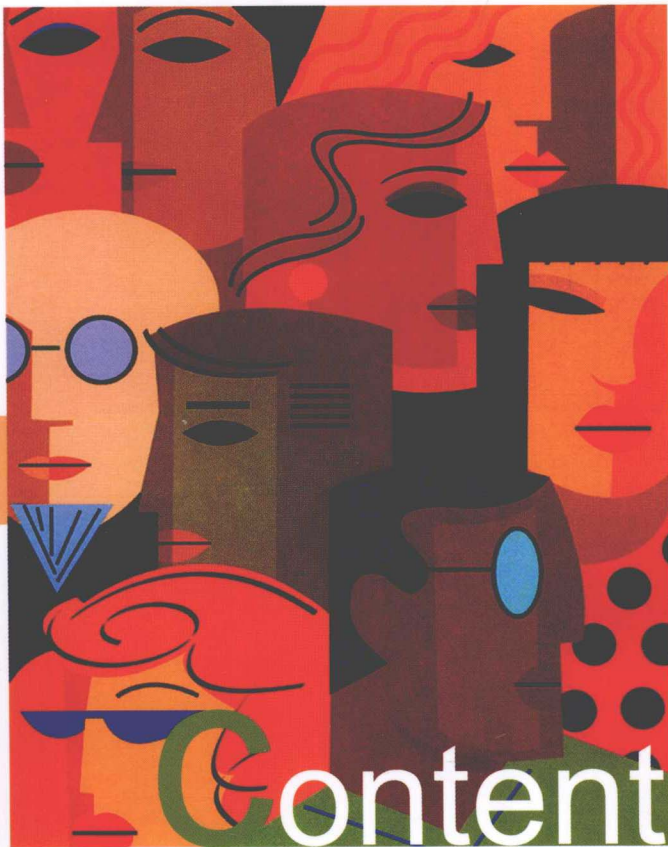




世纪英语专业系列教材

普通高等教育“十一五”国家级规划教材  
普通高等教育“十二五”规划教材



上册

# Content-based English Writing

## 英语写作教程： 以内容为依托

邹涛 张杨 主编



北京大学出版社  
PEKING UNIVERSITY PRESS

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*Reading makes a full man; conference a ready man; and writing an exact man.*

—Francis Bacon

读书使人充实,讨论使人机敏,写作使人严谨。

——培根

# 序 言

在我国，随着哑巴式英语学习的困境逐渐解除，写作环节的问题日益凸显。学生在写作中要么无话可写，要么有话表达不好。那一份份内容空洞、错误频出的英语毕业论文，也许是对写作问题的最好见证。写作老师们变得无所适从，当他们耐心地从词句段篇按步骤分学期讲解时，学生因早早面对各种英语考试中的写作而心急如焚；当部分老师痛下决心扔掉国内教材而与国际接轨时，又发现英文原版教材的很多话题存在明显的水土不服问题。市面上针对考试或特殊用途的写作教材数量繁多，却并不适于基础阶段的写作教学。基于以上困境，本书编委在写作教学改革与实践基础上，试图结合中西写作教材的优势，以编写新教材为牵引带动写作教学模式的革新。

本书编写理念为以内容为依托的教学法（content-based instruction，简称CBI）。不过，这里的“内容”不是某个专门的学科知识，而是适应于基础写作教学需求、让学生感觉亲切而有表达兴趣的话题。CBI教学法在本教材中体现在以下三个方面：

其一，本教材摒弃以写作技巧为纲的传统编写模式，而是通过广泛的问卷调查，选取与学生学习生活密切相关的十大话题为编写框架，以尽可能激起学生讨论和写作的兴趣，让其产生表达的冲动和欲望；

其二，每章精选三篇范文，在文章内容及问题设计上尽可能体现跨文化视野（注意中西文化差异对比）和时代意识（注意传统与当下的对比），兼顾范文的语言质量（语言地道）与思想高度（富有启发性），以便真正激发学生的讨论兴趣并便于写作模仿。

