

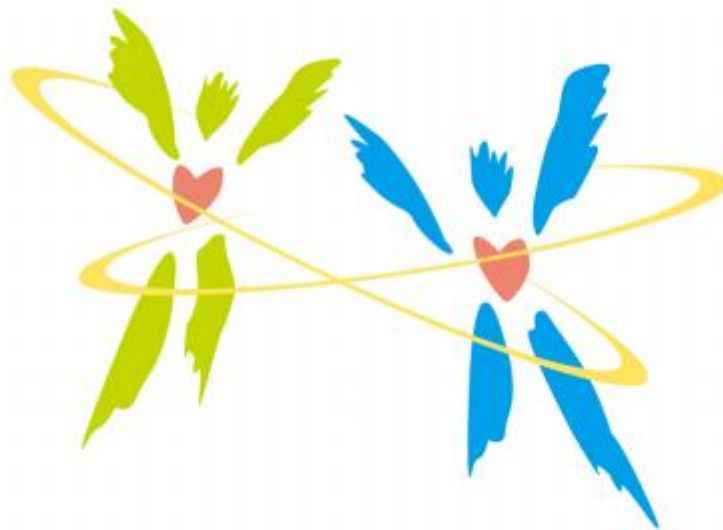
Today's Pattern (今日のパターン)

Determiners (Predeterminers and Central Determiners)
(限定詞)

Today's Sentence (今日の例文)

All the time I was waiting for you, but you never came!

(ずっとあなたを待っていましたが、とうとうあなたは来ませんでした！)



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. It is (adjective) to...

Tutor: What do you think of English?

Student: I think it is interesting to _____.

0-2. (be) supposed to...

Tutor: Why are you angry?

Student: This box is supposed to have been _____.

0-3. as... as... / not as...as / not so...as...

Tutor: Do you think playing the piano is as easy as playing the guitar?

Student: I think that it is not as _____.

0-4. Progressive comparison (e.g. more and more / better and better)

Tutor: How did you feel when you celebrated your birthday recently?

Student: I felt _____.

0-5. Use of 'no less than', 'not less than', 'no more than', 'not more than'

Tutor: Would you know the penalty for causing physical injury to another person?

Student: I'm not sure but I think they should pay not less than _____.

Grammar Review (文法の復習) (5-10 min)

Determiners are, in their simplest description, noun identifiers. This means that a noun can be identified (or *determined*) in a sentence given these determiners.

Example: *The pie smells delicious.*

Here the noun ‘*pie*’ is preceded by the determiner ‘*the*.’

Determiners can be classified into three types: *central determiners*, *predeterminers*, and *postdeterminers*. In this lesson, we’ll concentrate on the first two.

1) *Central Determiners*

Central Determiners are made up of a number of subgroups which include *articles*, *possessives*, *demonstratives*, *wh-determiners*, and certain *quantifiers*. A table of the most common central determiners is shown below:

Subgroups	Examples	Sentences
Articles	<i>the, a, an, Ø</i> (zero article)	(Ø) <u>Life</u> is but <i>a <u>game</u></i> of chance.
Possessives	<i>my, your, his, her, its, our, their</i>	<i>My <u>bag</u></i> is prettier than <i>your <u>bag</u></i> .
Demonstratives	<i>this, that, these, those</i>	I hope <i>this <u>school week</u></i> ends very soon.
Wh-determiners	<i>what, which, whose, whatever, whichever</i>	<i>Whatever <u>plans</u></i> you have will not succeed without hard work.
Quantifiers	<i>any, each, either, enough, every, few, fewer, less, little, many, more, most, much, no, neither, one, several, some</i>	What a wonderful thought it is that <i>some <u>of the best days of your life</u></i> haven’t happened yet.

As a rule of thumb, central determiners can be identified since one cannot occur at the same time as another, but can take the place of each other (the ‘*zero article*’ however is a

special case.)

Example: (This the) pie smells delicious.
→ *this* and *the* can't determine '*pie*' at the same time.

So instead:

The pie smells delicious.
→ or
This pie smells delicious.

2) Predeterminers

Predeterminers are named such because they come *before* central determiners. *Quantifiers*, *multipliers*, *fractional expressions*, and *intensifiers* are all included in this category.

