# 英語学で見えてくる授業の引き出し

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# 最初に宣伝!

- 大学で英語を教える父が高校生の娘に贈る プレミアムな英文法・熟語
  - 著者
    - 中村 良夫
      - この状況下のためにサイン会はありません。ご了承ください
  - 出版社
    - 開拓社
    - http://www.kaitakusha.co.jp/book/book.php?c=1214
      - カートに入れる際は、布教用も含め、二けたの数字でどんと行きましょう!
  - 発売日
    - 2020年11月28日
  - 定価
    - 2750円 (税込)
- 皆様のご協力でシリーズ化します。お願いいたします

# 何でもありだと、説明できても…そこで止まっちゃうかも…!?

- 英語学が与えてくれる知見
  - 「文法」や「意味」「語句」「音」に関する規則が依拠する基盤を成す共通項
    - 表面上のことに出る事象などを文法規則や語句の基本的な意味などに還元する基のレシピ
  - 文構造などを基に、文法/規則など、物事を新たな角度から見られる視点
  - 理解を深める説明を与える材料

# 今日の予定

- 日本語の「する」の守備範囲
  - 英語: make/doの使い分け
  - Vendler (1957) の4分類: ±**stage** (動作の継続/瞬間性), ±**telic** (終点の有無)

- 受け身文
  - 受け身文と自動詞
    - State without Process
    - 意味役割: Theme
    - 文構造: 主語位置
  - 受け身文と情報構造

# VENDLER (1957) の四分類 (ROTHSTEIN 2004)

- 状態 (states)
  - **Non-dynamic** situations
    - 一定の状態が続いている静的な状況を表す
  - know, believe, desire, love, be happy …
- 活動 (activities)
  - **Open-ended** processes
    - 活動・動作の終わりが明確でない
  - run, walk, swim, push (a cart), drive (a car) …

# VENDLER (1957) の四分類 (ROTHSTEIN 2004)

- 到達 (achievements)
  - **near-instantaneous** events which are over as soon as they have begun.
    - 一瞬の動作・出来事が終了した後の結果状況を示す
  - recognize, spot, find, lose, reach, die …

- 達成 (accomplishments)
  - processes which have **a natural endpoint**
    - 途中経過から成り立ち、終了 (達成) が明確な動作・出来事
  - paint (a picture), make (a chair), draw a circle, build a house …

# 2 ×2 = 4 → 二種類の類別法 ROTHSTEIN (2004)

- 動詞の2種類の類別法 (cf. 遠藤 2001)
  - [+stage, -stage]
    - 動作を続けていれば、**同じ動作が続いていく**し、そのまま [局面/過程] がある
  - [+ telic, -telic]
    - **動作の終わり**が**明示**されている

- **活動 (activities)**
  - + stage, –telic
  - I'm **walking** now.
    - 歩き続けていれば、歩いている経過がある

# 2 ×2 = 4 → 二種類の類別法 ROTHSTEIN (2004)

- **到達 (Achievements)**
  - - stage, +telic
  - The queen **cut** the ribbon. (Truswell 2011)
  - I hadn't seen her for 20 years, but I **recognized** her immediately. [Cambridge]
    - 気づくのは一瞬だし、気づいていない状況から気づいたら、すぐ気づくから、ほんの瞬間
- **達成 (Accomplishments)**
  - + stage, + telic
  - She **painted a picture**.
    - 絵を描くという動作を続けると、次の局面 (時間) でも絵を描く動作中で過程を形成して終わりも明確
  - I **made a chair**.

# する
# DO/MAKE (CF. TRUSWELL 2011)

- _____ homework, _____ a decision, _____ progress, _____ their best …
- **do**
  - **Activities**
    **do** a work, **do** research, **do** a service, **do** skiing, **do** shopping, **do** everything, **do** his duty, **do** exercises, **do** dishes …
- **make**
  - **Achievement**: make a contact
  - **Accomplishment**: make a chair
    **make** a deal, **make** a promise, **make** a suggestion, **make** a proposal, **make** errors, **make** advance, **make** differences. **make** dollars, **make** loan, **make** contribution, **make** a turn, **make** promise, **make** mistakes, **make** money, **make** an influence, **make** efforts …

# MAKE A CONTRACT

- 未契約と契約の状態があり、契約した**瞬間**に言える
  - × We are **making** a contract.
  - We **make a contract** from now on.
  - We are **to make a contract**. ≠ We are **talking** to make a contract.
  - We **made a contract**.

