ACTIVITY SEQUENCING IN FOREIGN LANGUAGE TEACHING: PSYCHOLOGICAL AND PEDAGOGIC CONSIDERATIONS IN LATE 19TH CENTURY AND 21ST CENTURY MATERIALS.

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ABSTRACT. *In foreign language teaching research, activity sequencing represents a nearly theoretically and empirically neglected element. This study reports a comparative diachronic analysis of activity sequencing exemplified in two case-studies. Our aim is to uncover the related differences between past and present implementations from pedagogic and psychological perspectives. To accomplish this aim, we drew on* Ollendorff's New Method of Learning to Read, Write, and Speak the Spanish Language *(1895) and on a 2005 textbook. Ollendorff's work embodies one of the first modern attempts to facilitate the study of foreign language grammars. This has not prevented stern attacks to his coursebooks due to his contemporary classification as a representative name within the Grammar-Translation Method. Regarding our procedure, a middle unit of each textbook was examined by means of the Presentation-Practice-Production sequencing teaching model, which constituted our analytical tool. A description of this model from a cognitive viewpoint (Anderson 2000) was also included. The pair of units was examined at both pedagogic and psychological levels. Results indicate: a) a higher sophisticated degree of the current materials concerning the two levels of analysis; b) the value of activity sequencing examination in diachronic studies to critically evaluate present-day negative views of older methods.*

KEYWORDS: *activity sequencing; coursebook/textbook; Grammar-Translation Method; Ollendorff; Presentation-Practice-Production sequencing model; diachronic analysis; declarative knowledge; procedural knowledge.*

RESUMEN. *En la investigación de enseñanza de lenguas extranjeras, la secuencia de actividades constituye un elemento prácticamente olvidado teórica y empíricamente. Este trabajo presenta un análisis diacrónico comparativo de la secuenciación de actividades ejemplificada en dos estudios de casos. Nuestro objetivo es desentrañar las diferencias entre implantaciones pasadas y presentes desde perspectivas pedagógicas y psicológicas. Para ello utilizamos* Ollendorff's New Method of Learning to Read, Write, and Speak the Spanish Language *(1895) y un libro de texto de 2005. La contribución de Ollendorff encarna uno de los primeros intentos modernos para facilitar el estudio de gramáticas de lenguas extranjeras. Este hecho no ha logrado impedir serias críticas a sus manuales debido a la clasificación contemporánea de Ollendorff como un nombre representativo del método gramática-traducción. En cuanto a nuestro procedimiento, examinamos una unidad intermedia en cada libro a través del modelo didáctico de secuenciación Presentación-Práctica-Producción. Se incluyó una descripción de dicho modelo desde un ángulo cognitivo (Anderson 2000). Ambas unidades fueron examinadas tanto a nivel pedagógico como psicológico. Los resultados indican: a) mayor sofisticación del material actual en ambos niveles de análisis; b) el valor de la exploración de la secuencia de actividades en estudios diacrónicos con el fin de evaluar críticamente opiniones negativas modernas respecto a métodos más antiguos.*

PALABRAS CLAVE: *secuencia de actividades; manual/libro de texto; método gramática-traducción; Ollendorff; modelo de secuenciación Presentación-Práctica-Producción; análisis diacrónico; conocimiento declarativo; conocimiento procedimental.*

1. INTRODUCTION

In foreign language teaching, variety in classroom procedures is claimed to be a fundamental booster of students' motivation (Tomlinson (1998; 2003); Dörnyei (2001); Harmer (2001); Sánchez (2001)).

One potential tool to create variety is *activity sequencing* or the ordering of activities within a unit in a language teaching *coursebook*. Surprisingly, it is an almost neglected aspect in foreign language teaching research at both theoretical and -especially- empirical levels.

In the present paper I will report a diachronic-comparative analysis of this feature in two teaching materials. I firmly believe that a critical historical study is vital in any field of Applied Linguistics, above all in foreign language teaching methodology. In so doing, we will better understand past practices and criticise both the current methodological options and attitudes towards the old ones.

The general objective of this paper is, then, to discover up to what point *activity sequencing* in pedagogic and psychological terms has changed from *Ollendorff*'s times to the present day. In the second half of the 19th century, *Ollendorff*'s *coursebooks* achieved immense success. However, his work suffers present disapproval due to his alleged ascription to the *Grammar-Translation Method* by contemporary authors.

