

# Let's Look at Homophones and Homonyms

## 1 Homophones

Book 5 Unit 9; Book 6 Unit 3

**Homophones** are words that sound the same **but** they:

- are spelled differently
- have a different meaning.

He hammered the **stake** into the ground.

I had **steak** for dinner.

**A** Write the **homophone** for each of these.

- |           |       |           |       |
|-----------|-------|-----------|-------|
| 1 meat    | _____ | 2 by      | _____ |
| 3 right   | _____ | 4 no      | _____ |
| 5 so      | _____ | 6 here    | _____ |
| 7 see     | _____ | 8 time    | _____ |
| 9 paws    | _____ | 10 moat   | _____ |
| 11 beach  | _____ | 12 maze   | _____ |
| 13 stairs | _____ | 14 knave  | _____ |
| 15 slay   | _____ | 16 vale   | _____ |
| 17 chord  | _____ | 18 hair   | _____ |
| 19 be     | _____ | 20 air    | _____ |
| 21 break  | _____ | 22 caught | _____ |
| 23 deer   | _____ | 24 days   | _____ |
| 25 you    | _____ | 26 feet   | _____ |
| 27 fair   | _____ | 28 herd   | _____ |
| 29 hole   | _____ | 30 pale   | _____ |

**B** Now try these:

- |         |       |          |       |
|---------|-------|----------|-------|
| 1 pride | _____ | 2 root   | _____ |
| 3 sent  | _____ | 4 taught | _____ |
| 5 tear  | _____ | 6 waste  | _____ |
| 7 wave  | _____ | 8 wine   | _____ |
| 9 key   | _____ | 10 horse | _____ |

## 2 Homonyms

Homonyms are words that are different parts of speech **but** they:

- sound the same
- are spelled the same.

I have to **look** for the map. look = verb

She gave me a puzzled **look**. look = noun

**A** What word means:

1 **a** to be involved in a game

**b** something you see at the theatre

2 **a** something you wear on your head

**b** to close off

3 **a** to feel healthy

**b** a hole in the ground where there is water

**B** Write whether the bold word in each sentence is used as a **noun** or a **verb**.

1 **a** That **fly** is annoying me.

**b** Superman can **fly**.

2 **a** I **fish** for food.

**b** I like eating **fish**.

3 **a** Please **fold** the tablecloth neatly.

**b** All the sheep are in the **fold**.

**C** Write sentences. Use each word as a **different part of speech**.

1 bow

**a** \_\_\_\_\_

**b** \_\_\_\_\_

2 book

**a** \_\_\_\_\_

**b** \_\_\_\_\_

3 saw

**a** \_\_\_\_\_

**b** \_\_\_\_\_

# Let's Look at Improving Writing

## 1 Improving vocabulary

Book 5 Unit II; Book 6 Units II, I3

We can **improve** our writing by finding **synonyms** for some very boring words!

I had a **nice** meal.

wonderful/fantastic/delicious

"I'm scared!" she **said**.

whispered/sobbed/moaned

Replace the underlined word in each sentence with more interesting words.

1 It's a nice day.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 "Look out!" she said.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 That's a bad mistake.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2 Adding detail

Book 6 Unit II

We can improve our writing by **expanding** our sentences with **interesting detail**.

The dog chased the cat.

The **angry, snarling** dog chased the **terrified** cat that **had stolen the food**.

Think about:

adjectives

adjective phrases

relative clauses

adverbs

adverb phrases

adverb clauses

Expand these sentences to make them more **interesting**.

1 The tractor ploughed the field.

\_\_\_\_\_  
\_\_\_\_\_

2 The camels trekked across the desert.

\_\_\_\_\_  
\_\_\_\_\_

3 This book is valuable.

\_\_\_\_\_  
\_\_\_\_\_

### 3 Sentence beginnings

When we are writing about ourselves, it is very boring to begin every sentence with *I*.

I got up early. I fed the cat.

We can use **adverb phrases**:

**Getting up early**, I fed the cat.

We can use **conjunctions**:

I got up early **and** fed the cat.

Rewrite the sentences so that they do not begin with *I*.

1 I finished the jigsaw after I had found the last piece on the floor.

2 I opened the door. I took the parcel from the postman. I put it on the table.

Book 6 Unit 13

### 4 Organising writing

It is important to **organise** and present our writing clearly.

We can use these presentational devices:

- **main heading**

Use capital letters to begin each word and put the **main heading** in the middle of the top line.

The Romans In Britain

- **subheadings**

These divide writing into various aspects of what we are writing about. Use capital letters to begin each word. Put the subheadings just after the margin on the left hand side.

The Romans In Britain

Before The Romans Came

The Romans Invasion

Roman Roads

Hadrian's Wall

- **bullet points**

These are useful when we are listing information:

The Romans were responsible for building many roads in Britain.

- The Fosse Way: from Exeter to Lincoln
- Ermine Street: from York to London
- Watling Street: Dover to Wroxeter

• **charts**

This is another useful way of presenting information.

Road	From ... to ...
The Fosse Way	Exeter to London
Ermine Street	York to London
Watling Street	Dover to Wroxeter

Here are pieces of information about famous firsts in space exploration.

March 1965, USSR spacecraft Voskhod 2 –  
Alexei Leonov – first man to walk in space.

Feb 1962, USA spacecraft Mercury –  
John Glenn – first American to orbit the Earth

July 1969 USA Apollo 11 – Neil Armstrong –  
first man to walk on the Moon

1957 USSR Spacecraft Sputnik 2 – Laika the  
dog – first living creature in space

Dec 1968, USA spacecraft Apollo 8 –  
Borman, Lovell and Anders – first men to orbit  
the Moon

June 1963, USSR spacecraft Vostok 6 –  
Valentina Tereshkova – first woman in space

Sort the information into date order.

Present the information in a **chart**.

Think carefully about how many **rows** and how many columns you will need.