**INFO SHEET #1: (Comparing and Contrasting Information)**

**Competency**

**MELC:** Make connections between texts to particular social issues, concerns, or dispositions in real life.

**Objectives**

After the end of the lessons, the learners are expected to be able to:

1. define comparing and contrasting similar information presented in the text ;
2. use transition words in comparing and contrasting information and;
3. participate actively in performing collaborative activities with the use of a graphic organizer.

**Key Information**

**Comparing and Contrasting Information**

Compare and contrast in relation to reading skills, have specific meaning and function. **Compare,** in relation to reading**, refers to the process of identifying the similarities and differences between two things.** On the other hand, **Contrast refers to identifying only the differences between two things**. While the distinction between these two terms may appear on the surface to be quite subtle, it is important that students can accurately differentiate between the two concepts to ensure they are able to answer questions and prompts accurately. An effective approach where students can coherently use this skill is to follow the following steps:

1. **Analyze the question**. It is very important that you clearly understand what exactly the question is asking you to do. If, for example, the question asks you to contrast the opinions of two critics on the use of metaphor in a poem, you need only to focus on the parts of the text where the critics deal with metaphor and, furthermore, you need only focus on where these two opinions differ. On the other hand, if the question asks you to compare the views of the two critics, you must focus on both similarities and differences in their answers.
2. **Identifying Similarities and Differences in the content**. Once you identified the

nature of the question, you can then start to read the text and take note of the

similarities and differences in terms of content. You can begin by highlighting or

underlining the appropriate information in the text. It is often helpful for you to use

graphic organizers to visually display the information you extract. Venn diagrams

are particularly suitable for displaying comparisons as they can usefully display

areas of difference, as well as any overlapping similarities.

1. **Identifying similarities and differences in the structure.** This will require you to give

consideration to the genre of each text. Often, you are asked to compare texts

that are in the same genre. Sometimes, however, you will be asked about texts

which share a common theme, but are presented in different genres. You may

also look at a variety of elements of structure, including how the text is presented

in terms of

a. The length of sentences and paragraphs

b. The progression of ideas and arguments

c. The point of view expressed (Informative or emotional?)

d. The use of stylistic elements such as irony, humor, emotional appeal,

etc.

e. The setting, the characters, and the plot in fiction

f. The use of facts and statistics in nonfiction.

2. **First conditional** is used in dealing with things that are possibly or likely to happen in the future. Though this type may be formed using *unless, as long as, as soon as or in case*, its most common form uses this structure: *if/when + present simple >> will + infinitive condition main clause*

Examples: If you don’t pass the test, I’ll hire a tutor for you.

The student will get a scholarship if he passes the interview.

When I am done with this, I’ll get my car to fetch you.

3. **Second conditional** is used in dealing with things impossible in the present and are unlikely to occur in the future. It is formed using this structure: *if + past simple >> would + infinitive condition main clause*

Examples: If I only passed the test, I would celebrate and party. I would buy a new phone if I received a lot of money. If I were a boy, I would do everything to please my girl.

4**. Third conditional** is used in dealing with things or change in past scenario yielding different results. It is formed using this structure: *if + past perfect >> would have + past participle condition main clause*

Examples: If she had performed it, Elena would have stayed in her post.

Antonio would have been an engineer if he finished his studies.

They would have not missed the flight if they only arrived on time.

Conditionals can be used in expressing stand or arguments. Expressing arguments is helpful in presenting one’s reasoning to change one’s point of view in a particular topic or issue. Conditionals may be helpful in persuading others to move or act and even change their thoughts.

References:

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Retrieved December 2, 2020, Conditionals. Retrieved from Conditionals. Retrieved from https://www.perfect-english-grammar.com/ conditionals.html

Conditionals 2. Retrieved from https://learnenglish.britishcouncil.org/grammar/ intermediate-to-upper-intermediate/conditionals-2

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1. **Identifying Similarities and Differences in Media**. Advances in technology make it even more important that you develop your literacy skills in media beyond the printed world. When reading a text, you must recognize if the text is visual or audio in nature too. You will encounter texts whether in print or online, which contain information presented in a variety of ways, including diagrams, charts, photographs, and illustrations. Online texts may contain embedded videos and audio tracks. These elements should not be ignored as they are an intrinsic part of how the text operates and, therefore, you should be prepared to compare these too.

**Transitional words and phrases** keep your ideas connected, make your writing coherent, and help your reader understand the logic of your paper.

Below is a list of some transitional words you can use in a compare and contrast essay. Make sure you use them in the right place to convey the right meaning.

*Note: When joining 2 independent clauses, you can either place transitions between a  
period and a comma or between a semi-colon and a comma as in the examples below.*

**Comparison**in the same way by the same token similarly  
in like manner likewise in similar fashion

Examples:

-Math was hard for me in high school. **Likewise**, it is hard in college.  
-Houseplants require much care and attention; **similarly**, outdoor plants must be cared for properly.  
-Rock climbing takes much practice and skill. **In the same way**, learning to write well  
requires a great deal of practice.

