

“grammar should not be your primary concern when you speak” (IAE 4). Not addressing grammar more fully is a missed opportunity for a teaching program that has made so many good uses of technology. In comparison with other materials offered, the treatment of grammar falls short by far and due to its superficiality does not meet the needs of students at this level who still need to address some basic elements of grammar, and be introduced to more advanced ones. Not doing so at this time creates the risk that common grammatical mistakes will become fossilized to the degree that will impede communication, or prevent students from performing with a degree of sophistication required of more advanced language speakers. The program asks students to practice informal oral skills—such as online “tertulias” and class discussions, where the nature and informality of these tasks allows for fragmented sentences and, overall, simpler skills. But it also asks students to perform in oral debates and express themselves in writing where a more sophisticated knowledge of grammatical structures would enhance—or even make possible—their production. At a practical level, this reviewer chose to remedy this situation by supplementing the grammar in the program, and “flipping the classroom” by assigning the presentation and mastering of additional grammar skills online to be completed prior to the class and only addressing the questions and doubts brought to the students to class. This allows for dedicating classroom time to oral interaction—something which is best done face-to-face among students with the guidance of the instructor. The authors would be well advised to enhance the grammatical component of the “Supersite” in future editions.

Overall, the “revista” format with its abundance of diverse materials—some humorous, some very serious and formal—offers a wealth of authentic and sound resources that help fill the cultural vacuum of an otherwise sterile language class surrounding. This is a highly recommended program that satisfies practical educational needs and standards. Pedagogically, instructors have the opportunity to address ACTFL’s three modes of communication: interpersonal (with ample conversational activities); interpretative (as students work with visual and written cultural sources); presentational (as they do debates and write compositions). This is a sound program, and one that makes the classroom experienced varied and enjoyable for instructors and students alike. It is highly recommended.

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Bosque, Ignacio, et al., editors. *Palabras en lluvia minuciosa: Veinte visitas a la gramática del español inspiradas por Ángela Di Tullio*. Iberoamericana, 2018. Pp. 371. ISBN 978-8-41692-288-8.

Inspired by, and dedicated to, the lifetime work of Argentine linguist Ángela Di Tullio, *Palabras en lluvia minuciosa* is an exceptional collection of twenty essays on specific aspects of Spanish morphology and syntax from different—albeit complimentary—theoretical perspectives. All authors featured in the book have worked with Di Tullio in different capacities, such as co-authoring papers and/or co-editing books, throughout her career.

The book’s prologue and opening chapter are both devoted to showcasing and praising the influential work of Di Tullio, whose meticulousness and thoroughness embody the purpose of the book itself and the metaphor of its title. The second chapter, Virginia Bertolotti’s “El problema de vosotros’: una curiosidad del español europeo fosilizada en América,” provides a fresh viewpoint on the decline of *vosotros* verb forms in Latin American Spanish during the 18th century and argues that this decline derived from the absence of a shared space with innovative and competing *ustedes* forms in plural addressing and from the lack of actual set boundaries in social proximity and distance among speakers at that time. Julio Borrego Nieto’s “¿Por qué se dejan barba los españoles? Relaciones entre aspecto léxico y cuantificación” and Sylvia Costa and Marisa Malcuori’s “Acerca de las interpretaciones cuantificativas de *mismo*” review issues of quantification embedded in lexical items and phrases in Peninsular and Uruguayan Spanish, respectively, whereas the role and relevance of prepositions and prepositional phrases to syntactic

theory receive detailed and thorough descriptions in the chapters by Ignacio Bosque (“Sintaxis sin concatenación: estructuras preposicionales con sustantivos duplicados”), Ana Bravo (“*Para temporal*”), and Pascual José Masullo (“Predicación y atribución dentro de las frases preposicionales”). Different aspects of Spanish verb morphology, semantics, and history, on the other hand, are well exemplified and theoretically addressed in the essays by Brenda Laca (“Algunas observaciones sobre el subjuntivo y el parámetro de la concordancia temporal”), Rolf Kailuweit (“Verbos de sentimiento con experimentador de objeto en el español, lengua policéntrica”), Jesús Pena (“Alomorfía temática y sufijal en las formaciones deverbales sobre verbos irregulares de origen latino”), and Avel·lina Suñer (“Notas sobre los adjuntos de gerundio en castellano del siglo XIII: origen, estructura interna y cambio gramatical”). Despite differing in theoretical stands and approaches, these four papers form an expertly written and well researched set of essays that will surely be featured in any Spanish verb morphology reading list hereafter.

Other issues in syntactic theory addressed in the book are Olga Fernández-Soriano’s chapter on split interrogatives (“Las interrogativas hendidas no concordantes y la extensión del foco”), Violeta Demonte’s comprehensive paper on noun clauses (“Completivas definidas e indefinidas: los diagnósticos y sus límites”), and Mercedes Pujarte and Andrés Saab’s essay on clitic doubling and A-movement (“Interacciones en el filo oracional medio: doblado de clíticos y movimiento-A”). The origins of the pervasive prescriptivism that characterizes many grammars of Spanish—those written by individual grammarians and those published by the *Academias*—, are brought forth in Adolfo Elizaincín’s article “La polémica naturaleza normativa de las gramáticas.” The volume’s comprehensive nature is expanded with Gabriela Resnik’s paper “Algo más sobre la posición del adjetivo: la gramaticalización de elativos posnominales,” in which the author organizes and describes the gramaticalization process of post-noun adjectives, such as *alto* and *zarpado* in Buenos Aires Spanish, and *salado* and *propio* in Montevideo Spanish. The variation between gerund forms and adjectives as noun modifiers is the focus of Nicole Delbecque’s essay “*Hirviendo, ardiendo y colgando* en alternancia con *hirviente, ardiente y colgante* como modificador nominal,” while María José Rodríguez-Espiñeira’s “Sustantivos con usos argumentativos testimoniales” explores the nature and argumentative use of Spanish nouns *demonstración, evidencia, garantía, indicio, indicador, muestra, prueba, señal, signo, síntoma* and *testimonio*. Finally, two papers stand out in their approach and topics addressed: Laura Kornfeld’s “*Y no va que se nos viene otra vez una época de aguaceros*: sobre la sorpresa codificada en la gramática” and Pablo Zdrojewski’s “La marcación diferencial de objetos inanimados.” While Kornfeld describes the grammaticalization of *no va que* as an expression to emphasize speakers’ surprise in Argentinian and Uruguayan Spanish, Zdrojewski analyzes the variation in differential object marking from a syntactic perspective and concludes that animacy represents an unnecessary condition for object marking in Spanish.

Palabras en lluvia minuciosa undoubtedly belongs in the library of all graduate students and researchers in Hispanic Linguistics, particularly those who specialize in Spanish morphosyntax. The eclectic set of topics, the breadth of approaches, the inclusion of authors from different theoretical inclinations, and the welcome set of new dialectal data featured in most of its essays, render the volume essential in the search for explanations of old and new issues in Spanish grammar. One criticism worth mentioning, however, is with regard to the organization of its twenty chapters, which, for easier identification and readership, could have been structured according to their general categories or related themes (e.g., articles on verb or noun morphology, etc.), linguistic subareas (e.g., papers on syntax vs morphology), or perspectives (e.g., synchronic or diachronic essays), rather than alphabetically by author. Given the purpose of the volume, though, the editors and authors are to be commended for keeping all twenty contributions consistent with the intended detailed nature of the metaphor in the book title and the tribute they pay to Di Tullio and her influential lifetime work.

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