

7

# Lesson Exemplar for English

Quarter 3

Lesson

1

GOVERNMENT PROPERTY  
**NOT FOR SALE**

**Lesson Exemplar for English Grade 7**  
**Quarter 3: Lesson 1 of 8 (Week 1)**  
**SY 2024-2025**

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**ENGLISH/QUARTER 3/ GRADE 7**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<b>A. Content Standards</b>	The learners demonstrate their word knowledge as used in formal and informal situations; knowledge of grammatical structures; literal, inferential, and critical comprehension of literary and informational texts; composing and creating text skills; and knowledge of non-verbal cues and propaganda techniques to produce culture-based texts based on one's purpose, context, and target audience.
<b>B. Performance Standards</b>	The learners apply literal, inferential, and critical comprehension of literary and informational texts; produce culture-based texts: narrative, expository, and persuasive texts appropriate for their purpose context (Indigenous People and regional celebrations); and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.
<b>C. Learning Competencies and Objectives</b>	<p>EN7INF-III-1 Examine text structures of non-journalistic (expository) texts for clarity of meaning and purpose: comparison and contrast</p> <p>EN7INF-III-2 Examine linguistic features as tools to achieve organizational efficiency in informational texts: transition devices</p> <p>EN7INF-III-4 Extract significant information.</p> <p>EN7INF-III-11 Analyze textual evidence to support an argument/general statement: summarizing</p> <p><b>Lesson Objectives</b></p> <ol style="list-style-type: none"><li>1. Analyze the text structure of different types of expository texts by noting purpose and organization of ideas.</li><li>2. Identify the meaning and use of different transitional devices in expository texts.</li><li>3. Note important details to summarize information presented in expository texts.</li></ol>
<b>D. Content</b>	<ul style="list-style-type: none"><li>• Text structures of Expository Texts</li><li>• Transition markers</li><li>• Extracting significant information to summarize</li></ul>
<b>E. Integration</b>	Local, regional, and national celebrations/holidays

## II. LEARNING RESOURCES

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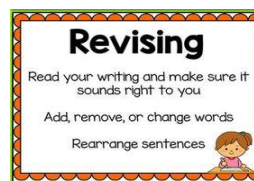
## III. TEACHING AND LEARNING PROCEDURE

### NOTES TO TEACHERS

#### A. Activating Prior Knowledge

#### 1. Short Review

Students recall their experience writing a short story by arranging the five boxes showing the various stages of writing.



To make this game-like, the teacher may have four to six groups of students (depending on the class size) compete on which group could first post/paste the printed boxes in the correct order.

To prepare for the game, the teacher must 1.) print four to six sets of cards/printed boxes, depending on the number of groups, and 2.) prepare them on

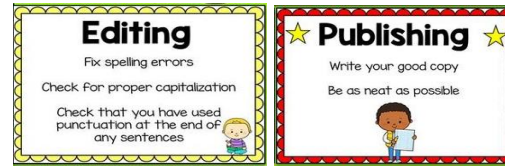
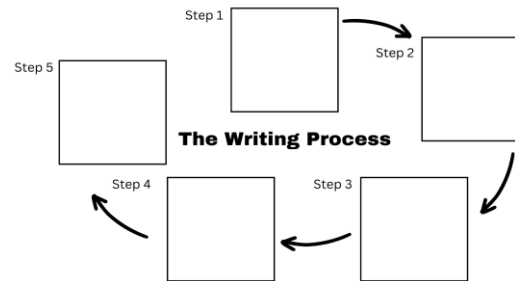


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**Figure 1. The Writing Process**



## 2. Feedback

Students share with two seatmates what they did in each of the five stages of writing during the final writing activity in Quarter 2. Students' sharing will be guided by the **Feedback Table A.1** below.

Stage	What did your group do in each stage?		
	Student 1	Student 2	Student 3
Pre-writing			
Drafting			
Revising			
Editing			
Publishing			

recycled newspaper/ calendars or manila paper the template (See Figure 1) where each group will paste their output.

The groupings could be composed of the same students who worked together on the final writing task in Quarter 2.

The teacher may use Think-Triad-Share so that each student can share their experience with two others. While the students share their experiences, they complete the Feedback Table A.1. and submit it as their output.

