

2013
Japan Bowl®
of Southern California

STUDY GUIDE



PREPARED BY

**The Japan America Society
of Southern California**

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The inaugural Japan Bowl® of Southern California will take place on Saturday, March 9, 2013 at the Bellarmine College of Liberal Arts at Loyola Marymount University. The event is made possible in part by a generous grant from The Freeman Foundation.

This **Study Guide** describes the format, content, and rules of the Japan Bowl® of Southern California 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 2013 competition.

An **Administrative Guide** will be issued in Fall 2012, after all administrative arrangements for the 2013 competition have been made. The Administrative Guide will describe the application process and payment procedures.

Please read this Study Guide carefully. In the months before the competition, the Japan Bowl® of Southern California Committee (JBSCC) might make some changes to the information contained in this guide. JBSCC will inform all participants promptly of any changes that are made. Inquiries should be sent by email to Kay Amano, Programs Director, Japan America Society of Southern California at amano@jas-socal.org.

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1. What is the Japan Bowl®?

In 1992, to make the study of Japan and the Japanese language both challenging and enjoyable, the Japan-America Society of Washington, D.C., launched the National Japan Bowl®, an annual competition that recognizes and encourages the nearly 50,000 high school students across the United States who have chosen to study Japanese as their foreign language. Over the years, the National Japan Bowl® has grown to become the pre-eminent venue for demonstrating American students' knowledge of Japan, its language, its history, and its culture, focusing a national spotlight on the close, longstanding relationship between the two countries and their people.

The Japan Bowl® of Southern California will be modeled on the National Japan Bowl®. Given that one-third, or approximately 15,000, of all high school students studying Japanese in the U.S. live and go to school in Southern California, Japan Bowl® of Southern California promises to be one of the most important regional contests of its kind.

In addition to being an outstanding opportunity for students of Japanese language and culture to meet one another, immerse themselves in all things Japanese for a day, and publicly demonstrate the depth of their knowledge of Japan, the Japan Bowl® of Southern California will serve as a preliminary round for the National Japan Bowl®, with the winning team representing Southern California in the national championship.

At the conclusion of the Japan Bowl® of Southern California competition, the winning Level 3 and 4 teams will be declared Southern California Champions, and the advanced-level Champions will be awarded a trip to compete in the National Japan Bowl® on April 11-12, 2013.

2. Participation

2.1 Levels

The Japan Bowl® is open to full-time students who are currently enrolled in Levels III, and IV Japanese language classes at a high school in Southern California, whether in regular or block schedule classes. These levels correspond to the equivalent level of high school 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 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. JBSCC strongly encourages schools to form a team of three students instead of two. *A Japanese kotowaza says, "Sannin yoreba, Monju no chie / Three people together have the wisdom of Monju."*

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.
- 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 2013 competition at Level IV.

3. 2013 Competition Format, Rules, and Schedule

3.1 Draft Schedule for 2013

This is a draft schedule and is subject to change. It is provided early to assist you in planning your visit to the 2013 Japan Bowl[®]. We will notify participants of any changes.

Saturday, March 9

8:00 – 9:00 am	Registration & Continental Breakfast
9:05 – 9:15 am	Presentation introducing LMU, Auditorium
9:15 – 9:45 am	Opening Ceremony, Auditorium
9:45 – 10:00 am	Break
10:00 – 10:45 am	First Round
11:00 – 11:45 pm	Second Round

12:00 – 1:00 pm	Lunch
1:00 – 2:15 pm	Special Guests, and Cultural Workshops, Auditorium Guided Tours of LMU for all non-senior level students
2:15 – 2:30 pm	Championship Round — Rules, Auditorium
2:30 – 3:15 pm	Championship Round — Level III, Auditorium
3:30 – 4:15 pm	Championship Round — Level IV, Auditorium
4:15 – 4:45 pm	Awards and Closing Ceremony, Auditorium

3.2 First and Second Preliminary Rounds - Format and Rules

- 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.
- 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 will 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 Japan Bowl® of Southern California.

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 large and clearly.

3.3 Championship Round - Format and Rules

1. The combined scores from the First and Second Rounds will determine which three teams at each level advance to the 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 JBSCC 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.
4. If all members of a team qualifying for the 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 and Second Rounds will not be carried over to the Championship Round, i.e., the Championship will be determined solely by the team score in the Championship Round.
7. The Championship Rounds are open to the public, so students, friends, and family are welcome to attend.

