

# CONTENTS

Welcome Aboard!	2
My Intentions and Commitment for Learning Japanese	3
What is “COMPASS JAPANESE [INTERMEDIATE]” Program?	7
Structure of “RESOURCE BOOK”	8

## Unit 1 私たちの生活とテクノロジー Technology and Our Lives 11

Lesson 1 スマホで生活向上 Improved Life with Smartphones	11	Learning Cycle 1 スマホで変わった私たちの生活 Better Life with Smartphones	12
		Learning Cycle 2 日本の若者に人気のアプリ Popular Apps Among Young Japanese People	24
Lesson 2 スマホと私 Smartphone and I	37	Learning Cycle 1 スマホの悪影響 Negative Effects of Smartphones	38
		Learning Cycle 2 スマホとの賢い付き合い方 How to Live with Our Smartphones	50

## Unit 2 進化するデザイン Evolving Design 63

Lesson 1 日本の製品とデザイン Japanese Products and Design	63	Learning Cycle 1 日本の製品：機能と特徴 Japanese Products: Functions and Characteristics	64
		Learning Cycle 2 製品を選ぶ基準 Criteria to Choose Products	76
Lesson 2 いいデザインの要素 Elements of Good Design	89	Learning Cycle 1 生活を助けるモノやサービス Characteristics of Products and Services That Improve Our Lives	90
		Learning Cycle 2 グッドデザイン賞とは？ What is the “Good Design Award” ?	102

## Unit 3 日本芸術への響き Be Inspired by Japanese Art 115

Lesson 1 美術の楽しみ方 How to Enjoy Art	115	Learning Cycle 1 浮世絵とは？ What is Ukiyo-e?	116
		Learning Cycle 2 美術鑑賞 Art Appreciation	128
Lesson 2 文化体験 Cultural Experience	141	Learning Cycle 1 墨絵の描き方 How to Draw Sumie	142
		Learning Cycle 2 茶道の心得 Mindset of Sado	154

## Unit 4 成功を夢見て Dream of Success 167

Lesson 1 歴史から学ぶ移民事情 Learning Immigration Issues from History	167	Learning Cycle 1 日本人移民の歴史：アメリカ History of Japanese Immigrants: The U.S.	168
		Learning Cycle 2 愛は国境を越える Love Goes Beyond Borders	180
Lesson 2 現代の移民事情 Current Immigration Issues	193	Learning Cycle 1 移民の国：アメリカ Country of Immigration: The U.S.	194
		Learning Cycle 2 私の家族の移民物語 My Family's Immigration Stories	206

# Unit 5

## ともに生きる社会

Diverse Society

219

### Lesson 1

変わりゆく日本  
Evolving Japan

219

#### Learning Cycle 1

日本に住む理由  
Reasons for Living in Japan

220

#### Learning Cycle 2

多文化共生社会：日本  
Multicultural Society Japan

232

### Lesson 2

アイデンティティ  
Identity

245

#### Learning Cycle 1

ハーフ？ ミックス？ ダブル？  
The Mixed-Race Experience in Japan

246

#### Learning Cycle 2

私のアイデンティティ  
My Identity

258

# Unit 6

## 未来へのコンパス

Compass to My Future

271

### Lesson 1

生きがい  
Ikigai

271

#### Learning Cycle 1

生きがい  
Ikigai

272

#### Learning Cycle 2

生きがいを感じていること  
My Ikigai

284

### Lesson 2

よりよい社会  
Better Future World

297

#### Learning Cycle 1

世界のために私たちができること  
Things We Can Do to Make the World a Better Place

298

#### Learning Cycle 2

社会への私の願い  
My Wishes for a Better Future

310

Grammar List .....323  
 Conjugation Chart .....324  
 Vocabulary Index .....326  
 Kanji List .....332  
 Kanji Reading Index .....333  
 Kanji Vocabulary Index .....336