# MAKE AN INFLUENCE

- **influence** (Cambridge)
  - the power to have an effect on people or things, or a person or thing that is able to do this:
- 成果が作られる過程で、誰かが何か達成して、影響を積み重ねていくことは可能
  - Jefferson **is** already **making an influence** on the local Detroit community.
    - Detroit Lions News: https://www.prideofdetroit.com/2021/5/27/22456312/detroit-lions-rookie-jermar-jefferson-supporting-local-detroit-charity
  - … he **has** reportedly **made an influence** on the final hours of the transfer window before he is officially the manager.
    - Goodison News: https://www.goodisonnews.com/2022/01/30/frank-lampard-will-block-dominic-calvert-lewin-everton-exit/

# 中村先生の本
# 能動文と受け身文

- 受け身文が使われる時
  - 動作主・原因が不要の時
    - **The election** will **be held** on 8 August. [Cambridge]
    - **I'm** completely **determined** that people should be able to live in peace. [Oxford]
    - 決勝戦は8月21日に行われる
  - 動作主・原因が不明の時
    - We are going to find out about **all the evidence** that **was hidden from** us, and **all the other witnesses** that **were not revealed to** us. [Oxford]
    - **I wasn't triggered** to start a label or organize concerts.[Oxford]
    - 昨日、ひできが火星に閉じ込められた
  - 動作主・原因が自明の時
    - We would like to stress to everyone to make sure **their homes are locked**. [Oxford]
    - **He was fatally injured**. [Oxford]
    - お父さんの漫画が捨てられてしまった

# 述部が表すものは…

- 文によって表されるものは…
  - 事象 (Event)
    - **状況/States**
      - After the earthquake, the city **resembled** a battlefield. [Cambridge]
    - **動作/Activities**
      - Children were **playing** on the village green. [Cambridge]
    - **経過/Process**
      - The two brothers **established** a clothes retailing business. [Cambridge]
  - 参加者
    - **意味役割/Theta-Roles** (Thematic Roles)

# 参加者/意味役割 (THETA-ROLE)
# 述部が表す意味

- **Agent/Cause**
  - 動作の主体
    - **Kapi ran** all over around the field.
    - **Ren scored three goals** with great shots
  - 状況を引き起こすもの
    - **A strong typhoon destroyed these building** in a moment.

  - 動詞が表す**State/Process**を引き起こす**行為の主体者/主因**

# 意味役割 (THETA-ROLE)

- **Theme**
  - 自動詞
    - 状況・状態を描写する時に、中心で対象となっているもの
    - **Kiso** always **slept** in a classroom.
  - 他動詞
    - 動作・行動・原因などにおいて、影響を受ける対象
    - 動詞の目的語名詞
    - **Hideki valued the relationship** with virtual aliens.
    - **Rui surprised all of us** when she didn't allow anyone to get a goal.

# 他動性の条件
# 動詞の目的語とTHEME

- Levin & Rappaport (1986)
  - 主格・対格 名詞
    - 動詞が表す**動作・思考に強く関係している**か、影響を受けるもの
    - 動作によって、場所が移動したり、状態が変化したり、**何かしら影響を受けるもの**
  - Namely, the NP that is assigned structural Case by a verb is the affected object of the verb. I use the term affectedness here loosely to refer to a change of state or location caused by the action of agent.
- Tomioka & Sim (2005)
  - The Affectedness Condition
    - The referent of the possessor is **'affected' by the action denoted by** the possessee and the verb in inalienable possession IAP constructions.
    - Taiga-ka robot-ul pal-ul palp-ass-ta./タイガがロボットを足を踏んだ

