**2022**

**Pacific Northwest**

**JAPAN BOWL®**

**TEAM STUDY GUIDE**

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The Japan Bowl® was first held as a local competition for high schools in the Washington DC area. Within a few years, high schools from other parts of the nation joined the competition in Washington, and it became the “National Japan Bowl.”

In addition to the National Japan Bowl in Washington DC, there are Japan quiz bowl competitions throughout the United States. Currently, winners from regional competitions in California, Illinois, Minnesota (J-Quiz), Ohio, Oregon, and Wisconsin compete in the National Japan Bowl. There are now Japan Bowls in other countries such as Bulgaria, Canada, Denmark, France, Italy, Japan, Kazakhstan, Mexico, Poland, Serbia, and the UK.

What makes the Japan Bowl® unique is that it goes beyond language to test you on your knowledge of Japanese culture, society, daily life, history, geography, and current events. The Japan Bowl® seeks to motivate you to higher levels of academic achievement. It strives to impart the kind of real-world communications skills and cultural knowledge that will help you in your high school years and beyond. Most Japan Bowl participants plan to continue studying Japanese in college, and almost all of you hope to study abroad in Japan.

Previous Japan Bowl® participants have said they hope to have a “Japan connection” in their adult lives, whether in business, academia, the arts, or public service. No matter which profession you choose, the knowledge and skills you acquire as Japan Bowl competitors will help you become future leaders in the US relationship with Japan.

This is the regional competition called “Pacific Northwest Japan Bowl”, the winner of Level IV (as of September, 2021) will take a part of the National competition in DC. If we are able to receive enough grants to send more winners from other levels, we will notify when that is available.

**Understanding the Japan Bowl Curriculum**

 **ー A Note to Students ー**

Welcome to the Japan Bowl study guide! We'd like to tell you a little about our curriculum and why it is designed the way it is.

The National Japan Bowl covers two distinct but interconnected areas: Japanese-language proficiency and content-area knowledge. It is this dual nature of the Japan Bowl curriculum that makes the Japan Bowl unique. We have designed it this way because we are so strongly aware that the more familiar you are with Japanese culture, society, history, geography, and the arts, the better you will be able to communicate in Japanese.

As you'll see in the study guide that follows, the content-knowledge curriculum is divided between those topics we consider basic, like geography and etiquette, which are covered every year, and others like history or culture that cover more specific content with topics rotating on a three-year cycle. The language curriculum gives you the chance to use your language skills in real-world situations that require level-appropriate knowledge of kanji, grammar rules, and interpersonal communication skills. It also aims to help you become comfortable with the kind of idiomatic and expressive Japanese that native Japanese speakers commonly use with each other.

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Section 3: (pp. 13-14) Conversation round topics

**Further information:**

See <http://jaso.org/japan-bowl/> to download a WORD version of the Study Guide and find other resources for the Japan Bowl.

For Quizlet decks for all language topics, see: <https://quizlet.com/nationaljapanbowl/folders/national-japan-bowl-2022?x=1xqt&i=28yo0>

**We look forward to seeing you at the Regional Japan Bowl!**

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| **CONTENT AREAS – ALL LEVELS** |

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| **EVERY YEAR: THE BASICS** |
| Geography basics | * Map of Japan and major regions
* Climate, natural environment, and population
* Locations and general information about places in level-specific *kanji* lists
 |
| Seasons in Japanese culture | * Names of seasons and common seasonal allusions, seasonal events
 |
| Manners and body language  | * Etiquette at home and in the community
* [Gestures used for nonverbal communication](http://www.jaswdc.org/gestures-guide-3/)
 |
| Daily customs and home life | * Rites of life
* Home, school, work, community customs
 |
| Current events | Major events, news in Japan in the 12 months before the National Japan Bowl |
| THIS YEAR’S SPECIAL TOPICS  |
|  | **2021**  | **2022**  | **2023**  |
| History-Major events, figures, terms, cultural products | Unification and Edo Pd.1560~1868  | Meiji ~ Heisei Periods1868~2019 | Classical, Medieval Periods500 CE~1600 CE |
| Society | Public services, practices* Medical, police, fire
* Trash/recycling
* Disaster preparedness
 | Government, economy, business | Technology and environment |
| Culture | Contemporary culture- Entertainment and sports | Visual arts- Major genres and examples | Literature- Major genres and examples |
| Special topics | -- | Food | TBD |
| Japan’s regions - festivals, sites, history, products  |  Hokkaido and Kyushu | Chubu region: Hokuriku, Tokai,  Ko-shin’etsu | TBD |

