

# Nihongo Cup

Saturday 23 June 2007  
Finals Day • Embassy of Japan

日本語

2007



**The Japanese Speech Contest for Secondary Schools**

co-organised by ALL's Japanese Language Committee,  
the Japan Foundation and the Embassy of Japan



## Yoshiji Nogami

**Ambassador  
Embassy of Japan  
London**

It gives me great pleasure to welcome you all to the fourth Nihongo Cup contest.

It is most pleasing to know that there is ever-growing enthusiasm for studying Japanese within secondary schools in the UK. As I am sure you are all aware, learning a foreign language takes time and effort but the rewards are huge – exposing you to a world of rich cultures and new ideas. I hope that many of you will continue your studies of the Japanese language and culture far into the future, helping to build on the already strong links between our two countries.

My thanks to the Japanese Language Committee and The Japan Foundation for their efforts in organising this event, and to all the companies who have provided such generous sponsorship for today. I wish you all a successful and, more importantly, enjoyable day.



## Lydia Morey

**Chair  
Japanese Language  
Committee (JLC)**

The Japanese Language Committee is very pleased to present this speech contest. Every year, it is a great pleasure to hear the young participants' speeches, which truly reflect their hard work and enthusiasm. It is also clear that the teachers work incredibly hard to motivate them, helping them not only to learn the language, but also to develop into young adults with a forward looking, international perspective.

I would like to thank the Embassy of Japan and the Japan Foundation for their continued support, and our sponsors, without whose contribution the day would not be possible. It is a pleasure to once again be working with the JSA who will enable the winner of the Key Stage 5 category to go to Japan to take part in the JSA international speech contest.

I hope that you will all thoroughly enjoy the day, and that it will inspire the participants to study more Japanese in the future.



## Fumio Matsunaga

**Director General  
The Japan Foundation  
London**

The Japan Foundation is proud to support the Nihongo Cup in its fourth year. The speech contest has become an annual highlight in the world of teaching and learning Japanese at secondary level in the UK. It is a celebration of students excelling in spoken Japanese, giving them a rare opportunity to shine in front of an audience beyond the Japanese classroom. The event is also proof of how young learners have taken to a language that although perceived as difficult, has in fact inspired even the most reluctant language learners.

One of the Japan Foundation's core aims is to raise the number of learners of Japanese. Worldwide, over 2.3 million people are currently studying the language. The popularity of Japanese goes hand in hand with the rising fascination for Japan's culture. Whatever your motivations, dear finalists, we applaud you for making it to Finals Day. *Ganbatte kudasai!*

# "The trip to Japan was a once-in-a-lifetime experience!"

*Lee Anderson, Harris City Technology College, Winner, Key Stage 5 category, 2005*

"Winning the Key Stage 4 category was one of the best moments of my life; the Nihongo Cup is a great experience that builds students' confidence both with their Japanese and also with public speaking"

*Miriam Starling, Hendon School,  
Winner, Key Stage 4 category, 2005*

"The final of the Nihongo Cup is a great experience - it's good language practice, and a great opportunity to meet other students who are learning Japanese. For me, participating in the Nihongo Cup meant that for the first time Japan and Japanese seemed real."

