

# ⑥ 分詞・関係代名詞

- 学習内容  
 ● 分詞の形容詞的用法  
 ● 関係代名詞の用法

## 〈基本例文〉

- The **sleeping** dog is my uncle's.  
 The dog **sleeping** under the tree is my uncle's.  
 The dog **is sleeping**.
- Look at the **broken** window.  
 Look at the window **broken** by those boys.  
 The window **was broken**.
- I have a friend **who** speaks English well.  
 This is a library **which** was built last year.
- He is the American **(that)** I saw yesterday.  
 This is a book **(which[that])** I bought yesterday.

## 〈ポイント〉

- 現在分詞の形容詞的用法 〈前置〉  
 〈後置〉  
 進行形〈be動詞＋現在分詞〉
- 過去分詞の形容詞的用法 〈前置〉  
 〈後置〉  
 受け身〈be動詞＋過去分詞〉
- 主格の関係代名詞
- 目的格の関係代名詞

## ポイント・プラス

### 〈分詞の形容詞的用法〉

- 分詞の意味：現在分詞「～している」／過去分詞「～され(て)いる、～され(て)いた」
- 分詞の置かれる位置：単独の1語で→修飾する名詞の前／分詞とむすびつく語句をあとに伴って→修飾する名詞のあと

### 〈分詞の注意点〉

- 現在分詞の形容詞的用法と進行形の区別
- 過去分詞の形容詞的用法と受け身の区別

### 〈分詞の位置と修飾〉

- 単独の分詞  
 分詞1語＋名詞
- 分詞＋語句  
 名詞＋分詞＋語句

## 基本問題

- 次の文の\_\_\_\_\_に( )内の語を必要ならば適する形にして入れなさい。↷①②
  - Look at that \_\_\_\_\_ bird. (sing)
  - I know the girl \_\_\_\_\_ at the door. (sit)
  - I found a \_\_\_\_\_ computer in his room. (break)
  - Mr. Smith likes cars \_\_\_\_\_ in Japan. (make)
  - The boy \_\_\_\_\_ over there is Mike. (run)
  - There are a lot of people \_\_\_\_\_ for a train. (wait)
  - The man \_\_\_\_\_ in the kitchen is my uncle. (cook)
  - This is a book \_\_\_\_\_ by many children. (read)
- 次の各組の文を下線部に注意して、日本語になおしなさい。↷①②
  - (a) The girl is wearing a red dress.  
 \_\_\_\_\_  
 (b) The girl wearing a red dress is Yumi.  
 \_\_\_\_\_
  - (a) This camera is broken. \_\_\_\_\_  
 (b) This is a broken camera. \_\_\_\_\_
- 次の文に( )内の語を入れるとき、その位置を/で示しなさい。↷①②
  - French is the language in this country. (spoken)
  - That girl is cute. (smiling)
  - The man a newspaper over there is my father. (buying)
  - She is a singer by many young people. (loved)
  - Do you know the woman with Mr. Brown? (talking)
  - You should read a lot of books in easy English. (written)

4 次の2つの文を1つの文に書きかえるとき、\_\_\_\_\_に適する1語を入れなさい。

- (1) Look at that dog. It is sleeping. ↷①②  
 Look at that \_\_\_\_\_.
- (2) This is a temple. It was built six hundred years ago.  
 This is a \_\_\_\_\_ six hundred years ago.
- (3) I got a letter. It was sent from Canada.  
 I got a \_\_\_\_\_ from Canada.
- (4) That boy is my brother. He is carrying a blue bag.  
 That \_\_\_\_\_ a blue bag is my brother.

5 次の文の\_\_\_\_\_に入る関係代名詞を下から選び、記号を書きなさい。ただし、答えは1つとは限らない。 ↷③④

- (1) Tom is a boy \_\_\_\_\_ likes baseball. [                      ]
- (2) This is the picture \_\_\_\_\_ she likes very much. [                      ]
- (3) The student \_\_\_\_\_ took this picture is Tom. [                      ]
- (4) This is the bike \_\_\_\_\_ my father bought me. [                      ]
- (5) He is a singer \_\_\_\_\_ young people love. [                      ]
- (6) Mr. Yamamoto is the teacher \_\_\_\_\_ teaches us science. [                      ]

