












# LESSON PLAN

<b>Course</b>	Writing			<b>Topic</b>	<b>Compare and Contrast Essay</b>
<b>Day and date</b>	7 May 2025	<b>Venue</b>	Room 217	<b>Time</b>	80 minutes
<b>Learning Objectives</b>					
Students will be able to <ul style="list-style-type: none"> <li>compare and contrast their ideas related to a particular type of human collaboration</li> <li>use parallel structures accurately in their sentences</li> <li>decide which organizational method (block or point-by-point) to use</li> </ul>					
<b>Transferable skills developed</b>					
<ul style="list-style-type: none"> <li>Communication</li> <li>Teamwork</li> <li>Critical thinking</li> <li>Time management</li> <li>Decision making</li> <li>Analytical skills</li> <li>Creativity</li> </ul>					
<b>Plan of activities</b>					
<b>Time</b>	<b>Teacher Activity</b>		<b>Learner activity</b>		<b>Hand-outs, resources &amp; bookings needed</b>
<b>Prior to session:</b>	Prepare needed handouts, cards, and exit tickets. Check the equipment for video display.		Students should have read the text “The Smart Swarm”, p 100, <i>Pathways</i>		Handouts Cards Exit tickets Coursebook <i>Pathways</i>
<b>10 mins</b>  <b>Warm-up</b>	Tell students that they will be acting as detectives to identify the secret people, places or objects. Distribute cards with comparative clues and remind students not to show their cards to each other. Ask them to provide comparative statements so that they can guess who or what is being described in their partner’s card. 📄		👥 Students get cards and work in pairs. Using 3 clues, they should use comparative forms in order to describe the secret person, place or object. Based on the		Cards with comparative clues














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	<p><b>Differentiation:</b> Give cards with clues to weaker students and stronger ones should come up with their own comparative statements.</p> <p>Invite volunteers to report on their findings.</p> <p>Ask the follow-up questions:</p> <ul style="list-style-type: none"> <li>• Why do people compare?</li> <li>• In what ways is comparison helpful in academic writing?</li> </ul>	<p>provided information their partners should identify them.</p> <p>If asked, briefly report on their findings and answer the follow-up questions.</p>	
<p><b>15 mins</b></p> <p><b>Introducing the topic with learning objectives</b></p>	<p><b>Pre-viewing</b> Say that comparing two or more things is a common writing task.  State that sometimes it is called a comparison-contrast essay. Check that students know the difference between them. (<b>Answer:</b> <i>When you compare, you focus on similarities whereas contrasting emphasizes the differences.</i>) Highlight that students will learn how to write a comparative essay. Remind students that the lesson starts with brainstorming and planning, and in upcoming lessons they will continue with drafting, revising and editing.</p> <p><b>While viewing</b> Invite students to watch a short video <a href="#">Compare and Contrast Essays - YouTube</a> on writing a comparative essay and take notes of important points.</p> <p><b>Post viewing</b> Tell them to respond to the questions given in the handout after watching the video. </p> <p><b>Differentiation:</b> All students are required to answer questions 1-6. Questions 7-8 are for those who finish earlier than others.</p> <p><b>Alternative:</b> This task can be done using Quizizz app.</p>	<p>Students identify the difference between comparing and contrasting and become familiar with lesson objectives. They watch video to learn about the structure of a comparative essay.  While watching the video they should take notes to do the post viewing task. </p>	<p>Computer, smart board/TV set for video</p> <p><b>Handout 1</b> for post viewing task.</p>


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	<a href="#">Compare and Contrast Essay Quiz - Assessment   Quizizz</a>		
<b>15 mins</b>  <b>Brainstorming</b>	<p>Remind students the text from previous lessons “The Smart Swarm” which compares networking done by animals and humans. Based on what they have learned from the text and their own experience ask them to think about of how members of two groups work together to accomplish something.</p> <p>Tell them to use Venn diagram (Handout 2) to highlight commonalities and differences.</p> <p>Invite groups to present their diagrams.</p> 	 <p>Students work in groups and brainstorm their ideas based on what they learned from the text “The Smart Swarm” and their own experience. They fill in the Venn diagram specifying the similarities and differences.</p> 	<b>Handout 2</b> Venn diagram
<b>15 mins</b>  <b>Formative Assessment: Freewriting</b>	<p>Then ask students to write about an example of human cooperative behaviour. Set a time limit of five minutes for students to free write.</p>  <p>Remind students that free writing is writing rapidly to come up with ideas without worrying about mistakes.</p> <p><b>Ask the following ICQs:</b></p> <ul style="list-style-type: none"> <li><i>How much time do you have for this task?</i></li> <li><i>Should you pay attention to grammar and punctuation?</i></li> </ul> <p>Tell students to read each other’s work and identify the points which stand out for them.</p>  <p>Ask one or two students to read their free writes aloud to the class.</p> <p>Comment on the appropriateness of the stated ideas and highlight the strong points which can be further developed in their essays.</p>	 <p>Students should write about any example of human activity which requires collaboration in 5 minutes. They should write as much as they can focusing on meaning rather than form.</p>  <p>Once they finish, they should exchange the free writes with a partner and comment on the points which they liked in their partner’s work. They can also focus on the points which they feel are inappropriate or weak.</p>	Students use their notebooks










