

New words

silly

'Silly' is a new word at **Starters** for 2018.



Teaching notes - you might like to:

- help learners understand the meaning of *silly* (a **kind** mixture of *funny* and *crazy* at this level, not *stupid*, which is unkind) by playing a 'Silly Billy' activity. I suggest you do this in open class in L1 first. Learners think of two or three silly things that Silly Billy might say or do, e.g. Billy lives in a very small flat but says he would like a pet elephant. Billy wants to fly like a bird so asks his grandma to knit him some wings. Billy wants to be a giraffe when he grows up because then he'll be taller than his older brother.
- ask learners, in groups, to think of something else that 'Silly Billy' says or does (in English now). Walk around and help with ideas and vocabulary.
- write on the board *Don't be silly, Billy!* Each group elects a 'Silly Billy' to read out their idea in open class. The rest of the class smiles and calls out *Don't be silly, Billy!* **Make sure this activity remains funny and not unkind!**
- explain that we can also say 'What a silly hat/shoe/cat/story/song' etc.

crayon

'Crayon' is a new word at **Starters** level for 2018, too.

You might like to:

- teach / review *pencil* and *paper*. Draw a *pencil* on the board. Ask *What do you do with this?* (draw, write) *What colour does it make on your paper?* (grey/black). Point to the pencil and say *This is a crayon now! What colour does it make on your paper?* Teach /review all the Starters colours and their spellings (black, blue, brown, gray/grey, orange, pink, purple, red, white, yellow.) Ask *Which colour word is a fruit, too?* (orange)
- 'invent' some *silly* other fruit words, e.g. *I love yellows!* (bananas or lemons?) Note that green vegetables can collectively be called *greens*.
- ask / say (when doing any colouring activity) *Have you got your crayons? Have you got a blue crayon? Make/Colour that with your red crayon.* etc.
- write the whole poem on the board or omit the bold words for learners to guess. Then divide learners into three groups. Each group reads two lines, then everyone chants the whole poem. Say *Well done!* at the end.
- teach learners some actions to accompany the poem. I suggest:
line one - hold up red, green and blue crayons.
line two - hold up yellow, purple and orange crayons
line four - shake head when chanting 'they're not' 'they aren't
line five - learners point to an imagined shoe and smile.
- ask the class to copy the poem and choose a title for it. They could add a coloured drawing of their own idea of a silly pink shoe full of crayons.

My favourite crayons are red, green and blue.

I've got yellow and purple and **orange** ones, too.

A lot of my crayons are old. They aren't **new**.

But they're not on my desk. And they aren't in my **bag**.

They're in Grandmother's silly, pink **shoe!!!**