

JAPAN BOWL

National Japanese Language & Culture Competition for High School Students

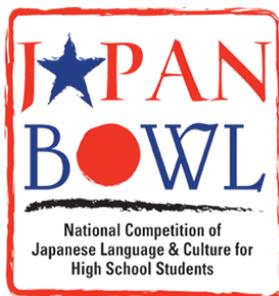
2018 NATIONAL JAPAN BOWL® COMPETITION GUIDE



THE JAPAN-AMERICA SOCIETY OF WASHINGTON DC

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The Japan-America Society of Washington DC (JASWDC) is pleased to announce that the 26th National Japan Bowl® will take place at the National 4-H Conference Center in Chevy Chase, Maryland in April 2018. The tentative dates are April 12-13, 2018. These dates might change, depending on the timing of the 58th Annual Sakura Matsuri, the nation's largest one-day Japanese cultural festival, which also is presented by JASWDC. The final, confirmed dates for both the National Japan Bowl and Sakura Matsuri will be announced in fall 2017.

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 2018 National Japan Bowl competition. It describes who is eligible to compete. It includes the lists of topics, both language and non-language, that will be covered at the 2018 National Japan Bowl, as well as the required Kanji and other language lists. Those lists also are included in a separate and shorter *Team Study Guide* for students to use.

Changes to the format and rules that have been made for the 2018 competition are described on the next page.

The Administrative Guide and registration forms will be issued later in 2017 after all arrangements for the 2018 competition have been confirmed with the 4-H Center. The Administrative Guide will describe the registration process and provide information on lodging, transportation, and payment.

Before the competition takes place, JASWDC might make some changes to this Study Guide. JASWDC will inform all participants promptly of any changes.

Inquiries should be sent by email to japanbowl@jaswdc.org.

The Director of the 2018 National Japan Bowl is Risa Kamio (rkamio@jaswdc.org), and the Japan Bowl Program Manager is Nancy Marsden (nmarsden@jaswdc.org).

Note: The Japan Bowl® name is an official trademark and is registered with the US Patent and Trademark Office. The Japan Bowl Official Guide, Team Study Guide, logo, the design of the official mascot "Kanji-kun," and all questions and other materials used in the competition are protected by US copyright law. Permission to use the Japan Bowl name or logo, and to use or adapt the Study Guide or Japan Bowl questions must be obtained from The Japan-America Society of Washington, Inc.



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What's New for 2018

1. A number of changes have been made to the format of the Championship Rounds, in order to shorten the time required for each match and raise the “excitement level” for both participants and the audience.

- a. Team questions now will be asked first, followed by individual communication questions, and then the toss-up questions.
- b. The number of team questions will be reduced from 10 to eight.
- c. The total number of individual communication questions will be reduced from nine to six, or two per team, using the procedure that is described in Section 5.4.
- d. The number of toss-up questions in each round will remain the same at 15, with two bonus questions at each level.
- e. The moderator will read a toss-up question only once. (1) If no team “buzzes in” after a toss-up question is read, the moderator will encourage teams to “buzz in,” but s/he will not read the question again. (2) If two teams answer incorrectly, the moderator will ask if the third team wants to answer, but s/he will not re-read the question. (3) However, if a team buzzes in early, before the question is read in its entirety, and if the team answers incorrectly, the moderator will then read the entire question.

2. We have created a new section in the Competition Guide, “Preparing for the Japan Bowl,” that includes helpful hints, a list of reference materials, and sample questions. See Section 5.o. We also have created a separate and shorter publication, the *Team Study Guide* for student use, that includes the lists of topics, both language and non-language, that will be covered at the 2018 National Japan Bowl, as well as the required Kanji and other language lists.



Be sure to like the National Japan Bowl Facebook page and follow us throughout the year for updates on Japan Bowls across the nation and around the world, as well as interesting information and news on Japan.

TABLE OF CONTENTS

1.0 What is the Japan Bowl?

- 1.1 Goals of the Japan Bowl
- 1.2 What is the National Japan Bowl?

