

8

Lesson Exemplar for English

Quarter 4

Lesson

1

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Lesson Exemplar for English Grade 8
Quarter 4: Lesson 1 (Week 1)
SY 2025-2026

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ENGLISH/QUARTER 4/ GRADE 8

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 inquiry) 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 inquiry); 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 inquiry) using appropriate forms and structures that represent their meaning, purpose, and target audience.
C. Learning Competencies and Objectives	<p><i>Learning Competencies</i></p> <p>EN8TRAN-IV-1 Analyze distinguishing features of informal and formal correspondences to infer sender's meaning and purpose across modalities: letter of inquiry.</p> <p>EN8TRAN-IV-2 Analyze milieus influencing the structure and rhetoric of informal and formal correspondences across modalities:</p> <ul style="list-style-type: none"> -parts and formats -organizational patterns -politeness strategies (etiquette) <p>EN8TRAN-IV-3 Examine the sender's voice for clarity of purpose and meaning:</p> <ul style="list-style-type: none"> -diction -style -tone and register -point of view -sentence structure <p>EN8TRAN-IV-4 Examine how ethics is established in transmitting informal and formal correspondences across modalities</p> <p>EN8TRAN-IV-5 Identify one's purpose and meaning in writing letters.</p> <p><i>Lesson Objectives</i></p> <p>At the end of the lesson, the students shall be able to:</p>

	<ol style="list-style-type: none"> 1. Define what a letter is. 2. Differentiate between formal and informal letters. 3. Recognize and identify the common parts of a letter. 4. Identify formal transitional words and expressions.
D. Content	<ol style="list-style-type: none"> 1. Types and parts of letters (formal and informal) 2. Transitional/ cohesive devices 3. Language register
E. Integration	Subject integration with Araling Panlipunan/ Social Studies 8

II. LEARNING RESOURCES

- Nordquist, R. (2019). What is register in linguistics? Accessed April 28, 2024, from <https://www.thoughtco.com/register-language-style-1692038>
- Northern Michigan University Writing Center. (n.d.). Parts of a business letter. Accessed April 28, 2024, from <https://nmu.edu/writingcenter/parts-business-letter>
- Palomar, L. A. & Palomar, M. J. E. (2016). *Interactive English 8*. Jemma Development.
- Serrano, J. B. & Lapid, M. G. (2018). *ECAS: English communication arts and skills through Asian and African literature (8th ed.)*. Phoenix Publishing.
- SuccessCDs. (n.d.). Letter writing: Types, format, examples. Accessed April 28, 2024, from <https://www.successcds.net/learn-english/writing-skills/letter-writing-format-formal-letter-informal-letter-samples-topics.html>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>DAYS 1 and 2: Pre-Writing Part 1</p> <p>1. Short Review: Recalling what letters are</p> <p>a. Guess the Word</p> <p>Students are to guess the object described as follows: "It can be either printed or digital, exchanged between individuals who are personally or professionally connected. It serves various purposes, such as</p>	<p>The Guess the Word activity may be delivered in other similar forms such as Four pics one word and/ or riddles. It may also</p>

	<p>inquiring about someone's well-being or requesting action from authorities.” (Answer: letters or correspondence)</p> <p>b. Description Sort Students are to sort into two columns, formal and informal, the following descriptors:</p> <ul style="list-style-type: none"> • nicknames for recipients • technical language • simple topics • professional purposes • job titles for recipients • conversational language • complex topics • personal purposes 	<p>help if clues are provided, e.g., l t _ e _ s. Those who get the answer may also be given incentives or prizes.</p> <p>The Description Sort activity may either be done individually or in groups of two or three. The students then share their answers or write them on the board for discussion.</p>
B. Establishing Lesson Purpose	<p>1. Establishing Lesson Purpose In previous quarters, students learned about different types of letters that serve various purposes and can be classified into two general categories: informal and formal. In this learning unit (Lesson 1 of 2), students will become familiar with the <i>components of a letter and how to write letters for specific purposes, such as letters of inquiry.</i></p> <p>2. Unlocking Content Vocabulary Students are to take note of the definitions of the following terms either through copying or listening to the teacher’s inputs. a. Letters—are a form of written, typed, or printed communication sent either in an enveloped or through a certain media platform. They are also known as correspondences. b. Formal Letters—are a type of letter used for professional purposes. c. Informal Letters—are a type of letter used between friends, family members, or people who are personally connected.</p> <p>Looking for Examples</p>	<p>Establishing Lesson Purpose Inform students that letters can also be electronic, such as emails, to highlight their modern relevance.</p> <p>Unlocking Content Vocabulary Provide students with incomplete definitions in advance. They can complete these definitions by listening to the teacher or copying from the presentation, keeping them engaged during the lesson.</p> <p>Looking for Examples</p>

