2010 NATIONAL JAPAN BOWL® STUDY GUIDE

PREPARED BY

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

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The 2010 National Japan Bowl®* will take place on Thursday and Friday, April 8-9, 2010 at the National 4-H Youth Conference Center in Chevy Chase Maryland. The 50th Annual Sakura Matsuri, the nation’s largest one-day Japanese cultural event, will be held the following day, Saturday, April 10, 2010 in downtown Washington. Both events are sponsored by the Japan-America Society of Washington DC (JASW).

This Study Guide describes the format and content of the 2010 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 2010 competition.

The Administrative Guide will be issued later in 2009, after all administrative arrangements for the 2010 competition have been made. The Administrative Guide will describe the application process and provide information on lodging, transportation, and payment procedures.

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. NJBC reserves the right to make the final decision on all matters related to the National Japan Bowl.

Additional copies of this guide can be downloaded from the JASW website at www.us-japan.org/dc/japanbowl.php. Inquiries should be submitted in writing to japanbowl@us-japan.org. The Director of the National Japan Bowl is Ms. Risa Okayama.

What’s New for 2010

a. The chart listing non-language topics has been edited for clarity. Etiquette and gestures have been removed as a non-language topic and will be covered as a language topic (keigo, polite expressions and behavior, body language, etc.) See Section 4.1.

b. The topics list for the Conversation Round (Section 4.2) has been edited for clarity.

c. The kanji list has been revised. See Section 4.3. A list of kanji compounds that corresponds to this year’s topics has been added. See Section 4.4.1.

d. In 2009 students were quizzed on Japanese expressions that use the words ki and kokoro (spirit and heart). In 2010 the special language topics are Japanese proverbs and idioms. See Section 4.6.

e. The gitaigo/giongo (onomatopoeic expressions) list has been updated. See Section 4.7.

f. In 2008 and 2009, only Level IV students were quizzed on affective expressions. In 2010 students at all three levels will be asked about affective expressions. See Section 4.8.

g. Open Round 1 and 2 have been renamed the “First Round” and “Second Round.”

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5. Sample Questions
1. What is the Japan Bowl?

The Japan Bowl is a national Japanese language competition developed and sponsored by the Japan-America Society of Washington DC. It tests the achievements of high school students throughout the United States who are studying Japanese. But it goes beyond language and also tests students’ knowledge of Japanese culture, history, geography, arts, and current events.

The purpose of the Japan Bowl is to recognize and encourage the nearly 50,000 high school students across the United States who have chosen Japanese as their foreign language, and to make the study of Japan and the Japanese language both challenging and enjoyable. JASW also hopes that the students will continue to study Japanese during their university years and to have a “Japan connection” in their adult lives, whether in business, academia, the arts, or public service, so they can become future leaders of the US relationship with Japan.

The idea for the Japan Bowl came from Mrs Jean Morden, a Japanese language teacher at a suburban Washington DC high school. Mrs Morden believed that students of Japanese worked hard at a difficult language, but did not have a chance to test their knowledge in a fun way. Because she wanted to avoid the usual type of speech contest that was based on memorization, the competition format was modeled on a popular Washington DC television quiz show called “It’s Academic.” Like “It’s Academic,” the Japan Bowl seeks to motivate students to a higher level of academic achievement. Students put in many hours of individual and group study to prepare for the Japan Bowl. In 2003 the Emperor of Japan awarded Mrs Morden an Imperial Decoration, the Order of the Precious Crown Apricot, for her role in promoting the study of Japanese language and culture.

The Japan Bowl was first held in 1993 as a local competition for schools in the Washington DC area. Within a few years, schools from other parts of the nation joined the competition in Washington. As the number of participants increased, regional competitions were organized around the United States, often sponsored by local Japan-America Societies or Japanese language associations, using questions developed by JASW. Winners of the regional competitions then came to Washington DC to compete in the National Japan Bowl, and one team at each level was declared the National Championship Team.

Many high school students of Japanese were unable to compete in the National Japan Bowl because there was no regional competition in their area. So in 2006 JASW decided to discontinue regional competitions and allow all qualified teams to participate directly at the national level. As a result, the number of students who compete at the National Japan Bowl has nearly doubled since 2005. In 2007 the National Japan Bowl changed its format to accommodate the increased number of teams who compete by holding larger rounds using PowerPoint slides.