2.0 Participating in the National Japan Bowl

- 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 2018
- 3.2 Preliminary Rounds - Format and Rules
 - 3.2.1 Format of the Preliminary Rounds
 - 3.2.2 Specific Rules for Questions in the Preliminary Rounds
- 3.3 Conversation Round - Format, Content, and Rules
- 3.4 National Championship Round - Format and Rules
- 3.5 Grounds for Disqualification

4.0 2018 National Japan Bowl Topics

- 4.1 Non-Language Topics
- 4.2 Conversation Round Topics
- 4.3 The Japan Bowl's Approach to Language Questions
- 4.4 Required Kanji – Reading and Writing
- 4.5 Special Topics, Family Names, and Place Names in Kanji
 - 4.5.1 This Year's Special Topics in Kanji
 - 4.5.2 Family Names in Kanji
 - 4.5.3 Place Names in Kanji
- 4.6 Katakana
- 4.7 Idiomatic Japanese
- 4.8 Onomatopoeic and Affective Expressions
 - 4.8.1 Gitaigo/Giongo
 - 4.8.2 Affective Expressions
- 4.9 Aisatsu

5.0 Preparing for the Japan Bowl

- 5.1 Helpful Hints for Preparing
- 5.2 Reference Materials for Non-Language Topics
- 5.3 Reference Materials for Language Topics
- 5.4 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.” (For more information on the National Japan Bowl, see Section 1.2.)

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

1.2 What is the National Japan Bowl?

Today the two-day National Japan Bowl, held each spring in Washington DC, is recognized as the premiere national competition for high school students of Japanese.

The National Japan Bowl is a “total experience” for students. In addition to the academic competition, over the two days students get to watch Japanese cultural performances, talk to Japanese and American role models, take part in hands-on activities, learn about study opportunities at American and Japanese universities, and meet other students from across the nation who share their passion for the Japanese language and culture.

Most participants stay an extra day to attend the *Sakura Matsuri*, the largest one-day Japanese cultural festival in the country. *Sakura Matsuri* also is presented by the Japan-America Society. The National Japan Bowl and *Sakura Matsuri* are both official events of the National Cherry Blossom Festival, which celebrates the gift of the flowering cherry blossom trees from Japan to the United States in 1912.

JASWDC also organizes a 2-hour meeting for teachers to share professional information.

It depends on the weather, but students often get to see a spectacular sight in the Nation's Capital -- the full bloom of the Japanese flowering cherry trees. Blossoms or not, students from across the country appreciate the opportunity to visit their nation's capital with their teammates. Many teams come a day or two early to see the sights and visit the museums, which usually have special Japan-related exhibits at that time.

The National Japan Bowl has enjoyed support and guidance over the years from the United States-Japan Foundation; the Embassy of Japan in Washington DC; the Japanese Ministry of Foreign Affairs; the Japanese Ministry of Education, Science and Technology; the Japan Foundation; the American Association of Teachers of Japanese (AATJ); universities in Japan and the United States; members of the Japan Commerce Association of Washington DC; and other foundations and private donors.

The Honorary Patron of the Japan Bowl is Her Imperial Highness Princess Takamado, who honors the National Japan Bowl by meeting with the winning team during their trip to Japan each year and sending a message for the annual competition.

2.0 Participating in the Japan Bowl

2.1. Team Levels

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

The national championship teams from Mexico and Canada also may join the National Japan Bowl, provided they meet the same eligibility criteria as US teams and students.

The three levels at the National 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.

2.2 Forming a Team

- a. Each school may send only one team per level to the National Japan Bowl. Local and global Japan Bowls may set their own limits for the number of teams per level, per school.
- b. All team members must be studying Japanese formally at the same high school for academic credit, and not as an extracurricular activity.
- c. A team must have two or three students. One student is not a team. JASWDC 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:

a. 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.

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 2018

This is the draft schedule and is subject to change. It is provided early to assist you in planning your visit to the 2018 National Japan Bowl. As noted before, these are the tentative dates. JASWDC will notify participants of any changes.

Thursday, April 12

3:00-5:00 p.m.	Japan Bowl Registration
4:30-5:30 p.m.	Dinner, Clover Cafe
5:45-6:45 p.m.	Opening Ceremony, Auditorium
6:45-7:00 p.m.	Break (move to the competition rooms)
7:00-8:30 p.m.	First Preliminary Round – All Levels
8:30-9:30 p.m.	Evening Get-together