*Harriet Russell, South Wolds School,  
Winner, Key Stage 4 category, 2004*

# Programme

|                       |  |
|-----------------------|--|
| <b>12.30 – 1.00pm</b> | Arrival and registration   |
| <b>1.00 – 1.05pm</b>  | Welcome Speech:<br>Ambassador <b>Yoshiji Nogami</b> , Embassy of Japan   |
| <b>1.05 – 1.10pm</b>  | Introduction to Programme:<br><b>Anne Rajakumar</b> , JLC, Master of Ceremonies, with<br><b>Heather Nicholls</b> (2006 winner, KS4 category) &<br><b>Alexandra Torok</b> (2006 winner, KS5 category) |
| <b>1.10 – 1.30pm</b>  | Speeches from <b>Key Stage 3</b> finalists   |
| <b>1.30 – 1.45pm</b>  | <b>JLC Language Games</b>  |
| <b>1.45 – 2.10pm</b>  | Speeches from <b>Key Stage 4</b> finalists   |
| <b>2.10 – 2.30pm</b>  | Performance by <b>Kakushow &amp; Showko</b>  |
| <b>2.30 – 2.35pm</b>  | Presentation on Japanese Speech Awards:<br><b>Yoshinori Kimura</b> , JSA, with <b>Alexandra Torok</b>  |
| <b>2.35 – 3.25pm</b>  | Speeches from <b>Key Stage 5</b> finalists   |
| <b>3.25 – 3.45pm</b>  | Performance by <b>Tomoko Katsumi</b>   |
| <b>3.45 – 3.50pm</b>  | Comments from <b>Lydia Morey</b> , Chair of Judges   |
| <b>3.50 – 4.15pm</b>  | Prize-giving ceremony  |
| <b>4.15 – 4.25pm</b>  | Closing speeches:<br><b>Fumio Matsunaga</b> , Director General, Japan Foundation<br><b>Lid King</b> , National Director for Languages, DfES  |
| <b>4.25 – 5.10pm</b>  | Buffet Reception   |
| <b>5.15pm</b>         | Close  |

## JLC Language Games

Suzuko Anai and Sachiko Yamaguchi from the Japanese Language Committee of the Association for Language Learning present the AIUEO Rap, a song to teach the Japanese alphabetical order to both the young and the young at heart.

This activity is designed to give the non-Japanese speakers in the audience the chance to learn some Japanese sounds in an enjoyable way, so get up onto your feet and join us for the AIUEO Rap!

## Kakushow

Shofukutei Kakushow came to the UK in 2004 as a Special Advisor for Cultural Exchange. Since then he has performed at many venues, breathing new life into Rakugo (traditional Japanese story-telling) by combining it with puppetry and slapstick. Today's performance will begin with an introduction to Rakugo by fellow artist Showko, who also presents a piece called 'Monkey'. Kakushow will then perform 'The Ninja' using his unique form of puppet rakugo. For further information visit the website at: [www.kakushow.com](http://www.kakushow.com).

## Tomoko Katsumi

Tomoko Katsumi is the first daughter of Isaji Katsumi, grandmaster and founder of the Katsumi School. In autumn 2006, she was appointed as a Special Advisor for Cultural Exchange, with the aim of introducing Japanese traditional dance (Nihon Buyo) to overseas audiences. Since January, she has given lectures and demonstrations in the art of Japanese traditional dance and music in schools, universities and theatres around the UK. Today she will provide an introduction to Japanese traditional dance and theatre forms.

# Judges for Finals Day

## Lydia Morey (Chair)

Lydia Morey is the current Chair of the Japanese Language Committee (JLC) within ALL, having been one of its founder members. She works as a freelance Japanese teacher, preparing pupils for the GCSE, AS and A2 examinations at a number of schools. She has long been involved with Japanese language teaching in Wales and England, and was responsible for re-developing the WJEC's level 1 certificate in Japanese.

## Mami Mizutori (All categories)

Mami Mizutori is Director of the Japan Information and Cultural Centre (JICC) and Minister at the Embassy of Japan. She took up her UK post in September 2005, after serving in a wide range of positions both in Japan and overseas. She has served as Director of the National Security Policy Division and the United Nations Policy Division in Tokyo and she was also assigned to the Embassy of Japan in the US.

## Hiromi Kijima (All categories)

Hiromi Kijima is Chief Japanese Language Advisor at the Japan Foundation London Language Centre. She has long been engaged in teacher training for both Japanese and non-Japanese teachers at the Japan Foundation's Institute of Japanese Language in Urawa. As a Japanese language teacher, she has a wide variety of experience with learners from secondary level to adult, both in Japan and overseas.

## Keith Saunders (Key Stages 3 & 4)

Keith Saunders has been teaching Japanese at a state school in Slough for seven years. As well as preparing students for GCSE, AS and A2 exams, he regularly takes groups of students to Japan, having re-established a link with his school's former sister school in Hamamatsu. He has recently started to study Mandarin in the hope that one day he will be able to teach this too.

## Mary-Grace Browning (Key Stages 3 & 4)

Mary-Grace Browning is a teacher of Japanese. She currently works in both maintained and private schools, and teaches pupils towards the WJEC, GCSE, AS and A2 examinations. She has been involved with Japanese language teaching for over 30 years and has a particular interest in teaching communication skills to allow British and Japanese young people to form lasting friendships.

