



Japanese Language & Culture Competition for High School Students

7th Annual Japan Bowl® of California
COMPETITION GUIDE

PREPARED BY

Japan America Society of Southern California

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Japan America Society of Southern California (JASSC) is pleased to announce that the 7th Annual Japan Bowl® of California will take place at Loyola Marymount University in Los Angeles, CA on Saturday, March 16, 2019.

The Competition Guide's purpose is to help students and teachers form teams and prepare for the competition. Please read the Competition Guide carefully. It gives the format, content, and rules of the 7th Annual Japan Bowl of California competition. It describes who is eligible to compete.

For the lists of topics, both language and non-language, that will be covered at the 7th Annual Japan Bowl of California, as well as the required *Kanji* and other language lists, please refer to a separate *Japan Bowl of California Study Guide*.

The Administrative Guide and registration forms will be issued later in 2018 after all arrangements for the 2019 competition have been confirmed with the Loyola Marymount University. The Administrative Guide will describe the registration process and provide information on lodging, transportation, and payment.

Before the competition takes place, the Japan Bowl® of California Committee (JBCC) might make some changes to this Study Guide. JBCC will inform all participants promptly of any changes.

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TABLE OF CONTENTS

1.0 What is the Japan Bowl?

- 1.1 Goals of the Japan Bowl

2.0 Participating in the Japan Bowl of California

- 2.1 Levels
- 2.2 Forming a Team
- 2.3 Individual Student Eligibility

3.0 Competition Format, Rules, and Schedule

- 3.1 Draft Schedule for 2019
- 3.2 First and Second Preliminary Rounds - Format and General Rules
 - 3.2.1 Format of the Preliminary Rounds
 - 3.2.2 Specific Rules for the First and Second Rounds
- 3.3 Championship Round - Format and Rules
- 3.4 Grounds for Disqualification

4.0 Preparing for the Japan Bowl

- 4.1 Helpful Hints for Preparing
- 4.2 Reference Materials for Non-Language Topics
- 4.3 Reference Materials for Language Topics
- 4.4 Sample Questions

1.0 What Is the Japan Bowl?

The Japan Bowl® is a Japanese language competition created in 1992 by the Japan-America Society of Washington DC (JASWDC). The Japan Bowl tests the achievements of high school students throughout the United States who are studying Japanese. But what makes the Japan Bowl unique is that the competition goes beyond language and asks students about Japanese culture, society, daily life and customs, history, geography, and current events.

The Japan Bowl is not an exam; it uses a fun but challenging “quiz bowl” format. Students represent their school and compete as members of 3-person teams, based on how many years they have studied Japanese. The questions are asked and answered in a variety of ways. Students listen to Japanese and American moderators read the questions, and they look for visual clues on PowerPoint slides, or for written hints on the answer sheet. Teams are given a timeframe, usually 30 seconds, within which to respond.

From its beginning, the Japan Bowl has focused on practical, real-world communications skills, and not textbook learning. It encourages students of Japanese to go "beyond the language" and learn more about the culture, society, and history of Japan, the country whose language they are studying.

When the Japan Bowl was created in 1992, studying Japanese at the high school level was rare. But today over 70,000 American high school students are learning Japanese. According to the Japan Foundation's most recent survey, most Japanese language learners in America today are in high school, not college.

The Japan Bowl was first held in 1993 as a local competition for high schools in the Washington DC area. Within a few years, schools from other parts of the nation heard of the competition in Washington and joined. It then gained a new name -- the “National Japan Bowl.”

In recent years, JASWDC has worked with other organizations across America and around the world to create more Japan Bowls. Today there are local Japan Bowls in California, Illinois, Wisconsin, Utah, and Oregon. International interest also is growing; at present there are global Japan Bowls in Poland, Mexico, Serbia, Italy, the UK, and Japan. In 2017 the first "Junior Japan Bowl" was held in Northern Virginia for students in Grades 1-6 who are enrolled in Japanese language immersion programs.

