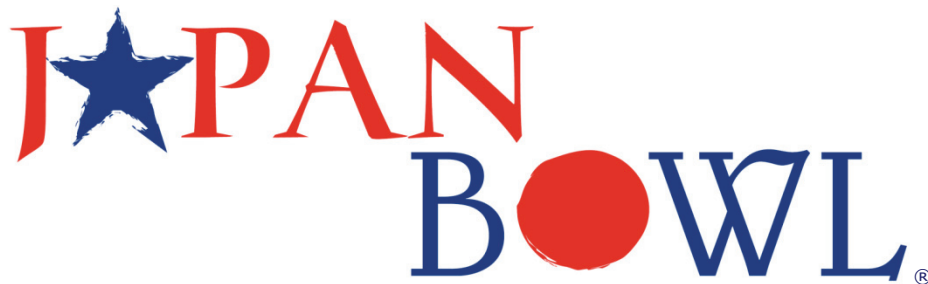


2015
Japan Bowl® of California

STUDY GUIDE



Japanese Language & Culture Competition for High School Students

PREPARED BY

**The Japan America Society
of Southern California**

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The 3rd Annual Japan Bowl® of California will take place in spring of 2015 at the Bellarmine College of Liberal Arts at Loyola Marymount University.

This **Study Guide** describes the format, content, and rules of the Japan Bowl® of 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 2015 competition.

An **Administrative Guide** will be issued in Fall 2014, after all administrative arrangements for the 2015 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 California Committee (JBCC) might make some changes to the information contained in this guide. JBCC 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.

What's New for 2015

- a. There are additional kanji in the kanji lists.
- b. Affective expressions will be included in the Japan Bowl, but not used for individual questions in the Championship Rounds.
- c. Commonly used *aisatsu* that students at each level are expected to know are given in Section 4.9.

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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 California is 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 California, Japan Bowl[®] of California promises to be one of the most important regional contests of its kind.

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. JASSC 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.

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 California will serve as a preliminary round for the National Japan Bowl[®], with the winning team representing California in the national championship.

At the conclusion of the Japan Bowl[®] of California competition, the winning Level III and IV teams will be declared California Champions, and the Level IV Champions will be awarded a trip to compete in the National Japan Bowl[®] on April 9-10, 2015.

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 the United States, 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 II or Level III team, because that is below his/her current level of study.

2.2 Team Formation

- a. Each school may send up to 2 teams 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. Japan Bowl of California Committee (JBCC) 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 2015 competition at Level IV.

3. Competition Format, Rules, and Schedule

3.1 Draft Schedule for 2015

This is a draft schedule and is subject to change. It is provided early to assist you in planning your visit to the 2015 Japan Bowl of California. We will notify participants of any changes.

8:00 – 9:00 am	Registration & Continental Breakfast
9:05 – 9:20 am	Opening Ceremony
9:20 – 9:30 am	Break
9:30 – 10:15 am	First Round
10:15 – 10:30 am	Break
10:30 – 11:15 pm	Second Round
11:15 – 12:00 pm	LMU Campus Tour
12:00 – 1:00pm	Lunch
1:00 – 2:00 pm	Cultural Events & Workshops
2:00 – 2:15 pm	Championship Round — Rules
2:15 – 3:00 pm	Championship Round — Level III
3:15 – 4:00 pm	Championship Round — Level IV
4:00 – 4:30 pm	Awards and Closing Ceremony

3.2 First and Second Preliminary Rounds - Format and Rules

- At the 2015 Japan Bowl, there will be two Preliminary Rounds.
- 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.
- 25 questions (worth 1 point 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 should write their answers clearly and legibly on the team answer sheet.
- At the end of the each round, students **MUST** put their pens and pencils down and stop writing when told to do so by the moderator. Failure to do so may result in disqualification from the competition.

- Correct answers will be given at the end of each round in order to reinforce the learning experience through participation in the Japan Bowl. Students may take notes during the answer review session.

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 write their answers clearly and legibly on the team answer sheet. Any member of a team may write the answer(s) to the question. As described above, the slide will give the "answer icon," and the moderator also will state in which language form the answer should be written.
4. There is a 30-second time limit for answering each question. However, 60 seconds will be allotted for questions that require translation from English to Japanese. The clock begins when the moderator has finished reading the question. The timekeeper will call a "10 seconds" warning. At the end of the allocated time, the timekeeper will call "time," and the slide will advance to the next question. Although you may keep working on questions after the time has expired, you will run the risk of missing the next question.
5. There is no partial credit for partially correct or incomplete¹ answers.
6. There is no penalty for an incorrect response or an incomplete answer.
7. When answering in full sentences in Japanese, teams must use the polite forms (です・ます), unless otherwise instructed.

