

# CAMBRIDGE ASSESSMENT ENGLISH

## Classroom Activity 2: Shades of Meaning





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## Classroom Activity 2: Shades of Meaning

CEFR Level: B1/B2 (10 -13 year olds)

<b>Activity Aims:</b>	<ul style="list-style-type: none"><li>• Understand what is meant by shades of meaning: that synonyms can add a variety of meanings</li><li>• Learn a variety of synonyms for 'ate', and understand how they differ from each other</li><li>• Use the various of synonyms for 'ate' to write a short paragraph</li></ul>
<b>Strategy/Pedagogy</b>	Recall, pair work, collaborative learning, class discussion, independent work, vocabulary building
<b>Short Description</b>	Students learn about the various shades of meaning from a main root word. The synonyms will teach students how to vary their vocabulary and the intensity of what they want to say.



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## Introduction

1. Show students the colour spectrum, preferably on a PowerPoint slide.
2. Ask them what the difference is between the first colour and the last one. Point out that the colours slowly transition from one shade to the next. This is similar to how words work; synonyms can also show different shades of meaning.
3. Explain to students that in this lesson, they are going to look at different shades of the word 'eat'.





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## Main Activity

1. Read the poem aloud with the students.
2. Teacher asks students if they agree with the poet that there is a better word than 'ate'.
3. Discuss with the class the benefits of using a varied vocabulary.
  - To convey different shades of meaning
  - To allow them to say the same thing in different ways
  - Makes their writing more interesting
4. Ask students to identify words that they are unfamiliar with from the poem. Help students to understand the meaning of these words using the vocabulary list.
5. Pair students up. Students will then examine groups of words (synonyms for 'eat') and place them on a scale from least intense to most intense.
6. Students will now write a paragraph using some of the words they have learnt in this lesson. They must start their paragraph with the following sentence:
  - Ashley was starving when he got home from school.



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## Student Engagement 1



### The Dog Ate The Bone

By Melissa Forney

The dog ate the bone.  
Don't you think that's kind of weak?  
The verb here is "ate"  
But it needs a little tweak.  
The dog ate the bone,  
Let's try another verb.  
One that's really fun to write,  
One that's quite superb.  
The dog could devour the bone,  
Nibble, gnaw, or munch it.  
The dog could snark-up the bone,  
Gobble, bite or crunch it.  
The dog could consume the bone,  
Oh yes, that dog could do it,  
Inhale the bone, impale the bone,  
Swallow, gulp or chew it.  
So when you're writing to impress,  
Don't use a verb that fizzles.  
Think of every word you know,  
And give me one that sizzles!



## Vocabulary List

1. Devour: to eat something very quickly
2. Nibble: to take small, quick bites
3. Gnaw: to chew something slowly
4. Munch: to chew noisily
5. Snark-up: to eat very quickly
6. Gobble: to eat quickly and greedily
7. Bite: to take a piece off with your teeth
8. Crunch: to chew very noisily when eating something crunchy
9. Consume: to eat or drink something
10. Inhale: to breathe in, but here it means to eat very, very quickly
11. Impale: To pierce through an object
12. Swallow: to pass food down your throat
13. Gulp: to swallow fast
14. Chew: to grind up with your teeth before swallowing





## Student Engagement 2

### Task 1

Look at the groups of words below. Arrange them according to the instructions on the scale.

Group 1: Arrange these words according to speed, from slowest to fastest.

Gobble, Eat, Consume, Devour, Inhale



Slowest				Fastest

Group 2: Arrange these actions according to how noisy they are

Crunch, Munch, Bite, Gnaw, Nibble, Chew

Quietest				Noisiest



## Student Engagement 2

### Task 2

Fill in the blanks or answer the questions with words from the poem. You may change the form or tense of the word if you need to.

1. Which word would you use to describe someone eating potato chips? \_\_\_\_\_
2. Emma wanted to savour the last bit of her brownie, so instead of gobbling it down, she \_\_\_\_\_ at it.
3. I hate listening to people \_\_\_\_\_ on their snacks in a quiet cinema. It distracts me from the movie!
4. Ali was parched after running the marathon. He \_\_\_\_\_ down his bottle of water in two seconds!
5. When we \_\_\_\_\_ food, we first, \_\_\_\_\_ a piece off with our teeth, then we \_\_\_\_\_ it properly, mashing it into pulp, before \_\_\_\_\_ it.





## Handout 2 - ANSWERS

### Task 1

Look at the groups of words below. Arrange them according to the instructions on the scale.

Group 1: Arrange these words according to speed, from slowest to fastest.

Gobble, Eat, Consume, Devour, Inhale

Slowest				Fastest
Consume	Eat	Gobble	Devour	Inhale

Group 2: Arrange these actions according to how noisy they are.

Crunch, Munch, Bite, Gnaw, Nibble, Chew

Quietest					Noisiest
Bite	Gnaw	Nibble	Chew	Munch	Crunch



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## Handout 2 - ANSWERS

### Task 2

Fill in the blanks or answer the questions with words from the poem. You may change the form or tense of the word if you need to.

Which word would you use to describe someone eating potato chips?

crunch

Emma wanted to savour the last bit of her brownie, so instead of gobbling it down, she nibbled at it.

I hate listening to people munch on their snacks in a quiet cinema. It distracts me from the movie!

Ali was parched after running the marathon. He gulped down his bottle of water in two seconds!

When we consume food, we first, bite a piece off with our teeth, then we chew it properly, mashing it into pulp, before swallowing it.



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## Student Engagement 3

Complete the story using as many synonyms for 'ate' as you can. Remember to be as descriptive as possible!

Use these words to help you with your writing. You can change the form of the word if you need to.

Eat	Devour	Nibble	Gnaw	Munch
Snark-up	Gobble	Bite	Crunch	Consume
Inhale	Impale	Swallow	Gulp	Chew

Use this sentence to help you begin:

Adam was starving when he got home from school.

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