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# Lesson Exemplar for English

Quarter 4
Lesson
1

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**Lesson Exemplar for English Grade 7**
**Quarter 4: Lesson 1 (for Week 1)**
**SY 2024-2025**

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**ENGLISH/QUARTER 4/ GRADE 7**

| I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES | |
|---|---|
| **A. Content Standards** | The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (academic text: expository essays) and transactional texts (letter of request) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational and transactional texts. |
| **B. Performance Standards** | The learners analyze the style, form, and features of informational texts (expository essays) and transactional texts (letter of request); evaluate informational and transactional texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (expository essays) and transactional texts (letter of request) using appropriate forms and structures that represent their meaning, purpose, and target audience. |
| **C. Learning Competencies and Objectives** | **Learning Competency**<br>Evaluate informational text in a range of media (spoken, written, visual, and multimedia) for clarity of meaning, purpose, form, and function.<br><br>**Lesson Objectives**<br>**A. Analyzing linguistic features: Problem-Solution Expository Text**<br>● Identify and describe the diction and style commonly used in problem-solution expository texts.<br>o discipline-specific words, voice, technical terms in research, and conceptual, operational, and expanded definition of word<br>o target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file<br>● Identify transition markers commonly used in problem-solution expository texts. |
| **D. Content** | A. Analyzing linguistic features<br>1. Diction and style in problem-solution texts<br>2. Transition markers in problem-solution texts |
| **E. Integration** | Environmental awareness and preservation<br>SDG 13: Take urgent action to combat climate change and its impacts<br>SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss |

## II. LEARNING RESOURCES


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| III. TEACHING AND LEARNING PROCEDURE | | NOTES TO TEACHERS |
|---|---|---|
| **A. Activating Prior Knowledge** | **DAY 1**<br>**Short Review**<br>A Journalistic You!<br>Review the class about expository text structure. The teacher asks the students to read the given sample text and identify its structure as to Sequence, Comparison and Contrast, Problem and Solution, and/or Cause and effect.<br><br>Article #1 | The teacher should process the answers of the students to ensure clear understanding of expository text structure.<br><br>The teacher should lead the students to defend their |

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| | ***Tumbang Preso***<br>"*Tumbang Preso*" is a unique traditional game in the Philippines that is favorite among Filipino children. The name of this sport is derived from the Filipino words *Tumba*, which means 'to fall' and *preso*, which means 'prisoner', translating to 'fallen prisoner'. The game is played on backyard, streets, and open areas. It borrows elements from Tag and Dodge-ball to inculcate in those who play it strategic thinking and agility.<br><br>Source: https://kami.com.ph/112149-how-play-tumbang-preso-philippines.html<br><br>Article #2<br>**Philippine Traditional Game: *Luksong Tinik* or Jump Over the Thorn**<br>*Luksong tinik* means jump over the thorns. It is one of the most popular Filipino games during 80's to early 20's. This game is almost like the *luksong baka* or the jump over the cow, but it is in a different version, because in this game, we use a stack of hands to increase the difficulty of level, while in *luksong baka*, we only use the back of the players. The players need to succeed in jumping over the stack of hands and feet by the 'it', without touching the 'it's' hand by any part of their body. The 'it' is an English version of *'taya'*. Once they touch or fail to jump over the thorn of stack hands and feet, they will be going to be the 'it' in the next round.<br><br>Source: https://steemit.com/game/@wagun001/philippine-traditional-game-luksong-tinik-or-jump-over-the-thorn | answers by asking/pointing details in the text that pertain to its structure such as word choice and transitional signals. |
| **B. Establishing Lesson Purpose** | 1. Lesson Purpose<br><br>You're a Forester!<br><br>The teacher shows the following pictures depicting deforestation and its effects on the environment and people. Then, the students are asked to say something about the pictures.<br><br>1. 2. | The teacher must be able to guide the students in deriving the common theme(s) of the pictures based on their interpretations. This should lead them to realize that the pictures depict the problem of deforestation, its causes, and its effects on the environment and people, emphasizing the need to find a solution. |

3.

4.

5.

