学汇中外　语通世界

语言·文学·翻译研究

——电子科技大学外国语学院研究生论文

（第二辑）

主编　冯文坤　楚　军

电子科技大学

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YUYAN · WENXUE · FANYIYANJIU

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树立精英意识·优化育人环节·培养精英人才

电子科技大学外语学院　冯文坤

学生主动选择一所大学，意味着他们认同了一所大学的价值，意味着他们对“我将成为什么样的人”有了一种期待，尽管这种期待在一个大学生那里还十分朦胧，但他们却从此接受了这所大学对他们未来的一种承诺。“我是谁？从哪里来？到哪里去?”这是古希腊哲学家苏格拉底提出的问题。古希腊哲人认为，人活着就是为了弄清楚这三个问题。“我是谁？”“从哪里来？到哪里去？”这三问不仅是哲学中询问“人”的意义的问题，也可以是一所大学应该首先思考“培养什么人”和“如何培养人”的问题，因为大学是青年人自我塑型和自我形成的地方，是向社会许下未来和承诺美好价值的地方，因此，大学责无旁贷，应率先帮助学生去思考“我从哪里来”“我是谁”“我将到哪里去”这三个问题，并在教育过程中回答学生对人生的建构。

两年前，言荣校长在“关于我校本科人才培养的思考”的报告中，全面总结了学校人才培养所取得的成绩、存在的问题和今后人才培养的目标与实现路径，至今令人振奋，发人深思，催人改进和革新，尤其是言荣校长直逼大学“要培养什么人”和“如何培养人”的发问，并立足电子科技大学，提出了未来电子科技大学精英人才培养目标定位，体现了言荣校长枕于忧患、着眼于未来的教育战略思维和一位教育家的人才培养观，更体现了秉持科大“追求卓越，大气大为”之校训精神的办学理念自信、发展自信和责任自信。精英培养，引领大众，服务于社会是大学的崇高使命，更是对电子科技大学几代人崇高使命的继承和发扬。根据校长讲话，结合外语学院办学实际，围绕精英人才培养定位谈几点愚见和忧思。

一、创新人才培养模式，蕴育精英人才成长

要成就精英人才之办学目标，要明确人才培养的模式定位，要使学生明确知道“我成为谁”“我要到哪里去”，要以学生成才或培养效果或标准为终极目标。也就是说，效果或标准重于环节，环节推动人才成长，要把有效教学、有效学习和有效评估统一起来。今天，我们的教学管理过程，学习管理过程，似乎每个环节都做到了，有的环节还非常严苛，我们的精力都用来应付这些环节，形式大于内容，学生成长实际效果如何，却没有给予充分重视，因为对人才终端之效果如何担责的问题十分模糊，也是十分复杂，但背后折射出的却是大学之全体责任。法不责众，更何况是一个庞大之机构。生产线上的不合格产品可以退回，可人不同于物。拿外语人才培养来说，一个学生通过 4 年学习，他是不是实现了当初选择的专业人才愿望，是不是达到该专业人才所应有的要求，如外语交际能力、外语写作能力、系统的学科知识以及认知能力等，还是仅仅入了大学，遵循了每个环节，蹲满了学分，最后成为“毕了业的人才”。就我个人愚见，大众教育重通识，精英教育更重研究能力和创新思维。大众教育造就学生“成人”，精英教育造就学生“成为杰出的人”或成为具有精英意识的人。

二、创新课程体系，适应精英人才培养

要培养精英外语人才，就要遵循外语学科的系统性和人文人才培养规律，要实现语言的人文性和工具性的高度统一，要实现中国情怀和国际视野在一个外语人才身上的结合，要在把握语言工具性的过程中含化人文教育，要实实在在把语言转化为学科性学习和向外拓展的工具理性。由此，应该反思我们现有的外语课程内容体系：缺乏学科系统性、内容片段化、破碎化和随意性；操作性、技能训练占到接近 80%、内容倒转为技能服务；课程体系性不衔接，课程层级不分明，课程目标不清楚；特色原本是学科体系中的特色，却一言以蔽之，外语加特色，其结果是特色性遮蔽专业学科属性，不伦不类。

