The author is active as a researcher and teacher of psycholinguistics, language acquisition, phonetics and phonology at Victoria University of Wellington, New Zealand.

This introductory book of psycholinguistics aims to guide the student with only a basic knowledge in linguistics. The book will be useful for the advanced reader as well.

The structure of the book follows a logical order, which is easy for the reader to follow. It consists of 13 chapters of about 15 pages each. Thus the chapters are short and they are not overwhelming to the student who is new to the subject. Each chapter starts by presenting key terms and a preview of the contents of the chapter, and it ends with a summary, exercises and commented suggestions for further reading.

The areas covered are the common ones for psycholinguistics: the production and perception of spoken and written language, and the structure of the language system. The chapter headings are: Planning utterances, Finding words, Building words, Monitoring and repair, The use of gesture, Perception of language, Spoken word recognition, Visual word recognition, Syntactic sentence processing, Interpreting sentences, Making connections, and Architecture of the language processing system. The book is novel in having a chapter on the use of gesture. The contents of the chapters are integrated and there are references forward and back to other chapters.

The book has a declared bias towards the production and comprehension of spoken language. Nevertheless prosody is not always covered in the description of phonetics and phonology. This might however be a reflection of the state of the art rather than the preferences of the author, who is specialized in the relation between intonation and sentence comprehension.

The author writes that the book is aimed at students of linguistics without any prior familiarity of psychology, as an introduction to psycholinguistics. It is also described as being a possible introduction for students of psychology with an interest in language processing, since explanations for key linguistic concepts are provided. This is, however, a claim which seems somewhat too strong, as there are several examples of specialized theoretical phenomena that are just mentioned very briefly, such as syntactic trees or spectrograms.

The book is also excellent as a review text for the student of linguistics who might need a repetition of various concepts or distinctions. Throughout the book the author discusses many different aspects of language and transmits to the reader the impression that all aspects of linguistics are relevant in psycholinguistics and that psycholinguistics is not a separate branch of linguistics but intimately intertwined with basic linguistic issues such as syntactic parsing, lexical ambiguity, phonetic

variation or the functions of gesture.

Examples and exercises will make the student think about what knowledge language users might have in their heads, and how this knowledge relates to the structures and rules proposed by theoretical linguistics.

The author points out that there are areas of psycholinguistics in which informal observation and relatively simple experimental techniques can be employed. Psycholinguistics does not have to do only with highly technological experiments but can make significant scientific progress to knowledge of language with basic methods such as e.g. acceptability tests for grammatical constructions or systematic observation of slips of the tongue.

The typographical disposition of the book is very clear. Sidebars with blue shading introduce technical terms, while sidebars with grey shading provide additional background information. There are also web resources, clearly marked with symbols in the margins of the book, such as sound files, video files, images, demonstrations of experiments and solutions to problems.

The demonstrations of experiments are well-designed and should be eye openers to the student, but the demonstrations need to be guided and explained by the teacher, otherwise the student might miss the point. The demonstrations should also be supplemented with lab sessions where the student can get hands-on experience in designing and performing experiments, for example with the programs PsyScope or E-Prime. This will reinforce the student's grasp of the theoretical concepts.

For the student (or even the teacher) who is not a native speaker of English there can, as always, be difficulties with understanding the finer details of some examples. The teacher needs to be equipped with native language examples, which illustrate the same phenomena as the examples in English.

Conclusion: I really enjoyed reading the book and I will definitely use it the next time I teach an introductory course in psycholinguistics.

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