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| **JAPANESE LANGUAGE** |

The Japan Bowl’s Japanese language categories include those covered every year and those covered on a three-year cycle. In this section you will find the following lists to study:

Material covered every year

* Kanji (basic, practical, family names, place names)
* Measurement Terms
* Aisatsu (greetings, useful phrases for social interaction)

Material covered over a three-year cycle

* Affective Words
* Verbs with Multiple Meanings
* Yojijukugo
* Giseigo and Gitaigo
* Idioms with Body Parts
* Proverbs

**Language lists used every year**

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| **Note: Level 2 students should study Level 2 items. Level 3 students should study Levels 2 and 3 items, and Level 4 students, the items in Levels 2, 3, and 4.** |

**Basic Kanji**

**Level 2:** We encourage you to study the kanji not only singly but as parts of words such as 週末, 父母, 米国, 休日, and 何本.

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| 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 |  |

**Level 3:** We encourage you to study the kanji not only singly but as parts of words such as 気持, 着物, 物語, 生活, and 帰国.

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| 朝 | 昼 | 夕 | 夜 | 春 | 夏 | 秋 | 冬 | 天 | 気 | 雨 | 雪 | 風 | 南 | 北 | 東 | 西 | 方 | 都 |
| 県 | 市 | 町 | 区 | 丁 | 村 | 海 | 港 | 所 | 帰 | 寺 | 電 | 車 | 衣 | 食 | 住 | 活 | 品 | 物 |
| 着 | 飲 | 料 | 理 | 紙 | 店 | 屋 | 切 | 魚 | 肉 | 起 | 飯 | 耳 | 目 | 手 | 足 | 頭 | 体 | 心 |
| 持 | 思 | 元 | 病 | 強 | 弱 | 同 | 和 | 親 | 昔 | 員 | 供 | 以 | 台 | 売 | 買 | 安 | 高 | 低 |
| 新 | 古 | 色 | 赤 | 青 | 白 | 黒 | 好 | 銀 | 払 | 勉 | 試 | 験 | 運 | 動 | 聞 | 音 | 楽 | 歌 |
| 絵 | 芸 | 術 | 院 | 読 | 結 | 婚 | 野 | 真 | 発 | 的 | 服 | 授 | 貸 | 館 | 宿 | 様 | 計 | 忘 |
| 研 | 究 | 内 | 絶 | 対 | 信 | 経 | 配 | 重 | 記 | 守 | 若 | 幸 | 両 | 々(kanji repetition symbol) |

**Level 4:** We encourage you to study the kanji not only singly but as parts of words such as 便利, 歩道, 近代, 最高, and 都市化.

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| 世 | 界 | 地 | 図 | 鉄 | 道 | 旅 | 場 | 線 | 階 | 門 | 戸 | 次 | 当 | 歩 | 通 | 遅 | 引 | 開 |
| 閉 | 始 | 終 | 番 | 号 | 待 | 考 | 急 | 決 | 使 | 寒 | 暑 | 早 | 近 | 遠 | 建 | 由 | 多 | 少 |
| 最 | 悪 | 全 | 部 | 用 | 知 | 果 | 作 | 化 | 死 | 卒 | 業 | 仕 | 事 | 映 | 画 | 医 | 者 | 神 |
| 社 | 農 | 産 | 漢 | 字 | 科 | 興 | 味 | 習 | 特 | 別 | 有 | 不 | 無 | 非 | 常 | 便 | 利 | 未 |
| 長 | 短 | 意 | 働 | 連 | 度 | 留 | 注 | 転 | 借 | 歳 | 題 | 痛 | 残 | 説 | 案 | 顔 | 情 | 悲 |
| 怒 | 変 | 比 | 笑 | 相 | 横 | 調 | 査 | 違 | 感 | 答 | 質 | 問 | 続 | 府 |  |

**Practical Kanji:** The following kanji are often used on signs in public places in Japan. It is useful to know what these kanji mean when you see them, even if you cannot pronounce or write them.