由此产生三大后果、引发三大整改：外语人才学科定位不清楚，专业兴趣游移，效果不明确，标准不清楚，不利于杰出专业人才成长，因此应强化学科专业定位和人才培养目标的课程体系建设；仅仅为技能而设计的课程体系就如有“矛”无“盾”，有驾照无车开，开花不结果，因此应将操作性、技能性训练溶于内容系统性传达、素养含化和学科培养目标之中；目前课程体系只具有指标意义，如专业基础课、专业核心课程和专业选修课，它们在多大程度上是服务于外语学科专业人才“成才”是值得我们思考的，因此应以人才效果和标准为鹄的，加强以“人才培养为中心，以成才为目标”的专业课程体系建设，应推进课程内容调整，建设由 How to Speak English 向 What to Speak with English 转变的课程内容体系。

今天，略举一例，一个十分怪异的事实是：外语文学专业的学生少有读完一本英文原著，一个较长时间从事文学课教学的老师却鲜见他或她读完读透几本原文著作。我一直觉得由体系性课程教学推动学科性研究，进而推动学科人才培养和学科平台建设是自然而然的。可事实则是，一批教师应急而上课，且续且止，留下许多僵死课程，到头来，科研与教学二元对立，元音与辅音永远靠不近。作为学院派的外语学科教学，我们不能让外语教学内容在浅层次上循环，我们的教师不能在浅层次上经年循环，最后自我矮化，语言用语格式化。我们虽然不能教会学生像奥巴马那样讲英语，但我们可以培养像奥巴马那样运用思维的人。总之，精英人才有各样的，但精英人才一定是有内涵的。大学中的外语专业应该培养“精通外语的精英人才”，不是培养“没有内涵的外语人才”。这是大学院系外语学科人才培养体制与新东方语言培训方式的本质区别。

三、创新人才培养评估体系，适应精英人才成长效果评估

要培养精英人才，反思和调整现有评估机制非常迫切。“以人才培养为中心，以学生成才为目标”，重在成才效果，重在学生“成为谁”“到哪里去”。这一目标对学校、教师要求特别高，心理压力特别大，因为这意味教与学之间无间隙的接触，无间隙的全员投入、无间隙的关怀。这不仅仅是一个规定教授每周在指定时间与学生面谈所能完成的，或循规蹈矩，完成教学各环节，因此做到无教学事故了事。“以学生成才为目标”，把老师的日常意识变成日常责任，时时牵挂，萦于心际，教师就如参加大赛的领队，直到最后一刻，方才身心委地。优化生源，减少师生比，小班授课是完成学生成才的路径，同时还要有若干系统路径，如创新目前的评估体系：建立以学生成才为依据的有效学习路径体系与有效教学综合效果指标体系，如课程内容体系、教 / 学环节（硬性与灵活结合）、资源体系、学科教学团队；建立以学生成才为目标的“一体两翼”的培养机制和评估机制（学生选、育、评一体化），教

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师个体（遴选、考核、评价）和教学团队（团队考核个人）；采取内部和外部相结合的评价和测试办法——内部评估指学科体系评估、教、学评估、课程和课程内容评估；外部评估指学生外语水平认证评估、行业用人评估、国际化水平评估等。

四、建立全程导师制，落实全员育人

建立全程导师制，形成贯穿四年的学业指导、科研训练、成人成才“三位一体”的引导学生全面发展的指导制度；形成教师团队与学生班级相融合的团队式教与学模式；形成学生（思想工作）与教学一体化的学业、成长、成才体系。从2013年开始，外语学院在全体本科生中落实导师制，对学生的学业过程、学业规划发展、成人成长等进行指导。接下来，学院将实施班级教授导师制，专业教学团队责任制（探索中），基于“基础、提高和发展”的大学外教学团队责任制，以及已经实施并取得显著效果的指导各类外语大赛的“外语实践教育团队”等。

