

Today's Pattern: (今日のパターン)

Participles as adjectives (分詞 [形容詞的用法])

Today's Sentence: (今日の例文)

This is an interesting gadget.  
(これはおもしろいガジェットです。)



(ガジェット: 携帯型の小型電子機器、パソコンの USB メモリや Web カメラ など)

Objectives of this material: (このテキストの目的)

1. Broaden word expressions, not only to understand but also to construct them.  
(語彙を増やし、基本文型を理解するだけでなく、使いこなせるようになる)
2. Gain confidence in speaking by completing simple practice conversations.  
(簡単な会話練習から始めて、英会話の自信をつける)
3. Feel your progress and enjoy English!  
(自分の上達を実感し、英語を楽しむ)

Previous Lessons Review (これまでのレッスンの復習) (5-10 min)

Directions: Practice the sentence pattern of your previous lessons.

(これまで勉強したパターンを復習しましょう)

0-1. Gerund as Noun Complement

**Tutor:** How about you? What is something you don't like your co-workers to do?

**Student:** One thing I don't like is \_\_\_\_\_ about other employees during break time.

0-2. Gerund as Object of the Preposition

**Tutor:** You look so exhausted!

**Student:** Yes, I am. I just came back from the construction site. I continued working after \_\_\_\_\_ for electrical problems.

0-3. Gerund as Direct Object

**Tutor:** That's a serious problem. Many accidents can happen because of that situation.

**Student:** You're right. I think the management should finish \_\_\_\_\_ the building as soon as possible.

0-4. Gerund as Possessive

**Tutor:** What are the benefits in your company?

**Student:** The company provides paid vacation leave, bonuses and commissions without the workers \_\_\_\_\_ for it.

0-5. Gerund as an Appositive

**Tutor:** Could you tell me more about your company?

**Student:** My company's main focus, \_\_\_\_\_ products, has been given importance in our town.

Grammar Review (文法の復習) (5-10 min)

A **participle** is a verb that is used as an adjective and usually ends in *-ing* or *-ed*. It is based on a verb and, therefore, expresses an action or state. As an adjective, participles modify a noun or pronoun.

分詞は、形容詞として用いられる準動詞のひとつで、多くは*-ing* または*-ed* の形で表されます。分詞は動詞をベースにしているため、行動や状態を表します。形容詞的用法の分詞は、名詞や代名詞を修飾します。

A **participle** is a verb form that can be used *as an adjective* to describe *a noun*.

分詞は準動詞のひとつで、名詞・代名詞を修飾する形容詞として用いられます。

Example 1:

*I am a **working** student.*

私は働く学生です。

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When the present participle (**-ing** form) is used, the noun it describes is (or was) the performer of the activity named by the participle.

現在分詞 (ing 形) が修飾する名詞は、分詞が表す動作・状態の行為者です。

Example 2:

*The dog **barks**.*

その犬は吠える。

*It is a **barking** dog.*

それは吠えている犬だ。

In the sentence, *the dog* is the performer of the action (bark).

この例で、*the dog* (その犬) は bark (吠える) という動作の行為者です。

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When the past participle (**-ed, -en** form) is used, the noun it describes is (or was) acted upon.

過去分詞 (ed, en などの形) が名詞を修飾する場合は、受動的な意味合いを持ちます。

Example 3:

*The dog **frightens** the child.*

その犬は子どもを怯えさせている。

*The child is **frightened** by the dog.*

その子どもは犬に怯えている。

*He is a **frightened child**.*

それは怯えている子どもだ。

In the sentence, the child is the receiver of the action and is described as a **frightened child**.

この例では、the child (その子ども) は frighten (怯えさせる) という動作の受け手なので、受動的に **frightened child** (怯えた子ども) として表すことができます。

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The use of the present or past participle does not depend on the verb tense of the sentence, but rather on the performer/receiver in the sentence.

現在分詞と過去分詞の使い分けは、文中の動詞の時制によってではなく、分詞が修飾する名詞が行為者であるか受動者であるかによって決まります。

Exercise 1 (エクササイズ 1) (2-4 min)

Directions: Repeat after your tutor. (講師に続けて言ってください)

*Example (例文) :*            *This is an interesting gadget.*  
(これはおもしろいガジェットです。)

1-1.     It is a                            barking dog. (吠えている犬)  
   broken leg. (骨折した脚)  
   shared file. (共有ファイル)  
   frightened cat. (おびえた猫)  
   very exciting show. (とても興奮するショー)

1-2.     Most countries are            made in the US. (アメリカ製の)  
importing goods                        manufactured in China. (中国で生産された)  
   shipped from Asia. (アジアから輸送された)  
   taxed by customs. (税関で課税された)  
   loved by many people. (多くの人に愛された)

1-3.     She saw                                a sleeping cat. (寝ている猫)  
   a flashing light. (光るライト)  
   a leaking pipe. (漏水しているパイプ)  
   a broken window. (割れた窓)  
   a torn map. (破れた地図)

manufacture: 製造する

customs: 税関

unspoiled: 傷んでいない

Exercise 2 (エクササイズ 2) (3-6 min)

Directions: Complete the exercise below to make a sentence.

