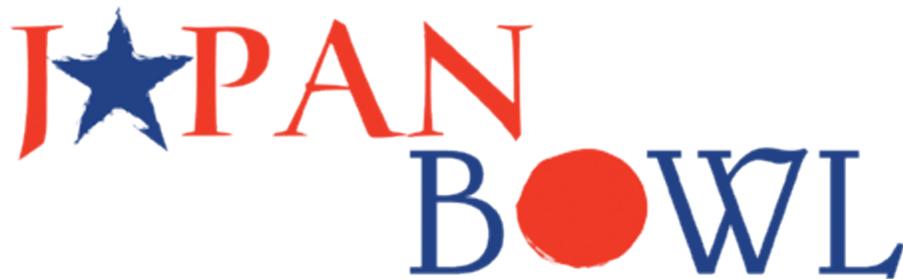


The 1st Pacific Northwest JAPAN BOWL

STUDY GUIDE

Japanese Language & Culture Competition for High School Students



**PREPARED BY
Japan-America Society
Of Oregon**

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The First Pacific Northwest Japan Bowl will take place on Saturday, March 11, 2017 at Native American Center, Portland State University.

This **Study Guide** describes the format, content, and rules of the Pacific Northwest Japan Bowl competition. It also describes who is eligible to compete. The Study Guide's purpose is to help students and teachers form teams and prepare for the 2017 competition.

An **Administrative Guide** will be issued in Fall 2017, after all administrative arrangements for the 2017 competition have been made. The Administrative Guide will describe the application process and payment procedures.

Please read this Study Guide carefully. In the months before the competition, the Pacific Northwest Japan Bowl might make some changes to the information contained in this guide. PNJBC will inform all participants promptly of any changes that are made. Inquiries should be sent by email to Kaoru Miyanaga, Assistant Director, Japan America Society of Oregon, kmiyanga@jaso.org.

What's New for 2017

- a. The Committee has clarified the two "Geography" categories, renaming them "Political Geography" and "Physical Geography" for years 2017 and 2018. See Section 4.2.
- b. The Committee has added "traditional Japanese games" to "Martial arts and sports" in the 2017 "Popular Culture" category. See Section 4.2. (The Wikipedia entry called "List of Traditional Japanese Games" has a list of possible topics.)
- c. The Kanji list now includes suffixes that are commonly used with place names and addresses, such as 都、道、府、県、市、町、区、丁目、号、室、etc. Most of these Kanji were included in previous Japan Bowl of California Kanji lists. See Section 4.4.
- d. Current events questions will be asked only in the Championship Round. The "Current Events" category covers major events and developments in Japan's politics, economy, international relations and society during the 12 months prior to Pacific Northwest Japan Bowl.
- e. For the individual questions in the Championship Round, the time limit within which each student must prepare his/her answer and say it has been reduced from 60 to 30 seconds.

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1. What is the Japan Bowl?

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

The purpose of the Japan Bowl is to recognize and encourage the nearly 50,000 high school students across the United States who have chosen Japanese as their foreign language, and to make the study of Japan and the Japanese language both challenging and enjoyable. JASO also hopes that the students will continue to study Japanese during their university years and to have a "Japan connection" in their adult lives, whether in business, academia, the arts, or public service, so they can become future leaders of the U.S. relationship with Japan.

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

2. Participation

2.1 Levels

Pacific Northwest Japan Bowl is open to full-time students who are currently enrolled in Levels III, and IV Japanese language classes at a high school in the United States, whether in regular or block schedule classes. These levels correspond to the equivalent level of high school Japanese language study:

Level III Students enrolled in third year high school-level Japanese language study

Level IV Students enrolled in fourth year high school-level Japanese language study or in AP Japanese

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 Team Formation

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

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

2.3 Student Eligibility

The following rules about Japanese language education and experience govern eligibility:

- a. Students who are native speakers of Japanese or who use Japanese at home are not eligible to compete.
- b. Students who have spent more than a total of three months in Japan on a study or home-stay program or who have had other significant exposure to the Japanese language and/or culture outside the high school curriculum are not eligible to compete. The determination whether a student's outside exposure to Japanese language and/or culture is significant will be made on a case-by-case basis, according to the information the student and teacher provide. Among the factors the Committee will consider are the presence of a native Japanese speaker in the home and the amount of time the student has spent living or visiting in Japan.
- 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 Language and Culture course are eligible to compete in the 2017 competition at Level IV.