Types of Questions

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

1. **Toss-Up Questions** - 15 "toss-up" questions, each worth 2 points (only one team will win points for each question). Maximum points = 30 points.
2. **Individual Communication Questions** - one question per student, 5 points each. Maximum points = 15 points.
3. **Team Questions** - 10 questions, 2 points per question. Maximum points = 20 points.

Rules for the Toss-Up Questions

1. There will be 15 questions.
2. Conferring among team members 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 verbally. 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. When answering in full sentences in Japanese, students must use the polite forms (です・ます), unless otherwise instructed.
12. Scoring:
 1. Each correct answer is worth 2 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.
 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 2 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 2 points.

Rules for the Individual Communication Questions

1. Each team member will select a numbered card, drawn by lottery. Students then will be called on to answer verbally in numerical order.
2. A PowerPoint slide will appear for each number. It will contain a well-known Japanese idiomatic expression (a proverb, idiom, or yojijukugo), an affective expression, 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 2 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.

4. 2013 Japan Bowl® of Southern California Topics and Questions

The Japan Bowl® of Southern California tests both language and non-language topics. In 2013, the Japan Bowl® will challenge students on the topics described in this section.

4.1 Japan Knowledge (Language Topics)

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.

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 for \$14.95. It includes a 90-minute CD with dialogues.

An excellent reference for四字熟語 (**yojijukugo**) is Kanji de Manga's Yojijukugo, Amazon.com sells it for \$9.99.

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 for \$12.26.

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, starting at \$8.50.

4.2 Japan Knowledge (Non-Language Topics)

The chart on pages 12 – 13 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 2013 non-language questions will come from the column marked "**Year 3 (2013)**," which is highlighted in yellow.

Note to students and teachers: JBSCC 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® champions and teams have done over the years.

JBSCC 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 on-line 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.jpstrading.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 (2015)	Year 3 (2013)
History	Edo / Tokugawa Period: well-known events, people, and terms	Meiji-Taisho Periods: well-known events, people, and terms	Showa-Heisei Periods: well-known events, people, and terms
Arts and Culture (both traditional and modern)	Performing Arts, including kabuki, bunraku, noh, kyogen, theater and drama, traditional music, tea ceremony	Visual Arts, including painting and prints, sculpture, ceramics, handicrafts, ikebana, and architecture	Literary Arts, including famous authors and novels; literary forms, children's folk tales
Geography and the Economy	Topography, regions, major islands, prefectures; major cities, mountains, seas, lakes, rivers, etc.	Nature and the environment, flora and fauna, agriculture and fisheries	Japan's economy and industry, including famous companies, transportation, work life, and demographics
Daily Life and Society	Rites of life (birth, school, marriage, death, etc.), religion, daily manners and aisatsu, body language and gestures	Festivals, holidays, seasonal events, celebrations	Food, drink, clothing, housing, things in and around Japanese homes
Popular Culture	Sports and the martial arts	Japanese youth culture, including anime, manga, and popular music	Information Society: broadcasting, newspapers and magazines, advertising, internet, telecommunications
Current Events	Events and developments in Japanese politics, society, economics, and international affairs during the past year, plus basic knowledge of Japan's government and national symbols		
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 (2015)	Year 3 (2013)
歴史	江戸 / 徳川時代: 期間/人物/出来事など	明治、大正時代: 期間/人物/出来事など	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、工芸、生け 花、建築を含む	文芸、有名な作家や小 説、文学の表現形式、童 話、民話を含む
地理と経 済	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、漁業	日本の経済と産業 有名企業、交通機関、職 業生活、人口統計
日常生活 と社会	儀式や祭式（誕生、入学、結婚、葬 式など）、宗教、日常のマナーと挨拶、 身振り、ジェスチャー	祭、祝祭日、年中行 事、祭式	飲食物、衣服、住居、日 本の家で見られるもの
ポップカ ルチャー	スポーツ、武芸	若者文化、アニメ、漫 画、ポピュラー音楽	情報化社会： テレビ、ラジオ、新聞、 雑誌、広告、インターネ ット、通信
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		

4.3 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® of Southern California will come from these lists. Students should also be able to read and write *kanji* compounds formed by *kanji* in this list.

Level III:

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	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	大	走	生	話	書	見	言	休
行	来	出	入	口	会	外	国	駅	山	川	花	草	米
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	駿	運	動	聞	音	楽	歌	絵	芸	術	院	

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
気持	着物	生活	物語	帰国	

Level IV:

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

世	界	地	図	鉄	道	旅	場	線	階	門	戸	次	当
步	通	立	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

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

便利	步道	近代	最高	都市化
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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 4.2).

