

Lesson Plan: Homonyms

LEVEL Intermediate (B1-B2)	TIME 60 minutes
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Objective

Students will be able to identify and correctly use common homonyms in spoken and written English.

Materials Needed

- Whiteboard/markers
- Handouts with exercises
- Flashcards (optional)
- Audio or video clip with homonyms in context (optional)

Lesson Outline

1. Warm-Up (10 mins)

Activity: Word Match Game

Write a few homonyms on the board in two columns (e.g., *bark*, *bat*, *spring*). Ask students to match the words with two different meanings:

- bark (tree) vs bark (dog sound)
- bat (animal) vs bat (sports equipment)

Discussion Prompt:

"What do you notice about these words? Do they have more than one meaning?"

2. Presentation (15 mins)

Definition:

Explain that **homonyms** are words that sound the same or are spelled the same but have different meanings.

Types of Homonyms:

- Homophones: Same sound, different spelling/meaning (e.g., pair / pear)
- Homographs: Same spelling, different meaning (e.g., lead metal / lead a group)

Examples on the board:

- Right / Write
- Bank (money) / Bank (river)
- Watch (verb) / Watch (noun)

3. Practice (20 mins)

A. Matching Exercise (Worksheet)

Match homonyms with their correct meanings using pictures or definitions.

B. Fill-in-the-Blanks

Provide sentences with blanks; students choose the correct homonym.

Example: I can't bear the noise. / A bear lives in the forest.

C. Pair Work

Give pairs of students a list of homonyms. They write two sentences for each one, using each meaning.

4. Production (10 mins)

Activity: Homonym Skits

In pairs or small groups, students create a short skit using at least three homonyms in context. Then perform for the class.

5. Wrap-Up and Review (5 mins)

- Recap: Ask students to share one homonym they learned.
- Homework: Write a short paragraph using five different homonyms.

Optional Extensions

- Use a song or video with homonyms for listening practice.
- Homonym bingo game for review.