## Yoshiko Jones (Key Stage 5)

Yoshiko Jones is currently co-ordinator of the Japanese Teacher Training Course at SOAS, University of London. Her extensive experience as a Japanese language tutor spans different educational sectors. Having been involved with the Sir Peter Parker Awards for Spoken Business Japanese since 1990, she is now an organiser and preliminary judge for the Japanese Speech Contest for University Students.

## Yoshinori Kimura (Key Stage 5)

Yoshinori Kimura is the Representative of the Japanese Speech Awards (JSA) in London. He has been organising the JSA speech contest in London since 1997. In addition, he is Director of JOBA International, which is a private supplementary school for Japanese students living in the UK.

## Yuka Yokozawa (Key Stage 5 – Interlocutor)

Yuka Yokozawa currently teaches Japanese to pupils aged 10 to 13 at Haberdashers' Aske's School for Girls. From 1997 to 2000 she worked at the Japan Foundation London Language Centre as an Assistant Advisor. Before and after this time she taught Japanese at secondary level in the UK.

# My School

## KEY STAGE 3 CATEGORY

### Jenny Eden • Tavistock College

Jenny would like to study only the subjects she likes, for example, Japanese, drama and art. Last year she had a go at calligraphy, and found it difficult but interesting. She finds Japanese very interesting, because it is very different from English. In Japan, everyone speaks Japanese, including the pets! For example, whereas an English cat would say miaow, a Japanese cat says nyaa; and a Japanese dog says wan wan, when an English dog would bark woof woof.

### Talia Goldman • Haberdashers' Aske's

Talia's school is a dream come true for those who like drama: lessons are fun, and the school is surrounded by bubbles, which carry the pupils from room to room. There is no uniform, and everyone is in costume – carnival on Mondays, scary on Tuesdays, fairytale on Wednesdays, pirates on Thursdays, and Oriental on Fridays. Classrooms are like sets: snow scenes, dark scenes, Notting Hill Carnival, China town... Pupils perform their drama in each classroom. Another unusual aspect of this school is that the teachers have to pass kindness and respect tests set by the students.

### Holly Harrison • Tavistock College

Holly likes making things, so her favourite lessons are drama, art and cookery. She likes her Japanese teachers, enjoys Japanese, and wants to go to Japan to study. She wonders what it would be like to attend a Japanese school. In an ideal world, Holly's school would start at ten, finish at two, and have leisurely lunch and break times. The school would have lots of after school clubs. Would such a school exist in Japan?

### Barney Main • Dame Alice Owen's School

Barney tells us about a trip to the Japanese Embassy he made with his school. Twenty-four pupils from across the age range attended, and they enjoyed origami and calligraphy at the Embassy. They also went to the British Museum where they had lunch and saw Japanese objects. Last week it snowed, and the school was closed. He went to Alexandra Palace with his friends and thoroughly enjoyed the day but the Head teacher's opinion on the school closure was rather different!

### Shyam Patel • Whitgift School

Shyam's ideal school would be an ancient Japanese school, where the curriculum would include judo, karate, kendo, Chinese, Japanese, English, French and Spanish, but *definitely not* maths or geography. Lunch would be sushi, yakitori and green tea. The gardens at his ideal school have cherry trees, where the pupils enjoy cherry blossom viewing in the spring. There is also a big lake with a waterfall, and wandering round in the garden would be pheasants, peacocks, cranes and perhaps the odd dragon.....

### Christina Trujillo

#### Dame Alice Owen's School

Christina is in year 9 at Dame Alice Owen's School, which is in Potters Bar. It is an old school, and a good one, in Christina's opinion. Computers can be found in every classroom, and the sports on offer include golf, karate, tennis and table tennis, but unfortunately, no swimming. Christina studies Japanese from 4 to 5pm on Tuesdays and Thursdays; she finds it difficult but fun. If you visited the school, you would find Meg, the Science teacher's dog, patrolling the ground floor of the school.

