



The National 4-H Youth Conference Center
Site of the 20th Annual National Japan Bowl

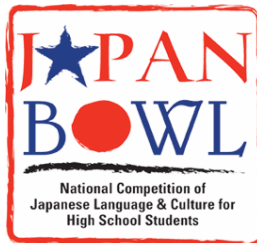
2012 NATIONAL JAPAN BOWL® STUDY GUIDE

PREPARED BY



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

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The 2012 National Japan Bowl®* will take place on Thursday and Friday, April 12-13, 2012 at the National 4-H Youth Conference Center in Chevy Chase, Maryland. The Annual Sakura Matsuri, the nation’s largest one-day Japanese cultural event, will be held the following day, Saturday, April 14, 2012 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 2012 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 2012 competition.

The **Administrative Guide** will be issued later in 2011, after all administrative arrangements for the 2012 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. Inquiries should be sent by email to japanbowl@us-japan.org. The Director of the National Japan Bowl is Risa Kamio.

What’s New for 2012

- a. There are a number of changes in the Conversation Round. (1) To help Level II students “warm up,” each Level II student will first be asked to do a one-minute self-introduction that includes name, age, grade, and hobbies/interests. A judge will then engage the student in conversation. The judges will consider the self-introduction in judging performance. (2) There are now four rating categories: below expected performance (5 points); expected performance (10 points); above expected performance (15 points); and far above expected performance (20 points). (3) The final team score will be the average of all team members’ scores, so the highest possible team score is 20. See Section 3.3.
- b. In response to student comments, the balance between language and non-language questions has been changed to increase the number of non-language questions. The new balance will be 55% language and 45% non-language. However, as always, many non-language questions will require Japanese language skills (comprehension, kanji, etc.)
- c. The Popular Culture topic “Youth Culture” (anime, manga, pop music, etc.) has been advanced from 2013 to 2012. See chart in Section 4.1.
- d. A new icon RO (for romaji) has been added. See Section 3.2. Any commonly-used variant of romaji will be accepted.
- e. The lists for kanji, idiomatic Japanese, gitaigo/giongo, and affective expressions have been updated for the 2012 competition.
- f. There will be some Bonus Point questions in the Championship Rounds. See 3.4.

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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 (JASW). 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 U.S. 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 in the National Japan Bowl has nearly doubled since 2005. In 2007, to accommodate the increased number of teams that compete, the National Japan Bowl changed its format and began to hold 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 one hundred VIPs attended the Tokyo competition 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. 2012 marks the 20th annual Japan Bowl.

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 home-stay 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.

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

- 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 eligible to compete in a future Japan Bowl at the same or a lower level.
- e. Students taking the AP Japanese Language and Culture course are eligible to compete in the 2012 competition at Level IV.

3. Competition Format, Rules, and Schedule

3.1 Draft Schedule for 2012

This is a draft schedule and is subject to change. It is provided early to assist you in planning your visit to the 2012 National Japan Bowl.

Thursday, April 12

3:00-5:00 p.m.	Japan Bowl Registration
5:00-6:00 p.m.	Dinner, <i>Clover Cafe</i>
6:00-6:45 p.m.	Opening Ceremony, <i>Auditorium</i>
6:45-7:00 p.m.	Break (move to the competition rooms)
7:00-8:15 p.m.	First Preliminary Round – All Levels
8:30-10:00 p.m.	Evening Cultural Event(s)

Friday, April 13

7:00-8:15 a.m.	Breakfast, <i>Clover Cafe</i>
8:30-10:00 a.m.	Conversation Round – All Levels
8:30-10:00 a.m.	Teachers' Breakfast Meeting
10:15-11:30 a.m.	Second Preliminary Round – All Levels
11:30 a.m.-12:30 p.m.	Lunch, <i>Clover Cafe</i>
12:30-1:30 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 2012 National Japan Bowl, there will be two Preliminary Rounds. The First Round is on Thursday evening, April 12, and the Second Round is on Friday morning, April 13.
- 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.
- 50 questions (worth 2 points each) will be presented in each Round.
- 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 will write their answers on the 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.
- 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.