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

昭和時代	平成時代	第二次世界大戦	大平洋戦争	文学
日本国憲法	天皇	国会	経済	政治

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

原爆 関東大震災 東日本大震災 阪神大震災 円高

4.4.2 Family Names in Kanji

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

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

Tanaka	田中	Takahashi	高橋
Yamada	山田	Yamamoto	山本
Yamaguchi	山口	Matsumoto	松本
Nakamura	中村	Inoue	井上
Kimura	木村	Kobayashi	小林
Hayashi	林	Yoshida	吉田
Honda	本田	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 Level III:

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

4.4.3 Place Names in Kanji

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

Cities of Japan

Tokyo	東京	Fukuoka	福岡
Kyoto	京都	Sapporo	札幌
Osaka	大阪	Hiroshima	広島
Yokohama	横浜	Sendai	仙台
Nagoya	名古屋		

Major Islands of Japan

Honshu	本州	Hokkaido	北海道
Kyushu	九州	Okinawa	沖縄
Shikoku	四国		

Oceans and Seas

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

Kanto	関東	Chubu	中部
Kansai	関西	Chugoku	中国
Tohoku	東北		

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

Cities of Japan

Kobe	神戸	Nikko	日光
Kawasaki	川崎	Nagasaki	長崎
Nara	奈良		

Prefectures of Japan

Kanagawa	神奈川	Hyogo	兵庫
Aichi	愛知		

Mountains, peninsulas, seas

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

Airports

Narita	成田	Haneda	羽田
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Well-known areas of Tokyo

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

4.5 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
ウインカー	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. The yellow box highlights the topics for 2013.

	2013	2014	2015
Idiomatic Japanese	Japanese proverbs, idioms, and yojijukugo (四字熟語)	Expressions using the names of parts of the human body, such as <i>me</i>, <i>te</i>, etc.	Language of feelings: expressions using <i>ki</i> and <i>kokoro</i>

Under each expression is the literal translation and also an English equivalent.

Level III students should learn the following:

猫に小判 ねこにこばん
giving a gold coin to a cat / casting pearls to swine, wasting something good or expensive on someone who won't appreciate it

出る杭は打たれる 出るくいはうたれる
the stake that sticks out gets hammered down / don't stand out or make waves, the thing that is different will be forced into conformity ¹

猿も木から落ちる さるもきからおちる
even monkeys fall from trees / anyone can make a mistake

石橋をたたいてわたる いしばしをたたいてわたる
tap on a stone bridge before crossing / being very cautious, test the waters before jumping in, look before leaping

石の上にも三年 いしのうえにもさんねん
sitting on a stone for 3 years / patience and perseverance pay off in the end

一生懸命 いっしょうけんめい
to risk one's whole life / with all one's might, to the best of one's ability

雨降って地固まる あめふってじかたまる
when it rains, the ground gets firm / after the storm comes the calm, adversity builds character, out of tough times comes the good

十人十色 じゅうにんという
ten people, ten colors / everyone is different, everyone has his or her own tastes

和洋折衷 わようせっちゅう
Japanese and Western mixture / to combine Japanese and Western styles

言わぬが花 いわぬがはな
not saying is a flower / some things are better left unsaid, silence is golden

泣きっ面に蜂 なきっつらにはち
the bee stings on a crying face / when it rains it pours, bad things come in three's

¹ Many Japanese also say: 出る釘(くぎ)はうたれる / the **nail** that sticks out gets hammered down.....

残りものには福がある のこりものにはふくがある
 there is luck in leftovers / all things come to (s)he who waits

ちりも積もれば山となる ちりもつもればやまとなる
 when piled up, even dust becomes a mountain / lots of small efforts lead to great things

郷に入っては郷にしたがえ ごうにいつてはごうにしたがえ
 when you go to a village, submit to the village / when in Rome, do as the Romans do

以心伝心 いしんでんしん
 to communicate by way of the heart / to read the other's mind, to know instinctively

七転八起 しちてんはつき, ななころびやおき
 fall down 7 times and get up 8 / never quit, never say die, persevere

右往左往 うおうさおう
 going right and left / run around in confusion, like a chicken with its head cut off

朝飯前 あさめしまえ
 before the morning meal / it's a piece of cake, an easy task

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

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
 a frog in the well doesn't know the ocean / to know nothing of the outside world

三人寄れば文殊の知恵 さんにんよればもんじゅのちえ
 3 people together have the wisdom of Monju² / two heads are better than one

自信満々(自信満満) じしんまんまん
 brimming with confidence, supremely confident, be full of confidence

中途半端 ちゅうとはんぱ
 halfway and incomplete / to leave things half-finished, half-hearted, botched up

三日坊主 みっかぼうず
 a three day monk / someone who doesn't stick with anything for long, or gives up easily

単身赴任 たんしんふにん
 solitary posting / refers to a business person who is transferred to a new assignment, but leaves the family behind (usually because of the children's education)

² Monju(菩薩 ぼさつ) is the Japanese name for Manjusri Bodhisattva, the Buddhist deity of education and wisdom.

