

## **Interpersonal Task: ¡Preguntas para tus compañeros!**

**Task Activity:** Seek and Sign

**Chapter:** 3 -- Tercer Paso

**Objective:** Describing people and things.

**Purpose:** To get students asking their classmates questions in the target language, and to assess students content comprehension.

**Goal(s):** Students will be able to ask their classmates (in Spanish), each of the questions in the chart. After completing the entire chart, students will also be able to reflect on and assess their own performance in the activity.

### **Facilitating the Task:**

1. Students will be given the “¡Preguntas para tus compañeros!” assignment worksheet.
2. The teacher will go over the objectives, purpose, goals, for the assignment.
3. The teacher will select volunteers to read the directions (steps for parts A and B) for the assignment, aloud to the class.
4. Students will be reminded that once all boxes have a classmate’s name, they are to answer the two questions under the chart, in Part B of the assignment.
5. Students will be informed that the teacher will also be going around asking student’s questions, and writing in names in each of the boxes.
6. Students will be given 12 minutes to complete the task for Part A, and three minutes to complete Part B.
7. The teacher will set the allotted minutes for the activity on the large in-class timer, and place the timer in a location where all students can see it and keep track of their time.

Tu nombre: \_\_\_\_\_

La fecha: \_\_\_\_\_

## ¡Preguntas para tus compañeros!

### Directions:

#### Part A

1. The goal is to ONLY use ESPAÑOL!
2. Find classmates (*compañeros*) that can answer “Sí” to one of the questions in the chart below, and write their name in the corresponding box.
  - If you do not know their name, do you remember how to ask a person’s name in Spanish?  
It’s “¿Cómo te llamas?”
3. You will ask all the questions in ESPAÑOL.
4. A classmate’s (*compañeros*) name can only be on your chart, once. In other words, one of your classmate’s name cannot be in multiple boxes. Also, there must only be one name per box.
5. If a classmate answers “No” to a question, you may keep asking a question until they respond with a “Sí”.

¿Tú tienes un(a) amigo(a) <b>antipático(a)</b> ?	¿Tú tienes un(a) amigo(a) <b>bajo(a)</b> ?	¿Tú tienes una amiga <b>bonita</b> ?	¿Tú tienes una <b>buena</b> nota en la clase de matemáticas?	¿Tú tienes un(a) maestro(a) <b>cómico(a)</b> ?
¿Tu clase de inglés es <b>difícil</b> ?	¿Tú tienes una clase <b>divertida</b> ?	¿Tu quinto periodo es <b>fácil</b> ?	¿Tu actor favorito es <b>feo</b> ?	¿Tú tienes una mochila <b>grande</b> ?
¿Tú tienes un amigo <b>guapo</b> ?	¿Tú tienes un(a) amigo(a) <b>inteligente</b> ?	¿Tú tienes un(a) clase <b>interesante</b> ?	¿Tú tienes un(a) amigo(a) <b>malo(a)</b> ?	¿Tú tienes un(a) amigo(a) <b>moreno(a)</b> ?
¿Tú tienes un(a) amigo(a) <b>nuevo(a)</b> este año?	¿Tú tienes una <b>pequeña</b> calculadora?	¿Tú tienes un(a) profesor(a) <b>rubio(a)</b> ?	¿Tú tienes un(a) maestro(a) <b>simpático</b> ?	¿Tú tienes un(a) profesor(a) <b>estricto(a)</b> ?
¿Tu quinta clase del día es <b>aburrida</b> ?	¿Estas <b>atrasado(a)</b> en una clase?	¿Tú tienes <b>prisa</b> en las mañanas?	¿Tú <b>nunca</b> estas tarde?	¿Tú <b>siempre</b> estas tarde?

#### Part B

For each of the following sentences, please circle one of the words in the parenthesis that best describes your experience completing this activity.

1. I could understand (**some** / **most** / **all**) of these different descriptions.
2. I used Spanish for (**a little bit** / **about half** / **most** / **all**) of this activity!