍ਹਦਾ/ਪੜ੍ਹਦੀ ਹੈ।

ਟੈਲੀਵਿਜ਼ਨ ਦੇਖਦਾ/ਦੇਖਦੀ ਹੈ।

ਸਿਨੇਮਾ ਜਾਂਦਾ/ਜਾਂਦੀ ਹੈ।

ਆਮ

ਉਹ ਦੋਸਤਾਂ/ਸਹੇਲੀਆਂ ਨਾਲ ਬਾਰ ਘੁੰਮਣ ਜਾਂਦਾ/ਜਾਂਦੀ ਹੈ, ਮੰਚ, ਮਸਜਿਦ, ਚਰਚ, ਗੁਰਦੁਆਰੇ ਜਾਂਦਾ/ਜਾਂਦੀ ਹੈ।

ਮੈਂ ----- ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ ਕਿਉਂਕਿ ----- ਇਹ ਬਹੁਤ ਚੰਗਾ, ਦਿਲਚਸਪ, ਬੌਰਿੰਗ, ਥਕਾ ਦੇਣ ਵਾਲਾ ਕੰਮ ਹੈ। ਮੈਂ ਬਹੁਤ ਚੰਗੀ ਤਰ੍ਹਾਂ ਨਹੀਂ ਖੇਡ/ਕਰ ਸਕਦਾ/ਸਕਦੀ।

## Oracy

- ਸੋਚਣਾ Brainstorm to revise and extend vocabulary introduced in Level 2. Possibly categorise into likes and dislikes.

- ਲੋਕਾਂ ਨੂੰ ਸੁਣਨਾ Listening to people talking about how they spend their free time and noting details: activities, how often they do them, why they like them (grid completion).

- ਖੁੱਲ੍ਹੇ ਉੱਤਰਾਂ ਵਾਲੇ ਸਵਾਲ Open-ended questions: putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.

- ਰੋਲ-ਪਲੇ Role-play interview with sporting, music or film personality about what they do in their free time.

- ਸਰਵੇ ਕਰਨਾ Survey; pupils interview classmates, hobby or leisure activities in local area. Internet as resource and presentation using PowerPoint.

- ਇੱਕ ਮਿੰਟ ਦਾ ਭਾਸ਼ਣ Preparing a one-minute speech

- ਵੀਲ ਔਫ ਫਾਰਚੂਨ Wheel of fortune. (See p44)

- ਸਪੋਟਲਾਈਟ Spotlight activity. (See p52)

## Literacy

- ਕਲਾਮੀ ਮਿੱਠਿਆਂ ਦਾ ਮੇਲ Matching people to penpal advertisements according to interests.

- ਖੋਜ ਕਰਨੀ Carrying out research (via the internet) on leisure and sporting activities in a town in Panjab and summarising what people can do.

- ਤੁਲਨਾ ਕਰਨੀ Comparing: how young people spend their free time in UK and Panjab.

- ਡਿਕਸ਼ਨਰੀ ਦੀ ਵਰਤੋਂ Using a dictionary to find words for hobbies not covered by teacher.

- ਕਹਾਣੀ ਲਿਖਣਾ Making up story about sports fanatic and his/her weekly routine using connectives (first, then, next, after that, finally).

- ਵਾਰਤਾ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣਾ Rewriting a text in a different person (third instead of first person) or tense (past instead of present).

- ਕਿਸੇ ਕਿਰਦਾਰ ਵਾਲੇ ਲਿਖਣਾ Rewriting a text from the standpoint of one of the characters/people referred to.

- ਇਬਾਰਤ ਲਿਖਣਾ Running dictation. (See p50)

ਨਿੱਜੀ ਸਮੇਂ Free time

# Level 6

## Themes, topics, texts

ਮੀਡੀਆ  
Media  
ਟੈਲੀਵਿਜ਼ਨ ਦੇ ਪ੍ਰੋਗਰਾਮਾਂ,  
ਵਿਲਮਾਂ, ਗੀਤਾਂ ਤੇ ਕੰਪਿਊਟਰ  
ਗੇਮਾਂ ਬਾਰੇ ਦੱਸਣਾ  
Describing and  
expressing opinions  
about television  
programmes, films,  
songs, computer games

Resources  
www.punjabonline.com  
www.5abi.com  
Various singers' own websites including  
Jazy B, Mannohan Waris, Maikiti Singh

## Key structures and vocabulary

ਤੁਸੀਂ ਵਿਲਮ, ਗੀਤਾਂ, ਗੀਤਾਂ ਬਾਰੇ ਕੀ ਸੋਚਦੇ ਹੋ ?  
ਮੈਂ ਸੋਚਦਾ/ਦੀ ਦਾ ਕਿ ਇਹ ਬਹੁਤ ਸੁਹਾਣੀ, ਚੰਗੀ, ਮਾੜੀ, ਖਰਾਬ --- ਹੈ/ਸੀ।  
ਤੁਸੀਂ ਕੀ ਪਸੰਦ ਕੀਤਾ/ ਕੀ ਕੀਤਾ ?  
ਇਹ ਦਿਲਚਸਪ, ਹਾਸਵਾਲੀ, ਬੌਰਿੰਗ , ਲੜਾਈ ਵਾਲੀ --- ਸੀ ।  
ਇਹ ਕਿਸ ਬਾਰੇ ਸੀ ?  
ਇਹ --- ਬਾਰੇ ਹੈ, ਜਿਹੜਾ/ਜਿਹੜੀ ---  
ਇੱਕ ਦਿਨ, ਅਚਾਨਕ ਹੀ, ਹੌਲੀ ਹੌਲੀ, ਅਗਲੇ ਦਿਨ, ਦੋ ਮਹੀਨੇ ਬਾਦ, ਅਖੀਰ ਵਿੱਚ  
----- ਕਹਾਣੀ ਵਿੱਚ ਮੌਝ ਉਸ ਵੇਲੇ ਆਉਂਦਾ ਹੈ ਜਦ-----  
ਮੇਰਾ/ਮੇਰੀ ਮਨਪਸੰਦ ਐਕਟਰ /ਐਕਟਰੈਸ--- ਹੈ। ਉਹ ਬਹੁਤ ਸੋਹਣਾ/ਸੋਹਣੀ , ਚੁਸਤ,  
ਇਮਾਨਦਾਰ, ਚੰਗਾ/ਚੰਗੀ ਮੰਡਾ/ਕੁੜੀ ਹੈ ।  
ਮੈਂ --- ਦਾ ਚਰਿੱਤਰ ਪਸੰਦ ਨਹੀਂ ਕੀਤਾ। ਉਹ ਸਵਾਰਥੀ, ਗੁੱਸੇਬੋਹ, ਜਿੱਦੀ ਹੈ ।

## Oracy

- ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing: key events of short story/television programme.
- ਵਿੱਚ ਕੀ ਹੋਇਆ What happens next: watching film clips/advertisements. Teacher pauses tape and different points and asks pupils to predict what happens next.
- ਕਵਿਤਾ ਯਾਦ ਕਰਨੀ ਤੇ ਬੋਲਣੀ Memorising and performing a poem, song, story or sketch.
- ਆਪਣੇ ਵਿਚਾਰ ਦੱਸਣੇ Describing and expressing opinions about a film, song or book: this could take the form of a class debate.
- ਸਾਥੀ ਨੂੰ ਵਿਲਮ ਬਾਰੇ ਇੰਟਰਵਿਊ ਕਰਨਾ Interviewing partner about a film s/he has seen, book s/he has read, song s/he has heard.
- ਗਰਮ ਕੁਰਸੀ Hotseating: teacher or pupil takes on identity of character in film or story. Rest of class put questions.
- ਮਲਟੀਮੀਡੀਆ ਪ੍ਰੈਜੇਂਟੇਸ਼ਨ A multimedia presentation: sketch, e.g. scene from soap opera, interview, school news broadcast, fashion show, weather forecast, etc.). Pupils storyboard and then make their own digital video. (See p58)
- ਪੰਜਾਬੀ ਗਾਣੇ ਸੁਣਨੇ Bring two or three samples of traditional and contemporary Panjabi music for pupils to listen to. Ask pupils to express opinions about the music (whether they like it or not) and their reasons. Present information about the music (e.g. date, era, purpose, performer, composer). Follow up by asking pupils to bring to class a piece of music they like. They should be prepared to do a two-minute presentation (e.g. including composer and performer, date, theme, reason for preference).
- ਚੋਣਵੇਂ ਰਸਾਲਿਆਂ ਦੇ ਲੇਖ Selected short articles from magazines/newspapers/Internet used as stimulus for spoken or written response.
- ਵਾਲ ਐਵ ਵੀਲਚੁਨ Wheel of fortune. (See p44)
- ਸਪੌਟਲਾਈਟ Spotlight activity. (See p52)

## Literacy

- ਕਹਾਣੀ/ਵਿਲਮ ਕ੍ਰਮਵਾਰ ਕਰਨੀ Sequencing events in a story or film.
- ਕਹਾਣੀ ਦਾ ਗੀਵਿਊ ਲਿਖਣਾ Writing a review of a short story, film or song following model demonstrated by teacher and/or with the help of a writing frame
- ਹੱਚ ਕਾਲ ਵਿੱਚ ਕਹਾਣੀ ਕਹਿਣਾ Rewriting story in a different tense.
- ਹੱਚ ਪੁਰਖ ਵਿੱਚ ਵਾਰਤਾ ਲਿਖਣਾ Rewriting a text in a different person (third instead of first person) or tense (past instead of present).
- ਕਿਸ ਕਿਰਦਾਰ ਦੇ ਵਿਚਾਰ ਅਨੁਸਾਰ ਕਹਾਣੀ Rewriting a text from the standpoint of one of the characters/people referred to.

Keeping a reading/viewing diary: at this stage it is important for pupils to extend their reading/viewing of material in the target language. As well as working on texts and film material as a whole class, pupils should be encouraged to select material to read/view which is of intrinsic interest to them. This may be in a range of genres and include both fiction and non-fiction. It may also include websites and CD-ROMs as well as television and radio programmes. To assist pupils in operating more independently as readers/viewers, teachers should give some guidance on suitable material and model strategies which support understanding (see *Language learning strategies*, pp26-7). Asking pupils to keep a diary is a way of encouraging them to reflect on what they are reading/viewing. It can be useful to provide headings for the diary including title, date, type of book/magazine/programme/website, opinion and rating, new words learnt.



## Assessment at Levels 4–6

This section is divided into two parts:

- 1 Ongoing informal assessment
- 2 Formally accredited assessment

### Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:

- Understand and respond to questions, including those which are more open-ended and involve expressing and justifying opinions;
- Participate in role-plays. It is important to discuss assessment criteria with pupils before they present dialogues, sketches, etc. These might include extent to which pupils:
  - Convey an understandable message
  - Use appropriate titles and forms of address
  - Include relevant and interesting details or features
  - Find ways to keep the conversation going
  - Use a variety of vocabulary and language structures
- Make more extensive use of target language for classroom discourse (questions, requests, explanations);
- Apply what they have learnt to new situations;
- Use stalling strategies (fillers) to assist in maintaining flow of conversation.

In intercultural understanding/creativity pupils are able to:

- Perform songs, sketches;
- Take into account different viewpoints, e.g. by writing a page in the diary of someone living in another country, scripting an (imaginary) interview with a famous person or a character in a story, painting or sculpture;
- Compare and contrast aspects of different cultures through carrying out (Internet) research, exchanging information with partner school via email, oral presentations, creating posters/displays.

Possible criteria for evaluating collaborative (multimedia) stories/drama scripts include:

- The story begins with a problem to be solved;
- The story is easy to understand and follow;
- The relationships of the characters to each other are clear;
- Events follow a logical sequence;
- The ending resolves the story problem.

Possible criteria for evaluating short poems/pieces of creative writing:

- Offer personal feelings or viewpoints;
- Provide clear themes or messages;
- Draw on features of the poetry and prose they have read and heard.

In literacy pupils are able to:

- Make logical predictions based on the context/situation and their prior knowledge;
- Use clues to work out meaning;
- Demonstrate comprehension of a range of short texts;
- Identify and summarise relevant information when carrying out research (including on the Internet);
- Organise work and make it easy to follow;
- Memorise spellings;
- Make work interesting by including details or using a variety of language structures.

Possible criteria for assessing written work (including emails, letters, diary pages, etc) might include extent to which:

- Meaning is clear;
- Interesting, relevant details are included;
- Appropriate conventions are followed;
- A range of vocabulary is used;
- Risks are taken in using language not practised in class.

In self- and peer-assessment pupils are able to:

- Self-assess by ticking list of things they can do;
- Identify daily/weekly/monthly goals which are reviewed;
- Pupils assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

Discuss with pupils criteria for carrying out presentations:

- Meaning is clear and comprehensible;
- Delivery is fluid;
- Vocabulary and structures are varied and appropriate for the purpose and context;
- Content interesting and informative (clear message/ideas, awareness of audience);
- There is risk taking (in relation to expression of ideas, use of language).

To prompt reflection and self-assessment, have students keep a log of their reading, viewing, and listening activities, both in and outside of school. They should include:

- Title and author, artist, actor, or musician;
- Context, genre or form (e.g. film on videotape, CD I bought, magazine in the library);
- A short description;
- A brief account or symbol that shows their opinion of the work.

When students create artwork, have them develop a short, simple assessment form (in target language) that their classmates, teacher and family members can fill out. For example, they might pose two questions: what is one thing you liked? What is one thing we could improve?

## Formally accredited assessment

### Asset Languages (Preliminary Stage)



LL*		Can Do statements These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.	Examples of teacher assessed tasks There is some scope for teachers to adapt material to suit their own programme of study.
4	L	I can understand the main points and some of the detail from a short spoken passage.	Three item multiple choice exercise.
	S	I can take part in a simple conversation and I can express my opinions.	Learners ask questions to identify a favourite sport.
	R	I can understand the main points and some of the detail from a short written text.	Three item multiple choice exercise.
	W	I can write a short passage on a familiar topic, adapting language which I have already learned.	Learners arrange phrases in the target language to match English sentences.
5	L	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage.	True or false based on statements.
	S	I can give a short prepared talk, on a topic of my choice, including expressing my opinions.	In pairs, learners discuss favourite TV programmes.
	R	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer written text.	True or false sentences based on a text.
	W	I can write a short passage on a range of familiar topics.	Learners write an informative article of five sentences.

\*LL = Languages Ladder

<b>6</b>	<b>L</b>	I can understand passages referring to present and past or future events.	Matching English statements to short target language extracts.
	<b>S</b>	I can give a short prepared talk, on a topic of my choice expressing opinions and answering simple questions about it.	In pairs, learners prepare a short radio advertisement.
	<b>R</b>	I can understand longer passages and distinguish present and past or future events.	Gap-filling from a choice of three words in the target language.
	<b>W</b>	I can write a simple text, e.g. a letter, giving and seeking information.	Learners write eight sentences to describe an ideal day.

The external assessment for Preliminary assesses aspects of grades 4–6. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

### Performance descriptors for Preliminary

<b>L</b>	On completing this stage, you should be able to understand standard speech relating to a range of predictable everyday matters, providing that it is spoken clearly and directly. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.
<b>S</b>	On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. Your pronunciation should be clear and you should be able to maintain a simple conversation using strategies such as asking for clarification or repetition. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.
<b>R</b>	On completing this stage, you should be able to understand standard language relating to a range of predictable everyday matters. You should be able to read clear handwritten text. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.
<b>W</b>	On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters. You should be able to write simple texts, with spelling that is generally accurate. You should be able to recognise the difference between past, present and future events and be familiar with simple forms of the verb tenses.

For full information visit the Asset Languages website ([www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)). Here you can view and download the Panjabi Language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.

## GCSE Panjabi

### Examination Board: AQA

#### Key features:

- Designed for full course linear (no modular or short course versions);
  - Two tiers:
    - Foundation Tier for pupils aiming for grades G–C (Levels 4–6 in this framework)
    - Higher Tier for those aiming for grades D–A\*
  - Separate papers for Listening, Speaking, Reading and Writing with equal weighting for each skill area;
  - No coursework option;
  - Candidates at Foundation Tier are required to:
    - a** Listen and respond to different types of spoken language;
    - b** Express themselves in speech using a range of vocabulary, syntax and structures;
    - c** Read and respond to different types of written language, including texts from ICT-based sources;
    - d** Express themselves in writing using a range of vocabulary, syntax and structures;
    - e** Understand and apply the grammar of Panjabi, as detailed in the specification for Foundation Tier;
    - f** Respond to materials from countries and communities where Panjabi is spoken.
- (Ref: GCSE Panjabi Specification for 2007 examination: <http://www.aqa.org.uk/qual/pdf/AQA-3681-W-SP-07.pdf>)

#### Notes

- 1 It is up to teachers, pupils and parents to decide at what point to enter pupils should enter for the GCSE examination. Where pupils are pursuing their study of Panjabi, it is usually decided that they should not be entered until they can perform comfortably at Higher Tier (see pages 81–4).
- 2 The GCSE Panjabi specification, past papers with mark scheme, student and teacher guides can all be purchased from AQA (catalogue available under Publications on website: <http://www.aqa.org.uk>).

# Level 7

## Themes, topics, texts

- ਸਥਿਤੀ  
Location
- ਖੇਤਰ/ਇਲਾਕੇ  
Regions
- ਪੌਣ-ਪ੍ਰਾਣੀ  
Climate
- ਕੁਦਰਤੀ ਨਜ਼ਾਰਾ  
Landscape
- ਜੰਗਲੀ ਜਾਨਵਰ  
Wildlife

## Key structures and vocabulary

ਪੰਜਾਬ- ਤੋਂ ਭਾਵ, ਵਿੱਚ ਸਥਿੱਤ ਹੈ। ਖੇਤਰ/ਇਲਾਕਾ /ਦੇਸ਼  
..... ਦੇ ਉੱਤਰ ਵਿੱਚ ਹੈ।  
ਉੱਤਰ /ਦੱਖਣ/ਪੂਰਬ/ਪੱਛਮ ਵੱਲ/ਵਿੱਚ ਹੈ।  
ਇੱਕ ਵੱਡਾ/ਛੋਟਾ ਦੇਸ਼ ਹੈ।

ਦੇਸ਼ ਸੂਬਿਆਂ / ਰਾਜ ਖੇਤਰਾਂ/ਡਵੀਜ਼ਨਾਂ/ਜ਼ਿਲ੍ਹਿਆਂ ਵਿੱਚ ਵੱਡਿਆ ਹੋਇਆ ਹੈ।  
ਇਸ ਦਾ ਖੇਤਰਫਲ --- ਵਰਗ ਕਿਲੋਮੀਟਰ ਹੈ।

ਪੰਜਾਬ ਦੀ ਰਾਜਧਾਨੀ ਚੰਡੀਗੜ੍ਹ ਹੈ। ਹੋਰ ਮਸ਼ਹੂਰ ਸ਼ਹਿਰ ਅੰਮ੍ਰਿਤਸਰ, ਜਲੰਧਰ ਤੇ  
ਲੁਧਿਆਣਾ ਤੇ ਪਟਿਆਲਾ ਹਨ।  
ਬਹੁਤੇ ਲੋਕ ਛੋਟੇ ਛੋਟੇ ਪਿੰਡਾਂ ਵਿੱਚ ਰਹਿੰਦੇ ਹਨ।  
ਪੰਜਾਬ ਦੀ ਪਰਤੀ ਪੱਧਰੀ ਹੈ, ਉੱਤਰ ਵਿੱਚ ਕੁਝ ਪਹਾੜੀਆਂ ਹਨ। ਪਹਾੜੀਆਂ ਤੇ ਜੰਗਲ ਹਨ।  
ਤਿੰਨ ਦਰਿਆ ਸਤਲੁਜ, ਬਿਆਸ ਤੇ ਰਾਵੀ ਪੰਜਾਬ ਵਿੱਚ ਦੀ ਲੰਪਦੇ ਹਨ।  
ਸਭ ਤੋਂ ਵੱਡੀ ਝੀਲ ਗੋਬਿੰਦ ਸਾਗਰ ਹੈ - ਭਾਖੜਾ ਡੈਮ ਇਸ ਤੇ ਬਣਾਇਆ ਹੋਇਆ ਹੈ।

ਬਹੁਤ ਸਾਰੇ ਜੰਗਲੀ ਜਾਨਵਰ ਮਿਲਦੇ ਹਨ: ਬਾਦਰ, ਲੱਗੂਰ, ਕਿਰਲੇ, ਸੱਪ, ਬਿੱਛੂ, ਬਾਜ਼,  
ਕਾਂ, ਤੁੱਤੇ, ਮੋਰ  
ਪੌਣਪਾਣੀ

ਗਰਮੀਆਂ ਵਿੱਚ ਗਰਮ, ਸੁੱਕਾ, ਬਰਸਾਤ ਵਿੱਚ ਭਾਰੀ ਮੀਂਹ ਤੇ ਸਰਦੀਆਂ ਵਿੱਚ ਕਾਫੀ  
ਧੁੰਦ, ਕੋਰਾ ਅਤੇ ਸਰਦੀ ਰਹਿੰਦੀ ਹੈ।  
ਪੰਜਾਬ ਬਹੁਤ ਮਾਤਰਾ ਵਿੱਚ ਕਣਕ, ਚੌਲ, ਕਪਾਹ, ਗੰਨਾ ਪੈਦਾ ਕਰਦਾ ਹੈ।

ਸਭ ਤੋਂ ਮਸ਼ਹੂਰ ਦਸਤਕਾਰੀ, ਸਾਈਕਲ ਬਣਾਉਣੇ, ਕੋਟੀਆਂ -ਸਵੈਟਰ ਅਤੇ ਖੇਡਾਂ ਦਾ  
ਸਮਾਨ ਬਣਾਉਣ ਦੀ ਹੈ।

## Oracy

- ਸੋਚਣਾ Brainstorming to revise and extend vocabulary introduced in Level 3. Possibly categorise into wild/human-made environment. Variation of this could be based on visual stimulus. Teacher shows image(s) for five whiteboards words 6–10 things shown in the picture. Results are then fed back.
- ਸੁਣਨਾ Listening for specific words/phrases: pupils are given copy of transcript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- ਸੁਣ ਕੇ ਪੁਛਾਣਨਾ Listening and identifying: 'Who said what?' Pupils are given list of quotes from an audio/video recording. They listen and have to identify name of person who says each thing.
- ਸੁਣਨਾ Listening and completing word frequency grids: pupils are given a list of words/phrases which occur a number of times during an audio/video recording. They have to identify how often each word/phrase occurs.
- ਸੁਣਨਾ Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
- ਖੁੱਲ੍ਹੇ ਉੱਤਰਾਂ ਵਾਲੇ ਸਵਾਲ ਪੁੱਛਣੇ Putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.
- ਸਰੋਤਿਆਂ ਸਾਹਮਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਨੇ Presenting ideas to an audience (either individually in small groups or with the class) using prepared material, visuals, gesture and expression.
- ਵਿਚਾਰ ਵਟਾਂਦਰਾ Debate: pros and cons of living in the city and living in the country.

