

外国語学部英米学科

英 語

模擬授業時間:9時30分から10時15分(45分)

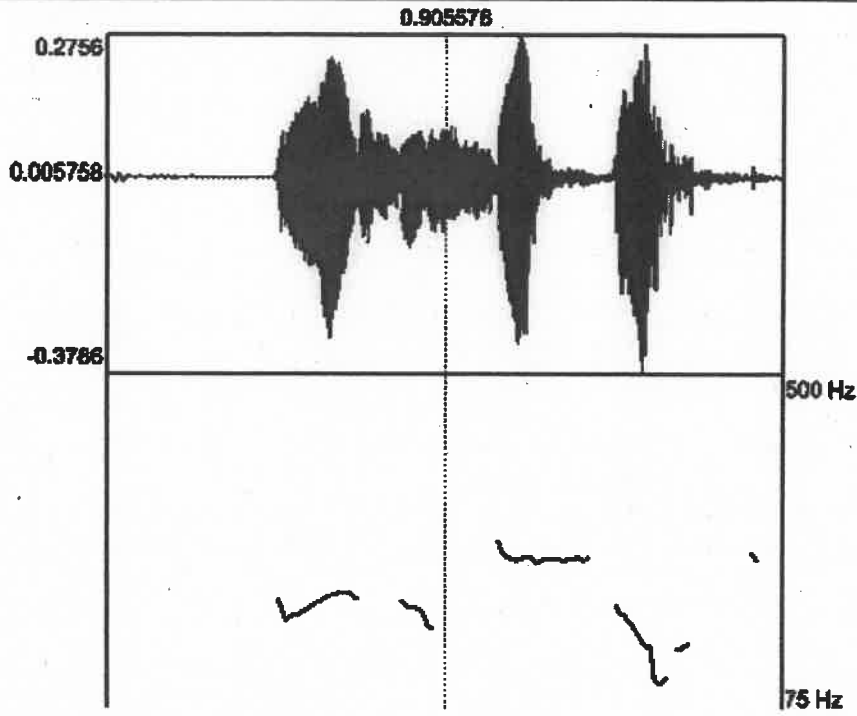
【注意】

1. この資料およびメモ用紙は、これから行なわれる模擬授業および、引き続き行なわれるレポートの際の問題文および資料として用います。模擬授業開始後、冊子を開いた際に印刷の不鮮明、ページの落丁・乱丁、汚れ等に気づいた場合は、手を上げて講師または監督者に知らせてください。
2. この資料は表紙を含めて6ページあります。
3. この資料およびメモ用紙は模擬授業終了後裏返し、引き続き行なわれるレポートの開始まで、そのままお待ちください。なお、休憩時間は原則として私語は禁止とします。
4. 携帯電話等の通信機器を時計として使用することはできません。これらのものは必ず電源を切り、かばんの中等に入れておいてください。
5. この資料は2次試験にも持参してください。試験終了後も、受験票とあわせて大切に保管しておいてください。

