

BOOK REVIEWS

Linda Ann Kunz and Robert R. Viscount, *Write Me a Ream*.
Teachers College Press, Columbia University. 1973

62 pp. paperback

A book of controlled composition for adult education and Job Training students based on the writing of successive controlled steps originated by Gerald Dykstra and first introduced in the *Ananse Tales* by Dykstra, Port, and Port.

Although this book lists only twenty-six consecutive steps, each selection includes at least two and often up to seven different related changes, with often just one change for each, rather than one change repeated several times. Advanced students might be able to handle these numerous changes, but they could be confusing to beginning or untrained students. There are at least four selections for each step among the sixty

provided, some of which give a sample sentence for students to follow. It would be helpful to the student if each selection had examples, as some confusion might result from only directions. The teacher's handbook is excellent as it gives the rationale for the program and a step by step explanation for each exercise.

Teachers College Press has just announced additional publications of this nature in a series for grades 1 through 12. Hopefully these will move more slowly through the program and thus provide additional material at each step for students who may need the practice that the *Ananse Tales* and *Write Me a Ream* fail to provide.

Morton J. Gordon, *Speech Improvement, A Practical Guide for Native and Non-native Speakers of English*. Prentice-Hall, Inc. 1974. Price: \$10.95

An excellent reference book for ESL teachers with clear explanations and numerous examples and exercises for all the speech sounds of English. It provides all the necessary material for class or individual work on speech improvement, using minimal pairs in initial, medial and final position. Sentences and exercises for utilizing these sounds for discrimination and production are provided. Suggestions are also given for helping students who are using native replacements for the different English sounds. Diagnostic procedures are explained and

suggestions given for individualizing students' work. Both sentences for articulation testing and evaluation forms are provided.

This book, with its complete index, should prove invaluable to teachers who have had little or no phonetic training in English, but I would recommend it only for advanced, adult ESL students or beginning college level native speakers. If tapes were provided these students could work with a minimum of teacher guidance.

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