## Literacy

- It is important that pupils continue to extend their range of expression and develop their awareness of word origins and relationships. Teachers should be ready to take advantage of opportunities that arise naturally in lessons to promote this. However, pupils should also be encouraged and guided to make more extensive use of reference material so that they can become more independent as learners. Pupils need to be exposed to a range of text types including some longer texts and teachers should draw judiciously on the range of active reading and writing strategies to support this. Use of the word processor for drafting and redrafting of work can play a valuable role.
- ਵਾਰਤਾ ਤੇ ਨਿਸ਼ਾਨ ਲਗਾਉਣੇ Text marking.
  - ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing (paragraphs).
  - ਖਾਲੀ ਥਾਂ ਭਰਨਾ Gap-filling.
  - ਇਬਾਰਤ ਲਿਖਣੀ Dictation (running). (see p50)
  - ਕਾਰਡ ਵੱਖ ਵੱਖ ਕਰਨੇ Following introduction with as much visual support as possible, pupils are given pieces of information on cards about three countries/ regions/ historical events/ people/ religions/ buildings/etc. Pupils working in groups of three have to sort the cards with or without the support of additional resources (audio/video/text based/web). Where there is a logical order to the pieces of information, as in a series of historical events, pupils may be asked as a second activity to sequence the sets of cards.
  - ਲੇਖ ਲਿਖਣਾ Writing an article about pros and cons of living in the city and living in the country (with support of writing frame).

(Continued on next page)

# Level 7

## Themes, topics, texts

- ਲੋਕ  
**People**
- ਇਤਿਹਾਸ  
**History**
- ਧਰਮ  
**Religion**
- ਮੁੱਖ ਤਿਉਹਾਰ  
**Major festivals**

ਆਬਾਦੀ ਲੱਗ ਭਗ ---- ਹੈ।  
ਬਹੁਤੇ ਲੋਕ ਸਿੱਖ ਹਨ ਤੇ ਖੇਤੀਬਾੜੀ ਨਾਲ ਸਬੰਧਿਤ ਕੰਮ ਕਰਦੇ ਹਨ ਪਰ ਕੁਝ ਲੋਕ ਦਸਤਕਾਰੀ ਦੇ ਛੋਟੇ ਘੋੜੇ ਵੀ ਕੰਮ ਕਰਦੇ ਹਨ। ਹੋਰ ਧਰਮਾਂ ਦੇ ਲੋਕ ਹਿੰਦੂ, ਇਸਾਈ ਤੇ ਮੁਸਲਮਾਨ ਵੀ ਪੰਜਾਬ ਵਿੱਚ ਰਹਿੰਦੇ ਹਨ।  
ਪੰਜਾਬ ਦਾ ਇਤਿਹਾਸ ਬਹੁਤ ਪੁਰਾਣਾ ਹੈ।  
18ਵੀਂ ਤੇ 19ਵੀਂ ਸਦੀ ਵਿੱਚ ਅੰਗਰੇਜ਼ਾਂ ਦੇ ਅਧੀਨ ਸੀ। ਵਹਿਵੀਂ ਸਦੀ ਵਿੱਚ ਆਜ਼ਾਦੀ ਦੀ ਲੜਾਈ / 1947 ਅੰਗਰੇਜ਼/ਚੀਨ /ਪਾਕਿਸਤਾਨੀ/ 1965 / ਬੰਗਲਾਦੇਸ਼/ 1971  
ਸਿੱਖਾਂ ਦਾ ਲੀਡਰ ਅਨੂਕੂਵੀਂ ਸਦੀ ਤੋਂ ਅੰਗਰੇਜ਼ਾਂ ਦੇ ਅਧੀਨ 1947 ਵਿੱਚ ਭਾਰਤ ਆਜ਼ਾਦ ਹੋਇਆ।  
ਦਿੱਲੀ ਦੇ ਲਾਲ ਕਿਲ੍ਹੇ ਤੇ ਤਿਰੰਗਾ ਲਹਿਰਾਇਆ ਗਿਆ / 1.5 ਅਗਸਤ 1947 ਆਜ਼ਾਦੀ ਦਿਵਸ ਮਨਾਇਆ ਜਾਣ ਲੱਗਾ।  
ਇਸ ਇਲਾਕੇ ਵਿੱਚ ਪੰਜਾਬੀ ਬੋਲੀ ਜਾਂਦੀ ਹੈ ਪਰ ਭਾਰਤ ਦੀ ਰਾਸ਼ਟਰੀ ਭਾਸ਼ਾ ਹਿੰਦੀ ਹੈ। ਪੰਜਾਬ ਵਿੱਚ ਬਹੁਤੇ ਲੋਕ ਸਿੱਖ ਹਨ ਪਰ ਹੋਰ ਧਰਮਾਂ ਦੇ ਲੋਕ ਜਿਵੇਂ ਹਿੰਦੂ, ਇਸਾਈ ਤੇ ਮੁਸਲਮਾਨ ਵੀ ਰਹਿੰਦੇ ਹਨ। ਅੰਜਕਲ ਹੋਰ ਸੂਬਿਆਂ ਦੇ ਬਹੁਤ ਲੋਕ ਆ ਕੇ ਸ਼ਹਿਰਾਂ ਵਿੱਚ ਵਸ ਗਏ ਹਨ।  
ਆਮ ਪਿੰਡਾਂ ਵਿੱਚ ਹੀ ਗੁਰਦੁਆਰੇ ਤੇ ਮੰਦਰ ਹਨ, ਕਿਤੇ ਕਿਤੇ ਪੁਰਾਣੀਆਂ ਮਸੀਤਾਂ ਮਸਜਿਦਾਂ ਵੀ ਹਨ। ਸ਼ਹਿਰਾਂ ਵਿੱਚ ਚਰਚ ਵੀ ਹਨ। ਬਹੁਤ ਸਾਰੇ ਇਤਿਹਾਸਿਕ ਗੁਰਦੁਆਰੇ ਹਨ।  
ਪੰਜਾਬੀ ਤੇ ਦਿਵਾਲੀ ਪੰਜਾਬ ਦੇ ਮੁੱਖ ਤਿਉਹਾਰ ਹਨ।  
ਪੰਜਾਬ ਦਾ ਮੁੱਖ ਮੰਤਰੀ ਪੁਲਾਸ ਸਿੰਘ ਬਾਦਲ ਹੈ।  
ਪੰਜਾਬ ਵਿੱਚ ਸਭ ਤੋਂ ਵੱਡੀ ਸਮੱਸਿਆ ਖੇਤੀਬਾੜੀ ਵਾਸਤੇ ਪਾਣੀ ਤੇ ਬਿਜਲੀ ਦੀ ਘਾਟ ਦੀ ਹੈ।

## Key structures and vocabulary

## Oracy

- ਸੁਣ ਕੇ ਸ਼ੈਲ ਕਰਨਾ Listening and matching: pupils given set of statements, some of which apply to one person/place, some to another. Pupils listen to audio/video recording and match statements to appropriate person/place.
- ਸੁਣ ਕੇ ਕ੍ਰਮ ਅਨੁਸਾਰ ਕਰਨਾ Listening and sequencing: pupils are given jumbled list of phrases from audio/video recording. They have to number them in the order they hear them during recording. Selection of words/phrases may be based on lexical relevance, e.g. words to do with landscape; functional relevance, e.g. words expressing liking or disliking; grammatical relevance, e.g. questions, use of adjectives, etc.
- ਅਨੁਵਾਦ ਕਰਨਾ Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.
- ਤਸਵੀਰ ਤੇ ਆਧਾਰਿਤ ਸਵਾਲ Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc. to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- ਮਲਟੀਮੀਡੀਆ ਪ੍ਰੈਜ਼ੇਂਟੇਸ਼ਨ A multimedia presentation (sketch, interview documentary on famous place, historical figure, festival); pupils storyboard and then make their own digital video. (See p58)
- ਧਰੁ ਤੇ ਸੁਣ ਕੇ ਜਿਗ-ਸਮਾ ਤਿਆਰ ਕਰਨਾ Jigsaw listening and reading task: some pupils have to discover information from a written text and other pupils find information from a spoken, taped source. Partners share information to produce a full account.
- ਇੱਕ ਮਿੰਟ ਦਾ ਭਾਸ਼ਣ Preparing a one-minute speech.
- ਸਪੋਟਲਾਈਟ Spotlight activity. (See p52)

See *Listening and Speaking strategies* p26

## Literacy

- (see also *previous page*)
- ਸੋਧ ਦੇ ਕੇ ਖੋਜ ਕਰਨੀ Guided research involving one or more of the following:
    - Identification of information: text marking.
    - Categorisation of information: table completion, e.g. natural resources, etc.
    - Reformulation of information: summarising/producing an illustrated fact sheet.
    - Presentation of information to an audience.
  - ਚਾਰਟ ਤਿਆਰ ਕਰਨਾ Completing KWL chart: under K pupils note what they know about a topic, under W what they want to know and under L what they have learnt. Useful in helping pupils identify prior knowledge and experience as bridge to a new topic or concept.
  - ਪਾਵਰ ਪੁਆਇੰਟ ਪ੍ਰੈਜ਼ੇਂਟੇਸ਼ਨ Creating PowerPoint presentation/magazine. After initial whole class brainstorm, pupils work in groups to plan, research (on Internet) and then draft and redraft (on word processor) pages/screens combining text with images, sound effects, etc.
- Resources**  
[www.languages-ict.org](http://www.languages-ict.org)
- ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣਾ Rewriting story in a different tense (by modifying original on word processor).
  - ਹੋਰ ਪੁਰਖ ਵਿੱਚ ਵਾਰਤਾ ਲਿਖਣਾ Rewriting a text in a different person (third instead of first person) or tense (past instead of present). By modifying original on word processor.
  - ਬੋਢਰੋਸ ਸਕਿਲਜ਼ ਦਾ ਵਿਕਾਸ Developing reference skills, including use of bilingual dictionary.

See *Reading and Writing strategies*, including strategies for checking written work, pp26–7

# Level 7

## Themes, topics, texts

**ਰਹਿਣ ਵਾਸਤੇ ਥਾਂ ਖੁੱਕ ਕਰਨੀ**  
**Booking accommodation**  
**ਰੇਲਵੇ ਸਟੇਸ਼ਨ ਤੇ**  
**At the train station**  
**ਰੇਲ ਦੀ ਟਿਕਟ ਖਰੀਦਣੀ**  
**Buying a train ticket**

## ਸਵਰ ਘਰ ਸਵਰ ਘਰ ਸਵਰ ਘਰ

## Key structures and vocabulary

ਰਹਿਣ ਵਾਸਤੇ ਥਾਂ ਖੁੱਕ ਕਰਨੀ  
 ਤੁਹਾਡੇ ਕੋਲ ਰਹਿਣ ਵਾਸਤੇ ਕੋਈ ਕਮਰਾ ਖਾਲੀ ਹੈ?  
 ਤੁਹਾਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਕਮਰਾ ਚਾਹੀਦਾ ਹੈ?  
 ਮੈਨੂੰ ਇਕੱਲੇ / ਦੋ / ਕਿੰਨੇ ਜਣਿਆਂ ਦੇ ਰਹਿਣ ਵਾਸਤੇ ਕਮਰੇ ਚਾਹੀਦੇ ਹਨ। ਕਮਰੇ ਵਿੱਚ  
 ਬਾਥਰੂਮ/ਸ਼ਾਵਰ/ਰੋਵੇ ਤੇ ਬਾਹਰ ਦੇਖਣ ਵਾਸਤੇ ਵਾਸਤੇ ਵਧੀਆ ਨਜ਼ਾਰਾ ਹੋਵੇ।  
 ਤੁਸੀਂ ਕਿੰਨੀਆਂ ਰਾਤਾਂ ਰਹਿਣਾ ਚਾਹੁੰਦੇ ਹੋ?  
 ਮੈਂ /ਅਸੀਂ --- ਰਾਤਾਂ ਰਹਿਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ।  
 ਕੀ ਇੱਥੇ ਕੋਈ ਰੈਸਟੋਰੈਂਟ/ਸੈਵਿੰਗ ਪੁਲਾ/ਕਾਰ ਪਾਰਕ ਕਰਨ ਵਾਸਤੇ ਥਾਂ ਹੈ?  
 ਨਾਸਤਾ ਕਿੰਨੇ ਵਜੇ ਮਿਲਦਾ ਹੈ?  
 ---- ਅਤੇ ---- ਵਿਚਕਾਰ

ਰੇਲਵੇ ਸਟੇਸ਼ਨ ਤੇ  
 ਕਿੱਥੇ - ਹੈ / ਹਨ ?  
 • ਟਿਕਟ ਘਰ/  
 • ਗੁਆਚੇ ਹੋਏ ਸਮਾਨ ਦਾ ਦਫਤਰ/ ਰੱਖਣ ਦੀ ਥਾਂ/  
 • ਉਡੀਕ ਘਰ

ਨੇੜੇ/ ਨਾਲ ਹੀ/ ਸਾਹਮਣੇ /ਪਿੱਛੇ/ ਓਹਰ  
 ਰੇਲ ਦੀ ਟਿਕਟ ਖਰੀਦਣੀ  
 ਮੈਂ ----- ਜਾਣ ਲਈ ਇੱਕ ਪਾਸੇ ਦੀ/ ਵਾਪਸੀ ਟਿਕਟ ਖਰੀਦਣੀ ਹੈ /ਲੈਣੀ ਹੈ। ਫਸਟ  
 ਕਲਾਸ/ਸੈਕਿੰਡ ਕਲਾਸ।  
 ਸਿਗਰਟ ਪੀ ਸਕਣ ਵਾਲੇ ਡੱਬੇ ਵਿੱਚ /ਸਿਗਰਟ ਨਾ ਪੀਣ ਵਾਲੇ ਡੱਬੇ ਵਿੱਚ।  
 ਟਿਕਟ ਕਿੰਨੀ ਦੀ ਹੈ ਸੀ ?  
 ਗੱਡੀ ਕਿੰਨੇ ਵਜੇ ਚੱਲੇਗੀ / ਜਾਵੇਗੀ?  
 ਗੱਡੀ ---- ਵਜੇ ਜਾਵੇਗੀ।  
 ਕਿਹੜੇ ਪਲੇਟਫਾਰਮ ਤੋਂ ਚੱਲੇਗੀ ? ਕੀ ਮੈਨੂੰ ਬਦਲਣੀ ਵੀ ਪਵੇਗੀ ?  
 ਹਾਂ ਜੀ, ਤੁਹਾਨੂੰ ----- ਜਾ ਕੇ ਬਦਲਣੀ ਪਵੇਗੀ।  
 ਗੱਡੀ ---- ਕਿੰਨੇ ਵਜੇ ਪਹੁੰਚੇਗੀ ?

**Grammar focus**  
 • ਵਿਆਕਰਣ: ਸਲਾਹ-ਮਸ਼ਵਰਾ ਕਰਨ ਵਾਲੀ ਬੋਲੀ/ਬਹਿਸ ਕਰਨ ਵਾਲੀ ਬੋਲੀ

## Oracy

- **ਖਾਸ ਜਾਣਕਾਰੀ ਸੁਣਨੀ** Listening for specific information, e.g.:
  - Receptionist describes several rooms available in hotel. Pupils have to identify which, if any, fit particular requirements relating to price, facilities, etc.
  - Pupils asked to imagine they have been sent to tourist office by parents to find out about possible accommodation. Receptionist suggests three hotels and gives details. Pupils make notes under specific headings (and are encouraged to add further details if they can).
- **ਚੋਲਪੁਲੇ** Role-play: booking accommodation by phone
- **ਚੋਲਪੁਲੇ** Role-play: (scripted or improvised) in the style of an action film, a soap opera, a chat show, a western, a musical.
- **ਚੋਲਪੁਲੇ** Role-play: (scripted or improvised) before acting out role-play, pupils select card with word on it describing their character/mood (e.g. silly, angry, forgetful, happy, superior, nervous, chatty, bossy). They then act out role play and observers have to guess their character/mood.
- **ਖਾਸ ਸ਼ਬਦ/ ਵਾਕ ਅੱਸ ਸੁਣਨੇ** Listening for specific words/phrases: pupils are given copy of tape/script with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- **ਗੁਮਵਾਰ ਕਰਨਾ** Sequencing: pupils are given jumbled set of words/phrases and asked to list them in the order that they hear them.
- **ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਗੱਲ ਕਹਿੰਦੇ ਸੁਣਨਾ** Listening with focus on register: pupils asked to identify different ways of requesting, apologising, complaining, thanking and to explain which are more/less formal and why.
- **ਚੋਲਪੁਲੇ** Role-play: acting as an interpreter for someone who doesn't speak the language.

## Literacy

- **ਚਿੱਠੀਆਂ ਸਲੇਟਾਂ ਦੀ ਵਰਤੋਂ** Mini whiteboard activities, e.g.:
  - Categorising, e.g. healthy/unhealthy.
  - Odd one out.
  - Anagram game: teacher writes word on board and students write down as many words as they can from it.
  - Making a sentence of six eight or ten words including a grammatical feature, e.g. a connective, a tense, or a negative sentence or a question.
- **ਲੇਬਲ ਮੇਲਣੇ** Matching labels to signs and notices.
- **ਗੁਮਵਾਰ ਕਰਨਾ** Sequencing: lines of a dialogue are cut up on strips of paper/card. Pupils working in pairs have to sequence lines in correct order. An ICT opportunity if pupils are presented with Word file containing jumbled sentences.
- **ਲਿਖਣਾ** Writing script/storyboarding scene at hotel or train station in preparation for pupils making their own digital video. (See p58)
- **ਚਿੱਠੀ ਲਿਖਣਾ** Letter writing (on word processor) to book accommodation using writing frame: focus on conventions for writing formal letters.
- **ਜਿਹੜਾ ਮੇਲ ਨਹੀਂ ਖਾਂਦਾ ਬਾਹਰ ਕੱਢਣਾ** Odd one out: pupils are given sets of four or five words and have to decide which word is the odd one out and why. It may be that there is more than one correct answer depending, for example, on whether the focus is on meaning or form. Getting pupils to make up sets of 'odd one out' items for classmates to try to work out can also be a valuable activity.

