

If you do not have a global network of international English speakers at your disposal, you will soon be able to access a website containing downloadable MP3 files of audio examples. These could be more clearly signposted in the book.

Any teacher aware of the different varieties of English presented here can only benefit their students. When someone describes your 'bungalow' as 'homely' but you think they're 'uglifying' it, perhaps it's time 'to room' with someone new.

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Current Developments in English for Academic, Specific and Occupational Purposes

M. Krzanowski (ed.)
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354 pages
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Despite the specificity of the acronyms ESP/EAP/EOP, this title hosts selections of academic studies from a wide range of areas. Meeting under the roof of IATEFL ESP SIG, the professionals provide readers with a panorama of the latest ESP research and practice.

Reflecting the practical nature of the group's aims, a proportion of the articles are concerned with classroom practices. The activities used are exemplified following the results section and could be inspiring for practitioners. For instructors disturbed by the notion 'EAP= seriousness, text-based traditional instruction', the use of Anderson's (Chapter 1) interactive tasks and Reguzzoni's (Chapter 8) simulation activities may help raise students' motivation.

In terms of academic writing, which is a significant consideration of EAP, Atabas (Chapter 4) and Colledge (Chapter 12) discuss peer review techniques; yet under different names, coaching and dialoguing. While both studies aim for learner autonomy, the latter has additional targets such as making the assessment criteria clear to Open University students. From a more theoretical perspective, Chazal (Chapter 5) forms a 10-step academic writing framework accompanied by guidelines for writers. Another framework of EAP writing is specially designed for English for medical purposes by Puentes (Chapter 15). Yakovchuk (Chapter 3) addresses another key issue: non-native speaker plagiarism, the leading causes of which are content problems and laziness.

As for academic vocabulary learning, Huntley and Davidson (Chapter 13), introduce ways to organise vocabulary journals and programmes. For teachers, there are also ideas to integrate these journals into classroom activities. On the ESP side, Kovacic (Chapter 16) advocates studying lexical relationships for effective vocabulary learning in IT.

Additionally, genre analyses of 'UN Security Council Resolutions' (Chapter 2) seem to be authentic and motivating for legal English classes. Kurgat's (Chapter 14) investigation of undergraduate essay questions, indicates a need for special training in reading exam prompts. Another strand of the

studies monitors ELT policies and problems in countries such as Bangladesh, Kenya, Russia, Malaysia and Pakistan.

Although a distinct categorisation of the research areas is lacking, the book successfully brings together different fields. While the research perspective dominates, both practitioners and researchers may get a good deal out of this title.

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New Framework 2 Pre-Intermediate Student's Book

B. Goldstein
Richmond Publishing 2008
128 pages
ISBN: 978 668 1941 1

Ben Goldstein says *New Framework 2 Pre-Intermediate* utilises 'a refreshingly different approach alongside a reassuringly methodical structure'. I agree. The themes chosen are common to most course books, true enough, but the texts themselves are interesting, up-to-date and authentic or 'gently' adapted for lower level learners. Even the lexis chosen is well-selected; for example, jobs commonly held in our communities, and therefore useful to learners, are introduced and discussed: librarian, bouncer, gardener and computer programmer! Language is contextualised through a text, usually listening, and a common receptive skills framework (pre-text, text and post-text tasks) is exploited fully. The pictures are gorgeous and current and the CD and DVD introduce accents from 'a wide range of countries and cultures' (Teacher's Book: 8) as well as providing the opportunity for students to interact with language in a meaningful manner.

Ensuring that students have plenty of practice activities, that teachers have a variety of options and that materials promote real English is not an easy task. *New Framework 2* delivers. The course book comes with a student CD and reference guide. The guide allows students to cross reference language and lexis as they are working in a unit rather than having to flip to the back of the book. While this may sound very trivial, its simplicity promotes the use of this tool and further promotes learner autonomy. The workbook also encourages independence by including a 'How to ...' section that focuses on learner strategies.

The Teacher's Book includes the expected overview of course objectives, instructions for each lesson and unit notes, but it also provides options for using the book in mixed ability classes, some background information of cultural relevance and lists of common errors. The Resource Book includes a one-page communicative task for each unit and includes instructions for easy reference. There is even a website: www.webframework.net.

I plan to trial this new text on my next CELTA course where we are always looking for current, interesting, learner-centered materials. *New Frameworks 2* fits the bill perfectly!

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Please contact John at jagmckeown@yahoo.com if you have material for review or would like to review materials.

Sincere thanks go to our many *Voices* reviewers, from far and wide, who take the time and energy to write and submit reviews based on their experience with the materials.