writing, listening comprehension, and to a much lesser degree (since these are predominantly pen and paper activities), speaking. They are intended to be used in three distinct ways. First, they provide ancillary preparatory materials for those students who will eventually take the Esame Nazionale d'Italiano. Secondly, they expand and enrich in-class activities and exercises; to this end, they are presented in such a way as to allow for group participation as well as for individual work. Finally, they also constitute a review of the year's work in grammar, lexicon, and Italian culture (which for the purposes of this series covers geography, history and art). Also included in the book is a number of readings and dialogues whose aim is to improve the oral proficiency of the students. Last but not least, there is also a good selection of language "games", including crossword puzzles, linking exercises and word searches. The volume has been designed with detachable pages to facilitate its use; furthermore, photocopy rights have been allowed for instructors who have adopted the book for their classroom. As well, answer keys and the instructors' script for the *Ascolto* exercises have been provided.

From a cosmetic perspective, the exercise book will be attractive to students. The typeface is clear and easy to read. For example, in the exercises which ask questions, spacing is generous, so that students have sufficient room in which to write their answers. The *Ascolto*, *Vocabolario*, *Grammatica*, *Cultura*, and *Lettura* exercises, which constitute a substantial portion of the book, are in multiple-choice format which facilitates the immediate verification of answers and allows the teacher to mark, or permits peer correction. In the latter case, one can easily see that such an activity would expand in-class discussion in the target language. Line drawings are simple but obviously enhance the presentation of the cultural units; they include maps as well as pictures of well-known Italian personalities. Another "hidden" but most welcome feature of this book is the omission of the (stereo)typical clichéd aspects of Italian culture that are often presented in introductory texts. Mini culture capsules have been included to explain cultural and linguistic curiosities such as *camicie rosse*, *barzelletta boccaccesca*.

A book such as *A te la scelta* that offers a rich selection of pedagogical materials in a readily accessible format, from which the instructor may select items of specific benefit to an individual class, is always a welcome addition to the repertoire of language-teaching tools.

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Enrico Arcaini. *Lingua, segno e cultura*. Introduction by Marcel Danesi. Ottawa: Canadian Society for Italian Studies, 1993 (Biblioteca di Quaderni d'italianistica 11). Pp. 156.

In his introductory remarks for this collection of diverse essays by Enrico Arcaini, Marcel Danesi points out the four most salient characteristics in Arcaini's writings: "un'impostazione umanistica dello studio scientifico del linguaggio; una metodologia interdisciplinare imperniata sulla disamina dell'interazione dei meccanismi del linguaggio (morfologici, sintattici, ecc.) con la cognizione e il comportamento culturale; una visione del linguaggio come distillato specifico della semiosi; e una particolare attenzione al rap-

porto tra traduzione e cultura come indice del nesso che esiste tra una lingua e la *forma mentis* del gruppo che la parla" (6).

Arcaini's four essays are linked by their treatment of various aspects of the problems posed by translation of a text from one language into another. What the author seeks to demonstrate is the extreme difficulty inherent in trying to convey meaning as represented in one linguistic code through its conversion into another one. Numerous problems conspire to make such an act difficult and perhaps, ultimately, impossible.

In the first chapter ("*Linguistica enunciativa e analisi comparativa*" 9-28), Arcaini presents the reader with the theoretical basis of a semiotic analysis of language. In this essay, the author demonstrates the relationship of text to sign by showing the complex nature of those components that comprise the latter (sign, culture, personality, structure) in conjunction with the illocutionary act which itself consists of various specific linguistic subdomains (modality, illocutionary force, logical system, semantics, pragmatics) and the actual realization of all of these diverse elements as speech. Moreover, each one of these entities is further subdivided into distinctive parts. The net result of this complex modularity is the entity that we call language.

The next chapter ("*Significato e contesto*," 29-38) is a brief discussion of pragmatics in the sense of J.L. Austin (see *How to do Things with Words*. New York: Oxford UP, 1962) who shows that the simple utterance of a sentence is a mere act of phonation with a particular sense and reference (locutionary act). That utterance, however, also consists of speech acts which define certain psychological and social domains of language, e.g. the illocutionary force achieved in uttering a certain sentence, e.g., warning, and the perlocutionary force of an utterance, e.g., convincing. Thus, the utterance of a sentence may have significant consequential effects.