**Contrast**yet nevertheless nonetheless  
on the contrary but in contrast notwithstanding  
however though unlike on the other hand

Examples:  
• Kim and Tom have different tastes in music and food; **however**, they both like  
to dance.  
• Kim and Tom have different tastes in music and food. **On the other hand**, they  
both like to dance.  
• **Unlike** dogs, cats are lap animals.

References:

Retrieved December 2, 2020, Retrieved from <https://www.studocu.com/ph/document/polangui-general-comprehensive-high-school/english/english-9-q2-mod5-compare-and-contrast-similar-information-presented-in-different-texts-v3/27871462>

Retrieved November 06, 2023, <https://valenciacollege.edu/students/learning-support/west/communications/writing-center/documents/Compare-Contrast-Transitions.pdf>

**Proposed Performance Tasks**

**Proposed Activity**

**Collaborative/Group Activity**

Compare and contrast the information presented in the text using a graphic organizer (one news article and literary piece)

**Poem: Covid 19**

**Our fingers are all crossed**

**​​​​​As we all hope for a cure**

**A cure to end the pandemic of Covid 19**

**Which has killed a many like Ebola did in 15**

**Friends have journeyed to the land of the dead**

**Enemies have journeyed as well**

**We are now united by sympathies but still divided by entities**

**Our compassions cannot travel beyond the walls of our rooms**

**We are now left to succumb to the limitations set by W.H.O**

**​​​​​​As that is better me and you**

**Our** **fingers** **are** **still** **crossed**

**As** **we** **hope** **for** **a** **cure**

**A cure to make things**  **get** **back** **to** **how** **it** **used** **to** **be** **like** **before**

**News Article:**

## **COVID-19 Response in the Philippines**

20 January 2022

The Philippines has been severely affected by COVID-19. According to latest [WHO figures](https://covid19.who.int/), as of 17 January 2022, the Philippines had recorded over 3 million confirmed cases of COVID-19 with over 52,700 deaths. Since March 2020, the country has taken strict measures to halt the spread of the virus, including lockdowns such as Enhanced Community Quarantines.

The impact of COVID-19 has especially been significant on TB and HIV. In 2020, the National TB Control Program recorded a marked decrease in TB testing as well as notification for TB and drug-resistant TB (DR-TB). In 2021, COVID-19 cases surged again as the Delta variant spread.

In 2021, through our COVID-19 Response Mechanism (C19RM), the Global Fund supported the Philippines with **over US$37.7 million to fight COVID-19,** including to expand COVID-19 testing capacities and support the COVID-19 case management strategy. In addition, interventions focus on COVID-19 mitigation measures for HIV, TB and malaria programs. This includes telemedicine, mobile clinics, bidirectional testing, digital tools to help patients adhere to their treatment, improving TB case finding and transportation networks to transport samples, supporting differentiated service delivery approach to providing HIV services, and integrating information campaigns for COVID-19 and malaria. The programs also support social protection interventions, community-based organization strengthening, addressing human rights barriers to health care and services, and HIV mitigation measures addressing community needs like mental health support and gender-based violence prevention. The Philippines was one of the first countries to develop a strong comprehensive TB adaptive plan to the impact of COVID-19.

Rubrics:

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| --- | --- | --- | --- | --- |
| **Category** | **5** | **4** | **3** | **2** |
| **Purpose and Supporting Details** | The learners compare and contrast items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison. | The learners compare and contrast items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison | The learners compare and contrast items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison | The learners compare or contrast but does not include both. There is no supporting information or support is incomplete. |
| **Organization and Structure** | The learners break the information into a whole- to-whole, similarities - to-differences, or point- by-point structure. It follows a consistent order when discussing the comparison. | The learners break the information into a whole- to-whole, similarities - to-differences, or point- by-point structure but does not follow a consistent order when discussing the comparison. | The learners break the information into a whole- to-whole, similarities - to-differences, or point- by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized |
| **Transitions** | The learners move smoothly from one idea to the next. They use comparison and contrast transition words to show relationships between ideas. They use a variety of sentence structures and transitions | The learners move from one idea to the next, but there is little variety. They use comparison and contrast transition words to show relationships between ideas | Some transitions work well; but connections between other ideas are fuzzy | The transitions between ideas are unclear or nonexistent |
| **Grammar and Spelling** | The learners make no errors in grammar or spelling that distract the reader from the content. | The learners make 1-2 errors in grammar or spelling that distract the reader from the content | The learners make 3-4 errors in grammar or spelling that distract the reader from the content. | The learners make more than 4 errors in grammar or spelling that distract the reader from the content. |