# 文が表すもの
# 意味役割 おさらい

- **States/状況** (心理状況などを含む)
  - 主語が**Theme**の意味役割を受ける
    - Be動詞 (copula)とBe動詞もどき (seem/appear/happen…など)
    - **自動詞 (非対格動詞)**/他動詞 (心理動詞など)
    - **受け身文?**
- **Activities/Activities with Process**
  - 主語: **Agent/Cause**
    - 自動詞 (非能格動詞)
    - 他動詞 (非能格動詞)
      - Activitiesが示す行為の対象の**Theme**が必要
  - **Activities** vs. **Achievement/Accomplishment**
    - 主語 (**Cause**) + **Process --- Change of State → Changed State**

# CHANGE
# 自他交替

- change: State [**Theme**]/ Activities + Process [**Agent**, **Theme**]
  - to **make** or **become** different: [Cambridge]
    - **The total amount** we watch isn't likely to **change** much. [Oxford]
    - **Both parties** voted against proposals to **change the law**'. [Cambridge]
    - Several months ago, **our lives were changed** for the worse. [Oxford]

✓**State**を引き起こす**行為を行う主体 → Process**の発生 + **Agent/Cause**

# BREAK
# 自他交替

- break:
  - State [**Theme**]/ Activities + Process [**Agent**, **Theme**]
  - to (**cause** something to) **separate suddenly** or **violently** (strongly or extremely) **into two or more pieces**. [Cambridge]
    - **The cup broke** under the strain.

      **Change → State**
    - **I broke a cup** into small pieces and put it in a bowl. [Oxford]

      **Activities + Process/Change → State**
    - **The cup was broken** into small pieces.

      ???

# 受け身文
# (THANKS TO JOSEPH TABOLT)

- **Wadamaru broke this clock** last week.

  A.

  **This clock is broken**.

  B.

  **This clock has been broken** since last week.

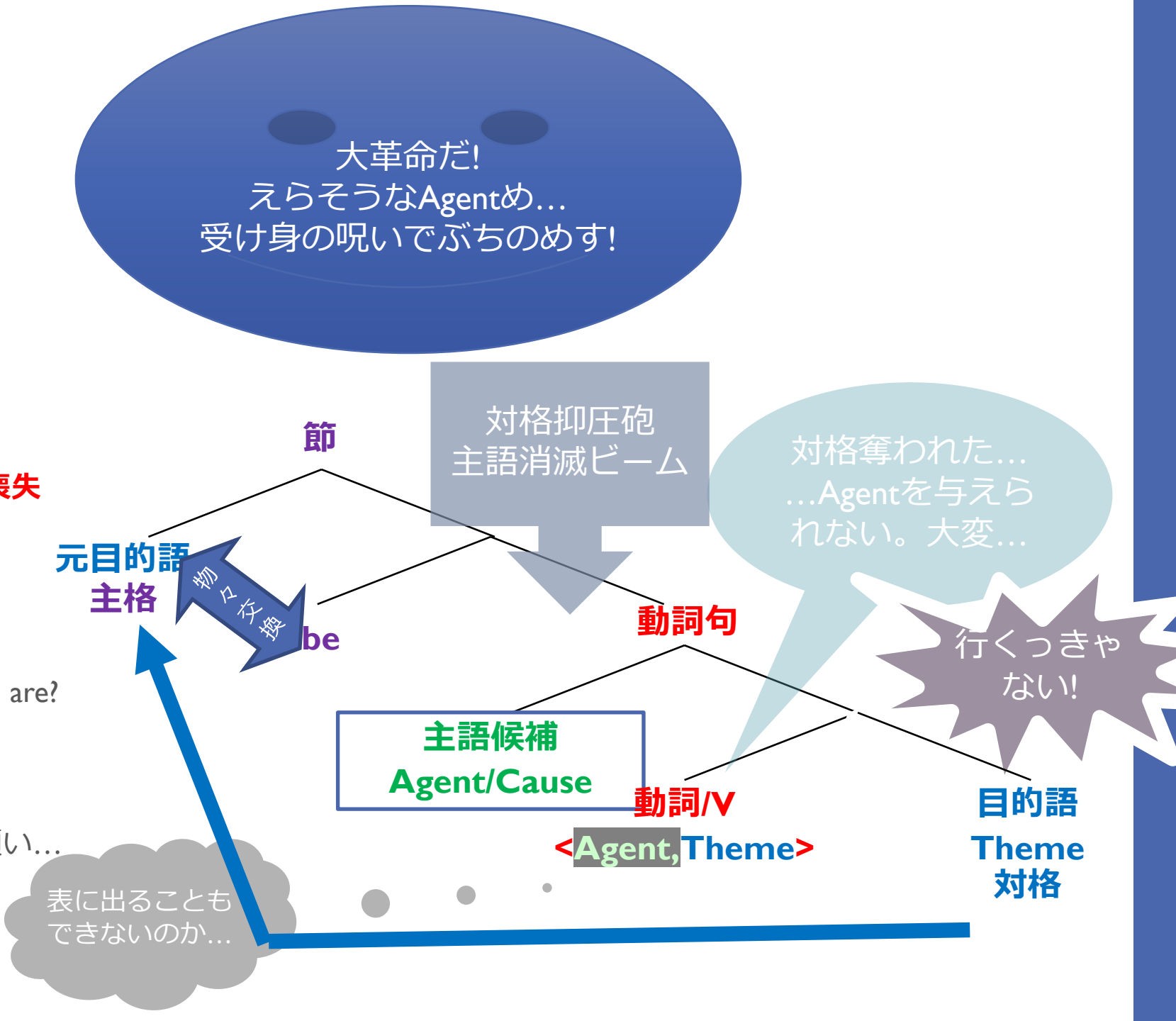
  C.

