non hanno fatto sbiadire il suo accento lucchese.

Un'ultima rapida osservazione: altri testi di mirabile prosa italiana di Ungaretti, non strettamente creativa, erano stati già riuniti fruttuosamente. Ad esempio le prose giornalistiche, i servizi di "inviato speciale" della *Gazzetta del Popolo*, le descrizioni di luoghi, di viaggi e di incontri. Ma in questi testi raccolti dalla Montefoschi, di destinazione per così dire didattica, si sente che Ungaretti ha lavorato anche per sé, per la sua poesia. Intendo dire per dare ad essa, non già una giustificazione critica, ma alcune prove di consanguineità, di stretta parentela alle quali teneva molto. E ciò nonostante la sua continua, sofferta ricerca di innovatore della lirica italiana moderna.

LIBERO BIGIARETTI

Roma

PIETRO FRASSICA AND ANTONIO CARRARA. *Per modo di dire: A First Course in Italian*. Lexington, Mass.: D. C. Heath, 1981. Pp. xiv + 479.

Second-language manuals are key ingredients in shaping the learning process. The structural, lexical and interactional features of the target language are selected, described, sequenced and translated into exercises in a pre-determined way. The methodology adopted reflects the author's particular pedagogical persuasions and/or classroom experiences. As such, a textbook cannot help but influence to a large extent what goes on in a course. Perhaps the best type of language manual is the one which is not tied methodologically to a monolithic view of the language learning process (e.g. audiolingual, grammar-translation, etc.). *Per modo di dire* belongs to this category.

There are twenty-four units, a preliminary lesson, an "itinerario culturale," and the usual appendices and glossaries. The preliminary lesson introduces the alphabet characters, some general principles of syllabification and stress assignment, and a description of consonant doubling. It also contains some lexical correspondences (*soluzione* = *solution*) between Italian and English.

Each unit is made up of a dialogue, a pronunciation section (which ends in unit 9), a section of grammar, a reading, and a review exercise section. The dialogues are all based on common communicative situations (e.g., telephone conversations, radio and television, stores, restaurants, etc.). The authors try very hard to make these dialogues as realistic and lexically appropriate as possible. They use footnotes to explain any cultural or grammatical feature that needs some clarification or elaboration. A glossary of new words follows each dialogue. The pronunciation and grammar sections are structured on typical contrastive analyses of the items in question. This is still perhaps the only viable method of making the grammatical and phonological intricacies of Italian accessible to the English-speaking student. Each point of grammar is followed-up by structural exercises (substitutions, transformations, etc.), occasional

translations, and the odd contextually-based exercise which requires the learner to select some item on the basis of some grammatical or semantic context. The reading is tied thematically to the dialogue, thus exposing the learner to Italian prose in concomitance with conversational style. The final exercise section offers the opportunity to go over what has been presented in the unit. After every four units the authors provide additional exercise material in the form of review units. The text also contains an "itinerario culturale" at the end which consists of six brief units of cultural readings and follow-up activities. The book ends with the usual verb charts and glossaries.

The text is accompanied by an instructor's guide, a workbook/laboratory manual and a tape program. The workbook contains extra practice material, including crossword puzzles. This is clearly a solid and exhaustive treatment of Italian for the elementary classroom. Since it is not tied methodologically to any one particular view of the learning process, it is a text that may be labeled "eclectic." As such, it is a welcome addition to the ever-burgeoning list of elementary language manuals available to the teacher of Italian.

MARCEL DANESI

University of Toronto