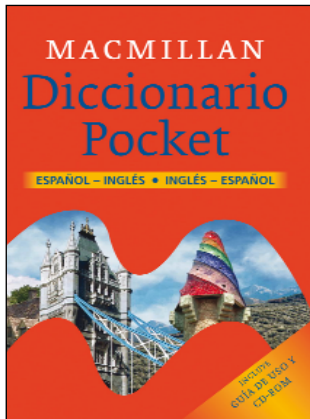


MACMILLAN DICCIONARIO POCKET

VV.AA.
Macmillan, 2006



When this dictionary first comes into our hands and just before we flick the pages back and forth, the most striking thing for the user is the number of chained illustrations that make a sort of wave that occupies the front and back cover. The photographs are representative of both cultures (Spanish and English): a tower by architect Gaudí, the London Bridge, some cottages from a village in the Cotswolds or somewhere else in Britain, a beach that is probably bathed by the waters of the Mediterranean Sea, or *La Ciudad de las Artes y la Ciencia* in Valencia. It is certainly an innovative design but, most significantly, a very important issue that reflects the roles that both languages and cultures play for the potential user.

Macmillan Diccionario Pocket (henceforth, *MDP*) falls within

the range of pocket dictionaries for an audience that may go from upper primary to lower secondary students, with more than 68,000 words, as the editors state on the back cover.

analyze other pocket dictionaries (Roldán Tapia, 2001: 40) and monolingual dictionaries (Roldán Tapia, 2002: 69), we can obtain the following picture:

	MDP
Spanish-English/English-Spanish order	✓
English-Spanish/Spanish-English order	
Dictionary use pages	✓
English grammar pages	✓*
Spanish grammar pages	
Abbreviations and symbols pages	✓*
Cultural pages	✓
Illustrations, maps, etc.	✓
Phonetics pages	✓*
Word entries: (a) pronunciation of the word	✓
Word entries: (b) grammar behaviour of the word	✓
Word entries: (c) meanings of the word	✓
Word entries: (d) collocations (e.g., kick the bucket)	✓
Word entries: (e) register (e.g., informal)	✓
Word entries: (f) associations (e.g., abandon-leave)	✓
Word entries: (g) examples of use	✓

The asterisks [*] in the chart indicate that the information is either insufficient or found elsewhere, i.e. the inside covers.

The number of words is slightly higher than in other bilingual pocket dictionaries used by school students (Roldán Tapia, 2001), but very far from the much larger size of other bilingual or monolingual dictionaries that contain more than 100,000 entries.

If we try to analyze the different sections covered by the *MDP*, using the same criteria employed previously to

Further analysis of these issues reveals in detail what the real content of the *MDP* is. The order of languages is the most widely used one, starting with the potential user's native language. There are several pages on how to use the dictionary and interpret the information that is provided in the word entries. They are written in Spanish, which indicates that the publisher clearly knows what the users'

needs are. In this respect, the use of red for translations and black for collocations, idioms or examples attracts the user's attention and provides cues to understand the structure of the dictionary. The inclusion of 1-2-3 stars (★★★) to show the frequency of use also helps the user identify the words that are basic for communication.

There are no grammar pages, strictly speaking, but only a couple of pages devoted to irregular verbs at the end of the text. From time to time, pink boxes are included to clarify grammar issues that are relevant in some entries (for example, on p. 454, the entry for the pronoun *either* or, on p. 587, the entry for the modal *ought*), and grey boxes are used to offer additional information (for example, the box on p. 516 about the impossibility to omit the pronoun *I*, as is done in Spanish, or the one on p. 531 about the use in English of the word *jogging* instead of *footing*).

Information regarding abbreviations, symbols and pronunciation is presented on the inside covers of the volume, instead of occupying a set of pages at the beginning of the book. The cultural pages, together with illustrations, occupy the central pages of the dictionary.