Moreover, in certain cultural contexts, the use of specific predicates conveys extra-sentential meanings. Thus, when a judge issues a verdict or when a psychiatrist or a physician gives a diagnosis, these verbal acts have both a meaning and a corresponding effect on the listener. To convey these speech acts may be problematic between two cultures where the socio-pragmatic regulations differ.

The third chapter ("*Problemi di comparazione interlinguistica e di trasposizione omologica*," 39-85) deals with such interlinguistic problems as speech acts wherein the form of a sentence may be distinct from its intention. Thus, a declarative sentence such as "it's hot in here" may, in fact, be an indirect command since the speaker may wish the hearer to open a window or turn on the air conditioner. Likewise, an interrogative sentence such as "has anyone seen the salt?" uttered at a dinner table is an implicit polite command for someone to pass the salt. Such sentential forms constitute pragmatic acts of politeness that may not translate into another language (see John Searle, *Speech Acts*. New York and London: Cambridge UP, 1969; Jerrold Sadock, *Toward a Linguistic Theory of Speech Acts*. New York: Academic Press, 1975). Furthermore, such indirect speech acts violate Grice's principles of conversation: be clear, be certain, be brief, be orderly (see "Logic and Conversation," *Syntax and Semantics*. Vol 3. *Speech Acts*. Eds. Peter Cole and Jerry L. Morlan. New York: Academic Press, 1975, 43-58).

The last chapter of this collection ("*Traduzione e cultura*," 86-152) deals in great detail with two specific linguistic issues. On the one hand, Arcaini offers a truly remarkable and insightful contrastive and comparative analysis of the phonetic and phonological structures of French and Italian. In the second part of this article, the author provides the reader with a discussion of color terminology in French and Italian and the expres-

sive and semantic nature of this terminology. By pointing out in great detail the difficulties of translation posed by just a few relatively simple domains, the author succeeds in demonstrating the immense difficulties posed by translation of one text into another, which, in fact, amounts to converting one set of cultural notions into another.

All four of Arcaini's essays in the volume constitute the essence of this linguist's insightful and enlightening theoretical elaboration of the nature of language within a Saussurean framework (see Ferdinand de Saussure, *Course in General Linguistics*. New York: Philosophical Library, 1959). The book will serve as a useful reference for the scholar interested in intercultural pursuits such as translation and the problems that such an undertaking engenders. Again and again, Arcaini makes it clear to the reader that language is a complex entity that defies simple categorization and explanation especially with regard to the act of translation. The present review has dealt with only a few of the important insights afforded by Arcaini's penetrating linguistic analyses. The reader will be rewarded intellectually through a careful reading of Arcaini's four articles.

This eleventh volume in the important and excellent publication series of the Canadian Society for Italian Studies continues the tradition of excellence found in the preceding ten volumes. Leonard G. Sbrocchi deserves praise for his careful editorial treatment of Enrico Arcaini's significant scholarship.

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Raffaella Uslenghi Maiguashca, Marina Sassu Frescura, Luisa Polesini Karumanchiri, Jana Vizmulder-Zocco. *Schede di lavoro 1. Second edition*. Toronto: U of Toronto P, 1993. 134 folios.

This workbook for students at the intermediate and superior levels of colleges and universities and other appropriate institutions has been designed to fulfill the rather unique needs of two distinct yet related groups: those who come from a background in which a dialect of Italian plays a role and those who are considered "Anglophones" from the standpoint that they have not had formal or regular contact with the Italian language prior to L2 instruction. As a result, the authors have taken what is normally considered a disadvantage and chosen to use it to the benefit of both the student and the teacher through the implementation of contrastive analysis as a pedagogical tool.

Because this book is intended primarily for students who have received some instruction in the language, the methodology bases itself upon the attempt to activate the information (linguistic and cultural) already in the student's possession so that the learner is challenged and stimulated into further honing his/her skills. To this end, instead of merely presenting pre-fabricated rules and examples, the workbook suggests linguistic facts, leaving the student to reflect upon them, deduce the rules, and produce other analogous examples which can then be examined and clarified by the instructor, providing an enhanced learning opportunity and merging successfully the principles of contrastive analysis and functional-notional learning. Since activation of acquired knowledge is inevitably coupled with the accessing of existing problematic areas and erroneous structures which have arisen due to interferences, the authors have designed exercises which examine just such occurrences and situated them at opportune moments in