

1



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3



4

Dekiru!

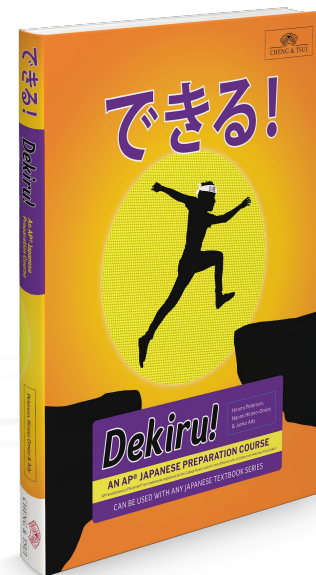
About Cheng & Tsui

- Boston-based publisher of Asian language & culture materials for over 40 years driven by the mission of “Bringing Asia to the World”
- Research-based curricula developed in collaboration with seasoned educators to deliver high quality content and a robust array of teaching resources
- Flagship programs such as *Integrated Chinese* and *Adventures in Japanese* are the most widely used textbooks within their respective areas



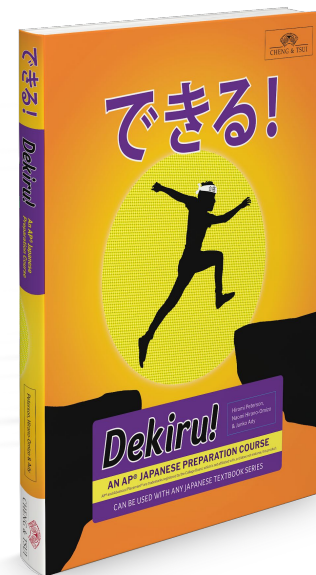
Overview

- Designed based on research from past AP[®] Japanese Language and Culture exams
- All 410 of recommended AP[®] kanji covered
- Questions & exercises are based on types found on the AP[®] exam
- Aligned to ACTFL proficiency guidelines
- Based on Japanese National Standards



Overview

- Cultural background and explanations give context for the lessons
- Review of vocabulary (and kanji) covered in AIJ 1-3
- More advanced vocabulary is introduced
- Clear and concise review of grammar points



Book Components

Format	Materials
Print	Textbook
Downloadable	Audio files (2 per lesson)
	Additional resources (answer keys, quizzes, etc.)
Digital subscription  FluencyLink LANGUAGE • CULTURE • EDUCATION	Student account
	Teacher account

Authentic AP[®] Sample Test Questions

- Speech style
- Sample structure
- Key sentence patterns
- Suggestions for success



<話す Cultural Perspective Presentation
アドバイス>



【Speech style】

Use the polite です/ます style.

【Sample structure】

1. Begin with an appropriate introduction.

これから、(topic) についてお話しします。

2. Discuss five aspects/examples of the topic.

1.) まず or 第一に、

2.) 次に or 第二に、

3.) 第三に、

4.) 第四に、

5.) 第五に、

3. Explain your view or perspective.

私の考えとして、～と思います。

AP[®] Kanji List

- AP[®] kanji number
- Kanji
- AIJ Level & Lesson
- AIJ kanji number
- Kun'yomi
- On'yomi
- Meaning
- Compound words

AP [®] #	漢字	AIJ-L	AIJ#	訓読み	音読み	意味	熟語
1	悪	II-12	161	わる (い)	あく	bad	悪い [わるい] is bad 悪人 [あくにん] bad person
2	安	II-4	79	やす (い)	あん	cheap; peaceful	安い本 [やすいほん] cheap book 安物 [やすもの] cheap things 大安売り [おおやすうり] big bargain sale 安田 [やすだ] さん Yasuda-san 安心 [あんしん] する to be relieved 安全 [あんぜん] safe 安藤 [あんどう] さん Ando-san
3	暗			くら (い)	あん	dark	暗い [くらい] is dark 明暗 [めいあん] light and dark
4	以	III-6	239	X	い	to the ~ of	以上 [いじょう] more than ~ 以下 [いか] less than ~
410	話	II-3	70	はな (す)	わ	to talk	話す [はなす] to talk 電話 [でんわ] telephone 会話 [かいわ] conversation 英会話 [えいかいわ] English conversation 手話 [しゅわ] sign language 世話 [せわ] する to take care

