

Aims To extend and practise homonyms

Time 10 minutes

Materials 1 handout for each student

- You could begin by eliciting what a *homonym* is and getting students to give any examples they remember.
- Give each student a copy of the handout and ask them to do task A. Check answers.

A head C back E row G mug
B book D tap F lie

- Ask students to complete task B and check answers as a class. Ensure that the meanings of all the nouns are clear.

1 tap 3 lie 5 back 7 mug
2 row 4 book 6 head

- Students now complete task C. Check answers as a class, making sure that students are able to identify whether each word is used as a noun or verb.

1 mug (n) 3 lie (v) 5 tap (v) 7 head (v)
2 book (v) 4 back (n) 6 row (n)

- Working in pairs, students discuss the questions from task C. Get some feedback from the class on ways in which their answers were similar to or different from their partner's, e.g. *Max likes sitting in the front row at the cinema, but I prefer the back row. / We both booked tickets for a concert last week.*

A Read sentences 1–7 and match the verbs in bold with definitions A–G.

- 1 My cousin is planning to **row** across the Atlantic next year. He's mad!
- 2 I've got a pretty stressful job. I **head** a team of 30 employees.
- 3 The youth tried to **mug** the old lady, but her dog bit him and he ran away.
- 4 You really shouldn't **lie** in bed all morning. Get up and do something!
- 5 Do you think I should **book** a table at the restaurant for this evening?
- 6 James was becoming impatient and started to **tap** his fingers on the desk.
- 7 Whatever you decide to do, I'll **back** you.

- A to be in charge of _____
B to reserve _____
C to support _____
D to hit gently and repeatedly _____
E to travel in a small boat using oars _____
F to be in a horizontal position _____
G to attack somebody in order to steal something _____



B Complete the sentences using the bold words from A. This time, however, the words are used as nouns and their meanings change.

- 1 Don't leave the _____ on while you're cleaning your teeth. What a waste of water!
- 2 Why do you always want to sit in the front _____? It's too close to the teacher!
- 3 Do you think Mrs Winters believed the _____ about the dog eating your homework?
- 4 Can I borrow that _____ once you've finished reading it?
- 5 I've been doing lots of gardening and my _____ is killing me!
- 6 Sally nodded her _____ in agreement.
- 7 You look tired. Sit down and I'll get you a _____ of coffee.



C Complete the questions using the bold words from A. Which gaps need a verb and which need a noun?

- 1 When was the last time you had a _____ of tea or coffee?
- 2 When did you last _____ tickets for something?
- 3 What time do you usually _____ in bed until at the weekend?
- 4 Do you usually sleep on your _____, front or side?
- 5 Do you ever _____ your feet when you're listening to music?
- 6 Which _____ do you like sitting in when you go to the cinema?
- 7 What qualities do you think someone needs to _____ a team of people successfully?



D Work in pairs. Ask and answer the questions in C. Make sure you give as much detail as possible!

6A

Write the right answers!

Aims To extend and practise homophones

Time 10 minutes

Materials 1 handout for each student

- Begin by eliciting from the class what a homophone is and getting students to give any examples they remember.
- Give each student a copy of the handout and ask them to do task A. Check answers as a class.

1 write / right 3 weak / week 5 I / eye
2 ate / eight 4 buy / by 6 our / hour

- Ask students to do task B. Check answers as a class. Get students to spell their answers and write the words on the board, to ensure everyone has a correct record.

1 wait weight 6 blew blue
2 break brake 7 H aisle
3 who's whose 8 where wear
4 one won 9 there their
5 waist waste 10 male mail

- Students now complete task C. Check answers as a class, ensuring that students have the correct spellings.

1 break 6 where
2 won 7 there
3 Who's 8 waste
4 blue 9 aisle
5 weight 10 male

- Working in pairs, students discuss the questions from task C. Encourage them to expand their answers as far as possible. Get some feedback from the class on any interesting answers their partner gave.

A Complete each sentence using a pair of the homophones below.

ate / eight buy / by eye / I hour / our
right / write weak / week

- 1 You have to cross out the mistake and _____ the _____ word.
- 2 We _____ dinner without him because he wasn't home by _____ o'clock.
- 3 I think I've got flu. I've been feeling _____ all _____.
- 4 I hope I can _____ a house _____ the time I'm 25.
- 5 Ouch! _____ think I've got an eyelash in my _____.
- 6 We must remember to put _____ clocks back an _____ at the weekend.

B In each sentence, an incorrect homophone has been used. Cross out the incorrect word and write the correct one.

- 1 I've put on so much wait recently. I really should give up chocolate! _____
- 2 I didn't manage to break in time and I crashed into the car in front. _____
- 3 Do you know who's bag this is? _____
- 4 I buy a lottery ticket every week, but I've never one anything. _____
- 5 I think going to the cinema is such a waist of money. _____
- 6 My niece is very pretty. She's got blew eyes and curly, blonde hair. _____
- 7 The bride looked beautiful as she walked down the I'll with her father. _____
- 8 I'm going to a birthday party this evening and I've no idea what to where. _____
- 9 I wish people wouldn't let there kids run around in restaurants. _____
- 10 What time does the male usually get delivered? _____

C Use homophones from B to complete the questions. Then ask and answer these questions in pairs.

