






TOPIC
1

What kind of person are they?

★ Can-do をチェックしましょう

☆☆☆ : I did it, but could do it better. ★☆☆ : I did it. ★★★ : I did it well.

1. I'm going to get married		d/m/y Evaluation ☆☆☆ Comment
 Can-do 01	Can listen to someone talking about someone who is not there and understand what his/her personality is like and what the speaker thinks of him/her.	
Were you able to understand what kind of personality the person has? Were you able to understand what the speaker thinks of him/her? Were you able to get a concrete description from your partner?		
2. He's really strict but he always does his best for us		d/m/y Evaluation ☆☆☆ Comment
 Can-do 02	Can exchange comments from a variety of viewpoints while recounting a specific anecdote about a common acquaintance.	
Were you able to say what kind of person your acquaintance is? Were you able to include, for example, stories you had heard from someone and anecdotes you had experienced yourself? Were you able to listen to what your partner was saying and make comments?		
3. She's a really interesting person		d/m/y Evaluation ☆☆☆ Comment
 Can-do 03	Can tell a specific anecdote about someone one knows well and describe their personality with a certain level of detail.	
Were you able to talk about his/her character? Were you able to talk about both good points and problems? Were you able to include a specific anecdote that illustrates his/her personality?		
4. Communicating through calligraphy		d/m/y Evaluation ☆☆☆ Comment
 Can-do 04	Can read an interview and more or less understand what kind of person he/she is.	
Were you able to understand what he/she does and where, his/her experience and his/her way of thinking? Were you able to understand what the person who wrote the article thought about him/her? Were you able to read the article and think about its structure?		
5. An e-mail introducing a friend		d/m/y Evaluation ☆☆☆ Comment
 Can-do 05	Can write an e-mail telling an acquaintance about a friend's personality and likes with a certain level of detail.	
Were you able to say what kind of person your friend is, give their profile, and describe their character and likes? Were you able to write why you want to introduce that friend to the reader?		

TOPIC
1

What kind of person are they?

My
phrases

Record of experiences of Japanese language and culture



Make a note of things you have done related to the topic. If you have any photos or other material, put them in a file so that you can introduce them to other people.

1. Things you experienced in the classroom

2. Things you did 'Outside the Classroom'

3. Other things you did








TOPIC
2

Climbing Mount Fuji

★ Can-do をチェックしましょう

★☆☆ : I did it, but could do it better. ★★☆☆ : I did it. ★★★★★ : I did it well.

1. There's no mountain that beats Mount Fuji		d/m/y Evaluation ☆☆☆ Comment
	Can-do 06 Can listen to a talk about a trip and understand the features of the area and the travel advice.	
<p>Were you able to understand the features and the attraction of Mount Fuji and its surrounding area?</p> <p>Were you able to understand the four people's advice on what to do when you go to Mount Fuji?</p> <p>Were you able to ask questions when there were phrases you did not understand?</p>		
2. I'd really like to see the sunrise		d/m/y Evaluation ☆☆☆ Comment
	Can-do 07 Can give one's opinion, listen to one's friend's opinion and make adjustments to plans in order to plan a trip.	
<p>Were you able to suggest plans?</p> <p>Were you able to agree and disagree with the other person's plans and make alternative suggestions?</p> <p>Were you able to check and summarise what you had decided?</p>		
3. Everyone should be able to have a good time		d/m/y Evaluation ☆☆☆ Comment
	Can-do 08 Can describe, for example, features, highlights and things you have to be careful of, with a certain level of detail when talking about sightseeing areas in one's own country.	
<p>Were you able to describe the features and highlights of the area?</p> <p>Were you able to include the things you should be careful of?</p>		
4. Fuji Five Lakes are great in any season		d/m/y Evaluation ☆☆☆ Comment
	Can-do 09 Can read a sightseeing guide in a guidebook and understand the features of an area and, for example, what kinds of things you can do there.	
<p>Were you able to understand the features of the sightseeing areas, including information about the seasons?</p> <p>Were you able to understand the things you should be careful of?</p> <p>Were you able to guess from the kanji the meaning of words you did not know?</p>		
5. A place I recommend is...		d/m/y Evaluation ☆☆☆ Comment
	Can-do 10 Can write an e-mail to a friend introducing a sightseeing area in one's country with a certain level of detail.	
<p>Were you able to introduce what kind of place it is and its features?</p> <p>Were you able to write the reasons why you recommend that place?</p>		

TOPIC
2
Climbing Mount Fuji
**My
phrases**






Record of experiences of Japanese language and culture


Make a note of things you have done related to the topic. If you have any photos or other material, put them in a file so that you can introduce them to other people.

