

# 多模态颜色词认知与英语说明文写作教学

梁晓晖 孙开蒙

(国际关系学院 外语学院 北京 100091)

**摘要** 英语说明文写作是论文写作的基础,其中的逻辑性培养一直是教学重点与难点,涉及人类认知世界与阐释世界的方法论。认知语言学关注人脑的思维与认知轨迹在语言中的呈现,其中的理论可以用来指导英语说明文的阅读与写作过程。国内外已出现认知语言学和英语写作的融合研究,但涉及说明文写作教学中的具体逻辑思维培养方法与操作流程的还不多见。文章基于认知语言学的颜色词理论,通过课文解析和学生习作分析修改的思路过程,以多模态的形式展示英语说明文写作的逻辑思维能力培养路径。

**关键词** 多模态;颜色词;英语说明文写作;逻辑思维培养

(中图分类号)H0

(文献标识码)A

(文章编号)1008-2689(2016)05-0014-10

## 引言

英语写作教学历来是英语教学中的难点。认知语言学理论为语言学习提供了具体的人脑思维结构模型,将其应用于英语写作教学,可以抓住实质,举一反三,触类旁通,有效展现学习规律,并拓展“创新能力”培养的途径<sup>[1][2]</sup>。本文将从认知语言学理论出发,以其中的颜色词理论为依据,设计英语说明文写作课程有关逻辑思维能力的培养的教学方法。

目前从认知理论进行的写作研究主要分为两类,一类是从认知心理学的角度出发,另一类是从元认知理论入手。随着认知心理学在20世纪60年代的兴起,西方写作心理研究也于20世纪80年代转向写作过程与认知心理学的融合研究:Emig对二语写作过程的研究一般被认为是写作过程认知研究的开端<sup>[3]</sup>;Flower & Hayes则开创性地提出了写作过程的认知模型<sup>[4]</sup>。20世纪90年代,国内学者伍新春率先综述了西方关于写作构思心理研究的进展<sup>[5]</sup>;随后范琳、朱立霞<sup>[6]</sup>和罗明礼<sup>[7]</sup>又先后对国外该领域的研究进展进行了综述性研究。国内有少数学者对该领域进行

了独立探究,其中邓志勇<sup>[8]</sup>通过文章写作和文章修改的实验研究,提出了英语写作教学的社会认知模式;王俊菊<sup>[9][10]</sup>也通过大量详实的实验,论证了认知心理学对写作的启迪;还有研究分别从思维运用<sup>[11]</sup>、过程精确化<sup>[12]</sup>和教学干预<sup>[13]</sup>的认知角度探讨了写作构思。

另一类研究是从元认知理论的角度出发,探究元认知策略和英语写作的关系。国外学者如Devine等<sup>[14]</sup>、Kasper<sup>[15]</sup>和Victori<sup>[16]</sup>分别通过实验、个案分析等实证研究,揭示了元认知策略与英语写作水平之间的关联。国内此类实验也相继展开,其中比较有突破性的研究包括:以高年级英语专业学习者为调查对象,开展关于元认知策略与写作关系的研究<sup>[17]</sup>;通过调查统计探究元认知策略培训对学生英语写作的影响<sup>[18]</sup>。

尽管认知心理学和元认知理论的相关研究从以人为主体的观念出发探索了英语写作教学效果的提升方法,但鉴于英语写作是一种既斥诸于语言又斥诸于思维的复杂动态过程<sup>[19]</sup>,将重点研究人类语言和思维形成过程的认知语言学理论应用于英语写作教学,作用将更为直接。目前国内也有专门将认知语言学和英语写作教学相结合的研究。有的研究较为宏

(收稿时间)2016-09-06

(项目基金)2014年北京高等学校教育教学改革项目“基于认知理论、以‘创新能力’培养为导向的大学英语课程教学模式改革”(编号为2014-MS089)的阶段性成果。

(作者简介)梁晓晖(1970-),女,天津人,国际关系学院外语学院教授,文学博士。

孙开蒙(1991-),女,江苏徐州人,国际关系学院外语学院硕士研究生。

观,如论述认知语言学对英语写作研究的影响<sup>[20]</sup>的研究;也有研究细化了研究对象,比如探讨认知语言学的隐喻理论在英语写作教学中的应用<sup>[21]</sup>。目前从微观角度出发,利用认知语言学对英语写作教学的操作过程进行具体指导的研究尚显少见。

同时,多媒体技术的发展和运用正推动国内英语教学不断向多模态方向转型。国外已有研究表明,利用多模态的教学方式尤其是对视觉模态的应用,可有效提高学生写作的逻辑性<sup>[22]</sup>。因此将多模态教学理念和英语写作教学加以结合的实践已经开展。已有研究有的关注多媒体英语写作教学中教学主客体间的多模态互动<sup>[23]</sup>,有的探讨英语写作多模态教学所依托的理论根据<sup>[24]</sup>。但将多模态与认知语言学共同应用于英语写作教学的研究刚刚起步,如梁晓晖将认知语言学与多模态教学法结合,提出一套专门针对英语写作各种典型文体进行课程设计的教学流程<sup>[25]</sup>。