In order to accomplish my previous aim, two tasks will be undertaken:

a) Uncovering the *activity sequencing* and psychological structure supplied in a unit of two foreign language *coursebooks* (Spanish and English respectively): Velázquez, M. and T. Simonée. (1895). *Ollendorff's New Method of Learning to Read, Write, and Speak the Spanish Language.* New York: D. Appleton and Company[1]; and Oxenden, C., C. Latham-Koenig, and P. Seligson. (2005). *New English File Pre-Intermediate. Student's Book.* Oxford: O.U.P.

b) Performing a *diachronic-analytical comparison* of the sequencing patterns uncovered to verify *Ollendorff*'s influence (if any) on present *textbooks* by way of illustration with these two case-studies.

2. PROCEDURE

2.1. *General considerations of both materials*[2].

Two observations should be highlighted prior to the description of the materials:

Firstly, it should be noted that the fact of analysing a single unit in each *textbook* was driven by word-limit considerations. Secondly, the two units analysed were approximately located in the middle of the *textbooks* to better ensure a representative indication of the global methodology of each material. This remark being made, the two units were randomly selected. Unit forty-three out of the global eighty-six was studied in *Ollendorff*'s case and unit number eighteen was examined out of the overall forty-two in *New English File Pre-Intermediate.*

2.1.1. Ollendorff's material.

Ollendorff's method became enormously popular both in Europe and in the United States, covering the foreign language teaching market for almost half a century until the specialist language schools like Berlitz appeared in the 1880s and 1890s (Howatt (2004: 159)).

Interestingly, *Ollendorff* has been labelled as one of the most characteristic names of the Grammar-Translation Method (see Richards and Rodgers (2001), for instance). Many contemporary authors, implicitly or explicitly, do not hold the *Grammar-Translation Method* in great esteem (Titone (1968), Richards and Rodgers themselves (2001)). This is due to the nature of this method, focused on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts and written exercises.

The only exceptions who openly separate Ollendorff from the traditional Grammar-Translation trend are Sánchez (1997) and Howatt (2004). The latter specifically highlights

that "The really bad grammar-translation coursebooks were not those written by well-known names such as Ahn and Ollendorff" (Howatt 2004: 156).

Ollendorff's materials were driven by the gradation from simple to complex so as to make the grammar accessible enough for the learners. Moreover, he placed extraordinary emphasis on oral practice. In this respect the presentation of the input was accomplished through the question-and-answer technique. This constitutes the 'interaction principle' whereby *"maestro y alumno no pierden el tiempo: el uno lee la lección, el otro sigue con las respuestas; uno corrige, el otro responde. Ambos hablan sin cesar"* (Sánchez 1997: 102). Ultimately this meant that the exercises were presented in the students' L1 but were to be orally uttered in the L2 (inverse translation). This principle was to be adopted by the structuralists in the Audio-Lingual Method, in the second half of the 20th century.

Ollendorff's supporters shaped his method, the final version of which consisted of the following steps (Sánchez 1997: 105): 1. Grammar rules followed by illustrative examples; 2. Vocabulary list, sometimes organized in thematic areas, which amplified the illustration of grammar rules; 3. Topics of direct and inverse translation so that the vocabulary was used again in an attempt to practise the initial grammar rules. This, with the exception of direct translation, is the lesson structure model found in Velázquez and Simoné's *textbook*.

2.1.2. New English File Pre-Intermediate material.

I decided to opt for the *coursebook New English File Pre-Intermediate* for several reasons:

The first one was due to its recentness of publication (2005), which allocates it within the 'weak version' of the Communicative Approach (Howatt 1984: 279). Secondly, this *coursebook* places great emphasis on listening and speaking, thus closely resembling Ollendorff's material. It is divided into nine units (or files) with five subunits each except for the last one, which has only two. The overall number of working units amounts, then, to forty-two. Writing has a minimum weight, being introduced only once in each whole file. Thirdly, as there existed a sole book for each foreign language taught in Ollendorff's materials, I selected the specific level of pre-intermediate. In my judgement, it most accurately resembled the overall level of the 1895 *textbook*. I wanted to take 'level' as a control variable so as to exclude related divergences in the results as much as possible.

