Zafar Khan. *Thirty-one Steps to Fluent Spoken English: Conversational English for the Speakers of Other Languages*. USA: Create Space, 2016. pp.236. PB. ISBN: 13- 978-1540814739.

Reviewed by
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The book titled *Thirty-one Steps to Fluent Spoken English: Conversational English for The Speakers of Other Languages* has been written by a well-known teacher of English, Prof. Zafar Khan who has taught English as a second language (ESL) and a foreign language (FL) across the three continents: Asia, Africa and America. Based on his vast amount of experience with English learners globally, the author has provided a very effective step-by-step practical course in the form of this book for learning globally acceptable and effective conversational English. The book's audio CD titled *Audio of Thirty One Steps to Fluent Spoken English* is also available on the CDs & Vinyl section of amazon.com and amazon.in with title ID-5520352.

The book contains the author's advice to students in its introduction, which serves as a user manual of the book, explaining the nature and the importance of different exercises in each chapter, be it fill in the blanks, quizzes or language review. The book is very helpful to the learners of English in general, and for the learners of the English language in the countries, where English is a second or a foreign language in particular. The situational and conversational nature of the content is hallmark of the contemporary state of art communicative methodology and this is the key strength of the book. Also, the expressions used in the conversations in each chapter of the book are neither typical Indian English nor typical British English but a more balanced version of English (less Indianised version of British English) which would be not only suitable for conversation in Indian contexts but also in the foreign contexts.

The content of the book hasn't been organized into chapters; instead the content is organized into thirty-one steps. However, it can be assumed that each step corresponds to a chapter. Further, there isn't one-to-one correspondence between the assumed chapters and the real-life situations, i.e. thirty-one situations aren't addressed in the thirty-one chapters of the book; instead only twenty-two situations are illustrated in thirty-one steps including grammar structures in chapters 6, 7, 14, 15 and 31. Moreover, chapter 4 'Sameer I'm Really Upset!', chapter 24 'Comforting a Friend' and chapter 8 'I'm Afraid I Might Fall' seem to be mere extension of the chapter 3; 'Conversation between Friends' has been put in separate chapter. Similarly, chapter 1 'Basic Everyday Communication' seems to illustrate the conversational types like greeting, warning, reporting, enquiring, etc. In short, it will be convenient to classify the chapters of the book into three types: situational (22 chapters), non-situational (2 chapters) and grammatical (5 chapters) in order to highlight the organization and focus of the book.

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In the chapters illustrating real life situations, chapter 2 'Shams' First Day in College' presents a model conversation in which most of the people are likely to get engaged in during their first day at college when they aren't familiar with the locale and the people around. Mastering it can help SL learners to communicate well in such settings, get help from other students, befriend them and get their work done from the officials of the college. There are many model conversations that can be helpful to the learners in similar settings. In chapter 3 'Conversation between Friends'; in chapter 4 'Sameer I'm Really Upset!', chapter 24 'Comforting a Friend' and chapter 8 'I'm Afraid I Might Fall' can help SL learners in developing oral communicative skills, required to engage in a friendly informal talk. In chapter 5 'A Job Interview', a model conversation between an interviewer, G.M. and the interviewee, Shams is presented that can enable SL/L2 learners to communicate effectively in job interviews. In chapter 9 'At the Supermarket', a model conversation between Mike and Natasha, related to supermarket and grocery items, is presented which can help the learners how to initiate conversation and get the information about various things from strangers. In chapter 11 'At Home with Parents' a model conversation at home between a father and a daughter is presented which provides basic vocabulary, expressions and style to talk at home environment. In chapter 12 'At Doctor's Clinic' a model conversation between a doctor and a patient is presented which will help the learners to engage in conversation in similar setting and discuss their problem with the concerned doctor. However, a different sub-set of vocabulary may be needed, if the problem is different than the one discussed in the given conversion. In chapter 11 'At the Restaurant' a model conversation between Martin and various persons, like the passerby, the receptionist, waiter, etc. is presented that will help SL English learners to communicate confidently in similar situation. In chapter 16 'Hello, First Introduction' a model conversation between two strangers, Zarmina and Arun is presented which can not only help learners to make easy introduction with strangers but also continue conversation with them after proper introduction. In chapter 17 'Conversation on Telephone' a model telephonic conversation between Ameen and Sami is presented which can show learners how telephonic conversations work, i.e. how a telephonic conversation starts, how it continues and how it ends. It can help learners to engage in telephonic conversations effectively. In chapter 18 'At the Entrance of Cinema Theatre', a model conversation between Rohit, Cinema staff and Rattan is presented which can help learners to communicate effectively in similar circumstances. In chapter 19 'At a Wedding Reception', a model conversation between the host and the guest is presented which to help learners to communicate effectively in similar circumstances. In chapter 20 'At the Pharmacy', a model conversation between a chemist and Ayan is presented which will help learners to communicate effectively in English with pharmacists at any pharmacy. In chapter 21 'At College Library', a model conversation between a student and an assistant librarian is presented; in chapter 22 'At Travel Agent's Office', a model conversation between Mrs. Jones and Receptionist or John is presented; in chapter 22, a model conversation about 'Hotel Reservation on Telephone'; in chapter 25 'At College Cafeteria'; in chapter 26 'Hiring a Taxi'; in chapter 27 'Opening a Bank Account'; in chapter 28 'At Railway Reservation Office'; in chapter 29 'Jonny's Encounter with Cyber Culture', a model conversation

between Jonny and a Cyber Cafe Assistant is presented; in chapter 30 'Asking for Directions', a model conversation between Mary and a Police Constable is presented. In chapter 30, 'Asking for Directions', a model conversation between Mary and a Police Constable is presented which will help learners to communicate effectively in English while asking for directions of new location. In chapter 31, 'Understanding Time: Action Verbs and Person', intensive training is provided in the use of action verbs in different situations. All these models are very much helpful to be used in similar settings.

In addition to 31 chapters, the author has added a Special Supplement titled, *Enrich Your Conversational* English. This part of the book would prove to be quite helpful to advanced learners of English in their spoken as well as written English. Each chapter of the book has an exercise to test the learner's grasp of the content. Answer-Key given at the end of the book aims at allowing the students find correct answers to the questions in the exercises, and study on their own pace.

To conclude, it is important to mention that this book covers a large number of domains of life, equipping the learners with required set of vocabulary, expressions, constructions and styles to enable them to communicate fluently in English in various walks of life. This book is a 'Self-Learning Guide' for young adults, who wish to acquire confidence, appropriate vocabulary, intelligible pronunciation, and fluency in spoken English.

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