試験科目〔専門科目:科目名 英米文学•英語学〕

| Γ.           |          | 1 (10   |              |             |               | 総得点 |     |
|--------------|----------|---|--------------|-------------|---------------|-----|-----|
| 杉            | 女数表示     | 1/12  | 受験番号         |             |               |     |     |
|              |          |   |              |             |               |     |     |
|              | ● 英語学    | 学(English and An<br>(English Linguistio<br>全て <u>それぞれの解</u> 答 | cs) を志望の受験 🤄 | 生は[E]~[J]全て |               |     | こと。 |
|              |          |   | [英           | 英米文学]       |               |     |     |
| [ <b>A</b> ] | 次の英文を諸   | <b>売んで、設問に答え</b> な  | ささい。         |             |               |     |     |
| ,11,         |          |   | <b>.</b>     |             |               |     |     |
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|              |          |   |              |             |               |     |     |
|              |          | 著作  | 権上の問題に。      | より開示しな      | ۲۷ <i>۰</i> ° |     |     |
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|              |          |   |              |             |               |     |     |
| [1]          | 下線部(1)を日 | 日本語に訳しなさい。  |              |             |               |     |     |
|              |          |   |              |             |               |     |     |
|              |          |   |              |             |               |     |     |
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| 試験科目 | 〔専門科目 | :科目名 | 英米文学·英語学〕 |
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| 木   | <b>文数表示</b> | 2/12      | 受          | 験番号     |              |              |
|-----|-------------|-----------|------------|---------|--------------|--------------|
| [2] | 下線部(2)が、    | どのように展開さ  |            | とになるのか、 | 、特徴的な点を日本語で訪 | -<br>泊明しなさい。 |
|     |             |           |            |         |              |              |
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| [3] | 下線部(3)を日    | 日本語に訳しなさレ | <b>\</b> ° |         |              |              |
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平成 27 年度三重大学大学院人文社会科学研究科(修士課程)入学試験問題解答用紙 試験科目〔専門科目:科目名 **英米文学·英語学**〕

| <b>杉</b> | 女数表示    | 3/1     | .2   | 受験番号             |           |  |  |
|----------|---------|---------|------|------------------|-----------|--|--|
| [B]      | 次の英文を   | 読んで、設問に | こ答えな | さい。              |           |  |  |
|          |         |         |      |                  |           |  |  |
|          |         |         |      |                  |           |  |  |
|          |         |         | 幸    | 著作権上の問題!         | こより開示しない。 |  |  |
|          |         |         |      |                  |           |  |  |
| [1]      | 下線部(1)  | を日本語に訳  | しなさい | , \ <sub>o</sub> |           |  |  |
| [2]      | 下線部 (2) | を日本語に訳  | しなさい | <b>`</b> °       |           |  |  |
|          |         |         |      |                  |           |  |  |
| [3]      | 下線部(3)  | が指すもの   | は何か、 | 、日本語で答えな         | さい。       |  |  |
| [4]      | 下線部 (4) | が表す状況   | を日本語 | 吾で説明しなさい。        |           |  |  |
|          |         |         |      |                  |           |  |  |

