

Today's Pattern (今日のパターン)

Sequence of Tenses (Verbs) (時制の一致)

Today's Sentence (今日の例文)

The teacher knew the students have studied very hard.

(教師は生徒たちがよく勉強したと知っていました。)



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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. (これまで勉強したパターンを復習しましょう)

0-1. Progressive comparison (e.g. more and more / better and better)

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

**Student:** I felt \_\_\_\_\_.

0-2. 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 \_\_\_\_\_.

0-3. Determiners (predeterminers and central determiners)

**Tutor:** Happy New Year!

**Student:** Happy New Year! \_\_\_\_\_ new year party is really great, isn't it?

0-4. 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.

0-5. Subject-Verb Agreement 2

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

**Student:** Well, both of them \_\_\_\_\_.

## Grammar Review (文法の復習) (5-10 mins)

Sometimes, in a sentence, we have to express events from two different times. Understanding the correct sequence of tenses in a sentence is therefore important for one to correctly understand the sentence's events.

Below is a table of common sequence of tenses used for simple verbs:

Tense in Main Clause	Tense to be used for Subordinate Clause	Examples
<b>Simple Present</b>	For present / habitual events → ( <i>Present Tense</i> )	I'm <u>happy</u> that you <i>consider</i> me your friend.  He <u>is</u> healthy because he <i>eats</i> vegetables.
	For past events → ( <i>Past Tense</i> )	She <i>thinks</i> that her boyfriend <i>lied</i> to her.
	For events in a period of time starting from some point in the past to the present → ( <i>Present Perfect Tense</i> )	The road officer <u>guides</u> travelers when they <i>have lost</i> their way.
	For future events → ( <i>Future Tense</i> )	All the contestants <u>hope</u> that they <i>will get</i> the grand prize.
<b>Simple Past</b>	For another past event → ( <i>Past Tense</i> )	I was <u>told</u> that you <i>got</i> a high score in the exam.
	For events that happened earlier than the past event → ( <i>Past Perfect Tense</i> )	My mom <u>bought</u> me the shirt that I <i>had asked</i> her to buy.
<b>Present Perfect</b> or <b>Past Perfect</b>	For any purpose → ( <i>Past Tense</i> )	He <u>has changed</u> so much since he <i>started</i> working.  The food <u>had turned</u> cold when he <i>arrived</i> home.

<b>Future</b>	For coincident events → ( <i>Present Tense</i> )	Dad <u>will freak</u> out if he <i>finds</i> out I crashed his car.
	For earlier events → ( <i>Past Tense</i> )	Flowers <u>will bloom</u> if you <i>watered</i> the plant well.
	For coming events happening before the future event → ( <i>Present Perfect Tense</i> )	The cake <u>will be</u> ready after it <i>has chilled</i> off.
<b>Future Perfect</b>	For any purpose → ( <i>Present Tense</i> )	The guests <u>will have arrived</u> by the time I <i>finish</i> baking.
	or ( <i>Present Perfect Tense</i> )	The children <u>will have grown</u> up by the time we <i>have bought</i> our own house.

However, if the subordinate clause states a *general truth*, the verb must *always* be in the present tense regardless of the tense of the verb in the main clause.

*Example:* People in the past had thought the Earth *is* flat.

Note that the “general truth” does not necessarily have to be true, but it must at least be considered “commonly accepted” in the sentence.

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

### 時制の一致

主節の動詞の時制に従属節の動詞の時制を合わせることを**時制の一致**と言います。このレッスンでは、時制の一致をパターン別に学習します。

### 主節動詞が現在形の場合

例文: He is healthy because he eats vegetables.

(彼は野菜を食べるので健康です。)

She thinks that her boyfriend lied to her.

(男友達が彼女に嘘をついたと彼女は思っています。)

The road officer guides travelers when they have lost their way.

(旅行者が道に迷ってしまったときは、交通指導員が彼らを案内します。)

All the contestants hope that they will get the grand prize.

(全ての出場者がグランプリを取れるだろうと願っています。)

### 主節動詞が過去形または現在／過去完了形の場合

例文: I was told that you got a high score in the exam.

(あなたが試験で高得点を取ったと私は言われました。)

My mom bought me the shirt that I had asked her to buy.

(私が買うよう頼んでいたスカートを母が私のところへ持ってきました。)

He has changed so much since he started working.

(働き始めたとき以来、彼はずいぶん変わってきています。)

The food had turned cold when he arrived home.

(彼が家に着いたとき、食べ物は冷たくなっていました。)

### 主節動詞が未来形または未来完了形の場合

例文: Dad will freak out if he finds out that secret.

(もしもその秘密を知ると、父は頭がおかしくなるでしょう。)

Flowers will bloom if you watered the plant well.

(もしあなたがその植物によく水をやったら、花が咲くでしょう。)

The cake will be ready after it has chilled off.

(冷めたら、ケーキはできあがるでしょう。)

The guests will have arrived by the time I finish baking.

(私がオーブンで焼き終わるころまでに、ゲストは到着してしまっているでしょう。)

The children will have grown up by the time we have bought our own house.

(私たちが家を買ってしまうころまでには、子どもたちは大人になっているでしょう。)

### 時制の一致の例外

主節の動詞が過去形または過去完了形でも、従属節が「真理」「現在もある習慣」「歴史上の事実」などを表す場合は、時制の一致が適用されず動詞が現在形になる場合があります。

例文: People in the past had thought the Earth is flat.

