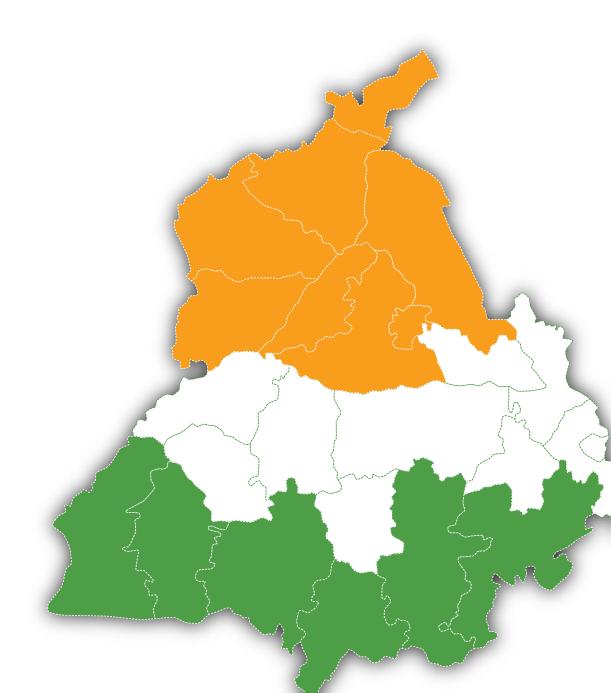


# GCSE PANJABI (8683)

**Specification** For teaching from September 2017 onwards For exams in 2019 onwards

Version 1.1 15 August 2019



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# Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at aqa.org.uk/8683
- We will write to you if there are significant changes to the specification.

# 1 Introduction

# 1.1 Why choose AQA for GCSE Panjabi

# 1.1.1 A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their Panjabi language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

# 1.1.2 Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We're confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

You can find out about all our Panjabi qualifications at aqa.org.uk/languages

# 1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

# 1.2.1 Teaching resources

Visit <u>aqa.org.uk/8683</u> to see all our teaching resources. They include:

- · sample schemes of work to help you plan for course delivery
- online progress tests to provide effective means of monitoring individual student progress
- · resources to support teaching of grammar, translations and the exploitation of literary texts
- · text book and digital resources endorsed by AQA
- training courses to help you deliver AQA Panjabi qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

## Preparing for exams

Visit <u>aqa.org.uk/8683</u> for everything you need to prepare for our exams, including:

- · past papers, mark schemes and examiners' reports
- · specimen papers and mark schemes for new courses

- Exampro: a searchable bank of past AQA exam questions
- example student answers with examiner commentaries.

# Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at <u>aqa.org.uk/era</u>

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- Prepare for a new role with our leadership and management courses.

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## Help and support

Visit our website for information, guidance, support and resources at aqa.org.uk/8683

If you'd like us to share news and information about this qualification, sign up for emails and updates at <u>aqa.org.uk/from-2017</u>

Alternatively, you can call or email our subject team direct.

E: mfl@aqa.org.uk

T: 01423 534 381

# 2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

# 2.1 Subject content

Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture (page 11)

Theme 2: Local, national, international and global areas of interest (page 11)

Theme 3: Current and future study and employment (page 12)

# 2.2 Assessments

GCSE Panjabi has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

#### Paper 1: Listening

#### What's assessed

Understanding and responding to different types of spoken language.

#### How it's assessed

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

#### Questions

#### Foundation Tier and Higher Tier

- Section A questions in English, to be answered in English or non-verbally.
- · Section B questions in Panjabi, to be answered in Panjabi or non-verbally.



#### Paper 2: Speaking

#### What's assessed

Communicating and interacting effectively in speech for a variety of purposes.

#### How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

#### Questions

#### Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier).
- Photo card 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier).
- General conversation 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier).

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#### Paper 3: Reading

#### What's assessed

Understanding and responding to different types of written language.

#### How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

#### Questions

#### Foundation Tier and Higher Tier

- Section A questions in English, to be answered in English or non-verbally.
- Section B questions in Panjabi, to be answered in Panjabi or non-verbally.
- Section C translation from Panjabi into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier).



#### Paper 4: Writing

#### What's assessed

Communicating effectively in writing for a variety of purposes.

#### How it's assessed

- Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation Tier and 60 marks at Higher Tier
- 25% of GCSE

#### Questions

#### Foundation Tier

- Question 1 message (student produces four sentences in response to a photo) 8 marks.
- Question 2 short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks.
- Question 3 translation from English into Panjabi (minimum 35 words) 10 marks.
- Question 4 structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.

#### **Higher Tier**

- Question 1 structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks.
- Question 2 open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks.
- Question 3 translation from English into Panjabi (minimum 50 words) 12 marks.

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# 3 Subject content

# 3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/ communities where Panjabi is spoken.

# 3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points.

#### Topic 1: Me, my family and friends

- Relationships with family and friends.
- Marriage/partnership.

#### Topic 2: Technology in everyday life

- Social media.
- Mobile technology.

#### Topic 3: Free-time activities

- Music.
- Cinema and TV.
- · Food and eating out.
- Sport.

#### Topic 4: Customs and festivals in Panjabi-speaking countries/communities

# 3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points.

#### Topic 1: Home, town, neighbourhood and region

#### Topic 2: Social issues

- Charity/voluntary work.
- Healthy/unhealthy living.

#### Topic 3: Global issues

- The environment.
- Poverty/homelessness.

Topic 4: Travel and tourism

# 3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics.

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

# 3.2 Scope of study

## 3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

## 3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate

- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

## 3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- · understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Panjabi into English.

## 3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language as appropriate, to note down key points, express and justify individual thoughts and points of view in order to interest, inform or convince
- translate sentences and short texts from English into Panjabi to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

# 3.3 Grammar

The grammar requirements for GCSE Panjabi are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of Panjabi grammar during the course. In the exam, they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not inclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

# 3.3.1 Foundation Tier

#### 3.3.1.1 Nouns

#### 3.3.1.2 Gender

Single and plural forms. Direct and oblique case forms.

#### 3.3.1.3 Adjectives

'Black' (inflecting) and 'red' (invariable) adjectives Attributive and predicative use of adjectives Demonstrative- proximal ਇਹ and distal ਉਹ Indefinite ਕੋਈ

Possessive: ordinary possessive adjectives and ਆਪਣਾ interrogative (ਕਿਹ ੜਾ, ਕਿ ਸਦਾ)

#### 3.3.1.4 Adverbs

Interrogative (ਕਿੱਥੇ, ਕਿਵੇਂ, ਕਿਉਂ) Adverbs of time and place (ਕਿਵੇਂ, ਕਿੱਥੇ) Relative and correlative pairs (ਕਿਵੇਂ...ਕਿਵੇਂ...) (R) Common adverbial phrases Particles ਹੀ, ਵੀ ਤਾਂ (R)

### 3.3.1.5 Verbs

Personal forms Subjunctive (ਜਾਵਾਂ, ਕਰਾਂ) Ordinary imperative (ਜਾਹ, ਕਰ) 'Polite' imperative (ਜਾਈਂ , ਕਰੀਂ) (R) Adjectival forms Imperfect participle (ਜਾਂਦਾ, ਕਰਦਾ) Perfect participle (ਗਿਆ, ਕੀਤਾ) Potential participal (ਜਾਣਾ, ਕਰਨਾ) Mixed forms Subjective + ਗਾ ('future tense') (ਜਾਵਾਂਗਾ, ਕਰਾਂਗਾ) Nominal forms Gerund (ਜਾਣਾ) Conjunctive participle; stem + वे (ना वे) Use of adjectival forms of verbs as adjectives eg ਵਿਦਾ ਪਾਈ, ਟੁੱ ਕਟਆਲਾਸ (R) Tense forms of (ਹੈ, ਸੀ) Auxiliary verbs ਦੇ, ਲੈ, ਸਕਦੇ, ਚੁੱਕ, ਹੋ, ਰਹਿ Causative forms (ਕਰਨਾ – ਕਰਾਉਣਾ – ਕਰਵਾਉਣਾ) Imperfect forms of stem + ਈ (ਕਰੀਦਾ, ਜਾਈਦਾ, ਨੱਠੀਦਾ) (R) Simple serial verb constructions eg ਜਾਂਦਾ ਸੀ, ਜਾ ਰਿਹਾ ਸੀ, ਜਾ ਰਿਹਾ ਹੋਵੇਗਾ Simple passive structures with perfect participle + ना (वीउा नाष्टा, यद्भिण नांस्ट, वॅथिण नार्देगा) Agreement of the verb with the subject or the object or no agreement

#### 3.3.1.6 Postpositions

Simple postpositions (ਤੋਂ, ਨੂੰ, ਦਾ) Use of adverbs of place as postpositions (ਉੱਤੇ, ਹੇਠਾਂ, ਸਾਹਮਣੇ) Compound postpositions (ਦੇ ਹੇਠਾਂ, ਦੇ ਸਾਹਮਣੇ) Emphatic use of compound postpositions (ਦੇ ਉੱਤੇ) Case form of ਦਾ Case forms and various uses ਵਾਲਾ Coordinating conjunctions (ਅਤੇ, ਪਰ) Subordinators (ਕਿਉਂਕਿ, ਜਦ, ਜਦੋਂ) Numbers (cardinal and ordinal), quantity, dates and time Fractional numbers ਡੇਢ, ਢਾਈ, ਸਵਾ..., ਪੋਣੇ..., ਸਾਢੇ... (R)

# 3.3.2 Higher Tier

Students entering for Higher Tier assessments will be required to apply all grammar ad structures listed for Foundation Tier, in addition to the new grammar and structures listed for Higher Tier.

#### 3.3.2.1 Particles

ਤਾਂ

### 3.3.2.2 Verbs

Use of adjectival forms of verbs as adjectives eg ਵਗਦਾ ਪਾਣੀ, ਟੁੱਟਿਆ ਗਲਾਸ

'Polite' imperative (ਜਾਈਂ, ਕਰੀਂ)

Use of the potential participle to convey imperative meaning

Imperfect form of stem + ਈ (ਕਰੀਦਾ, ਜਾਈਦਾ, ਨੱਠੀਦਾ)

Durative/iterative forms with ਈ (ਕਰੀ ਜਾਓ, ਪੜ੍ਹੀ ਗਿਆ)

Auxiliary verbs ਆ, ਜਾ, ਰੱਖ, ਛੱਡ

Use of the imperfect participle to present 'contrary to fact' situations eg ਜੇ ਤੂੰ ਮਿਹਨਤ ਕਰਦਾ, ਤਾਂ ਪਾਸ ਹੋ ਜਾਂਦਾ

Longer serial verb constructions (ਜਾ ਰਿਹਾ ਹੋਵੇਗਾ, ਬਣਦਾ ਜਾ ਰਿਹਾ ਸੀ, ਲਿਖਿਆ ਪਿਆ ਸੀ, ਬਣਾਏ ਜਾਂਦੇ ਰਹੇ ਹਨ) (R)

Passive structures with perfect participle + ਹੋ (ਕੀਤਾ ਹੋਇਆ, ਧੋਤਾ ਹੋਇਆ, ਰੱਖਿਆ ਹੋਇਆ) (R)

Quasi-verb forms (ਬੈਠੇ- ਬਿਠਾਏ, ਚਲਦਿਆਂ-ਕਰਦਿਆਂ, ਕਰਦਿਆਂ ਹੋਇਆਂ) (R)

Complex sentences

More complex constructions involving the use of subordinators and relative pronounds, eg ਕਿਉਂਕਿ ਗੱਡੀ ਜਾ ਚੁੱਕੀ ਸੀ, ਇਸ ਕਰਕੇ ਮੈਨੂੰ ਟੈਕਸੀ ਫੜਨੀ ਪਈ; ਜਿਸ ਦੇ ਸਭ ਤੋਂ ਵੱਧ ਨੰਬਰ ਆਉਣਗੇ ਉਸ ਨੂੰ ਇਨਾਮ ਮਿਲੇਗਾ।

# 3.4 Communication strategies

Whist it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Panjabi, or which they themselves might need to use.

For this reason, the student will need to develop communication strategies that can be used to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

# 3.4.1 Ignoring words which aren't needed

Many texts contain words which are not essential for an understanding of the main points of the text. What is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another.

# 3.4.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the typeface and any related pictures.

When reading and listening, students can learn to infer the meaning of new words from the verbal context. So, for example, someone who did not know the word ਦਰਖਤ might be able, after some appropriate practice, to deduce from the following context that it is some sort of tree:

ਇਸ ਦੀ ਲੱਕੜੀ ਨਾਲ ਮੇਜ਼ ਕੁਰਸੀਆਂ ਅਤੇ ਦਰਵਾਜ਼ੇ ਬਣਾਏ ਜਾਂਦੇ ਹਨ।

or

ਇਸ ਦਾ ਫਲ ਬਹੁਤ ਮਿੱਠਾ ਹੁੰਦਾ ਹੈ।

or

ਇੱਕ ਆਦਮੀ ਇਸ ਦੀ ਛਾਂ ਹੇਠਾਂ ਬੈਠਾ ਸੀ।

or

ਹਰ ਰੋਜ਼ ਬਹੁਤ ਸਾਰੇ ਪੰਛੀ ਇਸ ਉੱਤੇ ਆ ਕੇ ਬੈਠਦੇ ਹਨ।

## 3.4.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns and verbs, the ways verbs change to form tenses, word order and other such features to help them to recognise to which category (verb, noun, adjective etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

ਜਿਵੇਂ – ਕਿਤਾਬ ਪੜ੍ਹੀ, ਕਿਤਾਬਾਂ ਪੜੀਆਂ, ਮੈਂ ਇੱਕ ਦਿਲਚਸਪ ਕਿਤਾਬ ਪੜ੍ਹੀ। ਕਿਤਾਬ – noun, ਪੜ੍ਹੀ – verb, ਦਿਲਚਸਪ – adjective Similarly, tense recognition – verb: ਜਾਣਾ ਜਾਂਦਾ ਹੈ/ਜਾਂਦੀ ਹੈ (present) ਗਿਆ ਜਾਂ ਗਈ (past) ਜਾਵੇਗੀ ਜਾਂ ਜਾਵੇਗਾ (future)

# 3.4.4 Making use of the social and cultural context

Another aid to the drawing of correct inferences is for the students to bear in mind that there are regularities in the real world which make it possible to anticipate what people may say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to anticipate words and their meaning, in a given context. This is one reason why it is important for a Panjabi course to develop awareness and understanding of countries and communities where Panjabi is spoken. Work along these lines would help students who have listened to a recording of a Panjabi speaking person using a plural form of the verb merely to show respect, to understand that, despite the use of plural verb, the subject is singular eg ਮੇਰੇ ਪਿਤਾ ਜੀ ਇੱਕ ਦਫਤਰ ਵਿੱਚ ਕੰਮ ਕਰਦੇ ਹਨ, ਪਰ ਮੇਰੇ ਮਾਤਾ ਜੀ ਸਾਰਾ ਦਿਨ ਘਰ ਹੀ ਰਹਿੰਦੇ ਹਨ । ਕੀ ਤੁਸੀਂ ਮੇਰੇ ਪਿਤਾ ਜੀ ਦੇ ਮਿੱਤਰ ਹੋ ?

# 3.4.5 Using common patterns with Panjabi

Knowledge of the following patterns of word formation in Panjabi can help to understand a text. Students should be able to make use of these patterns in both directions. The use of ਚੌੜਾ should permit understanding of ਚੌੜੀ, ਚੌੜੀ, ਚੌੜੀਆਂ Examples include:

- ਨੌਕਰ, ਨੌਕਰਾਂ, ਨੌਕਰੀ, ਨੌਕਰੀਆਂ
- ਚੰਗਾ, ਚੰਗੀ, ਚੰਗੇ, ਚੰਗੀਆਂ
- ਗਰੀਬ, ਗਰੀਬੀ, ਗਰੀਬਾਂ
- ਭੁੱਖ, ਭੁੱਖਾ, ਭੁੱਕੇ, ਭੁੱਖੀ, ਭੁੱਖੀਆਂ
- ในพาห, ในพาหา, ในพาหิ, ในพาหา, ในพาหาพา่
- ਸਫਲ, ਬੇਆਸ; ਸਮਝ, ਬੇਸਮਝ
- ਆਸ, ਬੇਆਸ
- ਕਾਮਯਾਬ, ਨਾਕਾਮਯਾਬ; ਧਰਮੀ, ਅਧਰਮੀ

# 3.4.6 Strategies specifically for reading and understanding

There are many English words which have been accepted in Panjabi and which are frequently used in written Panjabi. Students will be expected to understand and say these words with the correct pronunciation. For example, hospital is written in Panjabi as ਹਸਪਤਾਲ and is pronounced differently. There are many other English words which fall into a similar category. A few of these are listed below:

ਜਨਵਰੀ

ਫਰਵਰੀ

ਮਾਰਚ

ਅਪ੍ਰੈਲ

ਮਈ

ਸਤੰਬਰ

ਅਕਤੂਬਰ

ਨਵੰਬਰ

ਜੁਗਰਾਫੀਆ, ਰੈਕਟ, ਪਸਤੈਲ

For Panjabi students growing up in a British environment, there are some special Panjabi letters and sounds which are difficult to read and pronounce. For example, ਕਰ / ਘਰ; ਘੇਰਾ / ਘੇੜਾ / ਕੋਰਾ; ਡਾੜ / ਚਾਰ; ਸੱਠ / ਸੱਟ / ਸੱਤ; ਪੜ੍ਹਨਾ / ਪਰਨਾ

ਪੜ੍ਹਾਈ / ਪਰਾਈ; ਭੁੱਲ / ਪੁਲ; ਜਾਣ / ਜਾਨ; ਝੜਨਾ / ਝਰਨਾ / ਚਰਨਾ; ਪਰ / ਭਰ

A useful strategy for dealing with this kind of problem would be to present students with a list of words which cause such a difficulty.

## 3.4.7 Strategies specifically for listening and understanding

Strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at some leisure and to study the context.

In order to hear accurately students should have the specific differences of the spoken language brought to their attention. For students there are some Panjabi words which sound similar heard on a recording or when people use them. For example, the difference between the sound of ਤੇਰਾ and ਤੇਰਾਂ, ਸੱਤ and ਸੱਠ, and ਸਿਹਤ, ਸਹਿਤ or ਸਾਹਿਤ is not easily detectable.

However some of the general strategies for understanding listed above can, with practice, be used successfully in listening, namely:

- · ignoring words which are not needed for successful completion of the task set
- · using the (visual and) verbal context
- · making use of the social and cultural context
- using common patterns within Panjabi.

# 3.4.8 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic efficient verbal and non-verbal strategies to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn – or forget – language items required by some test items, or they may wish to attempt to go beyond the demands of the specification in completing the task set. In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal.

## 3.4.9 Non-verbal strategies

#### 3.4.9.1 Pointing and demonstration

This may be accompanied by some appropriate language (eg ਉਂਗਲ ਨਾਲ ਇਸ਼ਾਰਾ ਕਰਕੇ ਜਾਂ ਹੱਥ ਲਾ ਕੇ ਕਹਿਣਾ - ਆਹ, ਔਹ, ਇਹ ਚੀਜ਼, ਜਿਵੇਂ ਔਹ ਹੈ, ਇਹੋ ਜਿਹਾ ਹੋਵੇ, ਬਿਲਕੁਲ ਉਸ ਵਰਗਾ, ਇੰਨਾ ਕੁ ਵੱਡਾ ਆਦਿ।)

#### 3.4.9.2 Expression and gesture

This may be accompanied, where appropriate, with sounds (eg 'Oh!' which, with appropriate intonation, facial expression and gestures, can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration). ਹਾਏ, ਹੈ, ਵਾਹ ਆਦਿ ।.

#### 3.4.9.3 Mime

Mime, which again can be accompanied by appropriate sounds and language, can sometimes help communication to be maintained when it might otherwise break down eg ਕੀ ਮੈਂ ਤੁਹਾਡੀ ਮਦਦ ਕਰਾਂ? or with a suitable mime if one has forgotten words such as ਰੋਣਾ and ਮੁਸਕਰਾਹਟ ਜਾਂ ਸੰਗਣਾ. This strategy has obvious limitations in a speaking test which is recorded and assessed on the basis of the recording.

#### 3.4.9.4 Drawing

This can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg a diagram showing how to get from one point, such as a station, to another, for instance home).

# 3.4.10 Verbal strategies

#### 3.4.10.1 Using a word which refers to a similar item

Using a word which refers to a similar item to the one the speaker/writer wishes to refer to, but for which he has forgotten the word eg ਕਿੰਨੇ ਘੰਟੇ for ਕਿੰਨੇ ਵਜੇ. This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.

#### 3.4.10.2 Description of physical properties

This can be used to refer to something of which the name has been forgotten eg ਉਹ ਖਾਈਦਾ ਹੈ; ਬਹੁਤ ਵੱਡਾ ਸਾਰਾ ਗੋਲ ਹੁੰਦਾ ਹੈ; ਬਾਹਰੋਂ ਹਰਾ ਤੇ ਵਿੱਚੋਂ ਲਾਲ ਜਾਂ ਗੁਲਾਬੀ ਜਿਹਾ।.

The physical properties refer to colour, size, material, position and shape. The use of this strategy in an exam would be assessed according to its communicative effectiveness.

#### 3.4.10.3 Requests for help

These can include requests for translation eg ਕੰਧ ਜਾਂ ਫਰਸ਼ ਨੂੰ ਅੰਗਰੇਜੀ ਵਿੱਚ ਕੀ ਕਹਿੰਦੇ ਹਨ? ਮੂਨ ਤੇ ਸਕਾਈ ਨੂੰ ਪੰਜਾਬੀ ਵਿੱਚ ਕੀ ਕਹਿੰਦੇ ਹਨ? ਕੀ ਤੁਸੀਂ ਇਸ ਚੀਜ਼ ਦਾ ਨਾਮ ਮੈਨੂੰ ਦੱਸ ਸਕਦੇ ਹੋ? ਮੈਨੂੰ ਪਤਾ ਨਹੀਂ ਕਿ ਇਸ ਦੇ ਸ਼ਬਦ-ਜੋੜ ਕਿਵੇਂ ਕਰਾਂ।

It is clearly preferable to use such requests for help than for communication to collapse, and their use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should avoid taking over from the student and carrying out the task.

#### 3.4.10.4 Simplification

This is when a student avoids the use of a form of which he/she is unsure (eg ਜੇ ਕੱਲ੍ਹ ਨੂੰ ਮੈਂਸਮ ਖਰਾਬ ਨਾ ਹੋਇਆ ਤਾਂ ਮੈਂ ਜ਼ਰੂਰ ਆਵਾਂਗਾ/ਆਵਾਂਗੀ ।) by using a form he/she finds simpler (eg ਕੱਲ੍ਹ ਨੂੰ ਠੀਕ ਰਿਹਾ ਤਾਂ ਫੇਰ ਆਵਾਂਗਾ ।).

A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in students failing to make full use of their capabilities.

#### 3.4.10.5 Paraphrase

This is where the student uses words and messages in acceptable Panjabi, avoiding the use of words which he/she has forgotten, eg when he/she cannot remember the word ਕਿਰਾਏਦਾਰ and instead says ਉਹ ਇੱਕ ਕਮਰੇ ਵਿੱਚ ਰਹਿੰਦਾ ਹੈ ਅਤੇ ਇਸ ਦੇ ਪੈਸੇ ਦਿੰਦਾ ਹੈ। or when he/she cannot recollect the word ਕੁਆਰਾ and says ਉਸ ਦਾ ਹਾਲੇ ਵਿਆਹ ਨਹੀਂ ਹੋਇਆ।

When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

#### 3.4.10.6 Reference to specific features

Reference to specific features (eg ਉਹ ਇਮਾਰਤ ਜੋ ਲਾਲ ਪੱਥਰਾਂ ਦੀ ਬਣੀ ਹੋਈ ਹੈ ਜਿਸ ਦੀਆਂ ਚਾਰ ਮੰਜ਼ਲਾਂ ਹਨ , ਜਾਂ, ਉਹ ਮੁੰਡਾ ਜਿਸ ਨੇ ਨੀਲੀ ਪੱਗ ਬੰਨ੍ਹੀ ਹੈ ਅਤੇ ਕਾਲੀਆਂ ਐਨਕਾਂ ਲਾਈਆਂ ਹੋਈਆਂ ਹਨ ।) is often quite effective and its use would be assessed accordingly in an exam.

#### 3.4.10.7 Reference to the function of an object

Reference to the function of an object and the actions that can be performed with it (eg ਚੰਗੇ ਹੋਟਲਾਂ ਵਿੱਚ ਖਾਣਾ ਖਾਣ ਤੋਂ ਬਾਅਦ, ਇੱਕ ਗਰਮ ਤੇਲੀਆ ਵੀ ਦਿੱਤਾ ਜਾਂਦਾ ਹੈ। ਇਹ ਗਰਮ ਪਾਣੀ ਵਿੱਚੋਂ ਕੱਢਿਆ ਹੁੰਦਾ ਹੈ ਅਤੇ ਹੱਥ ਮੂੰਹ ਸਾਫ ਕਰਨ ਲਈ ਹੁੰਦਾ ਹੈ) is a commonly used strategy which is usually effective in communicative terms. Another strategy sometimes used by language students is word coinage, the creation of words based either on English or Panjabi words. This strategy usually produces words which do not exist in Panjabi or, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

Another commonly used strategy is topic avoidance, when the student avoids or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is a strategy which should be discouraged. A basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance, behaviour.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively.

The development of such strategies cannot be seen as encouragement not to develop linguistic knowledge. Strategic competence is not a substitute for vocabulary learning, but a useful supplement. Indeed, all language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed. It is an important part of the teaching and learning process.