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Lesson Topics

1. Self, Family, and Friends
2. Daily Life
3. Leisure, Hobbies, and Sports
4. Home and Community
5. Cities, Towns, and Villages
6. Nature and Environment
7. School and Education
8. Clothing
9. Communication and Media
10. Technology
11. Work and Career
12. Rites of Life
13. Festivals and Annual Events
14. Transportation
15. Weather and Climate
16. Food
17. Shopping
18. Body and Health
19. Travel
20. Japan and the World

Lesson Structure

Lesson Structure

13課



まつ
祭り と 年中行事



Festivals and Annual Events



【AP® タスク：まつ祭り と 年中行事】

Select one annual event from the Japanese calendar and discuss three characteristics of the event. Discuss your thoughts and opinions about it. Compare and contrast them with characteristics of the same or a similar annual event on an American calendar.

- Gives context for lesson topic
- Foundation for Cultural Perspective Presentation on AP® Exam
- Broadens perspectives on language and culture

【文化】日本の年中行事：Japan's Annual Events

Japanese love celebrations. Holidays, festivals and special events honoring diverse aspects of Japanese culture fill their annual calendar.

The most celebrated holiday in Japan is Oshoogatsu (お正月), or New Year's. In late December, the Japanese begin cleaning their houses to rid them of dirt and evil spirits. They write New Year's cards, clear up financial obligations, purchase end of the year obligatory gifts called *oseibo*, and attend *boonenkai* (忘年会) parties to forget all of the year's troubles. Just before New Year's, they cook special foods called *osechi ryoori*. On New Year's Eve, Japanese watch the NHK *Koohaku Uta Gassen* (Red and White Song Contest), or go to a nearby temple to welcome the year with the ringing of the *Joya no Kane* 108 times, or eat hot *soba* noodles to ensure a long life. On New Year's morning, the family partakes of *ozooni*, a broth with vegetables, seafood and rice cakes. Donning *kimono*, many go out for *hatsumode*, the first shrine visit. They also may relax at home, greet guests or visit family and friends. *Osechi ryoori* and *sake* are served. The home is decorated with *kadomatsu*, *shimenawa* and *kazarimochi*. Children may play traditional games such as *hanetsuki* (a badminton like game), kiteflying or top spinning, or watch special New Year's TV shows. Businesses and schools are closed for several days to a week to celebrate the New Year.

Children's festivals are common. They are Hinamatsuri (Girl's Day) on March 3, Kodomo no Hi, Children's Day (traditionally Boy's Day) on May 5, and Shichi-Go-San, on November 15. These celebrations are a time to thank the gods for the children's good health and to pray for continued blessings over them. Children may dress in their *kimono* and are served special foods.

Review Vocabulary

13課	◆◆◆	ふくたん 復習単語	◆◆◆
-----	-----	--------------	-----

トピック：祭り^{まつ}と年中行事

- | | | | |
|------------------------|--------------------|-----|---|
| 1. (御)正月 ^お | (お)しょうがつ | N | New Year |
| 2. 明けましておめでとう (ございます) | あけましておめでとう (ございます) | Exp | [New Year's greeting] |
| 3. 御年玉 ^お | おとしだま | N | money received mainly by children from adults at New Year's |
| 4. 神社 | じんじゃ | N | shrine (Shinto) |
| 5. 御守り ^{おまもり} | おまもり | N | good-luck charm |
| 6. 万歳 | ばんざい | Exp | Hurray! |
| 7. 二十歳 | はたち | N | twenty years old |
| 8. (御)花見 ^お | (お)はなみ | N | cherry blossom viewing |
| 9. 母の日 | ははのひ | N | Mother's Day |