(The Feedback table must be completed by the students as they share their writing experience because “writing pushes thinking.” By noting their groupmates' answers, Students focus on sharing and “noticing” the strategies they use in each of the five stages of writing.)

<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b> Suggested Lesson Introduction: In your final writing task in Quarter 2, you used a story map as a pre-writing activity. This is because you used narration as a method of paragraph development. In this quarter, we will learn about another method: Exposition. The main difference between narrative and expository methods of paragraph development is that in the narrative, you tell a story about a certain character/s in a specific time and place. This means you present a sequence of events leading to the climax (the story's most important, often highest point). On the other hand, expository essays explain or inform the reader about a certain topic or idea. For example, in the Rappler article which you are about to read, the writer describes the Sinulog, Ati-Atihan, and Dinagyang Festivals to inform the reader and encourage them to join or learn more about them.</p> <p>There are four most commonly used expository methods of paragraph development: 1.) sequence/process, 2.) comparison and contrast, 3.) cause and effect, and 4.) problem and solution. The expository essay that we will read, #PHTravel: Sinulog, Ati-Atihan, and Dinagyang, describes the similarities and differences between these three festivals. At the end of this lesson, you will be able to write your comparison and contrast expository essay.</p> <p><b>2. Unlocking Content Area Vocabulary</b> Using context clues, students think about the possible meaning of the following unfamiliar words from the article #PHTravel: Sinulog, Ati-Atihan, and Dinagyang. An example is provided below.</p> <div data-bbox="542 941 889 1121" data-label="Image"> </div> <p>The Sinulog dance <u>mimics</u> the back-and-forth movement of water currents. Dancers <u>sway to the left and the right like the waters moving toward a specific direction</u>. <b>Clue:</b> <u>sway to the left and the right like the waters</u> <b>Possible Meaning based on the clue:</b> <u>to follow or imitate</u></p> <p>1. Cebuanos used to dance the Sinulog for their <b>pagan</b> <u>idols, whom they worshipped with singing and dancing</u>. <b>Clue:</b> _____ <b>Possible Meaning:</b> _____</p> <p>2. After their <b>conversion</b> from paganism to Catholicism, they continued to dance the Sinulog, but this time, in honor of the Santo Niño. <b>Clue:</b> _____ <b>Possible Meaning:</b> _____</p>	<p>We may use <i>translanguaging</i> if students find it difficult to guess the meaning based on the context clue or explain their understanding of the word in English.</p> <p>Translanguaging is “a natural phenomenon that multilingual students engage in when using multiple language practices. In a multilingual context, students and teachers strategically use their full linguistic repertoire (Canagarajah, 2011).</p> <p>For example, teachers could encourage students to explain their understanding of the identified vocabulary in their first</p>
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3. A major event during the festival is a re-enactment of Magellan baptizing the rajah and his wife and **bequeathing** the statue to Hara Amihan, who, thereafter, was called Queen Juana.

**Clue:** \_\_\_\_\_

**Possible Meaning:** \_\_\_\_\_



1. The Ati-Atihan dancers **emulate** the Atis' dark skin by covering their skin with soot, a black powdery substance consisting of carbon, to make it dark, and dressing up in the tribe's traditional costume.

**Clue:** \_\_\_\_\_

**Possible Meaning:** \_\_\_\_\_

2. The Atis were **hostile** to the foreigners or Maraynons. Seeing the Maraynons as enemies, they engaged in bloody battles.

**Clue:** \_\_\_\_\_

**Possible Meaning:** \_\_\_\_\_

3. The Maraynons or foreigners-initiated peace talks with the **aboriginal** tribe or people from the earliest times before the arrival of the Spaniards.

**Clue:** \_\_\_\_\_

**Possible Meaning:** \_\_\_\_\_

language by giving an example or through direct translation. Then, s/he may call other students to restate the correct explanation in their first language to English.