# 3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work. The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar and/or forms of words that are not on the vocabulary list. The assessment tasks at Higher Tier will require students to understand and respond to words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments. Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

# 3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the listening and reading exams. The list is indicative, not exclusive.

| Panjabi                                      | English   |
|--|---|
| ਤੁਸੀਂ ਇੱਕ ਹੀ ਨੰਬਰ ਦੁਬਾਰਾ ਵਰਤ ਸਕਦੇ ਹੋ ।       | NB You can use the same number more than once.            |
| ਇਹ ਕਿਹੜਾ ਵਿਅਕਤੀ ਹੈ? ਸਹੀ ਵਿਅਕਤੀ ਦਾ ਨਾਂ ਲਿਖੋ । | Which person is it? Write the name of the correct person. |
| ਇਹ ਕੋਣ ਸੀ? ਸਹੀ ਆਦਮੀ ਦਾ ਨਾਂ ਲਿਖੋ ।            | Who is it? Write the name of the correct person.          |
| (ਦੋ) ਸਹੀ ਵਾਕ ਚੁਣੋ ।                          | Choose (two) correct sentences.                           |
| ਸਹੀ ਉੱਤਰ ਦੀ ਚੋਣ ਕਰੋ ।                        | Choose the correct answer.                                |
| ਪੰਜਾਬੀ ਵਿੱਚ ਪੂਰਾ ਕਰੋ                         | Complete in Panjabi.                                      |

| Panjabi   | English   |
|---|---|
| ਸਾਰਣੀ ਪੂਰੀ ਕਰੋ ।  | Complete the grid.  |
| ਹੇਠ ਲਿਖੀ ਵਾਰਤਾ ਨੂੰ ਇਸ ਦੇ ਹੇਠਾਂ ਵਾਲੀ ਲਿਸਟ ਵਿੱਚੋਂ ਸ਼ਬਦਾਂ<br>ਨਾਲ ਪੂਰਾ ਕਰੋ ।  | Complete the following text with words from the list below.                 |
| ਸਹੀ ਸ਼ਬਦ ਦੇ ਸਾਹਮਣੇ ਵਾਲਾ ਨੰਬਰ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ ।                             | Write the number of the correct word in the box.                            |
| ਫੈਸਲਾ ਕਰੋ ਕਿ ਇਹ ਠੀਕ (ਠ), ਗਲਤ (ਗ), ਦੱਸਿਆ ਨਹੀਂ<br>(?) ਹੈ। ਲਿਖੋ ਠ, ਗ, ਜਾਂ ?। | Decide if it is True (ਠ) False (ਗ) or Not Mentioned<br>(?). Write ਠ, ਗ or ? |
| (ਦੋ) ਵੇਰਵੇ ਦਿਉ ।  | Give (two) details.   |
| ਇਸ ਪੈਰੇ/ ਗੱਲਬਾਤ/ ਮੁਲਾਕਾਤ/ ਰਿਪੋਰਟ/ ਨੂੰ ਸੁਣੋ ।                              | Listen to this passage/this conversation/this interview/this report         |
| ਸਹੀ ਨੰਬਰ ਹਰ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ ।  | Write the correct number in each box.                                       |
| ਸਹੀ ਨੰਬਰ ਖਾਨੇ ਵਿੱਚ ਲਿਖੋ ।   | Write the correct number in the box.  |
| ਸਹੀ ਨੰਬਰ ਹਰ ਖਾਨਿਆਂ ਵਿੱਚ ਲਿਖੋ ।  | Write the correct numbers in the boxes.                                     |
| ਸਹੀ ਵਿਅਕਤੀ ਦੀ ਪਛਾਣ ਕਰੋ ।  | Identify the correct person.  |
| ਪੂਰੇ ਵਾਕਾਂ ਵਿੱਚ ਲਿਖਣਾ ਜ਼ਰੂਰੀ ਨਹੀਂ ।                                       | It is not necessary to write in full sentences.                             |
| ਪੜ੍ਹੋ   | Read  |
| ਇੱਕ ਹਾਂ ਪੱਖੀ/ ਨਾਂਹ ਪੱਖੀ ਫ਼ਾਇਦਾ/ ਨੁਕਸਾਨ ਲਿਖੋ                               | Mention one positive aspect/negative aspect/<br>advantage/disadvantage      |
| ਹਾਂ ਪੱਖ ਲਈ, ਲਿਖੋ ਹ  | For a positive opinion, write (ਹ)   |
| ਨਾਂਹ ਪੱਖ ਲਈ, ਲਿਖੋ ਨ   | For a negative opinion, write (ਨ)   |
| ਹਾਂ ਪੱਖ ਲਈ ਅਤੇ ਨਾਂਹ ਪੱਖ ਲਈ, ਲਿਖੋ ਹ+ਨ                                      | For a positive and negative opinion, write (ਹ+ਨ)                            |
| ਕਿਹੜਾ ਉੱਤਰ ਸਹੀ ਹੈ?  | Which is the correct answer?  |
| ਖ਼ਾਲੀ ਥਾਂਵਾਂ ਭਰੋ ।  | Fill in the blanks.   |
| ਇਨ੍ਹਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲਿਖੋ ।  | Answer these questions.   |
| (ਪ੍ਰਸ਼ਨਾਂ ਦੇ) ਉੱਤਰ ਪੰਜਾਬੀ ਵਿੱਚ ਲਿਖੋ ।                                     | Answer (the questions) in Panjabi.  |
| ਪ੍ਰਸ਼ਨ ਦੇ ਦੋਵੇਂ ਭਾਗਾਂ ਦਾ ਉੱਤਰ ਦਿਓ ।                                       | Answer both parts of the question.  |
| ਦੋ ਗੱਲਾਂ ਲਿਖੋ ।   | Write two details.  |
| ਦੋ ਕਾਰਨ ਲਿਖੋ ।  | Give two reasons.   |

The following is a guide to the sort of rubrics and instructions which will be used in the writing exam. The list is indicative, not exclusive.

| Panjabi   | English  |
|---|--|
| ਵਰਣਨ ਕਰੋ  | Describe   |
| ਲਿਖੋ  | Write  |
| ਪੰਜਾਬੀ ਵਿੱਚ ਲਗਭਗ 40 ਸ਼ਬਦ ਲਿਖੋ ।                                 | Write approximately <b>40</b> words in Panjabi.  |
| ਪੰਜਾਬੀ ਵਿੱਚ ਲਗਭਗ 90 ਸ਼ਬਦ ਲਿਖੋ। ਹਰ ਭਾਗ ਬਾਰੇ ਕੁਝ<br>ਲਿਖੋ।         | Write approximately <b>90</b> words in Panjabi. Write something about each bullet point.   |
| ਪੰਜਾਬੀ ਵਿੱਚ ਲਗਭਗ 150 ਸ਼ਬਦ ਲਿਖੋ । ਦੋਵਾਂ ਭਾਗਾਂ ਬਾਰੇ<br>ਕੁਝ ਲਿਖੋ । | Write approximately <b>150</b> words in Panjabi. Write something about both bullet points. |
| ਤੁਸੀਂ ਤਸਵੀਰ ਵਿੱਚ ਕੀ ਦੇਖਦੇ ਹੋ? ਪੰਜਾਬੀ ਵਿੱਚ ਚਾਰ ਵਾਕ<br>ਲਿਖੋ ।     | What do you see in the photo? Write <b>four</b> sentences in Panjabi.                      |
| ਉਲੇਖ ਕਰੋ  | Mention  |

# 3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

### 3.5.2.1 Comparisons

| Panjabi                           | English                      |
|-----------------------------------|------------------------------|
| ਉਸ ਵਰਗਾ                           | similar                      |
| ਵੱਖਰਾ                             | different(ly)                |
| ਸਾਹਮਣੇ, ਉਲਟ                       | opposite                     |
| ਉਹੀ, ਦੇ ਬਰਾਬਰ                     | same, equal                  |
| ਉੱਚਾ; ਇਸ ਤੋਂ ਉੱਚਾ; ਸਭ ਤੋਂ ਉੱਚਾ    | high; higher; highest        |
| ਵਧੀਆ; ਇਸ ਤੋਂ ਵਧੀਆ; ਸਭ ਤੋਂ ਵਧੀਆ    | good; better than this; best |
| ਚੰਗਾ; ਹੋਰ ਚੰਗਾ; ਬਹੁਤ ਚੰਗਾ         | good; better; best           |
| ਮਾੜਾ∕ਭੈੜਾ; ਬਹੁਤ ਮਾੜਾ; ਸਭ ਤੋਂ ਮਾੜਾ | bad; worse; worst            |
| ਜਿਵੇਂ ਕਿ                          | as as                        |
| ਉੱਨਾ ਹੀ                           | as much/many as              |

| Panjabi                         | English                         |
|---------------------------------|---------------------------------|
| ਫਰਕ                             | difference                      |
| ਅਲੱਗ; ਵੱਖਰਾ; ਭਿੰਨ               | different                       |
| ਤੁਲਨਾ ਲਈ                        | to compare                      |
| ਤੁਲਨਾ                           | comparison                      |
| ਵੱਡਾ; ਇਸ ਤੋਂ ਵੱਢਾ; ਸਭ ਤੋਂ ਵੱਡਾ  | big; bigger than this; biggest  |
| ਬਹੁਤ; ਵੱਧ/ਜ਼ਿਆਦਾ; ਸਭ ਤੋਂ ਜ਼ਿਆਦਾ | much; more; most                |
| ਘੱਟ ਤੋਂ ਘੱਟ                     | (at) least                      |
| ਵੱਧ ਤੋਂ ਵੱਧ                     | most                            |
| ਨੀਵਾਂ; ਇਸ ਤੋਂ ਨੀਵਾਂ             | low; lower than this            |
| ਘੱਟ∕ ਥੋੜ੍ਹਾ; ਸਭ ਤੋਂ ਘੱਟ         | least; least of all             |
| ਛੋਟਾ; ਉਸ (ਇਸ) ਤੋਂ ਛੋਟਾ          | small; smaller than that (this) |

# 3.5.2.2 Conjunctions

| Panjabi                  | English                |
|--------------------------|------------------------|
| ਕਦੋਂ /ਜਦੋਂ               | when                   |
| ਜਿਵੇਂ/ਜਿਵੇਂ ਕਿ           | as if                  |
| ਪਹਿਲਾਂ                   | before                 |
| ਤੱਕ                      | until, to              |
| ਕਿਉਂਕਿ                   | as, because            |
| ਤਾਂ ਕਿ                   | so that, in order that |
| ਕਿਉਂਕਿ ∕ ਜਿਵੇਂ ਕਿ        | as, since              |
| ਜਾਂ ਜਾਂ ਫਿਰ              | either or              |
| ਬਾਅਦ; ਬਾਅਦ ਵਿੱਚ          | after, afterwards      |
| ਸਿਰਫ ਇਹ ਹੀ ਨਹੀਂ ਪਰ ਇਹ ਵੀ | not only this but also |
| ਭਾਵੇਂ                    | whether                |

| Panjabi       | English            |
|---------------|--------------------|
| ਹਾਲਾਂਕਿ       | although           |
| ਉਸ ਸਮੇਂ ਤੋਂ   | since that time    |
| ਜੇਕਰ ਤਾਂ      | if then            |
| ਦੋਵੇਂ ਅ ਤੇ    | both and           |
| ਲਈ            | (in order) to      |
| ਜਦੋਂ          | while              |
| ਨਾ ਨਾ ਹੀ      | neither nor        |
| ਪ੍ਰੰਤੂ; ਪਰ    | but                |
|               | also               |
| ਅਚਾਨਕ         | suddenly           |
| ਇਸ ਕਾਰਨ       | that is why        |
| ਫਿਰ ਵੀ        | even then          |
| ਸ਼ਾਇਦ         | perhaps; probably  |
| ਬੇਸ਼ੱਕ        | undoubtedly        |
| ਥੋੜ੍ਹੀ ਦੇਰ ਲਈ | for a little while |
| ਜਦੋਂ (ਕਦੋਂ)   | when (question)    |

# 3.5.2.3 Connectives

| Panjabi                        | English                     |
|--------------------------------|-----------------------------|
| ਇਸ ਤੋਂ ਇਲਾਵਾ                   | apart from this             |
| ਮੰਨ ਲਓ; ਫਰਜ਼ ਕਰੋ               | assuming that               |
| ਬਿਨਾਂ; ਹੋਰ ਇਹ ਕਿ; ਇਸ ਤੋਂ ਸਿਵਾਏ | besides, apart from, except |
| ਇਸ ਤੋਂ ਸਿਵਾਏ; ਇਸ ਤੋਂ ਅਗਾਂਹ     | besides, furthermore        |
| ਬਾਅਦ ਵਿੱਚ                      | afterwards                  |
| ਜਿਵੇਂ ਕਿ                       | that is (ie)                |

| Panjabi                    | English                         |
|----------------------------|---------------------------------|
| ਫਿਰ ਵੀ                     | nevertheless                    |
| ਇਸ ਲਈ, ਇਸ ਕਰਕੇ             | therefore, because of that      |
| ਪਹਿਲੀ ਗੱਲ                  | firstly                         |
| ਦੂਸਰੀ⁄ਦੂਜੀ ਗੱਲ             | secondly                        |
| ਤੀਸਰੀ⁄ਤੀਜੀ ਗੱਲ             | thirdly                         |
| ਅਸਲ ਵਿੱਚ, ਸੱਚੀਂ ਮੁੱਚੀਂ     | actually, really                |
| ਅੰਤ ਵਿੱਚ, ਇਸ ਦੇ ਉਲਟ        | after all, on the contrary      |
| ਫਿਰ ਵੀ                     | however                         |
| ਬਦਕਿਸਮਤੀ ਨਾਲ               | unfortunately                   |
| ਕੁਦਰਤੀ                     | of course, naturally            |
| ਬੇਸ਼ੱਕ/ਬਿਨਾ ਸ਼ੱਕ           | without a doubt                 |
| ਅਖੀਰ ਵਿੱਚ, ਅੰਤ ਵਿੱਚ        | eventually, in the end, finally |
| ਨਹੀਂ ਤਾਂ/ ਵਰਨਾ             | otherwise, or else              |
| ਹਰ ਹਾਲਤ ਵਿੱਚ, ਕਿਸੇ ਤਰ੍ਹਾਂ, | anyway, anyhow, in any case     |
| ਇਸ ਵੇਲੇ                    | this time                       |
| ਜੇ ਇਸ ਤਰ੍ਹਾਂ ਹੋਇਆ          | provided that                   |
| ਪਹਿਲਾਂ                     | (at) first                      |
| ਕੁਦਰਤੀ                     | by chance                       |
| ਲਗਾਤਾਰ                     | continuously                    |

# 3.5.2.4 Prepositions

| Panjabi              | English                   |
|----------------------|---------------------------|
| ਤੋਂ                  | from                      |
| ਉੱਤੇ, ਨੂੰ, ਵੱਲ, ਨੇੜੇ | at, to, on, close by      |
| ਉੱਤੇ⁄ਉੱਪਰ            | on, upon, onto, on top of |

| Panjabi                 | English                  |
|-------------------------|--------------------------|
| ਵਿੱਚੋਂ                  | out of                   |
| ਲਾਗੇ⁄ ਨੇੜੇ, ਤੇ          | near, at                 |
| ਰਾਹੀਂ                   | through                  |
| ਨਾਲ                     | along                    |
| ਉਲਟ, ਦੁਆਲੇ              | against, around          |
| ਉਲਟ, ਪੁੱਠਾ              | opposite                 |
| ਪਿੱਛੇ                   | behind                   |
| ਬਾਅਦ, ਤੇ, ਅਨੁਸਾਰ        | after, to, according to  |
| ਨਾਲ                     | next to                  |
| ਬਗੈਰ                    | without                  |
| ਉੱਤੇ⁄ਉੱਪਰ               | over, above              |
| ਆਲੇ ਦੁਆਲੇ, ਆਸੇ ਪਾਸੇ, ਤੇ | around, at               |
| ਥੱਲੇ∕ ਹੇਠਾਂ             | under, below             |
| ਤੋਂ, ਦੁਆਰਾ, ਦਾ ਦੀ, ਦੇ   | from, by, of             |
| ਸਾਹਮਣੇ, ਪਹਿਲਾਂ          | in front of, before, ago |
| ਦੌਰਾਨ                   | during                   |
| ਇਸ ਕਰਕੇ                 | because of               |
| ਨੂੰ, ਤੇ, ਲਈ             | to, at, for              |
| ਵਿੱਚਕਾਰ⁄ਦਰ ਮਿਆਨ         | between                  |

# 3.5.2.5 Negatives

| Panjabi     | English    |
|-------------|------------|
| ਬਿਲਕੁਲ ਨਹੀਂ | not at all |
| ਹੁਣ ਨਹੀਂ    | no longer  |
| ਕੁਝ ਨਹੀਂ    | nothing    |

| Panjabi                | English            |
|------------------------|--------------------|
| ਕਦੀ ਨਹੀਂ               | never              |
| ਨਾ ਤਾਂਨਾ ਹੀ            | neither nor        |
| ਕੋਈ ਨਹੀਂ               | nobody             |
| ਨਾ, ਨਹੀਂ               | no                 |
| ਹਾਲੇ ਨਹੀਂ, ਅਜੇ ਵੀ ਨਹੀਂ | not yet, still not |

#### 3.5.2.6 Alphabet

Students are expected to know the letters of the alphabet, including the five letters with the dot underneath.

| Panjabi | English          |
|---------|------------------|
| ਅੱਖਰ    | letter           |
| ਸ਼ਬਦ    | word             |
| ਪੈਂਤੀ   | Panjabi alphabet |

#### 3.5.2.7 Numbers

Students are expected to know the cardinal numbers 0–1,000 and the word for 150,250, a thousand, and 1,000,000 (Million).

They are also expected to know the ordinal numbers first-tenth.

#### 3.5.2.8 Other expressions

| Panjabi           | English              |
|-------------------|----------------------|
| ਦਰਜਨ              | dozen                |
| ਅੰਕ               | number               |
| ਜੋੜਾ/ਜੋੜੀ         | pair                 |
| ਅੰਕੜੇ             | figures              |
| ਲਗਭਗ ਦਸ           | approximately ten    |
| ਲਗਭਗ ਵੀਹ / ਵੀਹ ਕੁ | approximately twenty |
| ਗੁਣਾ⁄ਗੁਣੇ         | multiple of          |
| ਅੱਧਾ              | half                 |

| Panjabi | English       |
|---------|---------------|
| ਪੂਰਾ    | full/complete |
| ਕਦੇ ਕਦੇ | sometimes     |

### 3.5.2.9 Money

| Panjabi  | English               |
|----------|-----------------------|
| ਪੈਸੇ/ਨਕਦ | cash                  |
| ਘੱਟ      | less                  |
| ਸੇ       | hundred               |
| ਹਜ਼ਾਰ    | thousand              |
| ਲੱਖ      | one hundred thousand  |
| ਦਸ ਲੱਖ   | ten hundred thousands |
| ਮਿਲੀਅਨ   | million               |
| ਨੋਟ      | note                  |
| ਸਿੱਕਾ    | coin                  |
| ਭਾਨ      | small change          |
| ਜੇਬ ਖਰਚ  | pocket money          |
| ਬਦਲਣਾ    | to change             |

# 3.5.2.10 Question words

| Panjabi                | English            |
|------------------------|--------------------|
| ਕਦੋਂ                   | When?              |
| ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ          | What sort/type of? |
| वी                     | What?              |
| ਕਿਹੜਾ                  | Which?             |
| ਕੋਣ                    | Who?               |
| ਕਿੰਨਾ ਚਿਰ / ਕਿੰਨਾ ਲੰਬਾ | How long?          |

| Panjabi                         | English               |
|---------------------------------|-----------------------|
| ਕਿੰਨਾ/ਕਿੰਨੇ                     | How much/many?        |
| ਕਿਵੇਂ/ ਕਿਸ ਤਰ੍ਹਾਂ               | How?                  |
| ਕਿਉਂ                            | Why? How come?        |
| ਕਿੱਥੇ                           | Where?                |
| ਕਿੱਥੋਂ                          | Where from?           |
| ਕਿਸ ਨਾਲ                         | What with?            |
| ਕਿੰਨੇ ਵਜੇ                       | What time?            |
| ਕਿਹੜੇ ਪਾਸਿਉਂ                    | From which direction? |
| ਕਿੰਨੀ/ਕਿਹੜੀ ਤਰੀਕ                | Which date?           |
| ਕਿਹੜਾ                           | Which?                |
| ਕਿੰਨੇ ਵੱਜੇ ਹਨ⁄ਟਾਈਮ ਕੀ ਹੋਇਆ ਹੈ ? | What is the time?     |
| ਕਿੱਥੇ ਹੈ?                       | Where is?             |

# 3.5.2.11 Greetings and exclamations

| Panjabi                    | English                |
|----------------------------|------------------------|
| ਸੁਭ ਇਛਾਵਾਂ                 | All the best/good luck |
| ਫਿਰ ਮਿਲਾਂਗੇ                | See you later          |
| ਮੁਆਫ ਕਰਨਾ                  | Excuse me/sorry        |
| ਦਿਵਾਲੀ ਦੀ ਵਧਾਈ             | Happy Diwali           |
| ਵਧਾਈਆਂ⁄ ਮੁਬਾਰਕਾਂ           | Congratulations        |
| ਜੀ ਆਇਆਂ ਨੂੰ                | Welcome                |
| ਨਵਾਂ ਸਾਲ ਮੁਬਾਰਕ            | Happy new year         |
| ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ, ਨਮਸਤੇ, ਹੈਲੋ | Greetings              |
| ਧੰਨਵਾਦ⁄ ਸ਼ੁਕਰੀਆ            | Thank you              |
| ਕੱਲ੍ਹ ਨੂੰ ਮਿਲਾਂਗੇ          | See you tomorrow       |

| Panjabi                  | English           |
|--------------------------|-------------------|
| ਛੇਤੀ ਮਿਲਾਂਗੇ             | See you soon      |
| ਮੈਨੂੰ ਮਾਫ ਕਰਨਾ           | Forgive me        |
| ਕਿਰਪਾ ਕਰਕੇ/ਮਿਹਰਬਾਨੀ ਕਰਕੇ | Please            |
| ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ         | How are you       |
| ਨਹੀਂ ਜੀ⁄ਹਾਂ ਜੀ           | No∕yes (politely) |

# 3.5.2.12 Opinions

| Panjabi                                | English   |
|--|---|
| ਖਿਆਲ ਹੈ∕ ਸ਼ੱਕ ਹੈ                       | idea, suspicion   |
| ਮਜ਼ਾਕੀਆ                                | amusing, funny  |
| ਸੁਖਾਵਾਂ⁄ ਮੰਨਣਯੋਗ                       | pleasant, agreeable                                     |
| ਡਰ∕ ਭੈਅ                                | to be afraid/scared                                     |
| ਬੇਚੈਨ /ਫਿਕਰਮੰਦ                         | anxious, apprehensive                                   |
| ਵਧੀਆ⁄ ਕਮਾਲ ਦਾ⁄ ਉੱਤਮ                    | excellent   |
| ਅਰਾਮਦਾਇਕ⁄ ਸੁਖਾਵਾਂ                      | comfortable   |
| ਬਿਲਕੁਲ/ ਪੱਕਾ/ ਯਕੀਨੀ                    | definite(ly)/certain(ly)                                |
| ਸਸਤਾ                                   | cheap   |
| ਬੇਵਕੂਫ                                 | stupid  |
| ਚੰਗਾ∕ ਵਧੀਆ                             | good  |
| ਬਕਵਾਸ / ਫਜ਼ੂਲ                          | nonsense  |
| ਬੇਈਮਾਨ                                 | dishonest   |
| ਸ਼ਰਾਰਤੀ / ਗੁੱਸੇਖੋਰ                     | naughty, angry  |
| (ਕਿਸੇ ਚੀਜ਼) ਦੇ ਹੱਕ ਵਿੱਚ                | (to be) in favour of something                          |
| (ਕਿਸੇ ਚੀਜ਼) ਦੇ ਵਿਰੁੱਧ                  | (to be) against/opposed to something                    |
| ਕੋਈ ਗੱਲ ਨਹੀਂ⁄ ਮੈਨੂੰ ਕੋਈ ਫਰਕ ਨਹੀਂ ਪੈਂਦਾ | it doesn't matter, it doesn't make any difference to me |

| Panjabi                                 | English                              |
|---|--------------------------------------|
| ਸੋਚਣ ਵਾਲੀ ਗੱਲ                           | to think                             |
| ਉਦਾਸ                                    | depressed                            |
| ਕਿਸੇ ਚੀਜ਼ ਤੋਂ ਤੰਗ ਆ ਜਾਣਾ⁄ ਉਕਤਾ⁄ਅੱਕ ਜਾਣਾ | to be fed up with something          |
| ਸੇਖਾ                                    | easy                                 |
| ਪ੍ਰਭਾਵਸ਼ਾਲੀ                             | impressive                           |
| ਸਾਦਾ/ਸਧਾਰਨ                              | simple, simply                       |
| ਭਿਆਨਕ, ਡਾਢਾ, ਪਰਲੇ ਦਰਜੇ ਦਾ, ਡਰਾਉਣਾ       | terrible, awful, appalling           |
| ਇਹ ਠੀਕ⁄ ਸਹੀਂ ਨਹੀਂ ਹੈ                    | that's (not) right/correct           |
| ਮੈਂ ਇਹ ਪਸੰਦ ਕਰਦਾ ਹਾਂ                    | l like it (it pleases me)            |
| ਇਹ ਇਸ ਤੇ ਨਿਰਭਰ ਕਰਦਾ ਹੈ ਜੇ               | it depends on, whether               |
| ਖੁਸ਼, ਪ੍ਰਸੰਨ                            | happy, glad, pleased                 |
| ਭਿਆਨਕ, ਡਰਾਉਣਾ                           | terrible, dreadful, awful            |
| ਪਸੰਦ⁄ ਖੁਸ਼ ਕਰਨ ਲਈ                       | to like, to please                   |
| ਸੁਖਾਵੀਂ ਥਾਂ / ਸੁਖਦਾਇਕ/ ਅਰਾਮਦਾਇਕ         | cosy, comfortable                    |
| ਅਨੰਦ ਲੈਣਾ∕ ਸੁਆਦ ਲੈਣਾ                    | to enjoy                             |
| ਭਰੋਸਾ∕ ਵਿਸ਼ਵਾਸ                          | to believe/trust                     |
| ਨਫਰਤ                                    | to hate                              |
| ਸ਼ਾਨਦਾਰ⁄ ਠਾਠ-ਬਾਠ, ਸੱਜ-ਧੱਜ ਵਾਲਾ          | marvellous, magnificent, glorious    |
| ਸ਼ਾਨਦਾਰ, ਵਧੀਆ, ਕਮਾਲ ਦਾ                  | excellent, outstanding, amazing      |
| ਵਿੱਚ ਦਿਲਚਸਪੀ                            | to be interested in                  |
| ਕੋਈ ਪਤਾ ਨਾ ਹੋਣਾ                         | to have no idea/no clue/no knowledge |
| ਸ਼ਾਨਦਾਰ, ਮਹਾਨ                           | brilliant, great                     |
| ਗੁੰਝਲਦਾਰ , ਪੇਚੀਦਾ                       | complicated                          |
| ਅੱਕ ਜਾਣਾ                                | to be bored                          |

| Panjabi                            | English                             |
|------------------------------------|-------------------------------------|
| ਸੌਖਾ                               | easy                                |
| ਦਿਆਲੂ, ਪਿ ਆਰਾ, ਸੁਹਿਰਦ              | kind, lovely, dear                  |
| ਪਿਆਰ⁄ ਪ੍ਰੇਮ ਕਰਨਾ                   | to love                             |
| ਦੁਸ਼ਟ/ ਬੁਰਾ/ ਮਾੜਾ                  | evil/bad                            |
| ਸੋਚਣਾ, ਵਿਚਾਰਨਾ                     | to think                            |
| ਖਿਆਲ, ਵਿਚਾਰ                        | opinion / views                     |
| , ਨਿਕੰਮਾ⁄ ਘਟੀਆ                     | rotten, lousy                       |
| ਸੰਭਵ                               | possible                            |
| ਕੋਸ਼ਿਸ਼ , ਯਤਨ                      | try, effort                         |
| ਐਖਾ, ਸਖਤ, ਕਰੜਾ, ਮਿਹਨਤ ਵਾਲਾ, ਮੁਸ਼ਕਲ | arduous, laborious, with difficulty |
| ਲਾਭਦਾਇਕ / ਫਾਇਦੇਮੰਦ                 | useful/beneficial                   |
| ਬੇਕਾਰ, ਨਿਕੰਮਾ                      | useless                             |
| ਵਧੀਆ, ਸ਼ਾਨਦਾਰ                      | great, fantastic                    |
| ਗੁੱਸੇ ਹੋਣਾ, ਖਿਡਣਾ                  | to be cross, annoyed                |
| ਸ਼ਰਮਨਾਕ, ਸ਼ਰਮ⁄ ਦੁੱਖ ਦੀ ਗੱਲ         | it's a shame/pity                   |
| ਭਿਆਨਕ, ਖੌਫਨਾਕ                      | terrible, horrible                  |
| ਔਖਾ ⁄ ਮੁਸ਼ਕਲ                       | difficult                           |
| ਕੋਮਲ, ਨਾਜ਼ੁਕ                       | sensitive                           |
| ਬੇਸ਼ੱਕ, ਯਕੀਨਨ                      | undoubtedly/surely                  |
| ਮਹਿੰਗਾ                             | expensive, dear                     |
| ਹੈਰਾਨ, ਅਚੰਭਾ                       | surprised                           |
| ਬੇਯਕੀਨੀ                            | unbelievable                        |
| ਅਸੰਭਵ                              | impossible                          |
| ਪੱਕਾ ਪਤਾ ਨਾ ਹੋਣਾ                   | unsure                              |

| Panjabi                       | English                  |
|-------------------------------|--------------------------|
| ਸ਼ਾਇਦ                         | perhaps                  |
| ਪੂਰੀ ਤਰ੍ਹਾਂ                   | completely               |
| ਪਹਿਲ ਦੇਣੀ⁄ਤਰਜੀਹ ਦੇਣੀ          | to prefer                |
| ਸ਼ਾਇਦ                         | probably                 |
| ਜ਼ਰੂਰੀ/ਮਹੱਤਵਪੂਰਨ              | important                |
| ਸੱਚੀਂ                         | real(ly)                 |
| ਬਹੁਤ ਚੰਗਾ                     | really good              |
| ਸ਼ਾਨਦਾਰ, ਖੂਬਸੂਰਤ, ਬਹੁਤ ਸੁੰ ਦਰ | gorgeous, very beautiful |
| ਇੱਛਾ, ਚਾਹੁਣਾ                  | to wish                  |
| ਖੁਸ਼, ਸੰਤੁਸ਼ਟ                 | happy, content           |
| ਸਹਿਮਤ ਹੋਣਾ⁄ਮੰਨਣਾ              | to agree                 |

