

translation, from the most superficial initial rendering to the polished final stage, which is the only valid translation because it is the only one that does justice to the original text. This practical illustration of the translation process should prove useful to translators - perhaps not quite as much to rank novices as to those who have some experience and can better appreciate the problems involved.

A number of matters should be attended to in preparing the text of any future version of this book. For example, the use of the words 'lugubrious' and 'salacious' in describing the results of efforts to translate the term 'equity account method' seem somewhat peculiar. The sentence at the top of p. 13, which also occurs on pp. 3-4, should be improved, particularly as it is being used for demonstration purposes. There is also a rather unfortunate omission of part of the text at the top of p. 136. I do not wish to dwell too much on these matters which could easily be remedied by conscientious editing and proof reading. However, much of the argumentation in this book (mainly in chapters 1 and 5) could be generally simplified and streamlined. It is a bit of a patchwork at present.

Notwithstanding the above, *Finansiële Tekstvertaling* is a spirited work, breathing a freshness and enthusiasm that is most welcome. If this energy can be properly harnessed, great strides should be made in the field of translation in this country.

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*Evans Technical Dictionary*. London: Evans Brothers, 1982. 138 pp.

Intended primarily for second-language speakers of English who are studying in technical fields, this compact, clearly-written dictionary will also appeal to anyone else who may have wondered uneasily just what, for instance, a manifold is. In the space of 138 pages, about 1 000 terms are explained and, in many instances, illustrated by means of clear line drawings. The defining vocabulary is limited to some 2 000 general words, and any technical words that cannot be avoided in the definitions are themselves defined elsewhere in the book.

The entries are all nouns and cover hand and machine tools, general workshop equipment, parts of a car, engineering-drawing

tools and terms, and common electrical, building and plumbing terms. Some of the more common laboratory terms and words used in heavy industry are also included. A useful feature is that American variants are listed under the corresponding British terms. The appendices include collections of illustrations for certain of the fields covered in the dictionary - power tools, for example - and useful tables of units and conversion factors.

Regina L. Smalley and Mary Ruetten Hank. *Refining Composition Skills: Rhetoric and Grammar for ESL Students; Instructor's manual*. New York: Macmillan, 1982. xii + 372 pp. Paperback R11,95.

The authors describe this book as 'a developmental textbook, providing a step-by-step guide to building and refining composition skills'. It is indeed an exceptionally well-planned and useful textbook, marred only by an unfortunate number of minor errors.

As the subtitle indicates, *Refining Composition Skills* is intended primarily for speakers of English as a second language, but it would also be useful for English-speaking high school students and university students taking courses in Practical English. The explanations are, on the whole, clear, comprehensive and yet concise, so that the book will have a wide appeal.

The book is divided into two units, the first dealing with the paragraph and the second covering the essay. Unit I presents the basic paragraph patterns - narrative, descriptive and expository - and introduces the fundamental concepts of developing and restricting topic sentences; providing adequate and appropriate support of the main idea; and outlining. Unit II deals with the common patterns of exposition - example, comparison and contrast, classification, process analysis and cause-and-effect analysis. There is also a chapter on the argumentative essay. In this unit the authors stress the need for a strong thesis statement and adequate support, building on what has been taught in the first unit.

Each unit starts with an introductory chapter; the remaining chapters in both units focus in detail on the various rhetorical modes and the grammatical structures associated with them. Each of these chapters contains the following sections: a clearly-

explained and well-illustrated introduction to the rhetorical pattern; a 'Composition Skills' component giving techniques for achieving coherence, for instance the use of transitional words and phrases; a 'Grammar Review', in which the grammatical structures most commonly associated with that rhetorical pattern are explained, in particular the features such as the subjunctive that second language speakers find difficult; and an essay or an extract from a published work (described rather unfortunately in the Preface as 'a professionally authored reading passage') written in the mode being studied, with comprehension questions, points for discussion and writing assignments. The appendixes cover, amongst other things, punctuation, irregular verbs, prepositions and logical fallacies. There is a four-page index.

In view of the excellent organization of the book as a whole, the clear presentation of rhetorical modes, the variety and interest of the writing assignments and the very clear instructions for these assignments, it is a pity to have to point out the following deficiencies.

