

Today's Pattern: (今日のパターン)

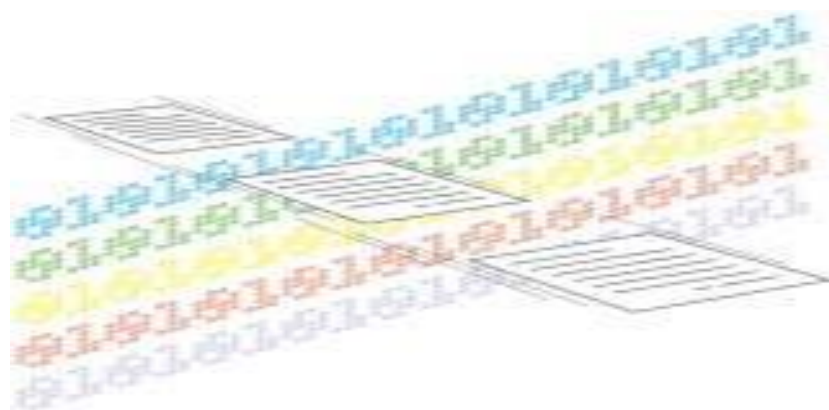
Participial Construction (-ed and -en)

(分詞構文 [過去分詞])

Today's Sentence: (今日の例文)

Confused by the computer's code, the employee asked for the IT Officer's help.

(コンピューターのコードに混乱して、従業員は IT 管理者に助けを求めました。)



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.
(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.

(これまで学習したパターンを復習しましょう)

0-1. 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.

0-2. 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 them.

0-3. 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.

0-4. Participles as Adjective

Tutor: How was your day?

Student: Not so good. Unfortunately, the _____ computer made me miss my deadline at work.

0-5. Participle -ing

Tutor: How did the people know about the event?

Student: _____ curious, the people went to listen to someone who handed out flyers.

Grammar Review (文法の復習) (5-10 min)

A **participial phrase** is a group of words consisting of a participle and a number of modifiers, nouns, or pronouns. These serve to describe the participle and complete the phrase.

分詞句は、分詞と、分詞の意味を補う修飾語・名詞・代名詞で構成されています。

A **participle** is a verbal that is used as an adjective and most often ends in *-ing* or *-ed*. It expresses action or a state of being and is used to modify nouns or pronouns.

分詞は、形容詞として用いられる準動詞の一つで、多くが *-ing* または *-ed* の形をとります。

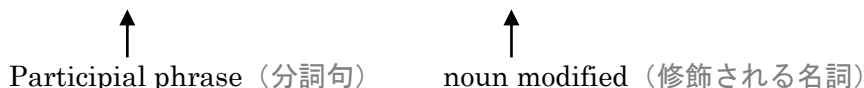
分詞は動作や状態を表し、名詞や代名詞を修飾します。

In this material, we will study the past participles; those that end in *-ed* and *-en*.

このレッスンでは、過去分詞 (*-ed* または *-en* 形) について学習します。

Example 1:

Confused by the computer's code, the employee asked for the IT Officer's help.



例文 1: コンピューターのコードに混乱して、従業員は IT 管理者に助けを求めました。

In the example above, the participial phrase functions as an adjective modifying employee.

この例文では、分詞句 (コンピューターのコードに混乱して) が名詞 (従業員) を修飾する形容詞としての役割を果たしています。

Example 2:

The historical building, restored to its former glory, was inaugurated today.



例文 2: かつての荘厳さを取り戻したその歴史的建造物は、今日落成した。

In the example above, the participial phrase functions as an adjective modifying building.

この例文では、分詞句 (かつての荘厳さを取り戻した) が名詞 (建造物) を修飾する形容詞としての役割を果たしています。

Here are examples of verbs that can be used in participial phrases:
分詞構文でよく用いられる過去分詞は次のとおりです。

shaken	broken
activated	driven
distracted	exhausted
thrilled	provoked
spilled	penned
chosen	damaged

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) : Confused by the computer's code, the employee asked for the IT Officer's help.

