What do you prefer?

1 Rewite the following sentences using *prefer*.

1 I like comedies more than horror films.
2 They like city life more than country life.
3 I love tennis, but my favourite sport is football.
4 She thinks art galleries are more interesting than museums.
5 He travels by train more than bus.
6 They are more interested in exotic holidays than beach holidays.
7 I like opera more than musicals.
8 She likes pasta more than pizza.

2 Talk to your partner! Find out what your partner prefers using the following information. Ask the question: *Do you prefer* ...?

1 reading magazines to reading books
2 classical music to modern music
3 watching soap operas to watching documentaries
4 winter clothes to summer clothes
5 relaxing at the weekend to going to the gym
6 communicating by phone or communicating by email
7 vegetarian food to meat
8 walking to places if you're able or going by car

3 Note down your partner's responses. How different were they to yours? When you finish, swap with your partner and underline all the uses of *prefer* and check that they are correct.
TEACHER'S NOTES:

What do you prefer?

Aim: to provide further practice and consolidation of prefer + noun/-ing form and the can do statement: talk about personal preferences.

This worksheet is designed to be used in conjunction with unit 9.2 or 9.3.

Time: 40 minutes

Materials: photocopies of the worksheet for each student.

1 Tell students they have to rewrite the sentences using prefer. If necessary do the first one with them as an example.

   **Answers**: 1 I prefer comedies to horror films. 2 They prefer city life to country life. 3 I prefer football to tennis. 4 She prefers art galleries to museums. 5 He prefers the train to the bus. 6 They prefer exotic holidays to beach holidays. 7 I prefer opera to musicals. 8 She prefers pasta to pizza.

2 Revise the *do you prefer* question from the Students’ Book, page 91. *Do you prefer swimming to diving? Do you prefer white bread to brown bread*. Encourage the students to work in pairs or threes. Ask them to take notes to prepare for Ex. 3.

3 In pairs students discuss their answers. Encourage them to peer correct but highlight the best sentences on the board to show they have handled the new language well.