ア who                      イ which                      ウ that

6 次の文の下線部の関係代名詞が省略できるものには○を、省略できないものには×を[     ]に書きなさい。 ↷③④

- (1) I have a book that is written in English. [                      ]
- (2) This is the dictionary that my father used. [                      ]
- (3) He is the boy that I met in the hospital. [                      ]
- (4) These are the pictures which were taken by my brother. [                      ]
- (5) The girl who helped me yesterday was very kind. [                      ]

7 次の2つの文を1つの文に書きかえるとき、\_\_\_\_\_に適する1語を入れなさい。 ↷③④

- (1) That boy is Ken. He is standing at the window.  
 That boy \_\_\_\_\_ standing at the window is Ken.
- (2) We visited the town last year. It was beautiful.  
 The town \_\_\_\_\_ we visited last year \_\_\_\_\_ beautiful.
- (3) Look at the girl. She is playing with a dog.  
 Look at the girl \_\_\_\_\_ is playing with a dog.
- (4) The cat is Miki's. It is sleeping on the sofa.  
 The cat \_\_\_\_\_ sleeping on the sofa is Miki's.

〈単独の分詞と語句を伴う分詞の見わけ方〉

- 単独の分詞：1語で独立した意味をもつ
- 語句を伴う分詞：〈分詞＋語句〉でひとまとまりの意味をもつ

〈先行詞と関係代名詞〉

- 主格の関係代名詞：〈先行詞(人)＋who〔that〕＋動詞〜〉／〈先行詞(もの・動物)＋which〔that〕＋動詞〜〉
- 目的格の関係代名詞：〈先行詞(もの・動物，人)＋that＋主語＋動詞〜〉／〈先行詞(もの・動物)＋which＋主語＋動詞〜〉

〈関係代名詞の省略〉

- 目的格の関係代名詞は省略できる。
- 〈先行詞＋主語＋動詞〜〉の語順。

単語・発音ドリル ⑥ 次の名詞の複数形を書きなさい。

- (1) child \_\_\_\_\_ (2) Japanese \_\_\_\_\_ (3) country \_\_\_\_\_  
 (4) fish \_\_\_\_\_ (5) class \_\_\_\_\_ (6) dish \_\_\_\_\_

## 発展問題

8 次の日本語に合う英文になるように、\_\_\_\_\_に適する1語を入れなさい。

- (1) この村に住んでいる人たちはみんな親切です。

The people \_\_\_\_\_ in this village \_\_\_\_\_ all kind.

- (2) あなたはスイスで話されている言語を知っていますか。

Do you know the \_\_\_\_\_ Switzerland?

- (3) 先生がわたしたちに話してくれた話はおもしろかった。

The story \_\_\_\_\_ our \_\_\_\_\_ interesting.

9 次の各組の文がほぼ同じ内容になるように、\_\_\_\_\_に適する1語を入れなさい。

- (1) { Let's eat the cake which was made by Emi.  
Let's eat the cake \_\_\_\_\_ Emi.

- (2) { I heard this song in China.  
This is the song \_\_\_\_\_ heard in China.

- (3) { That is a picture painted by Kumi yesterday.  
That is a picture \_\_\_\_\_ yesterday.

- (4) { That girl with long hair is Mary.  
That girl \_\_\_\_\_ long hair is Mary.

10 次の語について説明する英文が完成するように、\_\_\_\_\_に適する1語を入れなさい。

- (1) December : the \_\_\_\_\_ comes \_\_\_\_\_ November

- (2) library : a room or a \_\_\_\_\_ has a lot of \_\_\_\_\_, CDs, tapes, video tapes and so on

- (3) Kokoro : a famous \*novel \_\_\_\_\_ Natsume Soseki

- (4) nurse : a person \_\_\_\_\_ is \*trained to look after \_\_\_\_\_ or \*injured people

(注) novel 小説 train 訓練する injured けがをしている

11 次の日本語に合う英文になるように、[ ]内の語(句)を並べかえなさい。

- (1) わたしは広い庭のある家に住みたい。

[ a house / to / I / garden / want / large / a / has / live / that / in ].

- (2) おじはわたしにやさしい英語で書かれた本をくれました。

[ a book / me / easy / my uncle / which / written / gave / was / in / English ].

- (3) 彼はみんなに知られているサッカー選手です。

[ player / known / he / a / is / everyone / soccer / to ].