其三，我们在每一章的写作任务设计时紧紧围绕某个具体话题，从词、句、段、章各个层面紧扣该话题进行引导，努力让课文最后的篇章写作任务水到渠成。

其四，为帮助学生掌握每个话题的核心关键词的地道搭配，编委成员自创大学英语语料库，收录目前市面上广泛使用的十余套大学英语教材以及本套教材的选文，通过语料库检索，引导学生对每章话题的关键词进行地道的语言搭配训练。

为解决因以话题为纲而可能带来的技巧训练不成体系这一问题，我们采用了两种策略：

其一，我们在开篇的Introduction部分对写作过程和写作策略进行了整体性的介绍，帮助学生写作形成一个整体概观。

其二，我们将Introduction中提到的各个层面（词、句、段、章）的写作技巧看作Basic Writing Techniques，以其为线索进行练习设计，将这些技巧在每一章的具体文本中进行阐

释、演绎和模仿，使学生在不断的强化中真正领会基本写作技巧的具体应用。所以，请读者不要因每篇出现的技巧分析而厌倦。万变不离其宗，只要你真正学会了从这些角度去思考任何一篇文章，你的阅读和写作能力也水到渠成。

练习设计的具体思路如下：我们强调对学生的批判思维的训练，第一部分Critical reader重在引导学生把握文章主旨并进行思维拓展，努力让学生有话可说、想说。其中的Critical reader A 主要提醒学生阅读过程中需要注意的问题；Critical reader B 主要针对读完全文后的思维拓展。第二部分critical writer重在引导学生理解和掌握思想呈现、表达的方式，让学生有话能说。其中Basic Writing Techniques这部分以Introduction中提到的各个层面的写作技巧为线索，将这些技巧一一运用到每个具体文本中；Specific Writing Techniques这部分针对Basic Writing Techniques练习中未涵盖的其他写作技巧进行阐释和演练。最后以篇章写作任务收尾。

附录一收录了应用文写作范例，为学生的日常英语写作提供帮助；附录二整理出英式英语与美式英语对照简表。负责审校本教材英语部分的美国外教Frederic Cubbage指出，中国学生在口语上学的大都是美式英语，而他们阅读的教材内容却英式美式混杂，导致他们的英语语言输出也是混杂状态，让地道的美国人或英国人感觉很别扭，甚至常常产生误解。他的意见引起我们的反思，意识到中国老师和学生在教与学的过程中确实很容易忽视英式英语与美式英语的差异。有鉴于此，我们制定了附录二，虽然受篇幅所限收录的内容不多，但旨在提醒学生在英语表达过程中注意针对不同的对象而有所选择。

本教材主要供英语专业基础写作课以及非英语专业的优生班英语写作课使用。在进入具体的章节之前，强烈建议读者先认真读完导论，以快速形成一个有关写作的整体认识，这样能很好地理解后面十章和Introduction部分的呼应关系。在话题排序上，我们根据问卷调查结果，按照话题和学生心理距离、熟悉程度程度的降序排列。但是，有些话题之间的差距并不明显，所以，教师或自学者可以根据实际需求选择话题顺序。此外，因为每一章都包括了词、句、段、章各层的写作训练，各章自成一个相对完整的写作训练体系，也加大了使用的灵活性。

本教材编写过程历经两年半。在写作教学改革项目的推动下，我们对编写内容反复思考、讨论、修订和检验，最终形成此稿。不当之处，恳请方家读者指正，以便进一步完善。

本教材编委按章节顺序具体分工如下：邹涛编写导论、第一章，负责全书思路制定和全书审稿；吕汀编写第二章、附录二；袁毅敏编写第三章、参编第九章；王琪欣编写第四章、第五章；肖飞燕编写第六章、附录一；张扬编写第七章，负责提供语料库及使用技术，以及全书格式审校；龙梅编写第八章、主编第九章；邢青编写第十章，参与下册审稿；Frederic Cubbage负责全书英文审校。

邹涛

2012年7月于成都



# Introduction to Writing Process and Writing Techniques

## I. Writing process<sup>1</sup>

The general writing process may be divided into the following major stages: brainstorming, clustering, thesis formulation, drafting, revising and editing.

