

RECONCILING DIFFERENCES

Module 1

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First Year - M. Ed - ESL

Function: Comparing and Contrasting
Structures: Comparatives and Superlatives
(Adjectives)

Welcome! In this module you would be able to learn the importance of comparing and contrasting and how it would aid you to create effective understanding towards other people.

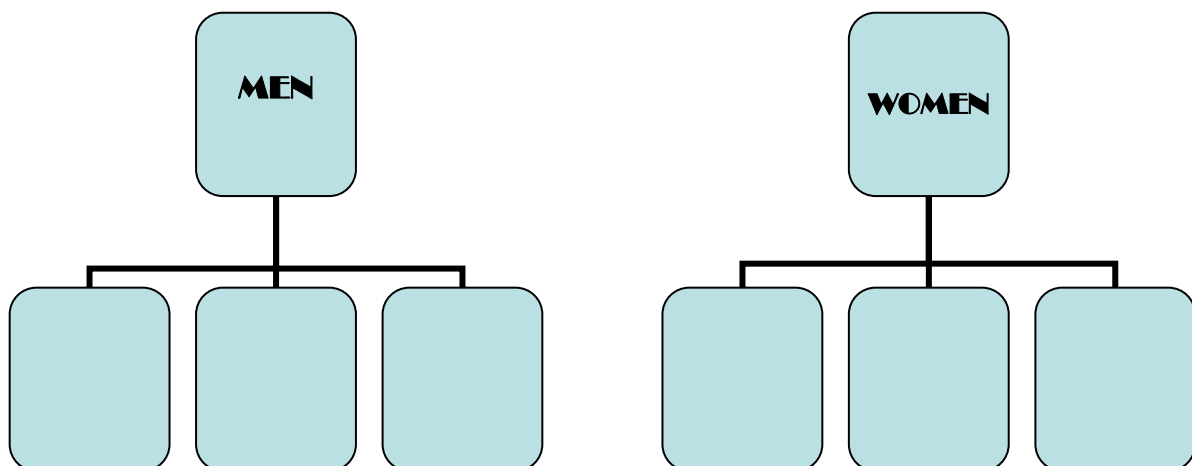
This module is equipped with varied activities that would surely help you to figure out the appropriate degree of adjectives needed to make your sentence sensible

At the end of this module you are expected to point out similarities and differences between ideas and concepts and make unbiased comparisons of people, events and situations based on sound logic.

Activity No. 1



Directions: Fill out the character map of the varied traits associated with men and women. Try to include the physical traits, emotional strength, expectations, and roles.



Activity No. 2



Beth Day Romulo is a writer and the second wife of General Carlos P. Romulo. Beth and Rommy (as he was known to his close friends, particularly in the United States) first met in 1958, when she came to see him on assignment for *The Reader's Digest*. At the time Beth was married to Donald Day, and the General was Philippine Ambassador to the United States, living in Washington, D.C., with his wife and three youngest boys.

In 1960, New York City, they met briefly again for lunch to discuss another piece Beth was working on—but it wasn't until October 17, 1972, that their story really began, both having been widowed. They were married on September 8, 1978, in a private civil ceremony officiated by Chief Justice Fred Ruiz Castro.

Directions: Read the article below about American Boys and Girls. You may take notes of some of the important details within the selection.

BOYS AND GIRLS LEARN DIFFERENTLY

By Beth Day Romulo

During the late 1960s when feminism peaked in the United States, it was charged that girls were given short shrift in the school – that despite intelligence and skills they displayed at an early age, they were discouraged from competing and became docile and suit the image of what a girl should be in a male – dominant society. Now, thirty years later, it is being charged by some



American educators that it is the boys who need special attention. Traditional survival mechanisms for boys – physical strength, courage, valor, exploration, fighting – have been discouraged, leaving today's boy children with an identity crisis.

Boy babies are more fragile than girl babies and more of them die in infancy. Boys are more likely to suffer learning disabilities. They are more often expelled from school. (Sitting still and be quiet, which teachers demand, is against a growing boy's nature.) Boys are more likely to commit crimes, and to be either the perpetrator or the victim of crimes. And they are more likely to commit suicide.

Boys' and girls' intelligence operates differently. Girls' brains are stronger in the left hemisphere which deals with processing language, verbal skills, and perception. Boys' brains develop more in the right hemisphere, which has to do with spatial and physical concepts and activities. Boys are good at things that require a visual working memory, and tasks that demand moving objects around or aiming things.

