

RONALD CARTER AND DEIDRE BURTON, eds. *Literary Text and Language Study*. London: Edward Arnold, 1982. viii + 115 pp. Paperback £3.95.

This is a more than useful addition to the series, 'Explorations in Language Study', edited by Peter Doughty and Geoffrey Thornton. The series, as the general editors explain in an introduction to the present volume, is intended to 'make a basic contribution to the literature of Language Study, doing justice equally to the findings of the academic disciplines involved and the practical needs of those who now want to take a linguistic view of their own particular problems of language and the use of language'.

The Carter-Burton introduction, on the other hand, explains that the book is a 'demonstration of some new ways in which language work and literary studies can be combined' and points to the undoubted strengths of the text. It refers, for instance, to the fact that the reader can expect a fair amount of rigorous analysis; that a knowledge of language is a useful analytical tool; that the essays by Burton, Carter and Stubbs each demonstrate a working methodology. And, above all, that the sections of the book represent a cumulative framework for practical classroom work.

There are four essays in *Literary Text and Language Study*: 'The integration of language and literature in the English curriculum', 'Responses to language in poetry', 'Stir until the plot thickens' (which presents the most lucid account of the semantic analysis of plot one is likely to come across), and 'Conversation pieces'. The practising teacher will find them both interesting and informative, and will agree, I think, that this is an extremely useful handbook.

A.D.A.

ES'KIA MPHABLELE, *Let's Write a Novel*. Maskew Miller, 1981. 12 pp. Paperback.

This booklet is one of the latest in the Maskew Miller Monograph series which is designed to provide an introduction to varying subjects.

Professor Mphahlele deals with the technicalities of novel writing. He draws a distinction between the novel and the folk tale, and between the novel and the essay, and warns against the use of supernatural happenings and obvious moralising. He gives ideas for finding subjects and a useful portion of the monograph deals with

the language of fiction, and the necessity of capturing mood and idiom when writing in a multi-lingual society. He stresses the importance of an arresting opening and a planned and satisfactory ending.

Professor Mphahlele's monograph is a useful little booklet for the aspiring young writer, particularly valuable being the lesson that an emerging creative ability can only benefit from a sound knowledge of craftsmanship.

E. TOPPING
University of South Africa

'POLSPEAK'

This is the art of making a key word serve a particular (in this case 'left-wing') political purpose.

- Social* - used to describe anything done for the 'underprivileged' and is often used with 'caring', as in 'caring society'.
- Underprivileged* - closely allied to 'social', the word is an obvious absurdity, as a privilege is by definition something enjoyed by only a few.
- Deprived* - used as a noun to refer to the 'underprivileged'. It should raise the question: Can one be deprived of something which one has never had in the first place?
- Committed* - a word to describe those who think as you do about 'social responsibility' with regard to the 'underprivileged' and 'deprived'.

A.D.A.