1. Things you experienced in the classroom
2. Things you did 'Outside the Classroom'
3. Other things you did


TOPIC
3
Healthy living
 Can-do をチェックしましょう

★☆☆ : I did it, but could do it better. ★★☆☆ : I did it. ★★★ : I did it well.

1. Walking would probably be best		d/m/y Evaluation ☆☆☆ Comment
	Can-do 11 Can listen to a talk about forms of exercise that are done in order to stay fit and understand their features and good points.	
Were you able to understand the features of each form of exercise? Were you able to understand why the speaker was recommending them? Were you able to make comments on what your partner said while listening to him/her?		
2. What kind of diet are you on?		d/m/y Evaluation ☆☆☆ Comment
	Can-do 12 Can give one's opinion and advice about methods of staying healthy.	
Were you able to listen to what your partner said and give advice? Were you able to use words and phrases suitable between friends? Were you able to keep the conversation going when you could not remember words and phrases?		
3. It gets rid of the cause of the illness		d/m/y Evaluation ☆☆☆ Comment
	Can-do 13 Can concretely describe a method of staying healthy, including how it is done, its effectiveness, and one's experience of doing it.	
Were you able to describe clearly how the method of staying healthy is done, its effectiveness, etc.? Were you able to give a specific example of this method of staying healthy being used? Were you able to decide which parts you would talk about in detail?		
4. I wonder if it really works		d/m/y Evaluation ☆☆☆ Comment
	Can-do 14 Can read comments about health supplements on an internet bulletin board, for example, and more or less understand the writer's opinion.	
Were you able to understand the questions and their answers? Were you able to understand how the comments were related? Were you able to distinguish the comments containing important information from those not containing important information?		
5. Health cures from around the world		d/m/y Evaluation ☆☆☆ Comment
	Can-do 15 Can write an article on, for example, an internet bulletin board concretely introducing a method of staying healthy.	
Were you able to concretely describe a method of staying healthy and how to do it? Were you able to write what kind of effect it has?		

TOPIC
3
Healthy living
**My
phrases**

Record of experiences of Japanese language and culture


Make a note of things you have done related to the topic. If you have any photos or other material, put them in a file so that you can introduce them to other people.






1. Things you experienced in the classroom
2. Things you did 'Outside the Classroom'
3. Other things you did


TOPIC
4

If you're going to see a play, ...

★ Can-do をチェックしましょう

★☆☆ : I did it, but could do it better. ★★☆☆ : I did it. ★★★★★ : I did it well.

<p>1. Kabuki's great</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 16</p>	<p>Can listen to people's experiences of and comments about seeing performing arts such as kabuki, and understand differences in opinion and the reasons for these.</p>	
<p>Were you able to understand what each person was recommending and what kind of performing art it is?</p> <p>Were you able to understand the reason for the recommendation?</p> <p>Were you able to use responses to show interest or lack of interest?</p>		
<p>2. I think you'll enjoy it</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 17</p>	<p>Can offer detailed information and answer questions about the programme for a play, how to book a ticket, theatre-going manners, how to enjoy the play, etc.</p>	
<p>Were you able to tell your partner a variety of detailed information?</p> <p>Were you able to check you understood your partner's questions?</p> <p>Were you able to answer your partner's questions?</p>		
<p>3. You can see it at theatres in the city</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 18</p>	<p>Can describe the features and good points of a traditional form of entertainment, play, show, etc., from one's country with a certain level of detail.</p>	
<p>Were you able to describe what kind of entertainment it is, its origin, history, etc.?</p> <p>Were you able to say its good points, its attraction, etc. with a certain level of detail?</p> <p>Were you able to say the reason for the recommendation?</p>		
<p>4. It's a very tough world</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 19</p>	<p>Can read and understand a relatively long text about the entertainment world.</p>	
<p>Were you able to understand the questions and their answers?</p> <p>Were you able to understand how the <i>takarazuka</i> system works?</p> <p>Were you able to understand the writer's attitude from the words and phrases he/she used?</p>		
<p>5. Come and join us!</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 20</p>	<p>Can write a guide explaining the contents and highlights of a local event.</p>	
<p>Were you able to describe the contents and highlights of the event?</p> <p>Were you able to think about the structure of your writing, and make a flyer?</p>		