### COMPASS JAPANESE INTERMEDIATE RESOURCE BOOK WEBSITE

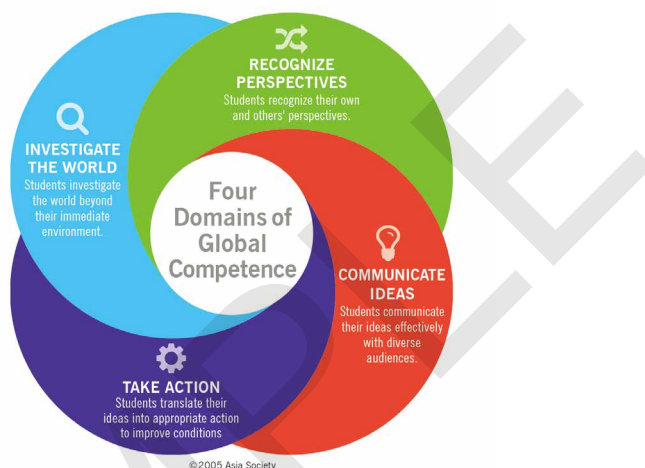
- ▶ Extended Reading and/or Listening
- ▶ Audio Narration
- ▶ Answers to Practice Exercises



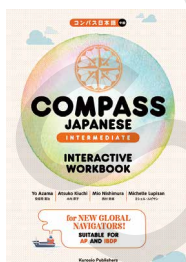
<https://www.9640.jp/compass/>

# What is “COMPASS JAPANESE [ INTERMEDIATE ] ” Program?

“COMPASS JAPANESE [INTERMEDIATE]” is a content-based Japanese language learning material developed with reference to the Global Competence Framework. Through cultural and social themes, it cultivates the ability to think, summarize, and present ideas about Japan, one’s own country, and oneself.

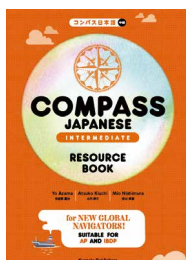


“COMPASS JAPANESE [INTERMEDIATE]” offers a resource book, workbook, and online resources. The workbook can be used as the main textbook on its own, but it is more effective when used in conjunction with the resource book.



## INTERACTIVE WORKBOOK

The workbook contains reading comprehension passages, activities, and tasks that can be used as the main textbook for the course.



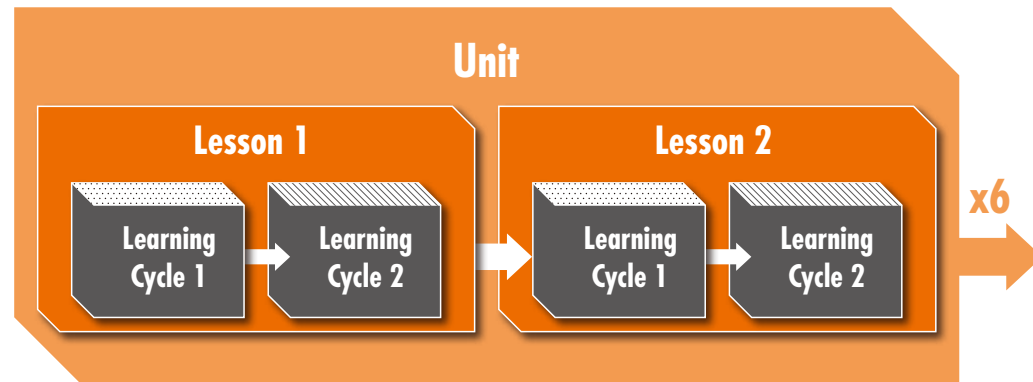
## RESOURCE BOOK

The resource book can be used as a supplementary material to the workbook and contains the following:

- Vocabulary lists and practice exercises
- Kanji lists and practice exercises
- Grammar explanations and practice exercises
- Reading comprehension practice exercises with audio

# Structure of “RESOURCE BOOK”

The resource book is designed to be used in conjunction with the workbook, and the units, lessons, and learning cycles are all aligned with the workbook. There are a total of 6 units, with each unit consisting of 2 lessons, and each lesson consisting of 2 learning cycles.



## Learning Cycle Structure

### 1 探ってみよう Investigate the World

Let's organize our thoughts on the theme of the learning cycle by referring to pictures or texts.



Let's think about what keywords we can use to research the theme and share them.