Friday, April 13

7:00-8:15 a.m.	Breakfast, Clover Cafe
8:00-10:30 a.m.	Conversation Round – All Levels
8:00-10:30 a.m.	Teachers' Breakfast Meeting
10:45-11:15 a.m.	Second Preliminary Round – All Levels
11:15 a.m.	Lunch
12:15-1:30 p.m.	Cultural Event(s)
1:30 p.m.	Announcement of Finalists, Auditorium
1:45 p.m.	Introductions and Explanation of Rules
2:00-2:45 p.m.	National Championship Round – Level II
2:45-3:30 p.m.	National Championship Round – Level III
3:30-4:15 p.m.	National Championship Round – Level IV
4:30-5:00 p.m.	Awards Ceremony and Closing Remarks

3.2 Preliminary Rounds - Format and Rules

At the 2018 National Japan Bowl, there are two Preliminary Rounds. The First Round is on Thursday evening, April 12, and the Second Round is on Friday morning, April 13.

3.2.1 Format of the Preliminary 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 pens, 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 National 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

6. Fifty questions are presented in the first Preliminary Round, and 40 in the second, for a total of 90 questions. Each question is worth 2 points, for a total of 180 points.
7. The questions cover both language and non-language topics. They are asked and answered in a variety of ways. The questions also vary in difficulty.
8. Visuals for all questions are projected, using PowerPoint slides, on a large screen.
9. American and Japanese moderators (native speakers) read the questions.
10. Each question indicates how the answer should be given: in English, in hiragana, in kanji, etc. (See the list of answer icons below.)
11. Halfway through each round, teams shift tables, so no team is disadvantaged by viewing angle or distance from the screen. In other words, teams will sit in four different locations in the room during the 2-day competition.
12. After each set of questions is read, students **MUST** put their pens 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

13. At the end of each round, correct answers are given during a review session in order to reinforce the learning experience of the National Japan Bowl. Students and teachers are encouraged to take notes during the answer review session
14. 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 Questions in the Preliminary 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 answer.

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 Conversation Round - Format, Content, and Rules

On Friday morning, National Japan Bowl judges will hold a Conversation Round with each team to judge the speaking ability and communication and presentation skills of each team member. Students at Levels II and III should prepare a self-introduction, as described below.

Format

1. Each team will be assigned a pre-determined time to meet with two NJB judges, one Japanese and one American (who is fluent in Japanese), for a Japanese-language conversation. The Japanese judge will conduct the conversation.
2. The sessions will be closed; no teachers, chaperones, or members of the public will be allowed to observe.
3. Students should not tell the judges what school they are from.
4. Each team will be allotted 5-6 minutes for a conversation in Japanese, or about 2 minutes per team member. This includes the time for self-introductions.

Content of the Conversation

5. **Self-introduction (*jikoshoukai*)** -- Students at Level II will be asked to do a *jikoshoukai* of one minute or less. Students at Level III will be asked to do a *jikoshoukai* of 30 seconds or less. Students at Level IV will not be asked to do a *jikoshoukai*.
6. **Topics for *jikoshoukai*** -- For Level II: Tell your name, age, grade, and describe your family situation and favorite foods. Do not tell your school name. For Level III: Tell your name and what you think about Japan and studying the Japanese language. Do not tell your school name.
7. **Discussion** -- The Japanese judge then will ask each team member open-ended questions about himself/herself, based on the subjects listed in Section 4.2 (Conversation Round Themes and Topics). Questions will be geared to the team's language level, following the guidelines in Section 4.2.

Scoring

8. The judges will consider both the self-introduction and the replies to their questions in determining how many points to award.
9. Each team member will be awarded between 1 and 5 points each, based on his/her ability to communicate effectively with a native Japanese speaker. Judges will consider the students' language competence (vocabulary, language control, pronunciation) and language performance (fluency, confidence, comprehension) when awarding points. A student whose spoken Japanese is far below the expected level will receive 1 point; below the expected level, 2 points; at the expected level, 3 points; above the expected level, 4 points; and far above the expected level, 5 points.
10. If a team has only two members, its score will be averaged and then multiplied by 3; that number then will be multiplied by 2 points to produce the final team score.

Caution: Because the same topics will be used for all teams at the same level, students should maintain the secrecy of the questions and not discuss them with other students until all teams have completed the Conversation Round.

3.4 National Championship Round - Format and Rules

Advancing to the National Championship Round

1. The combined scores from the First, Second, and Conversation Rounds will determine which three teams at each level advance to the National Championship Round. The combined scores also determine the 4th and 5th place winners.
2. If there is a tie for any of the top five positions, the judges will review the teams' answers to five pre-determined questions, covering both language and non-language topics, to determine the top five teams.
3. After lunch on Friday, a National Japan Bowl judge will announce the names of the three teams at each level that will compete on stage in the National Championship Round. The names of the 4th and 5th place teams will be announced at the Awards Ceremony.