1.1 Goals of the Japan Bowl

Whether it is the National Japan Bowl in Washington, or a Japan Bowl elsewhere in the United States or around the world, the goals of every Japan Bowl are the same:

- To recognize and encourage students who chose Japanese as their foreign language
- To motivate students to reach higher levels of academic achievement
- To challenge students to learn not just Japan’s language, but also its culture, history, geography, and society and daily life
- To provide an opportunity for students to meet others who share their passion for Japan's language and culture
- To encourage participants to continue their study of Japanese in college, and to study abroad in Japan at some point during their college years
- To encourage students to have a “Japan connection” in their adult lives -- whether in business, academia, the arts, public service, or science -- and to become leaders of the relationship between Japan and their own country in the years to come

- To bring together stakeholders -- from government and non-governmental organizations, foundations and associations, academia, and the business community -- who share an interest in promoting Japanese language education and supporting "the next generation" of leaders in the relationship with Japan

2.0 Participating in the Japan Bowl

2.1. Team Levels

The Japan Bowl of California is open to full-time students who are currently enrolled in Levels II, III, and IV Japanese language classes at a high school in California, whether in regular or block schedule classes.

The three levels at the Japan Bowl are:

- | | |
|------------------|---|
| 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 |

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. The student's teacher must certify that the student is competing at the proper level.

Repeat participation in the same Level the following year is not permitted. For example, a sophomore who participated in Level IV one year, and then in the following year enroll in an AP class, he/she may not participate again in Level IV competition.

2.2 Forming a Team

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

2.3 Student Eligibility

In addition to team eligibility, each member of the team must meet certain requirements. The following rules about Japanese language education and experience govern the eligibility of each team member:

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

- b. Students who have had significant exposure to Japanese language and/or culture outside the high school curriculum are not eligible to compete. The determination whether a student's outside exposure is significant will be made on a case-by-case basis, according to the information the student and teacher provide.

For example, students who have spent a cumulative total of three months or more in Japan for language study or a home-stay, including with relatives, might not be eligible to compete. The eligibility of students who have lived in Japan on US military bases or who have studied at international schools in Japan will be determined on a case-by-case basis, based on each student's circumstances.

- c. Participation is permitted at a level higher than the student's current high school level of Japanese study, but is not permitted at any level lower than his/her current level.
- d. If a student participates in the Japan Bowl at a 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 course are eligible to compete at Level IV. However, they are not permitted to participate for the second time in Level IV, if they have participated in any Japan Bowl competition's Level IV in the past.
- f. As noted in Section 2.1, the student's teacher must certify that the student is competing at the proper level and that the information on the student's registrations is correct to the best of his/her knowledge.

3.0 Competition Schedule, Format, and Rules

3.1 Draft Schedule for 2019

This is a draft schedule and is subject to change. It is provided early to assist you in planning your visit to the 2019 Japan Bowl of California. We will notify participants of any changes.

Saturday, March 16

| | |
|------------------|--------------------------------------|
| 8:00 – 9:00 am | Registration & Continental Breakfast |
| 9:00 – 9:20 am | Opening Ceremony |
| 9:20 – 9:35 am | Break |
| 9:35 – 10:20 am | First Round |
| 10:20 – 10:35 am | Break |
| 10:35 – 11:20 am | Second Round |
| 11:20 – 12:10 pm | Lunch |
| 12:10 – 1:15 pm | Scavenger Hunt on LMU Campus |
| 1:15 – 1:25 pm | Championship Round — Rules |
| 1:25 – 2:10 pm | Championship Round — Level II |
| 2:20 – 3:15 pm | Championship Round — Level III |
| 3:25 – 4:10 pm | Championship Round — Level IV |
| 4:10 – 4:30 pm | Break |
| 4:30 – 5:15 pm | Awards and Closing Ceremony |

3.2 First and Second Preliminary Rounds - Format and General Rules

At the 2019 Japan Bowl of California, there are two Preliminary Rounds

3.2.1 Format of the Preliminary First and Second Rounds

The Room

1. Each team is placed at a table in one large room and compete with other teams at the same level.
2. Each team is provided with pencils, scratch paper, and the official answer sheet.
3. The First and Second Rounds are closed to the general public, except that teachers, chaperones, family members, and others who have pre-registered will be admitted, based on available space.
4. All personal belongings must be placed on the floor.
5. The Japan Bowl follows the SAT rules regarding electronic devices. All devices, including watches, that are capable of recording, photographing, or transmitting must be turned off and put away. This rule applies to everyone in the competition room – students, teachers, and guests.