12 次の日本語を英文になおしなさい。

これはたかさんの子どもたちに読まれている本です。

読解問題

13 次の英文を読んで、あとの問いに答えなさい。

Do you know why the moon changes its \*shape? Because it moves around the earth. The moon needs about one month to go around the earth, so its shape becomes the same again after about a month. This was useful to the people in Japan.  (A)

In Japan, the moon was used for the \*calendar a long time ago. That calendar was used in Japan \*until 1872. We call it “the \*old calendar” now. How did people \*decide the date in the old calendar? When we cannot see any part of the moon, we call the moon “a new moon.” When the moon was a new moon, the date was the first day of the month.  (B) In this way, people decided what the date was by seeing the shape of the moon. There are about 29.5 days between a new moon and the next new moon. In the old calendar, one month had 29 or 30 days, and 12 months had 353, 354, or 355 days. There were usually 12 months in a year, but sometimes one year had 13 months.  (C)

In Japan, you know, the moon is not used for the calendar now, and one year always has 12 months. We sometimes use some names of the days ( ) were used in the old calendar.  (D) For example, *chushu* means August 15th in the old calendar. We call the \*full moon in September *chushu-no meigetsu* and make it different from the full moon in the other months.

(注) shape 形 calendar カレンダー until ~ ~まで old calendar 旧暦 decide 決める  
full moon 満月

(1) 次の英文を入れるのに適する位置を、本文中の  (A)~(D) から選び、記号で答えなさい。

I have something to tell you about it. [ ]

(2) 満月が見えるのは、旧暦では何日であったか。適するものを次から選び、記号で答えなさい。

ア 1日                      イ 7日                      ウ 15日                      エ 30日 [ ]

(3) ( ) に入れるのに適する語を次から選び、記号で答えなさい。

ア who                      イ when                      ウ where                      エ which [ ]

(4) 本文の内容について、次の質問に英語で答えなさい。

1. What is the moon called when we cannot see its any part?

\_\_\_\_\_

2. When is *chushu-no meigetsu* seen?

\_\_\_\_\_

(5) 本文の内容と合うものを次から1つ選び、記号で答えなさい。

ア The shape of the moon changes because the earth goes around it. [ ]

イ If we see the full moon today, we'll see it again after about fifteen days.

ウ In Japan we have used the new calendar for about two hundred years.

エ In the old calendar, there were sometimes 13 months in a year.

**Expression** 表現してみよう! ⑥ 次のものについて説明する英文を、関係代名詞を使って書きなさい。

(1) あなたの身近な人

\_\_\_\_\_

(2) あなたが好きなこと、またはもの

\_\_\_\_\_

# 7 間接疑問文・付加疑問文

◎学習内容  
 ●間接疑問文の用法  
 ●付加疑問文の用法

〈基本例文〉

- ① I know **who he is**.  
 I don't know **what she wants**.  
 I know **where I can meet him**.
- ② I know **who went there**.
- ③ He **is** your brother, **isn't he**?  
 Tom **went** to the park, **didn't he**?
- ④ She **wasn't** in Kyoto, **was she**?  
 You **don't like** milk, **do you**?
- ⑤ Tom **can** speak Japanese, **can't he**?  
 She **will not** go there, **will she**?

〈ポイント〉

- ① be動詞のある間接疑問文  
 一般動詞のある間接疑問文  
 助動詞のある間接疑問文
- ② 疑問詞が主語の間接疑問文
- ③ 否定形の付加疑問 〈主文が肯定〉
- ④ 肯定形の付加疑問 〈主文が否定〉
- ⑤ 助動詞がある付加疑問 〈主文が肯定〉  
 助動詞がある付加疑問 〈主文が否定〉

ポイント・プラス

〈間接疑問文と語順〉

- 間接疑問文：疑問詞で始まる文がほかの文の中に入った形を言う。
- 語順：〈疑問詞＋主語＋動詞～〉のふつうの文の語順になる。

〈疑問詞が主語の場合の間接疑問文の語順〉

- 疑問詞が主語なので〈疑問詞＋動詞～〉のもの語順のままよい。

基本問題

1 次の英文を( )内の英語に続けて表すとき、\_\_\_\_\_に適する1語を入れなさい。➡①

- (1) What is this? (Please tell me)  
 → Please tell me what \_\_\_\_\_.
- (2) Who is that man? (I know)  
 → I know who \_\_\_\_\_.
- (3) Who is that boy? (Do you know)  
 → Do you know who \_\_\_\_\_?
- (4) When did you leave? (I don't know)  
 → I don't know when \_\_\_\_\_.
- (5) Which sweater does he like? (I wonder)  
 → I wonder which sweater \_\_\_\_\_.
- (6) Where is my bike? (Do you know)  
 → Do you know where \_\_\_\_\_?
- (7) When is Yuki's birthday? (Tell me)  
 → Tell me \_\_\_\_\_.

