DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for English

Quarter 4
Lesson
3

Lesson Exemplar for English Grade 8
Quarter 4: Lesson 3 (Week 3)
SY 2025-2026

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	***Learning Competencies*** **EN8INF-IV-9** Synthesize significant information. **EN8INF-IV-11** Organize significant information using various technique. **EN8INF-IV-14** Apply multimodal elements appropriate to the chosen text delivery/ies. **EN8TRAN-IV-6** Compose a letter of inquiry. **EN8TRAN-IV-7** Revise for coherence and cohesion. **EN8TRAN-IV-8** Edit for consistency of diction, style, tone and register, point of view, and grammar. **EN8TRAN-IV-9** Send correspondences to communicate with and respond to senders within the bounds of ethics. ***Lesson Objectives*** 1. *Summarize an Afro-Asian literary text highlighting its symbolisms and thematic elements through various means.* 2. *Formulate inquiries about an Afro-Asian history, culture, heritage, or social issues that are reflected in or related to an Afro-Asian literary text.* 3. *Construct a formal letter using standard parts and linguistic expressions.*
D. Content	1. An Afro-Asian literary text with an embedded history, culture, heritage, or social issue 2. Modals expressing politeness and questions 3. Types of sentences according to purpose

	4. The draft of a formal letter of inquiry	
E. Integration	Subject integration with Araling Panlipunan/ Social Studies 8	

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<tr><td colspan="2" style="background:#cfe2cf">II. LEARNING RESOURCES</td></tr>
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● Massachusetts Institute of Technology. (n.d.). The Mayfield Handbook of Technical and Scientific Writing: Letters of inquiry. Accessed May 5, 2024, from https://web.mit.edu/course/21/21.guide/l-inquir.htm
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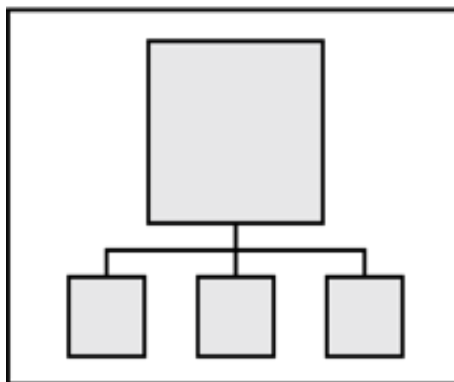| III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS

A. Activating Prior Knowledge	**DAY 1: Drafting Part 1**
	1. Short Review: Recalling the text previously read
	   a. Preparing and Presenting a Graphic Outline
	   Based on what they could recall from the Afro-Asian literary text they were asked to read in the previous lesson, students are to prepare and present a graphic outline/ diagram/ organizer that outlines or summarizes the key events of the said text, with emphasis on who the characters were and what happened to them.
		Short Review: Recalling the text previously read
		The ***Graphic Outline Presentation*** activity should be done in groups to encourage discussion. Each group will create its own unique graphic organizer that helps them understand and remember the assigned text. Each part of the organizer should correspond to a segment of the text. For example, each box in the organizer may contain a word or expression from the text that the students must explain during their presentation.

		Keep the preparation and presentation periods short, as this activity is meant to be a review. During presentation, provide corrections in details or interpretations if necessary.
B. Establishing Lesson Purpose	**1. Establishing Lesson Purpose** In the previous unit, students learned about the two general types of letters—formal and informal—as means of communication for discussing a wide range of topics. They also explored an Afro-Asian literary text that could serve as a discussion topic. In this unit (lesson 1 of 2), students will ***recall the factual details and interpretations of the assigned text and express queries or concerns related to the symbolic issues reflected in the text.*** **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. Inquiry**—refers to the act of requesting information or investigating something that is of interest or concern to people (Merriam-Webster) **b**. **Social Issue**—also known as **social problem**, the term is about any condition or situation that negatively affects people individually or in large groups **Thinking of Symbols and Examples** Based on the Unlocking of Content Vocabulary activity, students are to think of any object they may associate with the meaning of the vocabulary word "inquiry" while for the expression "social problem," they must give their own examples. They then present to the class their associated objects and examples and justify why they are correct.	**Establishing Lesson Purpose** In this segment, emphasize that while the situations and characters in the text are fictional, the messages and problems they represent are symbolic and relevant to real life. Explain that these real-life issues can be addressed through letters of inquiry or concern, utilizing their knowledge of modals and interrogative sentences. **Unlocking Content Vocabulary** Students may be provided with incomplete versions of the definitions in advance. They will complete these definitions by listening to the teacher or copying from the presentation. This approach ensures they remain engaged while learning explicitly. Each term can also be paired with an example or a visual

