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

the book. These exercises provide the student with the chance to understand fully the nature of interference-generated errors while also providing the occasion for correction of these errors and reinforcement of the correct structure.

With regard to the structure of the book, the index is particularly noteworthy in that it not only contains the traditional grammatical terms for the elements which are examined within its covers, but it also lists beside the name the actual structures examined. For example, *scheda 32* treats irregular nouns ending in *-ista*, *-iatra*, *-cida* and lists them in exactly that manner in the index. This allows the learner who may not recall the exact term for the aspect of grammar he/she wishes to review, or who would otherwise spend time searching through the entire book, the possibility of finding what is required literally at a glance. Often, it is this lack of ease in finding what is sought that frustrates students and renders many workbooks "user unfriendly."

The organization of the workbook is such that it proceeds along a logical path in the development of language skills and elements. Each section, be it on verbs or nominal groups, deals with the irregularities of the language clearly and fully so as to diminish the degree of difficulty encountered in remembering and using these problematic aspects of the language. The rearrangement of the sequence of the tenses which has occurred after the first edition facilitates learning since the students first become fully versed in the uses of those tenses which elicit the least amount of confusion between Italian and English (present, future, past perfect). Then, once these have been established, the learner goes on to rediscover the nuances of the imperfect (which is a source of seemingly endless distress), the remote (historical) past, and the more-than-perfect past (*trapassato prossimo*) — all tenses that generate a degree of confusion even for learners in the higher levels.

As this particular workbook deals with only the indicative mood, one moves on to the exploration of four syntactic/grammatical categories which benefit from closer study for the L2 learner: the passive form, conjunctions, adverbs, and pronouns. These sections clearly review and reinforce those notions already being used by the learner while reducing the interference tendencies present in both the anglophone and the dialect-speaker.

The addition of passages taken from newspapers, books and stories/fables/fairy tales provides the student with examples of the language at work in everyday contexts, thus emphasizing the importance of not only grammatical accuracy, but also metalinguistic competence. What is particularly useful about these excerpts is the way in which the authors have incorporated them into the teaching and reinforcing of the given grammar point under examination. Each selection has been altered so as to induce the student into replacing the missing elements, thus putting into practice what has just been learned. For example, *scheda 68* contains a passage from which a portion of the present indicative verbs have been removed. The student is then required to supply the missing verb and conjugate it in the present indicative so as to make it fit the sentence. Such an exercise fulfills the authors' ambition of combining grammatical and semantic operations. Because meaning has a fundamental role in communication, such exercises (as well as others in the book) force the students to learn the nuances of meaning, consequently improving grammatical and metalinguistic competence. Often this type of exercise will generate more than one possible correct answer for each blank. Hence, the students are given the opportunity to learn from each other, to learn why this answer is acceptable and another may not be, to learn the difference in "shading" (connotation/meaning)

given the sentence depending on which verb fills the blank, and to expand their vocabulary and thought processes.

Another interesting feature of the book is the use of cartoon strips whose panel order has been altered. Thus, the student must first determine the correct order and then construct a story around it, or provide the dialogue for it. In this manner, learners can practice their skills in an amusing manner either individually or in a group. This allows the instructor another opportunity to evaluate oral and grammatical progress in the form of an assignment to be handed in or an entertaining activity to pursue in class.

This second edition has eliminated exercises dealing with low-frequency grammatical structures, such as the *trapassato remoto*. While this is an advantage in as much as the student does not dedicate valuable time to studying a structure which may not be frequently useful, it does however leave open the possibility of the continuation of existing errors in using that structure. Perhaps these structures can be explored or reviewed briefly at an opportune time in the teaching process as a corollary or addendum to the workbook.

Another change to the first edition which is of great use to students is the establishment of a computer element. This component consists of exercises which exist on a computer disk and correspond to those *schede* in the workbook marked by an asterisk in the index indicating that both forms — printed and computer — have been prepared. This is indeed useful for the student by virtue of the fact that it facilitates review and permits self-testing and self-correction, while hopefully providing the student with the chance to proceed a little more at his/her own rate and yet receive feedback at a more individual level. This component will be available in September of 1994.

As has been noted, the workbook functions best in an environment where Italian is taught as a second language. By virtue of its structure and topics, it fosters a more in-depth study of the various areas of grammar normally not treated explicitly, if at all, by standard textbooks, while providing a creative element for the students to exploit so as to develop their skills further. *Schede di lavoro 1* fulfills the need for L2-oriented Italian-language instruction while replacing the hitherto used Italian-published books (for the Italian market) which, although being excellent in and of themselves within the proper context, often generated more confusion and difficulty than they eradicated within the L2 environment. Finally frequent review sections permit the re-establishment of forgotten structures, correction of recurring errors, and the assimilation of grammar and vocabulary. The insertion of cartoons written in Italian provides points of departure for discussions of a linguistic or a cultural nature, while offering some light-hearted entertainment for the student diligently making his/her way through the assigned homework.

Overall, *Schede di lavoro 1*, which is complemented by an answer key bearing the same title, is an excellent and engaging book for both the student and the instructor. Its success at presenting information concisely in a clear and logical manner renders it a delight to study from, teach with, and ultimately retain as a reference book.

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