Find the Outfit

GET DRESSED / 3 OF 5 / SUPER MINDS LEVEL 1

TEACH TAGS RESOURCES

Listen, match and say.







1

2

3

Lesson Ideas for “Find the Outfit”

Prepare

Use after the wearing language on page 85. Give each child a student page and a pencil. Review sweater, shorts, T-shirt, skirt and trousers. Point to the two boys and the girl while modelling he and she. The drawings are original fictional characters; no names need to be learned.

Listen and match

Show the three numbered dots at the bottom and the dot beneath each child. Explain and demonstrate that each spoken number has one description. Read the three numbered items in the script, pausing after each complete description. Learners draw a line from the numbered dot to the dot beneath the matching child. Each number and child is used once. Lines may cross.

Check and describe

Read the same script again for learners to check and correct their lines. Then point to each child and help learners describe the outfit. In pairs, one child describes a picture and the other points to it. Swap roles. Model the instructions orally; independent reading or sentence writing is not required.

Listening script and key

1. “He’s wearing a sweater and trousers.”

2. “He’s wearing a sweater and shorts.”

3. “She’s wearing a T-shirt and a skirt.”

Key: 1: right child; 2: left child; 3: middle child. Read each numbered item slowly. Repeat the whole description as needed without pointing to its answer.

Speaking support

Left: He’s wearing a sweater and shorts.
Middle: She’s wearing a T-shirt and a skirt.
Right: He’s wearing a sweater and trousers.

Both boys wear a sweater, so learners need the second clothing word to distinguish them. Colours, shoes and hair are visual details, not required answers. The full-length blue trousers may also be described as jeans in optional vocabulary review.

Support and vary

First contrast just the two boys and practise shorts versus trousers. Allow a learner to point between a numbered dot and a picture instead of drawing. For another listening round, cover the numbers and let children place a counter beneath the described child. Use the same three descriptions in a new order; do not reuse the numbered key for that round.