

8

# Lesson Exemplar for English

Quarter 4

Lesson

7

GOVERNMENT PROPERTY  
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**Lesson Exemplar for English Grade 8**  
**Quarter 4: Lesson 7 (Week 7)**  
**SY 2025-2026**

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## ENGLISH/QUARTER 4/ GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<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 inquiry) 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 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.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competencies</b></p> <p><b>EN8INF-IV-10</b> Identify the text type appropriate for one's topic, purpose, and target audience.</p> <p><b>EN8INF-IV-11</b> Organize significant information using various technique.</p> <p><b>EN8INF-IV-12</b> Determine one's thesis as the central idea of the paper.</p> <p><b>EN8INF-IV-13</b> Compose the informational text based on the chosen text type.</p> <p><b>EN8INF-IV-14</b> Apply multimodal elements appropriate to the chosen text delivery/ies.</p> <p><b>EN8INF-IV-15</b> Revise the text for coherence.</p> <p><b>EN8INF-IV-16</b> Revise the text for cohesion (diction, syntax, and style).</p> <p><b>EN8INF-IV-17</b> Edit the text for textual consistency.</p> <p><b>EN8INF-IV-18</b> Publish a multimodal informational text for one's purpose and target audience: expository essay.</p> <p><b>EN8TRAN-IV-9</b> Send correspondences to communicate with and respond to senders within the bounds of ethics.</p> <p><b>Lesson Objectives</b></p> <ol style="list-style-type: none"> <li>1. Recall components of a formal letter of inquiry and an essay with an expository (cause-and-effect) paragraph.</li> <li>2. Use proper and standard terms or expressions in responding to an inquiry.</li> <li>3. Construct a formal letter with an expository paragraph to respond to an inquiry.</li> <li>4. Submit constructed letter for editing and revising.</li> </ol>
<b>D. Content</b>	<ol style="list-style-type: none"> <li>1. Components of a formal letter of inquiry and an expository (cause-and-effect) essay</li> <li>2. Cause-and-effect paragraph and letter writing</li> <li>3. Presenting/ sending a response to queries</li> </ol>

<b>E. Integration</b>	Subject integration with Araling Panlipunan/ Social Studies 8
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## II. LEARNING RESOURCES

- Bogazici University. (n.d.). Cause/ effect paragraph. Accessed May 10, 2024, from <https://buowl.bogazici.edu.tr/causeeffect-paragraph#:~:text=A%20cause%20and%20For%20effect,%2F%20might%20this%20happen%3F%E2%80%9D>
- 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/1-inquir.htm>
- Oaks, S. (n.d.). Types of claims. Accessed May 9, 2024, from <https://courses.lumenlearning.com/suny-esc-wm-englishcomposition1/chapter/types-of-claims/>
- United Nations Human Rights Office of the High Commissioner. (2015). Girls' education: Key to eliminating discrimination. Accessed May 9, 2024, from <https://www.ohchr.org/en/stories/2015/06/girls-education-key-eliminating-discrimination>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>DAYS 1 and 2: Drafting Part 1</b></p> <p><b>1. Short Review: Recalling Concepts and Components</b></p> <p><b>a. Guess the Term</b></p> <p>Students are to identify the terms with the given meanings:</p> <ul style="list-style-type: none"> <li>- It is a piece of writing centered on a topic that is discussed and developed by an author based on his/ her own ideas and understanding.</li> <li>- It is a piece of writing exchanged between individuals who may either have personal or professional relations to talk about varying topics such as each other's situation or concerns.</li> </ul> <p><b>b. Enumerate the Components</b></p>	<p>The <b>Guess the Term</b> activity may be accomplished by the students individually or in groups, depending on their abilities. Based also on their proficiency levels, students may be given clues about the expected answers either through jumbled letters or through mutilated terms.</p> <p><b>Answers:</b>            Essay            Letter/ Correspondence</p>

