

# English

# Consolidation Learning Camp

# Lesson Plans



# **Consolidation Learning Camp Lesson Plans Booklet**

English Grade 8

Weeks 1 to 3

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Dear Reader

Every care has been taken to ensure the accuracy of the information provided in this Booklet. Nevertheless, if you identify a mistake, error or issue, or wish to provide a comment we would appreciate you informing the **Office of the Director of the Bureau of Learning Delivery** via telephone numbers (02) 8637-4346 and 8637-4347 or by email at [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph)

Thank you for your support.

# National Learning Camp Overview

## Overview

The National Learning Camp (NLC) aims to enhance student and teacher learning through interactive lessons based on prior educational content. The program focuses on consolidating student knowledge, updating and expanding teacher expertise, and applying research-based strategies to improve learning teaching outcomes.

The NLC offers grade-level review lessons that are directed by the teacher and designed to be highly interactive among:

- (i) students with their teacher; and
- (ii) students with their peers.

The Camp lessons are grounded in the 'Science of Learning' framework, focusing on cognitive research and practical applications to enhance learning outcomes. Lessons are structured to reinforce foundational knowledge and skills, involve real-world problem-solving activities, and encourage higher-order thinking. The Camps also offer teachers opportunities for reflection and professional growth, encouraging the adoption of new teaching approaches and the extension of student learning through systematic review and application of knowledge.

## Design Basis

A strength of the design is the focus on both student and teacher learning. The intentions and expectations of the NLC are for:

- students to consolidate and enhance their thinking in topics already covered;
- teachers to update, strengthen and expand their subject knowledge in ways that encourage students to be involved in learning activities at different levels including those considered as higher order; and
- teachers to enhance their pedagogical practices by focusing on selected skills, which include 21<sup>st</sup> century skills.

Under the framework of 'Science of Learning', research-evidence is used to ground teaching and learning decisions around cognition research and features of a learning brain such as working memory demands, cognitive load, valuing errors, and domain specific skills. This framework highlights a *learning-focused approach* where teachers go beyond what might be considered current practice in the Philippines and incorporate brain-based ideas and approaches, including 21<sup>st</sup> Century skills, to make teaching more effective in enhancing learning for all.

To further support this direction, teachers are provided with resources, time, and the opportunity to further extend their skills, knowledge, and understandings of teaching and how students learn. The review lessons are designed to apply subject content already encountered by students. Because of this, lessons do not contain repetitive, routine questions of a particular subject aspect.

### **Review lessons**

The review lessons are based on content already encountered by students in their current grade. All lessons *involve an exploration of ideas, concepts, and content*. The purpose of the review lessons is two-fold:

- (i) to establish in students a stronger basis for future learning development (prior to enrolling in a new Grade after the summer break); and
- (ii) to enable teachers to strengthen and enrich their teaching practice in a research-based, learning-focused professional program (prior to a new academic year).

The primary focus of the review lessons concerns revising, clarifying, and then applying previously taught subject content with real-world problem-solving and/or comprehension activities. Each lesson begins by a focused content review and clarification of material needed in the lesson to come. For students, this initial review enables them to practice retrieving and practicing important basics relevant to the lesson to come.

For Teachers this information is designed to help determine learners' subject background knowledge and skills relevant to the lesson as well as help teachers identify where to build on previous learning. This approach is different to 'teaching' students anew as if they have not been taught previously.

## Lesson Overview

All lessons in each of the three subjects, English, Mathematics and Science, contain five components. These are 1. Short Review, 2. Purpose/Intention, 3 Language Practice, 4 Activity and 5 Conclusion.

### Timing

Approximate component timings are indicated as advice to guide the teacher in pacing the lessons. Time management involves:

- moving through components at a pace that is appropriate for learners;
- ensuring that all components are completed in a timely, efficient, and constructive manner.

Research on student-learning quality and 'time' are related through student 'time-on-task'. Time-on-task refers to when students are actively involved (engaged) in some aspect of the learning process. The suggested times for each component are intended to maximize the time available for student involvement. This will encourage the student and teacher to work efficiently, timewise, through the lesson without jeopardizing the importance of student activities such as to:

- answer routine and non-routine questions,
- respond to verbal questions and explanations,
- interpret and use appropriate terminology,
- discuss aspects with their peers,
- explain or justify his/her approaches and thinking,
- work productively on their own, and
- listen carefully to the teacher or peers.

Establishing what is on-task time is more problematic when the teacher talks and students passively listen, such as in didactic teaching. With such an approach it is difficult to determine whether students are listening or even paying attention. Often in lessons identifying time-on task can also be problematic in case of problem-solving or intense reading and comprehension. Here, student activity is often more subtle and cerebral as students need to think quietly by themselves.

Ultimately, however, the time allocated to components will be determined by learners' needs and strengths, but not completely. There needs to be practical limits on the duration of the components to prevent major disruption to lessons which can have a detrimental impact on student learning. Often, teacher should not expect too much learning to occur on an initial meeting of unfamiliar content. It is repeated exposure associated with elaboration, addressing errors, and deliberately practicing key aspects where most learning occurs.

When times are allocated appropriately, and students become familiar with the approach and teacher expectations, concept development and student skill levels are improved as well as student engagement.

Note: Care needs to be exercised in determining what engagement means. Engagement is clearer when **students are doing the learning** through answering questions, writing, discussing, and reading.

## **Key Ideas and Questioning**

Critical aspects of the NLC for the teacher include questions related to learning areas, based around a *key idea*. The questions are offered at different levels of difficulty involving lower- to higher-order thinking, starting with questions of modest complexity up to those that require more developed reasoning.

In the lessons, students are provided with opportunities to practice solving non-routine questions to help improve their conceptual understanding by applying known content to subject-related problems.

## **Teacher Reflection**

Teacher reflection on the lessons offer important insights to stimulate teachers and their peers to enhance their own practice and the learning of their students. This includes:

- new teaching approaches encouraged by lesson components that can contribute in different ways to student learning and lesson success;
- the use of review lessons that help review learnt material and extend student abilities in problem solving by utilizing known information; and
- a focus on student concept and skill acquisition, pedagogical approaches, student errors, time-on-task, deliberate practice and working memory demands.



## Enhancement and Consolidation Camps

**The Enhancement Camp and the Consolidation Camp** offer students the chance to review their subject background knowledge by consolidating previously taught material. The intention is:

- for students to have opportunities to review past work and to practice applying this knowledge of concepts and ideas through grade-related sets of questions of developing difficulty; and
- for teachers to follow the given format of components with some flexibility to adjust parts of a lesson to meet the learning needs of students in their class, particularly, if students are having difficulties.

### Camp Differences

In the case of lessons for students in either the Enhancement Camp or Consolidation Camp, the materials, including the lesson plans and the sets of questions, are, on the surface, the same. These questions range from those of modest difficulty to those which require more insight and more knowledge and understanding.

There are important reasons for both Camps sharing the same content. Exploring and answering these question sets has value to students from both Camps, albeit in different ways. It enables students to work through a range of ideas on their own before hearing from their peers and teacher concerning the same questions – a very rich learning environment. Also, similar questions mean that expectations for students in both Camps is not limited and students have the same potential for growth.

The difference between Camps concerns the teaching focus, which is related to the breadth and depth of conceptual knowledge of students. It is anticipated that based on student performance within a lesson, the teacher will decide whether the class needs more practice and discussion of straightforward questions or whether extension material is more appropriate for the class.

Questions marked as **Optional** (typically high-order questions) are more likely to be addressed in the Enhancement Camp than the Consolidation Camp, but not exclusively. It is the teacher who decides whether to include 'optional' questions and this will depend on student-learning success and understanding at that time.

If Optional questions are not used, teachers would spend that time productively. This includes reinforcing the concepts by increasing the focus on student errors and/or increasing student-student, and student-class directed conversations.

### Lower- and Higher-order Skill and Knowledge Development

In all learning, lower-order thinking is a pre-requisite for higher-order skills and knowledge development. Many students are disadvantaged in their attempts to move forward in their learning through a lack of practice and conceptual development of needed lower-order skills, knowledge, and understandings. Hence, *all* students benefit from a stock-take on relevant lower-order skills from previously addressed content. This helps establish a basis upon which student learning should build.

In both the Enhancement and Consolidation Camps important lower-order content skills, knowledge and understandings are re-visited at the beginning of each lesson. This helps ensure that potential learning obstacles are made visible to the student and the teacher. It also means that some errors in understanding or misconceptions are identified. This information is important to teachers in helping all students move forward regardless of their achievement levels.

As many questions posed are about applying content already encountered to a new problem, students can use their current knowledge, skill and understanding in a practical way at their level, further developing their conceptualization and understanding of the subject matter.

Both Camps offer students the opportunity to improve their learning and conceptual development by a stepped approach that involves:

- (i) reminding students of relevant lower-order skills through practice,
- (ii) having students use and discuss their knowledge in sets of graded questions with an emphasis on straightforward questions,
- (iii) expecting students to apply their knowledge leading to more breadth in learning,
- (iv) beginning an initial focused practice on higher-order skill development.

The approach advocated to solve problems or comprehend passages extends student learning beyond simple repetitive exercises sets. For these students the teaching part of the lesson requires teachers reviewing closely student solution attempts through student explanation, discussion and questioning of fundamental aspects of topics that are typically found in the earlier questions. Teachers should be sensitive to students' self-perceptions here as they may meet the ideas, presented in the lessons, maybe after many failures with these concepts in the past.

Nevertheless, these students should become aware of the more difficult questions as teachers allow them to consider links or connections between concepts previously taught. There is great value in problem solving for students to have time to read the problem and then be able to indicate in their own words, what the problem is about.

Finally, it is important that students in the Enhancement and Consolidation Camps become aware of what their students know, where it is progressing and how to build on student skills and knowledge. Teachers need to be nurturing and supportive of this development and continually look for evidence of success and growth. Teachers also need to encourage students to persist, continue to practice individual aspects, and use any mistakes/errors they make as an opportunity to learn more. These are important features of a successful learning journey.

## Lesson Components: Short Overview

### Lesson Component 1 (Lesson Short Review)

Component 1 offers teachers the chance to:

- settle the class quickly;
- review previously encountered information;
- address previous content in the form of a few targeted questions that are *relevant to the current lesson*;
- note what students already know;
- elicit answers from the class to reinforce the important content needed for the lesson; and
- address briefly issues that may arise.

The questions set for the Short Review section of a lesson are designed to *remind* students of knowledge and skills developed when first studying the topic area, which are relevant to the lesson.

### Lesson Component 2 (Lesson Purpose/Intention)

This component offers teachers a chance to acquaint students with the purpose/intention of the lesson. It is valuable if students see a link here with their prior knowledge or experience, especially if the teacher can connect it to the responses and levels of student understanding evident in Component 1.

In addition, this component is an appropriate time to address what students might expect/aim to achieve, i.e., their lesson goal(s). Teachers should clarify, in clear language, the learning intention for the students as well as what success will look like. (Note: The degree of success or partial success of student learning in the lesson should occur as part of Component 5.)

### Lesson Component 3 (Lesson Language Practice)

Component 3 concerns language use – speaking, hearing, listening, and comprehending. The focus is on words or phrases that are to be used in the lesson.

The language practice suggested has been identified by considering the whole lesson and identifying those words/phrases that have the potential to cause difficulties for students through speech, or listening, or understanding. Typically, the language identified is restricted to less than 6 words/phrases so that there is enough time to use a variety of approaches of practice within the time available.

### Lesson Component 4 (Lesson Activity)

Component 4 has three aspects, 4A, 4B, and 4C.

In the case of the Learning Camp activity, Component 4 addresses the key idea for the lesson. It is about students applying known content to solve real-world problems. This requires students to interpret/understand the correct meaning of the ‘stem’, a stimulus, (such as a passage/text or diagram or the first part of the problem or story) before answering questions of differing degrees of complexity related to the stem.

Students are first presented with the stem in 4A and are given the time/chance to interpret its meaning. Then in 4B and 4C, two separate sets of questions related to the same stem are asked.

#### *4A Reading and Understanding the Stem*

**4A** involves understanding the language of the stem. The purposes here are for the teacher:

- to model fluent reading of the stem (first)
- to identify any unfamiliar language for the student (possibly addressed in Component 3)
- to read the passage or describe the figure, etc.
- to hear and experience fluency in reading the stem.

#### *4B Solving the First Set of Questions*

**4B** involves a set of questions associated with the stem. Students will need to refer to the stem as they prepare to answer the set of questions. Students write down responses or attempts at each question. It is important that every student in the class is expected to have a response for each question. It is expected and acceptable that students would make errors, which provide teachers with important information concerning students' learning needs. A critical procedural action here for teachers is the importance of **all** students starting on the same set of questions, *at the same time*.

When the students are finished, or sufficient time has been allocated, the teacher marks the questions. This can be achieved by student answers or approaches to the questions and by explaining or justifying their reasons. Time should be allocated to student discussion, explanation, and reasoning about answers.

#### *4C Solving the Second Set of Questions*

**4C** offers a new start for students regardless of how they performed in Component 4B. The structure is very similar to Component 4B, i.e., undertaking a new set of questions related to the same stem. In addition, the lesson structure allows a refresh as 4C presents a new starting point for the student. This structure also allows all students in the class to start a new activity at the same time.

This approach serves two purposes for teachers. *First*, it enables teachers to bring all students back together to proceed as a group with issues able to be directed to and considered by every student at the same time. *Second*, it offers teachers a way to extend their students problem solving practice where *a different set of questions* can be used with a single Stem. This is an efficient way to incorporate more problem-solving or comprehension practice on specific content into a lesson.

#### **Lesson Component 5 Lesson Conclusion**

**Component 5** has a high metacognitive aspect for students – students thinking about their own thinking – which can be further enhanced by teacher modelling. Component 5 is designed to offer a student-focused overview to the main intentions of the lesson. In particular, the focus is about helping students reflect on their progress and achievement (or partial achievements) of the lesson intention as well as their understanding development during the lesson.

It builds on comments from Component 2 about teacher expectations. There is the chance here to confirm student progress during the lesson. A teacher may use a diagram, picture, or some aspect of the lesson as a catalyst to stimulate student discussion and reflection.

**NOTE:** A fuller description of the Components and features of the lessons is provided in the **Learning Camp – Notes to Teachers Booklet**. It is recommended that these notes are read and discussed by teachers as they provide a further basis to understanding the structure of lessons and the pedagogy.

# English Grade 8 Lesson Plan 1

## Literary Texts – Short Story 1

### Key Idea

Key elements of Literary Texts that tell a story – genre, purpose, structure, plot, theme, character, and literary devices – Short Story 1

### Most Essential Learning Competencies and English Curriculum (2016):

- Recognize positive and negative messages conveyed in a text
- Read intensively to determine the author's purpose EN8RC-Ig7.1 2
- Determine tone, mood, technique, and purpose of the author EN8LT-Id2.2.3.

### Component 1: Short review

Time: 7 minutes

- Teacher: *In last year's camp we started by talking about texts that told stories, sometimes called Narratives when they are fictional rather than factual. There are many different types of such texts, for example, short stories, fables, novels, films, and science fiction Can you think of any more examples?*
- Teacher reads Questions 1 and 2 and asks students to volunteer answers orally before giving class 3 minutes to write answers for Question 3 in their Workbooks.

**[Teacher Notes: Consolidation Camp – feel free to allow students to do Q3 in pairs or groups.]**

### Questions

Q1. Write down one thing you remember about narratives or stories.

Q2. In last year's camp, we read some folk tales – one from ancient Greece by Aesop, 'The Hare and the Tortoise' and one from the Philippines, 'The Striped Blanket.' With a partner, write down 3 things you expect to see in a book of Filipino folk tales.

Q3. How do you think folk tales will be different to a factual text like a report of an earthquake in a newspaper?

### Suggested Answers:

Q1: They are usually fictional; they have characters who may be human or animal or robots; they can be set in the past or the future; they are meant to be entertaining; sometimes they have a moral or message; they have a structure.... You may get other answers from the students.

Q2: Stories from the past; magic; supernatural beings; animals that can talk; lessons to be passed on to children; stories that were once used to explain events or phenomena or the past in the Philippines; different tales depending on where they came from in the Philippines...

Q3. Expect a variety of answers such as:

- Folk tales did not really happen; news reports did.
- Folk tales may be set in the past, present or the future; news reports are mainly about things that have just happened.
- Folk tales have characters who may be people but are sometimes animals who have human abilities – e.g., they talk and think. News reports do not.
- Folk tales often have a moral or a message or themes; news reports often just give the facts.
- Folk tales exaggerate while news reports are not supposed to.

**[Teacher Notes:** This lesson opening is designed to activate prior knowledge about story/narrative texts. Feel free to show the students a book cover for short stories or folk tales or a novel, or a graphic novel or comic) as you read Q1 to stimulate their memories, especially for the Consolidation group – it may be useful for the Enhancement Group too. The book cover provides stimulus for student recall rather than relying purely on memory.]

## Component 2: Lesson Purpose

Time: 3 minutes

*"In this lesson we are going to look in detail at a short folk tale to see how it presents a character and how the author wants us to react or respond to that character. The term for this is 'characterization' – authors of fiction or stories use characterization to create reader interest by getting us to like or dislike, admire, or disapprove of the main actors in their stories. Sometimes these characters are recognizable as humans but not always. Often characters will be linked to the ideas or messages or morals that the author is trying to get across. As I read the story, look for clues that tell us how we should judge a character called Juan and his actions."*

## Component 3: Language Practice

Time: 5 minutes

- Teacher: *This Folk Tale is called **Juan Gathers Guavas**. It is a folk tale from the Philippines.*

*We may meet some words that are important in the story and that you may not have seen before or may not remember so I'm going to list such words and give you their meanings so as you will be able to understand the story when I read it shortly. These words are written in your Workbook and there are spaces for you to write their meanings.'*

*The words are: a feast of guavas, neighbors, fastened, swollen, Folk tale.*

### Answers

- a feast of guavas (a meal made up of a lot of guavas – 'feast' also means a celebration meal with a lot of people) [Teacher notes: focus on difference in meaning between 'a meal' and a feast' of guavas]
- neighbors (people who live near each other)
- fastened (locked)
- swollen (puffed up; enlarged, bloated, bigger than usual because of an infection, a bite, or an injury)
- folk tale (a legend or myth; usually belonging to a particular cultural group (tribe) and having a moral or meaning or an explanation of the creation of the world, animals, or natural phenomena).

- Teacher: *Let's practise these words.*

- *Say them and their meanings after me.*
- *Look at their spelling.*
- *Let's put them in a sentence. I'll do the first one....*

*'I am going to Juan's house to celebrate his birthday with a huge meal that will be a feast of guavas.'*

- *Now with your partner, write a sentence for each of the other words in the list."*

- Teacher samples sentences to make sure the words are used according to their meanings.

[Teacher Notes: try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

## Component 4: Lesson Activity

Time: 20 minutes total

### Component 4A Reading the Text (5 minutes)

- Teacher reads text, drawing attention to the words listed.