		representation. For instance, "inquiry" could be illustrated with a question mark, as it represents a question that needs answering, while "social issue" could be depicted with an angry or sad emoji, reflecting the emotional impact such issues have on people. **Thinking of Symbols and Examples** The students may be asked to do this in groups or individually. They must also be asked to refrain from using the same object associations and examples with those of the others to encourage creativity.
C. Developing and Deepening Understanding	**DAY 2: Drafting Part 1 continued** **1. Explicitation** **Teacher's prompts:** Yesterday or just recently, you were asked to recall the factual details or actual events that happened in the Afro-Asian text you were asked to read in the previous unit and you also learned about new terms. Today, you are to again recall the same text but this time, you will have to focus on the social problem presented in the text and raise related inquiries. **A. Unearthing the Symbolized Social Problem** **Teacher's prompts:** As you may recall, the text you read was a fictional story with characters interacting, but it also symbolized events, people, or problems that can occur in real life. These events, particularly negative ones, often lead to social issues that impact individuals or groups. In groups, prepare a short skit or play (five minutes or less) that depicts a real-life scenario demonstrating a social problem similar to the one in the Afro-Asian	**Unearthing the Symbolized Social Problem** The students, in groups, must be encouraged to think of real-life scenarios that also show the same social problem found in the Afro-Asian text tackled. Give students only around 10-15 minutes to prepare to encourage meaningful use of the time they are together as a group.

text. Be ready to present it in class and explain how and why it represents a similar social problem.

Your presentations will be scored based on the following **criteria**:
Creativity/ Originality (7pts)—refers to whether or not the scenario presented is creatively realistic and original or different from those presented by other groups
Relevance to the Symbolized Social Problem in the Text (6pts)—refers to whether or not the explanation of how and why the skit has a similar social problem to the one found in the text tackled justifies the connection of the two
Compliance with Requirements (4pts)—refers to whether or not the entirety of the skit, including its explanation, is within the given time limit of 5 minutes or less
Use of the English Language (3pts)—refers to whether or not the skit and its presentation involved the consistent use of the English language
Total: 20pts

B. Thinking about Other Social Problems
Teacher's prompts: Now that you have finished presenting scenarios illustrating a single social problem, let's expand our focus to consider various social problems. Previously, we defined a "social problem" as an issue that negatively impacts individuals or groups.

Next, we will review the following scenarios to determine which ones depict social problems. Mark an (X) before the scenario number if it shows a social problem:

Scenario 1: During recess, a group of kids is excluding one of their classmates from playing *patintero* with them.

Scenario 2: In the canteen, a student accidentally drops their tray, and other students nearby laugh at them.

Scenario 3: During a science project, a group of students argues over whose idea should be used, but they eventually settle and work together.

The criteria must be enforced strictly so as not to only conserve instructional time but also encourage critical thinking and interpretation of the text.

Provide prompt feedback.

Thinking about Other Social Problems
The teacher should accompany the presentation of each scenario with a relevant illustration to enable students to visualize. The students may be allowed to do this in groups or individually.

*Answers:
X Scenario 1
X Scenario 2
__ Scenario 3
__ Scenario 4
X Scenario 5

Guide the students in analyzing their answers by discussing what distinguishes each scenario as having or not having a social problem. Emphasize

	Scenario 4: Two friends are chatting happily during lunchtime about their favorite video game. **Scenario 5:** In the classroom, a student asks for help from the teacher because they are being endlessly scares or says bad things towards another student. **Teacher's prompts:** Now that you can recognize social problems, let's consider issues not only in our society but also in others, including African or other Asian countries, or those symbolized in Afro-Asian literary works. Think of at least three examples.	that a social problem negatively impacts individuals or groups of people. Encourage students to think of and share more than the minimum of three social problems. They can also explore their Social Studies or Araling Panlipunan 8 subject for ideas, promoting integration of knowledge.