New Vocabulary

13課	★★★	新しい ^{たん} 単語	★★★
-----	-----	----------------------	-----

1. しょちゅうみまい<暑中見舞い> N summer correspondence inquiring about the receiver's health during the hot summer
しょちゅうおみまいもうしあげます<暑中お見舞い申し上げます> Exp
I express my greetings to you during this hot summer season.
日本にはお正月に年賀状^{がじょう}を、夏には暑中見舞い^まのはがきを送る。In Japan, one sends *nengajoo* at New Year's and *shochuumimai* cards during the summer.
2. よいおとしをおむかえください。<良いお年をお迎えください。>
Exp Wishing you a good year.
3. どちらかというと SI If I had to choose... [Used to vaguely express one's opinion .]
どちらかというとはお正月の方がクリスマスより好きだ。If I had to choose, I would have to say I like New Year's better than Christmas.
4. 〜のかわりに P instead of ; in place of〜
日本では着物を着ると、くつのかわりにぞうりを履く。If I wear *kimono* in Japan, I wear slippers instead of shoes.

13課



ぼう
文法



- | | |
|-------------------------|----------------------|
| A. Noun+の+かわりに | in place of ~ |
| Verb (plain form) +かわりに | instead of ~ |
| この/その/あの+かわりに | instead of this/that |

This expression names a different alternative that one has taken or will take.

- | | |
|---------------------------|--|
| 1. <u>先生</u> のかわりに、私が教えた。 | I taught in place of my teacher. |
| 2. 大学へ行くかわりに、仕事をする。 | I will work instead of going to college. |
| 3. <u>その</u> かわりに、映画に行こう。 | Instead of that, let's go to a movie. |

Circle the correct particle in the () and translate the sentences into English.

1. 今日いつもの先生(の X)かわりに、若い男性が先生としてやって来た。

2. 祖母は早く亡くなった母(の X)かわりに、僕を育ててくれた。

3. 弟は近所のおばさんからハロウィーンでお菓子(の X)かわりに、歯ブラシを

Building Up to Mock AP® Questions

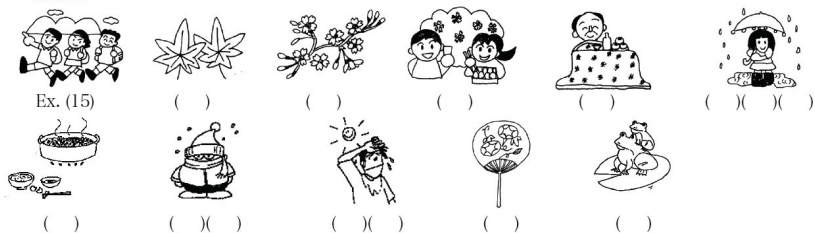
- Japanese Culture research and presentations
- Pre-Listening Activity
- Pre-Reading Activity

D. 読む Pre-Reading Activity 「日本の気候」：ペアワーク→クラスワーク

a. Fill in the () with the correct Japanese season from among the following: 春, 梅雨, 夏, 秋, 冬.

- | | | |
|-------------|------------|---------------------|
| 1. しとしと () | 6. 汗 () | 11. 蛙 () |
| 2. 雪 () | 7. 鍋物 () | 12. こたつ () |
| 3. 雨靴 () | 8. 紅葉 () | 13. うちわ () |
| 4. 桜 () | 9. お花見 () | 14. 蒸し暑い () |
| 5. 雨傘 () | 10. 寒い () | 15. ハイキング () / () |

b. Fill in each () with the number of the matching word above. Some drawings have more than one match.



A. 日本文化：一人か二人ワーク→クラスワーク

Divide the topics below among your classmates and research your topic on the Internet. Using visuals, present your findings with your classmates.

- | | |
|------------------------|-----------------|
| 1. 梅雨、雨靴、雨傘、田んぼ、蛙、梅雨前線 | 4. 桜、お花見、桜前線 |
| 2. うちわ、ハンカチ、蟬 | 5. 紅葉、紅葉、紅葉前線 |
| 3. こたつ、鍋物 | 6. クールビズ、ウォームビズ |

B. 聞く Pre-Listening Activity 「天気予報」：ペアワーク→クラスワーク

a. Based on the weather forecast chart below, fill in the blanks with the correct responses.

