

Supported focus – Spanish introductions and agreement

International Baccalaureate · IB Diploma · Language ab initio · SL

Scope and prerequisites

IB Language ab initio first assessment 2020; Spanish focus. This supplemental reference covers only the listed preparation outcomes. School selections, full-guide procedures and required live or recorded performance are separate.

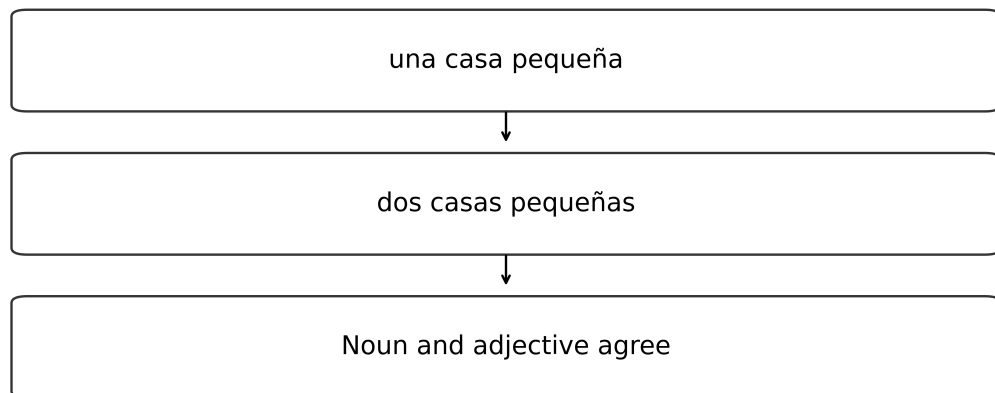
- Introduce yourself using *ser* and *llamarse*
- Use gender/number agreement and basic questions accurately

Prerequisites: Supplied vocabulary; singular and plural; questions and responses.

Explain and choose the method

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.



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

Existing worked example: *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 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.

Independent practice and checked reasoning

■ Transfer 1

Introduce yourself with a name and role, then ask your partner’s name. Use an invented classroom identity if preferred.

Reasoning: “*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.

■ Transfer 2

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

Reasoning: “*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.

■ Transfer 3

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

Reasoning: “*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.

Limits and next use

Not every noun ending predicts gender, and not every adjective changes for gender. Learn articles and useful phrases with words; do not translate each English word mechanically.

All tasks here are public original practice with authored guidance. They are not official questions or fresh diagnostics. Existing protected tests and mocks remain separate.