Lang. Teach. (2010), **43:1**, 123–124 © Cambridge University Press 2009
doi:10.1017/S026144480999019X

Publications Received

Books

Michael A. K. Halliday (ed. J. J. Webster), *The essential Halliday*. London: Continuum, 2009. Pp. viii + 472. ISBN 978-0-826-49535-8 (pbk).

Intended as a resource for those wanting to gain insight into the fundamentals of Systemic-Functional Linguistics, this comprehensive reader is an indispensable guide to the work of M. A. K. Halliday. Presenting a thorough survey of Halliday's published work across five decades, this reader includes discussion of function, metafunction, grammar, metaphor, learning and teaching language, child language, computational linguistics, semantics, social semiotics and discourse analysis. Detailed cross references and suggestions for further reading guide the reader to other articles of interest. Twenty key concepts are identified in Halliday's writings and each concept is then introduced with a brief summary, followed by selected extracts from Halliday's *Collected Works,* most relevant to the concept being discussed.

Rita e. Silver, Christine C. M. Goh & Lubna Alsagoff (eds.), *Language learning in New English contexts: Studies of acquisition and development*. London: Continuum, 2009. Pp. viii + 215. ISBN 978-08-264-9845-8 (pbk).

This edited volume is dedicated to the exploration of English language acquisition and development outside of the largely monolingual environments of North America, the United Kingdom and Australia. Specifically, the studies investigate different facets of English language learning in Singapore, and use this experience to forge connections with other New English contexts. Using empirical data drawn from a range of language classrooms, the contributors emphasise the place of education within a global framework of English language learning. In so doing they examine economic, social and political factors influencing language education, and present a refreshingly global perspective on English language acquisition. This comprehensive examination of language learning in New English contexts will be of interest to researchers in applied linguistics and world Englishes.

Deryle Wayne Lonsdale & Yvon le Bras, *A frequency dictionary of French: Core vocabulary for learners*. Oxford: Routledge, 2009. Pp. x + 304. ISBN 978-0-415-77531-1 (pbk).

This book is a useful tool for all learners of French, providing a list of the 5000 most frequently used words in the language. Based on a 23-million-word corpus of French which includes written and spoken material both from France and overseas, this dictionary provides the user with detailed information for each of the 5000 entries, including English equivalents, a sample sentence, its English translation, usage statistics, and an indication of register variation. Users can access the top 5000 words either through the main frequency listing or through an

https://doi.org/10.1017/S026144480999019X Published online by Cambridge University Press

alphabetical index. Throughout the frequency listing there are thematically-organized lists of the top words from a variety of key topics such as sports, weather, clothing, and family terms. An engaging and highly useful resource, the book will enable students of all levels to get the most out of their study of French vocabulary.

Nicoletta Marini-Maio & Colleen Ryan-Scheutz, *Set the stage! Teaching Italian through theatres*. London: Yale University Press, 2009. Pp. x + 405. ISBN 978-0-300-10985-6 (pbk).

This volume is a collection of essays on teaching Italian language, literature, and culture through theatre. From theoretical background to course models, this book provides all the resources that teachers and students need to incorporate the rich and abundant Italian dramatic tradition into the curriculum. In addition to providing theoretical background and case studies, the book also includes concrete examples and guidelines for integrating theatre into modern Italian courses. A large number of essays are presented covering topics related to teaching through theatre including nonverbal communication, the Italian theatrical canon, student interaction, and assessment of learner progress. Features of the book include: the 'Director's Handbook', a comprehensive guide with detailed instructions for every step of the process, from choosing a text to the final performance; an exclusive interview with Nobel laureate Dario Fo; and a foreword by prize-winning author Dacia Maraini.

Géraldine Enjelvin, *Savoir Faire plus: Le Français à l'Université* (2nd edn.). Oxford: Routledge, 2009. Pp. 208. ISBN 978-0-415-44475-0 (pbk).

Written by an experienced tutor, this book is specifically designed to meet the requirements of today's generation of language undergraduates. Focusing on the life of an Anglophone first year undergraduate studying French in the UK and sharing a house with four francophone students, this engaging textbook provides: a clear, logical structure; a blend of communicative, research-based and traditional exercises; a wide range of activities covering the four key linguistic skills as well as intercultural skills; authentic texts (with extracts from *Le Monde*, *L'Express*, *Le Nouvel Observateur* and *Libération*); and guidance and practical tips for effective and independent learning. Each of the 10 chapters consists of four topic-based sections which provide students with a wealth of diverse material allowing them to gain an in-depth knowledge of relevant topical subjects such as regional languages, sustainable development and fair trade, amongst others. Digestible grammar points are integrated throughout and a range of additional exercises are available on the accompanying website allowing students to perfect their language skills.

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