ANSWER ICONS

EN	English
JP	Any combination of Japanese (<i>kanji</i> , <i>hiragana</i> , <i>katakana</i> – but <u>not</u> <i>romaji</i>)
ひら	<i>hiragana</i>
カナ	<i>katakana</i>
漢	<i>kanji</i>
ABC	Multiple choice
RO	<i>romaji</i> for Japanese names*
123	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 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 state in which language form the answer should be written.
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 answers. There is no penalty for an incorrect response, including on multiple-choice questions.

6. When answering in full sentences in Japanese, teams must use the polite forms (です・ます), 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, NJBC judges will hold a Conversation Round with each team to judge the speaking ability 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.
2. Each team will be allotted 5-6 minutes for a conversation in Japanese. The judges will ask each team member open-ended questions about himself/herself, covering some of the subjects listed in Section 4.2 (Conversation Round Themes and Topics). Level II students will be asked to do a one-minute self-introduction (name, age, grade, and hobbies/interests) before engaging in conversation. The judges will consider the self-introduction in determining how many points to award.
3. Questions will be geared to the team's level, following the guidelines in Section 4.2.
4. Each team member will be expected to speak in Japanese about the 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. A student who converses below the expected level will be awarded 5 points; at the expected level, 10 points; above the expected level, 15 points; and far above the expected level, 20 points.
7. The scores awarded to each team member will be averaged to produce the team score. The maximum number of team points is 20.

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 4th and 5th place winners.
2. If there is a tie among the top five teams, the NJBC will use weighted questions to determine the top five teams.
3. The results will be announced in the auditorium after lunch on Friday, April 13.
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
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. (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 two students answer incorrectly, the moderator will repeat the question once. Any student from the remaining team may then signal and answer the question.
9. If no team provides the correct answer, the moderator will provide the answer.
10. 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.
11. **Bonus Questions (New for 2012)** – There will be 2 - 3 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.

12. When answering in full sentences in Japanese, students must use the polite forms (です・ます), unless otherwise instructed.
13. 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 student will select an envelope, drawn by lottery. Each envelope is numbered, and students will be called on to answer in numerical order.
2. Inside the envelope will be a paper with an affective expression, onomatopoeic expression, or phrase that uses the name of a part of the body. The student will be asked to open the envelope and then use the expression written on the paper in a sentence.
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 may answer only once and cannot change his/her answer. The first answer is final.
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 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-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. 2012 National Japan Bowl Topics and Questions

The Japan Bowl tests both language and non-language topics. In 2012, 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 2012 non-language questions will come from the column marked “**Year 1 (2012).**”

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.

NJBC suggests that students familiarize themselves with the material on Web-Japan (<http://web-japan.org>) and also browse books and the internet for further information. Another good source of information on Japan is Nipponia Magazine, which is available on-line at <http://web-japan.org/nipponia/archives/en/index.html>

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)
- *Are Japanese Cats Left-Handed?* and *Who Invented Natto?* , written by Yoko Toyozaki, Stuart Varnam-Atkin, and Sawada Gumi (IBC Publishing)
- *The Anime Companion: What’s Japanese in Japanese Animation?* by Gilles Poitras (Stone Bridge Press)
- *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, 6th Edition (2008)*

Non-Language Topics and Categories: Three-Year Cycle

	Year 1 (2014)	Year 2 (2012)	Year 3 (2013)
History	Edo / Tokugawa Period: terms/figures/events such as: Ieyasu, daimyo, sakoku, Perry, Harris, etc.	Meiji-Taisho Periods: terms/figures/events such as: Meiji Restoration, Russo-Japanese War, etc.	Showa-Heisei Periods: terms/figures/events such as World War II, Occupation of Japan, Yoshida Shigeru, <i>Ampo</i> , etc.
Arts and Culture (both traditional and modern)	Performing arts, including kabuki, bunraku, noh, kyogen, modern theater; traditional music	Visual arts, including painting, sculpture, ceramics, film, architecture, etc.	Literary arts, including haiku, drama, folk tales and children’s stories, famous authors
Geography	Topography, regions, major islands, prefectures, cities, mountains, seas, lakes, etc.	Nature and the environment, flora and fauna, agriculture	Demography; transportation; communications infrastructure and mass media; business, industry and economy
Society and daily life	Food, drink, clothing, housing, items in a house, etc.	Festivals, holidays, religions, annual events	Rites of life, school and education, body and health, work and career
Popular culture	Sports, martial arts	Anime, manga, popular music and Japanese “youth culture”	TBD
Current events	Events and developments in Japanese politics, society, economics, and international affairs during the past year, plus basic knowledge of Japanese government and politics.		
US-Japan relations	The US-Japan connection: interaction between the two countries in the topics listed above		

