

Today's Pattern (今日のパターン)

Subject-Verb Agreement 2 (主語と動詞の関係 2)

Today's Sentences (今日の例文)

Everybody wants to go to outer space.

(誰もが宇宙へ行きたがっています。)

Neither they nor I am stopping you.

(彼らも私もどちらもあなたを止めていません。)

Half of the children have been vaccinated for the flu.

(子どもたちの半数がインフルエンザの予防注射を受けました。)



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 mins)

Directions: Practice the sentence pattern of your previous lessons. (これまでに学習したパターンを復習しましょう)

0-1. 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 _____.

0-2. Progressive comparison (e.g. more and more / better and better)

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

Student: I felt _____.

0-3. 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 _____.

0-4. Determiners (predeterminers and central determiners)

Tutor: Happy New Year!

Student: Happy New Year! ____ new year party has been really great, hasn't it?

0-5. Subject-Verb agreement

Tutor: Hey! What are you looking for?

Student: I _____ been looking for my sister's cell phone all day. I know I brought it along with me today.

Grammar Review (文法の復習) (5-10 mins)

Basic principle: *Singular* subjects need *singular* verbs.

Plural subjects need *plural* verbs.

1) Indefinite pronouns can either be singular, plural, or both.

* recall 22nd, 23rd, and 24th lessons

Always singular	<i>another, anyone, anybody, anything, everyone, everybody, everything, nothing, each, either, no one, neither, nobody, one, someone, somebody, something</i>
Always plural	<i>both, few, many, several</i>
Can be both singular or plural	<i>all, most, none, some</i>

Examples:

Everybody loves cookies.

Both of the stores *sell* imported chocolate.

Most of the cake *was* eaten.

None of the bags *were* recovered from the robbers.

In informal writing, *neither* and *either* sometimes take a plural verb when these pronouns are followed by a prepositional phrase beginning with *of*. This is particularly true of interrogative constructions:

Examples:

Have either of you read the assignment?

Are neither of you taking me seriously?

2) Phrases such as – *together with* –, – *as well as* –, and – *along with* – will modify the earlier word, but it does not compound it. Thus, the verb should follow the number of the earlier word.

Example: My friend, as well as his brothers, *is* going to Paris.



- 3) The conjunction 'or' does not conjoin. When 'nor' or 'or' is used, the subject closer to the verb determines the number of the verb.

Examples: *Either* my father or my brothers *are* selling the house.
 Neither my brothers nor my father *is* selling the house.

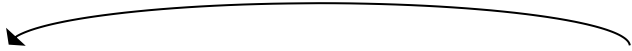
- 4) The words 'there' and 'here' are never subjects. With these constructions, the subject follows the verb but still determines the number of the verb.

Examples: Here *are* two reasons for this.
 There *is* no reason for that.

- 5) Sometimes modifiers will get between a subject and its verb, but these modifiers must not confuse the agreement between the subject and its verb.

Example:

The *mayor*, who used to be a high school teacher, promises to increase the budget on education.



- 6) *Collective nouns* are nouns which are singular when we consider them as a whole and plural when we consider the individuals acting within the whole (which happens sometimes, but not often.)

Examples: The *class is* going to a field trip.
 → ('class' is taken as a group)

 The *class have taken* their seats.
 → ('class' refers to the individual students)

Words such as *glasses*, *pants*, *pliers*, and *scissors* are regarded as plural (and require plural verbs) unless they're preceded by the phrase – *a pair of* – (in which case the word 'pair' becomes the subject.)

Examples: *My pants were torn.*
 A pair of plaid trousers is in the closet.

- 7) Some words end in *-s* and appear to be plural but are really singular and require singular verbs.

Example: *Measles is a dangerous disease for pregnant women.*

On the other hand, some words ending in *-s* refer to a single thing but are nonetheless plural and require a plural verb.

Example: *My assets were wiped out in the Depression.*

- 8) Fractional expressions such as – *half of*–, – *a part of*–, – *a percentage of*–, or – *a majority of* – are sometimes singular and sometimes plural, depending on the meaning.

Examples:

Forty percent of the students are in favor of tuition fee increase.

→ ('*students*' is plural)

Forty percent of the student body is in favor of tuition fee increase.

→ ('*student body*' is singular)

The expression – *more than one* – (oddly enough) takes a singular verb.