**1.** Unlocking Content Vocabulary

Put me to order!
Instructions: Rearrange the jumbled letters to form the word defined in each item below. Write your answers on the space provided below the jumbled letters.

1. the purposeful clearing of forested land

Image 1 Source: https://education.nationalgeographic.org/resource/deforestation/
Image 2 Source: https://www.istockphoto.com/photos/deforestation
Image 3 Source: https://www.istockphoto.com/photo/man-with-chainsaw-cutting-tree-trunk-gm629385052-111971421
Image 4 Source: https://pachamama.org/effects-of-deforestation
Image 5 Source: https://climatetransform.com/effects-of-deforestation-impact-on-the-environment/

The teacher may guide the students in rearranging the jumbled letters to form the vocabulary words, set their minds for reading the text, and aid them in comprehending it.

The teacher also should emphasize how jumbled letter activities can help

| A | T | S | E | E | D | O | F | R | N | T | I | O |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

_____

2. the activity of cutting down trees in order to sell the wood

| N | I | O | L | G | G | G |
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3. a gradual process that occurs when the impact of water or wind detaches and removes soil particles, causing the soil to deteriorate

| N | S | R | E | O | I | O |
|---|---|---|---|---|---|---|

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4. all the plant life present in a particular region or time, generally the naturally occurring (indigenous) native plants

| A | R | F | O | L |
|---|---|---|---|---|

_____

5. all the animal life present in a particular region or time

| A | N | U | F | A |
|---|---|---|---|---|

_____

students in improving their pronunciation and spelling and increase students' motivation and vocabulary mastery as discussed by Sihombing (2019).

Answer Key:
1. DEFORESTATION
2. LOGGING
3. EROSION
4. FLORA
5. FAUNA

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| **C. Developing and Deepening Understanding** | **DAY 2**<br>**TOPIC 1.A.: ANALYZING LINGUISTIC FEATURES: PROBLEM-SOLUTION EXPOSITORY TEXT**<br><br>**SUB-TOPIC 1: Diction and style in problem-solution texts**<br>**1. Explicitation**<br>**You are paired!**<br>Instructions: Read the following texts carefully. Then, look for a partner to process the given text and fill in the *Q and A table* that follows.<br><br>***The Philippines' battle against deforestation: progress and challenges***<br>Deforestation is a serious problem affecting many countries worldwide; the Philippines is no exception. The country is home to a vast array of unique flora and fauna, but deforestation has put many of these species at risk of extinction. Over the years, the Philippine government has implemented various programs and initiatives to combat deforestation and promote reforestation, but the battle is still ongoing. In this article, we will explore the progress made by the Philippines in the fight against deforestation, the challenges it faces, and what more needs to be done.<br><br>***Progress made by the Philippines***<br>The Philippines made significant progress in recent years in its efforts to combat deforestation. The government implemented various programs and policies to promote reforestation, sustainable forest management, and biodiversity conservation.<br>One such program is the National Greening Program, which aims to plant 1.5 billion trees across 1.5 million hectares of land by 2028. The program has been successful in planting millions of trees across the country, and it has also created thousands of jobs in the forestry sector.<br>In addition to the National Greening Program, the Philippines enacted various laws and policies to protect its forests. One such law is the Forest Management Bureau's Community-Based Forest Management Program, which aims to involve local communities in forest management and conservation efforts. The program successfully reduced deforestation rates in some areas and promoted sustainable forest management practices.<br><br>***Challenges faced by the Philippines*** | The teacher should allow the students to read the text carefully. Let them choose their partners to come up with a good output/answer.<br><br>The teacher guides the students in the discussion on the diction, style and transition markers |