【講義用英文】 ※この英文は、講義および試験の両方で用います。

Sentence intonation

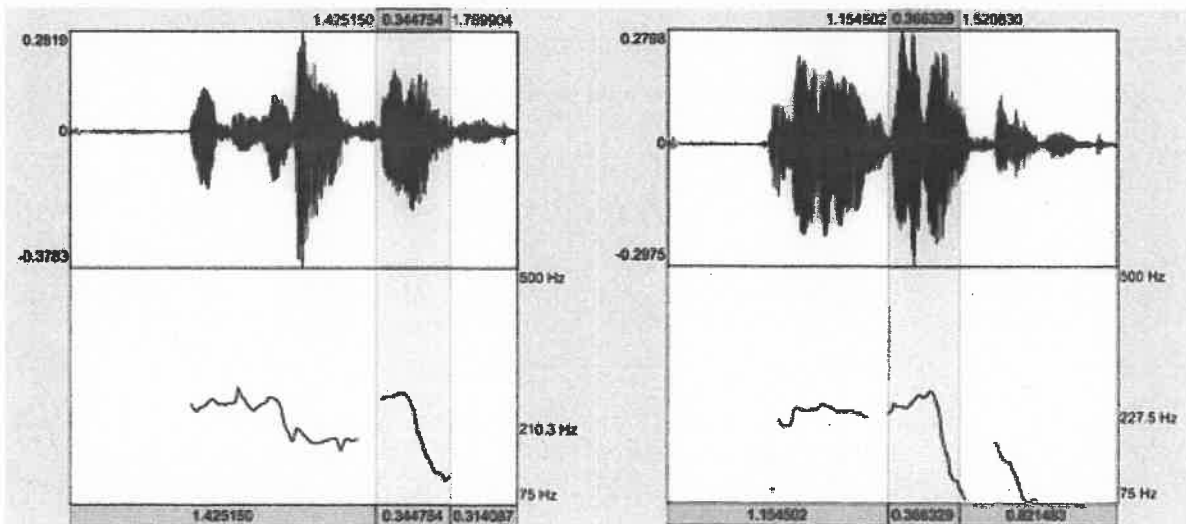
A. The sound wave of the word "Mississippi"



B. Sentence stress

Speaker A What did you buy at Creeds?

Speaker B I bought a new sweater at Creeds.



C. Content vs. function words ("Teaching American English Pronunciation")

+ Content words:

- Nouns
- Main verbs
- Adverbs
- Adjectives
- Question Words (why, when, what, . . .)
- Demonstratives (this, that, these, those)


+ Function words:


- Articles (a, an, the)
- Prepositions (at, to, of ,)
- Auxiliaries (will, have, been,)
- Pronouns (him, her, it,)
- Conjunctions (and, or, as, that,)
- Relative pronouns (who, which, that,)


D. Identify words


Word	Identify	Word	Identify
think		have	
try		get	
him		this	
terrible		word	

E. Sentence stress ("Teaching...")


He wants to go home


She gave him five dollars for it.


Give her a sweater.


What do you want to do with it?

F. Finding the focus word

(from "Clear Speech")

Finding the focus word

1. There's no electricity.
2. We need a photograph.
3. This is my sister.
4. Can I help you?
5. He doesn't understand it.
6. Where did you go?
7. Open the window for them.
8. Please record this for me.

G. Old vs. New Information ("Clear Speech")

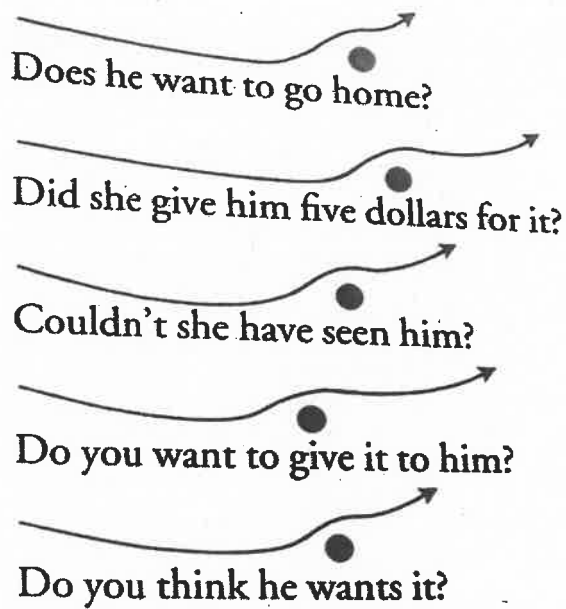
Emphasizing the focus word

The focus words in these sentences are underlined. Each of these focus words is a different category of content word.

1 Listen to the sentences and hear how the focus words are emphasized:

1. My cat eats fish. (noun)
2. He loves it. (main verb)
3. But only fresh fish. (adjective)
4. He eats slowly. (adverb)
5. I don't know why he eats that way. (question word)

H. Rising intonation on sentences ("Teaching American English Pronunciation")



I. Mark intonation contours on sentences ("Teaching American English Pronunciation")

- + I don't think I can go.
- + Would you like to go?
- + So I'll be ready by 8 (said with upspeak).
- + Let me see the blue, black and red ones.
- + There no bread in the cupboard.
- + There's no reason why I can't go.
- + I'll take six, nine or twelve of them, depending on how much they cost.
- + Which car is yours?
- + Don't try to cheat me!