五、学、研、训一体化，在思辨与运思中成长

建立贯穿学生培养全过程的研究方法论课程群、学期论文、学年论文、科研训练等一体化研训机制，培养具有方法论的思维模式与批判性思维能力；根据本科学生毕业走向（直接就业或继续深造），进行差异化的论文或毕业环节训练等；实施“外语写作课程”贯穿四年不下课，培养学生规范写作，独立思考，考量心理变化历程。

今天的大学生似乎并不缺乏知识，一键网络天下，大数据时代的一个重要特征是我们只需要知道“what it is”，而不需要知道“why it is”，可这恰恰指出了我们大学在当今的使命：更应该去培养学生的判断能力、逻辑思维能力，从相似性、类似性、联想性和模糊性中，去培养学生的选择能力和判断能力。

据观察，大多数具有创新思维能力的人都具有类似性思维、联想性思维和关联性思维等特征，能从两件表面上毫无联系的事情上发现其关联性，一般被人戏称“发散思维”，其实是他们省略了线性逻辑，而直接地领悟到其内隐逻辑。人们常说，有些人无学历却能干大事，如知名企业家，而那些搞量化经济学的却并非能够对市场做出准确的预测，也没有成为企业家。问题的关键是，做出的固化数学建模尽管来源于经验观察所取得的数据分析，却永远也取代不了直观洞察力、类似性思维、关联性思维以及想象力，后者的所有者就是创新性人才。

六、“学科内培养，学科外发展”

人们常讲，育人者应“授人以渔”，要育人者授人可以临深渊而渔之的本领。“授人以渔”与“授人以鱼”是对操作型人才和社会适应性人才的暗喻式诠释。言荣校长讲，当今社会发展，产业更新，变化快于规划，今日就业明日失业，我们的教育应为学生的第二次转岗打下基础，这话讲得简单却深刻，说出了一个教育家“道术合一”的崇高信念和面向未来、与时俱进的责任感和发展观。大学既要培养满足社会行业阶段性需要的应用性人才，又要使学生具有应对变化挑战、掌控变化以及人生变化的适应性人才。前者是学科内培养，后者需要通过培养学生的综合人文素质，厚基础、宽口径，以培养学生的持续再生产能力。前者是培养学科专业精英，后者是造就具有精英意识的商界精英、政治精英和社会贤达。一言以蔽之，培养精英人才，以造就学科领域大师、专业方向领军和行业界翘楚，而培养具有精英意

识的大学生，则惠及全体学生之终生和全社会之发展，这或许就是我们对大众中的精英教育的最好诠释。

学院组织和推动研究生和本科生文集出版，这是一种记载和书写学生成长中的记忆。湖泊中的涟漪总是由振荡而来，微风过林，七窍玲珑心。我相信这里记录的是同学们的认知自信、成长自信。

前 言

电子科技大学外国语学院从2016年起在在读研究生中广泛征集、遴选，编辑出版研究生论文集，目的是保障研究生的培养质量和学术论文的发表质量，锻炼研究生的批判性思辨能力、学术创新能力和独立从事学术科研的能力，为研究生学术研究提供成果展示平台。