#### Juan Gathers Guavas<sup>1</sup>

One day Juan's father sent him to get some ripe guavas, for several of the neighbors had come in and he wanted to give them something to eat.

Juan went to the guava bushes and ate all the fruit he could hold, and then he decided to play a cruel joke on his father's guests instead of giving them a feast of guavas. A wasp's nest hung nearby. With some difficulty he succeeded in taking it down and putting it into a tight basket that he had brought for the fruit. He hurried home and gave the basket to his father, and then as he left the room where the guests were seated, he closed the door and fastened it, smiling to himself as he did so.

As soon as Juan's father opened the basket the wasps flew over the room; and when the people found the door locked, they fought to get out of the windows. After a while Juan opened the door, and when he saw the swollen faces of the people, he cried:

"What fine, rich guavas you must have had! They have made you all so fat!"

### Component 4B Questions (10 minutes)

- Teacher reads Questions 1-3 and asks students to write answers in their Workbooks.
- Teacher: Make sure you can find a word or group of words from the text to back up your answers to each question.*

Q1. Give 1 piece of evidence from the text that shows that Juan's father is a kind man.

Q2. What is the key event in setting the action going in the story?

Q3. How can you say that Juan is not sorry for playing this trick on his father and the neighbors? See if you can find 2 pieces of evidence.

#### Suggested Answers:

- He plans a feast for his neighbours who are visiting him.
- Juan's decision to take the wasp's nest home instead of guavas.
- Some possible evidence includes he delays opening the door until everyone has been stung by the wasps; he does not apologise; instead of apologising he make a joke; he stays to watch what happens rather than run away to avoid punishment from his father.
- Teacher leads discussion of answers and on reasons for Q3.

### Component 4C Questions (10 minutes)

- Teacher reads Questions 4-6 in the Workbook and models the answer to Question 4 using a Think Aloud – see below. Students write answers to Questions 5 and 6 in the Workbook.

Q4. Find 3 pieces of evidence that show Juan has planned his 'trick' very carefully. Let's do this one together.

<sup>1</sup> Cole, M. C. (1916/2008). *Philippine Folk Tales*. A.C. McClurg & Co.

**[Teacher notes:** Think aloud – ‘I am looking at what Juan does after he sees the wasp’s nest. First he has to be very careful in getting it down from the tree (read exact words from text); then secondly I know he cannot carry it home in his hands so he has to find something to put it in and decides to use the basket he brought for the guavas (read exact words from text); then thirdly after he gives his father the basket he makes sure to lock the door so no-one can get out and they will all be stung by the wasps (read exact words from text).’]

Q5. Does the author intend readers to admire Juan for his cleverness or not? Give reasons for your answer.

Q6. Imagine Juan is your friend – imagine he has told you his story and asked you what you think of it - what would you say to him about this ‘trick’? Write your answer in the Workbook.

- Teacher samples answers to Questions 5 and 6 from the students and provides feedback.

#### **Suggested Answers:**

Q4. Answer modeled by the teacher.

Q5. Acceptable answers: the author says the joke is cruel; Juan smiles to himself after he locks the door showing he is enjoying causing other people pain; the author admires Juan for his cleverness and care in planning and carrying out his trick but shows that the results are harmful to his father’s reputation and causes pain to everyone in the room; the author presents Juan as clever but cruel.

Q6. Open Question - Acceptable answers here will range across several possible responses from disapproval to enjoyment of the discomfort of adults.

**[Teacher Notes:** As questions 5 and 6 are more interpretive, be prepared for a variety of answers and encourage discussion – the important thing is not the actual answer, but the reasons for it. The goal here is for students to go beyond comprehension of the plot and respond to the character and his actions.

For the Consolidation group, Q5 may be best done as a class discussion if you judge that it is too difficult for the group, with some help provided by you when you introduce the question (point the students to the answer they gave to Q4) - it needs to be done in some form to lead into Q6, which is an open, personal response question that can be done by all students but will provide answers at varying levels of complexity – that is, answers can be graded on the basis of quality. ]

#### **Component 5: Lesson Conclusion**

Time: 5 minutes

- Teacher reads the questions.

#### **Questions:**

1. The focus of the lesson was on learning about how stories often present complicated characters and situations and that they do not always provide happy endings. When this happens, we must look for clues and respond according to our own experiences or opinions about what is good or bad as you had to do in Question 6. How has the lesson helped you to do this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *In the next lesson we will look at another story to give you more practice with reading and interpreting them.*

**REMINDER:** Collect student Workbooks to review and analyze students’ learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.



## English Grade 8 Lesson Plan 2

### Literary Texts– Short Story 2.

#### Key Idea

Key elements of Literary Texts that tell a story – genre, purpose, structure, plot, theme, character, and literary devices – Short Story 2

#### Most Essential Learning Competencies and English Curriculum (2016):

- Recognize positive and negative message conveyed in a text (Q2)
- Determine various social, moral, and economic issues discussed in the text listened to (Q3) (EN8LC-III-7.4).
- EN8RC-Ig7.1 2 Read intensively to determine the author's purpose.

#### Component 1: Short review

Time: 7 minutes

- Teacher: *In our last lesson we read a story about Juan and the trick he played on his father. We looked for clues from the author about how we should respond to Juan. We are going to look at another Filipino folk tale in this lesson but this time we are going try to work out if there is a moral (or maybe several morals) to the story. Individually write your answers to Questions 1, 2 and 3 in the Workbook.*

#### Questions

Q1. Where would you expect to find a 'moral or message' of a story?

Q2. What is the difference between the 'plot' and the 'moral' of a story?

Q3. With a partner, think of 3 stories that you can remember from your childhood that had strong morals – name the stories and their morals.

[**Teacher Notes:** Consolidation students may need some help with Qs 1 and 2 – feel free to do them as a class Discussion.]

#### Suggested Answers:

Q1. At the end.

Q2. Plot is the events that happen while moral means the significance of the events or the message the author is trying to get across by telling the story.

Q3. As this is a personal response question, expect a variety of answers here.

- Teacher seeks answers from students and provides feedback.

#### Component 2: Purpose of the lesson

Time: 2 minutes

Teacher: *In this lesson we are going to read folk tale from Japan and apply our knowledge of stories to work out what it means and see if it has a moral.*

*We are going to look at words and expressions that you need to know to be able to understand this story.*

### Component 3: Language Practice

Time: 5 minutes

- *Teacher: Here are some key words from the text that you may not know or remember. Let's say each word together.*

#### Vocabulary

- Shogun – a military ruler of a part of Japan a long time ago
- widowed – a woman whose husband has died.
- province – a state or region within a country
- proclamation – an announcement by a government that affects the citizens.
- the kindest mode of death – a way of dying that involves the least suffering.
- the summit of the mountain – the top of the mountain
- the shogun and his officials – the leader of a province and the people who help him. to carry out his tasks.

*Now let's go over what each word means.*

- Teacher writes each word on the board and asks class to volunteer answers and writes. each definition on the board. Students write each definition in their Workbooks.

### Component 4: Lesson Activities

Time: 25 minutes in total

#### Component 4A Reading the text [5 minutes]

- Teacher reads the text, drawing attention to the words listed in Component 3.
- Teacher asks if there are any questions about the text or any words that the students did not understand.

#### ***The Aged Mother<sup>2</sup>***

A long time ago at the foot of a mountain in Japan there lived a poor farmer and his aged, widowed mother. They owned a bit of land which supplied them with food, and they were humble, peaceful, and happy.

Unfortunately, they lived in a province ruled by a shogun who made a proclamation that all aged people were immediately to be put to death. The farmer loved his mother but no one in this province ever disobeyed the shogun. So, he strapped his mother to his back and took her up the mountain called Obatsuyama, the mountain where the aged were often left to die. This was considered the kindest mode of death.

There were many paths up to the summit of the mountain and it was easy to get confused.

Unknown to the farmer, his mother carefully pulled twigs from the bushes and threw them on the ground so that her son would know the way back down. When they reached the top, he laid her down carefully and was about to leave her when he realized he did not know the way back. "Follow the twigs I laid down for you," his mother said. It was then he knew that he could not leave her there to die alone. Once again, he strapped his mother to his back and together, they went back down the mountain. Once home, he decided to hide his mother from the shogun and his officials.

One day the shogun visited the province and demanded that the people give him a rope made from ashes. No-one knew how to make one. However, the farmer's mother found the solution. "Make a rope of twisted straw," she said, "then stretch it out on a row of flat stones and burn it on a windless night."

<sup>2</sup> Philippines Department of Education (nd). Quarter 2: Module 5. Discovering One's Role in Nation Building, p.4-5.

When the shogun arrived to claim his rope of ashes, he asked who had been able to make one. The farmer admitted that it was his aged mother. The shogun was surprised and said, "My country needs more than just the strength of youth. How could I have forgotten the well-known saying, 'with the crown of snow there comes wisdom'?" At that very hour, the cruel law was abolished.

#### **Component 4B Questions [10 minutes]**

- Teacher reads questions and asks students to answer them in the Workbook.

##### **Questions**

- Q1. What event causes the farmer to take his mother up the mountain?
- Q2. Find evidence of the mother's love for her son.
- Q3. Find evidence that the mother is very wise despite her age.

- Teacher samples answers from students to each question and provides feedback.

##### **Suggested Answers:**

- Q1. The shogun's proclamation that all aged people will be put to death and his visit to the town were the farmer and his mother live means that his mother will be killed soon.
- Q2. She makes a trail of twigs for him to follow down the mountain.
- Q3. She is the only one in the village who knows how to make a rope made from ashes.

#### **Component 4C Questions [10 minutes]**

- Teacher reads Questions 4-6 and asks students to write answers in their Workbooks.

##### **Questions**

- Q4. What reason does the shogun have for ordering all aged people to be killed?  
You will have to look very closely at the text to find the answer.
- Q5. Write the meaning of 'with the crown of snow there comes wisdom' in your own words.
- Q6. What is the moral of the story. Give your reasons.

- Students write answers in Workbook.
- Teacher samples answers to the questions from the students.
- Teacher provides feedback to answers.

##### **Suggested Answers:**

- Q4. He thinks that his country needs only 'the strength of youth'.
- Q5. Snow refers to how old people's hair goes grey and then white – but age also brings knowledge and wisdom that would be lost without the presence of old people.
- Q6. Be prepared for a range of answers here, including that age and wisdom go together; that youth need aged people because of their experience and knowledge; a mother's love is important; that children need to take care of their parents. Answers may vary in quality too – see Teacher Notes below.

[Teacher Notes: Q6 is not an Open or Personal Response question and even though different answers are possible, the quality of answer is related to the extent to which it can be justified from the text. Feel free to do Questions 4 and 5 as class discussions to give time for Q6 especially for Consolidation students. Feel free to allow students at both Enhancement and Consolidation to do Q6 in pairs or groups. Evaluate answers to Q6 on the extent to which the morals given are based on evidence from the text.]

## Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

- Q1. The focus of this lesson was to apply our knowledge of stories to work out deeper meanings or themes. How has the lesson helped you to understand this?
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Workbook. so, you have some feedback on the effectiveness of the lesson and how they feel about. their learning experience. However, if pressed for time, you may want to do this section. as a class discussion.]

*Segue to next lesson: In the next lesson we will look at another type of text that can be used to tell a story – a poem.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 3

### Narrative poem.

#### Key Idea

Key elements of Literary Texts that tell a story – genre, purpose, structure, plot, theme, character, and literary devices – Poetry.

#### Most Essential Learning Competencies and English Curriculum (2016):

- Determine various social, moral, and economic issues discussed in the text listened to. EN8LC-III-7.4
- Read intensively to determine the author's purpose EN8RC-Ig7.1 2.
- Determine key ideas, tone, and purpose of the author EN8LT-III-f-2.2.5
- Explain figurative language used EN8LT-III-d-2.2.4.

#### Component 1: Short review

Time: 7 minutes

- Teacher: *In our last lesson, we read a story called 'The Aged Mother'. Today we are going to look at a poem written about 250 years ago that also tells a story.*

[**Teacher Note:** Feel free to ask the class if they like or dislike poetry – see what their attitudes to poetry are and/or whether anyone has ever written a poem.]

- Teacher: *Individually write your answers to Question 1 in the Workbook.*

[**Teacher Note:** Feel free to do these questions either in pairs or orally as a class discussion/survey, especially for Consolidation group.]

#### Questions

Q1. What kind of topics do you expect to find in a poem?

Q2. What kind of style and language do you expect to find in a poem?

Q3. What do you see as the differences between a poem and a story?

#### Suggested Answers:

Q1. Any combination of personal topics; feelings; descriptions; love; people; ideas about politics, morals, religion – and some not listed here.

Q2. Rhyme, stanzas, similes, metaphors, difficulty in working out what it means, opposite of everyday speech and prose.

[**Teacher Note:** Introduce term 'figurative language' here as a key component of poetry – it's defined in 2016 Curriculum Guide (p. 240) as 'use of words that go beyond its literal meaning; examples are simile, metaphor, and hyperbole (exaggeration), among others'. In the 2016 English Curriculum Guide, students cover simile, metaphor, and hyperbole in Grades 5-8 but because the poem is an extended metaphor of a tree representing hatred and how it can grow, the term 'metaphor' is included in Component 3 for revision – its meaning can also be introduced or covered in this component too). The 2016 English Curriculum Guide, page 242, defines metaphor as 'a figure of speech that makes an implicit, implied, or hidden comparison between two things or objects' - the definition given in Component 3 uses simpler language.]

Q3. A story uses everyday language that is usually easy to understand; poems use figurative language because poets try to be original and use techniques like metaphor and simile that are not often used in prose or everyday speech.

- Teacher seeks answers from students and provides feedback.

## Component 2: Purpose of the lesson

Time: 2 minutes

*In this lesson we are going to read another story text but this time it's in the form of a poem.*

*We are going to look at words and expressions that you need to know to be able to understand this narrative poem but after that I want to see if you think the story is real or not.*

## Component 3: Language Practice

Time: 5 minutes

- This narrative poem is called **A Poison Tree**. It was written by an Englishman, William Blake, who lived 200 years ago.
- *Because of its age, we will meet some words that are important in the poem but that you may not have seen before. I'm going to list these words and we will work on their meanings so as you will be able to understand the poem when I read it shortly. The definition of the word 'Pole' is given to you in your Workbook – in this poem it does not mean a big stick.*

These words are written in your Workbook.

- Wrath (anger)
  - Foe (enemy)
  - Deceitful wiles (where someone hides their true feelings to trick their enemy)
  - Pole (the Polar Star, which in those days, before electricity, together with the moon, provided light at night)
  - Metaphor (where 2 things that don't usually go together are compared and a likeness between them is given).
- *Let's practice these words. Say them and their meanings after me. Look at their spelling.*

[**Teacher Note:** Except for 'pole' the rest of these words, except perhaps for metaphor, may be able to be done using **context clues** – the teacher could model 'foe' by asking students for a word that means the opposite of 'friend' in line 1. Feel free to do it that way as a whole class rather than using the process described below.]

- *Let's put them in a sentence. I'll do the first one....*  
'I saw a movie called *Wrath of Man* about a man who was so angry about his son's death that he nearly went crazy.'
- *Now with your partner, write a sentence for each of the other words in the list.*
- Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Note:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class].

## Component 4: Lesson Activity

Time: 25 minutes

### Component 4A Reading the text.

- Teacher reads the poem, drawing attention to the words listed.
- Students listen and follow along; students highlight or underline any words they don't know.
- Students then take turns to read the text to each other and highlight/underline any words they don't know.

[**Teacher Note:** The purpose is to guide students in reading the text. The teacher should first read the text aloud to the students with appropriate phrasing and expression to model a fluent reading of the text. Students could then read the text together or individually, identifying problematic or unfamiliar language.]

**A Poison Tree<sup>3</sup> by William Blake**

I was angry with my friend.  
I told my wrath; my wrath did end.  
I was angry with my foe:  
I told it not; my wrath did grow.

And I watered it in fears.  
Night and morning with my tears:  
And I sunned it with smiles,  
And with soft deceitful wiles.

And it grew both day and night.  
Till it bore an apple bright.  
And my foe beheld it shine.  
And he knew that it was mine.

And into my garden stole,  
When the night had veiled the pole.  
In the morning glad I see  
My foe outstretched beneath the tree.

**Component 4B Questions [10 minutes]**

- Teacher: *There are some questions about the poem in your Workbook.*
- *Read each question carefully.*
- *What information do we need to find to answer the question?* [Locate and underline relevant information in each question]
- *Can you find the answers in the text?* [Students locate and underline relevant information in text]

**Questions**

- Q1. Who are the main characters in the poem?  
Q2. What is the difference between how the poet treats his friend and his foe?  
Q3. The poisoned tree is a metaphor – what does it represent?

**Suggested Answers:**

- Q1. The poet, his friend, and his foe.  
Q2. He tells his friend the reasons for his anger and so the anger disappears; he keeps it bottled up inside with his foe which makes the anger worse.  
Q3. The poet's anger with his foe and how it grows.

- Students answer the questions in the Workbook.
- Teacher samples answers to the questions from the students and provides feedback.

**[Teacher Notes:** For Consolidation students, feel free for them to do Q3 in pairs and/or for you to provide some guidance through reference to other trees that have metaphorical significance – e.g. the Tree of Knowledge in the Garden of Eden and the apple as a type of poison and a metaphor for temptation that cannot be resisted.]

<sup>3</sup> This poem is in the public domain and is available at Poetry Foundation <https://www.poetryfoundation.org/poems/45952/a-poison-tree>

**Component 4C Questions.** [10 minutes]

- Teacher reads Questions 4-6 in the Workbook.
- These questions require interpretation and evaluation – answers are drawn from a reading of the whole text rather than being in one place within the text.

[**Teacher Note:** Stress that for these questions there have been different answers given since the poem was written and it will be interesting to see whether students today react in the same or different ways to those of the past.]

**Questions**

Q4. Look at Stanza 2 – it is a good example of how poets use figurative language [ where things like trees are used as a metaphor to represent something else, like growing anger] - write a short summary in your own words of what it says about the tactics the poet uses against his foe.

Q5. How do you interpret the ending of the poem? Is the foe dead or is that also a metaphor for something else? Give a reason for your answer.

Q6. Is there a moral or lesson to the poem? If so, what is it? Give reasons for your answer.

- Students (or pairs) write answers in Workbook.
- Teacher samples answers to the questions from the students.
- Teacher provides feedback to answers.

**Suggested Answers**

Q4. Answers should include that he starts to enjoy feeding his anger and hides his anger to deceive and trap his foe.

Q4. He enjoys seeing his foe destroyed. Look for answers that show awareness of the meaning of the poisoned tree as a metaphor.

Q5. Be prepared for a range of answers including it shows how if you bottled up your anger, there can be catastrophic results; how clever tactics can be rewarded; how we all have a dark side.

