

For this reviewer, no catalogue of *taaloggas* - to use the vivid Afrikaans word - is complete without *may* instead of *might* (Hitler may have invaded Britain in 1940); *willy-nilly* used as though it meant *haphazardly*; *the drugs traffic* (are we soon to have a *shares market, liquors stores and toys-cupboards?*); *As much as I like him* instead of *Much as I like him*; and *with the result being* instead of *the result being* or *with the result*.

This edition is described on the cover as 'expanded'. If there are to be any further expansions they could be usefully applied to widening the range of topics, even if this means shortening some of the rather long, if quite enjoyable, dissertations on tricky points.

James McClurg

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Jones, Leo and Kimbrough, Victoria. *Great Ideas*. Cambridge University Press, 1987.

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Leo Jones and Victoria Kimbrough have come up with some great ideas for teaching listening and speaking skills. Their package consists of a teacher's manual, a student's activity book and a tape cassette, which, taken as a whole, constitute a course on English communication.

The Jones and Kimbrough approach is firmly student-orientated. The purpose of the exercises in the student's handbook is to stimulate real conversation, and many of these activities encourage students to get to know one another better by asking questions, issuing instructions, initiating telephone calls and discussing personal tasks. Because most of the activities require students to

work in pairs or in groups, everyone is afforded a chance to speak; conversations develop naturally and students do not have to 'perform' in front of teacher and class.

'Real life' is the criterion Jones and Kimbrough have used in developing the exercises and activities in *Great Ideas*. In the listening exercises, for example, there is no formal testing of comprehension. Instead, students are required to fill in the missing items on an airport departure board or to complete an information chart. All the activities are designed to be enjoyable and to make students eager and receptive.

This fun aspect of the course is carried over into its attractive format. The glossy-covered student's book abounds in photographs, diagrams, cartoons, maps and charts. Students are asked to respond to images as well as to sound, and this stimulation, combined with the intriguing topics for discussion have the effect of distracting students from their inhibitions about speaking aloud in English.

The chapters are divided according to themes such as health, money, the weather, the past and the future. Students are provided with a list of 'useful expressions' to assist them in their discussion of these topics. The teacher's manual gives specific instructions on how the lesson should be approached, and always provides suggestions for 'warm-up' and 'follow-up' activities.

If the course sounds ideal so far, there are a few drawbacks for South African students. In the first place, the book very honestly states that it is 'for students of American English', and this is manifest. Students are encouraged to understand, if not use, American slang terms, and Americanisms are used and explained throughout. The American bias is taken further in the spelling of words such as 'jewelry' and in the importance the course attaches to American cultural icons such as Marilyn Monroe, Martin Luther King and the Kennedys. Students are provided with photographs and biographical data on these American heroes.

Clearly this bias precludes such a course from being prescribed in South Africa. Nevertheless, the stimulating approach and the de-emphasis on actually testing communication skills make this package an excellent source book for teachers of English as a second language.

*Finuala Dowling*

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*Longman dictionary of contemporary English*, second edition 1987, Longman Group UK Ltd., 1 229 pp + 51 pp. Intro. and 29 pp. tables.

*Longman English grammar*, L.G. Alexander, first edition 1988, Longman Group UK Ltd., 374 pp. + 10 pp. Intro. About R16,00.

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'Contemporary' = 'belonging to the present time.' So it's no surprise that this dictionary contains definitions of 'yuppie', 'shuttle diplomacy', 'fax' and other modern terms.

However, this dictionary is very much more than a mere list of words and their meanings. It is liberally sprinkled with clear line drawings to illustrate, for example, the various woodwind and brass instruments of the orchestra.

It also has aids to learning which this reviewer found new and helpful. There are twenty 'Language Notes' at appropriate points. The Note on 'Tentativeness', for example, has clear pointers to the correct use of 'maybe', 'perhaps', 'possibly', 'I wonder' and 'quite'.