# *¿Cuál prefieres?*

## Activity 1

Give your opinion on the items of clothing in the table below, using an adverb (un poco, demasiado, muy, bastante) and an adjective. Make sure your adjective ‘agrees with’ the noun. The first one has been done for you as an example.

|  |  |
| --- | --- |
| Clothing item | Description |
| Colourful shirt. | La camisa es bastante fea*.* |
| Orange stripey shorts. |  |
| Long pink socks. |  |
| Blue suit. |  |
| Flowery heels. |  |
| Long brown dress. |  |
| Blue jeans. |  |
| Grey shoes. |  |
| Green stripey pants. |  |
| Patterned jumper. |  |

## Activity 2

In the second column in the table below, express your preference for one of the items shown. Include an adverb (un poco, demasiado, muy, bastante) with your adjective.

Justify your opinion in the next column and complete your sentence with a full stop.

Working with a partner, ask them which item they prefer, ¿Cuál prefieres?and write down their response in the third person (he or she form) of the verb.

Ask your partner to justify their choice by asking ¿Por qué?and complete the table with their response, adding a full stop to complete the sentence.

The first one has been done as an example only.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Items | Prefiero *[*item*]* | porque es *[*adverb*] [*adjective*].* | ¿Cuál prefieres? | ¿Por qué? |
| An orange stripey T-shirt and a plain black T-shirt. | Prefiero la camiseta negro | porque es muy lisa. | Anna prefiere la camiseta a rayas | porque es bastante bonita. |
| An orange stripey T-shirt and a plain black T-shirt. |  |  |  |  |
| Black sandals.Green sandals. |  |  |  |  |
| Blue blouse.A yellow blouse. |  |  |  |  |
| Black jeans.Worn black jeans with holes. |  |  |  |  |
| Long overalls.Short overalls. |  |  |  |  |

## For the teacher

Answers have not been provided, as they will vary from student to student.

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the teaching and learning activities in this resource for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – design a clothing catalogue with descriptions of the items to entice buyers. Encourage students to use additional vocabulary not used in this unit.

**Advanced proficiency** – students find an online clothing catalogue for a Spanish clothing company. They identify unfamiliar vocabulary for clothing and accessories and write descriptions of the items in Spanish, including how frequently they wear the item and their opinion of it.

**Students requiring additional support** – provide student with the sentences describing the clothing item in Spanish. Students can draw a picture of the item. Provide student with the sentences and the pictures for students to match.

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