3. Competition Format, Rules, and Schedule

3.1 Draft Schedule for 2017

This is a draft schedule and is subject to change. It is provided early to assist you in planning your visit to the 2017 Pacific Northwest Japan Bowl. We will notify participants of any changes.

Saturday, March 11

8:00 – 9:00 am Registration
9:00 – 9:20 am Opening Ceremony
9:20 – 9:45 am Break
9:45 – 10:30 am First Round
10:30 – 10:45 am Break
10:45 – 11:30 pm Second Round
11:30 – 12:30 pm Lunch
12:30 – 1:45 pm Cultural Activities
1:45 – 2:00 pm Championship Round — Rules
2:00 – 2:45 pm Championship Round — Level III
3:00 – 3:45 pm Championship Round — Level IV
4:00 – 4:30 pm Awards and Closing Ceremony

3.2 First and Second Preliminary Rounds - Format and General Rules

- At the 2017 Pacific Northwest Japan Bowl, there will be two Preliminary Rounds.
- Each team will be placed at a table in one large room and compete with all other teams at the same level.
- The First and Second Rounds are closed to the general public, except that teachers, chaperones, and others who have pre-registered will be admitted, based on available space.
- 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.
- Visuals for all questions will be projected, using PowerPoint slides, on a large screen.
- American and Japanese moderators (native speakers) will read the questions.
- Each question will indicate how the answer should be given: in English, in *hiragana*, in *kanji*, etc. (See the list of answer icons below.)
- Halfway through each round, teams will shift tables, so no team is disadvantaged by distance from the screen.
- 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.
- Correct answers will be given at the end of each round in order to reinforce the learning experience of the Pacific Northwest Japan Bowl. Students and teachers are encouraged to take notes during the answer review session. It is alright for students

and teachers to 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 over the internet or any other kind of communications network. If that happens, then that team's score **might** be invalidated.

- The Pacific Northwest Japan Bowl follows the SAT rules regarding electronic devices. All devices 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.

ANSWER ICONS

EN English

JP Any combination of Japanese (*kanji, hiragana, katakana – but not romaji*)

ひら *hiragana*

カナ *katakana*

漢 *kanji*

ABC Multiple choice

RO *romaji* for Japanese names*

123 Western numerals

*Any commonly-used variant of romaji can be used. For example, Tokyo can be written as “Tokyo” or “Toukyou.” A newspaper can be “shinbun” or “shimbun.” A map can be “chizu” or “tizu.”

Specific Rules for the First and Second Rounds

1. Questions will be read only once, except for Japanese comprehension questions, which will be read twice.
2. Conferring among team members is allowed.
3. All teams must write their answers clearly and legibly on the team answer sheet. Any member of a team may write the answer(s) to the question. As described above, the slide will give the “answer icon,” and the moderator also will state in which language form the answer should be written. 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.
4. 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. The timekeeper will call a “10 seconds” warning. At the end of the allocated time, the timekeeper will call “time,” and the slide will advance to the next question. Although you may keep working on questions after the time has expired, you will run the risk of missing the next question.
5. There is no partial credit for partially correct or incomplete answer. (See the box below for examples of incomplete answers.)
6. There is no penalty for an incorrect response or an incomplete answer.

7. When answering in full sentences in Japanese, teams must use the polite forms (です・ます), unless otherwise instructed.
8. 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," your answer is incomplete, because the English word "bike" can also mean a pedaled bicycle. You also must include the color of the bike (black) to make it a complete response.

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

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

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

3.3 Championship Round - Format and Rules

1. The combined scores from the First and Second Rounds will determine which three teams at each level advance to the Championship Rounds.
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. The results will be announced after the cultural activities.
4. If all members of a team qualifying for the Championship Round are not present at the time of announcement, the next runner-up team will replace the team that is missing its member(s).
5. The Championship Rounds will be conducted on stage, using a quiz show format.
6. The scores from the First, Second, and Conversations Rounds will not be carried over to the Championship Round. The competition winners will be determined solely by the team score in the Championship Round.
7. The Championship Round is open to the public, so students, friends, and family are welcome to attend.