	<p>Based on the Description Sort and Unlocking Content Vocabulary activities, students will find their own real-life examples of the defined vocabulary words, such as formal and informal letters. They will then present their examples to the class and explain why their choices are accurate representations of the vocabulary terms.</p> <p>Students can complete this task individually or in groups. They should avoid using the same examples as others to prevent copying explanations.</p>	<p>If students have limited resources for examples, the teacher can use the "Solved examples of letters" section on SuccessCDs.net (see references). The teacher may present samples from this section for students to classify as formal or informal and then justify their classification. The teacher can also modify the samples to make the names recognizable to students.</p>
<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation</p> <p>Teacher's prompts: In the previous meeting, you engaged in an activity that required you to look for and analyze examples of letters, particularly formal and informal ones. In this meeting, you continue what you started with an activity that will require you to again use the letters you were able to look for and analyze last time. Based on those examples, name and guess the parts of the blank letter I will be presenting:</p>	<p>Explicitation</p> <p>The blank letter template may either be flashed on screen or presented traditionally on the board. Students may be asked to engage in the activity individually or in groups. To assist students who might have difficulty with the activity, clues may be provided in the forms of jumbled letters or mutilated words. It is also important that the teacher will be capable of accepting answers that are close or similar to the correct ones and that he/ she is able to point out that the parts asked for are the common ones seen in any type of letter, whether it be formal or informal.</p>

Possible Answers:

1. Heading/ Return Address/ Date
2. Recipient's Address/ Recipient's Details
3. Salutation/ Greetings
4. Body/ Message
5. Complimentary Close/ Closing
6. Sender's Name and Signature/ Signature Line

The teacher should explain that the level of detail in each part of a letter can vary depending on whether it's formal or informal. For instance, in an informal letter, the heading might only include the recipient's address and date, or just the date alone. To involve students and encourage them to apply what they've learned, the teacher can ask them to read aloud sections of their own examples that relate to the part of the letter being discussed. For example, when discussing the complimentary closing, the teacher might ask, "Who would like to read aloud the complimentary closing from their sample letters?"

The teacher should explain that the words listed are not the only ones that serve a specific purpose in letter writing, like showing sequence or differences. Remind students that there are many other words that fulfill these roles.

To keep students involved, they can be prompted to read aloud sections of their letters that include transitional devices.

2. Worked Example

Teacher's prompts: Great answers in the activity we had earlier. It is now time to take note of the specific details of the letter parts you identified. According to Northern Michigan University (n.d.), letters have six common parts as follows:

- a. Heading**—where the return address or the sender's address and/ or the date when the letter was written are found
- b. Recipient's Address**—where the recipient's address and his/ her complete name and title should be written
- c. Salutation**—also known as the greeting, it is the line where the expressions dear or "to whom it may concern" are placed.
- d. Body**—where the actual message for the recipient may be found
- e. Complimentary Close**—also known as the closing, it is the part where the sender gives a short polite ending greeting for the recipient.
- f. Signature Line**—where the complete name of the sender is found along with his/ her signature

Aside from the parts that formal and informal letters have in common, they also share the need for the usage of transitional devices. Also known as logical connectors (Palomar & Palomar, 2016) or cohesive devices (Lapid & Serrano, 2018), these are words that connect the different contents of the letter together, depending on how the said contents are related. Study the table presented for the different uses of transitional devices and look for similar words in your sample letters.