即将付梓的《语言·文学·翻译研究》——电子科技大学外国语学院研究生论文集（第二辑）主要包括以下三方面的研究。

“语言学研究”部分收录了11篇论文。张倩绫的“认知语言学与语言哲学对隐喻研究的对比分析”，比较研讨了隐喻研究的认知语言学和语言哲学的两个不同视角。夏倩的“题元角色与及物系统中参与者的对比分析”，对语义学中的题元角色和功能语言学中及物系统的参与者进行了比较研究。严肖肖的“The Factors of the Conventionalization of Conceptual Structures”和杨琪的“Review on Metaphor Comprehension Study”分别对概念结构和隐喻理解进行了尝试性阐释。李祎昕的“从认知角度看动宾搭配的语义构建”以认知语言学视角对动宾搭配的语言结构做了初步的探讨。李春梅的“基于美国《国情咨文》语料库的性别平等研究”，董丹洋、楚军的“从及物性的角度对比分析莫言小说《丰乳肥臀》”，李珣“对NBA新闻报道和科技文章隐喻分析”，王梦洋、楚军的“软文广告中多模态隐喻的认知效应——以百雀羚微博广告视频为例”和苟亭、高山的“广告语言中的情感差异效应”等分别对政论语体、文学文本、新闻报道和广告语体等进行了语篇分析。易建华、姚连兵的“理工院校理工科硕士研究生中国传统文化素质教育对策研究——以电子科技大学为例”，对研究生的人文素养教育进行了实证探讨。

“文学研究”部分收录了14篇论文。胡莉丽的“浅谈《食肉之年》的自我救赎和复调艺术”、赵敏的“《食肉之年》中权力机制的运行”、高逢晞的“赛义德东方主义视角下的《食肉之年》”、刘海萍的“新批评视角下《食肉之年》的反讽研究”、陈睿的“空白的背后——读者反应批评理论视角解读《食肉之年》”、杨曼的“《食肉之年》中的亲密恐惧症解读”、周妙姮的“从荣格集体无意识角度看《食肉之年》的物哀情结”、王娜的“《食肉之年》中的季节叙事论”和李雨黎的“不在沉默中爆发，就在沉默中灭亡——从话语权利看Akiko觉醒之路”9位同学从不同的视角对作品《食肉之年》进行了不同的识解。徐诗卉以原型批评视角对电影《爱乐之城》的循环结构进行了阐释。谢诗阳、陈玥含和陈倩云同学分别对《黄色墙纸》《奥吉马奇历险记》和《阿甘正传》进行了解读。王晨曦同学对比研究了日本民间故事中的典型小英雄——一寸法师和中国经典英雄人物——孙悟空。

“翻译研究”部分收录了9篇论文。陈玥含和李雨芹、楚军以语用学中的顺应论视角分别对《围城》和《红高粱家族》的英译进行了分析。陈舒彦以《三体》英译本为例阐释了科幻小说的英译过程。薛雁文以翻译美学视角对《罗生门》的三个中译本进行了比较研究。黎亭以关联翻译理论对莫言小说《酒国》中隐喻的直译进行了探讨。谭蓉以斯坦纳的解释学翻译观对《德伯家的苔丝》的不同中译本的方言翻译进行了剖析。李柳瑾应用会话含义理论对南怀瑾的《哈克贝利费恩历险记》译本中对话翻译进行了研讨。郭佼从语用移情角度阐释了

张培基对《背影》的英译。汤艳平、汤朝菊利用生态翻译学视角对《红楼梦》霍译本做了较为深入的分析。

由于时间仓促，加之所辑“论文集”中的文章都是出自外语专业在校硕士研究生之手，文中错误和不当之处在所难免，诚望读者批评斧正！

本书得以出版，感谢电子科技大学外国语学院王爱华教授、邹涛教授、廖敏副教授、尹永顺副教授和俞博老师以及所有研究生导师的悉心指导和辛勤付出，感谢电子科技大学出版社编辑们的辛勤劳动。

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语言学研究

从认知角度看动宾搭配的语义构建

李祎昕

摘　要：对动宾结构的研究无论在语法还是语义上都已经不是新话题了，近年来在这个方面的研究层出不穷。基于前人的研究，以认知的角度对动宾搭配这一普遍语言现象进行一个简单的分析，将原型理论与物性研究相结合，为动宾结构的分析提供新的思路。原型理论不仅针对名词，对动词和形容词同样适用，动词也有一个典型意义模式，这就要求后面所跟宾语具备与之搭配的语义特征，又由动词的中心意义可以引申出不同的边缘意义，这些边缘意义在具体应用中由其所搭配的宾语引发。同时这些意义也会激发宾语的不同语义特征。语言中的多义词特别是轻动词在这一点上尤其突出。名词作为一种概念实体，包含很多不同的侧面，不同的侧面突出名词某一方面不同的特征，不同的侧面又要求不同的动词与之相搭配。因此，动宾结构的语义构建是一个名词与动词工效作用的结果。文章末尾试着分析动宾的比喻用法，用物性结构进行分析非常规的动宾搭配，传统上在隐喻和转喻的框架下进行分析。

