

7

# Lesson Exemplar

Quarter 4

Lesson

3

**Lesson Exemplar for English Grade 7**  
**Quarter 4: Lesson 3 for Week 6**  
**SY 2024-2025**

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**ENGLISH/QUARTER 4/ GRADE 7 (for Week 6)**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<b>A. Content Standards</b>	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>B. Performance Standards</b>	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.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competencies</b>  <b>EN7TRAN-IV-1</b> Analyze distinguishing features of informal and formal correspondences to infer sender's meaning and purpose across modalities: letter of request.  <b>EN7TRAN-IV-2</b> Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities: -parts and formats -organizational patterns -politeness strategies (etiquette)  <b>EN7TRAN-IV-3</b> Examine the sender's voice for clarity of purpose and meaning: -diction -style -tone and register -point of view -sentence structure  <b>EN7TRAN-IV-4</b> Examine how ethics is established in transmitting informal and formal correspondences across modalities.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify the parts of the letter of request proposing a solution to an environmental concern.</li> <li>2. Infer sender's meaning, purpose, and intended audience.</li> <li>3. Identify politeness strategies and appropriate diction and style given a letter of request.</li> </ol>
<b>D. Content</b>	<b>Evaluating letter of request</b>
<b>E. Integration</b>	SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

**II. LEARNING RESOURCES**

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### III. TEACHING AND LEARNING PROCEDURE

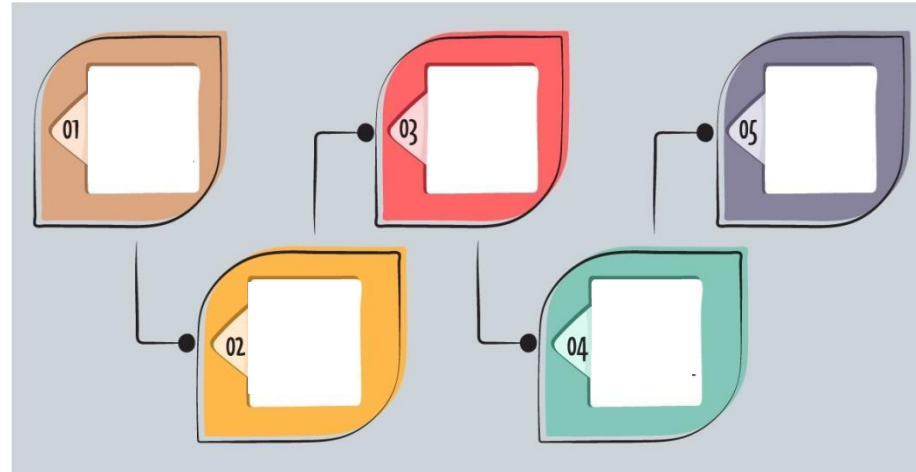
### NOTES TO TEACHERS

## A. Activating Prior Knowledge

### 1. Short Review

#### SHOW ME WHAT YOU GOT!

Students recall their experience in writing a problem-solution expository essay by accomplishing the infographic and supplying the process steps in correct order.



<https://all-free-download.com/?a=G&g=DL&id=6851906>

Publishing	Editing	Revising	Pre-writing	Drafting
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### 2. Feedback

Students share in class what they did in each of the steps in writing a problem-solution expository essay. They will be guided by the following questions.

- How was your writing task in the previous lesson?
- What did you do during the pre-writing part? drafting? revising? editing? and publishing?
- What part of the process did you find the easiest? most challenging?

#### Writing Process

- Prewriting

Time allotment: 5 minutes

This can be a game-like activity wherein the students will be grouped into five (5). They will compete against each other to finish the task first. The teacher can prepare five (5) pieces of tarpapel of the infographic and the steps in writing a problem-solution expository essay may be written on metacards or strips of colored paper.

Answer Key:

- 01- Pre-writing
- 02- Drafting
- 03- Revising
- 04- Editing
- 05- Publishing

For the feedback activity, the teacher calls volunteer students to answer the questions.