各地	ぎょう	あす	あさって
札幌	☁ → ☁	☁ → ☁	☁ ☁
仙台	☁ ☁	☁	☁ ☁
東京	☀	☀	☁
新潟	☁	☁ ☁	☁ ☁
名古屋	☁ → ☀	☁ → ☀	☁
大阪	☁ → ☀	☀ → ☁	☁
松江	☁ → ☁	☀ → ☁	☁ ☁
広島	☁ → ☀	☀ → ☁	☁
高松	☁ → ☀	☀ → ☁	☁
福岡	☁ → ☀	☀ → ☁	☁
那覇	☁	☁	☁ ☁

→ = のち | = 時々

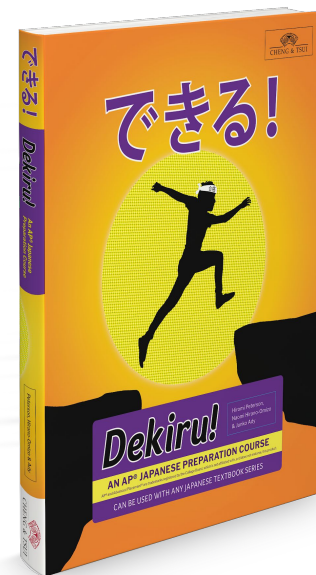
- _____は今日_____雪のち曇り_____でしょう。
- 名古屋は今日_____でしょう。
- 松江は今日_____でしょう。
- 新潟は明日_____でしょう。
- 福岡は明日_____でしょう。
- 松江は明日_____でしょう。
- 札幌は明後日_____でしょう。
- 仙台は明後日_____でしょう。
- 今日私の住んでいる所の天気は_____でしょう。

Mock AP[®] Questions

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Mock AP[®] Questions

- Authentic AP[®] sample test questions
- Including:
 - Listening
 - Reading
 - Text Chat
 - Compare & Contrast
 - Conversation
 - Cultural Perspective Presentation



Mock AP[®] Questions: Listening



<13 課 - 聞く>

12 秒×5

Listening: Report



【You may take notes while listening. Do not look at the questions below before listening. You will have 12 seconds to answer each question. You may NOT move back and forth among questions.】

(Narrator) Now you will listen to a report once.



(Narrator) Now answer the questions for this selection.

- What season was being described?
(A) spring
(B) summer
(C) fall
(D) winter
- Under what conditions is this reporter giving his report?
(A) He is giving a report on New Year's Eve.
(B) He is giving a report from a temple in Kyoto.
(C) He is giving a report in heavy snow.
(D) He is giving a report in the afternoon.

Mock AP[®] Questions: Reading



<13課 - 読む>

Reading: Letter

[You may move back and forth among all the questions.]

暑中お見舞い申し上げます。
先生、お元気ですか。今日はホストファミリーのお姉さんと一緒に浴衣を着て、花火大会に行きました。お母さんとおばあさんが私達にお揃いの花柄のきれいな浴衣を着せて下さいました。お姉さんのは青の浴衣にみどりの帯。私のは赤い浴衣に黄色の帯でした。帯はともきつくて死ぬかと思いました。下駄をはいて、手には袋とうちわを持って、まるで日本人みたいでしたよ。写真をたくさん撮ったので、同封しますね。私達は浴衣を着て、地下鉄に乗りましたが、とても混んでいたのです。帯の形がくずれてしまいました。川のそばまで歩いて行きましたが、その道は人がいっぱい。迷子にならないように手をつないで歩きました。花火は百発ぐらいあったかも知れません。ものすごく大きいのが、有名なアニメの花火もあり、すごかったです。花火は一時間ぐらいで終わり、その後、道のそばに出ている屋台のお店で、たこ焼きを食べたり、ラムネを飲んだり、金魚すくいをしたりして、とっても楽しい一日でした。でも、本当に暑かったので、汗びっしょりでした。では、お元気で。

マリア



<13課 - 読む (質問)>

Reading: Letter

(Narrator) Now answer the questions for this section.