Types of Questions

1. The Championship Round will focus on Japanese language communication skills and knowledge of Japan, using three types of questions:
 1. **Toss-Up Questions** - 15 questions, 5 points per question, total possible points 75.
 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. **Team Questions** - 10 questions, 10 points per question, total possible points is 100.

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

Rules for the Toss-Up Questions

1. There will be 15 questions, plus two bonus 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. (See #12 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. If no team signals 10 seconds after the question has been read, the moderator(s) will read the questions again.
10. If no team answers correctly, the moderator will provide the answer.
11. When answering in full sentences in Japanese, students must use the polite forms (です・ます), unless otherwise instructed.
12. Scoring:
 - a. Each correct answer is worth 5 points.
 - b. There is no partial credit for partially correct or incomplete answers.
 - c. A team will not receive credit for a correct answer if its members conferred.
 - d. If a student signals after the moderator has read the entire question, there is no penalty for an incorrect response.

- e. 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.

Rules for the Individual Communication 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 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 15 possible points per team. If the team has only two members, the average of the two scores will be multiplied by 3 to determine the team score.

Rules for the Team Questions

1. There will be 10 team questions. Each question is worth 10 points.
2. The same question will be asked to all teams simultaneously.
3. Questions, 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.

2017 Pacific Northwest Japan Bowl Topics and Questions

The Japan Bowl tests both language and non-language topics. In 2017, Pacific Northwest Japan Bowl will challenge students on the topics described in this section.

4.1 References for Japan Knowledge (Language Topics)

To write and fact-check the 350 questions it creates each year, Pacific Northwest Japan Bowl uses the Japan-America Society's library, which has over 1,400 books on Japan and the Japanese language. The committee also checks authoritative sources on the internet.

Some recently-published books are good resources for the special language topics covered each year. We recommend them because they provide good English explanations of common Japanese expressions, which are often hard for students to grasp.

Dorling Kindersley (DK) publishes an attractive and “fun” Japanese English Bilingual Visual Dictionary in paperback, which is currently available from Amazon for \$11.75. It has a wealth of vocabulary, arranged by topic.

An excellent reference on **Japanese idioms and especially kotowaza** is 101 Japanese Idioms, by Michael L. Maynard and Senko K. Maynard. A revised edition was published by McGraw-Hill in 2009 and is available from Amazon.com. It includes a 90-minute CD with dialogues.

An excellent reference for四字熟語 (**yojijukugo**) is Kanji de Manga's Yojijukugo,
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.

Unfortunately, the only reference that we have found for affective expressions is out of print, although it is available from used book sellers. It is Ronald Suleski and Masada Hiroko's Affective Expressions in Japanese (日本語感情表現の手引) , which was published by The Hokuseido Press in 1982. Amazon.com lists a number of used copies for sale.

4.2 References for Japan Knowledge (Non-Language Topics)

The chart on the page 13 lists the categories from which *non-language questions* will be drawn over the next three years. These categories should act as a curriculum guide for students to develop their knowledge of Japan over a three-year period. In 2017 non-language questions will come from the column marked “**Year 1 (2017)**,” which is highlighted in yellow.

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

PNJBC suggests that students familiarize themselves with the material on Web-Japan (<http://web-japan.org>). Another good source of information on Japan is Nipponia Magazine, which is available on-line at <http://web-japan.org/nipponia/archives/en/index.html>. Daily reports on current events in Japan can be found at <http://www.newsonjapan.com>.

Some useful reference books are:

- Kodansha’s *Japan at a Glance*: 日本まるごと事典
- The JTB series *The Illustrated Guide to Japan* and *Japan in Your Pocket* (available through www.jpstrading.com)
- *Are Japanese Cats Left-Handed?* and *Who Invented Natto?* , written by Yoko Toyozaki, Stuart Varnam-Atkin, and Sawada Gumi (IBC Publishing)
- *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 (2016)*

