



# Takarabako

たからばこ

September 2005 No. 5



## Feature

### TJF Photo Data Bank

Japanese Classes Using  
Photographs from the  
TJF Photo Data Bank



## High School Students Photo Collection Published



*The Way We Are* 2004 photo collection (A4 variant size, 64 pages, in Japanese) features 26 prizewinning entries selected from the total of 214 submissions (1,070 photographs) received for the eighth annual Photo and Message Contest. As

before, the collection is laid out like a magazine, bringing to readers the hopes and dreams as well as worries and woes of high school students just as they are. This edition, too, is packed with interest, including feature pages collecting some of the memorable messages submitted to the contest under the title "Our Own Voices" and notable items in the news for 2004.

More than 50 works from *The Way We Are* photo collections can be viewed at the English website "The Way We Are: Photo Essays of High School Students in Japan." Each photo essay features five photographs with captions, a profile of the subject, and an English translation of the text messages by the photographer and the subject. Two easy-to-understand rewrite versions of the Japanese captions and essays

(one with and the other without *yomigana* readings) are also provided for language learners. Moreover, where necessary, footnotes and links to explanatory photos and in-depth explanations are appended to the English translations. For some photos, visitors can also listen to an audio recording.

### To receive a copy of *The Way We Are* 2004,

send a letter by e-mail or fax with your full name, delivery address (including country), affiliated school or institution name, and e-mail address, referring to the contact information below. The deadline for applications is October 10. A free copy will be sent in response to the first 100 applications.

E-mail: [twwa-photoessay@tjf.or.jp](mailto:twwa-photoessay@tjf.or.jp)  
FAX: 81-3-5322-5215

Please also note that *yomigana* for the Japanese text and the insert providing an English translation of the text are no longer included. The Japanese edition will be sent to those who apply to receive the volume. Those who received the photo collection as a donation in past years should apply again to receive the collection.

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practice of placing the Japanese  
surname first.

## Photo Essay Cafe: Write-in Messages Can Now Be Posted at the Site

➡ <http://www.tjf.or.jp/photoessaycafe/>

In July 2005, 157 works that had been submitted to the Photo Essay Cafe as of the end of March 2005 were published on the Deai Photo Essay Cafe website. Now, those who register at the site can write in questions and comments for individual entries that will appear on the site. We hope you will come to the site and enjoy the opportunity to communicate with high school students from countries all over the world.

The Japanese reception team consisting of seven high school students is currently in the process of selecting students to visit Japan in November 2005. What kind of students will the team choose to come to Japan? The hopes of the reception team are diverse—"someone with the same interests," "someone with a personality the opposite of myself," "someone who's funny,"

and so on—and all are looking forward to the joint projects to be undertaken during the visitors' stay. Photo essays by the diverse individuals who make up the team can be found at the Deai Photo Essay Cafe under "Japan."



Japanese reception team at work

## Activity 1: Observing, Reflecting

わたし いえ  
私の家  
My Home

### Important expressions

#### ● Sentence patterns

～に～があります  
ここは～の部屋です

#### ● Vocabulary

となり next to, 左 left, 右 right

#### ● Names of rooms

台所／キッチン kitchen, ダイニング(ルーム) dining room, 居間／リビング(ルーム) living room, お風呂場 bath, 洗面所 washbasin room, トイレ toilet, 玄関 entrance/entrance hall, 階段 stairs, 和室 Japanese-style room, 洋室 Western-style room, ～の部屋 someone's room, 押し入れ bedding closet, 廊下 corridor/hall, 書斎 study, 地下室 basement

### Necessary background knowledge

Beginner level competence (approximately 150 hours of study)

### Preparations

- Select photographs showing rooms in the home from the TJF Photo Data Bank. See Feature-2 for examples.
- Download and print out the 間取り図 (layout plan) from the Takarabako website.