Asking the Questions

1. Twenty-five questions will be presented in the first Preliminary Round, and 25 in the second, for a total of 50 questions. Each question is worth 1 point, for a total of 50 points.
2. Halfway through each round, teams will shift tables, so no team is disadvantaged by distance from the screen.
3. Visuals for all questions are projected, using PowerPoint slides, on a large screen.
4. American and Japanese moderators (native speakers) read the questions.
5. Each question indicates how the answer should be given: in English, in hiragana, in kanji, etc. (See the list of answer icons below.)
6. After each set of questions is read, students **MUST** put their pencils down and stop writing when told to do so by the moderator. Failure to do so may result in disqualification from the competition.

Reviewing the Answers

1. At the end of each round, correct answers are given during a review session in order to reinforce the learning experience of the Japan Bowl. Students and teachers are encouraged to take notes during the answer review session.
2. Students and teachers may talk about the questions with others studying Japanese at their school. But under no circumstances should anyone – student or teacher - make any of the questions or the answers known to the public via any kind of electronic communications network. If that happens, then that team's score might be invalidated, and any awards or recognition given to that team could be forfeited.

ANSWER ICONS

| | |
|-----|--|
| EN | English |
| JP | Any combination of Japanese (<i>kanji, hiragana, 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, a newspaper can be “shinbun” or “shimbun.”

3.2.2 Specific Rules for the First and Second Rounds

1. Questions will be read only once, except for Japanese listening 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 the team may write the answer(s) to the question. Any answers that are difficult or impossible for the judges to read might be judged as an incorrect answer.
4. As described above in the box about "answer icons," the slide will give the answer icon, and the moderator also will state in which language form the answer should be written. *If there is a discrepancy* between the answer icon on the screen and what the moderator says, ask for clarification. Because the moderator knows the correct answer, he/she will be able to tell you how to answer.
5. There is a 30-second time limit for answering each question. However, 60 seconds will be allotted for questions that require writing a complete Japanese sentence. The clock begins when the moderator has finished reading the question.
6. For every 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.
7. There is no partial credit for a partially correct or incomplete answer. (See the box below for examples of incomplete answers.)
8. There is no penalty for an incorrect response or an incorrect answer.
9. When answering in full sentences in Japanese, teams must use the polite forms (です・ます), unless otherwise instructed.
10. As noted in #3 above, all teams must write their answers clearly and legibly in pencils provided on the team answer sheet. Any answers that are difficult or impossible for the judges to read may result in an incorrect answer. Therefore, be sure to write your answers large and clearly.

EXAMPLES OF INCOMPLETE OR PARTIAL ANSWERS

Japanese Moderator: 兄は黒いオートバイを買いました。

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

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

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

Japanese Moderator: 今年は何年ですか？ ことしは、なんねんですか？

Answer: If you only give the number, your answer is incomplete. A correct answer must include "Heisei," the year's number, and the word "nen" -- all three points -- to demonstrate that you know exactly how a Japanese person would answer the question.

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

3.3 Championship Round - Format and Rules

Advancing to the Championship Round

1. The combined scores from the First and Second Rounds will determine which three teams at each level advance to the Championship Round.
2. The results will be announced after the scavenger hunt.
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 scores from the First and Second Rounds will not be carried over to the Championship Round. Final results will be determined solely by the team score in the Championship Round.

Championship Round - The Room

1. The Championship Round will be conducted on stage before an audience, using a "live" quiz show format with a buzzer system.
2. The Championship Round is open to the public, so students, friends, and family are welcome to attend.

Types of Questions in the Championship Rounds

The Championship Round has three types of questions:

1. **Team Questions** - 10 questions, 10 points per question, total possible points is 100.
2. **Individual Communication Questions** - One question per student, 5 points each. The total possible team score therefore is 15 points. If there are only two students on the team, their average score will be multiplied by three.
3. **Toss-Up Questions** - 15 questions, 5 points per question, total possible points 75.