¹ For examples of incomplete answers, see the box on the next page.

- Any answers that are difficult for the judges to read or identify may result in an incorrect answer. Therefore, be sure to write your answers in clear, large letters.

Examples of Incomplete or Partial Answers

Japanese Moderator: 兄は黒いオートバイを買いました。

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

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

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

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

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

3.4 Championship Round - Format and Rules

- The combined scores from the First and Second Rounds will determine which three teams at each level advance to the Championship Rounds.
- If there is a tie among the top five teams, the JBCC will review the teams' answers to five pre-determined questions, covering both language and non-language topics, to determine the top five teams.
- The results will be announced after the cultural activities.
- 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).
- The Championship Rounds will be conducted on stage, using a quiz show format.
- The scores from the First and Second Rounds will not be carried over to the Championship Round. The competition winners will be determined solely by the team score in the Championship Round.
- The 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, 5 points each, total possible team score is 15 points.
3. **Team Questions** - 10 questions, 10 points per question, total 100 points

Rules for the Toss-Up Questions

1. There will be 15 questions.
2. Conferring among students is not allowed.
3. Any student on the team may answer a toss-up question, but each student may answer up to 5 questions. Once the maximum number of questions is reached by a student, other team members may buzz in and answer, without conferring other students. 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. 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 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.
 - (4) If students from different teams signal simultaneously, all students with the correct answer will be awarded full points.
 - (5) If a student signals after the moderator has read the entire question, there is no penalty for an incorrect response.

- (6) If a student signals before the moderator has completed reading the question and then answers incorrectly, his/her team will be penalized 5 points. If a student from second team also signaled before the moderator completed reading the question and then answers incorrectly, his/her team will also be penalized 5 points.

Rules for the Individual Communication Questions

1. Each team member will select a numbered card, drawn by lottery. Students then will be called on to answer in numerical order.
2. A PowerPoint slide will appear for each number. It will contain a well-known Japanese idiomatic expression (ki and kokoro), or an onomatopoeic expression. The team member must use that expression or idiom in a sentence or two to demonstrate that he/she fully understands its meaning.
3. Conferring among students is not allowed.
4. Each student will have a total of 60 seconds within which to prepare his/her answer and to say it. If a student has not started to speak after 30 seconds have passed, the timekeeper will say, "30 seconds."
5. The student should speak clearly and loudly into the microphone. The judges may not ask the student to repeat.
6. A group of native speaker judges will decide whether the student has clearly and accurately communicated the answer in Japanese. They will use a *maru-batsu*, yes or no decision, with the majority decision to prevail.
7. Each question is worth 5 points, so there are 15 possible points per team. If the team has only two members, the average of the two scores will be multiplied by 3 to determine the team score.

Rules for the Team Questions

1. There will be 10 team questions. Each question is worth 10 points.
2. The same question will be asked to all teams simultaneously.
3. Questions are read only once.
4. Conferring among team members is allowed.
5. All teams must provide their answers in writing. Any member of the team may write the answer(s) to the question.
6. After a question is read, each team must write its answer on the white board.
7. There is a 30-second time limit to answer each question. 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. 2015 Japan Bowl Topics and Questions

The Japan Bowl tests both language and non-language topics. In 2015, 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 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 2015 non-language questions will come from the column marked “**Year 2 (2015)**,” which is highlighted in yellow.

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

JBCC 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.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)*

There are many on-line resources about the history of medieval (or feudal) Japan. For example:

http://afe.easia.columbia.edu/at/md_japan/mj03.html

http://www.etap.org/demo/grade7_history/lesson5/instructiontutor_last.html

<http://www.facts-about-japan.com/feudal-japan.html>

Non-Language Topics and Categories: Three-Year Cycle

	Year 1 (2014)	Year 2 (2015)	Year 3 (2016)
History	Medieval/Feudal Era (1185-1603): well-known events, people, and terms	Edo/Tokugawa Era (1603-1868): well-known events, people, and terms	The Modern Era (1868-present): 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	The martial arts and sports	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 (2016)
歴史	鎌倉 / 室町/ 安土・桃山時代: 期間/人物/出来事など	江戸時代: 期間/人物/出来事など	明治、大正、昭和、平成 時代: 期間/人物/出来事など
芸術と文化 (伝統的および現 代的)	舞台芸術 歌舞伎、文楽、能、狂 言、劇場、演劇、古典 音楽、茶道を含む	視覚芸術 絵画、出版物、彫刻、陶 磁器、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		

