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Lesson Exemplar for English

Quarter 2

Lesson

3

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Lesson Exemplar for English Grade 8
Quarter 2: Lesson 3 (Week 3)
SY 2024-2025

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ENGLISH/QUARTER 2/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate their multiliteracies and communicative competence in evaluating informational texts (persuasive texts) for clarity of meaning, purpose, and target audience as a foundation for publishing original informational texts.
B. Performance Standards	The learners analyze the style, form, and features of informational texts (persuasive texts); evaluate informational texts for clarity of meaning, purpose, and target audience; and compose and publish original multimodal informational texts (persuasive texts) using appropriate forms and structures that represent their meaning, purpose, and target audience.
C. Learning Competencies and Objectives	Lesson 1: Evaluating Persuasive Texts Objectives: ● Identify the diction and style used to organize persuasive texts and draw inferences on the following: -author's purpose and meaning -target audience: hypothetical vs. real, experts vs. laypeople, managerial vs. rank-and-file ● Identify the common transition devices used in persuasive texts
C. Content	Topic 2: Analyze the linguistic features of persuasive texts Subtopics: 1. Diction and Style 2. Transition Markers
D. Integration	**Theme:** *African-Asian (post)colonial struggles, cultural identity, and values* SDG 10: Reduce inequality within and among countries SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

II. LEARNING RESOURCES
E-book/s: ● Burg, B. (2011). *The art of persuasion: Winning without intimidation* (p. 28). Tremendous Life Books. ● Frederick, P. (2011). *Persuasive writing: How to harness the power of words*. Pearson Education. ● Malek, C. (2014). *Language acts: Rhetoric and writing I: Academic reading and analytical writing (1st ed.)*. Fountainhead Press. ISBN 978-1-59871-854-6

- McGuigan, B. (2007). *Rhetorical devices: Handbook and activities for student writers*. Prestwick House, Inc. ISBN 978-1-935466-57-4
- Quinley, E. (2005). Persuasive writing. Saddleback Educational Publishing. ISBN 1-56254-750-X.
- Peters, M. (2014). Grammar and style. Penguin Group Publishing.

Web References:

- Harvard University Faculty of Arts and Sciences. (2024). *Transitions*. Retrieved form https://writingcenter.fas.harvard.edu/transitions#:~:text=Sometimes%2C%20transitional%20words%20can%20help%20readers%20see%20how,of%20connection%20you%20are%20making%20between%20your%20ideas

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
1. Activating Prior Knowledge	**1. Short Review** ***Let's Recall!*** *Directions: Identify the terms being referred to in each item. Write your answers in the space provided.* _____ 1. It takes advantage of the human desire to be a part of the majority group or the winning team. _____ 2. It is a form of communication that attempts to achieve a response that furthers the desired intent. _____ 3. It involves associating a person, product, or idea with something positive or negative to influence perception. _____ 4. It manipulates perception by presenting selectively accurate information while deliberately omitting crucial details. _____ 5. Without context or specific definitions, it serves only to evoke emotions. _____ 6. It refers to the logical appeal where readers will always respond best to an argument that has a logical element to it. _____ 7. This refers to the emotional appeal. _____ 8. This refers to moral competence, expertise, and knowledge. _____ 9. It is a form of writing with the primary aim of convincing the reader to agree with the writer's perspective or take a specific action. _____ 10. It is a short, memorable phrase used in advertising and branding to convey the essence of a product, service, or company. **2. Feedback (Optional)**	Expected answers are: 1. Bandwagon 2. Propaganda 3. Transfer 4. Half-truths 5. Glittering Generalities 6. Logos 7. Pathos 8. Ethos 9. Persuasive [writing] 10. Slogan