写作说明文作为学生认识世界、展现世界的基础,在英语写作教学中至关重要。一般考试性辅导只强调让学生寻找三点来说明事物,但如何找到三个符合逻辑规律的要点,一直是学生不能解决的问题。本文针对学生构思说明文时所面临的选取所说明要点的困境,利用认知语言学的颜色词理论,从多模态角度探讨说明文逻辑思维的培养方法。

## 一、颜色词与说明文结构

人类对颜色词的认识与研究由来已久,而这也成为认知语言学的一个研究重点。颜色词理论可以帮助人类更好地认识世界、构建世界,这一过程主要分为两个步骤:

第一,切分事物。雨后天空有时会出现绚丽多彩的彩虹,如图1所示。人们之所以觉得彩虹美丽,主要是因为它几乎涵盖了大自然所有的颜色,从深红色到淡蓝色。但事实上,要定义这其中的每种颜色是极其困难的任务。在实际生活中,不同颜色之间通常不会存在像图2一样人为划出的清晰界限。而认知语言学家 Brent Berlin & Paul Kay 的著作《基本颜色词:其普遍性和演变》<sup>[26]</sup>则帮助人们解决了这一问题。他们认为,人眼只对某些特定的颜色较为敏感,因此人们只对这些颜色做了命名,如红、黄、绿、蓝、紫等,并由此对彩虹的多色进行人工切分;而其他颜色则利用已命名的颜色来描述,如深红、蓝绿等,或者采用一些不太常见的名字,如朱红、靛蓝、绿松等。这就是人

类认识颜色的方法。事实上,世上任何事物都和彩虹一样,其本身没有明确的切分和界限,但为了更好地认识事物,人类需要人为地对事物进行切分,标出界限,得出事物的不同方面。

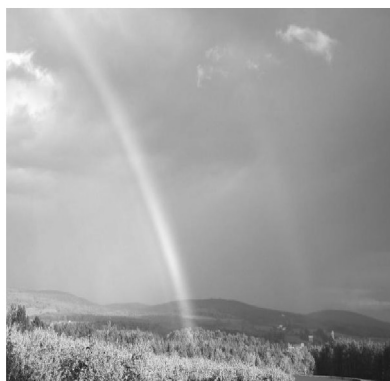


图1 现实中的彩虹

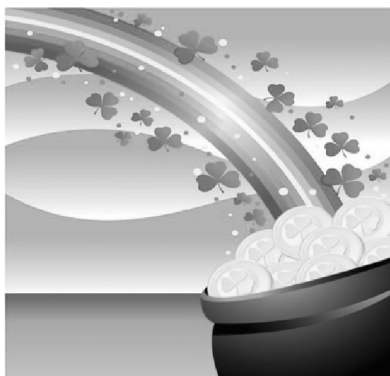


图2 人为画出的彩虹

第二,科学选点。一般来说,人眼只能轻松识别图3包含的十二种颜色。为了清楚描绘这些颜色,通常不会对每种颜色加以解释,相反,只需从中选取三种最具代表性的颜色加以描述。不难发现,十二色环内最突出的三种颜色就是均匀分布环上的红、黄、蓝三色,即它们具有“典型性”、“平行性”和“均匀分布”的特征。它们又被称作三原色,即自然中所有颜色都可以通过这三种颜色的混合得到,而这三种颜色本身却不能通过其他颜色的混合得到。事实上,红绿灯的设计就利用了人眼能够轻易感知三原色的道理,只不过用相近的绿色代替了蓝色。由此可以得出,每当人们要阐释一事物,总是可以在人为切分的事物的不同方面中,挑选该事物最具代表性的三个方面或者特点加以描述,从而阐明整个事物。

如果将一个物体或现象当作十二色环,那么只需像寻找三原色一样找到描述对象的三个均匀分布的突出特点。有时,也可以找两个特点,对应颜色里的黑和白,因为黑白两色在某种程度上可以代表所有颜

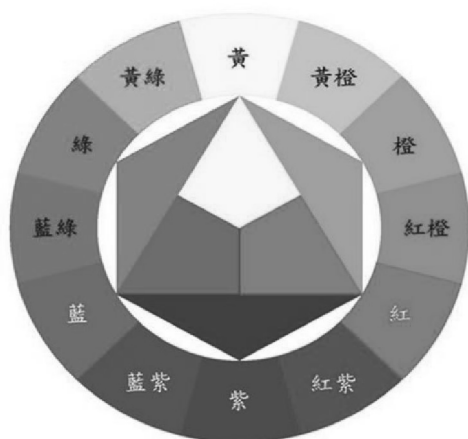


图3 十二色环

色。根据话题或情境的需要也可以列出三个以上的选点,但三点无疑是最常见的结构。无论选择几个要点,选点一定要符合类似于三原色一样的“典型性”、“平行性”和“均匀分布”的特征。然后只需添加引言和结论部分,就得出说明文的一般性结构。如图4:

