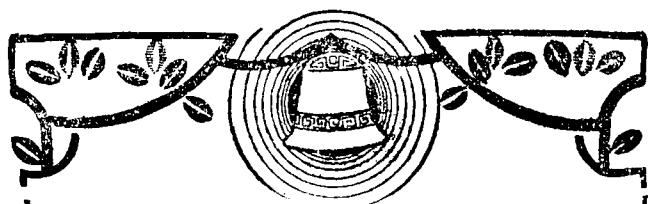


A Handbook
of
Practical English Rhetoric

怎 樣 修 辭

陸	殿	揚	主	編
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A Handbook of Practical English Rhetoric

怎樣修辭

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序

本書專爲已讀過英文法，且有志研究修辭者而著。爲適合他們的程度起見，立論取材均以淺明爲主。書中所指修辭錯誤各例，絕少憑空杜撰，或逕由外國課本借用；十分之九都是著者多年與本國學生接觸中間發現出來的。著者和學者都覺得中國學生和英美學生在修辭上所致的錯誤往往不同，因此本書對這一點特別加以注意。

本書分爲三部分。首部以句爲主，將句的種類、構造、效用，反復討論，加以許多例證和練習。至於十分詳盡纔止。第二部以段爲主，注意如何綴句成段，如何組織，聯絡全篇，使其完整無缺。第三部以字爲主，特別指示那些易於混淆的字；繼以涵義相似字，及普通字，特殊字的區別；最後分別門類搜集，羅列許多成語，以便認識和應用。本書的末章是研究喻語，將其重要者彙集、舉例，使學者的語言寫作得以加增趣味。

本書除措詞力求平易外，又於每章之末附加不少的註釋。但那註釋是用爲學者的輔助，並不是用代學者自身的功夫。凡事——尤其是學英文——要有永在的效果，大半要靠自己的努力；教師的引伸、評正、和書上的註釋，不過是個人努力的一助而已。

本書二十章的次序，能依次學習，固好；如果覺得有變更的必要，不妨略予變更，例如第十五章至第十九章之用字論要提前研究，也無不可。不過變更次序最好由教師來決定；個人自習，還是按照本書的程序前進爲宜。

本書假如用爲課本，一年可畢；用爲教師的參考材料，教師先看一遍，約需二三星期的時間；用爲學者自修，就要看自修的時間有多少，大概每一個星期可修完一章，五個月可以完畢全書。書中的意義和習題，假如有疑問的，可以通函與著者討論，函由本書局轉交。

著述本書所用的參考材料很多，不能一一枚舉，只好藉此機會向各作者道謝。就是引用那些待改之句——幾乎全是本國學生論文裏頭採出來的——著者也應該向他們道謝。在預備這書時間，頗蒙美國何禮士博士和前同事陸步青先生貢獻許多意見，理當特別致謝。

林 天 蘭

二十五年九月一日

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A HANDBOOK OF PRACTICAL ENGLISH RHETORIC

CHAPTER I

INTRODUCTORY REMARKS

The English and Americans, whose language we are now learning, are practical people. They have among them a number of proverbs¹ that suggest the practical turn² of their minds. One of their proverbs says, "What is worth doing is worth doing well."³ It has guided them in their manifold endeavors and achievements.⁴ It may well guide us in our effort to learn English both as a language and as a literature.

There is no need to urge that English is worth learning. Governments, schools, and people of every walk of life⁵ agree that English is an international language,⁶ and that it is a valuable asset⁷ to one who knows how to use it. Our own leaders of education have recognized⁸ the importance of English and made it a required subject⁹ in every school. We have taken it for granted¹⁰ that to be worthy of the name of student one must be able to read some simple lessons of English.

It would be a mistake, however, to assume¹¹ that the ability to read simple lessons and make simple unconnected sentences is our sole aim in studying English. We want to do better than that.

We want to be able to read books of science and literature¹² written in the English language. We want, above all, to make that language a medium in communicating¹³ our thoughts to our English-speaking friends.

To remain satisfied with partial attainment,¹⁴ to stop half-way on account of seeming odds against us,¹⁵ renders a worthy piece of work unworthy. There is no disgrace¹⁶ if our fathers have never learned any language but their mother tongue.¹⁷ But there is certainly no honor if we are too lazy, too faint-hearted¹⁸ to learn English well, since we have admitted that it is worth learning. English will be of service to us only if we know how to handle it¹⁹ effectively. A faulty, slipshod²⁰ sort of English is worse than no English.

The factors²¹ needed in mastering English, or any other foreign language, are: grim determination²² and ceaseless effort on the part of the student, a competent instructor,²³ and well-adapted²⁴ books. We must be equipped²⁵ with a will to succeed and never to give up until we have succeeded, before our teacher and books can do us any good. That proverb is full of wisdom which says, "You may take a horse to the water but you cannot make him drink." As students under the new system of education, we are well provided with teachers and books. Are we willing to learn?

This book, which has been especially prepared for the middle school students, is intended to fill a definite need, that of improving their English speaking and writing. For this reason the author has named it *A Handbook of Practical English*

Rhetoric. It aims to deal with practical difficulties confronting²⁶ young students, rather than with abstract principles.²⁷ It presupposes²⁸ not only that the students have had some elementary knowledge²⁹ of English, but that they are willing to go on in spite of their limited success in the past.

