

¿Te gusta más la comida de \_\_\_\_\_ (país) o de \_\_\_\_\_ (país)? Por qué?

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Nombre: \_\_\_\_\_

Hora: \_\_\_\_\_

## Los hábitos alimenticios de mis compañeros de clase

**Directions:** Now that you have researched the lunch and dinner habits of people in Spanish-speaking countries, you are going to interview your classmates to find out about their habits. You will create nine questions to ask three classmates about foods they eat and beverages they drink for breakfast and lunch. Three of the questions should ask about what they drink. The other six about what they eat. Remember what you learned about foods eaten in Spanish-speaking countries. Ask about some of those foods in your questions. Eventually you will have to compare your classmates eating habits with those of people in Spanish-speaking countries. Write down the name each classmate you interviewed and how frequently they eat or drink the item (*a veces, nunca, siempre, todos los días*). If they forget to use a frequency word, ask them in Spanish.

1. ¿ \_\_\_\_\_ ?

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

2. ¿ \_\_\_\_\_ ?

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

3. ¿ \_\_\_\_\_ ?

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

4. ¿ \_\_\_\_\_ ?

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

5. ¿ \_\_\_\_\_ ?

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

6. ¿ \_\_\_\_\_ ?

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

7. ¿ \_\_\_\_\_ ?

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

8. ¿ \_\_\_\_\_ ?

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

9. ¿ \_\_\_\_\_ ?

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Frecuencia: \_\_\_\_\_

**¿Cuándo (a qué hora) comes el desayuno?**

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

**¿Cuándo comes el almuerzo?**

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

**¿Cuándo comes la cena?**

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

**¿Compartes el desayuno? ¿Con quién(es)? (tu familia, tus amigos, nadie, etc.)**

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

**¿Compartes el almuerzo? ¿Con quién(es)? (tu familia, tus amigos, nadie, etc.)**

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

**¿Compartes la cena? ¿Con quién(es)? (tu familia, tus amigos, nadie, etc.)**

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

¿Dónde comes el desayuno? ¿Comes en casa, en la escuela, en un restaurante, en el coche, etc.?

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

¿Dónde comes el almuerzo? ¿Comes en casa, en la escuela, en un restaurante, en el coche, etc.?

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

¿Dónde comes la cena? ¿Comes en casa, en la escuela, en un restaurante, en el coche, etc.?

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

Estudiante: \_\_\_\_\_ Respuesta: \_\_\_\_\_

## **¿Qué comes?: Los hábitos alimenticios**

Now that you have researched eating habits in Spanish-speaking countries and those of your classmates, you are going to write an article for our school newspaper, the *Lion's Roar*. In the article, you will compare and contrast the eating habits in the country you researched with those of your classmates along with your own.

In your article, you should include the following information:

- 1.) Names of dishes eaten in the country and some of the ingredients (include beverages)
- 2.) Tell whether the dish/foods are typically eaten for breakfast or lunch/dinner
- 3.) At what times do they usually eat breakfast, lunch, and dinner
- 4.) State how often you and your classmates eat certain foods
- 5.) Contains sentences that use *compartir*, *beber*, and *comer*

Points 1, 2, and 3 apply not only to the country you researched but also your classmates' eating habits and your own.

Helpful phrases you might want to use in your article are:

- Según...
- Pero...
- Sin embargo...
- En...
- A la una/a las...
- Más o menos
- Un plato típico es...
- Unos/los ingredientes son...

There is no minimum or maximum length to your article. However, your article must contain all of the content listed above. You may add extra information if you would like to do so.

Once you finish writing your article, an Assistant Editor of the newspaper (one of your classmates) will look over your article and make corrections/suggestions before it is published. Assistant editors will look for the following in your article:

- Content (Does your paper contain all of the required information?)
- Grammar (Are there grammatical errors?)
- Spelling (Is everything spelled correctly?)
- Vocabulary (Are the words used correctly?)
- Organization (Is the article organized so that it is comprehensible and flows naturally?)

- Punctuation (You will not be graded on it for this assignment but remember to capitalize, use periods, commas, etc.)

(See attached rubric for more information)

Once the editor looks at your article, you will have the opportunity edit it before you turn in your final copy to the Editor-in-Chief, the teacher.

However, before you write your article you must first create an outline. The outline should be organized by the order in which you will write each paragraph and contain the information that will be in each paragraph.

### Evaluación

#### I. Contenido

El país hispanohablante \_\_\_\_\_/15 puntos

- Contains names of dishes w/ingredients from the country (includes beverages)
- Tells for which meal each of the dishes (foods) are typically eaten
- Tells what times meals are generally eaten

Tú y Tus compañeros de clase \_\_\_\_\_/30 puntos

- States what foods you and your classmates generally eat and how often (include beverages)
- Tells for which meal you each typically eat the foods
- Tells what times meals are generally eaten

En General \_\_\_\_\_/15 puntos

- Article compares the eating habits between those in the Spanish-speaking country, yours, and your classmates.
- Contains sentences using the verbs *beber*, *comer*, and *compartir*

II. Organización \_\_\_\_\_/5

- Logically ordered, contains transitions, fluent (5)
- Limited order, lacks sequencing, choppy (4)
- Series of separate sentences, disconnected, lacks transitions (2)

III. Gramática y Ortografía \_\_\_\_\_/20

- Contains no grammar/spelling errors (20)

- Contains few grammar/spelling errors; does interfere with comprehensibility (17)
- Contains many grammar/spelling errors which interfere with comprehensibility (14)
- Grammar/spelling errors make it almost impossible to comprehend (8)

**IV. Vocabulario \_\_\_\_\_/10**

- Varied vocabulary, words are used correctly (10)
- Adequate use of vocabulary; some words may be used incorrectly (5)
- Inadequate use of vocabulary; very repetitive, vocabulary is misused often (2)

**V. Esquema/Borrador \_\_\_\_\_/5**

- Final copy turned in with your outline (2.5)
- Rough draft turned in with final copy (2.5)

**Total: \_\_\_\_\_/100 puntos**

**Comentarios:**