### Procedure

1. Show the students the layout plan and, saying “これは、何ですか,” ask them what they think it is.
2. After listening to the students' ideas, tell them it is called a 間取り図 *madorizu*, and explain that it is a plan showing the layout of rooms in a home.
3. Next, referring to the layout plan, introduce the names of the rooms in Japanese while showing the photographs. Use the expressions “ここは～です,” “～のとなり(左、右)に～があります.” (Example: “ここは玄関です,” [Showing the photo] “玄関です。玄関を入ります。右に洋室があります。そのとなりにお風呂場があります。”) If necessary, add supplementary explanations of the functions of a room. **See Tips for Teachers 1.** Depending on the level of the learners, add explanation in their language or start out by introducing the expression “～に～がある,” and as you go on, try repeating questions like “～のとなりに何ががありますか,” getting the students to provide the explanations.
4. After finishing with the explanation of the rooms, draw their attention to the expression “\_\_LDK,” saying “これは何ですか。読んでください,” and explain that “\_\_” indicates the number of rooms in the house. (Example: これは、部屋の数です。Lはリビングルームです。Dはダイニングルームです。Kは台所です。最初の数字は、この3つの部屋以外の部屋の数です。お風呂場やトイレは数えません。This shows the number of rooms. L means living room. D means dining room. K means kitchen. The number at the beginning tells how many rooms there are besides the kitchen-living-dining room. The bath and toilet are not counted.)

5. Next, show them another layout plan and, asking “何LDKですか,” have the students provide the answer. Repeat several times. It is helpful to the students when explaining about the layout of their own home if different layouts are used, including “\_\_DK” and “\_\_K.”
6. Now hand out sheets of paper and have students draw the layout plan of their own home. **See Tips for Teachers 2.**
7. When they have completed their drawings, divide the class into groups of 4 or 5 and have each person in each group show the others their layout plan and explain the rooms using the phrases “ここは～です,” “～のとなり(左、右)に～があります.” Each one can be asked questions—like “そこはだれの部屋ですか,” “その部屋にだれがいますか,” “その部屋で何をしますか,” “家にかえります。さいしょにどの部屋に行きますか,” “～さんは、どの部屋がいちばん好きですか”—to get them to think about the relationships between the house and the family. Depending on the level of the learners, these questions may be asked in the students' native language. **See Tips for Teachers 3.**
8. In summing up the class at the end, the teacher may say, “So now we can all explain what our home is like in Japanese (みなさんの家をせつめいできるようになりました),” and note the sentence patterns that have been studied that day. The teacher may also point out “how you can get a glimpse of the relationship between a person and her/his family by asking questions about their house (どんな家ですか、ときくと、家族とのつながりがわかります).”

### Purpose of this activity

The focus of this activity is to get the learners themselves to think about the spaces they live in through the physical form of the home. It gives the spotlight to each student by having each one draw the layout of his or her home and talk about it.

The activity is designed to learn how to explain the layout of one's home in simple terms in another language. The use of visual materials is useful both for teaching another language and for helping the teacher determine whether the students have learned the correct usage of the words. In introducing the layout of the house, moreover, sentence patterns such as “～の部屋” come up frequently, encouraging expansions dealing with the relationships among family members and their daily activities.

### Report of experimental class

This activity was tested in a lower-intermediate university-level class using about 50 minutes of a class (hour and a half). The five students in the class were from the United States, Korea, Australia, and Singapore.

The students became more aware of their relations with other members of the family in the course of the explanations of the layout and the questions and answers during the class: “居間で、お父さんがテレビを見ます。” (In the living room, my father watches TV.) “いちばん好きな部屋は、わたしの部屋です。ねたり、おながくをきいたり、でんわをしたりします。りょうしんの部屋からいちばんとおいので、いいです。” (The room I like best is my own room. I can nap, listen to music, call my friends. I like it because it is the room farthest away from my parents' room.) “お母さんのしゅみはしよどうです。いつもリビングでしよどうをします。” (My mother's hobby is *shodo*. She always practices her calligraphy in the living

room.) After a student finished explaining, the other students were asked to guess how many were living in that student's house, and this encouraged them to listen closely.