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| | Despite the progress made by the Philippines in its battle against deforestation, many challenges remain. One of the biggest challenges is illegal logging, which is a major problem in the country. Illegal logging contributes to deforestation and leads to the loss of biodiversity, soil erosion, and water pollution.<br>Another challenge the Philippines faces is converting forests into agricultural land. With a rapidly growing population and a need to feed its citizens, the Philippines has seen increased forest conversion for agriculture. Unfortunately, this conversion often leads to unsustainable farming practices, such as slash-and-burn agriculture, further contributing to deforestation.<br><br>***What more needs to be done***<br>While the Philippines has made progress in its battle against deforestation, more must be done to protect the country's forests and the biodiversity they support. The government needs to enforce stricter laws and penalties against illegal logging and forest conversion. The country also needs to promote sustainable land-use practices and increase the involvement of local communities in forest management and conservation efforts.<br>In addition, the Philippines needs to address the root causes of deforestation, such as poverty and a lack of alternative livelihoods for local communities. Providing alternative livelihood options, such as eco-tourism, agroforestry, and sustainable forestry, can help reduce the pressure on forests and promote sustainable land-use practices.<br><br>***The way forward***<br>The Philippines' battle against deforestation is ongoing, but progress has been made. The country implemented various programs and policies to promote reforestation, sustainable forest management, and biodiversity conservation. However, challenges remain, such as illegal logging and agricultural forest conversion.<br>To protect the country's forests and the biodiversity they support, the government must enforce stricter laws and penalties against these practices and promote sustainable land-use practices. This is what DGB Group aims to do, promote sustainable practices and reforest the world at scale.<br><br>Source: https://www.green.earth/blog/the-philippines-battle-against-deforestation-progress-and-challenges | commonly used in problem-solution expository texts.<br><br>The teacher equips the students on how to analyze problem-solution expository texts by showing the structure, definition, transition words and possible graphic organizers to be used.<br><br>The teacher may print the graphic organizers. If printer is not available, the teacher may opt to draw it on a manila paper.<br><br>Asking students to plot their answers in the following graphic organizers will enable them to practice identifying problems and finding solutions. |

**2. Worked Example**

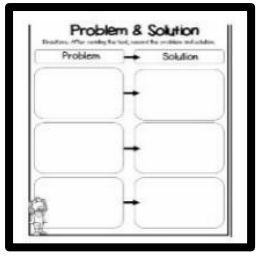
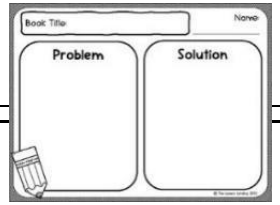
**Points for Discussion:**

A **problem-solution** pattern divides information into two main sections, one that describes a problem and one that describes a solution. This pattern is typically used in persuasive writing, where the writer's general purpose is to convince the reader to support a certain course of action.

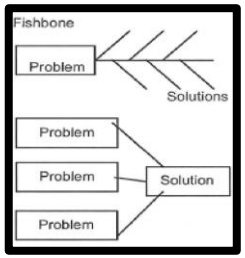
Source: https://faculty.washington.edu/ezent/impo.htm#:~:text=A%20problem%2Dsolution%20pattern%20divides,a%20certain%20course%20of%20action

There are also a few **signal words** which may indicate that information in a passage is ordered in the problem and solution pattern of organization: *propose, solution, answer, issue, problem, problematic, remedy, prevention, and fix.*

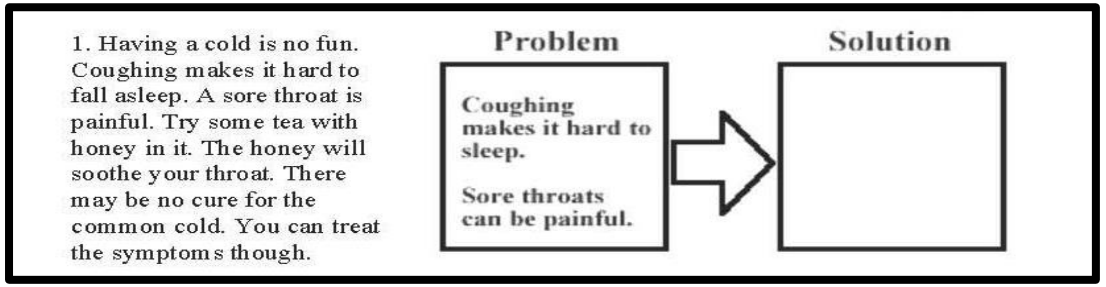
Source: https://www.ereadingworksheets.com/text-structure/patterns-of-organization/problem-and-solution/

| Structure | Definition | Transition Words | Concept Maps |
|---|---|---|---|
| Problem and Solution | tells the problem(s), and sometimes why it/they exist(s), and how it can be solved | • problem is…<br>• because<br>• since<br>• this led to<br>• one possible solution is…<br>• therefore<br>• if…. then, thus |  Source: https://www.edrawsoft.com/article/problem-and-solution-graphic-organizer.html |
| | | |  |

