

Today's Pattern: (今日のパターン)

Infinitives (Bare)

(原形不定詞)

Today's Sentence: (今日の例文)

I watched him ride his new motorcycle.

(私は彼が新しいバイクに乗っているのを見ました。)



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.
(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.

(これまで学習したパターンを復習しましょう)

0-1. Participles as Adjective

Tutor: How was your day?

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

0-2. Participle -ing

Tutor: How did the people know about the event?

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

0-3. Participle -ed/en

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

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

0-4. Infinitives

Tutor: Why did the company's management sell some of its properties?

Student: It is to _____. With the additional funds, our company can continue operations.

0-5. Infinitives

Tutor: How was the exam?

Student: _____, I'm afraid I did not do well.

Grammar Review (文法の復習) (5-10 min)

An **infinitive** is a form of a verb that generally appears with the word *to* and acts as a noun, adjective or adverb.

不定詞は通常<to+動詞の原形>の形で表され、名詞、形容詞、副詞の働きをします。

What is a bare infinitive?

原形不定詞とは？

A bare infinitive is a verb that acts as the main verb and normally placed after the verb “do” or other auxiliary verbs (e.g. *can, should, will*).

原形不定詞は、主動詞として働く動詞で、通常は動詞“do”または助動詞 (can、should、will など) の後に置かれます。

Example 1: (例 1)

I will **check** that.

私がそれを確認します。

Verbs of perception, such as *see, feel, watch, and sense* use a direct object and a bare infinitive. The bare infinitive does the action of the main verb’s direct object.

see, feel, watch, sense などの知覚動詞は、直接目的語と原形不定詞を取ります。原形不定詞は、主動詞の直接目的語 (意味上の主語) の行動を表します。

Example 2: (例 2)

I watched him **ride** his new motorcycle. (perception verb + bare infinitive)

私は彼が新しいバイクに乗っているのを見ました。(知覚動詞+原形不定詞)

Verbs of causation such as *made, let, bid, and have* also take a direct object and a bare infinitive.

made, let, bid, have などの使役動詞も、直接目的語と原形不定詞を取ります。

Example 3: (例 3)

They made me **stay** alone. (causative verb + bare infinitive)

彼らは私を一人に残した。(使役動詞+原形不定詞)

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) : *I watched him ride his new motorcycle.*
(私は彼が新しいバイクに乗っているのを見ました。)

- | | | |
|------|------------------------------|---|
| 1-1. | Linda might | hear the sound of the motorcycle. (バイクの音を聞く)
bake a cake this morning. (今朝ケーキを焼く)
accept his offer to go out with him. (彼からのデートの申し込みを受ける)
help her sister with her homework. (妹の宿題を手伝う)
visit the art museum next week. (来週美術館を訪れる) |
| 1-2. | He heard someone | talk badly about the president.
open the door and enter his house.
drop a glass in the kitchen downstairs.
trip and fall behind him. |
| 1-3. | The teacher made the student | draw a house.
stay in the classroom after class.
prepare the tools for the experiment.
rewrite his essay. |

experiment: 実験

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) : *I watched him ride his new motorcycle.*

(私は彼が新しいバイクに乗っているのを見ました。)

2-1. They saw Jake _____ early.

(彼らはジェイクが早く_____を見ました。)

2-2. Mrs. Peterson made her daughter _____ her homework.

(ピーターソンさんは、娘に宿題を_____させました。)

2-3. The director made Jack _____ the next project of the company.

(取締役は、会社の次のプロジェクトをジャックに_____させました。)

2-4. She requested that I _____ until the end of the program.

(彼女は、番組の最後まで私が_____を要求しました。)

2-5. Mr. Smith saw the woman _____ towards him.

(スミスさんは、彼に向かって_____女性を見ました。)

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。)

He _____

3-1. should continue	canary sing.
3-2. listened to the	out the fire in the fireplace.
3-3. can feel the wind	his composition by tomorrow.
3-4. saw her put	blow against his skin.
3-5. will finish	the project he started.

The teacher _____

3-6. let me carry	develop the curriculum.
3-7. made me apologize	open our notes during the recitation.
3-8. had helped the principal	a dictionary while writing their essays.
3-9. wouldn't let us	for being late for the third time.
3-10. let her students use	his books until he reached the door.

composition: 作曲

recitation: 暗唱

principal: 社長、校長

curriculum: カリキュラム、履修課程

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's the commotion about?

Student: The clients of BCE Insurance are protesting. I can <saw / see / seen> them rally across the street.

Tutor: That's too bad. The company owner must be worried because it's disrupting their business.

Student: I can <think / worry / understand> the company's situation, but we can't blame the clients if they act that way.

Tutor: Right. It's an important matter that should be addressed properly.

Student: In that case, the company should <present / shout / perform> a clear statement to calm the clients down.

Tutor: I agree. I wonder why the company didn't say anything about it until now.

Student: I think the company saw them <arrive / walk / come> already and they have thought of ways to resolve this. Let's wait and see.

Tutor: Maybe you're right. I hope they can do something about this soon. I sympathize with the clients.

Student: I think the company won't <allow / allows / allowed> its reputation to be tarnished further so we should expect them to resolve the situation quickly.

commotion: 騒ぎ protest: 抗議する disrupt: ~を混乱させる address: ~に対処する
sympathize: 同情する reputation: 評判 tarnish: 傷つける

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:** Are you going somewhere?
(どこかに行くのですか?)
- Student:** Ah, yes! The supervisor requested a copy of the inventory so he could _____ it.
(ええ! 上司に_____できるように在庫一覧表のコピーを依頼されました。)
- Tutor:** I heard that there's a meeting scheduled this afternoon.
(午後に会議が予定されていると聞きました。)
- Student:** Yes, there is. The supervisor made his secretary _____ the meeting.
(はい。上司が秘書に会議を_____させました。)
- Tutor:** I wonder what the meeting's agenda is.
(議題は何でしょうね。)
- Student:** I don't know, either. Maybe the head office wouldn't _____ the project to continue.
(私も知りません。もしかすると、本社はプロジェクトを続けさせないのかもしれない。)
- Tutor:** That's too bad. The supervisor has been working on that project for quite some time.
(それは残念です。上司はあのプロジェクトにかなり長い間取り組んできたのに。)
- Student:** I think we shouldn't give it up because it's a good project. Please excuse me for a moment. I should _____ this copy to the supervisor now. See you at the meeting later!
(私は、よいプロジェクトなので諦めるべきではないと思います。そろそろ失礼します。このコピーを上司に_____しなければならないので。ではまた、会議でお目にかかりましょう!)

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の練習をしましょう)

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

- 6-1. What kind of problems do most businesses have?
- 6-2. How are you affected by these problems?
- 6-3. What are the steps taken by some businesses to address these problems?
- 6-4. Do you have suggestions on how companies can improve?