(昔の人々は、地球は平らであると考えていました。)

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 (例文) : *The teacher knew the students have studied very hard.*  
(教師は生徒たちがよく勉強したと知っていました。)

- |                                      |  |
|--------------------------------------|--|
| 1-1. I heard that the prime minister | had given up and would soon resign from his post.<br>(断念してまもなく辞任するだろう)<br>keeps antiques which he bought in many places around the world.<br>(世界各地で買った骨董品を持っている)<br>thinks that classical music soothes the soul.<br>(クラシック音楽が精神を落ち着かせると考えている) |
| 1-2. I hope my achievement           | will inspire my younger siblings to do better at school.<br>will be a good example to the newly-hired employees in this company.<br>will have instilled hope in your minds after facing difficult trials.                                      |

instill: ~を注入する

Exercise 2 (エクササイズ 2) (3-6 mins)

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) :            *The teacher knew the students have studied very hard.*  
(教師は生徒たちがよく勉強したと知っていました。)

- 2-1. It is interesting how the pyramids \_\_\_\_\_ in their time.  
(ピラミッドが当時どのように\_\_\_\_\_かは興味深いです。)
- 2-2. The garden bloomed so beautifully that everybody \_\_\_\_\_.  
(その庭にはとてもきれいに花が咲いていたので誰もが\_\_\_\_\_。)
- 2-3. I will listen to your side of the story if \_\_\_\_\_.  
(\_\_\_\_\_ならあなたの言い分を聞きましょう。)
- 2-4. We have shared our lives with one another since \_\_\_\_\_.  
(私たちは\_\_\_\_\_以来人生を共にしてきました。)
- 2-5. Students study harder after \_\_\_\_\_.  
(生徒たちは\_\_\_\_\_後さらに熱心に勉強します。)

share one's life with...: ...と人生を共有する



## 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. The pie had been baking well,	that he got arrested.
3-2. The man was so drunk	before my brother finds it.
3-3. I will put the diary away	didn't know if she was in town.
3-4. I wanted to see her but I	because they were very tired from the trip.
3-5. The couple checked in at a nearby hotel	when the gas ran out.

3-6. The housewarming party started late	that we grew tired of it.
3-7. We watched that movie so many times	that it is best to plan ahead.
3-8. My teammates at work have realized	because the power went out.
3-9. Galileo proved that the Earth	to hold back her tears.
3-10. I saw that she has been trying	revolves around the sun.

housewarming party: 引っ越し祝いのパーティ

hold back: (感情を) 隠す、抑える

Exercise 4 (エクササイズ 4) (3-6 mins)

Directions: Practice having a conversation with your tutor. (講師と会話を練習しましょう)

**Tutor:** You don't seem yourself these past few days. Are you okay?

**Student:** Yeah, I'm fine.  
(Female) It's just that I've been so happy since my boyfriend <propose / proposes / proposed> to me.  
(Male) It's just that I've been so happy since I <propose / proposes / proposed> to my girlfriend.

**Tutor:** Really? That's good news!

**Student:** Haven't I told you? Oh yeah, you weren't with us last week when we <go / goes / went> out.

**Tutor:** How could you have not told me right away? I thought I was your best friend!

**Student:** I'm sorry, but I definitely would've told you sooner or later. You'll be my (maid of honor / best man) when I <get / gets / got> married, won't you?

**Tutor:** Sure, I'd be honored to. I'm so happy for you!

sooner or later: 遅かれ早かれ

Exercise 5 (エクササイズ 5) (3-6 mins)

Directions: Practice having a conversation with your tutor. (講師と会話を練習しましょう)

- Tutor:** Excuse me, could you tell me where I can find the post office?  
(すみません。郵便局への道をお尋ねしたいのですが。)
- Student:** I just asked someone how to get there so I \_\_\_\_\_ now. Would you like to go with me?  
(私もちょうど道順を聞いたところで、今から\_\_\_\_。ご一緒しませんか。)
- Tutor:** Can I go with you?  
(よろしいんですか。)
- Student:** Of course, you can if you \_\_\_\_\_. Who are you sending a letter to?  
(どうぞどうぞ。もし\_\_\_\_。どなたに手紙をお出しになるんですか。)
- Tutor:** My grandmother. She doesn't know how to use the Internet and she has no phone, so I'm writing to her the old-fashioned way.  
(祖母にです。インターネットはおろか電話もないので、昔ながらの手紙で連絡を取っています。)
- Student:** Wow, that's very kind of you. It's been a long time since \_\_\_\_\_ to my parents.  
(まあ。おやさしいこと。わたしなど長いこと両親に\_\_\_\_。)
- Tutor:** Don't you miss them?  
(お淋しくはないですか。)
- Student:** Not really, but I'm really glad whenever I \_\_\_\_\_.  
(そうでもないですが、\_\_\_\_ときは本当にうれしいです。)

**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みながら練習してください)

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

- 6-1. Where did you grow up as a child?
- 6-2. What do you think should parents do for their children?
- 6-3. What would you want your child to be when he or she grows up?
- 6-4. Will you let your children take care of you when you grow old? Why or why not?