# Speech Summaries:

## My School

### KEY STAGE 4 CATEGORY

## Individual Theme

### KEY STAGE 5 CATEGORY

#### **Samuel Buckland** • Temple Moor School

Samuel visited Kyoto last year and had the opportunity to study in Japan. He compares school life in Japan to school life in England. In Japan he was impressed with the food, the kindness and friendliness of the students and the ability of the volleyball team. However, Samuel is a little uncertain about cleaning the school himself – he thinks he’s too lazy to enjoy that! And although he loved teriyaki, he still isn’t keen on fish.

#### **Violet Cloutman** Dame Alice Owen’s School

Last autumn, as part of her school curriculum, Violet, who loves fashion and shopping, did work experience at Chanel on Bond Street. Being too young to serve customers, she worked in the stock room, which was a bit boring but she enjoyed being surrounded by beautiful merchandise such as bags, shoes and sunglasses. One day, the Malaysian King spent more than £17,000 on 15 bags! Violet thinks the work placement was a useful experience and she would like to work at Chanel in Tokyo one day.

#### **Salma Khatun** Queen Mary’s High School

Salma talks about being a Year 10 pupil at Queen Mary’s Language College (a girls’ school) in Walsall. She tells us that it is an old school with an interesting history. Salma is studying various subjects including both German and Japanese. Indeed her favourite teacher is her Japanese teacher. She talks about the things that you are and are not allowed to do at her school. Overall Salma really likes her school - but not her school uniform!

#### **Rebecca Rawlinson** Aldercar Community Language College

Rebecca tells us about being a pupil at Aldercar Language College. It is a school full of lively pupils and kind teachers - with a few strict ones! She tells us why she thinks learning foreign languages is important and of her own experiences of visiting Japan and doing a homestay with a Japanese family. She loved Japanese school life - even the cleaning - and hopes to have the opportunity to go back to Japan one day.

#### **Veneet Sian** • Greenford High School

Veneet attends a school in West London near Heathrow Airport. She tells us of her morning routine of donuts and hot chocolate en route to school. As her school is a Language College, an impressive range of languages (French, German, Spanish, Punjabi, Gujarati and Japanese) are taught. She tells us why Wednesday is her favourite day. Veneet has not yet had the opportunity to visit Japan but hopes to be able to go there one day.

#### **Laura Wilson** • St Helen’s School

Laura tells us about her unique school which she really enjoys. In fact, she loves her school! She describes what it is like to be a member of the school Surfing Club, and talks about her cool coach. She also tells us about her favourite lesson and the facilities her school has. Inspired by her own school life and the interesting teachers that have taught her, Laura hopes to become an interesting teacher herself one day.

#### **Josh Campion** • South Wolds School

##### *What does music contribute to society?*

Josh explores the role music plays in the life of a society. Starting with the ancients, who used music for sacred festivals and to praise their kings, Josh goes on to demonstrate from the novels 1984 and Alexander Craig, that music is a fundamental part of our personality, deeply bound up with our hopes and dreams for the future. He discusses how sometimes music is blamed for the ills of the world, for example, in the relationship between music and drugs, but also how music can have a very positive effect – for example in the Live 8 concert.

#### **Oliver Collins** • Pate’s Grammar School

##### *Japanese Architecture*

Oliver compares traditional and modern Japanese architecture. In traditional Japanese architecture, the wooden buildings were built to harmonise with their natural surroundings; wood as a material giving a sense of tranquillity and warmth to the buildings. After the war, Japan needed to construct cheap, modern housing, and adopted Western style buildings using steel and concrete. Oliver thinks it is a shame that Japanese architecture lost the traditional Japanese virtue of simplicity and quietness. However, even in modern buildings, impressive work can be found, for example in the work of the architect Shuhei Endo. Oliver hopes one day he will get the chance to design a Japanese building himself.

#### **Tom Collins** • Wycliffe College

##### *Japan through Western Eyes*

Tom started studying the Japanese language because he was interested in the unique culture of Japan. Taking kendo as an example, Tom discovered that, to the Japanese, learning kendo is also to learn about their own identity as Japanese people. Why then do foreigners take up kendo? Tom thinks that it is to break down, and enter into, the ‘other’ that can be seen as mysterious and strange. Tom concludes that understanding another culture is hard, as is learning another language, but he is determined to succeed in mastering Japanese and fully appreciating the culture.