Small boys in school classrooms are required to “read and sit still” – two things the average active little boy is not good at. Thus, boys tend to be more disruptive in classrooms since they itch to move. They are discouraged by parents and teachers from playing war games, wrestling with one another, and testing and exploring physical limits – all of which come naturally.

In school studies in America, recent studies suggest that girls are now behaving more like boys. On the negative side, girls today smoke, they drink, they do drugs. On the positive side, the previous difference in skills at mathematics and science between boys and girls has narrowed. Girls make higher grades than boys. They win more honors and more of them go on to college.

Whether or not the girl or boy turns out to be a successful adult may depend on peer group pressure, according to a new study, “The Nurture Assumption: Why Children Turn Out the Way They Do,” by psychologist Judith Harris. This shows up most strongly among teenagers, where “group socialization” becomes more important to the child than parental guidance.

The one place where boys fit in and do well in today’s world in American classrooms is in the realm of modern technology, therefore, has become the new “boys’ club” where boys can outshine girls and feel good about themselves.

Activity No. 3



A. Directions: Read the sentences below and check if it is **true** or **false**. Work with a partner and agree on the same answers.

	TRUE	FALSE
1. Feminism peaked in the United States in the late 1960s	<input type="checkbox"/>	<input type="checkbox"/>
2. Despite the intelligence and skills they displayed at an early age, American girls were discouraged from competing.	<input type="checkbox"/>	<input type="checkbox"/>
3. After thirty years, some American educators charge that it is still the girls who need special attention.	<input type="checkbox"/>	<input type="checkbox"/>
4. Male babies are more fragile than female babies.	<input type="checkbox"/>	<input type="checkbox"/>
5. Boys are more likely to suffer learning disabilities than girls.	<input type="checkbox"/>	<input type="checkbox"/>
6. Girls’ brains are stronger in the right hemisphere which deals with language processing, verbal skills, and perception.	<input type="checkbox"/>	<input type="checkbox"/>
7. Boys’ brains are stronger in the right hemisphere which deals with spatial and physical concepts and activities.	<input type="checkbox"/>	<input type="checkbox"/>
8. Boys are good at things that require a visual working memory and tasks that demand moving objects around.	<input type="checkbox"/>	<input type="checkbox"/>

9. Recent studies suggest that American girls now behave more like boys. On the negative side, American girls today smoke, drink, and take drugs. On the positive side, the previous difference in mathematics and science skills between boys and girls has narrowed.

10. Boys do well in the area of modern technology in American classrooms today.

B. Directions: Read the text again and share your answers to the question below with the class.

1. Are these findings about male and female Americans true of male and female Filipinos? Explain briefly.

Activity No. 4



How do I form the comparison and contrast?

How these forms are created depends on how many **syllables** there are in the adjective. **Syllables** are like “sound beats”. For instance, “sing” contains one syllable, but “singing” contains two — *sing* and *ing*. Here are the rules:

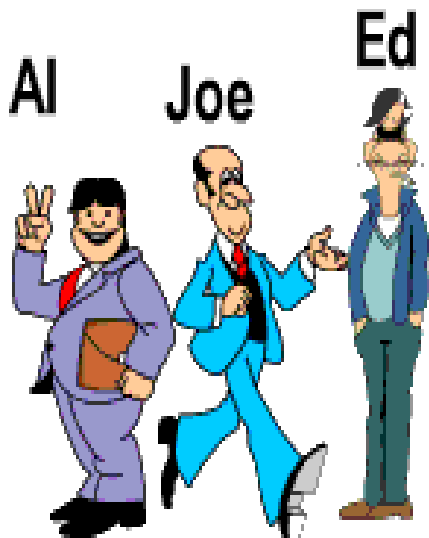
Adjective form	Comparative	Superlative
Only one syllable, ending in E. Examples: wide, fine, cute	Add -r : wider, finer, cuter	Add -st : widest, finest, cutest
Only one syllable, with one vowel and one consonant at the end. Examples: hot, big, fat	Double the consonant, and add -er : hotter, bigger, fatter	Double the consonant, and add -est : hottest, biggest, fattest
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: light, neat, fast	Add -er : lighter, neater, faster	Add -est : lightest, neatest, fastest
Two syllables, ending in Y. Examples: happy, silly, lonely	Change y to i , then add -er : happier, sillier, lonelier	Change y to i , then add -est : happiest, silliest, loneliest
Two syllables or more, not ending in Y. Examples: modern, interesting, beautiful	Use “more” before the adjective: more modern, more interesting, more beautiful	Use “most” before the adjective: most modern, most interesting, most beautiful

Now that you have the idea on how the degrees of comparison are being formed, try these activities to test how far you have learned.