The teacher may write this example on a manila paper and allow the students to come forward and encircle/identify the signal words used.

| | | | |
|---|---|---|---|
| | | | Source: https://www.teacherspayteachers.com/Product/Problem-and-Solution-Graphic-Organizer-Use-with-any-book-8629219 |
| | | |  |

The teacher asks the students to study the given example below and observe how the graphic organizer is used to present the problem and solution in the text.




Source: https://worksheetland.com/worksheets/reading/text-structure/problem-and-solution-worksheet/problem-and-solution-worksheet.jpg

***Problem-solution text structure*** is a way of organizing information in written text where a problem is presented and followed by one or more potential solutions to address that problem. This structure is commonly used in various types of writing,

The teacher may provide copies of the worksheet to the students so they can have time to read the text carefully and study on their own.

Let them use a highlighter or any available pen.

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| | including essays, articles, reports, and speeches, particularly in fields like persuasive writing, argumentative writing, and technical writing.<br>● **It uses discipline-specific words**. A *discipline-specific word* refers to a term or vocabulary that is unique to a particular field of study or discipline. These words are often technical or specialized in nature and are used by professionals, researchers, and practitioners within that specific field.<br>● The **tone** used in problem-solution texts is typically **objective, persuasive, and authoritative.**<br>● The target **audience** of problem-solution texts can be diverse and may include a combination of **stakeholders, decision-makers, the general public, experts, professionals, educators, and students**, depending on the specific goals and objectives of the writing.<br>● The **language, tone, and level of technical** detail may be tailored to meet the needs and expectations of the **intended audience**.<br><br>**3. Lesson Activity**<br>**Plot it now!**<br>See worksheet for the activity which students will accomplish.<br>**DAY 3**<br><br>**SUB-TOPIC 2: Identifying Transition Markers Commonly Used in Problem-Solution Expository Texts**<br><br>**1. Explicitation**<br>**Read and Mark!**<br>Instructions: Read the given passages below and encircle the signal words used to indicate problem-solution structure.<br><br>The ground shook as the tree in our front yard toppled over, falling across power lines, and cutting off our electricity. We face the challenge of getting through the night without lights or heat. We resolved that first issue with flashlights and candles. Dad fixed the second problem by making a fire in the fireplace.<br><br>**2. Worked Example**<br>**You're in the Highlight!** | The teacher reiterates to students that in writing a problem-solution expository text, various transition signals are used. A problem-solution text structure describes a problem and then its solution. Words such as problem, solution, challenge, fixed, issue, and resolved signal a problem-solution structure.<br><br>This activity engages students in critical thinking, research, and writing skills. It will also make them aware of local issues in their communities. Additionally, the teacher should encourage the students to express their ideas. This way, they can offer potential contributions on how to solve the identified social issues in their localities.<br><br>Further, the teacher should encourage creativity and critical thinking as students consider different |

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| | Instructions: Read the article about plastic pollution and highlight the signal words used. You may use any highlighter or pen that you have.<br><br>Plastic pollution has become a global environmental crisis, with devastating impacts on ecosystems, wildlife, and human health. The widespread use and disposal of single-use plastics have led to the accumulation of plastic waste in oceans, rivers, and landfills, posing significant challenges for our planet's sustainability.<br>The excessive production and improper disposal of plastic products have resulted in the contamination of marine environments, endangering marine life and ecosystems. Plastic waste persists for hundreds of years, breaking down into microplastics that enter the food chain and accumulate in the tissues of marine organisms, including fish and seabirds. Additionally, plastic pollution contributes to habitat destruction, entanglement of wildlife, and economic losses in industries such as tourism and fisheries.<br>We can help solve plastic pollution by reducing Single-Use Plastics: Implementing policies and initiatives to reduce the consumption of single-use plastics, such as bans on plastic bags and straws, and promoting reusable alternatives, improving Waste Management, promote Education and Awareness, and encouraging Corporate Responsibility.<br><br>**3. Lesson Activity**<br>**Group work: You're a Problem Solver!**<br>*Instructions:* The class will be divided into small groups. With your groupmates, discuss some observed social issues in your community, such as local traffic congestion, improper waste management, etc. You are encouraged to research your group's identified social issue and gather information about its causes and effects. Once the group has sufficient data on the problem's causes and effects, brainstorm potential solutions. These solutions could involve infrastructure improvements, policy changes, public awareness campaigns, etc. Then, plot your ideas in the graphic organizer below.<br><br>**Problem**<br>_____<br>_____ | approaches to addressing the problem. |

