

# JAPAN BOWL

National Japanese Language & Culture Competition for High School Students

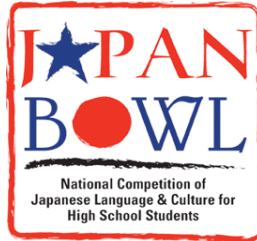


## 2016 NATIONAL JAPAN BOWL® STUDY GUIDE

PREPARED BY

THE NATIONAL JAPAN BOWL COMMITTEE  
AND THE JAPAN-AMERICA SOCIETY  
OF WASHINGTON DC

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The 2016 National Japan Bowl® will take place on Thursday and Friday, April 14-15, 2016 at the National 4-H Youth Conference Center in Chevy Chase, Maryland. *Because of construction in downtown Washington DC, the date of the 56th Annual Sakura Matsuri might change. The Japan-America Society of Washington DC (JASW), which sponsors both events, hopes that the Sakura Matsuri, the nation's largest one-day Japanese cultural event, will be held as usual on the day after the Japan Bowl. However, the actual date will not be known until Fall 2015.*

This **Study Guide** describes the format, content, and rules of the 2016 National Japan Bowl competition. It also describes who is eligible to compete. The Study Guide's purpose is to help students and teachers form teams and prepare for the 2016 competition.

The **Administrative Guide** will be issued later in 2015, after all administrative arrangements for the 2016 competition have been made. The Administrative Guide will describe the application process and also provide information on lodging, transportation, and payment.

Please read this Study Guide carefully. In the months before the competition, the National Japan Bowl Committee (NJBC) might make some changes to the information contained in this guide. NJBC will inform all participants promptly of any changes that are made. Inquiries should be sent by email to [japanbowl@us-japan.org](mailto:japanbowl@us-japan.org). The Director of the 2016 National Japan Bowl is Risa Kamio.

### **What's New for 2016**

- a. In response to a survey of teachers after the 2015 Japan Bowl, the National Japan Bowl will include both Japanese etiquette/manners and Japanese gestures/body language as a special topic in 2016. In addition, aisatsu phrases will now be an annual topic in the National Japan Bowl. Commonly-used *aisatsu* that students at each level are expected to know are given in Section 4.9.
- b. There are special kanji terms that students should know for the 2016 competition, which are related to the non-language topics for 2016. Please see Section 4.5.1.
- c. The number of kanji has increased. All kanji in the widely-used textbooks Genki I and Genki II are now in the Kanji list. The new Kanji are written at the end of each list -- **in red.**

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## 1. What is the Japan Bowl?

The Japan Bowl<sup>®</sup> is a national Japanese language competition created by the Japan-America Society of Washington DC in 1992. Now in its 24th year, the Japan Bowl tests the achievements of high school students throughout the US who are studying Japanese. But what makes the Japan Bowl unique is that it goes beyond language and asks students about their knowledge of Japanese culture, society, daily life, history, geography, and current events. Students represent their schools and compete as members of 3-person teams, based on how many years they have studied Japanese. The competition uses a “quiz bowl” format, and the National Japan Bowl Committee creates over 400 questions for the competition each year.

The National Japan Bowl is a “total experience” for students. In addition to the academic competition, students get to watch Japanese cultural performances, meet with Japanese and American role models, take part in hands-on activities, learn about Japan-related study opportunities at American and Japanese universities, and meet other students from across the nation who share their passion for the Japanese language and culture. The Japan Bowl is held just before the Japan-America Society’s Sakura Matsuri, which gives the students a chance to enjoy the largest one-day Japanese cultural festival in the country. The Japan-America Society also organizes a special two-hour meeting during the Japan Bowl for attending teachers to share professional information.

The Japan-America Society of Washington DC organizes the Japan Bowl to recognize and encourage students across the country who have chosen Japanese as their foreign language. The Japan Bowl seeks to motivate students to higher levels of academic achievement and to impart the kind of real-world language and cultural knowledge that will help them become future leaders in the US-Japan relationship. Students put in many hours of individual and group study to prepare for the Japan Bowl. Almost all Japan Bowl participants say they plan to continue to study Japanese during their college years, and many hope to study abroad in Japan. Japan Bowl participants also say they hope to have a “Japan connection” in their adult lives, whether in business, academia, the arts, or public service.

The Japan Bowl was first held in 1993 as a local competition for high schools in the Washington DC area. Within a few years, schools from other parts of the nation joined the competition in Washington.

In addition to the National Japan Bowl, there are now Japan quiz bowl competitions held throughout the United States. The newest competitions are in Illinois, Kentucky, Wisconsin, Utah and California.

Today the Japan Bowl is widely recognized as the premier national competition for high school students of Japanese. It has enjoyed support over the years from the United States-Japan Foundation; the Embassy of Japan; the Japanese Ministry of Foreign Affairs and the Ministry of Education, Science and Technology; the Japan Foundation; and the American Association of Teachers of Japanese. In 2007 Her Imperial Highness Princess Takamado kindly became the Honorary Patron of the Japan Bowl, and she meets each year with the National Championship Team during their trip to Japan.

## 2. Participation

### 2.1 Levels

The National Japan Bowl is open to full-time students who are currently enrolled in Levels II, III, and IV Japanese language classes at a high school in the United States, whether in regular or block schedule classes. These levels correspond to the equivalent level of high school Japanese language study:

Level II	Students enrolled in second year high school-level Japanese language study
Level III	Students enrolled in third year high school-level Japanese language study
Level IV	Students enrolled in fourth year high school-level Japanese language study or in AP Japanese

Please note that these levels are based on the course level, and not the number of years that a student has studied Japanese in high school. For example, a high school sophomore who began Japanese language study in elementary or junior high school might be studying with high school seniors in Level IV and therefore would be eligible for the Level IV team. However, that student could not participate as a member of a Level II or Level III team, because that is below his/her current level of study.

