



nihongo cup 2021

The Japanese Speech Contest for Secondary Schools in the UK
英国の中学高校生のための日本語スピーチコンテスト



Saturday 10th July 2021
12.30pm - 3.40pm
Online



Organisers:

Supported by:



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Programme

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| 12:00 – 12:30 | Registration |
| 12:30 – 12:35 | Welcome speech |
| 12:35 – 12:40 | Introduction to the programme |
| 12:40 – 13:00 | Key Stage 3 finalists speeches |
| 13:00 – 13:15 | Interval 1 |
| 13:15 – 13:40 | Key Stage 4&5 Pre-GCSE finalists speeches |
| 13:40 – 14:00 | Interval 2 |
| 14:00 – 15:10 | Key Stage 4&5 Post-GCSE finalists speeches |
| 15:10 – 15:20 | Interval 3 Radio Taiso |
| 15:20 – 15:25 | Chair of judges comments |
| 15:25 – 15:40 | Prize announcements and closing remarks |

Judges

Mary-Grace BROWNING (Chair of Judges) is a teacher of Japanese. She currently works in both maintained and private schools and prepares pupils for the GCSE and A level examinations. She has been involved with Japanese language teaching for over 50 years and has a particular interest in teaching communication skills to allow British and Japanese young people to form lasting friendships.

ITO Takeshi is the Minister for Public Diplomacy and Media, and Director of the Japan Information and Cultural Centre (JICC) at the Embassy of Japan in the UK. He works to promote cultural exchange, education and sports between Japan and the UK. He studied law at the University of Tokyo. Immediately prior to his arrival in London he was the Deputy Chief of Mission at the Embassy of Japan in Bangladesh. Prior to his time in Bangladesh Mr Ito served as Director of the Humanitarian Assistance and Emergency Relief Division of the International Cooperation Bureau.

FUJIMITSU Yuko is a Japanese-Language educationalist with broad international experience, currently is a chief Japanese language advisor for Japan Foundation, London. She worked at the Department of Education in NSW and Western Australia, where she was involved with developing resources, designing and delivering professional learning. Her recent work has a focus on supporting students and teachers through the design and facilitation of innovative learning programmes.

MORIMOTO Kazuki is an Associate Professor in Japanese and also currently the Japanese Programme Manager at the University of Leeds. Since September 2000, he has been teaching Japanese language across all levels at the University of Durham (2000-2005) and University of Leeds (2005-present). He is a former Chair of the British Association for Teaching Japanese as a Foreign Language (BATJ) and is currently actively coordinator of the Japanese Speech Contest for University Students.

Anne RAJAKUMAR has recently retired as the Head of Japanese at Hockerill Anglo-European College and is currently working on her website and Japanese resources, as well as online tutoring. She has taught Japanese in Australia and the UK, and is particularly interested in producing online resources to support Japanese learning anywhere in the world.

Yoko LEEDHAM (Interlocutor) has been teaching Japanese both in Japan and in the U.K. since 2001. At present, Yoko is teaching Japanese at the Thomas Hardy School in Dorset where she teaches GCSE and A level exams. Yoko has also worked in other schools, teaching age groups from EYF reception class, as well as KS1,2,3,4,5 to post 16, and Sixth Form. She has experience of working with SEN students to introduced varieties of Japanese activities to support to develop their fine motor skills and other areas.

Nihongo Cup Coordinators
Sachiko Yamaguchi & Suzuko Anai

Master of Ceremonies
Suzuko Anai

Aayush Saha (Year 9)

Dartford Grammar School

I am Aayush. I am 14 years old, and I am in my second year of junior high school at Dartford Grammar School. I live in Dartford with my mum and dad. I also love the guitar. In my ideal school, there is no school uniform. In my opinion, school uniforms are not convenient, and they are not interesting. Therefore, students can wear comfortable clothing. Additionally, school will start at 9:15am and end at 2:30pm. In my ideal school, Japanese cuisine will be eaten every Tuesday. There will also be a very large garden. It will be very beautiful. Chemistry, Physics, Music, Design Technology and so on will be studied. There are also lots of clubs.

Adam Obied (Year 8)

The Dragon School, Oxford

My description is a comedic yet truthful view of my school, with similarities to Harry Potter and Hogwarts. The Dragon is my ideal school and I describe all the features and things that I love to do there, along with the pros and cons. I include some features and facts about the school and how lucky I am to go to this unique school which offers day, flexi and full boarding to girls and boys in the historic city of Oxford.