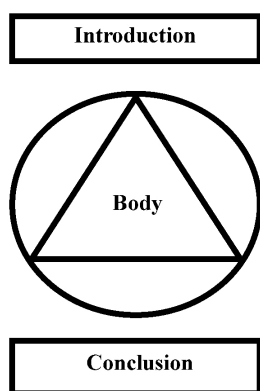


图4 说明文一般性结构

因此,说明文写作的一般性结构可以归结为三部分:开头话题引入,中间三点式结构作具体阐述,结尾得出结论。鉴于说明文大都按照这样的结构开展,读者可以轻而易举地在文章开头找到全文主旨。每篇文章、每个段落都有作者想要传达的主旨。就文章而言,主旨蕴藏在主旨句“thesis statement”中,就段落而言主旨蕴藏在中心句“topic sentence”中。此外,作者会添加一些例子和细节来论证主旨,因此不仅在写作中,在阅读时也一定要注意区分主旨和细节。

每当阅读完一段或一篇材料,读者都应该向自己提问“作者想要传达的主旨是什么?”为了更好地获取材料的主旨,读者应该强迫自己提高阅读速度,从而将注意力放在观点本身、观点之间的关系以及观点和细节之间的关系上。阅读较慢的读者通常困于字词难点,因此他们阅读所获取的信息反而比快速读者要少。段落中心句可以帮助读者获取一段材料的

主旨,大多数情况下中心句位于段首,不过中心句有时也会位于段中或段尾。在有些材料中,段落主旨会先在段首提出,然后在段尾再次重复。有些快速阅读的老师就会建议学生只阅读每段的开头和结尾两句,其实这是初读一些正式文体的有效步骤。当然,有时作者可能不会直接给出中心句,这种情况下,就要在细节中寻找段落主旨。

以上这种阅读方法同样给说明文写作带来了启示:为了使读者更易于获取文章和段落含义,写作者应该遵循清晰的结构,学会利用主旨句和中心句表达思想。

## 二、颜色词与说明文阅读

本文先以课文 Comprehension Skills(见附录1)为例说明颜色词认知对说明文阅读的启示。此文介绍了有关阅读技巧方面的知识,与其实用性的内容相对应,本文清晰的结构也可切实加深学生对阅读的理解,并对写作过程给予启迪。

首先,文章整体可分为三大部分,第一自然段是引言,主旨句是“*There are three abilities which differentiate between the reader who comprehends well and the one who does not*”;中间的2-12自然段属于正文部分;最后一个自然段是结论,主旨句是“*To summarize to this point: If an analysis is made of what lies at the foundation of comprehension, there seem to be at least three basic skills*”。

其次,可对正文部分进行更系统的划分。根据引言部分提到的“*three abilities*”可以推测,正文部分正是按照前面提到过的三点式结构展开论述:其中2-6自然段是第一点,主旨句是“*The first of these abilities is the power to find and understand thought relationships: in single sentences, in paragraphs, and in selections of varying lengths*”,这一点可以归纳为“*what(阅读的内容)*”,可用三原色中的红色表示;7-9自然段是第二点,主旨句是“*The ability to set specific purposes in reading is a second important ability or skill*”,这一点可以归纳为“*why(阅读的目的)*”,可用三原色中的黄色表示;第三点是10-12自然段,主旨句是“*A third basic comprehension skill is the ability to make full use of previous learning in attacking new material*”,这一点可以归纳为“*how(阅读的方式)*”,可用三原色中的蓝色表示。由此可见,作者选取了阅读技巧的三个最

具代表性的特点“what”、“why”和“how”来解释“阅读”这个抽象行为。同时,“what”、“why”、“how”三点也符合“典型性”、“平行性”和“均匀分布”三个特征。若用颜色词的多模态形式表示课文结构,如图5所示:

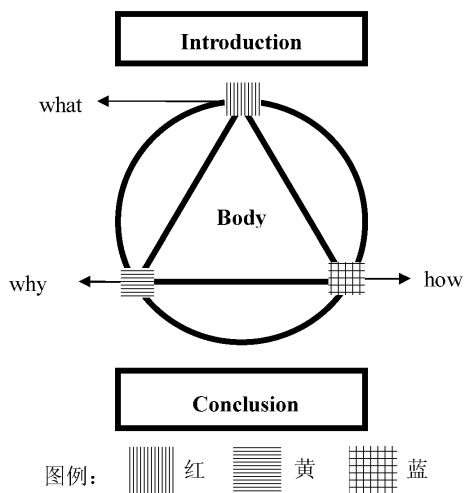


图5 课文结构

在一篇结构清晰的文章中,不仅正文部分可以按照三点式展开,甚至连每个要点的论述也可以采取类似的结构。比如,正文第一点介绍了“阅读材料可以以怎样的思维关系串联起来”,即“thought relationships”。这一部分共介绍了四种思维关系,分别是“time”、“simple listing”、“comparison-contrast”和“cause-effect”,那么第一点就可以归结为四点式结构,如图6。类似地,正文第二点论述了“应带着目的阅读”,即“to set specific purposes”。这一部分作者列举了两个例子,分别是“Harvard freshmen”和“studying a chapter”,因此第二点可以归结为两点式结构。

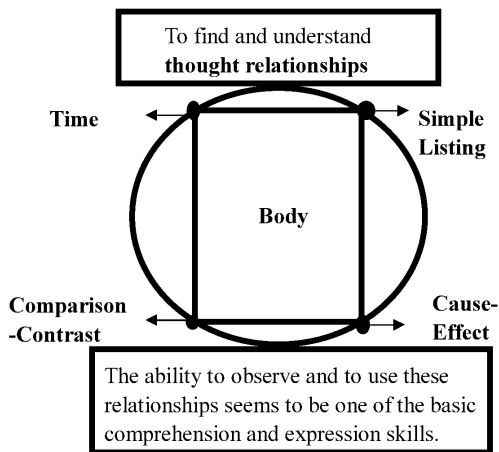


图6 课文中观结构

总而言之,分点论述的思维和科学选取要点的方法可以分别在文章的宏观结构和微观结构发挥作用,

训练学生的逻辑思维,从而提高其撰写文章的逻辑性。

### 三、颜色词与说明文写作评析

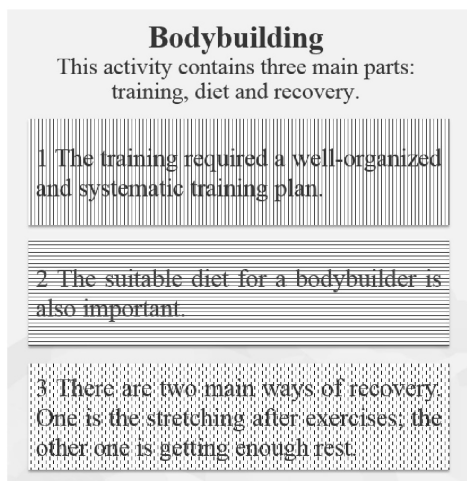
在尚未接受颜色词思维训练之前,大一学生被要求提交说明文练笔,从三点阐明一种事物。本文挑选了其中结构清晰的两篇,利用颜色词理论给出评价和具体的修改办法。

第一篇作文题为“Bodybuilding”(见附录2),文章开头部分首先做了总述“This activity contains three main parts: training, diet and recovery”,由此可以得出,学生试图用三点式结构论述“健身”,选取的三点分别是“训练”、“饮食”和“恢复”。然后,学生利用在每段段首放置中心句(topic sentence)来提示各段主旨,分别是:(1) The training required a well-organized and systematic training plan. (2) The suitable diet for a bodybuilder is also important. (3) There are two main ways of recovery. One is the stretching after exercises; the other one is getting enough rest.

通过分析各点的逻辑关系,可判断用何种颜色代表各点。中心句(3)表明“恢复”包括“拉伸恢复”和“充足休息”。但鉴于训练后的拉伸恢复环节基本可以算作训练的一部分,那么第一点“训练”和第三点“恢复”就有涵盖关系,这违反了“平行性”原则。因此第一点可用三原色之一红色表示,第三点则用与红色相近、不构成“平行”关系的粉色表示,第二点可用三原色之一黄色表示。像这样用颜色词的多模态形式将文章结构表现出来(如图7),该同学在选点方面存在的逻辑思维问题就可一目了然。

在修改环节,应该充分利用学生已经提出的事实和观点,作重新调整,而非添加新的内容。对这篇作文的修改分为两个步骤:第一,调整各点内容;第二,重新措辞、调整各点顺序。

首先是第一步各点内容调整。文章总体应该围绕中心词“bodybuilding”展开,而“training”只是三个平行点中的一个,因此应将第一点的主语“the training”改为形式主语“it”。为了使第三点达到三原色之一的蓝色而成为标准的第三点,应使其构成和前两点“training”、“diet”平行的结构,因此将原来第三点中的“the stretching after exercises”去掉,重点突出“recover”。经过对已有材料的重新编辑和调整,分别将三点的中心句修改如下:(1) It's important for body builders to make a well-organized and systematic training

