



# Western Australian Curriculum

## Languages | Punjabi

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Scope and sequence | Pre-primary–Year 10

Draft for consultation | Not for implementation

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## **Acknowledgement of Country**

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

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## Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Punjabi are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

The Scope and sequence Western Australia Curriculum: Languages, Punjabi shows the proposed content across the years of schooling from Pre-primary to Year 10.

The scope and sequence for the Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: Communicating and Understanding language and culture.

The **Communicating** strand includes **Interacting in Punjabi**; **Mediating meaning in and between languages**; and **Creating text in Punjabi**.

The **Understanding language and culture** strand includes **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Punjabi curriculum.

<b>Languages</b>		
<b>Punjabi</b>		
<b>Communicating</b>		
Interacting in Punjabi	Mediating meaning in and between languages	Creating text in Punjabi
<b>Understanding language and culture</b>		
Understanding systems of language	Understanding the interrelationship of language and culture	

## Pre-primary–Year 6

### Strand: Communicating

#### Sub-strand: Interacting in Punjabi

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and communicate meaning in Punjabi</p> <p>For example:</p> <ul style="list-style-type: none"> <li>introduce themselves, such as ਮੇਰਾ ਨਾਮ ਲੂਸੀ ਹੈ। ਮੈਂ ਚਾਰ ਸਾਲ ਦੀ ਹਾਂ।</li> <li>perform songs, rhymes and action stories using non-verbal forms of expression, such as clapping, gestures and facial expressions to support the making of meaning</li> <li>participate in guided group activities and simple tasks, such as games, crafts and role plays</li> </ul>	<p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share name and age, such as ਮੇਰਾ ਨਾਮ ਮਨਮੀਤ ਕੌਰ/ਸਿੰਘ ਹੈ। ਮੈਂ ਸੱਤ ਸਾਲ ਦੀ/ਦਾ ਹਾਂ।</li> <li>express likes and dislikes, such as ਮੈਨੂੰ ਅੰਬ ਅਤੇ ਅਨਾਰ ਖਾਣੇ ਚੰਗੇ ਲੱਗਦੇ ਹਨ। ਮੈਨੂੰ ਤੈਰਨਾ ਬਹੁਤ ਪਸੰਦ ਹੈ।</li> </ul>	<p>Share information about themselves and their family</p> <p>For example:</p> <ul style="list-style-type: none"> <li>describe themselves, family and pets, such as ਮੇਰਾ ਨਾਮ ਮਨਮੀਤ ਕੌਰ/ਸਿੰਘ ਹੈ। ਮੈਂ ਸੱਤ ਸਾਲ ਦੀ/ਦਾ ਹਾਂ। ਮੈਂ ਆਪਣੇ ਮਾਤਾ ਪਿਤਾ ਨਾਲ ਰਹਿੰਦੀ ਹਾਂ। ਮੇਰਾ ਜਨਮਦਿਨ ੧ ਅਗਸਤ ਨੂੰ ਹੈ। ਮੇਰੇ ਕੋਲ ਇੱਕ ਪਾਲਤੂ ਕੁੱਤਾ ਹੈ।</li> <li>ask and respond to simple questions about themselves, such as ਹਾਂ ਜੀ ਕੀ ਇਹ ਤੇਰਾ/ਤੁਹਾਡਾ ਹੈ? ਹਾਂ/ਨਹੀਂ ਜੀ ਇਹ ਮੇਰਾ ਹੈ/ਨਹੀਂ ਹੈ। ਭੈਣ ਜੀ/ਅਧਿਆਪਕ ਜੀ ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਲੱਗੀ।</li> </ul>	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>For example:</p> <ul style="list-style-type: none"> <li>ask and respond to questions such as ਸਿਮਰਨ ਤੇਰਾ ਕੀ ਹਾਲ ਹੈ? ਮੈਂ ਠੀਕ ਹਾਂ ਭੈਣ ਜੀ/ਅਧਿਆਪਕ ਜੀ। ਚੰਗਾ ਕੱਲ੍ਹ ਨੂੰ ਮਿਲਾਂਗੇ।</li> <li>describe self, family and friends with correct form of adjectives, such as ਮੇਰੇ ਭਰਾ ਦਾ ਨਾਮ ਗੁਰਪ੍ਰੀਤ ਹੈ। ਉਸਨੂੰ ਹਾਕੀ ਖੇਡਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। ਮੇਰੀ ਭੈਣ ਨੌਂ ਸਾਲ ਦੀ ਹੈ। ਉਸਨੂੰ ਨੈੱਟਬਾਲ ਖੇਡਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ।</li> </ul>	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange information and respond to questions about personal interests and routines, such as ਸਨਿੱਚਰਵਾਰ ਨੂੰ ਮੈਂ ਗਿੱਧਾ ਸਿੱਖਣ ਜਾਂਦੀ ਹਾਂ। ਮੈਂ ਹਰ ਰੋਜ਼ ਸੈਰ ਤੇ ਜਾਂਦੀ ਹਾਂ। ਸਕੂਲ/ਵਿਦਿਆਲੇ ਤੋਂ ਆਉਣ ਤੋਂ ਬਾਦ ਮੈਂ ਆਪਣੀਆਂ ਸਹੇਲੀਆਂ ਨਾਲ ਖੇਡਦੀ ਹਾਂ।</li> <li>describe home and school routines, such as ਅੱਜ ਮੇਰੀ ਵਿਗਿਆਨ ਦੀ ਜਮਾਤ ਹੈ। ਮੈਂ ਸਵੇਰੇ ੭ ਵਜੇ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਜਾਂਦਾ ਹਾਂ।</li> </ul>	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange personal information about their home, such as ਮੇਰੀ ਨਾਨੀ ਇੱਕ ਬਹੁਤ ਪੁਰਾਣੇ ਘਰ ਵਿੱਚ ਰਹਿੰਦੀ ਹੈ। ਮੇਰੇ ਘਰ ਦੀ ਛੱਤ ਬਹੁਤ ਉੱਚੀ ਹੈ। ਸਾਡੇ ਬਗੀਚੇ ਵਿੱਚ ਅਮਰੂਦ, ਅੰਬ, ਕੇਲੇ, ਸੇਬ ਅਤੇ ਅਨਾਰ ਦੇ ਦਰਖਤ ਲੱਗੇ ਹੋਏ ਹਨ।</li> <li>exchange information about their neighbourhood, such as ਸਾਡੀ ਅਧਿਆਪਕਾ ਜੀ ਸਾਨੂੰ ਅਡੀਨੀਆ ਪਾਰਕ ਲੈ ਕੇ ਗਏ। ਉੱਥੇ ਉਨ੍ਹਾਂ ਨੇ ਸਾਨੂੰ ਆਸਟ੍ਰੇਲੀਅਨ ਸਿੱਖ ਵਿਰਾਸਤ ਅਤੇ ਵੁਹਜਾ ਨੂੰਗਰ (Whadjuk Noongar) ਸੱਭਿਆਚਾਰ ਨਾਲ ਜਾਣੂ ਕਰਾਇਆ। ਸਾਨੂੰ ਉੱਥੇ ਜਾ ਕੇ ਬਹੁਤ ਚੰਗਾ ਲੱਗਿਆ।</li> <li>exchange information about local community events and special celebrations using modelled language, such as ਅਸੀਂ ਐਤਵਾਰ ਨੂੰ ਵਿਸਾਖੀ ਮੇਲੇ ਤੇ ਜਾਵਾਂਗੇ। ਮੈਂ ਆਪਣੀਆਂ ਹੋਰ</li> </ul>	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>For example:</p> <ul style="list-style-type: none"> <li>compare personal experiences, preferences and opinions, expressing and justifying their agreement or disagreement, such as ਤੂੰ/ਤੁਸੀਂ ਬਹੁਤ ਚੰਗਾ ਕੀਤਾ। ਮੈਨੂੰ ਗਰਮੀ ਦੀ ਕੁੱਤ ਚੰਗੀ ਲੱਗਦੀ ਹੈ। ਮੈਨੂੰ ਲੱਗਦਾ ਹੈ ਕਿ ਸਾਨੂੰ ਆਪਣੀ ਸਿਹਤ ਦਾ ਧਿਆਨ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ, ਨਹੀਂ ਤਾਂ ਸਾਨੂੰ ਬਿਮਾਰੀਆਂ ਲੱਗ ਸਕਦੀਆਂ ਹਨ।</li> <li>express concern, sympathy, apologies or gratitude such as ਧਿਆਨ ਨਾਲ, ਮੈਨੂੰ ਅਫਸੋਸ ਹੈ ਕਿ ...। ਧੰਨਵਾਦ। ਮੈਂ ਤੁਹਾਡਾ ਰਿਣੀ ਹਾਂ। ਮੈਨੂੰ ਇਹ ਸੁਣ ਕੇ ਬਹੁਤ ਖੁਸ਼ੀ ਹੋਈ।</li> <li>exchange information about leisure activities and interests, such as ਸਕੂਲ/ਵਿਦਿਆਲੇ ਤੋਂ ਆਉਣ ਤੋਂ ਬਾਦ ਮੈਂ ਬਾਹਰ ਖੇਡਣ ਜਾਂਦੀ/ਜਾਂਦਾ ਹਾਂ। ਤੂੰ/ਤੁਸੀਂ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਤੋਂ ਆਉਣ ਤੋਂ ਬਾਦ ਕੀ ਕਰਦੀ/ਕਰਦਾ/ਕਰਦੇ ਹੈ/ਹੋ? ਤੁਸੀਂ</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>ਸਹੇਲੀਆਂ ਨੂੰ ਵੀ ਪੁੱਛ ਲਵਾਂਗੀ। ਮੇਲੇ ਵਿੱਚ ਬਹੁਤ ਭੀੜ ਸੀ।</p> <ul style="list-style-type: none"> <li>• use conversation strategies for active listening skills and turn-taking cues to support the exchange of ideas and information, such as ਹਾਂਜੀ, ਅੱਛਾ ਜੀ। ਹਾਂਜੀ ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਸਹਿਮਤ ਹਾਂ ਚਲੋ ਹੁਣ ਤੁਹਾਡੀ ਵਾਰੀ। ਉਹ ਇਹ ਤਾਂ ਬਹੁਤ ਬੁਰਾ ਹੋਇਆ।</li> </ul>	ਗਰਮੀ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਕਿੱਥੇ ਖੁੰਮਣ ਜਾਓਗੇ?