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| **LEVEL 2** | **終** as in終日(しゅうじつ)，終点(しゅうてん)**非** as in非常口(ひじょうぐち)，非売品(ひばいひん) |
| **LEVEL 3** | **危** as in危険(きけん)，危ない(あぶない)**禁** as in立入禁止(たちいりきんし)，厳禁(げんきん)**災** as in震災(しんさい)，災害(さいがい) |
| **LEVEL 4** | **不** as in不燃物(ふねんぶつ)，不要不急(ふようふきゅう)**可** as in可燃物(かねんぶつ)，カード決済可(けっさいか) |

**Common Family Names:** These names turn up so often that you want to be able to pronounce them correctly on sight.

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| **LEVEL 2** | 田中(たなか)，山田(やまだ)，山口(やまぐち)，中村(なかむら)，木村(きむら)，林(はやし)，本田(ほんだ) |
| **LEVEL 3** | 高橋(たかはし)，山本(やまもと)，松本(まつもと)，松下(まつした)，井上(いのうえ)，小林(こばやし)，吉田(よしだ) |
| **LEVEL 4** | 佐藤(さとう)，渡辺(わたなべ)，伊藤(いとう)，野村(のむら)，清水(しみず)，鈴木(すずき)，佐々木(ささき) |

**Common Place Names:** These place names commonly appear on signs and in maps, websites, news stories, *manga* -- every kind of reading material. It is useful to know where these places are located and how they are pronounced.\*

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| **LEVEL 2** | 北海道(ほっかいどう)，東京(とうきょう)，京都(きょうと)，大阪(おおさか)，沖縄(おきなわ)，横浜(よこはま)，名古屋(なごや)，本州(ほんしゅう)，四国(しこく)，九州(きゅうしゅう)，太平洋(たいへいよう)，日本海(にほんかい) |
| **LEVEL 3** | 札幌(さっぽろ)，仙台(せんだい)，広島(ひろしま)，福岡(ふくおか)，東北(とうほく)，関東(かんとう)，中部(ちゅうぶ)，関西(かんさい)，中国(ちゅうごく) |
| **LEVEL 4** | 神奈川(かながわ)，愛知(あいち)，奈良(なら)，兵庫(ひょうご)，長崎(ながさき)，日光(にっこう)，川崎(かわさき)，伊豆(いず)，神戸(こうべ)，銀座(ぎんざ)，新宿(しんじゅく)，原宿(はらじゅく)，上野(うえの)，秋葉原(あきはばら)，浅草(あさくさ)，成田国際空港(なりたこくさいくうこう)，羽田国際空港(はねだこくさいくうこう)，富士山(ふじさん)，日本アルプス(にほんあるぷす)，瀬戸内海(せとないかい) |

\* See also “Geography basics” in the *Content-area* chart.

**Measurement Terms:** These are units of measurement commonly used in everyday conversation in Japan. Familiarity with them helps with everything from shopping to making plans to participating in ordinary conversations in Japanese.

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| --- | --- |
| **LEVEL 2** | Temperature -- Celsius (°C) |
| **LEVEL 3** | Weight -- gram (gr), kilogram (kg) |
| **LEVEL 4** | Length -- centimeter (cm), meter (m), kilometer (km) |

**Aisatsu:** The following expressions are good to know for smooth social interaction.

|  |  |
| --- | --- |
| **LEVEL 2** | 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 |
| **LEVEL 3** | ご入学、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おつかれさまでしたよくいらっしゃいましたおじゃましますどうぞお入りください先日はありがとうございましたしつれいしましたおだいじに(してください)いい旅をしてきてくださいお気をつけてたのしんできてください |
| **LEVEL 4** | おかげさまでお先にしつれいしますごぶさたしています（おります）申しわけありませんいつもお世話になっています（おります）かしこまりましたお待たせしましたそれでは、しつれいしますしょうちしましたご連絡(れんらく)をお待ちしています（おります）〜によろしくお伝えください |

**Language lists on a three-year cycle**

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| **Note: As stated earlier, Level 2 students should study Level 2 items. Level 3 students should study Levels 2 and 3 items, and Level 4 students, the items in Levels 2, 3, and 4.** |

**Affective Words:** Emotions are expressed differently in different languages. Short words like the ones below can convey all sorts of emotions if used properly.

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|  | **2021 (2024, etc.)** | **2022 (2025, etc.)** | **2023 (2026, etc.)** |
| **L2** | うっかりかなりすっかりなんとなく | いきなりかならずなんとやっと | きっとたしかにもちろんやっぱり |
| **L3** | そのうちついどうやらとっさになんとか | いかにもせめてたちまちましてむしろ | いったいたまにどうしてもまるでもしかしたら |
| **L4** | あたかもたいして (〜ない)たかがひょっとしたら | あっと言う間(ま)にまさにどうせめったに (〜ない) | かならずしも (〜ない)とっくにまさかようやく |

**Verbs with Multiple Meanings:** The following are examples of common words with multiple meanings that are sometimes differentiated with homophonous kanji. There are many such words in Japanese.