Illustrations are very colourful and, in this case, they are abridged versions of illustrations that can be found in larger Macmillan dictionaries, for example the *Macmillan English Dictionary for Advanced Learners*. The cultural pages are also written in Spanish, so that understanding of the message is not distorted by the use of the second language. Even though these pages are packed with information about British culture, they also include a few extra sections about the differences between the British and American culture and ways of life; for instance, about the most important cities in each country, their history, society and traditions or education systems. Perhaps a reason for criticism is the amount of stereotypical issues that are dealt with: the London tube, rugby, cricket or shopping at Harrods. Content related to the Internet, email and mobile phones is also the focus of this central section; this must be particularly attractive for teenagers because it contains some of the new coinages (L8R for later, PPL for people or RUOK for are you OK?) that are typical of information and communication technologies (henceforth, ICT).

Word entries are quite rich in terms of the information they

include, although word associations are not as frequent as in dictionaries with larger numbers of entries, in particular monolingual ones. On the other hand, collocations, examples and morphological issues (irregular plurals, 3rd person singular endings, past and participles, gerunds or doubled final consonants) are abundant in most entries. For example, page 390 calls our attention to several issues: 3rd person singular endings, such as *carries*, collocations such as *in any case*, or examples as in *take an umbrella in case it rains*.

Finally, the dictionary includes a CD-ROM that provides an extra touch of quality by integrating ICT with the traditional type of dictionary. It offers the text of the paper version, British and American pronunciation, pictures and sounds.

In conclusion, there is no doubt that the *MDP* comes to play a difficult role in a market that is full of competitors, whose editorial teams constantly bring out new high-quality products. In any case, its large number of entries, its user-friendly format and design and the organization of lexis will help the *MDP* find its place in such a demanding market.

Antonio Roldán Tapia

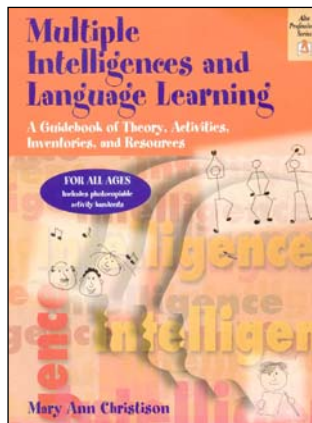
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MULTIPLE INTELLIGENCES AND LANGUAGE LEARNING

A GUIDEBOOK OF THEORY, ACTIVITIES, INVENTORIES, AND RESOURCES

Mary Ann Christison
Alta Book Center Publishers, 2005



As its name suggests, *Multiple Intelligences and Language Learning: A Guidebook of Theory, Activities, Inventories, and Resources* aims to help teachers to translate the theory of Multiple Intelligences into classroom practice. The main aim of the author, Mary Ann Christison, who is a Professor in the Linguistics Department at the University of Utah, is to provide flexible resource materials for second and foreign language teachers interested in Multiple Intelligences, emphasising that it is suitable for all teaching situations: from primary schools to university.

The book is divided into eight units. The first unit serves as an introduction to Multiple Intelligence Theory. Units 2 through 8 are devoted to the different intelligences. In each chapter, the author offers some activities to develop each intelligence, with handouts when needed. All the activities in the book include objectives, age group and level, materials required and procedure. They can be considered as lesson plans or supplementary material to a teaching unit. At the end of the book, there are five appendices with the answer keys, multiple intelligence inventories, all the activities indexed chronologically by age and language level, and a bibliographical list.

The first unit presents a brief overall view of the theory of Multiple Intelligences. The author writes in layman terms, which contributes to making the book reader-friendly. The author raises the question of how to define intelligence. She explains how intelligence had been traditionally defined as the ability to answer certain test items correctly (Intelligence Quotient). This traditional vision implied that intelligence is innate and does not change with age, training or experience. But in the last two decades, according to the author, researchers have offered support for a pluralistic view of the human mind and Howard Gardner's theory of Multiple Intelligences (*Frames of Mind: The Theory of Multiple Intelligences*, 1985) is an example. For him, intelligence is "the ability to solve problems

or fashion products that are of consequence in a particular cultural setting or community".