Activity No. 5



A. Directions: Based your answers on the picture beside each item.



1. Joe is _____ than Ed. (short)
2. Al is the _____. (short)
3. Ed is the _____. (thin)
4. Joe is _____ than Al. (thin)
5. Al has the ____ clothes. (colorful)
6. Al is _____ than Joe. (heavy)
7. Ed is the _____. (light)
8. Joe is _____ than Ed. (happy)
9. Ed is the _____. (mysterious)
10. Joe is _____ than Ed. (energetic)

B. Complete the statement below by using the correct forms of adjectives in the parentheses.

1. as + adjective + as
Men are (*gifted*) women in many aspects.

2. not as + adjective + as
Women are (*good*) men at tasks that demand moving objects around.

3. comparative adjective + than
Male babies are (*fragile*) female babies.

4. more/less + adjective + than
Women are (*equipped*) for skilled computer jobs _____ men.

5. not as + adjective + as
Male are (*studious*) _____ females.

Activity No. 6



Direction: The class will be divided into groups with four members each. They are to make as many comparisons as they can about Filipino men and women and share in to the whole class.

Example:

Men are good at things that require spatial intelligence. But they aren't as good as women in verbal skills.

Activity No. 7



Directions: Try to recall what the groups have shared and answer the following questions below.

1. In comparing and contrasting men and women, which form of the adjective did you use?

2. In comparing three or more things, which form of adjective did you use?

Activity No. 8



Directions: Compare the two things in each item based on their use, physical features, importance, and innovativeness.

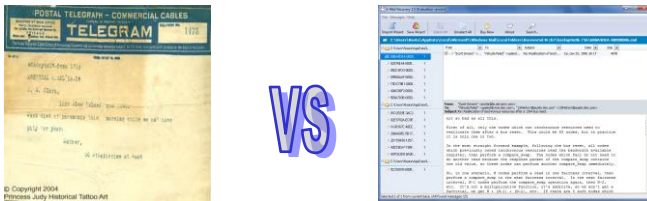
1. PC and Laptop



2. cellphone and telephone



3. telegram and email



4. radio and mp3



5. bus and personal car



Activity No. 9



Directions: Give the correct form of the modifiers in the parentheses.

1. Many people consider basketball as the (good) sport for those who'd like to keep fit and healthy.
2. They believe that basketball is (healthy) than jogging.
3. Basketball players are (likely) to exercise all of their body muscles than joggers.
4. Basketball is also (expensive) than many other sports such as riding and scuba diving.
5. Playing basketball is a (good) way to stay in shape.

Activity No. 10



Read this conversation and explain why *Smile and Shine* is not a toothpaste.



SMILE and SHINE! Better than any toothpaste in the market today!!!

- Abby:** You shouldn't buy Smile and Shine at all.
- Stev:** Why not?
- Abby:** It is not toothpaste.
- Stev:** How did you know?
- Abby:** The commercial should have said, "*Better than any **other** toothpaste in the market today!*"
- Stev:** You grammar freak!!

Activity No. 11



Directions: Review the rules of adjective and adverb usage and be ready for a practice test later.

ILLOGICAL COMPARISON?

1. To compare one unit with the rest of the group, use the phrase **any other**.
 - a. Gel is smarter than **any other** girls in class.
(Gel is a girl.)
 - b. Gel is smarter than any girl in the class.
(Gel is not a girl.)
2. Use the pair **as . . . as** in compound comparisons.

Illogical: Nora is **as** tall if not taller than Lia.

Clear : Nora is **as** tall **as** Lia, if not taller.

Illogical: The *Hunchback of Notre Dame* is **as** good or better than *Les Miserables*.

Clear : The *Hunchback of Notre Dame* is **as** good **as** or better than *Les Miserables*.

3. To avoid confusing the reader, state both parts of comparison.

Confusing: We like Ralph more than Benjamin.

Clear : We like Ralph more than we **like** Benjamin.

Clear : We like Ralph more than Benjamin **does**.

Illogical : The life of an undercover agent is more dangerous than an office clerk.

Clear : The life of an undercover agent is more dangerous than **that** of an office clerk.

Clear : An undercover agent has more dangerous life than an office clerk **has**.

COMPARISON OR SUPERLATIVE?

4. To compare two things, use the comparative form; to express three or more things, use the superlative form.

I like *soccer* and *volleyball* but **I** like *volleyball* **better**.

Of the **three** students, Gen is the **smartest**.

DOUBLE COMPARISON?