	<p>Based on the preceding activity and what they could recall, students are to enumerate the components of both terms or concepts. They are to use the guide below as they do so.</p> <p><b>A. Essay</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol> <p><b>B. Letter/ Correspondence</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li></ol>	<p>Similar to the preceding activity, the <b>Enumerate the Components</b> activity may likewise be accomplished by the students individually or in groups, depending on their proficiency levels. Also based on their proficiency levels, answers may either be withheld completely or revealed partially by means of mutilation.</p> <p>This segment may further be made engaging by means of turning it into a contest of who is able to enumerate all answers correctly first in front of the class. The one who does so should then be rewarded.</p> <p><b>Answers:</b></p> <p><b>A. Essay</b></p> <ol style="list-style-type: none"><li>1. Introduction</li><li>2. Body</li><li>3. Conclusion</li></ol> <p><b>B. Letter/ Correspondence</b></p> <table><tr><td>1. Heading</td><td>4. Body</td></tr><tr><td>2. Recipient’s Address</td><td>5. Closing</td></tr><tr><td>3. Salutation</td><td>6. Signature</td></tr></table>	1. Heading	4. Body	2. Recipient’s Address	5. Closing	3. Salutation	6. Signature
1. Heading	4. Body							
2. Recipient’s Address	5. Closing							
3. Salutation	6. Signature							
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Establishing Lesson Purpose</b></p> <p>In the previous lessons, students were taught about how to write formal letters of inquiry about social issues/ problems in Afro-Asian communities and recently, were exposed to how essays, particularly those that show cause and effect relationships, should look like. In this part the learning unit (lesson 1 of</p>	<p>Remind the students that aside from being printed or written, letters may also be done electronically such in the form of</p>						

	<p>2), students will be made to <b><i>review both forms of writing in preparation for their final requirement of writing and presenting a response letter.</i></b></p> <p><b>2. Unlocking Content Vocabulary</b> Students are to take note of the definitions of the following terms either through copying or listening to the teacher’s inputs.</p> <p><b>a. Response</b>—also known as a <b><i>reaction</i></b>, it refers to answering either in spoken or written form a question or query.</p> <p><b>b. Components</b>—the term is about the smaller parts or elements of a bigger whole.</p>	<p>emails to establish modern relevance.</p> <p><b>Unlocking Content Vocabulary</b> 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.</p>
<b>C. Developing and Deepening Understanding</b>	<p><b>1. Explicitation and Worked Example 1 (Review on Letter Writing)</b> <b>Teacher’s prompts:</b> Go through the following letter example with its components properly labelled and then take note of the details needed in each of the given components. Also, pay close attention to the parts set in bold and underlined.</p> <p>May 13, 2008      <b>Heading</b></p> <p>Mr. Charles Xavier Principal, ABC School      <b>Recipient’s Address</b></p> <p>Dear Mr. Principal:      <b>Salutation</b></p> <p>Peace and favor from God!</p> <p>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.      <b>Body</b></p>	<p>In this segment, students should be made to work in small groups to encourage group discussions and enable more efficient recalling of ideas/principles.</p>