### 2.2 Team Formation

- Each school may send only one team at each level.
- All team members must be formally studying Japanese at the same high school.
- A team must consist of two or three students. One student is not a team. NJBC strongly encourages schools to form a team of three students instead of two.\*

### 2.3 Student Eligibility

The following rules about Japanese language education and experience govern eligibility:

- Students who are native speakers of Japanese or who use Japanese at home are not eligible to compete.
- Students who have spent more than a total of three months in Japan on a study or home-stay program or who have had other significant exposure to the Japanese language and/or culture outside the high school curriculum are not eligible to compete.
- Participation is permitted at one level higher than the student's current high school level of Japanese studies, but is not permitted at any level lower than his/her current level.
- If a student participates in the Japan Bowl at one level higher than the one at which he/she is currently enrolled, that student will not be eligible to compete in a future Japan Bowl at the same or a lower level.

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\* A Japanese kotowaza says, "Sannin yoreba, Monju no chie / Three people together have the wisdom of Monju."

- e. Students taking the AP Japanese Language and Culture course are eligible to compete in the 2016 competition at Level IV.

### 3. Competition Format, Rules, and Schedule

#### 3.1 Draft Schedule for 2016

This is a draft schedule and is subject to change. It is provided early to assist you in planning your visit to the 2016 National Japan Bowl. We will notify participants of any changes.

##### **Thursday, April 14**

3:00-5:00 p.m.	Japan Bowl Registration
4:30-5:30 p.m.	Dinner, <i>Clover Cafe</i>
5:45-6:45 p.m.	Opening Ceremony, <i>Auditorium</i>
6:45-7:00 p.m.	Break (move to the competition rooms)
7:00-8:45 p.m.	First Preliminary Round – All Levels
8:45-9:30 p.m.	Evening Get-together

##### **Friday, April 15**

7:00-8:15 a.m.	Breakfast, <i>Clover Cafe</i>
8:00-10:30 a.m.	Conversation Round – All Levels
8:00-10:30 a.m.	Teachers' Breakfast Meeting
10:45-11:30 a.m.	Second Preliminary Round – All Levels
11:30 a.m.-12:10 p.m.	Lunch, <i>Clover Cafe</i>
12:15-1:30 p.m.	Cultural Event(s)
1:45 p.m.	Announcement of Finalists, <i>Auditorium</i>
1:50 p.m.	National Championships, Introductions and Explanation of Rules
2:00-2:45 p.m.	National Championship Round – Level II
2:45-3:30 p.m.	National Championship Round – Level III
3:30-4:15 p.m.	National Championship Round – Level IV
4:30-5:00 p.m.	Awards Ceremony and Closing Remarks

#### 3.2 First and Second Preliminary Rounds - Format and Rules

- At the 2016 National Japan Bowl, there will be two Preliminary Rounds. The First Round is on Thursday evening, April 14, and the Second Round is on Friday morning, April 15.
- Each team will be placed at a table in one large room and compete with all other teams at the same level.
- The First and Second Rounds are closed to the general public, except that teachers, chaperones, and others who have pre-registered will be admitted, based on available space.
- A total of 100 questions will be presented in the two Preliminary Rounds. Each question is worth 2 points.
- Visuals for all questions will be projected, using PowerPoint slides, on a large screen.
- American and Japanese moderators (native speakers) will read the questions.
- Each question will indicate how the answer should be given: in English, in *hiragana*, in *kanji*, etc. (See the list of answer icons below.)
- Students should write their answers clearly and legibly on the team answer sheet.

- Halfway through each round (after 25 questions have been read), teams will shift tables, so no team is disadvantaged by distance from the screen.
- After each set of 25 questions is read, students **MUST** put their pens and pencils down and stop writing when told to do so by the moderator. Failure to do so may result in disqualification from the competition.
- Correct answers will be given at the end of each round in order to reinforce the learning experience through participation in the National Japan Bowl. Students may take notes during the answer review session.

ANSWER ICONS	
<b>EN</b>	English
<b>JP</b>	Any combination of Japanese ( <i>kanji, hiragana, katakana</i> – but <u>not</u> <i>romaji</i> )
<b>ひら</b>	<i>hiragana</i>
<b>カナ</b>	<i>katakana</i>
<b>漢</b>	<i>kanji</i>
<b>ABC</b>	Multiple choice
<b>RO</b>	<i>romaji</i> for Japanese names*
<b>123</b>	Western numerals

\*Any commonly-used variant of romaji can be used. For example, Tokyo can be written as “Tokyo” or “Toukyou.” A newspaper can be “shinbun” or “shimbun.” A map can be “chizu” or “tizu.”

### Rules for the First and Second Rounds

1. Questions will be read only once, except for Japanese comprehension questions, which will be read twice.
2. Conferring among team members is allowed.
3. All teams must write their answers clearly and legibly on the team answer sheet. Any member of a team may write the answer(s) to the question. As described above, the slide will give the “answer icon,” and the moderator also will state in which language form the answer should be written. If there is a discrepancy between the answer icon on the screen and what the moderator says, ask for clarification. Because the moderator knows the correct answer, he/she will be able to tell you how to answer.
4. There is a 30-second time limit for answering each question. However, 60 seconds will be allotted for questions that require translation from English to Japanese. The clock begins when the moderator has finished reading the question. The timekeeper will call a “10 seconds” warning. At the end of the allocated time, the timekeeper will call “time,” and the slide will advance to the next question. Although you may keep working on questions after the time has expired, you will run the risk of missing the next question.
5. There is no partial credit for partially correct or incomplete<sup>1</sup> answers.
6. There is no penalty for an incorrect response or an incomplete answer.

<sup>1</sup> For examples of incomplete answers, see the box on the next page.

7. When answering in full sentences in Japanese, teams must use the polite forms (です・ます), unless otherwise instructed.
8. Any answers that are difficult for the judges to read or identify may result in an incorrect answer. Therefore, be sure to write your answers large and clearly.

### Examples of Incomplete or Partial Answers

Japanese Moderator: 兄は黒いオートバイを買いました。

English Moderator: What did the older brother buy? Answer in English.

Answer: The correct answer is "a black motorbike, motorcycle, motor scooter, etc. - something that indicates that it is propelled by a motor. If you say or write just the word "bike," your answer is incomplete, because the English word "bike" can also mean a pedaled bicycle. You also must include the color of the bike (black) to make it a complete response.

