

● **QUARTET 1** Lesson Goals

	Reading	Writing	Speaking		Listening
			Interactions	Presentations (content of Listening 2: Discussion in textbook)	
Lesson 1	I can read introductory text about famous people who are representative of Japan, and understand what they did and what kind of person they are/were.	I can compose text introducing a famous person I admire that concisely describes that person and why I admire them.	<ul style="list-style-type: none"> • I can introduce myself to someone who will be providing me with assistance and can develop a relationship with them. • I can start a chat by bringing up the weather and develop it into a conversation about things in everyday life. 	In the context of an international student's cross-cultural experience regarding returning a shop attendant's greeting, I can concisely describe my own experiences and explain my opinions and reasons.	<ul style="list-style-type: none"> • I can follow a conversation about planning a trip to a museum while I look at information about the museum, and can understand the opening time, admission, and other details. • I can follow a speech about a cross-cultural experience involving interacting with a shop attendant, and can understand what happened when the speaker returned the shop attendant's greeting, and their thoughts about it.
Lesson 2	<ul style="list-style-type: none"> • I can read an example of an email asking an instructor to write a letter of recommendation, and can understand what needs to be done to convey the request politely. • I can read an example of an email thanking an instructor for writing a letter of recommendation, and can understand what needs to be done to convey gratitude politely. 	I can write a formal letter thanking someone who has assisted me.	<ul style="list-style-type: none"> • I can politely ask a superior for a favor or permission. • I can politely thank a superior who has assisted me. 	In the context of an international student's cross-cultural experience regarding complimenting a superior, I can concisely describe what I thought was difficult about Japanese communication in my own experiences or explain the communication etiquette of my homeland.	<ul style="list-style-type: none"> • I can follow a conversation about planning a trip to see cherry blossoms while I look at the blossom forecast, and can understand where the speakers will go. • I can follow a speech about a cross-cultural experience involving complimenting a superior, and can understand what happened and what to be careful about in such a situation.
Lesson 3	<ul style="list-style-type: none"> • I can read a guide to climbing Mt. Fuji and understand what I need to prepare and things to be aware of. • I can read a column about Japanese pubs and understand their characteristics. 	I can write a column that concisely describes the characteristics of a city I like and how to have fun there.	<ul style="list-style-type: none"> • I can call a restaurant where I hold a reservation and request a change in the number of people or the date/time. • I can place an order at a restaurant, including asking questions about menu items and making special requests. 	In the context of an international student's cross-cultural experience regarding waiting in line at a restaurant, I can concisely describe what happens at restaurants in my homeland in comparison with the situation in Japan.	<ul style="list-style-type: none"> • I can follow a conversation about planning for a Mt. Fuji climbing event while I look at information on climbing routes, and can understand which route will be climbed. • I can follow a speech about a cross-cultural experience involving waiting in line at a restaurant, and can understand what happened and the speaker's attitude about waiting in line.

<p>Lesson 4</p>	<ul style="list-style-type: none"> • I can read an article about a roundtable discussion of study abroad, and can understand the similarities and differences in the participants' opinions. • I can read a story about an international student's experiences working part-time in Japan, and can understand what sort of job it was and the writer's feelings about it. 	<p>I can write an article that concisely states the main points talked about at a roundtable discussion.</p>	<ul style="list-style-type: none"> • I can talk about my problems with someone close to me and ask for their advice. • When a friend is planning to visit a place familiar to me, I can recommend things to do that are tailored to the friend's preferences. 	<p>In the context of an international student's cross-cultural experience regarding how to take a long-term leave, I can concisely explain the situation in my homeland and my opinions.</p>	<ul style="list-style-type: none"> • I can follow a conversation in which a store manager explains a part-time job while I look at a customer service manual, and can understand what the job involves. • I can follow a speech about a cross-cultural experience involving taking a long-term leave, and can understand the speaker's thoughts about it.
<p>Lesson 5</p>	<ul style="list-style-type: none"> • I can read an informative magazine article about conveyor belt sushi, and can understand the appeal of conveyor belt sushi and how to dine. • I can read a recipe and understand what the dish is, its ingredients, how to make it, pointers, etc. 	<p>I can write a recipe that explains a dish I want people to try, its ingredients, how to make it, pointers, etc.</p>	<ul style="list-style-type: none"> • I can make a date with a friend to go out, starting with the invite and including stating what the activity will involve. • I can give detailed directions for getting somewhere. 	<p>In the context of an international student's cross-cultural experience involving dropping by a friend's home unannounced, I can concisely explain my habits and opinions.</p>	<ul style="list-style-type: none"> • I can follow a conversation about what to eat for dinner while I view a recipe website, and can understand what will be made. • I can follow a speech about a cross-cultural experience involving dropping by a friend's home unannounced, and can understand what happened and the speaker's thoughts about it.
<p>Lesson 6</p>	<ul style="list-style-type: none"> • I can follow a letter to the editor about overpackaging, and can understand the writer's argument and the reasons behind it. • I can follow a piece about opinions in favor and against early English language education, and can understand the arguments and reasons behind them. 	<p>I can write a letter to the editor that outlines the issues of a familiar topic of interest to me and that persuasively states my opinion about them.</p>	<ul style="list-style-type: none"> • I can appropriately complain to someone, giving examples and reasons and avoiding harming my relationship with them. • When I have been admonished for something I did, I can express remorse and apologize properly. 	<p>In the context of an international student's cross-cultural experience involving being admonished by a Japanese person, I can concisely explain my habits and opinions.</p>	<ul style="list-style-type: none"> • I can follow a conversation about putting out garbage for collection while I look at chart of how to sort garbage, and can understand when each type of garbage is to be put out. • I can follow a speech about a cross-cultural experience involving being admonished by a Japanese person, and can understand what happened and the speaker's thoughts about it.