[Teacher Notes: For Consolidation students, feel free to do Q5 and Q6 as a class discussion and then write their answers to Q6 in their Workbooks.]

**Component 5 Conclusion**

Time: 5 minutes Teacher reads the questions

**Questions:**

Q1. The focus of the lesson was on learning about how poetry can present ideas about life, just like short stories or novels or movies can, using a story and metaphor. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[**Teacher Notes:** It would be worthwhile to do this by getting students to write on the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

*Segue to next lesson: In the next lesson we will look at another technique used by authors of literary texts – literary descriptions.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.



## English Grade 8 Lesson Plan 4

### Literary Descriptions – Structure and language devices.

#### Key Idea

Key elements of Literary Texts that tell a story – genre, purpose, structure, plot, theme, character, and literary devices - Literary Descriptions

#### Most Essential Learning Competencies and English Curriculum (2016):

- Recognize positive and negative message conveyed in a text.
- Determine key ideas, tone, and purpose of the author EN8LT-IIIIf-2.2.5
- Explain figurative language use EN8LT-IIId-2.2.4 d.

#### Component 1: Short review Time: 7 minutes

- Teacher: *Today we are going to read a Literary Description, from a famous novel, that gives information about an element of the plot – in this case, a character. Descriptions can also be factual – that is about real things and people. The one we are doing today involves a character from a famous American novel, ‘The Adventures of Tom Sawyer’ by Mark Twain. Before we get to reading it, think about the answers to these questions and write your answers on your Workbook:*

##### Questions:

Q1. What do you expect to be in a description of a person?

Q2. What do you expect to be in a description of a place?

Q3. Name three things you would put in a description of your school.

- Teacher seeks answers from students and gives feedback.

##### Suggested Answers:

Q1. Gender, age, height, weight, clothing, habits, job – some descriptions start at the head/face and work downwards.

Q2. Size, how high it is, what it’s made of its function – what happens there - who lives or works there.

Q3. Be prepared for some varied responses here.

[**Teacher Notes:** Feel free to do Questions 1 and 2 as a class and to allow students to do Question 3 in pairs or groups. ]

#### Component 2: Purpose of the lesson

Time: 2 minutes

Teacher: *In this lesson we are going to read a description of a character to identify its features and see if we can apply them to writing our own descriptions. In it, we will find 3 similes – they are like metaphors, that we covered in the last lesson, in comparing 2 things that are different but have a likeness when you think about it. They are different from metaphors in containing ‘like’ or ‘as’ – for example, ‘His smile was like the sun coming out from behind the clouds.’*

#### Component 3: Language Practice

Time: 5 minutes

- Teacher: *We are going to read a text called ‘Tom Sawyer’, based on a novel written in 1876 by the American author Mark Twain.*
- *Before we do, here are some key words from the text that you may not know or remember. Let’s say each word together.*

### Vocabulary

- mischief – getting into trouble, being naughty.
  - infectious grin – a smile that makes other people smile too.
  - bewilderment – confusion
  - antics – another word for ‘mischief’; tricks
  - nooks – corners; small places hidden from view.
  - façade – outward appearance
  - lovable rogue – someone people liked despite the naughty things he does.
- *Now let’s go over what each word means and put each one in a sentence.*
  - Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board. Students write each definition in their Workbooks.

[Teacher Note: Feel free to omit sentence writing or to do it as a class.]

### Component 4: Lesson Activities

Time: 25 minutes in total

#### Component 4A Reading the text [5 minutes]

- Teacher reads the text, drawing attention to the words listed in Component 3.
- Teacher asks if there are any questions about the text or any words that the students did not understand.

#### Tom Sawyer<sup>4</sup>

Tom Sawyer was a freckled faced, fourteen-year-old boy who lived in a town called Saint Petersburg on the banks of the Mississippi River in the state of Missouri in the United States about 150 years ago. He lived with his Aunt Polly and brother Sidney as his parents had died from a mystery illness when he was very young.

Tom was famous in Saint Petersburg for two things: mischief and imagination. With an infectious grin and a silver tongue, he could charm his way out of any trouble, leaving a trail of laughter and bewilderment. He always seemed to find a way of frustrating his stern schoolteacher with excuses about why his work was not done or why he was late or why he should not be punished for his latest misbehavior. His classmates loved watching his antics and excuses send the schoolmaster’s face red with anger at least once a day. Like a cat toying with its prey, he played with the schoolmaster, enjoying the thrill of outwitting him.

It was Tom’s wild imagination that led to the pirate game where two tribes of boys competed to find the buried treasure he invented. The boys really believed his stories about treasure buried in the hills and they spent hours playing pirates there, looking for it. Tom was a master of getting away with things, slipping away from responsibilities like water through a hole in a bucket. He loved the Mississippi River, with its mighty currents and hidden nooks, and spent time there whenever he could, often skipping school to go swimming or fishing or inventing games for his friends.

Yet, beneath his mischievous facade, Tom possessed a heart as golden as the sunsets that painted the Mississippi skies. He possessed a fierce loyalty to his friends, and even the adults he frustrated couldn’t help but laugh at some of the things he did – as a result he generally got away unpunished. To most people in Saint Petersburg, he was a lovable rogue.

<sup>4</sup> Adapted by ChatGPT, <https://chat.openai.com>

#### **Component 4B Questions [10 minutes]**

- Teacher reads questions and asks students to answer them on the Workbook.

##### **Questions**

Q1. Why was Tom living with his aunt?

Q2. Tom was famous in Saint Petersburg for 'mischief and imagination.' In your own words, state what you think those words mean in this text.

Q3. The author uses a simile to describe how Tom treats his teacher. What is it? What does it show about Tom?

- Teacher samples answers from students to each question and provides feedback.

[**Teacher Note:** Feel free to do Q1 as a class discussion to give more time to Q2 and 3.]

##### **Suggested Answers:**

Q1. His parents had died of a mystery illness when he was very young.

Q2. Mischief – getting into trouble, but not too seriously. Imagination – making up stories and games.

Q3. 'Like a cat toying with its prey, he played with the schoolmaster.' It shows how Tom enjoys teasing the teacher and could keep it up for some time.

#### **Component 4C Questions [10 minutes]**

- Teacher reads Questions 4-6 and asks students to write answers in their Workbooks.

##### **Questions**

Q4. Give each paragraph a heading or title that sums up its content.

Q5. In the final paragraph, Tom is described as having 'a heart as golden as the sunsets that painted the Mississippi skies.' What does this simile mean?

Q6. Using this description as a model, write a short 3 paragraph description of a person, animal, or object under the following headings: Introduction; Main Features 1; Final Comment.

- Students write answers in Workbook.
- Teacher samples answers to the questions from the students.
- Teacher provides feedback to answers.

##### **Suggested Answers**

Q4. P1 - Introduction to Tom Sawyer; P2 – Tom and Mischief; P3 Tom and Imagination; P4 - Tom's popularity.

Q5. Tom was generous, loyal, and shone brightly as a person, just like the sky over the Mississippi.

Q6. Open question. Be prepared for a range of answers here.

[**Teacher Notes:** Feel free to do Questions 4 and 5 as class discussion to allow time for Q6 and to allow students to do it in pairs or groups, especially for the Consolidation group. Try to sample as many answers as possible. It might be worth stipulating that descriptions of people should be of someone not in the room or in the Learning Camp.]

### Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions:

- Q1. The focus of the lesson was on learning about how Descriptions convey a lot of information about a character. How has the lesson helped you to understand this?
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

**[Teacher Notes:** It would be worthwhile to do this by getting students to write on the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 5

### Literary Texts: Story Structure

#### Key Idea

Literary Texts: Key elements of Literary Texts that tell a story – genre, purpose, structure, plot, theme, character, and literary devices – Fable.

#### Most Essential Learning Competencies and English Curriculum (2016):

- Synthesize essential information found in various sources.
- Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts (EN8RC-IIe1.2).

#### Component 1: Short Review

Time: 7 minutes

- Teacher: *In our lessons this week we learned about two types of Literary texts that can be used to tell stories – short stories such as folk tales and poetry. In this lesson we are going to look at how stories are structured into stages, and we are going to use a non-linear text that those of you in last year's camp may have seen before - 'The Story Mountain.'*
- *Firstly, let's see how much you remember about the stages of a story. Answer the following questions in your Workbook:*

##### Questions:

Q1. What information do we get at the start of a story?

Q2. What happens to start the sequence of events?

Q3. What happens to end the story?

- Students record their answers on the Student Workbook.
- Teacher checks answers and gives feedback.

##### Suggested answers:

Q1. Who is involved, where the story is set, when the story happened.

Q2. A problem arises and/or something or someone that wasn't there before arrives and causes a chain of events and conflict to occur.

Q3. The problem or conflict is solved – it can be happy or sad. It often has a moral or message included at the end.

#### Component 2: Purpose of the lesson

Time: 3 minutes

Teacher: *In this lesson we are going to bring together what we know about the key stages of a story by looking at one called 'The Laborer and the Nightingale'.*

#### Component 3: Language Practice

Time: 5 minutes

- *First let's look at some words from the story that you need to know to be able to understand it, as well as some of the terms from 'The Story Mountain'.*
- Teacher displays the list of words on the board and reads each word aloud.
  - Laborer (a worker)
  - A dainty morsel (something that is good to eat)
  - captive (someone caught and put in prison)
  - crisis (the challenge or problem the main characters need to solve to achieve their goals)

- climax (the high point in a story)
- resolution (how things end up in a story when the problem is solved).

- Students complete the table of words and their meanings in the Workbook.

#### Component 4: Lesson Activity

Time: 25 minutes

#### Component 4A Reading the texts.

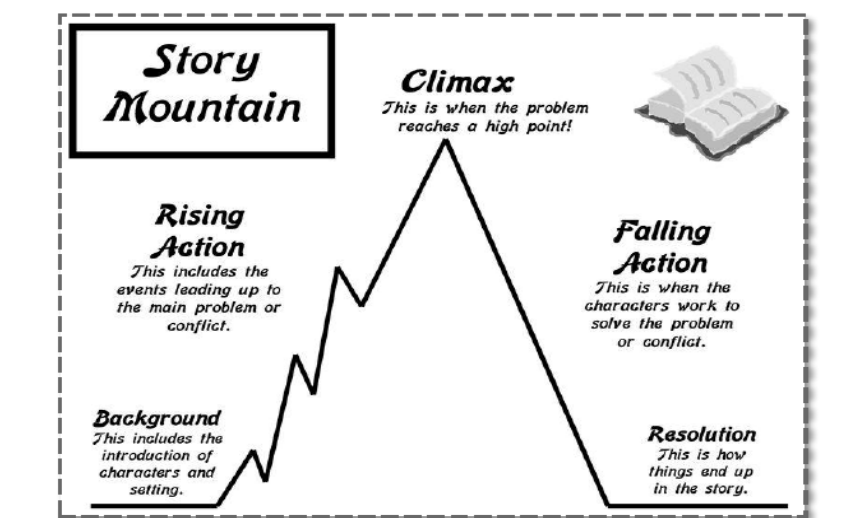
- Teacher reads Text 1 aloud to the class, ensuring that students understand the meaning of the words from it in Component 3.

#### Text 1 *The Laborer and the Nightingale*<sup>5</sup>

- 1 A Laborer lay listening to a Nightingale's song throughout the summer night.
- 2 So pleased was he with it that the next night he set a trap for it and captured it. "Now that I have caught you," he cried, "you shall always sing to me."
- 3 "We Nightingales never sing in a cage," said the bird.
- 4 "Then I'll eat you," said the Laborer. "I have always heard say that nightingale on toast is a dainty morsel."
- 5 "No, do not kill me," said the Nightingale; "but let me free, and I'll tell you three things far better worth than my poor body."
- 6 The Laborer let him loose, and he flew up to a branch of a tree and said: "Never believe a captive's promise; that's one thing. Then again: Keep what you have. And third piece of advice is: Sorrow not over what is lost forever." Then the songbird flew away.

- Teacher asks students to look carefully at Text 2 'The Story Mountain' and to pay attention to its shape and structure. Read aloud the caption at each stage.

#### Story Mountain<sup>6</sup>



<sup>5</sup> (Adapted from Æsop. (Sixth century B.C.) Fables. The Harvard Classics. 1909–14.)

<sup>66</sup> Story Mountain (n.d). 7<sup>th</sup> Grade Humanities. Graphic Organizers <http://7thgradehumanities.weebly.com/organizing.html>

### Component 4B Questions

- Teacher reads questions.

#### Questions

Q1. Why did the Laborer decide to capture the nightingale?

Q2. How did the Nightingale outwit the Laborer?

Q3. The bird in the story gives three pieces of advice. How do you think the Laborer would feel after hearing this advice – happy or foolish? Give a reason for your answer.

- Teacher checks answers in class, focusing on Q3.

#### Suggested Answers:

Q1. He enjoyed the Nightingale's singing and wanted to keep it for himself.

Q2. He outwitted the Laborer by promising to tell him 3 important things that the Laborer thought would bring him something good.

Q3. The Laborer is made to look a fool, like he has been outsmarted – by a bird!

### Component 4C Questions

- Display questions on board. Students write their answers in the Workbook.

#### Questions

Q4. Match the paragraphs from Text 1 with the stages in Text 2. Be careful – there may be more than 1 paragraph in the mountain climbing part of the story.

Q5. What event in Text 1 is the Climax of the story?

Q6. In text 2, the mountain has been chosen as an appropriate metaphor for the shape of a story – how does climbing a mountain resemble the structure of a story?

- Teacher checks answers to the questions and provides feedback.

#### Suggested answers (various answers are possible for Q5):

Q4. 1-Background; 2, 3-Rising Action; 4-Climax; 5-Falling Action; 6-Resolution

Q5. The Laborer lets the Nightingale out of the cage. You might get some disagreement about this – don't worry about that if the students have a sound reason for their choice.

Q6. The mountain is a good metaphor for the stages of a story because it shows how in the first part, we meet the characters and setting (base camp); then the action starts, and it feels like we're climbing because the problems occur in this part until finally everything comes to a head (climax), and we reach the top of the mountain. From there things start to get better and it feels like we are going downhill. At the ending the problems are fixed and we're back on the ground.

[**Teacher Notes:** For Consolidation students, feel free to help them start by asking how the first part of a story, i.e. the base camp where we meet characters and setting, and then the problem that arises, is like starting to climb a mountain – put point form answers in the board. Then let them do reaching the top and coming down either by themselves or with a partner.]

### Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions.

#### Questions:

- Q1. The focus of the lesson was on applying what we know about the stages of a story to an actual story. How has the lesson helped you to understand this?
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

Segue to next lesson: *In our next lesson, we'll see how you can apply what we've covered this week.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.



## English Grade 8 Lesson Plan 6

### Deliberate Practice: Key elements of Literary Texts that tell a story.

#### Key Idea

Deliberate Practice: Key elements of Literary Texts that tell a story – genre, purpose, structure, plot, theme, character, and literary devices.

#### Most Essential Learning Competencies and English Curriculum (2016):

- Determine various social, moral, and economic issues discussed in the text listened to EN8LC-IIIh-7.4
- Compose effective paragraphs EN8WC-IIa-2.8

#### Component 1: Short review

Time: 7 minutes

- Teacher: *This week we have been learning about literary texts that tell a story. Do you remember the story about Juan and the trick he played on his father with mangoes and wasps? In this lesson, we are going to look at another short story and apply some of the knowledge about these types of texts that you have covered this week.*
- *Individually write your answers to Question 1 in the Workbook.*

#### Questions

Q1. According to the Story Mountain there are 5 stages to a story: Rising Action, Resolution, Background, Climax and Falling Action. Put these stages in the right order.

Q2. What is the difference between Climax and Resolution?

Q3. What do we learn in the Background section of a story?

- Teacher seeks answers from students, provides feedback and writes the parts of a narrative and their names on the board/whiteboard.

#### Suggested Answers:

Q1. Background, Rising Action, Climax, Falling Action, Resolution.

Q2. The Climax of a story is where the action comes to a head or the decisive moment when the point of maximum conflict in the story is reached - the big event of the story. The Resolution of the story is what happens because of the Climax; where the conflict is decided, and some sort of normal life is restored.

Q3. Who, where, when.

#### Component 2: Lesson Purpose

Time: 3 minutes

*"In this lesson we are going to look at a short narrative in detail and answer questions to see how well we apply what we've learned from this week."*

#### Component 3: Language Practice Time: 5 minutes

- *This story is called 'From Manila to the World'. It is set in the Philippines and is about how 3 teenagers from Manila formed a band and went from rehearsing in the streets and playing at parties to getting a recording deal and becoming famous.*

- *We may meet some important words in the text that you cannot remember or have not seen before. I'm going to list these words and we will work on their meanings so as you will be able to understand the narrative when I read it shortly.*

These words are written in your Workbook.

- rehearsals (practice sessions)
  - soulful melodies (the way the music sounds)
  - meaningful lyrics (the words to the songs)
  - prestigious (important, high status)
  - originality (sounding different to everyone else)
  - showcase their music to a broader audience (present their music to a bigger community)
- *Let's practice these words. Say them and their meanings after me. Look at their spelling.*
  - *Let's put them in a sentence. I'll do the first one....*
  - *'The band practiced their songs at a rehearsal to get ready for their big performance.'*
  - *Now with your partner, write a sentence for each of the other words in the list.*
  - Teacher samples sentences to make sure the words are used according to their meanings.

[**Teacher Note:** Try to get students to write sentences that reveal the meaning of the words. If running short of time, either omit sentence writing or do it orally as a class.]

#### **Component 4: Lesson Activity**

Time: 25 minutes

##### **Component 4A Reading the text.**

- Teacher reads text, drawing attention to the words listed.
- Students listen and follow along; students highlight or underline any words they don't know.
- Students then take turns to read the text to each other and highlight/underline any words they don't know.

[**Teacher Note:** The purpose is to guide students in reading the text. The teacher should first read the text aloud to the students with appropriate phrasing and expression to model a fluent reading of the text. Students could then read the text together or individually, identifying problematic or unfamiliar language.]

##### **From Manila to the World<sup>7</sup>**

In the bustling streets of Manila, three Filipino teenagers named Miguel, Sofia, and Carlo formed a band called "Tala," meaning star in Filipino, with dreams of making it big in the music industry. Miguel played guitar, Sofia sang and played keyboards and Carlo was on drums. Despite the challenges they faced, such as balancing schoolwork, finding a place for rehearsals, and constantly trying to find better instruments, they poured their hearts into writing their own songs with soulful melodies and meaningful lyrics that resonated with their local community.

One day, the daughter of the principal at their school heard them playing at a party. The next thing they knew the principal asked them to play at the school dance. This was their first public performance – but it was just the start they needed. Soon word of Tala's talent spread throughout the local music scene, and they were invited to perform at a prestigious music festival.