2.2. *Methodological instrument of analysis: P-P-P and cognitive language learning theory.*

The most traditional foreign language teaching sequencing is the so called *P-P-P model:* Presentation (P1) – Practice (P2) – Production (P3). It correlates with the psychological sequence of processes that leads to the acquisition of cognitive skills (to which language learning is claimed to belong). This is described by Anderson (2000) in his "Theory of Production Systems". The reason for adopting this psychological framework is due to its wide acceptance and utilization in Second Language Acquisition Research (O'Malley et al (1987); Johnson (1996); DeKeyser (1998, 2007)).

In the above theory, *declarative knowledge* (knowing 'what' or 'about') becomes automatized and is transformed into *procedural knowledge* (knowing 'how') through the three different successive stages 'cognitive elaboration', 'associative' and 'autonomous'. This is schematically represented as *DECPRO*. As accounted in Johnson (1996: 103-104), P1 would mostly correspond to the declarativization process whilst P2 and P3 would reflect proceduralization.

3. RESULTS

3.1. *Ollendorff's results.*

3.1.1. Overview of the unit selected: sections, topic and learning content, typology of activities.

Lesson forty-three presents the same scheme followed in all the units in this work. Accordingly, it is divided into three neat parts spread over seven pages.

The first section contains a nine-sentence rule in the students' L1 (English). The rule is clearly explained and not excessively long. It was supposed to be read aloud by the teacher if within a class situation or by the student him or herself in case of private study. The topic of this rule is devoted to the passive voice.

The three-page second part comprises a bilingual vocabulary list (the column on the left in the L1 and the one on the right in the L2 (Spanish)). The textbook writers include a list of adjectives which will be used to further illustrate the rule. For this purpose, the adjectives are connected by their belonging to a common semantic field in which they depict opposite values: human positive and negative qualities. The vocabulary is shown both isolated and in sentences which constitute illustrative examples of the rule.

Once the lexicon is memorized, both grammar and vocabulary are later reinforced in the exercises part by means of the oral translation of sentences similar to the ones above into the L2; for example:

> Is our friend loved by his masters? - He is loved and praised by them, because he is studious and good; but his brother is despised by his, because he is naughty and idle.
> (lines 14-17 of Ollendorff's 'Exercises' section in the Appendix).

3.1.2. Analytical description of the sequencing pattern: pedagogic and psychological considerations.

In terms of the PPP model, the outline of *Ollendorff*'s unit is clearly P1-P2, with an unquestionable lack of the final P or Production. The rule and the vocabulary bilingual list parts encapsulate the Presentation stage in a deductive mode, as can be seen from the previous analytical description. The final oral inverse translation represents the second phase or Practice (P2).

The fact that the final P is missing directly accounts for the cognitive structure that underlies the lesson: *dec* (in small letters). The absence of *DECPRO* is related to two intertwined reasons.

In the first place, the questions and answers employed constitute prototypical examples of mechanical drills. These are very similar in linguistic and pedagogic terms to the future ones employed in the Audio-Lingual materials. In both methods it was considered that once something was explained and drilled it would automatically shift from the classroom to the outside world (Johnson 1996: 171). However, with mechanical drills transfer is impossible as no connection is established between form and meaning. Immediately related to this lies the second reason: declarative knowledge needs to be proceduralized so that automatization can start to take place (DeKeyser 1998: 59). For that purpose, mechanical drills are not desirable due to their lack of form-meaning relationships, as this does not allow the internalisation of declarative knowledge in long-term memory.

3.2. *New English File Pre-Intermediate's results.*

3.2.1. Overview of the unit selected: sections, topic and learning content, typology of activities.

Unit number eighteen, which corresponds to subfile 4C, is distributed in two pages as are the rest of the files in the *textbook*.

The learning focus consists of the following: comparatives in grammar; time expressions ('spend time', 'waste time', etc.) in vocabulary, and sentence stress in pronunciation. Reading and listening for meaning together with speaking are also practised.

There are four sections in this subfile, following this order: Grammar, Pronunciation, Reading and Vocabulary, Listening and Speaking.