2 ( )内の日本語を参考にして、次の文の\_\_\_\_\_に適する1語を入れなさい。➡②

- (1) I know \_\_\_\_\_ here. (だれが来たか)
- (2) Do you know \_\_\_\_\_ there? (だれが住んでいるか)
- (3) Can you tell \_\_\_\_\_ running? (だれが走っているか)
- (4) I wonder \_\_\_\_\_ in the box. (何があるか)
- (5) I don't know \_\_\_\_\_ here. (何が起きたのか)
- (6) Tell me \_\_\_\_\_ yours.  
 (どの車があなたのか)

3 次の日本語に合う英文になるように、\_\_\_\_\_に適する1語を入れなさい。➡①②

- (1) あなたは彼がどこに住んでいるか知っていますか。  
Do you know \_\_\_\_\_ ?
- (2) なぜ彼はそんなことをしたのかしら。  
I wonder \_\_\_\_\_ such a thing.
- (3) わたしにはそれらの人々のためにわたしたちに何ができるかわからない。  
I don't know \_\_\_\_\_ we \_\_\_\_\_ do for those people.
- (4) わたしたちは京都のどこへ行くべきなのか教えてください。  
Please tell us \_\_\_\_\_ we \_\_\_\_\_ go in Kyoto.
- (5) わたしは彼がどうやってその本を見つけることができたか知っています。  
I know \_\_\_\_\_ he \_\_\_\_\_ find the book.
- (6) わたしは彼に、だれがパーティーに来るのか聞いてみます。  
I'll ask him \_\_\_\_\_ to the party.

＜間接疑問文の注意点＞

- 間接疑問文は、全体の文の中で動詞の目的語になっている。

I know who he is.  
主語 動詞 目的語

He told me who she was.  
主語 動詞 目的語 目的語

＜付加疑問の作り方＞

- 主文が肯定：<, 否定の短縮形 (isn't, don't, didn't など) + 主語を受ける代名詞? の形  
意味：「～です[でした]ね」
- 主文が否定：<, is[do, did など] + 主語を受ける代名詞? の形  
意味：「～ではない[なかった]ですね」

＜助動詞のある付加疑問＞

- <, can't(won't など) + 主語を受ける代名詞? ) / <, can(will など) + 主語を受ける代名詞? )

＜間接疑問文の時制の一致＞

- 時制の一致：文の動詞が過去形になると、間接疑問文の動詞も過去形になる。
- 日本語になおすときは、文の動詞のみを過去に訳せばよい。

I knew who he was.  
わたしは彼がだれなのか知っていました。

4 次の文が付加疑問文になるように、\_\_\_\_\_に適する1語を入れなさい。➡③④

- (1) He is a good soccer player, \_\_\_\_\_ ?
- (2) It was cold yesterday, \_\_\_\_\_ ?
- (3) You like cats, \_\_\_\_\_ ?
- (4) Emi had a good time, \_\_\_\_\_ ?
- (5) Your parents were in the department store, \_\_\_\_\_ ?
- (6) You aren't sleepy, \_\_\_\_\_ ?
- (7) Tom didn't do his homework, \_\_\_\_\_ ?
- (8) Tom and John weren't studying then, \_\_\_\_\_ ?

5 次の文が付加疑問文になるように、\_\_\_\_\_に適する1語を入れなさい。➡⑤

- (1) She can speak English well, \_\_\_\_\_ ?
- (2) They will go swimming tomorrow, \_\_\_\_\_ ?
- (3) Mary cannot ride a bike, \_\_\_\_\_ ?
- (4) It will not rain tomorrow, \_\_\_\_\_ ?

6 次の文の下線部を過去形にすると、\_\_\_\_\_に適する1語を入れ、その文を日本語になおしなさい。

He knows where Tom is.

He \_\_\_\_\_ where Tom \_\_\_\_\_.