The total possible team points for the Championship Round therefore is 190.

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, including the Japanese language part, will be read only once.
4. Conferring among team members is allowed.
5. All teams must provide their answers in writing on the white boards that are provided. Any member of the team may write the answer(s) to the question.
6. 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 teams must show their white boards.
7. There is no partial credit for partially correct answers. There is no penalty for an incorrect response.
8. When answering in Japanese, students must use the polite forms (です・ます), unless otherwise instructed.
9. Any answers that are difficult for the judges to read may result in an incorrect answer. Therefore, please be sure that your handwriting is large and clear.
10. If there is a discrepancy between the answer icon on the screen and how the moderator says the answer should be given, the judges will accept a correct answer in either format.
11. For the benefit of the teams and the audience (who cannot see the whiteboards from a distance), the moderator will provide the correct answer for all questions.
12. Scoring:
 - a. Each correct answer is worth 10 points. There is no penalty for an incorrect answer.
 - b. There is no partial credit for partially correct or incomplete answers.

Rules for the Individual Questions

1. Each team member will select a numbered envelope, 1 to 9, drawn at random. Students should not open the envelope until told to do so.
2. Students then will be called on to answer in numerical order. A PowerPoint slide will appear for each number, with a Japanese idiom or gitaigo/giongo/ kasane kotoba that is from the list in this Study Guide. The team member must use that expression 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 30 seconds within which to prepare his/her answer and to say it. If a student has not started to speak after 20 seconds have passed, the timekeeper will say, “10 seconds.”

5. The student should speak clearly and loudly into the microphone. The judges may not ask the student to repeat.
6. A panel of celebrity judges, all native speakers of Japanese, will decide whether the student has clearly and accurately communicated his/her sentence in Japanese. The celebrity judges will use a *maru-batsu*, yes or no decision. Each *maru*, or yes, is worth 1 point.
7. Each question is worth up to 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 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. A student must ring the buzzer to signal, and only that student may answer.
4. A student must wait to be called on before answering. The moderator can see the order in which students rang in, and she will call on the first student who signaled. Answers given prior to being called on will not be accepted.
5. If a student signals before the moderator finishes reading the question, the moderator will stop reading. The remainder of the question will not be read. If the student who rang in early answers incorrectly, his/her team will be penalized 5 points. The student may answer only once and may not change his/her answer. 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. The judges will not ask the students to repeat their answer, unless there is a technical problem. Students therefore should answer in a clear and strong voice so the judges can hear them.
6. If there is a discrepancy between the answer icon on the screen and how the moderator says the answer should be given, the judges will accept a correct answer in either format.
7. If a team member gives an incomplete or partial answer, the judges will say that it is “not correct.” They will not say that it is “incomplete,” as that would give a hint to the other teams.
8. If no team signals 10 seconds after the question has been read, the moderator(s) will read the questions again.
9. If no team answers correctly, the moderator will provide the answer.
10. When answering in full sentences in Japanese, students must use the polite forms (です・ます), unless otherwise instructed.
11. Scoring:
 - (1) Each correct answer is worth 5 points.
 - (2) There is no partial credit for partially correct or incomplete answers.
 - (3) A team will not receive credit for a correct answer if its members conferred with each other prior to answering.
 - (4) If a student signals after the moderator has read the entire question, there is no penalty for an incorrect response.
 - (5) 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 a second team also signaled before the moderator completed reading the question and then answers incorrectly, his/her team also will be penalized 5 points.

If There is a Tie

1. At the end of the toss-up round, the judges will check with the score-keepers and determine whether there is a tie for either 1st or 2nd place.
2. If there is a tie, then a series of toss-up questions will be asked to the two teams that tied.
3. The first team who correctly answers a question wins the tie-breaker.

3.4 Grounds for Disqualification

Following are the possible grounds for the disqualification of a student or team from the competition. JBCC has the sole right to determine, in its own judgment, whether any action requires disqualification.