	<ul style="list-style-type: none"> <li>• Identify a specific problem related to environmental awareness and preservation and brainstorm possible solutions.</li> <li>• Describe the specific situations where the problem exists, the target readers of the problem solution essay, and the purpose for writing it.</li> <li>• <b>Drafting</b> <ul style="list-style-type: none"> <li>• Determine one's thesis as the central idea of the essay.</li> <li>• Gather facts and informed opinions (texts and images) to support the central idea.</li> <li>• Write a problem-solution essay based on the central idea and supporting details.</li> <li>• Draw a convincing solution to the identified problem.</li> </ul> </li> <li>• <b>Revising</b> <ul style="list-style-type: none"> <li>• Revise the draft for clarity of main idea and validity/verifiability of supporting details.</li> </ul> </li> <li>• <b>Editing</b> <ul style="list-style-type: none"> <li>• Edit the grammar, word choice, and writing mechanics of the problem-solution essay.</li> </ul> </li> <li>• <b>Publishing</b> <ul style="list-style-type: none"> <li>• Publish a multimodal problem-solution text for one's purpose and audience in any of the following: <ul style="list-style-type: none"> <li>• Digital or printed brochure</li> <li>• Digital or printed pamphlet</li> <li>• Digital or printed posters</li> <li>• Social media posts (Facebook, Instagram, etc.)</li> </ul> </li> </ul> </li> </ul>	
<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b>  <b>IT PAYS TO READ!</b>  Students read and analyze the problem-solution expository essay below.</p> <p style="text-align: center;"><b>Marine Conservation: Protecting the Treasures of the Sea</b>  <a href="https://edutalkwithshivi.com/2023/06/essay-on-marine-conservation/">https://edutalkwithshivi.com/2023/06/essay-on-marine-conservation/</a></p> <p>The Earth's oceans are vast and majestic, teeming with an incredible array of life and hosting diverse ecosystems. Marine conservation plays a crucial role in preserving these treasures and maintaining the health of our planet. It involves the</p>	<p>During this part, the teacher can ask the students the following questions.</p> <ol style="list-style-type: none"> <li>1. What is the essay all about?</li> <li>2. What is/are the problem/s presented in the essay?</li> <li>3. What solution/s is/are proposed to the problem/s presented in the essay?</li> </ol>