4. If a team qualifying for the National Championship Round is not present at the time of the announcement, the next runner-up team will replace the team that is missing.
5. The scores from the First, Second, and Conversations Rounds will not be carried over to the National Championship Round. Final results will be determined solely by the team score in the Championship Round.

National Championship Round - The Room

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

Types of Questions in the National Championship Rounds

The National Championship Round has three types of questions:

1. **Team Questions** - 8 questions, 10 points per question; total possible points 80. The answers to team questions are written, and the questions usually involve team collaboration and problem-solving to respond.
2. **Individual Questions** - Two students on each team, chosen by a random drawing, will each be asked one question, worth 5 points each. The third student gets a “free pass.” The total possible team score therefore is 10 points. If there are only two students on the team, both students must answer a question.
3. **Toss-Up Questions** - 15 questions, 5 points per question, total possible points 75. Two of the 15 toss-up questions will have bonus questions attached, each worth 5 points. The total possible score from the Toss-Ups therefore is 85 points.

The total possible team points for the Championship Round therefore is 175.

Rules for the Team Questions

1. There will be 8 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. 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.
9. 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.
10. 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.

Rules for the Individual Questions

1. Each team will select a large envelope, drawn at random. Within that envelope are three more envelopes. Two contain an individual question; one is blank. Students should not open their individual envelopes 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 on 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 will not ask the student to repeat.
6. A panel of special judges, all native speakers of Japanese, will decide whether the student has clearly and accurately communicated his/her sentence in Japanese. The special judges 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 10 possible points per team. One student on each team will have a blank sheet, with no question, and therefore no points.
8. If the team has only two members, and if a student draws a blank envelope, they must take the third envelope and answer the question.

Rules for the Toss-Up Questions

1. There will be 15 questions, plus two bonus questions. (See Rule #11 on bonus questions.)
2. Conferring among students is not allowed. (Exception: bonus questions. See #11 below.)
3. Any student on the team may answer a toss-up question. A student must ring the buzzer to signal, and only that student may answer.
4. A student must wait to be called on before answering. 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. (See #13 on scoring below.)
6. 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.

7. 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.
8. 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.
9. The moderator will read a toss-up question only once. (1) If no team “buzzes in” after a toss-up question is read, the moderator will encourage teams to “buzz in,” but s/he will not read the question again. (2) If two teams answer incorrectly, the moderator will ask if the third team wants to answer, but s/he will not re-read the question. (3) However, if a team buzzes in early, before the question is read in its entirety, and if the team answers incorrectly, the moderator will then read the entire question.
10. If no team answers correctly, or if no team buzzes in, the moderator will give the answer and move on to the next question.
11. There will be 2 bonus questions during the Toss-Up Round. The moderator will give advance notice when a question has a bonus question attached to it. If a team member answers the first (main) question correctly, his/her team will be given the bonus question, which is worth an additional 5 points. Team members may confer, and the team captain must answer within 30 seconds. If the team’s answer is incorrect, other teams cannot answer the bonus question.
12. Scoring:
 - ✓ Each correct answer is worth 5 points.
 - ✓ There is no partial credit for partially correct or incomplete answers.
 - ✓ A team will not receive credit for a correct answer if its members conferred. (Exception: bonus questions.)
 - ✓ 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 finished reading the question and answers incorrectly, that team also will be penalized 5 points.
 - ✓ If a student signals after the moderator has read the entire question, there is no penalty for an incorrect response.

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, until one of the teams answers two questions correctly.
3. There are no PowerPoint slides for the tie-breaker round.
4. The first team to answer two questions correctly wins the tie-breaker.

3.5 Grounds for Disqualification

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

- a. Challenging or showing lack of respect to National Japan Bowl officials, staff, or volunteers by a student, teacher, or chaperone
- b. Inappropriate dress (See Section 5.1 in the Administrative Guide)
- c. Use of offensive language
- d. Substantial violation of the rules of the National 4-H Conference Center (See Section 5.2 in the Administrative Guide)
- 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 National 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.