# 3.5.2.13 Expressions of time

#### Seasons

| Panjabi      | English |
|--------------|---------|
| ਰੁੱਤ         | season  |
| ਬਸੰਤ ਰੁੱਤ    | Spring  |
| ਗਰਮੀ ਦੀ ਰੁੱਤ | Summer  |
| ਪਤਝੜ ਦੀ ਰੁੱਤ | Autumn  |
| ਸਰਦੀ ਦੀ ਰੁੱਤ | Winter  |

#### Months of the year

| Panjabi    | English |
|------------|---------|
| ਸਾਲ⁄ ਵਰ੍ਹਾ | year    |
| ਮਹੀਨੇ      | month   |
| ਜਨਵਰੀ      | January |

| Panjabi   | English   |
|-----------|-----------|
| ਫਰਵਰੀ     | February  |
| ਮਾਰਚ      | March     |
| ਅਪ੍ਰੈਲ    | April     |
| ਮਈ        | Мау       |
| ਜੂਨ       | June      |
| ਜੁਲਾਈ<br> | July      |
| ਅਗਸਤ      | August    |
| ਸਤੰਬਰ     | September |
| ਅਕਤੂਬਰ    | October   |
| ਨਵੰਬਰ     | November  |
| ਦਸੰਬਰ     | December  |

#### The clock

| Panjabi            | English             |
|--------------------|---------------------|
| ਪੂਰਾ⁄ਪੂਰੇ          | exactly             |
| ਅੱਧਾ               | half                |
| ਦੁਪਹਿਰ             | midday              |
| ਅੱਧੀ ਰਾਤ           | midnight            |
| ਮਿੰਟ ਹੈਲੀ          | minutes slow        |
| ਮਿੰਟ ਤੇਜ਼          | minutes fast        |
| ਸਮੇਂ ਸਿਰ, ਵੇਲੇ ਸਿਰ | punctual, on time   |
| ਦੇਰ                | late                |
| ਘੰਟਾ               | hour                |
| ਕਲੈਕ, ਘੜੀ          | clock, watch        |
| ਕਿੰਨੇ ਵਜੇ, ਕਦੋਂ ?  | at what time, when? |

| Panjabi         | English          |
|-----------------|------------------|
| ਸਵਾ             | quarter past     |
| ਪੇਣੇ            | quarter to       |
| ਕਿੰਨੇ ਵੱਜੇ ਹਨ ? | what time is it? |
| ਸਮਾਂ            | time             |

#### Other expressions of time

| Panjabi         | English                                 |
|-----------------|---|
| 1-60+ ਤੱਕ ਗਿਣਤੀ | counting 1–60+                          |
| ਕਦੀ ਕਦੀ         | now and again                           |
| ਸ਼ਾਮ            | evening                                 |
| ਸ਼ਾਮ ਨੂੰ        | in the evenings                         |
| ਸ਼ਰੂਆਤ, ਸ਼ੁਰੂ   | beginning, start                        |
| ਪਲ, ਉਸੇ ਵੇਲੇ ਹੀ | moment, instant                         |
| ਸਮਾਪਤ, ਖਤਮ      | to be over, finished                    |
| ਜਲਦੀ            | soon                                    |
| ਫਿਰ             | then                                    |
| ਪਹਿਲਾਂ          | before, (at) first                      |
| ਪਹਿਲਾਂ          | the first/former                        |
| ਇੱਕ ਵਾਰ         | once                                    |
| ਅੰਤ ∕ਅਖੀਰ ਵਿੱਚ  | finally/eventually                      |
| ਸਿਰਫ            | only, just                              |
| ਤਕਰੀਬਨ, ਲਗਭਗ    | almost, nearly/approximately            |
| ਜਲਦੀ/ਛੇਤੀ       | early/quickly                           |
| ਇਸ ਵੇਤੇ, ਵਰਤਮਾਨ | at present (time, tense), at the moment |
| ਅਖੀਰਲਾ          | last                                    |

| Panjabi                     | English                     |
|-----------------------------|-----------------------------|
| ਕੱਲ੍ਹ                       | yesterday                   |
| ਆਮ ਤੌਰ ਤੇ, ਸਧਾਰਨ ਤੌਰ ਤੇ     | usually, normally           |
| ਉਸ ਵੇਲੇ⁄ਹੁਣੇ, ਇੱਕ ਮਿੰਟ ਵਿੱਚ | immediately, in a minute    |
| ਅੱਜ                         | today                       |
| ਅੱਜ ਕਲ                      | nowadays, these days        |
| ਪਹਿਲਾਂ ਹੀ                   | in advance                  |
| ਹਮੇਸ਼ਾ                      | always                      |
| ਬਾਰ ਬਾਰ                     | repeatedly, again and again |
| ਦੈਰਾਨ , ਉੱਨੇ ਚਿਰ ਤੱਕ        | during, in the meantime     |
| ਸਦੀ                         | century                     |
| ਹੁਣ                         | now                         |
| ਹੁਣੇ ਹੁਣੇ                   | recently, lately            |
| ਹੈਲੀ ਹੈਲੀ                   | slow(ly)                    |
| ਪਿਛਲਾ                       | last                        |
| ਵੇਲਾ, ਸਮਾਂ                  | time                        |
| ਵਾਰੀ                        | times                       |
| ਕਈ ਵਾਰੀ                     | sometimes                   |
| ਸੋਮਵਾਰ ਨੂੰ                  | on Mondays                  |
| ਕੱਲ੍ਹ ਨੂੰ                   | tomorrow                    |
| ਸਵੇਰੇ                       | morning                     |
| ਕਲ੍ਹ ਸਵੇਰੇ                  | tomorrow morning            |
| ਰੋਜ਼ ਸਵੇਰੇ                  | in the mornings             |
| ਹਰ ਸ਼ਾਮ                     | every evening               |
| ਮਗਰੋਂ, ਬਾਅਦ ਵਿੱਚ            | afterwards                  |

| Panjabi                         | English                     |
|---------------------------------|-----------------------------|
| ਦੁਪਹਿਰ ਤੋਂ ਬਾਅਦ                 | afternoon                   |
| ਅਗਲਾ                            | next                        |
| ਰਾਤ                             | night                       |
| ਰਾਤ ਨੂੰ                         | at night                    |
| ਅੱਜ ਰਾਤ ਨੂੰ                     | tonight                     |
| ਹੁਣੇ ਹੀ                         | recently                    |
| ਇੱਕ ਵਾਰ ਫਿਰ                     | once again                  |
| ਇੱਕ ਵਾਰ ਹੋਰ                     | once more                   |
| ਆਮ ਤੌਰ ਤੇ, ਸਧਾਰਨ ਤੌਰ ਤੇ         | normally, usually           |
| ਹੁਣ                             | now                         |
| ਅਚਾਨਕ                           | suddenly                    |
| ਨੇਮ ਨਾਲ                         | regular                     |
| ਜਲਦੀ                            | quick(ly)                   |
| ਪਹਿਲਾਂ ਹੀ                       | already                     |
| ਤੋਂ (ਸਾਲ, ਮਹੀਨੇ, ਘੰਟੇ, ਮਿੰਟ) ਲਈ | since, for (length of time) |
| ਸਿਰਫ ਕਦੀ ਕਦੀ                    | seldom, rarely              |
| ਲਗਭਗ, ਤਕਰੀਬਨ                    | approximately               |
| ਰੋਜ਼ਾਨਾ⁄ ਹਰ ਰੋਜ਼                | daily                       |
| ਪਰਸੋਂ                           | the day after tomorrow      |
| ਭੂਤਕਾਲ, ਪਹਿਲਾਂ                  | past (time, tense)          |
| (ਹੁਣ ਤੱਕ) ਹੁਣੇ ਜਿਹੇ             | (until now) recently        |
| ਪਰਸੋਂ                           | the day before yesterday    |
| ਪਹਿਲਾਂ                          | before(hand)                |
| ਤੜਕੇ ਸਵੇਰੇ                      | early morning               |

| Panjabi                 | English                      |
|-------------------------|------------------------------|
| ਅੱਜ ਸਵੇਰੇ               | this morning                 |
| ਫਿਰ∕ ਦੁਬਾਰਾ             | again                        |
| ਵੇਲੇ                    | point in time                |
| ਅਖੀਰ ਤੱਕ                | until the end                |
| ਭਵਿੱਖ (ਵਿੱਚ)            | (in the) future (time tense) |
| ਮੌਜੂਦਾ                  | current                      |
| ਤੱਕ                     | until                        |
| ਹਫਤਾ                    | week                         |
| ਹਫਤਾ ਅੰਤ∕ਵੀਕ ਐਂਡ        | weekend                      |
| ਅਗਲੇ ਹਫਤੇ (ਮਹੀਨੇ, ਸਾਲ)  | next week (month, year)      |
| ਪਿਛਲੇ ਹਫਤੇ (ਮਹੀਨੇ, ਸਾਲ) | last week (month, year)      |
| ਦੋ ਹਫਤੇ ਪਹਿਲਾਂ          | two weeks ago                |

# 3.5.2.14 Location and distance

| Panjabi           | English             |
|-------------------|---------------------|
| (ਦੇ) ਬਾਹਰ         | outside (of)        |
| तेवे              | near                |
| ਠਹਿਰਣ ਲਈ          | to stay             |
|                   | here                |
| ਅੰਦਰ              | inside, indoors     |
| ਬਾਹਰ /ਬਾਹਰਵਾਰ     | outside, outdoors   |
| ਉੱਥੇ              | over there          |
| ਕੋਨੇ / ਖੂੰਜੇ ਵਿੱਚ | in the corner       |
| ਦੂਰ, (ਬਹੁਤ) ਦੂਰ   | distant, (far) away |
| ਸਿੱਧੇ             | straight ahead      |

| Panjabi               | English                         |
|-----------------------|---------------------------------|
| ਤੋਂ ਤੱਕ               | to and fro                      |
| ਜਾਣਾ ਆਉਣਾ, ਵਾਪਸੀ ਟਿਕਟ | there and back, return (ticket) |
| ਬਹੁਤ ਨੇੜੇ             | very close                      |
| ਲਾਗੇ/ਨੇੜੇ             | nearby, close to                |
| ਕਿਸੇ ਥਾਂ ਤੇ           | somewhere                       |
| (ਵਿੱਚ) ਸਥਿਤ           | to be situated (in)             |
| ਮੀਲ                   | mile                            |
| ਉਸ ਦੇ ਵਿੱਚਕਾਰ         | in the middle of                |
| ਨੇੜੇ                  | near                            |
| ਕਿਤੇ ਵੀ ਨਹੀਂ          | nowhere                         |
| ਉੱਪਰ                  | above, up                       |
| मं, नगुग              | place                           |
| ਪਾਸੇ                  | side                            |
| ਹਰ ਥਾਂ                | everywhere                      |
| ਥੱਲੇ, ਹੇਠਾਂ           | at the bottom, below, down      |
| ਅੱਗੇ                  | forwards                        |
| ਦੂਰ                   | away                            |
| ਚੋੜਾ                  | wide                            |
| ਪਿੱਛੇ                 | back                            |
| ਆਲੇ ਦੁਆਲੇ             | around                          |
| ਟਾਊਨ ਸੈਂਟਰ            | town centre                     |
| ਰਾਹੀਂ ਜਾਣਾ            | going through                   |
| ਸਾਹਮਣੇ                | in front of, opposite           |
| ਸਭ ਪਾਸਿਆਂ ਤੋਂ         | from all directions             |

| Panjabi                      | English               |
|------------------------------|-----------------------|
| ਹਰ ਪਾਸੇ ਤੋਂ                  | from every direction  |
| ਕੁਝ ਪਾਸਿਆਂ ਤੋਂ               | from a few directions |
| ਦੂਜੇ ਪਾਸੇ ਤੋਂ                | from the other side   |
| ਇੱਕ ਪਾਸੇ ਤੋਂ                 | from one direction    |
| ਉਸ ਦੇ ਅੱਗੇ                   | further than that     |
| ਪੇਂਡੂ ਇਲਾਕਿਆਂ ਵਿੱਚ           | in the rural areas    |
| ਸ਼ਹਿਰ ਦੇ ਬਾਹਰੀ ਇਲਾ ਕਿਆਂ ਵਿੱਚ | in sub urban areas    |
| ਕਿਲੋਮੀਟਰ                     | kilometres            |
| ਖੱਬੇ ਪਾਸੇ                    | left hand side        |
| ਸੱਜੇ ਪਾਸੇ                    | right hand side       |
| ਪੁੱਠੇ ਪਾਸੇ                   | opposite side         |
| ਇੱਕ ਪਾਸੇ                     | one side              |
| ਦੋਵੇਂ ਪਾਸੇ                   | both sides            |
| ਉੱਤਰ (ਉੱਤਰੀ)                 | North (northern)      |
| ਦੱਖਣ (ਦੱਖਣੀ)                 | South (southern)      |
| ਪੂਰਬ (ਪੂਰਬੀ)                 | East (eastern)        |
| ਪੱਛਮ (ਪੱਛਮੀ)                 | West (western)        |
| ਇਲਾਕਾ                        | area                  |
| ਵੱਲ                          | towards               |
| ਦੇਖਣ ਵਾਲੀਆਂ ਥਾਵਾਂ            | places worth seeing   |

# 3.5.2.15 Weights and measures

| Panjabi      | English |
|--------------|---------|
| ਸਾਰੇ⁄ਸਭ      | all     |
| ਦੋਨੇਂ/ ਦੋਵੇਂ | both    |

| Panjabi            | English         |
|--------------------|-----------------|
| ਹਰ ਚੀਜ਼            | everything      |
| ਭਾਰ ਤੋਲਣਾ          | to weigh        |
| ਗਰਾਮ               | grams           |
| ਚੈੜਾ               | wide, broad     |
| ਲੰਬਾ               | long            |
| ਮੋਟਾ               | thick, fat      |
| ਪਤਲਾ               | thin            |
| ਮਧਰਾ               | small height    |
| ਲੰਬਾ               | tall            |
| मॆੜ੍ਹਾ             | a little        |
| ਥੋੜ੍ਹੇ ਜਿਹੇ, ਦੋ ਕੁ | a few, a couple |
| ਬਹੁਤ ਸਾਰੇ, ਬਹੁਤ    | a lot of, lots  |
| ਕੁਝ                | some, a few     |
| ਇਕੱਲਾ              | single/alone    |
| ਤਕਰੀਬਨ, ਲਗਭਗ       | about, roughly  |
| ਬੋਤਲ               | bottle          |
| ਸਾਰਾ               | whole           |
| ਪੂਰਾ               | complete        |
| ਕਾਫੀ               | quite, enough   |
| ਛੋਟਾ               | small           |
| ਬਹੁਤ ਜ਼ਿਆਦਾ        | enormously      |
| ਭਾਰ                | weight          |
| ਸਾਈਜ਼              | size            |
| ਤੰਗ                | tight           |

| Panjabi          | English           |
|------------------|-------------------|
| ਕਾਰਡਬੋਰਡ ਦਾ ਡੱਬਾ | cardboard box     |
| ਡੱਬਾ, ਕੇਸ, ਕਰੇਟ  | box, case, crate  |
| ਮੁਸ਼ਕਲ ਨਾਲ       | hardly            |
| ਖਾਲੀ             | empty             |
| ਹਲਕਾ             | light             |
| ਮਿਣਨਾ            | measure           |
| ਕਈ               | several           |
| ਮਿਣਨ ਲਈ          | to measure        |
| ਘੱਟ ਤੋਂ ਘੱਟ      | at least          |
| ਦਰਮਿਆਨਾ          | medium-sized      |
| ਨੀਵਾਂ            | low(er            |
| ਉੱਚਾ             | high(er)          |
| ਪੈਕਿਟ            | packet            |
| ਪਾਰਸਲ            | parcel            |
| ਪੈਂਡ             | pound             |
| ਪ੍ਰਤੀ            | per               |
| ਇੱਕ ਚੈਥਾਈ        | one fourth        |
| ਲੀਟਰ             | litre             |
| ਡੱਬਾ, ਬਕਸਾ, ਪੈਕਟ | box, packet       |
| ਟੁਕੜਾ            | slice             |
| ਭਾਰਾ             | heavy             |
| ਟੁਕੜਾ            | piece             |
| ਥੈਲਾ, ਝੋਲਾ, ਬੈਗ  | bag               |
| ਬਾਰੇ             | about (something) |

| Panjabi             | English          |
|---------------------|------------------|
| ਪੂਰਾ                | full             |
| ਥੋੜ੍ਹਾ, ਜ਼ਿਆਦਾ ਨਹੀਂ | little, not much |

## 3.5.2.16 Shape

| Panjabi | English    |
|---------|------------|
| ਚੱਕਰ    | circle     |
| ਗੋਲ     | round      |
| ਚੌਰਸ    | square     |
| ਤਿਕੋਨਾ  | triangular |

# 3.5.2.17 Weather

| Panjabi          | English         |
|------------------|-----------------|
| ਬੱਦਲ             | cloudy          |
| ਬਿਜਲੀ ਚਮਕਦੀ ਹੈ । | it's lightning  |
| ਬਰਫ ਪੈਂਦੀ ਹੈ ।   | it's snowing    |
| ਬੱਦਲ ਗਰਜਦੇ ਹਨ ।  | it's thundering |
| ਠੰਡਾ             | cold            |
| ਗਿੱਲਾ            | wet             |
| ਗੜ੍ਹੇ ਪੈਂਦੇ ਹਨ । | it's hailing    |
| ਸਲਾਭਾ            | damp            |
| ਜੰਮ ਜਾਣਾ         | to freeze       |
| ਤਾਜ਼ਾ            | fresh           |
| ਤੂਫਾਨ            | thunderstorm    |
| ਡਿਗਰੀ            | degree          |
| ਮੈਸਮ             | weather         |
| ਭਾਰੀ ਮੀਂਹ        | heavy rain      |

| Panjabi         | English           |
|-----------------|-------------------|
| ਸਾਫ             | clear             |
| ਅਸਮਾਨ           | sky               |
| ਜਲਵਾਯੂ          | climate           |
| ਸੂਰਜ            | sun               |
| ਤਾਪਮਾਨ          | temperature       |
| ਖੁਸ਼ਕ           | dry               |
| ਹਵਾ             | air/wind          |
| ਤੇਜ਼ ਹਵਾ        | strong wind       |
| ਚੰਗਾ∕ ਮਾੜਾ ਮੌਸਮ | good/bad weather  |
| ਛਾਂ             | shade             |
| ਮੀਂਹ//ਵਰਖਾ      | rain              |
| ਕੋਹਰਾ ਪਿਆ ਹੈ    | it's frosty       |
| ਧੁੰਧ ਪਈ ਹੈ      | it's foggy        |
| ਮੌਸਮ ਖੁਸ਼ਕ ਹੈ   | the weather is dr |
| ਸੁਹਾਵਣਾ ਮੈਸਮ    | pleasant weather  |
| ਅਸਮਾਨ ਸਾਫ਼ ਹੈ   | the sky is clear  |
| ਠੰਡ             | cool              |
| ਮੈਸਮ ਦਾ ਹਾਲ     | weather forecast  |
| ਚੰਦ             | moon              |
| ਤੂਫਾਨੀ          | stormy            |

## 3.5.2.18 Access

| Panjabi | English |
|---------|---------|
| ਮੁਫ਼ਤ   | free    |
| ਬੰਦ<br> | closed  |

| Panjabi              | English                    |
|----------------------|----------------------------|
| ਖ਼ੁੱਲ੍ਹਾ             | open                       |
| ਬਾਹਰ (ਇਮਾਰਤ)         | exit (building)            |
| ਭਰਿਆ ਹੋਇਆ            | occupied, engaged          |
| ਦਾਖਲਾ                | entry, entrance, admission |
| ਮਨਾਹੀ, ਮਨ੍ਹਾ, ਪਾਬੰਧੀ | forbidden                  |

# 3.5.2.19 Correctness

| Panjabi           | English                 |
|-------------------|-------------------------|
| ਡੂਠਾ, ਗਲਤ         | false, wrong, incorrect |
| ਭੁੱਲ , ਗਲਤੀ       | mistake, error          |
| ਠੀਕ, ਸਹੀ          | right, correct          |
| ਠੀਕ ਕਰਨਾ, ਸੁਧਾਰਨਾ | to correct, to improve  |
| ਬਹੁਤ ਕੰਮ          | lot of work             |
| ਬਹੁਤ ਨਹੀਂ ਹੈ      | not a lot               |

## 3.5.2.20 Materials

| Panjabi                        | English                           |
|--------------------------------|-----------------------------------|
| ਸੂਤੀ, ਰੂੰ, ਕਪਾਹ                | cotton                            |
| ਵਿੱਚ ਮਿਲਿਆ ਹੈ ∕ਦਾ, ਤੋਂ ਬਣਿਆ ਹੈ | to consist of, to be made of/from |
| ਲੋਹਾ                           | iron                              |
| ਲਕੜੀ                           | wood                              |
| ਚਮੜਾ                           | leather                           |
| ਗੱਤਾ                           | cardboard                         |
| ਰੇਸ਼ਮੀ                         | silk                              |
| ਪਦਾਰਥ, ਸਮੱਗਰੀ                  | material                          |
| ਉੱਨ                            | wool                              |

| Panjabi | English |
|---------|---------|
| ਸੋਨਾ    | gold    |
| ਚਾਂਦੀ   | silver  |
| ਸ਼ੀਸ਼ਾ  | glass   |
| ਕਾਗਜ਼   | paper   |

## 3.5.2.21 Common abbreviations

| Panjabi      | English         |
|--------------|-----------------|
| ਰਲਿਆ⁄ ਘੁਲਿਆ  | mixed           |
| ਤੇਜ਼ ਰੇਲਗੱਡੀ | fast train      |
| ਸ਼ਾਮਲ        | included        |
| ਲੋਰੀ         | HGV, lorry      |
| ਪੋਸਟਕੋਡ      | postcode        |
| ਆਦਿ          | etc, and so on  |
| ਉਦਾਹਰਣ ਵਜੋਂ  | eg, for example |

