

QUARTET Can-dos

● QUARTET 1

<p>Overall Goals</p> <p>I can understand the gist of text about familiar, everyday topics that international students typically encounter while living in Japan. I can also deal with most matters encountered in daily life. I can compose coherent text that presents or explains familiar topics of interest to me or that concisely states my opinions and the reasons behind them.</p>	
Reading	<ul style="list-style-type: none"> • I can understand the gist of introductory text, columns, articles, reports, and statements of opinion that are about Japan or a topic that interests me. • I can understand text that concisely describes the facts of something with commonly used words.
Writing	<ul style="list-style-type: none"> • I can compose coherent text about familiar topics that personally affect/interest me, such as topics concerning Japan or my homeland. • I can write thank-you notes and other personal letters that are essential to my life as an international student.
Speaking	<p>Interactions</p> <ul style="list-style-type: none"> • I can deal with most situations likely to be encountered in life as an international student. • With preparation, I can adequately discuss things directly related to life in Japan or things of interest to me.
	<p>Presentations</p> <p>cultural situations or concisely explain my opinions or reasons regarding those situations, as long as I am able to make use of the information provided.</p> <p>Note: "Presentations" refers to the content of the QUARTET 1 textbook's Listening 2: Discussion section.</p>
Listening	<ul style="list-style-type: none"> • When the speakers speak clearly and relatively slowly, I can understand the gist of conversations and speeches about familiar topics typically encountered in life as an international student in Japan.

● QUARTET 2

<p>Overall Goals</p> <p>I can understand the gist of text in different styles about familiar, everyday topics and social issues that international students typically encounter while living in Japan. I also can deal with difficult situations that are likely to occur when traveling or studying in Japan. I can compose coherent text about familiar societal topics of interest to me, and explain my position and the grounds/reasons supporting it.</p>	
Reading	<ul style="list-style-type: none"> • I can understand articles, survey reports, briefers, and essays on contemporary issues pertaining to Japan or a topic that interests me, when the position or argument is clearly expressed. • I can understand a writer's message from the analogy or metaphor they use. • I can understand text composed in formal written language.
Writing	<ul style="list-style-type: none"> • I can write coherent explanations of topics pertaining to Japan or of interest to me, presenting examples to make my points. • I can write short essays that present an argument supporting or opposing a certain point regarding a familiar societal topic, along with the grounds/reasons supporting my argument.
Speaking	<p>Interactions</p> <ul style="list-style-type: none"> • I can explain my circumstances in difficult situations that are likely to occur when traveling or studying in Japan, and I can deal with those situations. • I can discuss familiar societal topics without preparation. • I can handle formal situations using appropriate language.
	<p>Presentations</p> <ul style="list-style-type: none"> • I can clearly express my opinions, discoveries, suggestions, experiences, etc. regarding topics that are familiar or of interest to me, and can explain the reasons behind them. • I can explain my position supporting or opposing an argument pertaining to a current or familiar issue, and the reasons for taking that position. <p>Note: "Presentations" refers to the content of the QUARTET 2 textbook's Conversation 2 and Listening 2: Discussion sections.</p>
Listening	<ul style="list-style-type: none"> • I can understand moderately long discussions or lectures about familiar social issues. • I can understand the gist of talks on a wide range of topics, including current issues that interest me, as long as the speakers speak clearly.

● **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.