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Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Participate in play-based activities, songs, rhymes, stories, guided role-plays and games using repetitive language, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate in songs, rhymes and chants, such as ਕਿੱਕਲੀ ਕਲੀਰ ਦੀ, ਚੰਦਾ ਮਾਮਾ</li> <li>play games, such as ਅੱਕੜ ਬੱਕੜ ਬੰਬੇ ਬੇ, that involve repetitive phrases and actions, such as ਦੌੜੋ, ਭੱਜੋ, ਹੁਣ ਤੇਰੀ ਵਾਰੀ</li> <li>crack a code that uses Punjabi alphabets and numerals to lead to a location or solve a puzzle.</li> </ul>	<p>Participate in play-based activities using formulaic expressions, and visual and spoken cues</p> <p>For example:</p> <ul style="list-style-type: none"> <li>develop the use of non-verbal expression and cues, such as clapping, head gestures, eye contact and facial expressions, to convey meaning, understanding and express emotion</li> <li>participate in activities that involve sorting, guessing, matching or choosing objects, using modelled questions and responses, such as Bingo cards with images, to represent various greetings and classroom phrases</li> <li>participate in show and tell using props and visuals, and respond to questions about the item, such as ਇਹ ਮੇਰਾ ਖਰਗੋਸ਼ ਹੈ। ਇਸਦਾ ਨਾਮ ਪੀਲੂ ਹੈ। ਤੁਸੀਂ ਇਹ ਖਰਗੋਸ਼ ਕਿਥੋਂ ਲਿਆ।</li> </ul>	<p>Participate in activities using some modelled language to complete tasks and play games</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use questions and active listening skills, and interpret non-verbal cues, when working collaboratively and contributing ideas, such as ਤੁਹਾਡਾ ਕੀ ਵਿਚਾਰ ਹੈ? ਤੁਸੀਂ ਕਿਹਾ ਕੀ ...</li> <li>participate in a role-plays for shopping or ordering food, using play money and dress-up clothes, such as ਇਹ ਗੋਬੀ ਕਿੰਨੇ ਦੀ ਹੈ। ਤੁਸੀਂ ਦਸ ਰੁਪਏ ਦੇ ਦੋ। ਤੁਸੀਂ ਇਕ ਡਾਲਰ ਘੱਟ ਦਿੱਤਾ ਹੈ।</li> <li>follow procedures or give instructions for activities in cooking, craft activities or science experiments, using language of imperative verbs and measurement terms, such as 100 ਗ੍ਰਾਮ ਆਟਾ, ਸਭ ਤੋਂ ਪਹਿਲਾ ਪਾਣੀ ਮਿਲਾਓ, ਕੜਾਹੀ ਵਿਚ ਤੇਲ ਪਾਓ, ਇਕ ਚਮਚ ਲੂਣ ਪਾਓ</li> </ul>	<p>Participate in collaborative activities using a range of familiar phrases and modelled language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>work in groups to create a class profile with information collected from peers, such as creating a chart or database to identify favourite sports, food or colours</li> <li>work together to design posters, promotional material or invitations for cultural event, such as ਦੀਵਾਲੀ ਦੇ ਮੇਲੇ ਦਾ ਸੱਦਾ</li> <li>make shared decisions about content, design and digital tools when creating displays or posters for special events, such as ਵਾਤਾਵਰਨ ਦਿਵਸ, ਸਾਲਾਨਾ ਖੇਡ ਦਿਵਸ, ਸਫਾਈ ਮੁਹਿੰਮ</li> </ul>	<p>Participate in collaborative activities that involve planning, to share information, preferences and ideas</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use phrases to seek permission, ask questions, or borrow items from peers or teacher, such as ਕੀ ਮੈਂ ਪਖਾਨਾ (toilet) ਜਾ ਸਕਦਾ ਹਾਂ? ਕੀ ਮੈਂ ਤੇਰੀ ਪੈਨਸਿਲ ਲੈ ਸਕਦਾ ਹਾਂ?</li> <li>work collaboratively to create a set of instructions or a procedure to demonstrate and explain activities or processes, such as germination of seed ਬੀਜ ਪੁੰਗਰਣ ਦੀ ਵਿਧੀ: 1. ਪਹਿਲਾ ਬੀਜ ਨੂੰ ਗਿੱਲੀ ਰੂੰ ਵਿੱਚ ਰੱਖੋ 2. ਰੋਜ਼ ਰੂੰ ਨੂੰ ਗਿੱਲਾ ਰੱਖੋ ਅਤੇ ਧੁੱਪ ਲਗਵਾਓ।</li> <li>plan presentations or performances for school assemblies or community events, such as ਹੋਲੀ, ਸਦਭਾਵਨਾ ਦਿਵਸ, using expressions: ਅੱਜ ਅਸੀਂ ਤੁਹਾਡੇ ਸਾਮਣੇ ਪੇਸ਼ ਕਰਨ ਜਾ ਰਹੇ ਹਾਂ</li> <li>collaborate with others to follow directions to real or imagined locations to solve puzzles or riddles, such as ਅੱਗੇ ਤੋਂ ਸੱਜੇ, ਪਹਿਲਾ ਸਿੱਧਾ ਜਾਓ ਫਿਰ ਦੋ ਗਲੀਆਂ ਛੱਡਕੇ ਖੱਬੇ ਮੁੜ ਜਾਓ।</li> </ul>	<p>Participate in collaborative activities that involve planning and negotiating, to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>state preferences in a range of activities and interactions, and react to others' choices or indicate preferences between two or more objects, such as ਜ਼ਿਆਦਾਤਰ ਲੋਕਾਂ ਨੂੰ ਸੇਬ ਪਸੰਦ ਨਹੀਂ। ਸੇਬ ਸੰਤਰਾ ਜਾ ਅੰਗੂਰ ਵਿੱਚੋਂ ਤੁਹਾਨੂੰ ਕੀ ਪਸੰਦ ਹੈ। ਮੈਨੂੰ ਅੰਗੂਰ ਪਸੰਦ ਹਨ।</li> <li>create and perform role-plays that involve asking for or giving prices, or using appropriate gestures, expressions and negotiation skills, such as ਭਰਾ ਜੀ, ਅੰਬ ਕਿੰਨੇ ਦੇ ਹਨ। ਤੁਹਾਡੇ ਰੈਸਟੋਰੈਂਟ (ਭੋਜਨਘਰ) ਵਿੱਚ ਸਭ ਤੋਂ ਸਵਾਦ ਵਿਅੰਜਨ ਕੀ ਹੈ? ਇਹ ਬਹੁਤ ਮਹਿੰਗਾ ਹੈ।</li> <li>reflect on the process of working together to plan and execute an event or performance, and what they would do differently next time, such as ਮੈਨੂੰ ਤੁਹਾਡੀ ਸਲਾਹ ਪਸੰਦ ਆਈ।</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise simple greetings and farewells, such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ; ਫਿਰ ਮਿਲਾਂਗੇ।</li> <li>respond to classroom instructions or directions, such as ਖੜ੍ਹੇ ਹੋ ਜਾਓ। ਬੈਠ ਜਾਓ।</li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise and exchange simple greetings and farewells using appropriate expressions and body language, such as ਦੇਵੋਂ ਹੱਥ ਜੋੜ ਕੇ, ਸਿਰ ਝੁਕਾ ਕੇ - ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਨਮਸਤੇ, ਧੰਨਵਾਦ</li> <li>respond to classroom-related instructions, such as ਹਾਜ਼ਿਰ ਜੀ। ਸਿਰ ਝੁਕਾਓ। ਖੜ੍ਹੇ ਹੋ ਜਾਓ। ਬੈਠ ਜਾਓ। ਇੱਥੇ ਆਓ। ਹੌਲੀ ਬੋਲੋ।</li> <li>use formulaic phrases for everyday interactions, such as ਧੰਨਵਾਦ, ਮਾਫ਼ ਕਰਨਾ, ਕਿਰਪਾ ਕਰਕੇ, ਬਹੁਤ ਚੰਗਾ</li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange greetings, farewells, gratitude and good wishes, adjusting language to suit the situation, such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ; ਨਮਸਤੇ; ਤੁਹਾਡਾ ਸਵਾਗਤ ਹੈ। ਤੁਹਾਨੂੰ ਜਨਮ ਦਿਨ/ਦਿਹਾੜੇ ਦੀਆਂ ਬਹੁਤ-ਬਹੁਤ ਵਧਾਈਆਂ ਨਵਾਂ ਸਾਲ ਮੁਬਾਰਕ। ਦੀਵਾਲੀ ਦੀਆਂ ਵਧਾਈਆਂ। ਮਾਫ਼ ਕਰਨਾ ਜੀ।</li> <li>respond to classroom-related instructions and routines such as roll call, start or finish lessons, make a circle and use a red pencil, such as ਖੜ੍ਹੇ ਹੋ ਜਾਓ। ਬੈਠ ਜਾਓ। ਇਹ ਲਓ ਜੀ। ਮੇਰੇ ਕੋਲ ਲਾਲ ਪੈਨਸਿਲ ਹੈ। ਹਾਜ਼ਿਰ ਜੀ। ਗੋਲ ਘੇਰਾ ਬਣਾਓ।</li> </ul>	<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> <li>give instructions to play games and complete tasks, such as ਥੋੜ੍ਹਾ ਮੈਂ ਲਿਖਦਾ ਹਾਂ ਬਾਕੀ ਤੂੰ/ਤੁਸੀਂ ਲਿਖ/ਲਿਖੋ। ਮੈਂ ਇਹ ਕੱਟ ਦਿੰਦਾ ਹਾਂ, ਤੂੰ/ਤੁਸੀਂ ਚਿਪਕਾ ਲੈ/ਚਿਪਕਾਓ। ਕੀ ਅਸੀਂ ਇਕੱਠੇ ਖੇਡ ਸਕਦੇ ਹਾਂ?</li> <li>ask for support or clarification, such as ਭੈਣ ਜੀ/ਅਧਿਆਪਕ ਜੀ ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਇਆ। ਇਹ ਕੀ ਹੈ? ਕੀ ਤੂੰ/ਤੁਸੀਂ ਮੇਰੀ ਮਦਦ ਕਰੋਗੀ/ਕਰੋਗਾ/ਕਰੋਗੇ? ਮਦਦ ਕਰਨ ਵਾਸਤੇ ਧੰਨਵਾਦ!</li> </ul>	N/A	N/A	N/A

**Sub-strand: Mediating meaning in and between languages**

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• match picture or object to spoken Punjabi</li> <li>• discuss familiar words of Punjabi origin that they may have encountered, such as <i>Pyjama, yoga, guru, jungle</i></li> </ul>	<p>Locate key information in familiar texts, and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• locate simple keywords or phrases in familiar contexts, including labels, captions and titles in stories, such as ਇਹ ਲਾਲ ਰੰਗ ਹੈ। ਇਹ ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ਹੈ।</li> <li>• listen for specific points of information in stories, rhymes or songs, such as ਘੜੀਏ ਨੀ ਘੜੀਏ, ਸਾਰਾ ਦਿਨ ਟਿੱਕ-ਟਿੱਕ ਕਰਦੀ ਹੈ। ਪਿਆਸਾ ਕਾਂ ਪਾਲਤੂ ਜਾਨਵਰਾਂ ਦੀ ਗੱਲ-ਬਾਤ and use intonation, gestures and facial expressions to aid comprehension</li> <li>• mime, draw, point, click or drag to show understanding of key words in a range of spoken, written and multimodal texts matching pictures to words, such as car (ਕਾਰ), tree (ਰੁੱਖ), apple (ਸੇਬ), bus (ਬੱਸ)</li> </ul>	<p>Locate key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• listen to, read or view a text and sequence the events and ideas using storyboards, drawing pictures, or cutting and gluing pictures/words in chronological order</li> <li>• re-enact parts of a story or pretend to be a character, such as ਸੌ ਜਾ ਬੱਬੂਆ ਮਾਣੇ ਬਿੱਲੀ ਆਈ ਆ। ਅਬਲੂ-ਬਬਲੂ ਭੈਣ ਭਰਾ।</li> <li>• make simple evaluative statements about stories, rhymes or songs, such as ਮੈਨੂੰ ਕੱਛੂ ਪਸੰਦ ਹੈ ਕਿਉਂਕਿ ਉਹ ਹਿੰਮਤ ਨਹੀਂ ਹਾਰਦਾ। ਮੈਨੂੰ ਖਰਗੋਸ਼ ਪਸੰਦ ਹੈ ਕਿਉਂਕਿ ਉਹ ਤੇਜ਼ ਭੱਜਦਾ ਹੈ।</li> <li>• participate in group reading of Punjabi versions of familiar English-language stories, such as <i>Tiddalik the Frog/ਟਿੱਡਲਿਕ ਡੱਡੂ</i> and compare words and expressions in each language at key stages of the story</li> </ul>	<p>Locate key information in familiar texts, and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• listen to short spoken texts that contain some unfamiliar language in announcements, or directions for a game or to a place, and identify specific points of information to obtain gist, such as playing ਭੰਡਾ-ਭੰਡਾਰੀਆ game</li> <li>• listen to a weather forecast and write a message to a friend inviting them to go out, and incorporating information from the stimulus text, such as ਸਨੀਵਾਰ ਨੂੰ ਧੁੱਪ ਨਿਕਲੇਗੀ, ਅਸੀਂ ਸਮੁੰਦਰ ਕਿੰਨਾਰੇ ਘੁੰਮਣ ਜਾਵਾਂਗੇ।</li> <li>• access authentic, simple print or digital text of advertisements, catalogues, menus and packaging, to locate key points of information, such as product, number, price, target audience or suitability to recycle</li> </ul>	<p>Locate key information in familiar texts, and respond using formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• discover and explore print or digital maps of Australia to identify historical names or places with a Punjabi reference/connection, such as Punjaub (Punjab) in Queensland and Sikh Lane in Dongara (Western Australia)</li> <li>• listen to, read and view texts in Punjabi and respond to questions about characters, ideas and events</li> <li>• question or survey classmates about likes and dislikes, pets, interests, and representing the data in lists, tables or a shared class graph, such as ਗਰਮੀ ਦਾ ਮੌਸਮ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। ਸਾਰੇ ਸ਼ਾਮ ਨੂੰ ਟੀ ਵੀ ਦੇਖਦੇ ਹਨ।</li> </ul>	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use range of prints and digital tools to survey and compile information about others homes or neighbourhoods, and present findings in range of formats, such as graphs, flowchart and oral presentations</li> <li>• discuss messages, morals and character traits featured in fables, songs and stories and incorporate into own imaginative texts, such as ਮੁਸੀਬਤ ਵੇਲੇ ਸਿਆਣਪ ਹੀ ਕੰਮ ਆਉਂਦੀ ਹੈ। ਸਬਰ ਦਾ ਫਲ ਮਿੱਠਾ ਹੁੰਦਾ ਹੈ।</li> <li>• read or listen to a short text about a holiday destination or camp and list what students need to bring, categorising items in order of priority and justifying their reasons, such as ਮੈਂ ਕੋਈ ਰੱਖ ਲਈ ਹੈ ਕਿਉਂਕਿ ਉਥੇ ਠੰਡ ਹੈ...</li> </ul>	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• listen to or watch a program of events for a festival or sports match, and write a message to a family member or friend to ask them to participate, such as ਕੀ ਤੂੰ ਮੇਰੇ ਨਾਲ ਐਤਵਾਰ ਨੂੰ ਵੈਸਾਖੀ ਦੇ ਮੇਲੇ ਤੇ ਚਲੇਗਾ?</li> <li>• locate information about the school and surrounding area, and incorporate the facts in a persuasive advertisement to attract visitors or new students, such as ਸਾਡੇ ਸਕੂਲ ਵਿੱਚ ਇੱਕ ਸਾਫ਼-ਸੁਥਰਾ ਖੇਡ ਮੈਦਾਨ ਹੈ ਅਤੇ ਸਕੂਲ ਦੇ ਬਾਹਰ ਬੱਸ ਸਟਾਪ ਹੈ, ਇਸ ਲਈ ਤੁਹਾਨੂੰ ਇੱਥੇ ਪੜ੍ਹਾਈ ਲਈ ਬਹੁਤ ਮਦਦ ਮਿਲੇਗੀ।</li> <li>• use digital tools to survey and compile information about others' interests and preferences, such as favourite things, leisure activities, pets, language/s spoken, and present findings as mind maps or other formats</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Explore how language carries cultural meaning in classroom-related greetings, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that language used to greet older people, parents or carers is more respectful than greetings used for friends, such as ਤੂੰ and ਤੁਸੀਂ; ਪਿਤਾ ਜੀ, ਤੁਸੀਂ ਘਰ ਕਿੰਨੇ ਵਜੇ ਆਉਗੇ। ਸੁਮੀਤ, ਤੂੰ ਮੇਰੇ ਨਾਲ ਬਾਜ਼ਾਰ ਚਲੇਗਾ।</li> <li>explore body language, gestures or facial expressions that they use with families and friends when speaking Punjabi, such as moving the head in different ways to mean yes/no ਰਾਜੀ, ਨਹੀਂ, ਨਾਂ, ਰਾਂ</li> </ul>	<p>Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explore examples of Punjabi language, at home or in the community, to create language resources, such as a word wall of advertisements, menus or shop signs, such as roti, naan, mela, yoga, daal, ghee, tikka, korma, masala</li> <li>discuss and explain the meaning of Punjabi expressions and gestures that may be unfamiliar to non-Punjabi-speakers, such as ਦੇਵੇਂ ਹੱਥ ਜੋੜ ਕੇ ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ਕਹਿਣਾ</li> <li>explore different greetings with people from different communities, and culturally and linguistically diverse groups, such as ਨਮਸਤੇ, ਵੱਕਮ, ਅਸਲਾਮੁ ਅਲੈਕੁਮ and ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ</li> </ul>	<p>Begin to develop strategies to comprehend and adjust Punjabi language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>begin to understand the meaning of Punjabi expressions and gestures that may be unfamiliar to non-Punjabi speakers and work out how to explain these, such as the way that elders greet children by holding their hand over the child's head and saying ਜਿਓਂਦੇ ਰਹੋ or addressing older siblings/adults as ਤੁਸੀਂ rather than ਤੂੰ</li> <li>begin to compare language use at home, school and in the community by identifying differences in ways of thanking someone or asking for help, or the use of nicknames or terms of affection, such as ਰਾਜਾ ਪੁੱਤਰ/ਰਾਣੀ ਧੀ, ਪਾਣੀ ਲਿਆਈ। or ਪਾਣੀ ਲੈਕੇ ਆਇਓ।</li> <li>recognise words and expressions in Punjabi that reflect traditions and are not easily translated into English, such as ਗੁਰੂ ਜੀ for a spiritual leader, ਅਧਿਆਪਕ for a teacher and ਬਾਪੂ ਜੀ, ਬੇਬੇ ਜੀ for an older male person</li> </ul>	<p>Develop strategies to comprehend and adjust Punjabi language in familiar contexts to convey cultural meaning</p> <p>For example:</p> <ul style="list-style-type: none"> <li>create pattern charts or an alphabet bank with words beginning with the same letter to use in class to reinforce learning and exposure to the language, such as ਕਸਰਤ/ਕਮਲ/ਕੋਇਲ, ਸੂਰਜ/ਸਮੁੰਦਰ/ਸੋਨਾ</li> <li>access different sources to create bilingual word lists or flashcards by identifying known Punjabi words or expressions and relate them to English, noticing that direct translation sometimes does not work</li> <li>begin to translate popular children's rhymes, songs and stories into English, such as ਬਹੁਤ ਭੁੱਖੀ ਸੁੰਡੀ (<i>The Very Hungry Caterpillar</i>) and ਭੂਰੇ ਭਾਲੂ, ਭੂਰੇ ਭਾਲੂ, ਤੂੰ ਕੀ ਦੇਖਿਆ? (<i>Brown Bear, Brown Bear, What Do You See?</i>)</li> </ul>	<p>Begin to apply strategies to interpret and convey meaning in Punjabi language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>distinguish between spoken and written forms of Punjabi, identifying examples of colloquialisms, such as ਕਿਦਾਂ instead of ਤਸੀਂ ਕਿਵੇਂ ਹੋ?, and words and expressions used mainly in spoken conversation - ਮੈਂ ਕਿਹਾ ... at the beginning of spoken utterances</li> <li>use non-verbal gestures to convey meaning, such as slight bow or a respectful hand gesture when addressing elders</li> <li>recognise that some Australian terms, idioms and expressions are only meaningful in the Australian context and have no equivalent in Punjabi, such as bush walking and 'good on you!'</li> </ul>	<p>Apply strategies to interpret and convey meaning in Punjabi language in familiar non-verbal, spoken and written cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use bilingual print dictionaries and online translators to translate unfamiliar words or sentences, and determine the reliability of these aides to accurately translate information</li> <li>explain verbally to non-Punjabi-speakers about Punjabi words, proverbs, idioms or expressions that they find challenging or humorous, such as ਢਿੱਡ ਵਿੱਚ ਚੂਰੇ ਦੌੜਨਾ, ਕੁੱਛੜ ਕੁੜੀ ਸ਼ਹਿਰ ਢਿੱਡੇਰਾ</li> <li>translate signs, menu items or public announcements from Punjabi to English, and vice versa, and compare the words they believe convey the closest equivalent meaning, such as No standing zone ਇਥੇ ਖੜ੍ਹਾ ਹੋਣਾ ਮਨਾ ਹੈ।</li> </ul>