	<p><u><b>May</b> I know the ongoing initiatives, support services, and opportunities for community involvement in combating the said issue?</u></p> <p>Any insights you <b>could</b> provide <b>would</b> be greatly appreciated. Thank you for your attention to this matter.</p> <p>Warm regards,</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: right;"> <p>Mr. Juan Dela Cruz Parent</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 30%;"> <p><b>Closing</b></p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="text-align: right;"> <p>Mr. Juan Dela Cruz Parent</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 30%;"> <p><b>Signature Line</b></p> </div> </div> <p>The detail/s to be included in a letter's heading is/ are:</p> <p>_____</p> <p>_____</p> <p>The detail/s to be included in a letter's recipient's address is/ are:</p> <p>_____</p> <p>_____</p> <p>The detail/s to be included in a letter's salutation is/ are:</p> <p>_____</p> <p>_____</p> <p>The detail/s to be included in a letter's body is/ are:</p> <p>_____</p> <p>_____</p> <p>The detail/s to be included in a letter's closing is/ are:</p> <p>_____</p> <p>_____</p> <p>The detail/s to be included in a letter's signature line is/ are:</p> <p>_____</p> <p>_____</p>	<p><b>*Answers</b></p> <p><b>Heading:</b> date when the letter was written</p> <p><b>Recipient's Address:</b> recipient's name, work title, and work place name</p> <p><b>Salutation:</b> greetings such as dear is used.</p> <p><b>Body:</b> The actual message to the recipient is written; first paragraph is the introduction of the sender followed by the question/s and the message of gratefulness (<b>advanced answer</b>)</p> <p><b>Closing:</b> ending greeting</p>
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	<p>The parts set in bold are the following and they are called _____:</p> <p>_____</p> <p>_____</p> <p>The <u>underlined</u> part is written below and it is called an _____ sentence:</p> <p>_____</p> <p>_____</p> <p><b>Teacher’s prompt:</b> Here are additional details you should remember and note about the letter you just read and analyzed.</p> <p><b>Letter of Inquiry</b>—a formal letter that is written to have a question, concern, or problem such as a social issue solved.</p> <p><b>Language Register</b>—the level of language used in such a type of letter is formal as it is assumed to be eventually read by a professional or someone who could provide.</p> <p><b>Transitional Devices</b>—these are words used in making the parts of a letter move or transition from one part to another in a connected manner.</p> <p><b>2. Lesson Activity 1</b></p> <p><b>Teacher’s prompt:</b> Now that we’re done discussing, let’s work on doing an activity that will check on your ability to analyze and understand a formal letter of inquiry supposedly sent to you. I have here a number of letters from the ones you made in Weeks 3 and 4 of the Quarter. Draw one which you will have to answer or talk about in the response letter-essay you are to make later on. Be guided by the following questions as you read the letter that you will be able to draw.</p> <p><b>During Reading</b></p> <ul style="list-style-type: none"> <li>- What details are found in its heading?</li> </ul>	<p><b>Signature line:</b> sender’s name and position/ role</p> <p><b>Those set in bold are called <u>Modals</u>:</b> may, could, would</p> <p><b>The one underlined is called an <u>interrogative sentence</u>:</b> May I know the ongoing initiatives, support services, and opportunities for community involvement in combating the said issue?</p> <p>*It should be noted that answers that are synonymous with the expected ones should be accepted. Answers should also be rationalized and related to the previous discussions.</p> <p>While discussing, you may ask questions to keep students engaged and attentive:</p> <ul style="list-style-type: none"> <li>- What makes the letter you just read a letter of inquiry? What concerns or questions did it address?</li> <li>- What elements gave the letter a formal language register?</li> </ul>
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	<ul style="list-style-type: none"> <li>- Is there a recipient's address indicated? If none, read the entire letter then decide what job or role would be best to receive the letter if you were to decide so.</li> <li>- What salutation is used?</li> <li>- What details in the body are indicated such as the introduction and the question/s or social issue it wants to be tackled or solved?</li> <li>- Who is the sender?</li> </ul> <p><b>DAYS 3 and 4: Drafting Part 1 continued</b></p> <p><b>3. Explicitation and Worked Example 2 (Review on Essay Writing)</b></p> <p><b>Teacher's prompts:</b> Yesterday and in the past few days, we reviewed formal letters of inquiry and how to write them. Today and the succeeding days, we will focus on essays. We will read through a sample essay with its components clearly labeled. Pay attention to the details in each component and complete the statements that follow.</p> <p><b>Girls' education: Key to eliminating discrimination</b> Adapted from the United Nations Human Rights Office of the High Commissioner</p> <p><b>Introduction:</b> It is known that educating girls <b>[topic]</b> brings benefits not just to the girls themselves, but to the communities they belong to <b>[stand/importance]</b>, said UN High Commissioner for Human Rights, Zeid Ra'ad Al Hussein <b>[quotation]</b>.</p> <p><b>Body:</b> Information from the Statistics on Women study of 174 States, showed that the best predictor of a country's peacefulness was not its wealth, nor political structure nor its ethnic or religious make up. It was the well-being and education of women and girls that was the best indicator <b>[claim of fact]</b>.</p> <p><b>Body:</b> "In addition to academic achievements, education must equip students with the tools to critically analyze and challenge strict gender roles that limit choices and make women have lesser opportunities, <b>[claim of policy]</b>" he said <b>[quotation]</b>.</p>	<ul style="list-style-type: none"> <li>- What transitional devices were used? If none were used, what could be added?</li> </ul> <p><b>Lesson Activity 1</b></p> <p>The teacher should have the letters from Weeks 3 and 4 folded for students to draw or randomly choose from. After each student selects a letter, give them time to read it and answer the provided guide questions on the left. Once ready, students will read the letter aloud and then answer the guide questions aloud. During this segment, the teacher should be prepared to probe or clarify responses to ensure that the student accurately understands and conveys the message and details of the letter.</p> <p><b>Explicitation and Worked Example 2 (Review on Essay Writing)</b></p> <p>In this segment, students can work in small groups to foster discussion and facilitate more effective recall of ideas and principles.</p>
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**Body:** One way governments can tangibly make sure that girls have access to education is by putting girl's voices and experiences in education programmes **[claim of policy]**, said Hannah Godefa, a 17-year-old UNICEF Goodwill Ambassador for Ethiopia **[quotation]**.