Depending on the severity of the infringement, JASWDC also may prohibit the student(s) concerned, the entire team, and/or the school from participating in the National 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 2018 National Japan Bowl Topics

For the convenience of team members as they prepare, JASWDC has prepared a separate and shorter publication, the *Team Study Guide*, which can be downloaded from the Japan Bowl website as a WORD document.

4.1 Non-Language Topics

Non-language topics rotate on a three-year cycle, as outlined in the chart on the next page. If students participate in the National Japan Bowl for all three years, they will have covered all the topics on this list.

	Year 1 (2018)	Year 2 (2019)	Year 3 (2020)
History	Edo/Tokugawa Era 1603-1868: well-known events, people, and terms	The Modern Era (Meiji, Taisho, Showa and Heisei) 1868-present: well-known events, people, and terms	Classical/Medieval Era 794-1603: the Heian, Kamakura, Muromachi, and Azuchi-Momoyama periods: well-known events, people, and terms
Arts and Culture (both traditional and modern)	Visual Arts , including painting, prints, sculpture, ceramics, ikebana, handicrafts, classic films, and architecture (including landscape architecture)	Literary Arts , including famous authors and novels, Japanese literary forms, folk tales and children's stories	Performing Arts , including kabuki, bunraku, noh, kyogen, theater and drama, traditional music, tea ceremony, etc.
Social Sciences	Physical Geography : Nature and the environment, flora and fauna, agriculture and fisheries, climate, natural phenomena and disasters, all related to Japan	Japan's political and economic systems : politics, government, foreign affairs, national symbols; business and industry, transportation, famous companies and products	Political Geography : Names and locations of regions, major islands, prefectures, major cities, mountains, seas, lakes, rivers, etc. in Japan
Daily Life and Society	Festivals, holidays, seasonal events, festive events and celebrations (Note: this does <u>not</u> include "rites of life" events or celebrations)	Manners and etiquette in Japan, Japanese gestures and body language	Rites of life (birth, school, marriage, death, etc.); religion and religious practices

<p>Popular Culture</p>	<p>Japanese popular culture, with a focus on youth and "kawaii" culture, including anime, manga, pop music, fashion, characters and mascots, iconic foods, social media/apps, etc.</p>	<p>Food, drink, clothing, houses, things in and around Japanese homes</p>	<p>Martial arts, sports, and traditional Japanese games</p>
<p>Current Events</p>	<p>Major events and developments in Japan's politics, economy, international relations and society <u>during the 12 months prior</u> to the National Japan Bowl. Note: Current events questions will be asked only during the Championship Round.</p>		
<p>US-Japan relations</p>	<p>The US-Japan connection: Interaction between the two countries in the topics listed above</p>		

	Year 1 (2018)	Year 2 (2019)	Year 3 (2020)
歴史	1603年-1868年 江戸/徳川時代: 期間/人物/出来事など	1868年 - 現在 明治、大正、昭和、平成 時代: 期間/人物/出来事 など	794-1603年 平安 / 鎌倉 / 室町/ 安土・桃山時代: 期間/人物/出来事など
芸術と文化 (伝統的および 現代的)	視覚芸術 絵画、出版物、彫刻、 陶磁器、生け花、工 芸、古典映画、建築を 含む	文芸 有名な作家や小説、文学 の表現形式、民話、童話 を含む	舞台芸術 歌舞伎、文楽、能、狂 言、劇場、演劇、古典音 楽、茶道などを含む
社会科学	自然地理学: 自然、環 境、動植物、農業、 漁業、気候、自然現 象、災害	日本の政治と経済: 政 府、政治、外交、ビジネ ス、産業、交通機関、国 章、有名企業、商品	政治地理学: 地域、地 方、主要な島、県、都 市、山、海、湖、川など
日常生活と社 会	祭、祝祭日、年中行 事、祭式	日常のマナーとエチケッ ト、身振り、ジェスチャ ー	儀式や祭式 (誕生、入 学、結婚、葬式など)、 宗教と儀式
ポップカルチ ャー	ポップカルチャー: ア ニメ、漫画、ポピュラ ー音楽、伝統料理など の若者文化及び「カワ イイ」文化	飲食物、衣服、住居、日 本の家で見られるもの	武芸、スポーツ、日本の 伝統的なゲーム
時事	大会当日から過去1年間の日本の出来事や発展: 政治、経済、国際関係、社会 注意: 時事問題は決勝戦に限り出題される		

4.2 Conversation Round Topics

Students are expected to be able to discuss these topics during the Conversation Round, as they relate personally to each student. See Section 3.3 for the format and rules of the Conversation Round.

