

addition to the audio. On the left-hand page they will find the presentation of the pronunciation point, and on the opposite page there are the related practice exercises.

The book is divided into three parts plus a reference section and covers the pronunciation of letters and sounds, syllables, as well as word and sentence stress. There is also material for practising larger units of communication, and illustrations of how the most frequent tones are used in English conversation. The four audio CDs give learners excellent exposure to non-IP accents as well as standard IP.

The author has been careful to avoid technical jargon. Descriptions of the components at the start of syllables rather than initial consonant clusters make the book refreshingly accessible. Phonetic symbols, also a frequent occasion for difference of opinion among teachers, have been kept to a minimum, although there are comprehensive charts in the reference section for those who like that sort of thing.

There is sufficient variety in the length and type of both the presentation and the practice material to hold learners' attention, so mean feel this, since it is not difficult for pronunciation exercises to be deadly dull. From beginning to end, subjects are clear and concise.

Unlike the proverbial under the egg, *English Pronunciation in Use* is a good quality product throughout. It does, however, raise a couple of questions. Although some of the practice exercises direct the learners to 'listen and repeat' the words they hear, the majority of them are weighted towards language recognition. Teachers will additionally need to provide feedback on their learners' pronunciation, and, where possible, opportunities for them to record and playback what they have said.

It could be argued that Mark Hancock has taken a hammer to crack the pronunciation problem egg. As the author himself acknowledges, learners will rarely have difficulties with all the pronunciation points which are covered here in such detail. Class teachers are often confronted with individuals who have a variety of pronunciation difficulties. Working one's way through the book with a whole class would be

appropriate, even where the learners all share the same L1. The book lends itself best of all to self-study. The reference section, for example, contains self-diagnostic tests for independent learners, cross-referenced to the relevant units for further practice. There is, too, a special section directing speakers of particular languages to units of the book where they may need focused pronunciation practice. And the book has a comprehensive answer key.

When used by a teacher with either individuals or a class, *English Pronunciation in Use* is a book to be judiciously clipped into. At the end of the day, the quality of the final dish lies in the hand of the chef's culinary skills and the raw ingredients. Successful teaching, especially the teaching of pronunciation, depends on how well the teacher combines the ingredients and cooks the food.

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Puzzle Time For Starters

by Jon Marks
Delta Publishing 2003
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Puzzle Time For Movers

by Jon Marks
Delta Publishing 2004
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Both these books follow the syllabus of the Cambridge Young Learners tests and contain 37 photocopiable puzzles. *Starters* is for use with beginners aged 7-10 and *Movers* for learners between 9 and 11 who have already completed around 100 hours of learning English.

The beginners' material includes a variety of activities on the alphabet, adjectives, animals, classroom instructions, food, clothes, basic use of the present continuous tense and verbs *be* and *have*. Some of these activities will already be familiar to English teachers, games such as bingo, jumbled sentences/words, dot-to-dot pictures, colouring, how many can you see or family tree. In addition, however, there are also plenty of new and interesting activities that both teachers and children

will enjoy doing. In *Starters* I particularly liked the following:

- 'Walking dictation' involves all the senses and turns a relatively boring and sometimes frustrating activity into a lot of fun; here it is not writing that is important, but teamwork, competition and movement.
- In 'Making a new robot', labelling parts of the body is no longer a routine exercise since the children first have to spend some time deciding which part of a robot's metal body is an arm, shoulder or elbow – not an easy task sometimes; this creates discussion and interest.
- The activity entitled 'Mirror writing' (how to decipher Leonardo da Vinci's scripts!) definitely gets both brain hemispheres working hard and makes writing fun.
- 'Find the word' is excellent for visual-type learners and fun for all the others.

The material for more advanced students (*Movers*) includes activities on numbers, fruit, comparatives and superlatives, days of the week, questions forms and question words and the past tense. Here are two activities I found interesting:

- 'Chinese whispers race' is a new way to practise and/or review vocabulary.
- 'Disappearing elephant' is an adaptation of the ever-popular game *Hangman*.

All in all, these are two very useful resource books for teachers, to my mind *Starters* being rather more fun than *Movers*. I found the illustrations very humorous (Jon Marks draws the *Langwisch School* cartoon in ETP) and think that they will appeal to young learners. They make even less exciting exercises look like fun.

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