William Cairns (Year 9)

St. Peter's Catholic High School

The name of my ideal school is cool school. The school is in Wigan, near Manchester. The building is big and modern. There are a thousand students. There is no bullying. All students are fun. Teachers are kind. No uniforms in school. Students can wear anything. School is 10 am - 2 pm. Subjects are fascinating, e.g. drama, chemistry and mathematics. Very interesting! Children prepare the school lunch. There are various foods such as pizza, katsu-curry, and okonomiyaki. We go to Japan every year, visiting temples and shops. I want to study at cool school. Everyone likes this school.

Hannah Baumgarten (Year 9)

The Holy Cross School

Peace School - My ideal school is called Peace School. It's in Kyoto, close to a river and a forest. The motto is harmony and happiness. The day lasts from 10am to 4pm, with five lessons. No one wears uniform. The teachers are people; the assistants are robots. The staff are friendly, but strict. Students study using computers. They can study war history, musical instruments and mindfulness. Lunch starts at 12:30pm. Students can bring food from home, or buy lunch. It is healthy and delicious. There are interesting school trips to Tokyo, France and New York. Peace School is wonderful. I love it!

Olivia Kingham (Year 8)

West Coventry Academy

Hello. My name is Olivia. I have been studying Japanese for 18 months. There are some things about school I like and other things I do not like. Wouldn't it be great if school was full of my favourite things? In my speech, I talk about my ideal school. I would love to have dancing as a subject as well as extra-curricular club. Also, a cooking club with famous guest chefs sharing their ideas. Finally, a nature garden full of lots beautiful flowers and trees. Does it sound good to you?

Polly Fletcher (Year 9)

Wolfreton School and Sixth Form College

An ideal school is a building where you feel content with your surroundings. It is a place where you are able to not only make the most out of your education but a place where you're able to socialise with friends whilst possibly connecting with new people along the way. This is given that you make the right choices. In my speech I will talk about what I think is most important in schools and how they can be improved. There is a variety of things that contribute to my ideal school. Excellence. Endeavour. Respect.

Alex Levin (Year 11) Dartford Grammar School

ロックダウンのせいかつ Lockdown Life

My name is Alex Levin. I am in the 1st year of high school and I have been studying Japanese for 4 years. Everyone, wasn't the year 2020 a dreadful year? Of course, the most serious problem of 2020 and 2021 was Covid-19. Unfortunately, all the English schools closed down and everyone had to stay at home all day. In my speech, I will explain how I spent my time during lockdown and what advice everyone should follow in these strange times. I will also describe some surprising benefits of lockdown, how we stayed in touch with our exchange partners in Japan, and some funny things that happened during this period.

Benedek Payne (Year 10) Hockerill Anglo-European College

ぼくのおすすめ、ハンガリー旅行！ My recommended trip to Hungary!

My speech will be about a trip to Hungary. Holidays are important to me; I often go to Hungary, as I have family there. My speech will discuss this topic; my video will be about a holiday to Hungary and the sine qua non of holidays in general. I will talk about travel, food, culture, and my opinions regarding these topics. I hope you enjoy. ありがとう :)

Caspar Gower (Year 10) Matthew Arnold School

僕の夢 My Dream

Our Earth is full of fascinating sports, from Bo-Taoshi (pole toppling) to cycle ball (football with bicycles). Tricking is a fascinating but unusual sport with roots in martial arts and gymnastics. It is a sport born through the internet and it combines kicks, flips, jumps and twists to make amazing combinations. Ever since I started my journey, to one day hopefully becoming a pro tricker, I have been completely captivated by the sport. In my speech today, I will share my experiences in tricking: how I started, how I train, how it feels to do tricking and my tricking idols.

Aimme Chen (Year 10) Sherborne Girls

作曲をしましょう！ Let's create music!

The title of my speech is 'Let's Compose Music!', which is basically encouraging people to write their own melodies and express themselves by music. Composing is challenging but meaningful to me. I struggled a lot on music theory. It is confusing, but when I start to use what I learn, I feel really proud of myself. People can record their lives or emotion by music, which is abstract but meaningful. I wrote a song for my friend about our memories, and I gave it to her as a birthday present. Composing is a very delightful thing to do, and I hope more people can enjoy composing. Thank you.

Angela Hilbertroy (Year 10) St Helen's School

お母さんはたいせつ！ The Importance of a Mother

My speech is about the importance a mother holds in her child's life, and the caring, delicate relationship between a mother and her child. I talk about an example of a time that reflects my own relationship with my mother, and also compare it to Mei's relationship with her own mother in the movie Totoro. This then leads to my reflection and one of my main points: I can truly do anything when my mum is with me.