# Level 7

## Themes, topics, texts

- ਕੰਮ ਦੀ ਤਰਜੀਹ  
Job preferences
- ਕੰਮ ਦਾ ਤਜਰਬਾ  
Work experience
- ਨਿੱਜੀ ਗੁਣ  
Personal qualities
- ਕੰਮ ਲਈ ਅਰਜ਼ੀ ਦੇਣਾ  
Applying for jobs
- ਬੇ-ਰੁਜ਼ਗਾਰੀ ਦਾ ਮਸਲਾ  
Issue of unemployment

ਕਾਰੀਅਰ ਅਤੇ ਭਵਿੱਖ ਦੀਆਂ ਯੋਜਨਾਵਾਂ  
Careers and future plans

ਤੁਸੀਂ ਕੀ ਕੰਮ ਕਰਨਾ ਪਸੰਦ ਕਰੋਗੇ ?  
ਮੈਂ ਬੀਚਿਆਂ/ਲੋਕਾਂ ਨਾਲ ਕੰਮ ਕਰਨਾ ਪਸੰਦ ਕਰਾਂਗਾ/ਕਰਾਂਗੀ ।  
ਮੈਂ ਬਾਹਰ/ ਕਿਸੇ ਦਫਤਰ ਦੇ ਅੰਦਰ ਕੰਮ ਕਰਨਾ ਪਸੰਦ ਨਹੀਂ ਕਰਾਂਗਾ/ਕਰਾਂਗੀ  
ਮੈਂ ਵਪਾਰ, ਸੈਰ-ਸਪਾਟਾ, ਖਾਣ-ਪੀਣ, ਵੈਸਨ, ਫਾਈਨਿਸ, ਸਿੱਖਿਆ, ਸਿਹਤ, ਖੇਡਾਂ ਦੇ  
ਖੇਤਰ ਵਿੱਚ ਕੰਮ ਕਰਨਾ/ਨਹੀਂ ਕਰਨਾ ਚਾਹਾਂਗਾ/ਚਾਹਾਂਗੀ ।  
ਮੈਂ ਇੱਕ ਮਕੈਨਿਕ, ਨਰਸ, ਸਿਪਾਹੀ, ਵਿਗਿਆਨੀ, ਵਪਾਰੀ, ਪੱਤਰਕਾਰ, ਡਾਕਟਰ ਬਣਨਾ  
ਚਾਹਾਂਗਾ / ਚਾਹਾਂਗੀ  
ਕਿਉਂ ?  
ਮੈਂ ਇਹ ਕੰਮ ਇਸ ਕਰਕੇ ਚੁਣਿਆ ਹੈ ਕਿਉਂਕਿ----  
ਮੈਂ ਆਰਟ, ਵਪਾਰ, ਕੰਪਿਊਟਰ ਨਾਲ ਕੰਮ ਕਰਨਾ ਪਸੰਦ ਕਰਦਾ ਹਾਂ ।  
ਮੈਂ ਟੀਮ ਵਿੱਚ / ਬੱਚਿਆਂ ਨਾਲ ਕੰਮ ਕਰਨਾ ਪਸੰਦ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ ।  
ਮੈਂ ਯਾਤਰਾ ਕਰਨੀ ਚਾਹੁੰਦਾ ਹਾਂ ।  
ਇਹ ਕੰਮ ਬਹੁਤ ਵੱਧੀ ਕਿਸਮ ਦਾ ਹੈ, ਇਲਾਜਪਾ ਹੈ, ਇਸ ਵਿੱਚ ਤਨਖਾਹ ਚੰਗੀ ਹੈ ।  
ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਇਸ ਕੰਮ ਦਾ ਕੋਈ ਤਜਰਬਾ ਹੈ ?  
(ਪਿਛਲੇ ਸਾਲ) ਮੈਂ ਦੁਕਾਨ/ਡੀਜ਼ੀਲ ਕੰਪਨੀ/ਸੈਰ-ਸਪਾਟੇ ਦੇ ਦਫਤਰ/ਲਾਇਬ੍ਰੇਰੀ/  
ਰੈਸਟੋਰੈਂਟ/ਹੋਟਲ ਵਿੱਚ ---- ਹਫਤੇ/ਮਹੀਨੇ ਕੰਮ ਕੀਤਾ ਸੀ ।  
ਵੈਕੇਸ਼ਨ ਤੇ ਮੈਂ ---- ਵਿੱਚ ਕੰਮ ਕਰਦਾ ਹਾਂ ।  
ਮੈਂ ਦੁਕਾਨ ਤੇ/ਕੈਸ਼ੀਅਰ ਦਾ/ਰਿਸੈਪਸਨ ਤੇ ਕੰਮ ਕਰਦਾ ਹਾਂ/ਸੀ । ਮੈਂ -- ਵਿੱਚ ਸਹਾਇਤਾ  
ਕਰਨ ਵਾਸਤੇ ਜਿੰਮੇਵਾਰ ਹਾਂ/ ਸੀ ।  
ਤੁਹਾਨੂੰ ਕਿੰਨੇ ਪੈਸੇ ਮਿਲਦੇ ਹਨ/ਸੀ ?  
ਮੈਨੂੰ --- ਪੈਂਡ ਮਿਲਦੇ ਹਨ/ਸੀ ।  
ਤੁਸੀਂ ਕਿੰਨੇ ਘੰਟੇ ਕੰਮ ਕਰਦੇ ਹੋ/ਸੀ ?  
ਮੈਂ --- ਵਜੇ ਕੰਮ ਸ਼ੁਰੂ ਕਰਦਾ /ਕਰਦੀ ਸੀ ਤੇ --- ਵਜੇ ਛੱਡਦਾ /ਛੱਡਦੀ ਸੀ ।  
ਤੁਸੀਂ ਸਭ ਤੋਂ ਵੱਧ ਕੀ ਪਸੰਦ ਕਰਦੇ ਹੋ /ਕੀਤਾ।  
ਤੁਹਾਡੇ ਨਿੱਜੀ ਗੁਣ ਕੀ ਹਨ ?  
ਮੈਂ ਠੰਡੇ ਸੁਭਾਅ ਵਾਲਾ/ ਵਾਲੀ, ਮਿਹਨਤੀ, ਪੱਕੇ ਇਰਾਦੇ ਵਾਲਾ/ ਵਾਲੀ, ਨਿਮਰਤਾ ਵਾਲਾ/  
ਵਾਲੀ, ਪਿਆਰ ਨਾਲ ਕੰਮ ਕਰਨ ਵਾਲਾ/ ਵਾਲੀ, ਸਾਰੇ ਕੰਮਾਂ ਦਾ ਚੰਗੀ ਤਰ੍ਹਾਂ ਪ੍ਰਬੰਧ ਕਰਨ  
ਵਾਲਾ/ ਵਾਲੀ ਹਾਂ ।  
ਮੇਰੀ ਲੋਕਾਂ ਨਾਲ ਬਹੁਤ ਬਣਦੀ ਹੈ । ਮੈਂ ਟੀਮ ਵਿੱਚ ਚੰਗੀ ਤਰ੍ਹਾਂ ਕੰਮ ਕਰਦਾ ਹਾਂ ।  
ਮੈਂ ਯਤਨਸ਼ੀਲ ਹਾਂ/ਕਲਪਨਾ ਕਰ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ ਤੇ ਲੋਕਾਂ ਨਾਲ ਹੱਸ ਕੇ ਗੱਲ ਕਰਦਾ/  
ਕਰਦੀ ਹਾਂ ।  
ਕੀ ਤੁਹਾਨੂੰ ਕੰਮ ਲੱਭਣ ਬਾਰੇ ਕੋਈ ਚਿੰਤਾ ਹੈ ?  
ਹਾਂ ਜੀ, ਇਸ ਇਲਾਕੇ ਵਿੱਚ ਬੇ-ਰੁਜ਼ਗਾਰੀ ਬਹੁਤ ਹੈ । ਕੰਮ ਮਿਲਣ ਲਈ ਮੁਕਾਬਲਾ ਬਹੁਤ  
ਹੈ ।

## Key structures and vocabulary

ਸੋਚਣਾ ਤੇ ਚੌਲ੍ਹਾ Brainstorming the pros and cons of different jobs.  
ਟੇਪ ਸੁਣਨੀ Listening to taped conversation with e.g a famous person and then writing their CV.  
ਟੈਲੀਫੋਨ ਤੇ ਸ਼ੁਨੋਚ ਨੋਟ ਕਰਨਾ Making notes on phone messages left by clients.  
ਰੋਲਪਲੇ Role-play: (scripted/improvised) in the style of an action film, a soap opera, a chat show etc.  
ਰੋਲਪਲੇ Role-play/simulation of job interview: this could be done as a 'listening triad' where one student is the interviewer asking questions, another is the candidate answering and the third observes and takes notes which can be used to help give feedback to the other two. Students then change roles to have a turn at each.  
ਡਾਇਮੰਡ ਰੈਂਕਿੰਗ Diamond ranking: pupils working in groups are given a set of nine statements on separate pieces of card about what makes jobs more or less attractive (e.g. earning a lot of money, working in the open air, having opportunity to travel, helping other people, interesting work, having job security, having a lot of responsibility, good promotion prospects). (See p54)  
ਇੱਕ ਮਿੰਟ ਦਾ ਭਾਸ਼ਣ ਤਿਆਰ ਕਰਨਾ Prepare a one-minute speech entitled My Job.  
ਸ਼ੋਬਾਨਾ Snowball: after working with a partner, pupils are asked to get into a four, to compare, explain, question.  
ਔਰਤ-ਮਰਦ ਪ੍ਰਧਾਨਗੀ ਬਾਰੇ ਬਹਿਸ Gender debate: pupils are given list of jobs and asked to identify whether the job would more likely be done by a man or a woman (in UK and Panjab). Why is this? Is it fair? Class debate.

## Oracy

## Literacy

ਮੇਲ ਕਰਨਾ Matching: pupils are given five job advertisements and five sets of information about different people. They have to match the jobs to the people. They could then discuss which of the jobs they personally would like to do most and why.  
ਮੀ ਦੀ ਲਿਖਣਾ Complete a CV using a writing frame.  
ਨੌਕਰੀ ਲਈ ਜਿੱਠੀ ਲਿਖਣਾ Letter writing to respond to job advertisement using writing frame. Focus on conventions for writing formal letters.  
ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing: lines of a job interview dialogue are cut up on strips of paper/card. Pupils working in pairs have to match questions and answers and then sequence lines in correct order. An ICT opportunity if pupils are presented with Word file containing jumbled sentences.  
ਦਿਨ ਦਾ ਵੇਰਵਾ Describe a day in the life of a filmstar, journalist, train driver, waitress, etc.  
ਈ-ਮੇਲ ਦਾ ਜਵਾਬ ਲਿਖਣਾ Write a reply to an email you've received to arrange a meeting.  
ਅੰਗਰੇਜ਼ੀ ਵਿੱਚ ਸਾਰ ਲਿਖਣਾ Write a summary in English of an email sent from a client in Panjabi.  
+ਸੀ ਵੀ ਲਿਖਣਾ ਤੇ ਕੰਮ ਲਈ ਬਿਨੈ-ਪੱਤਰ ਲਿਖਣਾ



# Level 7

## Themes, topics, texts

ਪੱਕੇਸ਼ਾਹੀ ਦੀਆਂ ਵੱਖ ਵੱਖ ਕਿਸਮਾਂ  
Different types of bullying

ਪੱਕੇਸ਼ਾਹੀ ਦਾ ਲੋਕਾਂ ਤੇ ਕਿਵੇਂ  
ਪ੍ਰਭਾਵ ਪੈਂਦਾ ਹੈ

How bullying affects  
people

ਪੱਕੇਸ਼ਾਹੀ ਨਾਲ ਕਿਵੇਂ ਨਿਪਟਿਆ  
ਜਾਵੇ

How to deal with bullying

ਸਮਾਜਕ ਮਸਲਾ : ਪੱਕੇਸ਼ਾਹੀ (ਬਲੀਇੰਗ) Social issue: Bullying

## Key structures and vocabulary

ਕੀ ਸਕੂਲ ਵਿੱਚ ਕੋਈ ਪੱਕੇਸ਼ਾਹੀ ਹੋ ਰਹੀ ਹੈ ?  
ਕਿਸ ਕਿਸਮ ਦੀ ਪੱਕੇਸ਼ਾਹੀ ?

ਸਰੀਰਕ ਪੱਕੇਸ਼ਾਹੀ- ਕੁੱਟਣਾ, ਠੱਡਾਂ ਮਾਰਨੀਆਂ, ਚੀਜ਼ਾਂ ਖੋਹ ਲੈਣੀਆਂ  
ਜ਼ਬਾਨੀ ਪੱਕੇਸ਼ਾਹੀ - ਨਾਂ ਪਾਉਣੇ, ਬੇਇੱਜ਼ਤੀ ਕਰਨੀ, ਮਾੜੀਆਂ ਗੱਲਾਂ ਕਹਿਣੀਆਂ  
ਅਸਿੱਧੇ ਤੌਰ ਤੇ ਪੱਕੇਸ਼ਾਹੀ - ਅਫਵਾਹਾਂ ਫੈਲਾਉਣੀਆਂ, ਮੋਬਾਇਲ ਫੋਨ ਜਾਂ ਈਮੇਲ ਰਾਹੀਂ  
ਭੈ ਤੇ ਸੁਨੇਹੇ ਭੇਜਣੇ

ਕੀ ਤੁਸੀਂ ਜਾਂ ਤੁਹਾਡਾ ਦੋਸਤ/ਤੁਹਾਡੀ ਸਹੇਲੀ ਪੱਕੇਸ਼ਾਹੀ ਦਾ ਸ਼ਿਕਾਰ ਹੋਏ ਹੋ ?  
ਹਾਂ ਜੀ, ਮੇਰੇ ਨਾਲ --- ਨੇ ਪੱਕੇਸ਼ਾਹੀ ਕੀਤੀ ਸੀ, ਉਹ/ਉਸ ਨੇ -----

ਇਸ ਨਾਲ ਤੁਹਾਨੂੰ/ਉਸ ਨੂੰ ਕੀ ਮਹਿਸੂਸ ਹੋਇਆ?  
ਉਹ/ਮੈਂ ਬਹੁਤ ਉਦਾਸ, ਇੱਕਲਾ/ਇੱਕਲੀ, ਕੁਝ ਨਾ ਕਰਨ ਜੋਗਾ, ਸ਼ੱਕੀ, ਗੁੱਸੇ ਵਿੱਚ ਨਿਰਾਸ  
ਮਹਿਸੂਸ ਕਰਦਾ/ਕਰਦੀ ਸੀ।

ਇਸ ਦੇ ਸਿੱਟੇ ਵਜੋਂ ਕੀ ਹੋਇਆ?

- ਸਕੂਲ ਆਉਣ ਤੋਂ ਨਾਂਹ ਕਰਨਾ
- ਗੱਲਬਾਤ ਨਾ ਕਰਨਾ (ਵੱਖਰੇ ਹੋ ਕੇ ਇਕੱਲੇ ਰਹਿਣਾ)
- ਜੋ ਕੋਈ ਪੱਕੇਸ਼ਾਹੀ ਦਾ ਸ਼ਿਕਾਰ ਹੋ ਰਿਹਾ ਹੈ ਤਾਂ ਤੁਸੀਂ ਉਸ ਨੂੰ ਕੀ ਸਲਾਹ ਦੇਵੋਗੇ ?

ਉਸ ਨੂੰ:

- ਕਿਸੇ ਸਿਆਣੇ ਨਾਲ ਗੱਲਬਾਤ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ - ਟੀਚਰ ਜਾਂ ਮਾਤਾ/ਪਿਤਾ ਨਾਲ।
- ਜਿਹੜਾ ਕੋਈ ਪੱਕੇਸ਼ਾਹੀ ਦਾ ਸ਼ਿਕਾਰ ਹੋ ਰਿਹਾ ਹੈ ਉਸ ਨੂੰ ਜੋ ਕੁਝ ਉਸ ਨਾਲ ਵਾਪਰ ਰਿਹਾ ਹੈ ਉਸ ਬਾਰੇ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਉਤਸ਼ਾਹਿਤ ਕਰੋ।
- ਜਿਹੜਾ ਪੱਕੇਸ਼ਾਹੀ ਕਰਦਾ ਹੈ ਉਸ ਨੂੰ ਇਹ ਦੱਸ ਦਿਓ ਕਿ ਤੁਸੀਂ ਉਸ ਤੋਂ ਡਰਦੇ ਨਹੀਂ।
- ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਪੱਕੇਸ਼ਾਹੀ ਸਬੰਧੀ ਕੌਮਲ ਨਾਲ ਇਸ ਮਸਲੇ ਤੇ ਗੱਲਬਾਤ ਕਰੋ।

ਕੱਛੂ ਤੇ ਖਰਗੋਸ਼ ਦੀ ਕਹਾਣੀ  
Short stories, poems,  
songs, plays

ਸਿਰਜਨਾ ਪੱਕੇਸ਼ਾਹੀ  
Creativity

## Oracy

- ਸੋਚਣਾ Brainstorming: identify different types of bullying, why people bully and whose responsibility it is to prevent it. This can be done as whole class activity or initially in pairs with the support of a dictionary.
- ਖੁੱਲ੍ਹੇ ਉੱਤਰਾਂ ਵਾਲੇ ਸਵਾਲ Putting more open-ended questions to pupils and encouraging longer responses, drawing on previously learnt language and including use of connectives, relative clauses, etc.
- ਲੰਬੀ ਵਾਰਤਾ ਸੁਣਨਾ Listening to longer passages of familiar language and identifying specific details, e.g. type of bullying, feelings, consequences, solutions.
- ਬਿਆਨ ਦੇਣੇ Statements activity: groups discuss each statement in set to decide on which ones they agree with and which they disagree with.
- Representative from group feeds back to class, giving reasons for decision.

## Literacy

- ਟੌਪਿਕ ਤੇ ਕੰਮ ਕਰਨਾ Work on this topic could be based around a related short story.
- ਪੜ੍ਹ ਕੇ ਮੁਸਕਲ ਦਾ ਹੱਲ ਲੱਭਣਾ Reading and responding to problem page letters from magazine.
- ਪੋਸਟਰ ਬਣਾਉਣਾ Poster: design anti-bullying poster. The poster should include statement about why issue is important and what could be done about it. A slogan should also be included (Down with ...!).
- ਕਹਾਣੀ ਤੇ ਆਧਾਰਿਤ ਕੰਮ Work on this topic could be based around a related short story.
- ਸਲਾਹ ਦੇਣ ਬਾਰੇ ਲਿਖਣਾ Writing an advice sheet for younger children about bullying.
- ਜਵਾਬ ਲਿਖਣਾ Responding to letter on problem page of a magazine.
- ਹੋਰ ਪੁਰਖ ਵਿੱਚ ਵਾਰਤਾ ਲਿਖਣੀ Rewriting a text in a different person (third instead of first person) or tense (past instead of present).
- ਕਿਸੇ ਗਿਰਦਾਰ ਦੇ ਵਿਚਾਰ ਲਿਖਣੇ Rewriting a text from the standpoint of one of the characters/people referred to.
- ਕਿਸੇ ਬੁਲੀ ਦਾ ਸ਼ਿਕਾਰ ਹੋਣ ਦੀ ਡਾਇਰੀ Write a day in the diary of a bully/victim.
- ਚੈਕਰੋਸ ਸਕਿਲਜ਼ ਦਾ ਵਿਕਾਸ Developing reference skills, including use of bilingual dictionary.

Resources  
Balwant, S. and Singh, J. English/Punjabi/Gurmukhi Dictionary

- ਗੱਲਬਾਤ ਲਿਖਣੀ Writing an interior monologue or diary page of one of the characters.
- ਸਾਰ ਲਿਖਣਾ Writing a summary.
- ਰੀਵੀਊ ਲਿਖਣਾ Writing a review.
- ਹੋਰ ਕਾਲ ਵਿੱਚ ਲਿਖਣਾ Rewriting in a different tense.
- ਸਪਾਰਨ ਕਵਿਤਾਵਾਂ ਲਿਖਣਾ Composing simple poems.