(コンピューターのコードに混乱して、従業員は IT 管理者に助けを求めました。)

- | | |
|-------------------|--|
| 1-1. Amazed, | <p>she clapped loudly after the performance.
(彼女は上演後に大きな音で拍手しました。)</p> <p>he moved closer to the monument.
(彼は記念碑にさらに近づきました。)</p> <p>my friend and I marveled at the painting.
(友達と私はその絵に驚嘆しました。)</p> <p>they praised the chef for the delicious meal.
(彼らはシェフのおいしい食事を称賛しました。)</p> |
| 1-2. The student, | <p>chosen to report tomorrow, went to the library.</p> <p>moved by the choir's performance, decided to study music.</p> <p>fascinated by astrology, participated in the discussion.</p> <p>determined to succeed, studied even on weekends.</p> |

astrology: 星占い、占星術

Exercise 2 (エクササイズ 2) (3-6 min)

Directions: Complete the exercise below to make a sentence. (下の文を完成させてください)

Example (例文) : Confused by the computer's code, the employee asked for the IT Officer's help.

(コンピューターのコードに混乱して、従業員は IT 管理者に助けを求めました。)

2-1. _____ by the people, the national hero was commemorated.

(人々に____、その国民的英雄は追悼された。)

2-2. _____, she jumped after seeing the rat crossing her room.

(____、彼女は部屋を横切るネズミを見て飛び上がった。)

2-3. The building's garden, _____ by the maintenance team, was awarded in the town's ceremony.

(維持管理チームによって____その建物の庭は、町の式典で表彰された。)

2-4. _____, the old painting remained hanging on the wall of the basement.

(____、古い絵画は地下の壁にかかったままになっていた。)

2-5. _____ by the attention, Jack forgot the speech he prepared. .

(注目されて____、ジャックは用意していたスピーチを忘れた。)

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。)

Amazed, _____

3-1. they stood	the runner reach the finish line.
3-2. they congratulated	the actor to his car.
3-3. they watched	while he received the award on stage.
3-4. his mother cried	the pianist for a very good rendition.
3-5. the fans escorted	by the road and watched the parade.

The old lady, _____

3-6. exhausted by the long walk,	told stories.
3-7. surrounded by her grandchildren,	asked for some water.
3-8. driven by love,	was not able to sleep well.
3-9. distracted by the noises outside,	packed her bags to visit her children's families.
3-10. filled with excitement,	cooked dozens of pies for her children.

rendition: 演奏

surround: 取り囲む

distract: ~の気を散らす

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: Why were you late for our meeting?

Student: I'm sorry. Mr. Simon, <caught in traffic / moved by traffic / arrived early>, was late. We had to extend our meeting a few minutes.

Tutor: I see, but couldn't you at least have called me?

Student: Having <been used all morning / no use / given up>, my cellphone was dead.

Tutor: Well, what's done is done. So, about the other project you're in, who's going to give the presentation to our foreign clients?

Student: Mr. Park, <chosen by the planning committee / chose by the committee / planned by the committee> will give the presentation.

Tutor: Mr. Park?

Student: Yes. <Having been head of the Production Department / heading production / producing the department> for three years, he's certainly qualified to do so.

Tutor: Great. I guess everything is settled then.

Student: No worries. Having been <planned / thought / proposed> by the committee, the presentation will be a success.

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: I heard you joined a painting competition recently. Did you receive any awards?

(最近、絵画コンテストに参加なさったそうですね。入賞しましたか?)

Student: Yes. I have won an award _____ to people who are considered very creative.

(はい。独創性のある人に_____賞をいただきました。)

Tutor: What kind of award was that?

(それはどのような賞なのですか?)

Student: _____ by the Creative Art Museum, the Award for Creativity is only given to abstract painting that can combine impressionism and expressionism.

(『クリエイティブ美術館』から_____クリエイティブ賞は、印象主義と表現主義が融合した抽象画に与えられる賞です。)

Tutor: How did you feel when you received the award?

(受賞したとき、どんな気持ちでしたか?)

Student: _____ to hear my name being called, I almost cried.

(自分の名前が呼ばれたのを聞いて_____,泣きそうになりました。)

Tutor: I guess any one would feel that way. Congratulations!

(誰だってそう思うでしょうね。おめでとうございます!)

Student: Yeah, that's right! Thank you!

(ええ、そうですね! ありがとうございます!)

abstract painting: 抽象画

impressionism: 印象主義

expressionism: 表現主義

Exercise 6 (エクササイズ 6) (5-10 min)

Directions: Practice and enjoy a free talk with your tutor. (講師と楽しくフリートークを練習してください)

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

- 6-1. Have you ever been late for an appointment? If yes, why were you late?
- 6-2. How will a person feel if you arrive late for an appointment with him/her?
- 6-3. What do you feel when people are late for a meeting with you?
- 6-4. What can people do to avoid being late?