2. Establishing Lesson Purpose	**DAY 1** **1. Lesson Purpose** Analyzing the linguistic features of persuasive texts is crucial for understanding how authors craft their messages to influence readers. By examining diction and style, one can infer the author's purpose and meaning, as well as identify the target audience, whether hypothetical or real, experts or laypeople, managerial or rank-and-file. Recognizing common transition devices further enhances comprehension, revealing how arguments are structured and ideas are connected to persuade effectively. This analysis not only improves the critical reading skills of the learners but also informs the creation of impactful persuasive texts. The students will be asked the following questions: 1. How does the author's choice of diction and style in a persuasive text reflect their intended purpose and meaning? 2. In what ways can identifying the target audience—whether hypothetical or real, experts or laypeople, managerial or rank-and-file—impact the interpretation of a persuasive text? 3. What are some common transition devices used in persuasive texts, and how do they contribute to the overall effectiveness of the argument?	Give emphasis that these questions are their guide all throughout the lesson. These prompts will be asked again after the discussion.
	2. Unlocking Content Vocabulary ***Vocabulary Mind Maps*** *Directions: Create mind maps for the words given. Write the word in the center of your paper or digital mind map tool. Draw a circle or box around it to make it stand out. Draw branches out from the central word. On each branch, write a word that is related to the central word. This can include synonyms, antonyms, or other related terms. On additional branches, write example sentences or phrases that show how the word can be used in context.* 1. STYLE 2. DICTION 3. SLANG 4. RANK-AND-FILE 5. TRANSITION	The teacher can either provide a template of the mind map or let the students create their own. After completing the mind map, require students to pair up with a classmate or small group to share their work. They are encouraged to discuss how they understood and represented the word.

3. Developing and Deepening Understanding	**DAY 1** **SUB-TOPIC 1: Diction and Style** **1. Explicitation** ***Word Choice Impact*** *Directions: Fill-in the table through identifying different verbs that could replace the existing verb in the given sentence. Discuss how each word changes the image or feeling of the sentence. The first item will be your guide.*	Begin with a brief explanation that words matter in how we communicate. Mention that the way we choose our words can change how our message is received. Engage the class in a discussion about why word choice matters. Ask: ● *How did changing one word affect your perception of the sentence?* ● *Why do you think authors choose specific words to convey certain feelings or images?*

0. SHE WALKED INTO THE ROOM.	
She **strolled** into the room.	*is relaxed and casual*
She **marched** into the room.	*is determined and forceful*
She **tiptoed** into the room.	*is quiet and secretive*
1. THE DOG BARKED LOUDLY.	
2. HE LOOKED AT THE PAINTING.	

2. Worked Example

Style is the way in which something is written, as opposed to the meaning of what is written. In writing, however, the two are very closely linked. As the package for the meaning of the text, style influences the reader's impression of the information itself. Style includes diction and tone. The main goal in considering style is to present your information in a manner appropriate for both the audience and the purpose of the writing. Consistency is vital. Switching styles can distract the reader and diminish the believability of the paper's argument.

Diction is the careful selection of words to communicate a message or establish a particular voice or writing style. For example, flowy, figurative language creates colorful prose, while a more formal vocabulary with concise and direct language can

help drive home a point. Words that have almost the same denotation (dictionary meaning) can have very different connotations (implied meanings). There are three main types of diction:

Formal Diction	Formal diction is the use of sophisticated language, without slang or colloquialisms. Formal diction sticks to grammatical rules and uses complicated syntax—the structure of sentences. This elevated type of language is often found in professional texts, business documents, and legal papers.	*"It is imperative that we adhere to the established guidelines to ensure the project's success."*
Informal Diction	Informal diction is more conversational and often used in narrative literature. This casual vernacular is representative of how people communicate in real life, which gives an author freedom to depict more realistic characters. Most short stories and novels use informal diction.	*"We should stick to the rules to make sure everything goes well with the project."*
Slang (Very Informal)	These are words that originated within a specific culture or subgroup but gained traction. Slang can be a new word, a shortened or modified word, or words that take on a new meaning.	*"We gotta follow the playbook if we don't want this project to crash and burn."*

Having explored the importance of diction, or word choice, in shaping our communication, we now turn our attention to understanding the audience and the author's purpose. Recognizing who your audience is and what they expect is vital in determining the most effective way to convey your message.