### 2 いろいろな視点を学ぼう Recognize Diverse Perspectives



#### 読んで学ぼう Read and Learn

This section offers reading strategies. On the first read, use scanning and skimming techniques to get a general understanding of the text.

On the second read, read more closely and make annotations to better understand the content.

#### Sample Annotation symbols:

- Highlight:** I think this is an important and key idea.
- : I think this is keywords within the text.
- : I don't know this word.
- ~~~~~?: I have a question about the part. Write question on side of the passage.
- ~~~~~!: I think this is interesting or surprising.
- ~~~~~C: I have a personal connection.
- ~~~~~♡: This is my favorite part.
- >: Evidence to the comprehension question.

By following this two-step approach, readers can quickly get a sense of the main points of the text while also delving deeper into the details through closer reading and annotations. This can help improve comprehension and retention of the material.

### 単語 Vocabulary

The words listed in the vocabulary list are the words that appear in the reading comprehension passages of the workbook. After studying the list, readers can attempt the practice questions on the right-hand page.

#### Parts of Speech

n : noun / v : verb / adv : adverb / i-adj : i-adjective / na-adj : na-adjective / adn : adnominal / idiom / — : others

It is recommended to use the vocabulary list as a review tool after completing Activity 6 of the workbook. By reviewing the vocabulary and practicing with the exercises, readers can reinforce their understanding of the words and improve their overall comprehension of the text.

### 漢字 Kanji

The listed kanji are from the reading comprehension sections of the workbook. There are eight kanji in total.

After studying the kanji list, readers can attempt the practice questions. It is recommended to use the kanji list as a review tool after completing Activity 6 of the workbook. By reviewing the kanji and practicing with the exercises, readers can reinforce their understanding of the kanji and improve their ability to read and write them correctly.



## 文法パターンを見つけよう

ぶんぽう み  
Let's Explore Language Structure!

The resource book highlights specific sentence structure and provides clear examples and explanations of their usage, including their conjugation and connection forms.

After understanding the grammar points, readers can attempt the practice questions on the right-hand page. It is recommended to use the grammar explanations and exercises as a review tool after completing Activity 7 of the workbook.



## 読んで聞く

よ き  
Extended Reading and/or Listening

This is a reading material related to the theme of the learning cycle. After reading it, let's try the content confirmation questions.

There is also audio, so it can be used as listening practice. (🎧)

The audio is available on the website.) If you have finished up to Activity 7 of the workbook, you can read it anytime.



Culture Chat

カルチャット!

The "Culture Chat" sections are located at the end of each lesson. Have a conversation with your friends on the topic after reading.

# Unit 3

## 日本芸術への響き

# Be Inspired by Japanese Art

How does art in Japan reflect its culture?

### Lesson

### 1

## 美術の楽しみ方

## How to Enjoy Art



Every art piece has its own interpretation and intention of the artist, regardless of its genre. The great thing is that there is no right or wrong answer when it comes to interpretation. Can you learn about Japan through a Japanese art piece? Are there differences and similarities between your country's famous art and Japanese famous art?

### Essential Questions:

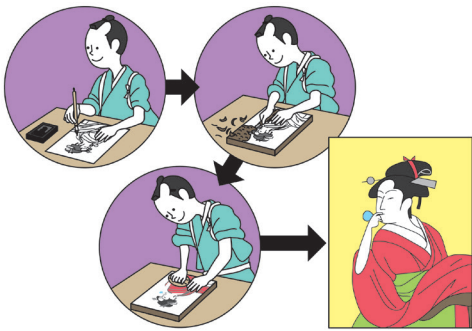
- What are the characteristics of traditional Japanese art?
- How does art reflect our society?
- How does art enrich our lives?
- How do art forms differ depending on the country?
- How do people interpret and appreciate art?

# 浮世絵とは?

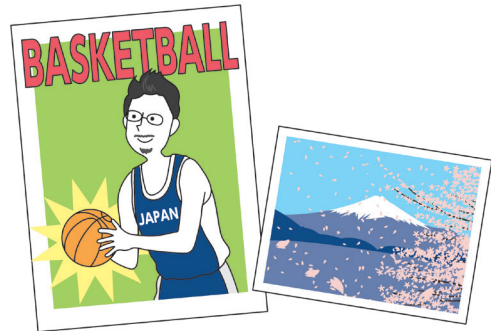
What is Ukiyo-e?