In the Grammar section, integrated by four exercises, comparatives are presented. The first activity directs the learners to the introduction of the reading text, which contains several instances of comparatives. Students are required to answer a content question, as well as in the second activity. In the third exercise learners complete two sentences with 'as' or 'than' and they finally check the comparative rules in the grammar area at the end of the *textbook* and do the corresponding controlled practice (two rephrasing activities).

The Pronunciation section simply consists of listening and repeating some sentences so as to copy the rhythm.

The Reading and Vocabulary part entails three activities. The first two exploit reading for meaning with pair-work. The final activity asks learners to guess the meaning of the highlighted expressions in the text, which are those ones targeted in the unit.

In the Listening and Speaking section, students must firstly look at a questionnaire related to habits and time management, linguistically expressed by means of the comparatives and time expressions studied before. The first two exercises require students to listen and to answer questions about certain people's answers to the questionnaire. In the final activity, learners themselves interview each other using the questionnaire.

3.2.2. Analytical description of the sequencing pattern: pedagogic and psychological considerations.

The global pedagogical sequencing structure of file 4C is P1-P2-P3. However, it is not plainly linear as there exist several intermediate stages which present the structure P1-P2. This is due to the different linguistic objectives of this lesson, each of which offers an individual arrangement.

The Grammar section reflects a mixture of inductive and deductive modes of presentation (P1) of the structural content. The reading introduction text acts both as reading practice (P2) and as the vehicle whereby the grammar points are firstly introduced. Deductive mode follows this contextualized presentation through metalinguistic rules and reinforcing rephrasing exercises. These represent controlled practice (P2).

The Pronunciation part constitutes a separate area which offers P1-P2-P3. After the metalinguistic rule (P1), the repetitive exercises are supposedly enough to master them owing to the very discrete-item-nature of their language focus (see below).

The Reading and Vocabulary section encapsulates P1 and P2. From a lexical point of view, the written extract that follows the reading introduction employed in the Grammar part plays the role of inductive and contextualized presentation for lexis (P1). This was previously the case with the comparatives, which are introduced a third time (P1) after the first two types of presentation in the initial section. From the point of view of skill development, it could be considered as practice (P2).

Finally, the activity arrangement in the Listening and Speaking area is P1-P2-P3. The aural text performs a double function. An inductive and contextualized presentation (P1) can be appreciated -fourth time for comparatives and second time for the vocabulary objectives. Further, and similarly to the preceding part, the extract could be considered to embody practice (P2) of the listening skill as such.

The Speaking part, which consists of the freest activity of the whole lesson, represents a perfect example of such a type of exercise at a pre-intermediate level. It demands the production of all the linguistic elements in the lesson (P3) in questions such as: "Do you have more or less free time than a year ago? Why? What don't you have enough time for?".

Regarding the general cognitive structure, *DECPRO* underlies this lesson with certain observations.

The Grammar section entails the psychological sequencing *DECpro.* The initial inductive and deductive presentation of rules (P1) supplies the declarative knowledge (*dec*) which is later itself proceduralized through the controlled practice (P2). Contrary to *Ollendorff*'s exercises, the rephrasing activities do not imply a repetitive mental operation but restructuring of the declarative knowledge, which allows for its proceduralization (*DEC*). The reading practice (P2) conveys the closing *pro* in this section. The *pro* phase means both reading practice and that definitive proceduralization of the linguistic elements is still absent.

In the same way as in the pedagogic part, the Pronunciation component presents its own full psychological sequencing: *DECPRO.* The mechanical drill (P2-P3), which involves simple repetition, is allegedly enough to reach automatization of the phonological features due to their discrete and non-meaning nature (DeKeyser 1998: 53).

Concerning the Reading and Vocabulary section, the pattern *decpro* emerges. The *dec* stage affects vocabulary. Similarly to the comparatives in the Grammar area, it is initially presented (P1) in declarative form by means of input in a written text. Besides, the reading extract implies reading skill practice *per se* (P2), with the same psychological considerations as in the Grammar part.

Finally, the Listening and Speaking area encompasses *DECPRO,* though several remarks need to be addressed. The listening part itself comprises *DECpro.* This is due to the diverging nature of the linguistic elements at stake. As lexis is concerned, it could be argued that the small quantity of this specific vocabulary to be learned (time expressions) plus its relative easiness result in the non-compulsory need for controlled practice. Accordingly, *DEC* would correspond to the complete declarativization of both lexis and comparatives (presented a second and a fourth time respectively (P1)). In addition, the same previous remark about the two previous reading fragments concerning skill practice (P2) and its concluding *pro* phase apply.