Subgroups	Examples	Sentences
Quantifiers	<i>all, both, half</i>	<i>All</i> the <u>time</u> I was waiting for you, but you never came!
Multipliers	<i>once, twice, three times, ... double, triple, quadruple</i>	I go to the countryside <i>once</i> a <u>week</u> to visit my grandparents.
Fractions	<i>one-half, one-third, two-fifths, etc.</i>	Only <i>one-fourth</i> of the <u>class</u> passed the rigorous Physics final exam.
Intensifiers	<i>what, such, rather, quite, etc.</i>	<i>What</i> an <u>adorable child</u> you are!

Plural nouns and mass nouns are often preceded by multipliers. Multipliers are also found before singular count nouns that determine number or amount.

Example: Organic rice costs almost *twice* the price of ordinary rice.
→ ('*price*' is a singular count noun that determines amount.)

The same is true for fractional expressions. Fractional expressions may be followed by ‘*of*’ before the actual central determiner they precede.

Example: This amazing oven cooks food in one-third *of* the time than conventional ones.

The quantifiers ‘*all*’, ‘*both*’, ‘*half*’ can be used for count nouns as well. For mass nouns however, only ‘*all*’, and ‘*half*’ are used. Like fractional expressions, they may also be followed by ‘*of*’.

Example: The kid spent *half*[*of*] his allowance on a new video game.

Intensifiers are typical in casual conversations. Although British English uses intensifiers more often than American English, it’s still important to take note of these intensifiers particularly when one studies literature.

限定詞

名詞や名詞句を修飾する語のうち、形容詞が名詞の性質を表すのに対し、a、the、some など、名詞の前に置いてその語の数量や所有などの範囲を限定する語を限定詞と呼びます。このレッスンでは限定詞の用法を学習します。限定詞には以下のものがあります。

冠詞 : a、an、the

所有代名詞 : my、your、his、their など

指示代名詞 : this、that、these、those

不定代名詞 : another、any、each、either など

疑問代名詞 : which、whose など

固有名詞の所有格 : Africa's、John's など

普通名詞の所有格 : the teacher's など

数詞 : three、second、one-third など

不定数量形容詞 : a lot of、few、a great number of、most など

限定詞は、その用法から一般限定詞、先行型限定詞、後続型限定詞の3つに分類できます。

一般限定詞

一般限定詞は基本形で、the pie、those trees のように、名詞の前に置いて使われます。原則として、the this pie のように、同じ名詞句の中では重ねて使うことはできません。一般限定詞として分類される語には、冠詞・所有代名詞・指示代名詞・疑問代名詞・不定代名詞があります。

例文 : Life is but a game of chance.

(人生とは一か八かのゲームのようなものです。) [Lifeは無冠詞]

My bag is prettier than your bag.

(私のバッグはあなたのバッグよりもかわいいです。)

Whatever plans you have will not succeed without hard work.

(あなたがどんな計画を立てても、一生懸命やらなければ成功しないでしょう。)

先行型限定詞

先行型限定詞は、half an hour、both her children のように、一般限定詞の前に置かれる限定詞です。先行型限定詞として分類される語のうち最も使われるのは all で、ほかに数詞や不定数量形容詞があります。

Intermediate Lesson Material (中級者用レッスンテキスト)

例文 : All the time I was waiting for you, but you never came!

(ずっとあなたを待っていましたが、とうとうあなたは来ませんでした!)

I drop by seashore once a week to visit my grandparents.

(私は祖父母を訪ねるため週に一度海辺へ立ち寄ります。)

後続型限定詞

後続型限定詞は our three dogs、the second time、their next visit、no more money のように、一般限定詞の後に置かれる限定詞です。

game of chance: (すごろくやトランプのような) 運が左右するゲーム

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: All the time I was waiting for you, but you never came!

(例文: ずっとあなたを待っていましたが、とうとうあなたは来ませんでした!)

- 1-1. This stew is just too hot and spicy for my taste.
(シチューは私には辛くて刺激が強すぎます。)
- simple gift has given me every reason to smile.
(気取らない贈り物に、私は笑顔にならざるを得ませんでした。)
- song's new version hasn't given justice to the original one.
(歌の新バージョンはオリジナルのよさを伝えていません。)
- year, I'll make sure I get that coveted promotion.
(年かならず私は誰もが羨むような昇進をしてみせます。)
- country needs the youth's talents more than ever.
(国はこれまで以上に若者の才能を必要としています。)

- 1-2. I read the newspaper once a day, but not all the articles.
for half an hour every morning.
more than twice a week.
published every Monday.

every reason to...: ...するには正当な理由がある / ...するのももっともだ

give justice to...: ...を正しく扱う

coveted: 【形】誰もが欲しが

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: *All the time I was waiting for you, but you never came!*

(例文: ずっとあなたを待っていましたが、とうとうあなたは来ませんでした!)

