contrary as a catalyst for its revisionist aims" (Kaplan, 2007: 133), i.e. they function as a tool of revision of Victorian values and embark on issues like femininity, race and empire. In this chapter we are shown how nothing escapes the colonial gaze represented through Ada's muteness, George's illiteracy and the Maori race. The three of them were all infantilised in the view of their Victorian contemporaries, and the author discusses Ada´s femininity and disability in relation to her musical instrument and Kaplan uses Claude Lévi-Strauss's *Structural Anthropology* (1958) and Julia Kristeva's essay "Women's Time" (1979) to explore how it partly works as Ada's language.

This book offers a panoramic view of how the Victorian period still marks its presence in our times and how the interest for the period continues growing, both inside and outside literary circles. It discusses how the influence of the Victorians has taken different shapes in literature and even made its way in the film industry. However, I would have liked to see a clearer distinction between neo-Victorian literature and everything else related to the Victorian period. And I also miss a more profound approach to the revisionist aims in literature behind this subgenre. Although the book focuses on twentieth century literature I would recommend it not only to scholars or students of the neo-Victorian field but also for those dedicated to Victorian literature, as neo-Victorian literature is a dialogue between the past and the present in many aspects.

The Language of Architecture and Civil Engineering by Ana Roldán-Riejos, Joaquín Santiago López and Paloma Úbeda Mansilla. Newcastle-Upon-Tyne: Cambrige Scholars Publishing, 2011. 100 p.

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The book under consideration provides in-depth and relevant information to understand the *language of Architecture and Civil Engineering* in English (henceforth ACE). It is also a very practical book designed to appeal not only to students but also professionals who need to improve their linguistic skills in order to be able to effectively communicate in academic and professional contexts. The book is grounded upon a socio-cognitive dimension of disciplinary communication, which means that ACE members form a *discourse community*, that is, it is a group that has shared set of communicative purposes, and uses communication to achieve certain goals. ACE speakers and writers create and shape their own discursive norms and thus create a *genre* as defined by Swales (1990:46).

Apart from the chapters themselves, the book includes a foreword by a recognized expert on metaphor in the academic environment, Jeanette Littlemore and a preface written by a Spanish architect, Alberto Campo Baeza. It also has an up-dated bibliography on publications related to the language of architecture, civil engineering, cognitive linguistics and genre analysis. The bio-data of the authors -Ana Mª Roldán Riejos, Joaquín Santiago López and Paloma Úbeda Mansilla from the Technical University of Madrid- is also included. They are recognized experts in the linguistics of

architecture and building construction, and in managing courses in English for Academic and Professional Communication for native and non-native students.

The book is divided into six chapters briefly described below:

Chapter 1 describes the main types of architecture and civil engineering genres and their texts, describing the prototypical sections they may contain. Special attention is paid to two moves of these genres, the abstract and the report. The analysis is also applied to the rhetorical functions and communicative intentions of ACE texts (descriptive, narrative, instructive, expository and argumentative), focusing on the most frequent text-type markers of the function and on the text types in which they are used. The authors summarize the ACE characteristic style, particularly the use of text and visual information such as graphs.

Chapter 2 addresses the expression of meaning, on how it is developed and can be expressed in scientific-technical texts. The authors understand technical communication in terms of the contextual relations established between the linguistic and extra-linguistic components of discourse, such as the audience, the speaker/writer relationship, the genres used and the different disciplines, which may affect meaning interpretation. The textual, generic and social links which characterize every discipline are deemed essential for technical communication.

Chapter 3 copes with the most frequent genres and types of texts which are characteristic of ACE communication. This chapter offers a repertoire of the most widespread ACE genres: writing formal e-mails, summaries and abstracts , case studies, experimental research reports (Hyland 2004). All these documents follow specific guidelines and a rhetorical structure with few variations. Authors identify typical errors and give advice, tips, examples and templates on how and when to use the genre. The chapter also provides learners with pedagogical orientation when writing prototypical texts belonging to this academic genre. .

Chapter 4 deals with the use of electronic corpora and illustrates the application of corpus linguistics to the analysis of architecture and engineering texts. Addressing students, the volume explains how they can collect a discipline-specific linguistic corpus as a key resource for the learning of specific vocabulary. The authors also offer advice on the compilation of electronic corpora as well as on the use of software applications for their analysis.

Chapter 5 presents a comprehensive view of the cognitive and strategic reasons which are behind communicative strategies used in ACE texts such as the communicative impact of disciplinary discourse related to the preference for the thematic progression of the text (one of the most original contributions of the book as regards English for Specific Purposes); the frequent use of hedging and the extensive use of the passive voice.

Lastly, metaphors and metonymies are analyzed in different ACE texts in Chapter 6. The conceptual and linguistic metaphor framework is used to explain how figurative language works in these ACE texts. This chapter is also one of the main assets of the book. The authors are aware in the conclusions that "In the technical fields, very frequently concepts are transferred across different experiential domains so that abstract

ideas are brought to a more down-to-the ground level. Engineers and architects think of problems that affect structures as patients to be treated and they look at themselves as doctors that treat them. This includes examples like *pathology of structures, auscultation of dams, aging in buildings,* etc." (p. 69)

All in all, this is a book that can be enlightening for readers interested in the language of Civil Engineering and Architecture. Moreover, this monograph convincingly creates a new genre: the fusion of both languages into one, LACE (*Language of Architecture and Civil Engineering*) as points of contact between the two have been found. It also shows many real examples and practical exercises that engage the reader's participation. It also contains an updated bibliography that offers a wide perspective on this subject matter. It is written in a rigorous and at the same time accessible style, so readers will surely profit from its content.Another particular strength of this study is its pedagogically-oriented layout, which opens with an overview of the necessary theoretical background and closes with a summing up section which presents the basics of the chapter. A follow-up section is included after each chapter to afford the reader/learner with extra practice, with references to online resources, both professional and academic. Last but not least, the organization, collection and updating of all technical terms needed by students, architects and engineers is very welcome. I have no doubt that the chapters of this book will be equally inspiring and contribute to the advancement of the LACE field in the next few years.

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