The last activity, which embodies free speaking practice (P3), accounts for the complete proceduralization (*PRO*) of all the linguistic elements in this lesson.

4. DISCUSSION

Table 1 compares both units at pedagogic and psychological levels at a glance.

OLLENDORFF'S 43rd UNIT			FILE 4C IN *NEW ENGLISH FILE PRE-INTERMEDIATE*			
Global structure	PPP	P1-P2	Global PPP structure		P1-P2-P3	
Global psychological structure		*dec*	Global psychological structure		*DECPRO*	
Section	P phase	Cognitive phase	Section		P phase	Cognitive phase
Rule	P1	*dec*	Grammar	Inductive/contextualized presentation of grammar (through a reading text) followed by deductive presentation with rules	P1	*dec*
				Controlled practice (rephrasing)	P2	*DEC*
				Reading practice	P2	*pro*
Vocabulary bilingual list	P1	*dec*	Pronunciation	Explicit phonetic rule	P1	*dec*
				Exercises (repeat and copy intonation)	P2-P3	*DECPRO*
Exercises: sentences for inverse oral translation	P2	*dec*	Reading and Vocabulary	Inductive/contextualized presentation of vocabulary (third presentation of comparatives)	P1	*dec* (for vocabulary)
				Reading practice	P2	*pro*
			Listening and Speaking	Listening — Oral presentation of linguistic items (fourth time for grammar; second time for vocabulary)	P1	*DEC*
				Listening practice	P2	*pro*
				Free speaking activity	P3	*PRO*

Table 1. *Pedagogic and psychological sequences of the two units, both globally and by sections.*

Without doubt, the most striking difference between the two concerns the global sequencing from a cognitive viewpoint and in terms of the PPP model.

New English File Pre-Intermediate contains a clearly defined P1-P2-P3 arrangement in which *DECPRO* is achieved. However, *Ollendorff*'s unit reflects P1-P2, with neither fully declarativization nor proceduralization of the linguistic elements of the unit.

If the aim of the traditional *Grammar-Translation Method* was not fluency and, therefore, this resulted in the lack of automatization of productive skills, *Ollendorff*'s method did not manage to overcome this either, even if its purpose attempted the contrary. As we saw above, the practice stage in Ollendorff's lesson (mechanical drills) does not allow the proceduralization of either the declarative or the procedural knowledge.

This is in stark contrast with the 2005 *textbook*. In this case, the declarative knowledge is proceduralized by means of rephrasing exercises and further aural input as respectively concerns structures and vocabulary. These are finally automatized in the free-production-speaking activity.

A couple of other contrasting points need mentioning as well. *New English File Pre-Intermediate* makes use of both inductive and deductive learning modes of presentation, whereas Ollendorff's unit relies on the latter one. Drawing on the inductive style in the recent *coursebook* has two consequences: the greater amount of input in both written and aural formats prior to linguistic practice; and the inclusion of skills work *per se,* with a meaning focus. In Ollendorff's case, no receptive practice is exploited except for listening to the teacher in the questions of the exercises.

In both lessons, though, a common warning applies: the need for future recycling of the studied elements so as to ensure that the learners can actually produce language which does not depend on short-term memory (Tomlinson 1998: 16; 2003: 21).

5. CONCLUSION

The previous analysis has naturally revealed the higher sophistication of the 2005 material. This has resulted in its more complete and founded psychological structure, which underpins a more elaborate pedagogical activity sequencing pattern.

Nonetheless, I believe that it is fair to do justice to *Ollendorff*'s work. As was seen before, Ollendorff's flaws from a contemporary point of view are rooted in the mismatch between his alleged fluency goal and the kind of practice proposed. In other words, modern related non-enthusiasm is directed at a wrong perception of both his intended objective and the linguistic register of his exercises.