# 3.5.3 Theme based vocabulary (Foundation Tier)

## 3.5.3.1 Identity and culture

#### Me, my family and friends

| Panjabi             | English                |
|---------------------|------------------------|
| ਇੱਕਲਾ               | alone                  |
| ਉਮਰ                 | age                    |
| ਪੁਰਾਣੇ ਰਿਵਾਜ ਦਾ     | old-fashioned          |
| ਖਿਡਿਆ ਹੋਇਆ          | annoyed                |
| ਅਕਾ ਦੇਣਾ, ਖਿਡਾ ਦੇਣਾ | to get on one's nerves |
| ਨਾਲ ਬਣਦੀ ਹੈ         | to get on (with)       |
| ਵਰਗਾ ਲਗਦਾ ਹੈ ।      | to look like           |

| Panjabi       | English                             |
|---------------|-------------------------------------|
| ਪਛਾਣ ਕਾਰਡ     | identity card                       |
| ਦਾਹੜੀ         | beard                               |
| ਮਸ਼ਹੂਰ        | famous                              |
| ਫੇਰਾ          | visit                               |
| ਮਿਲਣ ਜਾਣਾ     | to visit                            |
| ਪਹਿਲ ਦੇਈ      | to prefer                           |
| ਪੁੱਛਣਾ        | to ask                              |
| ਕਲਮੀ ਦੋਸਤ     | pen-friend                          |
| ਐਨਕ           | spectacles, glasses                 |
| ਮਤਲਬੀ         | selfish                             |
| ਇਮਾਨਦਾਰ       | honest                              |
| ਇਕਲੈਤਾ ਬੱਚਾ   | only child                          |
| ਪੋਤਾ/ਪੋਤਰੀ    | grandson (son's son)                |
| ਪੋਤਾ/ਪੋਤਰੀ    | granddaughter (son's daughter)      |
| ਦੋਹਤਾ         | grandson (daughter's son)           |
| ਦੋਹਤੀ         | granddaughter (daughter's daughter) |
| ਮਾਫ਼ੀ ਮੰਗਣੀ   | to apologise                        |
| ਪਿਤਾ          | father                              |
| ਸਾਥੀ          | companion                           |
| ਆਗਿਆ ਦੇਣੀ     | to allow                            |
| ਗੰਭੀਰ         | serious                             |
| ਬਾਲਗ, ਜਵਾਨ    | adult, grown-up                     |
| ਪਰਿਵਾਰ ਦਾ ਜੀਅ | member of the family                |
| ਸ਼ਰਾਰਤੀ       | cheeky                              |

| Panjabi                | English                  |
|------------------------|--------------------------|
| ਦੋਸਤੀ, ਮਿੱਤਰਤਾ         | friendship               |
| ਮਹਿਸੂਸ ਕਰਨਾ            | to feel                  |
| ਖੁਆਉਣਾ                 | to feed                  |
| ਪੈਦਾ                   | born (on)                |
| ਜਨਮ                    | birth                    |
| ਜਨਮ ਮਿਤੀ               | date of birth            |
| ਜਨਮ ਅਸਥਾਨ              | place of birth           |
| ਮਰੀਜ਼, ਸਹਿਣਸ਼ੀਲ        | patient                  |
| ਭਾਵਨਾ                  | feeling                  |
| ਅਰਥ, ਕਮੀਨਾ             | mean                     |
| ਪਸੰਦ                   | to like                  |
| ਤਲਾਕ                   | divorce                  |
| ਲਿੰਗ                   | sex, gender              |
| ਵੱਖਰੇ ਹੋਣਾ             | separated                |
| ਸਿੱਧ                   | straight                 |
| ਖੁਸ਼                   | happy                    |
| ਕਾਰਨ                   | reason                   |
| ਚੰਗੇ ਸੁਭਾਅ ਦਾ          | good natured             |
| ਗੁੱਸੇਖੋਰ               | bad tempered             |
| ਖੁਸ਼ਮਿਜਾਜ਼∕ਭੈੜਾ ਮਿਜਾਜ਼ | to be in a good/bad mood |
| ਬਦਸੂਰਤ                 | ugly                     |
| ਵਿਆਹ ਕਰਨ ਲਈ            | to marry                 |
| ਮਦਦ∕ ਸਹਾਇਤਾ            | help                     |
| ਵਿਆਹ⁄ ਸ਼ਾਦੀ            | wedding                  |

| Panjabi                            | English                      |
|------------------------------------|------------------------------|
| ਨਿਮਰਤਾ                             | polite                       |
| ਖੂਬਸੂਰਤ / ਸੋਹਣਾ                    | pretty                       |
| ਖੁਸ਼ਕਮਿਜਾਜ਼                        | humorless, no sense of humor |
| ਮਖੋਲੀਆ                             | humorous, witty              |
| ਮੈਨੂੰ ਬਹੁਤ ਪਸੰਦ ਹੈ ।               | I like (very much)           |
| ਚੰਗਾ ਨਹੀਂ ਲਗਦਾ⁄ਪਸੰਦ ਨਹੀਂ           | I can't stand/I don't like   |
| ਜਵਾਨ                               | youth                        |
| ਮੁੰਡਾ                              | воу                          |
| ਜਾਣਦਾ (ਵਿਅਕਤੀ ਨੂੰ), ਵਾਕਫ           | to know (a person)           |
| ਜਾਨਣਾ                              | to get to know               |
| ਮਖੌਲੀ, ਹਾਸਰਸੀ, ਅਜੀਬ / ਅਨੋਖਾ, ਵੱਖਰਾ | funny, comical, strange, odd |
| ਦੇਖਭਾਲ ਕਰਨਾ                        | to look after                |
| ਚੁੰਮਣਾ                             | to kiss                      |
| ਜੀਣਾ, ਰਹਿਣਾ                        | to live                      |
| ਰੈਣਕੀ                              | lively                       |
| ਇੱਕਲਾ                              | single                       |
| ਲੋਕ                                | people                       |
| ਘੁੰਗਰਾਲੇ                           | curly                        |
| ਇਨਸਾਨ                              | human being                  |
| ਨਾਂ ਰੱਖਣਾ                          | to name, to call             |
| ਕਿਸੇ ਨੂੰ ਖਿਝਾਉਣਾ                   | to get on someone's nerves   |
| ਕੰਨ                                | ear                          |
| ਸਾਫ਼ ਸੁਥਰਾ                         | tidy, neat                   |
| ਸ਼ਖਸ਼ੀਅਤ                           | personality                  |

| Panjabi               | English                      |
|-----------------------|------------------------------|
| ਪਾਸਪੋਰਟ               | passport                     |
| ਚੁੱਪ, ਚੁਪਚਾਪ, ਸ਼ਾਂਤ   | quiet, calm                  |
| ਸ਼ਰਮਿੰਦਾ ਹੋਣਾ         | to be/feel ashamed           |
| ਤਲਾਕ ਲੈਣਾ             | to get divorced              |
| ਮੁੱਛਾਂ                | moustache                    |
| ਸ਼ਰਮੀਲਾ⁄ਸ਼ਰਮੀਲੀ       | shy                          |
| ਖੁਦ/ਆਪ/ਆਪੇ            | self                         |
| ਅਜ਼ਾਦ, ਸੁਤੰਤਰ         | independent                  |
| ਦੇਖਭਾਲ ਕਰਨੀ           | to care (for), to look after |
| ਨਿੱਕਾ /ਕੱਚਾ ਨਾਂ       | nick name                    |
| ਕਦਮ                   | step                         |
| ਚੁੱਪ                  | quiet                        |
| ਬਹਿਸ⁄ ਝਗੜਾ            | argument                     |
| ਬਹਿਸ ਕਰਨੀ ⁄ ਝਗੜਾ ਕਰਨਾ | to quarrel, to argue         |
| ਸਖਤ                   | strict                       |
| ਖੁਣਾਈ (ਚਮੜੀ ਤੇ)       | tattoo                       |
| ਸੁਫਨਾ                 | dream                        |
| ਉਦਾਸ                  | sad                          |
| ਵੱਖਰਾ ਕਰਨਾ            | to separate                  |
| ਕਿਸਮ                  | type                         |
| ਬੰਦਾ, ਆਦਮੀ            | person, bloke                |
| ਹਿੰਮਤੀ                | adventurous                  |
| ਮਦਦ ਕਰਨੀ              | to support                   |
| ਮਾਫ ਕਰਨਾ              | to forgive                   |

| Panjabi                 | English              |
|-------------------------|----------------------|
| ਰਿਸ਼ਤੇਦਾਰੀ              | relationship         |
| ਵਿਆਹਿਆ ⁄ਸ਼ਾਦੀਸ਼ੁਦਾ      | married              |
| ਕੁੜਮਾਈ∕ ਮੰਗਣੀ ਹੋਣੀ      | to get engaged       |
| ਮੰਗਿਆ ਹੋਇਆ∕ ਹੋਈ         | engaged (to someone) |
| ਨਾਲ ਬਣਦੀ ਹੈ ।           | to get on with       |
| ਪਹਿਲਾ ਨਾਂ               | first name           |
| ਮਿਲਾਉਣਾ ∕ਵਾਕਫੀਅਤ ਕਰਾਉਣੀ | to introduce oneself |
| ਰੋਣਾ                    | to cry               |
| ਮਖੋਲੀਆ                  | funny                |
| ਰਹਿਣ ਦੀ ਥਾਂ             | place of living      |
| ਦੰਦ                     | tooth                |
| ਇਕੱਠੇ                   | together             |
| ਜੌੜੇ                    | twins                |

## Technology in everyday life

| Panjabi                        | English                       |
|--------------------------------|-------------------------------|
| ਛਾਪਣਾ                          | to print (out)                |
| ਟੈਲੀਫੋਨ ਤੇ ਜਵਾਬ ਦੇਣ ਵਾਲੀ ਮਸ਼ੀਨ | (telephone) answering machine |
| ਫੋਨ ਕਰਨਾ                       | to call, to ring (phone)      |
| ਵਰਤਣਾ                          | to use                        |
| ਵਰਣਨ ਕਰਨਾ                      | to describe (oneself)         |
| ਅੰਕੜੇ                          | data                          |
| ਪ੍ਰਿੰਟਰ                        | printer                       |
| ਲੈਣਾ                           | to receive                    |
| ਵਿਕਾਸ ਕਰਨਾ                     | to develop                    |

| Panjabi                              | English                               |
|--------------------------------------|---------------------------------------|
| ਵਿਕਸਤ                                | developed                             |
| ਕੰਮ ਕਰਨਾ                             | to work, to function                  |
| ਖਤਰਾ                                 | danger                                |
| ਸਬੰਧ ਰੱਖਣਾ                           | to belong (to)                        |
| ਡਾਉਨਲੋਡ                              | download                              |
| ਤੇ ਪਾਉਣਾ                             | upload                                |
| ਫੋਨ ਦੀ ਅਵਾਜ਼                         | ringtone                              |
| ਜਾਣਕਾਰੀ ਵਾਲਾ, ਆਦੇਸ਼ ਦੇਣ ਵਾਲਾ, ਵਿਦਿਅਕ | informative, instructive, educational |
| ਮਿਟਾਉਣਾ                              | to delete                             |
| ਸੰਚਾਰ ⁄ਮੀਡੀਆ                         | media                                 |
| ਕੁਬੋਲ, ਗਾਲ੍ਹ                         | abuse                                 |
| ਗਾਲ੍ਹ ਕੱਡਨੀ, ਕੁਪੱਤ ਕਰਨੀ              | to abuse                              |
| ਸੁਨੇਹਾ                               | messages                              |
| ਇੰਟਰਨੈਟ                              | net                                   |
| ਨੈਟਵਰਕ                               | network                               |
| ਸ਼ਰਮਨਾਕ                              | embarrassing                          |
| ਕੈਲਕੁਲੇਟਰ                            | calculator (phone)                    |
| ਖਤਰਾ                                 | risk                                  |
| ਭੇਜਣਾ                                | to send                               |
| ਸਾਈਕਲ                                | bike                                  |
| ਸੁਰੱਖਿਆ                              | protection                            |
| ਟੈਕਸਟ ਮੈਸਿਜ ਭੇਜਣਾ                    | to send an SMS/text message           |
| ਚਲਾਉਣਾ                               | to ride                               |
| ਗਾਏ                                  | songs                                 |

## Free-time activities

| Panjabi                 | English                       |
|-------------------------|-------------------------------|
| ਇਕੱਠੇ                   | together                      |
| ਮਜ਼ਾ ਲੈਣਾ, ਮਨੋਰੰਜਨ ਕਰਨਾ | to have fun, to enjoy oneself |
| ਅਨਾਨਾਸ                  | pineapple                     |
| ਸ਼ੁਰੂ∕ਆਰੰਭ ਕਰਨਾ         | to start, begin               |
| ਮੱਛੀਆਂ ਫੜਨੀਆਂ           | to fish                       |
| ਸੰਤਰਾ                   | orange                        |
| ਖੁਰਮਾਨੀ                 | apricot                       |
| ਤਰਨ ਵਾਲੇ ਕੱਪੜੇ          | swim suit                     |
| ਤਰਨ ਵਾਲਾ ਕਛਹਿਰਾ         | swimming trunks               |
| ਵਰਤਾਉਣਾ                 | to serve                      |
| ਸੇਵਾ                    | service                       |
| ਸ਼ਕਾਇਤ ਕਰਨੀ             | to complain                   |
| ਹੁਕਮ ਦੇਣਾ               | to order                      |
| ਪੈਸੇਦੇ ਣੇ               | to pay                        |
| ਨਾਖ⁄ ਨਾਸ਼ਪਾਤੀ           | pear                          |
| ਗੋਭੀ ਦਾ ਫੁੱਲ            | cauliflower                   |
| ਫਲੀਆਂ                   | bean                          |
| ਭੁੰਨਿਆ ਮੁਰਗਾ            | roast chicken                 |
| ਤਲੀਆਂ ਹੋਈਆਂ ਚੀਜ਼ਾਂ      | fried food                    |
| ਦਬਾਉਣਾ                  | press                         |
| থিਆਸ                    | thirst                        |
| ਪਿਆਸੀ⁄ਪਿਆਸਾ             | thirsty                       |
| ਆਂਡਾ                    | egg                           |
| ਦਾਖਲਾ ਮੁਫ਼ਤ             | admission free                |

| Panjabi                | English               |
|------------------------|-----------------------|
| (ਦਾਖਲਾ) ਟਿਕਟ           | (admission) ticket    |
| ਮਠਿਆਈ (ਹਲਵਾਈ) ਦੀ ਦੁਕਾਨ | Indian sweet shop     |
| ਮਟਰ                    | реа                   |
| ਰਸਭਰੀ                  | strawberry            |
| ਕਸਰਕਾ                  | vinegar               |
| ਚਿੜੀ ਛਿੱਕਾ             | badminton             |
| ਮਗਰ ਲੱਗਣਾ              | to follow             |
| ਦੇਖਦੀ                  | watches               |
| ਬਾਹਰਵਾਰ ਤਰਨ ਵਾਲਾ ਤਲਾਅ  | outdoor swimming pool |
| ਫਲਾਂ ਦਾ ਰਸ             | fruit juice           |
| ਤਰ                     | cucumber              |
| (ਦਲੀਆ) ਜੈਂ             | (porridge) oats       |
| ਅੰਦਰਵਾਰ ਤਰਨ ਵਾਲਾ ਤਲਾਅ  | indoor swimming pool  |
| ਸਖਤ⁄ ਔਖਾ               | hard                  |
| ਬਹਿਰਾ                  | waiter!               |
| ਪਕੜਨਾ, ਜਾ ਕੇ ਲਿਆਉਣਾ    | to fetch, to get      |
| ਕ੍ਰਿਕਟ ਖੇਡਣਾ           | playing cricket       |
| ਦਿਲਚਸਪੀ ਹੋਣਾ           | to be interested in   |
| ਚਾਹ∕ ਕੋਫੀ              | pot (tea, coffee)     |
| ਆਲੂ                    | potato                |
| ਪਨੀਰ                   | Indian cheese         |
| ਬਿਸਕੁਟ                 | biscuits              |
| ਚੈਰੀ                   | cherry                |
| ਚੜ੍ਹਨਾ                 | to climb              |

| Panjabi              | English                            |
|----------------------|------------------------------------|
| ਨੈੱਟਬਾਲ              | netball                            |
| ਬਹੁਤ ਸੁਆਦ            | delicious                          |
| ਹੱਸਣਾ                | to laugh                           |
| ਦੈੜਨਾ                | to run                             |
| ਸੁਆਦ                 | tasty                              |
| ਸਿਨਮੇ ਦਾ ਵੱਡਾ ਪਰਦਾ   | (big) screen (in cinema)           |
| ਪ੍ਰੇਮ ਕਹਾਣੀ ਦੀ ਫਿਲਮ  | film with a love story             |
| ਗਾਣਾ                 | song                               |
| ਕੁਝ ਕਰਨ ਨੂੰ ਦਿਲ ਕਰਨਾ | to feel like doing something       |
| ਜੀਅ                  | member                             |
| ਖਬਰਾਂ                | news                               |
| ਮਿੱਠਾ ਭੋਜਨ           | dessert                            |
| ਪਾਸਟਾ                | noodles, pasta                     |
| ਸੁੱਕਾ ਮੇਵਾ           | nut                                |
| ਫਲ                   | fruit                              |
| ਤੇਲ                  | oil                                |
| ਮਿਰਚ                 | pepper                             |
| ਆੜੂ                  | peach                              |
| ਆਲੂਬੁਖਾਰਾ            | plum                               |
| ਮੁੰਬਾਂ               | mushroom                           |
| ਚੈਕਲੇਟ (ਦਾ ਡੱਬਾ)     | chocolate (in a box of chocolates) |
| ਮੁਰਗਾ∕ ਮੁਰਗੀ         | chicken                            |
| ਬਿੱਲ                 | bill                               |
| ਦੈੜਨਾ                | to run                             |

| Panjabi                 | English                                 |
|-------------------------|---|
| ਸੁੰਘਣਾ                  | to smell                                |
| ਘੁਲਣਾ                   | to wrestle                              |
| ਕਿਸ਼ਤੀ ਚਲਾਉਣਾ           | to row                                  |
| ਰਸ                      | juice                                   |
| ਮੱਖਣ                    | butter                                  |
| ਇਕੱਠੇ ਕਰਨਾ              | to collect                              |
| ਰੱਜ ਜਾਣਾ, ਰੱਜ ਕਾ ਖਾਣਾ   | to be full up, have had enough (to eat) |
| ਸ਼ਤਰੰਜ                  | chess                                   |
| ਮਸਾਲੇਦਾਰ, ਮਿਰਚਾਂ ਵਾਲਾ   | spicy, hot                              |
| ਕਬਾਬ                    | kebab                                   |
| ਕਿਸ਼ਤੀ                  | sailing boat                            |
| ਘਰ ਵਰਗਾ ਖਾਣਾ            | same as homemade food                   |
| ਦਾਲਾਂ ਸਬਜੀਆਂ            | lentils, vegetables                     |
| ਪ੍ਰੋਗਰਾਮ                | programme                               |
| ਸਰੋਂ                    | mustard                                 |
| ਸੀਟ                     | seat                                    |
| ਬੈਠਣਾ                   | to sit                                  |
| ਮੈਨਿਊ                   | menu                                    |
| ਖਾਣਾ ਖਾਣ ਵਾਲਾ ਹਾਲ, ਕਮਰਾ | dining hall, dining room                |
| ਖਿਡੌਣੇ                  | toy(s)                                  |
| ਪਾਲਕ                    | spinach                                 |
| ਖੇਡਾਂ ਦੀਆਂ ਕਿਸਮਾਂ       | type of sport                           |
| ਛਾਲ ਮਾਰਨੀ               | to jump                                 |
| ਸਟੇਡੀਅਮ                 | stadium                                 |

| श्वेडर'to playभवमvoiceघ्रहरुto knitभठिभग्रेरीsweetदैवयुटtracksuitश्वेडर देसे प्रष्टुट दर्स्सी मुंडी, ट्वेठवsport shoe, trainersश्रिस्ठट (विम ठुं)to meet (someone)दिप देदी (व्विचि कली)tip (for waiter/waitress)वॉप-म्रॅप भगवठीto have a chatभठेचंगठentertainmentमारावराची/देमठेvegetarianडाव पदाष्ट्रियाto suggestट्वठर'to suggestट्वठर'to walkभुष्ठाष्ट्रिया-उठापsoftभंग्रुवgrapeश्वित्रियाचadvert(isement)ग्रेंटर'to throwभुवायद्यcompetitionवाय-द्वठcartoonवामछपmagazineभाष्ठावnewspaperचीत्रांsuff, things  | Panjabi                           | English                   |
|--|-----------------------------------|---------------------------|
| घटराto knitभठिभाष्टीsweetदैवमुटtracksuitधेडट देसे प्राप्टेंट दाली मुंडी, ट्रेरुवsport shoe, trainersਮਿਲਣਾ (क्रि. डू.)to meet (someone)ਇਪ देदी (बचिव लगी)tip (for waiter/waitress)वॉप-प्रेंप भावठीto have a chatਮਨੇਰੱਜਨentertainmentप्रावाणची/हैग्नठेvegetarianਭਾਰ ਪਟਾਉਣਾto lose weightहेब मंबीउfolk musicਸੁਝਾਉ ਦੇਣਾto suggestਤੁਰਨਾto walkਮੁਲਾਇਮ, ਨਰਮsoftਅੰਸੂਰgrapeਇਸ਼ਤਿਹਾਰadvert(isement)ਸੁੱਟਣਾto throwਮੁंवाइकरcompetitionबाराजीcompetitionबाराजीfolk musicमांता काsoftअवाहराजsoftभांग्रेवाcompetitionबाराजीsoftभांग्रेवाcompetitionमांग्रेटराto throwभांग्रेटराto throwभांग्रेटराto throwभांग्रेटराcartoonबाराफmagazineभांग्रेटाnewspaper | ਖੇਡਣਾ                             | to play                   |
| ਮठिभाषीsweetदेवमुटtracksuitभेडट हरे ਪਾਉਣ हाली मुंडी, ट्रेठवsport shoe, trainersभेडट (घंगे ठुं)to meet (someone)टिप स्टे (द्यिगे ठांगे)tip (for waiter/waitress)र्वाप-प्रेंप भावतीto have a chatभेठेचंनठentertainmentप्रावाचानी/हेमठेvegetarianडाव पटापुट्टto lose weightठेव मंत्री आfolk musicमुझापु स्टेटto suggestडावरूto walkभुराषित रुवमsoftभंग्रुवgrapeधिप्ताउग्जadvert(isement)मुंटट्टto throwभुत्यछरcompetitionवायदुठ्ठcartoonवामछरmagazineभुष्मघनnewspaper   | ਅਵਾਜ਼                             | voice                     |
| ट्रैसमुटtracksuitभेडट रेठे प्रिंग्डे ररेठे प्रंडे ररेठे प्रंडे ररेठेsport shoe, trainersभिखरा (विगे ट्रं)to meet (someone)रिप रेटी (वरिठे छरी)tip (for waiter/waitress)र्वाप-प्रंप भावतीto have a chatभठेनंनतentertainmentभावचारी/रेडेसेvegetarianडाच पटाष्ट्रिष्टto lose weightरेते मंत्रीयfolk musicमुझाई रेटेंगto suggestट्रावरिंग त्वाsoftभेत्रीवरfolk musicमुझाई रेटेंगto walkभुसाहिंग, तरुभsoftभेत्रीवरdivert(isement)मुंटरेंगto throwभुवायसुरcompetitionवाराद्र दारावाcartoonवाराव्य करcartoonवाराव्य करcartoonवाराव्य करcartoon  | ਬੁਣਨਾ                             | to knit                   |
| 복률ਣ ਵੋਲੇ ਪਾਉਣ ਵਾਲੀ ਜੁੱਤੀ, ਟ੍ਰੇਨਰsport shoe, trainersਮਿਲਣਾ (ਕਿਸੇ ਨੂੰ)to meet (someone)ਟਿਪ ਦੇਣੀ (ਬਹਿਰੇ ਲਈ)tip (for waiter/waitress)ਗੱਪ-ਸ਼ੱਪ ਮਾਰਨੀto have a chatਮਨੇਰੰਜਨentertainmentਸ਼ਾਕਾਹਾਰੀ/ਵੈਸ਼ਨੇvegetarianਭਾਰ ਘਟਾਉਣਾto lose weightਲੇਕ ਸੰਗੀਤfolk musicਸੁਝਾਉ ਦੇਣਾto suggestਤੁਰਨਾto walkਮੁਲਾਇਮ, ਨਰਮsoftਅੰਗੂਰgrapeਇਸ਼ਤਿਹਾਰadvert(isement)ਸੁੱਟਣਾto throwਮੁਕਾਬਲਾcompetitionਕਾਰਦੂਨcartoonजमਲਾmagazineਅਮਬਾਰnewspaper  | ਮਠਿਆਈ                             | sweet                     |
| Hਲਣਾ (विमे ठुं)to meet (someone)दिय स्टेरी (घरिवे छष्टी)tip (for waiter/waitress)वॉਪ-मॅंप भावठीto have a chatਮठेनंनठentertainmentप्रावाराची/ दैप्तठेvegetarianडाव पटाਉटाto lose weightखेव मंबीउfolk musicमुष्ठाष्ट्र रेटेंगto suggestटुवठाto walkभुष्ठाष्टिंग, ठवभsoftभेवुवgrapeष्टिप्ताउटाचadvert(isement)म्रॅटटाto throwभुवाषसणcompetitionबारबुठcartoonबारबुरcartoonबारबुरnewspaper  | ਟ੍ਰੈਕਸੂਟ                          | tracksuit                 |
| टिप स्टेटी (बांग्रेजे छरी)tip (for waiter/waitress)जॉथ-मॅथ भगवतीto have a chatभठेजंनतentertainmentप्रावराणवी/दैप्तठेvegetarianजाव थटाਉंटाto lose weightठेव मंग्रीउfolk musicप्रुष्ठाप्टे देटाto suggestउवठाto walkभुष्ठाष्टिभ, तवभsoftभंग्रुचgrapeਇप्तडियाचadvert(isement)म्रॅटटाto throwभुबाघराcompetitionवायदृतcartoonवापछाmagazineभभ्षाचnewspaper   | ਖੇਡਣ ਵੇਲੇ ਪਾਉਣ ਵਾਲੀ ਜੁੱਤੀ, ਟ੍ਰੇਨਰ | sport shoe, trainers      |
| ਗੱਪ-ਸ਼ੱਪ ਮਾਰਨੀto have a chatਮਨੇਰੰਸਨentertainmentਸ਼ਾਕਾਹਾਰੀ/ਵੈਸ਼ਨੇvegetarianਭਾਰ ਘਟਾਉਣਾto lose weightਲੋਕ ਸੰਗੀਤfolk musicਸੁਝਾਉ ਦੇਣਾto suggestਤੁਰਨਾto walkਮੁਝਾਇਮ, ਨਰਮsoftਅੰਗੂਰgrapeਇਸ਼ਤਿਹਾਰadvert(isement)ਸੁੱਟਣਾto throwਮੁਕਾਬਲਾcompetitionਕਾਰਟੂਨcartoonਰਸਾਲਾmagazineਅਮਬਾਰnewspaper  | ਮਿਲਣਾ (ਕਿਸੇ ਨੂੰ)                  | to meet (someone)         |
| ਮਨੇਰੰਜਨentertainmentਸ਼ਾਕਾਹਾਰੀ/ਵੈਸ਼ਨੇvegetarianਭਾਰ ਘਟਾਉਣਾto lose weightਲੇਕ ਸੰਗੀਤfolk musicਸੁਝਾਉ ਦੇਣਾto suggestਤੁਰਨਾto walkਮੁਲਾਇਮ, ਨਰਮsoftਅੰਗੂਰgrapeਇਸ਼ਤਿਹਾਰadvert(isement)ਸੁੱਟਣਾto throwਮੁਕਾਬਲਾcompetitionਕਾਰਟੂਨcartoonਰਸਾਲਾmagazineਅਮਬਾਰnewspaper  | ਟਿਪ ਦੇਣੀ (ਬਹਿਰੇ ਲਈ)               | tip (for waiter/waitress) |
| प्रावराणवी/ हैप्तरेvegetarianङाव ਘਟਾਉਣਾto lose weightछेव मंग्रीउfolk musicग्रेडाफ़ टेटरto suggestउचरुगto walkभुष्ठाष्टिभ, रुचभsoftभौगुवgrapeष्टिप्ताउराचadvert(isement)मुंटरूto throwभुवण्चखुरुcompetitionबरावटुरुcartoonवमाहाmagazineभूवघावnewspaper  | ਗੱਪ-ਸ਼ੱਪ ਮਾਰਨੀ                    | to have a chat            |
| जाउप्रताप्त काजाउfolk musicमुझाਉ रेष्टाto suggestउउठाto suggestउउठाto walkभुष्ठाधभ, तन्नमsoftभेग्रुचgrapeष्टिप्ताउठाग्वadvert(isement)मुंदष्टाto throwभुवाघराcompetitionवाचट्टूतcartoonजमारुगmagazineभ्रेष्याचnewspaper  | ਮਨੋਰੰਜਨ                           | entertainment             |
| सेत मंगीउfolk musicमुझप्टि स्टेष्टto suggestउउठरto walkभुष्ठाष्टिभ, तन्तमsoftभेग्रुचgrapeष्टिप्राउिउग्नadvert(isement)मुँटहरto throwमुँवायकाcompetitionवाचट्टुतcartoonचमारूगmagazineभ्रेष्यानnewspaper   | ਸ਼ਾਕਾਹਾਰੀ ⁄ ਵੈਸ਼ਨੋ                | vegetarian                |
| ਸੁਝਾਉ ਦੇਣਾto suggestਤੁਰਨਾto walkਮੁਲਾਇਮ, ਨਰਮsoftਅੰਗੂਰgrapeਇਸ਼ਤਿਹਾਰadvert(isement)ਸੁੱਟਣਾto throwਮੁਕਾਬਲਾcompetitionਕਾਰਟੂਨcartoonਰਸਾਲਾmagazineਅਖਬਾਰnewspaper   | ਭਾਰ ਘਟਾਉਣਾ                        | to lose weight            |
| ਤੁਰਨਾ to walk<br>ਮੁਲਾਇਮ, ਨਰਮ soft<br>ਅੰਗੂਰ grape<br>ਇਸ਼ਤਿਹਾਰ advert(isement)<br>ਸੁੱਟਣਾ to throw<br>ਮੁਕਾਬਲਾ competition<br>ਕਾਰਟੂਨ cartoon<br>ਰਸਾਲਾ magazine<br>ਅਖਬਾਰ newspaper  | ਲੋਕ ਸੰਗੀਤ                         | folk music                |
| ਮੁਲਾਇਮ, ਨਰਮ soft<br>ਅੰਗੂਰ grape<br>ਇਸ਼ਤਿਹਾਰ advert(isement)<br>ਸੁੱਟਣਾ to throw<br>ਮੁਕਾਬਲਾ competition<br>ਕਾਰਟੂਨ cartoon<br>ਰਸਾਲਾ magazine<br>ਅਖਬਾਰ newspaper   | ਸੁਝਾਉ ਦੇਣਾ                        | to suggest                |
| ਅੰਗੂਰgrapeਇਸ਼ਤਿਹਾਰadvert(isement)ਸੁੱਟਣਾto throwਮੁਕਾਬਲਾcompetitionਕਾਰਟੂਨcartoonਰਸਾਲਾmagazineਅਖਬਾਰnewspaper  | ਤੁਰਨਾ                             | to walk                   |
| ਇਸ਼ਤਿਹਾਰadvert(isement)ਸੁੱਟਣਾto throwਮੁਕਾਬਲਾcompetitionਕਾਰਟੂਨcartoonਰਸਾਲਾmagazineਅਖਬਾਰnewspaper  | ਮੁਲਾਇਮ, ਨਰਮ                       | soft                      |
| ਸੁੱਟਣਾ to throw<br>ਮੁਕਾਬਲਾ competition<br>ਕਾਰਟੂਨ cartoon<br>ਰਸਾਲਾ magazine<br>ਅਖਬਾਰ newspaper  | ਅੰਗੂਰ                             | grape                     |
| ਮੁਕਾਬਲਾ competition<br>ਕਾਰਟੂਨ cartoon<br>ਰਸਾਲਾ magazine<br>ਅਖਬਾਰ newspaper   | ਇਸ਼ਤਿਹਾਰ                          | advert(isement)           |
| ਕਾਰਟੂਨ cartoon<br>ਰਸਾਲਾ magazine<br>ਅਖਬਾਰ newspaper  | ਸੁੱਟਣਾ                            | to throw                  |
| ਰਸਾਲਾ magazine ਅਖਬਾਰ newspaper   | ਮੁਕਾਬਲਾ                           | competition               |
| ਅਖਬਾਰ newspaper  | ਕਾਰਟੂਨ                            | cartoon                   |
|  | ਰਸਾਲਾ                             | magazine                  |
| ਚੀਜ਼ਾਂ stuff, things   | ਅਖਬਾਰ                             | newspaper                 |
|  | ਚੀਜ਼ਾਂ                            | stuff, things             |