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|  | **2021 (2024, etc.)** | **2022 (2025, etc.)** | **2023 (2026, etc.)** |
| **L2** | かさをさす (差す) | めがねをかける (掛ける) | 手(て)をあげる (挙げる) |
| **L3** | 西日(にしび)がさす (差す) | アイロンをかける (掛ける) | 天ぷらをあげる (揚げる) |
| **L4** | 人を指(ゆび)でさす (指す)将棋(しょうぎ)をさす (指す) | お金(かね)をかける (掛ける)保険(ほけん)をかける (掛ける) | 声をあげる (上げる成績(せいせき)をあげる (上げる) |

**Yojijukugo:** *Yojijukugo* are idioms of four kanji arranged in a meaningful way.

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|  | **2021 (2024, etc.)** | **2022 (2025, etc.)** | **2023 (2026, etc.)** |
| **L2** | 一石二鳥 (いっせきにちょう)日進月歩 (にっしんげっぽ) | 一朝一夕 (いっちょういっせき)古今東西 (ここんとうざい) | 一長一短 (いっちょういったん)十人十色 (じゅうにんといろ) |
| **L3** | 一部始終 (いちぶしじゅう)有言実行 (ゆうげんじっこう) | 八方美人 (はっぽうびじん)百発百中 (ひゃっぱつひゃくちゅう) | 四苦八苦 (しくはっく)三日坊主 (みっかぼうず) |
| **L4** | 前代未聞 (ぜんだいみもん)完全無欠 (かんぜんむけつ) | 一期一会 (いちごいちえ)温故知新 (おんこちしん) | 以心伝心 (いしんでんしん)大器晩成 (たいきばんせい) |

**Giseigo and Gitaigo:** *Giseigo* refers to animal and human sounds (e.g., chirping, laughing) while *gitaigo* are used to describe a certain state (e.g., facial expression, atmosphere).

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|  | **2021 (2024, etc.)** | **2022 (2025, etc.)** | **2023 (2026, etc.)** |
| **All** **levels** | うきうきうっとりおろおろくっきりごろごろさらさらどきどきどんどんぱっとはっきりもぐもぐよれよれ | うずうずうんざりおたおたぐずぐずころころしとしとそろそろのろのろばたばたぴんとへらへらめそめそ | うっかりうとうとおどおどきらきらこそこそしょんぼりぴんぴんふらふらぺらぺらめそめそよちよちわくわく |

**Idioms with Body Parts:** Many Japanese idioms like these refer to body parts and are used in everyday conversation.

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|  | **2021 (2024, etc.)** | **2022 (2025, etc.)** | **2023 (2026, etc.)** |
| **L2** | 気が短い (きがみじかい)耳が痛い (みみがいたい)目を丸くする (めをまるくする) | 気がきく (きがきく)口が軽い (くちがかるい)鼻が高い (はながたかい) | 顔が広い (かおがひろい)気が重い (きがおもい)目がない |
| **L3 and L4** | 足が棒になる (あしがぼうになる)頭が上がらない (あたまがあがらない)肩を持つ (かたをもつ)腰が重い (こしがおもい)腹を決める (はらをきめる)歯を食いしばる (はをくいしばる)耳を疑う (みみをうたがう) | 開いた口がふさがらない (あいたくちがふさがらない)気が遠くなる (きがとおくなる)首を長くする (くびをながくする)心が通う (こころがかよう)手が空く (てがあく)骨を折る (ほねをおる)目から鱗が落ちる (めからうろこがおちる) | 足をひっぱる頭が切れる (あたまがきれる)息が合う (いきがあう)**Continued on next page**肩を落とす (かたをおとす)口がかたい手を抜く (てをぬく)目と鼻の先 (めとはなのさき) |