TOPIC
4
If you're going to see a play, ...
**My
phrases**

Record of experiences of Japanese language and culture


Make a note of things you have done related to the topic. If you have any photos or other material, put them in a file so that you can introduce them to other people.






1. Things you experienced in the classroom
2. Things you did 'Outside the Classroom'
3. Other things you did


TOPIC
5

Local news

★ Can-do をチェックしましょう

☆☆☆ : I did it, but could do it better. ★☆☆ : I did it. ★★★ : I did it well.

1. He was arrested		d/m/y Evaluation ☆☆☆ Comment
	Can-do 21 Can listen to a short news item about a familiar topic and understand the main points.	
<p>Were you able to predict what you will hear from the images and headings before listening the news?</p> <p>Were you able to more or less understand what kind of news it is?</p> <p>Were you able to think of questions while listening to the news?</p>		
2. Apparently there was a fire		d/m/y Evaluation ☆☆☆ Comment
	Can-do 22 Can explain with a certain level of detail the circumstances and causes of an incident one learnt about from the news or an accident one witnessed, and answer questions.	
<p>Were you able to tell your partner about the things you saw and heard on the news?</p> <p>Were you able to answer your partner's questions well?</p> <p>Were you able to include your own ideas, comments, etc.?</p>		
3. I saw it on the website of my local council...		d/m/y Evaluation ☆☆☆ Comment
	Can-do 23 Can describe the background and what happened in a news story from one's country or area with a certain level of detail.	
<p>Were you able to summarise in simple terms the main points of the story?</p> <p>Were you able to describe the background and what happened in some detail?</p>		
4. A new app for foreign tourists is generating interest		d/m/y Evaluation ☆☆☆ Comment
	Can-do 24 Can read a news article and understand the background and the main points of what happened.	
<p>Were you able to predict what you will read from the headline before reading?</p> <p>Were you able to understand the background and main points of the news story?</p> <p>Were you able to think of specific examples of tourist needs?</p>		
5. Sharing news		d/m/y Evaluation ☆☆☆ Comment
	Can-do 25 Can introduce on a social networking site a familiar news story one is interested in and add comments.	
<p>Were you able to summarise what kind of news story it was in simple terms?</p> <p>Were you able to write a comment about the news story?</p>		

TOPIC
5
Local news
**My
phrases**

Record of experiences of Japanese language and culture


Make a note of things you have done related to the topic. If you have any photos or other material, put them in a file so that you can introduce them to other people.






1. Things you experienced in the classroom
2. Things you did 'Outside the Classroom'
3. Other things you did


TOPIC
6

I want this!

★ Can-do をチェックしましょう

☆☆☆ : I did it, but could do it better. ★☆☆ : I did it. ★★★ : I did it well.