1. What did Maria wear on this day?
(A) a red *yukata* with a yellow sash
(B) a blue *yukata* with a yellow sash
(C) a red *yukata* with a green sash
(D) a green *yukata* and a red sash
2. Who dressed Maria in the *yukata* and sash?
(A) her host older sister
(B) her host mother and grandmother
(C) her host mother
(D) her host grandmother
3. What did Maria experience on this day?
(A) She saw fireworks from the park.
(B) She tasted a Japanese traditional *bento*.
(C) She drank a can of Japanese soda.
(D) She played a fish game.
4. What problem did Maria experience on that day?
(A) The streets were a little crowded.
(B) The subways were a little crowded.
(C) It was a little hot.
(D) Maria perspired a lot.
5. What did Maria want to do by sending this postcard?
(A) to report about life in Japan to her mother
(B) to let her sister know that she wore a *yukata* for the first time
(C) to send a mid-summer greeting card to her teacher
(D) to let her teacher know about school life in Japan

Mock AP[®] Questions: Text Chat



<13 課 - 書く (テキストチャット)>

90 秒×6

Text Chat: Winter Vacation

You will participate in a simulated exchange of text-chat messages. Each time it is your turn to write, you will have 90 seconds. You should respond as fully and as appropriately as possible.

You will have a conversation about winter vacation with Hiroe Hori, your Japanese host sister who is about your age. She is visiting you this coming winter.

1. Respond. (90 seconds)

こんにちは。裕恵よ。冬休みにそっちに行くから、今からわくわくしているの。

2. Give a specific example. (90 seconds)

クリスマスの日には、どんなことをしてお祝いするの？

3. Respond. (90 seconds)

家族の間でプレゼントを交換したりする？家族の全員にプレゼントをあげるの？

4. Respond and suggest. (90 seconds)

教会にも行くの？私もフォーマルな服を持って行った方がいいかなあ。

5. Explain your preference and justify your opinion. (90 seconds)

クリスマスとお正月と、どちらの方が好き？それは、なぜ？

6. Request a specific item. (90 seconds)

日本から何かほしい物があったら、教えてね。遠慮しないで。じゃ、会える日を楽しみにしているね。

Mock AP® Questions: Compare & Contrast



<13 課 - 書く (比較と対比)>

20 分

Compare and Contrast Article: Thanksgiving and Christmas in the U.S.

Directions: You are writing an article for the student newspaper of your sister school in Japan. Write an article in which you compare and contrast similarities and differences between Thanksgiving and Christmas in the U. S. Based on your personal experience, describe at least THREE aspects of each and highlight the similarities and differences between Thanksgiving and Christmas in the U. S. Also state your preference for either and give reasons for it.

Your article should be 300 to 400 characters or longer. Use the *desu/masu* or *da* (plain) style, but use one style consistently. Also, use *kanji* wherever *kanji* from the AP Japanese *kanji* list is appropriate. You have 20 minutes to write.

【NOTES/OUTLINE: 自分の作文のアウトラインを書こう！】

Introduction:

Three similarities/differences:

1. _____

2. _____

3. _____

Your preference and reasons for it:

Mock AP[®] Questions: Conversation



<14 課 - 話す (会話)>

20 秒 × 4

Conversation: Accident

You will participate in a simulated conversation. Each time it is your turn to speak, you will have 20 seconds to record. You should respond as fully and as appropriately as possible.

You will have a telephone conversation with Ichiro, your close Japanese friend, about his problem.

(Ichiro)

(20 seconds)

(Ichiro)

(20 seconds)

(Ichiro)

(20 seconds)

(Ichiro)

(20 seconds)



Mock AP[®] Questions: Cultural Perspective



<13 課 - 話す (日本文化)>

4 分 + 2 分

Cultural Perspective Presentation: Japanese Annual Events

Directions: Imagine you are making an oral presentation to your Japanese class. First, you will be given the topic of your presentation. You will have 4 minutes to prepare your presentation. Then you will have 2 minutes to record your presentation. Your presentation should be as complete as possible.