## 1 探ってみよう Investigate the World

Take a look at the pictures and organize your thoughts on the topic of this lesson.



浮世絵は、江戸時代に流行した版画絵です。  
うきよえ えどじだい りゆうこう はんがえ



浮世絵は、今でいうとスポーツ選手のカードやポストカードと同じです。  
うきよえ いま せんしゆ せんしゆ こんじです。 おな



歌川広重「名所江戸百景大はしあたけの夕立」

雨の音が聞こえてくるようです。  
あめ おと き



葛飾北斎「富嶽三十六景 神奈川冲浪裏」

大きい波は怪獣 (monster) のようです。  
おお なみ かいじゆう

## 2 いろいろな視点を学ぼう Recognize Diverse Perspectives

### 読んで学ぼう Read and Learn

#### First Reading

Scanning and skimming the text gives you an idea of the text you are going to read.

**Prediction:** Look at the unit cover picture and the title of reading, predict what you are going to read about.

**Skim:** Read without stopping to get a general overview.

**Scan:** Look for the answers to the given questions in the text.

#### Second Reading

Annotating the text helps you stay focused, keep track of your thoughts and feelings, and enables you to record details.

Sample Annotation symbols:

**Highlight:** I think this is an important and key idea.

      : I think this is keywords within the text.

      : I don't know this word.

~~~~~?: I have a question about the part. Write question on side of the passage.

~~~~~!: I think this is interesting or surprising.

~~~~~C: I have a personal connection.

~~~~~♡: This is my favorite part.

————>: Evidence to the comprehension question.

### 浮世絵とは? What is Ukiyo-e?

How was Japan during Edo period?



浮世絵とは、江戸時代 (1603年-1868年) に流行した版画絵のことです。版画絵は、まず紙に絵を描きます。次に、その絵を木に彫って、最後に色を付けて刷ります。簡単に同じ絵がたくさん作れるので、人気が出ました。

浮世絵には、人物だけでなく、風景や動物なども描かれています。浮世絵は、今でいうと、スポーツ選手のカードやポストカードと同じです。有名な画家には、葛飾北斎や歌川広重などがいます。

1) What is Ukiyo-e?

.....  
.....  
.....

2) What were the subjects of Ukiyo-e?

.....  
.....  
.....

When you want to know about the topic more, what keywords would you use to research about the topic?

| No. | 単語 Vocabulary  | 意味 Meaning                      |
|-----|----------------|---------------------------------|
| 1   | 流行する<br>りゅうこう  | v to become popular             |
| 2   | 版画絵<br>はんがえ    | n woodblock print               |
| 3   | 紙<br>かみ        | n paper                         |
| 4   | (絵を) 描く<br>か   | v to draw (picture)             |
| 5   | 彫る<br>ほ        | v to carve                      |
| 6   | (色を) 付ける<br>いろ | v to add (color)                |
| 7   | (版画絵を) 刷る<br>す | v to print (a woodblock print)  |
| 8   | 人物<br>じんぶつ     | n character, person, individual |
| 9   | 風景<br>ふうけい     | n scenery                       |
| 10  | 画家<br>が        | n painter, artist               |
| 11  | 巨大<br>きょだい     | na-adj giant                    |
| 12  | 波<br>なみ        | n wave                          |
| 13  | 生き物<br>いきもの    | n living creature               |
| 14  | 今にも<br>いま      | adv momentarily, at any time    |
| 15  | 飲み込む<br>のこ     | v to swallow                    |
| 16  | 自然<br>しぜん      | n nature                        |
| 17  | 音<br>おと        | n sound                         |
| 18  | 踏む<br>ふ        | v to stomp, to step on          |
| 19  | 静けさ<br>しず      | n quietness, silence            |
| 20  | 活躍する<br>かつやく   | v to play an active part        |

Exercise 1

Match the Japanese with the English from the word bank.