	<p>protection and sustainable management of marine resources, as well as the preservation of marine habitats and species.</p> <p>One of the primary reasons for marine conservation is to safeguard biodiversity. The oceans are home to a staggering variety of plants, animals, and microorganisms, many of which are still undiscovered. These organisms contribute to the overall balance of marine ecosystems, providing essential services such as oxygen production, carbon sequestration, and nutrient cycling. By conserving marine habitats, we ensure the survival of countless species and maintain the intricate web of life that sustains our planet.</p> <p>Furthermore, marine conservation helps mitigate the impacts of human activities on the oceans. Overfishing, pollution, habitat destruction, and climate change are significant threats to marine ecosystems. By implementing sustainable fishing practices, reducing marine pollution, and establishing marine protected areas, we can minimize the negative impacts and promote the recovery of degraded habitats. Marine conservation also involves raising awareness about the importance of responsible tourism and the need to reduce our carbon footprint to combat climate change.</p> <p>Conserving marine resources is not only vital for the environment but also for the well-being of communities that rely on the oceans for their livelihoods. Many coastal communities depend on fishing and other marine-related industries for sustenance and economic stability. By managing marine resources sustainably, we can ensure the long-term viability of these industries, preserve cultural heritage, and promote the well-being of coastal communities.</p> <p>Education and public engagement play a crucial role in marine conservation. By raising awareness and fostering a sense of stewardship, we can inspire individuals to make environmentally conscious choices in their daily lives. Learning about the importance of marine conservation encourages people to reduce single-use plastics, support sustainable seafood choices, and participate in beach clean-ups and conservation initiatives.</p> <p>International collaborations and policies are also essential in marine conservation. Cooperation between countries is necessary to address trans boundary issues such as illegal fishing and pollution. International agreements and conventions, such as the United Nations Convention on the Law of the Sea, provide a framework for the sustainable management and conservation of marine resources on a global scale.</p>	<p>4. Give ways on how to materialize the solution/s presented in the essay.</p> <p>For question number 4, the teacher should lead the students to come up with answers such as making a request or writing a request letter to different organizations to help in marine conservation.</p> <p>This will make connection between the previous lesson of writing a problem-solution expository essay to evaluating a letter of request.</p>
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	<p>In conclusion, marine conservation is vital for the preservation of our oceans and the future of our planet. It involves protecting marine biodiversity, mitigating human impacts, supporting sustainable industries, and raising awareness among individuals and communities. By working together, we can ensure the long-term health and vitality of our oceans, securing a sustainable future for generations to come.</p> <p><b>2. Unlocking Content Vocabulary</b> <b>YOU HAVE THE KEY TO UNLOCK!</b></p> <p>Students arrange the jumbled letters in each of the items below to form the correct word, supported by context clues.</p> <ol style="list-style-type: none"> <li>1. A <b>noitatulas</b> is a greeting used in a letter or other communication. It can be formal or informal. The most common form of it in an English letter includes the recipient's given name or title.</li> <li>2. <b>Ssenetilop</b> strategy is a particular strategy used in communication to maintain and develop relationship. It is defined as “the means employed to show awareness of another person’s face.”</li> <li>3. In writing, <b>noitcid</b> is the strategic choice of words based on the audience, context, or situation.</li> <li>4. In <b>kcolb</b> format, the entire text is left aligned and single spaced. The exception to the single spacing is a double space between paragraphs.</li> <li>5. A <b>tseuger</b> letter is a formal letter or a document that is written in the context of requesting anything from an official. It is a formal way of demanding a favor from high officials or administrative personalities.</li> </ol>	<p>During the unlocking content vocabulary, the teacher can make it more fun by using <a href="https://wordfinder.yourdictionary.com">https://wordfinder.yourdictionary.com</a></p> <p>Answer Key:</p> <ol style="list-style-type: none"> <li>1. salutation</li> <li>2. politeness</li> <li>3. diction</li> <li>4. block</li> <li>5. request</li> </ol>
<b>C. Developing and Deepening Understanding</b>	<p><b>SUB-TOPIC 1: Parts of the letter of request</b></p> <p><b>1. Explicitation</b> <b>THAT’S MY PART!</b></p> <p>As stated in the first part of the lesson, the connection of the previous lesson about problem-solution expository essay to the current lesson is one way of materializing the solution is through writing a letter of request.</p> <p>This time, the class will be presented with a template of a letter of request. They will identify each of the parts of the letter.</p>	<p>The teacher divides the class into four (4). Each group will be given a set of metacards containing the seven (7) parts of a letter of request as well as a tarpapel of the sample template. Note that there may be slight differences in the parts of a letter depending on the sources</p>



Alex B. Green  
456 Maple Avenue  
Seaside Town, State, 67890  
alex.green@email.com  
555-123-4567  
May 29, 2024

Ms. Emily S. Turner  
Parks and Recreation Director  
Seaside Town Hall  
789 Beachfront Blvd  
Seaside Town, State, 67890

Dear Ms. Turner,

I am writing to request permission to conduct a clean-up drive along Seaside Town's coast on June 15, 2024. As a member of the Seaside Environmental Club, I believe this initiative will greatly benefit our community by enhancing the beauty and cleanliness of our shoreline.

We plan to gather volunteers to pick up litter, sort recyclables, and properly dispose of waste. We also aim to raise awareness about the importance of maintaining a clean and healthy coastal environment.

Your support and approval for this event would be greatly appreciated. We are eager to collaborate with the Parks and Recreation Department to ensure the clean-up drive is well-organized and successful.

Thank you for considering my request. I look forward to your positive response.