关键词：动宾结构；原型理论；物性结构；意义构建

Abstract: It is not a new topic to study the verb-object collocation in respect of both grammar and semantics, a lot of researches have been done in recent years. Based on the previous studies, this paper tends to give a brief analysis of verb-object collocation in English and Chinese from the cognitive perspective. It tries to analyze the verb-object collocation in the framework of prototype theory qualia structure, aiming to provide a new method to study the meaning construction of verb-object collocation. Prototype theory works not only on nouns but also verbs and adjectives, there is a prototype of each verb, i.e., a typical model of the act process expressed by the verb. Basically, the prototype of verb requires certain qualia roles of the following object. Based on the central model of verbs, other extended meanings are generated, when collocated with different nouns, these extended meaning will be activated and these different meanings decides which aspect of the object will be activated to match them. This process applies especially to the polysemy verbs, light verb is a remarkable example in both Chinese and English. As concept entity, nouns have many facets, or qualia roles, shows different features of a noun, these facets are not of equal salient in specific context, in other words, different facets, or qualia roles are activated by different verbs and context. These different qualia roles help to decide which kind of verbs can proceed them. So, the construal of the collocation "verb-object" is a coefficient process of verbs and nouns. At the end of this paper, the figurative use of verbs or nouns will be analyzed in the process of meaning construction of this collocation, which tries to analyze the metonymy use of object in the light of qualia structure, hoping that it would provide a new angel to see the uncommon collocation of verb-object, which is traditionally explained by metaphor and metonymy.

Key Words: verb-object collocation, prototype theory, qualia structure, meaning construction

1 Introduction

Verb-object construction is a construction consisting of verb and object in the form of that object follows verb. Verb is the verbal constituent proceeding object, while object is the constituent which is responsible for indicating objects in the real world, concrete and abstract. Such kind of construction is abundant in different languages, the logic semantic relationships between verbs and objects are not unique. It seems that some of these constructions make no sense literally and logically, however, from the cognitive perspective, we can understand the seemingly nonsense expressions. Traditional researches treat the principle of compositionality as their start point, insisting that the meanings of language constructions are simply the result of adding the meanings of the constituents and the way they combine with each other. It has been proved that this principle cannot be applied to explain logically semantic problems of language constructions. With the emergent of cognitive science, people tend to looking for answers of language meaning from this newly developed field. In this paper, the previous studies about verb-object construction will be introduced first. Then the paper will give a brief introduction of the theory of image schema and qualia structure, based on these two theories, the combination model of the image schema and qualia structure will be given and is applied to analyzed verb-object constructions in English and Chinese.

2 Research Background

The term verb-object collocation usually be defined as the government relation of two language components. Many researches focus on the grammatic features of this collocation as well as their definitions. All these researches study the grammatic level of the language form. Recent study has shifted their interest from the grammatic aspect to cognitive field. Croft and Cruse (2001)[1] promoted Dynamic Construal Approach which claims that meaning does not inherent from the lexicon and unchangeable, rather the generation of meaning is an on-line process in language use, i.e., word meaning is regarded as a entirety which need to be dynamic construe during language interaction.