It is fortunate that we have got over the rudiments³⁰ of English grammar, the most difficult part of language study. It was quite a task,³¹ we remember, to make ourselves acquainted with the several parts of speech and their relations with one another. Yet we do not mean that a book like ours can ignore³² English grammar. Sentences poor in rhetoric are usually poor in grammar. A sentence must be grammatically correct before it becomes rhetorically clear and forceful. Far from paying no attention to English grammar, we must call on the most important part of it to give us a start. Hence we shall devote the first part of our book to sentence study from both grammatical and rhetorical points of view. We shall see how sentences are constructed, why they should be correct, and why certain rhetorical qualities³³ should be added to correctness.

Perhaps we need not be reminded that in our daily conversation and writing our sentences do not stand alone, or disjointed from each other. Somehow they tend to group themselves to indicate the trend of our thought.³⁴ Or rather say, somehow we try to group them together. But when we come to think of it, grouping sentences is not an easy job. Definite ways and means of doing so we must learn. Certain words which help to join

our sentences together we must know how to use. It is only then that we shall be able to make a paragraph³⁵ and to put different paragraphs together to form a long piece of writing. The study of paragraphing will thus occupy the second part of our work.

Oftentimes we are disappointed³⁶ in our own speech or writing even when we have followed grammatical and rhetorical rules in construction and arrangement. Something still seems amiss.³⁷ After a little reflection³⁸ we find out that our dissatisfaction³⁹ lies largely in the poor finishing touch⁴⁰ of our composition, that is, in our unskillful choice of words. Incorrect words may have crept in, because they look or sound like correct words. Ineffective words may have blurred a vivid idea,⁴¹ because they are within easy reach.⁴² We should spare no pains⁴³ to have them revised. Naturally the third and final part of our book will be devoted to diction,⁴⁴ or the selection and use of good words.

This, briefly, is the plan of our work: first, examination into the structure of sentences; second, combination⁴⁵ of sentences into paragraphs; third, revision⁴⁶ of sentences through the choice of words. Let us proceed with zest and confidence.⁴⁷ A rich reward is in store for us.

NOTES

1. Proverbs: 格言.
2. Practical turn: 實行的傾向.
3. What is worth doing is worth doing well: 值得做的事都值得好好的做去.

4. Manifold endeavors and achievements: 多種的努力和成功.
5. Every walk of life: 各界.
6. International language: 國際的語言.
7. Valuable asset: 寶貴的資產.
8. Recognized: 承認.
9. Required subject: 必修科.
10. Taken it for granted: 以爲當然.
11. Assume: 假定.
12. Science and Literature: 科學和文學.
13. Medium in communicating: 傳達的媒介.
14. Partial attainment: 一部分的成功.
15. Odds against us: 困難.
16. Disgrace: 恥辱.
17. Mother tongue: 國語.
18. Faint-hearted: 胆怯.
19. Handle it: 運用牠.
20. Slipshod: 鬆懈.
21. Factors: 因子.
22. Grim determination: 勇敢的決心.
23. Competent instructor: 能幹的教師.
24. Well-adapted: 適宜的.
25. Equipped: 具有.
26. Confronting: 阻當.
27. Abstract principles: 抽象的原則.
28. Presupposes: 預想.
29. Elementary knowledge: 基本知識.
30. Rudiments: 初步, 基礎.
31. Quite a task: 艱難的工作.
32. Ignore: 忽略.
33. Rhetorical qualities: 修辭的特性.
34. To indicate the trend of our thought: 表明思想的傾向.
35. Paragraph: 段.
36. Disappointed: 失望.
37. Amiss: 不對.
38. Reflection: 回想.
39. Dissatisfaction: 不滿意.
40. Finishing touch: 最後之潤色.

41. Blurred a vivid idea: 迷糊了活躍的想像。
42. Within easy reach: 便當, 容易取到。
43. Spare no pains: 不避煩難。
44. Devoted to diction: 供爲用字論。
45. Combination: 聯綴。
46. Revision: 修正。
47. Zest and confidence: 興趣和自信。

CHAPTER II

SENTENCES DISTINGUISHED FROM PHRASES AND CLAUSES¹

Even in our own language, we do not always speak or write well. We often make blunders which cost us dearly.² It is only when we are aware³ of this sad fact that we are willing to listen to some one who knows how to speak and write better than we. In following the examples of good speakers and writers, we are really conforming⁴ with the practical rules of rhetoric, which is no more than the art of effective use of language.

A book of English rhetoric is not an authority⁵ on writing and speaking. It merely states, in a concrete manner, the customs⁶ prevailing among the best users of the English language, and points out the order by which the inexperienced⁷ may proceed in their study of the good writers and speakers.

According to the opinion of most teachers of English rhetoric, sentence structure⁸ should be the first in order to be studied. For the sentence, as they rightly maintain, is the smallest unit of a discourse,⁹ or a connected speech. The beginner may indeed congratulate¹⁰ himself if he has succeeded in making his sentences clear and effective.

What is a sentence? It is a group of words expressing a complete thought. Remember, neither a silent¹¹ thought nor a group of meaningless¹²