  **This clock broke** last week.

  [What happened to this clock?]

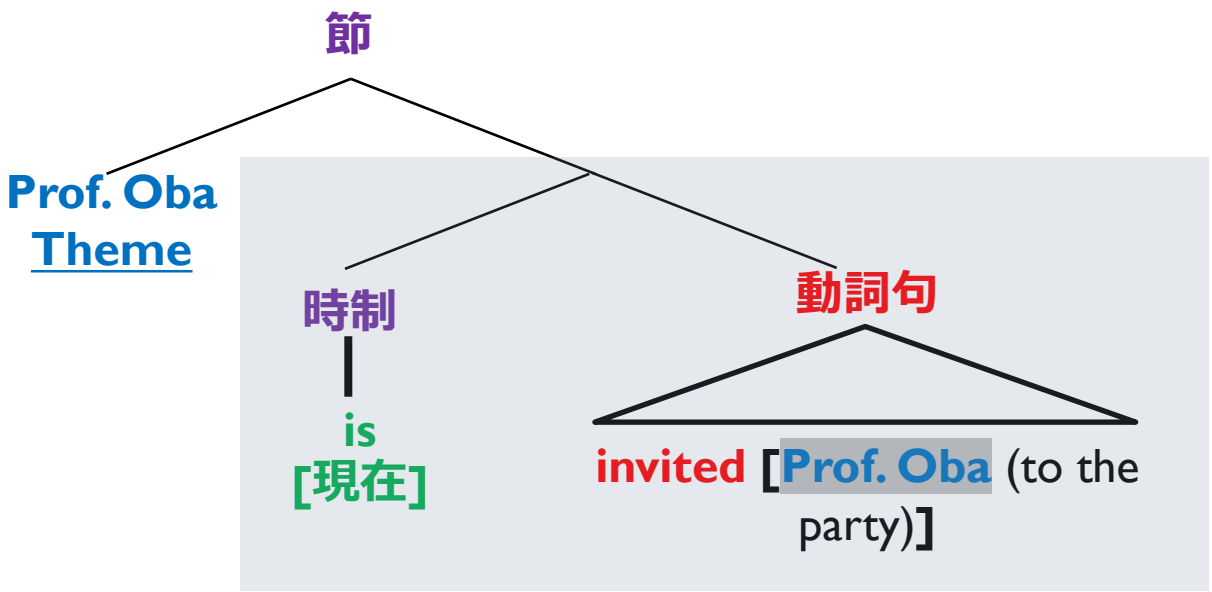
# 受け身
## 【簡略的な説明】

- 受け身
  - 動詞/動詞句
    - 対格認可/付与能力**喪失**
    - 主語がなくなる
  - Be動詞
    - 主語が行方不明…
      格をあげたいし、is? are?
      僕はなにもの
  - 目的語
    - 格が必要…beにお願い…