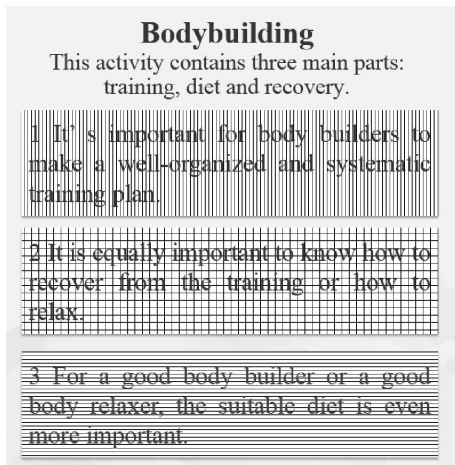


图例: 红 黄 蓝 粉

图7 作文1结构

plan. (2) For a good body builder , the suitable diet is also important. (3) It is equally important to know how to recover from the training or how to relax.

然后进入第二步措辞和各点顺序调整。鉴于“训练”和“恢复”在时间上的顺承关系相比于和“饮食”的关系要更为紧密,建议将第二、三点调换位置;同时修改第三点措辞,用“even more”体现一种递进关系,修改后的各中心句如下:(1) It's important for body builders to make a well-organized and systematic training plan. (2) It is equally important to know how to recover from the training or how to relax. (3) For a good body builder or a good body relaxer , the suitable diet is even more important. 修改后的三个论点,则可以用三原色红、蓝、黄来表示。如图8:

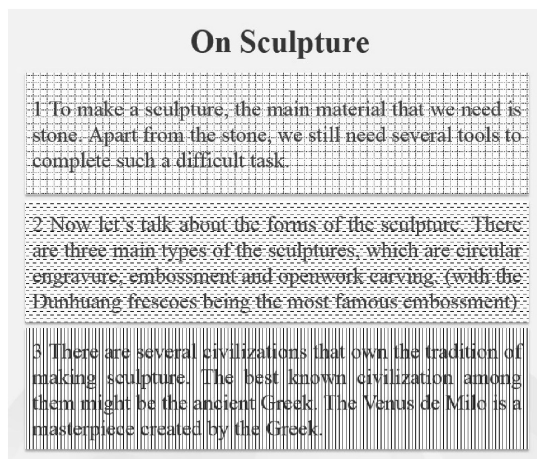


图例: 红 黄 蓝

图8 修改后作文1结构

第二篇作文题为“On Sculpture”(见附录2),学生依旧分三点来阐释雕塑这一事物,每一点的主旨总结如下:(1) To make a sculpture , the main material that we need is stone. Apart from the stone , we still need several tools to complete such a difficult task. (2) Now let's talk about the forms of the sculpture. There are three main types of the sculptures , which are circular engravure , embossment and openwork carving( with the Dunhuang frescoes being the most famous embossment) . (3) There are several civilizations that own the tradition of making sculpture. The best known civilization among them might be the ancient Greek. The Venus de Milo is a masterpiece created by the Greek.

首先需要分析三点之间的范畴关系,并利用颜色词的多模态形式表示出来。相比于第三点“雕塑文明”的一级范畴(用三原色之一的红色表示),第一点“雕塑材料”和第二点“雕塑形式”都只能算作次级范畴,和第一点不是平行概念,因此选用浅蓝色和浅黄色表示。如图9:



图例: 红 黄 蓝 浅黄 浅蓝

图9 作文2结构

之后同样本着利用已有材料、不添加新内容的原则,对这篇文章给出三点修改意见。第一,总体来看这篇作文从题目到内容都过于宽泛,建议选取作文已在第二点提及的“雕塑形式”当作主题来论述,如此可将题目修改为“On the Forms of the Sculpture”。

第二,应选取事物的如三原色般的三个典型的、平行的、且均匀分布的特点,根据作文已有内容可以将三点确定为雕塑的三种形式“circular engravure”、“embossment”和“openwork carving”。

第三,整合作文中出现过的雕塑例子,会发现原

有第三点提到的“the Venus de Milo”属于第一种雕塑形式“circular engraving”,原有第二点提到的“the Dunhuang Grottoes”属于第二种雕塑形式“embossment”,只需为第三种雕塑形式添加一个例子,就能构成三部分“雕塑形式+例子”的平行结构,从而可用三原色表示三点。各部分新的中心句可总结为:(1) Circular engraving: the Venus de Milo; (2) Embossment: the Dunhuang Grottoes; (3) Openwork carving: an example. 那么,若用颜色词的多模态形式表示修改后的文章结构则如图10所示:

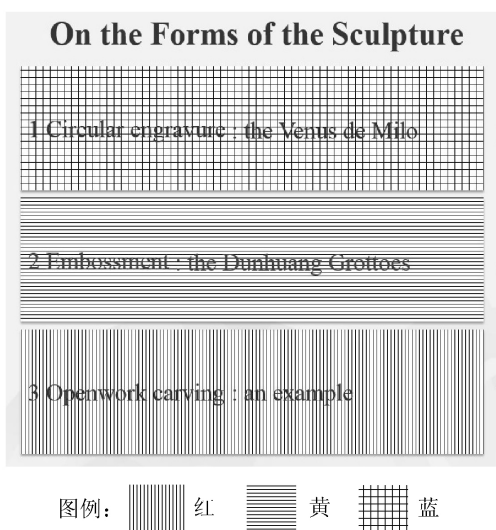


图10 修改后作文2结构

在此基础上,学生可以借助每种例子把相关雕塑形式的特点更清晰地加以介绍,也可联系所举例子涉及的雕塑文化进行更深入的探讨。这一篇文章的逻辑呈现以及知识传递要远高于修改前的习作。

经过颜色词理论的训练,学生在撰写说明文时能够很顺利地找出事物的两个或三个典型性特点,且这些特点均处于相同的层次,均匀分布在要说明的事物所构成的色环上。此外,学生也学会了修改自己以及同学的习作。经过进一步引导,学生还会把这种分点思维和选点方法应用于议论文写作中,从而学会构思文章的分论点,增强了文章的逻辑性。

#### 四、结语

英语说明文写作是学生未来进行学术研究的基础,学生只有同时掌握其表层结构和深层逻辑,才能胜任英语说明文的写作任务。以上的理论说明、课文解析和学生习作分析修改三部分,展现了英语说明文写作的多模态教学方法如何帮助培养学生的逻辑思

维能力。同时,本文基于认知语言学理论并利用多模态教学方式呈现说明文写作的课程设计,也为其他文体英语写作的教学模式提供了新思路。

#### (参考文献)

- [1] 梁晓晖.英语写作思维的认知型多模态培养模式[J].外语电化教学,2015(1):43-49.
- [2] 梁晓晖,孙开蒙.创新能力培养与《学术英语读写教程》编写[J].当代外语教育,2015(1).
- [3] Emig, J. *The Composing Process of Twelfth Graders* [M]. Urbana, IL: National Council of Teachers of English, 1971.
- [4] Flower, L. & Hayes, J. The dynamics of composing: making plans and juggling constraints [A]. In Gregg, L. & Steinberg, E. (eds.). *Cognitive Processes in Writing* [C]. Hove, Sussex and Hillsdale, NJ: L. Erlbaum, 1980: 31-50.
- [5] 伍新春.西方关于写作构思心理研究的进展[J].心理科学,1998(3):254-257.
- [6] 范琳,朱立霞.国外写作构思心理研究的进展[J].外语教学,2004(4):65-70.
- [7] 罗明礼.国外写作构思认知发展研究述评[J].乐山师范学院学报,2011(2):129-134.
- [8] 邓志勇.英语写作教学的社会认知模式[J].现代外语,2002(4):408-417.
- [9] 王俊菊.二语写作认知心理策略研究[J].山东大学学报,2006(6):61-66.
- [10] 王俊菊.二语写作认知心理过程研究评述[J].外语界,2007(5):2-9.
- [11] 刘亨铭.论写作构思中求异思维的运用[J].江西教育学院学报,2000(1):50-53.
- [12] 王保升.谈写作构思过程的精确化[J].文学教育,2007(9):58.
- [13] 陶振环.试论学生写作构思过程的教学干预[J].上海教育科研,2010(7):73-74.
- [14] Devine, J., Railey, K. & Boshoff, P. The implications of cognitive models in L1 and L2 writing [J]. *Journal of Second Language Writing*, 1993, (2): 203-225.
- [15] Kasper, L. F. Assessing the metacognitive growth of ESL students writers [J]. *TESL-EJ*, 1997, 3(1): 1-20.
- [16] Victori, M. An analysis of writing knowledge in EFL composing: a case study of two effective and two less effective writers [J]. *System*, 1999, (27): 537-555.
- [17] 路文军.通过对英语专业高年级学生展开的调查探究了元认知策略使用水平与英语写作之间的关系[J].外语与外语教学,2006(9):25-27.
- [18] 刘文宇,高荣涛.利用元分析方法,探究元认知策略培训对中国学生英语写作成绩的影响[J].外语教学,2011(2):60-63.
- [19] 梁晓晖.多模态隐喻在英语写作教学中的应用——以说明文为例[J].外语研究,2013(5):24-31.