Non-Language Topics and Categories: Three-Year Cycle

	Year 1 (2014)	Year 2 (2012)	Year 3 (2013)
歴史	江戸 / 徳川時代: 期間/人物/出来事 例: 家康、大名、鎖 国、ペリー、ハリスな ど	明治、大正時代: 期間/人物/出来事 例: 明治維新、日露戦争 など	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
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、現代演劇、古典音 楽を含む	視覚芸術 絵画、彫刻、映画、建築 を含む	文学芸術 俳句、演劇、昔話、絵 本、有名な作家を含む
地理	地形、地域、 主要な島、地域、都 市、山、海、川など。	自然、環境、動植物、 農業	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
地域社会と 日常生活	飲食物、衣服、住居、 家の中で見られるもの など	祭、祝祭日、宗教、年中 行事	儀式、作法、学校教育、 体と健康、仕事と職業
ポップカルチャー	スポーツ、武芸	アニメ、漫画、ポピュラ ー音楽、若者文化	TBD
時事	前年度から現在の時事：政治、社会、経済、国際関係 日本の政府、政治における基本知識		
日米関係	上記のトピックにおける日米関係		

4.2 Conversation Round Topics

The following list describes the themes and topics that students are expected to be able to talk about, **as the themes and topics 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

4.3 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:

一	二	三	四	五	六	七	八	九	十	百	千	万	円
日	月	火	水	木	金	土	曜	先	明	週	年	今	每
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	高	大	生	話	書	見	言	休
行	来	出	入	口	会	外	国	駅	山	川	花	草	米

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

週末 父母 出口 米国 休日 何本

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	魚	方
南	北	東	西	所	帰	海	村	町	市	都	電	車
耳	目	手	足	頭	体	心	持	思	元	病	強	弱
壳	買	安	高	新	古	色	赤	青	白	黒	好	銀
衣	食	住	活	品	物	着	飲	料	理	紙	店	屋
勉	試	験	運	動	聞	音	楽	歌	絵	芸	術	院

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

気持 着物 生活 物語 帰国

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
步	通	立	引	開	閉	始	終	待	持	考	急	決	使
早	近	遠	多	少	最	悪	全	部	用	知	配	作	化
卒	業	仕	事	映	画	活	医	者	神	社	農	魚	産
理	科	由	興	味	習	特	別	不	無	非	常	便	利

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

便利 歩道 近代 最高 都市化

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, pronounce, and know the meaning of the following words and concepts:

明治時代 大正時代 天皇 国会 政治

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:

戦争 憲法 条約改正 文明開化

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:

日清戦争 日露戦争 明治維新 関東大震災 富国強兵

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	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

4.4.3 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
Sendai	仙台

Regions of Japan

Kanto	関東
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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 2012 National Japan Bowl, 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

4.6 Idiomatic Japanese

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

	2013	2014	2012
Idiomatic Japanese	Japanese proverbs and idioms	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

For 2012, Level II students should learn the following:

気が重い	気がつく
気が小さい	気が早い
気に入る	心が広い
心を打つ	心にのこる
心をひらく	心をひとつにする

心がいたむ

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

気が進まない	気を配る
気になる	気をつかう
心をこめる	心がはずむ
心がはなれる	心をゆるす

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

気がちる	気がきく
気がすむ	心ゆくまで
心をつくす	心がさわぐ

4.7 Gitaigo/Giongo (Onomatopoeic Expressions)

The onomatopoeic expressions to be used in the 2012 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.

Level II students should learn the following:

ぎりぎり	ばらばら	どんどん
ころころ	ほかほか	だぶだぶ
いちいち	ばたばた	がらがら
たびたび		

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

だらだら	くちやくちや	ぎゅうぎゅう
ゆるゆる	わざわざ	ごちゃごちゃ
のろのろ	どろどろ	

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

ぶくぶく ながなが がたがた
いよいよ がさがさ ぐにゃぐにゃ

4.8 Affective Expressions

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

はっきり のんびり ぼんやり
やっと ぎっしり

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

そっくり はたして ずっと
とうてい うっかり

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

さらに いっそ せめて
ふと まして

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?
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: 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 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:

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