Having presented the main ideas, the author points out how her interest in Multiple Intelligences started in the early 1990s. She realized how different her students were in terms of abilities and skills, how some students were 'good' at some subjects but 'not so good' at others. According to her experience, intelligence was not just one form of cognition that cuts across all human thinking. Gardner's theory supported her ideas and gave her the opportunity to know more about intelligences. The author also offers a brief summary of the characteristics of the eight intelligences defined by Gardner: linguistic, logical/mathematical, visual/spatial, bodily/kinaesthetic, personal (interpersonal and intrapersonal), musical and naturalist.

As this is a practical book, she discusses the implications of Multiple Intelligence Theory for second language education. In general terms, each person possesses all eight intelligences, which work together in complex ways and can be developed to a high level of performance. If we, educators, want to apply this theory, we must first of all become acquainted with the basic theory. We could take a Multiple Intelligence inventory to connect our life experiences to the ideas presented in the theory. Inventories are included in one of the

appendices at the end of the book and can also be used with our students and trainees. The following step should be to identify the activities we normally use in our lessons as they relate to the different intelligences, and categorize them. The book includes photocopiable charts to help us classify them. We should go on by conducting a personal audit of our own teaching. Analysing what we do in our classes for a certain time, we could include more activities related to the intelligences we develop less. The last step would be to design assessment techniques that address the eight intelligences. This is a difficult challenge since not all learning content can be measured in a standardized way.

Unit two is devoted to linguistic intelligence: the ability to use words effectively both orally and in writing. This intelligence can be developed by reading and writing, answering questions, telling stories and jokes, enjoying word games and completing puzzles and mazes. In this section we find twenty-four activities - half of them with their photocopiable handouts. Perhaps this is the easiest intelligence to be developed by language teachers. The experienced teacher may not find anything new since the activities deal with vocabulary work, writing (questions, letters, stories) and a bit of speaking. Some activities require photographs, pictures, cardboard, markers, scissors and time to cut, glue and prepare materials.

Unit three focuses on logical/mathematical intelligence: the ability to use numbers effectively and reason well. This intelligence can be developed by solving problems, finding patterns, completing brain teasers, learning about how things work, thinking about and working with numbers, and categorizing and sorting. There are twenty activities in this unit – most of them with their photocopiable handouts. The activities involve counting, working with graphs, substractions, understanding prices, problem solving, encoding messages and changing recipes. Some of them are difficult to connect with language learning. The most useful activities are the ones which deal with problem-solving as they encourage reading comprehension and oral discussion.

In unit four, we have visual/spatial intelligence: the ability to have sensitivity to form, space, colour, line and shape. We can help to increase this intelligence by developing a good sense of direction, locating objects on maps, remembering visual details, working with mazes, recognizing visual patterns, paying attention to spatial relationships, and responding to colour and form. The author presents twenty-four activities – with sixteen photocopiable handouts. Vocabulary cards to be sorted or matched, map reading, wordsearches, studying pictures, or scrambled sentences and words are some of the activities we can find in this unit. Most of them require

previous preparation to look for pictures to illustrate vocabulary.

Unit five explores bodily/kinaesthetic intelligence: the ability to use the body to express ideas and feelings, and to solve problems. It can be developed by conducting experiments, participating in role plays, making crafts, following exercise routines, using manipulatives, following commands and playing games. We can find twenty-three activities, eleven of them with their photocopiable handouts, which range from following physical instructions to preparing a cake or a *piñata*. The main drawback is that there is no balance between preparation and language practice. As a secondary teacher, I must say that some students may also find them a bit childish.

In unit six, we read about personal intelligences. Interpersonal intelligence is the ability to understand another person's moods, feelings, motivations, and intentions. Intrapersonal intelligence is the ability to understand yourself, your strengths, weaknesses, moods, desires, and intentions. Both intelligences can be developed by working together with other students, learning to understand what other students think and value, accepting different roles and responsibilities in group work, learning how to evaluate one's own learning, and clarifying one's own values and beliefs. There are thirteen activities for interpersonal intelligence and

thirteen for intrapersonal. All the activities focus on group work: interviews, designing menus, small surveys, understanding group roles, problem solving, dream interpretations or talking about feelings. They are designed to help students communicate, so they encourage the main skills: reading, writing, listening and speaking.