Resources  
British Council, Poetry workshop, KS3  
www.britishcouncil.org/iaonline

- ਤਸਵੀਰਾਂ ਦੇਖ ਕੇ ਕਹਾਣੀ ਬੁੱਝਣੀ Predicting content of story from illustrations or book cover.
- ਕਹਾਣੀ ਦੀ ਘਟਨਾ ਦਾ ਰੋਲਪਲੇ Role-playing episodes from the story.
- ਕਹਾਣੀ ਦੇ ਗਿਰਦਾਰ ਨਾਲ ਇੰਟਰਵਿਊ Interviewing a character from the story.
- ਜਮਾਤ ਸਾਹਮਣੇ ਖੜੇ ਹੋ ਕੇ ਦੋਸ਼ਣਾ Presenting a work to the class commenting on what you like/dislike about it and why.

# Level 8

## Themes, topics, texts

**ਇੰਗਲੈਂਡ / ਪੰਜਾਬ ਦੇ ਵਾਤਾਵਰਣ ਸਬੰਧੀ ਮੁੱਖ ਮੁਸ਼ਕਲਾਂ**  
**Major environmental problems in the UK/India and Pakistan**

**ਸਰਕਾਰ ਦੇ ਯਤਨ**  
**Government actions**

**ਲੋਕਾਂ ਦੇ ਨਿੱਜੀ ਯਤਨ**  
**Individual actions**

**Resources**  
[www.wwf.org.uk/core/wildlife/fs\\_0000000038.asp](http://www.wwf.org.uk/core/wildlife/fs_0000000038.asp)

## ਵਾਤਾਵਰਣ Environment

## Key structures and vocabulary

- ਇੰਗਲੈਂਡ / ਪੰਜਾਬ ਦੇ ਵਾਤਾਵਰਣ ਸਬੰਧੀ ਮੁੱਖ ਮੁਸ਼ਕਲਾਂ ਕੀ ਹਨ? ਮੇਰੇ ਖਿਆਲ ਨਾਲ/ ਮੈਨੂੰ ਲਗਦਾ ਹੈ ਕਿ / ਵੱਡੀ ਸਮੱਸਿਆ/ ਸਭ ਤੋਂ ਮਾੜੀ ਗੱਲ ਹੈ - ਗਲੋਬਲ ਵਾਰਮਿੰਗ ਤੇ ਗਰੀਨ ਹਾਊਸ ਪ੍ਰਭਾਵ
- ਜੰਗਲਾਂ ਦੀ ਕਟਾਈ
- ਪੇਟਰੋਲ ਦੇ ਟੈਕਸਾਂ ਦਾ ਡੂੰਘਾ
- ਪਾਣੀ/ਹਵਾ/ ਮਿੱਟੀ ਦਾ ਪ੍ਰਦੂਸ਼ਣ
- ਆਵਾਜਾਈ ਦੇ ਸਾਧਨਾਂ/ਫੈਕਟਰੀਆਂ ਦਾ ਪ੍ਰਦੂਸ਼ਣ
- ਤੇਜ਼ਾਬੀ ਮੀਂਹ
- ਨਿਊਕਲੀਅਰ ਕੂੜਾ
- ਸੈਰ-ਸਪਾਟੇ ਦਾ ਰੋਲਾ ਤੇ ਕੂੜਾ

--- ਵਾਤਾਵਰਣ ਖਰਾਬ ਕਰਦੇ ਹਨ। ਇਹ ਜ਼ਰੂਰੀ ਹੈ ਕਿ / ਮਹੱਤਵਪੂਰਨ ਹੈ ਕਿ ----  
 ਮੈਂ ਇਸ ਗੱਲ ਨਾਲ ਸਹਿਮਤ ਹਾਂ / ਦੇ ਵਿਰੁੱਧ ਹਾਂ ਕਿ  
 ਇਸ ਨਾਲ ਮਾੜਾ ਅਸਰ ਹੁੰਦਾ ਹੈ / ਹੋ ਸਕਦਾ ਹੈ / ਵਾਤਾਵਰਣ ਚੰਗਾ ਹੋ ਸਕਦਾ ਹੈ  
 ਦੇਸ਼ਾਂ ਦੀਆਂ ਸਰਕਾਰਾਂ ਨੂੰ ਕੀ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ / ਆਪਣੇ ਵਾਤਾਵਰਣ ਦੀ ਰਾਖੀ ਕਰਨ ਲਈ ਅਸੀਂ ਕੀ ਕਰ ਸਕਦੇ ਹਾਂ? ਸਰਕਾਰ ਇਹ ਕਰ ਸਕਦੀ ਹੈ / ਨੂੰ ਇਹ ਕਰਨਾ / ਜ਼ਰੂਰ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ।

- ਜੰਗਲਾਂ ਦੀ ਕਟਾਈ ਤੇ ਰੋਕ
- ਘੱਟ ਗਿਣਤੀ ਵਿੱਚ ਪਾਏ ਜਾਣ ਵਾਲੇ ਜਾਨਵਰਾਂ ਦੀ ਰਖਵਾਲੀ
- ਆਵਾਜਾਈ ਘਟਾਉਣ / ਫੈਕਟਰੀਆਂ ਦਾ ਪ੍ਰਦੂਸ਼ਣ ਘਟਾਉਣ ਵਾਸਤੇ ਕਦਮ
- ਗੀੜੇ ਮਾਰ ਦਵਾਈਆਂ ਦੀ ਵਰਤੋਂ ਘਟਾਉਣੀ
- ਸੜਕਾਂ ਬਣਾਉਣ ਤੋਂ ਰੋਕ
- ਆਉਣ ਜਾਣ ਵਾਸਤੇ ਪਬਲਿਕ ਟਰਾਂਸਪੋਰਟ ਦੀ ਵਰਤੋਂ
- ਕੂੜੇ ਦਾ ਪੁਨਰ-ਨਿਰਮਾਣ
- ਊਰਜਾ ਦੇ ਹੋਰ ਸਾਧਨਾਂ ਦਾ ਵਿਕਾਸ (ਸੂਰਜੀ ਗਰਮੀ/ਹਵਾ ਦੀ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ)

ਅਸੀਂ ਕਰ ਸਕਦੇ ਹਾਂ/ ਸਾਨੂੰ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ / ਜ਼ਰੂਰ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ:  
 ਰਹਿਣ-ਸਹਿਣ ਦਾ ਢੰਗ ਬਦਲਣਾ  
 ਗੱਦ ਪਾਉਣਾ ਘੱਟ ਕਰਨਾ  
 ਦੁਬਾਰਾ ਵਰਤੋਂ (ਕਾਗਜ਼, ਬੁਤਲਾਂ, ਡਬੋ ਤੇ ਪਲਾਸਟਿਕ)  
 ਬਿਜਲੀ /ਪਾਣੀ ਦੀ ਬੱਚਤ  
 ਆਉਣ ਜਾਣ ਵਾਸਤੇ ਕਾਰ ਦੀ ਥਾਂ ਪਬਲਿਕ ਟਰਾਂਸਪੋਰਟ ਦੀ ਵਰਤੋਂ

---ਵਿਰੁੱਧ ਅਵਾਜ਼ ਉਠਾਉਣੀ, ਜ਼ਿਆਦਾ ਉੱਚਗੋਲੀਕ ਖਾਣੇ ਵਰਤਣੇ  
**Grammar focus**  
 • Comparatives ਤੁਲਨਾਤਮਕ

## Oracy

- ਵਾਤਾਵਰਣ ਬਾਰੇ ਸੋਚ ਕੇ ਲਿਖਣਾ (ਮਕਤੀ-ਜਾਲ) Using spidergram (and with visual support), brainstorm ideas/information related to environment: to ensure maximum involvement and help trigger ideas, teacher can provide list of related terms/ideas which pupils working in pairs are asked to classify (e.g. positive/negative) and then add to. This can be followed by whole class feedback.
- ਡੀ ਵੀ ਡੀ, ਵੀਡੀਓ ਦੇਖਣਾ Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be an effective way to input ideas and familiarise pupils with relevant language. It is generally useful:
  - To introduce key theme(s) before viewing (appropriate visual(s) can assist here);
  - To present the programme in sections and possibly allow pupils to view more than once;
  - To give pupils an activity, e.g. true/false or table completion, to focus their attention while viewing.
- ਡਾਇਮੰਡ ਰੈਂਕਿੰਗ Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to protect the environment. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate. (p54)
- ਸਰੋਤਿਆਂ ਸਾਹਮਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਨੇ Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p50)
- ਸਰਵੇ ਕਰਨਾ Survey to find out who in group recycles what.
- ਇੰਟਰਵਿਊ interview: script and act out an interview.
- ਭਾਸ਼ਣ ਤਿਆਰ ਕਰਨਾ Preparing a one-minute speech.

## Literacy

- ਖੋਜ ਕਰਨ ਬਾਰੇ ਦੱਸਣਾ Guided research involving one or more of the following:
  - Identification of information: text marking.
  - Categorisation of information: table completion.
  - Reformulation of information (summarising/producing an illustrated fact sheet).
  - Presentation of information to an audience.
- ਪੋਸਟਰ ਬਣਾਉਣੇ Poster: ask pupils to select environmental issue they are concerned about and design a poster telling people about it. The poster should include a statement about why issue is important and what could be done. A slogan should also be included (Down with ...! Protect ...! Save ...!)
- ਤੁਲਨਾ ਕਰਨੀ Comparing: pupils compare environmental issues and steps taken to address them in their own local area/country with situation in India/Panjab. Where there is link with partner school, this can become a collaborative project with classes in each school providing key information about the situation in the local area/country. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.
- ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing activity: the life cycle of a Coke can/newspaper. Pupils working in pairs/groups decide on correct order for sentences cut up on card. Visual support in the form of a set of pictures may be provided.
- ਫ਼ਿਕਸ਼ਨ ਦੀ ਵਰਤੋਂ Dictionary activity to explore word relationships (noun, adjective, verb, adverb, synonyms, antonyms).

### Resources

ਪੰਜਾਬ ਵਿਕਾਸ ਦੇ ਰਾਹ ਤੇ: Ram Singh Dhese, Panjab Khamit de Fahh te (see Resource list).

# Level 8

## Themes, topics, texts

ਜਵਾਨ ਲੋਕ ਸਿਗਰਟਾਂ ਕਿਉਂ ਪੀਂਦੇ ਹਨ, ਡਰੱਗ ਦੀ ਵਰਤੋਂ ਕਿਉਂ ਕਰਦੇ ਹਨ ਤੇ ਸ਼ਰਾਬ ਕਿਉਂ ਪੀਂਦੇ ਹਨ

Reasons why young people smoke, take drugs, drink alcohol

ਇੰਗਲੈਂਡ ਵਿੱਚ ਹਾਲਾਤ ਨਾਲ ਤੁਲਨਾ

Comparing situation in UK with India/Pakistan

ਇਸ ਮਸਲੇ ਦਾ ਹੱਲ ਕਿਵੇਂ ਲੱਭਿਆ ਜਾਵੇ

How issue should be addressed

## Key structures and vocabulary

ਜਵਾਨ ਲੋਕ ਸਿਗਰਟਾਂ ਕਿਉਂ ਪੀਂਦੇ ਹਨ, ਡਰੱਗ ਦੀ ਵਰਤੋਂ ਕਿਉਂ ਕਰਦੇ ਹਨ ਤੇ ਸ਼ਰਾਬ ਕਿਉਂ ਪੀਂਦੇ ਹਨ? (ਇੰਗਲੈਂਡ/ਸ਼ਰਾਬ ਵਿੱਚ)

- ਉਨ੍ਹਾਂ ਦੇ ਮਿਤਰ ਪੀਂਦੇ/ਖਾਂਦੇ/ਵਰਤੋਂ ਕਰਦੇ ਹਨ
- ਲੋਕਾਂ ਨਾਲ ਮਿਲਦੇ-ਵਰਤਦੇ ਹੋਣ ਕਰਕੇ
- ਰਿਲੀਜ਼ ਹੋਣ ਵਾਸਤੇ
- ਇਹ ਮਹਿਸੂਸ ਕਰਾਉਂਦੀ ਹੈ ਕਿ ਤੁਸੀਂ ਵੱਡੇ ਹੋ ਗਏ ਹੋ

ਤੁਸੀਂ ਕਿਉਂ ਨਹੀਂ ਸਿਗਰਟ ਪੀਂਦੇ/ਡਰੱਗ ਦੀ ਵਰਤੋਂ ਕਰਦੇ /ਸ਼ਰਾਬ ਪੀਂਦੇ?

- ਖਰਚ ਬਹੁਤ ਹੁੰਦਾ ਹੈ
- ਇਹ ਸਿਹਤ ਵਾਸਤੇ ਮਾੜੇ ਹਨ
- ਇਸ ਨਾਲ ਕੈਂਸਰ/ਦਿਲ ਦੀਆਂ ਬਿਮਾਰੀਆਂ ਹੁੰਦੀਆਂ ਹਨ
- ਛੇਤੀ ਹੀ ਲੋਕ ਇਸ ਤੋਂ ਨਿਰਭਰ ਕਰਨ ਲੱਗ ਪੈਂਦੇ ਹਨ
- ਇਸ ਨਾਲ ਤੁਸੀਂ ਪਾਗਲ/ਮਿਯੋਕ ਬਣ ਸਕਦੇ ਹੋ
- ਇਸ ਨਾਲ ਲੋਕ ਜੁਰਮ ਕਰਨ ਲੱਗ ਜਾਂਦੇ ਹਨ

ਤੁਸੀਂ ਕੀ ਸੋਚਦੇ ਹੋ ਕਿ ਕਿਸ ਉਮਰ ਵਿੱਚ ਸਿਗਰਟ/ਸ਼ਰਾਬ ਪੀਣ ਦੀ ਤੇ ਡਰੱਗ ਲੈਣ ਦੀ ਆਗਿਆ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ ?

- ਕਿਸੇ ਵੀ ਉਮਰ ਦੇ/16/18 ਸਾਲ ਦੇ ਲੋਕਾਂ ਲਈ ਇਸ ਤੇ ਪਾਬੰਦੀ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ ।

ਸਰਕਾਰ ਨੂੰ ਕੀ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ/ ਸਕੂਲਾਂ ਵਿੱਚ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਰੋਕਣ ਵਾਸਤੇ ਕੀ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ/ਤੁਹਾ ਕਿ ਉਹ ਸਿਗਰਟਾਂ/ਸ਼ਰਾਬ ਨਾ ਪੀਣ ਤੇ ਡਰੱਗ ਨਾ ਖਾਣ ?

- ਜਵਾਨ ਲੋਕਾਂ ਨੂੰ ਹੋਰ ਜਾਣਕਾਰੀ ਦੇਣੀ ਚਾਹੀਦੀ ਹੈ ਕਿ ਸਿਗਰਟਾਂ/ਸ਼ਰਾਬ ਪੀਣ ਤੇ ਡਰੱਗ ਲੈਣ ਨਾਲ ਤੁਹਾਡੀ ਸਿਹਤ ਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਨੁਕਸਾਨ ਪਹੁੰਚ ਸਕਦਾ ਹੈ ।
- ਆਮ/ਸਾਂਝੀਆਂ ਥਾਂਵਾਂ ਤੇ ਸਿਗਰਟ ਪੀਣ ਦੀ ਮਨਾਹੀ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ ।
- ਦੁਕਾਨਾਂ ਤੇ 18 ਸਾਲ ਤੋਂ ਘੱਟ ਉਮਰ ਦੇ ਬੱਚਿਆਂ ਨੂੰ ਸਿਗਰਟਾਂ/ਸ਼ਰਾਬ ਨਹੀਂ ਵੇਚਣੀ ਚਾਹੀਦੀ।
- ਜਿਹੜੇ ਡਰੱਗ ਵੇਚਦੇ ਹਨ ,ਫੜੇ ਜਾਣ ਤੇ ਉਨ੍ਹਾਂ ਨੂੰ ਸਖਤ ਸਜ਼ਾ ਮਿਲਣੀ ਚਾਹੀਦੀ ਹੈ ।
- ਸਿਗਰਟਾਂ ਤੇ ਸ਼ਰਾਬ ਦੀ ਮਸ਼ਹੂਰੀ ਕਰਨ ਨੂੰ ਰੋਕਣਾ ਚਾਹੀਦਾ ਹੈ ।
- ਡਾਂਗ (ਕੈਨਬਿਸ) ਪੀਣਾ ਕਾਨੂੰਨੀ ਤੌਰ ਤੇ ਜਾਇਜ਼ ਕਰਾਰ ਦੇਣਾ ਚਾਹੀਦਾ ਹੈ।

### Grammar focus

- ਵਿਆਕਰਣ: ਵਿਚਾਰ-ਵਾਦਕਾ ਕਰਨ ਵਾਲੀ ਖੋਲੀ
- ਇੱਕ ਪਾਸੇ--- ਦੂਜੇ ਪਾਸੇ
- ਸਭ ਤੋਂ ਪਹਿਲਾਂ --- ਫਿਰ --- ਤੇ ਅਖੀਰ ਵਿੱਚ
- ਭਾਵੇਂ ---/---ਫਿਰ ਵੀ ।
- ਇਸ ਵਿੱਚ ਕੋਈ ਸੰਕ ਨਹੀਂ ਕਿ ---/ ਸਾਨੂੰ ਇਹ ਨਹੀਂ ਭੁੱਲਣਾ ਚਾਹੀਦਾ ਕਿ ---
- ਮੇਰੇ ਵਿਚਾਰ ਅਨੁਸਾਰ/ਨਾਲ --- ਮੇਰੇ ਤਮਾਸ਼ੇ ਨਾਲ
- ਇਹ ਸਾਰਾ ਭੁੱਤ --- ਤੇ ਹੀ ਨਿਰਭਰ ਕਰਦਾ ਹੈ ---

## Literacy

- ਕਿਸੇ ਕਹਾਣੀ ਤੇ ਆਧਾਰਿਤ ਕੰਮ Work on this topic could be based around a related short story.
- ਪੋਸਟਰਾਂ ਦੀ ਵਰਤੋਂ Poster: ask pupils to select an issue they are concerned about and design a poster telling people about it. The poster should include statement about why issue is important and what could be done about it. A slogan should also be included (Down with ...! Protect ...! Save ...!).
- ਤੁਲਨਾ ਕਰਨੀ Comparing: pupils compare drug dependency issues and steps taken to address them in their own local area/country with situation in India/Panjab. Where there is link with partner school, this can become a collaborative project with classes in each school providing key information about the situation in the local area/country. Outcomes of the project could be presented in the form of a newspaper/magazine or on the school website.
- ਰਸਾਲੇ ਵਾਸਤੇ ਚਿੱਠੀ ਲਿਖਣਾ Writing a letter to a magazine responding to an article (drafting and redrafting on word processor).
- ਸਲਾਹ ---ਸਲਾਹਾ Writing an advice sheet for younger pupils about dangers.
- ਚਿੱਠੀ ਦਾ ਜਵਾਬ Responding to letter on problem page of a teenage magazine.
- ਵਾਰਤਾ ਦੁਬਾਰਾ ਲਿਖਣਾ Rewriting a text in a different person (third instead of first person) or tense (past instead of present) by modifying original on word processor.
- ਕਿਸੇ ਹੋਰ ਦੇ ਵਿਚਾਰ ਲਿਖਣੇ Rewriting a text from the standpoint of one of the characters/people referred to. (See Reading and Writing strategies including strategies for checking written work, pp26--7)

## Oracy

- ਪਾਸ ਸ਼ਬਦ/ਵਾਕ ਅੰਸ਼ ਸੁਣਨੇ Listening for specific words/phrases: pupils are given copy of tapescript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- ਡੀ ਵੀ ਡੀ/ਵੀਡੀਓ ਦੇਖਣਾ Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language.
- ਬਿਆਨਬਾਜ਼ੀ ਕਰਨਾ Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.
- ਤਸਵੀਰ ਤੇ ਆਧਾਰਿਤ ਸਵਾਲ Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc, to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- ਡਾਇਮੰਡ ਰੈਂਕਿੰਗ Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to discourage drug dependency. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate.
- ਤਾਸ਼ਾ ਤਿਆਰ ਕਰਨਾ Preparing a one-minute speech.
- ਸਪੋਟਲਾਈਟ Spotlight activity. (See p52)
- ਸਰਵੇ ਕਰਨਾ Survey: pupils interview classmates (See Listening and Speaking strategies, p26)

# Level 8

## Themes, topics, texts

ਘਰ ਵਿੱਚ ਤੇ ਕੰਮ ਤੇ ਬਰਾਬਰੀ  
Equality in the home and at work

ਸਭਿਆਚਾਰਕ ਫਰਕ  
Cultural differences

ਹੁਣ ਤੇ ਪਹਿਲਾਂ ਬਰਾਬਰੀ  
Equality in the past and present

## Key structures and vocabulary

ਕੀ (ਪੰਜਾਬ/ਇੰਗਲੈਂਡ) ਵਿੱਚ ਪੁਰਸ਼/ਇਸਤਰੀਆਂ ਨੂੰ ਬਰਾਬਰੀ ਮਿਲਦੀ ਹੈ ?