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<p><b>15 mins</b></p> <p>Language for Writing: Parallel structure</p>	<p>State that Parallel structure is frequently used in comparative essays and it gives writing a polish and clarifies meaning. </p> <p>Ask students to do Exercise D on page 112 to practice the use of Parallel structure. </p> <p>Review the answers with the class.</p> <p><b>Answer key</b>  <i>1. quick 2. communicate 3. animals herding, birds flocking 4. helping 5. how they avoid predators</i></p> <p><b>Ask the following CCQs:</b></p> <ul style="list-style-type: none"> <li>• While listing two or more items in a sentence can we use different patterns?</li> <li>• Does parallel structure apply to nouns and noun phrases only?</li> </ul>	<p> Students do the exercise on Parallel structure. </p> <p> Before checking the answers with the whole class, they check them first with their partners.</p>	<p>Exercise D. p 112  <i>Pathways</i></p>
<p><b>10 mins</b></p> <p><b>Revisiting Free writing</b></p>	<p>Ask students to go back to their free writing and check if they used Parallel structures or not.</p> <p>Tell them to add parallel structures where needed.</p> <p>Invite volunteers to read the old and revised versions.</p> <p>Ask students to comment on the use of parallel structures. </p>	<p> Students return to their free writing and add at least two parallel structures. </p>	<p>Students use their notebooks</p>
<p><b>Assigning homework</b></p> <p>Critical Thinking: Analysing</p>	<p>Explain that analysing the model essay will help students to revise their own writing. </p> <p>Suggest that students read the essay individually before they analyse it with a partner.</p> <p>Ask them to follow the steps given in exercise C on p116.</p> <p>Tell students to find one more sample of a comparative essay on the internet and bring it for the next lesson. </p>	<p> Students read the model essay and analyse it following the steps given in Exercise C.</p> <p>They should also find a sample of a comparative essay on the internet and bring it for the next lesson.</p>	<p>Exercise C. p 116  <i>Pathways</i></p>
<p><b>5 mins</b></p> <p>Wrap-up Feedback on</p>	<p>Distribute exit tickets.</p> <p>Remind students that they can write or not their names on their tickets if they want to stay anonymous. </p>	<p> Students reflect on their learning experience in the lesson by stating</p>	<p>Exit tickets</p>

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how the session went.		what they learned, liked, and want to learn more. 	
Preparation for next lesson			
<ul style="list-style-type: none"> <li>• What learning took place?</li> <li>• Which aspects of lesson went well?</li> <li>• Which aspects could be improved upon?</li> <li>• Actions for the future</li> </ul>			

## Symbols Used in the Lesson:

-  – Teacher instruction
-  – Presentation
-  – Writing
-  – Pair work
-     – Group work
-  – Individual work

## Materials and Sources Used in the Lesson

### 1. Textbooks

Blass, L., & Green, C. (2018). *Pathways: Reading, writing, and critical thinking* (2nd ed., Level 4). National Geographic Learning.

Folse, K. S., Muchmore-Vokoun, A., & Solomon, E. V. (2020). *Great writing 5: From great essays to research* (5th ed.). National Geographic Learning.

### 2. Video Clip

EAP Foundation. (2015, July 3). *Compare and contrast essays* [Video]. YouTube.

<https://www.youtube.com/watch?v=sBSOY1mYcyk>

### 3. Quiz


















Quiz generated using the online tool *Quizizz* (<https://quizizz.com>) to assess students' understanding of compare and contrast structures and language.

### 4. Handouts

Custom-designed handouts provided for pair and group activities

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## Cards for Warm-up

<b>Brad Pitt</b> 1. Young/Tom Hanks 2. Tall/Johnny Depp 3. Handsome/Mel Gibson 	<b>A pair of jeans</b> 1. Comfortable/ a tracksuit 2. Casual/a pair of trousers 3. Expensive/ a pair of pyjamas 	<b>Big Ben</b> 1. Modern/ the Colosseum 2. Famous/the Empire state building 3. Small/ the Eiffel Tower 
<b>Ironing</b> 1. 2. 3. 	<b>Skateboarding</b> 1. Exciting/ running 2. Energetic/cycling 3. Dangerous/skiing 	<b>An orange</b> 1. 2. 3. 
<b>Amir Temur</b> 1. 2. 3. 	<b>A dolphin</b> 1. 2. 3. 	<b>Chatgpt</b> 1. 2. 3. 
<b>Exam</b> 1. 2. 3. 	<b>Lawyer</b> 1. 2. 3. 	<b>Crocodile</b> 1. 2. 3. 
<b>Grasshopper</b> 1. 2. 3. 	<b>Telecommuting</b> 1. 2. 3. 	<b>Pizza</b> 1. 2. 3. 
<b>Uzbek market</b> 1. 2. 3. 	<b>Pomegranate</b> 1. 2. 3. 	<b>Guitar</b> 1. 2. 3. 