- 5. Add **-er** or use **more** to show comparison of two things. Do not use both.
- 6. Add **-est** or use **most** to show comparison of three or more things. Do not use both.

Nonstandard: Burger with an extra cheese is **much more better** than an ordinary burger.

Standard : Burger with an extra cheese is **much better** than an ordinary burger.

Nonstandard: The **most loveliest** girl in school is my best friend, Cassandra.

Standard : The **loveliest** girl in school is my best friend, Cassandra.

Activity No. 12



Directions: Combine these sentences to show contrast. Use *but, however, nevertheless, nonetheless, still, or yet*. Make all necessary changes. **Avoid repetitions.**

1. Rea is kind. Marian is selfish.

2. Thaeney likes Beyonce. She doesn't like Madonna.

3. We like Janet's creativity. We don't like Arnie's loquacity.

4. Phillip is not handsome. He is smart.

5. Vanessa sings well. His sister Nora sings better.

6. Shirley speaks English well. Tom speaks it better.

LINKING OR ACTION VERB?



1. An adjective follows a linking verb.
*Ex. Beth looks **happy**. Adjective*
2. An adverb follows an action verb.
*Ex. Beth looks **happily** at her winning ticket. Adverb*

FEWER OR LESS?



1. **Fewer** is used with countable nouns.
*Ex. There are **fewer** students today than yesterday.*
2. **Less** is used with non – countable or mass nouns.
*Ex. After the cooking of the first group, there is **less** salt left for the next group.*

Activity No. 13



Directions: Analyze these sentences and use either **fewer** or **less**.

1. This margarine has less cholesterol than that one.
2. Are there less accidents this year?
3. In the last student council election. Tommy had fewer votes than Mike
4. Less shirts are displayed a day after the Grand Bazaar.
5. The poor expect the government to impose less taxes this year.



Mastery Test

A. Directions: Revise the sentences by correcting the errors in the use of adjectives and adverbs

1. Denise wrote wise and well.

2. The old man appeared tiredly.

3. You're as silly if not sillier than your brother who is afraid of ghosts.

4. Dr. Ramirez is as famous if not more famous than Dr. Ang.

5. Earthquake is devastating if not more devastating than fire.

6. Less teachers will be hired in the US in the years to come, the exception being those who can teach science, math, special education, and bilingual education.

7. We found your house easy.

8. Small cars are generally more fuel – efficient than more larger car.

9. Karen and Alma do not rarely go to Concerts.

10. I'm confused with the subjects Math and Science, but I'm most confuse with Math.

B. Directions: Make a comprehensive essay comparing your life when you were still in elementary and your life now as a high school student. Make sure to point out the similarities and changes that you've experienced as well as the advantage and disadvantages.

TITLE



RUBRIC FOR THE ESSAY

Criteria	Excellent (3)	Good (2)	Poor (1)
Content & Development (50%)	Content is comprehensive, accurate, and persuasive. Major points are stated clearly. Proper use of comparison and contrast is very evident	Content is not comprehensive and / or persuasive. Major points are addressed but not well – is supported. The use of comparison and contrast is not used properly.	Content is incomplete. Major points are not clear and / or persuasive. Comparison and contrast is not evident.
Organization (30%)	Structure of the article is clear and easy to follow. Flow of ideas fluid and logical.	Structure of the article is not that easy to follow. Paragraph transitions needs some improvement.	Organization and structure detract from the content. Article is incoherent and lack transition of thoughts.
Format Punctuation & Spelling (10%)	Very few or no faults with respect to spelling / accentuation or punctuation.	Occasional faults in spelling / accentuation or punctuation.	Frequency of errors in spelling/ accentuation or punctuation.
Grammar & Vocabulary (10%)	Rules of grammar and usage are followed. Strong use of descriptive vocabulary.	Articles contain few grammatical errors. Vocabulary somewhat limited	Article contains numerous grammatical errors.



Four – pronged Integration



Lesson Across Discipline

- What other subject area requires you to compare and contrast things?



Values Orientation

- What quality do we show if we know how compare and contrast?



Social Orientation

- During elections, do Filipinos make use of their comparing and contrasting skill in voting?



Faith Reflection:

“Let us then pursue what leads to peace and to building up one another.” Romans 14:19

ESSENTIAL UNDERSTANDING



Achieve clarity of communication through appropriate utilization of comparing and contrasting things thereby building understanding and peace among people.

Congratulations! You have finished this module.



Resources:

Internet, English Books (first – fourth year), Science Journal, Grammar Books, Graphics and Drawings