Example: *More than one student has tried this.*

- 9) If the sentence compounds a positive and a negative subject, and one is plural while the other singular, the verb should agree with the positive subject.

Examples:

The speaker, not his ideas, has provoked the students to riot.

The department members, not the chair, have decided not to teach on Valentine's Day.

主語と動詞の関係

このレッスンでは、引き続き主語と動詞の関係について学習します。原則として、主語が単数のときは動詞の単数形を、複数ときは複数形（原形）を使用します。

不定代名詞には単数扱いと複数扱いのほか、単数と複数どちらの形にもなるものがあります。

常に単数扱い	<i>another, anyone, anybody, anything, everyone, everybody, everything, nothing, each, either, no one, neither, nobody, one, someone, somebody, something</i>
常に複数扱い	<i>both, few, many, several</i>
単数・複数扱い	<i>all, most, none, some</i>

neither、either は neither of、either of の形になると、口語文で複数扱いになることがあります。or や nor によって主語が結合している場合、動詞に近い方の主語が数を決定します。

例文： *Everybody loves* cookies.

(誰でもクッキーが大好きです。)

None of the bags *were* recovered from the robbers.

(バッグはどれも泥棒から取り戻されませんでした。)

Either my father *or my brothers are* selling the house.

(私の父か兄弟たちのどちらかが家を売ろうとしています。)

Neither my brothers *nor my father is* selling the house.

(私の兄弟たちも父もどちらも家を売ろうとしていません。)

修飾語句が主語と動詞の間にある場合でも、数は変化することなく主語に従います。

例文: The mayor, who was convicted along with his four allies, is finally going to jail.

(市長は、支持者 4 人とともに有罪判決を受けましたが、ついに刑務所に送られます。)

The mayor, as well as his brothers, is going to prison.

(市長は兄弟たちと同様に投獄されようとしています。)

there や here は数を決定する要因にはならず、意味上の主語が数を決定します。

例文: Here are two reasons for this.

(これにはふたつの理由があります。)

There is no reason for that.

(それには何も理由がありません。)

集合名詞が主語の場合は、その名詞が全体をひとつとして表す単数の形をとるのか、全体の中の個々を表し複数の形をとるのか、文脈に沿って使い分ける必要があります。また、glasses、pants、pliers、scissors など通常複数形で使用される名詞は、a pair of などの語が先行していない限り、動詞も複数形になります。

例文: The class is going to a field trip.

(そのクラスは現地調査に行っています。)

The class have taken their seats.

(クラスの学生たちが着席していました。)

My pants were torn.

(私のズボンは破れています。)

A pair of plaid trousers is in the closet.

(格子柄のズボンが一本クローゼットの中にあります。)

複数形の s が付く名詞でも単数扱いとなり、動詞も単数形が用いられるものもあります。また、意味的には単数の名詞でも複数形の s が付き、複数形として扱われるものもあります。

例文: Measles is a dangerous disease for pregnant women.

(はしかは妊娠中の女性にとって危険な病気です。)

My assets were wiped out in the Depression.

(私の資産は世界大恐慌で消滅しました。)

部分的な数を表す(a) half of、a part of、(a) percent of、a majority of などの語を伴う名詞は、文脈によって単数扱いが複数扱いかが決まります。また、**more than one (2 以上)** を伴う名詞は**単数**となり、これを主語とする動詞も単数形になります。

例文 : Forty percent of the students are in favor of tuition fee increase.

(学生たちの 40 パーセントは授業料の増額に賛成しています。)

Forty percent of the student body is in favor of tuition fee increase.

(全学生の 40 パーセントは授業料の増額に賛成しています。)

More than one student has tried this.

(2 人以上の学生がこれを試しました。)

一文に主語となりうる肯定的な意味を持つ名詞と否定的な意味を持つ名詞が混在する場合、肯定的な意味を持つ名詞が主語となり、その数に動詞の形も従います。

例文 : The speaker, not his ideas, has provoked the students to riot.

(彼の考えではなく、講演者自身が学生の暴動を引き起こしました。)

The department members, not the chair, have decided not to teach on Valentine's Day.