(下の文章を完成させてください)

*Example (例文) :*                    *This is an interesting gadget.*  
(これはおもしろいガジェットです。)

- 2-1. The program host tries to entertain the \_\_\_\_\_ audience by telling jokes.  
(その番組の司会者は冗談を言って\_\_\_\_観客を楽しませようとする。)
- 2-2. The \_\_\_\_\_ candidate for presidency felt cheated by the results of the elections.  
(その\_\_\_\_\_大統領候補は、選挙の結果に騙されていると感じた。)
- 2-3. The candidates need to reach the \_\_\_\_\_ number of votes before they win.  
(候補者たちが当選するためには、\_\_\_\_\_投票数に達する必要がある。)
- 2-4. His artworks seem \_\_\_\_\_.  
(彼の挿絵は\_\_\_\_\_ようだ。)
- 2-5. Math problems often become \_\_\_\_\_.  
(数学の問題はたびたび\_\_\_\_\_になる。)

Exercise 3 (エクササイズ 3) (3-6 min)

Directions: Match the words below to make a correct sentence or phrase. There may be multiple combinations. Choose the best answer. (左と右の言葉を組み合わせて文を完成させてください。対応する組み合わせはひとつとは限りませんが、その中で最も適切な答えを選びなさい。)

The cat \_\_\_\_\_

3-1. amused the	smoked fish on the table.
3-2. ate the	by the sound of breaking glass.
3-3. was surprised	hidden passage.
3-4. was taken by	a passing stranger.
3-5. uncovered a	bored child.

The \_\_\_\_\_

3-6. red wine is	sweetened milk.
3-7. window was	some dancing monkeys.
3-8. pitcher contained	prepared from fermented grapes.
3-9. circus featured	increases foreign investors.
3-10. growing economy	broken by a thrown ball.

uncover: ~を発見する

investor: 投資家

ferment: 発酵させる

Exercise 4 (エクササイズ 4) (3-6 min)

Directions: Practice having a conversation with your tutor.

(講師と会話の練習をしましょう)

**Tutor:** What happened?

**Student:** I found out that my <stained / broken / expired > glass window was broken so I fixed it.

**Tutor:** Why was your window broken?

**Student:** I don't know for sure. Maybe it was hit by a <thrown / flown / shoot> ball.

**Tutor:** You should clean up the mess here and then take a rest. You look terrible.

**Student:** Really? Do I look <exhausting / exhausted / exhaust>?

**Tutor:** Yes, you really do.

**Student:** Fixing the window is a <challenging / tiring / boring> job for an amateur like me.

**Tutor:** No doubt about that.

**Student:** But I think that fixing <breaking / break / broken> things is interesting, so I still enjoy it.

amateur: アマチュア (素人)



Exercise 5 (エクササイズ 5) (3-6 min)

Directions: Practice having a conversation with your tutor.

(講師と会話の練習をしましょう)

- Tutor:** How was your day?  
(今日はどんな日でしたか?)
- Student:** Not so good. Unfortunately, the \_\_\_\_\_ computer made me miss my deadline at work.  
(あまりいい日ではありませんでした。運悪く、\_\_\_\_\_パソコンのせいで仕事の締め切りに間に合わなかったのです。)
- Tutor:** You could have borrowed my computer.  
(私のパソコンを貸したのに。)
- Student:** I would have been happy to do that, but the \_\_\_\_\_ data was stored in my computer.  
(そうできたらよかったです、\_\_\_\_\_データが私のパソコンに保存してあって。)
- Tutor:** You should have saved it in a CD or a flash drive.  
(そのデータを CD かフラッシュドライブに保存しておけばよかったですね。)
- Student:** Yes, but I forgot to. Finishing that paperwork was a \_\_\_\_\_ task.  
(そうですね、忘れていました。あの事務処理を終わらせるのは \_\_\_\_\_ 仕事でした。)
- Tutor:** I understand. Next time, just tell me if you need to use my computer so I can lend it to you.  
(そうですね。今度私のコンピューターが必要なことがあれば、遠慮なく言ってくださいね。)
- Student:** Thank you very much! I'm just \_\_\_\_\_ that the day is over.  
(ありがとうございます。きょう一日が終わって本当に\_\_\_\_\_。)

**Exercise 6** (エクササイズ 6) (5-10 min)

Directions: Practice and enjoy a free talk with your tutor.

(フリートークを講師と楽しく練習しましょう)

Guide Questions from the tutor: (講師は次の質問で会話を始めます)

- 6-1. Do you think the environment is being destroyed by industrialization?
- 6-2. Have you ever broken an appliance? Tell me about it.
- 6-3. Have you tried fixing a broken appliance? How did you do it?
- 6-4. In your area, where can you bring a broken gadget to have it fixed?