### Tips for teachers

1. Prepare a vocabulary list and use the separately available supplementary explanations of the functions of rooms according to the level of your students.
2. In cases where students are reluctant to talk about their own homes, let them explain the layout of what they think would be the ideal house.
3. When having the students present their layouts, the discussion can be made more lively and the students can be led to think about the family ties by asking various questions. While the students are presenting their layouts to each other in the groups, the teacher can circulate among the groups, listening to parts of the presentations and interjecting several questions. Another approach is to organize the questions (see Procedure 7) on a handout and have the students ask each other the questions and fill out the questions on the handout.
4. Discussion in the students' native language can expand to such topics as terms used in layout plans, explaining the size of rooms, relationship of layout to the cardinal directions, most common rooms in the house, and things like how changes in the structure of the home can affect family life, etc.

### Supplementary explanations of the functions of rooms in a Japanese house

**ダイニングルーム Dining room:** Room for eating meals. Usually adjacent to the kitchen.

**リビングルーム Living room:** Room where family gathers in general. In some homes, this is also a room for study or reading. In some homes this room is Japanese-style, in others it is Western-style.

**お風呂場 Bath:** Room where the bathtub and place for washing are combined. In a Japanese house, the bath, toilet, and area around the washbasin are separate and independent spaces.

**玄関 Entrance/entrance hall:** This is the area where shoes are removed.

**和室 Japanese-style room:** Room floored with tatami mats. Most are equipped with a large closet (*oshiire*) for bedding or other storage.

**洋室 Western-style room:** Room with a wooden or carpeted floor. No tatami.

**押入れ Bedding closet:** Storage closet in a Japanese-style room. Usually used for futon bedding or *zabuton* cushions, as well as for keeping old and unused clothing, cleaning equipment, and so on.

## Activity 2: Imagining, Understanding

私たちにとってのX  
What X Means to Us

### Important expressions

- **Verbs**  
AはBにあたります
- **Sentence patterns**  
[Noun] だと思ひます  
[Plain verb] と思ひます
- **Linking expressions**  
～にとっての

### Necessary background knowledge

Beginner-level grammatical knowledge and competence

\* However, some intermediate-level grammatical issues and other colloquial expressions are used.

### Preparations

- Select photographs from the TJF Photo Data Bank that show special features of Japanese high school activities.

**Examples** (See Feature-3): A: Evacuation drill: 00208c, B: Sports Day obstacle course: hj\_taiikusai12, C: Keeping the newspapers in order: 97065e, D: Clean-up duty: 97218a, E: Cheering for their team color on Sports Day: hj\_taiikusai02

### Procedure

1. Divide the students into small groups of 3 or 4 students. In the classroom, show photographs (other than those selected by the teacher as instructed above) of ordinary scenes (e.g., sm098; in class) and ask students questions about them such as “ここはどこですか,” “何をしていますか.”
2. The teacher, responding to the students, uses various expressions such as “そうですね。でも、本当は、わかりません。これはみなさんの考えです。だから...” (That's right. Well, maybe, but we don't really know. That is your idea. So...) and so on, and, introduce sentence patterns using the students' replies such as “[noun]だと思ひます” and “[plain verb]と思ひます.”  
**Examples:** “きょうしつだと思ひます。” “べんきょうしていると思ひます。”
3. Now show one of the photographs selected beforehand (e.g., hj\_taiikusai12; Sports Day obstacle course), and ask the same questions as in 1) above. In the case of this photograph, the expected responses would be such things as “スポーツだと思ひます,” “レースだと思ひます,” “ダンスをしていると思ひます。”
4. After checking that the learner can correctly use the sentence patterns “[noun]だと思ひます” and “[plain verb]と思ひます,” the teacher should give the answer in simple Japanese. In the case of this photograph, the teacher can say “これはうんどうかいのレースです。でも、たのしいレースです。シリアスなレースじゃありません。手をつかわないで、パンをとるレースです。名まえは、『パンくいぎょうそう』です。” (This is one of the races on a school's Field Day. It's not a serious competition for speed, but a race just for the fun of it. It is a race to see who can get a piece of bread fastest without using hands. It is called *pankui kyoso*.)
5. In addition, draw the accompanying diagram on the white board, and, introduce the verb “あたります (correspond to),” saying “日本のうんどうかいには私たちの～にあたります,” explaining what corresponds to Field Day in the students' country. Also, have the groups discuss the events in a Field Day and think whether there are interesting events corresponding to Japan's “パンくいぎょうそう” and what kind of events they are. Have them present to the class their conclusions about what correspondences they found, using “Aは、私たちのBにあたります。”

| うんどうかい    | Athletic Meeting    |
|-----------|---------------------|
| パンくいぎょうそう | Potato sack race    |
| [Japan]   | [students' country] |

