

# 《评估语言》

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## 前言

The impetus for this book grew out of work on narrative genres , principally undertaken by Guenter Plum and Joan Rothery at theUniversity of Sydney through the 1980s. Their point was that interper-sonal meaning was critical both to the point of these genres

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## 内容概要

《评估语言:英语评价系统》(英文版)以崭新的视角揭示了评估性语言的本质及其社会功能和修辞功能,重新诠释了情态、让步、否定等语义学概念,并通过对选自新闻、政治报道、学术著作、小说等文本的分析,清晰阐明了评价系统在文本分析中的应用,是了解、研究语篇语义学的必读书目。

# 《评估语言》

## 作者简介

本书由James R. Martin和Peter R. R. White师生合著。Martin 1950年出生在加拿大新不伦瑞克省圣斯蒂芬市，1968年考取多伦多的约克大学格伦顿学院。他从英语系主任Michael Gregory那里第一次接受了Halliday的语言学思想，同时，又从Henry Allen Gleason，的学生Waldemar Gutwinski那里接受了关于语篇结构的理论。大学毕业以后，他到多伦多大学师从Gleason进一步学习语篇分析。1975年，他获得硕士学位后，前往英国艾塞克斯跟随Halliday攻读博士学位。这期间他有一年半时间在加拿大跟Gleason做研究，然后随Halliday到悉尼，在那里完成了学业。此后，他一直在悉尼大学语言学系任教。2000年晋升教授，并当选澳大利亚人文科学院院士。2003年因为在语言学和哲学领域的贡献荣获澳大利亚联邦建国百年特殊贡献奖。

White 1956年出生，曾在澳大利亚的报纸和电台担任过记者、编辑，并在澳大利亚特别节目广播事业局（Special Broadcasting Service, SBS）担任过培训新闻工作者的教官。1998年他以论文《讲述媒体故事——作为修辞的新闻故事》（'Telling media tales: the news story as rhetoric'）在悉尼大学获博士学位。此后，他在英国伯明翰大学讲授了7年语言学和英语课程，现在澳大利亚阿德莱德大学语言学系担任讲师。

两人的学术背景决定了他们的学术兴趣。他们对系统功能语法和语篇分析都有精辟、独到的研究，因此特别关注如何把这两者进行有机的结合。Martin从1979年开始在悉尼大学讲授自己对这个问题的认识，把这门课称为“语篇语义学”（discourse semantics）。1992年他把这门课程的讲稿整理出版，定名为《英语篇章——系统与结构》（English Text: System and Structure）。

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## 章节摘录

Poynton 1985 outlines important realisation principles for both power and solidarity, principles which unfortunately to date have not been properly explored. For power, she considers reciprocity of choice to be the critical variable. Thus social subjects of equal status construe equality by having access to and taking up the same kinds of choices, whereas subjects of unequal status take up choices of different kinds. Terms of address are one obvious exemplar in this area. It is easy to imagine an English-speaking academic addressing an Asian student by their first name, and they in turn addressing the academic as Professor, just as it is easy to imagine colleagues addressing one another by their first names (as Peter and Jim). But for an Asian student to address their Professor as Jim would come as a surprise, whatever the expressed naming preferences of the academic in question. Ethnicity, generation and the student-teacher relationship all facilitate non-reciprocal address. From this example we can see that it is not just a question of reciprocity, but also of the different kinds of choices that might be available for interlocutors in dominant and deferential positions. As far as appraisal is concerned, this principle affects who can express feelings and who can't, what kinds of feelings are expressed, how strongly they are expressed, and how directly they are sourced. For solidarity Poynton suggests the realisation principles of proliferation and contraction. Proliferation refers to the idea that the closer you are to someone the more meanings you have available to exchange. One way of thinking about this is to imagine the process of getting to know someone and what you can talk about when you don't know them (very few things) and what you can talk about when you know them very well (almost anything). In appraisal terms this might involve appreciation of the weather to begin, judgements of politicians, sporting heroes and media personalities as the relationship develops, moving onto emotional reactions to family, friends and lovers as intimacy develops. Social subjects differ about how much proliferation is appropriate when. Sitting with a group of British and Australian colleagues at a seafood restaurant in Seattle, Peter and Jim were once surprised to have their waiter sit down and describe his reactions to various items on the menu without being asked for his opinion about a specific item. His attempt to construe good friendly service was read as intrusive by the outsiders, and allowances had to be made on the part of the visiting social semi-officials for cultural differences (happily furnished as they were with yet another travel story from America which they would use to bond with family, friends and colleagues back home).

# 《评估语言》

## 编辑推荐

《评估语言：英语评价系统》(英文版)是第一部全面系统介绍语言评价系统框架的语言学专著，堪称语篇语义学的扛鼎之作。

## 《评估语言》

### 精彩短评

- 1、书还不错，书页不是很滑，不过不影响阅读的心情，还好
- 2、这本书很不错，学习和研究评价理论的朋友可以受益匪浅，但是建议读该书之前，要先阅读Martin的另外一本巨著《英语语篇——结构和系统》。
- 3、近几年，利用评价理论进行的研究较多，补补基础理论也是必需的。
- 4、评价系统理论的入门书，理论参考价值较高。
- 5、想了解评价理论的可以看一下
- 6、速度很给力 服务更给力 书专业性很强 很满意
- 7、能了解到这一领域的相关信息
- 8、很好，写论文很有用。。。
- 9、评价理论的研究
- 10、教材来的，也没什么好不好的，不喜欢看，但是必须年
- 11、论文论文！
- 12、书是正版。很喜欢
- 13、还木有展开读，不过为了论文还是要好好看看
- 14、有的用来分析心理蛮有用的，但客观存在明明就那么多你起个新名字也不会无性繁殖嘛psycho们
- 15、老板要求必读滴。。。
- 16、毕业论文痛苦至极的罪魁祸首，终于毕业了，再见语言学。
- 17、四天内收到书，速度还可以，书嘛还基本满意，不过纸张不大好，字有点小。基本还可以。还有一点，本书24.7，最后收我25块，虽然就三毛钱，不过要是每人都多收几毛，那还得了？
- 18、马丁的理论算是对系统功能语法的最新发展，只是框架较复杂，互相的界限不是很清楚
- 19、如果要研究评价系统，这本书值得购买。
- 20、是比较系统的，当然，整个评价系统是很新的，看你有没有兴趣了
- 21、别的没什么，就是感觉书来得很快，快递很有效率！至于书中的理论还是挺新的！



## 章节试读

### 1、《评估语言》的笔记-第1页

看一学术论文有提到这本书，其中有说道“层间张力”，想了一会实在想不出原文是怎么说的  
只是记得看原文时没看到这么让人费解的字眼  
不由感叹，到底是舶来品，本是浅显易懂的字句一翻译就变得学究气甚浓

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