

Extract from Queensland LOTE Years 4 to 10 Syllabus: Japanese

[Level 2 Statement and Learning Outcomes](#)

[Hai! 2 だい 1 か Syllabus Correlation Grid](#)

[Hai! 2 Topics and related QLD Syllabus Fields](#)

Learning Outcomes: Communication Level 2 Beginner

| Level Statement |
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| <ul style="list-style-type: none"> Students engage in tasks that are tightly scaffolded and sequenced, focusing on an increasing range of high-frequency formats which are likely to be both comprehended and produced. Students respond nonverbally sometimes but also use familiar modelled utterances with minor creative variations. They are still dependent on obvious contextual support for global comprehension. Students interact with texts marked by predictable text structure with simple, repetitive sentence structure and vocabulary. Content is familiar and accessible with some explicit sociocultural content. Students read texts that contain only a few ideas and are supported by explicit visuals. Students listen to texts which are appropriately language-rich but heavily dependent on context for understanding. Students produce texts of a few words in writing, a few turns in dialogue and short simple presentations with the audience mainly confined to peers. |

| Core Learning Outcomes: Comprehending | Core Learning Outcomes: Composing | Discretionary Learning Outcomes |
|--|---|---|
| 2.1 Students understand a range of familiar statements and questions with visual support, controlled language when the context is obvious, and key words in short, spoken, authentic texts of several linked utterances. | 2.4 Students make requests and interact with peers and familiar adults using key words or phrases and adapting memorized material on rehearsed topics using spoken models. | D2.7 Students use Japanese to meet some routine classroom needs, both social and procedural. |
| 2.2 Students identify the main purpose in a simple text on a familiar topic, relying on key words for understanding, and read and identify single items of information in short repetitive texts containing familiar language. | 2.5 Students write phrases or short sentences based on models and contribute to the production of stories, class books, posters and other simple texts. | |
| 2.3 Students identify some key explicit cultural references to very familiar aspects of the Japanese culture in texts and can determine meaning by interpreting culturally specific gestures, intonation and other visual or auditory cues. | 2.6 Students display appropriate body language and gestures in basic social situations. | |

Note to the Teacher:

This document is intended to assist teachers in planning their syllabus using the *Hai! 2* Japanese course. Teachers may find it a useful reference and guide. It is not intended as prescriptive or as the definitive interpretation of the Queensland Syllabus. Examples taken from だい 1 か of the *Hai! 2 Coursebook, Workbook* and *Teacher's Manual with Audio CD* do not comprise an exhaustive list of examples from *Hai! 2*, but are representative of elements in each Unit.

Queensland Syllabus Correlation Grid: *Hai! 2 — Let's go 日本語!*

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Sample: *だい1か – Cats and dogs*

| QLD Syllabus Key Learning Area Outcomes: Communication (Level 2 Beginner) | Coursebook Material from <i>だい1か</i> geared to Outcomes | Workbook Material from <i>だい1か</i> geared to Outcomes | Teacher's Manual with Audio CD Material from <i>だい1か</i> geared to Outcomes | Language Functions from Queensland Syllabus Sourcebook Guidelines included in <i>だい1か</i> |
|---|--|--|--|---|
| Outcome 2.1 | p 1 Flap those ears! Move that mouth! p 9 Flap those ears! Move that mouth! pp 10–12 Cartoon story | p 2 Exercise C, p 8 Exercises N–O | p 6 Tasks A,B 耳 | Exchanging information: <ul style="list-style-type: none"> Identifying and asking about people, places and things Describing people, places and things Socialising: <ul style="list-style-type: none"> Introducing |
| Outcome 2.2 | p 2 Grab that Pen! pp 10–12 Cartoon story | p 1 Exercise B p 4 Exercise E p 9 Exercise P p 10 Kana gets a pet | p 8 Task B 目 | |
| Outcome 2.3 | p 9 Flap those ears! Move that mouth! p 3 しましろう | p 8 Exercises N–O | | |
| Outcome 2.4 | p 6 Move that mouth! p 7 しましろう | | p 11 Task A 口 p 12 Task B 口 | |
| Outcome 2.5 | | p 5 Exercise G p 7 Exercise M p 9 Exercise Q p 10 Kana gets a pet | p 9 Task A 手 p 10 Task B 手 | |
| Outcome 2.6 | p 7 しましろう | | | |
| Outcome D2.7 | | | | |

Hai! 2 — Let's go 日本語!

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Topics with related Queensland Syllabus Fields

| Unit topics | Unit Sub-topics | Related Field |
|-------------------------------|--|--|
| <i>だい1か: Cats and dogs</i> | Pets Nikko | Personal and Community Life The Natural World The International world |
| <i>だい2か: Hands up!</i> | Instructions Electronic pets | Personal and Community Life The Built World Leisure and Recreation |
| <i>だい3か: Coloured pencils</i> | School items Borrowing and lending Colours of Japan | Personal and Community Life The International World |
| <i>だい4か: What a weekend!</i> | Weekend activities Email friends Travelling in Japan | Leisure and Recreation Personal and Community Life The International World |