Level II

- Clothes
- Daily life
- Food
- Home and community
- Self, family, and friends

Level III

All content from Level II, plus:

- Holidays and annual events
- Leisure, hobbies, and sports
- School and education
- Shopping
- Travel and vacations

Level IV

All content from Levels II and III, plus:

- Body and health
- Future plans
- Weather and climate
- Work and career

4.3 The Japan Bowl's Approach to Language Questions

The Japan Bowl is unique because it “goes beyond language” and includes Japanese culture, society, and other non-language topics. In the same way, the language questions at the Japan Bowl “go beyond” traditional classroom learning and challenge students on their ability to communicate in real-world settings -- and to understand the connections between Japan’s language and culture, such as idioms, onomatopoeic expressions, and even body language and gestures.

Language questions at the Japan Bowl cover three main areas:

Language Knowledge -- These are the basic elements of Japanese, and what is most commonly covered in textbooks: the ability to read, write and understand Japanese words and phrases in Kanji, hiragana, and katakana; the proper use of grammar; syntax; basic vocabulary; pronunciation; affective expressions; counters; particles, etc.

Language Use in Context -- This is the ability to use Japanese and communicate in “real world” situations. It includes listening and reading comprehension questions; understanding authentic materials and everyday conversations; writing or speaking complete sentences in Japanese; and translating sentences from English to Japanese and vice versa. The Conversation Round on Friday morning also is an example of this, as are the Individual Questions in the Championship Rounds.

Language Enrichment -- This category includes the ability to understand and properly use expressions that are rooted in a Japanese cultural or social context, such as idioms, onomatopoeia, *yojijukugo*, affective expressions, and *aisatsu* phrases. Each year the Official Guide gives a list of the phrases and words that will be covered in that year’s Japan Bowl.

4.4 Required Kanji – Reading and Writing

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

Level II:

a. *Students should know 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	昨	週	年	今	毎
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
教	室	牛	犬	表	主	力	洋	堂	工	皿	声	茶	枚

b. *Students should know common kanji compounds that use kanji in the above list, for example:*

週末	(しゅうまつ)
父母	(ふぼ)
出口	(でぐち)
米国	(べいこく)
休日	(きゅうじつ)
何本	(なんぼん)

Level III:

a. Students should know the following kanji, plus those in the Level II list

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
 売 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 楽 歌 絵 芸 術 院 読
 和 々 起 飯 港 親 寺 昔 員 供 以 台 両 払
 結 婚 野 真 発 的 服 授 貸 館 宿 様 計 忘
 研 究 内 絶 对 信 経 配 重 記 守 若 幸 夕
 県 区 丁

b. Students should know common kanji compounds that use kanji in the Level II and III lists, for example:

気持	(きもち)
着物	(きもの)
生活	(せいかつ)

物語 (ものがたり)

帰国 (きこく)

Level IV:

a. Students should know the following kanji, plus those in the Level II and III lists

世 界 地 図 鉄 道 旅 場 線 階 門 戸 次 当
 歩 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
 歳 題 痛 残 番 説 案 顔 情 悲 怒 変 比 笑
 相 横 調 査 違 果 感 答 質 問 続 府 号

b. Students should know common kanji compounds that use kanji in the Level II, III, and IV lists, for example:

便利 (べんり)

歩道 (ほどう)

近代 (きんだい)

最高 (さいこう)

都市化 (としか)

4.5 Topics, Family, and Place Names in Kanji

4.5.1 This Year's Special Topics in Kanji

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

Level II students 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

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

将軍 幕府 鎖国 開国 日米和親条約

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

自然 災害 地震 環境 気候

4.5.2 Family Names in Kanji

These are some of the most common Japanese family names. Based on their knowledge of these names, students will be expected to understand other common family names that are written with these same Kanji.