- [20] 章恒珍. 认知语言学对写作研究的影响[J]. 郑州大学学报 2004 (3): 103-105.
- [21] 蒋显菊. 隐喻认知理论在英语高级阶段写作教学中的应用[J]. 外语教学理论与实践 2010 (2): 44-49.
- [22] Stein, P. Rethinking resources: multimodal pedagogies in the ESL classroom [J]. *TESOL Quarterly*, 2000, (2): 333-336.
- [23] 王焯. 多媒体英语写作教学中的多模态互动模式[J]. 外语电化教学 2010 (6): 14-19.
- [24] 田旭. 谈基于关联理论的多模态英语写作教学[J]. 教育探索 2013 (3): 39-40.
- [25] 梁晓晖. 学术英语读写教程(上)(下) [M]. 北京: 高等教育出版社 2014.
- [26] Berlin, B. and Kay, P. *Basic Color Terms: Their Universality and Evolution* [M]. Berkeley: University of California Press, 1991.

(责任编辑: 高生文)

## A Cognitive Multimodal Teaching Model for Writing of English Expository Articles: Color Terms

LIANG Xiao-hui, SUN Kai-meng

( English Department, University of International Relations, Beijing 100091, China)

**Abstract:** The training of logicity in writing English expository articles has long been a key teaching point due to the fact that the expository article serves as the foundation of academic writing. Since the expository article is concerned with the way people perceive and present the world, some theories of cognitive linguistics, which explores the cognitive development of human brain, can be employed to give instructions on the reading and writing of English expository articles. Some integrated studies of cognitive linguistics and English writing can be seen both home and abroad, among which researches targeted at a specific training method of logical thinking and its operational process can hardly be found. Against this background, this paper will utilize color terms, a cognitive theory, to demonstrate a multimodal training method of logical thinking in writing expository articles through text analysis and student composition revision.

**Key words:** multimodality; color terms; writing of English expository articles; training of logical thinking

### 附录 1:

### Comprehension Skills Olive Niles

- 1 There are three abilities which clearly differentiate between the reader who comprehends well and the one who does not.
- 2 The first of these abilities is the power to find and understand thought relationships: in single sentences, in paragraphs, and in selections of varying lengths. Ideas are related to each other in many ways. Here is a simple example of the most common kind of thought relationship: During our visit to the museum, we saw the first Stars and Stripes ever carried in battle; after that we enjoyed a collection of old silverware. Later we wandered into the room filled with Indian relics, and finally found ourselves absorbed in a display of old wedding gowns. The parts of these sentences, obviously, are related to each other chronologically. We follow the trip through the museum in the time order in which the rooms were visited.
- 3 Now examine the same sentence parts arranged in a different way: During our visit to the museum, we saw a collection of old silverware, an absorbing display of old-fashioned wedding gowns, a room filled with Indian relics, and the first Stars and Stripes ever carried in battle. This sentence tells less than the preceding one. We know what the visitor saw, but we cannot follow the visitor from room to room. The relationship present among the parts of this second sentence is a simple listing.
- 4 Here is another sentence: During our visit to the museum, we enjoyed seeing the first Stars and Stripes ever carried

in battle and the absorbing display of old-fashioned wedding gowns much more than we did the room filled with Indian relics and the collection of old silverware. Now the ideas have a comparison-contrast relationship. The things the author saw have fallen into two groups: two displays which the author enjoyed, and the two others which were less enjoyable. An important additional meaning has been added because the relationship of the parts of the sentence is different.

- 5 Once more, observe the same facts but in a fourth relationship: Because, on our visit to the museum, we had seen the first Stars and Stripes ever carried in battle, a room full of Indian relics, a display of old silverware, and a collection of old-fashioned wedding gowns, we were able to present a successful class program in which we compared relics of the past with their modern equivalents. In this last sentence, we have a cause-effect relationship. The experiences of the museum visit have produced an effect: a successful class program.
- 6 These four kinds of thought relationship — time, simple listing, comparison-contrast, and cause-effect — occur in a great many combinations, some of them complex. The ability to observe and to use these relationships seems to be one of the basic comprehension and expression skills.
- 7 The ability to set specific purposes in reading is a second important ability or skill. William G. Perry has reported a study done with fifteen hundred Harvard freshmen to determine their habits of study when presented with a typical chapter in a history text. In presenting his results, Perry has this to say: We asked anyone who could do so to write a short statement about what the chapter was all about. The number who were able to tell us was just one in a hundred-fifteen. As a demonstration of obedient purposelessness in the reading of 99% freshmen we found this impressive. After twelve years of reading homework assignments in school, they had all settled into the habit of leaving the point of it all to someone else. These same freshmen were able to do very well on a multiple-choice test based on the details of the material they had read.
- 8 If this purposelessness in study exists among students like those at Harvard, what must be the case with other students elsewhere less able.
- 9 Suppose, for example, that a student is studying a chapter about life on Southern plantations. The inefficient reader plods straight through the material, often with wandering attention because the goal is only to “read the lesson.” Contrast the careful attention to detail, the search for visual imagery of the student who studies the same chapter in order to make a drawing of the plantation grounds. Contrast again the procedures of the student who wants to compare the way of life in the southern plantation with that in colonial New England. Or, again, the method used by a student whose responsibility is to report on one very specific topic: the duties of the mistress of the plantation, for example. This last student, if reading efficiently, will skim rapidly through the chapter until coming to a paragraph which seems to have a bearing on this special topic. The student then settles down to read carefully for details. The student who thus reads with purpose has achieved a comprehension impossible to the student who merely “reads.”
- 10 A third basic comprehension skill is the ability to make full use of previous learning in attacking new material. Jokes sometimes make an adult realize how a child must feel when reading without the requisite knowledge. The following is a story told by Helen Taft Manning about her father, William Howard Taft, the 27th President of the United States. When he was recovering from a spell of illness, he wired a friend of his recovery and remarked that he had just taken a long horseback ride. The friend wired in reply, “How is the horse?”
- 11 Whether the reader sees anything funny at all in this story depends entirely upon whether the reader happens to remember from previous reading or from pictures that Taft was one of the fattest of our presidents.
- 12 It is partly a matter of chance whether readers happen to have a fact like this stored up in their heads, but there is more to it than chance. Many students actually have the background information for full comprehension but fail to realize that they have it and to use it. Associational reading — the act of drawing upon all one has experienced and read to enrich what one is currently reading — is a skill which can be taught.
- 13 To summarize to this point: If an analysis is made of what lies at the foundation of comprehension, there seem to be at least three basic skills, (1) the ability to observe and use the varied relationships of ideas; (2) the ability to read with adjustment to conscious purpose; and (3) the ability to make full use of the backlog of real and vicarious experience which almost every reader possesses.