<sup>7</sup> Adapted by ChatGPT, <https://chat.openai.com>

Excitement filled the air as they stepped on stage, feeling the energy of the crowd. Their powerful performance captivated everyone, leaving the audience in awe. It was a defining moment for Tala, as they realized their dreams were within reach.

After their performance, a music producer approached them, impressed by their raw talent and originality. He offered them a record deal, promising to showcase their music to a broader audience. With hearts pounding with anticipation, Miguel, Sofia, and Carlo knew that their lives were about to change forever.

They had not only proven themselves as Filipino artists but had also become an inspiration to their peers, encouraging them to pursue their own passions fearlessly. The journey of Tala was just beginning, and together, they were ready to shine like the stars they were named after.

#### **Component 4B Questions [10 minutes]**

- Teacher: *There are some questions about the story in your Workbook.*
- *Read each question carefully.*
- *What information do we need to find to answer the question?* [Locate and underline relevant information in each question]
- *Can you find the answers in the text?* [Students locate and underline relevant information in text]

#### **Questions**

Q1. What does the name of the band mean in Filipino?

Q2. What evidence is there that shows the teenagers had to overcome obstacles in their way to achieve success?

Q3. Why did the band know that “their lives were about to change forever” because of the music producer’s approach?

#### **Suggested Answers:**

Q1. Star.

Q2. Schoolwork, finding a place to rehearse and looking for better instruments.

Q3. The music producer offers the band a contract/deal which meant that their music was about to be presented (‘showcased’) to a wider audience than their local community.

- Students answer the questions in Workbook.
- Teacher samples answers to the questions from the students.
- Teacher provides feedback to answers.

#### **Component 4C Questions. [10 minutes]**

- Teacher reads Questions 4-6 in the Workbook.

#### **Questions**

Q4. Match each paragraph of the story with the correct stage from The Story Mountain.

Q5. What is the theme or message or moral of this story? Choose one of the options below and give reasons for your answer.

- A. Talent is always rewarded.
- B. Talent and hard work are always rewarded.
- C. If you are fully committed to something, you will overcome any obstacle.
- D. Don’t ever give up on your talent and dreams.

Q6. Add a final paragraph to the story that tells what happened to the band in the next 2 years. Choose whether to make the paragraph a happy or sad one. Include a sentence that sums up the significance or meaning or moral of the story. Make sure that the paragraph you add has the same theme or message that you selected for Q5.

- Students write answers in Workbook.

**[Teacher Notes:** Consolidation students may need some help with Q5 – it could be done as a class discussion for them or in pairs – It is more important than Q6, so Consolidation group teachers should feel free to treat it as an Optional question. Q6 is not an Open Question because the answers given must match the theme chosen in Q5, so it can be answered at various levels.]

- Teacher samples answers to the questions from the students – ask for the theme chosen for Q5 before students read their answers.
- Teacher provides feedback to answers.

### **Suggested Answers**

Q4. Paragraph 1 – Background; Paragraph 2 Rising Action; Paragraph 3 – Climax; Paragraph 4 – Falling Action; Paragraph 5 – Resolution.

Q5. Be prepared for a range of answers -. Reasons given is the focus here. Not an Open Question because limited to 4 credible alternatives.

Q6. Look for answers that match the theme chosen for Q5 with the final paragraph.

### **Component 5: Lesson Conclusion**

Time: 5 minutes

Teacher displays the questions.

#### **Questions:**

1. The focus of the lesson was on revising how stories are structured. How has the lesson helped you to understand this?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

**[Teacher Notes:** It would be worthwhile to do this by getting students to write on the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *Next week we will look at factual types of text: Expository texts.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Questions 5 and 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 7

### Expository Texts that convey information

#### Key Idea

Key elements of Expository texts – types (Information, Explanation, Instructions), purpose, structure, and language devices

#### Most Essential Learning Competencies and English Curriculum (2016):

- Recognize positive and negative messages conveyed in a text.
- Determine various social, moral, and economic issues discussed in the text listened to EN8LC-IIIh-7.4
- Synthesize essential information found in various sources.
- Compose effective paragraphs EN8WC-IIa-2.8. B

#### Component 1: Short review

Time: 7 minutes

- Teacher: *Last week we talked about types of Literary texts that tell a story. This week we are going to focus on types of texts that give us information – Expository texts ‘that present factual information in a logical and structured manner, with the goal of explaining, describing or informing the reader about a particular topic’<sup>8</sup> – and we are going to look in detail at texts by authors whose purpose is to inform or explain or describe or to give instructions about either how something works or how to do something. Firstly, let’s see what you remember about these types of texts.*

Q1. What are the differences between informing, explaining, describing, and instructing?

Q2. For the topic of climate change, design the titles of 3 texts with the main purpose of: (a) informing; (b) explaining; and (c) giving instructions.

Q3. How do Expository texts differ from Literary texts?

- Teacher asks students to volunteer answers and reasons and gives feedback.

#### Sample Answers:

Q1. Informing: presenting facts; Explaining: showing why or how something works or has happened; Describing: showing what something or someone looks like; Giving Instructions: showing how to do or make something.

Q2. Informing: What is Climate Change; Explaining: How climate change will affect the Philippines; Giving Instructions: What you can do about climate change. Be prepared for other responses – accept them if they are appropriate for each purpose.

Q3. Expository texts are factual; literary texts are fictional. You may get additional differences from the students.

#### Component 2: Purpose of the lesson

Time: 3 minutes

- *In this lesson we are going to look at a short Expository text where the author’s purpose is to give important information to the community, and we are going to see how it achieves that purpose. We are going to look at a text from a website created by a state government in Australia to give information and advice to people about a major health issue – Long COVID.*
- *Expository texts that are designed to give information usually have 2 major components:*

<sup>8</sup> See Glossary in the 2023 Matatag English Curriculum, Grades 2-10, p.157.

- a. A definition of the topic or thing, sometimes called a classification.
- b. Paragraphs for each of the various aspects of the topic or thing.

- Some texts may have a third feature – a conclusion, usually in the form of a general statement about the topic or thing. It's not always there though because the main thing about these types of texts is to give you a lot of organized information on the topic but not always an opinion about it.

**[Teacher Notes:** Emphasize that the lesson will help them know how to recognize this type of text and what to look out for or what are the important bits when they must read expository information texts that **they've never read before – such as in a test or examination.**]

### Component 3: Language Practice

Time: 5 minutes

- Teacher: *We are going to read a text called 'What is Long COVID' and it gives information about what Long COVID is and the many different effects it has on people. It was published by the New South Wales Department of Health in Australia.*
- *Here are some key words from the text that you may not know or remember. Let's say each word together.*

#### Vocabulary

- onset – when symptoms begin.
- symptoms – indicators of disease
- fatigue - tiredness
- chronic fatigue syndrome – long-lasting tiredness
- duration – how long something lasts.
- neurological – diseases of the nervous system that affect the brain, spinal cord and the nerves connecting them.
- *Now let's go over what each word means. The definition of the last word, 'neurological' has been provided in your Workbook. It's a tricky medical term.*

Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board. Students write each definition in their Workbooks.

### Component 4: Lesson Activity. Total Time: 25 minutes

#### Component 4A Reading text [5 minutes]

- Teacher directs the students to the text in 4A in their Workbooks and draws attention to the missing sub-headings for paragraphs or groups of paragraphs. Teacher writes a list of the headings on the board and tells students to look for where these headings might go as the teacher reads the text.
  - How likely is it that someone will get long COVID?
  - What are some of the symptoms of long COVID?
  - Advice
  - How long does long COVID last?
  - What is Long COVID?

*This Expository Information text originally had these headings – these are not in the right order. Choose the correct heading for each paragraph or group of paragraphs and write it in the space provided in your workbook as I read the text. Note that some headings may go with more than 1 paragraph.*

- Teacher reads the text, drawing attention to the words listed in Lesson Component 3 and asks students to put up their hands if there are any other words that are uncertain about.

## **Text: Long COVID**

### Heading 1:

Long COVID is defined by the World Health Organization as:

“An illness that occurs in people who have a history of probable or confirmed SARS-CoV-2 (COVID-19) infection; usually within 3 months from the onset of COVID-19, with symptoms and effects that last for at least 2 months.”

### Heading 2:

Long COVID symptoms for adults include:

- fatigue
- shortness of breath, or difficulty breathing
- memory, concentration, or sleep problems
- a persistent cough
- chest pain
- difficulty speaking
- muscle aches
- loss of smell or taste
- depression or anxiety
- fever.

In children, symptoms predominantly include:

- mood symptoms
- fatigue
- sleep disorders

### Heading 3:

Long COVID symptoms can be mild or severe, and people may experience one or more symptoms. The average duration of long COVID is about 3 to 4 months, but this can vary.

### Heading 4:

It is not known how many people develop long COVID. However, it is likely less than one in 20 people.

### Heading 5:

There is no test for long COVID. Diagnosing it means doctors must rule out other conditions with similar symptoms. It can be difficult to tell the difference between long COVID and similar conditions, such as chronic fatigue syndrome, heart, or neurological problems. So, it is important that you speak with your doctor if you have symptoms you are concerned about.

- Check that students have put the headings in correct order in their workbooks:

Heading 1: What is Long COVID? (Para. 1)

Heading 2: What are some of the symptoms of long COVID? (Para. 2 and 3)

Heading 3: How long does long COVID last? (Para. 4)

Heading 4: How likely is it that someone will get long COVID? (Para. 5)

Heading 5: Advice (para. 6)

#### Component 4B Questions [10 minutes]

- Teacher reads questions.
- *Answer these questions in the Workbook, but let's do the first one together. Look at the opening paragraph or section of this text – what sort of information do we get here – what is a single word that describes this paragraph?*

Answer: 'definition'

[**Teacher Notes:** – if students do not quickly volunteer this answer, supply it, and show them how it is the right answer. Tell students that they will see this sort of opening paragraph in most Expository Information types of texts. Get students to write 'definition' for this question in their Workbook.]

#### Questions:

Q1. Does the opening section of this text match what is supposed to go in an Expository - Information text? Give evidence for your answer.

Q2. Find evidence that suggests that we do not know very much about Long Covid.

Q3. See above – Component 4A.

- Teacher directs students to answer Questions 2-3 in their Workbooks.
- Teacher samples answers from students to Questions 2 and 3 and provides feedback.

#### Suggested answers:

Q1 Yes – the topic (Long COVID) is defined.

Q2. There is no test for it: it has the same symptoms as other diseases; doctors must rule out other diseases before they know if it is Long COVID.

Q3. See text above.

#### Component 4C Questions [10 minutes]

- Teacher reads out Questions 4-6 and asks students to write their answers in the Workbook.
- *Teacher: Answer these questions in the Workbook, but let's do the first one together. I am going to read the text again slowly and as I do, I want you to look for any information about children that will help you with Question 4.*
- *Teacher Think Aloud for Question 4: I'm looking at paragraphs 3 and 4 about symptoms. In paragraph 3 it lists 10 symptoms for adults whereas paragraph 4 has only 3 for children. Therefore, I can conclude that COVID was worse for adults than children.*

#### Questions:

Q4. Find evidence that Long COVID is worse for adults than children.

Q5. What benefit do the writers get by quoting the definition of COVID-19 from the World Health Organization instead of putting it in their own words?

Q6. Imagine that your job is to design a script for a webpage or TV or radio drawing attention to the dangers of Long Covid. With a partner, write a short script of 3 paragraphs. Keep in mind the following questions as you design your script:

- How would you change the heading?
- How would you change the opening section?
- How would you change the last sentence?
- What visuals would you add?
- Teacher samples answers from students for questions 5 and 6.



**Suggested answers:**

Q4. Adults have more symptoms.

Q5. The WHO is the world authority on health and diseases, so the definition gets more authority and credibility because it comes from a source higher than a Department of Health in Australia.

Q6. Be prepared for a range of answers – the main thing here is for students to see how the same information can be used for 2 different purposes in 2 different types of texts.

[**Teacher Notes:** Feel free to do Question 4 as class discussion and focus on Question 5 and 6 if you are running short of time. Answers to Q6 should be evaluated in terms of how much of the original information has been included in the new text. ]

**Component 5: Lesson Conclusion**

Time: 5 minutes

Teacher displays the questions.

**Questions:**

- Q1. The focus of the lesson was on learning about how authors whose main purpose is to convey important information organize their texts. How has the lesson helped you to understand this.
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *"We will return to giving you more practice with other types of Expository texts in future lessons."*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 8

### Locating and interpreting information in Expository non-linear texts

#### Key Idea

Key idea: Locating, understanding, interpreting, and applying information in linear and multimodal non-linear Expository texts.

#### Most Essential Learning Competencies and English Curriculum (2016):

- Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts (E8RC-Ile.1.2)
- Synthesize essential information found in various sources.
- Transcode information from linear to non-linear texts and vice versa ENRC-Ile, f, g-1.1.

#### Component 1: Short review

Time: 7 minutes

*Teacher: This week we are learning about different types of Expository texts that convey information. In the previous lesson, we looked at an information text that was wholly in writing. In this lesson we are going to look at how information is conveyed in a visual non-linear text.*

##### Questions:

- Q1. What are some ways of conveying information other than in formal writing or reports?
- Q2. What sort of information are you likely to find in a table?
- Q3. In some information texts, photographs are used as well as words – what purpose do photographs have in a written information text?

- Teacher asks the students to write their answers in the Student Workbook.

##### Suggested answers:

- Q1. Graphs, tables, infographics, pictures, or diagrams.
- Q2. Data, numbers arranged under headings.
- Q3. They add to the written information by showing what happened, what the people or animals or things involved looked like, and what the setting was like.

- Teacher asks students to volunteer answers and gives feedback.

#### Component 2: Purpose of the lesson

Time: 3 minutes

*In this lesson we are going to look at a different way of organizing information in an Expository Information text. We are going to focus on how information can be communicated visually. You are going to learn some strategies for making sense of information from an infographic.*

*Infographics organize information in different ways from written information texts. That is why we call them non-linear texts – you don't always need to read them from start to finish but can often decide where to start depending on what you're looking for. They have their own special features for representing different kinds of information.*

### Component 3: Language Practice

Time: 5 minutes

- Teacher introduces key words and symbols students need to know to read the graph.

*Now we are going to talk about some words that apply to non-linear texts such as infographics that will help us understand the information in the Infographic we are about to see. Let's read them together.*

## Vocabulary

- linear text (written material consisting of words with no pictures, illustrations, or images)
  - non-linear text (material that uses visuals such as pictures, drawings, or images to communicate information)
  - multiple reading paths (**reading in linear, nonlinear, or non-sequential** way; the readers can choose their own reading path)
  - infographic (information + graphic - *a representation of information using pictures and diagrams designed to make the data easy to understand briefly.*)
- *Now let's go over what each word means.*
  - Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board. Students write each definition in their Workbooks.

### Component 4: Lesson Activity

Time: 25 minutes in total

**Component 4A Reading text [5 minutes]**

- Discuss how information is displayed in the infographic below, drawing attention to the pictures, words, and symbols and how they are arranged in the image.

## A Healthy Lifestyle<sup>9</sup>



- *Teacher: Here are some tips on getting information from a non-linear text.*
  - Read the title which gives the gist of what the image is about.
  - Analyze the information by examining the images and words thoroughly.
  - Examine the pictures, symbols or shapes that tell information.
  - Study the relationship of the information and images deeply.
  - Summarize the information in the text.

<sup>9</sup> Adapted by ChatGPT, <https://chat.openai.com>

#### **Component 4B Questions [5 minutes]**

- Teacher reads questions.
- *Answer these questions in the Workbook.*

##### **Questions:**

- Q1. What does this infographic show? (Write your answer in a full sentence.)
- Q2. According to the graphic, what does a healthy lifestyle include?
- Q3. What are some examples of healthy food provided in the image?

- Teacher samples answers from students to each question.

##### **Suggested answers:**

- Q1. The infographic shows different aspects of a healthy lifestyle in a heart-shaped image. This suggests a healthy lifestyle is something to like and is good for the heart.
- Q2. A diet of healthy food; fitness and sporting activities.
- Q3. Healthy food including fruit, e.g., apple, pear, strawberry; vegetables, e.g., carrot, broccoli, cauliflower; healthy drinks, e.g., water, fruit juice, green tea.

[Teacher Notes: Take the class through the tips for understanding non-linear texts by analyzing the infographic which will provide students with the answer for Q1.]

#### **Component 4C Questions [~10 minutes]**

- Teacher: *Use the information from the image to answer the questions. Write your answers in the Workbook in full sentences.*

##### **Questions:**

- Q4. Why are some print headings in the Infographic larger than others? What does this indicate?
- Q5. What do you notice about the shape of the infographic? Why do you think the creators of the infographic used this shape – what is the relationship of the text's shape to health?
- Q6. Using the information in the infographic, write 3 brief expository information paragraphs to present the information as a linear text.

- Teacher samples answers from students to each question.

##### **Suggested answers:**

- Q4. The major heading is Healthy Lifestyle – the smaller headings are components of the larger ones – e.g. Fruits, Healthy Food and Vegetables go under Diet; Fitness and Sport go together.
- Q5. It is shaped like a heart. The heart is one of the most important organs of the body to maintain good health.
- Q6. This question requires transcoding – representing information from a non-linear visual text to a written linear text. The text should begin by stating the topic of what makes a healthy lifestyle (paragraph 1) then use the first major heading in Paragraph 2 and then the other headings in Paragraph 3. For Consolidation students, feel free to give them headings such as 1. Definition 2. Diet 3. Fitness. Answers should be evaluated for inclusion and accuracy of information from the infographic.]

[Teacher Notes: Check the students' use of correct grammar in their sentence writing for Q6. Pay particular attention to the appropriate use of phrases, clauses, and sentences.

**Consolidation group** may omit Q6 or do it as a class discussion with teacher making notes on the board or do it in pairs or groups.]

### Component 5: Lesson Conclusion

Time: 5 minutes Teacher displays the questions.

#### Questions:

1. The focus of the lesson was on learning about how to locate and interpret information presented visually in a non-linear information text. How has the lesson helped you to make sense of a non-linear text?
2. Which questions were easy to answer? Why?
3. What strategies did you use to answer the harder questions?

Segue to next lesson: *We will return to giving you more practice with reading visual information and extending it to other types of images and texts in future lessons.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on Q6 written answers for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 9

### Expository Texts that give Instructions

#### Key Idea

Key elements of Expository texts – types (Information, Explanation, Instructions), purpose, structure, and language devices.

#### Most Essential Learning Competencies and English Curriculum (2016):

- Synthesize essential information found in various sources.
- Compose effective paragraphs EN8WC-IIa-2.8
- Determine various social, moral, and economic issues discussed in the text listened to EN8LC-IIIh-7.4.