Emily Downes (Year 11) West Coventry Academy

科学界の女性たち Women in science

My speech is about women in science, due to my interest in science, and my hopes to one day enter a scientific career. Throughout my speech I cover multiple topics about women in science, starting with some famous and influential female scientists, but also the hardships that they have faced. I also talk about the lack of women in the scientific field, why that is, and the advantages of having more women going into scientific careers. Overall, the main message of my speech is to encourage more people, particularly women, to follow a scientific career path.

Chris Orr (Year 12) Eton College

日本の原子力の将来 The future of Japan's nuclear energy.

The recent history of nuclear power in Japan has been coloured by the tragic Fukushima disaster and a move away from nuclear power. However, Japan has promised carbon-zero by 2050 and a move away from fossil fuels. There are several questions about the viability of renewable energy sources in Japan, and a number of compelling reasons to go nuclear again, so, might it be time for Japan to once again look towards nuclear power?

Ziyi Zhao (Year 13) Heathfield School

職人魂 Craftsmanship

There are many well-known entrepreneurs and handcraft shops in Japan who can be called as “craftsman”. They love their own work and make them high-end, showing dedication, persistence, focus, and innovation. In the era of efficiency, both attitude and persistence are extremely extravagant. There will always be a group of people who are not affected by the surrounding, and who stick to their ideals, hone their works, and maintain their “Craftsmanship”. This speech identifies key elements of craftsmanship through the story of the ‘God of Sushi’ and explaining how craftsmanship has impacted on me personally.

Emma Troman (Year 12) Hockerill Anglo-European College

気候変動による精神的な問題について Climate change and mental health

There are many problems in today's society, and hearing about them every day on the news can become unbearable. Although climate change seems to be less talked about this year than last year, many people still worry about it, to the point where they ask themselves all the time what they should do to stop it. Consequently, they risk developing mental health issues. We cannot fight big issues, such as climate change, alone. If we try to do so, we quickly lose hope. However, if we work together, we will not be afraid. Together, we can do anything!

Nicola Kalita (Year 11) King Alfred's Academy

どこから来ましたか Where are you from?

Where are you from? Perhaps simple for some, this has been a difficult question for me to answer. As someone who has frequently moved between countries during childhood, my definition of “home” has changed. Various challenges arose, and with every goodbye, I gradually began to lose my sense of self. In this speech, I will explore how languages have shaped me, in part discussing what attracted me to Japanese, and coming to terms with my fragmented sense of identity.

Frankie Ennis (Year 12) Whitgift School

映画音楽の効果 The Impact of Music in Film

After watching ‘Your Name’ numerous times, I decided to watch this masterpiece for the first time from an analytical standpoint and began to realise all the details that come together to create such a meaningful film. Therefore, when I was given the chance to write a speech in Japanese, I knew instantly that I wanted to explore the connection between Music and Film, and the influences it creates on its audience. In my speech I look at the psychological effects of music (both instrumental and lyrical) and at what makes you ‘like’ music, using ‘Your Name’ by Shinkai Makoto and its OST by RADWIMPS as an example.

Rebecca Martinson (Year 12) Wolfreton School and Sixth Form College

日本ではどうしてこんなにねこが人気でしょうか

Why are Cats So Popular in Japan?

For thousands of years, cats have played an important part in the development of man: every culture and civilisation has its own special history with them. Japan is no exception. From their first arrival almost two millennia ago, all the way to the modern era, cats have influenced folklore, public initiatives, pop-culture, and even an emperor. In this piece, I will explore this enduring relationship, and discuss the rich and spectacular history of these beloved feline companions.

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The Japanese Speech Awards (JSA)

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

This year's Post-GCSE winner will represent UK for the online JSA International Contest, and this prize will be provided by JOBA – Japan Oversea Bridging Academy.

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



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Nihongo Cup Japanese Speech Contest is organised by the Japanese Language Committee of the Association for Language Learning and the Japan Foundation.

Japanese Language Committee Nihongo Cup Organisers

Motoko Ishikawa (Chair of JLC, St Helen's School), Sachiko Yamaguchi (Aquinas College), Suzuko Anai, Shoko Middleton (Imperial College London), Yuko Leece (Holbrook Primary School), Yuka Murayama-Isaacs (Hockerill Anglo-European College), Yoko Leedham (Thomas Hardy School)