# 教科書
# 能動文と受け身文

- 主語位置 [節の中で一番上] – 時制 +VP: 叙述形式
  - <Prof. Oba> [{is}+ always **invited** (to the party)].




**States/状況**
- 主語: **Theme**
- **主語の状況**を示す
- **自動詞**
  - **The rain had stopped** and **the clouds had cleared**. [Oxford]
  - **Cats remains silent**.

受け身
- 主語: **Theme**
- 格: **対格なし → 自動詞**

✓ **States/状況**を表す構造

# RAINHART (2016)

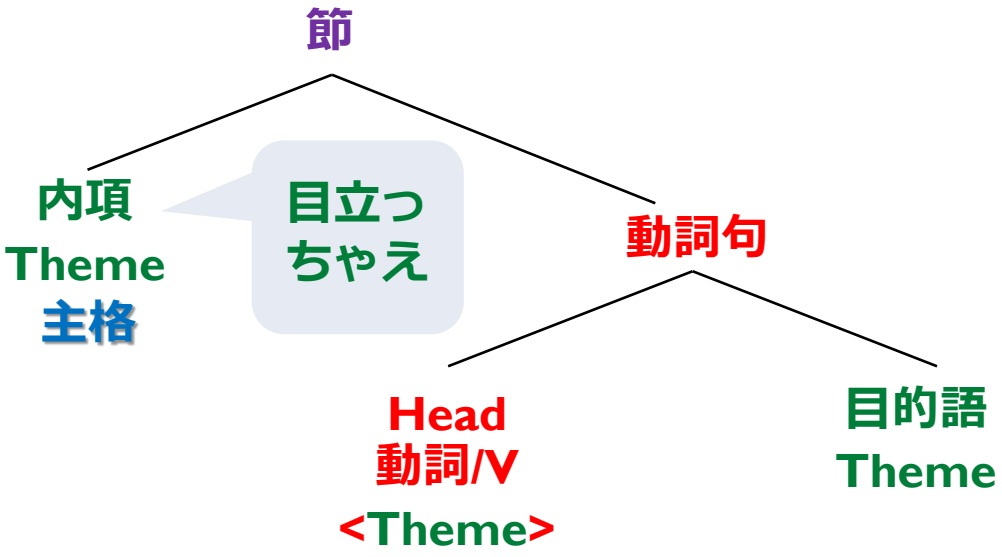
- 受け身文
  - **他動詞** → **自動詞**
    - 抑制: **Agent** + はく奪: **対格**
  - **Activities + Process (Change)** → **State** [**Theme**]

# RAINHART (2016)

- Saturation (Rainhart, Everaert, Marelj & Reuland 2016)
  - Unaccusative/Impersonal passive
    - The sun **was** hot and **melted the snow** (**the snow** was **melted**). [Cambridge]
      - **Activities + Process** [**Cause**, **Theme**], <**対格**>
    - **The snow** usually **melts** by mid March. [Cambridge]
      - **Activities + Process** [~~**Cause**~~, **Theme**], <**対格**> → **States** [**Theme**]
    - Er **werd** **gesprongen**. (Dutch/同上) "There is jumping."
      there was jumped
      **Activity** [**Agent**] → **State**
    - *Er **werd** **gegroeid** (grow/increase). → ***States** [**Theme**]
  - **Activities + Process (Change)** → **State** [**Theme**]

# 教科書
# 受け身文

- 受け身: 目的語 → 主語
  - 目的語
    - 動詞の隣にあり、Theme (動詞の内項)
  - 主語位置
    - 元目的語の出来事や状況を表す




- (8)
  - **They** believed [these customs unique in Japan].
  - **These customs were believed** [**these customs** unique in Japan].