**C. Developing and Deepening Understanding**

**Structure of Expository Texts**

**1. Explicitation**

Students answer the question: *Which of the two versions is easier to understand, is more organized, and is well-written? Why?*

**Table B.1.**

Text A	Text B
<p>Filipinos are among the happiest people in the world. It is hard not to be when you live in a place with countless fiestas, festivals, and holidays all year round. No occasion is ever ordinary because Filipinos will find a way to make it special.</p> <p>In this lesson, we will be learning about the three Philippine festivals which are held in January. These are the Sinulog in Cebu, Ati-Atihan in Aklan, and Dinagyang in Iloilo.</p>	<p>Filipinos are among the happiest people in the world. It's hard not to be, right? We live in a place where there are countless fiestas, festivals, and holidays all year round. No occasion is ever ordinary coz Filipinos will find a way to make it special.</p> <p>We will be learning about the three Philippine festivals. Exciting, huh? That's in January. These are the Sinulog in Cebu, Ati-Atihan in Aklan, and Dinagyang in Iloilo.</p>

*Suggested Content Input:*

We know that a text is well-written if it is well-organized in terms of unity, cohesion, and coherence. By unity, we mean that the topic sentence (our statement or stand) is supported by details such as examples and reasons. By cohesion and coherence, we mean that appropriate transition markers or signal words such as however, similarly, next are used to connect the ideas logically.

*Unity, coherence, and cohesion* are not exact synonyms but are closely related. *Coherence* is about the *unity* of the ideas in a whole composition. It is the composition's overall structure and quality of being logical and understandable. *Cohesion*, on the other hand, refers to how the whole composition is formed. It is the glue that holds a composition together, the link that connects ideas and makes the flow of thoughts clear. That is to say; cohesion is achieved when sentences are connected using cohesive or transitional devices, which may be grammatical or lexical (words) devices. Cohesion and coherence go hand in hand to produce a clear and easy-to-understand composition. Cohesive or transitional devices are

To emphasize the importance of composing a well-written text, students are asked to compare the two texts in Table B.1.

The teacher may ask students to work with the same groupmates from the previous activity. They need to compare these texts and choose which is better based on the clarity in meaning and the organization in terms of unity, coherence, and cohesion.

The teacher guides students to notice the diction/word choice used in writing Text A. Students are made to realize that a formal writing style is observed in expository texts. Thus, it does not use a conversational and more personal tone or language.



used to achieve coherence. We will observe how these are used in the Rappler article that follows.

## 2. Worked Example

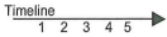

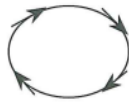
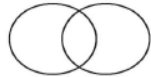
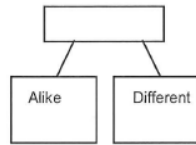
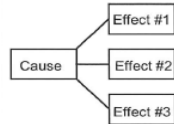
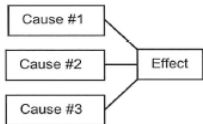
As mentioned at the beginning of this quarter, four commonly used expository text structures exist. Ask the class to work in groups to recall understanding of expository text structures through a jigsaw activity.

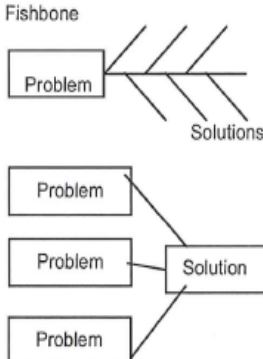
Instruction: In your group, each member must be assigned to one of the four expository text structures and your goal is to become an “expert” on it. Read the material about the assigned topic and fill out the table below. Once you finish your part, complete the other parts of the table by listening to what the other experts say about their topic.

Structure	Definition	Transition Words	Concept Maps
Sequence			
Comparison and Contrast			
Cause and Effect			
Problem and Solution			

The teacher guides the class discussion by asking students to share what they have discussed in their group.

The teacher divides the class into groups of four. A set of metacards with the definition, transition words and concept maps of each expository text structure is given to each group. The teacher may opt to also have the information posted on each of the four walls of the classroom, and have students go to the area assigned to them to get the information they need.