Level II students should be able to read and pronounce the following common family names:

Tanaka	田中	たなか
Yamada	山田	やまだ
Yamaguchi	山口	やまぐち
Nakamura	中村	なかむら
Kimura	木村	きむら
Hayashi	林	はやし
Honda	本田	ほんだ

Level III students should be able to read and pronounce the following family names, in addition to the family names listed for Level II:

Takahashi	高橋	たかはし
Yamamoto	山本	やまもと
Matsumoto	松本	まつもと
Inoue	井上	いのうえ

Kobayashi	小林	こばやし
Yoshida	吉田	よしだ
Matsushita	松下	まつした

Level IV students should be able to read and pronounce the following family names, in addition to the family names listed for Levels II and III:

Sato	佐藤	さとう
Watanabe	渡辺	わたなべ
Ito	伊藤	いとう
Kato	加藤	かとう
Sasaki	佐々木	ささき
Shimizu	清水	しみず
Suzuki	鈴木	すずき
Nomura	野村	のむら

4.5.3 Place Names in Kanji

These are some of the most well-known places in Japan, including its ten most populous cities.

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

Major Cities of Japan

Tokyo	東京	とうきょう
Kyoto	京都	きょうと
Osaka	大阪	おおさか
Yokohama	横浜	よこはま
Nagoya	名古屋	なごや

Major Islands of Japan

Honshu	本州	ほんしゅう
Kyushu	九州	きゅうしゅう
Shikoku	四国	しこく
Hokkaido	北海道	ほっかいどう
Okinawa	沖縄	おきなわ

Oceans and Seas

Pacific Ocean (Taiheiyo)	太平洋	たいへいよう
Sea of Japan (Nihonkai)	日本海	にほんかい

Level III students should be able to read and pronounce the following place names, in addition to the place names listed in Level II:

Cities of Japan

Fukuoka	福岡	ふくおか
Sapporo	札幌	さっぽろ
Hiroshima	広島	ひろしま
Sendai	仙台	せんだい

Regions of Japan

Kanto	関東	かんとく
Kansai	関西	かんさい
Tohoku	東北	とうほく
Chubu	中部	ちゅうぶ
Chugoku	中国	ちゅうごく

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

Cities of Japan

Kobe	神戸	こうべ
Kawasaki	川崎	かわさき
Nara	奈良	なら
Nikko	日光	にっこう
Nagasaki	長崎	ながさき

Major Prefectures of Japan

Kanagawa	神奈川	かながわ
Aichi	愛知	あいち
Hyogo	兵庫	ひょうご

Mountains, peninsulas, seas

Mt Fuji	富士山	ふじさん
Japanese Alps	日本アルプス	にほんアルプス
Izu	伊	いず
Inland Sea	瀬戸内海	せとないかい

Airports

Narita	成田	なりた
Haneda	羽田	はねだ
Itami	伊丹	いたみ

Well-known areas of Tokyo

Ginza	銀座	ぎんざ
Shinjuku	新宿	しんじゅく
Ueno	上野	うえの

Shibuya	渋谷	しぶや
Akihabara	秋葉原	あきはばら
Harajuku	原宿	はらじゅく
Asakusa	浅草	あさくさ

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 (on a car)
メキシコ	Mexico
チャンネル	Channel (on a TV)
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:

Studio (TV/Radio)	スタジオ
Television	テレビ
Germany	ドイツ
Taxi	タクシー
French fries	フライドポテト

4.7 Idiomatic Japanese

The Japan Bowl includes idiomatic Japanese as a language enrichment topic. The National Japan Bowl selects idiomatic expressions that are used frequently in Japan; have some cultural or historical interest; and/or express a common English idiom, but in a different way.

The lists of idiomatic expressions that will appear in the 2018 National Japan Bowl are given below.

During each three-year period, the Japan Bowl rotates idiomatic expressions from the following categories. The yellow box highlights the topics for 2018.

	2018	2019	2020
Idiomatic Japanese	Language of feelings: expressions using <i>ki</i> 気 and <i>kokoro</i> 心	Japanese idioms, proverbs, and <i>yojijukugo</i> 四字熟語	Expressions using the names of parts of the human body, such as <i>me</i> 目, <i>te</i> 手, etc.

