

grammar or systemic grammar. The basis for this sensible decision is to be found in Matthews's own comment:

... I have learned most from the transformational grammarians ... But there are many topics that they have covered poorly or not at all, and some that cannot be dealt with properly, or cannot be dealt with in a way that I find illuminating, unless their basic assumptions are rejected. A further problem concerns the sort of transformational grammar that one might expound. Five years ago it was possible to see the latest work of Chomsky and his associates as no more than a series of extensions, in different directions, of a basic method that had been firmly established in the 60s. But this is no longer so. On issues central to grammatical theory, such as the distinction between syntax and semantics or transformations and the lexicon, the views reflected in leading generativist work are now much closer to those urged by their critics ten or fifteen years ago than to the practices those critics objected to. Nor is it clear exactly what their present principles are.

(*op. cit.*, p. xvi)

After initial chapters on 'Constructions', 'Sentences' and 'Words', Matthews's approach is thematic, covering 'Constituency and Dependency', 'Predication', 'Objects and Adverbs', 'Phrases', 'Clauses', 'Coordination' and 'Juxtaposition'. The last two chapters deal with the means by which syntactic relations are realized and 'syntactic paradigms', the forms of statement in which syntactic relations can be described.

The supplementary material is impressive: each chapter is followed by a section headed 'Notes and References', which gives detailed bibliographical material and additional comments. The summary at the beginning of each chapter gives the reader a helpful idea of where he is going. The layout is pleasing and the author's use of bold print to emphasize new syntactic terminology is praiseworthy.

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BERNARD KRETZMANN. *Communicating in English*. Maskew Miller, 1980, 127 pp. Boards. R6,50.

Vast numbers of books on the subject of 'Communication' have been published in recent decades. However, this book is different in

one obvious respect: underlying this work is a philosophy that, to communicate effectively, English must be correctly used and properly understood.

The book is divided up into seven sections: non-verbal communication, communicating by word of mouth, some forms of written communication, the formalities of meetings, advertising, the 'receiving end', and one on grammar, composition and style. With such a wide range of material this slim work can clearly only be an introduction - though in most instances a very useful one - to most of these topics.

Communicating in English is a readable book which brings together much of value regarding speaking, writing and interpreting English. Common sense underlies much of this work; in justifying the use of non-verbal communicating such as in the use of gestures, the author rightly states that if 'all the ways you use [to] say the same thing ... [help] you to get your message across', you are right to utilize them (p.3).

The author highlights the importance of preparation whenever one is to communicate by word of mouth. Whether one is to telephone someone, conduct an interview or be the interviewee, or make a speech, one's preparation is crucial to the successful communication of the 'message' one wishes to convey. Not only does this make obvious sense but it is also a laudable approach to suggest to students.

The section on letter-writing adopts many of the modern conventions in the writing of business letters. It reflects the form of the genre upon which the author concentrates. This is in contrast to the section on grammar, where the more conventional approach is regarded as the most acceptable one.

It is perhaps ironic that in the section on grammar, composition and style, one encounters one of few convolutions of expression. I quote: '... a second general remark we can make about punctuation and that is that it is in fact a question of usage - even, perhaps, of fashion' (p.112). Such complexity is mercifully not the norm, although there are other moments when the pedant may pounce, as at the use of 'speechifying' (p.16) in a non-derogatory sense, or at the less prevalent spelling of 'rôle' (p.16), or the long paragraph which introduces the section entitled 'Style'. In this same section (p.119) the author declares:

The more precisely, exactly, and nicely you encode your message, the better your style. This means you are always going to be plain, straightforward, and direct. You are not going to use ... words that don't fit their context because they are ... too

grandiloquent

When one places this statement in juxtaposition with the opening sentence on 'Essays; Articles; Papers' (pp.43-44) one understands precisely the point the author wishes to make:

Lest the word essay in the title to this section suggest to cultivated minds the prose of Addison or Lamb, the ponderosity and urbanity of G.K. Chesterton or Sir Harold Nicolson, or even Patrick Campbell's whimses and Auberon Waugh's acidulous acerbities, perhaps we should begin by defining not only that word but also what we mean by articles and papers.