Unit seven is concerned with musical intelligence, which can be developed by humming, chanting and whistling, identifying musical instruments, listening to and appreciating music, recognizing melodies and songs, singing and rapping, tapping and clapping in order to identify the rhythm of a song, and learning the structure of music. Twenty activities are presented in this unit, six of them with their photocopiable

handouts. Repeating chants and songs, playing instruments and even dancing are some of the proposals. But to develop musical intelligence we need more 'talent' than for the rest of the intelligences, so some knowledge of music is needed to recognize rhythms or play an instrument.

In the last unit, we find naturalist intelligence. It can be encouraged by developing an appreciation of plants and animals, discovering patterns and details in nature, recognizing different plants and animals, addressing environmental concerns, observing animals, and learning about the care and life of animals and plants. The last twenty activities deal with drawing animals and plants, collecting and observing leaves, classifying natural features,

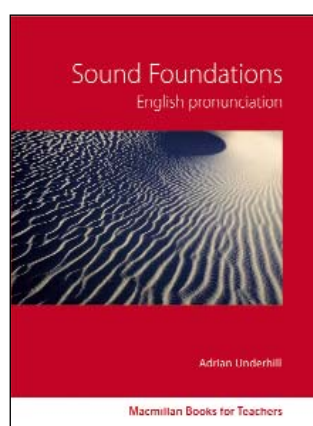
camping out or keeping a weather log.

In conclusion, although the author's purpose is to present easy materials to translate Multiple Intelligences into the classroom, her intention is not completely fulfilled. I certainly have the feeling that this book can offer something to anyone interested in the theory, but for the general secondary teacher it lacks practicality. Most of the activities require a great deal of preparation although they provide little language practice. In short, after reading the first unit on the general theory, you expect to find wonderful ideas for the classroom, but once you get to the activities you may feel disappointed as they do not necessarily meet your expectations.

Pilar Córdoba Jiménez

SOUND FOUNDATIONS: LEARNING AND TEACHING PRONUNCIATION (2ND EDITION)

Adrian Underhill
Macmillan, 2005



Due to the unfortunate dominance of classical perspectives in the area of teaching EFL pronunciation, quite often professionals feel they are lagging behind with respect to the advances in areas such as teaching grammar or vocabulary. Occasionally, however, we are happy to welcome contributions which really help teachers feel more confident in teaching the sounds of the English language. And this is one of those cases. First published in 1994, *Sound Foundations* hit the ground running with the idea that teaching people to speak should be based on first-hand experience of what should be spoken; “*success in pronunciation comes out from personal experimentation*” is

one of Underhill’s claims. In this sense, it was the perfect example of how to bridge the gap between knowledge and practice, and this second edition still continues to do so with the additional help of a CD containing excellent sample material. Together with Cunningham and Bowler’s *New Headway Pronunciation Course* (Intermediate and Upper-Intermediate, OUP, 1999) and Hancock’s brilliant *English Sounds in Use* (CUP, 2003), I find this book is another good example of the necessary struggle to achieve effectiveness and real communication in the teaching of pronunciation.

The first thing that should be said about the originality of Underhill’s perspective can be found explicitly displayed in the subtitle “*learning and teaching*”; the book is aimed at providing an insight into the two worlds and it is not intended to be a mere compilation of suggestions and materials. Secondly, another important aspect that must be pointed out is Underhill’s concern with humanistic teaching, a different way of conducting teaching in the classroom which aims for a shift of focus to a more learner-centred attitude. Similarly remarkable is his effort to promote, develop and use multisensory activities with the idea that learning the oral aspect of the language should become “*physical, visual, aural, spatial, and affective as well as intellectual*” (p. xii). In addition, the book fortunately embraces the “international mutual intelligibility” perspective,