Sincerely,

Alex B. Green  
Seaside Environmental Club Member  
Seaside Town

Enclosure: Profile of Seaside Environmental Club

End Notations

Signature Block

Salutation

Body Text

Recipient's Address

Complimentary Close

Heading

or references. The teacher may modify this part of the lesson.

Answer Key: (From top to bottom of the letters)

Heading

Recipient's Address

Salutation

Body Text

Complimentary Close

Signature Block

End Notations

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## 2. Worked Example

The teacher guides the class in the discussion of the different parts and how to prepare a letter of request.

Heading

Alex B. Green  
456 Maple Avenue  
Seaside Town, State, 67890  
alex.green@email.com  
555-123-4567  
May 29, 2024

Recipient's Address

Ms. Emily S. Turner  
Parks and Recreation Director  
Seaside Town Hall  
789 Beachfront Blvd  
Seaside Town, State, 67890

Salutation

Dear Ms. Turner,

Body Text

I am writing to request permission to conduct a clean-up drive along Seaside Town's coast on June 15, 2024. As a member of the Seaside Environmental Club, I believe this initiative will greatly benefit our community by enhancing the beauty and cleanliness of our shoreline.

We plan to gather volunteers to pick up litter, sort recyclables, and properly dispose of waste. We also aim to raise awareness about the importance of maintaining a clean and healthy coastal environment.

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Thank you for considering my request. I look forward to your positive response.

Complimentary Close

Sincerely,

Signature Block

Alex B. Green  
Seaside Environmental Club Member  
Seaside Town

End Notations

Enclosure: Profile of Seaside Environmental Club

- **Identify the proper person for the request.** Many times, part of making a request is finding out who the right person to contact is. Generally, you should ask the person most qualified to fulfill your request, and it may take some work to find out who that is.