6. Once the students have mastered the use of “あたります,” hand out one of the previously selected photographs to each group and have



them present sentences to the class following the patterns: “これは～だ<sup>おも</sup>と思います” and “これは私<sup>わたし</sup>たちの～にあたります。”

7. In summing up the class at the end, the teacher can explain the usefulness of this sentence pattern in achieving communication: “それぞれの文化<sup>ぶんか</sup>はちがいます。おもしろいもの、わからないものもあります。でも、だいたいそれは私<sup>わたし</sup>たちの文化<sup>ぶんか</sup>の何<sup>なに</sup>かにあたります。それを考えてみましょう。また、私<sup>わたし</sup>たちの文化<sup>ぶんか</sup>のもの、日本<sup>にほん</sup>の～にあたります、とせつめいできます。” (Each culture is different. There are often interesting and unusual things or customs in another culture, but usually there is something in our own culture that corresponds to them. We should think about those correspondences. We can also talk about the things in our own culture that correspond to Xs in Japan.)

### Purpose of this activity

As shown in diagram, this activity is aimed at helping students understand an event they may find hard to grasp in another culture by finding an equivalent to it in their own culture. The word “あたります” is new to them, but grammatically it fits within the beginner syllabus. In the cognitive sciences it is known that the basis of understanding the unfamiliar is by “relation to what is already known.” This activity, which prompts students to consciously think about correspondences, can diminish the learners’ resistance and bias (ethnocentrism) vis-à-vis new or novel things. It can help them understand, from the viewpoint of cultural relativism, how the needs and desires that are at the basis of culture are universal even though their manifestation or expression may differ with diversity in conditions and ways of thinking.

### Report of experimental class

This activity was tested in an intermediate university-level class during an hour-and-a-half class. The fourteen students in the class were from all over the world (China/Hong Kong, Korea, the United States, Canada, Germany, Italy, Bosnia-Herzegovina).

Sports events like Japan’s *undokai* are found in most countries of the world and the students reported on many events held for sheer enjoyment and fun other than the usual relay and other competitive races. The potato sack race (in which contestants race with both feet in a large burlap sack) of the United States is one example. There were also interesting reports of differences in ways of naming competing teams and comparing cheering styles. The groups were made up of 3 to 4 students but students who tended to be quiet in class spoke up actively on this topic.

After the class, some of the students who live in Japan mentioned that the “AはBにあたります” sentence pattern would be useful in explaining their cultures to others.

### Tips for teachers

When teaching about the characteristics of Japanese culture, one often comes upon topics that have no equivalent in the students’ culture. For example, the practice of students cleaning their own classrooms is also familiar in China and Korea, but not often found in other countries. This situation can be dealt with in two ways:

There is no need to be constrained by the idea of “cleaning,” but look for some obligation or responsibility students perform for their school and look for activities that correspond in that category, expressing the idea using the “～にあたります” expression. (In fact, in the above experimental class, a student from Bosnia-Herzegovina said “日本<sup>にほん</sup>のそうじは、私<sup>わたし</sup>たちの国<sup>くに</sup>の「花<sup>はな</sup>の水<sup>みづ</sup>やり」にあたります。” (In our

country, ‘watering the flowers’ is the equivalent to cleaning classrooms in Japan.) “Tying up newspapers” (in Japan) has its complement in some countries in “recycle activities” and “hinan kunren” (evacuation drill) has its equivalent in “preparedness for emergencies” in other countries.

The other approach, although it may call for a somewhat greater competence in Japanese, is to explain that there is no equivalent in the students’ culture and then ask them why that might be or why such a phenomenon is found in Japan. This is an interesting subject for discussion in the students’ native language in secondary-school classes.