1. I can't live without this		d/m/y Evaluation ☆☆☆ Comment
	Can-do 26 Can listen to a conversation about familiar items and understand what they are and why they are necessary.	
<p>Were you able to understand what kind of items each person wanted?</p> <p>Were you able to understand the reason they wanted the items?</p> <p>Were you able to ask your partner questions about things that you did not understand?</p>		
2. I love <i>takoyaki</i>		d/m/y Evaluation ☆☆☆ Comment
	Can-do 27 Can explain the features of a product and reasons one wants it with a certain level of detail.	
<p>Were you able to explain in detail what kind of product you want?</p> <p>Were you able to give reasons why you want the product?</p> <p>Were you able to ask someone to go and buy it?</p>		
3. They're unique, so I think people will like them		d/m/y Evaluation ☆☆☆ Comment
	Can-do 28 Can give advice on which souvenirs from one's country to buy including reasons why one recommends them.	
<p>Were you able to explain what kind of souvenir it is and explain its features?</p> <p>Were you able to give reasons why you recommend it?</p>		
4. It got good reviews, so...		d/m/y Evaluation ☆☆☆ Comment
	Can-do 29 Can read reviews on an online shopping website and understand good points and bad points.	
<p>Were you able to understand what kinds of comments were written about the points you think are important?</p> <p>Were you able to understand the good points and the bad points in the review?</p> <p>Were you able to predict what information comes next from the conjunctions used?</p>		
5. I'd like to return it		d/m/y Evaluation ☆☆☆ Comment
	Can-do 30 Can write an e-mail of complaint explaining the situation when a product breaks, a product is different from its description, etc.	
<p>Were you able to explain the problem with the product in concrete terms?</p> <p>Were you able to write what you want and why you want it?</p>		

TOPIC
6

I want this!

My
phrases

Record of experiences of Japanese language and culture



Make a note of things you have done related to the topic. If you have any photos or other material, put them in a file so that you can introduce them to other people.

1. Things you experienced in the classroom

2. Things you did 'Outside the Classroom'

3. Other things you did








TOPIC
7

My favourite film

★ Can-do をチェックしましょう

★☆☆ : I did it, but could do it better. ★★☆☆ : I did it. ★★★★★ : I did it well.

1. It leaves a lasting impression on you		d/m/y Evaluation ☆☆☆ Comment
	Can-do 31 Can listen to comments and impressions about a film and understand the film's features and good points.	
<p>Were you able to understand the features of each respective film?</p> <p>Were you able to understand the reasons why the speaker recommended the film?</p> <p>Were you able to ask for a detailed explanation when you did not understand what the speaker was saying?</p>		
2. The individual performances were good		d/m/y Evaluation ☆☆☆ Comment
	Can-do 32 Can make comments from a variety of viewpoints when talking to, for example, a friend about a film one has seen.	
<p>Were you able to make comments from a variety of viewpoints about a film you have seen?</p> <p>Were you able to add comments to those made by your partner?</p> <p>Were you able to correct the mistakes you made while talking?</p>		
3. That's what's called an enduring masterpiece		d/m/y Evaluation ☆☆☆ Comment
	Can-do 33 Can describe in concrete terms one's impressions, comments, scenes that left an impression, when talking about a film one likes.	
<p>Were you able to give your overall impression of the film?</p> <p>Were you able to make comments from a number of viewpoints?</p> <p>Were you able to talk in concrete terms about the scenes that left an impression?</p>		
4. As I expected, it was a great film		d/m/y Evaluation ☆☆☆ Comment
	Can-do 34 Can read and compare a number of reviews for a film and understand the differences in opinion.	
<p>Were you able to understand what the writer was talking about and what kind of comments he/she made?</p> <p>Were you able to understand the different opinions of each review?</p> <p>Were you able to guess from the context the meaning of words you do not understand?</p>		
5. Posting a film review		d/m/y Evaluation ☆☆☆ Comment
	Can-do 35 Can write one's impressions and comments on a review website about a film one has seen recently.	
<p>Were you able to write the film's good points and bad points with a certain level of detail?</p> <p>Were you able to think of a title from which the reader can understand the contents of the text?</p>		

TOPIC
7
My favourite film
**My
phrases**

Record of experiences of Japanese language and culture



Make a note of things you have done related to the topic. If you have any photos or other material, put them in a file so that you can introduce them to other people.






1. Things you experienced in the classroom
2. Things you did 'Outside the Classroom'
3. Other things you did


TOPIC
8

Forms of transport in my town

★ Can-do をチェックしましょう

☆☆☆ : I did it, but could do it better. ★☆☆ : I did it. ★★★ : I did it well.