	<p>If you are writing to ask a favor of a company, then you might need to call the company secretary to identify the appropriate person. Get this person's full name, address, phone number and title.</p> <p>You might need to write a different request letter to ask someone who you should write to. In this case, still follow these steps for writing a request letter.</p> <ul style="list-style-type: none"> <li>• <b>Learn the format for a business letter.</b> Your request letter should use the proper business letter format, as it is likely a formal request. This applies whether you're sending an email or a hard copy letter. Become familiar with the following format and be sure to use it when writing your letter.[1] Place your name, title, and address on the top left of the paper. Place the date below this. Put the person's name, title, and address below this. Address the person appropriately. Start with "Dear Mr." or "Dear Mrs." Have 1-inch margins around the paper and use single spacing. Don't indent, just use a double space in between paragraphs. Use an easy-to-read font such as Times New Roman or Arial, in 12-point font. End with "Sincerely," then leave 4 lines so you can manually sign your name if you will send the letter by mail. Below this, type your name and title.</li> <li>• <b>Leave enough time for the request.</b> Keep in mind that whoever you're writing to probably has other tasks to complete, so your request may take some time to get to. If your request is time-sensitive, be sure to give the recipient enough advance notice to process it. Generally, allowing a week for requests is a good guideline, though bigger tasks could very well take longer. For example, you wouldn't ask for a letter of recommendation from a teacher 2 days before it's due. That is an unreasonable request. If you'd planned ahead, you'd know that such requests usually require 2 weeks to fulfill.</li> </ul> <p><b>3. Lesson Activity</b> <b>PART OF THAT WORLD!</b> Based on their knowledge of the different parts of a letter of request, the students will be asked to identify what part is being described in each item. See worksheet for the activity which the students will accomplish.</p>	
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	<p><b>SUB-TOPIC 2: Author's role and purpose and target readers in writing a letter of request</b></p> <p><b>1. Explicitation</b> <b>SO WHAT?</b> After identifying the parts of a letter of request, the students will now identify the author's role and purpose and target readers in writing a letter of request. See worksheet for the activity with a sample of a letter of request proposing a solution to an environmental concern that the students will read and analyze.</p> <p><b>2. Worked Example</b> Using the sample letter of request in the explicitation part, the teacher will lead the discussion of the following. <b>Author's Role-</b> The author's role in writing a letter of request is crucial as he is the one initiating the communication and outlining the purpose, context, and specifics of what he is requesting. Here are some key aspects of the author's role in writing such a letter: <b>Clarity of Intent:</b> The author must clearly communicate what he is requesting. Ambiguity can lead to misunderstandings or delays in fulfilling the request. <b>Politeness and Professionalism:</b> It's important for the author to maintain a polite and professional tone throughout the letter. This helps to establish a respectful and courteous relationship with the recipient. <b>Providing Necessary Details:</b> The author should include all relevant details about the request, including any background information, specific requirements, deadlines, and any supporting documents if necessary. This helps the recipient understand the request fully and respond appropriately. <b>Addressing the Recipient Appropriately:</b> Depending on the recipient's position and relationship with the author, the letter should be addressed accordingly (e.g., using appropriate titles and salutations). <b>Follow-up and Contact Information:</b> The author should provide his contact information and express willingness to provide further clarification or answer any questions the recipient may have. Additionally, he may set expectations for follow-up communication or actions. <b>Review and Proofreading:</b> Before sending the letter, the author should carefully review and proofread it to ensure clarity, correctness, and professionalism.</p>	<p>Answer Key:</p> <ol style="list-style-type: none"> <li>1. Body Text</li> <li>2. Salutation</li> <li>3. Signature Block</li> <li>4. Heading</li> <li>5. Recipient's Address</li> </ol> <p>After the students have read and analyzed the letter of request, the teacher can ask the following questions.</p> <ol style="list-style-type: none"> <li>1. Who is the author of the letter? What is his role?</li> <li>2. What is the author's purpose in writing the letter?</li> <li>3. Who is the target reader in writing the letter of request?</li> </ol> <p>In the worked example part, the teacher can ask the students to go back to their answers in the explicitation part.</p>
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	<p><b>Purpose-</b> The author's purpose in writing a letter of request is to formally ask for something from the recipient. This could be information, assistance, permission, a service, a favor, or any other tangible or intangible item. The specific purpose may vary depending on the context of the request.</p> <p><b>Obtaining Information:</b> The author may be seeking clarification, details, or data on a particular topic or issue.</p> <p><b>Requesting Assistance or Support:</b> The author may need help, guidance, resources, or cooperation from the recipient to accomplish a task or resolve a problem.</p> <p><b>Seeking Permission or Approval:</b> The author may be asking for authorization to proceed with a certain action, project, or initiative.</p> <p><b>Asking for a Favor:</b> The author may be seeking a favor or special consideration from the recipient.</p> <p><b>Requesting a Service or Product:</b> The author may be interested in acquiring a service or product that the recipient provides.</p> <p><b>Expressing Interest or Inquiry:</b> The author may be expressing interest in a potential opportunity or seeking further information about a particular matter.</p> <p><b>Initiating Communication:</b> The author may be reaching out to establish or maintain a relationship, network, or partnership.</p> <p><b>Target Readers-</b> The target readers of a letter of request can vary depending on the nature of the request and the specific context in which the letter is written. However, some common target readers for such letters include:</p> <p><b>Supervisors or Managers:</b> Employees may write letters of request addressed to their supervisors or managers when they need approval for time off, resources for a project, or assistance with a work-related matter.</p> <p><b>Government Officials:</b> Individuals or organizations may write letters of request to government officials or agencies when seeking information, permits, funding, or other forms of support.</p> <p><b>Service Providers:</b> Consumers or businesses may write letters of request to service providers (such as utilities, telecommunications companies, or financial institutions) when requesting changes to their accounts, clarification on billing statements, or assistance with resolving issues.</p>	
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**Educational Institutions:** Students or parents may write letters of request to educational institutions when seeking information on enrollment, financial aid, academic records, or other educational matters.

**Business Partners or Suppliers:** Companies may write letters of request to business partners or suppliers when requesting quotes, placing orders, negotiating terms, or addressing issues related to products or services.

**Nonprofit Organizations:** Individuals or groups may write letters of request to nonprofit organizations when seeking donations, volunteering opportunities, partnership agreements, or other forms of support.

