

*International Business Topics* (unlike *Think Aloud*, which is aimed at intermediate students) has been graded as 'advanced level', and rightly so — as those who have a command of the language should derive the most 'benefit from the book'. The main aims, as David Cotton informs the reader in his introduction, are to:

- (i) develop the skill in comprehending business texts;
- (ii) enrich vocabulary and understanding of specialist terms;
- (iii) provide practice in speaking and writing English.

The Contents page makes fascinating reading, with topics ranging from 'Multinationals' to 'The Japanese approach to business' and from 'Bribery — an inevitable evil?' to 'Copyright — audio and video recording'. Cotton has obviously gone to some trouble to ensure the whetting of student appetites. To facilitate digestion he provides concise directions as to how his texts should be used and tops this off with a detailed key to selected exercises. His approach, furthermore, has many delightful aspects. Not for him the stodgy literary comprehension piece — instead he confronts the student with the idiom and idiosyncrasies of the business world. The 'preparation' for the 'Bribery' extract asks students to supply the common ground held by 'graft', 'payola', 'slush money', 'speed money' (India), 'dash' (Nigeria) and then poses the ethical question: 'Is bribery in business inevitable or can it be eliminated?' There are many more examples of the author's refreshing outlook. Our technicians and colleges would do well to inspect the book more closely. Funny as this may seem, it also makes excellent bed-time reading!

*Activating Vocabulary* is the second of four books in the new *Evans Functional Units* series, and is designed 'for lower intermediate or advanced students'. The premise behind the book is that students should generate and build their own vocabulary and — moreover — work together with others in this process. It is bound to be useful, although — once again — one will have to question the effectiveness (for our students) of a programme in which situational dialogues are based on British rather than South African experience.

A.D.A.

Joy Parkinson. *English for Doctors and Nurses*. London: Evans Brothers Ltd, 1980. £2,75.

Joy Parkinson's *English for Doctors and Nurses* was written with

the aim of giving foreign doctors and nurses in hospitals in Britain, the United States (or in any country where English is spoken) a working knowledge of spoken English as well as an understanding of the basic structures of English. Joy Parkinson states in her introduction that a thorough study of this book should give the student 'a good enough grounding to go on and read medical text-books and journals with much more enjoyment and appreciation'.

I have absolutely no doubt that Joy Parkinson will achieve her aim of improving the foreign doctors' and nurses' understanding of written and spoken English. Her method of making her doctors, nurses and patients speak in colloquial English about hospital concerns and patients' illnesses will pay dividends but I question the advisability of encouraging people learning the language to accept and use such constructions as 'didn't use to' (pp. 65 and 129); and 'didn't he?' in the sentence, 'The doctor ought to visit his elderly patients more often, didn't he?' Joy Parkinson says, '... "did" is preferred in modern English speech'. I wonder if it is? She also prefers 'who' to 'whom' in such sentences as, 'The nurse who you saw yesterday isn't on duty' (p. 131). I find this hard to countenance.

I would like foreign doctors and nurses to be taught to say and write the singular verb in such sentences as '... neither he nor Mrs Ford are at the hospital' (p. 108) and '... neither she nor her daughter are ...' (p. 109) I do not like Joy Parkinson's allowing, 'She has two years to study yet' and 'She has five more injections to have yet' (p. 67) although her other inter-changings of 'yet' and 'still' are acceptable (p. 66). And I wish she would insist on the reader's saying, 'His family is looking forward to his returning home', and not teach '... to him returning home'.

She uses the contracted forms 'he's', 'she's' and 'it's' for 'he has', 'she has' and 'it has' (pp. 39, 43, 56) but she does point out that these are to be used in speech, and personal letters only. She writes *St Thomas* (p. 49) and *St Thomas' Hospital* (p. 133) although on the latter page she states, 'Names ending in "s" generally take the apostrophe "s"'. She is careless when she writes, 'Watch what I am doing carefully. I want you to do it later. (Observe my movements.)' She means, I think, 'Carefully watch ...' and why does she omit 'the' before 'shortage' on p. 130? Surely the last line on p. 136 — 'Would you like your hair washing?' — is wrong and 'Doctors and health visitors were asked to provide particulars of patients over 65 years' is ambiguous? In teaching doctors and nurses to write English there should be consistency in the use of the comma after (she) 'says' before direct speech is used (there is no comma on p. 108, No 4 but there is a comma on the same page where she writes, 'She then says, 'I'm coming to the hospital ...').

Joy Parkinson's actual grammar instruction is clear and adequate for her purpose and her stressing a good relationship between doctors, nurses and patients is commendable. Her use of the language found in medical texts and papers will be of practical use to the student. Altogether, this concise, attractive and easy-to-read book should be of real value to a foreign doctor or nurse eager to learn and use English.

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