**Sub-strand: Creating text in Punjabi**

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Recognise words and use modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use some simple expressions, formulaic language and techniques to enhance texts, such as speech bubbles, basic onomatopoeia ਕਿਣ-ਮਿਣ, ਟਿਕ-ਟਿਕ and exclamation marks ਵਾਹ! ਬੱਲੇ ਬੱਲੇ!</li> <li>use puppets, gestures and props to retell stories</li> </ul>	<p>Use words, familiar phrases and modelled language to create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to simple, modelled text and write or draw favourite animals and practise reading aloud, such as ਇਹ ਸ਼ੇਰ ਹੈ। ਸ਼ੇਰ ਜੰਗਲ ਦਾ ਰਾਜਾ ਹੈ।</li> <li>use familiar vocabulary and modelled sentence structures to create informative texts about self, family and friends, such as ਮੇਰੀ ਇੱਕ ਭੈਣ ਤੇ ਇੱਕ ਭਰਾ ਹੈ। ਮੇਰੇ ਕੋਲ ਬਹੁਤ ਕਿਤਾਬਾਂ ਹਨ।</li> <li>participate in the shared performance of songs, rhymes and stories, and the presentation of action stories using verbal and non-verbal forms of expression and modelled language, such as ਸੌਂ ਜਾ ਬੱਬੂਆ ਮਾਣੇ ਬਿੱਲੀ ਆਈ ਆ; ਅਬਲੂ-ਬਬਲੂ ਭੈਣ ਭਰਾ ਭਾਲੂ ਅਤੇ ਦੇ ਦੇਸਤ</li> </ul>	<p>Create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use images or photos, familiar vocabulary and modelled sentences to describe and create informative text, such as ਇਹ ਮੇਰੀ ਭੈਣ ਹੈ। ਇਹ ਆਸਟ੍ਰੇਲੀਅਨ ਹੈ। ਇਸਦੀ ਉਮਰ 10 ਸਾਲ ਹੈ। ਇਸ ਨੂੰ ਘੋੜੇ ਦੀ ਸਵਾਰੀ ਬਹੁਤ ਪਸੰਦ ਹੈ।</li> <li>create an alternative version of stories or action songs using rhythm and gestures to animate characters, such as ਬਹੁਤ ਭੁੱਖੀ ਸੁੰਡੀ using an alternative animal and Indian foods</li> <li>present information using picture stories or multimodal displays on topics of potential interest to Punjabi-speaking children of their own age, such as facts about Australian animals ਕੰਗਾਰੂ ਦਾ ਬੱਚਾ ਆਪਣੀ ਮਾਂ ਦੀ ਝੋਲੀ ਵਿੱਚ ਰਹਿੰਦਾ ਹੈ, incorporating subtitles, sounds and punctuation to engage the audience</li> </ul>	<p>Create and present informative and imaginative texts using familiar phrases and sentences, and modelled textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>create a family tree, poster or presentation using simple descriptive language and culturally appropriate terms to identify relationships, such as ਮਾਸੀ, ਮਾਮਾ, ਚਾਚਾ, ਚਾਚੀ, ਮਾਮੇ ਦਾ ਮੁੰਡਾ</li> <li>create simple descriptions in Punjabi and match them to appropriate Aboriginal and Torres Strait Islander locations in their local area or elsewhere in Australia, such as matching local plant/animal and place descriptions</li> <li>create simple texts to perform in action-based activities to act out Indian stories or characters and bring scenes to life, such as acting out events or adopting the personality of a character: ਮੋਗਲੀ, ਚਾਚਾ ਚੌਧਰੀ, ਸ਼ਕਤੀਮਾਨ</li> </ul>	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> <li>design a digital poster, locating and describing, in Punjabi, a specific Aboriginal and Torres Strait Islander location in a local or regional context, or elsewhere in Australia</li> <li>create bilingual texts for non-Punjabi speakers wanting to visit India or a Punjab, to assist with travel and create Punjabi Travel Phrasebook which includes word lists, common phrases, maps, menus and allergy cards, such as ਮੈਨੂੰ ਪਾਣੀ ਚਾਹੀਦਾ ਹੈ। ਮੈਨੂੰ ਮੂੰਗਫਲੀ ਤੋਂ ਐਲਰਜੀ ਹੈ।</li> <li>create and perform expressive texts in form of narratives, poetry or personal commentaries, using mime, music, and evocative language to convey concepts that are relevant to their own social worlds and interests, such as ਮਿੱਤਰਤਾ, ਪਿਆਰ, ਦਯਾ; ਏਕਤਾ ਵਿੱਚ ਸ਼ਕਤੀ</li> </ul>	<p>Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> <li>create an informative text describing an important person in their life, such as ਸ਼੍ਰੀਮਾਨ...ਮੇਰੇ ਕ੍ਰਿਕੇਟ ਦੇ ਕੋਚ ਹਨ। ਮੈਂ ਪਿਛਲੇ ਤਿੰਨ ਸਾਲਾਂ ਤੋਂ ਉਨ੍ਹਾਂ ਤੋਂ ਕ੍ਰਿਕੇਟ ਸਿੱਖ ਰਹੀ ਹਾਂ।</li> <li>create a multimodal profile of a local community, including facilities, events and useful facts, for recent Punjabi-speaking migrants to Australia, such as ਪਬਲਿਕ ਲਾਇਬ੍ਰੇਰੀ ਸਵੇਰੇ 8 ਵਜੇ ਖੁੱਲ੍ਹਦੀ ਹੈ ਅਤੇ ਸ਼ਾਮ 6 ਵਜੇ ਬੰਦ ਹੋ ਜਾਂਦੀ ਹੈ।</li> <li>create informative and imaginative texts for specific purposes and audiences, such as a presentation for parents or guests about the benefits of second-language learning, or to showcase their bilingual or multilingual experience</li> <li>create or reinterpret, present or perform alternative versions of imaginative texts adapting theme, characters or ideas to suit different contexts</li> </ul>