escaping from the tight limitations deriving from following a ‘sacred’ model of pronunciation, moving the target on to a present, modern and more varied model. But the most outstanding characteristic of this book comes from the way it is structured and organized. Attention is paid to learning and teaching by dividing it in two parts: discovery toolkit and classroom toolkit. In doing so, Underhill differentiates between the indispensable knowledge of how sounds are produced and used, and the required methodology and techniques to accomplish successful teaching. Each of these sections covers pronunciation at three levels: sounds, words, and connected speech; a very practical division indeed because it helps the reader work separately with what Joan Morley (1975) and Underhill himself call the micro and macro levels, aspects related to practising precise articulation and use of sounds and aspects related to conveying meaning in a fluent and natural way.

Giving an account of the great deal of attractive and helpful things that this book offers, the importance it endows to the use of phonemic symbols is worth noting. Traditionally, the use of phonemic script was restricted to showing the dramatic discrepancies between letters and sounds in English, but Underhill turns the use of the chart into an intelligent way of introducing learners to the production of sounds. His “*point then speak*” and “*speak then point*” methodology

reveals itself as a simple and effective way of raising awareness. Diving into the discovery toolkit section, it is very noticeable to find a sensible selection of priorities. For example, specific attention is paid to making learners experience the origin of the different vowel sounds just by moving the tongue horizontally and vertically; or to some of the most significant aspects involved in vowel production. Tension and vowel length, experiencing place and manner of articulation with consonants, and the necessary work with fortis and lenis are all present. When dealing with stress, adequate introductory notions are provided, as well as a special interest in working with one of the most salient features of English pronunciation: the relation between stressed and unstressed syllables. The importance of shifting the stress, and the connection between intonation and word stress are also appropriately treated. Linking is also satisfactorily presented as a prerequisite for achieving the first stages of fluency. More than adequate is the distinction between careful colloquial and rapid colloquial speech, the first one to be used as the EFL model, and the second one being an indispensable tool for listening to and understanding all speakers; or the emphasis laid on strong and weak forms as representatives of what is meaningfully important vs.

what is meaningfully unimportant. Finally, in this section, we can find a selection of aspects intimately related to meaning and intelligibility and to effective highlighting of relevant information, mainly those associated with accent and prominence; rhythm and the correct use of stressed and unstressed syllables in the stream of speech; how pitch change is used to carry out changes of meaning; the inextricable relationship of intonation with grammar, attitude and discourse; and above all else, the realization of the tonic syllable, the key issue if we are to produce meaningful utterances.

As far as the classroom toolkit is concerned, if the aim is to turn experiencing into learning with activities you can do with your students in the classroom, we can say that the objective is totally fulfilled. Fostering creativity on the part of learners and teachers was one of the targets., objective accomplished again. It is a very attractive section, with a bevy of innovative and truly useful suggestions. For instance, I would strongly recommend the pages devoted to the seven modes of using the chart, an example of adaptable material as we can move from teacher control to autonomous learner control, and where teachers and learners will find guidelines and practice for all requirements and necessities. Another interesting

proposal is Underhill's concern for the internal imaging model (p. 110), similar to Catford's (1987) *silent introspection*, suggesting that students should listen to their mental registration before they are invited to say it aloud, an activity which has been demonstrated to provide learners with real benefits. Underhill's attitude to mistakes, with his "slip" vs. "error" difference, his three kinds of correction, and the difference between the traditional "I tell you" and his "I help you to tell yourself", together with the great variety of techniques he proposes, is to me one of the truly substantial contributions of this book. Extensive use of mime and gesture, and the importance of physical activity and body language to convey meaning if the purpose is to help students express themselves naturally, attention to the different degrees of simplifications, working with sense and nonsense groups as a prerequisite for gaining fluency in communication, specific activities to make the language have discursal value and make it present and real, or the very interesting pages devoted to "integrative activities" (human dictation, inviting visitors to the classroom or using a video camera) are some other examples of a section which will undoubtedly be of use to all teachers.

