

students. The exercises can therefore easily be adapted to meet the requirements of each group of students.

Tandem can be used to encourage students to communicate in English and it should be a useful guide for teachers who are looking for ideas to make their oral communication classes more interesting.

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L.A. HILL. *Techniques of Discussion*. London: Evans Brothers Limited, 1980. Paperback. n.p.

Techniques of Discussion was written as an aid to teachers in stimulating students to speak in a class-room. Announcing the subject a few days before the actual discussion is essential to help the students to think about the subject so that the shy members of the class will not leave all the arguing to a few good speakers. The teacher should not take part in the discussion, but can keep order among the students and see to it that the good talkers do not dominate the conversation.

The author has used topical subjects that should be of interest to the students. Such subjects as Package Tours, Working Hours and Flexitime, Women's Liberation, the Power of the Media, Youth and Violence in our Society, Military Service, Conservatism, and Old People in our Society should lead to spirited discussion. Most students do have to consider older relatives and the question will come more to the fore in the future.

Although the subject under discussion is opened with a dialogue, the information section on each discussion, together with the question section, is of great value to teacher and student and should produce opinions from even the shyest students. Students will find the phrases and words included and high-lighted in the dialogues and assembled in the Appendix worth studying and learning.

Class-room discussion is a very important part of the curriculum to-day and should become of even greater value in the future. Oral work is much more widely introduced than it used to be and this book will be a great help to teachers and students.

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