In 2007 Her Imperial Highness Princess Takamado kindly consented to become the Honorary Patron of the Japan Bowl. In special celebration of its 15th anniversary in 2007, a Japan Bowl competition was held in Japan for the first time. In 2008 Japan Bowl exhibition matches were held in both Tokyo and Kobe. Princess Takamado and over 100 VIPs attended the Tokyo competitions at the United States Embassy. In 2009 the National Japan Bowl competition moved to the 4-H National Youth Conference Center in Chevy Chase, Maryland, just one mile north of the Washington DC border.
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 normal 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

a. Each school may send only one team at each level.

b. All team members must be formally studying Japanese at the same high school.

c. 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:

a. Students who are native speakers of Japanese or who use Japanese at home are not eligible to compete.

b. Students who have spent more than a total of three months in Japan on a study or homestay program or who have had other significant exposure to the Japanese language outside the high school curriculum are not eligible to compete.

c. 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.

d. 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 able to participate in a future Japan Bowl at the same or a lower level.

* 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 apply for the 2010 competition at level IV.

3. Competition Format, Rules, and Schedule

3.1 Draft Schedule

This is a draft schedule and is subject to change. It is provided early to assist you in planning your visit to the 2010 National Japan Bowl.

**Thursday, April 8**
- 3:00-5:00pm   Japan Bowl Registration,
- 5:00-6:00pm   Dinner, Clover Cafe
- 6:00-6:45pm   Opening Ceremony, Auditorium
- 6:45-7:00pm   Break (move to the competition rooms)
- 7:00-8:15pm   First Round – All Levels
- 8:30-10:00pm  Evening Cultural Event(s)

**Friday, April 9**
- 7:00-8:15am   Breakfast, Clover Cafe
- 8:30-10:00am  Conversation Round – All Levels
- 8:30-10:00am  Teachers’ Breakfast Meeting
- 10:15-11:30am Second Round – All Levels
- 11:30-12:30pm Lunch, Clover Cafe
- 12:30-1:30pm  Cultural Event(s)
- 1:45pm        Announcement of Finalists, Auditorium
- 1:50pm        National Championships, Introductions and Explanation of Rules
- 2:00-2:45pm   National Championship Round – Level II
- 2:45-3:30pm   National Championship Round – Level III
- 3:30-4:15pm   National Championship Round – Level IV
- 4:30-5:00pm   Awards Ceremony and Closing Remarks
- 5:00-7:30pm   Dinner
- 7:30pm        Cultural Event(s)

3.2 First and Second Rounds - Format and Rules

- At the 2010 National Japan Bowl, there will be two General Rounds: the First Round is on Thursday evening, April 8 and the Second Round is on Friday morning, April 9.
Format

There will be two Rounds in the 2010 Competition. The First and Second Rounds will follow the Open Round format introduced in 2007.

- Each team will be placed at a table in one large room and compete with all other teams at the same level.
- 50 questions (2 points each) will be given in each Round.
- All questions will be projected, using PowerPoint slides, on a large screen.
- American and Japanese moderators 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 will write their answers on the answer sheet.
- Halfway through each round (after 25 questions have been read), teams will shift tables.
- Correct answers will be given at the end of each round, to reinforce the learning experience from participating in the National Japan Bowl.

**ANSWER ICONS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN</td>
<td>English</td>
</tr>
<tr>
<td>JP</td>
<td>Any combination of Japanese (kanji, hiragana, katakana)</td>
</tr>
<tr>
<td>ひら</td>
<td>hiragana</td>
</tr>
<tr>
<td>カナ</td>
<td>katakana</td>
</tr>
<tr>
<td>漢</td>
<td>kanji</td>
</tr>
<tr>
<td>ABC</td>
<td>Multiple choice</td>
</tr>
<tr>
<td>123</td>
<td>Western numerals</td>
</tr>
</tbody>
</table>

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 provide their answers in writing 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 say in which language form the answer should be written.
4. There is a 30 second time limit to answer 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.
5. There is no partial credit for partially correct answers. There is no penalty for an incorrect response.
6. When answering in full sentences in Japanese, teams must use the polite forms (です、ません), unless otherwise instructed.
7. Any answers that are difficult for the judges to read or identify may result in an incorrect answer. Therefore, write your answers clearly.