English Moderator: In the Japanese calendar, what year is this? Answer in Japanese.

Answer: A correct answer must include "Heisei," the number, and "nen," to demonstrate that you know not just the number of the year but also the name of the reign (Heisei) and the standard term ("nen") used in Japanese when expressing the year.

***Key point: Be as specific, accurate, and complete as you can !***

### 3.3 Conversation Round - Format and Rules

On Friday morning, NJBC judges will hold a Conversation Round with each team to judge the speaking ability and the communication and presentation skills of team members.

1. Each team will be assigned a pre-determined time to meet with two NJBC judges for a Japanese-language conversation. The sessions will be closed. No teachers, chaperones, or members of the public will be allowed to observe. **Students should not tell the judges what school they are from.** Each team will be allotted 5-6 minutes for a conversation in Japanese, including the time allotted for self-introductions.
2. Students at Level II will be asked to do a presentation of one minute or less. Students at Level III will be asked to do a presentation of 30 seconds or less. Students at Level IV **will not** be asked to do a presentation. Students should not tell the judges what school they are from. For Level II: Tell your name, age, grade, and describe your family situation and favorite foods. For Level III: Tell your name and what you think about Japan and the Japanese language. The judges then will ask each team member open-ended questions about himself/herself. Both the self-introductions and the judges' questions are based on the subjects listed in Section 4.3 (Conversation Round Themes and Topics). Questions will be geared to the team's language level, following the guidelines in Section 4.3.
3. The judges will consider both the self-introduction and the replies to questions in determining how many points to award. Team members will be awarded between 1 and 5 points each, based on his/her ability to communicate clearly, accurately, and concisely in Japanese, while still providing sufficient information and detail. Judges will consider the sophistication of the vocabulary used, the level of grammatical construction and accuracy, accent, fluency,



comprehension, ability to navigate unfamiliar phrases or vocabulary, and overall confidence when awarding points.

4. A student whose spoken Japanese is far below the expected level will receive 1 point; below the expected level, 2 points; at the expected level, 3 points; above the expected level, 4 points; and far above the expected level, 5 points.
5. Points will be added and multiplied by 2 to produce the team score, so the maximum number of points is 30. If the team has only two members, their scores will be averaged and multiplied by 3 and then, multiplied by 2 to produce the final team score.

Because the same topics will be used for all teams at the same level, students should maintain the secrecy of the topics and questions and not discuss them with anyone until all teams have completed the Conversation Round.

### 3.4 National Championship Round - Format and Rules

1. The combined scores from the First, Second, and Conversation Rounds will determine which three teams at each level advance to the National Championship Rounds. The combined scores also will determine the 4<sup>th</sup> and 5<sup>th</sup> place winners.
2. If there is a tie among the top five teams, the NJBC will review the teams' answers on five pre-determined questions, covering both language and non-language topics, to determine the top five teams.
3. The results will be announced in the auditorium after lunch on Friday, April 10.
4. If all members of a team qualifying for the National Championship Round are not present at the time of announcement, the next runner-up team will replace the team that is missing its member(s).
5. The Championship Rounds will be conducted on stage, using a quiz show format.
6. The scores from the First, Second, and Conversations Rounds will not be carried over to the National Championship Round, i.e., the National Championship will be determined solely by the team score in the Championship Round.
7. The National Championship Rounds are open to the public, so students, friends, and family are welcome to attend.

#### Types of Questions

The National Championship Round will focus on Japanese language communication skills and knowledge of Japan, using three types of questions:

1. **Toss-Up Questions** - 15 questions, 5 points per question, total 75 points. Two of the 15 toss-up questions will have bonus questions attached, each worth 5 points.
2. **Individual Communication Questions** - one question per student, 5 points each, total possible team score is 15 points.
3. **Team Questions** - 10 questions, 10 points per question, total 100 points

#### Rules for the Toss-Up Questions

1. There will be 15 questions. (But see Rule #11 below.)
2. Conferring among students is not allowed. (Exception: Bonus Questions. See below.)

3. Any student on the team may answer a toss-up question. A student must ring the buzzer to signal, and only that student may answer.
4. A student must wait to be called on before answering. After the timekeeper determines the order in which students signaled, the moderator will call on the first student who signaled. Answers given prior to being called on will not be accepted.
5. If students from different teams signal simultaneously, the students involved will be asked to write their answer, without conferring with their teammates.
6. When a student signals before the moderator finished reading the question, the moderator will stop reading. The remainder of the question will not be read.
7. The student may answer only once and cannot change his/her answer. The first answer is final. Each judge will record what he/she heard, and the decision whether to declare the answer correct will be based on what a majority of the judges heard.
8. If there is a discrepancy between the answer icon on the screen and how the moderator says the answer should be given, the judges will accept a correct answer in either format.
9. If two students answer incorrectly, the moderator will repeat the question once. Any student from the remaining team may then signal and answer the question.
10. If no team provides the correct answer, the moderator will provide the answer.
11. If no team signals after the moderator has asked or repeated a question, the moderator will give the answer and then move on to the next question.
12. There will be 2 bonus questions during the Toss-Up Round. The moderator will give advance notice when a question has a bonus question attached to it. If a team member answers the first (main) question correctly, his/her team will be given the bonus question, which is worth an additional 5 points. Team members may confer, and the team captain must answer within 30 seconds. If the team's answer is incorrect, other teams cannot answer the bonus question.
13. When answering in full sentences in Japanese, students must use the polite forms (です・ます), unless otherwise instructed.
14. Scoring:
  - (1) Each correct answer is worth 5 points.
  - (2) There is no partial credit for partially correct answers.
  - (3) A team will not receive credit for a correct answer if its members conferred. (Exception: Bonus Questions.)
  - (4) If students from different teams signal simultaneously, all students with the correct answer will be awarded full points.
  - (5) If a student signals after the moderator has read the entire question, there is no penalty for an incorrect response.
  - (6) If a student signals before the moderator has completed reading the question and then answers incorrectly, his/her team will be penalized 5 points. If a student from second team also signaled before the moderator completed reading the question and then answers incorrectly, his/her team will also be penalized 5 points.