- ਕਾਲਨ ਬਲਨ ਤੇ ਪਹਿਲਾਂ?
- ਪਹਿਲਾਂ ਵਿੱਚ?
- ਨੌਕਰੀ ਮਿਲਣ ਵਿੱਚ?

ਕਿਹੜੇ ਕਿਹੜੇ ਪੱਖ ਤੋਂ ਪੁਰਸ਼/ਇਸਤਰੀ, ਮੁੰਡੇ/ਕੁੜੀਆਂ ਨਾਲ ਵੱਖ ਤਰ੍ਹਾਂ ਦਾ ਸਲੂਕ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ? (ਵੱਖ ਵੱਖ ਸਭਿਆਚਾਰਾਂ ਵਿੱਚ)

ਮੰਡੀਆ ਵਿੱਚ ਔਰਤਾਂ/ਮੁੰਡੇ/ਕੁੜੀਆਂ ਨੂੰ ਕਿਸ ਤਰ੍ਹਾਂ ਪੇਸ਼ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ? (ਆਮ ਪੰਜਾਬੀ ਲੋਕਾਂ ਵਿੱਚ / ਪੂਰਬੀ ਤੇ ਪੱਛਮੀ ਦੇਸ਼ਾਂ ਵਿੱਚ)

ਤੁਹਾਡਾ ਇਸ ਬਾਰੇ ਕੀ ਵਿਚਾਰ ਹੈ ?

ਮੇਰੇ ਵਿਚਾਰ ਨਾਲ/ਅਨੁਸਾਰ, ਮੇਰਾ ਵਿਚਾਰ ਹੈ ਕਿ / ਇਹ ਆਮ ਗੱਲ ਹੈ ਕਿ --/ ਮੈਨੂੰ ਲਗਦਾ ਹੈ ਕਿ ----

ਮੈਂ ਸਹਿਮਤ ਹਾਂ/ਮੈਂ ਇਸ ਗੱਲ ਨਾਲ ਸਹਿਮਤ ਨਹੀਂ ਹਾਂ।

ਇਹ ਠੀਕ ਹੈ/ ਇਹ ਠੀਕ ਨਹੀਂ ਹੈ ਕਿ ਔਰਤ ਨੂੰ---

- ਆਦਮੀ ਦੇ ਬਰਾਬਰ ਅਧਿਕਾਰ ਨਹੀਂ ਹਨ।
- ਸਿੱਖਿਆ ਦੇ ਬੇਤਰ ਵਿੱਚ ਆਦਮੀ ਦੇ ਬਰਾਬਰ ਮੌਕੇ ਨਹੀਂ ਮਿਲਦੇ।
- ਨੌਕਰੀ ਵਿੱਚ ਆਦਮੀ ਦੇ ਬਰਾਬਰ ਤਰੱਕੀ ਨਹੀਂ ਮਿਲਦੀ।
- ਘੱਟ ਪੇਸ਼ ਮਿਲਦੇ ਹਨ।
- ਔਰਤ ਤੋਂ ਉਮੀਦ ਕੀਤੀ ਜਾਂਦੀ ਹੈ ਕਿ ਉਹ ਘਰ ਦਾ ਕੰਮ ਕਰੇ।

ਬੱਚੇ ਪਾਲੇ

ਔਰਤ ਨੂੰ ਅਧਿਕਾਰ ਹੋਣਾ ਚਾਹੀਦਾ ਹੈ ਕਿ ਉਹ ਇਹ ਚੋਣ ਕਰ ਸਕੇ ਕਿ:

- ਉਸ ਨੇ ਕਿਸ ਨਾਲ ਵਿਆਹ ਕਰਨਾ ਹੈ।
- ਬੱਚੇ ਕਦੋਂ ਪੈਦਾ ਕਰਨੇ ਹਨ।
- ਨੌਕਰੀ ਕਰਨੀ ਹੈ ਜਾਂ ਨਹੀਂ।

ਕੀ ਔਰਤ ਨੂੰ ਘਰ ਵਿੱਚ ਬਰਾਬਰ ਸਮਝਿਆ ਜਾਂਦਾ ਹੈ ?

ਕੀ ਉਹ ਸੌਂਦਰ ਚਾਹੇ ਬਹਾਰ ਜਾ ਸਕਦੀ ਹੈ ?

ਘਰ ਦਾ ਕੰਮ ਕੌਣ ਕਰਦਾ ਹੈ ?

ਕੀ ਤੁਹਾਨੂੰ ਆਪਣੇ ਭਰਾ/ਭੈਣ ਨਾਲੋਂ ਜਿਆਦਾ ਆਜ਼ਾਦੀ ਮਿਲਦੀ ਹੈ?

ਪਿਛਲੇ ਸੌ ਸਾਲਾਂ ਵਿੱਚ ਔਰਤ ਦੀ ਸਥਿਤੀ (ਪੰਜਾਬ/ਇੰਗਲੈਂਡ) ਵਿੱਚ ਕੀ ਤਬਦੀਲੀ ਆਈ ਹੈ ? (ਇੱਕ ਚਾਦਰ ਅੱਧੋਚਾਦੀ, ਪਿੰਜਰ)

ਸੌ ਸਾਲ ਪਹਿਲਾਂ/ਪੰਜ ਸਾਲ ਪਹਿਲਾਂ ਔਰਤ:

- ਵੋਟ ਨਹੀਂ ਜੀ ਪਾ ਸਕਦੀ
- ਉਚੇਰੀ ਸਿੱਖਿਆ ਪ੍ਰਾਪਤ ਕਰਨ ਦੇ ਬਹੁਤ ਹੀ ਘੱਟ ਮੌਕੇ ਸਨ
- ਨੌਕਰੀ ਕਰਨ ਦੇ ਬਹੁਤ ਘੱਟ/ਮੌਕੇ ਬਿਲਕੁਲ ਨਹੀਂ ਸਨ।

ਵਿਚਾਰ-ਵਟਾਂਦਰਾ ਕਰਨ ਲਈ ਬੋਲੋ

## Literacy

- ਖੋਜ ਕਰਨ ਬਾਰੇ ਦੱਸੋ: Guided research involving one or more of the following:
  - ਜਾਣਕਾਰੀ ਲੱਭਣੀ Identification of information: text marking.
  - ਜਾਣਕਾਰੀ ਵੱਖ ਵੱਖ ਕਰਨੀ Categorisation of information: table completion.
  - ਜਾਣਕਾਰੀ ਦੀ ਵਰਤੋਂ ਕਰਨੀ Reformulation of information: summarising/producing an illustrated fact sheet.

- ਸਰੋਤਿਆਂ ਸਾਹਮਣੇ ਜਾਣਕਾਰੀ ਪੇਸ਼ ਕਰਨੀ Presentation of information to an audience.
- ਸਿੱਠੀ ਦਾ ਜਵਾਬ ਲਿਖਣਾ Responding to letter on problem page of a teenage magazine.
- ਹੋਰ ਪੁਰਖ ਵਿੱਚ ਵਾਰਤਾ ਲਿਖਣੀ Rewriting a text in a different person (third instead of first person) or tense (past instead of present) by modifying original on word processor.

- ਹੋਰ ਪੱਖ ਤੋਂ ਵਾਰਤਾ ਲਿਖਣੀ Rewriting a text from the standpoint of one of the characters/people referred to.
- ਤੁਲਨਾ ਕਰਨੀ Comparing: pupils compare gender issues and steps taken to address them in their own local area/country with situation in target country.

- ਪਾਵਰ ਪ੍ਰੀਜੈਂਟ ਦੀ ਵਰਤੋਂ ਕਰਨੀ Creating PowerPoint presentation/magazine: after initial whole class brainstorm, pupils work in groups to plan, research (on Internet) and then draft and redraft (on word processor) pages/ screens combining text with images, sound effects, etc.

### Resources

[www.languages-ict.org.uk](http://www.languages-ict.org.uk)  
J.S. Nagra, AS Level Panjabi  
See Reading and Writing strategies including strategies for checking written work pp26-7.

## Oracy

- ਖਾਸ ਸ਼ਬਦ/ਵਾਰ ਅੰਸ ਸੁਣਨੇ Listening for specific words/phrases: pupils are given copy of transcript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.

- ਕੀ ਵੀ ਵੀ ਵੀਕੀਓ ਦੇਖਣਾ Viewing video/DVD recordings (clips or whole programmes, drama or documentary) can be effective way to input ideas and familiarise pupils with relevant language.

- ਅੰਤਰਰਾਸ਼ਟਰੀ ਇਸਤਰੀ ਦਿਵਸ ਮਨਾਉਣਾ Organising and presenting an International Women's Day (8th March) event. Useful ideas and information for teachers can be found at the Birmingham Grid for Learning and Teachernet websites. (See *Resources and further reading* pxxx)

- ਵਿਆਖਿਆ ਕਰਨਾ Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.

- ਸਰੋਤਿਆਂ ਸਾਹਮਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਨੇ Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p50)

- ਸ਼ਬਦਗੀ ਪੀਘ /ਸਾਂਚਰਾ ਦੀ ਟੋਲੀ Rainbow/export groups: class divided into groups. Each pupil in a group is given a number, or a colour. Each group works on a different aspect of a topic. Then new groups are formed by asking pupils with same number or colour to work together. Each member then informs others about what they have learnt and answers any questions.

### Resources

Bunbury, 2001 and Brocklesbury and Chaudhuri, 1998.  
See also Listening and Speaking strategies p25

# Level 8

## Themes, topics, texts

ਜਨਮ  
Birth  
ਵਿਆਹ  
Marriage  
ਮੌਤ  
Death  
ਇੰਗਲੈਂਡ ਤੇ ਪੰਜਾਬ ਬਾਰੇ ਤੁਲਨਾ  
Comparison between  
Panjab and UK

ਜਿੰਦਗੀ ਦੇ ਮੀਲ-ਪੱਥਰ : ਜਨਮ, ਵਿਆਹ, ਮੌਤ  
Milestones of life: Birth, marriage, death

## Key structures and vocabulary

ਬੱਚੇ ਦਾ ਜਨਮ ਕਿਸ ਤਰ੍ਹਾਂ ਮਨਾਇਆ ਜਾਂਦਾ ਹੈ ?  
ਨਾਂ ਕਿਸ ਤਰ੍ਹਾਂ ਰੱਖਿਆ ਜਾਂਦਾ ਹੈ ?  
ਵੱਖ ਵੱਖ ਨਾਵਾਂ ਦੀ ਕੀ ਮਹੱਤਤਾ ਹੈ ? (ਤੁਹਾਡਾ ਨਾਂ, ਤੁਹਾਡੇ ਪਰਿਵਾਰ ਦੇ ਮੈਂਬਰਾਂ ਦੇ ਨਾਂ, ਤੁਹਾਡੇ ਦੋਸਤਾਂ/ਸਹੇਲੀਆਂ ਦੇ ਨਾਂ, ਮਸ਼ਹੂਰ ਲੋਕਾਂ ਦੇ ਨਾਂ)  
ਕੀ ਤੁਸੀਂ ਵਿਆਹ ਕਰਵਾਉਣਾ ਚਾਹੁੰਦੇ ਹੋ ?  
ਵਿਆਹ ਕਰਵਾਉਣ ਸਬੰਧੀ ਚੰਗੇ ਤੇ ਮਾੜੇ ਗੁਣ ਕੀ ਹਨ ?  
ਕੀ ਤੁਸੀਂ ਅਰੋਜਣ ਮੌਰਿਸ ਵਿੱਚ ਵਿਸ਼ਵਾਸ ਰੱਖਦੇ ਹੋ ?  
ਕੀ ਤੁਹਾਨੂੰ ਉਸੇ ਧਰਮ ਦੇ ਮੰਡੇ/ਕੁੜੀ ਨਾਲ ਹੀ ਵਿਆਹ ਕਰਵਾਉਣਾ ਚਾਹੀਦਾ ਹੈ ?  
ਕੀ ਤੁਲਕ ਕਦੇ ਵੀ ਸਵੀਕਾਰ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ ?  
ਵਿਆਹ ਦੀ ਰਸਮ ਵੇਲੇ ਕੀ ਹੁੰਦਾ ਹੈ ?  
ਲੋਕ ਕੀ ਕਰਦੇ/ਕਹਿੰਦੇ/ਪਹਿਨਦੇ/ਖਾਂਦੇ/ਪੀਂਦੇ ਹਨ ?  
ਕੀ ਪਿਛਲੇ ਸੌ ਸਾਲਾਂ ਦੌਰਾਨ ਰਸਮ ਰਿਵਾਜ ਬਦਲ ਗਏ ਹਨ ?  
ਜਦੋਂ ਕੋਈ ਮਰ ਜਾਂਦਾ ਹੈ ਤਾਂ ਕੀ ਹੁੰਦਾ ਹੈ ?  
ਅੰਤਿਮ ਸੰਸਕਾਰ ਸਮੇਂ ਕੀ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ?  
ਸੁਰਗਵਾਸ ਹੋਏ ਇਨਸਾਨ ਨੂੰ ਹੋਇਆ/ਯਾਦ ਕਿਵੇਂ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ?

## Oracy

- ਸੋਚਣਾ Brainstorming what pupils know about customs in UK and Panjab; a Venn diagram could be used to build up picture of what is different and what two cultures have in common.
- ਲੰਬੀ ਵਾਰਤਾ ਸੁਣਨੀ Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
- ਬਿਆਨਬਾਜ਼ੀ ਕਰਨਾ Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.
- ਤਸਵੀਰ ਤੋਂ ਆਧਾਰਿਤ ਸਵਾਲ Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc. to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- ਡਾਇਮੰਡ ਰੈਂਕਿੰਗ Diamond ranking: pupils working in groups are given a set of nine girls'/boys' names with information about the origin of the names. They have to negotiate order of preference. Decisions are then fed back to whole class with justifications. (See p54)
- ਸਰੋਤਿਆਂ ਸਾਹਮਣੇ ਵਿਚਾਰ ਰੱਖਣੇ Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p50).
- ਮਲਟੀਮੀਡੀਆ ਪ੍ਰੈਜੇਂਟੇਸ਼ਨ A multimedia presentation: sketch, e.g. scene from soap opera, interview, school news broadcast, fashion show, weather forecast, etc. Pupils storyboard and then make their own digital video. (See Listening and Speaking strategies p26)
- ਸਪੋਟਲਾਈਟ Spotlight activity. (See p52)

## Literacy

- ਚਾਰਟ ਤਿਆਰ ਕਰਨਾ Completing KWL chart: under K pupils note what they know about a topic, under W what they want to know and under L what they have learnt. Useful in helping pupils identify prior knowledge and experience as bridge to a new topic or concept.
  - ਪੜ੍ਹਨਾ ਤੇ ਲਿਖਣਾ Using active reading and writing strategies to draw information from texts (including Internet material) and then to generate own creative works.
  - ਟੌਪਿਕ ਤੇ ਕੰਮ Work on this topic could be based around a related short story, poems and songs.
- Resources**  
British Council, Using songs: activities for all levels  
[www.britishcouncil.org/ifaonline](http://www.britishcouncil.org/ifaonline)
- ਰਾਜਮ-ਰਿਵਾਜਾਂ ਦੀ ਤੁਲਨਾ Comparing traditions in UK with those in Panjab based on (Internet) research. Then creating poster/display.
  - ਕਿਸੇ ਹੋਰ ਦੇ ਵਿਚਾਰ ਅਨੁਸਾਰ ਵਾਰਤਾ Rewriting a text from the standpoint of one of the characters/people referred to.
  - ਹੋਰ ਪੁਰਖ ਵਿੱਚ ਵਾਰਤਾ ਲਿਖਣਾ Rewriting a text in a different person (third instead of first person) or tense (past instead of present.) by modifying original on word processor.
  - ਕਵਿਤਾਵਾਂ ਪੜ੍ਹਨਾ Read poetry inspired by birth, marriage, death and then write own poem.
  - ਪੋਸਟਰ ਬਣਾਉਣੇ Create a poster describing the wedding or funeral of a famous person.
  - ਮੌਰਿਸ-ਥਿਉਰੋ ਕੀ ਵੀ ਕੀ Marriage Bureau DVD extract by Bhagwant Mann. (See Reading and Writing strategies including strategies for checking written work pp26-7)

## Level 8

Themes, topics, texts	Key structures and vocabulary	Oracy	Literacy
<p>ਰਾਜਨੀਤੀ <b>Politics</b></p> <p>ਵਿਗਿਆਨ, ਵਾਤਾਵਰਣ <b>Science, environment</b></p> <p>ਸਮਾਜਕ ਮਸਲੇ <b>Social issues</b></p> <p>ਸਿਹਤ ਤੇ ਤੰਦਰੁਸਤੀ <b>Health and fitness</b></p> <p>ਫਿਲਮਾਂ, ਟੈਲੀਵਿਜ਼ਨ, ਸੰਗੀਤ, <b>Film, television, music</b></p> <p>ਖੇਡਾਂ <b>Sports</b></p> <p>ਮੌਸਮ <b>Weather</b></p> <p>Topical items selected as appropriate</p>	<p>ਕੀ ਵਾਪਰਿਆ ਹੈ? ਕੀ ਹੋਇਆ ਹੈ? ਇਸ ਵਿੱਚ ਕੌਣ ਸ਼ਾਮਿਲ ਸੀ? ਕੀ ਤੁਸੀਂ ਉਸ ਵਿਅਕਤੀ ਬਾਰੇ ਦੱਸ ਸਕਦੇ ਹੋ? ਕੀ ਤੁਸੀਂ ਉਸ ਘਟਨਾ/ਸੀਨ ਬਾਰੇ ਦੱਸ ਸਕਦੇ ਹੋ? ਕਦੇ? ਕਿਉਂ? ਇਸ ਦੇ ਕਾਰਨ ਕੀ ਹਨ? ਇਸ ਵਾਸਤੇ ਕੌਣ ਜ਼ਿੰਮੇਵਾਰ ਹੈ? ਇਸ ਦੇ ਸਿੱਟੇ ਵਜੋਂ ਕੀ ਹੋਇਆ / ਕੀ ਹੋ ਸਕਦਾ ਹੈ?</p>	<ul style="list-style-type: none"> <li>• ਖਾਸ ਸ਼ਬਦ ਤੇ ਵਾਰ ਮੰਜ਼ ਸੁਣਨੇ Listening for specific words/phrases: pupils are given copy of transcript with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.</li> <li>• ਲੰਮੀ ਵਾਰਤਾ ਸੁਣਨੀ Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.</li> <li>• ਅਨੁਵਾਦ ਕਰਨਾ Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.</li> <li>• ਟੋਪਾ ਜਾਂ ਵੀਡੀਓ ਵਰਤਣੀਆਂ Listening to/viewing audio or video clips (including from UK based radio and TV stations and the Internet) for key information which is entered into table. It is also possible for teacher to record simplified news broadcast.</li> <li>• ਆਪਣਾ ਬੁਲੇਟਿਨ ਪੇਸ਼ ਕਰਨਾ Writing, rehearsing and performing own news bulletin: this could be videoed and shown to younger class at the school. Or there could be exchange of video with partner school.</li> </ul>	<ul style="list-style-type: none"> <li>• ਚੋਣਵੀਆਂ ਕਹਾਣੀਆਂ ਤੇ ਲੇਖ ਪੜ੍ਹਨੇ Reading selected articles, etc. from newspapers or websites (including those which are UK based). Identifying key information, then moving on to more challenging tasks, e.g. writing summary in own words, writing an email in response, making up set of questions based on text for other pupils to answer. Active reading and writing strategies, such as text marking, matching headings to paragraphs and sequencing should be used to help pupils access text. identify key ideas and develop awareness of how texts are organised. When selecting texts teachers should also be alert to opportunities for focussing on particular areas of grammar or vocabulary. Possible activities here would include text marking, categorising and table completion.</li> <li>• ਹੋਰ ਪੁਸਤਕ ਵਿੱਚ ਲਿਖਣਾ Rewriting a text in a different person (third instead of first person) or tense (past instead of present).</li> <li>• ਖਬਰਾਂ ਤਿਆਰ ਕਰਨਾ Creating news/sheet.</li> <li>• ਇਬਾਰਤ ਲਿਖਣਾ Dictation (running). (See p50)</li> </ul>
<p>ਨਿੱਕੀਆਂ ਕਹਾਣੀਆਂ, ਕਵਿਤਾਵਾਂ, ਗੀਤ, ਨਾਟਕ <b>Short stories, poems, songs, plays</b></p> <p><i>Resources</i> Harish Malhotra, 'ਵੱਖਰੀ ਨਸਲ' Veena Verma, 'ਮੁੱਠਾ ਦੀ ਤੀਵੀਂ', ਸ਼ਮਸ਼ ਖਾਲਵਾ, 'ਸ਼ਰਨ'</p>	<p>'ਸ਼ਰਨ' by S. S. Kaira: a number of stories portray the traditions, changes in traditions and how marriages are arranged in the Panjabi community based in the UK. e.g story <i>Sharan</i> focuses on:</p> <ul style="list-style-type: none"> <li>• Family life, life-style, hard work, long hours.</li> <li>• Expectations on pupils and different treatment of boys and girls.</li> <li>• Sharan going out with a boy from different culture and abuse from her boyfriend.</li> <li>• Role of Gurdwara.</li> <li>• Immigration issues etc.</li> </ul>	<ul style="list-style-type: none"> <li>• ਜਮਾਤ ਵਿੱਚ ਕਹਾਣੀਆਂ ਪੜ੍ਹਨਾ Read short story with the class: whilst reading ask students to identify and discuss plot, setting, character, conflict, motive, symbolism, etc. Introduce vocabulary and critical reading skills i.e. skimming, scanning and identifying viewpoint. Having worked on text with class ask students to select another short story to read independently. They can identify elements and ideas and prepare brief book reports to share with classmates. If poetry is chosen, then the focus can be on elements such as symbolism, figures of speech, rhythmic patterns and imagery. Ideally select texts related to topics covered at this level.</li> </ul>	<ul style="list-style-type: none"> <li>• ਨਿਸ਼ਾਨ ਲਗਾਉਣੇ Making a labelled plan or diagram of the setting of part of the story.</li> <li>• ਡਾਇਰੀ ਲਿਖਣਾ Writing an interior monologue or diary page of one of the characters.</li> <li>• ਸਾਰ ਲਿਖਣਾ Writing a summary.</li> <li>• ਰੀਵਿਊ ਲਿਖਣਾ Writing a review.</li> <li>• ਹੋਰ ਕਾਲ ਵਿੱਚ ਲਿਖਣਾ Rewriting in a different tense.</li> <li>• ਕਵਿਤਾ ਲਿਖਣਾ Composing simple poems.</li> </ul> <p><i>Resources</i> British Council, Poetry workshop: KS3. <a href="http://www.britishcouncil.org/itasonline">www.britishcouncil.org/itasonline</a></p>
<p>ਸਿੱਖਿਆਰਥੀਆਂ ਦੀ ਸਿਰਜਣਾ <b>Creativity</b></p>			

