

# How to Ask & Answer Questions in Spanish

Teach Spanish Interrogatives the Easy & Effective Way Students will use and ask questions immediately!



### Teaching Spanish Question Words or Interrogative Phrases

Asking a question in Spanish is a necessary, if not the *most necessary*, speaking skill. But, most teaching methodologies present using and formulating questions mid-way through the learner's first year. *Beginners must use Spanish immediately!* Teachers need to present, teach, and rehearse asking, answering, and formulating questions in the first unit of Spanish study.

#### **Present the Question Words**

Spanish question words, or the interrogatives, blend together. They look and sound alike in confusing ways to most beginners. For grades 6-12 in a Spanish program that is *not an immersion or content related program, but the traditional model in most American secondary schools, we recommend:* 

- 1.Present the question words orally. Your choice on whether to present the written words for students to read. In grades 5-12, I do.
- 2. Have students do the song, chant, activities, and games to have time, listening repetition, reading practice and the chance to learn them as lone entities.
- 3.Context. Present the question words in both reading and speaking contexts and inputs that are simple enough for the rank beginner.

### Listening and Speaking Inputs with the Question Words

It is vital that the reading or listening material be comprehensible input to the beginner; that is that the beginner can understand it easily. I use Power Point slide shows on at least 3 different subjects or *sustantivos* so the students get three entire repetitions of three separate Power Points. Here is the sequence

- 1. Simple description of myself, my pets, and my Spanish class mascot, Chico el Chihuaha.
- 2.A question word per slide about the subject.
- 3. The presentation of the interrogative word sorder follow the song order: quién, qué, cuándo, dónde, por qué, cómo, cuántos, ¿qué es esto? \*Cuando & and are not used in the presentations. Cuando requires telling time vocabulary and I use ¿qué es esto? constantly for other activities.
- 4. Full class and partner activities re-reading the description and answering the questions

Then, I do the next subject or *sustantivo* in the same way.

### **Practice and Review**

Students need to hear, see, read, and use the question words in each class. For the rest of the year I use the same method on a variety of relevant subjects during the warm up of each class and I require the beginning students to use and formulate questions every class too.

### **Lesson Steps: How to Teach Spanish Questions**

\*Input: Reading or listening materials in the target language (TL)
Output: Language production - spoken or written - in the TL

### INPUT 1 \* Interpretive \* Recognition & Recall

#### TEACHER PRESENTS:

1.question word song or chant 2.Power Point Slide Show

3.Poster of question words

### TEACHER LED, FULL CLASS

4.bingo game 5.tic tac toe

### INPUT 2 \* Interpretive

- 1. Reading on the teacher, an animal, class mascot or a celebrity.
- 2. Power Point
- 3. Poster
- 4. Class set of readings
- Teacher Models both Spanish Questions and Answers
- 6. Teacher Repetitions of all Inputs

### STUDENT OUTPUT 1 \* Interpretive + Presentational

- 1. Teacher asks the specific questions about the reading
- 2. Volunteer students answer in the TL
- Teacher corrects any errors by modeling the correct responses at

least twice

### STUDENT OUTPUT 2 \* Interpretive + Presentational

- Teacher re-reads the TL description of the first subject.
- 2. Teacher then shows or posts the simple TL questions about the subject
- Teacher reads the TL questions and asks for volunteers
- 4. Students then answer questions orally during full class practice
- 5. Partners then use the posted TL questions to ask each other the questions
- 6.Students play a full class game like TL Basketball or Four Corners (see explanation of games at the end of document.)

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### Spanish Interrogatives Content for Teaching

# La Sra. Fortin

Yo soy alta y rubia.

Yo soy de El Paso, Texas.

Yo soy profesora.

Yo tengo 48 años.

Yo bebo cafe.

Yo como chocolate y chile.

Yo corro.

Yo juego al tenis.







### Content 1 & 2

1.Here are the first slides that I present. Power Point #1 is on me or *La profesora*.

2.Power Point #2 is on my dogs.

3.Both *La Profesora & Las Perras* have a sequenced set of activities.

# Cookie y Phoebe



La perra es Phoebe. Es una perra. Phoebe está en la sala. Phoebe está en la sala porque ella juega. Phoebe es negra y mediana.



La perra es Cookie. Es una perra. Cookie está en el piso. Cookie está en el piso porque ella duerme. Cor es blanca y marrón. Ella es pequeña.

### Spanish Interrogatives Content Questions

## La Sra. Fortin- Preguntas

- L/Quién es?
- 2.¿Qué es!
- 3.¿Dónde está la Sra. Fortin?
- 4. ¡Por qué está la Sra. Fortín
- en la clase?
- 5.¿Cómo es la Sra. Fortín?
- 6.¿De dónde es la Sra. Fortin?
- 7. ¿Qué bebe?
- 8.1Qué come?
- 9.1Qué deportes hace la Sra.

Fortin?







### **Teaching Tips**

I use only **one question** per slide.

I have the **answer move in** to the slide with questions after a 4-5 second delay.

La Profesora- I use a gesture for each verb and a prop for each object.

### La Perra 1 - Preguntas

- ¿Quién es la perra?
- 2. ¿Qué es Phoebe?
- 3. ¿Dónde está Phoebe?
- ¿Por qué está Phoebe en la sala?
- 5. ¿Cómo es Phoebe?
- ¿Cuántas perras hay en la sala?