### **Rules for the Individual Communication Questions**

1. Each team member will select a numbered card, drawn at random. Students then will be called on to answer in numerical order.
2. A PowerPoint slide will appear for each number. It will contain a well-known Japanese idiomatic expression (ki and kokoro), or an onomatopoeic expression. The team member must use that expression or idiom in a sentence or two to demonstrate that he/she fully understands its meaning.
3. Conferring among students is not allowed.

4. Each student will have a total of 60 seconds within which to prepare his/her answer and to say it. If a student has not started to speak after 30 seconds have passed, the timekeeper will say, "30 seconds."
5. The student should speak clearly and loudly into the microphone. The judges may not ask the student to repeat.
6. A group of native speaker judges will decide whether the student has clearly and accurately communicated the answer in Japanese. They will use a *maru-batsu*, yes or no decision, with the majority decision to prevail.
7. Each question is worth 5 points, so there are 15 possible points per team. If the team has only two members, the average of the two scores will be multiplied by 3 to determine the team score.

### **Rules for the Team Questions**

1. There will be 10 team questions. Each question is worth 10 points.
2. The same question will be asked to all teams simultaneously.
3. Questions are read only once.
4. Conferring among team members is allowed.
5. All teams must provide their answers in writing. Any member of the team may write the answer(s) to the question.
6. After a question is read, each team must write its answer on the white board.
7. There is a 30-second time limit to answer each question, depending on the complexity of the question. The clock begins when the moderator has finished reading the question. The timekeeper will call a "10 seconds" warning. At the end of the allocated time, the timekeeper will call "time," and the team must show its white board.
8. There is no partial credit for partially correct answers. There is no penalty for an incorrect response.
9. When answering in full sentences in Japanese, students must use the polite forms (です・ます), unless otherwise instructed.
10. Any answers that are difficult for the judges to read or identify may result in an incorrect answer. Therefore, please be sure your handwriting is large and clear.
11. If there is a discrepancy between the answer icon on the screen and how the moderator says the answer should be given, the judges will accept a correct answer in either format.

## **4. 2016 National Japan Bowl Topics and Questions**

The Japan Bowl tests both language and non-language topics. In 2016, the National Japan Bowl will challenge students on the topics described in this section.

### **4.1 Japan Knowledge (Language Topics)**

To write and fact-check its questions, the National Japan Bowl Committee uses the Japan-America Society's library, which has over 1,400 books on Japan and the Japanese language, as well as authoritative sources on the internet.

Some recently-published books are good resources for the special language topics covered each year. We recommend them because they provide good English explanations of common Japanese expressions, which are often hard for students to grasp.

Dorling Kindersley (DK) publishes an attractive and “fun” Japanese English Bilingual Visual Dictionary in paperback, which is currently available from Amazon for \$11.75. It has a wealth of vocabulary, arranged by topic.

An excellent reference on **Japanese idioms and especially kotowaza** is 101 Japanese Idioms, by Michael L. Maynard and Senko K. Maynard. A revised edition was published by McGraw-Hill in 2009 and is available from Amazon.com. It includes a 90-minute CD with dialogues.

An excellent reference for **四字熟語 (yojijukugo)** is Kanji de Manga's Yojijukugo,

An excellent reference for onomatopoeia is Jazz Up Your Japanese with Onomatopoeia, by Hiroko Fukuda, published by Kodansha International in 2003 and sold by Amazon.com.

Unfortunately, the only reference that we have found for affective expressions is out of print, although it is available from used book sellers. It is Ronald Suleski and Masada Hiroko's Affective Expressions in Japanese (日本語感情表現の手引) , which was published by The Hokuseido Press in 1982. Amazon.com lists a number of used copies for sale.

## 4.2 Japan Knowledge (Non-Language Topics)

The chart on the next page lists the categories from which **non-language questions** will be drawn over the next three years. These categories should act as a curriculum guide for students to develop their knowledge of Japan over a three-year period. In 2016 non-language questions will come from the column marked “**Year 3 (2016)**,” which is highlighted in yellow.

Note to students and teachers: NJBC encourages students to pursue the study of the non-language topics with their team-mates and to learn from a variety of reliable sources. That is what the most successful National Japan Bowl teams have done over the years.

NJBC suggests that students familiarize themselves with the material on Web-Japan (<http://web-japan.org>). Another good source of information on Japan is Nipponia Magazine, which is available online at <http://web-japan.org/nipponia/archives/en/index.html>. Daily reports on current events in Japan can be found at <http://www.newsonjapan.com>.

Some useful reference books are:

- Kodansha's *Japan at a Glance: 日本まるごと事典*
- The JTB series *The Illustrated Guide to Japan* and *Japan in Your Pocket* (available through [www.jptrading.com](http://www.jptrading.com))
- *Are Japanese Cats Left-Handed?* and *Who Invented Natto?* , written by Yoko Toyozaki, Stuart Varnam-Atkin, and Sawada Gumi (IBC Publishing)
- *Shikitari: Unfolding Japanese Tradition*, available through Amazon.com
- *Annual Events in Japan* (2 volumes), by Noriko Takano and translated by Reiko Matano and Margaret Breer (Ehon House Publishing)
- *Fodor's Exploring Japan: Discover the Country's Cultural and Historical Treasures, Pastimes, and Pleasures, 6<sup>th</sup> Edition* (2008)