Present your own view or perspective of Japanese annual events. Discuss at least FIVE aspects or examples of Japanese annual events.

Begin with an appropriate introduction, give details, explain your own view or perspective, and end with a concluding remark.

【Let's take notes!】

1. Begin with an appropriate introduction.

2. Discuss five aspects/examples of the topic.

1.)

2.)

3.)

4.)

5.)

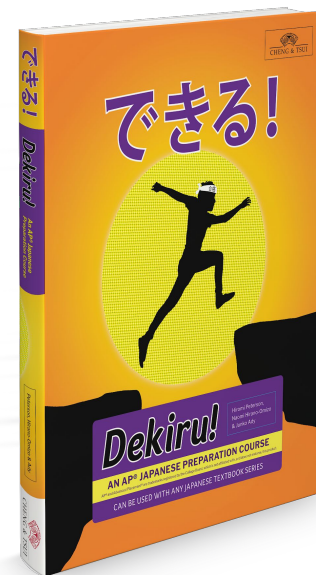
3. Explain your view or perspective.

4. End with a concluding remark.

Additional Resources

Additional Resources

- AP[®] Kanji Quizzes
- Grammar Review Answers
- Scripts and Answers to Listening and Reading Questions
- Available to download (teachers only) on FluencyLink or the Dekiru! companion site



Additional Resources: Kanji Quizzes

- Sample quizzes for all of the 410 of the AP® kanji
- Over 100 quizzes total!
- 2 quizzes per each set of kanji
- 10 words + 1 bonus word



AP 漢字小テスト Page 2A

名前： _____

日付： _____

漢字の読み方をひらがなで書きなさい。
英語の意味も書きなさい。

Ex. 雨 あめ rain

1. 悪人 _____

2. 安い本 _____

3. 安全 _____

AP 漢字小テスト Page 2B

名前： _____

日付： _____

漢字の読み方をひらがなで書きなさい。
英語の意味も書きなさい。

Ex. 雨 あめ rain

1. 悪い _____

2. 大安売り _____

3. 安心する _____

☆ボーナス！

+ 意外 _____

☆ボーナス！

+ 明暗 _____

Additional Resources: Scripts and Answers

- Listening audio scripts
- Listening comprehension answers
- Reading comprehension answers
- Conversation scripts



< 2 課 - 聞く >
Listening: *Senior Life*



(Narrator) Now you will listen once to a conversation.

田中：あれっ、モモじゃない？元気？

モモ：あれ、田中先輩、おひさしぶりです。こんな電車の中で先輩に会えるなんて、
思いませんでした。今から大学ですか。

田中：そう。今朝、寝坊しちゃって、一時間目のクラスに間に合わないかも。モモは、
眠そうな顔をしているね。

モモ：夕べ徹夜して、ちょっと睡眠レポートも提出しなきゃいけない。

田中：まだバスケット部、やっつる

モモ：もちろんですよ。今、私が培



< 2 課 - 聞く (質問) > * Correct answer

Listening: *Senior Life*

12 秒 × 5

1. What is the relationship between Momo and Tanaka?
(A) Momo is younger than Tanaka and was on the same high school basketball team. *
(B) Momo and Tanaka are classmates in high school.
(C) Momo is a high school student and Tanaka is her teacher.
(D) Momo is a high school student and Tanaka is her basketball coach.
2. Where and when did they meet?
(A) They met on the street in the morning.
(B) They met on the train in the morning. *
(C) They met on the street on the way home in the late afternoon.
(D) They met on the train on the way to school in the early afternoon.
3. Which is true about Momo?
(A) Momo's basketball team is strong.
(B) Momo is a leader of her basketball team. *
(C) Momo didn't sleep last night because she has two exams today.
(D) Momo is supposed to turn in a physics paper today, but she was not able to finish it.