3.3 Conversation Round Format and Rules

On Friday morning, April 9, NJBC judges will hold a Conversation Round with each team to judge the speaking ability of the 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.
2. Each team will be allotted five minutes for a conversation in Japanese. The judges will ask each team member open-ended questions about some of the subjects listed in Section 4.2 (the Japan Bowl Language Tasks Benchmarks). The team members will draw numbered cards to determine the order in which they speak.
3. Questions will be geared to the team’s level, following the guidelines in the Japan Bowl Conversation Round Topics (Section 4.2).
4. Each team member will be expected to speak in Japanese about topics introduced by the judges.
5. Team members will be awarded up to 20 points each, based on his/her ability to communicate clearly, accurately, and concisely in Japanese, while still providing sufficient information and detail.
6. The total possible number of team points is 60. If the team has only two members, the average of their two scores will be multiplied by 3 to calculate the 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 the Conversation Round is finished.

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 Round. It also will determine which teams will be recognized as the 4th and 5th place winners.
2. The results will be announced in the auditorium after lunch on Friday, April 9.
3. 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 which is missing its member(s).
4. If there is a tie among the top five teams, the NJBC will use weighted questions to determine the top five teams.
5. The Championship Rounds will be conducted on stage, using a quiz bowl 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
2. **Individual Communication Questions** - one question per student, 15 points each, possible team total 45 points
3. **Team Questions** - 10 questions, 10 points per question, possible team total 100 points

**Rules for the Toss-Up Questions**

1. There will be 15 questions. Each question is worth 5 points.
2. Conferring among students is not allowed.
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. The timekeeper will call on the first student who signaled. Answers given prior to being called on will not be accepted.
5. In the case of a tie between students signaling, the students involved will respond in writing without conferring. All students with the correct answer will be awarded full points.
6. If a student signals before the moderator has finished reading the question, the moderator will stop reading. The remainder of the question will not be read.
7. If the student signals before the moderator has finished reading the question and answers incorrectly, the team will be penalized 5 points.
8. The team will not receive credit for a correct answer if its members conferred on a question.
9. If a student’s answer is incorrect and a student from another team also had signaled before the question was read in its entirety, that student will be given a chance to answer the question, but the question will not be repeated. The timekeeper will determine the order in which the students signaled. If that student answers the question incorrectly, that team also will be penalized 5 points.
10. If all answers are incorrect, the question will be repeated once. Any student from the remaining team may then buzz in and answer the question.
11. Bonus questions: The moderators will give advance notice if a question has a bonus question attached for an extra 5 points. If the student who signals gives the correct answer, that student’s team has the chance to answer the attached bonus question as a team. They may confer and their team captain must answer within 30 seconds. If the team’s answer to the bonus question is incorrect, it is not open to the other teams.
12. 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.
13. If no team provides the correct answer, the moderator will provide the answer.
14. There is no partial credit for partially correct answers. There is no penalty for an incorrect response if the entire question has been read. However, as noted above, if a student signals
before the question has been read in its entirety and then answers incorrectly, the team will be penalized 5 points.
15. When answering in full sentences in Japanese, students must use the polite forms (です・ます), unless otherwise instructed.
16. 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 or not will be based on what a majority of the judges heard.

Rules for the Individual Communication Questions

1. Each student will be asked one question, drawn by lottery.
2. Conferring among students is not allowed.
3. 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.”
4. The student may answer only once and cannot change his/her answer. The first answer is final.
5. 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.
6. Each question is worth 15 points, so there are 45 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 or 60-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, write your answers clearly.
4. **2010 National Japan Bowl Questions and Topics**

The Japan Bowl tests both language and non-language topics. In 2010, the National Japan Bowl will challenge students on the topics described in this section.

4.1 **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 2010 non-language questions will come from the column marked “Year 3 (2010).”

*Note to students and teachers:* Teachers are responsible primarily for Japanese language instruction. NJBC encourages students to pursue the study of the non-language topics on their own with their team-mates and to learn from a variety of sources. That is what the most successful National Japan Bowl teams have done over the years.