DAY 3: Drafting Part 1 continued
2. **Worked Example**
   Making questions about social problems using interrogatives and modals
   Teacher's prompt: Yesterday, we concluded our discussion on social problems and assigned a take-home task related to them. As you worked on the task, you may have had various questions in mind, which led you to formulate interrogative sentences similar to the following examples:

   When should parents intervene when bullying happens?
   How may survivors cope after suffering from their residences burning?
   Why would a person hurt another person?

   In the given examples, there are social problems identified, and they are bullying, residences getting burned, and a person hurting another person.

   The given examples also present questions about the said social problems, following a pattern of interrogative sentences in bold as also discussed in one of the previous lessons:
   WH Question: when, how, why

Worked Example
To serve as a review, ask the students to recall the definition of social problems.

The sentences should be presented in the given format (i.e., in bold and with underline) to provide students clues for later analysis.

To reinforce the review done, the teacher may instead ask the students what social problems

Modal: should, may, would

Subject: parents, survivors, person

Action Verb: intervene, cope, hurt

Note that while certain sentences may not always include all parts of the pattern, they still follow the same sequencing, such as the subject being inserted second or third. Additionally, the underlined part of the pattern and the provided examples demonstrate the use of **modals to express politeness**.

Writing a letter of inquiry about a social problem
Teacher's prompts: As mentioned previously, social problems may affect not only a single person but also a number of people in some other cases. This also involves professionals, and when this happens simple stating of interrogative questions even with modals that express politeness might not be enough to have questions about the social problems answered or solved. In such cases, as most professionals would do, formal letters, particularly **letters of inquiry**, are needed. An example of a letter of inquiry is as follows, with the parts BEFORE the salutation omitted:

Dear Mr. Principal:

Peace and favor from God!

I, the undersigned, am a concerned parent who is writing to inquire about the efforts of your institution in addressing the increasing incidents of cyberbullying among its students.

May I know the ongoing initiatives, support services, and opportunities for community involvement in combating the said issue?

are covered in the given questions.

To promote interaction, and to check on students' attention, the teacher may ask which specific word from each interrogative sentence corresponds to the interrogative pattern part being asked. For example, the WH Question part for the first given example is when. The teacher must also state that the parts that are NOT underlined in the given examples are what are called "**complements**," or parts that provide needed information to complete the meaning of the sentence.

When modals that express politeness are mentioned, students may be asked to recall how they may detect modals that express politeness (**expected answer:** their usual form being written in the past tense).

Writing a letter of inquiry about a social problem
Make students recall the parts of a letter and the details found

Any insights you could provide would be greatly appreciated. Thank you for your attention to this matter.

Warm regards,

Mr. Juan Dela Cruz
Parent

Teacher's prompts: As seen from the example given, a letter of inquiry is no different from any other formal letter in terms of parts, and it also includes the use of interrogatives and modals that express politeness. However, it is important to remember the following (adapted from Massachusetts Institute of Technology (MIT), n.d.):
a. The first paragraph/s should contain information about **who is sending** the letter, including his/ her **position** and **organization** or **group** if applicable, and the **reason** for writing.
b. The next paragraph/s should contain the **details needed** or the **questions/ interrogatives** to be answered, with each question being clear and separated if needed.
c. The last paragraph/ sentence or conclusion should offer **thanks** or **appreciation** for the recipient if he/ she responds favorably.

3. **Lesson Activity**
   Teacher's prompt: Now that we're done discussing, let's individually work on doing an activity that will check on your ability to write a formal letter of inquiry with interrogative sentences and modals expressing politeness based on the at least three social problems you thought of in the previous day. Follow the template presented:

Heading

Salutation

| or needed per part. Emphasize that for the sake of discussion, those that appear BEFORE the salutation have been omitted but are still very much needed in actual writing.

To enable review and reinforce connections to previous lessons, the students may be asked about the parts of a letter present in the sample aside from the salutation (**expected answers:** greetings, body, closing, and signature line). They may also read aloud the actual portions of the sample corresponding to the letter parts they will be able to correctly identify. The same may be done with interrogatives and modals in the letter (**expected answers:** may, would, could; may I know the ongoing initiatives, support services, and opportunities for community involvement in combating the said issue?).