**Professional Contacts:** Professionals may write letters of request to colleagues, mentors, or other professional contacts when seeking advice, recommendations, introductions, or opportunities for collaboration.

**Individuals or Organizations in Authority:** Individuals or entities may write letters of request to individuals or organizations in positions of authority (such as community leaders, experts in a field, or influencers) when seeking endorsements, sponsorship, or advocacy for a cause or initiative.

### 3. Lesson Activity

#### WHERE DO I BELONG?

During the lesson activity, the students will determine whether each of the following statements belongs to ***author's role, purpose, or target readers***. See worksheet for the activity which the students will accomplish.

Answer Key for the learning activity:

1. target readers
2. author's role
3. purpose
4. purpose
5. target readers
6. target readers
7. author's role
8. author's role
9. target readers
10. author's role

	<p><b>SUB-TOPIC 3: Politeness strategies and diction and style in writing a letter of request</b></p> <p><b>1. Explicitation</b>  <b>THINK BEFORE YOU TICK!</b>  The teacher has already discussed the parts of a letter of request and author's role, purpose, and target readers. This time, the focus is on the politeness strategies and diction and style in writing a letter of request. The students will go back to the sample letter of request in Sub-Topic 2. They will be given a checklist of items to be considered in writing a letter of request with politeness strategies, diction and style. They will tick (put a check) on the box which they think the sample letter of request possesses.</p> <p><b>2. Worked Example</b>  The teacher can process the responses of the students in the previous activity and lead them to the discussion of the topic.</p> <p>When writing a letter of request, it's important to use polite language and adopt an appropriate diction and style to convey respectfulness and professionalism. Here are some strategies for incorporating politeness into your letter, along with suggestions for diction and style:</p> <p><b>Use Polite Greetings and Closings:</b> Begin your letter with a courteous greeting, such as "Dear [Recipient's Name]" or "Hello," followed by the recipient's title and last name if applicable (e.g., "Dear Mr. Smith,"). End your letter with a polite closing, such as "Sincerely," "Respectfully," or "Very truly," followed by your name.</p> <p><b>Express Gratitude:</b> If appropriate, express gratitude to the recipient for considering your request or for any assistance they may provide. For example, "Thank you for taking the time to review my request" or "I appreciate your attention to this matter."</p> <p><b>Be Clear and Direct:</b> While it's important to be polite, it's also crucial to be clear and direct in stating your request. Avoid vague language and get straight to the point. For example, "I am writing to request permission to use the conference room for our team meeting on [date]."</p> <p><b>Use Modals and Polite Phrases:</b> Incorporate modal verbs such as "would," "could," and "may" to soften your request and convey politeness. For example, "I would be grateful if you could provide further information" or "Could you please consider my request?"</p>	<p>During this part, the teacher can utilize the worksheet intended for the activity. Make sure that the students are holding their copy of the letter of request.</p>
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	<p><b>Avoid Demands or Commands:</b> Instead of using imperative sentences that sound demanding, opt for polite requests. For example, instead of saying "Send me the report by Friday," you could say "Would you be able to send me the report by Friday, please?"</p> <p><b>Maintain Professional Tone and Language:</b> Keep your tone formal and professional throughout the letter. Avoid slang, colloquialisms, or overly casual language. Use appropriate vocabulary and terminology relevant to the context of your request.</p> <p><b>Provide Context and Justification:</b> Provide a brief explanation or context for your request, along with any necessary justification or reasons why the recipient should consider granting it. This helps the recipient understand the importance or urgency of your request.</p> <p><b>Offer Assistance or Cooperation:</b> If appropriate, offer your assistance or cooperation to the recipient in fulfilling your request. This shows your willingness to collaborate and reciprocate.</p> <p><b>Proofread Carefully:</b> Before sending your letter, proofread it carefully to ensure it is free of spelling, grammar, or typographical errors. A well-written and error-free letter enhances your professionalism and credibility.</p> <p><b>3. Lesson Activity</b>  <b>I DESERVE A SECOND CHANCE!</b>  In this part, the students will be given time to revise the letter of request based on their understanding of politeness, diction and style. They have to take into consideration the provided strategies and suggestions.</p>	<p>The teacher can ask the students to do peer checking of the revised letter of request. The students will be paired and exchange letters. They can use the same checklist in checking their peer's work.</p>
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## D. Making Generalizations

### 1. Learners' Takeaways

In this part, the students will choose the heart that best describes their understanding of the different topics in the lesson. They will circle the heart that they prefer.