## 附录 2:

## 作文 1: Bodybuilding

Bodybuilding is an activity that control and develop one's musculature by progressive resistance exercise. It's a sports items conducive to human physically and mentally. This activity contains three main parts: training ,diet and recovery.

The training of bodybuilding is not what people thought it was ,just simply lifting and dropping. It required a well-organized and systematic training plan. You need to be well aware of which part of your body you should work out in each day. Meanwhile the correctness of actions determines your quality of training , wrong movements can lead to injury. Moreover ,the reps of actions and the interval between movements are also vital. The proper frequency can make your muscle become more tensed. For example ,the time of interval between groups shouldn't be more than 1 minute.

The suitable diet for a bodybuilder is also important , even more important than training in some ways. When it come to the food , people will first think about the protein. That's right ,but not entirely. Besides protein , we also need carbohydrate to provide energy for body and vitamins to promote muscle recovery. In addition to , those three elements must be take in strictly according to certain proportion. The proportion generally recommended as 1 : 1 : 2.

There are two main ways of recovery , one is the stretching after exercises , it will help to relieve the tightness of muscles. The other one is getting enough rest , the muscles only restructure itself when you are resting , so you should sleep at least for 8 hours on your training day.

So this is the three main parts of bodybuilding , you can be a successful bodybuilder if you pay attention to them during your training.

## 作文 2: On Sculpture

Today I want to talk about sculpture. Sculpture is a quite common kind of art that we can see sculptures in different shapes and sizes frequently in our daily life. Artists manufacture them to convey their feelings or emotions , even their view points towards politics or society , to their audiences.

To make a sculpture , the main material that we need is stone. Granite and marble are the most popular choice for those sculptors since those two kinds of rocks are hard enough to make characters that those sculptors want to create , meanwhile they are noncorrosive and their texture are soft so sculptors can cut them easily. Apart from the stone , we still need several tools to complete such a difficult task. The most important one among those tools are the knives. There are different kinds of knives for different types of sculptures. For example , there are knives to cut woods knives to cut stone and knives to cut metal. And there are also different shapes for the knives. The shape of the blade can be divided into several groups: like a triangle , like the arrow bunch , like a saw tooth , etc. Different knife has different use.

Now let's talk about the forms of the sculpture. There are three main types of the sculptures , which are circular engraving , embossment and openwork carving. Circular engraving is the most common one. Most of the sculptures we see in our daily life , such as those in the parks , besides the roads and in people's homes or offices belong to this kind. But actually the embossments are the most artistic. The Dunhuang frescoes are the most famous embossments in the world.

There are several civilizations that own the tradition of making sculpture. The best known civilization among them might be the ancient Greek. The Venus de Milo is a masterpiece created by the Greek. It is made by Alexandros , one of the greatest sculptors in the history. Though the both arms of Venus were damaged by time , this great piece still shows unbelievable beauty , great glamour and a sense of wisdom and grace to everyone in the world. The sculptures made by Greek influence lots of other civilizations , and have a value that cannot to be matched. Even in modern days , people who major in art still delve those amazing works in order to improve their skills.

In a word , sculpture is an important kind of art that can't be replaced. We should try our best to preserve this precious tradition , value the works of our ancestor , keep learning from them and created a new way of our own.