Commonly Confused Words

The following is a list of words which are alike (many are homophones) and are often confused. Some of the words are from Band I; some from Band II and some from Band III.

(Note 1: Some words appear in more than one Band.)

(Note 2: Words in the past tense are listed in the Band according to their base form.)

**List 1 – Band 1 Words**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Word** | **Band** | **Word** | **Band** | **Word** | **Band** |
| Angry | 1 | Meat | 1 | To | 1 |
| Hungry | 1 | Meet | 1 | Too | 1 |
| Buy | 1 | Of | 1 | Two | 1 |
| By | 1 | Off | 1 | Want | 1 |
| Bye | 1 | One | 1 | Went | 1 |
| Board | 1 | Won | 1 | Won't | 1 |
| Bored | - | Our | 1 | Wear | 1 |
| Eight | 1 | Hour | 1 | Were | 1 |
| Ate | 1 | Passed | 1 | Where | 1 |
| Feel | 1 | Past | 1 | Wood | 1 |
| Fill | 1 | Peace | 1 | Would | 1 |
| Flower | 1 | Piece | - | Your | 1 |
| Flour | - | People | 1 | You're | Pre 1 |
| For | 1 | Pupil | 1 |  |  |
| Four | 1 | Read | 1 |  |  |
| Hair | 1 | Red | Pre 1 |  |  |
| Hear | 1 | Right | 1 |  |  |
| Here | 1 | Write | 1 |  |  |
| How | 1 | Rode | 1 |  |  |
| Who | 1 | Road | 1 |  |  |
| Its | Pre 1 | Sea | 1 |  |  |
| It's | 1 | See | 1 |  |  |
| Know | 1 | Sick | 1 |  |  |
| No | 1 | Six | 1 |  |  |
| Now | 1 | Son | 1 |  |  |
| Knows | 1 | Sun | 1 |  |  |
| Nose | 1 | Than | 1 |  |  |
| Knew | 1 | Then | 1 |  |  |
| New | 1 | Their | 1 |  |  |
| Many | 1 | There | 1 |  |  |
| Money | 1 | They're | Pre 1 |  |  |

**List 2 – Words from Bands 1 and 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Word** | **Band** | **Word** | **Band** |
| Accept | 2 | Lead | 2 |
| Except | 2 | Led | 2 |
| Expect | 2 | Loose | - |
| Ad | 2 | Lose | 2 |
| Add | 2 | Price | 2 |
| Advice | 2 | Prize | 2 |
| Advise | 2 | Quiet | 1 |
| All together | - | Quite | 2 |
| Altogether | 2 | Threw | 2 |
| Blew | 2 | Through | 2 |
| Blue | 1 | Week | 1 |
| Improve | 2 | Weak | 2 |
| Prove | 2 |  |  |

**List 3 – Words from Bands 1, 2 and 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Word** | **Band** | **Word** | **Band** |
| Adapt | 3 | Modal | - |
| Adopt | 3 | Model | 3 |
| Affect | 3 | Principal | 3 |
| Effect | 2 | Principle | 3 |
| Allowed | 3 | Role | 2 |
| Aloud | - | Roll | 3 |
| Cell | 3 | Root | 3 |
| Sell | 2 | Route | 3 |
| Desert | 3 | Scene | 3 |
| Dessert | - | Seen | 1 |
| Device | 3 | Sight | 3 |
| Devise | 3 | Site | 2 |
| Era | 3 | Cite | 3 |
| Error | 3 | Stair | 3 |
| Formally | 3 | Stare | 3 |
| Formerly | 3 | Wait | 1 |
| Hole | 3 | Weight | 2 |
| Whole | 2 | Way | 3 |
| Mail | 2 | Weigh | 2 |
| Male | 3 |  |  |

**Activities with Homophones**

1. **Riddles**

Have your students realized that many riddles have a homophone pair at its root? Give them several examples of homophone-based riddles, such as:

* Why didn't the man get a drink in the restaurant?

Because he asked for desert.

* What did the sea say to the sand?

Nothing, it just waved.

* Why is six afraid of seven?

Because seven eight (ate) nine.

* When does a green book change colour?

When it is read (red).

Then have them work in groups to create some homophone riddles of their own. Encourage them to share their riddles with the class and have the class try to guess the correct answer.

1. **More riddles**

A different type of riddle challenge is to give a sentence with two clues to a set of homophones. This can only be done after the students have been familiarized with the words. Here are some examples:

1. A part means no war. Piece / peace
2. The place of one of your 5 senses. Site / sight
3. In which place are the clothes put on? Where / wear
4. Looks while walking up and down them. Stares / stairs
5. View a large body of water. See / sea
6. The entire empty place. Whole / hole
7. 60 minutes we spend together. Hour / our
8. Letters for boys and men. Mail / male
9. To join a steak or a hamburger. Meet / meat
10. Not strong seven days. Weak / week
11. Walked back to the year 1919. Passed / past
12. It's permitted to read so others can hear you. Allowed / aloud
13. The not rich man put a drink into a cup. Poor / pour

## How Many Homophones in One Sentence?

How many homophone pairs can students use in one sentence? Divide the class into groups and have each group try to squeeze as many homophone pairs into a coherent sentence as possible. When they finish, have them illustrate the crazy sentence that they have created. Then have them share their sentences with the class.

These homophone activities are the perfect way to teach your students about homophones. Not only do they review the concept with students, they can also show students how homophones can be fun!

1. **Homophones Search**

A more active approach to identifying homophones is to ask students to search for them. The easiest way is to give them a huge list of words on a worksheet and to flash up one word or picture that students should find the homophone of as quickly as possible. When they think they have found the right one they can shout out the spelling, write the word on a large piece of paper and hold it up, or use magnetic letters to spell it out. You can play the same game with homophones in a complete written text. It is also possible to do something similar with a listening. Play or read out a text that includes homophones, asking students to just identify how many they hear the first couple of times they listen. They can then listen again to try to write them down or identify them in a list that is given to them at that point.