Additional Resources: Grammar Answers

- Reference for students and teachers
- Sample answers provided for open-ended questions

E. Restate in English.

1. 私達は毎日一時間もコーチに走らされた。 We were made to run for one hour everyday by our coach.
2. 授業の後、先生に教室を掃除^{そうじ}させられた。 After class, the teacher made us clean the rooms.
3. 友達に長い間駅の前で待たされた。 My friend made me wait a long time at the station.

F-a. Rewrite the underlined endings using ～んです forms.

1. 母は教師^しでした。 → だったんです。
2. 兄はスキーが上手^うです。 → だったんです。
3. 祖父が亡^しくなりました。 → 亡くなったんです。
4. 祖母が私を世話^{せわ}をしてくれました。 → くれたんです。
5. 仲間^{なか}がたくさんいます。 → いたんです。
6. 車を買^かってもらいました。 → もらったんです。

Dekiru! Companion Website



Log in using the menu on the right to view resources for *Dekiru!*

Welcome!

Welcome to the companion site for ***Dekiru! An AP® Japanese Preparation Course***. *Dekiru!* is your complete guide to reaching a higher level of Japanese proficiency and acing the AP® Japanese Language and Culture exam. Here you will find the digital resources that accompany your printed book.

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Username *

Password *

- [Create new account](#)
- [Request new password](#)

Log in

Dekiru! on FluencyLink

Features:

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- LTI integrations for Canvas, Moodle, and other LMS platforms
- Custom Handout & Activity features
- Dashboards with usage analytics for Teachers and Admins



Dekiru! on FluencyLink

- Easy access to audio
- Download additional resources

RESOURCES

All Resources

Teacher's Resources

 Audios ▼

 Documents ▲

 L0 p.vi Sample AP Kanji Quizzes

 L0 p.vii Grammar Review Answers (All Lessons)

 L1 p.55 Scripts and Answers



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Listening: Movie Star Interview



【You may take notes while listening. Do not look at the questions below before listening. You will have 12 seconds to answer each question. You may NOT move back and forth among questions.】

(Narrator) Now you will listen once to an interview.



(Narrator) Now answer the questions for this selection.

1. What information is correct about the movie star's family?
(A) His mother was a movie star.

Questions

Student and Teacher Experience



- How does your curriculum support students with feelings as though they are driving the learning?
- How does your curriculum provide opportunities for students to apply their knowledge and skills in real-world contexts?
- How can teachers customize your curriculum to meet the specific needs of all students?
- Can students and teachers access the online materials via Clever? Does it integrate with Google Classroom?

Efficacy of Curriculum; Teacher Training & Support



- Provide concrete evidence/data that speaks to the efficacy of your curriculum.
- What initial and ongoing training and support do you provide to teachers (be specific as to quantity, frequency, content, etc.).
- What resources (on demand and otherwise) are available to teachers grow their confidence in using the curriculum.
- What is the method a teacher would use to receive timely support from your company on the curriculum (not simply tech help)?

Cost

Materials	Price
Print book	\$80.99
Digital subscription, 7 yrs (student)	\$269.99
Digital subscription, 7 yrs (teacher)	\$499.99

- We provide a 10% discount for bulk purchase of print textbooks alongside student digital subscriptions
- Teachers may be eligible for gratis or discounted copies under our desk copy policy

- What components are necessary for optimal implementation of the curriculum (textbooks, online access, teacher resources, lab notebooks, etc.)
- What are the costs of initial and ongoing professional development?
- What is the cost to refurbish/replenish consumable materials each year?
- Components available for optional purchase to supplement the program(s)
- How frequently are updates or revisions made to the curriculum, and will there be any additional costs associated with receiving these updates?
- Cost for the following quantity estimates

Additional Questions

- Are there any plans to create a more interactive platform for students and teachers?
- What is the full extent of teacher resources available for Dekiru?
- Are there any additional authentic resources available that we were not given access to previously?



Thank you!