#### **Ivan Dolphin** • Bournemouth School

##### *My two home countries*

Ivan has dual nationality between the UK and his country of birth, Russia. Ivan compares the political situation, economic situation, family structures and social security systems of the two countries. In Russia, young people have to undertake military service, and Ivan believes this to be a good thing. Ivan believes that Russia will develop in the future, whereas he is not so sure about the future of the UK when he sees its young people. Nevertheless, both countries are ‘home’, and both are very important to Ivan.

#### **Jennifer Lee** • Queen Mary’s High School

##### *My travels in China*

Jennifer went to China last year, to volunteer at an orphanage. She tells us about some of the jobs she did there, for example, gardening, sewing futons and playing with the babies. Of course, it was not all work – they also visited the Great Wall, the Summer Palace and so on. On her birthday, they celebrated at the Hard Rock Café in Beijing. Jenny also enjoyed shopping in Beijing, and bought lots of presents for her friends and family. The trip was a challenge to her in every way, but she thoroughly enjoyed it and would like to go back there next year if funds allow.

#### **Luke Winship** • Bournemouth School

##### *Happiness in a wealthy society*

Both England and Japan are wealthy societies, with lots of products available to buy; fridges, mobile phones, television sets... But do these riches really make us happier? Whilst we are increasingly surrounded by goods which make our lives easier, happiness is slipping away from us. In England, we used to mend things, but now we throw things away and buy new things. Landfill sites are full of still usable products. Luke calls upon us to think whether we really need to get richer, and whether we really need to buy the latest gadgets. He thinks rather that it should be our aim to be a contributing member of society, looking after the poor and elderly.

# Prizes

## Key Stage 3 Category

### First Prize

- Japan Foundation Cup, to be kept by winner's school for one year
- Notebook PC, donated by Toshiba
- Gold medal

### Second Prize

- Digital camera, donated by Ricoh UK Ltd
- Silver medal

### Third Prize

- Electronic dictionary, donated by JP-Books (UK) Ltd
- Bronze medal

## Key Stage 4 Category

### First Prize

- Japanese Ambassador's Cup, to be kept by winner's school for one year
- Notebook PC, donated by Toshiba
- Gold medal

### Second Prize

- Digital camera, donated by Ricoh UK Ltd
- Silver medal

### Third Prize

- Electronic dictionary, donated by JP-Books (UK) Ltd
- Bronze medal

## Key Stage 5 Category

### First Prize

- JLC Cup, to be kept by winner's school for one year
- Trip to Japan to participate in JSA Programme
- Notebook PC, donated by Toshiba
- Gold medal

### Second Prize

- Digital camera, donated by Ricoh UK Ltd
- Silver medal

### Third Prize

- Electronic dictionary, donated by JP-Books (UK) Ltd
- Bronze medal

Key Stage 5 finalists will receive goody bags from JP-Books (UK) Ltd and all finalists will receive goody bags with a range of Japan-related items from the Embassy of Japan.

## Sponsorship

The Nihongo Cup 2006 has also received support from JRI Europe Ltd and Soho Japan.

## Nihongo Cup 2007

Ricoh UK is proud to be a sponsor of the 2007 Nihongo Cup. As a provider of business solutions, Ricoh UK places great emphasis on the importance of sharing knowledge, as embodied in the spirit of this competition.

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# The Japanese Speech Awards (JSA)

Since 1995, the winner of the Nihongo Cup's Key Stage 5 category has been offered the opportunity to travel to Japan to participate in the Japanese Speech Awards Finals and Cultural Programme, described in detail below.



The JSA Programme is organised by the non-profit organisation, Education Guardianship Group (EGG) together with the Japanese Speech Award (JSA) Planning Committee.

The Japanese Speech Contest Planning Committee launched the Programme in 1995, inviting 8 high school students from 5 different countries to participate. The Programme aims to promote intercultural awareness by giving students the opportunity to form friendships which transcend geographical boundaries, and in this way to further their understanding of international relations.

This year's JSA Programme will invite representatives from 13 different countries to Japan from July 21 to August 1.

The programme consists of three different elements:

## **The Japanese Speech Contest for High School Students**

Participants are asked to deliver a speech on a theme of their choice, which can be the same as the one made at the Nihongo Cup. Prizes are awarded on the basis of assessments from both the judges and the audience and the JSA Exchange Party takes place afterwards.

