

2023 年 2 月 17 日

科 目 名	受験番号：	採 点 欄
英語学	氏 名：	

1 次の(1)~(10)の項目から 5 つを選択し、知るところを日本語または英語で述べなさい。解答の順番は問わないが、選択した項目の番号を明記のうえ、解答しなさい。

Select FIVE items from the list of linguistics terminology below and discuss them. Write the item number at the beginning of your answer to show which one you have chosen. You may answer in either English or Japanese.

- (1) 限定詞 (determiner)    (2) 補部と付加部 (complement/ adjunct)    (3) 音素 (phoneme)    (4) 連結の 'r' (linking 'r')    (5) 音の同化現象 (assimilation)    (6) 派生接辞 (derivational affix)    (7) デーン人の侵入 (Danish Invasion)    (8) 古英語 (Old English)    (9) 大母音推移 (Great Vowel Shift)    (10) 等時性 (isochrony)

[解答欄]

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2 以下の英文を読み、後の問 1～問 2 に日本語または英語で答えなさい。

Read the following passage. Answer the questions below in either English or Japanese.

What are some of the background assumptions that linguists make when they study language? Perhaps the most important fundamental assumption is that (1) human language at all levels is rule-governed. Every known language has systematic rules governing pronunciation, word formation, and grammatical construction. Further, the way in which meanings are associated with phrases of a language is characterized by regular rules. Finally, the *use* of language to communicate is governed by important generalizations that can be expressed in rules. The ultimate aim in the study of language, therefore, is to formulate linguistic rules to describe and explain the phenomena under consideration.

At this point we must add an important qualification to what we have just said. That is, we are using the terms *rules* and *rule-governed* in the special way that linguists use them. This usage is very different from the lay-person's understanding of the terms. In school most of us were taught so-called rules of grammar, which we were told to follow in order to speak and write "correctly"—rules such as "Do not end a sentence with a preposition," or "Don't say 'ain't'," or "Never split an infinitive." Rules of this sort are called (2) prescriptive rules; that is to say, they prescribe, or dictate to the speaker, the way the language supposedly should be written or spoken in order for the speaker to appear correct or educated. Prescriptive rules are really rules of style rather than rules of grammar.

In sharp contrast, when linguists speak of rules, they are not referring to prescriptive rules from grammar books. Rather, linguists try to formulate (3) descriptive rules when they analyze language, rules that describe the actual language of some group of speakers and not some hypothetical language that speakers "should" use. Descriptive rules express generalizations and regularities about various aspects of language. Thus, when we say that language is rule-governed, we are really saying that the study of human language has revealed numerous generalizations about and regularities in the structure and function of language.

(From Adrian Akmajian et al. 2001<sup>5</sup>, *Linguistics: An introduction to Language and Communication*, MIT Press, Chapter 1.)

問 1 下線部 (1) で述べられている"rule-governed"について、具体例を 3 つ挙げて説明しなさい。

Explain the term "rule-governed" in the underlined part (1) by giving three examples.

1)

2)

3)

問 2 下線部(2)の"prescriptive rules"と下線部(3) の"descriptive rules"について、それぞれ具体例を挙げて説明しなさい。

Explain the terms "prescriptive rules" in (2) and "descriptive rules" in (3) by giving some examples.

(2) "prescriptive rules"

(3) “descriptive rules”

3 以下の英文を読み、後の問 1～問 2 に日本語または英語で答えなさい。

Read the following passage. Answer the questions below in either English or Japanese.

What is a grammar of a language? A native speaker of a language knows his language perfectly, even though he may not be able to describe that language explicitly. For example, a native speaker can intuitively tell well-formed sentences from ill-formed ones. His linguistic *competence* excludes such sentences as *\*Himself hit John*, and *\*John and Mary talked to himself* as ill-formed (i.e., violating the grammatical rules of English), while recognizing such sentences as *John hit himself* and *John and Mary talked to each other* as well-formed. Thus, a native speaker of a language knows, largely unconsciously, the principles or rules that underlie the sentences over which he or she has native control. His or her linguistic competence can also tell if a certain sentence is *ambiguous*, i.e., subject to two or more interpretations. One classic example of ambiguity is the sentence: *Flying planes can be dangerous*. This sentence is ambiguous because it corresponds in meaning to both: (i) *Flying planes are dangerous*, and (ii) *Flying planes is dangerous*. That is, without a context there is no way of knowing which meaning is intended.

The user of English knows that a pair of sentences can have different structures although they might look the same superficially. For example:

(1) a. He is easy to please.

b. He is eager to please.

(1a) and (1b), although similar in their superficial structure (or *surface structure*), differ in terms of their underlying (or *deep*) structure. Their underlying differences can be roughly illustrated as follows:

(2) a. He — is — easy — someone to please him.

b. He — is — eager — he pleases someone.

It is the various aspects of the linguistic competence — not *performance* (i.e., the use of language in concrete situations) — that the linguist is concerned with when he studies the grammar of a language. Thus, the grammar of a language purports to be a description of the native speaker's linguistic competence.

(From Saito Sakio, Sato Yasushi and B.M. Wilkerson, 1994<sup>2</sup>, *Introducing Generative Grammar*, Kenkyusha, Chapter 2, slightly adapted.)

問 1 本文中の *Flying planes can be dangerous*. という文が多義 (ambiguous)、すなわち 2 つの意味をもつと述べられているが、まず、それぞれがどのような意味か説明しなさい。次に、なぜこの文が二通りに解釈できるのか説明しなさい。

According to the passage, the sentence *Flying planes can be dangerous* is ambiguous, i.e., it has two different meanings. First, explain each meaning of the sentence. Then, explain the reason why *Flying planes can be dangerous* can be interpreted in two ways.

問2 本文によれば、(1a)と(1b)の文は、表面的な構造（あるいは表層構造）は同じに見えるが、基底の（あるいは深層の）構造は、それぞれ(2a)と(2b)にあるように異なる。文(1a)と文(1b)がどのような点で異なるかについて、(2a)と(2b)に表示された深層構造を用いて説明しなさい。

According to the passage, the sentence in (1a) and the sentence in (1b), although they look the same in their superficial structure (or surface structure), differ in terms of their underlying (or deep) structures, (2a) and (2b), respectively. Explain in what respects (1a) and (1b) differ, by using the deep structures illustrated in (2a) and (2b).