| 試験科目 | 〔専門科目 | :科目名 | 英米文学・英語学〕 |
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| 枚   | 数表                              | 表示     | 4,       | /12  | 2   | 受験                               | 番号   |                          |   |  |  |
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| [C] | 次の                              | 語句か    | ら 5 個を   | を選び、 | 、簡単 | に説明                              | しなさい。  |                          |   |  |  |
| (   | (1)<br>(2)<br>(3)<br>(4)<br>(5) | Ben Jo | nd Preju |      |     | (6)<br>(7)<br>(8)<br>(9)<br>(10) | The Raver<br>Sylvia Pl<br>bildungs<br>Thomas<br>A Midsur | ath<br>roman<br>Pyncheor | 1 |  |  |
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| 試験科目 | 〔専門科目 | :科目名 | 英米文学·英語学〕 |
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| 枚数表示            | 5/12                | 受験番号       |  |  |
|-----------------|---------------------|------------|--|--|
| [D] What is ima | gination? Discuss i | n English. |  |  |
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| 試験科目 | 〔専門科目:科目名 | 英米文学・英語学〕 |
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|                                   | えなさい。解答は日本                                |                                    | 1                                    |                    |
|-----------------------------------|---|------------------------------------|--------------------------------------|--------------------|
| Define the cons                   | Voiced or                                 | of each of the following  Place of | words as indicated in the  Manner of | example:           |
|                                   | Voiceless                                 | articulation                       | articulation                         |                    |
| la <b>dd</b> er                   | Voiced                                    | alveolar                           | plosive                              |                    |
| ha <b>pp</b> y                    |   |                                    |                                      |                    |
| ru <b>l</b> er                    |   |                                    |                                      |                    |
| ha <b>mm</b> er                   |   |                                    |                                      |                    |
| Tidililici                        |   |                                    |                                      |                    |
| ri <b>ng</b> ing  List three word |   | e sonority theory of sy            | llabicity is sometimes inac          | dequate in account |
| ri <b>ng</b> ing  List three word | s and explain why th<br>yllables present. | e sonority theory of sy            | llabicity is sometimes inac          | dequate in account |
| ri <b>ng</b> ing  List three word |   | ne sonority theory of sy           | llabicity is sometimes inac          | dequate in account |
| ri <b>ng</b> ing  List three word |   | ne sonority theory of sy           | llabicity is sometimes inac          | dequate in account |
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| 木   | <b>女数表示</b>                       | 7/12      |                    | 受験番号   |  |
|-----|-----------------------------------|-----------|--------------------|--|--|
| [F] | ついて、樹子<br>(1) What<br>(2) John th | 形図等も用いて論( | じな<br>like<br>hat? | きい。なお、""??<br>? "What does Jo<br>? "What does Jo | いらの英語の直接 Wh 疑問 文の派生に<br>Wh 疑問文の標準英語訳である。 |
|     |                                   |           |                    |  |  |
|     |                                   |           |                    |  |  |
|     |                                   |           |                    |  |  |

試験科目〔専門科目:科目名 英米文学•英語学〕

枚数表示 8/12 受験番号

## [G] 以下の文章を読み、次のページの設問に日本語か英語で答えなさい。

The acquisition of the *that*-trace filter was investigated by Phinney (1981). The stories that preceded the test questions were designed in such a way that each question could be answered by interpreting the bracketed S as a complement clause (call this the 'complement clause response') or a relative clause (the 'relative clause response'). This can be illustrated by considering <u>①</u>the story associated with sentence type (1), the structure that contains a complementizer followed by a subject gap.

| <br> | <br> |  |
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|      |      |  |

THE STUDY: Phinney 1981

SUBJECTS: 85 children aged 3;0 – 6;5, divided into four groups on the basis of their performance on a

pretest requiring imitation of sentences with finite and nonfinite complement clause.

Group 3: mean age = 5;0

Group 4: mean age = 5;2

Group 1: mean age = 3;7 Group 2: mean age = 4;9 SENTENCE TYPES: (4 tokens of each type)

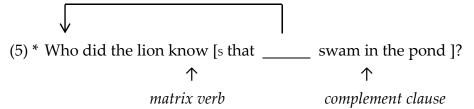
(1) Subject gap with *that*: Who did the lion know [s that \_\_\_\_ swam in the pond ]?

(2) Subject gap without *that*:

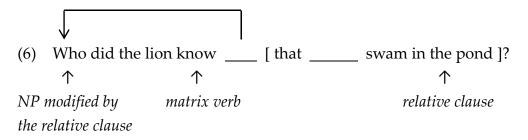
(3) Object gap with that:

(4) Object gap without *that*:

One interpretation of the test question treats the embedded clause as complement of the matrix verb *know*. Because this clause contains both the complementizer *that* and a subject gap, it violates the *that*-trace filter.



Another interpretation for the test sentence involves treating the embedded S as a relative clause that has been separated from the element it modifies – the question word *who*. This *wh* word in turn is interpreted as the direct object of the matrix verb *know*. (The gap in the relative clause here corresponds to a deleted relative pronoun.)