# Level 9

## Themes, topics, texts

**ਜੁਰਮ ਬਾਰੇ ਦੱਸਣਾ**  
Describing crimes

**ਘਟਨਾਵਾਂ ਦਾ ਕ੍ਰਮ**  
Sequence of events

**ਮੰਤਵ**  
Motives

**ਪੁਲਿਸ ਦੀ ਪੁੱਛਗਿੱਛ**  
Police investigations

**ਸਜ਼ਾ**  
Punishments

ਸਮਾਜਿਕ ਮੁੱਦਾ : ਕਾਨੂੰਨ ਅਤੇ ਖੋਲ੍ਹਣਾ  
Social issue: Law and order

## Key structures and vocabulary

ਕੀ ਹੋਇਆ ?  
ਇੱਥੇ ਕਿਸੇ ਨੇ ਘਰ ਦਾ ਦਰਵਾਜ਼ਾ / ਬਾਗੀ ਤੋੜੀ / ਚੋਰੀ ਕੀਤੀ / ਬੰਬ ਧਮਾਕਾ ਕੀਤਾ / ਕਿਸੇ ਨੂੰ ਕੁਟਿਆ / ਚਾਕੂ ਮਾਰਿਆ / ਗੋਲੀ ਚਲਾਈ / ਕਤਲ ਕੀਤਾ / ਮਾਰ ਦਿੱਤਾ / ਆੱਤਵਾਦੀਆਂ ਨੇ ਹਮਲਾ ਕੀਤਾ ਹੈ।  
ਇਹ ਕੌਣ ਹੋਇਆ ?  
ਕੀ ਕਿਸੇ ਦੇ ਕੋਈ ਸੱਟ ਚੋਟ ਵੀ ਲੱਗੀ ਹੈ ?  
ਹਾਂ ਜੀ, ਉਸ ਨੂੰ ਕੁੱਟਿਆ ਹੈ / ਦੇ ਘਰ ਚੋਰੀ ਹੋਈ ਹੈ / ਤੇ ਹਮਲਾ ਹੋਇਆ ਹੈ / ਨੂੰ ਜ਼ਹਿਰ ਦੇ ਦਿੱਤਾ ਹੈ / ਦੇ ਚਾਕੂ ਮਾਰਿਆ ਹੈ / ਨੂੰ ਗੋਲੀ ਲੱਗੀ ਹੈ / ਨੂੰ ਮਾਰ ਦਿੱਤਾ ਗਿਆ ਹੈ / ਉਹ ਮਾਰ ਗਿਆ ਹੈ।  
ਕੀ ਕੋਈ ਚੀਜ਼ ਚੋਰੀ ਹੋਈ ਹੈ ? ਕੀ ?  
ਹਾਂ ਜੀ, ਇੱਕ ਮੋਬਾਇਲ ਫੋਨ, ਬੂਟਾ, ਪਰਸ, ਝੋਲਾ, ਘੜੀ, ਗਹਿਣੇ, ਸਾਈਕਲ, ਕਾਰ ---  
ਲਾਸ ਕਿੱਥੋਂ ਮਿਲੀ ? ਕੀ ਕੋਈ ਗਵਾਹ ਵੀ ਮਿਲਿਆ ਹੈ ?  
ਕੀ ਤਸੀਂ ਕੁਝ ਦੱਖਿਆ ?  
ਹਾਂ ਜੀ, ਮੈਂ ਚੋਰ ਦੋਖਿਆ ਸੀ / ਹਮਲਾ ਕਰਨ ਵਾਲੇ ਨੂੰ ਧਮਕੀ ਦਿੰਦੇ ਦੋਖਿਆ ਸੀ / ਦੌੜਦੇ ਹੋਏ / ਬਚ ਕੇ ਜਾਂਦੇ ਹੋਏ ਦੋਖਿਆ ਸੀ।  
ਉਹ ਬਚ ਕੇ ਕਿਸ ਤਰ੍ਹਾਂ ਚਲਿਆ ਗਿਆ / ਚਲੇ ਗਏ ?  
ਉਸ ਦੀ ਉਮਰ ਕਿੰਨੀ ਭ੍ਰਮੀ ? - ਉਹ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਲਗਦੇ ਸੀ ? (ਹੁਲੀਆ)  
ਜੁਰਮ ਹੋਣ ਸਮੇਂ ਤੁਸੀਂ ਕੀ ਕਰਦੇ ਸੀ ?  
ਮੈਂ ਆਪਣੇ ਘਰੋਂ ਚਲਿਆ ਸੀ/ਬੱਸ ਦੀ ਉਡੀਕ ਕਰਦਾ ਸੀ / ਸਟੇਸ਼ਨ ਵੱਲ ਤੁਰਿਆ ਜਾਂ ਰਿਹਾ ਸੀ।  
ਕੀ ਪੁਲਿਸ ਨੇ ਇਸ ਜੁਰਮ ਬਾਰੇ ਕੁਝ ਕਿਹਾ ਹੈ ?  
ਕੀ ਪੁਲਿਸ ਨੇ ਦੋਸ਼ੀ / ਅਪਰਾਧੀ ਫੜ ਲਿਆ ਹੈ ?  
ਕੀ ਪੁਲਿਸ ਨੇ ਇਸ ਜੁਰਮ ਬਾਰੇ ਪਤਾ ਲਗਾ ਲਿਆ ਹੈ / ਕਿਸੇ ਨੂੰ ਫੜਿਆ ਹੈ ?  
ਕੀ ਪੁਲਿਸ ਨੂੰ ਕੋਈ ਸ਼ਰਾਹ ਮਿਲਿਆ ਹੈ / ਕਿਸੇ ਤੇ ਸੱਕ ਹੈ / ਪਤਾ ਲੱਗਾ ਹੈ ?  
ਪੁਲਿਸ ਸੋਚਦੀ ਹੈ ਕਿ ਕਿਸ ਨੇ ਇਹ ਜੁਰਮ ਕੀਤਾ ਹੈ ਉਸਨੇ ---  
ਬਹੁਤ ਸਾਰੇ ਸਬੂਤ ਇਹ ਦਰਸਾਉਂਦੇ ਹਨ ਕਿ ----  
ਮੰਤਵ ਕੀ ਸੀ ?  
ਅ -- ਇਸ ਜੁਰਮ ਵਿੱਚ ਦੋਸ਼ੀ ਪਾਇਆ ਗਿਆ/ ਪਾਈ ਗਈ। ਉਸਨੂੰ ---ਸਜ਼ਾ ਲਈ ਕੈਦ ਹੋਈ / ਜੇਲ੍ਹ ਭੇਜਿਆ ਗਿਆ।  
ਅ-- ਪਹਿਲਾ ਵੀ ਮੁਜਰਮ ਪਾਇਆ ਗਿਆ ਸੀ ਤੇ --- ਸਜ਼ਾ ਮਿਲੀ ਸੀ।

## Oracy

- ਸੋਚਣਾ ਤੇ ਜਾਲ ਬਣਾਉਣਾ (ਪਿੱਕੀ ਜਾਲ) Using spidergram (and with visual support), brainstorm ideas/information related to crime.
  - ਵੀ ਡੀ ਡੀ / ਵੀਡੀਓ ਦੇਖਣਾ Viewing video/DVD recordings. (See p73)
  - ਯਸ ਸਬਦ ਤੇ ਵਾਕ ਮਿਸ਼ ਸੁਣਨੇ Listening for specific words/phrases: pupils are given copy of tapescrit with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
  - ਲੰਬੀ ਵਾਰਤਾ ਸੁਣਨੀ Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
  - ਅਨੁਵਾਦ ਕਰਨਾ Re-translation: pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.
  - ਬਿਆਨਸ਼ਾਹੀ ਕਰਨਾ Statements activity. (See p75)
  - ਤਸਵੀਰ ਤੇ ਅਧਾਰਿਤ ਪੁੱਛਣਾ Question setting around a picture. (See p55)
  - ਡਾਇਮੰਡ ਚੈਂਗਿੰਗ Diamond ranking: pupils working in groups are given a set of nine proposals on separate pieces of card suggesting what steps the government should take to reduce crime. They are asked to rank the proposals in order of priority by forming the nine cards into the shape of a diamond. Groups then present their rankings for the class to reach a consensus through discussion and debate.
  - ਇੰਟਰਵਿਊ Interview: script and act out an interview between detective and someone who has witnessed a crime.
  - ਇੰਟਰੀ ਤਿਆਰ ਕਰਨੀ Preparing a commentary for a film clip or a series of photos depicting a crime and present to class.
  - ਸਪੌਟਲਾਈਟ Spotlight activity. (See p52)
- See *Listening and Speaking strategies* (p26)
- ਜਾਸੁਸ ਬਣਨ ਦੀ ਖੋਭ Playing detectives: interactive activities to find a thief.

**Resources**  
H.S. Atwal and Naresh Chandra, Jaag Monthly  
<http://communitygold.ac.uk>

## Literacy

- Reports on crimes in the press can be used for a range of active reading and writing activities (see p50):
- ਕ੍ਰਮਵਾਰ ਕਰਨਾ Sequencing activities: often very appropriate, since reports generally refer to events in chronological order.
  - ਵਾਰਤਾ ਤੇ ਨਿਸ਼ਾਨ ਲਾਉਣਾ Text marking: to identify e.g. who, what, when, where, why.
  - ਵਾਰਤਾ ਤੇ ਨਿਸ਼ਾਨ ਲਾਉਣਾ Text marking: to identify crime related vocabulary OR examples of grammatical features.
  - ਤਸਵੀਰਾਂ ਮੁਖਬਰਾਂ ਨਾਲ ਮੇਲਣੀਆਂ Matching paragraph headings to paragraphs.
  - ਨੋਟ ਬਣਾਉਣਾ Note-taking.
  - ਸਾਰ ਲਿਖਣਾ Summarising in own words.
  - ਇਬਾਰਤ ਲਿਖਣਾ Dictation (running).
  - ਸੋਧ ਦੇ ਕੇ ਲਿਖਾਉਣਾ Guided writing: e.g. description of events from perspective of culprit or victim.
  - ਹੋਰ ਪੁਰਖ ਵਿੱਚ ਲਿਖਣਾ Rewriting a text in a different person (third instead of first person) or tense (past instead of present).
  - ਕਿਸ ਹੋਰ ਦੇ ਵਿਚਾਰ ਲਿਖਣਾ Rewriting a text from the viewpoint of one of the characters/people referred to.
  - ਅਨੁਵਾਦ ਕਰਨਾ Translation (from and into target language): e.g. translation of one paragraph from text being studied into English or re-translation from English back into target language (finally comparing to original).
  - ਸੂਚੀ ਦੀ ਡਾਇਰੀ Writing a day in the diary of detective or criminal.
  - ਡਿਕਸ਼ਨਰੀ ਦੀ ਵਰਤੋਂ Dictionary activity to explore word relationships (noun, adjective, verb, adverb).
- See *Reading and Writing strategies* including strategies for checking written work p26.

# Level 9

## Themes, topics, texts

**ਨਸਲੀ ਵਿਤਕਰਾ ਪਹਿਲਾਂ ਤੇ ਹੁਣ  
Racism then and now**

**ਨਸਲੀ ਵਿਤਕਰੇ ਦੇ ਕਾਰਣ  
Causes of racism**

**ਨਸਲੀ ਵਿਤਕਰੇ ਤੋਂ ਬਚਾਅ  
Preventing racism**

*Resources*  
www.irespect.net  
www.redhotcurry.com

**ਜਾਤ-ਪਾਤ ਦੀ ਪ੍ਰਣਾਲੀ ਕੀ ਹੈ ਅਤੇ  
ਇਸ ਨੂੰ ਕਿਵੇਂ ਮਾਨਤਾ ਦਿੱਤੀ ਜਾ  
ਸਕਦੀ ਹੈ ?**

**What is the caste system  
and can it be justified?**

ਸਮਾਜਕ ਮਸਲੇ: ਨਸਲੀ ਵਿਤਕਰਾ  
Social issue: Racism

## Key structures and vocabulary

ਕੀ ਪੰਜਾਬ/ਇੰਗਲੈਂਡ ਵਿੱਚ ਨਸਲੀ ਵਿਤਕਰਾ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ? ਕਿਹਨੇ ਸਾਡਾ ਭਈਆਂ ਕੀਟਿਆਂ ਗੀਤ ਭੇਟੋਂ ਸਾਹ ਪੰਜਾਬ ਤੋਂ ਲੋਕ ਕਰੋ ਤੋਂ ਇੰਗਲੈਂਡ ਆ ਰਹੇ ਹਨ ? ਕਿਉਂ ? ਬਰਤਾਨੀਆ ਦੇ ਸਾਮਰਾਜ ਦੇ ਇਤਿਹਾਸ ਨਾਲ ਪੰਜਾਬ ਦੇ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਸਬੰਧ ਰਹੇ ਹਨ ? ਇਥੇ ---- ਨਾਲ ਨਸਲੀ ਵਿਤਕਰਾ/ਪੱਖਪਾਤ ਹੋ ਰਿਹਾ ਹੈ। ਇੱਥੇ ਨਸਲੀ ਵਿਤਕਰੇ ਦੀਆਂ ਕੁਈ ਘਟਨਾਵਾਂ ਹੋ ਚੁੱਕੀਆਂ ਹਨ /ਹੋ ਰਹੀਆਂ ਹਨ। ਇੱਥੇ ਆਮ ਤੌਰ ਤੇ -- ਲੋਕਾਂ ਵਿੱਚ ਤਣਾਅ ਰਹਿੰਦਾ ਹੈ। ਉ/ਅ -- ਨਸਲੀ ਵਿਤਕਰੇ ਦਾ ਸ਼ਿਕਾਰ ਹੋਇਆ ਸੀ। ਲੋਕ ਨਸਲੀ ਵਿਤਕਰਾ ਕਿਉਂ ਕਰਦੇ ਹਨ ? ਨਸਲੀ ਵਿਤਕਰੇ ਦੀ ਆਮ ਸਥਿਤੀ/ਹਾਲਤ/ਤਸਵੀਰ ਉਦਾਹਰਣ --- ਇਸ ਤਰ੍ਹਾਂ ਦੀ ਹੈ। ਕੀ ਸਾਰੀਆਂ ਘਟਨਾਵਾਂ ---ਇਸ ਤਰ੍ਹਾਂ ਦੀਆਂ ਹੀ ਹੁੰਦੀਆਂ ਹਨ ? ਮੀਡੀਆ ਕਿਸ ਤਰ੍ਹਾਂ ਦੇ ਹਾਲਾਤ ਨੂੰ ਉਤਸ਼ਾਹਿਤ ਕਰਦਾ ਹੈ ? ਇਹ ਪੱਖਪਾਤ ਕਿਸ ਤਰ੍ਹਾਂ ਬੰਦ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ ? ਕੀ ਤਰਾਭੇ ਸਕੂਲ ਵਿੱਚ ਵੀ ਨਸਲੀ ਵਿਤਕਰੇ ਦੀਆਂ ਘਟਨਾਵਾਂ ਹੁੰਦੀਆਂ ਹਨ ? BNP ਵਰਗੀਆਂ ਪਾਰਟੀਆਂ ਨਸਲੀ ਨਵਰਤ ਕਿਸ ਤਰ੍ਹਾਂ ਵਧਾਉਂਦੀਆਂ ਹਨ ? ਸਰਕਾਰ ਨੂੰ ਨਸਲੀ ਵਿਤਕਰਾ ਖਤਮ ਕਰਨ ਵਾਸਤੇ ਕੀ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ? ਅਸੀਂ ਕੀ ਕਰ ਸਕਦੇ ਹਾਂ ?