In China, verb-object collocation is also a hot issue for researchers all this time. Lv (1980/2006)[2] suggested that the relationships between verb and object are many and varied, some of them can be explained by a lot of extra words. Xin (1991) [3] discussed the reasons and conditions of the object-introduction from the perspectives of syntax, semanticas well as the information arrangement. Wang (2000) [4] studied the feature of the object in the collocations, claiming that some idioms in Chinese with verb-object form are generated by metonymy, which involves people's cognitive ability during the process of interpreting. Xie (2004) [5] managed to account for the object-introduction and the objects following intransitive verbs in the light of figure-background theory, he thought that the main reason for object-introduction is that the different salient degree of background and ground, the detail degree of the speaker, and the difference of the speakers' choice of the figure, background and ground. Xu (2003) [6]analyzed the phenomenon where intransitive verbs are attached by objects, he insisted that it is the semantic interaction between verbs and objects

that causes the gradual change of verbs from transitive verbs into intransitive verbs.

Johnson Laird [7] has pointed out that the meaning of nouns, should be taking into consideration first in different language constructions. The current study uses the prototype theory and qualia structure in order to reveal the interaction of the meanings between the verbs and objects in the verb-object collocations and to explore the rich meaning of this language forms in the light of cognitive semantics.

3 Theoretical Background

In this part, the relative cognitive theories and some other basic concepts will be introduced, including the image schema, qualia structure of generative lexicon, light verb.

3.1 Prototype Theory

The definition of "prototype" has been through a change from concrete to abstract. This change is embodied in Taylor's definition about it: There are several ways in which to understand the term 'prototype'. We might apply the term to specific instances of a category. Thus, one could refer to a specific artefact as the prototype of CUP. This is the prototype-as-exemplar view. Alternatively, the prototype can be understood as a specific kind of entity. This is the prototype-ass-subcategory approach. Thus, one could refer to a certain kind of cup, that is, cups which exhibit a certain set of attributes, ass the prototype. On this approach, we could say, not that a particular entity is the prototype, but that is instances, or exemplifies, the prototype, we can imagine an even more abstract notion of prototype, which capture 'center' of a category, but which might not be associated with any specific instance, or subcategory. This is the prototype-as-abstraction approach[8]. (Taylor, 2003: 63-64)

From the above definition, we can see that there are two approaches to prototype theory in cognitive linguistics: a, typical members in that category, the specific instances are those which share the most family similarities with other members within that category, linguists holding this view are Roach (1978), Brown (1990), Tversky (1990), Barsalou (1992) etc., they thought of "prototype" as "the best example of a category", "salient examples", "central and typical members" etc. The other approach regarded "prototype" as "schematic representation" of the members of a category, for example, Ungerer & Schemid [9](2001: 39) claimed that the prototype is a mental representation, it is some sort of cognitive reference point. Taylor (2003: 64) suggested that: the prototype may well be a fairly abstract representation, which abstracts away from the properties of individual instances and individual subcategories and for those not-so-clear instances, prototypes serve as reference points. Besides, Lackoff treated prototypes as "Idealized cognitive modal", an abstract representation of a category in people's mind.

3.2 Qualia Structure

James Pustejovsky (1995) [10]proposed four levels of semantic representations for lexical items, he argues that lexical meaning is best accounted for by a dynamic approach including rules of combination and inference, rather than the essentially lexicographic tradition of listing senses of a

lexeme. The four levels are: (1) Argument structure: the semantic arguments of an item and the linking rules to syntax. (2) Event structure: the situation type of an item. (3) Qualia structure: a classification of the properties of an item. (4) Lexical inheritance structure: how the item fits into the network of the lexicon. This framework is called Generate Lexicon which tries to explain some polysemy item. This paper mainly deals with the qualia structure. All types of words have a qualia structure, here we focus our discussion on nouns. Qualia structure has four dimensions, also can be called qualia roles, they are:

(1) CONSTITUTIVE: the relation between an object and its constituents, or proper parts.

(2) FORMAL: that which distinguishes the object within a larger domain.

(3) TELIC: the purpose and the functionof the object.

(4) AGENTIVE: factors involved in the origin or "bringingabout" of an object.