| Panjabi                    | English                           |
|----------------------------|-----------------------------------|
| ਖਿੱਚਣਾ                     | pull                              |
| ਨਿੰਬੂ                      | lemon                             |
| ਖੰਡ                        | sugar                             |
| ਦਰਸ਼ਕ                      | spectator, member of the audience |
| ਪਿਆਜ਼⁄ ਗ <mark>ੰ</mark> ਢਾ | onion                             |

## Customs and festivals in Panjabi speaking countries/communities

| Panjabi                | English                       |
|------------------------|-------------------------------|
| ਪਟਾਕੇ ਚਲਾਉਣੇ           | to light fireworks            |
| ਜਗਾਉਣਾ                 | to light                      |
| ਲੈਣਾ, ਮਿਲਣਾ            | to get, to receive            |
| ਸ਼ੁਕਰਾਨਾ, ਧੰਨਵਾਦ       | to thank                      |
| ਰੱਖੜੀ ਬੰਨਣਾ            | to tie rakhrhi (thread)       |
| ਸੱਦਣਾ                  | to invite                     |
| ਸੱਦਾ ਪੱਤਰ              | invitation                    |
| ਜਸ਼ਨ, ਤਿਉਹਾਰ           | celebration, festival         |
| ਮਨਾਉਣਾ                 | to celebrate                  |
| ਸਾਰਿਆਂ ਨੂੰ ਛੁੱਟੀ       | public holiday                |
| ਪਟਾਕੇ⁄ ਆਤਿਸ਼ਬਾਜ਼ੀ      | fireworks                     |
| ਚਾਅ ਹੋਣਾ               | to look forward to            |
| ਕਿਸੇ ਚੀਜ਼ ਲਈ ਖੁਸ਼ ਹੋਣਾ | to be pleased about something |
| ਪ੍ਰਾਹੁਣੇ∕ ਮਹਿਮਾਨ       | guest                         |
| ਮੇਜ਼ਬਾਨ                | host                          |
| ਤੋਹਫ਼ਾ                 | present                       |
| ਕੱਪੜੇ ਪਾਉਣੇ            | to dress up                   |

| Panjabi                      | English                                  |
|------------------------------|--|
| ਨਵਾਂ ਸਾਲ                     | New year                                 |
| ਨਵੇਂ ਸਾਲ ਦੀ ਸ਼ਾਮ             | New year's eve                           |
| ਮੇਲੇ ਦੀ ਝਾਕੀ                 | carnival                                 |
| ਧਾਰਮਿਕ                       | religious                                |
| ਕਈ ਤਰ੍ਹਾਂ ਦੀਆਂ ਭਾਰਤੀ ਮਠਿਆਈਆਂ | different type of Indian sweets          |
| ਦੀਵੇ                         | diva                                     |
| ਰੋਸ਼ਨੀ                       | light                                    |
| ਕ੍ਰਿਸਮਸ                      | Christmas                                |
| ਕ੍ਰਿਸਮਸ ਦਾ ਦਰੱਖਤ             | Christmas tree                           |
| ਕ੍ਰਿਸਮਸ ਦੇ ਧਾਰਮਿਕ ਗੀਤ        | Christmas carols                         |
| ਵਿਸਾਖੀ                       | vaisakhi                                 |
| ਦਿਵਾਲੀ                       | Diwali                                   |
| ਸਜਾਉਣਾ                       | to decorate                              |
| ਗੁਰਪੁਰਬ                      | Gurpurab (special days from Guru's life) |
| ਨਗਰ ਕੀਰਤਨ                    | religious street procession              |
| ਲੁਕਾਉਣਾ                      | to hide                                  |
| ਦਿਲ ਪਰਚਾਵਾ, ਮਨੋਰੰਜਨ          | entertainment                            |

# 3.5.3.2 Local, national, international and global areas of interest

## Home, town, neighbourhood and region

| Panjabi         | English                  |
|-----------------|--------------------------|
| ਟ੍ਰੈਫਿਕ ਦੀ ਬੱਤੀ | traffic light            |
| ਦੇਸ਼            | country                  |
| ਸਰਕਾਰ           | government               |
| ਬੱਤੀ ਬੁਝਾਉਣੀ    | to turn/switch light off |

| Panjabi             | English                 |
|---------------------|-------------------------|
| ਬਤੀ ਜਗਾਉਣੀ          | to turn/switch light on |
| ਕੱਪੜੇ ਪਾ ਕੇ ਦੇਖਣੇ   | to try on (clothes)     |
| ਦਵਾਈਆਂ ਦੀ ਦੁਕਾਨ     | pharmacy                |
| ਬਿਜਲੀ ਦੀਆਂ ਚੀਜ਼ਾਂ   | electrical appliance    |
| ਸੰਭਾਲਣਾ             | to tidy (up)            |
| ਖਰਚ ਕਰਨਾ            | to spend (money)        |
| ਵਿਕਰੀ               | sale                    |
| ਸਾਰੇ ਵਿਕ ਗਏ         | sold out                |
| ਤੰਦੂਰ               | oven                    |
| ਇਸ਼ਨਾਨ ਕਰਨਾ/ ਨਹਾਉਣਾ | to have a bath          |
| ਨਹਾਉਣ ਵਾਲਾ ਟੱਬ      | bathtub                 |
| ਖੇਤਾਂ ਵਿੱਚ ਘਰ       | farm house              |
| ਖੇਤ ⁄ ਫਾਰਮ          | farm                    |
| ਦਰਖਤ                | tree                    |
| ਪੈਟ੍ਰੋਲ             | petrol                  |
| ਪਹਾੜ                | mountain                |
| ਤਸਵੀਰ               | picture                 |
| ਫੁੱਲ                | flower                  |
| ਤਲਣਾ                | to fry                  |
| ਪੁਲ                 | bridge                  |
| ਪੁਸਤਕਾਲਾ⁄ ਲਾਇਬ੍ਰੇਰੀ | library                 |
| ਕਿਤਾਬਾਂ ਦੀ ਦੁਕਾਨ    | book shop               |
| ਰਸਤਾ                | pavement                |
| ਬਾਹਰਲੀ ਛੱਤ          | roof                    |

| Panjabi                | English                   |
|------------------------|---------------------------|
| ਅਟਕ                    | attic, loft               |
| ਅੰਦਰਲੀ ਛੱਤ; ਕੰਬਲ       | ceiling; blanket          |
| ਹਾਲ                    | hall                      |
| ਗਿਰਜਾ ਘਰ               | catherdral                |
| ਜੁੜਵਾਂ ਘਰ              | semi-detached house       |
| ਉੱਚੇ                   | high                      |
| ਕੋਨੇ                   | corner                    |
| ਆਪਣਾ                   | own                       |
| ਇੱਕਲਾ ਘਰ               | detached house            |
| ਖਰੀਦਾਰੀ                | to shop                   |
| ਡੋਲਾ ⁄ ਥੇਲਾ            | shopping bag              |
| ਟਰੈਲੀ                  | shopping trolley          |
| ਲਪੇਟਣਾ                 | to wrap (up)              |
| ਰਹਿਣ ਵਾਲੇ              | inhabitant                |
| ਬਿਜਲੀ ਦੇ ਸਮਾਨ ਦੀ ਦੁਕਾਨ | shop for electrical goods |
| ਥੱਲੇ ਦੀ ਮੰਜ਼ਲ          | ground floor              |
| ਫਰਸ਼, ਮੰਜ਼ਲ            | floor, storey             |
| ਮੰਜਾ / ਬੈੱਡ            | bed                       |
| ਫੋਕਟਰੀ                 | factory                   |
| ਟਿਕਟ (ਬਸ ਦਾ)           | ticket (eg for bus)       |
| ਮੈਦਾਨ                  | field                     |
| ਫਲੈਟ                   | flat                      |
| ਬੁੱਚੜ ਦੇ               | butcher's                 |
| ਹਾਲ, ਗਲੀ               | hall, corridor, alley way |
|                        | •                         |

| Panjabi                 | English                          |
|-------------------------|----------------------------------|
| ਨਦੀ                     | river                            |
| ਵਾਲ ਕੱਟਣ ਵਾਲੇ ਦੇ        | hairdresser's                    |
| ਫਰਸ਼                    | floor                            |
| ਛੁਰੀ ਤੇ ਕਾਂਟਾ           | knife and fork                   |
| ਗੈਸ ਵਾਲਾ ਚੁੱਲ੍ਹਾ        | gas cooker                       |
| ਇਮਾਰਤ                   | building                         |
| ਇਲਾਕਾ                   | region, area                     |
| ਜਾਇਜ਼ ਮੁੱਲ / ਚੰਗੀ ਕੀਮਤ  | reasonable, good value for money |
| ਅੱਡਾ (ਬੱਸ, ਟਰੈਮ ਆਦਿ ਦਾ) | stop (bus, tram etc)             |
| ਰੇਲ ਗੱਡੀ ਦਾ ਸਟੇਸ਼ਨ      | main railway station             |
| ਰਾਜਧਾਨੀ                 | capital city                     |
| ਘਰੇਲੂ                   | household                        |
| ਹੀਟਿੰਗ                  | heating                          |
| ਟੋਪ                     | helmet                           |
| ਚੁੱਲ੍ਹਾ                 | cooker, stove                    |
| ਫਲੈਟ                    | block of flats                   |
| ਪਹਾੜੀ                   | hill                             |
| ਟਾਪੂ                    | island                           |
| ਗਹਿਣਿਆਂ ਦੀ ਦੁਕਾਨ        | jewellery shop                   |
| ਟੁੱਟਾ ਹੋਇਆ              | broken                           |
| ਟਿਲ                     | till                             |
| ਵੱਡਾ ਸਟੋਰ               | department store                 |
| ਕੱਪੜਿਆਂ ਦੀ ਦੁਕਾਨ        | clothes shop                     |
| ਘੰਟੀ ਵਜਾਉਣੀ             | to ring (bell)                   |

| Panjabi               | English                         |
|-----------------------|---------------------------------|
| (ਦਰਵਾ ਜ਼ਾ ) ਖੜਕਾਉਣਾ   | to knock (door)                 |
| ਪਕਾਉਣਾ                | to cook                         |
| ਦਰਾਜ                  | chest of drawers                |
| ਚਾਹ-ਪਾਈ ਦੀ ਦੁਕਾਨ      | confectioner's                  |
| ਸਿਰਹਾਣਾ               | pillow                          |
| ਮੁਫਤ                  | free of charge                  |
| ਚੁਰਸਤਾ                | crossroads                      |
| दिून                  | fridge                          |
| ਗਾਹਕ                  | customer                        |
| ਦੁਕਾਨ                 | shop                            |
| ਧਰਤੀ                  | land                            |
| ਸਬਜ਼ੀ ਵਾਲੇ ਦੀ         | greengrocer's                   |
| ਖਾਲੀ ਕਰਨੀ             | to empty                        |
| ਥੱਲੇ ਰੱਖਣਾ            | to lay, to put, to place (down) |
| ਬੱਤੀ, ਰੋਸ਼ਨੀ          | light                           |
| ਦੇ ਕੇ ਆਉਣਾ, ਪਹੁੰਚਾਉਣਾ | to deliver                      |
| ਚਮਚਾ                  | spoon                           |
| ਘਾਹ ਕੱਟਣਾ             | to mow                          |
| ਖਾਣਾ, ਖਾਣੇ ਦਾ ਸਮਾਂ    | meal, meal time                 |
| ਮੰਡੀ , ਬਜ਼ਾਰ          | market place                    |
| ਕੰਧ (ਬਾਹਰਲੀ)          | wall (outside)                  |
| ਚਾਕੂ∕ਛੁਰੀ             | knife                           |
| ਕਿਰਾਇਆ                | rent                            |
| ਕਿਰਾਏ ਤੇ ਲੈਣਾ         | to rent, to hire                |

| Panjabi                    | English         |
|----------------------------|-----------------|
| ਮਾਈਕ੍ਰੋਵੇਵ                 | microwave oven  |
| ਫਰਨੀਚਰ                     | furniture       |
| ਸਾਈਕਲ                      | bicycle         |
| ਮੋਟਰ ਸਾਈਕਲ                 | motor bike      |
| (ਜਾ ਰਿਹਾ) ਘਰ/ਜਾਉ           | (going) home/go |
| ਉੱਪਰ                       | upstairs        |
| ਬੱਲੇ                       | downstairs      |
| ਗੁਆਂਢੀ                     | neighbour       |
| ਨੁਕਸਾਨ                     | disadvantage    |
| ਨਾਲ ਵਾਲੀ ਅਲਮਾਰੀ            | bedside cabinet |
| ਖਤਰੇ ਵੇਲੇ ਬਾਹਰ ਜਾਣ ਦਾ ਰਸਤਾ | emergency exit  |
| ਹੁਕਮ∕ ਕ੍ਰਮ                 | order           |
| ਪੈਦਾ⁄ ਬੂਟਾ                 | plant           |
| ਪੋਸਟਰ                      | poster          |
| नगुग⁄ मां                  | place           |
| ਕੀਮਤ∠ ਮੁੱਲ                 | price           |
| ਸਾਫ਼ ਕਰਨਾ                  | to clean        |
| ਰਸੀਦ                       | receipt         |
| ਘਾਹ                        | lawn            |
| ਸ਼ੈਲਫ                      | shelf           |
| ਕਤਾਰ ਵਿੱਚ ਘਰ               | terraced house  |
| ਚੀਜ਼ਾਂ                     | thing; stuff    |
| ਦੁਕਾਨ ਦੀ ਖਿੜਕੀ             | shop window     |
| ਕਤਾਰ ਵਿੱਚ ਲਗਣਾ             | to queue        |

| Panjabi                     | English                       |
|-----------------------------|-------------------------------|
| ਚਾਬੀ∕ ਕੁੰਜੀ                 | key                           |
| ਅਲਮਾਰੀ                      | cupboard                      |
| ਕਾਪੀਆਂ-ਕਿਤਾਬਾਂ ਦੀ ਦੁਕਾਨ     | stationery shop               |
| ਦਰਾਜ                        | draw                          |
| ਖਾਸ ਭੇਂਟ, ਖਾਸ ਛੋਟ ਵਾਲੀ ਕੀਮਤ | special offer                 |
| ਕੁਝ ਹੋਰ?                    | anything else?                |
| ਸ਼ੀਸ਼ਾ                      | mirror                        |
| ਖੇਡਣ ਦਾ ਮੈਦਾਨ               | play ground                   |
| ਕਸਬੇ ਦੇ ਬਾਹਰਵਾਰ             | outskirts of a town           |
| ਵਿੱਚ ਪਾਓ⁄ਰੱਖੋ               | to put (something into)       |
| ਰੱਖੋ, ਸਿੱਧਾ ਰੱਖੋ            | to put, to place (upright)    |
| ਟ੍ਰਾਮ                       | tram                          |
| ਪੈਟ੍ਰੋਲ⁄ਡੀਜ਼ਲ ਨਾਲ ਭਰਨਾ      | to fill up with petrol/diesel |
| ਪੈਟ੍ਰੋਲ ਸਟੇਸ਼ਨ              | petrol station                |
| ਕੱਪ                         | сир                           |
| ਛੋਟਾ ਚਮਚਾ                   | teaspoon                      |
| ਪਲੇਟ                        | plate                         |
| ਕਾਰਪਿਟ                      | carpet                        |
| ਫ੍ਰੀਜ਼ਰ                     | freezer                       |
| ਮੇਜਪੋਸ਼                     | table cloth                   |
| ਪਤੀਲਾ                       | pan                           |
| ਪੌੜੀਆਂ                      | stairs                        |
| ਬੁਰਜ⁄ ਟਾਵਰ                  | tower                         |
| ਘਿਰਿਆ ਹੋਇਆ                  | surrounded by                 |

| Panjabi                       | English          |
|-------------------------------|------------------|
| ਆਲੇ ਦੁਆਲੇ ਦਾ ਇਲਾਕਾ            | surrounding area |
| ਘਰ ਬਦਲਣਾ                      | to move (house)  |
| ਪਰਦੇ                          | curtain          |
| ਸ਼ਹਿਰ ਜਾਂ ਕਸਬੇ ਦਾ ਬਾਹਰੀ ਇਲਾਕਾ | suburb           |
| ਫਾਇਦਾ                         | advantage        |
| ਲੱਕੜੀ, ਜੰਗਲ                   | wood, forest     |
| ਕੰਧ (ਅੰ ਦ ਰਲੀ)                | wall (inside)    |
| ਹੱਥ ਧੋਣ ਵਾਲਾ ਸਿੰਕ             | wash basin       |
| ਬਰਾਂਡਾ⁄ ਸ਼ੀਸ਼ੇ ਵਾਲਾ ਕਮਰਾ      | conservatory     |

## Social issues

| Panjabi           | English            |
|-------------------|--------------------|
| ਤੇ ਨਿਰਭਰ ਹੋਣਾ     | to be dependent on |
| ਭਾਰ ਘਟਾਉਣਾ        | to lose weight     |
| ਨਾੜੀ              | artery/vein        |
| ਬਜ਼ੁਰਗਾਂ ਲਈ ਘਰ    | old people's home  |
| ਗੁਮਨਾਮ            | anonymous          |
| ਸਾਹ/ਸਵਾਸ          | breath             |
| ਛੱਡ ਦੇਣਾ          | to give up         |
| ਹਾਦਸੇ             | accidents          |
| ਜ਼ਖਮੀ             | wounded            |
| ਰੁਕਣਾ             | to stop            |
| ਵਿਦੇਸ਼ੀ           | foreigner          |
| ਵਿਦੇਸ਼            | foreign            |
| ਸ਼ਰਾਬੀ, ਨਸ਼ੇ ਵਿੱਚ | drunk, intoxicated |

| Panjabi               | English                  |
|-----------------------|--------------------------|
| ਕਸਰਤ                  | movement; exercise       |
| ਬੇਹੋਸ਼                | unconscious              |
| ਹੋਸ਼                  | consciousness            |
| ਜੀਵਕ                  | biological, organic      |
| ਖੂਨ, ਲਹੂ              | blood                    |
| ਬੀਮਾਰ ਹੋਣਾ            | to be sick               |
| ਨਸ਼ਾ, ਦਵਾਈ            | drug                     |
| ਨਸ਼ੇ ਦਾ ਧੰਧਾ ਕਰਨ ਵਾਲਾ | drug dealer              |
| ਨਸ਼ਈ                  | drug addict              |
| ਪ੍ਰਵਾਸੀ               | immigrant                |
| ਆਰਾਮ ਕਰਨਾ             | to relax                 |
| ਮੁਰਾਕ                 | food, nourishment        |
| ਮੈਂ ਠੀਕ⁄ਨਹੀਂ ਠੀਕ ਹਾਂ। | I am fine, well/not well |
| ਮੋਟਾ∕ ਚਰਬੀ            | fat                      |
| ਚਰਬੀ ਵਾਲਾ ਖਾਣਾ        | fatty foods              |
| ਮੋਟਾਪਾ                | obese                    |
| ਅੱਗ ਬੁਝਾਉਣ ਵਾਲਾ       | fire brigade             |
| ਸਿਹਤਮੰਦ⁄ਤੰਦਰੁਸਤ       | healthy                  |
| ਸਿਹਤ                  | health                   |
| ਭਾਰ                   | weight                   |
| ਜਿੱਤਣ ਲਈ              | to win                   |
| ਬਰਾਬਰਤਾ               | equality                 |
| ਫੜਨ / ਰੱਖਣ ਲਈ         | to hold, to keep         |
| ਚਮੜੀ ਦਾ ਰੰਗ           | colour of the skin       |

| Panjabi                         | English                   |
|---------------------------------|---------------------------|
| ਘਰ                              | home                      |
| ਮਦਦ ਲਈ                          | to help                   |
| ਦਿਲ                             | heart                     |
| ਮਦਦ, ਸਹਾਇਤਾ                     | help                      |
| ਲਾਚਾਰ, ਬੇਵੱਸ                    | helpless                  |
| ਬਿਮਾਰ                           | ill                       |
| ਹਸਪਤਾਲ                          | hospital                  |
| ਐਂਬੂਲੈਸ                         | ambulance                 |
| ਬਿਮਾਰੀ                          | illness                   |
| ਕੈਂਸਰ                           | cancer                    |
| ਲਿਵਰ, ਕਲੇਜਾ, ਜਿਗਰ, ਕਾਲਜਾ        | liver                     |
| ਪੇਟ                             | stomach                   |
| ਦਵਾਈ                            | medicine                  |
| ਮਨੁੱਖੀ                          | human                     |
| ਨਰਮ-ਦਿਲ, ਦਿਆਲੂ, ਹਮਦਰਦੀ ਵਾਲਾ     | humane                    |
| ਇਨਾਮ                            | prize                     |
| ਦੌੜ, ਨਸਲ                        | race                      |
| ਨਸਲੀ ਵਿਤਕਰਾ                     | racism                    |
| ਸਲਾਹ                            | advice                    |
| ਸਿਗਰਟ ਪੀਣੀ                      | to smoke                  |
| ਸ਼ਾਂਤੀ, ਚੁੱਪਚਾਪ, ਅਮਨ, ਚੈਨ, ਆਰਾਮ | peace, quiet, tranquility |
| ਨੁਕਸਾਨਦਾਇਕ, ਹਾਨੀਕਾਰਕ            | damaging, harmful         |
| ਦਰਦ, ਪੀੜ                        | pain, ache                |
| ਦਰਦ ਹੋਣਾ                        | to haveache               |

| Panjabi                           | English                    |
|-----------------------------------|----------------------------|
| ਫਿਕਰ, ਚਿੰਤਾ                       | worry                      |
| ਦੇਖਭਾਲ ਕਰਨੀ                       | to care for, to look after |
| ਦਾਨ ਕਰਨਾ                          | to donate                  |
| ਟੀਕਾ                              | syringe, injection         |
| ਟੀਕਾ ਲਾਉਣਾ                        | to inject                  |
| ਮਰਨ ਲਈ                            | to die                     |
| ਨਸ਼ੇ ਕਰਨ ਦੀ ਆਦਤ ਪੈਣੀ              | addiction                  |
| ਜਾਨਵਰਾਂ ਲਈ ਪਨਾਹ⁄ ਆਸਰਾ             | animal shelter             |
| ਮਰ ਗਿਆ, ਗੁਜ਼ਰ ਗਿਆ, ਸੁਰਗਵਾਸ ਹੋ ਗਿਆ | dead                       |
| ਮੈਂ ਬਿਮਾਰ ਮਹਿਸੂਸ ਕਰਦਾ ਹਾਂ ।       | I feel ill, sick           |
| ਦੁਰਘਟਨਾ, ਟੱਕਰ                     | accident                   |
| ਸਿਹਤ                              | health                     |
| ਸੱਟ ਲਗ ਜਾਣੀ                       | to be∕get injured          |
| ਸੱਟ, ਚੋਟ                          | injury, to hurt            |
| ਜ਼ਖਮ                              | wound                      |
| ਦਾਨ                               | charity                    |
| ਦਾਨ-ਪੁੰਨ ਲਈ ਕਨਸਰਟ                 | charity concert            |
| ਭਾਰ ਵਧ ਜਾਣਾ                       | to put on weight           |

