

# 《现代英语词汇学教程》

## 图书基本信息

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## 前言

进入21世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合21世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向21世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势做了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应做相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战。应对这些挑战,同样可以通过一套新的教材体系来实现。迄今为止,国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。自2001年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性。

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## 内容概要

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## 作者简介

丁建新，男。英语语言文学博士。现任职于中山大学外语学院英语系，入选中山大学人才引进“百人计划”和广东省高校“千百十工程”培养对象。2004年曾受“中山大学岭南基金”资助在香港城市大学英语与传播系做学术访问和研究工作。获2006年“国家留学基金”。主持国家自然科学基金项目“叙事的社会符号学研究”以及广东省英语教改与实践培育项目“功能语言学视角中的高校应用英语教改研究与实践”。在重要学术期刊及大学学报上发表文章二十余篇。完成专著《预制性语言在广告语域中的话语分析》、《批评视野中的语言研究》（与廖益清合作）和《叙事的批评话语分析：社会符号学模式》三部。主编《功能语言学的理论与应用第八届全国功能语言学研讨会论文集》。主持翻译“伦敦语言学派”创始人弗斯论文集。研究方向：功能语言学、批评语言学、体裁分析、翻译理论与实践。

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3.3 BoRRoWING : AN oVERVIEW Words of foreign origin that have found their way into English are generally called ' borrowing ' . The term ' borrowing ' might not be SO appropriate in the sense that when one borrows something it will usually be returned , and who ever thought of returning a word to the French or Italians? For one thing we have not deprived them of it , and for another they might not want it after what we have done to it , for we are apt to treat our borrowings roughly . English borrows words from other languages for different reasons . Due to the great influence of the Roman civilization , Latin was for a long time used in England as the language of learning and religion . Old Norse ( or Scandinavian ) was the language of the conquerors who were on the same level of social and cultural development and who merged rather easily with the local population in the 9th , 10th and the first half of the 11th century . French ( to be more exact , its Norman dialect ) was the language of the other conquerors who brought with them a lot of new notions of a higher social system-developed feudalism ; it was the language of upper classes , of official documents and school instruction from the middle of the 11th century to the end of the 14th century . As for the borrowings in Modern English period , the greatest number has come from French . They refer to various fields of socio-political , scientific and cultural life . A large portion of borrowings ( 41% ) is scientific and technical terms . In the English language , borrowings may be discovered through some peculiarities in pronunciation , spelling , morphological and semantic structures . Sometimes these peculiarities enable us to discover the immediate source of borrowing . 1 ) Sometimes the pronunciation of the word , its spelling and the correlation between sounds and letters are an indication of the foreign origin of the words . This is the case with waltz ( G . ) .

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## 精彩短评

- 1、 选修课的教材,非常喜欢. 尤其看懂了里面的道道时..
- 2、 噗~穿HM的丁教授写的书XDD~~捧个场
- 3、 上课完全不知道在讲什么，难得认真下从头看了遍完了觉得还是能学到点东西的
- 4、 词汇学初识，这个是最差的选择。越看越糊涂。。北大和华东师范大学的两本都比这个好
- 5、 词汇学教材

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