Sequencing	Degree of Importance	Differences	Similarities	Results	Reasons
Firstly, secondly, thirdly, etc. In addition, Furthermore , Also, Presently	Most importantly, Above all, Primarily, Essentially	However, On the other hand, On the contrary, In contrast, Despite this, Although, But	Similarly, Likewise, Also, In the same way	As a result, As a consequence , Therefore, Thus, Consequently, Hence	The cause of, The reason for, Because, Since, Due to

3. Lesson Activity

Teacher's prompt: Now that we're done discussing, let's work on doing an activity that will check on your ability to label letters for their types and parts and recognize transitional devices they contain. I will be presenting actual sample letters whose types and parts you must label and transitional devices they have you must identify.

Practice Activity: Fill me in!

Instruction: Read each sample letter and identify the numbered parts and transitional devices by filling in the corresponding boxes. Also, classify them according to their type.

	<p>No.58 Block-D Sector 26, Rohini New Delhi- 110085</p> <p>February 14, 2021</p> <p>Dear Edd,</p> <p>How have you been? I hope my letter finds you in the best of health and spirits. Although it has been a long month since I moved to the boarding school, I am very happy with my new school. This is due to the fact that classrooms and dormitories are very spacious. There are well equipped science laboratories and a library with a great collection of books. The school has amazing sports facilities such as a swimming pool, horse riding track, and an archery range.</p> <p>I believe my life here will be interesting and enjoyable. Even if I have made many new friends, I still miss you and the other friends. Please, pay my regards to your parents.</p> <p>Yours sincerely,</p> <p>Hannah</p> <p>7. Type of Letter:</p> <p>8. Transitional Device/s:</p>	<p>Practice Activity: Fill me in! For this activity, the teacher can use examples from SuccessCDs.net or other sources, as long as they include recognizable letter parts, transitional devices, and at least one formal and one informal letter. The teacher can print the examples with numbered boxes for students to label with the corresponding letter parts, letter type, and transitional devices, or display them on screen for students to write their answers on paper.</p>
<p>D. Making Generalizations</p>	<p>DAY 3: Pre-Writing Part 2</p> <p>1. Learners' Takeaways</p> <p>Teacher's prompts: In our previous meetings, we have discussed letters, their types and parts, and the transitional devices that ensure smooth and proper connections between these parts. Today, we will continue with a new set of learning activities designed to help you further recognize the differences between formal and informal letters. Please bring out your samples of formal and informal letters again.</p> <p>On the first day, through the Description Sort activity, we were able to organize the following descriptions for formal and informal letters:</p>	<p>The teacher either has to remind the students ahead of time to bring their samples of formal or informal letters, or he/ she may just present them with new samples.</p> <p>To enable engagement and active recall from the students,</p>

Formal

technical language
complex topics
professional purposes

Informal

conversational language
simple topics
personal purposes

Tell the students that this time, they should focus on the concept of language register in letters.

Language register refers to the adjustments people make in their language to sound either casual or formal, depending on the complexity of the topic and the intended audience (Nordquist, 2019). In short, language register considers three factors: level of language, topic, and recipient.

Practice Activity: Fill me out!

Instruction: Using the sample letters you identified as formal and informal in previous discussions, fill out the table below:

Type of letter:		
Topic of the letter:		
Recipient of the letter:		
Level of language used (formal/ casual):		
Six example words from the letter that show the level of language it uses (one word for each box below):		
1.	3.	5.
2.	4.	6.

Extended Activity: From formal to informal

Thank you for your answers. This time, we shall discuss the words you lifted from your letters which you identified to show “the level of language they used”:

Formal	Informal
Indeed	yep
going to	gonna
want to	wanna
because/due to	coz/cuz

the descriptions for each letter type may again be jumbled or students may be asked to rationalize why the descriptions are now properly classified.

Practice Activity: Fill me out!

This activity can be done alone or in groups, depending on the students' proficiency levels. Provide printed tables or display them for students to copy. Analyze each type of letter using one table for each type. Review and correct student responses before moving on. Take note of student answers.

Extended Activity: From formal to informal

Show only one column of the table at a time. While presenting each column, have students, either in groups or individually, think of the formal or informal equivalent of each word or phrase. Adjust the number of words based on student responses.

