

Extract from Queensland LOTE Years 4 to 10 Syllabus: Japanese

[Level 3 Statement and Learning Outcomes](#)

[Hai! 3 だい2か Syllabus Correlation Grid](#)

[Hai! 3 Topics with related QLD Syllabus Fields](#)

Learning Outcomes: Communication Level 3 Elementary

Level Statement
<ul style="list-style-type: none"> Students engage in tasks that require them to manipulate predictable language in a range of controlled contexts and present language in a variety of simple forms so that oracy and literacy skills are mutually developed. Students interact with peers in well-rehearsed classroom and social scenarios with some options for varying language choices. These contexts are heavily supported by visual and paralinguistic prompts. Students read texts in hiragana, katakana and a limited range of kanji, that are short, marked by simple structures and obvious sequencing with any new vocabulary clearly flagged by illustrations or high predictability from context. Students listen to texts that are simple, highly repetitive, supported by context, and delivered in deliberate, comprehensible chunks. Texts may include explicit references to everyday life in the Japanese culture. Students interact orally using modified formulae for dialogues of several turns and making short presentations. Students write texts based on simple, known speech patterns.

Core Learning Outcomes: Comprehending	Core Learning Outcomes: Composing	Discretionary Learning Outcomes
3.1 Students readily understand and respond to short simple utterances, understand the gist of longer passages containing repetitive language and identify specific information in texts that reflects their own knowledge and experience.	3.4 Students initiate and respond promptly to speech in familiar scenarios assisted by visual or other cues, substitute language items in well-rehearsed patterns to vary questions or statements and follow a model to present a simple story or report.	D3.7 Students use Japanese to meet most routine classroom and procedural needs.
3.2 Students understand the main ideas read in straightforward texts written in hiragana and katakana (using a chart) on familiar topics supported by context clues. They predict the meaning of some unknown language in familiar topics presented in context and can recognise some kanji.	3.5 Students write a few linked sentences in hiragana on familiar topics, using well-rehearsed language to cover basic information and write a simple personal recount or report following a model. Students include familiar words in katakana (occasionally referring to a chart) and a limited range of kanji in their writing.	D3.8 Students read and write up to 25 high frequency words in kanji, including compounds.
3.3 Students recognise some explicit cultural references to learned aspects of the target culture.	3.6 Students use Japanese to describe some culturally specific behaviours and information.	

Note to the Teacher:

This document is intended to assist teachers in planning their syllabus using the *Hai! 3* 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2か of the *Hai! 3 Coursebook*, *Workbook* and *Teacher's Resource and Assessment Kit (TRAK)* do not comprise an exhaustive list of examples from *Hai! 3*, but are representative of elements in each Unit.

Queensland Syllabus Correlation Grid: *Hai! 3 – My かぞく!*

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Sample: *だい2か – Whatever you like*

QLD Syllabus Key Learning Area Outcomes: Communication (Level 3 Elementary)	Coursebook Material from <i>だい2か</i> geared to Outcomes	Workbook Material from ____ geared to Outcomes	Teacher's Manual with Audio CD Material from ____ geared to Outcomes	Language Functions from Queensland Syllabus Sourcebook Guidelines included in ____
Outcome 3.1	べんきょうページ pp 15–16, 27 口れんしゅう pp 19–23, 28–29 しましゅう pp 25, 29 Cartoon story pp 30–32	pp 10D, 11F, 15O, 18 ____	p 20 Tasks A, B 耳	Exchanging Information: <ul style="list-style-type: none"> expressing and asking about likes and dislikes identifying, asking about and describing situations, activities and events
Outcome 3.2	べんきょうページ pp 15–16, 27 Cartoon story pp 30–32	pp 15L, 17 へえ! おもしろい song	p 21 Tasks A, C 目 pp 22–23 Task D 目	
Outcome 3.3	べんきょうページ p 27 Cartoon story pp 30–32	p 14L	p 21 Task B 目	
Outcome 3.4	口れんしゅう pp 19–23, 28–29	p 10D	p 27 Task A 口	
Outcome 3.5		pp 11E, 12G–H, 13J, 16Q	pp 24–25 Tasks A–C 手	
Outcome 3.6	Cartoon story pp 12–14			
Outcome D3.7				
Outcome D3.8	かんじ p 24	かんじ pp 13 I–K, 16P–Q	pp 22–23 Task D 目 p 25 Task C 手 p 26 Task D 手	

Hai! 3 – My かぞく!

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Topics with related Queensland Syllabus Fields

Unit topics	Unit sub-topics	Related Field
<i>だい1か: All in the family</i>	My family At home in Japan	Personal and community life International world
<i>だい2か: Whatever you like</i>	Likes and dislikes My family – extended Some special days in Japan Bath time	Personal and community life International world Leisure and recreation Natural world
<i>だい3か: Time out!</i>	More time – 5 and 10 min	Personal and community life International world
<i>だい4か: What a day!</i>	Daily routine Food and drink Breakfast in Japan	Personal and community life International world Leisure and recreation
<i>だい5か: Happy days!</i>	Days of the week When things are on Visiting Hakone Family presentation	Personal and community life International world Leisure and recreation Natural world