

Exercise walk-through

1

Identities; social organization

- Spanish introductions and agreement

International Baccalaureate · IB Diploma · Language ab initio · SL

1 Supported focus – Spanish introductions and agreement

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS agreement • evidence • sentencing

Objective

- Introduce yourself using *ser* and *llamarse*
- Use gender/number agreement and basic questions accurately

Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

Me llamo gives your name; *soy* describes identity or role. *¿Cómo te llamas?* asks a familiar person's name.

Spanish adjectives often agree in gender and number: *un libro nuevo, dos casas nuevas*.

Me llamo gives a name; soy describes identity or role. “Me llamo Inés. Soy estudiante.” Answer a name question with me llamo, not a word-for-word English construction. Agreement : la casa nueva; las casas nuevas. Estudiante does not acquire an invented -a in “soy estudiante”. Use these models with supplied words before transferring to a different

person or object.

una casa pequeña



dos casas pequeñas



Noun and adjective agree

Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: Soy estudiante works without adding a gender ending to estudiante in this phrase. La casa es nueva uses a feminine singular adjective. Change to las casas son nuevas when both noun and description become plural.

■ Complete original case context

Original Spanish exchange: – Hola. ¿Cómo te llamas? – Me llamo Inés. Soy estudiante. ¿Y tú? – Me llamo Pablo. Soy estudiante también. Vivo en una casa pequeña. – Yo vivo en una casa pequeña también. Tengo dos libros nuevos. Vocabulary: también = also; vivo = I live; pequeña = small; tengo = I have; libro = book; nuevo = new.

Exercises 2.1·3.1

2.1 Which phrase correctly describes two new houses? Explain using the worked method.[1]

3.1 Introduce yourself with a name and role, then ask your partner's name. Use an invented classroom identity if preferred. [3]

Exercises 2.1-3.1

2.1 Which phrase correctly describes two new houses? Explain using the worked method.[1]

2.1 Dos casas nuevas. Soy estudiante works without adding a gender ending to estudiante in this phrase. La casa es nueva uses a feminine singular adjective. Change to las casas son nuevas when both noun and description become plural.

Correct response linked to the given case.

3.1 Introduce yourself with a name and role, then ask your partner's name. Use an invented classroom identity if preferred. [3]

3.1 “Hola. Me llamo Elena. Soy estudiante. ¿Cómo te llamas?” The response gives name and role and asks a relevant question. Other names are acceptable; assess the structures, not an exact memorised name.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

Exercises 3.2-3.3

3.2 Change “una casa pequeña” to two small houses and “dos libros nuevos” to one new book. Explain the agreement. [3]

3.3 Answer “¿Dónde vives?” using the model, and ask one relevant follow-up. Explain what must happen before this becomes evidence of oral interaction. [3]

Exercises 3.2-3.3

3.2 Change “una casa pequeña” to two small houses and “dos libros nuevos” to one new book. Explain the agreement. [3]

3.2 “Dos casas pequeñas” uses feminine plural noun and adjective. “Un libro nuevo” uses masculine singular forms. The adjective agrees with its noun in this supplied regular pattern; not every adjective or noun follows one ending rule.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 Answer “¿Dónde vives?” using the model, and ask one relevant follow-up. Explain what must happen before this becomes evidence of oral interaction. [3]

3.3 “Vivo en una casa pequeña. ¿Y tú?” is a simple relevant answer and return question. A live partner must actually respond and the learner must react; typed preparation cannot certify spontaneous interaction or pronunciation.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.