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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:**  Homophone |

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| Instructor:  Sherylyn Andrada | Level:  **Intermediate** | Students:  **12** | Length:  **45Minutes** |

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| Materials  Worksheet  Colored paper  White board  Board markers  Short video clip |

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| Aims:  At the end of the lesson, student will be able to.  -Identify Homophones  -Identify words pronounced in the same way or sound the same  although they are spelled differently, and their meanings differ.  -Use the appropriate homonym with appropriate sentence. |

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| Language Systems:  -Phonology :Drilling  -Grammar: Use of appropriate homophone (they, they’re, there)  -Function: Identify homophone  Language Skills  Grammar |

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| Assumptions:  -Students have an idea about homophone  - Students had encountered and know the meaning of our homophone, so the lesson introduction will just be a review. |

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| Anticipated Errors and Solutions:   * Students may still have confusion on how to use homophone (they, their, there) in a sentence.   \*\*\*Teacher will provide more examples.  \*\*\*Teacher will give more time to practice  -Not enough time to practice drills  \*\*\* Teacher will give short exercises/practice drill. |
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| References:  <https://www.youtube.com/watch?v=MXJ6JYr_zJI>  <https://www.vocabulary.com/articles/chooseyourwords/homonym-homophone-homograph/>  <http://www.dictionary.com/e/homograph-homophone-homonym/>  http://www.sharpermindcenters.com/forms/Homonyms,%20Homophones%20&%20Homographs.pdf  https://www.google.co.kr/search?q=twins&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiT99vSu-7WAhUGTLwKHSzvAl8Q\_AUICigB&biw=1088&bih=673  <http://www.singularis.ltd.uk/bifroest/misc/homophones-list.html>  http://www.cobblearning.net/erincoleman1/files/2017/01/3-little-pigs-There-Their-Theyre-weieyk.pdf |

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| **Pre-task** | | | |
| Materials:  White board  Board markers  Picture | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5Min | Whole class | Hello, teacher  Ss responds | Hello, everyone  Can you tell me what you see (showing the twins picture)?  Identical twins have the same physical feature and will probably even sound the same but according to research not all identical twins have the same personality, talents and intelligence more often than not they are exactly the opposite.  Just like in grammar, we also have words that have the same spelling or pronunciation but differ in meaning, or might sound the same but different spelling. |

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| **Task Preparation** | | | |
| Materials:  White board  Board markers  Short video clip  White board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10Min | Whole class | Ss respond  Ss respond  Ss respond | We have what we call Homophone,Homonym,Homograph each begins with the root word homo, which means same.  Homophone, phone means sound as in telephone, so homophone same sound.  Words that sound the same but have different spellings.  Ex: to, two or too, their, they’re and there etc.  Can you give other example  Homonym, from the word nym as in pseudonym meaning fake name. These are words that sound same and have the same spellings.  Ex: bear vs bear or stalk vs stalk etc  Can you give example  Homograph, graph means writing as in biography is life writing so these means words that have the same spellings but sound different.  Ex: wind vs wind or bass vs bass  Can you give other example? |

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| **Task Realization** | | | |
| Materials:  Worksheet  White board  Board markers  Short video clip | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20Min | Whole  class | Ss responds  Ss do short quiz  Ss respond | Let’s watch a video clip    So, the video clip is talking about homonym, but we are going to talk about Homophone,they are in the same family after all, many get confused with these words, and we commit common mistakes ,we will talk about  There, They’re, and Their  In simple terms, when do you think will we use each one of these homophone?  So  there= Indicates place or existence of something (ex:there is time left, there are2 puppies, there is a girl etc))  Their= Indicates ownership  They’re= A contraction for the words they are  Let’s do a short easy exercise. I will show you picture and fill in the blank.  Great, now let’s combine the three homophones in a sentence, and let’s see check if you can recognize them.  I will pass these worksheet (Exercise 1) and answer it on how you think is the appropriate word.  Let us check your answers.  So, now that we are familiar with our homophone (there, they’re, their) let’s do a quick drill. I will pass you this worksheet (Exercise 2) and you will take turns in filling in the blank. |

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| **Post Activity** | | | |
| Materials:  Worksheet  White board  Board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5Min | Whole class | Ss respond  Ss respond  Ss respond  Ss respond | So now we have learned how to use the Homophone, there, they’re and their.  Again  If we talk about place or existence of something what homophone should we use?  Can you quickly give your own example?  If we talk about ownership what homophone should we use?  Can you quickly give your own Example? |

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| **SOS Activity** | | | |
| Materials:  Worksheet  Colored paper  White board  Board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5Min | Whole Class | Ss respond | I will give you this colored paper, and each color has corresponding homophone, as I read along, you will fill in the blank by raising the corresponding homophone at the same time, whoever raised a different color, colored paper will briefly explain why he thinks otherwise. |