**1. Brainstorming.** When you get a topic to write about, the first thing you may do is to write down every idea that occurs to you, without worrying about the correctness of grammar and spelling. This technique is called brainstorming. For example, Frank's brainstorming on the topic "courting in college life—candy or poison?" resulted in the following list:

Relief homesickness and loneliness

Make life romantic

Time-consuming

Expensive

Encourage each other in difficulties

Heart broken when the relationship fails

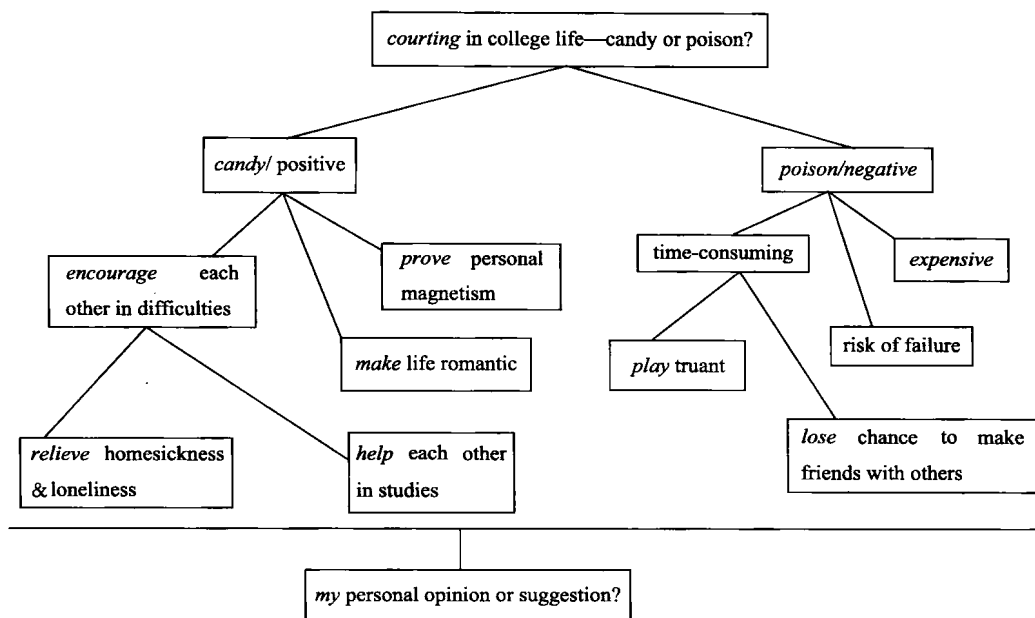
Lose chance to make friends with classmates and other people

Play truant

Prove personal magnetism

**2. Clustering.** After working out a list of ideas like the above one, the next step is to cluster, i.e., to lay out the ideas visually to find connections and to branch out and expand ideas. This step leads to a logical order to organize your ideas. Let's see Frank's clustering:

<sup>1</sup> 这部分的很多观点取自陈法春主编,《基础英语写作》,北京大学出版社,2007,第38—44页。



**3. Thesis formulation.** The thesis statement states the topic of your writing and your opinion on it. It clearly defines the target you are trying to hit, thus keeping you on the subject and avoiding digressions in the process of drafting. After the clustering step, Frank has to consider what direction he wants to choose. He spent some time in figuring out a way out of the dilemma between candy and poison. Then he wrote down his opinion:

Courting in college life has both positive and negative effects. How it will influence you depends on the balance between self-improving and love-searching. To benefit most and risk least from it, make yourself more competitive first, through active participation both in class and in extracurricular activities, then you will win a lover without too much cost both in time and in money, while enjoying the happiness of love.

The first two sentences can be used in the introduction paragraph as a thesis statement, while the third sentence can be used in the conclusion part, echoing and specifying the thesis statement.

**4. Drafting.** Drafting is to develop the ideas covered in the clustering into a whole, with the guidance of the thesis statement, without concerning about the punctuation, spelling, and grammar. The following tips may help when you draft:

- 1) Let your draft be rough.
- 2) Keep focused on the thesis statement when you argue from different perspective.
- 3) Skip troublesome parts.
- 4) Return to your clustering step if you can't continue writing, or when new ideas conflicting with the former ones come up.
- 5) Write as long and as fast as you can.