- 1) 画家 ( )    2) 巨大 ( )    3) 流行する ( )    4) 風景 ( )  
 5) 人物 ( )    6) 自然 ( )    7) 今にも ( )    8) 活躍する ( )  
 9) 飲み込む ( )    10) 紙 ( )    11) 静けさ ( )    12) 踏む ( )  
 13) 音 ( )    14) 生き物 ( )

- a. paper    b. nature    c. living creature    d. quietness    e. giant    f. sound  
 g. to step on    h. scenery    i. painter    j. to become popular  
 k. to play an active part    l. person    m. at any time    n. to swallow

Exercise 2

Complete the following sentences with the appropriate words.

例) 浮世絵は版画絵なので、たくさん ( 刷る ) ことができました。  
 Ukiyo-e is woodblock print, so many of them could be printed.

- 1) 浮世絵は江戸時代に ( a ) した版画絵です。  
 Ukiyo-e became popular woodblock print during Edo period.  
 2) 浮世絵は ( b ) や ( c ) を描きました。  
 Ukiyo-e draw person and scenery.  
 3) ( d ) をリアルに描いた ( e ) が人気でした。  
 Painters who drew nature realistically were popular.  
 4) 雪や雨の ( f ) だけが聞こえてくるようです。  
 It seems like you can only hear the sound of snow and rain.



漢字 Kanji  
かんじ

|       |                                                                                                                                              |                       |    |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----|
| 65    | 紙                                                                                                                                            | く 𠃉 𠃉 𠃉 糸 糸 糸 糸 紙 紙 紙 | 紙紙 |
| paper | シ：白紙 blank paper    紙幣 paper money, bill    新聞紙 newspaper<br>はくし                                  しへい                                  しんぶんし |                       |    |
|       | かみ／がみ：紙 paper    紙袋 paper bag    手紙 letter<br>かみ                                  かみぶくろ                                  てがみ                 |                       |    |

|         |                                                                                                          |                           |    |
|---------|----------------------------------------------------------------------------------------------------------|---------------------------|----|
| 66      | 絵                                                                                                        | く 𠃉 𠃉 𠃉 糸 糸 糸 糸 糸 糸 絵 絵 絵 | 絵絵 |
| picture | カイ・エ：絵画 painting, picture    絵 picture, drawing, sketch, image<br>かいが                                  え |                           |    |
|         | 絵の具 watercoloring paint/ink    絵本 picture book<br>えのぐ                                  えほん               |                           |    |

|                                   |                                                                                                                                                             |                   |    |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|
| 67                                | 流                                                                                                                                                           | 、 丿 丿 丿 丿 丿 流 流 流 | 流流 |
| stream, flow, way, style, current | リュウ：流行 trend, popularity<br>りゅうこう                                                                                                                           |                   |    |
|                                   | なが-れる・なが-す：流れる to flow    流れ flow<br>なが                                  なが<br>ながす to drain    *流行る to be popular<br>なが                                  はや |                   |    |

|                                                                                        |                                                                                                        |               |    |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------|----|
| 68                                                                                     | 作                                                                                                      | ノ イ イ 竹 竹 作 作 | 作作 |
| make, create                                                                           | サク／サツ・サ：作品 work (book, art, etc.)    作者 creator<br>さくひん                                  さくしや          |               |    |
|                                                                                        | 作文 composition    作家 author<br>さくぶん                                  さつか<br>動作 movement, action<br>どうさ |               |    |
| つく-る：作る to make, to produce    手作り handmade<br>つく                                  てつく |                                                                                                        |               |    |

|                        |                                                                                                                                   |                         |    |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------|----|
| 69                     | 然                                                                                                                                 | ノ ク タ タ タ 𠃉 𠃉 然 然 然 然 然 | 然然 |
| like that, in that way | ゼン・ネン：自然 nature    全然 not at all    天然 natural<br>しぜん                                  ぜんぜん                                  てんねん |                         |    |

|              |                                                                                         |                 |    |
|--------------|-----------------------------------------------------------------------------------------|-----------------|----|
| 70           | 音                                                                                       | 、 一 一 一 立 音 音 音 | 音音 |
| sound, noise | オン：音楽 music    音声 sound, voice<br>おんがく                                  おんせい            |                 |    |
|              | おと・ね：音 sound, noise, note    音色 tone quality<br>おと                                  ねいろ |                 |    |