I understand it  
and I could teach it  
to someone else



I understand it



I think I get it,  
but there are still  
gray areas



I don't get it.  
I need help

1. Parts of a letter of request.



4. Target readers in writing a letter of request.



2. Author's role in writing a letter of request



5. Politeness strategies in writing a letter of request



3. Author's purpose in writing a letter of request



6. Diction and style in writing a letter of request.



### 2. Reflection on Learning

The teacher can make the learners' takeaways part more exciting by cutting out hearts of different colors. The teachers will call random students to choose a heart for each of the topics and paste it on the tarpapel.

	<p>I didn't know that</p> <p>_____</p> <p>_____</p> <p>I was surprised to learn that</p> <p>_____</p> <p>_____</p> <p>It bothers me that</p> <p>_____</p> <p>_____</p> <p>Important learning for me about letter of request</p> <p>_____</p> <p>_____</p> <p>I still wonder about</p> <p>_____</p> <p>_____</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<p><b>1. Formative Assessment</b></p> <p><b>A. Parts of a Letter of Request.</b> The students will be asked to identify what is asked in each of the following items. They will encircle the letter that corresponds to the correct answer.</p> <p>1. This part of a letter of request contains the name and address of the writer of the letter.</p> <p>a. Recipient's address      b. Heading      c. Salutation      d. Body text</p> <p>2. This part contains short introduction explaining why the writer is writing.</p> <p>a. Recipient's address      b. Heading      c. Salutation      d. Body text</p> <p>3. It is the greeting used in the letter.</p> <p>a. Recipient's address      b. Heading      c. Salutation      d. Body text</p>	<p>Answer Key:</p> <p><b>Parts of a Letter of Request</b></p> <p>1. b. 2. d. 3. c. 4. a.</p> <p><b>Author's role and purpose and target readers in writing a letter of request</b></p> <p>5. a. 6. c. 7. b.</p>

	<p>4. It contains the name of the person the letter is addressed to.  a. Recipient's address      b. Heading      c. Salutation      d. Body text</p> <p><b>B. Author's role and purpose and target readers in writing a letter of request.</b>  The students will be asked to identify what is asked in each of the following items. They will encircle the letter that corresponds to the correct answer.</p> <p>5. Some common _____ for such letters of request include government officials and service providers.  a. intended readers      b. role      c. purpose      d. errors</p> <p>6. The author's _____ in writing a letter of request is to formally ask for something from the recipient.  a. intended readers      b. role      c. purpose      d. errors</p> <p>7. One of the key aspects of the author's _____ in writing a letter of request is providing necessary details.  a. intended readers      b. role      c. purpose      d. errors</p> <p><b>C. Politeness strategies and diction and style in writing a letter of request.</b>  The students will be asked to identify what is asked in each of the following items. They will encircle the letter that corresponds to the correct answer.</p> <p>8. End your letter with a _____ closing, such as "Sincerely," "Respectfully," or "Very truly," followed by your name.  a. Rude      b. Polite      c. Funny      d. Insincere</p> <p>9. Avoid _____ language and get straight to the point.  a. Polite      b. Direct      c. Vague      d. Kind</p> <p>10. Use _____ vocabulary and terminology relevant to the context of your request.  a. Appropriate      b. Irrelevant      c. Unhelpful      d. Unsuitable</p>	<p><b>Politeness strategies and diction and style in writing a letter of request</b></p> <p>8. b.  9. c.  10. a.</p>
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<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li> <li>▪ <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn?</li> <li>▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson?</li> </ul>			