- 2-1. Believe there is good in _____ (*article*) world.
(【冠詞】世界にはいいことがあると信じなさい。)
- 2-2. There are so _____ (*quantifier*) beautiful reasons to be happy.
(幸せになれる【不定代名詞】すてきな理由があります。)
- 2-3. Begin _____ (*quantifier*) day with a grateful heart.
(感謝の気持ちを持って【不定代名詞】日を始めなさい。)
- 2-4. The world will not be destroyed by those who do evil, but by _____ (*demonstrative*) who watch them without doing anything.
(世界は悪事を働く者によってではなく、それを傍観する【指示代名詞】によって滅びる。)
- 2-5. Change your thoughts and you'll change _____ world (*possessive*)!
(考え方を換えれば【所有代名詞】の世界が変わります!)

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. The world would be a better place	you might have become.
3-2. It is never too late to be what	to become stronger and wiser.
3-3. There is such little time left for	effort and leave no work undone.
3-4. I should double my	us to say our farewells.
3-5. Every event is an opportunity	without poverty and hunger.

3-6. Some pursue happiness;	I'll support you all the way.
3-7. Whatever decision you make,	at the mall today.
3-8. We had quite the	of sugar in the mixture.
3-9. I saw both your parents	downpour yesterday.
3-10. Remember to put two cups	others create it.

poverty: 貧困

farewell: 別れ (の言葉)

opportunity: チャンス、機会

pursue: 追い求める

downpour: 豪雨

mixture: 混合物、混合すること

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: The fireworks display will be today.

Student: I thought you forgot about that. I think <that / this / these> year's festival will be better than last year's.

Tutor: So, are we watching the fireworks display tonight?

Student: I'm not sure. Half <the / one / an> town will be there. It might be too crowded.

Tutor: I want to go! Will you bring food for us like you did last year?

Student: Oh yeah, now that you mentioned it, I actually baked some cookies for you. I baked <some / twice / half> the number of cookies so we won't run out like we did before.

Tutor: Cool! Maybe I'll bring some of the cookies home then.

Student: Sure! I'm thinking of bringing my little sister to the festival. I've never taken her to these kinds of events. She's quite <those / a / some> charming little girl!

Tutor: You are really fond of her, aren't you?

Student: Yes, I am.

fireworks display: 花火大会

run out: なくなる、使い果たす

fond: 【形】好きな (be fond of...: ...が好きだ)

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:** Happy New Year!
(あけましておめでとう！)
- Student:** Happy New Year! _____ new year party is really great, isn't it?
(あけましておめでとう！新年会、ほんとにすごいと思わない？)
- Tutor:** You bet. Where's Sophie?
(だよ。あれ？ ソフィーは？)
- Student:** She'll be here soon. The holiday traffic jam left her with _____
the travel time.
(もうすぐ来ると思う。休日の渋滞で(2倍の)移動時間がかかっているんだよ。)
- Tutor:** Have you made any resolutions?
(新年の抱負って決めた？)
- Student:** Sure have! I plan to lessen _____ phone bill this year. What's yours?
(決めたよ！ 今年(自分の)電話代を抑える。そっちは？)
- Tutor:** Mine is to spend less time in front of the TV and more time exercising
at the gym.
(私はテレビを観る時間を減らして、ジムでエクササイズする時間をもっと作る。)
- Student:** Fantastic! I have such _____ busy schedule I don't have time to go
the gym.
(すごい！ 私はスケジュールが厳しくてジムへ行ける時間がないよ。)
- Tutor:** Why don't you join me? We can be workout buddies.
(いっしょにやらない？ ふたりでワークアウトしようよ！)

leave someone with...: 人に…を残す／…という結果をもたらす

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. What was your New Year's resolution last year?
- 6-2. Have you been able to achieve a New Year's resolution? If yes, what was it?
- 6-3. What is your New Year's resolution this year?
- 6-4. How can a person achieve his/her New Year's resolutions?

New Year's resolution: 新年の抱負