At the start of the writing or communication process, carefully consider your "audience"—the person or persons who actually be reading your document, receiving your email, or watching your presentation. As a communicator, your primary goal is to transmit information efficiently and effectively. How you choose to transmit that

information—the way it is written and the form it takes—must depend to a large extent on who your audience is and what their goals are.

Be prepared to communicate to many different types of audiences—your audience must affect your decisions as a communicator. Factors that define audiences are

- their level of expertise or familiarity with the subject (e.g., a fellow engineer or a person in a non-technical position in the company or a layperson),
- their role or goals (what they will do with the information),
- their position relative to the organization (internal or external), and
- their position relative to you (peer, superior, or subordinate).

A clearly stated purpose is a key feature in most technical and professional communications because it improves efficiency—your reader should know right away why they are reading your document. Some common purposes for technical communication are: to inform; to recommend; to request; to propose; to persuade; to record; and to instruct.

PURPOSE	• *What does this document need to achieve?* • *What role does it play in the project / professional / academic ecosystem?* • *What result or action do I want to see after my reader/audience reads it? What effect do I want this document to have on my audience?*
AUDIENCE	• *What does my audience already know about this subject?* • *What do they value? What is their mindset or attitude about this information?* • *Why do they need or want this information? What are their goals?* • *What are their expectations about the form it will take?*

During the writing process, the answers to these questions should guide your decisions as a communicator as you make decisions about what information to include, how to communicate that information effectively, and what the finished product should look like.

A writing style and vocabulary that is overly simplified might bore an expert-level target audience or cause the writer to lose credibility. An overly complex style might overwhelm a target audience of laypersons, causing the writer's message to get lost and not achieving the purpose of the communication.

The chart below describes some of the ways language and communication might change as you speak to various audiences.

Audience Type	Language Characteristics	Example
HYPOTHETICAL – A theoretical group created for the purpose of crafting a message, not actually existing in the real world. Used to conceptualize how a message might be received by certain types of people.	*Level of Detail*: Can vary widely based on the assumed characteristics of the audience. Typically, less specific as it is based on assumptions. *Vocabulary Used:* General and adaptable, aiming to be inclusive and broadly understandable.	When writing a campaign speech, you might target a hypothetical audience of undecided voters, using broad appeals to values and general benefits of your proposal.
REAL AUDIENCE – An actual, specific group of people who will read or listen to the message.	*Level of Detail*: Highly specific, tailored to the known characteristics, preferences, and needs of the audience. *Vocabulary Used:* Precise and appropriate to the audience's background and level of understanding.	When presenting a business proposal to a board of directors, you would use detailed data and industry-specific terminology to persuade them.
EXPERTS – Individuals with extensive knowledge or proficiency in a particular field.	*Level of Detail*: High level of detail, including technical terms and in-depth analysis. *Vocabulary Used:* Specialized jargon and advanced terminology relevant to the field.	Writing a research paper for a scientific journal, where detailed methodology, technical data, and field-specific language are used to convince peers of the study's validity.
LAYPEOPLE –	*Level of Detail*: Simplified explanations, focusing on the	Creating a public health brochure explaining the

Individuals with little to no specialized knowledge in the field being discussed.	essentials without overwhelming details. *Vocabulary Used:* Common language, avoiding technical jargon, using analogies and explanations for clarity.	benefits of vaccination, using simple language and relatable examples to persuade the general public.
MANAGERIAL – Individuals in positions of authority responsible for planning, decision-making, and overseeing operations within an organization.	*Level of Detail*: Strategic, focusing on high-level impacts, outcomes, and metrics. *Vocabulary Used:* Business and management terminology, emphasizing efficiency, ROI (return on investment), and strategic benefits.	Drafting a proposal for new software implementation to senior management, highlighting cost-benefit analysis, productivity gains, and long-term advantages.
RANK-AND-FILE – Regular employees who perform the core operational tasks within an organization.	*Level of Detail*: Practical and operational details, focusing on immediate benefits and day-to-day implications. *Vocabulary Used:* Plain language, practical terms, and relatable examples that connect to daily work experiences.	Writing an internal memo to employees about adopting a new tool, emphasizing ease of use, immediate benefits to their workflow, and support available during the transition.