Additional Activity: Let's be informal!

Instructions:

1. Review the provided list of formal phrases.
2. Rewrite each formal phrase in a more informal way.
3. Discuss with your classmates why the informal versions are appropriate.
4. Try using the informal versions in sentences to ensure understanding.
5. Compare your answers with your classmates to see different approaches.

Provide this example to the students:

Formal: Please inform me of your decision at your earliest convenience.

Informal: Let me know your decision whenever you can.

Formal phrases	Corresponding Informal phrases
1. Please advise.	→ Let me know.
2. I am in receipt of your email.	→ I got your email.
3. With reference to.	→ About.
4. Yours faithfully.	→ Sincerely (or simply omit it).
5. It has come to my attention.	→ I noticed.
6. I would appreciate it if you could.	→ Can you please?
7. Enclosed please find.	→ Here is
8. In accordance with.	→ According to.
9. Kindly provide.	→ Please give.
10. I hereby certify.	→ I confirm.

Exit Ticket

Teacher's prompt: At this point, you will have to complete strictly individually the following prompts and then submit your answers so that we can check if you are already fully prepared to exit this lesson:

1. Letters are _____.
2. The two types of letters are _____ and _____.

Collect students' answers to check their understanding and identify areas that need more review before the quiz.

Additional Activity: Let's be informal!

Inform the students that the given phrases are usually used in writing formal letters

	<p>3. Generally, there _____ parts to any letter.</p> <p>4. The difference between the two types of letters is dependent on the language _____ they use.</p> <p>5. The adjustments made to the language used in letters are based on _____, _____, and _____.</p> <p>2. Reflection on Learning Teacher's prompt: As a form of reflection, answer as well the following prompts without having to submit your responses.</p> <p>a. In this lesson, I learned about _____.</p> <p>b. I find the part about _____ interesting and useful.</p> <p>c. I find the part about _____ a bit difficult or confusing.</p> <p>d. What I should do to help myself overcome my difficulty or confusion is _____.</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>DAY 4: Pre-Writing Part 2 continued</p> <p>1. Summative Assessment Teacher's prompt: Read ALL of the instructions and each of the items carefully and then select or supply the details needed. Erasures will be considered incorrect. One point per item for a total of 20 points for the whole quiz.</p> <p>a. Multiple-Choice (9pts): Select the choice that corresponds to the correct answer to each item.</p> <p>1. Which letter part comes after the heading? a. complimentary close b. recipient's address c. salutation d. body</p> <p>2. Which letter part comes after the body? a. complimentary close b. recipient's address c. salutation d. body</p>	<p>Since students have already undergone numerous formative assessments throughout the discussion of the lesson, this segment will already be a summative quiz.</p>

3. In an informal letter as opposed to a formal one, the heading includes which information in particular?
 - a. date only
 - b. sender's address only
 - c. sender's address and date
 - d. sender's address and name
4. In both informal and formal letters, the signature line requires which details?
 - a. only the sender's signature
 - b. only the recipient's signature
 - c. the sender's signature and name
 - d. the recipient's signature and name
5. Which transitional device is used in adding more information?
 - a. furthermore
 - b. however
 - c. due to the fact that
 - d. despite
6. Which transitional device is used in presenting a consequence?
 - a. although
 - b. since
 - c. specifically
 - d. thus
7. Which difference between a formal and informal letter refers to the component of language register that is concerned with the readers of the message?
 - a. topic
 - b. recipient
 - c. level of formality
 - d. format of the letter
8. Which difference between a formal and informal letter refers to the component of language register that is concerned with the types of words to be used in discussing the message?
 - a. topic
 - b. recipient
 - c. level of formality
 - d. format of the letter
9. In terms of parts, formal and informal letters are the same but differ only in terms of which of the following?
 - a. the validity of details
 - b. the audience of the letter
 - c. the types of details included per part
 - d. the amount of details included per part

b. Enumeration (6pts): List down ALL the six common parts of a letter.

- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

	<p><i>Why did I teach the lesson the way I did?</i></p> <ul style="list-style-type: none"> ▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 	<p>improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>
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