

the multifarious vagaries of minimal-pairing, to indicate avenues of insight and enlightenment, whereby teaching methods can be more efficacious, to the benefit of the student.

The minimal-pair technique has almost limitless ramifications. The teacher must choose among them, gauging them to the needs and capabilities of his students.

Book Reviews...

Trimble, Martha Scott. Programmed Review of English. Harper and Row, 1969. Unit 1 Spelling, 154 pp. Unit 2 Diction, 135 pp. Unit 3 Writing, 395 pp. \$2.95, \$2.95, \$5.50 (U.S.)

As stated in the preface, this series of programmed texts is not an introductory course in English although it begins on a basic level.

It would probably be useful to second language speakers only on an upper division or graduate college level.

The books are designed to assist students with writing problems, and linguistic terminology and transformational and structural grammatical analyses are basic.

This might be very confusing, particularly the third book which deals with English grammar and syntax, to the second language student or to anyone who has been steeped in traditional terms and methods.

However, these same terms

Brown, Thomas H. and Sandberg, Karl C. Conversational English. Blaisdell Publishing Company. Waltham, Massachusetts, 1969. 333 pp. paperback.

Conversational English is an intermediate text for learning English as a second language at American Universities, with twenty lessons emphasizing mastery of oral structures through intensive drill.

A useful appendix, and pronunciation exercises in each lesson, focus attention on the vowel, consonant, stress, rhythm, and intonation features of American English commonly confused by foreign students.

Sentence rhythm, stress, and intonation, are illustrated by dots on a relative scale similar to a musical staff.

Each lesson incorporates a short dialogue introducing structure items, cultural comments, dialogue variations, grammar presentation, pattern

and analyses make the books extremely helpful to the English teacher or advanced student with only traditional English training.

Individual work through the programmed texts would provide a useful linguistic background and could clarify some of the newer grammatical terms used in recent English texts and journal articles for these teachers.

College students who have trouble with sound-alike or look-alike English words (such as affect-effect, emigrate-immigrate, lie-lay, etc.) should find books 1 and 2 particularly useful and those who have problems phrasing ideas into comprehensible paragraphs would want to continue with book 3.

Alice C. Pack

exercises, question and answer exercises, controlled conversation, and free situations.

Writing exercises in the form of controlled compositions have been added to the last eight lessons. The dialogues, cultural comments, and pattern drills are commendably centered around everyday situations the foreign student will encounter while attending college.

This book should fill a real need for the many foreign students who arrive in the United States with some competence in reading and at least a basic knowledge of the grammar but need practice in the oral manipulation of English structure.

David Butler