## Activity 3: Imagining, Comparing

### くらべよう、ぎおんご

Let's Compare Words Expressing Sound

### Important expressions

#### ● Sentence pattern

AはBです(か)

#### ● Vocabulary

Names of animals, words (onomatopoeia) expressing the sounds animals make

### Necessary background knowledge

Knowledge of katakana and introductory grammatical knowledge and competence

### Preparation

- Photographs of animals (select from the TJF Photo Data Bank; see Feature-3 for examples) or illustrations (may be downloaded from Takarabako website).  
Large-format size: 1 photograph for each animal  
Card size: 1 set of animal photographs for each group
- Record the sound accompanying the photographs above or the illustrations of animals that may be heard at the Takarabako website on an MD or cassette tape. You may wish to arrange to play the sounds directly from a PC in the classroom.
- Cards with the words for animal sounds: 1 card per animal
- Handout (the zoo) (may be downloaded from Takarabako website): 1 for each group

### Procedure

1. Divide the students into small groups of a few students. Announce: “今日のトピックは、動物<sup>どうぶつ</sup>です。動物園<sup>どうぶつえん</sup>を、つくりましょう”(Today’s topic is animals. Let’s make a zoo) and introduce the words 動物<sup>どうぶつ</sup> (animals) and 動物園<sup>どうぶつえん</sup> (zoo).
2. When showing the photographs (large-format size) of the animals, ask with each one: “これは何<sup>なん</sup>ですか” and have the students respond in either Japanese or their own language. The responses can be called for from the whole class or from one group at a time.
3. As the name of each animal comes up, display the photographs at the front of the room, label them with the name of the animal below it in katakana, and confirm the name that goes with each photograph.
4. When the photographs of all the animals are on display and all the identifying names are in place, play the recording of one of the animal sounds prepared ahead of time, and ask in Japanese “この動物<sup>どうぶつ</sup>は、何<sup>なん</sup>ですか。” (What animal is this?) The students will be expected to answer in a sentence, “イヌです,” etc.

5. Play the recordings of the other animals' sounds and repeat the same question-and-answer pattern for all.
6. Distribute a handout to each group and explain the rules of the activity. The rules are described below (these may be explained in the student's native language).
  - 1) Each group is assigned land for a zoo and cages.
  - 2) The animals come from Japan.
  - 3) The animals make sounds in Japanese.
  - 4) Guess what animal is making this sound.
  - 5) The group that guesses the animal correctly gets the animal.
  - 6) The zoo that gets the most animals is the winner.
7. At random, the teacher shows the cards with the words expressing each animal sound to the class. After the students reading out the word, have each group give the name of one animal they think corresponds to the sound. Hand over a card with the picture of the animal to each group that gives the correct answer. The groups receiving the cards place them on the handout and write the names of the animals on the handout. This exercise can be useful for cultivating a comparative standpoint, getting the learners to think of the sound the animal makes in their native language, noting if it is similar to the Japanese words, is completely different, or if there is no sound in their language.
8. Show all of the cards with the sound words written on them, and then declare the group with the most animals the winner.
9. To sum up, explain to the class: “日本人もみなさんも、同じ音を聞きます。でも、日本人は日本語の耳で聞きます。そして言葉を作ります。みなさんは～語の耳で聞きます。そして言葉を作ります。” (All of you and all Japanese can hear the same sounds. But Japanese listen with an ear accustomed to Japanese. They make words with that ear. You hear with an ear accustomed to your native language. And you make words with that ear.) This will help the students to become aware that they themselves are influenced by their own culture.

### Purpose of this activity

This activity is designed mainly for elementary school students. The purpose of this activity is to make learning Japanese enjoyable and to excite their interest in learning more.

Japanese is a language with a wealth of onomatopoeia and this activity is intended to present this feature of the language and help students become familiar with the typical rhythm of Japanese onomatopoeia. The discovery that while the sounds themselves are the same, there are differences in the way people who speak different languages hear those sounds is important for students learning another language. The learner becomes aware that he/she is speaking a certain language and is under the influence of a certain culture. This activity can provide the opportunity to learn about the diversity of languages and cultures.