● **QUARTET 2** Lesson Goals

	Reading	Writing	Speaking		Listening
			Interactions (content of Conversation 1 in textbook)	Presentations (content of Conversation 2 and Listening 2: Discussion in textbook)	
Lesson 7	I can follow text about a cross-cultural experience, and understand what the writer felt or the point that they are making.	I can write an essay that describes a challenging experience I had, how I dealt with it, and what I learned.	Using an indirect approach, I can open up to someone about a situation in daily life that is hard for me to discuss, and can work out a solution.	<ul style="list-style-type: none"> In discussions, I can accept other people's opinions and constructively state my opinions. I can concisely express my experiences and opinions pertaining to multicultural societies, and explain the reasons behind them. 	<ul style="list-style-type: none"> I can follow an orientation briefing while I look at a chart explaining culture shock, and can understand the key stages of culture shock. I can follow a conversation between friends about a lecture on multiculturalism, and can understand the four major points about multicultural societies.
Lesson 8	I can follow an article on an interview with a professional, and understand the aim of the interview and the things that the professional considers important.	I can write a simple article that reports on an interview with a classmate about their hobby or things that fascinate them.	I can inquire about a belonging that I left behind somewhere, including describing its characteristics.	<ul style="list-style-type: none"> I can explain how to use an item that I think people should try out, and describe its characteristics and appeal. I can concisely express my opinion about the proposition that the controversial ban on tattoos at hot springs should be changed in order to stay in touch with the times. 	<ul style="list-style-type: none"> I can understand a travel agent's explanation of various hot spring trip plans while I look at the brochures. I can follow a conversation between friends about the tattoo issue of Japanese hot springs, and can understand the gist of the reason for the tattoo ban, potential solutions, and challenges to overcome.
Lesson 9	<ul style="list-style-type: none"> I can understand a very short story and infer a character's feelings or what they want to say from the expressions used in analogies. I can follow an essay and understand the insights the writer gained from their experiences or the message they want to communicate. 	I can write a review of a novel or film I want to recommend to others that briefly sums up the content and describes what makes the work appealing.	I can listen to someone describe a personal problem, and offer assistance in a way that makes it easy for them to accept.	<ul style="list-style-type: none"> I can concisely describe my experiences in logical order. I can concisely express my opinions regarding pet businesses and the treatment of pets as family members, and explain the reasons behind them. 	<ul style="list-style-type: none"> I can follow a presentation about the killing of unwanted pets while I look at the slides, and can understand the current state of this issue and the challenges that need to be addressed. I can follow a conversation between friends about pet businesses in Japan, and can understand pet businesses and the treatment of pets as family members.

<p>Lesson 10</p>	<p>I can follow a report on a survey about a contemporary social issue that used various data, and can understand the results and analysis.</p>	<p>I can write a report that states the results of an international comparative survey on how household chores are divided up, and that includes simple analysis and discussion.</p>	<p>In an interview for a job or other position, I can state the reasons why I'm applying and provide specific anecdotes about my strong points.</p>	<ul style="list-style-type: none"> • I can explain my analysis of certain data while showing a figure or chart, and can make a proposal based on the data. • I can concisely express my opinions on educational gaps or elimination of tuition, and can explain the reasons behind them. 	<ul style="list-style-type: none"> • I can follow a lecture about income inequality while I look at a graph showing the state of household incomes, and can understand the state of income inequality in Japan. • I can follow a conversation between friends about educational gaps, and understand the situation of those gaps in different countries.
<p>Lesson 11</p>	<p>I can follow an opinion piece about words, and can understand the writer's message/conclusion from the examples cited.</p>	<p>I can write an essay that explores differences between Japanese and my native language in word meanings, nuances, and usage that I noticed in my experiences.</p>	<p>When circumstances prevent me from doing something like taking an exam, I can explain my situation in detail and try to negotiate a workaround acceptable to the other party.</p>	<ul style="list-style-type: none"> • I can describe the similarities between two synonyms and the differences in their meaning and usage. • I can concisely express my opinions on how social media affect communication, and can explain the reasons behind them. 	<ul style="list-style-type: none"> • I can follow a lecture on language changes while I look at a chart on such changes, and can understand the process and stages of language evolution. • I can follow a conversation between friends about social media and face-to-face communication, and can understand the good points and problems of social media, and how social media differ from face-to-face communication.
<p>Lesson 12</p>	<ul style="list-style-type: none"> • I can follow a business book excerpt about a shinkansen cleaning company, and can understand how the company differs from other businesses and the management philosophy that serves as its foundation. • I can follow an opinion piece that includes an allegory, and can understand the writer's argument by figuring out the meaning of the allegorical references. 	<p>I can write a short essay about a certain topic that explains the background and concisely states my argument by presenting the points, reasons, and supporting evidence.</p>	<p>When taking my leave of someone who has assisted me, I can politely express my appreciation, including by citing specific examples.</p>	<ul style="list-style-type: none"> • I can vigorously debate someone by stating my opinion with supporting evidence and by arguing against their position. • I can concisely express my opinions and reasons on the skills needed by global talent and can describe the situation in my homeland. 	<ul style="list-style-type: none"> • I can follow a lecture on talent sought after by businesses while I look at a graph on this, and can understand what type of talent Japanese businesses are seeking. • I can follow a conversation between friends about global talent, and can understand exactly the three skills expected from global talent.