As always, consider the purpose and ask yourself how your audience will use the information as you decide the right level of technicality for a communication.

DAY 2

3. **Lesson Activity**

Activity 1: Who's the Target?

Directions: For each sentence, write down the type of diction used and identify the target audience.

STATEMENT	TYPE OF DICTION	TARGET AUDIENCE
1. "It is crucial to adhere to the company's compliance policies to mitigate legal risks."		
2. "Hey, wanna grab lunch and catch up on that project?"		
3. "The report provides a comprehensive analysis of the recent market trends and forecasts."		
4. "Imagine a world where everyone has access to clean drinking water."		
5. "Yo, that new game is lit! You gotta check it out!"		

Expected answers are:
1. Formal – Managerial/Real Audience
2. Informal – Rank-and-File/Real Audience
3. Formal – Experts/Real Audience
4. Formal – Hypothetical
5. Slang - Laypeople/Real Audience

Let students explain their answers after.

DAY 3

SUB-TOPIC 2: Transition Markers

1. **Explicitation**

Connection Challenge

Direction: Arrange the sentences in a logical order to form a coherent paragraph. You can add conjunctions to focus on the natural flow of ideas.

- It helps to conserve natural resources.
- Recycling is one of the simplest ways to reduce waste.
- More people should participate in recycling programs.
- It reduces the need for raw materials.
- Recycling can save energy.
- Recycling benefits the environment.

2. **Worked Example**

Transition markers are crucial in persuasive texts as they help to connect ideas, build arguments, and guide the reader through the writer's line of reasoning.

Why are Transition Markers Important?

CLARITY	It can help make your writing clearer by linking different parts of your argument.
COHERENCE	They ensure your essay or piece of writing is well-organized and logical.
PERSUASION	They enhance the persuasiveness of your writing by clearly showing the relationship between your ideas.

Sometimes, transitional words can help readers see how ideas are connected. But it's not enough to just include a "therefore," "moreover," "also," or "in addition." You should choose these words carefully to show your readers what kind of connection you are making between your ideas.

TYPE	PURPOSE	EXAMPLES	EXAMPLE IN USE
ADDITION	To add information or reinforce a point	*and, also, furthermore, moreover, in addition, additionally*	"The new policy will reduce pollution. Moreover, it will create jobs."
CONTRAST	To show differences or highlight opposing ideas	*but, however, on the other hand, yet, although, in contrast, nevertheless*	"The proposal has some benefits. However, it also has significant drawbacks."
CAUSE AND EFFECT	To show the relationship between	*because, therefore, consequently, thus,*	"He didn't follow the safety

There can be varied answers but expected answers could be:

- Recycling is one of the simplest ways to reduce waste.
- Moreover, it helps to conserve natural resources.
- Additionally, recycling can save energy.
- Furthermore, it reduces the need for raw materials.
- Therefore, recycling benefits the environment.
- In conclusion, more people should participate in recycling programs.

	actions or events and their outcomes	*as a result, hence, for this reason*	guidelines. As a result, he was injured."
COMPARISON	To show similarities between ideas	*similarly, likewise, in the same way, equally*	"Online education offers flexibility. Similarly, it can be more affordable."
EXAMPLE/ ILLUSTRATION	To provide specific examples to clarify or support a point	*for example, for instance, such as, including, to illustrate*	"There are many benefits to exercise. For instance, it can improve mental health."
EMPHASIS	To stress an important point	*indeed, in fact, certainly, unquestionably, without a doubt*	"The results are impressive. Indeed, they surpassed our expectations."
SUMMARY/ CONCLUSION	To summarize or conclude the argument	*in conclusion, to sum up, in summary, finally, overall*	"In conclusion, the data strongly supports our hypothesis."
CLARIFICATION	To make a point clearer or more specific.	*in other words, that is, to clarify, to put it another way*	"The policy failed to achieve its goals. In other words, it was ineffective."
ORDER/ SEQUENCE	To show the order of ideas or steps in an argument.	*first, second, next, then, finally, subsequently*	"First, we need to gather the data. Next, we will

			analyze the results."