One might be tempted to use the author's word 'ponderosity' to describe this statement.

These criticisms aside there is plenty in this work to recommend. There is a useful short index at the end which easily enables the student to find the relevant section which he wishes to consult. Each part of the book includes numerous exercises which will enable the student to master the skills referred to in the expositions which precede the practical work. Few of these exercises, however, lend themselves to self-evaluation. For this reason the book will be admirably suited to guided study.

The range of exercises is wide enough to stimulate all types of students and lecturers. For example, in the section on advertising, one task requires the following:

If you ever listen to radio advertisements, criticise one or two of them from ... the ... three points of view: attention getter, persuasion, response. (p. 68)

In section on non-verbal communication there is an entirely different kind of exercise:

Can you imagine two people who are so different from each other that the barriers to communication between them would prevent their making any kind of contact at all? Try to describe two such people. (p.7)

Two more examples from the section on letters should suffice to reveal something of the wide variety of exercises:

You are employed in the credit control department of a large department store. Copies of the first form letter sent out to customers whose accounts are overdue are in short supply. Again, a new letter is required, not just a copy of the old one that has been in use for several years. Draft this letter. (p.31)

As a newly qualified man or woman (or as someone who has already been employed for some years) write a letter of application for a post you have seen advertised. (p. 32)

In most sections there are fifteen or more such practice exercises. However, from the nature of those that I have quoted it becomes evident why this book is better suited to guided study.

Another attractive feature of the book is the use of clear, striking illustrations. Example copies of letters, reports, advertisements and outlines are clearly demarcated by being bordered, as in the example:

LANGUAGE CONTACT AND INTERFERENCE	
<p>With the current invasion of American text-books in fields such as education, psychology and sociology, the South African English speaker has to keep his wits about him. Here are a few examples of where 'contact' could easily become 'interference'.</p>	
<i>American English</i>	<i>South African English</i>
zero	naught or nought
lieutenant	pronounced 'leftenant'
honor	honour
curb	kerb
defense	defence
check	cheque
jail	goal
tire	tyre
traveler	traveller
instil	instill
esthete	aesthete
ladybug	ladybird
	A.D.A.

In many ways this book communicates. The reader becomes more aware of the elements which compose the active skill of communicating by writing or speaking, as well as those required of the reader or listener.

In the preface the author states that the book is designed to prepare students 'for an examination at post-school level'. As such it is intended to appeal to students interested in the subject matter of a particular communication than in the whole subject of communication itself'. The author himself regards the book as a 'primer in communicating'. On the latter score the book achieves its purpose; as regards the former intention the book will be of some assistance while its efficacy will be enhanced should it form *part* of a course in Communications.

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G.M. SPANKIE. *Extensions : A Grammar Workbook*. London: Evans Brothers Ltd., 1981. 85 pp. Paperback. £6.50.

Let me say at once that this is a spanking book. It is that rare kind of grammar book which is at once lucid, readable, easy to use and hugely informative. The work is aimed at those taking the Cambridge First Certificate and Proficiency examinations, as well as those with an eye on R.S.A. Stage II and III examinations in English. It has, of course, a wider application, and would be a veritable *vade mecum* for second-language learners in Practical English courses in Southern African universities.

Extensions has been divided into fifty-six sections, each dealing with an aspect of English grammar - ranging from 'since, for and ago' constructions to 'clauses of consequence'; from 'verbs of command and request' to 'infinitives replacing conditionals'. Every division has, in addition to a careful explanation of rules and notes, exercises in which the student is encouraged to test for himself his new-found knowledge. The author has catered for those who need a handy reference manual by including an exhaustive and well set-out index at the back of a book that belongs on the shelf of every learner of the language. The only draw-back would seem to be the somewhat prohibitive price.

A.D.A.