|                        |                                                                                                        |                           |    |
|------------------------|--------------------------------------------------------------------------------------------------------|---------------------------|----|
| 71                     | 静                                                                                                      | 一 十 丩 丩 丩 青 青 青 青 青 静 静 静 | 静静 |
| stillness, calm, quiet | セイ：静止 standing still, stillness    静寂 quietness, silence<br>せいし                                  せいじやく |                           |    |
|                        | しず-か：静か quiet, silent    静けさ quietness, silence<br>しず                                  しず              |                           |    |

|                              |                                                                                                                                                             |                   |    |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----|
| 72                           | 風                                                                                                                                                           | 丩 丩 凡 凡 凡 凡 風 風 風 | 風風 |
| wind, breeze, cold, behavior | フウ・フ：強風 strong wind    風景 scenery, view    台風 typhoon<br>きょうふう                                  ふうけい                                  たいふう<br>風呂 bath<br>ふろ |                   |    |
|                              | かぜ・かざ：風 wind, breeze    風車 pinwheel<br>かぜ                                  かざぐるま                                                                            |                   |    |

### Exercise 3

Match meaning and kanji.

- 1) 静けさ ( ) 2) 白紙 ( ) 3) 自然 ( ) 4) 手紙 ( )  
 5) 音楽 ( ) 6) 作文 ( ) 7) 流れ ( ) 8) 全然 ( )  
 9) 作者 ( ) 10) 絵 ( ) 11) 作る ( ) 12) 風 ( )  
 13) 流行る ( ) 14) 台風 ( )

- a. drawing   b. blank paper   c. wind   d. flow   e. creator   f. silence  
 g. not at all   h. composition   i. to make   j. to be popular   k. nature  
 l. music   m. letter   n. typhoon

### Exercise 4

Write kanji to complete the word.

- 1) 

|   |    |
|---|----|
| し | ぜん |
| 自 |    |

 2) 

|    |    |
|----|----|
| おん | せい |
|    | 声  |

 3) 

|     |    |
|-----|----|
| りゅう | こう |
|     | 行  |

 4) 

|    |   |   |
|----|---|---|
| しず | け | さ |
|    |   |   |

  
 5) 

|    |   |
|----|---|
| はく | し |
| 白  |   |

 6) 

|    |   |
|----|---|
| かい | が |
|    | 画 |

 7) 

|    |    |
|----|----|
| たい | ふう |
| 台  |    |

### Exercise 5

Write the underlined words in hiragana.

例) 手作 ( てづく ) りのバッグを買いました。

I bought a handmade bag.

1) 風 ( a ) がやんで静 ( b ) になると、川の音 ( c ) が聞こえてきます。

When the wind stops blowing and it becomes quiet, I can hear the sound of the river.

2) ドキュメンタリー映画を見て、自然 ( d ) の大切さを学びました。

After watching the documentary film, I learned the importance of nature.

3) 流行 ( e ) の音楽 ( f ) が聞こえてくると、踊りたくなります。

When I hear the popular music, I want to dance.

4) ピカソはユニークな絵 ( g ) を描く画家です。

Picasso is a painter of unique paintings.

5) お店で紙袋 ( h ) をもらいました。

I got a paper bag at the store.

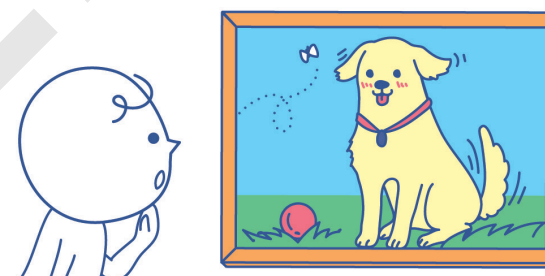
### 3 アイデアを交換しよう Communicate Ideas

#### 文法パターンを見つけよう Let's Explore Language Structure!

今日は暖かくて、(まるで) 春のようです。  
きょう あたたか はる  
 Today feels warm, as if it were spring.

Look at the sentences and pictures below and search for a language pattern.