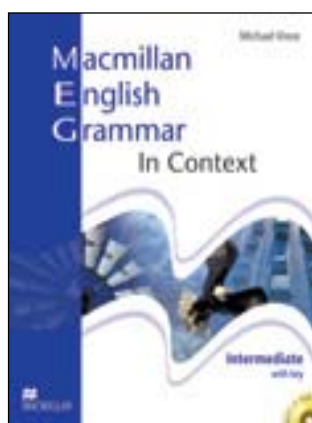
Victor Pavón

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MACMILLAN ENGLISH GRAMMAR IN CONTEXT (INTERMEDIATE)

Michael Vince
Macmillan, 2008



“A grammar reference book that takes students from the traditional practice of grammar forms through to topic-based practice exercises”. This is the description you can find on the back cover of this reference book by Michael Vince, first published in 2008 by Macmillan Publishers Limited. In fact, Essential and Advanced level books also exist, but this review is of the Intermediate level, which is intended to revise and consolidate grammar points at the Council of Europe Framework levels (CEF) B1 and B2 (the PET / FCE exams of the University of Cambridge, UK).

To start with, the layout of the book has been carefully planned, as such an acclaimed

author deserves -and you would not expect less of publishers such as Macmillan.

The table of contents at the beginning is clear, although in my opinion it does not follow a difficulty grading but rather a classification based on word/sentence sets, which should perhaps be pointed out to users who have no teacher guidance. Nevertheless, there is a **Grammar index** at the end which facilitates the location of the grammar point we are looking for. On the other hand, it would have been very useful to find which form and use corresponds to which CEF level or to which University of Cambridge ESOL exam in each unit. At present, the *Escuelas Oficiales de Idiomas* (EE.OO.II.), my teaching context, teach level B1 in the so-called *Nivel Intermedio* (one or two years, depending on the Autonomous Education Authorities), and level B2 in the *Nivel Avanzado* (two years). Therefore, this book can be used in both those levels although not all students follow up the *Nivel Avanzado* after having passed the *Nivel Intermedio*. Likewise, some students may want to prepare one or the other level and take the exams as external students (*modalidad libre*), so it would have been nice to find a clear distinction as to what grammar items correspond to one level or the other. The same would apply to learners intending to take the PET or FCE exams.

As in other well-known grammar reference books on the market, the grammatical

point is clearly presented (form and use), followed by some exercises on the opposite page (to which the answers are provided in the issue with a key), making it easier for learners to check their progress.

Perhaps the novelty factor of this book is the inclusion of up to 74 texts related to different school or college subjects (nicely identifiable by colours in a quick glimpse through the book), aimed to place the grammar into context. Some criticism is due in this respect, as the author seems to use mostly texts related to Humanities disciplines (Geography 17, Social Studies 15, History 15, the Arts 7), but only a few related to scientific areas (Science 18, Maths 1, Computing 1). Furthermore, one or two texts are presented in each unit, and in some occasions they belong to the same discipline, rather than using two texts from different disciplines, which would have been very useful.

The **review section** at the end of the book is very practical, both to test what has been learnt and to assess one's knowledge of certain grammatical points before attempting to do the exercises.

The **wordlist** at the at the back of the book uses the asterisk system referring to the most common words, which can be very useful for students.

The **list of irregular verb forms** at the end presents them in the classical alphabetical order, failing to present them in a

more original way (as found in other grammar reference books), which would undoubtedly help students to learn them more easily (i.e. grouping them according to patterns of formation).

There is an accompanying **CD-ROM** which includes definitions of the highlighted words in the topic-based texts, which is undoubtedly of great

help, as long as learners have access to PCs or laptops in the classroom, if the book is used in class. It also has further practice exercises as well as a test section which is always helpful. It also has some listening practice.

All in all, a great, much-awaited and very welcome book, especially for teachers who work at the EE.OO.II. teaching

primary and secondary school teachers who attend the so-called CAL groups (*Cursos de Actualización Lingüística para el profesorado de centros bilingües*), and also for teachers who work at schools with a bilingual programme, when actually teaching their subjects in English.

Paul Mrocek Delclós