

suggests that research might prove profitable in the area of 'profile-marking'. Examination results tend to smooth over different abilities and deficiencies in the pupil, thus suppressing the individual profile. Murray's suggestion is that pupils should be given a breakdown rather than an averaged mark. And following from this, perhaps one could eventually use the computer to develop idealized profiles for various purposes and requirements. The computer could then compare the individual example with the idealized pattern and thereby guide the pupil more precisely. The unprofitable judgments of examinations in terms of 'pass' or 'fail' could then be replaced by a more fruitful monitoring and guidance of the individual.

In all the areas tackled, I feel the essays have something new and valuable to suggest, particularly in South Africa where the impetus to change is slow. The essays are indicative of the questioning, the re-definition and the revaluation that are so important to the dynamic, ever-changing field of education.

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Ona Low, *A new Certificate of Proficiency English Course for Foreign Students with Use of English*. Edward Arnold, 1973. vi, 280 pp., Paperback R3,05.

Perhaps one could be forgiven for thinking that this book offers a course in a new kind of pidgin English! I certainly thought so at first, but what the title tries, but lamentably fails to convey is that the course is primarily intended for students who are learning English as a foreign language; that it aims at preparing them for the examination leading to the Cambridge Certificate of Proficiency in English; and that it also includes specimen test papers on some subject called 'Use of English'. But all that is far too much for any title!

This is a revised edition, differing from the first edition (1966) in the arrangement of the text and in the incorporation of new material. The first part of the book contains eight sections on reading, vocabulary, and comprehension, each of these sections being divided into practice and composition. The second part is devoted to 'Reference Material' – instruction on grammar, punctuation, word

order, choice of expression, spelling aids, and reported speech. Ten practice question papers on 'Use of English' and 'English Language' are included, as well as two appendices, one giving a list of expressions incorporating certain commonly used words (e.g. *touch and go*, *touch typing*, *out of touch*), and the other pointing out certain distinctions in pronunciation and spelling.

The infelicitous use of English demonstrated by the title is occasionally also encountered elsewhere in the book: words are strung together to form cumbersome compound adjectives (e.g., *word and phrase explanations*) or are used in a strange new way (e.g., *head words*, instead of *headings*; *the reading passage*, instead of *the passage for reading*; and *common words*, instead of *words in common use*).

However, this publication, if judiciously used by a teacher of English as second (or third) language, could provide supplementary and new exercises in the practice of English. Exercises that could be of use, particularly in areas where the pupils do not hear much English, are those on the pronunciation of words. Pupils are asked to select, from a given list, words that rhyme, or words in which the bold letters have the same sound, or words in which the stress is on a particular syllable. These exercises done orally would be even more valuable.

I like, too, the practical approach in exercises that require pupils to insert the correct form of a given word into a series of sentences.

### *Example*

#### *Succeed*

Elizabeth II – George VI. She was his – . He has at last – in passing his driving test. Last time he was not – .

He is proud of his – .

I have had a – of misfortunes.

Greed, suspicion, calculation, and satisfaction were revealed – by the changing expressions on his face.

This is so much better than the type of question that requires a particular part of speech or tense of the verb to be formed from a given word.

The reference material could prove helpful, particularly as the questions on a particular aspect refer the reader to the relevant portion

of the reference section. Particularly useful, I think, is the section on the definite and indefinite article. Selection of the correct article is not always easy for people whose home language is English, and for foreigners to English it must be little short of soul-destroying. In spite of this, it is a part of speech much neglected in language textbooks, most of which are content merely to point out the two types of article and to say that they limit nouns.

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J.J. Lamberts: *A Short Introduction to English Usage*, New York, McGraw-Hill, 1972, xiv, 358 pp., (Index, 26 pp.), Boards, R7,80.

A great memory does not make a philosopher, any more than a dictionary can be called a grammar.

Cardinal Newman: *Knowledge in relation to Learning*

There is a weird power in a spoken word. And a word carries far – very far.

Joseph Conrad: *Lord Jim*

In support of these quotations, R.A. Moon<sup>1</sup> maintains that:

Grammar is not an abstract and difficult science, remote from the practical world. Essentially, it is one of the means by which we examine whether our expression is accurate or not. Grammar determines the shape, proportion, relation and movement of thought. It is so much a part of the living nature of expression that to study grammar is to see how ideas live together and acquire meaning. In other words, we look at grammar not as something detached from expression but as being active in expression.

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<sup>1</sup> R.A. Moon: *Functional Grammar*, London, Edward Arnold, 1959, p. 9.