**5. Revising.** Revising is a thorough rethinking and reworking of the draft. The following tips may be helpful when you revise:

- 1) Have I given a clear thesis in the introduction paragraph?
- 2) Are all my points related to the thesis?
- 3) Is my argument supported? Do I have specific evidence for each supporting point?
- 4) Is my essay well organized? Are my points in a logical order and easy for readers to follow?
- 5) Are there redundant expressions to eliminate?
- 6) Are there any vague words to substitute by specific ones?

**6. Editing.** Editing is the process of getting a piece of writing ready for the audience. First, check your writing for grammar, spelling and punctuation. Then, edit your writing according to the required format, including the documentation format (if sources are used), and the printing format.

## II. Essential writing techniques<sup>2</sup>

### 1. Style and word choice

Writing style is basically the author's voice presented through words. It can be affected by the choice of vocabulary, order of words within a sentence, and emphasis through punctuation, all of which help to set the tone. The choices of these elements should reflect the author's purpose, and consider the reader or audience's expectation. The author's purpose may be to explain, to narrate, to persuade, to describe, to illustrate, to define, to analyze, or to entertain. The main purpose of college writings is usually to demonstrate how well a student thinks and understands the given topic.

**Four levels of diction.** There are four levels of diction:

- 1) **Formal:** for highly educated audience; ceremonial, scholarly, or technical purpose.
- 2) **Standard:** for educated audience; college papers, business communications, mass publications, and many other writing purposes.
- 3) **Informal:** for general audience; spoken rather than written situations, personal letters, conversational and entertaining purposes.
- 4) **Slang:** for specific audience; used to enhance the writing through dialogue essential to the character, such as in novels, or to build connections between members of a specific group or generation.

A Standard level is most commonly used, but it does not mean the most formal word should be used, i.e., multi-syllabic, Latin-form, or pretentious. The best approach is to use the standard or common word that conveys the most accurate meaning.

<sup>2</sup> Many ideas in this part are from Diane M. Coffman ed. *A Peking University Coursebook on English Exposition Writing* (北京大学出版社, 2003, 第1—83页).

Pretentious Wording

in regards to

utilize

elucidate

prior to

because of the fact that

ascertain

commence

Common Wording

concerning; about

use

explain

before

because

find out

begin

**Eloquent versus practical style.** The style can be eloquent or practical. Eloquent style uses more abstract words, a lot of figures of speech, and the arrangement of words in sentences may have more variations than the standard word order. Practical style uses words that are concrete and specific, and the word order is usually standard. For example:

**Eloquent style:** *After the hungry mountain daffodils drank the mother's milk of newly fallen dew upon the earth's barren soil, they reached their arms upward and turned their yellow faces to the nurturing sun, whilst dancing in the cool breezes from the ocean below.*

**Practical style:** *After the mountain daffodils absorbed needed moisture from the recent dewfall, they grew quickly in the warm sunlight and swayed in the ocean's cool breezes.*

In the above sentence of practical style, we replace personification used in the eloquent style, with more accurate descriptive phrases and verbs, so the Subject Noun is able to actually do what the Verb means.

**Careful use of absolutes.** One bad habit is the improper use of absolutes such as *all*, *only*, *never*, *always*, and *nothing*. For example, the sentence "Mary and Rose always go shopping together" implies that Mary and Rose never shop separately, which is probably not true. Then we'd better replace the word *always* with *frequently*. Therefore, try to use *seldom*, *usually*, *occasionally*, *frequently*, *often* instead of the absolutes mentioned above.

## 2. Basic rules for good sentences

### 1) Unity: one single, complete thought.

Please read the following two sentences and try to find out the problems with them:

(a) *Born in a small town in South China in the early 50s, he grew up to be a famous musician.*

(b) *Yao Ming is one of the greatest basketball players.*

Sentence (a) expresses two thoughts, and more information is needed to connect these two thoughts, while sentence (b) is not a complete thought, since using the comparative or superlative forms of adjectives and adverbs requires the writer to state clearly what items are being compared. They can be revised as the following:

(a') *He was born in a small town in South China in the early 50s. He liked singing very much from childhood and grew up to be a famous musician.*

(b') *Yao Ming is one of the greatest basketball players in the world.*

**2) Coherence:** clear connection between parts; no faulty parallel constructions, no unknown pronouns, no unclear relationships.