Non-Language Topics and Categories: Three Year Cycle

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>History</td>
<td>Tokugawa Period: terms/figures/ events such as: Ieyasu, daimyo, sakoku, Edo, Perry, Harris, etc.</td>
<td>Meiji-Taisho Periods: terms/figures/ events such as: Meiji Restoration, Russo-Japanese Wars, Kempo etc.</td>
<td>Showa-Heisei Periods: terms/figures/events such as World War II, Occupation of Japan, Yoshida Shigeru, Ampo, etc.</td>
</tr>
<tr>
<td>Arts and Culture (both traditional and modern)</td>
<td>Performing arts, including theater and music</td>
<td>Visual arts, including painting, sculpture, architecture, etc.</td>
<td>Literary arts, including haiku, drama, folk tales and children’s stories, famous authors</td>
</tr>
<tr>
<td>Geography</td>
<td>Topography, regions, cities</td>
<td>Environment, flora and fauna, agriculture</td>
<td>Demography; transportation; communications infrastructure and mass media; business, industry and economy</td>
</tr>
<tr>
<td>Society and daily life</td>
<td>Food, clothing, housing</td>
<td>Festivals, holidays, religions</td>
<td>“Things you see and find in Japan” (common artifacts and objects, e.g., daruma, maneki-neko, noren, etc.)</td>
</tr>
<tr>
<td>Popular culture</td>
<td>Sports, martial arts</td>
<td>Popular music and film</td>
<td>Anime, manga, and Japanese “youth culture”</td>
</tr>
<tr>
<td>Current events</td>
<td>Events and developments in Japanese politics, society, economics, and international affairs during the past year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US-Japan relations</td>
<td>The US-Japan connection: interaction between the two countries in the topics listed above</td>
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<td></td>
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</tbody>
</table>
## Non-Language Topics and Categories: Three Year Cycle

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>歴史</strong></td>
<td>徳川時代: 期間/人物/出来事 例: 家康、大名、鎖国、江戸、ベリー、ハリスなど</td>
<td>明治、大正時代: 期間/人物/出来事 例: 明治維新、日露戦争、憲法など</td>
<td>昭和、平成時代: 期間/人物/出来事 例: 第二次世界大戦、連合国占領下の日本、吉田茂、安保など</td>
</tr>
<tr>
<td><strong>芸術と文化</strong></td>
<td>舞台芸術 演劇、音楽を含む</td>
<td>視覚芸術 絵画、彫刻、建築を含む</td>
<td>文学芸術 俳句、演劇、昔話、絵本、有名な作家を含む</td>
</tr>
<tr>
<td>(伝統的および現代的)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>地域</strong></td>
<td>地形、地域、都市</td>
<td>環境、動植物、農業</td>
<td>人口統計: 交通機関、通信、マスコミ、社会基盤: 業種、職種、産業、経済</td>
</tr>
<tr>
<td><strong>地域社会と日常生活</strong></td>
<td>食物、衣服、住居</td>
<td>祭、祝祭日、宗教</td>
<td>日本特有のもの (日常品、工芸品 例: だるま、招き猫、のれんなど)</td>
</tr>
<tr>
<td><strong>ポップカルチャー</strong></td>
<td>スポーツ、武芸</td>
<td>ポピュラー音楽と映画</td>
<td>アニメ、漫画、若者文化</td>
</tr>
<tr>
<td><strong>時事</strong></td>
<td>前年度から現在の時事: 政治、社会、経済、国際関係</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>日米関係</strong></td>
<td>上記のトピックにおける日米関係</td>
<td></td>
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</tr>
</tbody>
</table>
4.2 Conversation Round Language Topics

The following list describes the topics which students are expected to be able to talk about and understand at each level during the Conversation Round:

**Level II**
- Greetings and self-introduction
- Food and beverage
- Animals and pets
- School
- Time/Calendar
- Seasons
- Weather
- Clothing
- Family and friends

**Level III**
All content from Level II, PLUS:
- Leisure
- Shopping
- House
- Health
- Holidays
- Restaurant
- Occupations
- Schedules
- Transportation

**Level IV**
All content from Levels II and III, PLUS:
- Travel
- Telephone
- Community
- Future plans

4.3 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 the kanji in this list.
Level II:

a. kanji:

一 二 三 四 五 六 七 八 九 十 百 千 万 円
日 月 明 曜 火 水 木 金 土 週 年 今 毎 時
間 午 後 前 分 半 何 回 末 休 上 下 左 右
人 男 女 父 母 子 家 族 自 姉 兄 妹 弟 友
本 語 学 校 話 書 見 言 先 生 小 中 高 大
行 来 出 入 口 会 外 国 駅 山 川

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

大人 家族 出口 今日 休日 自分

Level III:

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

朝 夜 春 夏 秋 冬 天 気 雨 雪 風 花 海 町
耳 目 手 足 頭 体 心 気 持 思 元 病 強 弱
売 買 安 高 新 古 色 赤 青 白 黒 好 物 校
紙 勉 試 験 運 動 関 音 楽 料 理 食 飲 院
東 西 南 北 所 方 電 車 番 帰 住 店 屋 銀

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

気持 勉強 元気 新聞 物語

Level IV:

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

世界 地図 鉄道 旅場 線 階 門 戸 次 当
歩 通 立 引 開 閉 始 終 住 待 持 考 急 决
早 近 遠 多 少 枚 末 全部 悪 無 知 配 使
卒 業 仕 事 映 画 生 活 医 者 社 産 業 作
理科 由 興 味 習 歌 英 泣 笑 肉 鳥 問 題

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

安全 最大 仕事 現代 心配 無理
4.4 Topics, Family, and Place Names in Kanji

Students should be able to read and pronounce (but not write) the following kanji compounds.

4.4.1 This Year’s Topics in Kanji

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

Level II should be able to read and pronounce the following:

昭和 平成 時代 文学 人口 地下鉄

Level III should be able to read and pronounce the following, plus those in the Level II list:

歴史 銀行 日米関係 大統領 首相 選挙 新幹線

Level IV should be able to read and pronounce these compounds and also the Level II and III lists:

環境 戦争 国際 経済 成長 不況

4.4.2 Family Names in Kanji

These are some of the most common family names in Japan.

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

Tanaka
Yamada
Yamaguchi
Nakamura
Kimura
Hayashi
Honda

田中 山田 山口 中村 木村 林 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

4.4.3 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  

**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

4.5 Katakana

In the 2010 National Japan Bowl, teams will be asked to give the English equivalent of Japanese words written in katakana. Here are some examples:

| 4.6 Idiomatic Japanese |

During each three year period, the Japan Bowl rotates idiomatic expressions from the following categories:

<table>
<thead>
<tr>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idiomatic Japanese</td>
<td>Japanese proverbs and idioms</td>
<td>Expressions using the names of parts of the human body, such as mimi 耳, te 手, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For 2010, Level II students should learn the following:

- 石の上にも三年
- 井の中の蛙 (大海を知らず)
- 言わぬが花
- 蛙の子は蛙
- 風の便り

- 千人千色
- 貓に小判
- 花よりだんご
- 水に流す

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

- 雨降って地固まる
- 石橋をたたいて渡る
- 三人寄れば文珠の知恵
- ちりも積もれば山となる

- 泣きっ面に蜂
- 貓の手も借りたい
- 根も葉もない

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

- 弘法は筆を選ばず
- さるも木から落ちる
- 出る杭は打たれる
- 灯台下暗し
- 根回し

4.7 Gitaigo/Giongo (Onomatopoeic Expressions)

The onomatopoeic expressions to be used in the 2010 National Japan Bowl will come from the following list. 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.
4.8 Affective Expressions

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

いちおう たった ついでに ついに まず やっと

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

いずれ おち 思わず きっと けっきょく すすが やっぱり
Level IV students should be able to understand and use the following "affective expressions," in addition to those at Levels II and III:

せっかく
つい
つまり
どうせ
まさか
ようやく

5.0 Sample Questions

The following are actual questions used during the Open Rounds at Level III in the 2009 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?
ANSWER: Saigo Takamori

ON THE SCREEN: Picture of Ponyo
MODERATOR: This character appears in Hayao Miyazaki’s latest anime film, released in 2008. In English or in Japanese, what is the name of the film?
ANSWER: Ponyo on the Cliff by the Sea / Gake no Ue no Ponyo
ON THE SCREEN: Picture of a Shinto priest doing "oharai"
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 もものせっく

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がありません。
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: Choose the correct answer.
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 hiragana.
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: いぬがいっぴきと、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: Write this word in Japanese
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: 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