- 1 Did you _____ anything valuable when you were a child?
- 2 If you _____ £1 million, who would and wouldn't you tell?
- 3 _____ the funniest person you know?
- 4 Can you think of any flags which have the colours _____, white and red on them?
- 5 What are some good ways to lose _____?
- 6 If you could dine for free in any restaurant this evening, _____ would you go?
- 7 Do you think _____ is too much violence on TV?
- 8 Which activities do you think are a _____ of time?
- 9 When you travel by plane, do you prefer an _____ seat or a window seat?
- 10 Do you prefer to see a _____ or female doctor?



Dominoes

ACTIVITY

Groupwork: speaking

AIM

To play a game of dominoes matching adjectives and their 'strong' equivalents and homophones.

GRAMMAR AND FUNCTIONS

Adjectives

VOCABULARY

Adjectives which have a similar but stronger meaning:

angry - furious, cold - freezing

Words with the same sound but a different spelling and meaning: *beech - beach, through - threw*

PREPARATION

Make one copy of the worksheet for every four or five students in the class and cut out all the cards as indicated. You may wish to photocopy the worksheet and stick it onto card.

TIME

20 to 30 minutes

PROCEDURE

- 1 Explain to the students that they are going to play a game of dominoes matching adjectives and their strong equivalents, for example *angry - furious*, and homophones, for example, *through - threw*, and that the object of the game is to get rid of all their dominoes.
- 2 Ask the students to work in groups of four or five and give each group of students a set of dominoes. Ask them to deal out five dominoes each and to leave the rest in a pile, face down.
- 3 Before they start, explain how to play using the instructions below. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 4 The students are ready to play the game. While they are playing, go round to each group and check they are playing correctly.
- 5 When they have finished a game, they can shuffle and play another round.

HOW TO PLAY THE GAME

- 1 Player A puts down any one of their dominoes face up.
- 2 The player on their left must then put down one of their dominoes, making sure that one of the words on their domino matches one of the words on either side of Player A's domino.
For example:
Domino A: *threw / angry*
Domino B: either *through* or *furious*
- 3 If a player cannot put down one of their dominoes, they can take a domino from the top of the pile and put it down if they can.
- 4 The winner is the first player to get rid of all their dominoes.



threw

angry

furious

beech

beach

cold

freezing

waist

waste

big

huge

weight

wait

good

excellent

by

buy

silly

ridiculous

week

weak

annoying

infuriating

fare

fair

interesting

fascinating

new

knew

funny

hilarious

meat

meet

hungry

starving

flour

flower

pleased

delighted

right

write

surprised

astonished

bean

been

hot

boiling

plane

plain

tired

exhausted

made

maid

tasty

delicious

sore

saw

frightening

terrifying

through

Fill in the spaces – be careful with the spelling – and then check your answers with your partner.

| clue to word 1 | words 1 & 2 | clue to word 2 |
|------------------------------|-------------------|-----------------------------------|
| get together | 1. meet/meat | vegetarians don't eat this |
| possessive pronoun | 2. our/hour | 60 minutes |
| what you do with your ears | 3. / | the opposite of <i>there</i> |
| a rose, for example | 4. flower/flour | the main ingredient of bread |
| the opposite of <i>wrong</i> | 5. / | what you do with a pen |
| not a daughter if he's a boy | 6. son/sun | it gives us light and heat |
| a fruit | 7. / | 2 similar things |
| what you do with clothes | 8. wear/where | a question word |
| a teacher writes on this | 9. / | the opposite of <i>interested</i> |
| a small part of something | 10. piece/peace | the opposite of <i>war</i> |
| what thieves do | 11. / | a metal |
| a number | 12. eight/ate | the past of <i>eat</i> |
| a preposition | 13. / | the opposite of <i>sell</i> |
| not old | 14. new/knew | the past of <i>know</i> |
| what the postman brings | 15. / | a gender |
| not strong | 16. weak/week | 7 days |
| make sure | 17. / | you can pay with this |
| you lift these to keep fit | 18. weights/waits | what a patient person does |
| furniture is made of this | 19. / | '..... you like a drink?' |
| put something underground | 20. bury/berry | a small soft fruit |
| 'Shall I you a drink?' | 21. / | not rich |

Fill in the spaces – be careful with the spelling – and then check your answers with your partner.

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| get together | 1. meet/meat | vegetarians don't eat this |
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| a rose, for example | 4. / | the main ingredient of bread |
| the opposite of <i>wrong</i> | 5. right/write | what you do with a pen |
| not a daughter if he's a boy | 6. / | it gives us light and heat |
| a fruit | 7. pear/pair | 2 similar things |
| what you do with clothes | 8. / | a question word |
| a teacher writes on this | 9. board/bored | the opposite of <i>interested</i> |
| a small part of something | 10. / | the opposite of <i>war</i> |
| what thieves do | 11. steal/steel | a metal |
| a number | 12. / | the past of <i>eat</i> |
| a preposition | 13. by/buy | the opposite of <i>sell</i> |
| not old | 14. / | the past of <i>know</i> |
| what the postman brings | 15. mail/male | a gender |
| not strong | 16. / | 7 days |
| make sure | 17. check/cheque | you can pay with this |
| you lift these to keep fit | 18. / | what a patient person does |
| furniture is made of this | 19. wood/would | '..... you like a drink?' |
| put something underground | 20. / | a small soft fruit |
| 'Shall I you a drink?' | 21. pour/poor | not rich |