The students may also be asked to state/ read aloud the actual portions of the sample that correspond to the elements of a

	Body	formal letter of inquiry adapted from MIT (n.d.).
	Complementary Closing	
	Signature Line	**Lesson Activity** To facilitate review, students can be prompted to identify the required details for each part of a formal letter. The information to be included in the body should align with the guidelines suggested by MIT (n.d.).
	Teacher's prompt: Once done with your letter drafts, show them to me before you put them away for further polishing later on.	Additionally, students should be informed that, for now, since they don't have an actual recipient, the heading can simply include a date, the recipient's address can be skipped, and the salutation should be "To whom it may concern." This practice serves as an opportunity for students to follow directions and enhance their listening skills.
		Each letter draft shown must at least have details per part of the letter. The purpose is to make students practice and draft a letter following a template. Revising or polishing may just follow later on.

D. Making Generalizations	**1. Learners' Takeaways** **Exit Ticket** **Teacher's prompts:** Throughout our recent meetings, we've delved into social problems, exploring their impact on individuals, and discussing how to address them through letters of inquiry. We've focused on using interrogatives and modals to convey politeness. Now, we'll recap our discussions. Complete the following prompts individually and submit your answers. This will show your academic gains and readiness to conclude this lesson. 1. Aside from fictional events, literary works may also symbolize realistic _____ problems. 2. _____ problems are situations or events that _____ _____. 3. To help resolve social problems, inquiries, concerns, or questions about them may be raised through a letter of _____ to authorities or _____. 4. A letter of _____ uses _____ sentences to ask questions and _____ verbs to express politeness while doing so. 5. In a letter of _____, the introductory paragraph/s in the body should contain _____ while the second part should contain _____. Lastly, the last part should _____ the recipient. **2. Reflection on Learning** **Teacher's prompt:** As a form of reflection, answer as well the following prompts without having to submit your responses. a. In this lesson, I learned about _____. b. I find the part about _____ interesting and useful. c. I find the part about _____ a bit difficult or confusing.	**Exit Ticket** At this point, collect students' output to assess how many are on the right track, then identify any concepts that may require revisiting or reinforcing before students take the quiz.

	d. What I should do to help myself overcome my difficulty or confusion is _____.	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	NOTES TO TEACHERS
A. **Evaluating Learning**	**DAY 4: Pre-Writing Part 1 continued** 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. There are 20 points for the whole quiz. a. **Literary Text Summary (5pts):** For items 1-5, provide a one-paragraph summary of all the key events in the literary text read. The paragraph should have a maximum of eight sentences. **1-5. Summary of the literary text read:** b. **Enumeration (5pts):** List down five social issues or problems either related to the one symbolized in the literary text read or found in other Afro-Asian countries or texts. 6. 7. 8. 9. 10. c. **Interrogatives and Modals (5pts):** Using your answers to Items 6 to 10 as your topics, construct or write proper interrogative sentences with modals expressing politeness. 11. 12. 13.	Since students have already undergone numerous formative assessments throughout the discussion of the lesson, this segment will already be a summative quiz. Five points may be granted as long as the answer provides the key details of the text, and the answer is within the limitation set, i.e., not more than eight sentences. Answers may vary but must be checked in terms of whether or not they are social problems. Each item must be checked for the proper observance of the pattern/ sequencing of elements in writing interrogatives and the

	14. 15. **d. Mini Letter Writing (5pts):** For items 16-20, write a short formal letter of inquiry to a professional or authority who can answer one of the interrogative questions you constructed in Items 11 to 15. As there is no actual recipient, the heading may just be the date today followed by the salutation, "To whom it may concern:". The other elements of a letter and the details needed in the body as tackled during the lesson discussion should be provided correctly. **16-20. Mini Letter of Inquiry:**	use of modals expressing politeness. Aside from providing the details corresponding to each letter part, the paragraphs in the body should also follow the details suggested from MIT (n.d.).

B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	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.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			

C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson?* *Why did I teach the lesson the way I did?* ▪ *students* *What roles did my students play in my lesson?* *What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*	Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.