1 Read the comments in the boxes. Use the grid below to find how to say them in Spanish. Then write them in Spanish next to the phrases

|  |
| --- |
| Estrategia |
| Finding your way around the grid  For activity 1, you can probably work out which word in each section is the one you need. If not, check with your teacher or in the *¡Claro! 2*  Student book. Make a small dot next to the words for your sentences.  As you look for the words you need for activity 1, you might find other words you need to check, then you can use them in the following activities. |

I don’t like to watch a scary, disappointing film. My favourite film is *Toy Story*, but it is a bit predictable.

I prefer to watch a romantic film with a complex plot. My favourite film is *Love Actually*, but it is for over 18s.

I don’t like to watch an action film with lots of special effects. A film I don’t like is *Die Hard* because it is disappointing.

I would like to watch a funny film that makes me laugh. A film that I would like to watch is *Cars III*, and the best thing is that it is quick.

|  |  |  |
| --- | --- | --- |
| Me gusta ver  No me gusta ver  Prefiero ver  Me gustaría ver  Me encanta ver | una película de ciencia-ficción  una película romántica  una comedia  una película de miedo  una película de misterio  un musical  una película de acción  una película de dibujos animados | con un argumento complejo.  con muchos efectos especiales.  Entretenida.  Impactante.  Decepcionante.  que me hace reír. |

|  |  |  |
| --- | --- | --- |
| Mi película favorita es  Una película que no me gusta es  Una película que me gustaría ver es | porque es  pero es  y lo mejor es que es | para toda la familia.  para mayores de dieciocho años.  un poco predecible.  muy rápida.  entretenida.  decepcionante. |

2 Use the grid from activity 1 to write in Spanish about films you like and don’t like.

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3 Produce a poster here about a movie of your choice

Advertise this movie , describing what genre it is, and what’s good about it. Be creative, and make plemnty use of tasks 1 and 2.