## **Global issues**

| Panjabi         | English                 |
|-----------------|-------------------------|
| ਕੂੜਾ ਕਰਕਟ       | rubbish, waste          |
| ਕੂੜੇ ਦਾ ਡੱਬਾ    | rubbish bin, litter bin |
| ਕਾਰਾਂ ਦਾ ਧੁੰਆਂ  | exhaust fumes           |
| ਇੱਜ਼ਤ, ਆਦਰ, ਮਾਣ | respect, esteem         |

| Panjabi          | English                      |
|------------------|------------------------------|
| ਊਰਜਾ ਦੇ ਹੋਰ ਸਰੋਤ | alternative source of energy |
| ਬੇਕਾਰ ਕਾਗਜ਼      | waste paper                  |
| ਵਧਣ ਲਈ           | to grow                      |
| ਬੇਰੁਜ਼ਗਾਰ        | unemployed                   |
| ਗਰੀਬ             | poor                         |
| ਗਰੀਬੀ            | poverty                      |
| ਖਤਮ ਹੋ ਜਾਣਾ      | to die out                   |
| ਡਰਾਉਣਾ∕ ਧਮਕਾਉਣਾ  | to threaten                  |
| ਪੈਟ੍ਰੋਲ          | petrol                       |
| ਭਿਖਾਰੀ, ਮੰਗਤਾ    | beggar                       |
| ਆਬਾਦੀ, ਜਨਸੰਖਿਆ   | population                   |
| ਜੀਵਕ             | biological, organic          |
| ਲੈੱਡ ਰਹਿਤ        | lead free                    |
| ਜਰੂਰਤ ਲਈ         | to need                      |
| ਬਾਲਣ             | fuel                         |
| ਚੋਰ              | thief                        |
| ਵਿਤਕਰਾ, ਫਰਕ      | discrimination               |
| ਇਕੱਲਾਪਨ          | lonely                       |
| ਸਲੂਕ, ਵਤੀਰਾ      | usage                        |
| ਖਤਰਨਾਕ           | dangerous                    |
| ਖਬਰਾਂ            | news                         |
| ਬਾਹਰਲੇ ਦੇਸ਼      | foreign countries            |
| ਹਿੰਸਾ            | violence                     |
| ਗਰਮ ਕਰਨ ਲਈ       | to heat                      |

| Panjabi                    | English                 |
|----------------------------|-------------------------|
| ਕੋਇਲਾ                      | coal                    |
| ਬਾਹਰ                       | outside                 |
| ਲੜਾਈ; ਜੰਗ                  | war                     |
| ਰੈਲਾ                       | noise                   |
| ਰੌਲੇਵਾਲਾ                   | noisy                   |
| ਜ਼ਿੰਦਗੀ, ਜੀਵਨ              | life                    |
| ਹਵਾ                        | air                     |
| ਹਵਾ ਦਾ ਪ੍ਰਦੂਸ਼ਨ            | air pollution           |
| ਗੰਦ, ਕੂੜਾ, ਕੂੜਾ ਕਰਕਟ, ਕਚਰਾ | refuse, waste, rubbish  |
| ਜ਼ਰੂਰਤ                     | need                    |
| ਬੇਘਰ                       | homeless                |
| ਦੁਨੀਆ                      | public                  |
| ਸਾਰੀ ਦੁਨੀਆ                 | the whole world         |
| ਫੈਲਣਾ                      | spread                  |
| ਜ਼ੁਲਮ ਦਾ ਸ਼ਿਕਾਰ            | victim                  |
| ਓਜ਼ੋਨ ਝਿੱਲੀ ਵਿੱਚ ਛੇਕ⁄ਮੋਰੀ  | hole in the ozone layer |
| ਓਜ਼ੋਨ ਝਿੱਲੀ                | ozone layer             |
| ਅਮੀਰ                       | rich                    |
| ਸਾਫ ਕਰਨ ਲਈ                 | to clean                |
| ਔਕਸੀਜਨ                     | oxygen                  |
| ਬਿਮਾਰੀਆਂ                   | diseases                |
| ਤੇਜਾਬ ਵਾਲਾ ਮੀਂਹ            | acid rain               |
| ਖਰਾਬ ਕਰਨ ਲਈ, ਨੁਕਸਾਨ ਕਰਨ ਲਈ | to damage, to harm      |
| ਨੁਕਸਾਨ, ਖਰਾਬੀ              | damage                  |

| Panjabi              | English                                  |
|----------------------|--|
| ਨੁਕਸਾਨਦਾਇਕ           | harmful                                  |
| ਛਿੱਲਕਾ , ਛਿੱਲਣਾ      | skin (fruit), peel (potato), shell (egg) |
| ਗੰਦਾ                 | dirty                                    |
| ਬਚਾਉਣ ਲਈ             | to protect, to save, to conserve         |
| ਕਮਜ਼ੋਰ               | weak                                     |
| ਸੂਰਜ ਦੀ ਊਰਜਾ         | solar energy                             |
| ਤੇਜ਼, ਸਖਤ, ਤਾਕਤਵਰ    | strong                                   |
| ਚੋਰੀ ਕਰਨਾ            | to steal                                 |
| ਗਰੀਨ ਹਾਊਸ ਪ੍ਰਭਾਵ     | greenhouse effect                        |
| ਬਹੁ ਆਬਾਦੀ            | over-populated                           |
| ਸੂਰਜ ਦੀਆਂ ਕਿਰਨਾਂ     | ultra-violet rays                        |
| ਵਾਤਾਵਰਣ              | environment                              |
| ਵਾਤਾਵਰਣ ਲਈ ਸਹਾਇਕ     | environmentally friendly                 |
| ਮਦਦ, ਸਹਾਇਕ           | support, help                            |
| ਖਪਤ                  | consumption                              |
| ਜੁਰਮ                 | crime                                    |
| ਮੁਜਰਮ, ਦੋਸ਼ੀ, ਅਪਰਾਧੀ | criminal                                 |
| ਟਰੈਫਿਕ               | traffic                                  |
| ਆਵਾਜਾਈ ਦੇ ਸਾਧਨ       | means of transport                       |
| ਪ੍ਰਦੂਸ਼ਿਤ ਕਰਨਾ       | to pollute                               |
| ਪ੍ਰਦੂਸ਼ਨ             | pollution                                |
| ਗਾਇਬ ਹੋ ਜਾਣਾ         | to disappear                             |
| ਬਾਹਰ ਕੱਢ ਦੇਣਾ        | to drive out, to expel                   |
| ਪਾਈ ਦਾ ਪ੍ਰਦੂਸ਼ਨ      | water pollution                          |

| Panjabi          | English       |
|------------------|---------------|
| ਬਾਹਰ ਸੁੱਟ ਦੇਣਾ   | to throw away |
| ਦੁਨੀਆਂ ਭਰ ਵਿੱਚ   | worldwide     |
| ਖਤਮ ⁄ਤਬਾਹ ਕਰਨ ਲਈ | to destroy    |
| ਘਰ               | home, house   |

## Travel and tourism

| Panjabi            | English                               |
|--------------------|---------------------------------------|
| ਸਫਰ/ਯਾਤਰਾ          | travel/journey                        |
| ਇੱਕਠਾ ਕਰਨਾ, ਚੁੱਕਣਾ | to collect, to pick up                |
| ਪਹੁੰਚਣਾ            | to arrive                             |
| ਫੇਰੀ               | trip/excursion                        |
| ਭਰਨ ਲਈ             | to fill in                            |
| ਵਿਦੇਸ਼, ਪਰਦੇਸ      | foreign country, abroad               |
| ਦੇਖਣਾ              | view                                  |
| ਉਤਰਨਾ              | to alight, get off (bus)              |
| ਪਲੇਟਫਾਰਮ           | platform                              |
| ਥਾਵਾਂ ਦੇਖਣੀਆਂ      | to sightsee, to visit, to have a look |
| ਦੇਖਣ ਵਾਲੀਆਂ ਥਾਵਾਂ  | places worth seeing                   |
| ਮਸ਼ਹੂਰ             | popular                               |
| ਰਹਿਣਾ, ਰੁਕਣਾ       | to stay                               |
| ਦੇਖਣਾ              | view, glance                          |
| ਕਿਸ਼ਤੀ             | boat                                  |
| ਲੈਟਰ ਬੇਕਸ          | letter box                            |
| ਡਾਕ ਟਿਕਟ           | postage stamp                         |
| ਕੀਮਤ, ਮੁੱਲ         | price                                 |

| Panjabi                    | English                    |
|----------------------------|----------------------------|
| ਗਲਤੀ ਨਾਲ                   | by mistake                 |
| ਕਿਲ੍ਹਾ                     | (fortified) castle         |
| ਤੰਬੂ ਲਾਉਣ ਲਈ ਥਾਂ           | campsite                   |
| ਦੋ ਜਣਿਆਂ ਲਈ ਕਮਰਾ           | double room                |
| ਅੰਦਰ∕ਉੱਪਰ ਜਾਣ ਲਈ           | to get in∕on               |
| ਇਕੱਲਾ ਕਮਰਾ                 | single room                |
| ਮੋਹਰ ਲਾਉਣੀ /ਟਿਕਟ ਪੱਕੀ ਕਰਨੀ | to stamp/validate a ticket |
| ਯਾਦ                        | memory                     |
| ਤਜਰਬਾ ਕਰਨ ਲਈ               | to experience              |
| ਘਟਾਉਣਾ                     | reduction                  |
| ਫੇਰੀ, ਕਿਸ਼ਤੀ               | ferry                      |
| ਟਿਕਟ                       | ticket                     |
| ਟਿਕਟਾਂ ਦੀ ਮਸ਼ੀਨ            | ticket machine             |
| ਟਿਕਟਾਂ ਦਾ ਦਫਤਰ             | ticket office              |
| ਕਿਰਾਇਆ                     | fare                       |
| ਸਾਈਕਲ ਕਿਰਾਏ ਤੇ ਲੈਣਾ        | bicycle hire               |
| ਅਜਾਇਬ ਘਰ                   | museum                     |
| ਚਿੜੀਆ ਘਰ                   | 200                        |
| ਉਡਾਣ                       | flight                     |
| ਹਵਾਈ ਅੱਡਾ                  | airport                    |
| ਹਵਾਈ ਜਹਾਜ਼                 | plane                      |
| ਫਾਰਮ                       | form                       |
| ਕੈਮਰਾ                      | camera                     |
| ਗਾਈਡ ਦੇ ਨਾਲ ਟੂਰ            | guided tour                |

| Panjabi                    | English               |
|----------------------------|-----------------------|
| ਸਮਾਨ                       | luggage               |
| ਪਟੜੀ, ਪਲੇਟਫਾਰਮ             | track, platform       |
| ਮਨਮੋਹਕ, ਆਕਰਸ਼ਕ             | attractive            |
| ਮਸ਼ਹੂਰ                     | famous                |
| ਆਲੇ ਦੁਆਲੇ ਜਾਣਾ             | to travel around      |
| ਯੂਥ ਹੋਸਟਲ                  | youth hostel          |
| ਅਟੈਚੀ, ਸੂਟਕੇਸ              | suitcase              |
| ਸਮੰਦਰ ਦਾ ਕੰ ਢਾ             | coast                 |
| ਬਸ                         | bus                   |
| ਸਮੁੰਦਰ                     | sea                   |
| ਖੁੱਲ੍ਹਣ ਦਾ ਸਮਾਂ            | opening times         |
| ਲੋਕਲ, ਸਥਾਨਕ                | local                 |
| ਕਾਰ ਖਰਾਬ ਹੋ ਜਾਈ            | breakdown             |
| ਟਾਇਰ ਦੀ ਹਵਾ ਨਿਕਲ ਜਾਣੀ      | puncture, flat tyre   |
| ਸਵਾਰੀਆਂ, ਯਾਤਰੀ             | passenger             |
| ਛੋਟਾ ਹੋਟਲ                  | (small) hotel         |
| ਯਾਤਰਾ, ਫੇਰੀ, ਸਮੁੰਦਰੀ ਯਾਤਰਾ | journey, trip, voyage |
| ਟਰੈਵਲ ਏਜੰਸੀ                | travel agency         |
| ਕੋਚ, ਬਸ                    | coach                 |
| ਸਫਰ ਲਈ                     | to travel             |
| ਮੁਸਾਫਰ, ਯਾਤਰੀ              | traveller             |
| ਟਰੈਲਵਰਸ ਚੈਕ                | traveller's cheque    |
| ਮੰਜ਼ਲ                      | destination           |
| ਦਿਸ਼ਾ                      | direction             |

| Panjabi   | English                              |
|---|--------------------------------------|
| ਮਹਿਲ  | castle, palace                       |
| ਝੀਲ   | lake                                 |
| ਸਮੁੰਦਰ ਵਿੱਚ ਉਲਟੀਆਂ ਆਉਣੀਆਂ                       | sea sick                             |
| ਦੇਖਣ ਯੋਗ  | worth seeing                         |
| ਦੇਖਣ ਵਾਲੀਆਂ ਥਾਵਾਂ                               | tourist attraction, sight            |
| ਸੁਰੱਖਿਆ ਪੇਟੀ                                    | safety belt                          |
| ਧੁੱਪ ਸੇਕਣੀ                                      | to sunbathe                          |
| ਧੁੱਪ ਨਾਲ ਚਮੜੀ ਸੜ ਜਾਣਾ                           | sunburn                              |
| ਧੁੱਪਤੋਂ ਬਚਾਉ ਲਈ ਕਰੀਮ                            | suntan lotion                        |
| ਟਾਊਨ ਵਿੱਚ ਘੁੰਮਣਾ ਫਿਰਨਾ, ਖਰੀਦਣ ਲਈ ਚੀਜ਼ਾਂ ਦੇਖਣੀਆਂ | stroll through town, window shopping |
| ਟਰੈਫਿਕ ਦਾ ਜਾਮ, ਚੱਕਾ ਜਾਮ                         | traffic jam                          |
| ਸਮੁੰਦਰ ਕੰਢਾ                                     | beach                                |
| ਨਕਸ਼ਾ   | road map                             |
| ਦੇਖਣਾ, ਲੱਭਣਾ                                    | to look for, search                  |
| (ਸੜਕ⁄ਸਮੁੰਦਰ) ਪਾਰ ਜਾਣਾ                           | to cross (sea, road)                 |
| ਰਾਤ ਰਹਿਣਾ/ਠਹਿਰਨਾ                                | to stay overnight                    |
| (ਆਵਾਜਾਈ ਦਾ ਸਾਧਨ) ਬਦਲਈ                           | to change (means of transport)       |
| ਰਸਤੇ ਵਿੱਚ                                       | on the way                           |
| ਛੁੱਟੀਆਂ   | holiday                              |
| ਸਮਾਂ ਗੁਜ਼ਾਰਨਾ                                   | to spend (time)                      |
| ਯਾਦ ਆਉਣੀ  | to miss                              |
| ਦੇਰ ਹੋਈ   | delay                                |
| ਲਈ ਉਡੀਕਣਾ                                       | to wait (for)                        |
| ਉਡੀਕ ਘਰ   | waiting room (eg station)            |

| Panjabi                        | English                  |
|--------------------------------|--------------------------|
| ਦੂਰ                            | away                     |
| ਰਾਹ, ਰਸਤਾ                      | way, path                |
| ਦੂਰ ਤੁਰ ਜਾਣਾ, ਵਿਦਾਈ            | to leave, to travel away |
| ਅਗਾਂਹ ਸਫਰ ਤੁਰਨਾ                | to travel on             |
|                                |                          |
| ਫਿਰ                            | again                    |
| ਫਿਰ<br><br>ਦੋ ਮੰਜਿਆਂ ਵਾਲਾ ਕਮਰਾ | again<br>twin bed room   |
|                                |                          |
| ਦੋ ਮੰਜਿਆਂ ਵਾਲਾ ਕਮਰਾ            | twin bed room            |

# 3.5.3.3 Current and future study and employment

# My studies

| Panjabi             | English                |
|---------------------|------------------------|
| ਮੁੱਖ ਅਧਿਆਪਕ         | headteacher, principal |
| ਅਧਿਆਪਕ              | teacher                |
| ਵਿਸ਼ਾ               | subject                |
| ਵਿਦੇਸ਼ੀ ਭਾਸ਼ਾ, ਬੋਲੀ | foreign language       |
| ਸਿਰਫ                | just                   |
| ਚਲਾਕ, ਹੁਸ਼ਿਆਰ       | clever, intelligent    |
| ਪੜ੍ਹਾਉਣਾ            | to teach               |
| ਸਕੂਲ ਦੇ ਵਿਸ਼ੇ       | school subject         |
| ਅੰਗ੍ਰੇਜ਼ੀ           | English                |
| ਹਿਸਾਬ               | mathematics            |
| ਹਿਸਾਬ ਕਿਤਾਬ ਰੱਖਣਾ   | keeping the accounts   |
| ਵਿਗਿਆਨ              | science                |

| Panjabi                    | English                          |
|----------------------------|----------------------------------|
| ਭੁਗੋਲ                      | geography                        |
| ਇਤਿਹਾਸ                     | history                          |
| ਨਾਟਕ                       | drama                            |
| ਸੰਗੀਤ                      | music                            |
| ਧਾਰਮਿਕ ਸਿੱਖਿਆ              | religious education              |
| ਸਰੀਰਕ ਸਿੱਖਿਆ               | physical education               |
| ਵਪਾਰ                       | business                         |
| ਸਾਹਿਤ                      | literature                       |
| ਕਲਾ                        | art                              |
| ਰਸੋਈ ਵਿਦਿਆ                 | food technology                  |
| ਅਧਿਆਪਕ                     | teacher                          |
| ਨਤੀਜੇ                      | results                          |
| ਵਿਦਿਆਰਥੀ                   | student                          |
| ਮੁੰਡੇ ਕੁੜੀਆਂ ਦਾ ਸਾਂਝਾ ਸਕੂਲ | common school for boys and girls |
| ਸਰਕਾਰੀ ਸਕੂਲ                | Government school                |
| ਸਜਾ                        | punishment                       |
| ਸਕੂਲ ਦੇ ਨਿਯਮ               | school rules                     |
| ਸਖਤ ਨਿਯਮ                   | uniform                          |
| ਵਰਦੀ                       | lunch break                      |
| ਖਾਣੇ ਦੀ ਛੁੱਟੀ              | school finishes                  |
| ਸਕੂਲ ਦੀ ਇਮਾਰਤ              | school building                  |
| ਖੇਡਾਂ ਦਾ ਮੈਦਾਨ             | playing field                    |
| ਸਕੂਲ ਦਾ ਬਸਤਾ, ਬੈਗ          | school bag                       |

# Life at school/college

| Panjabi           | English                      |
|-------------------|------------------------------|
| ਬਹੁਤ ਚੰਗਾ∕ਵਧੀਆ    | very good                    |
| ਸਕੂਲ ਦੀ ਪੜ੍ਹਾਈ    | school education             |
| ਖਤਮ ਕਰਕੇ          | having finished              |
| ਚੰਗਾ              | good                         |
| ਤਸੱਲੀਬਖਸ਼, ਪਾਸ    | satisfactory, pass           |
| ਕਾਫੀ              | sufficient                   |
| ਮਾੜਾ, ਫੇਲ੍ਹ       | poor, fail                   |
| ਬਹੁ ਤ ਹੀ ਮਾੜਾ     | extremely poor, inadequate   |
| ਸਕੂਲ ਦਾ ਸਰਟੀਫਿਕੇਟ | school certificate           |
| ਪੈਨਸਲ ਘੜਨ ਵਾਲਾ    | pencil sharpener             |
| ਉੱਤਰ, ਜਵਾਬ        | answer                       |
| ਸਿੱਖ ਲਿਆ          | learnt                       |
| ਕੱਪੜੇ ਪਾਉਣੇ       | to get dressed               |
| ਸੂਟ               | suit                         |
| ਧਿਆਨ ਦੇਣਾ         | to pay attention             |
| ਉੱਠਣਾ             | to get up                    |
| ਜਾਗਣਾ, ਉੱਠਣਾ      | to wake up                   |
| ਸਖਤ ਮਿਹਨਤ         | hard work                    |
| (ਅਸੰਬਲੀ) ਹਾਲ      | (assembly) hall              |
| ਬਦਲਨਾ             | exchange                     |
| ਚੁਣਨਾ             | to choose                    |
| ਕੱਪੜੇ ਲਾਹੁਣੇ      | to get undressed             |
| ਇਮਤਿਹਾਨ ਪਾਸ ਕਰਨਾ  | to pass (exam/test)          |
| ਕੰਮਚੋਰ            | to skip work, to play truant |

| Panjabi                 | English                |
|-------------------------|------------------------|
| ਹਾਜ਼ਰ                   | present                |
| ਕੰਮ ਵਿੱਚ ਪਿੱਛੇ ਰਹਿ ਜਾਣਾ | to fall behind in work |
| ਸਫਲ, ਕਾਮਯਾਬ             | success                |
| ਸਫਲਤਾ, ਕਾਮਯਾਬੀ          | successful             |
| ਦੱਸਣਾ                   | to explain             |
| ਕਹਿਣਾ, ਦੱਸਣਾ            | to tell                |
| ਸੁਸਤ                    | lazy                   |
| ਗੈਰਹਾਜ਼ਰ                | to be missing, absent  |
| ਛੁੱਟੀਆਂ                 | holidays               |
| ਮਿਹਨਤੀ                  | hard working           |
| ਪ੍ਰਸ਼ਨ                  | question               |
| ਪੁੱਛਣਾ                  | to ask                 |
| ਇਮਤਿਹਾਨ/ਪ੍ਰੀਖਿਆ         | test/exams             |
| ਕੰਪ੍ਰੀਹੈਨਸਿਵ ਸਕੂਲ       | comprehensive school   |
| ਲੱਭਣਾ                   | to found               |
| ਪ੍ਰਾਈਮਰੀ ਸਕੂਲ           | primary school         |
| ਗਰਾਮਰ ਸਕੂਲ              | grammar school         |
| ਹਾਲ                     | hall                   |
| ਸੈਕੰਡਰੀ ਸਕੂਲ            | secondary school       |
| ਦੇਖਭਾਲ ਕਰਨ ਵਾਲਾ         | caretaker              |
| ਕਮੀਜ਼                   | shirt                  |
| ਪੈਂਟ                    | trousers               |
| ਸਕੂਲ ਦਾ ਟਰਿਪ            | school trip            |
| ਵਰਤੋਂ                   | use                    |

| Panjabi                     | English                               |
|-----------------------------|---------------------------------------|
| ਇਮਾਰਤਾਂ                     | buildings                             |
| ਕੱਪੜੇ                       | dress                                 |
| ਠੀਕ ਕਰਨ ਲਈ                  | to correct                            |
| ਟਾਈ                         | tie                                   |
| ਚਾਕ                         | chalk                                 |
| ਪ੍ਰਯੋਗਸ਼ਾਲਾ                 | laboratory                            |
| ਸਟਾਫ ਦਾ ਕਮਰਾ                | staff room                            |
| ਫੁੱਟਾ⁄ ਪੈਮਾਨਾ               | ruler                                 |
| ਗੱਲ ਬਾਤ                     | conversation                          |
| ਬੋਲ ਕੇ                      | orally                                |
| ਸਜਾ                         | punishment                            |
| ਗਰੇਡ, ਨੰਬਰ , ਅੰਕ            | grade, mark                           |
| ਚੰਗੇ ਨੰਬਰ∕ ਗਰੇਡ ਲੈਣ ਦਾ ਦਬਾਅ | pressure to achieve good marks/grades |
| ਬਰੇਕ                        | break                                 |
| ਸਵਾਲ ਕਰਨੇ                   | to calculate, to do sums              |
| ਨਿਯਮ                        | rule                                  |
| ਸਕਰਟ                        | skirt                                 |
| ਪ੍ਰਬੰਧ ਕਰਨਾ ⁄ ਗੁਜ਼ਾਰਾ ਕਰਨਾ  | to manage, to cope                    |
| ਸਕਾਰਫ, ਮਫਲਰ                 | scarf                                 |
| ਮੇਕਅਪ⁄ ਸ਼ਿੰਗਾਰ ਕਰਨਾ         | to put on make-up                     |
| ਲਿਖਿਆ ਹੋਇਆ                  | written                               |
| ਰਿਸੈਪਸ਼ਨ                    | reception                             |
| ਕਮਰਾ                        | room                                  |
| ਪੰਨਾ, ਸਫਾ                   | page                                  |

| Panjabi              | English                        |
|----------------------|--------------------------------|
| ਦਫਤਰ                 | office (school)                |
| ਬੈਠਣ ਲਈ              | to sit down                    |
| ਖੇਡਾਂ ਲਈ ਹਾਲ         | sports hall                    |
| ਖੇਡਾਂ ਖੇਡਣਾ          | playing games                  |
| ਟਾਈਮ ਟੇਬਲ            | timetable                      |
| ਕਾਲਾ/ਚਿੱਟਾ ਬੋਰਡ      | black/white board              |
| ਅਭਿਆਸ ਕਰਨਾ           | to practise                    |
| ਕਸਰਤ                 | exercise                       |
| ਕੱਪੜੇ ਬਦਲਣ ਵਾਲਾ ਕਮਰਾ | changing room                  |
| ਕੱਪੜੇ ਬਦਲਨੇ          | to get changed, change clothes |
| ਪੜ੍ਹਾਉਂਦੇ            | teaching                       |
| ਸਿੱਖਦੇ               | learning                       |
| ਦੋਸਤ                 | friend/friends                 |
| ਸਮਝਣ ਲਈ              | to understand                  |
| ਕੋਸ਼ਿਸ਼ ਕਰਨ ਲਈ       | to try                         |
| ਚੁਣਨ ਲਈ              | to choose                      |
| ਮੂੰਹ ਹੱਥ ਧੋਣ ਲਈ      | to have a wash                 |
| ਦੁਹਰਾਉਣ              | to repeat                      |
| ਜਾਣਨ ਲਈ              | to know                        |
| ਸ਼ਬਦਕੋਸ਼ / ਡਿਕਸ਼ਨਰੀ  | dictionary                     |
| ਦੰਦਾਂ ਦਾ ਬੁਰਸ਼       | toothbrush                     |
| ਦੰਦਾਂ ਦਾ ਮੰਜਨ, ਪੇਸਟ  | toothpaste                     |
| ਤਸਵੀਰ ਬਣਾਉਣੀ         | to draw a picture              |
| ਸਕੂਲ ਦੀ ਰਿਪੋਰਟ       | school report                  |

| Panjabi | English   |
|---------|-----------|
| ਸੁਣਨ ਲਈ | to listen |

## Education post-16

| Panjabi                            | English                     |
|------------------------------------|-----------------------------|
| ਸ਼ਗਿਰਦ                             | apprentice, trainee         |
| ਏ ਲੈਵਲਾ ਦੇ ਬਰਾਬਰ                   | A-level equivalent          |
| ਨਿਰਣਾਇਕ                            | person doing the arbiter    |
| ਕੰਮ ਕਰਨ ਲਈ                         | to work                     |
| ਕੰਮ ਦਾ ਤਜਰਬਾ                       | work experience             |
| ਕੰਮ ਦੀ ਸਿਖਲਾਈ                      | (job) training              |
| ਸਿੱਖਿਆ / ਵਿੱਦਿਆ                    | education                   |
| ਸ਼ਗਿਰਦ ਲਈ ਥਾਂ                      | vacancy/place for a trainee |
| ਕਿੱਤੇ ਲਈ ਸਲਾਹਕਾਰ                   | careers adviser             |
| ਕਿੱਤਿਆਂ / ਪੇਸ਼ਿਆਂ ਦੀ ਸਿਖਲਈ ਦਾ ਸਕੂਲ | vocational training school  |
| ਅਰਜ਼ੀ / ਬੇਨਤੀ ਪੱਤਰ ਦੇਣ ਲਈ          | to apply for                |
| ਅਰਜ਼ੀ / ਬੇਨਤੀ ਪੱਤਰ                 | application                 |
| ਖਤ, ਚਿੱਠੀ                          | letter                      |
| ਮਾਲਕ                               | boss                        |
| ਫੈਸਲਾ ਕਰਨ ਲਈ                       | to decide                   |
| ਤਜਰਬਾ                              | experience                  |
| ਤਿਆਰ, ਹੋ ਗਿਆ                       | ready, done                 |
| ਗੱਡੀ ਚਲਾਉਣ ਦਾ ਲਾਇਸੈਂਸ              | driving license             |
| ਮੌਕਾ                               | opportunity                 |
| ਨਾਲ ਕੰਮ ਕਰਨ ਵਾਲੇ                   | colleague                   |
| ਕੋਰਸ                               | course                      |

| Panjabi             | English                  |
|---------------------|--------------------------|
| ਸਿਖਲਾਈ              | apprenticeship           |
| ਤਨਖਾਹ               | wage                     |
| ਘੱਟ ਤੋਂ ਘੱਟ ਤਨਖਾਹ   | minimum wage             |
| ਪਾਰਟ ਟਾਈਮ ਨੋਕਰੀ     | part-time job            |
| 6ਵੀਂ ਫੋਰਮ ਦੇ ਬਰਾਬਰ  | equivalent to sixth-form |
| ਸਲਾਹ                | advice                   |
| ਟਰਮ                 | term                     |
| ਯੂਨੀਵਰਸਿਟੀ ਵਿੱਚ ਥਾਂ | university place         |
| ਪੜ੍ਹਾਈ              | studies                  |
| ਡਾਕਟਰੀ              | medical                  |
| ਕਮਾਉਣ ਲਈ            | to earn                  |