#### Component 1: Short review

Time: 7 minutes

- Teacher: *So far this week we have been revising our knowledge of texts that convey information. Expository texts that give instructions also convey information. They give us information about how to do something, tips for things like playing sport or how to avoid being scammed on the internet. We will refer to them in this lesson as Instructional texts.*
- *Some examples of Instructional texts include:*
  - *Instruction manuals to help you build or install or use something.*
  - *Web pages that give information about how to register or apply for something.*
  - *Instructions for taking medicines.*
  - *Recipes*
  - *Advice about how to avoid COVID.*
- *In this lesson we are going to focus on a text gives advice about what you can do about climate change.*
- *Answer the following questions in the Workbook:*
  - Q1. With a partner brainstorm up to 5 Instructional texts that you have seen either in print, on television or online.
  - Q2. What sort of information did you find in these texts?
  - Q3. What sort of instructional or advice texts have been relevant to you as a Filipino teenager?
- Teacher asks students to volunteer answers and reasons and gives feedback, suggesting examples where needed.

#### Suggested answers:

- Q1. Expect a range of answers. Some examples: How to make a food dish (e.g., Adobo); How to apply to vote in an election; Disaster Prevention: What to do in the case of an earthquake; Why earthquakes occur.
- Q2. Expect a range of answers, such as: what is needed to follow the instructions – e.g. equipment; steps to show how to do or make something; advice on what to do before, during and after a disaster or emergency like an earthquake.
- Q3 Expect a variety of answers here depending on students' experiences.

#### Component 2: Purpose of the lesson Time: 3 minutes

- *In this lesson we are going to look at a short text that gives advice about what you can do about climate change.*

### Component 3: Language Practice

Time: 5 minutes

- *This text is called 'What you can do about climate change' and it gives advice and instructions about what people can do at an individual level to fight climate change. It is an example of Instructions for doing something.*
- *Here are some key words from the text that you may not know or remember. Let's say each word together.*

#### Vocabulary

- thermostat – a device to regulate temperature in an indoor setting.
  - an indoor ailer – a rack on which to hang drying clothes indoors.
  - landfill – a place to dump and bury waste material.
  - insulation – material that stops heat escaping in winter and getting in during summer.
  - energy efficiency ratings – a rating system that gives information about how much energy an appliance uses.
  - renewable sources – energy sources like the sun and wind.
- *Now let's go over what each word means.*
  - Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board. Students write each definition in their Workbooks.

### Component 4: Lesson Activity Time: 25 minutes

#### Component 4A Reading the text [5 minutes]

- Teacher reads the text, drawing attention to the words listed in Lesson Component 3.

#### WHAT YOU CAN DO ABOUT CLIMATE CHANGE<sup>10</sup>

Most people feel that they cannot do anything to reduce climate change. They are wrong! Here are some things that we can all do that will make a difference to climate change.

#### STEPS:

##### 1. REDUCE YOUR CARBON FOOTPRINT

- Reduce the amount of electricity you use by turning off lights, TVs, and other electrical gadgets at the wall when not in use.
- Save water by turning off the tap when cleaning your teeth, and remember a shower uses much less water than a bath.
- Wash clothes at 30°C or less with a full load and hang your washing up to dry using an indoor ailer if you can't hang it outside.
- Think about how your family sets your thermostat at home; each degree you turn it up in summer and down in winter can save you 10% in energy.
- Reduce the amount of waste sent to landfill by reducing, reusing, and recycling as much as you can.
- Try eating fresh, local, organic, seasonal food and include more vegetables and fish in your diet.

##### 2. GREEN UP YOUR LIFESTYLE

- Walk or cycle when travelling short distances and consider using public transport when travelling further away.

<sup>10</sup> Adapted from WWF (nd) *Shaping Our Future: The Climate Challenge*, Lesson 3 – Teacher Guide, pages 6-7.

- Reduce your need for home and school heating and cooling by installing insulation such as draft-excluders or if possible, double glazing.
- Check the energy efficiency ratings on new appliances before you buy and install energy-efficient light bulbs, as this will save money by reducing bills in the longer term.
- Switch to greener energy sources where possible; look for electricity and gas suppliers who use renewable sources.

### 3. TAKE POSITIVE ACTION

- Plant a tree in your school, garden, or local community.
- Grow your own fruit and vegetables at school or at home.
- Buy recycled, FSC or Fair-Trade products wherever possible.

## Component 4B Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers in the Workbook.

### Questions:

Q1. What advice is given about saving water.

Q2. One of the features of an Instructional text is their sentence structure in the Steps section. These sentences all start the same way – underline the first word in each dot point - what do you notice about them? Are the sentences statements, questions, or commands?

Q3. Fill out the table in the Workbook for things that adults can do, and that adults and children can both do.

- Teacher samples answers from students to each question and provides feedback.

### Suggested answers:

Q1 Turn off the tap when cleaning your teeth and use showers instead of baths.

Q2. The sentences are all commands and start with a verb.

Q3.

Things that adults can do about climate change	Things that adults and children can both do about climate change
<ul style="list-style-type: none"> <li>• Wash clothes at 30°C or less with a full load and hang your washing up to dry using an indoor ailer if you can't hang it outside.</li> <li>• Think about how your family sets your thermostat at home.</li> <li>• Reduce your need for home and school heating and cooling by installing insulation.</li> <li>• Check the energy efficiency ratings on new appliances before you buy and install energy-efficient light bulbs,</li> <li>• Switch to greener energy sources where possible; look for electricity and gas suppliers who use renewable sources.</li> <li>• Buy recycled Fair-Trade products wherever possible</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the amount of electricity you use by turning off lights, TVs, and other electrical gadgets at the wall when not in use.</li> <li>• Save water by turning off the tap when cleaning your teeth, and remember a shower uses much less water than a bath.</li> <li>• Reduce the amount of waste sent to landfill by reducing, re-using, and recycling as much as you can.</li> <li>• Try eating fresh, local, organic, seasonal food and include more vegetables and fish in your diet.</li> <li>• Walk or cycle when travelling short distances and consider using public transport when travelling further away.</li> <li>• Plant a tree in your school, garden, or local community.</li> <li>• Grow your own fruit and vegetables at school or at home</li> </ul>



#### Component 4C Questions [10 minutes]

- Teacher: *Answer these questions in the Workbook, but let's do the first one together.*

#### Questions:

Q4. Rewrite the following command sentences from the text as statements.

- A. Reduce your need for home and school heating and cooling by installing insulation.
- B. Save water by turning off the tap when cleaning your teeth.
- C. Walk or cycle when travelling short distances and consider using public transport when travelling further away.

*Teacher: Think Aloud. I can turn sentence A into a statement by not starting with a verb like 'Reduce' but by what the writer wants us to do - install insulation. So 'Installing insulation will reduce your need for home and school heating and cooling.' Try doing it this way for B and C.*

Q5. List 3 ways from the text (in more than one section – there are more than 3) that will reduce electricity use.

Q6. Select one of the suggestions for action on climate change that you think is the most important thing that you and your friends can do. Write a short paragraph saying why you think it is the most important thing to do. Use evidence from the text to support your opinion.

- Teacher samples answers from students to each question and provides feedback.

#### Suggested answers:

Q4. B – 'Turning off the tap when cleaning your teeth will save water.'

C – 'Walking when going short distances and using public transport when travelling further away will help reduce climate change.'

Q5. Possible answers:

- A. Reduce the amount of electricity you use by turning off lights, TVs, and other electrical gadgets at the wall when not in use.
- B. Think about how your family sets your thermostat at home; each degree you turn it up in summer and down in winter can save you 10% in energy.
- C. Reduce your need for home and school heating and cooling by installing insulation.
- D. Check the energy efficiency ratings on new appliances before you buy and install energy-efficient light bulbs, as this will save money by reducing bills in the longer term.
- E. Switch to greener energy sources where possible; look for electricity and gas suppliers who use renewable sources.

Q6. Be prepared for a variety of answers here – the main thing is that students have reasons for their choice and can back it up with at least 1 piece of evidence from the text.

**[Teacher Notes:** Feel free to do Question 4 as a class discussion and focus on Questions 5 and 6 depending on time – Consolidation students may be allowed to do Q6 in pairs or groups.]

**Component 5: Lesson Conclusion** Time: 5 minutes

**Questions:**

- Q1. The focus of the lesson was on how information is presented in an instructional text. How has the lesson helped you to understand this?
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

**[Teacher Notes:** *It would be worthwhile to do this by getting students to write on the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]*

Segue to next lesson: *“In the next lesson we will look at Expository texts that give Explanations.”*

**REMINDER:** Collect student Workbooks to review and analyze students’ learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 10

### Expository Texts that give explanations

#### Key Idea

Locating information, understanding, interpreting, and applying understanding in linear and non-linear Expository texts

#### Most Essential Learning Competencies and English Curriculum (2016):

- Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts EN8SS-Ile-1.2
- Compare and contrast the presentation of the same topic in different multimodal texts.
- Use appropriate grammatical signals or expressions suitable to each pattern of idea development: cause-effect.

#### Component 1: Short review

Time: 7 minutes

*Teacher: This week we have been learning about different types of Expository texts – texts that give us information about a topic or how to do something. In this lesson we are going to look at an Expository text that explains how climate change affects the Philippines. It is a multimodal text, which means it uses both written text and non-linear, visual text to communicate its message.*

*Here are some questions about explanations. Write your answers on the Workbook.*

- Teacher reads out questions:
  - Q1. What information do you expect to find in an explanation text dealing with climate change?
  - Q2. What is the most important quality in an explanation text for the reader?
  - Q3. How are information texts and explanation texts different?
- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

#### Suggested answers:

- Q1. A definition of climate change; scientific facts about why it has happened; how it has impacted the earth; reasons why things have happened; a sequence of events or causes; Be prepared for more suggestions from students.
- Q2. To give clear, easy to follow explanations that the reader can understand; to be accurate – not to make mistakes.
- Q3. They have different structures and language patterns: Explanation texts define the topic, then have linked facts in sequence that explain the topic. Information reports also define the topic, then cover each component of the topic usually in separate paragraphs for each component. Both include technical words.

#### Component 2: Purpose of the lesson

Time: 3 minutes

*In this lesson we are going to learn about another type of Expository text – explanations. Explanations tell us how things work or why something happens. They can help us to understand the cycles of nature or the causes and effects of various phenomena.*

*Earlier in the week we studied an infographic about healthy lifestyles. In this lesson we look at a different infographic which uses academic language and a few images to pack in a lot of information.*

### Component 3: Language Practice

Time: 5 minutes

- First, we are going to learn some words used in academic writing about climate change and how it happens. Let's do this together. In your Workbook you will see a list of meanings and a table of words from the text we are about to read. Let's see if we can match them up.

#### Vocabulary

- phenomenon (an interesting fact, event or process that can be observed and studied)
  - climate change (long-term shifts in temperatures and weather patterns)
  - climate projections (information about possible future climate developments)
  - impact (a strong effect on someone or something)
  - environmental degradation (damage to the environment through overuse and pollution of air, water, and land)
  - agriculture (farming; growing and harvesting crops and raising animals, or livestock for food and non-food products)
  - infrastructure (basic facilities such as transport, communications, power supplies, and buildings that support a society)
  - ecosystem (a community of living things and how they interact with each other and their environment).
- With teacher assistance and discussion. students then match the word to the meanings in their Workbooks.

### Component 4: Lesson Activity

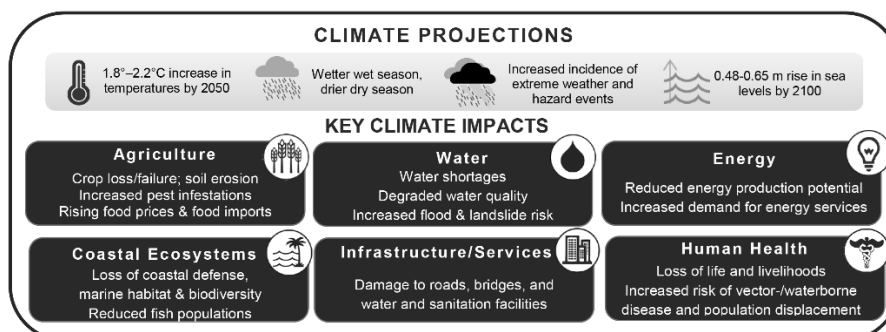
Time: 25 minutes

#### Component 4A Reading text [5 minutes]

- Teacher reads the text, drawing attention to the words listed in Lesson Component 3. Students can underline these words on their copy as the teacher reads.

#### *How Climate Change has affected the Philippines*<sup>11</sup>

Climate change in the Philippines has resulted in more frequent extreme weather events, sea level rise, extreme rainfall, resource shortages, and environmental degradation. As a result, agriculture, water, infrastructure, human health, and coastal ecosystems in the Philippines have been greatly impacted.



This is because the Philippines lies in the world's most cyclone-prone region. Seven to nine cyclones reach the land each year. Another reason is because the Philippines depends heavily on its coastal regions for natural resources and infrastructure. All the major cities and most of the population also

<sup>11</sup> Adapted by ChatGPT, <https://chat.openai.com>

live in these coastal areas. Many rely on the land and sea for their livelihoods. To reduce the impact on the economy and society, coastal areas and marine habitats need to be protected from hazard events such as cyclones, landslides, and floods.

#### **Component 4B Questions [10 minutes]**

- Teacher explains how information in the explanation text is structured.

*In the introduction we have some general information about the phenomenon of climate change. The rest of the text explains the impacts of climate change. We call this the explanation sequence. The last part provides information about what could be done to reduce the damage caused by climate change. A graphic often is included to highlight the key ideas.*

- Teacher reads out the questions and models a strategy for locating information in the text and graphic. Students write their answers in the Workbook.
- *Teacher: Here are some questions about the text. You are going to write your answers in the Workbook. But let's do the first one together. Think about where you can find the answer in the text and where you can find the answer in the infographic.*
- *Think Aloud: The first place to look for the topic of a text is to look at the heading or the title. In this case it's How Climate Change has affected the Philippines so I know it will be about climate change in the Philippines, but I also know that it will try to explain the actual effects of climate change – the word 'How' tells me it's going to explain something.*

#### **Questions:**

Q1. What is the text about?

Q2. List three things caused by climate change from the text.

Q3. What climate impacts from the infographic support your answer in Q.2?

- Teacher samples answers from students to each question and gives feedback.

#### **Suggested answers:**

Q1. The impacts of climate change in the Philippines.

Q2. Any three from: extreme weather events, sea level rise, extreme rainfall, resource shortages, and environmental degradation.

Q3. Any three of: temperature increase of 1.8-2.2 degrees by 2050; wetter wet season, drier dry season; increased extreme weather and hazard events; sea level rise of 0.48-0.65 m by 2100.

#### **Component 4C Questions [10 minutes]**

- Teacher reads out each question and asks students to write their answers in the Workbook.

#### **Questions:**

Q4. What information does the infographic show?

Q5. How does this compare with the information presented in the written text?

Q6. In your opinion, which is more effective in conveying the information – the infographic or the written text? Give reasons for your answer.

- Teacher samples answers from students to each question.

#### **Suggested answers:**

Q4. The infographic is clearly structured to show the climate causes and the key climate impacts (effects).

Q5. Infographic provides specific details about climate change impacts, and specific impacts in each of the areas shown - the text provides a general list of these. The text explains why the Philippines is more prone to the effects of climate change; the infographic does not provide this information.

Q6. Various responses are possible. Eliciting the reasons for the student's opinion is the goal here.

[Teacher Notes: Consolidation students could do Q6 in pairs and may not need to come up with 3 reasons.]

### **Component 5: Lesson Conclusion**

Time: 5 minutes

Teacher reads the questions.

Questions:

Q1. The focus of the lesson was on learning about how information is presented in a multimodal Explanation text. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: If there is time, get students to write their answers in the Workbook so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *We will return to giving you more practice with Explanation texts and extending it to other types of texts in future lessons.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 11

### Comparing different types of journalistic texts

#### Key Idea

Key elements of Expository texts – types (Information), purpose, structure, and language devices - Journalism

#### Most Essential Learning Competencies:

- Determine various social, moral, and economic issues discussed in the text EN8LC-IIIh-7.4
- Synthesize essential information found in various sources.
- Compare and contrast the presentation of the same topic in different multimodal texts.

#### Component 1: Short review

Time: 7 minutes

- *This week we have been looking at texts whose main purpose is to give us information. The major task of newspapers and journalism, whether in print or online, is to provide information. In this lesson we are going to look at two Expository Information news texts dealing with a typhoon in the Philippines.*
  - *To get started, let's look at these Questions:*
    - Q1. What would you expect to see in a news report about a typhoon passing through a village on the coast?
    - Q2. What would you expect to see in an interview with someone who had just experienced a typhoon?
    - Q3. How would the two texts be (a) similar and (b) different?  
*Give reasons for your answers.*
  - Teacher asks students to write answers in the Workbook and then to volunteer answers and reasons and gives feedback.
- Suggested Answers:**
- Q1. Facts about the typhoon, the events – before it hit, during the storm, damage, effects, aftermath.
  - Q2. Description of typhoon, what they did to protect themselves, their feelings during the storm, the effects and damage, what they did after the storm left.
  - Q3. Similar in focus on events as they happened; different in news report being more factual and interview being more personal.

#### Component 2: Purpose of the lesson

Time: 3 minutes

*In this lesson we are going to look at the similarities and differences between two different media accounts of the same event. We are going to read a news report of a typhoon hitting a coastal village and an interview with someone who lived through it.*

#### Component 3: Language Practice

Time: 5 minutes

- Teacher: *Here are some words from the newspaper report that will be used in this lesson but that you may not know or remember. Let's say each word together.*
- Revise:
  - devastating (causing a lot of damage)
  - ferocious (violent)
  - torrential (a lot of rain all at once)

- infrastructure (basic physical and organizational facilities in a community – e.g., buildings, roads, schools)
- coastal erosion (when the sea eats away at the land on the coastal edge or beach)
- a state of emergency (when a government declares that a disaster has occurred, and special laws must be made to ensure the safety of citizens)
- evacuate (to leave or abandon)
- restoration and reconstruction (to rebuild back to original state)
- priority (the most important thing).

▪ *Now let's go over what each word means.*

▪ Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board.

[**Teacher Note:** Feel free to select which words to focus on for sentences and to do them orally as class rather than write answers in Workbook.]

#### **Component 4: Lesson Activities**

Time: 25 minutes

##### **Component 4A Reading the text [5 minutes]**

1. Teacher reads *Devastating Typhoon Ravages Coastal Region, Leaving Widespread Destruction in Its Wake*, drawing attention briefly to the words in Component 3.

#### **Devastating Typhoon Ravages Coastal Region, Leaving Widespread Destruction in Its Wake<sup>12</sup>**

A powerful typhoon tore through the coastal region yesterday, leaving a trail of destruction in its wake. The storm, named Typhoon Horizon, made landfall with ferocious wind speeds reaching 150 kilometers per hour and torrential rains.

The typhoon pounded the coastal area, causing widespread flooding, landslides, and damage to infrastructure. Roofs were ripped off buildings, trees were uprooted, and power lines were toppled, plunging entire neighborhoods into darkness. Torrential rains triggered severe flooding, submerging roads, and displacing numerous families from their homes. The coastal communities bore the brunt of the storm's fury, with reports of coastal erosion and damage to fishing boats and infrastructure.