Non-Language Topics and Categories: Three-Year Cycle

	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)
History	Classical/Medieval Era 794-1603: the Heian, Kamakura, Muromachi, and Azuchi-Momoyama periods: well-known events, people, and terms	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
Arts and Culture (both traditional and modern)	Performing Arts , including kabuki, bunraku, noh, kyogen, theater and drama, traditional music, tea ceremony, etc.	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
Social Sciences	Political Geography: Names and locations of regions, major islands, prefectures, major cities, mountains, seas, lakes, rivers, etc.	Physical Geography: Nature and the environment, flora and fauna, agriculture and fisheries, climate, natural phenomena and disasters	Japan's political and economic systems: government, politics, foreign affairs, business and industry, transportation, national symbols, famous companies and products
Daily Life and Society	Rites of life (birth, school, marriage, death, etc.); religion and religious practices	Festivals, holidays, seasonal events, celebrations	Manners and etiquette in Japan, Japanese gestures and body language
Popular Culture	Martial arts, sports, and traditional Japanese games	Japanese popular culture , with a focus on youth culture, including anime, manga, pop music, iconic foods, etc.	Food, drink, clothing, houses, things in and around Japanese homes
Current Events		Major events and developments in Japan's politics, economy, international relations and society during the 12 months prior to the National Japan Bowl. Note: Current events questions will be asked only during the Championship Round.	
US-Japan relations		The US-Japan connection: interaction between the two countries in the topics listed above	

Non-Language Topics and Categories: Three-Year Cycle

	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)
歴史	794-1603年 平安 / 鎌倉 / 室町 / 安土・桃山時代: 期間/人物/出来事など	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
芸術と文化 (伝統的および現代的)	舞台芸術 歌舞伎、文楽、能、狂 言、劇場、演劇、古典 音楽、茶道などを含む	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
社会科学	政治地理学：地域、地 方、主要な島、県、都 市、山、海、湖、川な ど	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
日常生活と社会	儀式や祭式（誕生、入 学、結婚、葬式な ど）、宗教と儀式	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
ポップカルチャー	武芸、スポーツ、日本 の伝統的なゲーム	ポップカルチャー：若 者文化、アニメ、漫 画、ポピュラー音楽、 伝統的料理など	飲食物、衣服、住居、 日本の家で見られるも の
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 上記のトピックにおける日米関係	
日米関係			

4.3 Kanji – Reading and Writing

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

Level III:

a. the following *kanji* as well as those in the Level II list:

朝 昼 夜 春 夏 秋 冬 天 氣 雨 雪 風 魚 肉
南 北 東 西 所 歸 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 樂 歌 絵 芸 術 院 読
和 々 起 飯 港 親 寺 昔 員 供 以 台 兩 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. *kanji* compounds composed of *kanji* in the Level II and III lists, including, 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. the following *kanji* as well as the Level II and Level 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. *kanji* compounds composed of the *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

4.4 Topics, Family, and Place Names in Kanji

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

4.4.1 This Year's Topics in Kanji

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

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

室町むろまち 安土あづち 桃山ももやま 貴族きぞく 幕府ばくふ 元寇げんこう
枕草子まくらのそうし 源氏物語げんじものがたり 茶ちやの湯ゆ 三味線しゃみせん

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

歌舞伎かぶき 文楽ぶんらく 能のう 狂言きょうげん 人形浄瑠璃にんぎょうじょうるり
大相撲おおずもう 柔道じゅうどう 野球やきゅう 囲碁いご 将棋しょうぎ

4.4.2 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.

Students in Level II should be able to read and pronounce the following 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

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

Takahashi	高橋	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

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

Sato	佐藤	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

4.4.3 Place Names in Kanji

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

Major Cities of Japan

Tokyo	東京	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

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

Cities of Japan

Fukuoka	福岡	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
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

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

Cities of Japan

Kobe	神戸	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

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
Alps	日本アルプス	にほんアルプス
Izu	伊豆	いず
Inland Sea (Seto Naikai)	瀬戸内海	せとないかい

Airports

Narita	成田	なりた
Haneda	羽田	はねだ

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

4.5 Katakana

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

アルバイト	Part-time work
ウィンカー	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:

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

4.6 Idiomatic Japanese

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

During each three-year period, the Japan Bowl rotates idiomatic expressions from the following categories. The yellow box highlights the topics for 2017.

	2017	2018	2019
Idiomatic Japanese	Expressions using the names of parts of the human body, such as me 目 (め), te 手 (て), etc.	Language of feelings: expression using ki 気 and kokoro 心	Japanese idioms, proverbs, and yojijukugo (四字熟語)

Under each expression is the literal English translation and also an English idiomatic equivalent. Pacific Northwest Japan Bowl consults a number of reference books to choose the English equivalents, but are not the only possible English meanings for these expressions. Be sure to check and understand other possibilities, as well as the nuances between the Japanese and English equivalents.