**Body:** "The goal should be for a wide variety of girls to be heard in the decision-making that will affect their everyday lives at every level, not simply be integrated," she said **[quotation]**. "The ideas must come from the youth and then be implemented at the national level **[claim of policy]**."

**Body:** Adama Coulibaly, Regional Director for Plan International West Africa, related a personal story about how attitudes keep girls out of school. Coulibaly and his sister lived in Mali during the time of a great famine **[cause]**. Both were attending school. But when she was 10, his sister was taken out of school **[effect]**. Coulibaly later learned it was so that she could assist his mother in the house **[cause]**. He was allowed to remain in school. His sister was married at 16 **[cause]** and now lives in poverty in a remote village in Côte d'Ivoire **[effect]**. He now supports projects like the "Because I am a girl" campaign, which works to ensure girls are able to ensure their education, even in emergencies **[summary]**.

**Body:** "Emergencies disproportionately impact children, and have damaging side effects on their education," he said **[quotation/ cause]**. "Some children never return to school, like my sister. But there are opportunities to rebuild more resilient communities and change norms and behaviors that block girls' education **[quotation/effect]**."

**Body:** For women and girls to truly experience rights through education, States need to guarantee their safety in schools, said Barbara Bailey, Vice-Chair of the Committee on the Elimination of Discrimination against Women **[quotation/ claim of policy]**. Early marriage and teenage pregnancies **[cause]** are also significant factors affecting girls' dropout rates **[effect]**. She further highlighted the transformative potential of education to change ideas about gender roles, but posited that this potential is as of yet unrealized and that this is "not an easy process as assumed."