### Report of experimental class

This activity was tested in a beginner university-level class using about 20 minutes of a class (hour and a half). The two students in the class were from the United States and Vietnam.

Taking into account that the students were at the beginner level, the introduction of animals in the class made use of many verbal questions such as “～さんの家にはイヌがいますか” (X-san, do you and your family have a dog?) and “ブタは何びきいますか” (How many pigs are there in the photo?) and reviewed use of existential sentences and counters. Also, the coincidence of this experimental class with the in-

troduction of the particle と used to express quotation made it possible to have the students practice verbal skills with the new sentence pattern “(animal name) は (name of language) で (onomatopoeic word) と鳴きます。” This provides more interesting patterns than the somewhat monotonous strings of nouns used in practice of this topic for university-level classes.

Apparently the differences in onomatopoeia from one language to another are of considerable interest to language learners at the university level, for there were a number of questions about the sounds made by other animals (not introduced in the class) and comments such as that there seems to be no fixed expression for the cry of an elephant.

### Tips for teachers

This activity is intended for language learners at the elementary school level, but, as shown in the report of the experimental class, by creatively adjusting the vocabulary and expressions used, the activity can be adapted for teaching secondary school students as well. It is well suited to a wide variety of students, even those who have not progressed to beginner-level sentences, by focusing on animal words like “イヌ” and “ネコ” and the sounds they make, “ワンワン” and “ニャーニャー.”

Also, you can omit using the cards for the onomatopoeia words, giving them only verbally. In this case, it makes it a little more challenging to guess if the teacher does not try to imitate the actual sound of the animal but pronounces the word just as it is written.

For secondary school students and above, the Takarabako website introduces an activity for learning onomatopoeia using TJF Photo Data Bank photographs which we hope you will find useful.

### Names of animals and the sounds they make (examples)

|                 |           |               |
|-----------------|-----------|---------------|
| Dog             | いぬ<br>犬   | ワンワン          |
| Cat             | ネコ        | ニャーニャー／ニャンニャン |
| Cow             | ウシ        | モーモー          |
| Goat            | ヤギ        | メーメー          |
| Sheep           | ヒツジ       |               |
| Duck            | アヒル       | ガーガー          |
| Goose           | ガチョウ      |               |
| Bird (parakeet) | ことり<br>小鳥 | チュンチュン        |
| Horse           | うま<br>馬   | ヒヒーン          |
| Pig             | ブタ        | ブーブー          |
| Frog            | カエル       | ケロケロ／ゲロゲロ     |
| Chicken         | ニワトリ      | コケコッコー        |
| Mouse           | ネズミ       | チューチュー        |
| Elephant        | ゾウ        | パオー           |

### Note from TJF

Please also see *Takarabako 4* for an activity using a humorous ditty, “Gacho wa gaa gaa” (*Pai ga ippai*, Wada Makoto, Bunka Shuppankyoku 2002).

# TJF Photo Data Bank

## Japanese Classes Using Photographs from the TJF Photo Data Bank

▶▶▶ <http://www.tjf.or.jp/takarabako/>



In this issue, we introduce the TJF Photo Data Bank reopened in May 2005 and activities designed for Japanese language classes using photos from the data bank. The first half of the issue presents ideas and teaching plans for classes introducing topics related to the lives and culture of Japanese young people. The second half introduces and provides resources and information on these topics.

## What is the TJF Photo Data Bank?

[http://www.tjf.or.jp/photodatabank\\_e/](http://www.tjf.or.jp/photodatabank_e/)



### Three thousand photographs of Japan are available free of charge!

Since May 2001, TJF has made available its data bank of photographs showing daily life in Japan for use free of charge by Japanese-language and social studies teachers in elementary and secondary schools overseas for classroom activities and teaching materials. Approximately 3,000 photographs, taken by high school students themselves and by TJF, are accessible on the site.

### Subject categories for photographs of young people

The photographs deal with aspects of the lives and thinking of Japanese young people in which their peers in other countries may share an interest. Grouped in such a way as to be useful for Japanese-language teaching and education for understanding other cultures, the photographs fall into 15 categories (e.g., School and Education, Clothing and Fashion, Social Life and Communication, Nature and Environment).