	Structure	Definition	Transition Words	Concept Maps
	Sequence	describes the order of events, or the steps to follow in doing or making something.	<ul style="list-style-type: none"> <li>○ first, second, third</li> <li>○ next</li> <li>○ finally</li> <li>○ then, after</li> <li>○ before, before</li> <li>○ not long after</li> <li>○ while, meanwhile</li> <li>○ at the same time</li> </ul>	<p>Timeline</p>  <p>Steps/Directions</p>  <p>Cycle/Circle</p> 
	Comparison and Contrast	describes how two or more things are alike and/or different.	<ul style="list-style-type: none"> <li>○ differs from</li> <li>○ similar to</li> <li>○ in contrast</li> <li>○ alike</li> <li>○ same as</li> <li>○ as well as</li> <li>○ on the other hand</li> <li>○ either</li> <li>○ or</li> <li>○ however</li> </ul>	<p>Venn Diagram</p>  <p>T-Chart</p> 
	Cause and Effect	<p>explains why or how something happens or exists</p> <p>Cause - what made it happen</p> <p>Effect - what happened</p>	<ul style="list-style-type: none"> <li>○ if....then</li> <li>○ because of</li> <li>○ as a result</li> <li>○ so</li> <li>○ since</li> <li>○ to</li> <li>○ effects of</li> <li>○ caused by</li> <li>○ brought about by</li> </ul>	 

Problem and Solution	tells the problem(s), and sometimes why it/they exist(s), and how it can be solved	<ul style="list-style-type: none"><li>○ problem is...</li><li>○ because</li><li>○ since</li><li>○ this led to</li><li>○ one possible solution is...</li><li>○ therefore</li><li>○ if.... then, thus</li></ul>	<p>Fishbone</p> 
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The following paragraph frames or templates are presented and classified into different expository text structures.

Sequence

1. Here are the steps in _____. First, _____. Then, _____. Next, _____. Finally, _____.
---

Problem and Solution

2. _____ is a problem because _____. One possible solution is _____. Another solution is _____. These are good ways to solve the problem because _____. As a result, _____.
---

Cause and Effect

3. The reason why _____ happened was because of _____. If _____, then _____. In order to _____, _____. Since _____, _____. Finally, due to _____, _____. This explains why _____.
---

Comparison and Contrast

4. Both _____ and _____ are alike in some ways. Both _____ and _____ have _____.
--

similar \_\_\_\_\_. Both also \_\_\_\_\_ as well as \_\_\_\_\_.  
 On the other hand, there are differences as well. One way they differ is  
 \_\_\_\_\_. Another difference is \_\_\_\_\_.

### 3. Lesson Activity

Ask the students to identify the expository method used to develop each paragraph based on your knowledge of the different expository text structures.

1. The Philippines is home to a variety of festivals, both religious and secular or non-religious. These festivals have benefited the country in some ways. Because of these festivals, Filipinos have strengthened their pride in their cultural heritage. These festivals have also created opportunities for building relationships among Filipinos and even with visitors from other parts of the world. Lastly, since these festivals attract visitors, there is an increase in business activities, and the economy also grows.
2. There are a few steps to planning for a trip around the Philippines and experiencing Philippine festivals on a budget. First, plan your trip budget. Second, choose the places you want to go. Third, decide how long the trip will be and check if the festival date matches your schedule. Fourth, research flights and deals and look for deals. Finally, start saving up.
3. The Songkran Festival and the Wattah Wattah or Basaan Festival are alike in some ways and different in others. Both of these are celebrated in Southeast Asia and are considered religious festivals. However, Songkran is a Buddhist tradition in Thailand, while Basaan is a Catholic celebration in the Philippines in honor of St. John the Baptist. In Songkran and Basaan celebrations, people are allowed to spray water and drench the people joining in the festivity, but this is done for days in Thailand in April, while Basaan is done only on the feast day, June 24th. These celebrations are enjoyed by locals and tourists alike.
4. The number of school contenders for the town fiesta's street dance competition has declined. Schools and the local government units (LGUs) have proposed solutions to this problem. One solution was to ensure that students were excused from some school activities or given more time to complete school tasks. Another solution was for the LGU to subsidize the students' costumes and props. Lastly, attractive cash prizes are also given to deserving winners.

*Answer Key:*

1. cause and effect
2. sequence
3. comparison and contrast
4. problem and solution

## D. Making Generalizations

### 1. Learners' Takeaways

Under the second column, draw the following emojis that represent how you feel about each statement:

*very confident* - 😊

*not so confident* - 😐

*fairly confident* - 😊

*not confident at all* - ☹️

Learning Targets	I feel...
I can identify text structures of expository texts.	
I can use correct transition markers for cohesion and coherence.	
I can extract information from a given text.	
I can summarize a text.	