Local authorities have declared a state of emergency as they begin rescue and recovery efforts in the aftermath of the disaster. Rescue teams, including local authorities and volunteers, have been working tirelessly to evacuate residents from the most affected areas and provide emergency aid. Evacuation centers have been set up to provide shelter, food, and medical assistance to those displaced by the typhoon.

The government has deployed additional resources, including military personnel, to assist in the relief operations and facilitate the restoration of vital services such as electricity and transportation.

As residents grapple with the aftermath, restoration and reconstruction efforts will be initiated to rebuild homes, infrastructure, and lives. The priority remains on ensuring the safety and well-being of those affected and providing them with the necessary resources to rebuild their lives and regain their resilience in the wake of this devastating typhoon.

<sup>12</sup> Adapted by ChatGPT, <https://chat.openai.com>



#### Component 4B Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers in the Workbook.

##### Questions

Q1. Name 1 piece of evidence of the 'devastating' nature of the typhoon that is given in the first paragraph.

Q2. What effect did the torrential rains have on the coastal communities?

Q3. How has the Government assisted local authorities to recover from the typhoon?

- Teacher asks the students to volunteer their answers, giving appropriate feedback and checking for understanding.

##### Suggested Answers

Q1. Wind speed of 150Km/hr; torrential rain; 'leaving a trail of destruction in its wake'.

Q2. Severe flooding, submerging roads and displacing numerous families from their homes.

Q3. It has provided additional resources, including military personnel, to assist in the relief operations and assist the restoration of vital services such as electricity and transportation.

#### Component 4C Questions [10 minutes]

- Teacher: *I'm going to read you another account of the typhoon, this time from a newspaper interview with someone named Maria who lived through it in her village. I want you to listen for any similarities and differences between the interview and the news report, especially in how they begin, what types of information they include and how they end.*
- Teacher reads **An Interview with a Typhoon Survivor** - OR chooses 2 students to read the parts.

#### An Interview with a Survivor of Typhoon Horizon

By Roy Vitali

Maria Hernandez is twenty-seven years old and a mother of two young children. She and her family live in Vontica\*in northern Luzon. They have just survived a f terrifying day and night as Typhoon Horizon devastated their town. I recorded an interview with her while visiting Vontica today.

Roy: Thank you, Maria, for agreeing to tell our readers about your experience of Typhoon Horizon. Can you tell us what it was like for you and your family when the Typhoon hit?

Maria: We were very frightened by the howling wind and the pouring rain. It felt like our house would be blown away. The worst part was that we could hear the trees shaking and creaking so loud it seemed just a matter of time before they fell on our roof. The power went out, leaving our house into darkness. We huddled together under our large kitchen table. The wind was too loud for us to be able to speak to each other. There was nothing we could do but wait for it to stop and hope that the house would not collapse around us.

Roy: How well-prepared were you for the typhoon?

Maria: We had prepared as best as we could, stocking up on supplies and reinforcing our home. But nothing could fully prepare us for the sheer force of the typhoon.

Roy: Can you describe your feelings during the typhoon?

Maria: It was one of the most intense and frightening moments of my life. We could hear shattering glass and crashing debris all around us. It seemed that any moment the walls would collapse, and we would be swept away. We were scared but we held onto the hope that it would pass and that somehow, we would survive. We took hope from each other.

Roy: Thank you for agreeing to this interview Maria.

\* The name Vontica is not the town's real name and has been invented for this text.

- Teacher reads out each question and asks students to write their answers in the Workbook.
  - Q4. What information do the 2 texts have in common?
  - Q5. In what ways is the interview different to the news report?
  - Q6. Design 3 more questions that Roy could have asked Maria about the typhoon. Give reasons for your choices.
- Teacher asks the students to volunteer their answers, giving positive feedback.

#### **Suggested Answers**

Q4. Both texts agree on the type of damage done by the typhoon.

Q5. The interview focuses on Maria's personal feelings and experiences (1st person) during the event while the news report is not personal (3<sup>rd</sup> person) and covers the impact on the whole community both during the typhoon and afterwards, as well as the actions of local authorities and the government to assist the villagers to recover.

Q6. Students may take different approaches - the focus here is on the reasons they give for their choice of questions.

[**Teacher Notes:** For the Consolidation group, Questions 4 and 5 could be done as a class discussion, with the teacher writing answers on the board and Question 6 could be done in pairs in the Workbook. This would allow more time for the students to think and write and for the teacher to sample their answers by getting students to read their work aloud. Feel free to do it this way for the Enhancement group as well.]

#### **Component 5: Lesson Conclusion**

Time: 5 minutes

Teacher displays the questions.

##### **Questions:**

Q1. The focus of the lesson was on learning how the type of information in a text change when the purpose of the author changes even for the same topic. How has the lesson helped you to understand the differences?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[**Teacher Notes:** It would be worthwhile to do this by getting students to write on the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

**REMINDER:** Collect student Workbooks to review and analyze students' learning.

## English Grade 8 Lesson Plan 12

### Deliberate Practice: Comparing different types of Expository texts.

#### Key Idea

Deliberate Practice: Comparing different types of Expository texts.

#### Most Essential Learning Competencies:

- Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts.
- Compare and contrast the presentation of the same topic in different multimodal texts.
- Transcode information from linear to non-linear texts and vice versa ENRC-Ile, f, g-1.1.
- Summarize key information from a text.

#### Component 1: Short review

Time: 7 minutes

*This week we have been learning about different types of texts that give us information – Expository texts. Here are 2 questions to check what you’ve learned. Write your answers in the Workbook.*

- Teacher reads out questions:

Q1. What are the main differences in purpose and structure between information texts, explanations and texts that give instructions?

Q2. How are they similar?

- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

#### Suggested answers:

Q1. They have different purposes, structures and features, e.g., texts that give instructions tell you how to do something and usually have steps in sequence that you follow; information texts tell you facts about a topic and generally have a paragraph about each aspect of the topic; explanations tell you why or how something happens and often start with a general statement about a phenomenon followed by an explanation sequence.

Q2. They all present information that is factual. They sometimes include a non-linear text to present the information. Infographics use images to communicate data and information.

- Students write their answers in the Workbook.

[Teacher Notes: Consolidation Group could do these questions in pairs OR Teacher could do Q1 as a class discussion and then get students to do Q2 in pairs. Feel free to do the Enhancement group the same way for Q1 but individually for Q2.]

#### Component 2: Purpose of the lesson

Time: 3 minutes

*In this lesson we are going to bring together what we have learned about different types of Expository texts. We are going to compare the structures and features of 3 different texts that provide information.*

### Component 3: Language Practice

Time: 5 minutes

- *First, we are going to review some words from the texts we need to understand. Let's read them together and then write their meanings in our Workbooks. You have seen some of them already this week.*

#### Vocabulary

- linear text (written material consisting of words written in sequence, e.g., in sentences, paragraphs, stanzas, with no pictures, illustrations or images)
  - non-linear text (material that uses visuals such as pictures, drawings, or images to communicate information that is not sequential)
  - sequential pattern (paragraph that describe a series of events, steps, or a process in some sort of order)
  - multiple reading paths (reading in linear, nonlinear, or non-sequential way; the readers can choose their own reading path)
  - infographic (information + graphic - a representation of information using pictures and diagrams designed to make the data easy to understand briefly)
  - evaluate (to judge how good, useful, or valuable something is)
  - credible (worth believing, trustworthy, convincing).
- Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board.
  - Students write the meaning of each word or term in their Workbooks.

### Component 4: Lesson Activity

Time: 25 minutes

#### Component 4A Reading text [5 minutes]

- Teacher reads each text, drawing attention to the words listed in Lesson Component 3 and stopping after each one for any student questions. Students can underline these words on their copy as the teacher reads.

##### Text 1 **Linear non-linear texts**<sup>13</sup>

A linear text is any printed written material which has no pictures, illustrations, or images. It is made up of words formed into sentences, paragraphs, or stanzas in poems. It is the kind of text we read from left to right and top to bottom, following a sequence. It often requires a lot of time to get information from a linear text. Examples of linear texts include poems, short stories, folktales, drama, diaries, and newspaper articles.

On the other hand, non-linear texts use visuals such as pictures, drawings, or images to communicate information. The reader reads and analyzes the text using multiple reading paths. Because non-linear texts use images, it is easier to find information quickly. Examples of non-linear texts are graph, charts, tables, infographics, flowcharts, timelines, and diagrams.

##### Text 2 \_\_\_\_\_

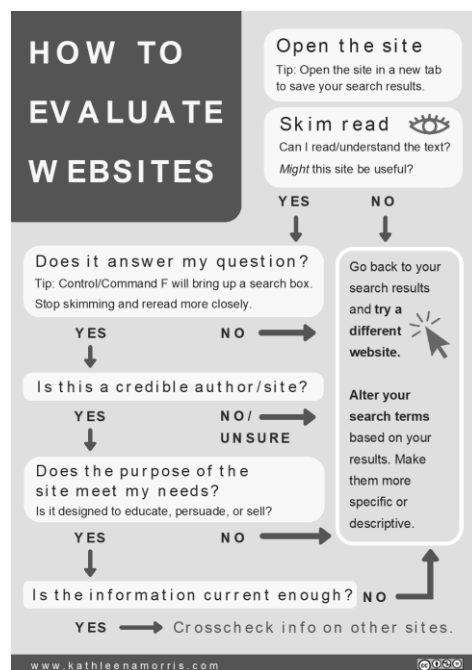
Water can exist as a solid (ice), liquid (water) or gas (vapor or gas). Turning water into ice in a simple process.

To turn from water into ice, water must cool down, so the amount of potential energy is reduced, and the molecules start to move slower. When the water temperature reaches around 0°C, the

<sup>13</sup> Philippines Department of Education, nd. English 7, Q2, Module 7, Maximizing Linear and Non-Linear Texts, page 3.

molecules stick together and form a solid – ice. Even in this solid stage, the molecules are still moving – we just can't see it.

Text 3 **How to evaluate websites.**



- Teacher then asks students to read the texts and look for the words from the list.

**Component 4B Questions** [10 minutes]

- Teacher reads out the questions and asks students to write their answers in the Workbook.

**Questions:**

- Q1. What types of Expository texts are Texts 1, 2 and 3 – information texts, explanations, or instructions?
- Q2. What title would you give Text 2? Give a reason for your choice.
- Q3. Which text is an example of a non-linear text? Give a reason for your answer.

- Teacher samples answers from students to each question and gives feedback.

**Suggested answers:**

- Q1. Text 1–Information text; Text 2-Explanation; Text 3- Instructional.
- Q2. How does water turn into ice? How water turns into ice.
- Q3. Text 3. It uses a flowchart to show the steps in evaluating a website.

**Component 4C Questions** [10 minutes]

- Teacher reads out each question, discusses them with the students, then asks students to write their answers in the Workbook.

*Write answers to these questions in the Workbook.*

**Questions:**

- Q4. In Text 1, what is the main difference between linear and non-linear texts?
- Q5. Is it quicker to find information from linear or non-linear texts? Give reasons for your answer.
- Q6. Using the information in text 3, write a set of instructions for a linear text for evaluating information from websites.

- Teacher samples answers from students to each question.

**Suggested answers:**

Q4. Linear texts are in written form and follow a certain structure depending on their purpose (e.g. whether they are explanations or instructions), while non-linear texts have visual elements that allow readers to get information from anywhere in the text.

Q5. Visuals make it easier to find information because the reader can use multiple reading paths rather than reading from left to right, top to bottom.

Q6. Various wordings are possible. Check that students order the steps in sequence.

[Teacher Notes: Consolidation groups could omit Q5 and do Q6 in pairs.]

**Component 5: Lesson Conclusion**

Time: 5 minutes

Teacher displays the questions.

Q1. The focus of the lesson was on the features of different types of Expository texts. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Segue to next lesson: *Next week we will look at another type of text – persuasive texts.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 13

### Persuasive Texts – Arguments

#### Key Idea

Key elements of Persuasive texts – type, purpose, thesis, structure, audience, and language devices – Arguments

#### Most Essential Learning Competencies and English Curriculum (2016):

- Recognize positive and negative messages conveyed in a text.
- Compare and contrast own opinions with those presented in familiar texts.
- Determine various social, moral, and economic issues discussed in the text listened to
- Synthesize essential information found in various sources.
- Compose effective paragraphs EN8WC-IIa-2.8.

#### Component 1: Short review

Time: 7 minutes

*This week we are going to be reading persuasive texts – texts that give us an argument or an opinion about some important problem, issue or topic and present evidence for their side of the argument. In this lesson we are going to look at a persuasive text written by a Grade 8 class and sent to their local newspaper.*

- Teacher reads out questions:
  - Q1. What does ‘persuasive’ mean?
  - Q2. What types of persuasive texts do you know about?
  - Q3. What are you expecting to see in a persuasive text that is arguing for longer breaks in the school day? Include both the content of the text and the sort of language you think will be there.
- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

#### Suggested answers:

- Q1. A text that tries to convince you of something or to sell you something.
- Q2. Advertisements; political speeches; editorials; movie and tv show reviews; brochures; opinion pieces in newspapers, TV, blogs etc.; essays; campaigns for things like vaccines for COVID – students may have additional examples.
- Q3. Arguments either for or against more breaks, supported by evidence, facts and figures; strong language that may become exaggerated (hyperbole) to make the argument seem more important and obvious; sometimes deliberately slanting the truth; appeals to the emotions and/or to reason.

#### Component 2: Purpose of the lesson

Time: 3 minutes

*In this lesson we are going to learn about Persuasive texts, the way they are organized and some of the strategies or techniques that are used in them. We are going to look at a text called ‘Climate Change Needs to be Taken Seriously’, written by a Grade 8 class in the Philippines, to see how the writers try to convince us that we need to take climate change seriously.*

### Component 3: Language Practice

Time: 5 minutes

#### Vocabulary

*Here are some words and expressions that we are going to meet in the text that we are going to read. Let's read them together. (Refer to Workbook and read.):*

- one of the most pressing issues of our time (one of the most important issues now).
  - pollution (something that has harmful or poisonous effects on the environment)
  - crucial (vitaly important)
  - deforestation (getting rid of trees in the environment)
  - greenhouse gases (gases that trap heat in the atmosphere and cause the planet to heat up)
  - ecosystems (where plants, animals, humans, other organisms, and weather exist in harmony together).
- Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board.
  - Students write each definition in their Workbooks.

### Component 4: Lesson Activity

Time: 25 minutes

#### Component 4A Reading the text [5 minutes]

1. Teacher reads the text, drawing attention to the words listed in Lesson Component 3 and asking students if there are any other words that they don't know or if they have any questions about the text.

#### ***Climate Change Needs to be Taken Seriously<sup>14</sup>***

Climate change has become one of the most pressing issues of our time, and its effects are being felt around the world. Scientists have found that people are making the Earth's climate change faster than it should. The way we use energy, cut down forests, and create pollution all add up to make the Earth's climate warmer. This is bad news for people and animals. As Grade 8 students, it is crucial for us to understand the significance of climate change and the actions we can take to reduce its impact. Otherwise, we will watch the planet gradually being destroyed.

Climate change is caused primarily by human activities, such as burning fossil fuels and deforestation. These actions release greenhouse gases into the atmosphere, leading to a rise in global temperatures and adverse effects on ecosystems. From extreme weather events to rising sea levels, the consequences of climate change are far-reaching and threaten our planet's future.

Climate change causes more natural disasters, like floods and hurricanes. It also makes it harder for people to get food and clean water. This can make people very sick and cause some to die.

<sup>14</sup> Adapted by ChatGPT, <https://chat.openai.com>



We can help slow down climate change by using less energy and making sure the energy we do use comes from clean sources, like solar or wind power. We can also help by planting more trees and reducing pollution.

It's important that we all work together to take care of the Earth and make sure it stays healthy for many years to come. The Earth is our home. It is our only home and our only planet. There are no replacement planets. If the Earth is no longer fit to live in, we will not have elsewhere to go. This is the reason why we as Grade 8 students need to add our voices to those who say that climate change needs to be taken seriously.

#### **Component 4B Questions [10 minutes]**

- Teacher reads questions and asks students to answer the questions in the Workbook.

##### **Questions**

Q1. Why does the writer say that climate change is 'one of the most pressing issues of our time'?

Q2. Why does the writer refer to scientists in saying humans are causing climate change?

Q3. Give each paragraph a heading or title to show what aspect of climate change it covers.

- Teacher samples answers from students to each question.

##### **Suggested answers:**

Q1. The planet will be destroyed.

Q2. It means that the argument is supported by experts making it sound more convincing.

Q3. Acceptable answers: Paragraph 1 -Introduction – statement of problem and the writer's position; Paragraph 2 - human influence on climate change; Paragraph 3 - climate change and natural disasters; Paragraph 4 - What we can do about climate change; Conclusion – re-statement of position.

[Teacher Notes: Consolidation group may do Q3 in pairs or as a class discussion led by the teacher.]

#### **Component 4C Questions [10 minutes]**

- Teacher reads out each question and asks students to write their answers in the Workbook.

##### **Questions:**

Q4. Why does the writer say that the planet is not like 'rooms, houses, or buildings'?

Q5. How does the writer say we can help slow down climate change?

Q6. Write a short paragraph on behalf of your Grade 8 class replying to the Grade 8 class who wrote this persuasive text. Do you agree with them or not? Give reasons for your response.

- Teacher samples answers from students to each question.

##### **Suggested answers:**

Q4. Unlike rooms, houses or buildings, the planet cannot be rebuilt.

Q5. Using less energy; using energy from clean sources; planting more trees; reducing pollution.

Q6. Be prepared for a variety of answers and reasons. Sample as many as you can in the time available.

[Teacher Notes: Feel free to do Q4 and 5 as a whole class to give more time for Q6. Consolidation group may do Q6 in pairs.]

### Component 5: Lesson Conclusion

Time: 5 minutes **Questions:**

Q1. The focus of the lesson was on learning about how an argument is presented in a persuasive text about an issue that is important to the writers. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[Teacher Notes: It would be worthwhile to do this by getting students to write on the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *We will return to giving you more practice with Persuasive texts in the following lessons.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 14

### Persuasive Texts – Speeches

#### Key Idea

Key elements of Persuasive Texts: Key elements of Persuasive texts – type, purpose, thesis, structure, audience, and language devices – A Speech

#### Most Essential Learning Competencies and English Curriculum (2016):

- Recognize positive and negative messages conveyed in a text.
- Examine biases (for or against) made by the author.
- Determine various social, moral, and economic issues discussed in the text listened to EN8LC-IIIh-7.4
- Synthesize essential information found in various sources.
- Transcode information from linear to non-linear texts and vice versa ENRC-IIe, f, g-1.1.