# How to Ask and Answer Questions in Spanish

### **Spanish Question Words**

Important "survival expressions" include the question words. Imagine everything a reporter may ask: WHO, WHAT, WHERE, WHEN, HOW, WHY? You will hear these words frequently in class.

Who = Quién

What = **Qué** 

When = Cuándo

Where = **Dónde** 

Why= **Por qué** 

How = *Cómo* 

How much/how many = ¿Cuánto(os)?

What is it? = ¿ Qué es esto?

**1. Sing a Song.** You can remember the question words by singing them as a song. Do you recognize the tune? It's "Row, Row, Row Your Boat"!

Quién, Qué, Cuándo, Dónde, Por qué y Cómo Cuánto, ¿Qué es esto? ¡Las Preguntas!

- **2. Singing Contests**. Get in to groups or with a partner. Who can sing the loudest, fastest, best, with a silly voice.
- **3. Creating Questions.** To change any statement to a yes/no question, **switch the verb**—*bailas, habla*—**in front of the subject**, and don't forget BOTH SETS OF QUESTION MARKS.

<u>Statement</u> <u>Question</u>

Tú bailas. ¿Bailas tú? Él habla inglés. ¿Habla él inglés

Mixed Up Table Match Up

The columns below **do not match**; the Spanish meaning does not match the English meaning. You and a partner need to match up the Spanish question word with its English meaning. Your teacher will show you how to do this using numbers or letters.

Spanish Question Word	English Question Word		
1. Quién	A. Where		
2. Qué	B. How		
3. Cuándo	C. Who		
4. Dónde	D. What is this?	D. What is this?	
5. Por qué	E. Why		
6. Cómo	F. How many?		
7. Cuánto	G. When	G. When	
8. ¿Qué es esto?	H. What	H. What	

See how fast you can write the English meaning in the column to the right of the Spanish question word!

Spanish Question Word	English Question Word	
1. Quién		
2. Qué		
3. Cuándo		
4. Dónde		
5. Por qué		
6. Cómo		
7. Cuántos?		
8. ¿Qué es esto?		

Now, can you write the Spanish question word in the column to the right of the English word?

English Question Word	Spanish	
1. Who		
2. What		
3. When		
4. Where		
5. Why		
6. How		
7. How many?		
8. What is this?		

## Question Word Tic Tac Toe

### **Classmate Survey**

Ask 8 different people what the question word means. After they answer correctly in English they need to write their initials on the square.

### Play tic tac toe and other games with a partner.

Partner A says the Spanish question word and its English meaning before marking X or O. Then Partner B goes.

Cut out the Squares to play the games on the next page.

Quién	Cuándo	Dónde
Por qué	Cómo	Cuánto (os)
¿Qué es esto?	Espacio LIbre Free Space	Qué

### Question Word Card Games and Activities

#### **SMALL GROUP BINGO**

#### THE POINT: Listening comprehension, memory, & recognition

**Materials:** TL content or pictures or symbols or numbers, Bingo boards or tables: student created by folding up notebook paper, or teacher created on handouts, pencils with erasers to write check marks on squares, markers: beans, buttons, etc.

- 1. Each student has a bingo table or board that has the TL content in different squares.
- 2. Each student has a pencil or markers.
- 3. Teacher or leader calls out or describes TL content.
- 4. Students are to mark the appropriate square.
- 5. The first student with the designated amount in a consecutive row wins.
- The winner must say the TL answers on each square correctly to receive points or a prize.

#### I Have It!

#### THE POINT: Listening comprehension & practice saying lo tengo.

Materials: identical set of flash-cards for each student. Students can make their own.

- 1. Students create, & then arrange their vocabulary picture cards, verb conjugation cards, etc. face up on their desks.
- Teacher calls out vocabulary, conjugations, fill in the blank sentences or descriptions, and even questions or answers. Visuals can also be shown to class as prompts for answers.
- 3. The first student to hold up the correct card and call out *I have it* or *Yo lo tengo*, or *Je l'ai* wins a point individually, or for the team.

### Hit it!

#### THE POINT: TL recall, pronunciation, and speaking

Materials: One set of picture flash cards for each group

- 1. Arrange students into small group circles on the floor.
- 2. Each group arranges their set of picture flash cards in the middle of the circle.
- 3. The teacher calls out a word, phrase, or description. The first student to tap or hit the correct card wins the point and takes the card.
- 4. The player with the most cards at the end of the game wins.

### Concentration or Memory Concentration

**THE POINT:** Vocabulary recognition & TL reading

Materials: picture flash cards with matching TL word flash cards

- 1. Place all of the cards face down, and take turns flipping over two cards at a time.
- 2. Orally identify every picture or word that is turned over.
- 3. If you find a match, you may take another turn.
- 4. If you do not find a match, continue with the next player.
- 5. When all of the matches have been found, the player with the most pairs wins.

### **Trading Cards**

THE POINT: TL descriptions while conversing

**MATERIALS:** Picture flash cards, one for each student. Duplicates are okay if the class is large.

- 1. Give every student a picture flash card.
- 2. Students circulate around the room, asking classmates to identify or describe their picture.
- 3. After each interaction, students exchange cards and move on to a new person.
- **4.** Continue until time is called.

### Path of Pictures

**THE POINT:** Vocabulary recognition & speaking **MATERIALS:** A group or class set of visuals, A timer

- 1. A path of pictures is created with the visuals on the floor of the classroom.
- 2. ONE STUDENT AT A TIME walks the path of pictures. He or she must say the target language word or a description of each picture.
- **3.** The player who completes the path with correct TL descriptions, or the one who goes the farthest wins.