# Jobs, career choices and ambitions

| Panjabi                  | English                      |
|--------------------------|------------------------------|
| ਕਾਮੇ                     | employee                     |
| ਦਵਾਈਆਂ ਦਾ ਡਾਕਟਰ          | pharmacist                   |
| ਕੰਮ ਦੇ ਘੰਟੇ              | working hours                |
| ਡਬਲਰੋਟੀ ਬਣਾਉਣ ਵਾਲਾ       | baker                        |
| ਇਮਾਰਤ⁄ ਮਕਾਨ ਬਣਾਉਣ ਦਾ ਕੰਮ | building/construction worker |
| ਬਣਾਉਣਾ                   | to build                     |
| ਕਾਨੂੰਨ                   | law                          |
| ਕਿਸਾਨ                    | farmer                       |
| ਨੈਕਰੀ ਪੇਸ਼ਾ              | civil servant                |
| ਨੈਕਚੀ, ਕਿੱਤਾ             | job, occupation              |
| ਵਿਹਲਾ                    | free                         |

| Panjabi                  | English                  |
|--------------------------|--------------------------|
| ਕੰਮ ਤੇ ਲੱਗਾ∕ ਰੁੱਝਾ ਹੋਇਆ  | (to be) busy, employed   |
| ਫੈਸਲਾ ਕਰਨ ਲਈ             | to decide                |
| ਮਾਲਕ ਹੋਣਾ                | to own                   |
| ਮਾਲਕ                     | owner                    |
| ਪੈਸੇ ਦੇਣੇ, ਅਦਾ ਕਰਨਾ      | payment                  |
| ਡਾਕੀਆ                    | postman                  |
| ਦਫਤਰ                     | office                   |
| ਪੂਰਾ ਕਰਨ ਲਈ              | to fulfil                |
| ਅੱਗ ਬੁਝਾਉਣ ਵਾਲੇ          | fire fighter             |
| ਬੁੱਚੜ                    | butcher                  |
| ਨਾਈ                      | hairdresser              |
| ਮਾਲੀ                     | gardener                 |
| ਤਨਖਾਹ                    | salary                   |
| ਪਾਰਟ ਟਾਈਮ ਨੈਕਰੀ          | part time employment     |
| ਘਰੇਲੂ ਪਤਨੀ               | housewife                |
| ਬਾਹਰਵਾਰ, ਖੁਲ੍ਹੀ ਹਵਾ ਵਿੱਚ | outside, in the open air |
| ਗਾਇਕ                     | singer                   |
| ਮਿੱਠੀ ਅਵਾਜ਼              | sweet voice              |
| ਬੈਂਕ ਦਾ ਕਲਰਕ             | cashier, bank clerk      |
| ਰਸੋਈਆ                    | chef, cook               |
| ਨਰਸ                      | nurse                    |
| ਲੈਰੀ ਦਾ ਡਰਾਈਵਰ           | lorry driver             |
| ਪੇਂਟ∕ ਰੰਗ-ਰੋਗਨ ਕਰਨ ਵਾਲਾ  | painter, decorator       |
| ਪਾਦਰੀ, ਪੁਜਾਰੀ            | parish priest, vicar     |

| Panjabi                   | English                |
|---------------------------|------------------------|
| ਪੁਲਿਸ                     | police                 |
| ਪੁਲਿਸ ਦਾ ਸਪਾਹੀ            | policeman              |
| ਕਲਾਕਾਰ                    | actor                  |
| ਸ਼ਿਫਟ ਦਾ ਕੰਮ              | shift work             |
| ਲੱਭਣ ਲਈ                   | to look for, to search |
| ਤਰੀਕ, ਨਿਯਤ ਕੀਤਾ ਹੋਇਆ ਸਮਾਂ | date, appointment      |
| ਤਰਖਾਣ                     | carpenter              |
| ਦੁਕਾਨਦਾਰ                  | shopkeeper             |
| ਪੱਕੀ ਨੈਕਰੀ                | permanent job          |
| ਕੰਮ ਸਿੱਖਣਾ                | job training           |
| ਗੈਰਿਜ                     | garage                 |
| ਇੱਛਾ                      | wish                   |

# 3.5.4 Theme based vocabulary (Higher Tier)

# 3.5.4.1 Identity and culture

#### Me, my family and friends

| Panjabi                    | English              |
|----------------------------|----------------------|
| ਇਕੱਲਾ ਮਾਪਾ                 | single parent        |
| ਇਕੱਲਾ                      | single               |
| ਦਿਖਾਵਾ ਕਰਨਾ                | show off, poser      |
| ਦੇਖਭਾਲ ਕਰਨਾ                | to look after        |
| ਸੰਤੁਲਤ                     | balanced             |
| ਜਾਣ ਪਛਾਣ ਵਾਲੇ, ਦੋਸਤ, ਮਿੱਤਰ | acquaintance, friend |
| ਰਿਸ਼ਤੇਦਾਰੀ                 | relationship         |
| ਦੁਲਹਨ, ਲਾੜੀ, ਵਿਆਂਦੜ        | bride                |

| Panjabi                     | English                             |
|-----------------------------|-------------------------------------|
| ਲਾੜਾ, ਮੁੰਡਾ, ਵਿਆਂਦੜ         | groom                               |
| ਵਿਆਹ, ਸ਼ਾਦੀ                 | marriage                            |
| ਈਰਖਾ                        | jealous                             |
| ਚੰਗਾ ਹਾਸੇ ਵਾਲਾ ਸੁਭਾਅ ਹੋਣਾ   | to have a (good) sense of humour    |
| ਮਜਾਜ਼ੀ, ਘੁਮੰਡੀ, ਫਿੱਟਿਆ ਹੋਇਆ | conceited                           |
| ਇਕਲੈਤਾ / ਇਕਲੈਤੀ             | only child                          |
| ਪੋਤਾ⁄ ਪੋਤਰਾ                 | grandson (son's son)                |
| ਪੋਤੀ/ਪੋਤਰੀ                  | granddaughter (son's daughter)      |
| ਦੋਹਤਾ                       | grandson (daughter's son)           |
| ਦੋਹਤੀ                       | granddaughter (daughter's daughter) |
| ਕੁਆਰਾ, ਕੁਆਰੀ                | bachelor                            |
| ਚੰਚਲ                        | lively                              |
| ਦੁੱਖ ਪਾਉਣਾ, ਸਹਿਣਾ, ਝੱਲਣਾ    | to suffer                           |
| ਦੁੱਖ ਪਹੁੰਚਾਉਣਾ              | to cause pain                       |
| ਛੋਟੀ ਉਮਰ ਦਾ                 | under legal age                     |
| ਚੰਗੇ ਗੁਣ                    | good qualities                      |
| ਸਿਹਤਮੰਦ                     | healthy                             |
| ਫੈਸਲਾ                       | decision                            |
| ਸੋਚਣਾ                       | to think                            |
| ਇੱਕ ਦੂਜੇ ਨਾਲ                | with one another, together          |
| ਧੀ ਦਾ ਵਿਆਹ                  | daughter's wedding                  |
| ਭਤੀਜਾ/ਭਾਣਜਾ                 | nephew                              |
| ਭਤੀਜੀ/ਭਾਣਜੀ                 | niece                               |
| ਮੋਢਾ                        | shoulder                            |

| Panjabi        | English                        |
|----------------|--------------------------------|
| ਜੀਜਾ ∕ ਸਾਲਾ    | brother-in-law                 |
| ਭਾਬੀ ⁄ਸਾਲੀ     | sister-in-law                  |
| ਸਹੁਰੇ          | ~ in law                       |
| ਆਤਮ ਵਿਸ਼ਵਾਸ    | self-confident, self-assured   |
| ਵਿਆਹ (ਰਸਮ)     | wedding (ceremony)             |
| ਵਫਾਦਰ          | faithful, loyal                |
| ਮੰਗੇਤਰ         | fiance(e)                      |
| ਪਾਗਲ, ਝੱਲਾ     | crazy                          |
| ਰਿਸ਼ਤੇਦਾਰ      | relative                       |
| ਰਿਸ਼ਤੇ, ਸੰਬੰਧ  | relations                      |
| ਮੁਆਫ ਕਰਨਾ      | to forgive                     |
| ਉਮਰ ਦਾ         | of age                         |
| ਟੈਲੀਫੋਨ ਦਾ ਕੋਡ | long distance code (telephone) |
| ਨਿਭਾ ਲੈਣਾ      | to cope with                   |
| ਭਰੋਸੇਮੰਦ       | reliable                       |
| ਸ਼ੱਕ ਕਰਨਾ      | to doubt                       |

# Technology in everyday life

| Panjabi                | English                       |
|------------------------|-------------------------------|
| ਕੰਪਿਊਟਰ ਚਲਾਉਣ ਦਾ ਸਿਸਟਮ | operating system              |
| ਸ਼ਕਤੀਸ਼ਾਲੀ ਬੈਟਰੀ       | powerful (battery, processor) |
| ਸੁਰੱਖਿਆ                | safety                        |

## Free-time activities

| Panjabi     | English   |
|-------------|-----------|
| ਰਿਕਾਰਡ ਕਰਨਾ | to record |

| Panjabi      | English           |
|--------------|-------------------|
| ਚਾਅ ਹੋਣਾ     | exciting          |
| ਪਹਾੜ ਚੜ੍ਹਨਾ  | mountain climbing |
| ਪੰਜਾਬੀ ਨਾਟਕ  | Panjabi drama     |
| ਬੱਤਖ         | duck              |
| ਨਤੀਜਾ        | result            |
| ਥਕਾ ਦੇਣ ਵਾਲਾ | tiring            |
| ਸੰਗੀਤ        | music             |
| ਮੱਛੀ         | trout             |
| ਹਾਰਮੋਨੀਅਮ    | harmonium         |
| ਘਰ ਵਰਗਾ      | same as home      |
| ਸ਼ਹਿਦ        | honey             |
| ਲਸਣ          | garlic            |
| ਲੇਲਾ         | lamb              |
| ਐਥਲੈਟਿਕਸ     | athletics         |
| ਆਟਾ          | flour             |
| ਬੰਸਰੀ        | flute             |
| ਨਸਲ          | race              |
| ਗਾਂ ਦਾ ਮੀਟ   | beef              |
| ਆਂਡੇ         | egg(s)            |
| ਤਬਲਾ, ਢੋਲ    | tabla, drums      |
| ਸੁਆਦ         | tasty             |
| ਸੂਰ ਦਾ ਮੀਟ   | pork              |
| ਤਲਿਆ ਆਂਡਾ    | fried egg         |
| ਪਾਈ          | water             |

| Panjabi          | English        |
|------------------|----------------|
| ਹੈਰਾਨੀ, ਅਚੰਭਾ    | surprise       |
| ਮਜ਼ਾ∕ ਅਨੰਦ ਮਾਣਨਾ | fun, enjoyment |
| ਮੁਕਾਬਲਾ          | competition    |

## Customs and festivals in Panjabi speaking countries/communities

| Panjabi               | English            |
|-----------------------|--------------------|
| ਬੇਵਕੂਫ ਬਣਾਉਣ ਦੀ ਚਲਾਕੀ | April fool's trick |
| ਪ੍ਰਾਹੁਣਾਚਾਰੀ          | hospitality        |

# 3.5.4.2 Local, national, international and global areas of interest

## Home, town, neighbourhood and region

| Panjabi         | English                         |
|-----------------|---------------------------------|
| ਗੁਦਾਮ           | storeroom                       |
| ਸਵਿਚ ਬੰਦ ਕਰਨਾ   | to switch off                   |
| ਛੁਰੀ ਕਾਂਟੇ      | cutlery                         |
| ਮੂਹ             | well                            |
| ਸਵਿਚ ਚਾਲੂ ਕਰਨਾ  | to switch on                    |
| ਖਾਣ ਵਾਲੀ ਥਾਂ    | eating area (eg in the kitchen) |
| ਟਿਕਟ            | ticket (public transport)       |
| ਸੰਦ             | appliance                       |
| भुंसुग मां      | roomy, spacious                 |
| ਚੀਨੀ ਦੇ ਭਾਂਡੇ   | crockery                        |
| ਮੁਫਤ            | free of charge                  |
| ਘਾਹ, ਪਾਰਕ       | green area, park                |
| ਫਰਨੀਚਰ          | furniture                       |
| ਆਉਣ ਜਾਣ ਦੇ ਸਾਧਨ | public transport                |

| Panjabi          | English                     |
|------------------|-----------------------------|
| ਪੈਸੇ ਦੀ ਤੰਗੀ ਹੋਈ | to be skint                 |
| ਸਸਤਾ             | good value for money, cheap |
| ਛੋਟ              | discount                    |
| ਬੰਦ ਗਲੀ          | cul-de-sac                  |
| ਬੈਂਕ             | bank                        |
| ਕਸਬੇ ਦਾ ਹਿੱਸਾ    | part of the town            |
| ਜਿਲ੍ਹਾ           | district                    |
| ਮੰਜਲ             | floor, storey               |
| ਬਿਜਲੀ            | electricity                 |
| ਫਰੀਜ਼ਰ           | freezer                     |
| ਪੈੜੀਆਂ           | staircase                   |
| ਮੁਫਤ             | free of charge; in vain     |
| ਘਰ ਬਦਲਨਾ         | moving (house)              |
| ਉੱਚੀਆਂ ਇਮਾਰਤਾਂ   | sky-scraper                 |

## Social issues

| Panjabi                     | English                            |
|-----------------------------|------------------------------------|
| ਆਪਣੇ ਆਪ, ਆਪਣੀ ਮਰਜ਼ੀ ਨਾਲ     | voluntarily                        |
| ਸਾਹ ਲੈਣਾ                    | breath                             |
| ਸਾਹ ਲੈਣ ਵਿੱਚ ਮੁਸ਼ਕਲ         | breathing difficulties             |
| ਲੋੜਵੰਦ, ਜ਼ਰੂਰਤਮੰਦ           | somebody in need                   |
| ਵਚਨਵੱਧ ਹੋਣਾ, ਬੁਰਾ ਕੰਮ ਕਰਨਾ  | to commit, to perpetrate           |
| ਹਾਨੀ, ਨੁਕਸਾਨ                | to disadvantage                    |
| ਤੁਰਨਾ ਫਿਰਨਾ, ਕਸਰਤ ਕਰਨਾ      | to move, to get/take some exercise |
| ਨਸ਼ੇਬਾਜ਼ਾਂ ਲਈ ਸਲਾਹ ਦਾ ਕੇਂਦਰ | advice centre for drug addicts     |

| Panjabi                          | English                             |
|----------------------------------|-------------------------------------|
| ਸਨਮਾਨੀ,                          | honorary                            |
| ਲਈ ਦਵਾਈ                          | medicine for                        |
| ਸਾਹ ਲੈਣਾ                         | to breathe in                       |
| ਰਲ ਮਿਲ ਜਾਣਾ                      | integration                         |
| ਸਮਝ ਲੈਣਾ                         | to take (in)                        |
| ਸ਼ਰਾਬ ਜਾਂ ਨਸ਼ੇ ਤੋਂ ਛੁਟਕਾਰਾ ਪਾਉਣਾ | rehab for drug addiction/alcoholism |
| ਉਲਟੀ ਕਰਨੀ, ਬਿਮਾਰ ਹੋਣਾ            | to be sick                          |
| ਘੱਟ ਚਰਬੀ ਵਾਲੀ                    | low in fat                          |
| ਦਿਮਾਗ                            | brain                               |
| ਜਿਉਂਦੀ                           | alive                               |
| ਬਹੁਤ ਕਮਜ਼ੋਰ                      | anorexic                            |
| ਕਿਸੇ ਚੀਜ਼ ਦੇ ਠੀਕ ਰਹਿਣ ਦੀ ਤਰੀਕ    | best before date                    |
| ਖਾਣਾ, ਅਹਾਰ                       | food, nourishment                   |
| ਨਸਲੀ ਵਿਤਕਰਾ                      | racial prejudice                    |
| ਨਸਲਵਾਦ                           | racism                              |
| ਨਸਲਵਾਦੀ                          | racist                              |
| ਨੁਕਸਾਨ ਪਹੁੰਚਾਉਣੀ                 | to damage, to harm                  |
| ਜੁਰਮ                             | criminal offence, criminal act      |
| ਮਠਿਆਈਆਂ                          | sweets                              |
| ਭਾਰ ਵਧਿਆ ਹੋਇਆ                    | overweight                          |
| ਪਰਹੇਜ਼                           | to avoid                            |

# **Global issues**

| Panjabi        | English       |
|----------------|---------------|
| ਜੰਗਲਾਂ ਦੀ ਕਟਾਈ | deforestation |

| Panjabi                          | English                    |
|----------------------------------|----------------------------|
| ਗੱਡੀਆਂ ਦਾ ਧੂੰਆਂ                  | exhaust fumes              |
| ਜਰੂਰਤਮੰਦ, ਲੋੜਵੰਦ                 | needy                      |
| ਖਾਦ                              | fertiliser                 |
| ਬਰਾਬਰਤਾ                          | equality                   |
| ਇਨਸਾਨੀ, ਹਮਦਰਦੀ ਵਾਲਾ              | human, humane              |
| ਕੂੜਾ ਸੁੱਟਣ ਲਈ ਥਾਂ                | waste disposal             |
| ਵਾਤਾਵਰਣ ਦੇ ਮਸਲੇ                  | environmental issues       |
| ਲੋੜ                              | need                       |
| ਬੇਘਰਾਂ ਲਈ ਰਿਹਾਇਸ਼                | hostel for homeless people |
| ਅੱਗੇ ਲੰਘ ਜਾਣਾ                    | to exceed                  |
| ਪ੍ਰਦੂਸ਼ਿਤ ਕਰਨਾ                   | to pollute                 |
| ਬਰਬਾਦ ਕਰਨਾ                       | to waste                   |
| ਵਰਤਣਾ                            | to use                     |
| ਪੁਰਾਣੀਆਂ ਚੀਜ਼ਾਂ ਨੂੰ ਦੁਬਾਰਾ ਵਰਤਣਾ | to recycle                 |

## Travel and tourism

| Panjabi                     | English                     |
|-----------------------------|-----------------------------|
| ਯਾਦਗਾਰ                      | souvenir, memento           |
| ਕਿਸੇ ਚੀਜ਼ ਵੱਲ ਦੇਖਣਾ         | to have a look at something |
| ਠਹਿਰਨਾ                      | stay                        |
| ਜਾਣਕਾਰੀ                     | information                 |
| ਕਾਰਾਂ ਕਿਰਾਏ ਤੇ ਦੇਣ ਵਾਲੀ ਫਰਮ | car rental (firm)           |
| ਜਲਦੀ, ਕਾਹਲੀ ਕਰਨਾ            | to hurry                    |
| ਸਾਥ                         | to accompany                |
| ਪੁਸ਼ਟੀ ਕਰਨੀ                 | to confirm                  |

| Panjabi                       | English  |
|-------------------------------|--|
| ਜੀ ਆਇਆਂ ਨੂੰ, ਰਿਸੈੱਪਸ਼ਨ (ਹੋਟਲ) | welcoming, reception (hotel)                                     |
| ਲੱਭਣ ਲਈ                       | to discover  |
| ਯਾਦ ਰੱਖਣ ਲਈ                   | to remember  |
| ਕਿਰਾਏ ਦੀ ਸਾਈਕਲ                | bicycle hire   |
| ਸਮਾਨ ਰੱਖਣ ਲਈ ਥਾਂ              | place where one can leave luggage for payment (station, airport) |
| ਏਅਰ ਕੰਡੀਸ਼ਨ                   | air conditioning   |
| ਅਰਾਮ ਕੁਰਸੀ                    | wicker beach chair   |
| ਸੰਬੰਧ                         | connection   |
| ਯਾਤਰੀਆਂ ਲਈ ਜਾਣਕਾਰੀ ਦਫਤਰ       | tourist information office                                       |
| ਛੁੱਟੀ ਲਈ ਬੰਦ                  | (firm/shops/attractions) closed because of holiday               |
| ਰੀਤ-ਰਿਵਾਜ਼                    | customs  |

# 3.5.4.3 Current and future study and employment

## My studies

| Panjabi     | English    |
|-------------|------------|
| ਮੇਰੀ ਪੜ੍ਹਾਈ | my studies |

# Life at school/college

| Panjabi                   | English             |
|---------------------------|---------------------|
| ਨਕਲ ਕਰਨੀ                  | to copy             |
| ਗੈਰਹਾਜ਼ਰ                  | absent              |
| ਹਾਜ਼ਰ                     | present             |
| ਉਚਾਰਣ                     | pronounciation      |
| ਉੱਤਰ, ਜਵਾਬ ਦੇਣਾ           | to answer           |
| ਅਸਫਲ ਹੋਣਾ (ਇਮਤਿਹਾਨ⁄ ਟੈਸਟ) | to fail (exam/test) |
| ਪ੍ਰਸ਼ਨ ਪੁੱਛਣਾ             | to ask a question   |

| Panjabi                        | English                               |
|--------------------------------|---------------------------------------|
| ਨਤੀਜਾ, ਸਿੱਟਾ                   | result, outcome                       |
| ਲਾਂਘਾ, ਕੈਰੀਡੋਰ                 | corridor                              |
| ਪ੍ਰਾਪਤੀ                        | achievement                           |
| ਪ੍ਰਾਪਤ ਕਰਨਾ ਦਾ ਦਬਾਅ            | pressure to achieve                   |
| ਕੈਂਚੀ                          | scissors                              |
| ਕੰਮਚੋਰ                         | to play truant                        |
| ਸਜਾ                            | punishment                            |
| ਅਗਲੇ ਸਾਲ ਦੇ ਗਰੁੱਪ ਵਿੱਚ ਹੋ ਜਾਣਾ | to be moved up to the next year group |

# Education post-16

| Panjabi               | English                  |
|-----------------------|--------------------------|
| ਨੈਕਰੀ ਦੇਣਾ            | to employ                |
| ਤਕਨੀਕੀ ਕਾਲੇਜ          | technical college        |
| ਰਸੋਈ ਸਿੱਖਿਆ           | home economics           |
| ਲਾਜ਼ਮੀ ਵਿਸ਼ੇ          | compulsory subject       |
| ਸਮਾਜਕ ਸਿੱਖਿਆ, ਰਾਜਨੀਤੀ | social studies, politics |
| ਚੁਣੇ ਹੋਏ ਵਿਸ਼ੇ        | optional subject         |

# Jobs, career choices and ambitions

| Panjabi                       | English                                  |
|-------------------------------|--|
| ਮਾਲਕ, ਬੇਸ                     | employer                                 |
| ਮੁਲਾਕਾਤ, ਵਿਚਾਰ ਵਟਾਂਦਰਾ        | meeting, discussion                      |
| ਵਪਾਰ, ਕੰਮ                     | business, works                          |
| ਅਸਤੀਫਾ ਦੇਣਾ, ਕੰਮ ਤੋਂ ਕੱਢ ਦੇਣਾ | to hand in one's notice; to sack someone |
| ਸਹਿਮਤ ਹੋਣਾ, ਪ੍ਰਬੰਧ ਕਰਨਾ       | to agree, to arrange                     |

# 4 Scheme of assessment

Find past papers and mark schemes, and specimen papers for new courses, on our website at <u>aqa.org.uk/pastpapers</u>

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2019 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Panjabi include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

# 4.1 Aims and learning outcomes

Courses based on this specification must encourage students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- · express and develop thoughts and ideas spontaneously and fluently
- · listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Panjabi is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

# 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Panjabi specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening understand and respond to different types of spoken language.
- AO2: Speaking communicate and interact effectively in speech.

- AO3: Reading understand and respond to different types of written language.
- AO4: Writing communicate in writing.