#### Component 1: Short review

Time: 7 minutes

*This week we are learning about Persuasive texts – texts that give us an argument about some important problem, issue or topic and present evidence for their side of the argument. In this lesson we are going to look at a Persuasive text written for a community meeting debate.*

- Teacher reads out questions:

Q1. How do you expect a Persuasive text to start?

Q2. What do you expect to be in the main part of a Persuasive text?

Q3. How do you expect a Persuasive text written for a speech at a debate to be different to one written for a newspaper?

[Teacher Notes: The Consolidation group may do Q3 in pairs or as class discussion, before making notes in their Workbooks.]

- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

#### Suggested answers:

Q1. State the topic and the writer's position about the topic, quick summary of main points.

Q2. Evidence for the writer's position about the topic organized in paragraphs for each of the main points summarized in the first paragraph.

Q3. Expect a variety of answers here – some possibles: less formal language; teenage vocabulary; more personal than factual; topics relevant to teenagers.

#### Component 2: Purpose of the lesson

Time: 3 minutes

*In this lesson we are going to look at a persuasive text – in this case it is a short speech for a community meeting that is a debate about whether it should go solar rather than use coal for its power needs. We are going to look at a text called 'Solar power is better than coal power'. Look out for how different is to the one we read about climate change in our previous lesson.*

### Component 3: Language Practice

Time: 5 minutes

- *Teacher: Here are some words and expressions that we are going to meet in the text that we are going to read. There's also one that is one of the main elements of a persuasive text – the thesis statement. Some of you may already know what that is from last year's camp. It has been defined for you in your Workbook.*

*Let's read them together (refer to Workbook and read):*

- Thesis Statement (a sentence or sentences stating the author's opinion about the topic)
  - renewable (something that can be used repeatedly)
  - resounding (definitely – it should be well supported)
  - pollutants (things that cause harm to the environment)
  - a significant contributor (a major cause)
  - cost-effective (economical, profitable, does not lose a lot of money)
  - adaptable (flexible; can be used in different situations).
- Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board.
  - Students write each definition in their Workbooks.

### Component 4: Lesson Activity

Time: 25 minutes

#### Component 4A Reading text [5 minutes]

- Teacher reads the text, drawing attention to the words listed in Component 3 and stopping after paragraph 1 to ask whether the students have seen the thesis statement yet (underlined below). Teacher asks students if there are any other words that they don't know or if they have any questions about the text.

#### **Solar power is better than coal power<sup>15</sup>**

Good evening, everyone. It's good to see so many of you here tonight for this debate about which is better: solar power or coal power? In my opinion, there is no doubt about the answer – it's solar power and here is the evidence.

Firstly, let's talk about what solar power is. Solar power is produced using energy from the sun. This type of energy is renewable, which means it can be used repeatedly without running out. How good is that?

Secondly, let's talk about coal power. Coal power, on the other hand, is a type of energy that's produced by burning coal. This is not renewable, which means that once all the coal has been used up, we won't be able to produce any more.

Here are some more reasons solar is better than coal power.

Solar power is clean and doesn't produce any harmful pollutants, while coal power is a significant contributor to air and water pollution.

<sup>15</sup> Adapted by ChatGPT, <https://chat.openai.com>

Solar power is more cost-effective in the long run because the cost of solar power has significantly decreased over the years, and solar panels have low maintenance costs.

Solar power can be used in various ways, including photovoltaic panels and concentrated solar power, making it adaptable to different geographic regions and weather conditions.

Overall, solar power is a fantastic alternative to coal power. It's renewable, clean, cost-effective, and adaptable, making it the better choice for our future energy needs.

So, is solar power better than coal power? The answer can only be a resounding Yes!

#### **Component 4B Questions [10 minutes]**

- Teacher reads questions and asks students to answer the questions in the Workbook.

##### **Questions:**

- Q1. What is the difference between renewable and non-renewable energy?
- Q2. List the reasons the writer says that 'solar power is a fantastic alternative to coal power.'
- Q3. Find 3 indicators from the text that this text is meant to be spoken rather than read in a book or newspaper? Quote words from the text.

- Teacher samples answers from students to each question.

##### **Suggested answers:**

- Q1. Renewable energy can be used repeatedly while non-renewable energy cannot.
- Q2. 'Solar power is renewable, clean, cost-effective, and adaptable.'
- Q3. Opening ('Hey there!') not usual in a text for adults; it's more like speech than writing ('Cool', 'juicy details'); directly addresses the reader ('Hey there!'); uses a question/answer structure.

#### **Component 4C Questions [10 minutes]**

- Teacher reads out each question and asks students to write their answers in the Workbook.

##### **Questions:**

- Q4. Underline the speaker's thesis statement.
- Q5. The speaker gives several indications of transition from one point to another. Find the words that indicate the speaker is moving from one point to another.
- Q6. Design a poster for a company that sells solar panels. Use slogans based on the text. Add visuals.

**[Teacher Notes:** Q6 may be better done on paper or on screens than in the Workbook - depending on availability. Feel free to do Questions 4 and 5 as a whole class to give more time to Q6, especially for the Consolidation Group.]

- Teacher samples answers from students to each question and provides feedback.

##### **Suggested answers:**

- Q4. See Component 4A.
- Q5. 'Firstly'; Secondly; 'Here are some more reasons....'.
- Q6. Be prepared for a variety of answers. Sample as many as you can in the time available. Look for use of the content from the text and creativity in the posters.

**[Teacher Notes:** Feel free to do Q4 and 5 as a whole class to give more time for Q6.]

**Component 5: Lesson Conclusion** Time: 5 minutes

Teacher reads the questions.

**Questions:**

Q1. The focus of the lesson was on learning about how an argument is presented in a persuasive text written as a speech for a debate. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[**Teacher Notes:** It would be worthwhile to do this by getting students to write on the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *We will return to giving you more practice with persuasive texts in the following lessons.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of understanding of the content.

## English Grade 8 Lesson Plan 15

### Use of Propaganda Techniques in Persuasive Texts

#### Key Idea

Key Idea: Key elements of Persuasive texts – type, purpose, thesis, structure, audience, and language devices – Propaganda

#### Most Essential Learning Competencies and English Curriculum (2016):

- Recognize positive and negative messages conveyed in a text.
- Compare and contrast own opinions with those presented in familiar texts.
- Recognize positive and negative messages conveyed in a text.
- Examine biases (for or against) made by the author.
- Analyze intention of words or expressions used in propaganda techniques.
- Synthesize essential information found in various sources.
- Compose effective paragraphs.

#### Component 1: Short review

Time: 7 minutes

*This week we have been learning about Persuasive texts – texts that give us an argument about some important problem, issue or topic and present evidence for their side of the argument. In this lesson we are going to look at Persuasive texts that use types of techniques or tactics or even tricks called propaganda to get their message across. Not all texts that use these techniques are propaganda, but they are often used in Persuasive texts, especially in Advertising to get people to buy or believe something is true.*

- Teacher reads out questions:

Q1. What is propaganda<sup>16</sup>?

Q2. Select the propaganda techniques from the list below (there are 3 of them):

- Testimonial
- Images
- Figurative language
- Bandwagon
- Poetry
- Journalism
- Name calling.
- Advertising

Q3. See if you can define how the 3 propaganda techniques you identified in Q2 work? What is the difference between them?

- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

#### Suggested answers:

Q1. Language aiming to persuade people to believe or buy or act – often emotional – with slogans and name calling – often making false and exaggerated claims.

Q2. Testimonial, Name calling and Bandwagon.

<sup>16</sup> See DepED module, *Your Voice! Your Choice? Propaganda Techniques* for Grade 8 which provides a comprehensive coverage of propaganda terms and techniques used in this lesson.

Q3. Testimonial: where an opinion is supported by reference to experts and statistics; Name Calling: where anyone who disagrees with the opinion is attacked personally; Bandwagon: where the writer appeals to the danger of missing out on something that is very good.

[Teacher Notes: Students may not remember or know the 3 propaganda techniques. Feel free to do Q2 and Q3 together in class, especially for the Consolidation group. Make sure that you write the definitions of each term on the board and that students copy them into their Workbooks at Q3.]

### **Component 2: Purpose of the lesson**

Time: 3 minutes

*In this lesson we are going to learn more about Persuasive texts and some of the strategies or techniques that are used in them. We are going to look at a text called 'Cell Phones Should be Banned in All Schools' to see how the writer's support for the banning of cell phones is presented and how the writer tries to convince us that the banning is right using the 3 techniques of propaganda that we have just identified.*

### **Component 3: Language Practice**

Time: 5 minutes

#### **Vocabulary**

- *Here are some words and expressions that we are going to meet in the text that we are going to read. Let's read them together (refer to Workbook and read):*
  - evidence that students do better is overwhelming (there is a lot of support for student improvement).
  - distractions (things that stop you from concentrating on the job)
  - obvious (easy to see that it is true)
  - parasites (something that feeds on another animal or human)
  - improvement (getting better at something)
  - concentrate (focus without giving up)
  - cyber-bullying (where someone is being harassed online)
  - benefit (advantage)
- *Now let's go over what each word means.* Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board.
- Students write each definition on their Workbooks.

### **Component 4: Lesson Activity**

Time: 25 minutes

#### **Component 4A Reading the text [5 minutes]**

- Teacher reads the text, drawing attention to the words listed in Lesson Component 3 and asking students if there are any other words that they don't know or if they have any questions about the text.

*Teacher: As I read the text, look out for the 3 propaganda techniques we have just identified. One is called Testimonial, where the writer uses experts and statistics to back up the argument; another is Bandwagon where writer draws attention to the risks of missing out on the benefits of something; Name-Calling is where the writer uses a negative word or expression to make the reader think badly of the person on the other side of the argument. See if you can spot these techniques as I read.*

[**Teacher Note:** Pause during your reading to ask students to identify these techniques – Testimonial is there more than once – first reference is to London School of Economics; Name-Calling is calling cell phones 'parasites'; Bandwagon is in the first paragraph – 'or risk having their students fall behind those in the countries that have done so.']



### Cell Phones Should be Banned in All Schools<sup>17</sup>

There can be no question that banning cell phones in schools has been a good idea, both for teachers and students. In countries like Spain, Norway and Australia, the evidence that students do better is overwhelming. The main reason for this improvement has been the removal of distractions for students. It is obvious therefore that the Philippines government's decision to ban cell phones in schools was a very sensible move and that other countries should do the same thing and ban cell phones in all schools or risk having their students fall behind those in the countries that have done so.

The evidence that supports banning cell phones in schools is clear. The London School of Economics found that student test scores went up by 6% after cell phones were banned. Similar results were found in Spain and Norway. A group called Communication Education compared results in schools where cell phones were banned and schools where they were not and found that student results were much better in the banning schools. It is therefore clear that cell phones are harmful for student learning and should be banned in all schools. They are like parasites, eating away at the brains of students.

The major reason for this improvement is obvious. Without cell phones, students are less distracted and more able to pay attention to the teacher. Teachers benefit because they spend less time dealing with distracted students on their phones and more time on teaching. Students can concentrate better and take in more information. Better concentration means better learning and better scores in tests. The benefits of banning cell phones in schools are obvious.

Another benefit of the ban has been to reduce cyber-bullying and increase social contact between students. Students are more likely to talk to other students rather than being on their phones in the playground. So, it is not just learning that has benefitted from the ban. There have been social benefits for schools in making the very wise move of banning cell phones too.

For these reasons it is therefore easy to see why cell phones should be banned in all countries. Students may not like it at first, but they will see the benefit of the ban the first time they get a better test result.

#### Component 4B Questions [10 minutes]

- Teacher displays questions **and directs students to answer them** in the Workbook.

##### Questions:

- Q1. Name the 4 countries that the writer says have banned cell phones in schools.
- Q2. The writer uses a technique called Testimonial to support the argument – we identified it during the reading. How does this use of the technique benefit the writer's argument?
- Q3. Explain in your own words the writer's argument that the removal of distractions has led to better student test scores in schools where cell phones have been banned.

- Teacher samples answers from students to each question.

##### Suggested answers:

- Q1. Philippines, Norway, Spain, and Australia
- Q2. It means that the argument is supported by experts making it sound more convincing.
- Q3. Better concentration leads to learning more knowledge as the teacher gets more time to teach.

<sup>17</sup> Adapted by ChatGPT, <https://chat.openai.com>

#### Component 4C Questions [10 minutes]

- Teacher reads out each question and asks students to write their answers in the Workbook.

##### Questions:

- Q4. What is the main reason given for student improvement in schools where cell phones have been banned?
- Q5. What does the writer mean by comparing cell phones to parasites? Do you think it is over the top (or an exaggeration)?
- Q6. Write a short paragraph giving your opinion of the statement: 'It is therefore clearly evident that cell phones are harmful for student learning and should be banned in all schools.' Do you agree with this statement? Why OR why not? Give a reason for your response.

- Teacher samples answers from students to each question.

##### Suggested answers:

- Q4. Removal of distractions.
- Q5. The writer wants to show how bad the effects of cell phones and its distractions are on the student so exaggerates the comparison to get the point across more strongly.
- Q6. Be prepared for a variety of answers and reasons. Sample as many as you can in the time available.

[**Teacher Notes:** Feel free to do Q4 and 5 as a whole class to give more time for Q6 and for the Consolidation group to do Q6 in pairs.]

#### Component 5: Lesson Conclusion

Time: 5 minutes

Teacher displays the questions.

- Q1. The focus of the lesson was on learning about how information is presented in a Persuasive text that uses some propaganda techniques. How has the lesson helped you to understand this?
- Q2. Which questions were easy to answer? Why?
- Q3. What strategies did you use to answer the harder questions?

Segue to next lesson: *We will return to giving you more practice with Persuasive texts in the following lessons.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 16

### Persuasive Texts – Advertising and Target Audience

#### Key Idea

Key elements of Persuasive texts – type, purpose, thesis, structure, audience, and language devices – multimodal TV Advertisement for a target audience

#### Most Essential Learning Competencies and English Curriculum (2016):

- Recognize positive and negative messages conveyed in a text; EN8WC-IIa-2.8
- Use a range of verbs, adjectives, and adverbs to convey emotional response or reaction to an issue to persuade.
- Synthesize essential information found in various sources.
- Compose effective paragraphs.

#### Component 1: Short review

Time: 7 minutes

- *So far in Week 3 we have been learning about Persuasive texts – texts that give us an argument or an opinion about some important problem, issue or topic and present evidence for their side of the argument. In this lesson we are going to look at another form of persuasive text that has been designed with a specific target audience in mind – a TV shoe advertisement that has been designed for teenage girls.*
- Teacher reads out questions:
  - Q1. What are you expecting to see in an advertisement for clothes?
  - Q2. Give examples of words or phrases that you might find in such an advertisement.
  - Q3. How do advertisements appeal to viewers or readers to buy their products? What propaganda techniques are most used in advertisements?
- Teacher asks students to volunteer answers and gives feedback, suggesting examples where needed.

#### Suggested answers:

Q1. Visuals showing attractive people wearing the clothes; language praising the clothes as fashionable, making the wearer look attractive and up to date with what everyone who is popular is wearing – you may get more suggestions from students.

Q2. Expect a variety of answers here depending on students' experiences – some possibilities include 'trendy', 'fashion', 'fashionable', 'smart', 'attitude', 'popular', 'modern', 'ultramodern', 'sleek', 'slim', 'attractive'....

Q3. Appeals to personal feelings and emotions, such as vanity, desire for popularity and to be seen as attractive. Propaganda techniques include Bandwagon, Repetition, Glittering Generalities, Card Stacking, Name Calling. You may get other credible answers here.

[Teacher Notes: The propaganda techniques used in this lesson can be found in the DepEd Module for Grade 8 cited at Footnote 17. Both Enhancement and Consolidation Groups may need teacher input with the terms cited before attempting Q3 – don't get bogged down here by trying to cover all the techniques – be satisfied with 3 or 4 and move on quickly to the rest of the lesson. Tell students that there will be definitions given for the techniques used later in this lesson.]

## Component 2: Purpose of the lesson

Time: 3 minutes

*In this lesson we are going to look at the script of an advertisement designed for television to appeal to teenage girls to see how it uses language and visuals to make its product (shoes) attractive. We are also going to think about how the language would change for a different audience.*

## Component 3: Language Practice

Time: 5 minutes

### Vocabulary

*Here are some words and expressions that we are going to meet in the text that we are going to read. Let's read them together (refer to Workbook and read):*

- trendy (fashionable, popular).
  - teenage fashionistas (girls who love fashion and wearing the latest clothes)
  - close-up shots (the camera zooms in very close)
  - rocking a casual look (dressing in casual clothes that still look like they're the latest fashion)
  - logo (the sign or design specially made for the brand of shoe)
- Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board.
  - Students write each definition in their Workbooks.

## Component 4: Lesson Activity

Time: 25 minutes

### Component 4A Reading the text [5 minutes]

- Teacher reads the text (OR see Teacher Note below), drawing attention to the words listed in Lesson Component 3 and asking students if there are any other words that they don't know or if they have any questions about the text.
- *Teacher: In this text, you will need to use your imagination to see the Visuals that the viewer is seeing as the Narrator speaks.*

**[Teacher Notes:** Feel free to get students to act out this script using several narrators and volunteers to act out the visuals.]

### **Title: Introducing "TrendySole" - Step into Style and Confidence!<sup>18</sup>**

Scene: A trendy shoe store.

Background music: Upbeat and catchy tune.

Narrator: Calling all teenage fashionistas! Get ready to express your unique style and step into confidence with TrendySole, the ultimate shoe brand designed for trendy teenage girls like you.

Visual: Close-up shots of fashionable shoes emphasizing their features.

Narrator: With TrendySole, you'll discover a world of fashion possibilities right at your feet. Our shoes are specially designed to keep you on-trend while providing the comfort and quality you need.

Visual: Footage of teenage girls confidently walking, showcasing their individual styles.

Narrator: Whether you're rocking a casual look, dressing up for a special occasion, or adding a pop of personality to your everyday outfits, TrendySole has the perfect pair for every occasion.

<sup>18</sup> Adapted by ChatGPT, <https://chat.openai.com>

Visual: Various shoe styles showcased, including sneakers, flats, sandals, and boots.

Narrator: Explore our extensive collection of shoes, from cool and colorful sneakers that reflect your active lifestyle, to cute and comfy flats that are perfect for school days, and trendy sandals and boots that complete any fashion-forward outfit.

Visual: Shot of a teenage girl effortlessly putting on a pair of TrendySole shoes.

Narrator: Walk with confidence, knowing that you're making a fashion statement with every step. TrendySole shoes are crafted with attention to detail, featuring the latest trends, unique patterns, and eye-catching embellishments.

Visual: Teenage girls enjoying various activities, showcasing their stylish shoes.

Narrator: TrendySole shoes aren't just about style; they're an expression of who you are. From hanging out with friends to attending parties or exploring new adventures, our shoes will always keep you one step ahead.

Visual: Final shot with the TrendySole logo. "TrendySole - Where fashion meets your unique style!"