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| | **Solution**<br>_____<br>_____ | |
| **D. Making Generalizations** | **DAY 4**<br><br>**1. Learners' Takeaways**<br>**You Need to Reflect!**<br>Conclude the activity with a reflection exercise. Ask students to consider what they learned from the previous activity and how it has influenced their understanding of social issues and the importance of problem-solving strategies. Encourage students to think about how they can apply the skills they practiced in this activity to other real-world problems they may encounter.<br><br>**2. Reflection on Learning**<br>**Yes, You Can!**<br>I can _____.<br>I can _____.<br>I can _____. | This activity will allow students to apply what they have learned from the lesson to their daily lives, enabling them to make their own realizations about reality.<br><br>The teacher instructs the students to complete the phrases beginning with the word I can… to indicate the realizations they gained from the lesson and how they can apply them in real life scenarios. |

| **IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION** | | **NOTES TO TEACHERS** |
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| **A. Evaluating Learning** | **1. Formative Assessment**<br>The teacher instructs the students to answer the 5-item quiz below.<br><br>1. What is the tone typically used in problem-solution essays?<br>a. Emotional and subjective<br>b. Authoritative and persuasive<br>c. Confused and disorganized<br>d. Uncertain and speculative<br><br>2. Which of the following is an example of a problem-solution essay topic?<br>a. "The Importance of Exercise"<br>b. "Climate Change: Causes and Effects"<br>c. "Reducing Plastic Pollution in Oceans" | If worksheets are not available, the teacher may write the questions on a manila paper and instruct students to write their answers in their notebook.<br><br>**Answer Key:**<br>1. b<br>2. c<br>3. b<br>4. b<br>5. d |

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| | d. "My Favorite Hobby"<br><br>3. What distinguishes a problem-solution essay from other types of essays?<br>a. It focuses on fictional stories.<br>b. It presents a problem and proposes solutions.<br>c. It contains only personal opinions.<br>d. It lacks organization.<br><br>4. Which of the following is NOT a characteristic of effective problem-solution essays?<br>a. Clear problem statement<br>b. Presentation of biased viewpoints<br>c. Logical organization<br>d. Supported solutions with evidence<br><br>5. The target audience of problem-solution texts can be diverse and may include a combination of the following:<br>a. stakeholders<br>b. decision-makers<br>c. the public<br>d. all of the above<br><br>**2. Homework (Optional)**<br>*Instructions:* Conduct an interview with a family member(s) and asks them about the problems they have encountered at work, at home, etc. Plot the problems and solutions given using any of the graphic organizers for problem-solution expository texts. | | | Allow the students to choose the graphic organizer they wish to use. Give them the freedom to print the graphic organizer if they have access to a printer at home, or to write/draw it legibly if a printer is not available. |
| **B. Teacher's Remarks** | *Note observations on any of the following areas:* | **Effective Practices** | **Problems Encountered** | |
| | ***strategies explored*** | | | |
| | ***materials used*** | | | |

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| | ***learner engagement/ interaction*** | | | |
| | ***others*** | | | |
| **C. Teacher's Reflection** | *Reflection guide or prompt can be on:*<br>▪ *Principles behind the teaching*<br>What principles and beliefs informed my lesson?<br><br>Why did I teach the lesson the way I did?<br><br>▪ *Students*<br>What roles did my students play in my lesson?<br><br>What did my students learn? How did they learn?<br><br>▪ *Ways forward*<br>What could I have done differently?<br><br>What can I explore in the next lesson? | | | |