**Grammar focus**

- Language of argument
- ਇਕ ਪਸੰਦਾ / ਪਰ ਚੁੱਜੇ ਪਸੰਦੇ
- ਪਹਿਲਾ / ਪਹਿਲੀ ਗੱਲ ਤਾਂ, ਦੂਜੀ ਗੱਲ ਇਹ ਕਿ 1, ਤੀਜੀ ਗੱਲ ਇਹ ਕਿ 1. ਅਖੀਰ ਵਿੱਚ ਜਾਂ ਆਖਰੀ ਗੱਲ ਇਹ ਕਿ
- ਭਾਵੇਂ / ਕਿਹ ਵੀ, 1
- ਇਸ ਵਿੱਚ ਕੋਈ ਸ਼ੱਕ ਨਹੀਂ ਕਿ 11
- ਸਾਨੂੰ ਇਹ ਨਹੀਂ ਭੁੱਲਣਾ ਚਾਹੀਦਾ ਕਿ
- ਮੇਰੇ ਵਿਚਾਰ ਅਨੁਸਾਰ / ਮੇਰੇ ਤਜਰਬੇ ਨਾਲ
- ਇਹ ਸਾਰਾ ਭੁਭ ਇਸ ਗੱਲ ਤੇ ਨਿਰਭਰ ਕਰਦਾ ਹੈ ਕਿ - ਇਹ ਇਸ ਗੱਲ ਤੇ ਨਿਰਭਰ ਕਰਦਾ ਹੈ ਕਿ ਜੇ ਅਸੀਂ ---ਕਰਾਂਗੇ ਤਾਂ

## Oracy

- ਸੀ ਆਰ ਈ ਦਾ ਪ੍ਰੋਸਟਰ Commission for Racial Equality (CRE) 'diversity' poster could be used a starting point for discussion about diversity and the make up of British society. What makes the people different, what do they share? Why do conflicts arise? What are typical prejudices/misunderstandings? How can better understanding be developed? (See *References and further reading*)
- ਟੋਪ ਸੁਣਨਾ/ਵੀਡੀਓ ਦੇਖਣਾ: Listening to audio/video recording and making notes under headings. Then writing summary in own words.
- ਵਿਤਕਰੇ ਵਿੱਚ ਸਮਾਜਿਕ Organising and presenting an anti-racist event: useful ideas and information for teachers can be found at the *respect* and *redhotcurry* websites (see *Resources list*).
- ਬਿਆਨਬਾਜ਼ੀ ਕਰਨਾ Statements activity: pupils working in pairs/groups are given set of statements and are asked to classify each statement according to whether they agree or disagree with it (or whether they think it is true or false). Decisions and justifications are then fed back to the whole class.
- ਨਾਟਕ ਕਰਨਾ Role-play: sketch based on argument between parent and child. Child has friend of different ethnic background. Parent disapproves and would like child to associate only with children of same background.
- ਤਸਵੀਰ ਤੇ ਆਧਾਰਿਤ ਪ੍ਰਸ਼ਨ Question setting around a picture: pupils in groups decide on and note questions they would like to ask the person/people in the picture. This can be followed up by the reading of a text. Internet research, the viewing of a video, etc., to try to find out and note answers to the questions. This can then lead on to a piece of written work.
- ਸਚੀਤੀਆਂ ਸਾਹਮਣੇ ਵਿਚਾਰ ਪੇਸ਼ ਕਰਨੇ Presenting ideas to an audience (either individually, in small groups or with the class) using prepared material, visuals, gesture and expression. This might be a 'live' talk, a multimedia presentation, a sketch, a poem, a song or a video. (See p50)

## Literacy

- ਚੋਣਵੇਂ ਲੇਖ ਪੜ੍ਹਨੇ Reading selected articles, etc. from newspapers or websites (including those which are UK based). Identifying key information, then moving on to more challenging tasks.
- ਖੋਜ ਕਰਨ ਲਈ ਸ਼ੁਰੂ Guided research, e.g. into discrimination, involving one or more of the following:
  - Identification of information: text marking.
  - Categorisation of information: table completion.
  - Reformulation of information: summarising/producing an illustrated fact sheet.
  - Presentation of information to an audience.
- ਸੋਧ ਦੇ ਕੇ ਲਿਖਾਉਣਾ Guided writing: e.g. description of events from perspective of culprit or victim.
- ਅਨੁਵਾਦ ਕਰਨਾ Translation from and into target language: e.g. translation of one paragraph from text being studied into English or re-translation from English back into target language, finally comparing to original.
- ਪਾਵਰ ਪੁਆਇੰਟ ਦੀ ਵਰਤੋਂ Creating PowerPoint presentation/magazine. After initial whole class brainstorm, pupils work in groups to plan, research (on Internet) and then draft and redraft (on word processor) pages/screens combining text with images, sound effects, etc.

*Resources*  
www.languages-ict.org.uk

- ਕਵਿਤਾ ਪੜ੍ਹਨਾ/ਅਨੁਵਾਦ ਕਰਨਾ Reading/translating/ reviewing a poem related to racism. Then writing own poem.



# Level 9

## Themes, topics, texts

ਰਾਜਨੀਤੀ  
Politics  
ਵਿਗਿਆਨ, ਵਾਤਾਵਰਣ  
Science, environment  
ਸਮਾਜਕ ਮਸਲੇ  
Social issues  
ਸਿਹਤ ਤੇ ਤੰਦਰੁਸਤੀ  
Health and fitness  
ਫਿਲਮ, ਟੈਲੀਵੀਜ਼ਨ ਤੇ ਸੰਗੀਤ  
Film, television, music  
ਖੇਡਾਂ  
Sports  
ਮੌਸਮ  
Weather  
ਟੌਪਿਕ ਅਨੁਸਾਰ ਉਚਿਤ ਗੱਲਾਂ  
Topical items selected as appropriate

## Key structures and vocabulary

ਕੀ ਹੋਇਆ ਹੈ ?  
ਇਸ ਵਿੱਚ ਕੌਣ ਸ਼ਾਮਿਲ ਹੈ ?  
ਕੀ ਤੁਸੀਂ ਉਸ ਬਾਰੇ ਦੱਸ ਸਕਦੇ ਹੋ ? (person)  
ਕਿੱਥੇ ?  
ਕੀ ਤੁਸੀਂ ਇਸ ਬਾਰੇ ਦੱਸ ਸਕਦੇ ਹੋ ? (scene)  
ਕਦੇ ?  
ਕਿਉਂ ? ਇਸ ਦੇ ਕਾਰਨ ਕੀ ਹਨ ? ਇਸ ਦਾ ਸਿੱਮੇਵਾਰ ਕੌਣ ਹੈ ?  
ਇਸ ਦੇ ਨਤੀਜੇ ਵਜੋਂ ਕੀ ਹੋਇਆ ਹੈ/ ਹੋ ਸਕਦਾ ਹੈ ?

## Oracy

- ਪਾਸ ਸ਼ਬਦ ਤੇ ਵਾਰ ਅੱਸ ਸੁਣਨੇ Listening for specific words/phrases: pupils are given copy of tapescrpt with every fifth/tenth word or key words/phrases blanked out. As they listen pupils have to try to fill in missing words. This can be made easier by providing jumbled list from which pupils select.
- ਲੰਬੀ ਵਾਰਤਾ ਸੁਣਨੀ Listening to longer passages of familiar language and making notes under headings. Then writing summary in own words.
- ਅਨੁਵਾਦ ਕਰਨਾ Re-translation; pupils are given a number of targets phrases in English. They listen to audio/video recording and note down target language version when they hear it.
- ਟੋਪ ਸੁਣਨਾ/ਵੀਡੀਓ ਦੇਖਣਾ Listening to/viewing audio or video clips (including from UK based radio and TV stations and the Internet) for key information which is entered into table. It is also possible for teacher to record simplified news broadcast.
- ਲਿਖਕੇ ਆਪਣੀ ਗੱਲ ਕਹਿਣਾ Writing, rehearsing and performing own news bulletin: this could be videoed and shown to younger class at the school. Or there could be exchange of videos with partner school.

## Literacy

- ਚੋਣਵੇਂ ਲੇਖ ਪੜ੍ਹਨਾ Reading selected articles, etc. from newspapers or websites (including those which are UK based). Identifying key information, then moving on to more challenging tasks, e.g. writing summary in own words, writing an email in response, making up set of questions based on text for other pupils to answer. Active reading and writing strategies, such as text marking, matching headings to paragraphs and sequencing should be used to help pupils access text, identify key ideas and develop awareness of how texts are organised. When selecting texts teachers should also be alert to opportunities for focussing on particular areas of grammar or vocabulary. Possible activities here would include text marking, categorising and table completion.
- ਅਨੁਵਾਦ ਕਰਨਾ Translation from and into target language: e.g. translation of one paragraph from text being studied into English or re-translation from English back into target language (finally comparing to original).
- ਖਬਰਾਂ ਤਿਆਰ ਕਰਨਾ Creating news sheet .
- ਇਬਾਰਤ ਲਿਖਣਾ Running dictation. (See p50)

## ਸਿੱਖਿਆ ਉੱਪਰ ਚਿੰਤਾ/ Intercultural Understanding/ Creativity

ਛੋਟੀਆਂ ਕਹਾਣੀਆਂ, ਕਵਿਤਾਵਾਂ,  
ਗੀਤ, ਡਰਾਮੇ  
Short stories  
'ਬਦਰਗਾਂ',  
'ਸ਼ਰਨ',  
'ਮੇਰੀ ਵਲਾਇਤ ਵਾਪਸੀ'  
Novels  
'ਪ੍ਰਿੰਸਰ',  
'ਇਕ ਚਾਦਰ ਅੱਧੋਰਾਣੀ',  
'ਪਵਿੱਤਰ ਪਾਪੀ'  
Film  
'ਗਦਰ'

**Resources**  
Novel 'firer' by Amrita Pritam.  
Deals with the political, economic and social effects of the partition of India and Pakistan.  
Available as a DVD  
<https://community.gold.ac.uk> How to prepare a literary topic, Naresh Chandra

- ਜਮਾਤ ਵਿੱਚ ਕਹਾਣੀ ਪੜ੍ਹਨਾ Read short story with the class: whilst reading ask students to identify and discuss plot, setting, character, conflict, motive, symbolism, etc. Introduce vocabulary and critical reading skills skimming, scanning and identifying viewpoint. Having worked on text with class ask students to select another short story to read independently. They can identify elements and ideas and prepare brief book reports to share with classmates. If poetry is chosen, then the focus can be on elements such as symbolism, figures of speech, rhythmic patterns and imagery. Ideally select texts related to topics covered at this level. Texts can, in fact, be used as effective springboard into a topic.

- ਲੇਬਲ ਲਾ ਕੇ ਯੋਜਨਾ ਬਣਾਉਣੀ Making a labelled plan or diagram of the setting of part of the story.
- ਕਿੱਸੇ ਵਿਰਦਾਰ ਦੀ ਡਾਇਰੀ ਲਿਖਣੀ Writing an interior monologue or diary page of one of the characters.
- ਸਾਰ ਲਿਖਣਾ Writing a summary.
- ਗੀਵਿਊ ਲਿਖਣਾ Writing a review.
- ਹੋਰ ਕਾਲ ਵਿੱਚ ਲਿਖਣਾ Rewriting in a different tense.
- ਕਵਿਤਾ ਲਿਖਣਾ Composing simple poems.

**Resources**  
British Council, Poetry workshop; KS3  
[www.britishcouncil.org/4iasonline](http://www.britishcouncil.org/4iasonline)

## Assessment at Levels 7–9

Whilst teaching at levels 7–9 should not be dominated by examination requirements, colleagues will wish to ensure that pupils are familiar with the types of task commonly used by examination boards. Past papers can be a useful source of teaching material.

This section is divided into two parts:

- 1 Ongoing informal assessment
- 2 Formally accredited assessment

### Ongoing informal assessment

Teachers draw on a range of evidence (responses to questions, observation of pair/group activities, marking of work) to make judgements about the degree to which:

In oracy pupils are able to:

- Describe people, places, feelings, moods in some detail (use of adjectives and adverbs, relative clauses, qualifiers);
- Express and justify opinions (by presenting arguments, giving illustrations – use of subordinate clauses);
- Report a sequence of events (crime or news event) using appropriate tenses, link words, conventions for direct and indirect speech, etc.;
- Speculate about people and events (use of conditional sentences);
- Deal with elements of unpredictability in everyday transactions;
- Deliver a short prepared presentation fluently and with good pronunciation (using voice and gesture effectively to enhance expression) and respond to follow up questions. Show awareness of audience;
- Apply what they have learnt to new situations;
- Use stalling strategies (fillers) to assist in maintaining flow of conversation.

In literacy pupils are able to:

- Understand and respond to a range of text types, factual and imaginative (letters, articles, brochures, emails, Web pages, radio interviews, films, stories, poems);
- Understand texts which include some complex sentences and unfamiliar language;
- Identify and summarise relevant information when carrying out research (including on the Internet);
- Express information/ideas contained in texts clearly and concisely in their own words;
- Draft and redraft text (using a word processor) to improve content, organisation of ideas, accuracy and presentation;
- Understand and respond to texts in formal as well as informal registers (e.g. job advertisements and applications, formal letters);
- Synthesise information from various sources;
- Use a dictionary and other reference materials to improve accuracy, precision and variety of expression;
- Identify relationships between words and use this both to support memorisation and to deepen understanding of how the language system works;
- Make intelligent guesses based on knowledge of the world;
- Use clues to work out meaning (pictures, headings, layout, lexical and syntactic features).

In intercultural understanding/creativity pupils are able to:

- Analyse/interpret short literary works/film (clips) by commenting on setting, plot, character, message (reviews);
- Perform songs and sketches;
- Compare and contrast aspects of different cultures through carrying out (Internet) research, exchanging information with partner school via email, oral presentations, creating posters/displays;
- Take into account different viewpoints, e.g. by writing a page in the diary of someone living in another country, scripting an (imaginary) interview with a famous person or a character in a story, painting or sculpture;
- Carry out a project/compose text with a particular audience in mind (e.g. class in a partner school abroad);
- Compare the presentation of ideas, attitudes and feelings in contrasting texts
- Recognise bias and objectivity, distinguishing facts from hypotheses, theories and opinions.

In self- and peer assessment pupils are able to:

- Identify and explain mistakes in their own work and that of other pupils;
- Self-assess in relation to clear (GCSE) criteria;
- Identify daily/weekly/monthly goals which are reviewed;
- Assess piece of work created by peers using clear criteria (e.g. quality of content; quality of language, quality of presentation)
- Keep a log of their reading, viewing, and listening activities, both in and outside of school. They should include:
  - Title and author, artist, actor, or musician
  - Context, genre or form (e.g. film on videotape, CD I bought, magazine in the library)
  - A short description
- Build up a portfolio based on projects, different types of written text composed over the year;
- Assess piece of work created by peers using clear criteria (e.g. quality of content, quality of language, quality of presentation).

## Formally accredited assessment

### Asset Languages (Intermediate Stage)



LL*		Can Do statements	Examples of teacher assessed tasks
		<b>These statements are intended to reflect the likely observable outcomes of achievement at each level. They are not definitions of proficiency in themselves.</b>	<b>There is some scope for teachers to adapt material to suit their own programme of study.</b>
7	L	I can understand longer passages and recognise people's points of view.	Learners hear a radio interview and answer three-option multiple choice questions.
	S	I can answer simple unprepared questions in a conversation or following a presentation.	Learners play a guessing game in a group, asking and answering questions.
	R	I can understand longer texts and recognise people's points of view.	Three-option multiple choice based on a text.
	W	I can write a text (e.g. a report or a letter) conveying simple opinions and/or points of view.	Transfer of meaning based on personal information.
8	L	I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions.	Learners match English sentences to short spoken extracts.
	S	I can tell a story or relate the plot of a book or film and give my opinions about it.	Learners make a presentation about a news item of their choice.
	R	I can understand texts including some unfamiliar material from which I can recognise attitudes and emotions.	Identifying five correct English sentences from a list of ten about a text.
	W	I can produce formal and informal texts in an appropriate style on familiar topics.	Writing a poster to advertise a charity event.

\*LL = Languages Ladder

<b>9</b>	<b>L</b>	I can understand the gist of a range of authentic passages in familiar contexts.	Learners correct an error in English sentences about a recorded interview.
	<b>S</b>	I can take part in a discussion, giving and justifying my opinions and ideas.	In groups of three, learners discuss holiday options.
	<b>R</b>	I can understand a wide range of authentic texts in familiar contexts.	Matching English summaries with short paragraphs on a theme e.g. career plans.
	<b>W</b>	I can communicate ideas accurately and in an appropriate style over a range of familiar topics.	Transfer of meaning detailing instructions.

The external assessment for Intermediate assesses aspects of grades 7–9. It should be noted that candidates can choose to take only teacher assessment, only external assessment or both. Tasks set for external assessment are similar in type to those set for teacher assessment. External assessment is a formally accredited qualification. For teacher assessment learners receive a Grade Award endorsed by OCR.

### Performance descriptors for Intermediate

<b>L</b>	You should now be comfortable with a range of tenses, and should be able to understand authentic passages on familiar matters. On completing this stage, you should be able to follow much of what is said at near normal speed on familiar matters or in predictable situations. You should be able to give an oral or written summary of what you have heard.
<b>S</b>	You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters. On completing this stage, you should be using and adapting language for new purposes. Your pronunciation should be generally accurate. You should be able to maintain a conversation on familiar matters or in predictable situations, using a range of simple language.
<b>R</b>	You should now be comfortable with a range of tenses, and should be able to understand authentic texts on familiar matters. On completing this stage, you should be able to follow much of what you read on familiar matters or in predictable situations. You should be able to give an oral/written summary or translation of what you have read.
<b>W</b>	You should now be comfortable with a range of tenses, and should be able to use language relating to a range of familiar matters.  On completing this stage, you should be using and adapting language for new purposes. Your spelling should be generally accurate. You should be able to write on familiar matters or in predictable situations, using a range of simple language.

For full information visit the Asset Languages website ([www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)). Here you can view and download the Panjabi language specification for this level which includes sections on:

- Language purposes and functions
- Grammatical areas
- Vocabulary areas
- Script acquisition

References to both Can Do statements and the nature of Asset Languages tasks are accurate at the time of going to press, but may be subject to future amendments. When using the Languages Ladder and/or Asset Languages materials you are advised to check the latest versions with DfES and OCR respectively.

## GCSE Panjabi

### Examination Board: AQA

#### Key features:

- Designed for full course linear (no modular or short course versions);
  - Two tiers:
    - Foundation Tier for pupils aiming for grades G–C (Levels 4–6 in this framework)
    - Higher Tier for those aiming for grades D–A\*
  - Separate papers for Listening, Speaking, Reading and Writing with equal weighting for each skill area;
  - No coursework option;
  - Building on assessment objectives (a–f) identified for Foundation Tier, candidates at Higher Tier are required to:
    - g** Listen and respond to longer and more complex extracts of spoken language including some unfamiliar material;
    - h** Speak at greater length, using a wider range of vocabulary and more complex syntax and structures;
    - i** Read and respond to longer and more complex written texts and including some unfamiliar material;
    - j** Write at greater length, using a wider range of vocabulary and more complex syntax and structures;
    - k** Understand and apply the grammar of Panjabi, as detailed in the specification for Higher Tier.
- (Ref: GCSE Panjabi Specification for 2007 examination: [www.aqa.org.uk/qual/pdf/AQA-3681-W-SP-07.pdf](http://www.aqa.org.uk/qual/pdf/AQA-3681-W-SP-07.pdf))

#### Notes

- 1 It is up to teachers, pupils and parents to decide at what point to enter pupils should enter for the GCSE examination. Where pupils are pursuing their study of Panjabi, it is usually decided that they should not be entered until they can perform comfortably at Higher Tier.
- 2 The GCSE Panjabi specification, past papers with mark scheme, student and teacher guides can all be purchased from AQA (catalogue available under Publications on website: <http://www.aqa.org.uk>).

#### Key features of the GCE AS Examination:

The specification builds upon skills developed at GCSE. However, the examination tests reading and writing only. At this level students are expected to demonstrate a sound knowledge of the contemporary culture and society of countries or communities where Panjabi is spoken. For the latest specification and past papers, go to the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk).

## 2.3 Creating a scheme of work based on the guide

The scheme of work (SoW) sets out the teaching programme, year by year, for each course being taught. It includes the content that needs to be covered, the learning objectives involved at each stage, the main activities and resources which will enable these to be achieved and the ways in which they will be assessed. Typically the scheme for each year is broken down into six units of work each lasting half a term.

The scheme should:

- Reflect the agreed teaching philosophy of the department using it;
- Be clear, concise and realistic, i.e. focussed on the practical and do-able;
- Provide breadth and balance across all aspects;
- Take account of learner differences (background/aptitudes/learning styles);
- Support teachers in their short-term planning;
- Be seen as a working document to be reviewed and updated each year.

As has been pointed out previously, the framework charts in this curriculum guide are not, in themselves, a scheme of work. Rather they should be seen as offering a structured bank of material, based on sound pedagogical principles and related to the main national assessment frameworks. They thus provide substantial support for colleagues in developing an up-to-date scheme of work suited to their own context and to the needs of their pupils. It should be noted that the guides are available in electronic form on the CILT and Goldsmiths College <http://community.gold.ac.uk/> websites. Additional resources linked to the guide can also be found on the Goldsmiths website.

You may also find it helpful to refer to government schemes of work for teaching Modern Foreign Languages (French, German and Spanish) at key stages 2 and 3 (QCA /DfEE, 2000). In addition there is general guidance on medium and long term planning for language teaching in the government's Key Stage 2 and 3 Framework documents (DfES, 2003 and 2005).

If you are producing a scheme of work for the first time, you may find the following step by step approach useful:

### 1 Getting an overview:

- On one side of A4 create rough outline and headings for (6) units of work to be taught over the year. (Refer to exam specifications, textbooks and other documents including this guide.)

### 2 Deciding on format:

- Usually schemes of work are set out in the form of a grid as in the framework charts in this document (*See possible template on page 87*). This makes it easy to refer across and see how the elements fit together. An alternative is to simply list information under headings. Your department or school may, of course, have its own established format that everyone is expected to follow.
- Create abbreviations for main resources you will be referring to, e.g. TN1(Ex B) for Textbook Name, Book 1, Exercise B. Use code consistently in SoW.