### Non-Language Topics and Categories: Three-Year Cycle

	Year 1 (2017)	Year 2 (2018)	Year 3 (2016)
<b>History</b>	794-1603 Classical and Medieval Era: from the Heian period to the creation of the Tokugawa Shogunate: well-known events, people, and terms	1603-1868 Edo/Tokugawa Era: well-known events, people, and terms	1868-present The Modern Era: Well-known events, people, and terms in the Meiji, Taisho, Showa and Heisei Eras
<b>Arts and Culture (both traditional and modern)</b>	Performing Arts, including kabuki, bunraku, noh, kyogen, theater and drama, traditional music, tea ceremony	Visual Arts, including painting and prints, sculpture, ceramics, ikebana, handicrafts, classic films, and architecture	Literary Arts, including famous authors and novels; Japanese literary forms, folk tales and children's stories
<b>Social Sciences</b>	Geography: Places, regions, major islands, prefectures; major cities, mountains, seas, lakes, rivers, etc.	Geography: Nature and the environment, flora and fauna, agriculture and fisheries	Japan's political and economic systems: government, politics, foreign affairs, business and industry, transportation, national symbols, famous companies and products
<b>Daily Life and Society</b>	Rites of life (birth, school, marriage, death, etc.), religion and religious practices	Festivals, holidays, seasonal events, celebrations	Manners and etiquette in Japan, Japanese gestures and body language
<b>Popular Culture</b>	The martial arts and sports	Japanese popular culture, with a focus on youth culture, including anime, manga, pop music, iconic foods, etc.	Food, drink, clothing, housing, things in and around Japanese homes
<b>Current Events</b>	Events and developments in Japanese politics, society, economics, and international affairs during the past year		
<b>US-Japan relations</b>	The US-Japan connection: interaction between the two countries in the topics listed above		

### Non-Language Topics and Categories: Three-Year Cycle

	Year 1 (2017)	Year 2 (2018)	Year 3 (2016)
歴史	794-1603年 平安 / 鎌倉 / 室町 / 安土・桃山時代: 期間/人物/出来事など	1603年-1868年 江戸/徳川時代: 期間/人物/出来事など	1868年 - 現在 明治、大正、昭和、平成時 代: 期間/人物/出来事など
芸術と文化 (伝統的および現代的)	舞台芸術 歌舞伎、文楽、能、狂 言、劇場、演劇、古典 音楽、茶道を含む	視覚芸術 絵画、出版物、彫刻、陶 磁器、生け花、工芸、古 典映画、建築を含む	文芸 有名な作家や小説、文学の 表現形式、民話、童話を含 む
社会科学	地理：地域、地方、 主要な島、県、都市、 山、海、湖、川など	地理：自然、環境、動 植物、農業、漁業	日本の政治と経済：政府、 政治、外交、ビジネス、産 業、交通機関、国章、有名 企業、商品
日常生活と社会	儀式や祭式（誕生、入 学、結婚、葬式な ど）、宗教と儀式	祭、祝祭日、年中行事、 祭式	日常のマナーとエチケッ ト、身振り、ジェスチャー
ポップカルチャー	武芸、スポーツ	ポップカルチャー：若者 文化、アニメ、漫画、ポ ピュラー音楽、伝統的料 理など	飲食物、衣服、住居、日本 の家で見られるもの
時事	前年度から現在の出来事や発展：政治、社会、経済、国際関係		
日米関係	上記のトピックにおける日米関係		

#### 4.3 Conversation Round Topics

The following list describes the themes and topics that students are expected to be able to talk about, **as they relate personally to each student**:

##### Level II

- Clothes
- Daily life
- Food
- Home and community
- Self, family, and friends

### Level III

All content from Level II, PLUS:

- Holidays and annual events
- Leisure, hobbies, and sports
- School and education
- Shopping
- Travel and vacations

### Level IV

All content from Levels II and III, PLUS:

- Body and health
- Future plans
- Weather and climate
- Work and career

## 4.4 Kanji – Reading and Writing

Students should be able to **read and write** these *kanji* and give their meanings in English. Note: Some *kanji*, but **not all**, used in the Japan Bowl will come from these lists. Students should also be able to read and write *kanji* compounds formed by *kanji* in this list.

### Level II:

a. the following *kanji*

一	二	三	四	五	六	七	八	九	十	百	千	万	円
日	月	火	水	木	金	土	曜	先	昨	週	年	今	毎
何	時	間	午	前	後	分	半	回	末	上	下	左	右
人	男	女	父	母	子	家	族	自	姉	兄	妹	弟	友
本	語	学	校	小	中	大	走	生	話	書	見	言	休
行	来	出	入	口	会	外	国	駅	山	川	島	花	草
米	田	文	空	名	止	正	立	私	彼	英	代	広	明
教	室	牛	犬	表	主	力	洋	堂	工	皿	声	茶	枚

b. *kanji* compounds composed of those in the above list, including, for example:

しゅうまつ 週末	ふぼ 父母	でぐち 出口	べいこく 米国	きゅうじつ 休日	なんぽん 何本
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### Level III:

a. the following *kanji* as well as those in the Level II list:

朝	昼	夜	春	夏	秋	冬	天	気	雨	雪	風	魚	肉
南	北	東	西	所	帰	海	村	町	市	都	電	車	方
耳	目	手	足	頭	体	心	持	思	元	病	強	弱	同
壳	買	安	高	低	新	古	色	赤	青	白	黒	好	銀
衣	食	住	活	品	物	着	飲	料	理	紙	店	屋	切
勉	試	験	運	動	聞	音	楽	歌	絵	芸	術	院	読
和	々	起	飯	港	親	寺	昔	員	供	以	台	両	弘
結	婚	野	真	発	的	服	授	貸	館	宿	様	計	忘
研	究	内	絶	対	信	経	配	重	記	守	若	幸	夕

b. *kanji* compounds composed of *kanji* in the Level II and III lists, including, for example:

きもち 気持	きもの 着物	せいかつ 生活	ものがたり 物語	きこく 帰国
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#### Level IV:

a. the following *kanji* as well as the Level II and Level III lists:

世	界	地	凶	鉄	道	旅	場	線	階	門	戸	次	当
歩	通	遅	引	開	閉	始	終	待	考	急	決	使	寒
暑	早	近	遠	多	少	最	悪	全	部	用	知	配	作
化	卒	業	仕	事	映	画	医	者	神	社	農	産	漢
字	科	由	興	味	習	特	別	不	無	非	常	便	利
未	長	短	意	有	働	連	度	留	注	死	転	借	建
歳	題	痛	残	番	説	案	顔	情	悲	怒	変	比	笑
相	横	調	査	違	果	感	答	質	問	続			

b. *kanji* compounds composed of the *kanji* in the Level II, III, and IV lists, for example:

べんり 便利	ほどう 歩道	きんだい 近代	さいこう 最高	としか 都市化
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## 4.5 Topics, Family, and Place Names in Kanji

### 4.5.1 This Year's Topics in Kanji

The following *kanji* compounds are words that relate to some of this year's non-language topics (see the chart in Section 4.1).