**Proverbs:** Proverbs are an integral part of all languages and cultures, and Japanese is no exception.

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|  | **2021 (2024, etc.)** | **2022 (2025, etc.)** | **2023 (2026, etc.)** |
| **L2** | 鬼に金棒 (おににかなぼう)月とすっぽん (つきとすっぽん) | さるも木から落ちる (さるもきからおちる)花より団子 (はなよりだんご)  | 住めば都 (すめばみやこ)早起きは三文の徳 (はやおきはさんもんのとく) |
| **L3** | 石の上にも三年 (いしのうえにもさんねん)好きこそものの上手なれ (すきこそもののじょうずなれ)縁の下の力持ち (えんのしたのちからもち) | 石橋をたたいて渡る (いしばしをたたいてわたる)失敗は成功のもと (しっぱいはせいこうのもと)七転び八起き (ななころびやおき) | 一事が万事 (いちじがばんじ)絵に描いた餅 (えにかいたもち)善は急げ (ぜんはいそげ) |
| **L4** | 雨降って地固まる (あめふってじかたまる)言わぬが花 (いわぬがはな)帯に短し、たすきに長し (おびにみじかし、たすきにながし)かわいい子には旅をさせよ (かわいいこにはたびをさせよ)光陰矢のごとし (こういんやのごとし)鉄は熱いうちに打て (てつはあついうちにうて)所変われば品変わる (ところかわればしなかわる)逃がした魚は大きい (にがしたさかなはおおきい)喉元過ぎれば、熱さを忘れる（のどもとすぎれば、あつさをわすれる) | 急がば回れ (いそがばまわれ)噂をすれば影 (うわさをすればかげ)出る杭は打たれる (でるくいはうたれる)灯台下暗し (とうだいもとくらし)能ある鷹は爪を隠す (のうあるたかはつめをかくす)腹が減っては軍はできぬ (はらがへってはいくさはできぬ)非の打ち所がない (ひのうちどころがない)百聞は一見にしかず (ひゃくぶんはいっけんにしかず)禍を転じて福と為す（わざわいをてんじてふくとなす) | 青は藍より出でて藍より青し (あおはあいよりいでてあいよりあおし)一難去ってまた一難 (いちなんさってまたいちなん)聞くはいっときの恥、聞かぬは一生の恥 (きくはいっときのはじ、きかぬはいっしょうのはじ)弘法も筆の誤り (こうぼうもふでのあやまり)郷に入っては郷に従え (ごうにいってはごうにしたがえ)三人寄れば文殊の知恵 (さんにんよればもんじゅのちえ)塵も積もれば山となる (ちりもつもればやまとなる)のれんに腕押し (のれんにうでおし)笑う門には福来たる (わらうかどにはふくきたる) |

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| **CONVERSATION ROUND** **Only for National Competition but not for the regional competition** |

Participation in the Conversation Round is required. Each student will be randomly paired with another student (same level, different team) to interview each other about the following:

Level 2 -- familiar and casual topics such as students’ schools, hometowns, and favorite pastimes

Level 3 – personal aspirations, future plans

Level 4 -- current issues relevant to Japan

Students will take turns interviewing each other for two minutes each. The interviewer must be able to start an interview appropriately, ask relevant questions as well as follow-up questions in response to the interviewee’s answers, and close the interview properly at the end of the allotted time.

Student performance will be scored as either GOOD or EXCELLENT. Prizes will be given to exceptional performers.

EXCELLENT interviewers tend to do the following in order to achieve their aim of learning about the other person:

1. Be an active listener showing enthusiasm and compassion
2. Ask the 5W (who-what-when-where-why) questions effectively
3. Avoid simple yes-no questions
4. Use familiar words and expressions to ensure that the interviewee understands the questions
5. Ask follow-up questions to take the interview to the next level
6. Use *aizuchi* (interjections and fillers used in Japanese conversation) appropriately to ensure that the interview flows smoothly
7. Be positive, empathetic, and humorous to make the interview a joyful experience

EXCELLENT interviewees tend to do the following in order to achieve their aim of helping the other person get to know them better:

1. Answer the questions sincerely and appropriately
2. Use familiar words and expressions to ensure that the interviewer understands the answers
3. Use *aizuchi* appropriately to ensure that the interview flows smoothly
4. Be positive, empathetic, and humorous to make the interview a joyful experience

Level 2 students should be able to:

* understand and use basic expressions to express themselves,
* interact simply but clearly without confusing the partner, and
* sustain coherent conversation by maintaining a reasonably focused thread of conversation.

Level 3 students should be able to:

* understand and use expressions frequently used in daily life,
* exchange information accurately,
* describe matters with the appropriate information, in simple terms, and
* sustain coherent and meaningful conversation.

Level 4 students should be able to:

* understand and express points regarding various topics,
* describe issues clearly,
* express opinions fairly and clearly,
* sustain coherent and meaningful conversation, and
* take the conversation to the next level.