## Strand: Understanding language and culture

### Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore language features of Punjabi noticing similarities and differences between Punjabi and English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explore consonant sounds ਸ, ਹ, ਕ, ਤ, ਨ, ਮ, ਰ, ਲ and vowel sounds ਓ, ਅ, ਏ by listening, singing and reciting</li> <li>listen and use onomatopoeia such as sounds of animals and of objects, such as ਭੌਂ-ਭੌਂ (woof-woof), ਮੇਆਊ-ਮੇਆਊ (meow-meow), ਟਿਕ-ਟਿਕ (tick tock - clock)</li> <li>use a combination of English and Punjabi in the classroom and notice different ways that the teacher and peers may say some greetings, words or phrases, such as ਜਨਮਦਿਨ ਦੀ ਵਧਾਈ (happy birthday), ਪਾਣੀ (water), ਖਾਣਾ (food)</li> </ul>	<p>Explore and imitate the sounds and rhythms of Punjabi and how sounds are represented in <i>Gurmukhi</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>reproduce the sounds of the ten vowels, 35 <i>painti akhari</i> and 6 naveen toli consonants of <i>Gurmukhi</i></li> <li>explore that Punjabi letters are pronounced in the same way that they are written</li> <li>recognise that graphemes are pronounced twice, such as ਕਕ and ਖਖ – except for ਟ, which is pronounced as <i>tenka</i> (ਟੈਕਾ)</li> </ul>	<p>Recognise and experiment with the sounds and rhythms of Punjabi and notice how sounds are produced and represented in <i>Gurmukhi</i></p> <p>For example:</p> <ul style="list-style-type: none"> <li>experiment and create words by adding <i>kanna</i> to <i>mukta</i> letter/s and notice the difference in the sound, such as ਹਰ, ਚਾਰ, ਹਰਾ</li> <li>recognise how intonation and tone may change the meaning or intent of some words and expressions, such as ਅੱਛਾ, ਚੁੱਕ</li> <li>notice that each consonant has an embedded vowel (ਮੁਕਤਾ) attached to it that makes the ‘u’ sound, such as in ‘jug’, such as ਗਰਮ in which ਗ is not pronounced as ਗਗ</li> <li>become aware that vowel sound symbols are called <i>lagaan</i> (ਲਗਾਂ) – <i>mukta</i> (no symbol), (ਾ), (ਿ), (ੀ), (ੁ), (ੂ), (ੇ), (ੈ), (ੋ), (ੌ) – when attached to a letter they provide a particular sound to that letter</li> <li>become aware that vowels have two sounds – short sounds (<i>mukta, sihari, aunkar</i>) and long sounds</li> </ul>	<p>Recognise and experiment with combinations of sounds, pronunciation and intonation patterns of Punjabi to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that there are no silent letters and there is only one sound for each letter</li> <li>recognise that Punjabi has special symbols, called <i>lagakhar</i> (ਲਗਾਖਰ), which are represented with a <i>bindi</i> (ੰ), a <i>tippee</i> (ੰ) or a <i>adhak</i> (ੱ). <i>Adhak</i> doubles the sounds and changes the meaning of a word – such as ਪਕਾ (cook) and ਪੱਕਾ (firm/ripe) – but is only used with <i>mukta, sihari</i> and <i>aunkur</i></li> <li>recognise how pitch, stress and rhythm help to convey meaning even when individual words are unfamiliar, such as ਰੁਕੇ, ਚੁੱਕ</li> </ul>	<p>Recognise and use combinations of sounds, pronunciation and intonation patterns of Punjabi to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise different intonation for questions, statements and commands, such as ਕੀ? ਪੜ੍ਹੋ!</li> <li>recognise how some Punjabi words are borrowed from other languages, including Portuguese, Arabic and Persian, and are pronounced and written with a dot below the letters to indicate different pronunciation, such as ਸ਼,ਖ਼,ਗ਼,ਜ਼,ਫ਼,ਲ਼ – ਖ਼ਰਬੂਜਾ, ਸ਼ੁਰੂ</li> <li>become aware that ਓ and ਏ cannot be used in <i>mukta</i> form</li> </ul>	<p>Apply combinations of sounds, pronunciation and intonation patterns of Punjabi to develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>understand that Punjabi has symbols for half sounds which are used to indicate partial sounds or as a tone marker, called <i>dutt</i> (ਦੁੱਤ), and that only three letters are used as half sounds: <ul style="list-style-type: none"> <li>half R (ਪੈਰੀ ਰ) goes under a consonant, works as a blend and reads as ‘pr’ or ‘cr’ such as ਪ੍ਰੀਤ</li> <li>half H (ਪੈਰੀ ਹ) used as a tone maker, such as ਜੜ means fixed and ਜੜ੍ਹ means root</li> <li>half V (ਪੈਰੀ ਵ) such as ਸ੍ਰਣ, ਸ੍ਰਗ</li> </ul> </li> <li>understand that mispronouncing vowel sounds in Punjabi can affect meaning, such as ਅੱਖ and ਆਖ, ਉੱਠ and ਉੱਠ</li> <li>become aware that the way in which English ‘t’ and ‘d’ sounds are represented normally as ਟ and ਡ, the replacement of English ‘th’ sound is by ਥ</li> </ul>	<p>Apply combinations of sounds, pronunciation and intonation patterns of Punjabi to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise how loan English words are pronounced differently in Punjabi and are written using the <i>Gurmukhi</i> script, such as ਡਾਕਟਰ, ਗਲਾਸ, ਫਰਵਰੀ, ਡਾਲਰ</li> <li>use active listening skills to determine intonation for statements and questions when no interrogative is used, such as ਭੁੱਖ ਲੱਗੀ ਹੈ। ਭੁੱਖ ਲੱਗੀ ਹੈ? ਬਾਹਰ ਜਾ ਰਿਹਾ। ਬਾਹਰ ਜਾ ਰਿਹਾ?</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		( <i>kanna, bihari, dulainkar, lavan, dulavan, horha, kanaurha</i> )				
N/A	<p>Explore how <i>Gurmukhi</i> and features of language are used to construct meaning in Punjabi</p> <p>For example:</p> <ul style="list-style-type: none"> <li>begin to practise writing Punjabi letters, such as ਓ ਅ ਏ on different media, focusing on directionality, such as tracing letters on laminated sheets</li> <li>begin to copy and write two-letter words with support, such as ਮਨ, ਕਰ</li> <li>experiment with the formation of letters and numbers, such as trace the letters of their own name or draw pictures of frequently occurring consonants</li> <li>recognise common nouns, such as ਖਿਡੌਣੇ, ਪੱਖਾ, ਕਿਤਾਬ, ਬਸਤਾ, ਘਰ, ਸਕੂਲ/ਵਿਦਿਆਲਾ</li> </ul>	<p>Recognise that <i>Gurmukhi</i> and features of language are used to construct meaning in Punjabi</p> <p>For example:</p> <ul style="list-style-type: none"> <li>form words by joining letters with a line on top, except ਅ, ਖ, ਘ, ਪ, ਮ</li> <li>begin to write simple three-letter words using frequently occurring letters, such as ਕਰਨ, ਤਰਸ, ਕਲਮ</li> <li>use adverbs to specify when actions occur, such as ਸਵੇਰੇ, ਹੁਣੇ, ਅੱਜ</li> <li>identify the use of singular and plural first and second person pronouns, such as ਮੈਂ-ਅਸੀਂ, ਤੂੰ-ਤੁਸੀਂ, ਤੇਰਾ-ਤੁਹਾਡਾ</li> </ul>	<p>Recognise simple Punjabi language conventions, <i>Gurmukhi</i> rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use letters to form words, such as ਤਾਰ, ਸਿਰ, ਤੀਰ, ਤੁਰ, ਘੂਰ, ਬੋਰ, ਸੈਰ, ਢੇਲ, ਕੋਰ</li> <li>use adverbs to describe action, such as ਹੌਲੀ, ਇਸ ਤਰ੍ਹਾਂ</li> <li>locate events in time by using the days of the week, such as ਅਸੀਂ ਹਰ ਸ਼ਨਿੱਚਰਵਾਰ ਬਜ਼ਾਰ ਜਾਂਦੇ ਹਾਂ</li> <li>use simple sentences to compare an object's or subject's qualities, such as ਸੰਦੀਪ ਲੰਬਾ ਹੈ। ਸੰਦੀਪ ਸਿਮਰਨ ਤੋਂ ਲੰਬਾ ਹੈ। ਸੰਦੀਪ ਸਭ ਤੋਂ ਲੰਬਾ ਹੈ।</li> </ul>	<p>Recognise and use simple Punjabi language conventions, <i>Gurmukhi</i> rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use simple conjunctions such as ਪਰ, ਫਿਰ ਵੀ to write compound sentences, such as ਪਵਨ ਪੜ੍ਹ ਰਿਹਾ ਹੈ ਪਰ ਰਮਨ ਖੇਡ ਰਿਹਾ ਹੈ।</li> <li>recognise that a word can represent a group of people, animals or things, such as ਝੁੰਡ, ਫੌਜ, ਬੋੜਾ</li> <li>begin to express events in time by using the months of the year and the seasons, such as ਜਨਵਰੀ, ਫਰਵਰੀ, ਸਰਦੀ, ਗਰਮੀ</li> </ul>	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>understand that reflexive pronouns are used to emphasise the subject in a sentence, such as ਆਪੋ-ਆਪਣਾ, ਆਪਣੇ-ਆਪ</li> <li>use suitable language while telling the time, such as ਸਾਢੇ ਅੱਠ, ਤਿੰਨ ਵੱਜ ਕੇ ਵੀਹ ਮਿੰਟ, ਸਵਾ ਪੰਜ, ਪੌਣੇ ਅੱਠ</li> <li>use indefinite pronouns, such as ਕੁਝ, ਬਹੁਤ, ਕੋਈ</li> <li>understand that adjectives are used to represent numbers or the order of things, such as ਵੀਹਵਾਂ, ਦੁਗਣਾ, ਚੌਥਾਈ, ਕੁਝ, ਦਸ ਦੇ ਦਸ</li> </ul>	<p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules to compose and respond to texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>experiment by adding a letter/s, before or after, or a symbol, to a root word to create prefixes and suffixes, such as ਖੁਸ਼: ਖੁਸ਼ਕਿਸਮਤ, ਆਲੂ: ਦਿਆਲੂ</li> <li>understand that relative pronouns can function as a conjunction to join two sentences, such as ਜਿਹੜਾ, ਜਿਸ, ਜੋ, ਸੇ</li> <li>use adverbs in relation to time, place, cause and quantity, such as ਪਿਛਲੀਆਂ ਗਰਮੀਆਂ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਮੀਰਾ ਆਪਣੀ ਨਾਨੀ ਨੂੰ ਮਿਲਣ ਗਈ ਸੀ।</li> <li>build an understanding that a singular feminine word ending with <i>kanna</i> can be changed to a plural by adding ਵਾਂ and a <i>bindi</i> (ਵਾਂ) to the word, such as ਹਵਾ-ਹਵਾਵਾਂ</li> </ul>

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>Explore how Punjabi language has features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that English uses the Roman alphabet containing 5 vowels and 21 consonants, whereas Punjabi uses <i>Gurmukhi</i> script containing 10 vowels and 35 consonants</li> <li>notice differences in word order in Punjabi and English sentences, such as ਮੈਨੂੰ ਕੁਲਫੀ ਪਸੰਦ ਹੈ। versus 'I like ice cream'</li> </ul>	<p>Recognise Punjabi language features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that different types of Punjabi and English texts may have similar or different features, such as action songs and rhymes, or similar beginnings to stories: ਇੱਕ ਸਮੇਂ ਦੀ ਗੱਲ ਹੈ ... and 'Once upon a time'</li> <li>recognise that the placement of <i>Gurmukhi</i> letters is normally aligned below the line of writing, in contrast to English letters written on the line</li> <li>identify English loan words and expressions used in Punjabi, understanding that they may be pronounced slightly differently, such as phone is pronounced as ਫੋਨ and dollar as ਡਾਲਰ</li> <li>notice similarities and differences in Punjabi and English punctuation, such as full stops and commas</li> </ul>	<p>Identify familiar Punjabi language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise that each letter has its own sound and there are no digraphs or trigraphs in Punjabi</li> <li>notice that Punjabi uses more vowels and consonants than English, allowing words to be spelled phonetically</li> <li>discuss the subject-object-verb sentence arrangement in Punjabi compared with English subject-verb-object</li> <li>recognise features of familiar genres of Punjabi texts, such as digital books, puppet shows, video clips or children's songs, and compare these with similar texts in English</li> </ul>	<p>Identify and describe familiar Punjabi language features and compare with those of English, in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise differences in spoken and written forms of Punjabi and English everyday texts, such as greetings or good wishes: ਤੁਹਾਨੂੰ ਬਹੁਤ ਬਹੁਤ ਵਧਾਈਆਂ (spoken) and ਹਾਰਦਿਕ ਸੁਭਕਾਮਨਾਵਾਂ (written)</li> <li>understand the influence of different languages on Punjabi, such as the use of English and Perso-Arabic words, such as ਪੇਸਟ ਬਾਕਸ, ਰੇਲਵੇ ਜੰਕਸ਼ਨ, ਸਕੂਲ, ਧੰਨਵਾਦ, ਖੂਬਸੂਰਤ</li> <li>identify examples of Punjabi words or expressions that are commonly used in English, such as 'verandah' from ਵਰਾਂਡਾ, 'karma' from ਕਰਮ, and 'asana' from ਆਸਨ</li> <li>recognise that punctuation in English is the same as in Punjabi, apart from the use of capital letters and a different symbol for a full stop ਡੰਡੀ (।)</li> </ul>	<p>Compare Punjabi language structures and features with those of English, and begin to use familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>understand the significance and cultural importance of features of different types of texts in Punjabi and English, such as salutations and greetings, and conveying respect, such as Dear/To ..., ਸ਼੍ਰੀਮਾਨ ਜੀ, ਸਤਿਕਾਰਯੋਗ, ਸ਼੍ਰੀਮਤੀ ਜੀ</li> <li>compare features of familiar genres of Punjabi and English texts and notice similarities and differences between language features, including the use of tense, word order and sentence structure, such as ਇੱਕ ਸਮੇਂ ਦੀ ਗੱਲ ਹੈ...। ਬਹੁਤ ਸਾਲ ਪਹਿਲਾ ...।</li> <li>begin to use simple metalanguage, in both Punjabi and English, to understand and discuss grammatical structures and features of texts, such as ਨਾਂਵ – noun, ਪੜਨਾਂਵ – pronoun, ਕਿਰਿਆ – verb, ਵਿਸ਼ੇਸ਼ਣ – adjective</li> </ul>	<p>Compare and discuss Punjabi language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>consider how the choice of language features and text organisation reflect the purpose and audience of different types of text in Punjabi and English, such as when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping or visiting the doctor</li> <li>compare the use of Punjabi in English texts and interactions, and vice versa, discussing reasons why languages borrow from each other, such as ਮਾਓਸ, ਕੀ-ਬੋਰਡ, ਸਕ੍ਰੀਨ, ਗੋਲ, ਨੂਡਲਜ਼, ਕੈਚ, ਪਾਸਤਾ, jungle, bandana, pyjama</li> <li>explore the influence of <i>Sanskrit</i> on Punjabi by noticing <i>Sanskrit</i> words adopted and adapted in different ways, such as ਗਣਿਤ, ਜੀਵਨ, ਆਕਾਸ਼, ਨਦੀ, ਵਿਰੋਧ and other languages ਡਰਾਮਾ, ਸਰਕਸ, ਗਲੀਚਾ, ਕਿਤਾਬ</li> </ul>

## Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> <li>locate India on a world map or globe, recognise that there are different regions with unique cultures and languages, such as ਇਹ ਪੰਜਾਬ ਹੈ। ਇਥੇ ਪੰਜਾਬੀ ਬਾਸ਼ਾ ਬੋਲੀ ਜਾਂਦੀ ਹੈ।</li> <li>learn some words and phrases in Punjabi that are associated with cultural beliefs, practices and traditions, such as suffix -ji, ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ ਜੀ</li> <li>share the experience of learning and using Punjabi at school, compared to language/s spoken at home or overseas with relatives, and in the community</li> <li>enjoy and engage with elements of culture by viewing artefacts, participating in cultural celebrations such as ਵਸਾਖੀ and ਦੀਵਾਲੀ, music, sharing food, or play-based experiences, such as dress-ups, traditional games and activities</li> </ul>	<p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice how gestures and body language can be similar or different among cultures, and how these reflect culture, such as the way Punjabi speakers move their heads when saying ਅੱਛਾ, fold their hands and bow when saying ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ to an older person, and touch the feet of an older person to seek blessings</li> <li>explore symbols and languages used by Aboriginal and Torres Strait Islander peoples and by Punjabi-speaking communities in a range of contexts, such as identifying the colours of flags in Punjabi and discussing what they represent in English</li> <li>participate in cultural experiences and celebrations, for instance a cooking demonstration, dressing in traditional clothes or learning a new dance, and use some associated language and gestures, such as ਬੱਲੇ-ਬੱਲੇ</li> </ul>	<p>Explore and discuss how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice similarities and differences in how they communicate in Punjabi in the classroom, and in languages spoken at home, such as informal: ਖੜ ਜਾ and formal: ਰੁੱਕ ਜਾ</li> <li>identify themselves as belonging to different groups including family, community or peer groups and represent these relationships through drawing pictures, adding captions to photos, or in digital text creation, such as ਮੈਂ ਭਾਰਤੀ ਆਸਟ੍ਰੇਲੀਅਨ ਹਾਂ, ਪਹਿਲੀ ਦੂਜੀ ਜਮਾਤ ਵਿੱਚ ਪੜ੍ਹਦਾ ਹਾਂ।</li> <li>notice that there are variations of cultures and spoken Punjabi in communities and countries throughout the world, including Australia, such as ਕੇਸਰੀ or ਸੰਤਰੀ, ਅਮਰੂਦ</li> <li>explore the meaning of culture, and how it can involve visible elements, such as ways of dressing, eating and dancing</li> </ul>	<p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>recognise how the Punjabi language reflects traditions and social distinctions on how people are regarded in society, how old they are or what religion they practise, such as the use of the honorific particle ਜੀ after a surname to show respect or after an individual name to show affection</li> <li>discuss how particular gestures, terms and expressions have embedded cultural meanings and can convey feelings, beliefs and values, such as the use of the expression ਫਿਰ ਮਿਲਾਂਗੇ when leaving, to avoid the finality associated with 'goodbye'</li> <li>experience and discuss the importance of music and dance in Punjabi culture/s as an expression of emotions such as excitement or happiness</li> </ul>	<p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> <li>explore representations of information used in cultural expressions of Aboriginal and Torres Strait Islander peoples, and make connections with those of Punjabi language and culture/s, such as the different regional words used by Aboriginal and Torres Strait Islander peoples' groups to identify themselves, such as <i>Zenadth Kes, Koori, Koorie, Noongar and Nunga</i>, and comparing this with Punjabi-speaking cultural groups</li> <li>understand that different regions in India and Punjabi-speaking countries may have different cultural practices and beliefs, such as decorating the main entrance of the house and celebrating harvest festival</li> <li>explore the connection between the Punjabi and Aboriginal and Torres Strait Islander six seasons</li> </ul>	<p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> <li>develop an understanding of the relationship between languages and cultures, and intercultural communication, in different contexts, such as discussing the need to apply distinctions ਤੂੰ ਜਾ, ਤੁਸੀਂ ਜਾਓ or using forms of language to show respect ਹਾਂਜੀ or status</li> <li>explain ways in which the Punjabi language reflects values and traditions of Indian communities, such as ਭੰਡਾਰਾ, ਲੰਗਰ</li> <li>identify the adjustments they make when moving between languages, such as different ways of addressing people, or expressing affection or respect, discussing why these adjustments are necessary and whether they are easy to make</li> </ul>	<p>Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> <li>research Punjabi-speaking communities, such as in Malaysian, inviting special guests or showcasing their learning about cultural aspects of these communities</li> <li>explore, in Punjabi or English, how language and culture are expressed through Aboriginal and Torres Strait Islander peoples' song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Punjabi-speaking people or communities</li> <li>brainstorm cultural, spiritual and linguistic influences of Punjabi language and the culture of other languages and cultures, such as the use of words and concepts of 'karma', 'guru', 'Dharma', 'Nirvana' and 'Bollywood'</li> <li>investigate their own family heritage and background through talking with relatives, to discover more about migration and reflecting on how this can contribute to the formation of their own identity</li> </ul>