- (14)
  - **Our dog is taken care of** by my brother.

# 中村先生: ミニ講義1 [PP.28-30] 存在を表す　THERE構文

- **there** - 新情報!
  - Once upon a time **there** was **a little girl** who lived in a village near the forest.

- 日本語 「は」: 旧情報
  - **そこで会った犬は、ほうとうを良く作ってくれる**
  - **持ってきてくれたぶどうは、英樹がほうとうに入れた**
  - **昨日の試合で3点を決めたのは、3年生のレンです**

- 情報構造
  - **Topic** – **Comment** (新情報のことが多い)
- 英語の情報構造
  - **旧情報** → **新情報**

Information structure: A dichotomy

| | | |
|---|---|---|
| Givenness (what is known vs. what is new) | Given/Old<br>Presupposition<br>Background | New<br>Focus<br>Focus |
| Aboutness (what an utterance is about vs. how it is said) | Topic<br>Theme | Comment<br>Rheme |

10/04/2007 ENG 1520 9

Xiao, Richard. 2007. *Information Structure and sentence structure*, lecture (Eng 1520, Lancaster University) slides, available at https://slideplayer.com/slide/793332/

# 存在を表す　THERE構文
# 第10章 強調構文と情報構造

- 構造上、新情報にする
  - I was **quite pleased with my performance**, but **there** are **things** which need improving. [Oxford]
  - After school, Kamal took the girls to **the old house**. **It** was very old and very dirty too. **There** was **rubbish everywhere**.
    - Cited from *The Text - level 1, Learn English Teens, British Council*

# 存在を表す　THERE構文
# 第10章 強調構文と情報構造

- 情報構造 [**Topic/旧情報**, **Comment**]
  - p. 261 (11) 前置詞句の倒置
    - **Over the fireplace** was **a magnificent trophy of weapons**, which had been used on that tragic night.
  - p.261 (12) 形容詞句
    - **Few** are **those who see with their own eyes and feel with their own hearts**.
  - .269 (29-30): 強調構文
    - **It** was **John who was explaining the rules to Mary yesterday**.
    - **What Fred told us** is **that he wants to quit school**.

# 受け身と文構造/情報構造

- 英語の情報構造
  - **旧情報** → **新情報**
- 受け身文の**主語位置** [節の一番上]
  - [時制 + 動詞句]の**述部**が表す出来事・状況などで、状況で記述される名詞・節が入る
- 受け身: 目的語 → 文頭
  - 情報構造
    - **旧情報**を表す位置
  - 述部で**状況の対象**として書き表されるもの
- 受け身文のまとめ [cf. 他動性条件]
  - Activities + Process [Agent, **Theme**] <~~対格~~> → **State** [**Theme**]
  - **Topic** [**旧情報**/**Theme**], Comment

# 中村先生 本 受け身文
# IT IS BELIEVED THAT … VS. 主語 IS BELIEVED TO …

- 情報構造 + 受け身のコラボ
  - (12)
    - People believed that he had been optimistic.
    - People believed him to have been optimistic.
- 受け身のやり方は2つ
  - (13b):
    - **It was believed** that **he** had been optimistic. [仮主語のIt]
    - cf. It seems that he makes extremely optimistic plans.
  - (13c)
    - c. **He was believed** to **have been optimistic**. [元目的語の**He**]
    - cf. He seems to make extremely optimistic plans.

# 英作文の例
## （『北尾/ALLAN著 WRITING KEY 金星堂』より）

- A.
  - **Kansai people are said to** prefer to udon noodle, whereas **Kanto people are said to** like soba noodle.
  - **It is said that Kansai people** love to eat udon, while Kanto people rather enjoy soba.
- B.
  - **No one was injured in the traffic accident**.
  - **There was no injury reported to anyone** in the traffic accident.
  - **There were no people** (who were) **injured** in the traffic accident.

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