### Convenient features of the data bank

- ☀ Search in either English or Japanese (with hiragana, katakana, kanji, or romaji)
- ☀ The captions are given in both English and Japanese
- ☀ List of New Photos: Check photos recently added to the data bank
- ☀ Favorite Photos: Allows you to save selections of photos that you often use
- ☀ Access Ranking: Lists most popular top 20 photos

## How Can You Use the Photos?

Many teachers have found from experience how useful photographs can be in awakening students' interest in a new subject. Especially in language education, photographs have many uses in introducing material that is hard to fully explain in words, in providing vicarious ex-

### First, try accessing the site

Even those who have not yet registered for membership with the data bank can search the database and view the photos in thumbnail size. If you complete the membership registration—a very simple procedure—you can freely display the photos in large size and download them.

For example, if you select the topic “Eating Out” from the “Food” category, 71 photographs will be displayed.

You can also search using keywords. A search for “part-time work” (or アルバイト), for example, will result in a list of 44 photographs.

Eating Out

Search



Outdoor festival stall selling roasted corn.



A showcase outside a restaurant.

part-time work

Search



Working part-time at a cake bakery.



Delivering mail during the winter break.

periences, and in encouraging understanding of other cultures. In this issue we introduce some slightly more purposeful uses of the photographs than just as a classroom diversion or way of exciting students' interest.



わたし いえ  
**私の家**  
My Home

Using the layout plan of a home and photographs provided here, introduce the various rooms in a Japanese home. The learner can learn to explain the layout of his or her home and think about home and family relationships.

A group of four people are sitting on a wooden floor in a room, gathered around a low, dark wooden table. They are all looking towards a small television set on a stand in the background. The television screen shows a colorful, abstract image. The room has a large window on the right side, covered with white curtains. On the wall to the left of the television, there is a small shelf with various items, including a framed picture and some small objects. The people are dressed in casual clothing. The overall atmosphere is relaxed and social.

[illegible]

A man with long dark hair tied back, wearing a dark t-shirt, is brushing his teeth. He is looking into a large mirror, and his reflection is visible. The bathroom has light-colored walls and a mirror that reflects the man and the bathroom fixtures.

A young man with dark hair, wearing a white long-sleeved shirt, a black belt, and a black skirt, is walking down a wooden staircase. He is carrying a large, striped blue and white bag over his shoulder. The background shows a wall with several framed pictures and a wooden handrail.

Feature-2 ▶



## Activity 2: Imagining, Understanding

### わたし 私たちにとってのX

What X Means to Us

[Learner level: beginner]

Making guesses about what they see in photographs and thinking about equivalents in their own culture will encourage students' understanding of other cultures. Thinking about what they see in the photographs with reference to their own culture and experiences will also facilitate students' motivation to engage in expression-oriented activities.

☞ Here are some of the photographs you can use ➤ photographs of the daily lives of Japanese high school students (for details see **Activity-2**)

なに  
何をしていいますか



## Activity 3: Imagining, Comparing

### くらべよう、ぎおんご

Let's Compare Words Expressing Sound

[Learner level: beginner or intermediate]

By comparing these onomatopoeic words with those used in their own language, learners can deepen their understanding of Japanese onomatopoeia. For intermediate-level students, photographs and sounds of the actions shown therein may be used.

☞ Here are some of the photographs you can use ➤ animal photographs, photographs showing movements accompanying sounds (for details, see **Activity-3** or Takarabako website)

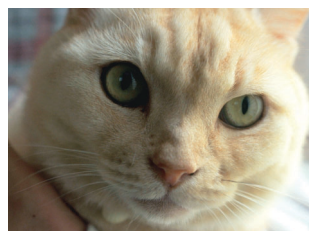
Showing a photograph or illustration of an animal, play the sound it makes and learn the names of animals and the words expressing the sounds they make.



Cow: sm034



Bird (parakeet): yk051



Cat: yk031



Dog: yk032



Duck: yk\_p02\_3



Goat: 99139a