Ollendorff's methodology implied two essential tenets: simplicity and gradation together with great work in oral practice by means of copious sentences denoting practical language. This is definitely far from the simple mechanical memorization of complicated rules and the highly cultivated register of the *Grammar-Translation Method*. Indeed, Ollendorff's materials represented a remarkable advance at his own time. Significant enough should be the noteworthy similarity of his drills to the ones of the later Audio-Lingual Method, a giant which with its variants dominated the foreign language teaching scene from the 1940s until the late seventies.

Ultimately, what in my opinion has become clear with these two case-studies is that activity sequencing examination mixed with a comparative *diachronic analysis* has allowed: a) to critically judge current negative attitudes towards older methods; and b) to gain a revealing insight into the psychological and pedagogic rationale of methods themselves.

NOTES

1. For the sake of clarity in the exposition, in the rest of this study I will refer to this work as authorised by *Ollendorff.*
2. Both units are included in an Appendix at the end. Due to the long extension and the linearity of the content comprised in each section of *Ollendorff*'s lesson, I decided to add a sample extract in the vocabulary and exercises part.

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FORTY-THIRD LESSON.—*Leccion Cuadragésima tercera.*

OF PASSIVE VERBS.

Passive Verbs represent the subject as receiving or suffering from others
the action expressed by the verb. In Spanish, as in English, they are con-
jugated by means of the auxiliary verb SER, (to be,) placed before the past
participle of the active verb; and the noun or pronoun, representing the
agent (the subject) in the active phrase, must be preceded by the preposi-
tion *por* or *de* (by.) Either of them may be used when the action of the
verb refers to the mind, and *por* only, when otherwise. ☞ Observe that
the past participle of the principal verb must agree in gender and number
with the subject of the verb

Velázquez, M. and T. Simonée (1895).
Ollendorff's New Method of Learning to Read, Write,
and Speak the Spanish Language.
New York: D. Appleton and Company.
Lesson 43rd.

176	FORTY-THIRD LESSON.
I love.	Yo amo.
I am loved.	Yo soy amado de, (por.)
Thou conductest.	Tú conduces.
Thou art conducted.	Tú eres conducido por
He praises.	Él alaba.
He is praised.	Él es alabado de, (por).
You punish.	V castiga.
You are punished.	V. es castigado por
They blame.	Ellos vituperan.
They are blamed.	Ellos son vituperados de, (por.)

To praise.	Alabar. Elogiar.
To punish.	Castigar.
To blame.	Vituperar. Culpar.

By me. By us.	Por (de) mí Por (de) nosotros.
By thee. By you.	Por (de) tí. Por (de) vos, or vosotros
	por (de) V.; por (de) VV.
By him. By them.	Por (de) él. Por (de) ellos.

I am loved by him.	Soy amado de él.
Who is punished?	¿Quien es castigado?
The naughty boy is punished.	{ El muchacho malo es castigado. / El mal muchacho es castigado.
By whom is he punished?	¿Por quien es castigado?
He is punished by his father.	Él es castigado por su padre.
Which man is praised, and which is blamed?	¿Que hombre es alabado, y cual es vituperado?
Which? (not followed by a noun.)	¿Cual?
Naughty.	Malo. (Mal, before a noun.)
Skilful. Diligent. Clever.	Hábil. Diligente. Diestro.
Assiduous. Industrious. Studious.	Asiduo. Industrioso. Estudioso.
Idle.	Ocioso. Perezoso. Holgazan.
Ignorant.	Ignorante.

The idler, (the lazy fellow.)	El haragan.

To reward.	Recompensar 1. Premiar 1.
To esteem.	Estimar. Apreciar 1.
To despise.	Despreciar. Menospreciar 1

To hate.	Aborrecer 2. (See verb in *ir*.)
To travel to a place.	Ir á. Irse á.
Where has he travelled to?	¿Adonde se ha ido?
He has travelled to Vienna.	Se ha ido á Viena.

FORTY-THIRD LESSON. 179

EXERCISES.

136.

