



## Homonyms 2 (Not so difficult)



1. Student ability: **Beginner ~ Low Intermediate**
2. Approximate length of lesson: **15+**
3. Number of students necessary: **2+**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Pair work**

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**Language Target:** Word association, vocabulary building, spelling and listening while working with homonyms.

**Setting Up:** Begin the class by defining the word homonym (or homophone) and offer a few examples such as **meat & meet, break & brake, plane & plain** and **hear & here**. Encourage students to think of other homonyms and say them aloud. Next, demonstrate the method of offering hints to arrive at a pair of homonyms. For example, say the following (and/or write it on the board):

Ocean

Students offer synonyms such as big lake, **sea** and large.

Then say (and write) the following:

Look

Again, students offer synonyms such as gaze, stare, **see**, witness, etc. Explain that the two words, **sea** and **see** have exactly the same sound, but they have different meanings and spellings; thus **sea** and **see** are homonyms.

**Getting Started:** Pair students and give one the top half of the worksheet (A) and the other the bottom half (B).

In order to arrive at the homonyms, students give each other hints (as written on the worksheets). For example, Student A reads: *Postal delivery*. Since neither student has the answer, they have to listen to each other and think through the hints to find a common answer.

The answer is **mail**. Then student B reads the first hint *boy or man*. The answer is **male**.

The students continue through the worksheet until all 18 pairs of homonyms are finished.

**Variation 1:** If students don't know the meaning or spelling, encourage them to use a dictionary.

**Variation 2:** Make this lesson competitive; pairs of students race against the others to be the first to correctly identify all of the homonyms.

**Variation 3:** Students should be encouraged to ask for additional hints from their partners.

**Variation 4:** Teams of students could compete against other teams to collect as many homonyms as they can think of within a set time period.

**Building Fluency:** In pairs or small groups, students create sentences using the homonyms. For example: They **rode** the bus along the **road**. OR **Which witch** is **which**? OR **Jim** worked out at the **gym** all afternoon.

**Writing Practice:** Students use the homonyms to compose sentences or even paragraphs. Challenge the students to use all of the homonyms in a single story.

- |           |       |
|-----------|-------|
| 9. rode   | road  |
| 10. eight | ate   |
| 11. beet  | beat  |
| 12. fair  | fare  |
| 13. gym   | Jim   |
| 14. plane | plain |
| 15. sees  | seas  |
| 16. bored | board |
| 17. maid  | made  |
| 18. weak  | week  |

**Answers:**

- |           |         |
|-----------|---------|
| 1. mail   | male    |
| 2. peak   | peek    |
| 3. rows   | rose    |
| 4. stairs | stares  |
| 5. witch  | which   |
| 6. fur    | fir     |
| 7. cellar | seller  |
| 8. guest  | guessed |

**Similar Lessons:**

**Homonyms 1**

(Lesson Collection Set #2 – Lesson 27a)

**Homonyms 3**

(Lesson Collection Set #2 – Lesson 27c)

**Homonyms 4**

(Lesson Collection Set #2 – Lesson 27d)

**Homonyms 5**

(Lesson Collection Set #2 – Lesson 27e)

Contributed by Kurt Scheibner

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