単語・発音ドリル 7 次のA・BとC・Dが同じ関係になるように、Dに適する1語を入れなさい。

A	B	C	D	A	B	C	D
(1) boy	girl	uncle	_____	(2) sing	singer	music	_____
(3) one	first	three	_____	(4) much	most	good	_____
(5) father	mother	son	_____	(6) fast	faster	happy	_____

## 発展問題

7 次の日本語に合う英文になるように、\_\_\_\_\_に適する1語を入れなさい。

- (1) あなたは先週、北海道へ行きましたね。

You \_\_\_\_\_ to Hokkaido last week, \_\_\_\_\_ ?

- (2) これはあなたのくつではないですね。—— いいえ、わたしのです。 / はい、わたしのではありません。

These aren't your shoes, \_\_\_\_\_ ?

— \_\_\_\_\_, they \_\_\_\_\_ . / \_\_\_\_\_, they \_\_\_\_\_ .

- (3) あなたは宿題を終えましたね。

You have finished your homework, \_\_\_\_\_ ?

- (4) ジェーンはまだ来ていませんよね。—— いいえ、来ています。 / はい、来ていません。

Jane has not come yet, \_\_\_\_\_ ?

— \_\_\_\_\_, she \_\_\_\_\_ . / \_\_\_\_\_, she \_\_\_\_\_ .

8 次の2つの文をほぼ同じ内容の1つの文にしなさい。

- (1) How old is that singer? Do you know that?

\_\_\_\_\_

- (2) What time was it? I can't remember that.

\_\_\_\_\_

- (3) How many people are there? I can't tell that.

\_\_\_\_\_

- (4) What sports does Mary like? I don't know that.

\_\_\_\_\_

- (5) Whose bike did Bill use? Do you remember that?

\_\_\_\_\_

9 次の日本語に合う英文になるように、[ ]内の語(句)や符号を並べかえなさい。

- (1) マイクはいちばん速く走ることができませんでしたね。

[ run / Mike / the / couldn't / could / fastest / he / , ]?

\_\_\_\_\_

- (2) 彼女はそこにどのくらいの間いるつもりなのかしら。

[ long / I / will / there / how / she / wonder / stay ].

\_\_\_\_\_

- (3) あなたは彼らがいつどこでサッカーをするのか知っていますか。

[ will / you / they / soccer / do / play / know / when and where ]?

\_\_\_\_\_

10 次の日本語を英文になおしなさい。

- (1) リサ(Lisa)は日本語をじょうずに話しますね。

\_\_\_\_\_

- (2) あなたは彼がどこへ行ったか知っていますか。

\_\_\_\_\_

## 読解問題

11 次は留学生のリーと中学生のマリが、リーの韓国(Korea)の学校の英語のホームページ(home page)やグラフ(graph)を見ながらしている対話です。これを読んで、あとの問いに答えなさい。

Mari : Oh, your school looks very nice. Was it built in 1967?

Lee : That's right. So my school is just 40 years old this month.

Mari : I see. Lee, what is "International Day"?

Lee : It's one of the most exciting activities for us. We have "International Day" on the second Friday every month. Students from foreign countries introduce their cultures. We play some games and sing songs.

Mari : That's wonderful.

Lee : Yes, and the day before "International Day", we practice together in the library. ① By the way, do you know what language is used the most on the Internet?

Mari : I think it's English.

Lee : Right! And Chinese comes next.

Mari : How about Japanese? I think it comes after Chinese.

Lee : I don't know. Let's \*check it on the Internet. Well... Oh. I've found it! Look at this graph. \*Spanish comes after Chinese. Japanese is not used as much as Spanish.

Mari : Really? ② It's interesting. Lee, you can use a computer very well.

Lee : Thank you. I'm making my home page in English.

Mari : That's exciting! Show it to me when you finish it.

(注) date 日付 check 調べる Spanish スペイン語

**Seoul Junior High School**  
since March 1, 1967

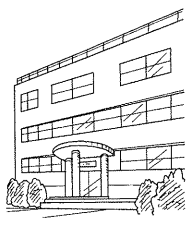
Today : Monday, March 5, 2007

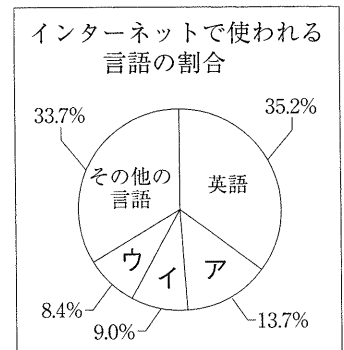
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**News International Day**