For example, the qualia structure of "DICTIONARY" can be represented as:

CONSTITUTIVE: alphabetizing, listing

FORMAL: book, disk

TELIC: reference

AGENTIVE: artifacts, compile

4 The meaning Construction of Verb + object Collocation

As has mentioned above, the construction of the meaning of a language form is a dynamic process in the perspective of cognitive semantics. According to Smith and Samuelson[11], the formation of concept involves three stages: (1) historical experiences: the relative experiences stored in individuals' memory. (2) recent experience: the cognition of the agent to the coming context of situation, and (3) current input: the construal of the current concept. Objects which can be attached to verbs to form verb-object construction are countless, and the meaning of a verb-object constructions are neither decided by the normal features of verbsnor by the typic meaning of the noun objects, rather it is the coefficient result of the verbs and the objects.

4.1 Construal of Verbs

The application of prototype theory is not limited to nouns, categories like verbs and adjectives can also be explained within this framework, for example, Pulman (1983)[12]discussed prototypes of verbs: KILL, LOOK, SPEAK, WALK, etc., Fillmore (1982) [13]studied the category of CLIMB, which is developed by Taylor in his later research about the polysemy. He uses the verb "climb"as an example.

a. The boy climbed the tree.

b. The locomotive climbed the mountainside.

c. Prices are climbing day by day.

d. We climbed along the cliff edge.

In this example, the meaning of "climb" in a is regarded as the closest to the prototype, i.e., change of the position of an animate from lower place to higher place by its arms; "climb" in b

indicated the rise of the physical position but no implication of means; in sentence c, the "climb" shift its meaning from space to amount, the agent that it is used to describe changed from concrete object to abstract concept; while in sentence d, there is no changing of the position anymore, it emphasizes on the body activate instead. Thus, we can see that there is a central category of the polysemy "climb", a lot of other mutual related meanings around this central meaning, and based on it. This kind of mutual relation is achieved by meaning chains, which can be represented as the following:

A ⟶ B ⟶ C ⟶ D etc.

Meaning A and B share some similarities, and there are connections between meaning B and C, meaning C can be extended to D, etc. This chain shows how does the polysemy works.

4.2 Construal of Nouns

Noun is a concept category which contains many facets, these facets cannot be noticed or sensed in daily communication equally, only those salient ones are activated. However, it is hard to decision which aspects or facets are more important or salient, it all depends on certain context of situation. According to Paradis, the content structure of noun can be grouped into three categories: first-order entities, second-order entities and third-order entities. Generally speaking, the first-order entities are such material substances as animals, plants and person, things existing in the real world with relative stable quality and visible, e.g. woman, water, book, mirror etc. The second-order entities are those which have to do with time, things are not existing but happening, e.g. discussion, cry, repetition etc., and the third-order entities are the abstract entities which are independent of time and space, e.g. proposal, fact, attitude, problem. This is the content structure of nouns. While these conceptual entities have many abstract features, the qualia structure is the abstract representation of the content structure of nouns, it is a kind of schematic structure of these concept entities. The qualia structure of "novel" for example, whose constitutive role is narrative; formal role is book or disk; telic role is read and the agentive role is artifact or write. Nevertheless, not all nouns have the four dimensions of the qualia structure, especially nouns belonging to the third-order entities which refer to the abstract concepts which do not usually have constitutive and form roles. Nouns have multi-qualia roles when they are on their own, while certain aspects of these roles will be activated or strengthened when co-occurred with verbs. This process is called zone activation, that is to say, noun, as a concept entity, which is salient, while not all its features are salient. When paired with different categories, different zone will be activated. In Langacker's opinion, the degree of understanding depends on the degree of understanding of the activated zone. Qualia roles in the active role matches the verbs proceed nouns on the one hand, and verbs acquire certain roles of nouns to co-occurred with them in use. Again, let's take the novel for example,

i. Tom began to write a novel.

ii. Tom began to read a novel.

iii. Tom began a novel.

"novel" in first sentence follows "write", here the agentive role of it is activated; in the second sentence, the telic role is activated by the verb "read"; while both the first and the second sentence

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