practical examples with the theories that have been discussed in the chapters.

With a vast bibliography of more than 600 references, this book provides many opportunities to the readers to extend their knowledge by studying the texts referenced and to look more deeply at the relevant research examples given by the author. The author has also included tasks with commentaries, a glossary of key terms and a further reading section, making this textbook a useful resource for both students and professionals returning to academic study.

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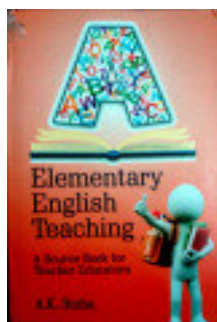
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**Elementary English Teaching: A Source Book for Teacher Educators.** Delhi: Shipra Publications. A. K. Sinha. (2016).

ISBN- 978-81-7541-848-6

Reviewed by: **Praveen Singh**

The book Elementary English Teaching by Anjani Kumar Sinha is a welcome addition to the stock of aids for teachers and teacher-educators. Even though the sub-title clearly states that the book is meant for teacher-educators, I think that teachers teaching the English language can also benefit a great deal from this book. It is a relatively thin book of approximately 210 pages, but it has a lot of valuable insights for both parties. The book is divided into six units which comprise of a total of sixteen chapters. The six units and the chapters comprising those units are:

I) English language in primary school curriculum: Chapters 1-6

II) Language skills: Chapter 7

III) Language skills: Reading and writing: Chapters 8-10

IV) Lesson planning and material development: Chapters 11-14

V) Assessment and evaluation: Chapter 15

VI) Practicum: Chapter 16

Unit I, true to its title introduces the problem of language acquisition and how in many ways learning and teaching of language is different from other subjects. According to the author English language plays an important role considering the extremely diverse nature of India and the importance of teaching English at the primary school level in India is emphasized and argued for. The author then introduces the reader to the significant ideas in the field of language and language teaching such as innateness hypothesis, second language, critical period hypothesis, characteristics of a language, etc. All these concepts are discussed and explained very lucidly and anyone seeking an elementary understanding of these notions is bound to like the book for its wide coverage. Experiments conducted on higher primates such as Chimpanzees are then used to detail out the complexity and uniqueness of human language. Unit I also includes a discussion on issues such as bilingualism, steps of language learning and different modes of reading, among others.

In Unit II, the author discusses the issues related to speaking and listening, and the factors affecting them in general to begin with, for example, the time lag between listening and

speaking is used to emphasize upon the importance of listening in language acquisition, this eventually then leads to describing the issues involved in speaking and listening in English. The text also offers drills to help the teacher-educators demonstrate how a sound contrast can be elicited by getting the participants (i.e. teachers) to speak some of the phrases/sentences. For instance, the participants can be made to say things like "he hid his head", "these shoes fit my feet" (p. 51). Finally, the author includes a discussion on the concept of "stress", "intonation", (voice) "modulation", etc., in English.

In Unit III, the author explores the skills of reading and writing. The unit also includes a chapter (Chapter 10) on "Teaching Grammar". The authors talk about the different approaches to reading, how to improve reading speed and reading strategies, and much more. Then she goes on to explain the steps involved in writing such as punctuation, spelling, etc. The chapter has much to offer on matters of paragraph writing and creative writing, and should be of tremendous help to teachers and teacher-educators.

Chapter 10, which is on teaching grammar, is the longest of all 16 chapters. About forty pages are dedicated to the teaching of English grammar. It is written by an experienced person who knows the field and therefore knows what will interest the audience/reader. This comprehensive chapter covers all the major topics in English grammar such as different types of sentences, clauses, agreement rules, tenses, different parts of speech, etc.

