
collaborate with communities to house health clinics, offer English language classes for parents, provide after-school programs, and serve as employment centers, parents and children will “think of the school as a welcoming and safe place that is integral to a healthy community” (239). She encourages College Bridge programs to continue to build effective partnerships between high schools and universities that allow students to earn college credit, in turn reducing their college tuition. And she deftly argues for reasonable pathways for attaining citizenship that “leads not only to personal fulfillment but also to the development of healthier, more-sustainable communities and is a more representative model of democracy” (240).

Who can benefit from this collection? Educators, school administrators, Education students, community activists, city planners, and—probably most critical in this political climate—current policy makers intent on reversing progress for Latinos and immigrants, moving us *all* backward instead of forward.

Dee L. Eldredge and Liesder Mayea Rodríguez. ***Introduction to Spanish/English Linguistics.*** Bloomington, IN: Xlibris, 2015. 403p.

CHARLES S. LEE
NEW MEXICO STATE UNIVERSITY, CARLSBAD

The fourteen chapters of Eldredge and Mayea’s comparative linguistic study of Spanish and English can be divided into three parts: chapters 1 and 2 introduce the importance of linguistics and explain linguistic terms. The main body (chapters 3-9) begins with three chapters of syntax, reviewing sentence structure: NPs, VPs, PPs and CPs, and concludes with morphology. The remaining five chapters (Spelling, Dialectology, Philology, Other Spanish language rules, and Usage of linguistics in the classroom) serve as practical references rather than linguistics.

It seems the authors have a different view on *Mood*. They present 5 moods in Spanish, including *interrogative* and *emphatic*. *Mood* is a how the speaker expresses him/herself through variations of the verb. I was left wondering how *interrogative* and *emphatic* can be explained since no verbal variation takes place. Syntax features a very interesting, well-developed topic: count and mass [non-count] nouns, showing that Spanish learners experience difficulty since English and Spanish view things differently. For example, *equipaje* (baggage) is a count noun, but not in English.

After explaining verbs and verb phrases (VPs) in Chapter 4, twenty-eight verbs are arrayed in alphabetical order. Each is analyzed with its required complements [semantic roles]. These materials are crucial for Spanish

students: the comparison between preterit and imperfect, the usage of gerund in both languages, and the proper use of the infinitive phrase (IP). The last chapter of syntax deals with prepositions, modifiers and conjunctions.

Lexicon is by far the largest chapter. Its main objective is to help students with verbs that have multiple meanings in both Spanish and English. Their claim is that students do not know how to use words properly. They say dictionaries and textbooks do not provide information as to the syntax of words, so they have made a long list of verbs and prepositions in both languages. The first part of the chapter lists English verbs that have multiple meanings and gives their counterparts in Spanish. The second part lists Spanish verbs that have multiple meanings with their counterparts in English. Each verb is explained thoroughly so that students can use it properly. I think this chapter is unnecessarily long. Unlike their claim, I believe a good dictionary provides adequate syntactic and morphological information.

The location of Chapter 8, a combination of phonetics and phonology, is a bit strange. *Phonetics* and *phonology* are usually placed at the beginning of most linguistic books. Elements of phonetics, such as the manner of articulation and the place of articulation in both languages, are included. One thing I like is the excellent consonantal chart to compare Spanish and English consonants.

Chapter 9, Morphology, studies the form of words and their relationships to other words. The authors examine prefixes of Spanish verbs such as *de-, des- pos, etc.*, then suffixes and middle-fixes [infixes]. They focus more on word formation than on analysis of words. They should have included *derivation, inflection* and *compounding* and other morphological phenomena.

The final chapters offer practical references. Spelling starts with syllabification and provides a list of rules on syllable division and potential spelling problems. Dialectology presents a good summary of Spanish, especially Latin American, dialects. Philology explains how other languages influenced the development of Spanish, and is a very useful resource. I would like to call this chapter “*a history of the Spanish language*” instead of *Philology*. The last two chapters are references. They offer Spanish language rules not mentioned previously and explain how to start a Spanish class and how to incorporate linguistics into the curriculum.

Over all, *Introduction to Spanish/English Linguistics* offers a huge amount of knowledge, but when I opened it, I was overwhelmed. Unfortunately, the table of contents does not have a normal structure. It would be better if the table of contents were more organized; it displays chapters without subtitles or numbering, making it difficult to locate materials. This is a good Spanish grammar reference book, not a Spanish linguistic book.