① この絵の犬は (まるで) 生きているようです。  
え いぬ い  
 The dog in this painting looks as if it were alive.



② この辺りはピザ屋が多くて、(まるで) イタリアに行ったようです。  
あた や おお い  
 This area has so many pizzerias, it feels as if we were in Italy.



③ 彼女は優しく、(まるで) 天使のようです。  
かのじょ やさ 天使  
 She is kind as if she were an angel.





(まるで) ~ようです = as if ~, like ~, similar to ~

Expressing the idea that something is being described or compared in a way that closely resembles or mimics something else. It is often used to create vivid imagery or emphasize the similarity between two things or situations.

Note: When modifying a predicate (verb phrase), we use 「ように」. When modifying a noun, we use 「ような」.

- Ex. 彼女は優しく、天使のようです。 She is kind and as if she were an angel.
- 彼女は天使のように、優しいです。 She is kind, as if she were an angel.
- 彼女は天使のような人です。 She is a person who is like an angel.

How to Use

Verb in Plain form, Noun with の +ようです / ように~/ ような N

|                  | Plain form<br>Non-past/Past | (as if ~) |
|------------------|-----------------------------|-----------|
| 生きています/生きていました ⇒ | 生きている/生きていた                 | ようです      |
| 行きます/行きました ⇒     | 行く/行った                      | ように~      |
| 天使 ⇒             | 天使+の                        | ような N     |

Exercise 6

Change the following phrases to "as if ~."

- 例) 鳥です ⇒ 鳥のようです
- 1) 日本人です ⇒ \_\_\_\_\_
- 2) 先生です ⇒ \_\_\_\_\_
- 3) 歌手です ⇒ \_\_\_\_\_
- 4) 夢です ⇒ \_\_\_\_\_
- 5) 嵐が来ました ⇒ \_\_\_\_\_
- 6) マラソンをしました ⇒ \_\_\_\_\_
- 7) 雷が落ちました ⇒ \_\_\_\_\_

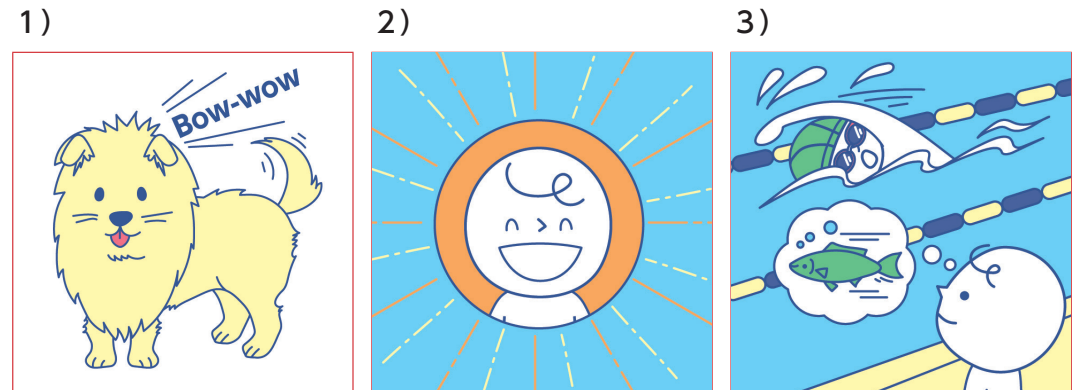
Exercise 7

Change format of word given to fit to the sentence.

- 例) 今日は(春→)春のようにあたたかいです。
- 1) 先生は(父→) \_\_\_\_\_ 厳しいです。
- 2) 妹は(天使→) \_\_\_\_\_ かわいいです。
- 3) 二人は時間が(止まりました→) \_\_\_\_\_ ずっと見つめ合っていました。
- 4) 彼は海外に一度も行ったことがないのに、まるで(見てきました→) \_\_\_\_\_ 話します。
- 5) その絵のオオカミは(本物→) \_\_\_\_\_ 見えます。

Exercise 8

Describe the situations below using 「よう」.



Read and/or listen to the following content and demonstrate your understanding.