- a. Challenging or showing lack of respect to Japan Bowl officials, staff, or volunteers by a student, teacher, or chaperone
- b. Inappropriate attire
- c. Use of offensive language
- d. Substantial violation of the campus rules of the Loyola Marymount University
- e. Misrepresentations and/or other irregularities on an application form which become apparent at the time of registration or during the competition.
- f. Cheating or dishonesty
- g. Violation of the Japan Bowl rules about photographic equipment and electronic devices, including watches, that are capable of recording, photographing, or transmitting.
- h. Making the questions or answers known to others via any kind of communications network, including email and social media, at any time (prior to or after the competition)

Depending on the severity of the infringement, JBCC also may prohibit the student(s) concerned, the entire team, and/or the school from participating in the Japan Bowl at any Level in the following year. We therefore ask students, parents/guardians, and teachers to encourage appropriate behavior, in order to ensure that there are no misunderstandings.

4.0 Preparing for the Japan Bowl

4.1 Helpful Hints

Preparing for the Japan Bowl is a lot of work, but students and teachers say it is worth it. In addition, both teachers and students say that the study habits that team members acquire as they get ready for the Japan Bowl help make them better students overall, in all their subjects.

Here are some ways in which you can increase your chance for success at the Japan Bowl.

- 1. Form a team of three, not two.** There is a Japanese proverb, *Together, three people are as wise as Monju.*¹ There is nothing to lose, and a third person makes it easier to study and prepare for the

¹¹ A Japanese kotowaza says, “*Sannin yoreba, Monju no chie* / Three people together have the wisdom of Monju.” It is the Japanese equivalent of “Two heads are better than one.” Monju (or *Monju-Bosatsu*) is the Japanese Buddhist saint of wisdom, learning, and enlightenment.

Japan Bowl. That third person can also make a difference during the competition itself, since there are no penalties for a wrong answer. That third person just might know the answer!

2. **Be sure you understand exactly what is covered under each category, and then learn those topics.** The chart of non-language topics in the Japan Bowl Study Guide is very thorough. For example, "visual arts" includes not just art and painting, but also classical film, pottery, and even Japanese landscape architecture. The tea ceremony is considered a "performing art." Literary arts includes children's stories. Physical geography includes questions about the environment and agriculture, and so on.
3. **Learn all of the Kanji, aisatsu phrases, idiomatic expressions, and onomatopoeia that are listed in the Japan Bowl Study Guide. Know them cold.** You can be certain that many of the words and phrases on the language lists will be included in the questions. To prepare, download the *Japan Bowl Study Guide* from the Japan Bowl website. In addition, use the Quizlets² that the Japan-America Society of Washington DC (JASWDC) prepares each year. There is also a set of 40 "Kanji-kun" stamps that can be downloaded on the LINE App and used as a fun way to learn Japanese onomatopoeia and converse with your friends.³
4. **The Japan Bowl is not trivia or random facts. We want students to have a "basic knowledge" of Japan and to know the most important things about the country whose language they are studying.** Questions differ in difficulty, but overall the questions ask some of the most common, basic facts about Japan and Japanese language.

For example, consider "Japanese classic films." Who are/were some of Japan's most famous directors, and what are some of the most famous Japanese films? What do you think are the ten most basic, important things to know about sumo, or about kendo? Do you know the basics of the Japanese tea ceremony?

5. **In the same way, the kanji and other language lists include the most common characters and expressions.** For example, the kanji lists include the top 10 family names, the largest cities and islands, and so on. The *aisatsu* and idioms lists have some of the most frequently-heard expressions in Japan. So learn them. They are in the *Japan Bowl Study Guide* and available online as Quizlets.
6. **Think about specializing by topic, and divide research on topics - especially the non-language topics -- among your teammates, as well as students at other levels in your school. Share your notes with students at other levels, and save those notes for students in future years.** Talk to your classmates about what you have learned, even though they are not on the team. It is a way to "share the Japan Bowl" with them and help them learn more about Japan.
7. **There are certain basic facts about Japan that we expect well-informed students to know.** For example, do you know the name and face of Japan's Prime Minister, and its Emperor and Empress? Do you know what Japan's population is? Can you recognize its flag, the Diet building, and its national seal? Do you know what the current exchange rate is?

² You can access the Quizlet page by going to the Japan Bowl website's "Resources" page -- or you can go directly to Quizlet.com and search our username, "nationaljapanbowl."