For example, in the sentence “Upon entering the classroom, the students stood up,” the relationship is unclear—who entered the classroom? A better sentence would be: When the teacher entered the classroom, the students stood up.

**3) Conciseness:** no unnecessary words.

Please revise the following two sentences into more concise ones.

(c) *There is an increase of crime in most of the big cities.*

(d) *He returned in the early part of the month of August.*

Many Chinese students like to start a sentence with the “There be...” structure. “There be” are usually redundant words, so it is better to start with the subject. The above two sentences can be revised into:

(c') *Crime is increasing in most big cities.*

(d') *He returned in early August.*

**4) Good grammar:** good structure, good use of articles (a, an, the), accurate spelling, and clear punctuation.

### 3. Basic Rules for Good Paragraphs

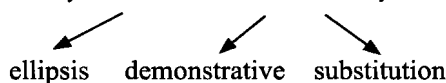
**1) Unity:** a central theme; clear topic sentence, and all sentences within the paragraph relate to the topic sentence.

**2) Cohesion and Coherence:** Cohesion usually means a semantic relation between two elements between and among sentences in a text. Cohesive ties mainly include reference (pronominal, demonstratives, definite article, and comparatives), substitution, ellipsis, conjunction, and lexical reiteration and collocation.<sup>3</sup> For example,

(a) *Mary attracts many classmates' attention, because she is very beautiful.*



(b) *Don't you like horses? I know you do. Look at that one in your left side.*



Coherence means each sentence leads smoothly and logically to the next sentence; proper order; no unclear relationships; good transition. Cohesion and coherence interact to a great degree, but a text full of cohesive ties is not necessarily coherent. For example,

(c) *Mary has a dove in her room. Doves are used in many ceremonies. They are very interesting. Her room is beautiful, because of the dove.*

<sup>3</sup> Stephen P. Witte, Lester Fagley. Coherence, Cohesion, and Writing Quality. *College Composition and Communication*, Vol. 32, No. 2 (1981), *Language Studies and Composing*. pp. 189—204.

**3) Development:** The paragraph has sufficient information to support the topic sentence.

#### **4. Basic rules for good essays**

##### **1) A focused introduction section**

The elements of an introduction usually include:

**Opener:** an interesting opening sentence or two that catches the reader's attention, setting up the topic for discussion.

**Lead-in:** a few sentences that guide the reader from the broad, general topic to the narrow, relevant issue.

**Thesis statement:** a specific statement of the writer's position on the issue and provides the framework for the essay.

**Scope and methods** (optional): states what the essay will/will not accomplish or discuss. If the essay is about an experiment or research project, then the methods being used to accomplish the project should also be mentioned.

##### **2) A thorough development section**

The development section is where the writer fully develops the content, or thesis. The elements of this section depend on the writing type and the internal structure.

**Writing types** may include the following:

(a) **Narration.** Narration writing chronicles a series of events. It may be the steps taken in a science experiment, or it may be the adventures happening to the characters in a story. In storytelling, it is possible to break the chronological order of events through flashbacks—memory recall. The purpose of narration may be to prove a theory, illustrate a concept, praise a virtue, condemn a vice, etc.

(b) **Description.** Description writing is to describe, to paint a picture in words of a person, object, place, or scene. It is developed through sensory details, or the impressions of one's senses: seeing, hearing, tasting, feeling, and smelling. Scientific description may describe the item's qualities (sour, sweet, blue, red, loud or soft in decibels, hard or soft in compression). Evocative description recreates the feelings.

(c) **Illustration.** Illustration writing is the most common writing type. It is used every time an example is given. Good examples help to clarify a writer's thought by making the general specific, and the abstract concrete. Examples should be wisely selected, sufficient, specific, and typical, and there must be a logical sequence if multiple examples are given.

(d) **Definition.** Definition writing clarifies abstract terms or concepts by presenting the essential nature and qualities of the concept, or by showing how the concept is different from others like it.

(e) **Persuasion/Argumentation.** Persuasion/Argumentation writing is used to convince the reader of the writer's point of view or assertion, to persuade the reader to change his mind or behavior, to approve a policy, or to take a course of action. It uses evidence and facts, forceful

language, reasoning and logic to influence others. To reach this purpose, the most compelling points, the most familiar or easily understood points are usually presented first, and the least compelling point, the least familiar or most difficult to understand last.