## Years 7–10

### Strand: Communicating

#### Sub-strand: Interacting in Punjabi

Year 7	Year 8	Year 9	Year 10
<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>For example:</p> <ul style="list-style-type: none"> <li>exchange personal details in simulated interviews, using modelled language, such as ਮੇਰਾ ਨਾਮ ਲੂਸੀ ਹੈ ਅਤੇ ਮੈਂ 7ਵੀਂ ਜਮਾਤ ਦੀ ਵਿਦਿਆਰਥਣ ਹਾਂ। ਹਾਈ ਸਕੂਲ ਦੀ ਜ਼ਿੰਦਗੀ ਬਾਰੇ ਤੁਹਾਡਾ ਕੀ ਵਿਚਾਰ ਹੈ? ਤੁਹਾਡੇ ਅਨੁਸਾਰ ਪ੍ਰਾਈਮਰੀ ਅਤੇ ਸੈਕੰਡਰੀ ਸਕੂਲ ਦੇ ਜੀਵਨ ਵਿੱਚ ਕੀ ਅੰਤਰ ਹੈ?</li> <li>share information about their home and school routines, such as ਮੈਂ ਹਰ ਰੋਜ਼ ਸਕੂਲ ਨੂੰ ਪੈਦਲ ਆਉਂਦਾ ਹਾਂ। ਪਰ ਮੇਰਾ ਮਿੱਤਰ ਬੱਸ ਰਾਹੀਂ ਸਕੂਲ ਨੂੰ ਆਉਂਦਾ ਹੈ। ਸ਼ਾਮ ਨੂੰ ਮੈਂ ਆਪਣੇ ਕੁੱਤੇ ਨੂੰ ਬਾਹਰ ਘੁੰਮਾਉਣ ਲੈ ਕੇ ਜਾਂਦਾ ਹਾਂ।</li> <li>make a video or multimodal presentation to describe the area in which they live and/or places of significance for them, such as ਮੇਰੇ ਘਰ ਦੇ ਨੇੜੇ ਇੱਕ ਲਾਇਬ੍ਰੇਰੀ ਹੈ। ਸਾਡੇ ਸਵਰਬ (ਕਸਬੇ) ਦੇ ਨੇੜੇ ਹੀ ਸਿੱਖ ਟ੍ਰੈਲ, ਰਿਵਰਟਨ ਹੈ ਜੋ ਪੰਜਾਬੀ ਭਾਈਚਾਰੇ ਵਿੱਚ ਬਹੁਤ ਪ੍ਰਸਿੱਧ ਹੈ। ਮਿਡਵੇਲ ਸਕੇਟਿੰਗ ਪਾਰਕ ਜੋ ਕਿ ਸਵਾਨ ਐਕਟਿਵ ਦੇ ਨੇੜੇ ਸਥਿਤ ਹੈ, ਮੈਂ ਉੱਥੇ ਹਰ ਮੰਗਲਵਾਰ ਸ਼ਾਮ ਨੂੰ ਸਕੇਟਿੰਗ ਸਿੱਖਣ ਜਾਂਦਾ ਹਾਂ।</li> </ul>	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discuss and share ideas views and experiences and provide suggestions and opinions about an activity, place or event, such as ਤੁਸੀਂ ਗਰਮੀ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਕੀ ਕੀਤਾ? ਮੈਂ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਪਿਨੈਕਲਸ ਗਿਆ ਸੀ। ਅਸੀਂ ਉੱਥੇ ਭਿੰਨ-ਭਿੰਨ ਪ੍ਰਕਾਰ ਦੀ ਬਨਸਪਤੀ ਅਤੇ ਜੀਵ-ਜੰਤੂਆਂ ਅਤੇ ਕੁਦਰਤੀ ਦ੍ਰਿਸ਼ਾਂ ਦਾ ਆਨੰਦ ਮਾਣਿਆ। ਮੇਰੇ ਖਿਆਲ ਨਾਲ ਤੁਹਾਨੂੰ ਵੀ ਕਿੰਗਸ ਪਾਰਕ ਦਾ ਲਾਇਟਇਸਕੇਪ ਸ਼ੋਅ ਪਸੰਦ ਆਵੇਗਾ।</li> <li>socialise in simulated scenarios with friends and family about events, such as ਪਿਛਲੇ ਹਫ਼ਤੇ ਮੈਂ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਸਵਾਨ ਵੈਲੀ ਸਪਰਿੰਗ ਫੈਸਟੀਵਲ ਗਿਆ ਸੀ। ਤੁਸੀਂ ਸਕੂਲ ਤੋਂ ਬਾਅਦ ਕੀ ਕਰਨਾ ਪਸੰਦ ਕਰਦੇ ਹੋ? ਕੀ ਤੁਸੀਂ ਮੇਰੀ ਜਨਮਦਿਨ ਦੀ ਪਾਰਟੀ 'ਤੇ ਆਉਣਾ ਚਾਹੋਗੇ?</li> <li>share aspects of how they spend their own leisure time and compare that with their peers or Punjabi youth, such as ਮੈਨੂੰ ਹਾਕੀ ਖੇਡਣਾ ਬਹੁਤ ਪਸੰਦ ਹੈ। ਤੁਹਾਡੀ ਮਨਪਸੰਦ ਗਤੀਵਿਧੀ ਕਿਹੜੀ ਹੈ? ਉਹ ਹਰ ਸ਼ਨੀਵਾਰ ਭੰਗੜਾ ਸਿੱਖਣ ਜਾਂਦਾ ਹੈ।</li> </ul>	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about Punjab and its culture</p> <p>For example:</p> <ul style="list-style-type: none"> <li>share information and experiences about Punjabi language and culture, such as ਤਿਉਹਾਰ ਅਤੇ ਮੇਲੇ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦਾ ਅਤੁੱਟ ਅੰਗ ਹਨ। ਦੁੱਧ ਨਾਲ ਬਣੀਆਂ ਹੋਈਆਂ ਚੀਜ਼ਾਂ ਪੰਜਾਬੀ ਲੋਕਾਂ ਦੀ ਖੁਰਾਕ ਦਾ ਮਹੱਤਵਪੂਰਨ ਹਿੱਸਾ ਹਨ।</li> <li>engage in real or simulated online interactions to discuss similarities and differences between Punjabi and Australian traditions, such as ਪੰਜਾਬੀ ਅਤੇ ਆਸਟ੍ਰੇਲੀਆਈ ਸੱਭਿਆਚਾਰਾਂ ਦੇ ਲੋਕ ਪਰਿਵਾਰਕ ਅਤੇ ਪਰਿਵਾਰਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਨੂੰ ਤਰਜੀਹ ਦਿੰਦੇ ਹਨ। ਪੰਜਾਬੀ ਪਰਿਵਾਰ ਪ੍ਰਣਾਲੀ ਇੱਕ ਸੰਯੁਕਤ ਪਰਿਵਾਰਕ ਪ੍ਰਣਾਲੀ ਹੈ।</li> <li>discuss the influence of customs, values and traditions on their own identity, such as ਭਾਸ਼ਾ ਸਾਡੀ ਪਛਾਣ ਦਾ ਮੁੱਖ ਆਧਾਰ ਹੈ। ਉਸਨੇ ਮੈਨੂੰ ਦੱਸਿਆ ਕਿ ਘਰੋਂ ਨਿਕਲਣ ਤੋਂ ਪਹਿਲਾਂ ਪਰਿਵਾਰ ਦੇ ਸਾਰੇ ਮੈਂਬਰਾਂ, ਖਾਸ ਕਰਕੇ ਬਜ਼ੁਰਗਾਂ ਤੋਂ ਸੁਭਕਾਮਨਾਵਾਂ ਲੈਣਾ ਉਸਦੇ ਪਰਿਵਾਰ ਵਿੱਚ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹੈ।</li> <li>share expressions associated with cultural practices, such as ਬੱਲੇ-ਬੱਲੇ, ਸ਼ਾਬਾਸ਼, ਲੱਖ-ਲੱਖ ਵਧਾਈਆਂ, ਮੁਬਾਰਕਾਂ</li> </ul>	<p>Initiate, sustain and extend exchanges in familiar and some unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> <li>engage in conversations, role-plays or simulated interviews about future studies or travel destinations, seeking information, opinions or agreement, such as ਦਿਸੰਬਰ-ਜਨਵਰੀ ਵਿੱਚ ਪੰਜਾਬ ਦਾ ਮੌਸਮ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਹੁੰਦਾ ਹੈ? ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਸਲਾਹ ਦੇ ਸਕਦੇ ਹੋ ਕਿ ਮੈਨੂੰ ਭਵਿੱਖ ਵਿੱਚ ਕਿਹੜਾ ਕਿੱਤਾ ਚੁਣਨਾ ਚਾਹੀਦਾ ਹੈ? ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਸਹਿਮਤ ਹਾਂ ਕਿ ਮੈਨੂੰ ਪੰਜਾਬ ਜਾਣ ਤੋਂ ਪਹਿਲਾਂ ਉਨ੍ਹਾਂ ਸਾਰੀਆਂ ਥਾਵਾਂ ਦੀ ਸੂਚੀ ਬਣਾਉਣੀ ਚਾਹੀਦੀ ਹੈ, ਜਿੱਥੇ ਮੈਂ ਜਾਣਾ ਚਾਹੁੰਦਾ ਹਾਂ।</li> <li>share plans and concerns for the future, such as ਮੈਂ ਇੱਕ ਇਤਿਹਾਸਕਾਰ ਬਣਨਾ ਚਾਹੁੰਦਾ ਹਾਂ ਅਤੇ ਪੰਜਾਬੀ ਪਰੰਪਰਾਗਤ ਕਲਾਵਾਂ ਉੱਤੇ ਖੋਜ ਕਰਨਾ ਚਾਹੁੰਦਾ ਹਾਂ। ਮੈਨੂੰ ਆਪਣੀ ਪੜ੍ਹਾਈ ਦੇ ਖਰਚਿਆਂ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਇੱਕ ਪਾਰਟ ਟਾਈਮ ਨੌਕਰੀ ਦੀ ਲੋੜ ਹੈ।</li> <li>interact in speaking or writing with a Punjabi speaker to seek information about life in Punjab and the possibility of visiting Punjab in the future, such as ਭਵਿੱਖ ਦੀ ਪੜ੍ਹਾਈ ਅਤੇ ਕਿੱਤੇ ਸੰਬੰਧੀ ਆਪਣੀਆਂ ਯੋਜਨਾਵਾਂ ਬਾਰੇ ਆਪਣੇ ਪਰਿਵਾਰ ਅਤੇ ਸਕੂਲ ਸਲਾਹਕਾਰਾਂ ਨਾਲ ਚਰਚਾ ਕਰੋ। ਕੀ ਤੁਸੀਂ ਪੰਜਾਬ ਜਾਣ ਦੀ ਯੋਜਨਾ ਬਣਾ ਰਹੇ ਹੋ?</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>work in a small group to plan and discuss ideas and preferences about an activity, such as ਮੈਨੂੰ ਸਕੂਲ ਵਿੱਚ ਅੱਧੀ ਛੁੱਟੀ ਦੌਰਾਨ ਸ਼ਤਰੰਜ ਕਲੱਬ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। ਮੈਂ ਹਰ ਰੋਜ਼ ਸਕੂਲ ਤੋਂ ਆ ਕੇ ਆਪਣੇ ਗੁਆਂਢੀ ਦੇ ਬੱਚਿਆਂ ਨਾਲ ਬਾਸਕਟਬਾਲ ਖੇਡਦਾ ਹਾਂ। ਤੁਸੀਂ ਸਕੂਲ ਤੋਂ ਬਾਅਦ ਕੀ ਕਰਦੇ ਹੋ?</li> <li>participate in role-play with a peer to share opinions and feelings about life at home and school, such as ਮੈਨੂੰ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਕੈਂਪਿੰਗ ਤੇ ਜਾਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। ਮੇਰੇ ਖਿਆਲ ਵਿੱਚ ...।</li> <li>negotiate, and interact in, class and school activities, such as ਚਲੋਂ ਹੁਣ ਖੇਡੀਏ। ਅੱਛਾ, ਚਲੋਂ ਪਹਿਲਾਂ ਖੇਡ ਦੇ ਨਿਯਮਾਂ ਬਾਰੇ ਗੱਲ ਕਰਦੇ ਹਾਂ। ਹੁਣ ਮੇਰੀ ਵਾਰੀ।</li> </ul>	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate in simulated transactions and negotiations, when organising an imaginary event, activity, excursion or transport, such as ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਸਾਡੇ ਸਮੂਹ ਲਈ ਕੋਈ ਵਧੀਆ ਸੌਦਾ ਹੈ? ਨਹੀਂ, ਇਹ ਤਾਂ ਸਾਡੇ ਬਜਟ ਤੋਂ ਬਾਹਰ ਹੈ। ਕੀ ਤੁਹਾਡਾ ਸੱਭਿਆਚਾਰਕ ਗਰੁੱਪ ਸਾਡੇ ਸਕੂਲ ਸਦਭਾਵਨਾ ਦਿਵਸ ਤੇ ਪੰਜਾਬੀ ਰਿਵਾਇਤੀ ਨਾਚ ਪੇਸ਼ ਕਰ ਸਕਦਾ ਹੈ?</li> <li>participate in a collaborative project such as creating a school newsletter, blog or poster for the school community, about a significant school event or Punjabi festival, ਸਾਡੇ ਸਕੂਲ ਦਾ ਸਦਭਾਵਨਾ ਦਿਵਸ ਇਸ ਸਾਲ ਅਨੇਕੀ ਸ਼ਾਪ ਛੱਡ ਗਿਆ। ਸੱਭਿਆਚਾਰਕ ਸੋਸਾਇਟੀ ਵੈਸਟਰਨ ਆਸਟ੍ਰੇਲੀਆ ਵਲੋਂ ਕਰਵਾਏ ਗਏ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਸਾਡੇ ਸਕੂਲ ਦੇ ਬੱਚਿਆਂ ਨੇ ਪੰਜਾਬੀ ਰਿਵਾਇਤੀ ਲੋਕ-ਨਾਚ ਭੰਗੜਾ ਪੇਸ਼ ਕੀਤਾ।</li> <li>use verbal and non-verbal language and gestures to express feelings and indicate agreement or disagreement about an activity, such as ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਪੂਰੀ ਤਰ੍ਹਾਂ ਸਹਿਮਤ ਹਾਂ ਕਿ ਸਾਨੂੰ ਇੱਕ ਸਮੂਹ/ਗਰੁੱਪ ਦੇ ਰੂਪ ਵਿੱਚ ਮੇਲੇ ਦੀਆਂ ਟਿਕਟਾਂ ਇਕੱਠੀਆਂ ਖਰੀਦਣੀਆਂ ਚਾਹੀਦੀਆਂ ਹਨ। ਮੈਨੂੰ ਮਹਿੰਦੀ ਲਗਾਉਣਾ ਵੀ ਪਸੰਦ ਹੈ।</li> </ul>	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate in informal conversations and structured discussions with peers to share information and learning experiences when planning a Punjabi event or activity, such as ਵਿਸਾਖੀ ਮੇਲੇ ਵਿੱਚ ਪੰਜਾਬੀ ਮੁੰਡੇ ਅਤੇ ਕੁੜੀਆਂ ਆਪਣੇ ਰਵਾਇਤੀ ਪਹਿਰਾਵੇ ਵਿੱਚ ਬਹੁਤ ਸੁੰਦਰ ਲੱਗ ਰਹੇ ਸਨ। ਸਥਾਨਕ ਭਾਈਚਾਰਿਆਂ ਨਾਲ ਮਿਲਕੇ ਸਵੈ-ਸੇਵਾ (ਵਲੰਟੀਅਰ ਕੰਮ) ਕਰਨਾ ਪੰਜਾਬੀ ਭਾਈਚਾਰੇ ਦੀ ਪ੍ਰਮੁੱਖ ਵਿਸ਼ੇਸ਼ਤਾ ਹੈ।</li> <li>participate in and maintain exchanges in imagined scenarios with peers, such as ordering food or explaining recipes, ਕਿਰਪਾ ਕਰਕੇ ਸਾਡੇ ਲਈ ਇੱਕ ਪਲੇਟ ਅੰਮ੍ਰਿਤਸਰੀ ਕੁਲਚਾ ਅਤੇ ਇੱਕ ਸਾਗ ਅਤੇ ਦੋ ਮੱਕੀ ਦੀਆਂ ਰੋਟੀਆਂ ਲਿਆ ਦਿਓ। ਭੋਜਨ ਦੇ ਨਾਲ ਕੀ ਤੁਸੀਂ ਲੱਸੀ ਜਾਂ ਕੋਈ ਹੋਰ ਡ੍ਰਿੰਕ (ਦੂਢ ਪਦਾਰਥ) ਦਾ ਆਰਡਰ ਕਰਨਾ ਚਾਹੋਗੇ? ਪਿੰਨੀਆਂ ਬਣਾਉਣ ਲਈ ਤੁਹਾਨੂੰ ਇਹ ਸਮੱਗਰੀ ਚਾਹੀਦੀ ਹੈ...।</li> <li>consider and negotiate options, such as ਤੁਹਾਡਾ ਮਨਪਸੰਦ ਇਲਾਕਾ ਕਿਹੜਾ ਹੈ? ਮੈਨੂੰ ਲਾਹੌਰ ਪਸੰਦ ਹੈ। ਬਿਨਾਂ ਸੱਕ, ਮੇਰੇ ਲਈ ਸਭ ਤੋਂ ਦਿਲਚਸਪ ਸ਼ਹਿਰ ਹੈ। ਇਸ ਤੋਂ ਇਲਾਵਾ ਅੰਮ੍ਰਿਤਸਰ ਵੀ ਮੇਰਾ ਮਨਪਸੰਦ ਸ਼ਹਿਰ ਹੈ।</li> </ul>	<p>Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>participate in discussions to gather information and share opinions about cultural norms and etiquettes when visiting Punjab, such as ਮੈਂ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਬਾਰੇ ਹੋਰ ਜਾਣਨਾ ਚਾਹੁੰਦਾ ਹਾਂ। ਪੰਜਾਬ ਫੇਰੀ ਦੌਰਾਨ ਮੈਨੂੰ ਕਿਹੜੇ ਸੱਭਿਆਚਾਰਕ ਨਿਯਮਾਂ ਅਤੇ ਪਹਿਲੂਆਂ ਦਾ ਧਿਆਨ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ?</li> <li>participate in planning an imagined trip to East or West Punjabi, discussing destinations, budgets, interests and preferences using authentic travel-related vocabulary, such as ਕੀ ਤੁਸੀਂ ਮੈਨੂੰ ਦੱਸ ਸਕਦੇ ਹੋ ਕਿ ਕਿਲ੍ਹਾ ਗੋਬਿੰਦਗੜ੍ਹ ਅੰਮ੍ਰਿਤਸਰ ਤੋਂ ਕਿੰਨੀ ਦੂਰ ਹੈ? ਮੈਂ ਲਾਹੌਰ ਵਿਖੇ ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਦੇ ਕਿਲ੍ਹੇ ਨੂੰ ਦੇਖਣਾ ਚਾਹੁੰਦਾ ਹਾਂ।</li> <li>ask questions for clarifications and express agreement and disagreement, such as ਮੈਨੂੰ ਤੁਹਾਡੀ ਗੱਲ ਸਮਝ ਵਿੱਚ ਨਹੀਂ ਆਈ, ਕੀ ਤੁਸੀਂ ਇਸਨੂੰ ਫਿਰ ਦੁਹਰਾ ਸਕਦੇ ਹੋ? ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਬਿਲਕੁਲ ਸਹਿਮਤ ਹਾਂ ਕਿ...। ਹਾਂਜੀ ਤੁਸੀਂ ਬਿਲਕੁਲ ਸਹੀ ਕਿਹਾ।</li> </ul>