**Level II should be able to read, pronounce, and know the meaning of the following words and concepts:**

めいじいしん たいしょう しょうわ へいせい てんのう  
明治維新 大正 昭和 平成 天皇

し しょうせつ ぶんがく はいく たんか せんりゅう  
詩 小説 文学 俳句 短歌 川柳

**Level III should be able to read, pronounce, and know the meaning of the following words and concepts, plus those in the Level II list:**

かんとうだいしんさい にっしんせんそう にちろせんそう にちべいあんぜんほしょうじょうやく ひがしにほんだいしんさい  
関東大震災 日清戦争 日露戦争 日米安全保障条約 東日本大震災

ちかてつ ひこうき しんかんせん えき どうろ  
地下鉄 飛行機 新幹線 駅 道路

**Level IV should be able to read, pronounce, and know the meaning of the following words and concepts, plus those in the Level II and III lists:**

だいいちじせかいたいせん だいにじせかいたいせん しゅうぎいん さんぎいん ないかくそうりだいじん  
第一次世界大戦 第二次世界大戦 衆議院 参議院 内閣総理大臣

きもの うわぎ くつした げんかん だいどころ  
着物 上着 靴下 玄関 台所

#### **4.5.2 Family Names in Kanji**

These are some of the most common Japanese family names. Based on their knowledge of these names, students will be expected to understand other common family names that are written with these same Kanji.

**Students in Level II should be able to read and pronounce the following family names:**

Tanaka	田中
Yamada	山田
Yamaguchi	山口
Nakamura	中村
Kimura	木村
Hayashi	林
Honda	本田

**Students in Level III should be able to read and pronounce the following family names, in addition to the family names listed for Level II:**

Takahashi	高橋
Yamamoto	山本

Matsumoto	松本
Inoue	井上
Kobayashi	小林
Yoshida	吉田
Matsushita	松下

**Students in Level IV should be able to read and pronounce the following family names, in addition to the family names listed for Levels II and III:**

Sato	佐藤
Watanabe	渡辺
Ito	伊藤
Kato	加藤
Sasaki	佐々木
Shimizu	清水
Suzuki	鈴木
Nomura	野村

#### **4.5.3 Place Names in Kanji**

**Students at Level II should be able to read and pronounce the following place names:**

##### **Major Cities of Japan**

Tokyo	東京
Kyoto	京都
Osaka	大阪
Yokohama	横浜
Nagoya	名古屋

##### **Major Islands of Japan**

Honshu	本州
Kyushu	九州
Shikoku	四国
Hokkaido	北海道
Okinawa	沖縄

##### **Oceans and Seas**

Pacific Ocean (Taiheiyo)	太平洋
Sea of Japan (Nihonkai)	日本海

**Students at Level III should be able to read and pronounce the following place names, in addition to the place names listed in Level II:**

**Cities of Japan**

Fukuoka	福岡
Sapporo	札幌
Hiroshima	広島
Sendai	仙台

**Regions of Japan**

Kanto	関東
Kansai	関西
Tohoku	東北
Chubu	中部
Chugoku	中国

**Students at Level IV should be able to read and pronounce the following place names, in addition to the place names listed for Levels II and III:**

**Cities of Japan**

Kobe	神戸
Kawasaki	川崎
Nara	奈良
Nikko	日光
Nagasaki	長崎

**Prefectures of Japan**

Kanagawa	神奈川
Aichi	愛知
Hyogo	兵庫

**Mountains, peninsulas, seas**

Mt Fuji	富士山
Alps	日本アルプス
Izu	伊豆
Inland Sea (Seto Naikai)	瀬戸内海

**Airports**

Narita	成田
Haneda	羽田

**Well-known areas of Tokyo**

Ginza	銀座
Shinjuku	新宿
Ueno	上野
Shibuya	渋谷
Akihabara	秋葉原
Harajuku	原宿
Asakusa	浅草

**4.6 Katakana**

Teams will be asked to give the English equivalent of Japanese words written in *katakana*. Here are some examples:

アルバイト	Part-time work
ウィンカー	Turn signal
メキシコ	Mexico
チャンネル	Channel
ボタン	Button or peony

Students also will be expected to write some English words in *katakana*, as the Japanese commonly use and write them. Here are some examples:

France	フランス
Television	テレビ
Germany	ドイツ
Taxi	タクシー

**4.7 Idiomatic Japanese**

The Japan Bowl includes idiomatic Japanese as a language enrichment topic. The National Japan Bowl Committee selects idiomatic expressions that are used frequently in Japan; have some cultural and historical interest; and/or express a common English idiom, but in a different way.

During each three-year period, the Japan Bowl rotates idiomatic expressions from the following categories. The yellow box highlights the topics for 2016.

	2016	2017	2018
Idiomatic Japanese	Japanese idioms, proverbs, and yojijukugo 四字熟語)	Expressions using the names of parts of the human body, such as <i>me</i> 目, <i>te</i> 手, etc.	Language of feelings: expressions using <i>ki</i> 気 and <i>kokoro</i> 心

**Under each expression is the literal English translation and also an English idiomatic equivalent.** The National Japan Committee consults a number of reference books to choose the English equivalents, but these are not the only possible English meanings for these expressions. Be sure to check and understand other possibilities, as well as the nuances between the Japanese and English equivalents.