(教授ではなく、学部のスタッフがバレンタインデーには講義しないことを決めました。)

Exercise 1 (エクササイズ 1) (2-4 mins)

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

Example: *Everybody wants to go to outer space.*
(例文: 誰もが宇宙へ行きたがっています。)

- | | |
|---------------------------|---|
| 1-1. Everybody | wants to see the famous actor in person.
(その有名な俳優に直接会いたがっています。)
needs to attend the health seminar.
(健康セミナーに出席する必要があります。)
has their own shortcomings.
(それぞれに欠点を持っています。)
longs for happiness in life.
(人生に幸福を求めています。) |
| 1-2. Neither they nor | the students are at fault.
my father agrees to the proposal.
Anna is liable for the failure of the project.
I am going to the ceremony. |
| 1-3. Two-thirds of the | union members are on a hunger strike.
pie was eaten by the young boy.
class enjoys Mrs. Smith's teaching.
rice field was destroyed by the tornado. |

liable: 責任がある

Exercise 2 (エクササイズ 2) (2-4 mins)

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

Example: *Neither they nor I am stopping you.*
(例文：彼らも私もどちらもあなたを止めていません。)

- 2-1. Everyone _____ expected to do their job honestly.
(誰もが誠実に仕事をすることを期待されて_____。)
- 2-2. Baked beans _____ one of my favorite dishes.
(ベイクドビーンズは私の好きな料理のひとつ_____。)
- 2-3. None of the computers _____ defective.
(コンピューターは一台も不良品では_____ません。)
- 2-4. My friend, together with her boyfriend, _____ going to Hokkaido for a short vacation.
(私の友人はボーイフレンドと一緒に短い休暇で北海道へ行_____。)
- 2-5. Either Sarah or May _____ going to bring some snacks.
(サラかメイのどちらかがスナック菓子を持ってくることになって_____。)

baked beans: ベイクドビーンズ (単数扱い：イギリスの煮豆料理)

Exercise 3 (エクササイズ 3) (3-6 mins)

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. More than one employee	are too much for me.
3-2. Our school provides sports	its decision.
3-3. Two teaspoons of sugar	exciting subject.
3-4. Mathematics is an	opportunities for disabled students.
3-5. The jury has made	has filed a sick leave.

3-6. Recess is important	repair.
3-7. Exercise, together with	is good.
3-8. The news today	are joining the marathon.
3-9. My eyeglasses need	a healthy diet, is good for you.
3-10. Neither John nor his classmates	to children.

disabled students: 身体に障害を持つ学生・生徒

recess: 休み時間

Exercise 4 (エクササイズ 4) (3-6 mins)

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 are training for a marathon.

Student: Yes! I, along with five of my friends, <is / are / am> following a 12-week training program.

Tutor: Wow! Do you run every day?

Student: No. Half of the week <is / are / am> spent doing cross training.

Tutor: What is cross training?

Student: Cross training <refers / refer / referring> to easy walking, cycling or swimming. On cross training days, I can choose to take a complete rest or do some light cross training.

Tutor: You seem to know your stuff. I think this isn't your first marathon.

Student: This is actually my 5th. All the members of my family <has / have / having> joined a marathon.

Tutor: Your family is quite sporty. I bet you guys won a lot of medals.

Student: Neither my brother nor my parents <has / have / having> won a medal. I plan to win one this year.

Exercise 5 (エクササイズ 5) (3-6 mins)

Directions: Practice having a conversation with your tutor. (講師と会話の練習をしましょう)

Tutor: Is either your brother or your father good at playing any musical instrument?

(お兄さんかお父さんは楽器が得意なの?)

Student: Well, both of them _____.

(うん、どっちも____。)

Tutor: Who is better at playing that musical instrument?

(あの楽器はどっちがうまい?)

Student: It is my father, not my brother, _____.

(兄じゃなくて父が____。)

Tutor: How about your sister?

(お姉さんはどうなの?)

Student: She plays the piano. Actually, she performed last week in the school ceremony where two-thirds of the school population _____.

(ピアノを弾くよ。実はね、先週、全校生徒の三分の二が____学校行事で演奏したんだ。)

Tutor: Wow. That's cool!

(へえ、かっこいい!)

Student: I think everyone in my family _____.

(みんな____と思うよ。)

Exercise 6 (エクササイズ 6) (5-10 mins)

Directions: Practice and enjoy a free talk with your tutor. (講師とフリートークを楽しんでください)

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

- 6-1. What is the cause of pollution in your country?
- 6-2. Who should be responsible in taking care of the environment?
- 6-3. If you were to join a marathon, would you do it by yourself or with others? If yes, with whom? If no, why not?
- 6-4. What similarities do you share with your family?