### 3. Creating a unit:

- Break unit down into sections and specify main contexts and learning objectives.
- Decide how many lessons/weeks should be devoted to each.
- Specify for each National Curriculum Attainment Target (Listening, Speaking, Reading, Writing) the level or range of levels aimed at within the unit. You might also find it useful here to note targets in relation to the Asset Languages scheme.
- Identify key structures and vocabulary bearing in mind range of levels within class and highlighting points which may require particular attention. It is useful to indicate what language is 'core' and what is 'extension' material for higher attainers (e.g. by using italics).
- Map on activities from textbooks and other sources, which are relevant and useful, as well as material you have produced, bearing in mind importance of:
  - Catering for range of attainment levels and for different learning styles;
  - Balancing teacher and pupil centred work;
  - Linking to previous units to support development of knowledge and skills;
  - Progressing from activities aimed at practising language to ones where the focus is on using the language for a real purpose, e.g. presenting or performing to an audience;

- Integrating and achieving balance between the four skills (although opportunity to do this is limited in early stages of acquiring new script);
  - Providing stimulating cultural content drawing on up-to-date, authentic material (where appropriate) and making links to other curriculum areas;
  - Drawing on imaginative works (stories, plays, poems, songs, paintings) as stimulus for cultural understanding as well as language development;
  - Developing awareness of language learning strategies (including effective use of reference material);
  - Building in use of ICT where appropriate.
  - Add homework activities (or identify possible homeworks amongst activities already selected).
  - Identify or add main assessment activities (informal and formal).
  - Cross check against National Curriculum Programme of Study, KS2/3 Framework, exam board specifications and, if necessary, revise activities as appropriate.
  - Review list of key structures and vocabulary and, if necessary, revise as appropriate (It may be that activity or text you have chosen requires teaching of language points not already specified).
  - Add any resources not already mentioned including websites and reference material.
- 4. Developing and reviewing the scheme of work:**
- Move on to create further units bearing in mind that developing a scheme of work is an ongoing process. Aim to get the basics in place and then flesh it out gradually.
  - Keep the scheme of work in a ring binder. This makes it easy to slip in extra pages or reminders about changes/additions to be made.
  - Once a unit or scheme has been created, aim to review it every one to two years.

### A word of encouragement

Although creating a good scheme of work requires thought and effort, it will save you time in the long run and give you confidence in your teaching!

## Possible template for a scheme of work

Year/Group:		Term:	Unit: (1)	Timing: (6 weeks)
NC PoS (excluding those covered routinely):		NC AT Levels: S: L: R: W:	Key Stage 2/3 Framework links:	
Week	Context(s) and learning objectives	Vocabulary and structures (core and extension)	Activities, including homeworks (differentiation features, relevant language learning strategies and informal assessment opportunities indicated as appropriate)	Resources (including ICT)
1				
2				
3				
4				
5				
6	End of unit assessment			

### Notes:

- Following this format it should be possible to cover 1-2 weeks per page.
- It may be clearest to provide just a summary of language in the table, but to add full verbal and written outcomes at the end of the unit.

### Abbreviations:

NC National Curriculum  
PoS Programme of Study  
AT Attainment Target  
ICT Information and Communications Technology



## Resource list for the teaching of Panjabi

- Balwant, S. and Atwal, J. (1999) *English-Panjabi-Gurmukhi Dictionary*. Laurier Books Ltd. Coventry LEA. *My Holidays*. A booklet for pupils
- Goswami, K.K. (2002) *Panjabi-English, English-Panjabi Dictionary*. Hippocrene Books Inc., U.S.
- Kalra, S., Purewal, N. and Tyson-Ward, S. (2004) *Teach Yourself Panjabi*. (Book and CD pack) Teach Yourself.
- Kalra, S.S. and Nagi J.S. (2004) *Guru Angad Panjabi Primer*. Agni Publishers.
- Kaur, P. (1994) *Naveen Panjabi Primer*. New Delhi: India.
- Kaur, P. *Naveen Panjabi. Books 2 and 3*. New Delhi, India.
- Nagra, J.S. (1988) *Panjabi Made Easy, Book 1*. Nagra Publications.
- Nagra, J.S. (1987) *Panjabi Made Easy, Book 2*. Nagra Publications.
- Nagra, J.S. (1987) *Panjabi Made Easy, Book 3*. Nagra Publications.
- Nagra, J.S. (1999) *GCSE Panjabi Speaking*. Nagra Publications.
- Nagra, J.S. (1999) *GCSE Panjabi Writing*. Nagra Publications.
- Nagra, J.S. (2000) *GCSE Panjabi Reading*. Nagra Publications.
- Nagra, J.S. (2002) *Stories for Young Children in Panjabi and English* (Books 1 and 2). Nagra Publications.
- Nagra, J.S. (2002) *AS level Panjabi*. Nagra Publications.
- Puri, S.S. (2004) *Gurmukhi Primer for Beginners*.
- Puri, S.S. (2004) *Let's Learn Gurmukhi, Book 1*.
- Saggu, B.S. (2002) *Panjabi Akhar Bannhtar*.
- Singh, S.S. (2006) *Global Panjabi* (2nd edn).
- Wightwick, J. and Ashraf, M. (2002) *100 Word Exercise Book Panjabi*. GW Publishing.

## Suppliers

### DTF Books

All of the above texts and many more Panjabi books are available from  
<http://www.dtfbooks.com>

### Hounslow Language Services

Resources in a variety of media designed for teaching a range of community languages  
[www.hvec.org.uk/HvecMain/index.asp](http://www.hvec.org.uk/HvecMain/index.asp)  
[www.hvec.org.uk/hvecmain/Sections/HLS/Docs/catalogue.pdf](http://www.hvec.org.uk/hvecmain/Sections/HLS/Docs/catalogue.pdf)

## Other recommended texts

Sacha, G.S and Kang, S.S. (1995) *Panjabi For Beginners*. London: Sikh Missionary Society.  
Sacha, G.S and Kang, S.S. *Panjabi and Sikh Study*. London: Sikh Missionary Society.  
Available from the Sikh Missionary Society (U.K.)  
<http://www.gurmat.info>

Wolverhampton LEA. Various resources have been produced in the authority including: *Panjabi Gyan*, Our Festival, A Practical Guide to GCSE Panjabi. These may be purchased from: The Jennie Lee Centre, Lichfield Road, Wolverhampton, WV11 3HT. Tel: 01902 555239

Panjabi Language Development Board (PLDB). Range of resources have been produced including textbooks, pupil workbooks and a very good set of posters.

Contact: S S Kalra, Hon. Secretary 2 St Anne's Close Handsworth Wood, Birmingham B20 1BS. Tel: 0121 551 5272. Fax: 0121 551 5272.

## Audio-visual resources

Bollywood Films: Shaheed, Shaheed Udham Singh, Pinjar, Gadar, Ek Chader Maili Si, etc.

Bhagwant Mann (Punjabi Comedian). Various VCDs, including 'Thirsty crow' and 'Marriage Bureau'.

Gurdass Mann, 'Panjiri', VCD.

Asa Singh Mastana, 'Mele noo chal mere naal kurhay' (Punjabi song cassette)

Malkit Singh. Golden Star 'Vasakhi Song' CD.

Rashpal Singh Pal, 'Eh Dharti Panj Daryavan di' (Punjabi song)

Manmohan Waris, 2005, 'Punjabi Virsa', DVD.

## Mini-whiteboards/Dice

A4 'show-me' boards (plain/with lines/with squares) and A3 map boards and accessories available from: Compass Educational Supplies, Waveney Drive, Lowestoft, NR33 OYX. Tel: 01502 500 444

A4 whiteboards and (noiseless) dice available from: Synergy Learning. Tel: 01243 779 967

<http://www.synergy-group.co.uk/learnhome.html>

Talking Dice

Dice covering wide range of topics + activity ideas.

<http://www.talkingdice.co.uk>

## Punjabi weblinks

AjitWeekly

<http://www.ajitweekly.com>

Likhari

<http://www.likhari.org.uk>

Lok Punjab

[www.lokpunjab.org](http://www.lokpunjab.org)

Maps of India

[www.mapsofindia.com/maps/punjab/index.html](http://www.mapsofindia.com/maps/punjab/index.html)

5abi

<http://www.5abi.com>

Punjab Online

[www.punjabonline.com](http://www.punjabonline.com)

Punjabi network

[www.punjabi.net](http://www.punjabi.net)

Punjab.com

[www.punjab.com](http://www.punjab.com)

Curriculum guide for **Punjabi**

Punjabi Literature

[www.punjabilit.com](http://www.punjabilit.com)

Punjab Youth Club

[www.punjabyouthclub.org](http://www.punjabyouthclub.org)

PunjabState.com

[www.punjabstate.com](http://www.punjabstate.com)

The Sikh Faith

[www.sikhism.com](http://www.sikhism.com)

Sikh network

[www.sikhnet.com](http://www.sikhnet.com)

Sada Punjab

[www.sadapunjab.com](http://www.sadapunjab.com)

Sikh Heritage

[www.sikh-heritage.co.uk](http://www.sikh-heritage.co.uk)

Sikh Virsa

[www.sikhvirsa.com](http://www.sikhvirsa.com)

Sri Granth

[www.srigranth.org](http://www.srigranth.org)

Sikhism

[www.sikhs.org](http://www.sikhs.org)

## References and further reading

- Abdelrazak, M. (2001) *Towards more effective Supplementary and Mother-tongue Schools* (2nd edn). London: Resource Unit for supplementary and mother-tongue schools.
- Ali, A. and McLagan, P. (eds) (1998) *Curriculum Framework for Mother Tongue Teaching in Bengali for pupils aged 5–11 years*. London: CILT The National Centre for Languages.
- Atkinson, T. (ed.) (2001) *Reflections on ICT*. (Reflections on Practice 7) London: CILT The National Centre for Languages.
- Baker, C. (2000) *A Parents' and Teachers' Guide to Bilingualism* (2nd edn). Clevedon: Multilingual Matters.
- Bhatt, A., Bhojani, N., Creese, A. and Martin, P. (2004) *Complementary and mainstream schooling: a case for reciprocity?* NALDIC Occasional Paper 18.
- The Bilingual Family Newsletter  
<http://www.bilingualfamilynewsletter.com>
- Brown, K. and Brown, M. (eds) (2003) *Reflections on citizenship in a multilingual world*. (Reflections on Practice 8) London: CILT The National Centre for Languages.
- Caviglioli, O., Harris, I. and Tindall, B. (2002) *Thinking Skills and Eye Q: Visual tools for raising intelligence*. Stafford: Network Educational Press.
- CERES (1999) *Bilingualism, Community Languages and Scottish Education: a challenge for policy makers and practitioners in a devolved Scotland*. Edinburgh: Centre for Education for Racial Equality in Scotland.
- CILT, the National Centre for Languages (2005) *Language Trends 2005: Community language learning in England, Wales and Scotland*.  
[www.cilt.org.uk](http://www.cilt.org.uk) (Accessed 20.10.05)
- CILT, the National Centre for Languages (2006) *Positively Plurilingual: The contribution of community languages to UK education and society*. London: CILT.
- CILT, the National Centre for Languages (2006) *My Languages Portfolio: European Language Portfolio – Junior version* (Revised Edition). London: CILT The National Centre for Languages.  
[www.cilt.org.uk/primary/elp.htm](http://www.cilt.org.uk/primary/elp.htm)
- Cummins, J. (2003) *Bilingual Education: Basic Principles*. In Dewaele, J-M., Housen, A. and Li Wei (eds) *Bilingualism: Beyond Basic Principles*. Clevedon: Multilingual Matters Ltd.
- Datta, M. and Pomphrey, C. (2004) *A world of languages: Developing children's love of languages*. (Young Pathfinder 10) London: CILT, The National Centre for Languages.
- DfEE (1998) *The National Literacy Strategy: Framework for Teaching*. London: DfEE.
- DfEE (2001) *Key Stage 3 National Strategy: Literacy across the curriculum*. London: DfEE.
- DfEE/QCA (1999) (Revised) *MFL: The National Curriculum for England*. London: QCA.
- DfES (2002) *Languages for All: Languages for Life*. London: DfES.  
[www.dfes.gov.uk/languagesstrategy](http://www.dfes.gov.uk/languagesstrategy)
- DfES (2002) *Learning styles and writing in modern foreign languages*. London: DfES.  
<http://www.standards.dfes.gov.uk/keystage3/respub/ks3learnstyle>
- DfES (2003) *Framework for teaching modern foreign languages: Years 7,8 and 9*. London: DfES.  
[http://www.standards.dfes.Government.uk/primary/about/ks2fwk\\_mfl](http://www.standards.dfes.Government.uk/primary/about/ks2fwk_mfl)
- DfES (2003) *Aiming High: Raising the Achievement of Minority Ethnic Pupils*. London: DfES  
<http://www.standards.dfes.gov.uk>
- DfES (2004) *Use of interactive whiteboards in modern foreign languages*. London: DfES  
[http://publications.teachernet.gov.uk/eOrderingDownload/DfES-0812-2004\\_MFL.pdf](http://publications.teachernet.gov.uk/eOrderingDownload/DfES-0812-2004_MFL.pdf)
- DfES (2005) *The Key Stage 2 Framework for Languages*. London: DfES.  
[http://www.standards.dfes.Government.uk/primary/about/ks2fwk\\_mfl](http://www.standards.dfes.Government.uk/primary/about/ks2fwk_mfl)

Dept. of Education and Training, Government of Western Australia.

Teaching and Learning Strategies

[http://www.eddept.wa.edu.au/deo/bunbury/plan\\_learn/teaching\\_&\\_learning\\_strategies.htm](http://www.eddept.wa.edu.au/deo/bunbury/plan_learn/teaching_&_learning_strategies.htm)

Edwards, V. (1998) *The power of Babel*. Stoke-on-Trent: Trentham Books (in association with Reading: Reading and Language Information centre)

Edwards, V. (2004) *Multilingualism in the English-speaking World*. Oxford: Blackwell.

Evans, J., Wicksteed, K. and Chambers, P. (2005) *Language and cultural awareness: Practical ideas for classroom use*. London: Specialist Schools and Academies Trust.

<http://www.schoolsnetwork.org.uk/default.aspa>

Felix, U. (2001) *Beyond Babel: Language Learning Online*. Melbourne: Language Australia Ltd

<http://www.personal.monash.edu.au/~ufelix/babel.shtml>

Ginnis, P. (2002) *The Teacher's Toolkit: Raise Classroom Achievement with Strategies for Every Learner*. Camarthen, Wales: Crown House Publishing Limited.

Harris, V. and Snow, D. (2004) *Doing it for themselves: Focus on learning strategies and vocabulary building*. (Classic Pathfinder 4) London: CILT The National Centre for Languages.

Kenner, C. (2004) *Becoming Biliterate: Young children learning different writing systems*. Stoke-on-Trent: Trentham Books.

Morgan, J. and Rinvolucci, M. (2004) *The Q Book* (2nd edn). Brighton: ELB Publishing.

NALDIC Working Paper 3 (1998) *Guidelines on Bilingualism*. Watford: NALDIC.

The Nuffield Foundation (2000) *Languages: the next generation. The final report and recommendations of The Nuffield Languages Inquiry*. Milton Keynes: The English Company (UK) Ltd.

QCA/DfEE (2000) *Modern Foreign Languages: French/German/Spanish – A scheme of work for KS2*. London: QCA.

[www.standards.dfee.gov.uk/schemes](http://www.standards.dfee.gov.uk/schemes)

QCA/DfEE (2000) *Modern Foreign Languages: French/German/Spanish – A scheme of work for KS3*. London: QCA.

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Welsh Assembly Government (2002) *Languages Count: The Welsh Assembly Government's National Modern Foreign Languages Strategy*. Cardiff: Welsh Assembly Government.

## Useful websites

Association for Language Learning

<http://www.all-languages.org.uk>

AfL (Assessment for Learning)

<http://www.qca.org.uk/7659.html>

Asset Languages

<http://www.assetlanguages.org.uk>

Becta (British Educational Communications and Technology Agency)

**ESOL & community languages****<http://www.becta.org.uk>****Birmingham Grid for Learning**

International Women's Day

**<http://www.bgfl.org/services/women/home.htm>****British Council: School Partnerships.****<http://www.britishcouncil.org/learning-ie-school-partnerships.htm>****British Council: Foreign Language Assistants on-line (FLA online)**

Provides a wealth of ideas for activities, e.g. 'Running dictation', 'Grammar Auction' with detailed explanation.

**<http://www.britishcouncil.org>****CILT, the National Centre for Languages****<http://www.cilt.org.uk>****Commission for Racial Equality****<http://www.cre.gov.uk>**For posters reflecting diversity in Britain, London and Southampton **[http://www.cre.gov.uk/publs/cat\\_posters.html](http://www.cre.gov.uk/publs/cat_posters.html)****Community Languages Network (supported by the Specialist Schools and Academies Trust)****<http://www.schoolsnetwork.org.uk/commlang>****DfES Languages****<http://www.dfes.gov.uk/languages/index.cfm>****Goldsmiths College 'community.gold' website.****<http://community.gold.ac.uk>****Hounslow Language Services**

Resources in a variety of media designed for teaching a range of community languages.

**[www.hvec.org.uk/HvecMain/index.asp](http://www.hvec.org.uk/HvecMain/index.asp)****[www.hvec.org.uk/hvecmain/Sections/HLS/Docs/catalogue.pdf](http://www.hvec.org.uk/hvecmain/Sections/HLS/Docs/catalogue.pdf)****LanguagesICT****<http://www.languages-ict.org.uk>****The Literacy Trust**

Early bilingual communication

**<http://www.literacytrust.org.uk/talktoyourbaby/Bilingual.html>****MediaEd**

Film-making in the classroom (Advice on film language, getting started with digital video, equipment, classroom practice and training)

**<http://www.mediaed.org.uk/index.php>****Modern Foreign Languages Environment, Learning and Teaching Scotland****[www.ltscotland.org.uk/mfle](http://www.ltscotland.org.uk/mfle)****NACELL The National Advisory Centre on Early Language Learning (NACELL)****[http://www.nacell.org.uk/home/what\\_is.htm](http://www.nacell.org.uk/home/what_is.htm)****NALDIC (National Association for Language Development in the Curriculum)****<http://www.naldic.org.uk>**

NRC (National Resource Centre for Supplementary Education)

<http://www.continyou.org.uk/content.php?CategoryID=631>

Practical Support Pack (DfES)

<http://www.teachernet.gov.uk/supportpack/index.aspx>

Talking Dice

For information on resource that can be used with any language

<http://www.talkingdice.co.uk/home.asp>

Teachernet

International Women's Day

<http://www.teachernet.gov.uk/teachingandlearning/assemblies/index.cfm?mode=searchdisplay&id=62&history=keyword>

Welsh Language Board 'Twf' website

Information and advice on raising children bilingually. Leaflet 'Raising Children Bilingually – Advice for Parents' (Welsh Language Board, 2004) can be downloaded from the site

<http://www.twfcymru.com>

The *Curriculum guides for community languages* provide a flexible outline for planning the design and delivery of language courses in mainstream and complementary schools. The series draws on recent policy developments in language teaching, including the Key Stage 2 Framework for Languages, the Key Stage 3 National Strategy and the Languages Ladder, and interprets them in a practical way for teachers.

The framework charts plot a clear path of linguistic progression across topics, suggesting a wide variety of activities that will help the development of both oracy and literacy in the target language.

Throughout the guides there is a major focus on intercultural awareness and creativity, alongside support for assessment, grammar and the development of learner independence.

Up-to-date resources and information supporting the guides can be found at <http://community.gold.ac.uk>.

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*'These guides offer a real opportunity to bring community languages into the mainstream of education where they belong, and to value the long unrecognised achievements of children who use them every day.'*

*Dr Terry Lamb, Director, Initial Teacher Education, University of Sheffield*

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**Naresh Chandla** is Assistant Headteacher in the Equality and Diversity Education Service, Wolverhampton Local Authority. He is an experienced teacher and trainer and an accredited Ofsted inspector. Naresh has maintained a strong commitment to the issues of development and maintenance of community languages teaching and to raising the attainment of ethnic minority pupils. Having served on the Languages National Steering Group, he has made a contribution to the National Languages Strategy. He serves on the Association for Language Learning's Asian Languages Committee as chair and on CILT's Advisory Panel on Community Languages. He edited *A practical guide to GCSE Panjabi* and is now working on ICT projects to raise the quality of community languages teaching.

**Mrs Paramjeet Grewal** is an experienced Panjabi teacher who teaches Panjabi in mainstream schools as an option at Key Stage 4. She also teaches mixed-ability classes in supplementary settings. She is employed by Wolverhampton Local Authority and has produced a wide range of Panjabi resources.