For each writing type, especially for Persuasion/Argumentation writing, good logic is very important. All the facts and reasons given as evidence should be logically connected with each other and with the conclusion. Any fallacy in logic or wrong step in reasoning would leave the reader in doubt about the whole argument. Generally, there are two types of reasoning: inductive reasoning and deductive reasoning. Inductive reasoning moves from specific facts to a more general conclusion, while deductive reasoning moves from a general statement to a specific conclusion.

After deciding the writing type, the writer should select the structure that best suits the purpose of the essay:

(i) **Compare and Contrast:** to develop your idea by looking at the difference between two or more similar subjects or aspects. When using this structure, keep in mind that only items of the same general class should be compared, and each item should be given balanced treatment.

(ii) **Cause and Effect:** to develop your idea by analyzing what is the cause and what effect has or will follow as result. Cause writing begins with an introduction which briefly describes the effect(s), and then details the cause(s), while Effect writing reverses the structure. Keep in mind that most effects have complicated causes, so do not over-simplify causes and avoid using absolutes. It is not necessary to explore all the direct and indirect causes and effects, so try to give more space to major ones and stop at a place where your purpose has been fulfilled.

(iii) **Division and Classification:** to develop your idea by looking at the organization of the subject; breaking the subject down and dealing with the pieces, or grouping by classification. Division is used to deal with one thing by separating it into parts, while classification is to organize things systematically that share certain qualities. Keep in mind that apply the division/classification consistently and thoroughly, and avoid overlapping.

Then, select the **logical order** in which to present the information:

(i) **Point by Point.** Discuss each item/subject under each of the points the writer is making. This order is preferable in long essays where many aspects are discussed.

(ii) **Subject by Subject.** Discuss all of the various aspects of one subject before moving on to the next item/subject. This order works best in short essays where few aspects are considered, or where the writer's interest is in the whole, rather than in detailed parts.

### 3) A summarizing conclusion section

The elements of a conclusion usually include:

Summarizing the main points. Reference is made to different parts of the essay and the relationship between one part and another. Keep in mind that new information should not be introduced in this part. Any new information that comes out while drafting this part should be moved to the Development section.

Restating the author's position/opinion (Thesis Statement) and purpose of the essay, verifying that the purpose has been fulfilled.

Looking into the future for possible developments and suggesting a course of action.

Since an article may consist of just one paragraph, and a paragraph one sentence, the basic rules for good sentences, paragraphs and articles can be overlapped and interwoven.

### 5. Use Critical Thinking in Reading and Writing

Critical thinking has been described popularly as "thinking about thinking". It is about the willingness and ability in questioning. It is the art of analyzing and evaluating thinking with a view to improving it. It does not mean criticizing negatively, but means evaluating your own and others' thinking with an open mind and by applying "intellectual standards of reasoning".

Following are questions that provide intellectual standards of reasoning:

- 1) All reasoning has a **purpose**. Relevant questions can be: *What is your/ my/their purpose in doing...? What is the objective of this...?*
- 2) All reasoning is an attempt to settle some **question**, to solve some problem. Relevant questions can be: *What is the question I am/ the author is trying to answer? Is the question clear? Is it complex?*
- 3) All reasoning is based on some **basic assumptions**. Recognize that all questions and thinking presupposes prior questions and thinking. Then seek to understand the foundation for what is said or believed through answering "*On what do you base your belief?*" "*What assumption is leading me to this conclusion?*" "*To answer this complex question, what other questions need to be answered first?*"
- 4) All reasoning is done from some **point of view**. One of the hallmarks of the critical thinker is a willingness to enter into any and every viewpoint, and then to change one's views when evidence warrants a change. Relevant questions can be: *Is there any other way to look at this situation? How do others view this? What does my/the author's point of view ignore? Am I uncritically assuming that the point of view of the person/author/instructor/society is justified?*
- 5) All reasoning is done in a **network** of connected thoughts. For example, "*If what you say is true, wouldn't x or y also be true?*"
- 6) **Presentation** of thoughts is crucial for the influence of one's ideas upon others. Treat all presentation as in need of development. Relevant questions can be: *Could this be elaborated on or restated for better understanding? Are the concepts used carefully and precisely? Can the readers/audience be attracted at the very beginning? Are the arguments in a logical order easy for others to follow? Is the conclusion satisfactory to the readers/audience?*

