

reproduce sounds correctly. She devotes one chapter each to Vowels, Consonants, and Intonation. Each group of sounds is illustrated by exercises on the cassette tape (not supplied to me). Fifteen sample reading passages (dialogues in which the candidate reads one part and the examiner the other) then provide practice in these oral skills.

The final chapter of the book consists of twenty Listening Comprehensions. In the examination, the student is required to answer multiple choice questions having listened to a passage being read twice. The passages, printed in the book as well as recorded on the tape, are drawn from contemporary authors, including Graham Greene, Margaret Drabble and Alistair Maclean. The interest of these selections saves this from becoming a dry test of memory and makes it stimulating and enjoyable instead.

The application of *Oral Proficiency* is restricted, offering, as it does, practice in speaking and listening to the sort of English taken for granted by people whose mother-tongue it is. However, its limited scope is not a weakness. Sheelagh Kanelli wholly succeeds in fulfilling her purpose: to prepare students for every aspect of the Cambridge Oral Proficiency Examination. Her approach is direct, her style simple. She avoids the theoretical and concentrates on the practical essentials.

I would certainly recommend a foreign student, floundering amidst the inconsistencies and illogicalities of English, and faced with the frightening ordeal of an Oral Examination, to turn to *Oral Proficiency* for direction.

FELICITY HORNE  
*University of South Africa*

PETER WATCYN-JONES. *Penguin Functional English: Pair Work Student A and Student B*. London: Penguin Books Limited, 1981. Student A - 64 pp. Student B - 62 pp. Paperback, £1.25 each.

Peter Watcyn-Jones is a lecturer in English at the English Centre, Lund University, Malmö in Sweden. He has designed this practical course for foreign students who have a basic knowledge of the English language. The course consists of two separate books, one for Student A and the other for Student B. There are forty activities in each book and the students are asked to converse with each other on a variety of everyday subjects, each student being given a different task or role for each activity. As the title *Pair Work* suggests, the students work in pairs and the information

in Student B's book complements that in Student A's book.

The advantage of having two separate books is that Student A does not have access to Student B's information and vice versa. Each student is therefore forced to take an active part in the conversation and is obliged to listen carefully to his partner in order to respond accurately. The activities cover a variety of interesting subjects and the student should find them both enjoyable and useful. The activities are arranged in such a way that each student, in turn, is given the opportunity to perform a certain function but the situation is changed to avoid monotony.

The course offers five types of activities. There are role-play activities in which the students assume a different identity. There are simulation exercises in which the student performs a particular task and makes responses appropriate to that situation. There are one-sided dialogues and the students have to fit the two sides of the dialogue together. There are information-gap activities in which one student has all the information and has to impart it to the other student or each student has half the information and by asking each other questions all the information is acquired. Finally there are discussion and conversation activities in which students give their opinions about a subject by answering a questionnaire and then discussing the points of agreement and disagreement with their partners.

The author is to be congratulated on his novel approach to the problem of providing a realistic situation for students to practise communicating effectively as opposed to the normal, predictable, stereotyped classroom situation. *Pair Work* should give students an excellent opportunity to improve their spoken English. Firstly, conversing with a fellow student would help to overcome the inevitable reluctance to speak a foreign language. Secondly, as the author points out, the 'element of the unexpected' present 'in most language situations' is preserved and the students do not leave the classroom with a 'false sense of security'.

In conclusion, it is possible that English teachers in South Africa may find this course inappropriate for some classes because of the European slant of the subject matter. However, for many classes, including classes of English-speaking students, *Pair Work* could be used profitably for oral practice in expressing ideas accurately.

S. KRÖGER  
*University of South Africa*