Level II students should learn the following:

気が合う きがあう
Get along with someone/be compatible

気がある きがある
Be interested in someone or something/feel inclined to do something

気がきく きがきく
Be sensible/smart, tasteful/thoughtful/tactful/sensitive

気がちる きがちる
Get distracted/get off track

気がつく きがつく
Notice/realize something/become aware/be attentive
Recover consciousness/come to one's senses

心が動く こころがうごく
Take a fancy to something/feel inclined/be moved or tempted to do something

心が通う こころがかよう
To understand each other well/relate to

心がせまい こころがせまい
Be narrow-minded

心が広い ころろが広い
Be generous/broad-minded/big-hearted

心強い ころろづよい
Feel supported/backed up/confident

Level III students should learn the following, in addition to the Level II idioms:

気をつかう きをつかう
Pay attention to another's needs/fuss or worry about/attend to/take into consideration

気をつける きをつける
Take care/pay attention/be careful

気をひく きをひく
Attract someone's attention

気をとりなおす きをとりなおす
Pull oneself together/completely rethink

心をこめる ころろをこめる
Do wholeheartedly/put one's heart into something

心をゆるす ころろをゆるす
To trust/relax one's guard

心をおににする ころろをおににする
To steel oneself/harden one's heart

心を入れかえる ころろをいれかえる
Thoughtfulness, care, concern, consideration

Level IV students should learn the following in addition to the Level II and II idioms:

気に入る きにいる
Be pleased with someone or something/to suit

気にかける きにかける
Weigh on one's mind/be concerned or worried about

心にひびく ころろにひびく
To resonate/strike a chord with something

心にしみる ころろにしみる
To have a deep/warm/keen feeling or impression about something

心にきざむ ころろにきざむ
To remember

4.8 Onomatopoeic and Affective Expressions

4.8.1 Gitaigo/Giongo (Onomatopoeic Expressions)

Gitaigo and giongo (onomatopoeic expressions) are an important part of the Japanese language. Because the words repeat, they are also fun to hear and say. The onomatopoeic expressions used in the 2018 National Japan Bowl will come from the following lists.

Level II students should learn the following:

あつあつ	からから	さらさら	たびたび
はらはら	ふかふか	ふわふわ	ほかほか
らくらく	わくわく		

Level III students should learn the following, in addition to the Level II expressions:

きつと	ぐつと	きつと	じつと
ずつと	そつと	どつと	ぱつと

Level IV students should learn the following, in addition to the Level II and III lists:

うっかり	がっかり	すっかり
しっかり	ばっかり/ばかり	ぽっかり

4.8.2 Affective Expressions

Affective expressions are words that, while short, express subtle nuances of the speaker's intentions or emotional state.

Level II 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

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

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 Levels II and III:

むしろ けっきょく あくまで とにかく いかにも

4.9 Aisatsu

Aisatsu are polite and generally “fixed” phrases that the Japanese use in particular situations. Knowing (a) when to use and (b) how to respond to these polite phrases is an important part of interpersonal communication and etiquette in Japan, and is integral to Japanese culture and society.

*For example, when a Japanese person leaves the house, (s)he will say 行ってきます.
The person who stays behind sends them off by saying, 行っていらっしやい.*

Level II students are expected to know how to use and respond to following 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 - 行っていらっしやい

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
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 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
よくいらっしやいました
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
 申しわけございません

5.0 Preparing for the Japan Bowl

5.1 Helpful Hints

Preparing for the National 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 National Japan Bowl.

- 1. Form a team of three, not two.** There is a Japanese proverb, *Together, three people are as wise as Monju.*¹¹ There is nothing to lose, and a third person makes it easier to study and prepare for the 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 Section 4.1 is very thorough. For example,

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.

"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 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 *Team Study Guide* from the Japan Bowl website as a WORD document, and format and export and use it as you wish. In addition, use the Quizlets² that JASWDC prepares each year; they can be accessed from the Japan Bowl website. 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 *Team 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. **Be prepared for your *jikoshoukai* for the Conversation Round (if you are Level II and III), and think of what you might say for your Individual Question response if you advance to the Championship Round.** Even if you think you might not make it to the championships, using those phrases in sentences in the best way to learn them and make sure you get the nuances correct. Plus -- everyone should be prepared with a *jikoshoukai* when they meet a Japanese person!

10. **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.

5.2 Reference Materials for Non-Language Topics

The chart in Section 4.1 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 2018, non-language questions will be based on the topics in the column marked "Year 1 (2018)," which is highlighted in yellow.

JASWDC has over 1,200 books in its reference library. But over the years, Wikipedia has emerged as the "go to source" for fact-checking questions at the National 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>.

Finally, be sure to "like" the Facebook pages of The Japan-America Society of Washington DC and the National Japan Bowl. They both have lots of interesting information about Japan and Japanese culture throughout the year.

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*

5.3 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) .



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5.4 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 (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: いぬが一つと、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