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## Warming up

- 1 Happiness is always what we long for. Describe to your group the happiest and/or the most miserable moments in your life. According to such moments, try to figure out your definition of happiness.
- 2 Many people like to choose a motto and live under the influence of it in pursuing happiness. What kind of mottoes have you ever chosen, or would like to choose, for your life?
- 3 If you met a person with one handsome leg and the other deformed, what would be your spontaneous reaction? Would you pay more attention to the deformed leg and ask him or her about it?

## Text A

### The Handsome and Deformed Leg

By Benjamin Franklin

1. There are two types of people in the world. Although they have equal degrees of health and wealth and the other comforts of life, one becomes happy, and the other becomes miserable. This arises from the different ways in which they consider things, persons, events, and the resulting effects upon their minds.

2. In whatever situation men can be placed, they may find conveniences and inconveniences. In whatever company, they may find persons and conversations more or less pleasing. At whatever table, they may find meat and drink of better and worse taste, dishes better or worse prepared. In whatever climate, they may find good and bad weather. Under whatever government, they may find good or bad laws, and good and bad administration of these laws. In whatever poem or work of genius, they may see beauties and faults. In almost every face and every person, they may discover fine features and defects, good and bad qualities.

## A Critical Reader (I)

- 1 Do you know of any persons who would fit into Franklin's two categories? Can you remember any details about him/her to illustrate such a feature?
- 2 Can you provide more supporting details, besides those listed in Paragraph 2?



3. Under these circumstances, the people who are to be happy fix their attention on the conveniences of things, the pleasant parts of conversation, the well-prepared dishes, the goodness of the wines, the fine weather. They enjoy all the cheerful things. Those who are to be unhappy think and speak only of the contrary things. Therefore, they are continually discontented themselves. By their remarks, they sour the pleasures of society, offend many people, and make themselves disagreeable everywhere. If this turn of mind were founded in nature, such unhappy persons would be the more to be pitied. The disposition<sup>1</sup> to criticize and be disgusted is perhaps taken up originally by imitation. It grows into a habit, unknown to its possessors. The habit may be strong, but it may be cured when those who have it are convinced of its bad effects on their congeniality<sup>2</sup>. I hope this little admonition<sup>3</sup> may be of service to them, and help them change this habit. Although in fact it is chiefly an act of the imagination, it has serious consequences in life, since it brings on real grief and misfortune. These people offend many others, nobody loves them, and no one treats them with more than the most common civility and respect, and scarcely that. This frequently puts them in bad humor and draws them into disputes. If they aim at obtaining some advantage in rank or fortune, nobody wishes them success. Nor will anyone stir a step or speak a word to favor their ambitions. If they incur<sup>4</sup> public censure<sup>5</sup> or disgrace, no one will defend or excuse them, and many will join to aggravate<sup>6</sup> their misconduct. These people should change this bad habit and condescend<sup>7</sup> to be pleased with what is pleasing, without fretting<sup>8</sup> themselves and others. If they do not, it will be good for others to avoid an acquaintance with them. Otherwise, it can be disagreeable and sometimes very inconvenient, especially when one becomes entangled in their quarrels.

4. An old philosopher friend of mine grew very cautious from experience, and carefully avoided any contact with such people. He had a thermometer<sup>9</sup> to show him the temperature, and a barometer<sup>10</sup> to show when the weather was likely to be good or bad. Since there is no instrument, however, to discover an unpleasant disposition in a person at first sight, he made use of his legs. One of his legs was remarkably handsome, the other, by some accident, was crooked and deformed. If a stranger looked at his ugly leg more than his handsome one, he doubted him. If he spoke

**3** Do you agree with the author's statement underlined in Paragraph 3? Do you have more to say?

**4** What do you think of the narrator's friend's judgment underlined in Paragraph 4? Please examine your spontaneous reaction in this kind of situation.