腕をみがく うでをみがく
to polish one's arms / to hone one's skills, work to master one's craft

弱肉強食 じゃくにくきょうしよく
the weak are meat for the strong to eat / survival of the fittest, law of the jungle, only the strong survive

大根役者 だいこんやくしゃ
daikon (radish) actor / a bad or ham actor, as in this quote from a Japanese website:
"Something of a 'daikon yakusha,' she needs to rely on her looks rather than her dramatic skills to survive."³

4.7 Gitaigo/Giongo (Onomatopoeic Expressions)

The onomatopoeic expressions to be used in the competition 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 III students should learn the following:

かんかん	へとへと	ぴりぴり	うとうと
ざあざあ	びしょびしょ	すいすい	どきどき
ぼろぼろ	ぐずぐず	ぼさぼさ	いらいら
ぬるぬる	すらすら	ぎりぎり	ゆらゆら
ぴんぴん	けちけち		

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

ぶつぶつ	それぞれ	うきうき	こそこそ
ふんぶん	もくもく		

³ Why daikon? Because daikon are commonplace and don't have any special taste or appearance.

4.8 Affective Expressions

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

きっと	せっかく	わざわざ	まず	やはり
ついでに	どうせ	つまり	まさか	さすが

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

むしろ	じつは	けっきょく	あくまで	とにかく
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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.

Sample 1

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

Sample 2

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

Sample 3

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

Sample 4

ON THE SCREEN:

MODERATOR:

ANSWER:

Picture of a Shinto priest doing "oharai"

This priest is performing a common ritual. What does it signify? Write your answer in English.

Purification / driving out evil spirits

Sample 5

ON THE SCREEN:

MODERATOR:

ANSWER:

Show a picture of ひなだん

March 3 in Japan is a special day for girls. What is the name of this holiday? Write your answer in hiragana.

ひなまつり or もものせつく

Sample 6

ON THE SCREEN:

MODERATOR:

ANSWER:

- 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。

Choose the sentence closest in meaning to the following:
来年日本へはじめて行きます。

C

Sample 7

ON THE SCREEN:

MODERATOR:

ANSWER:

"Listen Carefully"

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。

The student who is sitting by/near the window is Kenji.

Sample 8

ON THE SCREEN:

MODERATOR:

ANSWER:

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。

What word should go in the blank?

B

Sample 9

ON THE SCREEN:

MODERATOR:

ANSWER:

ぼうしを_____とあたたかくなりますよ。

In hiragana, fill in the blank with the appropriate verb.

かぶる

Sample 10

ON THE SCREEN:

MODERATOR:

ANSWER:

Picture of one dog and three cats

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。

いぬがいつぴきと、ねこがさんびきいます。

Sample 11

ON THE SCREEN:

MODERATOR:

ANSWER:

Student arriving back home

When Japanese children come back home in the afternoon from school, what is their mother likely to say? Write your answer in hiragana.

おかえりなさい

Sample 12

ON THE SCREEN:

MODERATOR :

ANSWER:

Picture of someone swimming

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。」

10,000(メートル)

Sample 13

ON THE SCREEN:

MODERATOR:

How

ANSWER:

volunteer

This English word has become part of the Japanese vocabulary. do the Japanese write it? Write your answer in katakana.

ボランティア

Sample 14

ON THE SCREEN:

MODERATOR:

ANSWER:

色

In *kanji*, write the names of any three colors.

Possible answers include: 黒白赤青

Sample 15

ON THE SCREEN:

MODERATOR:

ANSWER:

わたしのなまえは、田中さんです。

What is wrong with this sentence? Answer in English.

You should not call yourself "san."

Sample 16

ON THE SCREEN:

MODERATOR:

ANSWER:

気

Using the kanji on the screen, write an expression which means "be particular about, worry about, bother about, be concerned about."

気にする、気になる

Sample 17

ON THE SCREEN:

MODERATOR:

ANSWER:

番

How many strokes are in this kanji?

12