³ You can find the stamps by going to the Sticker Store in LINE's U.S. site. Type **Kanji-kun** in the search bar, and then go to the "Creators" tab after you hit search. You can download the set of 40 stamps for 50 coins (99 cents). All proceeds from the stickers go to the Japan Bowl.

8. **You might not be interested in Japanese history or the "high brow culture" of the literary, performing, and visual arts, but they are important, both to the Japan Bowl and to the Japanese people.** Our surveys of students each year show that these are their least favorite topics. When we check the scores each year, we find that teams score lower in those areas than they do in questions about daily life and society, holidays and festival, and pop culture. So like it or not -- make the effort and spend extra time learning about these important topics. You will score higher at the Japan Bowl, and when you meet Japanese, they will be impressed by the interest you have shown in their history and culture.
9. **Explore authentic Japanese materials such as books, magazines and newspapers, movies and TV dramas, music, anime and manga, commercials and advertisements, and Japanese language websites etc. to become familiar with the way the Japanese use their language in real life.** Doing this also helps you learn more about Japanese society and culture and brings you closer to Japan and the Japanese people.

4.2 Reference Materials for Non-Language Topics

The chart in the Japan Bowl Study Guide lists the categories from which non-language questions are drawn each year. These categories should act as a curriculum guide for students to develop their knowledge of Japan over a three-year period. In 2019, non-language questions will be based on the topics in the column marked "Year 2 (2019)," which is highlighted in yellow.

Wikipedia has emerged as the "go to source" for fact-checking questions at the Japan Bowl. We use both the English and the Japanese versions.

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>

A great website with lots of fun info about Japanese culture -- especially modern and pop culture -- is Japan Talk. <http://www.japan-talk.com/jt/new/johnSpacey>

Daily reports on current events in Japan can be found at <http://www.newsonjapan.com>.

There also are some useful reference books that we like and use:

- 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 and from Amazon.com)
- *Are Japanese Cats Left-Handed?* and *Who Invented Natto?* , written by Yoko Toyozaki, Stuart Varnam-Atkin, and Sawada Gumi (IBC Publishing)
- *Shikitari: Unfolding Japanese Tradition*, available through Amazon.com
- *Annual Events in Japan* (2 volumes), by Noriko Takano and translated by Reiko Matano and Margaret Breer (Ehon House Publishing)
- Fodor's *Japan: Full Color Travel Guide*

4.3 Reference Materials for Language Topics

Each Japanese-language textbook treats grammars differently, in terms of when it introduces different grammatical rules and patterns. Our surveys over the years have shown that the two most commonly used textbooks at the high school level are *Adventures in Japanese* and *Genki*. Our decisions about what grammatical patterns are appropriate for each level is based on a review of those textbooks.

Dorling Kindersley (DK) publishes an attractive and “fun” *Japanese English Bilingual Visual Dictionary* in paperback, which is currently available from Amazon. It has a wealth of vocabulary and subject matter, arranged by topic, not alphabetically.

Two excellent references on Japanese idioms and especially kotowaza are *Japanese Proverbs: Wit and Wisdom: 200 Classic Japanese Sayings and Expressions* by David Galef and *101 Japanese Idioms*, by Michael L. Maynard and Senko K. Maynard. Both are available from Amazon.com.

An excellent reference for 四字熟語 (*yojijukugo*) is *Kanji de Manga's Yojijukugo*, which is available as a used book or Kindle download at Amazon.com.

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.

The only reference that we have found for affective expressions is out of print, although it is available from used book sellers via Amazon.com. It is Ronald Suleski and Masada Hiroko's *Affective Expressions in Japanese* (日本語感情表現の手引) .



4.4 Sample Questions

The following are actual questions that were used during the Preliminary Rounds at Level III in a past 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:
MODERATOR:

Picture of something wrapped in a furoshiki.
The Japanese often wrap gifts in a square cloth, like this.
What is the name of this cloth? Write your answer in hiragana.

ANSWER:

ふるしき

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 (or Saigo)

ON THE SCREEN: Picture of a Shinto priest doing "*ohara*"

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