	<p><b>Body:</b> Zeid insisted on the elimination of discrimination in wider society, calling it unfair to young women and a waste of vital talents.</p> <p><b>Conclusion:</b> “In cultures that value obedience above all <b>[cause]</b>, women are usually required to be the most obedient of all <b>[effect]</b>. But human progress, innovation and development do not come from societies that impose being obedient. They spring from self-expression, free exchanges of ideas, the flash of criticism and the clang of argument. And in all those events, women must play a central role. No society can reach its potential for progress if it holds half its people back <b>[quotation]</b>.”</p> <p>The detail/s to be included in the first part of an essay called _____ is/ are:</p> <p>_____</p> <p>_____</p> <p>The detail/s to be included in the second and usually lengthy part of an essay is called _____ is/ are:</p> <p>_____</p> <p>_____</p> <p>Causes in cause-and-effect essays or paragraphs show:</p> <p>_____</p> <p>_____</p> <p><b>Effects in cause-and-effect essays or paragraphs show:</b></p> <p>_____</p> <p>_____</p> <p><b>Quotations and summaries are flexible because they may be used in:</b></p> <p>_____</p> <p>_____</p> <p><b>The use of quotations, summaries, and claims help in:</b></p> <p>_____</p> <p>_____</p>	<p><b>*Answers</b></p> <p><b>First Part:</b> introduction; topic, stand, importance</p>
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	<p><b>The third and last part of an essay is called _____. It is the same in meaning with the topic and stand but is more impactful because:</b></p> <p>_____</p> <p>_____</p> <p><b>Teacher's prompt:</b> Here are additional details you should remember and note about the essay you just read and analyzed.</p> <p><b>Formal language and Third-Person POV</b>—when an essay delves in serious topics like in the sample, it must use a formal language and may also be written in the third-person POV to not sound purely based on opinion.</p> <p><b>4. Lesson Activity 2</b></p> <p><b>Teacher's prompt:</b> Now that we're done discussing, let's work on doing an activity that will check on your ability to prepare a stand based on the topic you are to tackle from the letter you got and its possible causes or effects. Complete the statements below.</p> <p>The topic or social issue I am to tackle from the letter is:</p> <p>_____</p> <p>_____</p> <p>My stand regarding the topic or social issue is:</p> <p>_____</p> <p>_____</p> <p>I believe the topic or social issue is caused by:</p> <p>_____</p> <p>_____</p> <p>I believe the topic or social issue may lead to or have the effect of:</p> <p>_____</p> <p>_____</p>	<p><b>Second Part:</b> body; supporting details in the forms of claims, quotations, summaries, causes and effects</p> <p><b>Causes:</b> show reasons for the occurrence of events</p> <p><b>Effects:</b> show the resulting events that are due to the causes or reasons</p> <p><b>Summaries and Quotations:</b> establishing claims, showing causes and effects</p> <p><b>Use of Quotations, Summaries, and Claims:</b> proving the correctness of the stand</p> <p><b>Third Part:</b> conclusion; expressed creatively through a quotation from an official, and it makes the readers reflect and possibly take action</p> <p>*It should be noted that answers that are synonymous with the expected ones should be accepted. Answers should also be rationalized and related to the previous discussions.</p>
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	<p>The people or sources of information I may use to support my stand are:</p> <p>_____</p> <p>_____</p>	
<b>D. Making Generalizations</b>	<p><b>1. Learners' Takeaways</b></p> <p><b>Exit Ticket</b></p> <p><b>Teacher's prompt:</b> 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:</p> <ol style="list-style-type: none"> <li>1. In contrast to essays that only have _____ parts, letters have _____ parts.</li> <li>2. However, essays and letters are the same in terms of their _____ being the most lengthy and in need of most details.</li> <li>3. If for an essay, the introduction requires identifying the topic and the author's _____ about it, the first part of the body of a letter of inquiry needs the _____ to be introduced.</li> <li>4. The succeeding or other parts of the body of a letter that appear after the first one need the _____ to be written, making interrogative sentences helpful.</li> <li>5. Conversely, the succeeding or other parts of the body of an essay requires _____ instead of questions. These details should _____ the stand to prove its correctness.</li> <li>6. Lastly, both require the use of _____ language especially if they deal with serious _____.</li> </ol> <p><b>2. Reflection on Learning</b></p> <p><b>Teacher's prompt:</b> As a form of reflection, answer as well the following prompts without having to submit your responses.</p> <ol style="list-style-type: none"> <li>a. In this lesson, I learned about _____.</li> <li>b. I find the part about _____ interesting and useful.</li> <li>c. I find the part about _____ a bit difficult or confusing.</li> </ol>	<p><b>Exit Ticket</b></p> <p>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.</p> <p><b>Expected answers:</b></p> <ol style="list-style-type: none"> <li>1. three (3)/ six (6)</li> <li>2. body</li> <li>3. stand/ author, sender, or writer</li> <li>4. question(s), query(-ies), inquiry(-ies)</li> <li>5. answers/ support</li> <li>6. formal/ topics or social issues or problems</li> </ol>