4.4 Kanji – Reading and Writing

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

Level III:

一	二	三	四	五	六	七	八	九	十	百	千	万	円
日	月	火	水	木	金	土	曜	先	昨	週	年	今	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	島	花	草
米	田	文	空	名	止	正	立	私	彼	英	代	広	明
朝	昼	夜	春	夏	秋	冬	天	気	雨	雪	風	魚	肉
南	北	東	西	所	帰	海	村	町	市	都	電	車	方
耳	目	手	足	頭	体	心	持	思	元	病	強	弱	同
壳	買	安	高	低	新	古	色	赤	青	白	黒	好	銀
衣	食	住	活	品	物	着	飲	料	理	紙	店	屋	切
勉	試	験	運	動	聞	音	樂	歌	繪	芸	術	院	読
牛	和	々	起	飯	港	親	寺	昔	員	供	以	教	室

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 list:

世	界	地	凶	鉄	道	旅	場	線	階	門	戸	次	当
步	通	遅	引	開	閉	始	終	待	考	急	決	使	寒
暑	早	近	遠	多	少	最	悪	全	部	用	知	配	作
化	卒	業	仕	事	映	画	医	者	神	社	農	産	漢
字	科	由	興	味	習	特	別	不	無	非	常	便	利
未	長	短	意	有	働	連	度	留	注	死	転	借	建

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

便利	歩道	近代	最高	都市化
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4.5 Topics, Family, and Place Names in Kanji

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

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

江戸時代 徳川 武士 農業 漁業

将軍 幕府 鎖国 開国 日米和親条約

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:

漫画 版画 邦画 自然 環境

4.5.2 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	Yamada	山田	Yamaguchi	山口
Nakamura	中村	Kimura	木村	Hayashi	林
Honda	本田	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 Level III:

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

4.5.3 Place Names in Kanji

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

Cities of Japan

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

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
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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 Level 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
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Well-known areas of Tokyo

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

4.6 Katakana

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

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

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

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

気がとがめる きがとがめる

To feel uneasy, to feel guilty

気に入る きにいる

To be pleased with, to like (something)

気にかかる きにかかる

To have something weigh on one's mind, to be worried about (something)

気がすむ きがすむ

To feel good, to be satisfied

心が軽い こころがかるい

To be relieved of one's worries

心がなごむ こころがなごむ

To be warmed or snug, to have peace of mind

心を開く こころをひらく

To open one's heart

心遣い こころづかい

Thoughtfulness, care, concern, consideration

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

気になる きになる

To be uneasy or anxious, to have something weigh on one's mind

気を配る きをくばる

To pay attention, be watchful

気を悪くする きをわるくする

To be displeased, be offended

心がゆれる こころがゆれる

To be hesitant, to be shaken

心をあわせる こころをあわせる

To come together, to work in close cooperation

心のままに こころのままに

To follow one's heart's desires/ one's heart's content

4.8 Gitaigo/Giongo (Onomatopoeic Expressions)

The onomatopoeic expressions to be used in the 2015 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 III students should learn the following:

いろいろ まあまあ ほかほか にこにこ ざあざあ
 ぐうぐう のろのろ がたがた よれよれ ときどき
 ぱさぱさ いよいよ つやつや ぶらぶら ばたばた
 たびたび うろうろ どんどん

Level IV students should learn the following in addition to those at Level III of the above:

はらはら かちかち わいわい もじもじ のびのび
 めそめそ

4.9 Affective Expressions

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

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

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

むしろ けっきょく あくまで とにかく いかにも

4.10 Aisatsu

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

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

Level I Aisatsu phrases:

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

Level II Aisatsu phrases:

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

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

ご入学 おめでとうございます
 ごけっこん おめでとうございます
 ごしゅっさん おめでとうございます

ごそつぎょう おめでとうございます
ごくろうさまでした
おつかれさまでした
よくいらっしゃいました
おじゃまします
どうぞお入りください
先日はありがとうございました
よい旅を

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

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

5.0 Sample Questions

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

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

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

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

ON THE SCREEN: Picture of a Shinto priest doing "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: What word should go in the blank?
ANSWER: B

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

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

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

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

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

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

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

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

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