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## Handout 1.



### **Youtube: Compare and Contrast Essays**

To watch the youtube video just scan the QR code.

<https://youtube.com/watch?v=sBSOY1mYcyk>

## **Answer the questions**

- 1. What is the main purpose of a compare and contrast essay?**
  - a. To describe a single subject in detail
  - b. To highlight similarities and differences between two or more subjects
  - c. To persuade the reader to adopt a certain point of view
- 2. Which organizational method involves grouping all the information about one subject before moving on to the next?**
  - a. Point-by-point method
  - b. Block method
  - c. Chronological method
- 3. In a compare and contrast essay, what would be an ideal starting point?**
  - a. An explanation of why the comparison is being made
  - b. A detailed description of one of the subjects
  - c. A summary of the main points
- 4. Which method is best suited for more complex comparisons with several points?**
  - a. Block method
  - b. Point-by-point method
  - c. Narrative method
- 5. In the point-by-point method, each paragraph focuses on:**
  - a. Comparing different subjects on the same point
  - b. Describing one subject in depth
  - c. The background information of both subjects
- 6. Identify three essential transition words or phrases the video suggests for signaling comparison and three for signaling contrast.**

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7. Choose two subjects you know well and outline the main points you would cover if you were to write a compare and contrast essay using the block method.

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8. For the same two subjects, describe how you would organize your comparison and contrast using the point-by-point method.

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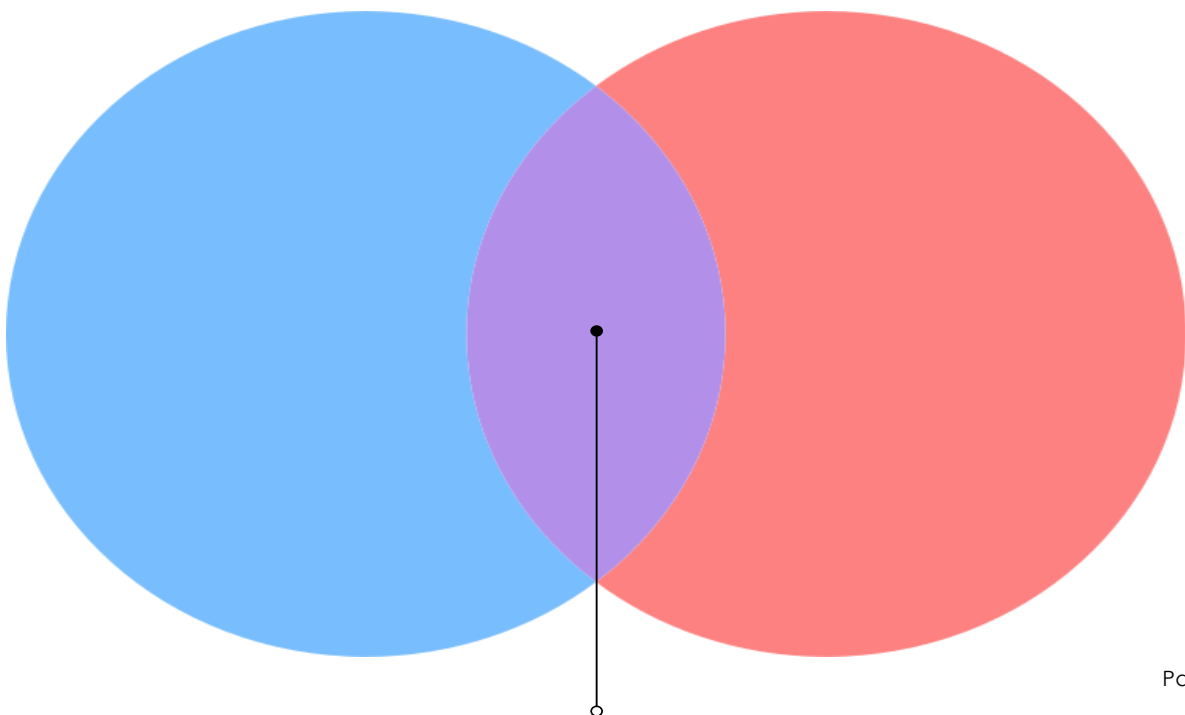
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### **Handout 2.**

Based on what you have learned from the text “The Smart Swarm” and your own experience think of how members of two groups work together to accomplish something. Come up with as many as possible similarities and differences. Use the diagram below.





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*Name:*

*Date:*

*Period/Subject:*

Explain what you learned, liked, and want to learn more about comparative essay writing



*Name:*

*Date:*

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