### 2. Reflection on Learning



What? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

So what? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now what? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION

#### NOTES TO TEACHERS

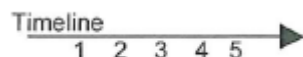
##### A. Evaluating Learning

##### Formative Assessment

**A. Expository Text Structure.** *Identify what is asked in each of the following items. Encircle the letter that corresponds to the correct answer.*

1. What graphic organizer is used to organize information for a comparison and contrast article?

A.



C.

Cycle/Circle

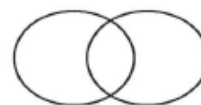


B.



D.

Venn Diagram



2. Which expository text structure is used in writing how-to articles?

A. cause and effect

C. problem and solution

B. comparison and contrast

D. sequence

3. Read the paragraph below and identify its structure.

*Though celebrating Philippine festivals benefits the locality where they are celebrated, people may encounter a few problems during these gatherings. One of these is the heavy traffic experienced by motorists. Another is the increase in the demand for products, like food items, which also means an increase in prices. Lastly, prices of hotels and flight tickets tend to be higher.*

A. cause and effect

C. problem and solution

B. comparison and contrast

D. sequence

4. In your Social Studies class, you were asked to interview people involved in the fiesta celebration preparations (e.g., tourism officers and church officials) and ask about the usual challenges they face during these preparations and their intended plan of action or solution. Once you make a report on the data you gathered, what expository text structure will you use?

A. cause and effect

C. problem and solution

B. comparison and contrast

D. sequence

Answer Key:

A. Expository Text Structure

1. D.

2. D.

3. A.

4. C.

5. D.

B. Transition Markers

1. while

2. On the other hand

3. Unlike

4. At the same time

5. Similarly

5. Below are the titles of articles; which among the following do you think is an expository text that most likely uses the problem and solution structure?
- A. Steps in the Writing Process
  - B. Expository vs. Narrative Text
  - C. Five Common Mistakes in Writing
  - D. Challenges in Writing and How to Overcome Them

**B. Transition Markers:** Complete each sentence by filling in the blanks with the correct transition marker. Choose your answers from the box below.

<b>at the same time</b>	<b>in the same way</b>	<b>on the other hand</b>	<b>unlike</b>
<b>besides</b>	<b>likewise</b>	<b>similarly</b>	<b>while</b>

The Masskara Festival and Moriones Festival are two Philippine festivals that showcase Filipino creativity and resilience. These festivals are similar in a way, but they have more differences.

1. The Moriones Festival has been celebrated for centuries \_\_\_\_\_ the Masskara Festival is more recent.
2. The Masskara Festival is celebrated in Bacolod City, the capital of Negros Occidental, every October. \_\_\_\_\_, the Moriones Festival is held on the island of Marinduque every Holy Week.
3. \_\_\_\_\_ the Moriones Festival which is a Christian tradition to celebrate the life and passion of Christ, the Masskara Festival is not a religious celebration.
4. The Masskara Festival started in 1980 when a sea vessel, MV Don Juan, and a Tacloban tanker collided, taking away around 700 lives. \_\_\_\_\_ the Negrenses experienced a crisis when the price of sugar, the major product of Negros Occidental, dropped.
5. The Masskara Festival is celebrated with street dancers wearing smiling masks. \_\_\_\_\_, the Moriones Festival is characterized by penitents wearing masks and intricate costumes, bringing to life the Roman soldiers wearing Morion helmets.

<b>C. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>D. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <u>Principles behind the teaching</u>  <i>What principles and beliefs informed my lesson?  Why did I teach the lesson the way I did?  How did I choose the materials I used for this lesson?</i></li> <li>▪ <u>Students</u>  <i>What roles did my students play in my lesson?  What did my students learn? How did they learn?</i></li> <li>▪ <u>Ways forward</u>  <i>What strategies will I continue using which worked well for this lesson?  What could I have done differently?  What can I explore in the next lesson?</i></li> </ul>			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>