Robin T. Lakoff: What's up with upspeak?

Here's an experiment. Tell someone the day of the week, e.g. "It's Monday." As you speak, take note of how your voice rises and falls. If your pitch bends down as you approach the end of the sentence, then you are using "downspeak," or what linguists refer to as "falling intonation." If your pitch increases steadily as you approach the end of the sentence, rising up toward the end of the word "Monday," then you used "high rising terminal," or "upspeak."

Recently, a debate has emerged about the meaning attached to these two types of speech patterns, and upspeak in particular. Some argue that ending a declarative statement—"Today is Monday," for example—on a high note typically reserved for questions—"Is it Monday?"—betrays a speaker's lack of confidence and willingness to submit to their interlocutor.

On the other side of the debate are those who view upspeak as more innocuous, and even as a sign of an individual's superior and innovative communication skills. A study based on business and academic meetings conducted in English in Hong Kong, found that meeting chairs—in other words, the most powerful people in the room—used rising intonation three to seven times more often than did their subordinates. These findings suggest that rising tones, far from a show of inferiority, can be used to assert dominance by exerting pressure on listening participants to respond and establish common ground.

Robin T. Lakoff was the first linguist to incorporate gender into the study of language. Lakoff began to think about the relationship between identity and public discourse, and about gender in particular. How did being a woman or man affect one's use of language, both in form and content? To answer these questions, Lakoff had to listen, and listen closely. speech act, but, she added, "it'll make you incredibly unpopular."

The research Lakoff conducted served as the foundation for her article "Language and Woman's Place" (1973). In the article, Lakoff argued that gender stereotypes conditioned how women spoke—and were spoken of—in American society. She showed how uncertainty, triviality, and lack of clarity and force distinguished "women's language" from that of men, a distinction that reflected prevailing "rules of

politeness” that governed female behavior more broadly. She identified women’s preference for empty adjectives (“divine,” “adorable”), tag questions (“John is here, isn’t he?”), and weak expletives (“oh dear,” “oh fudge”), and compared this to men’s preference for neutral adjectives (“great,” “terrific”), direct statements, and stronger swear words (“damn,” “shit”).

Combined, these linguistic forms ensured that a woman presented as a “lady”: agreeable and polite, someone who offered rather than imposed ideas, knowledge, and demands on a listener, even when directly communicating information was her stated goal.

One of the most common features to show up in Lakoff’s study of “women’s language” was the frequent use of upspeak for both canonical yes-or-no questions (e.g. “Is it Monday?”) and declarative sentences (e.g. “It is Monday”). It is a linguistic truism that all American speakers—both male and female—either employ upspeak or invert the subject and first auxiliary verb (“It is Wednesday” becomes “Is it Wednesday?”; “John can cook spaghetti!” becomes “Can John cook spaghetti?”) in order to signal to a listener that they are asking a question. Questions, by definition, are asked almost always in order to receive information that is lacking. As such, they hint that the speaker has lower standing relative to the other party.

But why do women tend to embrace upspeak more often than do men? The answer that Lakoff came up with at the time, and the one that she stands by to this day, is that women train themselves—both voluntarily and involuntarily—to use rising intonation in certain contexts to protect themselves from accusations of “bossiness” and “bitchiness.” By blunting a declarative sentence’s intended force, upspeak allows women to meet what Lakoff argues are two conflicting demands: to provide information with confidence, but do so in a non-imposing, dependent, non-bossy, “lady-like” way. According to Lakoff, “Bossy people tell you how it is. Bossy people say, ‘Today is Monday!’” (spoken with fallen intonation as she pounds her hand on table). “If you want to be non-bossy you say ‘Today is Monday’ (spoken with rising intonation), meaning, ‘I know it’s Monday, but I don’t want to be pushy with it.’”

(Adapted from University of California, Berkeley Social Science Matrix)