(O'grady, William. 1997. Syntactic Development. The University of Chicago Press.)

試験科目〔専門科目:科目名 英米文学•英語学〕

受験番号

9/12

枚数表示

| [1] | For  | each of (2) – (4), provide an appropriate sentence in English.   |  |
|-----|------|--|--|
|     | (2)  |  |  |
|     | (3)  |  |  |
|     | (4)  |  |  |
| [2] | expe | for $\bigcirc$ 1, create an appropriate experimental story that goes with the question in (1). Also, explain ected response(s) to (1) would be, both for (i) those children who have the knowledge of the er, and for (ii) those children who do <i>not</i> have the knowledge of this filter. |  |
|     | [A]  | Create an experimental story:  |  |
|     |      |  |  |
|     |      |  |  |
|     |      |  |  |
|     |      |  |  |
|     | [B]  | Explain the expected responses:  |  |
|     | (i)  | For those children who have the knowledge of the <i>that</i> -trace filter   |  |
|     |      |  |  |
|     |      |  |  |
|     | (ii) | For those children who do <i>not</i> have the knowledge of the <i>that</i> -trace filter   |  |
|     |      |  |  |

| 計勝利日       | 「申問利日 | . 彩日夕 | 英米文学・英語学)                             |
|------------|-------|-------|---------------------------------------|
| 形人 河央 小子 口 |       |       | ************************************* |

| 枚数表示 | 10/12 |  | 受験番号 |  |
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[H] 以下の設問に、日本語か英語で答えなさい。

以下の例に基づき、「含意」(entailment)と「前提」(presupposition)の違いを説明しなさい。その説明を支持するデ ータも併せて提示しなさい。

(1) Tom is a genius.

(3)

- (2) John knows that Tom is a genius.
- Mary's brother is a genius.

| コレモグ イバー   | (士ロロイ) ロ | イバロカ               | 英米文学・英語学         |
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| 美工 供出 木小 口 |          | ・ 本山 口 <i>/</i> 2. | <b>本★V字• 本語字</b> |
|            |          | . //1 🗀 // 1       | 天小太子 天丽子         |

- [I] Mayes and Ono (1991) suggest that a particular set of explicit forms (anaphoric demonstrative plus noun) in Japanese is used to indicate a certain social distance between the speaker and the referent, regardless of the degree of accessibility of the referent in the hearer's mind. Consider the following example.
- (1) H: iwayuru furui taipu no eigyoo-moo

so-called old type of sales:person EMPH

'Because (he) is an old world sales-'

T: ne

PRT

'Yeah'

H: tenkeitekina eigyooman da kara **ano hito**.

typical sales:person be because that person

'typical sales person, that person.'

T: honto yan nacchau **ano hito** 

really disgusted become that person

'(I'm) really tired of that person.'

The use of the more explicit *ano hito* in the last two lines can be explained by the speaker's stance toward the referent. In the context of the conversation, the participants were complaining about a co-worker. (quoted from Cumming, Susanna, Tsuyoshi Ono and Ritva Laury (2006) "Discourse, Grammar and Interaction," *Discourse studies : A Multidisciplinary Introduction* ed. By Teun A. Van Dijk. 8-36. Sage.)

| Q: | What does the use of ano hito indicate? Explain it in either English or Japanese. |
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試験科目〔専門科目:科目名 **英米文学·英語学**〕

| 枚数表示 12/12 | Ä | 受験番号 |  |
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| [J] 以 | 下の用語から <u>3 つを選んで</u> 、解診    | だを加  | えなさい。                |     |                          |
|-------|------------------------------|------|----------------------|-----|--------------------------|
| (a)   | c-command                    | (b)  | Binding Condition A  | (c) | conventional implicature |
| (d)   | default values of the parame | ters | (e) Emergentism      | (f) | flap                     |
| (g)   | motherese                    | (h)  |                      | (i) | sloppy identity          |
| (j)   | speech act                   | (k)  | structure dependence | (1) | Usage-based model        |
|       |                              |      |                      |     |                          |
|       |                              |      |                      |     |                          |
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