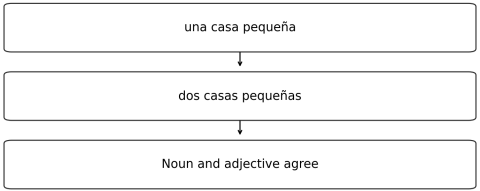
Supported focus — Spanish introductions and agreement

Supported focus preparation

Method and conditions



- Me llamo gives a name; soy describes identity or role.
- Supplied vocabulary; singular and plural; questions and responses.

Worked method 1

Read and reason

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 一致关系: 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 context 1

Read and reason

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.

Attempt 1.1

Read and reason

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

Reasoning 1.1

Read and reason

"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.

Attempt 2.1

Read and reason

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

Reasoning 2.1

Read and reason

“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.

Attempt 3.1

Read and reason

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

Reasoning 3.1

Read and reason

“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.

Transfer and limits

Read and reason

Supplied vocabulary; singular and plural; questions and responses.

Check yourself

Read and reason

Cover the worked answer. Explain why the method fits the last task, reconstruct its conclusion, and state a condition that would change your answer. Then check the full reasoning in the reference.