

English for Specific Purposes

by Keith Harding

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In contrast to what has humorously been termed ENOR (English for No Obvious Reason) or ENPP (English for No Particular Purpose), ESP encompasses the already well-stocked fields of English for Academic Purposes and English for Business. This addition to Oxford University Press's *Resource Books for Teachers* series aims to meet the needs of the rest of the ESP sector and caters for teachers delivering profession-specific tuition to groups of engineers, IT professionals, lawyers, and so on. And with the growth of new professions, such as call centre operatives, coupled with an increasingly mobile global workforce, the need for employment-related teaching has arguably never been greater.

With this in mind, *English for Specific Purposes* features over 80 activities for learners of all proficiency levels 'at the

coal-face', working in a range of sectors from Admin and Catering through to Horticulture, Retail and Tourism. It is organised into generic chapters on areas such as *Organisational structures* (Chapter 2), *Customer care and quality assurance* (Chapter 6), and, of course, *Health and safety* (Chapter 7).

All activities can be adapted to meet the needs of professionals employed in other sectors, and there are suggestions for how to achieve this. Activity 6.8, for example, focuses on situations involving 'customers who need to be controlled in some way'. The sample topic is air travel, and there is a photocopiable dialogue for students to unjumble. For students not employed in tourism, the good news is that the activity 'can easily be transferred to any specialism which involves dealing with customers or clients'. However, what could be considered the bad news, at least for their busy teacher, is that this transfer is likely to involve him or her writing out and cutting up a similar dialogue, a time-consuming, if worthy, activity.

Given the broad coverage, this is perhaps inevitable, and it may be better to think of this volume as more of a 'recipe book' than a resource book full of off-the-peg activities. And very tasty and substantial they are, too.

The book contains a wealth of nourishing ideas, from the use of corpora and search engines for examining sector-specific lexis, through to a light-hearted project to set up a company specialising in fulfilling people's dreams (Activity 6.5) – with SMART (Specific, Measurable, Agreed, Realistic, Time-bound) targets, of course. And some activities allow for the slaying of a few sacred cows – Activity 7.4 (Health and safety warning signs) invites students to get creative and apply international conventions (yellow triangle with black edge to denote danger) to come up

with an image for new warning signs of their own: 'Warning – colleague in bad mood' is one suggestion. The opportunity is given for learners to provide their own humour, and yet, all the while, the content is well thought-out and earnest. *English for Specific Purposes* is likely to inform, but not alleviate the need for, careful planning on the part of teachers. And those with professional groups of learners or teachers of ESOL for Work will find this a highly valuable resource which repays careful study.

Anthony Cosgrove
Bath, UK

Working with Images

by Ben Goldstein

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Working with Images, a recent addition to the *Cambridge Handbooks for Language Teachers* series, employs several forms of imagery (drawing, photographs, visualisation and more) to assist in the language learning process. This is not the first book of activities making use of visual imagery. Andrew Wright's *Pictures for Language Learning*, which was published 20 years ago, is one of several such titles. However, this book is the first that includes the use of technology which allows us to send, store and share images as quickly as we can send email. It offers an assortment of nearly 100 activities (not to mention numerous variations that accompany some of these activities). A CD-ROM which has over 500 images that can be used for the activities in the book is also included. (Also worth mentioning is the insightful interview with author Ben Goldstein at the Cambridge University Press website.)

In the introduction, the author articulates several strong reasons for using images in the language classroom. He also provides a brief history of the image in language teaching, along with some tips for finding images to use. The rest of the book is divided into two parts: one organised around activity types, the other arranged by image type.

The first chapter, *Describing images*, has activities that encourage students to talk about images. It contains some