In Chapters 11 to 14, which make up Unit IV of the book, the author discusses lesson planning and material development. Chapter 11 specifically deals with lesson planning, starting from the micro level and leading up to the presentation of a planned lesson in front of the class. It enumerates and highlights the important components of a good plan and makes for a

good introduction on how a teacher should plan and present a lesson in order to achieve the set objectives. Chapters 12 and 13 offer a whole canvas of "Approaches to the Teaching of English" and "Methods of Teaching English and Developing Skills", in very few pages. This shows that the author has been meticulous in his attempts to present various approaches and methods that have been proposed in the last century. Chapter 14 is highly insightful and enriching for those who are interested in "Developing Materials Aids for Language Teaching". The author explores how songs and choral readings can be used as material in classrooms. She also looks at how teachers can use cartoons, puppets, flash cards, pictures, etc., to engage with learners in the classroom and make English language learning fun. Hence through these chapters, the author explores how ICT, CALL and MALL, multimedia, etc., can be put to great use in classrooms as aids for teaching.

Unit V has just one chapter on "Assessment and Evaluation". However, this chapter is very comprehensive, and discusses everything, right from assessment tests to diagnostic tests. Not only does it discuss the difference between errors and other phenomena that might be called phases in interlanguage, but it also talks about comprehensive and continuous education (CCE), and even suggests "remedial measures".

The last chapter and unit is titled "Practicum". It has about four lesson plans that serve as models on which teachers can build their own lesson plans. These lesson plans are largely for primary school students. The author has also shown how word games can be part of classroom learning.

Having talked about some of the contents of the book, I would like to add that the book is rich in content and scope. It serves as a good introductory text for those who would like to specialize in the field of language teaching as it

serves as a plank to take up other more specialized texts in the field. I would highly recommend this book for teachers and teacher educators.
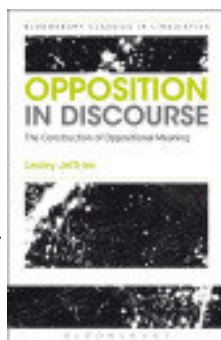
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**Opposition in Discourse: The Construction of Oppositional Meaning.**
London: Bloomsbury (147).
Lesley Jeffries. (2014).
ISBN: 978-1-8470-65124 (hardback)

Reviewed by: **Saumya Sharma**

Lesley Jeffries looks at a hitherto under-researched but over-used phenomenon, namely, the creation of opposites in language. Unlike works that begin with a theoretical exposition, Jeffries begins with a few examples from different genres, setting the tone and thematic concern of the book. The first example, taken from the British political elections, draws on the opposition between being British and being Black. Jeffries states that opposites are manufactured in a discourse with an ideological agenda while the subsequent example from poetry emphasizes that opposites are often used by poets as a structural device.

The first chapter provides a historical overview of opposition from the time of Aristotle, and its relevance in mathematics and child language acquisition. The author emphasizes on how opposition is fundamental to thought, to the extent that people think and talk of the world around them in terms of opposites-a weak version of the Whorf- Sapir Hypothesis. The chapter also includes a detailed discussion on the types of opposites (binaries, complementaries, gradable antonyms, etc.).The author explains that complementaries (such as husband-wife) are mutually exclusive terms that divide and explain the concrete world and are used in news reporting; reverses are words that are the opposite of each other (tie- untie); gradable antonyms are a group of words on a scale such as 'boiling hot' to 'freezing' and are quite commonly employed in texts. The basic point is that a pair of opposites mostly share the same attributes, with a difference in just one trait or characteristic. Thus there is a thin line dividing them, for instance, genius and madness or button and unbutton. However, the creation of some common opposites does not affect other terms in the spectrum, for example, male-female are treated as a complete case of antonymy, even though they co-exist with the term hermaphrodite, that has its own sociopolitical history. The description and discussion of the types of opposites is a valuable contribution, however their relevance to language teaching does not form a part of the book, a point that will be dealt with later.

Before proceeding to the analysis of opposition in different texts, Jeffries elaborates on the lexical and syntactic triggers in language. A considerable portion of the work is dedicated to the use of negation or negative markers such as "not", which highlight complementary antonyms in a text. These triggers can also be linked to schema theory and how children acquire and use opposites such as "good" and "bad" to understand their environment. The use of comparatives (less than, more than) and coordinating conjunctions (and, but, or) indicate opposites just as juxtaposition of dissimilar words. For instance, "human" and "aloof" (2014, p. 37) are used to contrast politicians who mingle with the public versus those who maintain their distance. The lexical triggers include explicit mention of verbs of change such as "transform", "change" and "alter", or the differentiation of