	d. What I should do to help myself overcome my difficulty or confusion is _____.	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<p><b>1. Summative Assessment</b>  <b>Teacher's prompt:</b> 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.</p> <p><b>a. Multiple-Choice (8pts):</b> Select the choice that corresponds to the correct answer to each item.</p> <ol style="list-style-type: none"> <li>In a letter of inquiry, the first paragraph of the body contains an introduction both for the sender and which of the following? <ol style="list-style-type: none"> <li>receiver of the message</li> <li>purpose of the message</li> <li>the gratefulness being said</li> <li>the questions being asked</li> </ol> </li> <li>In writing the inquiry of an inquiry letter, which type of sentence according to purpose is needed? <ol style="list-style-type: none"> <li>interrogative</li> <li>declarative</li> <li>exclamatory</li> <li>imperative</li> </ol> </li> <li>Which of the following modals shows politeness useful in writing formal letters like that of an inquiry? <ol style="list-style-type: none"> <li>can</li> <li>shall</li> <li>could</li> <li>will</li> </ol> </li> <li>In a formal letter, formal language is needed. Which of the following shows formal language register? <ol style="list-style-type: none"> <li>My love:</li> <li>Dear Ma'am:</li> <li>Wassup?</li> <li>How ya doin'?</li> </ol> </li> <li>Claims or supporting evidences in essays can be written in the following forms EXCEPT which of the following? <ol style="list-style-type: none"> <li>paraphrase</li> <li>quotation</li> <li>summary</li> <li>poetry</li> </ol> </li> <li>Claims help in strengthening which part of an essay? <ol style="list-style-type: none"> <li>topic</li> <li>thesis statement</li> <li>essay's title</li> <li>concluding statement</li> </ol> </li> </ol>	<p>Since students have already undergone numerous formative assessments throughout the discussion of the lesson, this segment will already be a summative quiz.</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>b</li> <li>a</li> <li>c</li> <li>b</li> <li>d</li> <li>b</li> <li>b</li> <li>a</li> </ol> <p>9-20. Answers may vary, but instructions should be clarified to the students. They simply have to write their answers within the allotted spaces to limit their responses. The answers would have to be based on the type of writing expected and the social issue/ problem identified.</p>

	<p>7. Which of the following is a claim of value?</p> <ol style="list-style-type: none"> <li>Online classes are said to be the preferred mode of learning.</li> <li>Online classes are better than no classes at all.</li> <li>Online classes should be implemented in schools that promote flexibility.</li> <li>Online classes: Advantages and disadvantages</li> </ol> <p>8. Which of the following is a claim of fact?</p> <ol style="list-style-type: none"> <li>Online classes are said to be the preferred mode of learning.</li> <li>Online classes are better than no classes at all.</li> <li>Online classes should be implemented in schools that promote flexibility.</li> <li>Online classes: Advantages and disadvantages</li> </ol> <p><b>b. Short Letter Responses (6pts):</b> On the blanks provided after each of set of items and instructions, write your answers without exceeding the space provided.</p> <p><b>For Items 9-12:</b> Write the first paragraph of the letter body, introducing yourself and the purpose of the letter. Base your introduction on the given topic/ social issue.</p> <p>9-10. Social Issue: massive illegal logging</p> <hr/> <hr/> <p>11-12. Social Issue: exam cheating</p> <hr/> <hr/> <p><b>For Items 13-14:</b> Write ONE question about the given social issue/ problem.</p> <p>13-14. Social Issue: dropping out of school</p> <hr/> <hr/> <p><b>c. Short Essay Responses (6pts):</b> On the blanks provided after each of set of items and instructions, write your answers without exceeding the space provided.</p> <p><b>For Items 15-18:</b> Write your stand about each of the following given social issues.</p>	<p>Suggested <b>scoring scheme</b> for 9-20:</p> <p><b>1pt</b>- relevance of response to the required form of writing and given social problem/ issue</p> <p><b>1pt</b>-compliance with limitations set such as the allowable space for answering</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>	<p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <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>			<p>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.</p>