Are you loved ?—I am loved.—By whom are you loved ?—I am
loved by my uncle.—By whom am I loved ?—Thou art loved by thy
parents.—By whom are we loved ?—You are loved by your friends.—
By whom are those boys loved ?—They are loved by their friends.—
By whom is this man conducted ?—He is conducted by me.—Where
do you conduct him to ?—I conduct him home.—By whom are we
blamed ?—We are blamed by our enemies.—Why are we blamed by
him ?—Because they do not love us.—Are you punished by your
master ?—I am not punished by him, because I am good and studious.
—Are we heard ?—We are, (lo.)—By whom are we heard ?—We are
heard by our neighbors.—Is thy master heard by his pupils ?—He is
heard by them.—Which children are praised ?—Those that are good.
—Which are punished ?—Those that are idle and naughty.—Are we
praised or blamed ?—We are neither praised nor blamed.—Is our
friend loved by his masters ?—He is loved and praised by them,
because he is studious and good; but his brother is despised by his,
because he is naughty and idle.—Is he sometimes punished ?—He is
(lo) every morning and every evening.—Are you sometimes punished ?
—I am (lo) never; I am loved and rewarded by my good masters.—
Are these children never punished ?—They are (lo) never, because
they are studious and good; but those are so (lo) very often, because
they are idle and naughty.—Who is praised and rewarded ?—Skilful
children are praised, esteemed, and rewarded, but the ignorant are
blamed, despised, and punished.—Who is loved and who is hated ?—
He who is studious and good is loved, and he who is idle and naughty
is hated.—Must (one) be good in order to be loved ?—(One) must be
so.—What must (one) do in order to be loved ?—(One) must be good
and assiduous.—What must (one) do in order to be rewarded ?—(One)
must be skilful, and study much, (see Lesson XXXIX., page 152.)

4C Faster, faster!

G comparatives, *as… as, less… than…*
V time expressions: *spend time, waste time, etc.*
P sentence stress

> We work harder and we have less free time.

## 1 GRAMMAR comparatives, *as… as, less… than…*

a Read the introduction to the article *We're living faster…*
Is it optimistic or pessimistic? Why?

b Read it again and cross out the wrong word.
According to James Gleick, today we…
1 work longer / **shorter** hours.
2 have **more** / less free time.
3 talk **faster** / more slowly.
4 are more relaxed / **less relaxed**.
5 will probably have **longer** / shorter lives than our parents.

c Complete the sentences with *as* or *than*. Then check with the text.
1 We sleep less ____ previous generations.
2 If we don't slow down, we won't live ____ long ____ our parents.

d **○ p.132 Grammar Bank 4C.** Read the rules and do the exercises.

2 PRONUNCIATION sentence stress

⚠ Remember! *-er*, and unstressed words like *a, and, as,* and *than* have the sound /ə/.

4.8 Listen and repeat the sentences. Copy the rhythm.
1 I'm busier than a year ago.
2 Life is more stressful than in the past.
3 We work harder than before.
4 We walk and talk faster.
5 I'm not as relaxed as I was.
6 We won't live as long as our parents.

Oxenden, C., C. Latham-Koenig and P. Seligson (2005).
New English File Pre Intermediate. Student's Book.
Oxford: Oxford University Press.
File 4C.

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3 READING & VOCABULARY

a You're going to read about some ways in which our lives are faster. Work in pairs. A read 1–3, B read 4–6.

b A tell B about paragraphs 1–3, B tell A about paragraphs 4–6. Use the pictures to help you. Are any of these things true in your country?

c Now read paragraphs 1–6. In pairs, look at the highlighted expressions with the word *time* and guess their meaning.

WE'RE LIVING FASTER, BUT ARE WE LIVING BETTER?
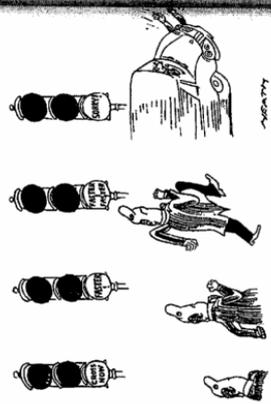
N OT LONG AGO people believed that in the future we would work less, have more free time, and be more relaxed. But sadly this has not happened. Today we work harder, work longer hours, and are more stressed than ten years ago. We walk faster, talk faster, and sleep less than previous generations. And although we are obsessed with machines which save us time, we have less free time than our parents and grandparents had. But what is this doing to our health? An American journalist James Gleick, in a new book, *Faster: the Acceleration of just about everything,* says that people who live in cities are suffering from 'hurry sickness'– we are always trying to do more things in less time. As a result, our lives are more stressful. He says that if we don't slow down, we won't live as long as our parents. For most people, faster doesn't mean better.