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

首を長くして待つ くびをながくしてまつ

To look forward to or wait for something (lit., to lengthen one's neck and wait)
eagerly, impatiently or expectantly

口が滑る くちがすべる

let something slip, say something (lit., the mouth slips)
thoughtlessly or slip of the tongue

頭にくる あたまにくる

get mad, angry, be highly offended or (lit., to come to your head)
lose your cool

口に合う くちにあう

to be palatable, to suit one's taste (lit., to fit or suit the mouth)

顔を出す かおをだす

to show up / put in an appearance (lit., to stick your face out)

腕が落ちる うでがおちる

to lose one's touch or skills (lit., arms fall down)

頭が下がる あたまがさがる

to admire greatly or to take one's hat off to (lit., one's head goes lower)

歯が立たない はがたたない

to be in over one's head, to be beyond (lit., teeth don't stand up)
one's depth or unable to compete with

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

胸をはる むねをはる

to throw out one's chest or (lit., to stretch one's chest)

be puffed up with pride

腰が低い こしがひくい

to be humble, modest, or courteous (lit., have a low waist)

口を出す くちをだす

to interrupt a conversation, to interfere or (lit., to put one's mouth out)
meddle

二の足を踏む にのあしをふむ

to hesitate, to think twice, (lit., put a second foot down)

to shy away from or flinch, or have misgivings

目にあまる めにあまる

to be intolerable, unpardonable, (lit., surplus/ too much in the eyes)

be too much, or beyond endurance

足を引っ張る あしをひっぱる

to drag someone down, hold someone back, (lit., to pull someone's feet)

cause trouble for someone or to surreptitiously thwart someone's efforts or success

4.7.1 Gitaigo/Giongo (Onomatopoeic Expressions)

Gitaigo and giongo (onomatopoeic expressions) are an important part of the Japanese language, and because the words repeat, they are also fun to hear and say. The onomatopoeic expressions used in the 2017 Japan Bowl of California will come from the following lists. In some cases the moderator will read the expression in Japanese, and the team must give the English translation or explain when and how it might be used. As the questions become more challenging, students might be given an expression or shown a picture and asked to complete a sentence using the most appropriate expression. They might be asked to make their own sentence using the expression.

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

いらいら ぴんぴん そろそろ すいすい
すらすら のびのび ばたばた がぶがぶ

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

ぶつぶつ うきうき ぎりぎり
すれすれ ぞろぞろ ちくちく

4.7.2 Affective Expressions

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

4.8 Aisatsu

Aisatsu are polite and generally “fixed” phrases that the Japanese use in particular situations. For example, when a Japanese person leaves the house, (s)he will say 行ってきます. The person who remains behind in the home will send them off by saying, 行ってらっしゃい. Knowing when to use and how to respond to these polite aisatsu phrases is an important part of interpersonal communication in Japan, and is integral to Japanese culture and society. Students learn some of the most elementary aisatsu during their first year of Japanese study. The Japan Bowl therefore expects that Level II students will have learned the following phrases during their first year of study:

Level I Aisatsu phrases:

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

Level II students therefore are expected to know how to use and respond to the Level I aisatsu listed above, as well as to the following phrases:

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

Level III students 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 Sample Questions

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

ON THE SCREEN: Picture of something wrapped in a furoshiki.

MODERATOR: The Japanese often wrap gifts in a square cloth, like this.

What is the name of this cloth? Write your answer in hiragana.

ANSWER: ふろしき

ON THE SCREEN: A. Rice 1. Shizuoka

B. Tea 2. Hokkaido

C. Dairy 3. Niigata

MODERATOR: Match the Japanese product with the region that is famous for producing it:

ANSWER: A3, B1, C2

ON THE SCREEN: Woodblock print of the Satsuma Rebellion

MODERATOR: Who was the leader of the Satsuma Rebellion of 1877? Write your answer in Romaji.

ANSWER: Saigo Takamori

ON THE SCREEN: Picture of a Shinto priest doing "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: いぬがいつびきと、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