The deliberately informal style of the book - appropriate for ESL students - occasionally degenerates into questionable style and even blatantly incorrect usage, as the following quotations will illustrate (*RCS* refers to the textbook and *IM* to the instructor's manual):

'He has a bad attitude about school' (*IM*, p. 1);

'Another reason why I like the beach is its solitary atmosphere' (*RCS*, p. 8; 'reason why' - rejected by the majority of *The American Heritage Dictionary* Usage Panel - occurs repeatedly and is even taught on p. 73);

'[Other drivers] laid on their horns' (*RCS*, p. 17 - this despite explicit explanation of the difference between 'lay' and 'lie' in the book itself);

'The form your notes takes is not really important' (*RCS*, p. 12);

'[T]his is the best place to resolve my conflicts, solve problems and to think' (*RCS*, p. 4); and

'You could support this generalization with an illustration, an anecdote, or perhaps you could give several examples of amusing things he had done' (*RCS*, p. 112; see also the faulty parallelism in the answers to *assignments* on faulty parallelism, *IM*, p. 39: 8-9, 7 (a) and 8-10, 3);

'Arachne ... hung herself' (*RCS*, p. 17);

'Watching television is one of the activities I like to do in my spare time' (*RCS*, p. 17);

'... centered around ...' (*RCS*, p. 29, p. 129 and elsewhere);

'We live in an era where ...' (*RCS*, p. 123);

'... high quality academic resources ... quality student services' (*RCS*, p. 129);

'I did not plan on spending so much' (*RCS*, p. 151);

'Both physics and chemistry are classified as a physical science' (*IM*, p. 39);

'He was charged a fine' (*RCS*, p. 266);

'Make sure that your major premise is agreeable' (*RCS*, p. 291; the intended meaning is 'will meet with agreement');

'In addition to unacceptable or faulty premises, an argument can go wrong when the information in the premises is untrue' (*RCS*, p. 292) and, an example of equally poor syntax, 'Like the verbs, there are two other patterns using adjectives which can be used to advise and suggest ...' (*RCS*, p. 308);

'I don't know how we will get in this house' (*RCS*, p. 360).

Admittedly, some of these examples are from student writing, but they should surely have been corrected before publication.

Occasionally - usually in the grammar sections - definitions are confusing and examples inappropriate. For example, the following statements are not entirely clear: '*During* indicates an amount of time' (*RCS*, p. 25); 'Only intransitive verbs (verbs with direct and indirect objects) can be made passive' (*RCS*, p. 61); and (on restrictive and non-restrictive clauses) 'The primary function of the clause determines the punctuation: to restrict the class of the noun it modifies, or simply to add information about the clause' (*RCS*, p. 77; lower down this becomes 'about the noun').

The following are among the poor examples:

'Cigarette smoke has an offensive odor' (*RCS*, p. 30; this is among the sentences illustrating the use of the simple present

tense for 'habitual actions', but would be better in the section on stative verbs);

'More honestly' (*RCS*, p. 189; this illustrates comparative forms of two-syllable adjectives and adverbs);

'I respect you for your intelligence' (*RCS*, p. 348; this illustrates the use of prepositions to indicate 'purpose');

'[H]is brother goes to high school' (*RCS*, p. 349; 'to' illustrates the use of prepositions to indicate location or direction - but 'I am at school' is listed among prepositions describing states or conditions).

Most of the answers offered in the manual are concise and correct, but even here there are exceptions, notably in the chapter on the argumentative essay. For example, the reasons given for rejecting certain syllogisms as illogical in Exercise 11-5 focus on a possible change in the meaning of a key word in cases where, more importantly, either the basic structure of the syllogism is unsound or else the major premise is false, for example 'People who cheat are fair; Sally cheats; Sally is fair'. No answers at all are given for Exercise 8-17, a careless omission.

Among other careless mistakes are the misspelt words, presumably typographical errors, for example 'mealy meal' (*RCS*, p. 23; American dictionaries do give the correct form, 'mealie'); 'Is is [it] unified?' (*RCS*, p. 34); 'particple' (*RCS*, p. 61); 'sleezy' (*RCS*, p. 89); 'nector' (*RCS*, p. 235); and 'gaity' (*RCS*, p. 273).

Careful revision would eliminate these defects in an otherwise useful textbook.

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