4 LISTENING & SPEAKING

a **4.9** Look at the questionnaire. Listen to four people answering question 1. Which activity (working, studying, etc.) are they talking about?
1 ____
2 ____
3 ____
4 ____

b Listen again. Why do they spend more (or less) time on these things?

c In pairs, interview each other using the questionnaire.

ARE YOU LIVING FASTER…?

1 Compared to two years ago, do you spend more or less time on these things? Say why.
working or studying	sitting in traffic	cooking
talking on the phone	seeing friends	eating
working on a computer	shopping	sleeping
What don't you have enough time for?

2 Do you have more or less free time than a year ago? Why?

3 How do you get to work / school? How long does it take you? Is this longer than a year ago?

4 Do you usually arrive on time…? Why (not)? at work/school ____ for your English class ____ to meet your friends

5 What machines do you have which save you time? Do they make your life simpler or more complicated?

6 Do you waste a lot of time every day? Doing what?

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1 No time for the news

Newspaper articles today are shorter and the headlines are bigger. Most people don't have enough time to read the articles, they only read the headlines! On TV and the radio, newsreaders speak more quickly than ten years ago.
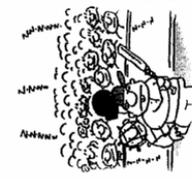

2 No time for stories

In the USA there is a book called *One-Minute Bedtime Stories* for children. These are shorter versions of traditional stories, specially written for 'busy parents' who want to save time!

3 No time to listen

Some answerphones now have 'quick playback' buttons so that we can re-play people's messages faster – we can't waste time listening to people speaking at normal speed!
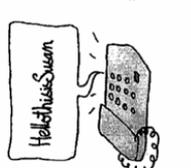

4 No time to relax

Even when we relax we do everything more quickly. Ten years ago when people went to art galleries they spent ten seconds looking at each picture. Today they spend just three seconds!


5 No time for slow sports

In the USA the national sport, baseball, is not as popular as before because it is a slow game and matches take a long time. Nowadays many people prefer faster and more dynamic sports like basketball.

6 …but more time in our cars

The only thing that is slower than before is the way we drive. Our cars are faster but the traffic is worse so we drive more slowly. We spend more time sitting in our cars, feeling stressed because we are worried that we won't arrive on time. Experts predict that in ten years' time the average speed on the road in cities will be 17 km/h.
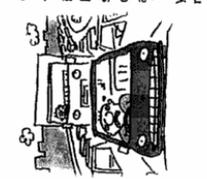
4C comparative adjectives

Adjective	Comparative	
short	shorter	one syllable: + *er*
big	bigger	one vowel + one consonant: double final consonant
busy	busier	consonant + *y*: *y* + *ier*
relaxed	more relaxed	two or more syllables: *more* + adjective
good	better	Irregular
bad	worse	
far	further	

comparative adverbs

Adjective	Comparative	Adjective	Comparative
Regular		**Irregular**	
quickly	**more quickly**	hard	**harder**
slowly	**less slowly**	well	**better**
		badly	**worse**

- Use comparative adjectives to compare people and things.
  My brother's taller than me.
- Use comparative adverbs to compare actions.
  He drives more slowly than me.
- You can also use (*not*) *as* + (adjective / adverb) + *as*.
  I'm not as tall as my brother.
  He doesn't drive as fast as me.

4C

a Write comparative sentences.

London is / expensive / Manchester.
London is more expensive than Manchester.

1 my sister is / thin / me.
2 I'm / busy/ this week / last week.
3 Cambridge is / far from London / Oxford.
4 I did the second exam / bad / the first.
5 Chelsea played / well / Arsenal.
6 the men in my office work / hard / the women.
7 my new job is / boring / my old one.

b Rewrite the sentences so they mean the same. Use *as… as.*

Mike is stronger than Jim.   Jim isn't *as strong as Mike.*

1 Cindy is taller than Kelly.   Kelly isn't _____.
2 Your case is heavier than mine. My case isn't _____.
3 Mexico City is bigger than London. London isn't _____.
4 Football is more popular
  than tennis.   Tennis isn't _____.
5 Children learn languages faster
  than adults.   Adults don't _____.
6 You work harder than me.   I don't _____.
7 France played better than England. England didn't _____.

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