By identifying and understanding the use of these transition markers, one can better analyze the structure and effectiveness of persuasive texts and apply similar techniques in writing.

3. Lesson Activity

Activity 1: What a Smooth Transition!

Directions: Insert appropriate transition markers into the following sentences to enhance the connections between ideas. Choose from the list of transition markers provided below.

Moreover	Consequently	Thus
Similarly	For example	

1. She loves to read books. _____, she visits the library every week.
2. The weather was terrible. _____, the event was canceled.
3. He is very talented. _____, his sister is also very gifted.
4. Many students have part-time jobs. _____, working can help them develop important skills.
5. The experiment was flawed. _____, the results are unreliable.

Expected answer are:
1. Therefore
2. Consequently
3. Similarly
4. For example
5. Thus

4. Making Generalizations

DAY 4

1. Learners' Takeaways

The students will be asked the following questions:

1. How does the author's choice of diction and style in a persuasive text reflect their intended purpose and meaning?
2. In what ways can identifying the target audience—whether hypothetical or real, experts or laypeople, managerial or rank-and-file—impact the interpretation of a persuasive text?
3. What are some common transition devices used in persuasive texts, and how do they contribute to the overall effectiveness of the argument?

2. Reflection on Learning

Direction: Self-assessment is a valuable tool for self-improvement and growth. Embrace the opportunity to reflect on your skills and take proactive steps towards enhancing your understanding and analytical abilities in evaluating persuasive texts for clarity of meaning and validity of information. Go through each section of the checklist and check the box of your proficiency or confidence level using the provided rating scale. Be honest in your self-assessment.

	5 - Extremely familiar	4 - Very familiar	3 - Moderately familiar	2 - Somewhat familiar	1 - Not at all familiar
I can identify the diction and style used to organize persuasive texts and draw inferences through the author's purpose and meaning; target audience: hypothetical vs. real; experts vs. laypeople; and managerial vs. rank-and-file.					
I can identify the common transition devices used in persuasive texts.					

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	**1. Formative Assessment** ***From Text to Action*** *Directions: Evaluate the given persuasive text for clarity of meaning. Classify textual evidences of the types of diction, the target audience, and the transition markers present in the given persuasive text. Use the matrix and the first example as a guide.*	The teacher may opt to have this activity by groups. Each group will be assigned to different excerpts of the persuasive text. You may access the full transcript of the persuasive text here:

Suggested Persuasive Text: "I am an African" by Thabo Mbeki (African National Congress in 1996)

STATEMENT	TYPE OF DICTION	TARGET AUDIENCE	TRANSITION MARKER	TYPE OF TRANSITION MARKER
0. "It aims to open the doors so that those who were disadvantaged can assume their place in society as equals with their fellow human beings without regards to color, to race, to gender, to age, or to geographic dispersal."	Formal	Real audience	*without regards to*	Clarification
1.				

2. Homework (Optional)

https://www.americanrhetoric.com/speeches/thabombekiiamanafricanspeech.htm

Each of their answers in the From Text to Action activity will be explained during the class sharing.

B. Teacher's Remarks

Note observations on any of the following areas:	**Effective Practices**	**Problems Encountered**
strategies explored		
materials used		
learner engagement/ interaction		
Others		

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.

Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.

C. Teacher's Reflection

Reflection guide or prompt can be on:

- *principles behind the teaching*

Teacher's reflection in every lesson conducted/

	What principles and beliefs informed my lesson? *Why did I teach the lesson the way I did?* ▪ *<u>students</u>* *What roles did my students play in my lesson?* *What did my students learn? How did they learn?* ▪ *<u>ways forward</u>* *What could I have done differently?* *What can I explore in the next lesson?*	facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.