1

今のように、テレビのCMはもちろん、ポスターやチラシもなかった時代、浮世絵がその役割を果たし\*ていました。浮世絵は版画絵でたくさん刷れるため、浮世絵に宣伝\*を入れたりして使用されました\*。きれいな着物の女性の浮世絵は、流行の着物の宣伝に使われました。まるで、今のファッション雑誌のようでした。また、風景を描いた浮世絵は、人気の観光\*スポットを紹介する\*ために使われました。歌川広重の「東海道五十三次」などが有名です。

浮世絵はアートとして楽しむだけでなく、時代を先取りする\*情報\*を伝える手段\*として役に立っていました。



喜多川歌麿「団扇を持つ高島おひさ」

\*役割を果たす to play a role 宣伝 promotion 使用される to be used 観光 sightseeing 紹介する to introduce  
先取りする to prefetch 情報 information 手段 strategy

Answer these questions according to the passage above.

- 1) What was the role of *Ukiyo-e* during a time when there were no TV commercials, posters, or flyers?
- 2) Why were *Ukiyo-e* suitable for advertising purposes?
- 3) In what ways *Ukiyo-e* was used to promote fashion?
- 4) How were *Ukiyo-e* featuring landscapes used?

2

これはゴッホの「寝室」という作品\*です。ゴッホは浮世絵から多くの影響を受けました。そして、当時\*ヨーロッパで一般的\*だった遠近法\*をやめたのです。この作品がとてもわかりやすい例です。

この絵でゴッホは、ベッドの手前\*の板\*をととても大きく描いています。ゴッホにとって大事なことは、正確に\*描くことではありませんでした。ルールにとらわれずに\*表現し\*たい気持ちを大事にしました。だから、強調し\*たいものを遠近法にとらわれず、大きく目立つ\*ように描いたのです。そのおかげで、とても印象深い\*絵になっています。



ゴッホ「ファンゴッホの寝室」

\*作品 art piece 当時 at the time 一般的 in general 遠近法 perspective 手前 in front 板 board  
正確に exactly とらわれずに regardless 表現する to express 強調する emphasize 目立つ stand out  
印象深い impressive

Read the following statements. Write true (T) or false (F) accordingly.

- 1) Vincent van Gogh was influenced by Japanese *Ukiyo-e* in his painting. ( )
- 2) Van Gogh abandoned the use of perspective in his artwork. ( )
- 3) Van Gogh desired accuracy over expression. ( )
- 4) Van Gogh painted what he wanted to express big and noticeable. ( )



### カルチャット!

日本は伝統的なアートだけでなく、ポップアートも有名です。近年では、伝統的なアートにポップアートを取り入れた作品もたくさんあります。例えば、アニメのキャラクターを墨絵で描いたり、浮世絵をポップアートのモチーフに取り入れたりするアーティストがいます。アーティストの創造力や想像力によって、作品が個性的でおもしろくなっています。

- 日本のポップアーティストを知っていますか？
- あなたの国には、伝統的なアートにポップアートを取り入れているアーティストはいますか？
- あなたがアーティストだったら、どんな伝統的なアートを取り入れたいですか？

In Japan, not only traditional art, but also pop art is famous. Lately, many pop art pieces are created in collaboration with traditional art. For example, there is an artist who incorporates *Sumie* in anime characters and *Ukiyo-e* as a motif of pop art. Artist's creativity and imaginations turn their art into a unique piece of art.

- Do you know any Japanese pop art artists?
- Are there any artists in your country who collaborate with tradition in their art?
- If you were an artist, what kind of traditional art would you want to fuse with?



# Unit 3

## 日本芸術への響き

## Be Inspired by Japanese Art

How does art in Japan reflect its culture?

### Lesson 2

### 文化体験

### Cultural Experience



Have you had any experiences with Japanese culture? When exploring a new culture, it's natural to wonder about the meanings behind certain practices and customs. Understanding the connection between cultural products, perspectives, and practices can provide a deeper understanding of a culture. This is an important aspect in improving one's proficiency as well. Let's explore the unique aspects of Japanese culture together!

#### Essential Questions:

- What does *Sumie* Convey?
- How is it relevant in our modern life?
- What is the philosophy of *Sado*, the Japanese tea ceremony?