**For 2016, Level II students should learn the following:**

出る杭は打たれる                      であるくいはうたれる  
 It's best not to stand out or be different / Keep your head down  
 Don't make waves (Lit. the nail which sticks up gets hammered down)

猿も木から落ちる                      さるもきからおちる  
 Anyone can make a mistake (Lit. even monkeys fall from trees)

石橋を叩いて渡る                      いしばしをたたいてわたる  
 Be very cautious/ Test the waters before jumping in  
 (Lit. tap a stone bridge before crossing )

花より団子                                  はなよりだんご  
 Being more interested in the practical than the aesthetic  
 Pudding before praise  
 (Lit. dumplings rather than or more than flowers)

蛙の子は蛙                                  かえるのこはかえる  
 Like father, like son / The apple doesn't fall far from the tree  
 (Lit. The child of a frog is a frog)

類は友をよぶ                                  るいはともをよぶ  
 Birds of a feather flock together 、 like calls to like  
 (Lit. (similar) kinds/ things that are the same call out to friends)

善は急げ    ぜんはいそげ  
 Strike while the iron is hot / Sooner better than later  
 (Lit. Move quickly for good things)

- 急がば回れ                      いそがばまわれ  
Haste makes waste / Slow and steady wins the race  
(Lit. If you rush you just go around in circles)
- 二人三脚                          ににんさんきやく  
Work together/ Cooperate for a single purpose  
(Lit. Two people, three legs / three-legged race)
- 十人十色                          じゅうにんといろ  
Different folks, different strokes/ People have individual ideas, interests  
To each his own / It takes all kinds (Lit. ten people, ten colors)
- 三日坊主                          みっかぼうず  
A person who doesn't stick with anything / unreliable, unsteady worker  
(Lit. A monk for 3 days)

**For 2016, Level III students should learn the following as well the above Level II expressions:**

- 言わぬが花                      いわぬがはな  
Some things better left unsaid / Silence is golden  
(Lit. not saying is a flower)
- 泣きつ面に蜂                      なきつつらにはち  
When it rains it pours / Misfortune often follows misfortune  
Adding insult to injury / Bad things come in threes  
(Lit. A bee on a crying face)
- 残り物には福がある              のこりものにはふくがある  
There is unexpected good in what others leave behind  
Last but not least (Lit. Fortune can be found in leftovers)
- ちりも積もれば山となる      ちりもつもればやまとなる  
Little things add up  
Great oaks from little acorns grow  
Many a little makes a mickle  
(Lit. If dust/trash piles up it can become/turn into a mountain)
- 臭い物に蓋                      くさいものにふた  
Hush up or ignore a problem / Look the other way/ Cover things up  
Don't wash dirty linen in public  
(Lit. Put a lid/cover on a smelly/stinky thing)
- 百聞は一見に如かず              ひやくぶんはいっけんにしかず  
Seeing is believing / A picture is worth a thousand words  
(Lit. Hearing something 100 times is not the same as seeing it once)
- 以心伝心                          いしんでんしん  
Tacit understanding / Communion of minds / Telepathy  
(Lit. In view of/ because of heart/spirit, heart/spirit is transmitted)

七転八起                                      しちてんはつき / ななころびやおき  
 If at first you don't succeed, try try again  
 Always trying to recover after repeated failures  
 (Lit. fall down 7 times, get up 8 times )

和洋折衷                                      わようせっちゅう  
 Blending of Japanese and Western styles  
 (Lit. Japan & West, bending or yielding, heart or mind)

**For 2016, Level IV students should learn the following, as well as the Level II & III expressions:**

井の中の蛙大海を知らず      いのなかのかわずたいかいをしらず  
 Be totally unaware of the outside world/ clueless/ babe in the woods  
 (Lit. A frog in a well knows nothing of the great ocean)

三人寄れば文殊の知恵      さんにんよればもんじゅのちえ  
 Two heads are better than one  
 (Lit. If 3 people gather they have exceptional wisdom)

良薬は口に苦し                              りょうやくはくちににがし  
 The best advice might be difficult to hear  
 Advice when most needed is least heeded  
 (Lit. good medicine is bitter in the mouth)

猫の手も借りたい                              ねこのてもかりたい  
 Be extremely busy / shorthanded / swamped  
 Up to one's eyeballs in work  
 (Lit. would like to borrow the hand of a cat)

中途半端                                      ちゅうとはんぱ  
 Half measures / unfinished business / half baked / incomplete  
 (Lit .middle of the route, half the end or border)

右往左往                                      うおうさおう  
 Go every which way/ this way and that / move about in confusion  
 (Lit . right going, left going)

油断大敵                                      ゆだんたいてき  
 Never let your guard down/ can't be too careful  
 (Lit. Being careless/unprepared/negligent is one's greatest enemy)

**4.8.1 Gitaigo/Giongo (Onomatopoeic Expressions)**

Gitaigo and giongo (onomatopoeic expressions) are an important part of the Japanese language, and because the words repeat, they are also fun to hear and say. The onomatopoeic expressions used in the 2016 National Japan Bowl will come from the following lists. In some cases the moderator will read the expression in Japanese, and the team must give the English translation or explain when and

how it might be used. As the questions become more challenging, students might be given an expression or shown a picture and asked to complete a sentence using the most appropriate expression. They might be asked to make their own sentence using the expression.

**Level II students should learn the following:**

ぼろぼろ    へとへと    ぎゅうぎゅう    ぺらぺら    びしょびしょ  
 ほかほか    ときどき    だぶだぶ    どろどろ    ごちゃごちゃ

**Level III students should learn the following in addition to the above:**

いらいら    ぴんぴん    そろそろ    すいすい  
 すらすら    のびのび    ばたばた    がぶがぶ

**Level IV students should learn the following in addition to all of the above:**

ぶつぶつ    うきうき    ぎりぎり  
 すれすれ    ぞろぞろ    ちくちく

## 4.8.2 Affective Expressions

**Level II students** should be able to understand and use the following affective expressions:

きつと    せっかく    まず    やはり    さすが

**Level III students** should be able to understand and use the following affective expressions, in addition to those at Level II:

ついでに    どうせ    つまり    まさか    じつは

**Level IV students** should be able to understand and use the following affective expressions, in addition to those at Levels II and III:

むしろ    けっきょく    あくまで    とにかく    いかにも

## 4.9 Aisatsu

**Aisatsu** are polite and generally “fixed” phrases that the Japanese use in particular situations. For example, when a Japanese person leaves the house, (s)he will say 行ってきます. The person who remains behind in the home will send them off by saying, 行っていらっしやい. Knowing when to use and how to respond to these polite aisatsu phrases is an important part of interpersonal communication in Japan, and is integral to Japanese culture and society. .