## **Intercultural Exchange Programme**

This is a 7-day programme during which JSA participants are joined by Japanese high school and university students, who teach them about Japanese culture and traditions through joint activities.

## **Japanese Language Workshop**

This one-day workshop is designed to encourage participants to use Japanese and is aimed at strengthening motivation to learn the language.

For further information about the Japanese Speech Awards and Intercultural Programme, please contact JSA's London Representative Yoshinori Kimura on 020 8343 4332.

The JSA Programme is sponsored by ANA Sales Europe, which very generously donates the flights for UK participants to travel to Japan.

**ANA**  **ANA Sales Europe**

# Nihongo Cup 2007 Participating schools

This year, the Nihongo Cup received a record 182 entries from 29 schools throughout the UK. The tapes were screened by a panel of judges who chose 18 finalists to deliver their speeches today. The organisers would like to thank both pupils and teachers from all the schools listed below for entering the contest. All entrants will receive a certificate of participation.

**Aldercar Community Language College**  
**Ashbourne College**  
**Bournemouth School**  
**Cardinal Heenan Catholic High School**  
**Dame Alice Owen's School**  
**Dartford Grammar School**  
**Dartford Grammar School for Girls**  
**Greenford High School**  
**Haberdashers' Aske's School for Girls**  
**Harris City Technology College**  
**Highworth Grammar School**  
**Hove Park School**  
**James Allen's Girls' School**  
**Katharine Lady Berkeley's School**  
**Millfield School**  
**Our Lady's Convent High School**  
**Pate's Grammar School**  
**Queen Mary's High School**  
**Ryton Comprehensive School**  
**South Wolds School**  
**St Helen's School**  
**St Mary's Roman Catholic High School**  
**Tavistock College**  
**Temple Moor High School**  
**Tile Hill Wood School**  
**Walkden High School**  
**Whitgift School**  
**Wolverhampton Girls' High School**  
**Wycliffe College**



# Organisers

## Japanese Language Committee

The JLC is part of the Association for Language Learning, the voice of language teachers in the UK. JLC represents the views of Japanese language teachers in the primary, secondary, further education and adult education sectors. In addition to today's speech contest, the Committee's activities include workshops for teachers of Japanese at regional centres across the UK and the lobbying of key organisations on issues relating to Japanese language teaching. For further information on JLC, visit the website at [www.jlcweb.org.uk](http://www.jlcweb.org.uk).

## Embassy of Japan

The Embassy of Japan in London promotes Japan and its culture in the UK through its Japan Information and Cultural Centre (JICC). JICC provides a wide range of services including an extensive library complete with video and CD playback equipment, as well as collections of slides, photographs and artefacts available for loan. JICC also co-ordinates the Club Taishikan programme. For further information about JICC, visit the Embassy website [www.uk.emb-japan.go.jp](http://www.uk.emb-japan.go.jp) or call 020 7465 6500.

## Japan Foundation

The Japan Foundation plays an active role in promoting Japanese culture and the study of Japanese throughout the world. In 1997, the Japan Foundation London Language Centre (JFLLC) was set up to support the teaching of Japanese in the UK. The Centre offers extensive support to teachers including a specialist resource library, a programme of courses and workshops and advice via a team of specialists. For further details about JFLLC log on to the website at [www.jpff.org.uk/language/](http://www.jpff.org.uk/language/) or call 020 7436 6698.



## Acknowledgments

The organisers of the Japanese Speech Contest for Secondary Schools (Nihongo Cup) would like to thank all those who have helped to support this event.

**Sponsors:** Toshiba, Ricoh UK Ltd,

JRI Europe Ltd, JP-Books (UK) Ltd, Soho Japan

**Judges:** Lydia Morey, Mami Mizutori, Hiromi Kijima, Yoshiko Jones, Keith Saunders, Yoshinori Kimura, Mary-Grace Browning

**Interlocutor:** Yuka Yokozawa

**Project Management:** Caroline Lewis

**Design of Print & Publicity:** François Hall

**Photography:** Sally Benson

**Entertainment:** Kakushow & Showko; Tomoko Katsumi

**JLC activities:** Suzuko Anai and Sachiko Yamaguchi