# 4.2.1 Assessment objective weightings for GCSE Panjabi

## 4.2.1.1 Foundation and Higher Tiers

| Assessment objectives              | Component weightings (approx %) |                      |                     |                     | Overall                 |
|------------------------------------|---------------------------------|----------------------|---------------------|---------------------|-------------------------|
| (AOs)                              | Paper 1:<br>Listening           | Paper 2:<br>Speaking | Paper 3:<br>Reading | Paper 4:<br>Writing | weighting<br>(approx %) |
| AO1 (Listening)                    | 25                              |                      |                     |                     | 25                      |
| AO2 (Speaking)                     |                                 | 25                   |                     |                     | 25                      |
| AO3 (Reading)                      |                                 |                      | 25                  |                     | 25                      |
| AO4 (Writing)                      |                                 |                      |                     | 25                  | 25                      |
| Overall weighting of<br>components |                                 |                      |                     |                     | 100                     |

# 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

# 4.3.1 Foundation Tier

| Component           | Maximum raw mark | Scaling factor     | Maximum scaled mark |
|---------------------|------------------|--------------------|---------------------|
| Paper 1 (Listening) | 40               | x3/2               | 60                  |
| Paper 2 (Speaking)  | 60               | x1                 | 60                  |
| Paper 3 (Reading)   | 60               | x1                 | 60                  |
| Paper 4 (Writing)   | 50               | x6/5               | 60                  |
|                     | •                | Total scaled mark: | 240                 |

# 4.3.2 Higher Tier

| Component           | Maximum raw mark | Scaling factor     | Maximum scaled mark |
|---------------------|------------------|--------------------|---------------------|
| Paper 1 (Listening) | 50               | x6/5               | 60                  |
| Paper 2 (Speaking)  | 60               | x1                 | 60                  |
| Paper 3 (Reading)   | 60               | x1                 | 60                  |
| Paper 4 (Writing)   | 60               | x1                 | 60                  |
|                     | 5                | Total scaled mark: | 240                 |

# 4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

# 4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Panjabi, requiring non-verbal responses or responses or responses in Panjabi. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

# 4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

#### 25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The Teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the general conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Panjabi.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the general conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

# 4.5.1 Foundation Tier and Higher Tier

#### 60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

#### 4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

## 4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

# 4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The general conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test assessment criteria.

# 4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

# 4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Panjabi, requiring non-verbal responses or responses in Panjabi. In Section C, there will be a translation from Panjabi into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme. The appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters,

newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

# 4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- · All instructions are in English. All questions are in Panjabi.

# 4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Panjabi.

# 4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

# 4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

# 4.7.1.3 Question 3 (10 marks)

A translation from English into Panjabi, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

# 4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

# 4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Panjabi.

# 4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

# 4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

# 4.7.2.3 Question 3 (12 marks)

A translation from English into Panjabi, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria.

# 4.8 Assessment criteria

# 4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

# 4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

|              | Communicati<br>on | Knowledge<br>and use of<br>language | accuracy of | Pronunciatio<br>n and<br>intonation | Spontaneity<br>and fluency | Total |
|--------------|-------------------|-------------------------------------|-------------|-------------------------------------|----------------------------|-------|
| Role-play    | 10                | 5                                   |             |                                     |                            | 15    |
| Photo card   | 15                |                                     |             |                                     |                            | 15    |
| Conversation | 10                |                                     | 10          | 5                                   | 5                          | 30    |
| Total        | 35                | 5                                   | 10          | 5                                   | 5                          | 60    |

# 4.8.2.1 Foundation Tier

#### Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

| Mark | Communication  |
|------|--|
| 2    | The message is conveyed without ambiguity.                         |
| 1    | The message is partially conveyed or conveyed with some ambiguity. |
| 0    | No part of the message is conveyed.                                |

#### Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

| Mark | Knowledge and use of language             |  |
|------|---|--|
| 5    | Very good knowledge and use of language.  |  |
| 4    | Good knowledge and use of language.       |  |
| 3    | Reasonable knowledge and use of language. |  |
| 2    | Limited knowledge and use of language.    |  |
| 1    | Poor knowledge and use of language.       |  |
| 0    | No language produced is worthy of credit. |  |

For the Role-play overall:

#### Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

| Level | Mark  | Communication   |
|-------|-------|---|
| 5     | 13–15 | The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.               |
| 4     | 10–12 | The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion. |
| 3     | 7–9   | The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.       |
| 2     | 4–6   | The speaker gives understandable replies to most questions but they may be short and/or repetitive.                         |
| 1     | 1–3   | The speaker replies to some questions but the answers are likely to be short and/or repetitive.                             |
| 0     | 0     | Communication does not meet the standard required for Level 1 at this tier.   |

#### Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

#### Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Foundation Tier, the conversation should last between three and five minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

| Level | Mark | Communication  |
|-------|------|--|
| 5     | 9–10 | A speaker who usually gives quite short responses but occasionally<br>gives extended responses. Occasionally narrates events briefly<br>when asked to do so. Usually gives clear information but lacks clarity<br>from time to time. Gives opinions, some of which are explained.                    |
| 4     | 7–8  | A speaker who tends to give quite short responses, but with<br>occasional attempts at longer responses. He/she has only limited<br>success in narrating events. There may be a few occasions when<br>he/she is unable to answer successfully or where responses are<br>very unclear. Gives opinions. |

#### Communication

| Level | Mark | Communication   |
|-------|------|---|
| 3     | 5–6  | A speaker who gives short responses. Attempts at longer responses<br>or at narrating events require an effort of concentration to be<br>understood and some responses may be unintelligible. Gives at<br>least one opinion.                       |
| 2     | 3–4  | A speaker who is able only to give very short responses. Any<br>attempts at slightly longer responses or at narrating events tend to<br>be very unclear or even unintelligible. There may be occasions<br>where the speaker is unable to respond. |
| 1     | 1–2  | A speaker who is able to communicate very little, either because<br>most of the time he/she is unable to respond, and/or because most<br>of what is said is unintelligible.   |
| 0     | 0    | Communication does not meet the standard required for Level 1 at this tier.   |

#### Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the General conversation.

### Range and accuracy of language

| Level | Mark | Range and accuracy of language   |
|-------|------|--|
| 5     | 9–10 | Generally good language which involves mainly simple linguistic<br>structures and vocabulary, with some repetition, but with attempts to<br>use more complex linguistic structures and more varied vocabulary.<br>There is some success in making reference to past and future, as<br>well as present, events. Although there may be errors they do not<br>generally impede comprehension. |
| 4     | 7–8  | Reasonable language which uses simple structures and vocabulary<br>and may be repetitive at times. Any attempts to make reference to<br>past or future events may have only limited success. There may be<br>frequent errors, which may occasionally impede communication.   |
| 3     | 5–6  | Basic language which uses simple structures and vocabulary and<br>may often be repetitive. There is little or no success in making<br>reference to past or future events. There are likely to be frequent<br>errors, which sometimes impede communication.   |
| 2     | 3-4  | Limited language which uses very simple structures and vocabulary<br>and is likely to be repetitive. There is little or no success in making<br>reference to past or future events. There are likely to be frequent<br>errors which regularly impede communication.  |
| 1     | 1–2  | Very poor language which may show little understanding of how the<br>language works. There are likely to be errors in the vast majority of<br>sentences, or there may be so little said that it is impossible to make<br>a judgement.  |

| Level | Mark | Range and accuracy of language   |
|-------|------|--|
| 0     | 0    | The language does not meet the standard required for Level 1 at this tier. |

#### Pronunciation and intonation

| Level | Mark | Pronunciation and intonation   |
|-------|------|--|
| 5     | 5    | Generally good but some inconsistency at times.  |
| 4     | 4    | Pronunciation generally understandable with some intonation.                                       |
| 3     | 3    | Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed. |
| 2     | 2    | Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.  |
| 1     | 1    | Pronunciation is only just understandable making comprehension difficult.                          |
| 0     | 0    | Pronunciation and intonation do not meet the standard required for Level 1 at this tier.           |

## Spontaneity and fluency

| Level | Mark | Spontaneity and fluency   |
|-------|------|---|
| 5     | 5    | Generally good exchange in which the speaker shows some<br>spontaneity, but also relies on pre-learnt responses. Sometimes<br>hesitates and may not be able to respond to some questions.   |
| 4     | 4    | Reasonable exchange in which the speaker shows a little<br>spontaneity, but much of what is said involves pre-learnt responses.<br>The flow is often broken by hesitation and delivery can be quite slow<br>at times.                                   |
| 3     | 3    | Basic exchange in which the speaker shows little or no spontaneity<br>and relies heavily on pre-learnt responses. The flow is broken by<br>hesitations, some of them long, and delivery is quite slow.  |
| 2     | 2    | Limited exchange in which the speaker may show no spontaneity<br>and all successful responses may be pre-learnt. Hesitates<br>frequently, and often at length, before answering questions. Slow<br>delivery means that the conversation lacks any flow. |
| 1     | 1    | Poor exchange in which the speaker hesitates at length before<br>answering most questions, which makes the conversation very<br>disjointed. Often cannot answer questions, while at other times there<br>may be pre-learnt responses.                   |
| 0     | 0    | Spontaneity and fluency do not meet the standard required for Level 1 at this tier.   |

#### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

## 4.8.2.2 Higher Tier

#### Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

| Mark | Communication  |
|------|--|
| 2    | The message is conveyed without ambiguity.                         |
| 1    | The message is partially conveyed or conveyed with some ambiguity. |
| 0    | No part of the message is conveyed.                                |

#### Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

| Mark | Knowledge and use of language             |
|------|---|
| 5    | Very good knowledge and use of language.  |
| 4    | Good knowledge and use of language.       |
| 3    | Reasonable knowledge and use of language. |
| 2    | Limited knowledge and use of language.    |
| 1    | Poor knowledge and use of language.       |
| 0    | No language produced is worthy of credit. |

For the Role-play overall:

#### Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for communication only, as specified in the criteria below.

| Level | Mark  | Communication   |
|-------|-------|---|
| 5     | 13–15 | The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.               |
| 4     | 10–12 | The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion. |

| Level | Mark | Communication   |  |
|-------|------|---|--|
| 3     | 7–9  | The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion. |  |
| 2     | 4–6  | The speaker gives understandable replies to most questions but they may be short and/or repetitive.                   |  |
| 1     | 1–3  | The speaker replies to some questions but the answers are likely to be short and/or repetitive.                       |  |
| 0     | 0    | Communication does not meet the standard required for Level 1 at this tier.   |  |

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

#### Part 3: General conversation (30 marks)

The general conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

| Level | Mark | Communication   |  |
|-------|------|---|--|
| 5     | 9–10 | A speaker who consistently develops responses in extended<br>sequences of speech. Narrates events coherently when asked to do<br>so. Conveys information clearly at all times, giving and explaining<br>opinions convincingly.  |  |
| 4     | 7–8  | A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.   |  |
| 3     | 5–6  | A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.  |  |
| 2     | 3-4  | A speaker who usually gives quite short responses but occasionally<br>gives extended responses. Occasionally narrates events briefly<br>when asked to do so. Usually gives clear information but lacks clarity<br>from time to time. Gives opinions, some of which are explained. |  |

#### Communication

| Level | Mark | Communication  |
|-------|------|--|
| 1     | 1–2  | A speaker who tends to give quite short responses, but with<br>occasional attempts at longer responses. He/she has only limited<br>success in narrating events. There may be a few occasions when<br>he/she is unable to answer successfully or where responses are<br>very unclear. Gives opinions. |
| 0     | 0    | Communication does not reach the standard required for Level 1 at this tier.   |

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

#### Range and accuracy of language

| Level | Mark | Range and accuracy of language   |  |
|-------|------|--|--|
| 5     | 9–10 | Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.   |  |
| 4     | 7–8  | Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.   |  |
| 3     | 5–6  | Good language with some attempts at more complex structures<br>which are usually successful. References to past and future, as well<br>as present, events are made and are sometimes successful. There<br>may be minor errors and occasional more serious ones, but they do<br>not generally impede comprehension.   |  |
| 2     | 3-4  | Generally good language which involves mainly simple linguistic<br>structures and vocabulary, with some repetition, but with attempts to<br>use more complex linguistic structures and more varied vocabulary.<br>There is some success in making reference to past and future, as<br>well as present, events. Although there may be errors they do not<br>generally impede comprehension. |  |
| 1     | 1–2  | Reasonable language which uses simple structures and vocabulary<br>and may be repetitive at times. Any attempts to make reference to<br>past or future events may have only limited success. There may be<br>frequent errors, which may occasionally impede communication.   |  |
| 0     | 0    | The language does not meet the standard required for Level 1 at this tier.   |  |

| Level | Mark | Pronunciation and intonation  |  |
|-------|------|---|--|
| 5     | 5    | Consistently good pronunciation and intonation throughout.                                |  |
| 4     | 4    | Good pronunciation and intonation with only occasional lapses.                            |  |
| 3     | 3    | Generally good but with some inconsistency in more challenging language.                  |  |
| 2     | 2    | Generally good but some inconsistency at times.   |  |
| 1     | 1    | Pronunciation generally understandable with some intonation.                              |  |
| 0     | 0    | Pronunciation and intonation do not reach the standard required for Level 1 at this tier. |  |

#### Pronunciation and intonation

#### Spontaneity and fluency

| Level | Mark | Spontaneity and fluency   |
|-------|------|---|
| 5     | 5    | Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.                        |
| 4     | 4    | Very good exchange in which the speaker usually reacts naturally to<br>the questions asked and is often spontaneous. Usually responds<br>promptly and there is some flow of language.   |
| 3     | 3    | Good exchange in which the speaker sometimes reacts naturally to<br>the questions asked, but may at times rely on pre-learnt responses.<br>There may be some hesitation before a reply but the delivery<br>generally has a reasonable pace. |
| 2     | 2    | Generally good exchange in which the speaker shows some<br>spontaneity, but also relies on pre-learnt responses. Sometimes<br>hesitates and may not be able to respond to some questions.   |
| 1     | 1    | Reasonable exchange in which the speaker shows a little<br>spontaneity, but much of what is said involves pre-learnt responses.<br>The flow is often broken by hesitation and delivery can be quite slow<br>at times.                       |
| 0     | 0    | Spontaneity and fluency do not reach the standard required for Level 1 at this tier.  |

#### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

### 4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

### 4.8.4 Writing

#### 4.8.4.1 Foundation Tier

#### Marks will be allocated in the following way at Foundation Tier:

|            | Communication | Content | Quality of<br>language | Conveying<br>key<br>messages | Application<br>of<br>grammatical<br>knowledge<br>of language<br>and<br>structures | Total |
|------------|---------------|---------|------------------------|------------------------------|---|-------|
| Question 1 | 8             |         |                        |                              |   | 8     |
| Question 2 |               | 10      | 6                      |                              |   | 16    |
| Question 3 |               |         |                        | 5                            | 5   | 10    |
| Question 4 |               | 10      | 6                      |                              |   | 16    |
| Total      | 8             | 20      | 12                     | 5                            | 5   | 50    |

#### Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

| Mark | Communication   |
|------|---|
| 2    | The relevant message is clearly communicated.                                       |
| 1    | The message is relevant but has some ambiguity and causes a delay in communication. |
| 0    | The message is irrelevant or cannot be understood.                                  |

#### Question 2 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

#### Content

| Level | Mark | Response  |
|-------|------|---|
| 5     | 9–10 | A full coverage of the required information. Communication is clear.  |
| 4     | 7–8  | A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.                            |
| 3     | 5–6  | A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.                    |
| 2     | 3–4  | A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed. |

| Level | Mark | Response  |
|-------|------|---|
| 1     | 1–2  | A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed. |
| 0     | 0    | The content does not meet the standard required for Level 1 at this tier.   |

#### Quality of language

| Level | Mark | Response  |  |
|-------|------|---|--|
| 3     | 5–6  | Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.  |  |
| 2     | 3–4  | Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate. |  |
| 1     | 1–2  | Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.                             |  |
| 0     | 0    | The language produced does not meet the standard required for Level 1 at this tier.   |  |

#### Notes

A mark of zero for content automatically results in a mark of zero for quality of language, but apart from that, the content mark does not limit the mark for quality of language.

#### Question 3 (10 marks)

The translation is assessed for conveying key messages (5 marks) and application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

| Level | Mark | Response                              |  |
|-------|------|---------------------------------------|--|
| 5     | 5    | All key messages are conveyed.        |  |
| 4     | 4    | Nearly all key messages are conveyed. |  |
| 3     | 3    | Most key messages are conveyed.       |  |
| 2     | 2    | Some key messages are conveyed.       |  |
| 1     | 1    | Few key messages are conveyed.        |  |
| 0     | 0    | No key messages are conveyed.         |  |

#### Conveying key messages

#### Application of grammatical knowledge of language and structures

| Level | Mark | Response   |
|-------|------|--|
| 5     | 5    | Very good knowledge of vocabulary and structures; highly accurate. |
| 4     | 4    | Good knowledge of vocabulary and structures; generally accurate.   |

| Level | Mark | Response  |  |
|-------|------|---|--|
| 3     | 3    | Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.   |  |
| 2     | 2    | Limited knowledge of vocabulary and structures; generally inaccurate.               |  |
| 1     | 1    | Very limited knowledge of vocabulary and structures; highly inaccurate.             |  |
| 0     | 0    | The language produced does not meet the standard required for Level 1 at this tier. |  |

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

#### Question 4 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

| Level | Mark | Response  |
|-------|------|---|
| 5     | 9–10 | A very good response covering all aspects of the task.Communication is clear and a lot of information is conveyed. Opinions are expressed.  |
| 4     | 7–8  | A good response covering all aspects of the task. Communication is<br>mostly clear but perhaps with occasional lapses. Quite a lot of<br>information is conveyed. Opinions are expressed.   |
| 3     | 5–6  | A reasonable response covering almost all aspects of the task.<br>Communication is generally clear but there are likely to be lapses.<br>Some information is conveyed. An opinion is expressed.   |
| 2     | 3–4  | A basic response covering some aspects of the task.<br>Communication is sometimes clear but there are instances where<br>messages break down. Little information is conveyed. An opinion is<br>expressed.                               |
| 1     | 1–2  | A limited response covering some aspects of the task.<br>Communication is often not clear and there may be frequent<br>instances where messages break down. Very little information is<br>conveyed. There may be no opinions expressed. |
| 0     | 0    | The content does not meet the standard required for Level 1 at this tier.   |

#### Content

#### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

| Level | Mark | Response   |
|-------|------|--|
| 3     | 5–6  | A variety of appropriate vocabulary is used. Complex structures and<br>sentences are attempted. There are references to three time frames,<br>which are largely successful. Errors are mainly minor. Some more<br>serious errors may occur, particularly in complex structures and<br>sentences, but the intended meaning is nearly always clear. The<br>style and register are appropriate.   |
| 2     | 3–4  | Some variety of appropriate vocabulary is used. There may be some<br>attempt at complex structures and sentences. There are references<br>to at least two different time frames, although these may not always<br>be successful. There may be some major errors, and more frequent<br>minor errors, but overall the response is more accurate than<br>inaccurate and the intended meaning is usually clear. The style and<br>register may not always be appropriate. |
| 1     | 1–2  | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.   |
| 0     | 0    | The language produced does not meet the standard required for Level 1 at this tier.  |

#### Quality of language

#### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

#### 4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

|            | Content | Quality of<br>language | Range of<br>language | Accuracy | Conveying<br>key<br>messages | Application of<br>grammatical<br>knowledge of<br>language and<br>structures | Total |
|------------|---------|------------------------|----------------------|----------|------------------------------|---|-------|
| Question 1 | 10      | 6                      |                      |          |                              |   | 16    |
| Question 2 | 15      |                        | 12                   | 5        |                              |   | 32    |
| Question 3 |         |                        |                      |          | 6                            | 6   | 12    |
| Total      | 25      | 6                      | 12                   | 5        | 6                            | 6   | 60    |

#### Question 1 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

| Level | Mark | Response  |
|-------|------|---|
| 5     | 9–10 | A very good response covering all aspects of the task.<br>Communication is clear and a lot of information is conveyed.<br>Opinions are expressed.   |
| 4     | 7–8  | A good response covering all aspects of the task. Communication is<br>mostly clear but perhaps with occasional lapses. Quite a lot of<br>information is conveyed. Opinions are expressed.   |
| 3     | 5–6  | A reasonable response covering almost all aspects of the task.<br>Communication is generally clear but there are likely to be lapses.<br>Some information is conveyed. An opinion is expressed.   |
| 2     | 3–4  | A basic response covering some aspects of the task.<br>Communication is sometimes clear but there are instances where<br>messages break down. Little information is conveyed. An opinion is<br>expressed.                               |
| 1     | 1–2  | A limited response covering some aspects of the task.<br>Communication is often not clear and there may be frequent<br>instances where messages break down. Very little information is<br>conveyed. There may be no opinions expressed. |
| 0     | 0    | The content does not meet the standard required for Level 1 at this tier.   |

#### Content

#### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

#### Quality of language

| Level | Mark | Response   |
|-------|------|--|
| 3     | 5–6  | A variety of appropriate vocabulary is used. Complex structures and<br>sentences are attempted. There are references to three time frames,<br>which are largely successful. Errors are mainly minor. Some more<br>serious errors may occur, particularly in complex structures and<br>sentences, but the intended meaning is nearly always clear. The<br>style and register are appropriate. |

| Level | Mark | Response   |
|-------|------|--|
| 2     | 3–4  | Some variety of appropriate vocabulary is used. There may be some<br>attempt at complex structures and sentences. There are references<br>to at least two different time frames, although these may not always<br>be successful. There may be some major errors, and more frequent<br>minor errors, but overall the response is more accurate than<br>inaccurate and the intended meaning is usually clear. The style and<br>register may not always be appropriate. |
| 1     | 1–2  | The range of vocabulary may be narrow, repetitive and/or<br>inappropriate to the needs of the task. Sentences are mainly short<br>and simple or may not be properly constructed. There may be<br>frequent major and minor errors. Little or no awareness of style and<br>register.   |
| 0     | 0    | The language produced does not meet the standard required for Level 1 at this tier.  |

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

#### Question 2 (32 marks)

There are two compulsory bullet points, assessed for content (15 marks), range of language (12 marks) and accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

#### Content

| Level | Mark  | Response  |
|-------|-------|---|
| 5     | 13–15 | An excellent response which is fully relevant and detailed, conveying<br>a lot of information. Communication is clear with little or no<br>ambiguity. Opinions are expressed and justified.             |
| 4     | 10–12 | A very good response which is almost always relevant and which<br>conveys a lot of information. Communication is mostly clear but<br>there are a few ambiguities. Opinions are expressed and justified. |
| 3     | 7–9   | A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.       |
| 2     | 4–6   | A reasonable response with some relevant information conveyed.<br>Communication is sometimes clear but there may be instances<br>where messages break down. An opinion is expressed.                    |
| 1     | 1–3   | A basic response which conveys a limited amount of relevant<br>information. Communication may not be clear and there are<br>instances where messages break down. An opinion may be<br>expressed.        |

| Level | Mark | Response  |  |
|-------|------|---|--|
| 0     | 0    | The content does not meet the standard required for Level 1 at this tier. |  |

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

#### Range of language

| Level | Mark  | Response  |
|-------|-------|---|
| 4     | 10–12 | Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.   |
| 3     | 7–9   | Good variety of appropriate vocabulary and structures. More<br>complex sentences are regularly attempted and are mostly<br>successful, producing a mainly fluent piece of coherent writing with<br>occasional lapses. The style and register are appropriate. |
| 2     | 4–6   | Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.   |
| 1     | 1–3   | Little variety of appropriate vocabulary. Structures likely to be short<br>and simple. Little or no awareness of style and register.  |
| 0     | 0     | The range of language produced does not meet the standard required for Level 1 at this tier.  |

#### Notes

A mark of zero for content automatically results in a mark of zero for range of language. Apart from that, the content mark does not limit the mark for range of language.

#### Accuracy

| Level | Mark | Response  |
|-------|------|---|
| 5     | 5    | Accurate, although there may be a few errors especially in attempts<br>at more complex structures. Verbs and tense formations are secure.                                   |
| 4     | 4    | Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.       |
| 3     | 3    | Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct. |
| 2     | 2    | More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.  |

| Level | Mark | Response   |
|-------|------|--|
| 1     | 1    | There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations. |
| 0     | 0    | The accuracy does not meet the standard required for Level 1 at this tier.   |

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for accuracy. Apart from that, the content mark does not limit the mark for accuracy.

#### Question 3 (12 marks)

The translation is assessed for conveying key messages (6 marks) and application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

| Level | Mark | Response   |  |
|-------|------|--|--|
| 6     | 6    | All key messages are conveyed.   |  |
| 5     | 5    | Nearly all key messages are conveyed.                                  |  |
| 4     | 4    | Most key messages are conveyed.  |  |
| 3     | 3    | Some key messages are conveyed.  |  |
| 2     | 2    | Few key messages are conveyed.   |  |
| 1     | 1    | Very few key messages are conveyed.                                    |  |
| 0     | 0    | The content does not meet the standard required for Level 1 at t tier. |  |

#### Conveying key messages

#### Application of grammatical knowledge of language and structures

| Level | Mark | Response  |  |
|-------|------|---|--|
| 6     | 6    | Excellent knowledge of vocabulary and structures; virtually faultless.              |  |
| 5     | 5    | Very good knowledge of vocabulary and structures; highly accurate.                  |  |
| 4     | 4    | Good knowledge of vocabulary and structures; generally accurate.                    |  |
| 3     | 3    | Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.   |  |
| 2     | 2    | Limited knowledge of vocabulary and structures; generally inaccurate.               |  |
| 1     | 1    | Very limited knowledge of vocabulary and structures; highly inaccurate.             |  |
| 0     | 0    | The language produced does not meet the standard required for Level 1 at this tier. |  |

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at <u>aqa.org.uk/examsadmin</u>

# 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

| Qualification title | Option             | AQA entry<br>code | DfE discount<br>code |
|---------------------|--------------------|-------------------|----------------------|
| AQA GCSE in Panjabi | Foundation<br>Tier | 8683F             | TBC                  |
|                     | Higher Tier        | 8683H             | TBC                  |

This specification complies with:

- Ofqual General conditions of recognition that apply to all regulated qualifications
- · Ofqual GCSE qualification level conditions that apply to all GCSEs
- · Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/1074/1.

### 5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

# 5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

# 5.4 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

### 5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at jcq.org.uk

### Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at <u>aqa.org.uk/eaqa</u>

### Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at aqa.org.uk/eaqa

For more information and advice visit <u>aqa.org.uk/access</u> or email <u>accessarrangementsqueries@aqa.org.uk</u>

### 5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at <u>aqa.org.uk/becomeacentre</u>

### 5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at <u>aqa.org.uk/privatecandidates</u>
- email privatecandidates@aqa.org.uk



### Get help and support

Visit our website for information, guidance, support and resources at <u>aqa.org.uk/8683</u> You can talk directly to the Panjabi subject team:

E: mfl@aqa.org.uk

T: 01423 534 381

#### aqa.org.uk

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