Students learn some of the most elementary aisatsu during their first year of Japanese study. The Japan Bowl therefore expects that Level II students will have learned the following phrases during their first year of study:

**Level I Aisatsu phrases:**

おはようございます  
 こんにちは  
 こんばんは  
 おやすみなさい  
 行きます - 行っていらっしゃい  
 たいま - おかえりなさい  
 ごめんなさい  
 おげんきですか  
 はじめまして  
 (よろしく) おねがいします  
 ありがとうございます / ました - どういたしまして

**Level II students therefore are expected to know how to use and respond to the Level I aisatsu listed above, as well as to the following phrases:**

いただきます - ごちそうさまでした  
 おかわりはいかがですか  
 おだいじに  
 しつれいします  
 おたんじょうび おめでとうございます  
 もしもし  
 ごめんください  
 おひさしぶりです  
 ようこそ

**Level III students are expected to know how to use and respond to the following phrases, in addition to those at Levels I and II:**

ご入学 おめでとうございます  
 ごけっこん おめでとうございます  
 ごしゅっさん おめでとうございます  
 ごそつぎょう おめでとうございます  
 ごくろうさまでした  
 おつかれさまでした  
 よくいらっしゃいました  
 おじゃまします

どうぞお入りください  
 先日はありがとうございました  
 よい旅を

**Level IV students** are expected to know how to use and respond to the following phrases, in addition to those at Levels I, II, and III:

ごしゅうしょうさまでした  
 おかげさまで  
 お先にしつれいます  
 何もございませんが  
 つまらないものですが  
 ごぶさたしています/おります  
 先日はしつれいしました  
 長い間お世話になりました  
 おそれ入ります  
 つまらないものですが  
 申しわけございません

## 5.0 Sample Questions

The following are actual questions that were used during the Preliminary Rounds at Level III in a past National Japan Bowl. They show the wide range and style of questions used during the Japan Bowl Rounds, as well as the way in which the questions are posed.

**ON THE SCREEN:** Picture of something wrapped in a furoshiki.  
**MODERATOR:** The Japanese often wrap gifts in a square cloth, like this.  
 What is the name of this cloth? Write your answer in hiragana.  
**ANSWER:** ふろしき

**ON THE SCREEN:** A. Rice                      1. Shizuoka  
 B. Tea                         2. Hokkaido  
 C. Dairy                      3. Niigata  
**MODERATOR:** Match the Japanese product with the region that is famous for producing it:  
**ANSWER:** A3, B1, C2

**ON THE SCREEN:** Woodblock print of the Satsuma Rebellion  
**MODERATOR:** Who was the leader of the Satsuma Rebellion of 1877? Write your answer in Romaji.  
**ANSWER:** Saigo Takamori

**ON THE SCREEN:** Picture of a Shinto priest doing "oharaï"  
**MODERATOR:** This priest is performing a common ritual. What does it signify? Write your answer in English.  
**ANSWER:** Purification / driving out evil spirits

**ON THE SCREEN:** Show a picture of ひなだん  
**MODERATOR:** March 3 in Japan is a special day for girls. What is the name of this holiday? Write your answer in hiragana.  
**ANSWER:** ひなまつり or もものせつく

**ON THE SCREEN:** A. 今年日本へ行きました。  
 B. 来年日本へ行くほうがいいです。  
 C. まだ日本へ行ったことはありません。  
**MODERATOR:** Choose the sentence closest in meaning to the following:  
 来年日本へはじめて行きます。  
**ANSWER:** C

**ON THE SCREEN:** "Listen Carefully"  
**MODERATOR:** Please listen carefully and then write this sentence in English.  
 まどのそばにすわっている学生はけんじさんです。  
**ANSWER:** The student who is sitting by/near the window is Kenji.

**ON THE SCREEN:** ひさしぶりに鈴木さんからメールが\_\_\_\_\_。  
 A もらいました。  
 B きました。  
 C くれました。  
**MODERATOR:** What word should go in the blank?  
**ANSWER:** B

**ON THE SCREEN:** ぼうしを\_\_\_\_\_とあたたかくなりますよ。  
**MODERATOR:** In hiragana, fill in the blank with the appropriate verb.  
**ANSWER:** かぶる

**ON THE SCREEN:** Picture of one dog and three cats  
**MODERATOR:** 絵を見て犬と猫の数を数えてください。ひらがなでこたえてください。  
**ANSWER:** いぬがいつぴきと、ねこがさんびきいます。

**ON THE SCREEN:** Student arriving back home  
**MODERATOR:** When Japanese children come back home in the afternoon from school, what is their mother likely to say? Write your answer in hiragana.  
**ANSWER:** おかえりなさい

**ON THE SCREEN:** Picture of someone swimming  
**MODERATOR :** Please listen carefully. 「山本くんは水泳部なので、学校のプールで練習しています。月曜日から金曜日まで一日 2000 メートル泳ぎます。山本くんは一週間に何メートル泳ぎますか。」  
**ANSWER:** 10000 (メートル)

**ON THE SCREEN:** volunteer  
**MODERATOR:** This English word has become part of the Japanese vocabulary. How do the Japanese write it? Write your answer in katakana.  
**ANSWER:** ボランティア

**ON THE SCREEN:** 色  
**MODERATOR:** In *kanji*, write the names of any three colors.  
**ANSWER:** Possible answers include: 黒白赤青

**ON THE SCREEN:** わたしのなまえは、田中さんです。  
**MODERATOR:** What is wrong with this sentence? Answer in English.  
**ANSWER:** You should not call yourself "san."

**ON THE SCREEN:** 気  
**MODERATOR:** Using the kanji on the screen, write an expression which means "be particular about, worry about, bother about, be concerned about."  
**ANSWER:** 気にする、気になる

**ON THE SCREEN:** 番  
**MODERATOR:** How many strokes are in this kanji?  
**ANSWER:** 12