

ENJOYING ENGLISH, by Adelaida Paterno and Maximo Ramos. Quezon City: R. P. Garcia Publishing Co., 1966.

Reviewed by INOCENCIA M. TUDTUD, Bureau of Public Schools

Enjoying English, a textbook for the Third Year Secondary English course, is written by two well-known teachers of English in our Philippine schools.

It is a book that develops the skills of communication, not by providing information about forms but by providing adequate and carefully planned practice exercises for every subject matter under consideration. True-to-life and meaningful interesting communication situations built around "cover" titles are used to prevent contexts from changing constantly from one sentence to the next as is common in most practice sentences in several textbooks.

The lessons proceed from listening to speaking, reading and writing, with each succeeding activity reinforcing the previous ones. Attempts are made to impress upon the student the fact that clear and effective communication can come only with the mastery of each of the language aspects. The material is sequenced to make the student feel a sense of achievement with each succeeding lessons.

The authors have attempted to provide linguistic content that makes the student realize that contrasts between the native language and English are probable areas of difficulty in his learning the new language.

The book has been so arranged that a first chapter gives an overview of the subject matter under study. The lessons that follow give full treatment of the different phases of the subject. The arrangement of the lessons on Reported Speech is a case in point. The first lesson gives the overview, followed by lessons on the different types of reported speech – imperatives, statements, questions, suggestions, mixed types, etc. The difficulties are so programmed that the student is not overwhelmed by meeting several difficulties all at once.

The listening-speaking and reading selections have been carefully chosen not only to illustrate the structural pattern being studied but for their literary content as well. Some have been rewritten to accommodate to the structure being studied, but done so without doing damage to the style of the author.

Self-testing exercises are found at the end of each chapter for the student to assess how much he has learned of the subject matter. The test items are so phrased that the students practice the structure by producing language, not repeating or imitating a form provided by someone else.

A reader feels overwhelmed by the length and density of the pronunciation lessons. One can imagine the oral productions demanded of the student if the teacher adheres closely to the lessons. But maybe Filipinos need the lessons; or do they?

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