**Sub-strand: Mediating meaning in and between languages**

Year 7	Year 8	Year 9	Year 10
<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>listen to authentic Punjabi texts, such as podcasts, Punjabi radio and television shows, and advertisements, to identify different types of language for different audiences, and collate their findings in a visual presentation</li> <li>survey peers, community members and family members to collect key information about them, such as ਤੁਹਾਡੇ ਬਚਪਨ ਦੀ ਸਭ ਤੋਂ ਪਸੰਦੀਦਾ ਯਾਦ ਕੀ ਹੈ? ਤੁਹਾਡੀ ਮਨਪਸੰਦ ਖੇਡ ਕਿਹੜੀ ਹੈ?</li> <li>analyse the meaning and use of idioms and sayings, such as ਕਿਤਾਬੀ ਕੀੜਾ, ਘਰ ਬੈਠਿਆਂ ਤਕਦੀਰ ਨਹੀਂ ਬਣਦੀ</li> <li>listen to, read or view a text, and identify and list words and phrases related to Punjabi culture and that have no English equivalent words, such as words used to address different relatives, ਮਾਸੀ, ਚਾਚਾ, ਭੂਆ, ਮਾਮੇ ਦਾ ਮੁੰਡਾ</li> </ul>	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>research and gather information about different activities and events using a range of sources, and organise and share the information in print or digital form</li> <li>notice that there is not always word for word equivalence when moving between English and Punjabi, such as ਰੋਣਕ, ਚੜ੍ਹਦੀ ਕਲਾ, ਸੇਵਾ, ਠਾਠ</li> <li>watch, read or listen to a short text about an event or activity and collect the key information from the text</li> <li>compare information from different sources and present to others in English or Punjabi using tools, such as tables, concept maps and charts</li> </ul>	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>research the influence of Punjabi-speaking communities in the Australian context, such as through texts on first Punjabi immigrants, Punjabi people in the contemporary society and the contribution of Punjabi-speaking communities in the society</li> <li>gather and present information on emerging trends related to technology, social media and travel, and their influence on Punjabi culture, such as ਨਿੱਜੀ ਅਤੇ ਸਮਾਜਿਕ ਕਾਰਨਾਂ ਕਰਕੇ ਵੱਡੀ ਸੰਖਿਆ ਵਿੱਚ ਪੰਜਾਬੀ ਨੌਜਵਾਨ ਦੂਜੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਪਰਵਾਸ ਕਰ ਗਏ ਹਨ। ਸੋਸ਼ਲ ਮੀਡੀਆ ਦਾ ਹੋਰ ਸੱਭਿਆਚਾਰਾਂ ਵਾਂਗ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਉੱਤੇ ਵੀ ਸਕਾਰਾਤਮਕ ਅਤੇ ਨਕਾਰਾਤਮਕ, ਦੋਵੇਂ ਤਰ੍ਹਾਂ ਦਾ ਪ੍ਰਭਾਵ ਪਿਆ ਹੈ।</li> <li>compare information from different cultural contexts to identify the influence of different factors, such as geography, climate, social and community environment on the lifestyles of Punjabi youth</li> <li>identify, summarise and present aspects of cultural practices in audiovisual and written texts</li> </ul>	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>translate signs, texts, messages and advertisements written in Punjabi to English, and identify and write simple meanings for the elements that may cause misunderstandings</li> <li>research and present the benefits of learning Punjabi and career opportunities in Punjabi-speaking regions of Punjab and Pakistan, and Punjabi-speaking communities worldwide, such as ਪੰਜਾਬੀ ਸਿੱਖਣ ਨਾਲ ਮੇਰੀ ਅੰਤਰ-ਸੱਭਿਆਚਾਰਕ ਸਮਝ ਵਿੱਚ ਵਾਧਾ ਹੋਇਆ ਹੈ। ਪੰਜਾਬੀ ਅਤੇ ਅੰਗਰੇਜ਼ੀ ਵਿੱਚ ਦੇਭਾਸ਼ੀ ਹੋਣ ਨਾਲ ਮੈਨੂੰ ਭਵਿੱਖ ਵਿੱਚ ਕਿਸੇ ਵੀ ਖੇਤਰਾਂ ਵਿੱਚ ਆਪਣਾ ਮਨਚਾਹਿਆ ਕੰਮ ਮਿਲਣ ਦੀ ਸੰਭਾਵਨਾ ਜਿਆਦਾ ਹੈ।</li> <li>compare and evaluate texts that contain different perspectives and information about future plans and travel to support debates or informative presentations</li> <li>summarise information from texts that reflect different aspects related to topics, such as future studies, employment opportunities, study abroad, work and travel</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use print or digital dictionaries and electronic translation tools to find the correct meaning of words and expressions within a given context, and then use them appropriately to compose their own texts</li> <li>• identify and translate parts of speech in short personal texts</li> <li>• identify and find words that do not have English equivalents, such as ਚੜ੍ਹਦੀ ਕਲਾ, ਰਿਸ਼ਤੇਦਾਰੀ, ਲੰਗਰ, ਸੁਹਾਗਾ</li> <li>• reorganise information using tables, graphs, concept maps, posters</li> </ul>	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use bilingual dictionaries and online translation tools to translate the meaning of individual words</li> <li>• reread parts of a text or read ahead to infer meaning</li> <li>• guess or infer meaning from key words, structures, visual cues or context</li> <li>• skim and scan to locate key words</li> </ul>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use bilingual dictionaries and electronic translation tools to compose print or digital word banks or glossaries of Punjabi and English expressions used in formal and informal interactions</li> <li>• draw on different sources to create bilingual resources individually or collaboratively with peers, such as a list of words/phrases, glossaries, signage, recipe books, children’s stories, timelines or brochures</li> <li>• identify and translate words and expressions that reflect cultural values, such as ਭੜੋਲੀ, ਨਿਮਰਤਾ, ਜੁਗਾੜ, ਚਾਹ-ਪਾਣੀ, ਠਰਮਾ, ਗੰਦਲ (ਸਰੋਂ ਦੀ ਗੰਦਲ)</li> <li>• recognise when literal translation is not possible, or more than one translation is possible, for example ਗਿਆ can be translated as gone or it can be used as a part of conjunct verb in past tense, ਬਣ ਗਿਆ, ਚੱਲਾ ਗਿਆ, ਖੁੜ੍ਹ ਗਿਆ</li> </ul>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• draw on or refer to different sources to create bilingual texts, including word lists, common phrases, maps, menus and allergy cards for non-Punjabi speakers planning to visit Punjab, assisting them with travel and communication, such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਇਸਦੀ ਕੀਮਤ ਕੀ ਹੈ? ਕਿਰਪਾ ਕਰਕੇ ਮੈਨੂੰ ਦੱਸੋ ਕਿ...।</li> <li>• use a range of tools, such as graphs, tables, mind maps, concept maps, charts to summarise and organise findings, and present them to the class</li> <li>• assess the use and benefits translating apps, and compare different translations and discuss any emerging differences</li> <li>• experiment with different resources to assist in translation and find the correct meaning in context, such as using monolingual and bilingual dictionaries, encyclopedias, electronic dictionaries and translators, comparing individual translations, back translating, and swapping useful references</li> </ul>

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## Sub-strand: Creating text in Punjabi

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a slide show with audio narration about the topic, such as all about me, my hobbies, family and friends</li> <li>• write short texts to friends or family members to share information about aspects of their home or school life, using appropriate phrases to mark respect for age, gender and social authority, such as ਮੇਰੇ ਪਿਆਰੇ ਦੇਸਤ/ਮਿੱਤਰ ... ਪਿਆਰੇ ਪਿਤਾ ਜੀ, ਮੈਂ ਤੁਹਾਡੇ ਅੱਗੇ ਨਿਮਰਤਾ ਸਹਿਤ ਬੋਲਣੀ ਕਰਦਾ ਹਾਂ ਕਿ ...।</li> <li>• create and present simple texts such as messages, notes and scripts for presentations, by adapting familiar texts or using modelled structures and language, ਮੇਰੀ ਅੱਜ ਦੀ ਪੇਸ਼ਕਾਰੀ ਦਾ ਵਿਸ਼ਾ ਹੈ ...। ਤੁਹਾਡਾ ਬਹੁਤ-ਬਹੁਤ ਧੰਨਵਾਦ।</li> <li>• create a simple dialogue between friends talking about their school subjects using scaffolded examples, such as ਅੱਜ ਤੁਹਾਡੀ ਕਿਸ-ਕਿਸ ਵਿਸ਼ੇ ਦੀ ਕਲਾਸ ਹੈ? ਅੱਜ ਮੇਰੀਆਂ ਵਿਗਿਆਨ ਅਤੇ ਗਣਿਤ ਦੀਆਂ ਕਲਾਸਾਂ ਲੱਗਣੀਆਂ ਹਨ। ਵਿਗਿਆਨ ਮੇਰਾ ਮਨਪਸੰਦ ਵਿਸ਼ਾ ਹੈ।</li> </ul>	<p>Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• create a storyboard exploring or explaining the sequence of events in a series of interrelated short stories</li> <li>• make journal entries about their experience of an event or activity, recording significant milestones, such as ਪਿਛਲੇ ਹਫ਼ਤੇ ਦੇ ਅੰਤ ਵਿੱਚ ਮੈਂ ਆਪਣੇ ਦੇਸਤਾਂ ਨਾਲ ਐਡਵੈਚਰ ਵਰਲਡ ਗਿਆ ਸੀ। ਉਸ ਦਿਨ ਬਹੁਤ ਗਰਮੀ ਸੀ। ਮੈਨੂੰ ਬਹੁ-ਸੱਭਿਆਚਾਰਕ (ਮਲਟੀਕਲਚਰਲ) ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਵਧੀਆ ਬੁਲਾਰੇ ਦਾ ਸਨਮਾਨ ਮਿਲਿਆ।</li> <li>• use voice recording and digital presentation software to create, perform or record imaginative texts using voice, such as a short play</li> <li>• write a recount of favourite activity or event, such as ਹਾਈਕਿੰਗ ਤੋਂ ਵਾਪਸ ਆਉਂਦੇ ਸਮੇਂ ਮੇਰਾ ਦੇਸਤ ਡਿੱਗ ਪਿਆ ਅਤੇ ਉਸਨੂੰ ਸੱਟ ਲੱਗ ਗਈ।</li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• produce a classroom poster, locating and describing in Punjabi, popular places, foods and other significant aspects</li> <li>• create a chart to identify similarities and differences between Punjabi and Australian culture, such as ਪੰਜਾਬੀ ਲੋਕ ਕ੍ਰਿਕਟ ਅਤੇ ਕਬੱਡੀ ਨੂੰ ਪਿਆਰ ਕਰਦੇ ਹਨ ਜਦੋਂ ਕਿ ਆਸਟ੍ਰੇਲੀਆਈ ਲੋਕ ਕ੍ਰਿਕਟ ਅਤੇ ਫੁੱਟਬਾਲ ਦੇ ਸ਼ੌਕੀਨ ਹਨ। ਪੰਜਾਬੀ ਪਕਵਾਨਾਂ ਦਾ ਮੁੱਖ ਆਕਰਸ਼ਣ ਸ਼ਾਕਾਹਾਰੀ ਭੋਜਨ ਹੈ।</li> <li>• select different text types, such as presentations to share information about factual/imagined events and experiences, for different audiences</li> <li>• develop a role-play script for a television cooking segment, using appropriate language and expressions to engage the audience, such as ਸਾਡੇ ਹਫ਼ਤਾਵਾਰੀ ਪ੍ਰੋਗਰਾਮ ਵਿੱਚ ਤੁਹਾਡਾ ਸਵਾਗਤ ਹੈ। ਸਾਗ ਇੱਕ ਪੰਜਾਬੀ ਰਿਵਾਇਤੀ ਭੋਜਨ ਹੈ ਅਤੇ ਇਹ ਸਰੋਂ ਦੀਆਂ ਗੰਦਲਾਂ ਤੋਂ ਬਣਦਾ ਹੈ। ਭੜੋਲੀ ਵਿੱਚ ਬਣੇ ਸਾਗ ਦੀ ਤਾਂ ਗੱਲ ਹੀ ਹੋਰ ਹੁੰਦੀ ਹੈ।</li> </ul>	<p>Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• produce a class print or digital poster, highlighting the benefits of learning Punjabi, such as ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਕਈ ਲਾਭ ਹਨ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਹੋਣ ਕਰਕੇ ਮੈਂ ਬਾਕੀ ਇੰਡੋ-ਆਰਿਅਨ ਭਾਸ਼ਾਵਾਂ ਨੂੰ ਕਿਸੇ ਹੱਦ ਤੱਕ ਸਮਝ ਸਕਦਾ ਹਾਂ।</li> <li>• write simple imaginative texts that involve imagined characters, places and experiences</li> <li>• make an entry in an imagined diary or journal about future plans and aspirations</li> </ul>



Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of linguistic features of Punjabi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use topic-specific vocabulary to write a description about themselves or others, such as ਮੈਨੂੰ ਆਪਣੀ ਪੜ੍ਹਾਈ ਦੇ ਨਾਲ-ਨਾਲ ਖੇਡਾਂ ਵਿੱਚ ਭਾਗ ਲੈਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ। ਮੇਰੀ ਉਮਰ ਬਾਰ੍ਹਾਂ ਸਾਲ ਹੈ।</li> <li>• use a range of verb tenses to describe home and school life, such as ਮੈਂ ਹਰ ਸ਼ਾਮ ਆਪਣੇ ਘਰ ਦੇ ਨੇੜਲੇ ਮੈਦਾਨ ਵਿੱਚ ਕ੍ਰਿਕਟ ਖੇਡਣ ਜਾਂਦਾ ਹਾਂ। ਮੇਰਾ ਦੋਸਤ ਕੱਲ੍ਹ ਮੇਰੇ ਘਰ ਮੈਨੂੰ ਮਿਲਣ ਆਇਆ। ਮੈਂ ਆਪਣੇ ਦੋਸਤਾਂ ਨਾਲ ਅਗਲੇ ਹਫ਼ਤੇ ਕੈਂਪਿੰਗ ਲਈ ਜਾ ਰਿਹਾ ਹਾਂ।</li> <li>• notice that adverbs modify verbs, such as ਉਸਨੇ ਜਲਦੀ ਨਾਲ ਆਪਣਾ ਕੰਮ ਖਤਮ ਕੀਤਾ ਅਤੇ ਆਪਣੇ ਦੋਸਤਾਂ ਨਾਲ ਖੇਡਣ ਚਲੀ ਗਈ। ਮੇਰੇ ਮਾਤਾ ਜੀ ਹਮੇਸ਼ਾ ਸਵੇਰੇ ਜਲਦੀ ਉੱਠ ਜਾਂਦੇ ਹਨ।</li> <li>• use conjunctions to create compound sentences, such as ਮੈਨੂੰ ਬਾਸਕਟਬਾਲ ਖੇਡਣਾ ਪਸੰਦ ਹੈ ਅਤੇ ਮੈਂ ਸਕੂਲ ਤੋਂ ਬਾਅਦ ਹਰ ਰੋਜ਼ ਇਸਦਾ ਅਭਿਆਸ ਕਰਦਾ ਹਾਂ।</li> </ul>	<p>Apply knowledge of linguistic features of Punjabi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use adjectives to express ownership and quantity, such as ਮੈਂ ਕੱਲ ਨੂੰ ਆਪਣੇ ਦੋਸਤਾਂ ਨਾਲ ਸਮੁੰਦਰ ਕਿੰਨਾਰੇ ਟਹਿਲਣ ਜਾਵਾਂਗਾ ਹਾਂ। ਇਹ ਮੇਰੀਆਂ ਕੈਂਪਿੰਗ ਤੇ ਲੈ ਕੇ ਜਾਣ ਵਾਲੀਆਂ ਚੀਜ਼ਾਂ ਹਨ।</li> <li>• notice the change in the sentence structure when experimenting with active and passive voice, such as ਮੈਂ ਯਾਤਰਾ ਲਈ ਆਪਣਾ ਬੈਗ ਪੈੱਕ ਕਰ ਲਿਆ ਹੈ। ਯਾਤਰਾ ਲਈ ਬੈਗ ਪੈੱਕ ਕਰ ਲਿਆ ਗਿਆ ਹੈ।</li> <li>• use adverbs of time, place and frequency in a variety of sentences, such as ਅੱਜਕੱਲ੍ਹ ਹਰ ਕੋਈ ਛੁੱਟੀਆਂ ਮਨਾਉਣ ਲਈ ਦੂਜੇ ਦੇਸ਼ਾਂ ਵਿੱਚ ਜਾਣਾ ਪਸੰਦ ਕਰਦਾ ਹੈ। ਸਾਡੇ ਹੋਟਲ ਦੇ ਸਾਹਮਣੇ ਇੱਕ ਬਹੁਤ ਹੀ ਸੁੰਦਰ ਝੀਲ ਸੀ।</li> <li>• use conjunctions to create complex sentences, such as ਮੈਂ ਸਵੇਰੇ ਜਲਦੀ ਉੱਠਣਾ ਚਾਹੁੰਦਾ ਹਾਂ ਤਾਂ ਜੋ ਚੜ੍ਹਦਾ ਸੂਰਜ ਦੇਖ ਸਕਾਂ। ਮੈਂ ਅੱਜ ਤੈਰਾਕੀ ਕਰਨ ਨਹੀਂ ਜਾਵਾਂਗਾ ਕਿਉਂਕਿ ਮੇਰੀ ਤਬੀਅਤ ਠੀਕ ਨਹੀਂ ਹੈ।</li> <li>• experiment using conditional tense and notice the verb endings in sentences, such as ਜੇ ਤੁਸੀਂ ਮੇਰੀ ਮਦਦ ਕਰੋ ਤਾਂ ਮੈਂ ਜਲਦੀ ਕੰਮ ਖਤਮ ਕਰ ਸਕਦਾ ਹਾਂ। ਜੇ ਤੂੰ ਮਿਹਨਤ ਕਰੇਗਾ ਤਾਂ ਹੀ ਪ੍ਰੀਖਿਆ ਵਿੱਚ ਵਧੀਆ ਅੰਕ ਪ੍ਰਾਪਤ ਕਰ ਸਕੇਂਗਾ।</li> </ul>	<p>Select and use an extended range of linguistic features of Punjabi to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• understand and use compound nouns, and their meaning in the cultural context, such as ਸਾਫ਼-ਸੁਥਰਾ, ਅੱਜ-ਕੱਲ੍ਹ, ਸਾਕ-ਸੰਬੰਧੀ, ਸੋਚ-ਵਿਚਾਰ</li> <li>• build an understanding that adverbs modify verbs and adjectives as well as other adverbs, such as ਮੈਂ ਕਦੀ-ਕਦਾਈਂ ਹੀ ਜੰਕ ਫੂਡ ਖਾਂਦਾ ਹਾਂ। ਉਹ ਬਹੁਤ ਉਤਸ਼ਾਹ ਨਾਲ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖ ਰਹੀ ਹੈ।</li> <li>• recognise the transformation of adjectives and verbs in compliance with the gender of a noun, such as ਮੇਰਾ ਭਰਾ ਮੇਰੇ ਨਾਲ ਬਾਜ਼ਾਰ ਗਿਆ। ਮੇਰੀ ਭੈਣ ਮੇਰੇ ਨਾਲ ਬਾਜ਼ਾਰ ਗਈ।</li> <li>• become aware that adding prefixes and suffixes to a root word can alter the meaning of the word, such as ਪੂਰਨ, ਸਪੂਰਨ, ਅਪੂਰਨ ਸਜਾਵਟ, ਰੁਕਾਵਟ, ਬਣਾਵਟ</li> <li>• explore and use common Punjabi idioms, such as ਉਗਲਾਂ ਟੁੱਕਣਾ, ਆਪਣੀ ਨੀਂਦ ਸੌਣਾ</li> </ul>	<p>Select and use an extended range of linguistic features of Punjabi to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• use cohesive devices to link, clarify, contrast, relate or sequence ideas and modify meaning in written and spoken texts, such as ਮੈਂ ਅਲੋਪ ਹੋ ਰਹੀਆਂ ਭਾਸ਼ਾਵਾਂ ਉੱਤੇ ਖੋਜ ਕਰਨਾ ਚਾਹੁੰਦਾ ਹਾਂ ਇਸ ਕਰਕੇ ਭਾਸ਼ਾ ਵਿਗਿਆਨ ਦੇ ਕਿੱਤੇ ਦੀ ਚੋਣ ਕਰਾਂਗਾ। ਜਿਵੇਂ ਕਿ ਸਕੂਲ ਦੇ ਸਲਾਹਕਾਰ ਨੇ ਮੈਨੂੰ ਸਮਝਾਇਆ ਹੈ ਕਿ ...।</li> <li>• use a range of adverbs of manner, degree and negation, such as ਬਹੁਤ ਜਿਆਦਾ, ਥੋੜ੍ਹਾ, ਹੌਲੀ-ਹੌਲੀ, ਨਹੀਂ, ਕਦੇ ਵੀ ਨਹੀਂ</li> <li>• understand the importance of case markers in forming a meaningful sentence, such as ਉਸਨੇ ਆਪਣੀਆਂ ਸਹੇਲੀਆਂ ਨਾਲ ਪੰਜਾਬ ਜਾਣ ਦਾ ਫੈਸਲਾ ਕੀਤਾ। ਉਸ ਦੀ ਖੇਡਾਂ ਵਿੱਚ ਬਹੁਤ ਡੂੰਘੀ ਦਿਲਚਸਪੀ ਹੈ।</li> <li>• use cohesive devices and time sequence connectors to form paragraphs, such as ਇਹ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹੈ ਕਿ ਤੁਸੀਂ ਆਪਣੇ ਕਰੀਅਰ ਦੀ ਚੋਣ ਕਰਨ ਤੋਂ ਪਹਿਲਾਂ ਲੋੜੀਂਦੀ ਜਾਣਕਾਰੀ ਇਕੱਠੀ ਕਰੋ। ਫਿਰ ਮੈਂ ਆਪਣੀਆਂ ਬਾਕੀ ਦੀਆਂ ਛੁੱਟੀਆਂ ਪੰਜਾਬ ਵਿੱਚ ਇੱਕ ਪੰਜਾਬੀ ਪਰਿਵਾਰ ਨਾਲ ਰਹਿ ਕੇ ਬਤੀਤ ਕੀਤੀਆਂ।</li> </ul>

Year 7	Year 8	Year 9	Year 10
<p>Identify and discuss similarities and differences in how linguistic features are used in Punjabi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>notice differences in modality and politeness between Punjabi and English, such as ਮੈਂ ਸੰਗੀਤ ਸਿੱਖਣਾ ਚਾਹੁੰਦਾ ਹਾਂ। ਅੱਜ ਮੇਰਾ ਫੁੱਟਬਾਲ ਦਾ ਮੈਚ ਹੈ, ਇਸ ਲਈ ਮੈਨੂੰ ਆਪਣੀ ਕਲਾਸ ਜਲਦੀ ਖਤਮ ਕਰਨੀ ਪਵੇਗੀ। ਕਿਰਪਾ ਕਰਕੇ ਮੈਨੂੰ ਇਸ ਬਾਰੇ ਹੋਰ ਦੱਸੋ।</li> <li>describe and apply main features of familiar text types in Punjabi, such as letter, email, narrative, recipe or description</li> <li>begin to use metalanguage to understand and discuss grammatical structures and features of texts</li> <li>recognise the difference in word order in Punjabi and English, such as subject-object-verb in Punjabi and subject-verb-object in English</li> </ul>	<p>Identify and discuss similarities and differences in how linguistic features are used in Punjabi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>use language features and word order, and discuss similarities and differences between Punjabi and English, using relevant metalanguage, such as nouns, pronouns, verbs and adjectives</li> <li>talk about similarities and differences in register when using Punjabi and English in different contexts, such as when giving an oral presentation to the class, talking to a peer or negotiating with a salesman</li> <li>recognise the use of colloquial language and borrowed words used on social media, such as ਚਲੋ ਚੰਗਾ ਹੋਇਆ, ਕੰਪਿਊਟਰ, ਫੋਨ, ਹੋਰ ਸੁਣਾਓ</li> <li>recognise and use direct and oblique case markers</li> </ul>	<p>Reflect on and discuss similarities and differences in how linguistic features are used in Punjabi and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>develop metalanguage to describe and apply grammatical concepts and language elements, such as ਮੇਰੇ ਘਰ ਦੇ ਕੋਲ ਪੰਜਾਬੀ ਕਰਿਆਨੇ ਦੀ ਇੱਕ ਬਹੁਤ ਵੱਡੀ ਦੁਕਾਨ ਹੈ।</li> <li>develop metalanguage for discussing cultural expressions and representation ਵੀਰ, ਸ਼ਾਨ, ਕੁੜਤਾ-ਪਜਾਮਾ</li> <li>reflect on cognates and loan words in both Punjabi and English, such as ਸਾਬਿਤ, ਪਾਣੀ, ਮਾਤਾ, ਮਾਸਟਰ, ਗਿਆਨ</li> <li>develop understanding that the function of postpositions in Punjabi is the same as that of prepositions in English, except that postpositions are used after the noun</li> </ul>	<p>Reflect on and evaluate the use of linguistic features in Punjabi texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> <li>discuss that verbs conjugate according to tense, aspect and mood, and number and gender, such as ਮੇਰਾ ਮਿੱਤਰ ਆਪਣੀ ਅਗਲੀ ਪੜ੍ਹਾਈ ਲਈ ਪੰਜਾਬ ਜਾਣਾ ਚਾਹੁੰਦਾ ਹੈ। ਮੇਰੀ ਕਲਾਸ ਦੇ ਕੁੱਝ ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਅਗਲੀ ਪੜ੍ਹਾਈ ਲਈ ਪੰਜਾਬ ਜਾਣਾ ਚਾਹੁੰਦੇ ਹਨ। ਉਹ ਉੱਚ ਵਿੱਦਿਆ ਲਈ ਪੰਜਾਬ ਜਾਣਾ ਚਾਹੁੰਦੀ ਹੈ।</li> <li>apply text structure and word choices for specific audiences and purposes</li> <li>use metalanguage to discuss forms and functions of language, such as identify and explain different types of adverbs, adjectives and sentence structures relating to grammatical functions (predicate, subjects and objects)</li> <li>discuss how Punjabi words are adapted from English to express concepts and practices related to education, technology and career, such as ਮੈਨੇਜਰ, ਯੂਨੀਵਰਸਿਟੀ, ਡਿਜੀਟਲ, ਕਰੀਅਰ</li> </ul>

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## Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• explore and identify words and expressions that reflect attitudes, personal beliefs and cultural practices when addressing someone, such as ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਨਮਸਤੇ, ਚੜਦੀ ਕਲਾ, ਤੁਸੀਂ ਕਿਵੇਂ ਹੋ? or the practice of using the English terms ‘Aunty’ or ‘Uncle’ when addressing older people</li> <li>• identify the significance of some Punjabi cultural practices and values, and how these shape the identity of Punjabi people</li> <li>• compare own ways of using language with those of peers, thinking about how family and community shape identity and communication</li> <li>• identify how generalisations and stereotypes can affect communication and sense of identity</li> </ul>	<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• compare language use in similar social situations in Punjabi and English</li> <li>• consider the cultural significance of language associated with certain social interactions, such as wedding invitations compared to invitations to a teenage party, or greeting and taking leave from people they know</li> <li>• observe language choices and gestures used by Punjabi speakers and consider how to use these in their own communication</li> <li>• identify the impact of regional and cultural diversity on Punjabi-speaking communities especially those of Indian, Pakistan, the United Kingdom, Kenya and Canada</li> </ul>	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• discuss culturally significant concepts encountered in texts and compare with Australian culture</li> <li>• examine how the languages of Aboriginal and Torres Strait Islander people have strong connections to Country/Place and how these can be compared to regional dialects and variations in the East and West Punjab and language variation across Punjabi-speaking communities</li> <li>• consider how one’s own ideas, practices and responses may be perceived in Punjabi and in English</li> <li>• compare and interpret gestures used in Punjabi, Australian English and other known languages, and incorporate some of them into their own language use</li> </ul>	<p>Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• reflect on how the study of Punjabi has given them an understanding of the value of communicating within and across languages, and discuss the interrelationship between Punjabi, English and other languages, and how this has changed their perception about who they are and how they communicate</li> <li>• reflect on choices they make when interacting with friends who speak both Punjabi and English, such as switching between Punjabi and English during conversation</li> <li>• understand how ways of thinking, communicating and behaving reflect cultural identity, and whether these ways shift over time and according to context and situation</li> </ul>