

Today's Pattern: (今日のパターン)

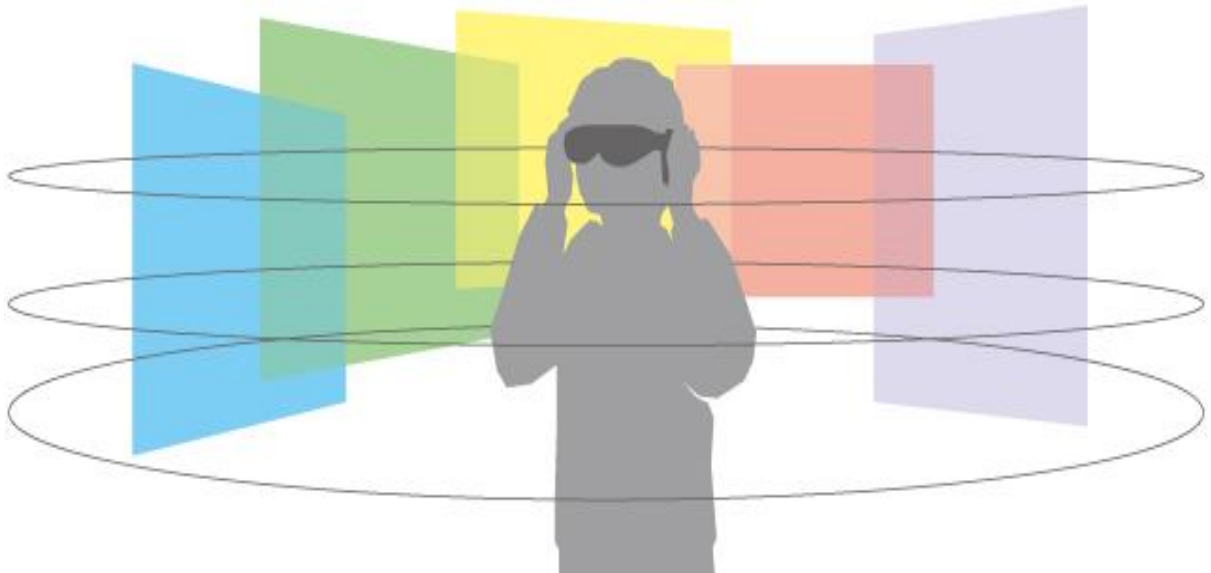
Subject – Transitive Verb – Direct Object – Objective Complement (Adj)

(主語 + 他動詞 + 直接目的語 + 形容詞)

Today's Sentence: (今日の例文)

I find him intelligent.

(私は彼が知的だと思う。)



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. Subject – Linking Verb – Subject Complement (Adj)

Tutor: I will wear this light pink gown on your wedding day.

Student: Are you sure? You will look _____ in that dress. Perhaps you can look for a better dress to wear.

0-2. Subject Linking Verb – Subject Complement (Noun)

Tutor: What do you think you'll be doing ten years from now?

Student: I think I will become _____ because I can act well.

0-3. Subject – Verb (Intransitive)

Tutor: What time is your husband arriving tonight?

Student: He will arrive at _____.

0-4. Subject – Transitive Verb – Direct Object

Tutor: What did you do this morning?

Student: I cleaned _____.

0-5. Subject – Transitive Verb – Indirect Object – Direct Object

Tutor: What gift did you give your fiancé on your anniversary?

Student: I gave him _____.

Grammar Review (文法の復習) (5-10 min)

In the English language, there are ten basic sentence patterns according to the type of verb used.

For today's pattern, the *direct object* is followed by an *objective complement*. The objective complement renames, describes or gives additional information to the object. It may either be an adjective, a noun or a pronoun.

For this lesson, we will consider adjectives as objective complements.

英語の文型

一般に英語の基本文型は5種類とされていますが、レアジョブでは基本文型を10パターンに分け、より細かく丁寧に学習します。このレッスンではパターン9を学習します。

パターン9 [主語 + 他動詞 + 直接目的語 + 形容詞]

このパターンでは、直接目的語の後に目的格補語が続きます。目的格補語は、直接目的語を言い換えたり、説明したり、情報を追加したりする働きをします。目的格補語になるものはおもに形容詞、名詞、代名詞です。

このレッスンでは、目的格補語として働く形容詞について学習します。

Pattern 9: S + TV + DO + OC (adj.)

パターン9: 主語 + 他動詞 + 直接目的語 + 目的格補語 (形容詞)

私は	と思う	彼が	知的だ
I	find	him	intelligent.
↑	↑	↑	↑
S	TV	DO	OC (adj.)

Note: (注)

S	<u>subject</u> ⇨ noun, pronoun or noun phrase that tells who or what the sentence is about 主語⇨文が誰(何)についてのものかを示す名詞、代名詞または名詞句。
TV	<u>transitive verb</u> ⇨ a verb that requires a direct object 他動詞⇨直接目的語を伴う。
DO	<u>direct object</u> ⇨ an object which answers the question "what" or "to whom", it is usually a noun 直接目的語⇨"誰(何)を"にあたる語。主に名詞・代名詞。
OC (adj.)	<u>adjective</u> ⇨ describes the direct object. 目的格補語(形容詞)⇨直接目的語を修飾する。

A lot of sentences can stand without an objective complement because the information which it offers is often unnecessary or optional. However, in this pattern, sentences require an objective complement (adjective) to complete the meaning of the sentence.