*If you are interested,  
please come and enjoy it!*

\*Date : Friday, March 9  
Time : 16:00 - 17:30  
Place : School library





[Global Internet Statistics] (Global Reach)から作成

- (1) 下線部①の日本語訳を完成しなさい。  
ところで、.....。
- (2) 下線部②を「～ですよね」という意味の付加疑問文に書きかえるとき、.....に適する1語を書きなさい。  
It's interesting,.....?
- (3) グラフのア～ウには、中国語、日本語、スペイン語のいずれかが入ります。日本語を示すものを選び、記号で答えなさい。 [      ]
- (4) 本文の内容と合うものを次から1つ選び、記号で答えなさい。  
ア Mari wants to see the English home page that Lee is making.  
イ Lee enjoyed some games and songs with Mari on "International Day".  
ウ All the students must join "International Day" in Lee's school in Korea. [      ]

**Expression 表現してみよう!**

7

友だちについてあなたが知っていることを、間接疑問文を使って書いてみよう。

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# 解答

## 《W中3英語A》

### ① 時制・現在完了

- 1 (1) Is / he isn't [he's not] (2) are not  
2 (1) Does, watch / does / doesn't  
(2) doesn't watch  
3 (1) were (2) saw (3) Did, play / we did  
(4) didn't come  
4 (1) will study (2) Will, be (3) are going  
(4) won't  
5 (1) helping (2) running (3) Are, using  
/ am (4) was, teaching  
6 (1) (ずっと) 住んでいます (2) もう読んでしま  
いました (3) 以前訪ねたことがあります  
7 (1) We've [We have] just arrived at Tokyo  
Station. (2) Have you eaten dinner? / Yes,  
I [we] have. (3) My brother hasn't [has  
not] cleaned his room. (4) How long has  
she been sick? (5) My father has been  
busy since last week.

### 単語・発音ドリル

- ① (1) made  
(2) swimming (3) seen (4) had (5) wrote  
(6) spoken  
8 (1) Are / they are (2) Did / didn't, did  
(3) Will / He'll (4) were, doing / doing  
(5) Has / hasn't, is, to  
9 (1) ate (2) swimming (3) took  
(4) heard (5) Were (6) watches  
10 (1) ever (2) since (3) yet (4) for  
(5) already [just]  
11 (1) has (2) isn't going (3) cooks well  
(4) has been [stayed], for  
12 I've [I have] never read this book.  
13 (1) It's been two weeks since you came  
here. (2) ②エ ⑤イ ⑥ウ (3) bought  
(4) 34

### 〔全訳〕

ジェニー：あなたがここに来てから2週間た  
ったわね。どこかよい所を訪ねたの？

ユミ：いいえ。自然科学博物館を訪ねた

いわ。見て、パンフレットを持ってるの。  
ジェニー：そこはほんとうにおもしろい博物  
館よ。3週間前に行ったわ。

ユミ：家族と行ったの？

ジェニー：そうよ。ファミリー入場券を買っ  
たのよ。家族でいっしょに行けば、安くな  
るわ。

ユミ：そうね…。両親と2人の弟で…。  
ジョンが12歳で、マークが9歳よね。も  
しみんが別々に入場券を買ったら全部  
で34ドルよ。

ジェニー：あなたが来週行くなら、わたしも  
いっしょに行きたいわ。いいかしら、ユミ。

ユミ：もちろん！あなたがいっしょに  
来てくれたらうれしいわ。

ジェニー：今度はそれぞれの入場券に6ドル  
ずつ払うことになるわ。

ユミ：そうね、でも、わたしは博物館の  
メンバーになるつもりなの。パンフレット  
には、メンバーになれば入場するのにお金  
を払う必要がないと書いてあるわ。それに、  
メンバーだけのための特別クラスやキャン  
プがあるのよ。

ジェニー：メンバーは自然科学についてのニ  
ュースが載った便りももらえるって書いて  
あるわ。

ユミ：そうよ。この博物館はわたしにい  
ろいろなことを教えてくれるわ。すごいわ。

### Expression

- ① (1) (例) I went to bed at ten  
thirty. (2) (例) I studied English and math.

### ② 助動詞・命令文

- 1 (1) ウ (2) ウ, エ (3) オ (4) ア, ウ (5) ウ,  
エ, オ (6) イ (7) ア, ウ (8) ウ (9) イ, ウ, エ  
2 (1) オ (2) カ (3) ウ (4) エ (5) ア  
3 (1) Let's (2) Don't [Never] (3) Show  
(4) be  
4 (1) has to (2) would like [love]