#### **Component 4B Questions [10 minutes]**

- Teacher reads questions. Students answer the questions in the Workbook.

[**Teacher Notes:** Feel free to do Q1 as a class discussion, focusing on looking for specific uses of language and visuals in the script.]

##### **Questions:**

- Q1. Name one way in which the writers of this advertisement have tried to appeal to what they think teenage girls are interested in.
- Q2. What types of shoes does TrendySole sell?
- Q3. How do the Visuals support what the Narrator says?

- Teacher samples answers from students to each question and provides feedback.

##### **Suggested answers:**

- Q1. They use fashion, how the shoes represent individual personality, and they show girls wearing the shoes and looking fashionable.
- Q2. Sneakers, flats, sandals, and boots.
- Q3. They match the topic the Narrator is talking about – e.g., when he talks about TrendySoles have shoes for every occasion, the visuals show the range of shoes being sold.

#### **Component 4C Questions [10 minutes]**

- Teacher reads out each question and asks students to write their answers in the Workbook.

[**Teacher Notes:** Feel free to do Q4 and Q5 as a whole class to give more time for Q6.]

##### **Questions:**

- Q4. 'TrendySole - Where fashion meets your unique style. 'This is the slogan that will appear on magazine and online versions of this Television advertisement – what does it mean?
- Q5. How is the statement that "TrendySole has the perfect pair [of shoes] for every occasion' backed up by the Visual that goes with it?
- Q6. Imagine you work for the advertising company that has written the script for teenage girls' shoes and the shoe company wants you to design an advertisement for teenage boys. With a partner (or in groups), create 3 ways for making it different to the one for girls.

- Teacher samples answers from students to each question and provides feedback.

[**Teacher Notes:** Consolidated group could do Q4 and Q5 as a whole class discussion OR Omit Q5 AND do Q6 in pairs or groups.]

**Suggested answers:**

Q4. Not only will the girls be in fashion, but they will also have shoes that express their individual personalities.

Q5. The Visual shows girls wearing a range of shoes and enjoying themselves in different kinds of activities.

Q6. Open question. Be prepared for a variety of answers and ideas. Sample as many as you can in the time available.

**Component 5: Lesson Conclusion**

Time: 5 minutes

Teacher displays the questions.

**Questions:**

Q1. The focus of the lesson was on learning about how information is presented in an advertisement to appeal to a specific audience. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[**Teacher Notes:** It would be worthwhile to do this by getting students to write on the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *Our next lesson will revise persuasive texts that give both sides of an argument.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Questions 3 and 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 17

### Reading Persuasive Texts that give both sides of an Argument.

#### Key Idea

Key Idea: Key elements of Persuasive texts – type, purpose, thesis, structure, audience, and language devices in texts that give both sides of an argument.

#### Most Essential Learning Competencies and English Curriculum (2016):

- Recognize positive and negative messages conveyed in a text.
- Determine various social, moral, and economic issues discussed in the text listened to
- Determine the worth of ideas mentioned in the text listened to
- Synthesize essential information found in various sources.
- Transcode information from linear to non-linear texts and vice versa ENRC-IIe, f, g-1.1.
- Compose effective paragraphs.

#### Component 1: Short review Time: 7 minutes

- *In our last lesson we looked at an advertisement as an example of a persuasive text – texts that give us an argument about some important problem, issue or topic and present evidence for their side of the argument. In this lesson we are going to look at a persuasive text that presents both sides of an argument and it is left up to the reader or viewer to decide which side is right – it is sometimes called a Discussion. Here is a question that asks you to think about both sides of an argument. Write your answer in the Workbook.*

- Teacher reads out question:

Q. How well can you see both sides of an argument? Fill out the table in the Workbook with 3 points for and against making the school day in the Philippines shorter – some points have been already included.

TOPIC: Should the number of hours in the school day in the Philippines be reduced?

Pros	Cons
1. More time for students to rest, relax, and do other activities that promote physical and mental health and reduce stress.	1.
2.	2.
3.	3. Problems for working parents who rely on the traditional school hours to organize their own work hours and childcare arrangements.

- Teacher asks students to volunteer answers and gives feedback, suggesting examples.

[**Teacher Notes:** Feel free to let students do this in pairs or to do it as a class brainstorm, especially for the Consolidation group.]

**Suggested answers:**

PROS: Better concentration and engagement by students as they don't get so tired; better work-life balance.

CONS: Less time for teaching and learning; lower student achievement

Be prepared for other ideas.

**Component 2: Purpose of the lesson**

Time: 3 minutes

- *In this lesson we are going to learn about another type of persuasive text – one where both sides of an argument are presented.*
- *Like other types of persuasive texts, it generally starts with statement of the topic. It then has paragraphs presenting the arguments for one side (“For” or “Pros”) and then paragraphs presenting the arguments for the other side (“Against” or “Cons”). Sometimes there is a concluding statement if the author wishes to take one side over the other, but generally they try to be objective/impartial/neutral about the topic as their main purpose is to give both sides and let the readers make up their minds.*

**Component 3: Language Practice**

Time: 5 minutes

- *Here are some words and expressions that we are going to meet in the text about video games that we are going to read. Let's read them together (refer to Workbook and read):*

**Vocabulary**

- Pros and Cons (for and against)
- getting addicted (losing control over your actions because of an overwhelming desire for something – e.g., a drug)
- obese (very fat – overweight)
- heart disease (health conditions that can lead to heart attacks)
- concentration (focus, ability to pay attention for a long time)
- problem-solving skills (able to think creatively to come up with solutions to problems)
- violent (causing physical harm)
- criminal behavior (breaking the law).
- *Now let's go over what each word means.* Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board.
- Students write each definition on their Workbooks.

**Component 4: Lesson Activity**

Time: 25 minutes

**Component 4A Reading the text [5 minutes]**

- Teacher reads the text drawing attention to the words listed in Lesson Component 3.

[**Teacher Notes:** If the class has some fluent English speakers and readers, you could assign each of the speakers in the text to individual class members.]



## Pros and Cons of Video Games<sup>19</sup>

*A group of Grade 8 students were discussing what they thought about video games.*

**Hannah:** In my opinion, video games are fun to play but I'm worried about getting addicted to them. I'm afraid I won't be able to know when to stop playing once I start. I have read stories about kids who stay up all night playing games and can't stay awake at school next day.

**Allan:** I completely agree with you, Hannah. Too much time in front of a screen means you don't get to spend time with your family and friends. You don't go outside which means you don't do any exercise. A lot of people our age who are addicted to video games get very fat – obese – and will get health problems like heart disease in later life.

**Paul:** I'm sorry to say this, but I totally disagree with you. Video games are not just fun, but they are educational too. They require a lot of thinking, concentration, focus and problem-solving skills. You don't just sit in front of a screen – you must be ready to move quickly to solve sudden problems and you need to develop a good memory to remember what to do when similar problems occur again.

**Juanita:** I agree with Paul. We are going to need to be able to use computers when we leave school and get a job. Video games are useful for teaching us how to use computers well and develop the skills we will need when we leave here and go into the real world. Besides, a lot of games are useful for school – they teach us about history and science for example.

**Allan:** I don't agree with you, Juanita. Some games are very violent which can make people less concerned about violence in real life and even lead to criminal behavior.

**Paul:** I see what you mean, Allan, but a lot of games have competitions that allow you to meet other people from here and other countries. You can make friends online and share ideas about many different things. Video games help bring people together.

**Frida:** You've all made some good points about video games – I think I agree with all of you!

### Component 4B Questions [10 minutes]

- Teacher reads questions. *Answer these questions in the Workbook.*

#### Questions:

- Q1. What is Hannah's main reason for not wanting to play video games?
- Q2. How do Paul and Juanita counter the arguments of Hannah and Allan?
- Q3. Fill out the table in your Workbook for pros and cons of video games.

- Teacher samples answers from students to each question.

[**Teacher Notes:** Consolidation group could do Q3 in pairs.]

#### Suggested answers:

- Q1. She is afraid of becoming addicted.
- Q2. They list the advantages of video games for developing thinking skills that are relevant to getting a job.

<sup>19</sup> Adapted by ChatGPT, <https://chat.openai.com>

Q3. Pros: they develop thinking skills; teach about school subjects; introduce players to other people; Cons: they can be addictive; reduce exercise; cause disease; reduce contact with family and friends; can be violent and encourage violent behavior.

#### **Component 4C Questions [10 minutes]**

- Teacher reads out each question and asks students to write their answers in the Workbook.

##### **Questions:**

Q4. How can you say that this group are trying to be polite to each other even though they disagree?

Q5. Based on your reading of the text, list the advantages of video games for education.

Q6. Turn this conversation into a written text entitled, 'The Pros and Cons of Video Games'. You will see in the Workbook that some of it has been done for you.

- Teacher samples answers from students to each question.

##### **Suggested answers:**

Q4. The use of expressions like "I don't agree with you"; "I agree with you"; "I'm sorry to say this"; "I see what you mean".

Q5. They develop thinking, concentration, focus and problem-solving skills and have information relevant to school subjects like science and history.

Q6. (See Student Workbook.)

[**Teacher Notes:** Feel free to do Q4 and Q5 as a whole class to give more time for Q6, especially for the Consolidation group.]

Teacher could do a 5-minute brainstorm with class to provide points for both sides of the argument for Q6 AND/OR could get the students to suggest the words that could come after 'On the one hand,' to give the students a start on the text and write them on the board. This would also help students with seeing the appropriate language to use in their texts.]

#### **Component 5: Lesson Conclusion**

Time: 5 minutes

Teacher reads the questions.

##### **Questions:**

Q1. The focus of the lesson was on learning about how information is presented in a Persuasive text that presents both sides of an argument. How has the lesson helped you to understand this?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

[**Teacher Notes:** It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

Segue to next lesson: *The last lesson for this week will also be about persuasive texts and will revise some of the issues we have looked at throughout the week.*

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

## English Grade 8 Lesson Plan 18

### Deliberate Practice: Comparing Persuasive Texts on the same topic.

#### Key Idea

Deliberate Practice: Comparing Persuasive Texts on the same topic.

#### Most Essential Learning Competencies and English Curriculum (2016):

- Determine various social, moral, and economic issues discussed in the text listened to EN8LC-IIIh-7.4
- Synthesize essential information found in various sources.
- Compose effective paragraphs.

#### Component 1: Short review

Time: 7 minutes

- *Teacher: This week we have been looking at texts the main purpose of which is to persuade us about something. We have explored persuasive texts, like the one on Climate Change and Solar Power where one side of an argument is presented and another type of Persuasive text, where two sides of an argument are provided, as we saw in Pros and Cons of Video Games. In this lesson we are going to look at another type of persuasive text called a Review.*
- *Reviews occur in newspapers, online websites and on television. They generally give the opinions of someone, who may or may not be an expert, about such things as books, music, and films. They often contain personal opinions and feelings rather than objective reasons and are generally written in the first person unlike more academic persuasive texts which appeal to reason and judgement based on factual evidence.*

[**Teacher Note:** You may have students who have never read or watched a Review show on TV and therefore don't know what a Review is. It may be helpful here to have a copy of one from a newspaper or an online source – focus on the headline and even read the first paragraph if needed to give students the idea.]

#### Questions

Q1. Apart from books and films, what other sorts of things do you expect a Review to be about?

Q2. Why do you think people read or watch reviews?

Q3. Do you agree or disagree with this statement about reviews: "Reviews are allowed to be very biased either for or against the subject." Give a reason for your answer. [Teacher Note for Q3: You may have to explain what 'bias' is. **Q3 is Optional for the Consolidated group**]

- Teacher asks students to volunteer answers and reasons and gives feedback.

#### Suggested answers:

Q1. TV shows, video games, cars, theatre, comedy, and concert performances, etc.

Q2. To get expert advice about what to watch or buy.

Q3. Be prepared for different answers and disagreement. Focus on the reasons given.

#### Component 2: Purpose of the lesson Time: 2 minutes

*In this lesson we are going to look at two texts, one that we read last lesson called Pros and Cons of Video Games and a new one called Review of Minecraft to see how a similar topic can be treated differently depending on the purpose of the text, even though both are examples of Persuasive texts.*

### Component: 3 Language Practice

Time: 5 minutes

- *We have already read Pros and Cons of Video Games and understand what it is about. We are going to look at a new text in this lesson, Review of Minecraft, and here are some words and expressions from it that you may not know or may have forgotten. Let's say each word together.*

#### Vocabulary

- unique landscapes (features of the game that you won't find in other games))
  - immersive (draws you into its world) See Component 4A for teacher Think Aloud to work out context clues for this word.
  - challenges (difficult tasks)
  - limitations, (restraints or things that stop you from going forward)
  - iconic (unique and excellent with a long-lasting reputation as one of the best of its kind)
  - an active modding community (a group that makes modifications to the game)
  - customize (adapt something to your own needs)
- Teacher writes each word on the board and asks class to volunteer answers and writes each definition on the board.
  - Students write each definition in their Workbooks.

### Component 4 Lesson Activity

Time: 25 minutes in total

#### Component 4A Reading the texts [5 minutes]

- Teacher reads *Review of Minecraft*, drawing attention to the words listed in Component 3.

#### ***Review of Minecraft*<sup>20</sup>**

Hey dudes! Are you looking for a new game to play? Well, look no further than Minecraft! This game is a must-play for any gamer, and here's why.

Firstly, Minecraft is a game where you can let your imagination run wild. You can create anything you want, from simple houses to entire cities, using the game's building blocks. You can also explore vast worlds filled with unique landscapes, animals, and creatures, which makes the game incredibly immersive.

Secondly, the game has several different modes to play in. Survival mode challenges you to gather resources and build shelter to survive against monsters that come out at night. Creative mode lets you build anything you want without any limitations, while Adventure mode lets you play maps created by other players.

The game's graphics may seem simple, but it's what makes Minecraft so charming and iconic. It's easy to get lost in the game's blocky world and forget about the real world around you. Plus, the game has an active modding community, which means that you can add new features and elements to the game to customize it even further.

Overall, Minecraft is a game that has stood the test of time and is still just as fun to play today as it was when it was first released. With endless possibilities, it's a game that you can play for hours on end and never get bored. So, what are you waiting for? Grab your pickaxe and start digging!

<sup>20</sup> Adapted by ChatGPT, <https://chat.openai.com>

**[Teacher Note:** Do a Think Aloud for ‘immersive’: *Let’s see if we can work out what ‘immersive’ means from the words around it. Minecraft seems to be a game where you can ‘let your imagination run wild’ and create a lot of different things from cities to animals. So, it’s a very interesting game that draws its players in – I think that’s what it must mean – it draws you into its world and you lose awareness of anything else.]*

#### **Component 4B Questions** [10 minutes]

- Teacher displays and reads questions. *Answer these questions on the Workbook.*

##### **Questions:**

Q1. What does the writer mean by ‘Minecraft is a game where you can let your imagination run wild’?

Q2. Describe the 3 different modes of playing Minecraft.

Q3. Give each paragraph a heading that describes what aspect of Minecraft it is about.

- Teacher samples answers from students to each question.

##### **Suggested answers:**

Q1. You can create anything and explore anywhere you want.

Q2. Survival mode: where you must survive against monsters; Creative mode: where you can build anything without limitations; Adventure mode: where you play on the maps designed by other players.

Q3. Paragraph 1: Introduction – topic for review and writer’s attitude towards it; Paragraph 2 – Feature 1 of the game; Paragraph 3 – feature 2 of the game; Paragraph 4 – other features of the game – Graphics; Paragraph 5 – Conclusion and recommendation.

#### **Component 4C Questions** [10 minutes]

- *Now let’s look at the other text we have read about video games: Pros and Cons of Video Games. I will read it again to remind you of what is in it.*
- [Teacher Note: as in Lesson 4, you could get students to read the parts from the text rather than read it yourself here.]

##### **Pros and Cons of Video Games**

*A group of Grade 8 students were discussing what they thought about video games.*

**Hannah:** In my opinion, video games are fun to play but I’m worried about getting addicted to them. I’m afraid I won’t be able to know when to stop playing once I start. I have read stories about kids who stay up all night playing games and can’t stay awake at school next day.

**Allan:** I completely agree with you, Hannah. Too much time in front of a screen means you don’t get to spend time with your family and friends. You don’t go outside which means you don’t do any exercise. A lot of people our age who are addicted to video games get very fat – obese – and will get health problems like heart disease in later life.

**Paul:** I’m sorry to say this, but I totally disagree with you. Video games are not just fun, but they are educational too. They require a lot of thinking, concentration, focus and problem-solving skills. You don’t just sit in front of a screen – you must be ready to move quickly to solve sudden problems and you need to develop a good memory to remember what to do when similar problems occur again.

**Juanita:** I agree with Paul. We are going to need to be able to use computers when we leave school and get a job. Video games are useful for teaching us how to use computers

well and develop the skills we will need when we leave here and go into the real world. Besides, a lot of games are useful for school – they teach us about history and science for example.

**Allan:** I don't agree with you, Juanita. Some games are very violent which can make people less concerned about violence in real life and even lead to criminal behavior.

**Paul:** I see what you mean, Allan, but a lot of games have competitions that allow you to meet other people from here and other countries. You can make friends online and share ideas about many different things. Video games help bring people together.

**Frida:** You've all made some good points about video games – I think I agree with all of you!

- Teacher displays and reads questions.

#### Questions

Q4. Identify which speakers the Minecraft reviewer would agree with.

Q5. What are the main points on which the Minecraft reviewer and the people in the conversation would agree?

Q6. How would the reviewer of Minecraft respond to the arguments put up by Allan? Write a short paragraph or script of what you think he would say based on his review of Minecraft.

- Teacher asks the students to volunteer their answers, giving positive feedback.

#### Suggested Answers

Q4. Paul and Juanita.

Q5. Acceptable answers may include but not be limited to: The game is fun, full of challenges, uses the player's imagination and introduces them to other communities of players.

Q6. Be prepared for a variety of answers here but the focus would be on the way the game challenges the imagination, involves problem solving or challenges and allows players to meet other people.

**[Teacher Notes:** Questions 4 and 5 could be done as a class discussion, with the teacher writing answers on the board. Question 6 could be done in pairs in the Workbook, especially for the Consolidation group. This would allow more time for the students to write and for the teacher to sample their answers by getting students to read their writing aloud.]

#### Component 5: Lesson Conclusion

Time: 5 minutes

Q1. The focus of the lesson was on comparing 2 different types of persuasive texts dealing with a similar topic. How has the lesson helped you to understand the difference?

Q2. Which questions were easy to answer? Why?

Q3. What strategies did you use to answer the harder questions?

**[Teacher Notes:** It would be worthwhile to do this by getting students to write in the Workbook, so you have some feedback on the effectiveness of the lesson and how they feel about their learning experience. However, if pressed for time, you may want to do this section as a class discussion.]

**REMINDER:** Collect student Workbooks to review and analyze students' learning – focus on answers to Question 6 for quality and clarity of writing and understanding of the content.

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