To identify an objective complement, we insert the phrase “to be” between the direct object and the candidate word to check if the sentence has the same sense.

このパターンでは目的格補語（形容詞）が用いられていますが、目的格補語が示す情報は必ずしも必要でないものや追加的なものであるため、多くの文は目的格補語なしで成立します。

直接目的語に続く語が目的格補語であるかわからない場合、二語の間に“to be”を挿入して、文の意味が同じになるか確認します。

Example: (例) I find him intelligent. (私は彼が知的だと思う。)

→ ‘I find him *to be* intelligent.’ (私は彼が知的であると思う。)

Here, the changed sentence has the same sense as the original. Therefore, ‘intelligent’ is an objective complement.

上の例で、“to be”を挿入した文は元の文と意味が同じになるため、‘intelligent’（知的）は目的格補語であるとわかります。

Some examples of transitive verbs that are used in this pattern are as follows:

このパターンで多く用いられる他動詞の一例は、次のとおりです。

<i>leave</i>	<i>like</i>	<i>mow</i>	<i>wash</i>
<i>wipe</i>	<i>write</i>	<i>find</i>	<i>make</i>
<i>want</i>	<i>think</i>	<i>consider</i>	<i>place</i>
<i>believe</i>	<i>paint</i>	<i>lock</i>	<i>deem</i>
<i>declare</i>	<i>turn</i>	<i>sweep</i>	<i>proclaim</i>

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 find him intelligent.*
(私は彼が知的だと思う。)

1-1. I find

him rather kind. (彼がかなり親切だと)
her very pretty. (彼女がとてもかわいいと)
the baby so adorable. (その赤ちゃんがとても愛らしいと)
the house bigger than I expected. (その家が予想より大きいと)
her attitude quite pleasing. (彼女の態度がとても魅力的と)

1-2. The students made

the quiz show challenging.
their report comprehensive.
the letter formal.
the cake sweet and creamy.
their presentation interesting.

comprehensive: 理解力のある、理解のある

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 find him intelligent.*
(私は彼が知的だと思う。)

- 2-1. My father painted the kitchen _____.
(父はキッチンを_____に塗った。)
- 2-2. The students consider the lecture _____.
(その生徒は、講義を_____と考えた。)
- 2-3. She keeps her face _____.
(彼女は顔を_____し続けている。)
- 2-4. The financial analysts think the crisis is _____.
(金融アナリストは、その恐慌は_____と考えている。)
- 2-5. The sports committee declared the athlete _____.
(スポーツ連盟は、その選手が_____だと公表した。)

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。)

3-1. He made	his shirt ironed.
3-2. He wrote his report	in the project essential.
3-3. His brother likes	in cursive.
3-4. The gardener mowed the	lawn clear.
3-5. I found his role	his intentions clear.

3-6. Michelangelo	their tools cluttered.
3-7. The baby wants	his food sweet.
3-8. The miners left	the peace treaty favorable.
3-9. The government deemed	the car spotless.
3-10. My brother washed	painted the Sistine Chapel beautiful and grand.

intention: 意思 cursive: 草書体の essential: 必須の、最も重要な
 Michelangelo: ミケランジェロ deem: ~と考える grand: 壮大な
 Sistine Chapel: システィーナ礼拝堂 cluttered: 散らかった
 spotless: 汚れのない、ピカピカの

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 are you doing right now?

Student: I'm cleaning our house. I have just swept the living room <warm / clean / dainty>.

Tutor: Why did you do that?

Student: It's my younger sister's birthday and she's going to have a party tonight. Mom wants the house <presentable / dirty / messy>.

Tutor: Now I understand. What did your sister say?

Student: My sister wants the party to be <unforgettable / cheap / famous>. She is so happy.

Tutor: That's great! Do you also like parties?

Student: Yes, I like going to parties. I find them very <interesting / boring / gay>.

dainty: おいしい

presentable: 見苦しくない

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: What do you think about the latest movie you have watched?
(あなたが最近見た映画についてどう思いますか?)

Student: I find _____.
(_____と思います。)

Tutor: How about the cast?
(キャストはどうですか?)

Student: I perceived _____.
(_____と思いました。)

Tutor: And what can you say about the plot?
(ストーリーについてはどうですか?)

Student: I consider _____.
(_____と思います。)

Tutor: How about the cinematography?
(撮影についてはどうですか?)

Student: I find _____.
(_____と思います。)

cast: 配役、出演の俳優たち

plot: (物語・小説・劇などの) 筋、構想

cinematography: 映画撮影術

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 do you consider good manners? Please give some examples.
- 6-2. What about bad manners? Please also give some examples.
- 6-3. What do you think of parents who teach their children good manners?
- 6-4. What about parents who punish their children for bad manners?

punish: ~を罰する