

18 COMPARE, CONTRAST AND CLASSIFY

LEVEL: INTERMEDIATE

At the end of this language function, students will be able to . . .

- Make comparisons and contrasts of people, places and things
- Express preferences, likes and dislikes
- Compare items and put them in rank order
- Ask and respond to classifying and categorizing questions

Activity	Skills			
	Listening	Speaking	Reading	Writing
<p>How can you tell if someone is from another country? What are some things people do differently when they come from another culture? Students will interview a member of the community, teachers or other students who has come from other cultures. They will identify some general or universal differences in behavior, dress, etc. that are true for all cultures. Some examples of generic differences are: speaking with an accent, clothing styles, etc. Then, students will present their findings in class. They can write a paragraph or short essay.</p>		✓	✓	✓
<p>Students will compare and contrast two characters from books they have read in class. They will be reflecting about the following: What characteristics of actions were similar between these two characters? In what ways were they different? Students will talk about these characters in a oral presentation or write a brief essay.</p>		✓		✓
<p>Students will go onto the Internet to find out information about two countries that they are interested in. They will look for information about differences in population, geography and economics, and make a brief report that compares these two countries. They can express preferences for either country and describe why they like that country.</p>			✓	✓
<p>Students will write statements comparing two cities or places that they know. For example; Traffic/move slowly - The traffic moves more slowly in Woodburn than in Salem. People/ work hard- People work harder in Woodburn than in Salem.</p>				✓

Assessment for Forms and Functions

<p>Students will imagine that they have a problem. Working in groups of three they will list reasons for their choices. Next students will listen to a conversation of two people exchanging ideas about male and female friends, and will take notes of the conversation. Finally, Students will interview four people outside of class and write down their answers. Their focus question will be: Do you want to discuss your problems with a male or a female friend? Students will compare answers they collected and will write a report.</p>	✓	✓		
<p>Teacher will provide a variety of objects, manipulatives, photos, landmarks or brief summaries of places around the world. Students will analyze each item and classify them according to their own thinking. Students will practice using classifying language such as, "This shape has more angles than that shape." "These landmarks are all in Paris where those are located in South America." Finally, students will write a summary of their classification system using classifying language.</p>		✓		✓
<p>Teams of students will conduct an Internet search to find information about endangered species on a specific continent. Students will rank order the animals from the most at risk of extinction to the least at risk. Students will share their thinking with other teams to compare and contrast their findings. Finally, students will write a short essay about the information they learned.</p>		✓	✓	✓