<p>1. The train's late again</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 36</p>	<p>Can listen to another person's experience of using transport in another country and understand the details of what happened and the person's sense of values that forms the background to the story.</p>	
<p>Were you able to understand what kind of experience each person had?</p> <p>Were you able to understand what the speaker thought about the experience?</p> <p>Were you able to listen while checking the things that form the background to the story?</p>		
<p>2. It's not running today</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 37</p>	<p>Can describe the situation in detail and give concrete advice to a person who is experiencing problems with transport.</p>	
<p>Were you able to explain the current situation in detail and give advice?</p> <p>Were you able to give general background information?</p> <p>Were you able to check whether the speaker understood what you were saying?</p>		
<p>3. You can easily buy a ticket from the machine in the station</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 38</p>	<p>Can explain features of a form of transport, how to use it, and things to be careful of in concrete terms.</p>	
<p>Were you able to explain how to use the form of transport in concrete terms?</p> <p>Were you able to talk about features of the form of transport and the things you have to be careful about?</p> <p>Was the organisation of your explanation easy to understand for the listener?</p>		
<p>4. What do you think of Japanese trains?</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 39</p>	<p>Can read a number of comments about a form of transport on the internet, for example, and understand a variety of opinions.</p>	
<p>Were you able to understand what topic the people were writing about?</p> <p>Were you able to understand the people's opinions on each topic?</p>		
<p>5. I had a bit of trouble</p>		<p>d/m/y</p> <p>Evaluation ☆☆☆</p> <p>Comment</p>
 <p>Can-do 40</p>	<p>Can write about an experience on public transport and one's feelings about it, on a social networking site, for example.</p>	
<p>Were you able to write what kind of experience you had with a certain amount of detail?</p> <p>Were you able to write your impressions of what you thought about the experience?</p>		

TOPIC
8
Forms of transport in my town
**My
phrases**






Record of experiences of Japanese language and culture


Make a note of things you have done related to the topic. If you have any photos or other material, put them in a file so that you can introduce them to other people.

1. Things you experienced in the classroom
2. Things you did 'Outside the Classroom'
3. Other things you did


TOPIC
9
The age of ninja and samurai
 Can-do をチェックしましょう

★☆☆ : I did it, but could do it better. ★★☆☆ : I did it. ★★★ : I did it well.

1. She's the most well-known person from Japanese history		d/m/y Evaluation ☆☆☆ Comment
	Can-do 41 Can listen to a talk about a historical figure and understand his/her image and a specific story that illustrates his/her image.	
Were you able to understand the image of the person in the talk? Were you able to understand specific stories that illustrate each person's image? Were you able to ask questions, check information, and make comments while listening to your partner?		
2. See? Ninjas must exist		d/m/y Evaluation ☆☆☆ Comment
	Can-do 42 Can take part in a conversation about another country's history or culture asking questions about things one is not sure about and talking about things that one knows.	
Were you able to ask questions about things you were not sure about? Were you able to say what you know about another country's culture, history, etc. and the reason you are interested in it? Were you able to develop a conversation on a particular topic?		
3. The end of the 12th century heralded the golden age		d/m/y Evaluation ☆☆☆ Comment
	Can-do 43 Can explain the features of the era's historical buildings and historical remains, the background that created them, etc.	
Were you able to explain the features of the era in which the buildings, sites, etc. were built with a certain amount of detail? Were you able to talk about why they were built and what they were used for? Were you able to say what you wanted to say relatively smoothly?		
4. Memorable famous words by Sengoku period commanders		d/m/y Evaluation ☆☆☆ Comment
	Can-do 44 Can read an essay about a historical figure and understand the characteristics of that person and a story that illustrates those characteristics.	
Were you able to understand the meaning of the saying, who said it and when? Were you able to understand what kind of person the writer thought the person who said it was? Were you able to understand that knowing the meaning of key words helps you to guess the meaning of unknown words?		
5. Introducing a saying by a famous historical figure		d/m/y Evaluation ☆☆☆ Comment
	Can-do 45 Can write a simple explanation and one's feelings about a famous saying by a historical figure or a proverb, in a blog, for example.	
Were you able to introduce the meaning and background of the famous saying? Were you able to write what you think about the famous saying?		

TOPIC
9

The age of ninja and samurai

My
phrases

Record of experiences of Japanese language and culture



Make a note of things you have done related to the topic. If you have any photos or other material, put them in a file so that you can introduce them to other people.

1. Things you experienced in the classroom

2. Things you did 'Outside the Classroom'

3. Other things you did

