¶ 6.1

Lecture 6: Putting It Together

Real Conversations

(Meeting people, dining, navigating, shopping, calling)



Learning Strategy

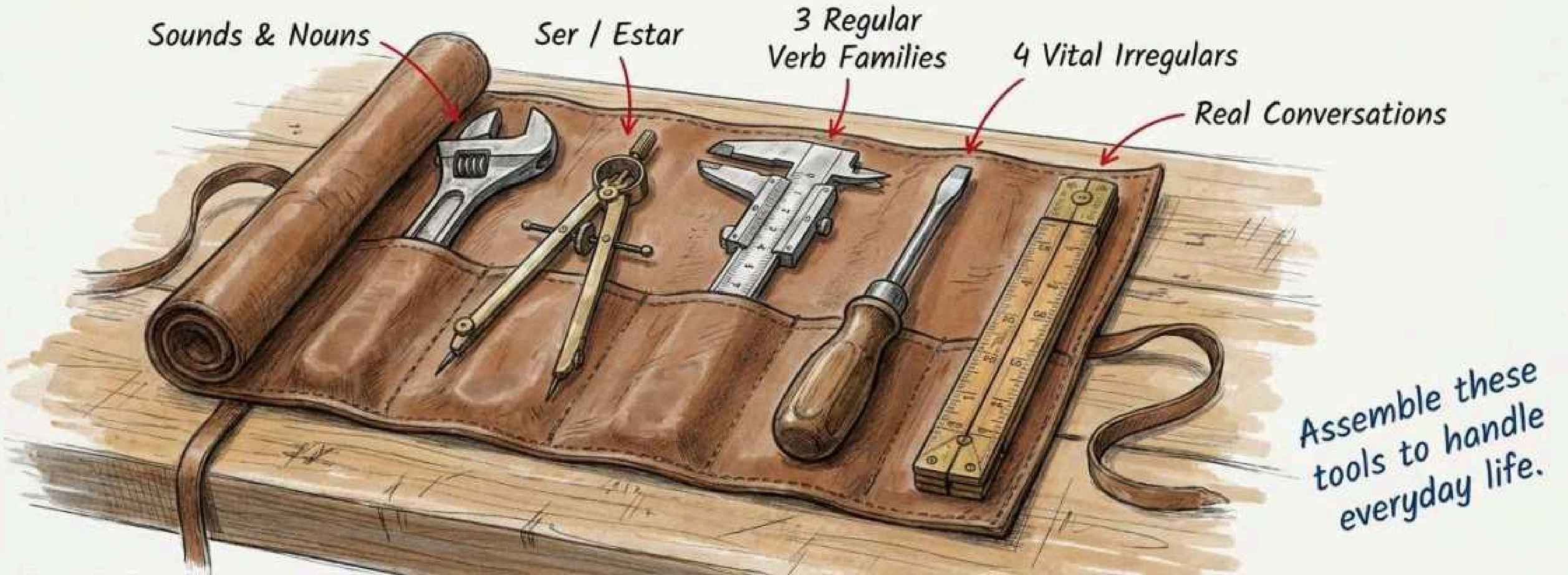
(Spaced repetition, recall, strategic listening, and output)

Nothing here is new. Everything here is practical.

The Semester Toolkit

¶ 6.2

(Sounds + Nouns/Adjectives) + (Ser/Estar) +
(3 Regular Verb Families) + (4 Vital Irregulars) = Real Conversations



The First Meeting Loop

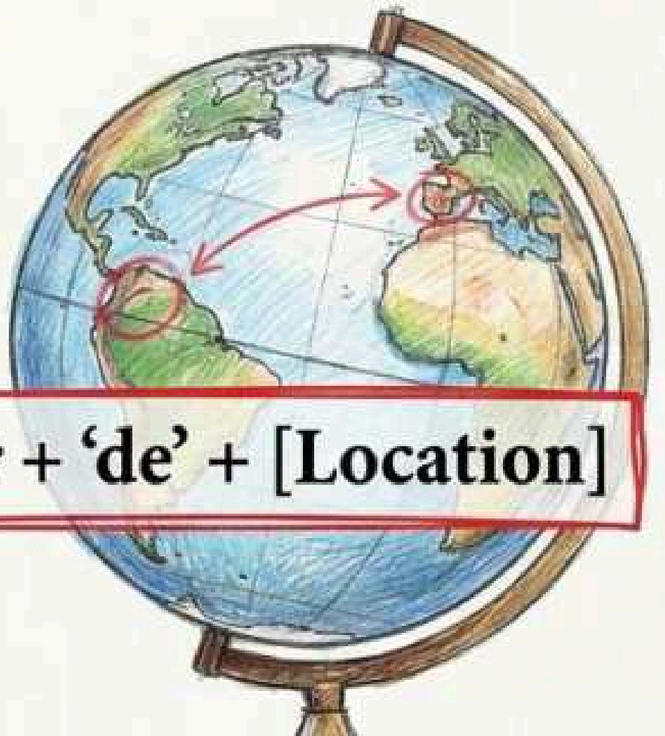
¶6.3

Buenas tardes. Me llamo Carmen. ¿Y usted?

Mucho gusto. Soy Pedro.

Igualmente. ¿De dónde es usted?

Soy de Colombia, pero ahora vivo en Madrid.



Notice the use of formal usted between strangers.

Origin = Ser + 'de' + [Location]

The Occupation Formula

¶ 6.4

Question: ¿Qué haces, Pedro?
(What do you do?)

Response 1: Soy ingeniero y trabajo en una empresa. ¿Y tú?

Response 2: Soy profesora. Enseño inglés en una escuela.



Spanish Pattern:

[Ser] + [Ø Article] + [Profession]

↳ Soy profesora. ✓

English Pattern:

[Ser] + [Article] + [Profession]

↳ Soy ~~UNA~~ profesora.

Occupation takes ser and strictly no article.

The Courtesy Spectrum

¶ 6.5



Usted
(Stranger / Formal
When in doubt,
begin here)

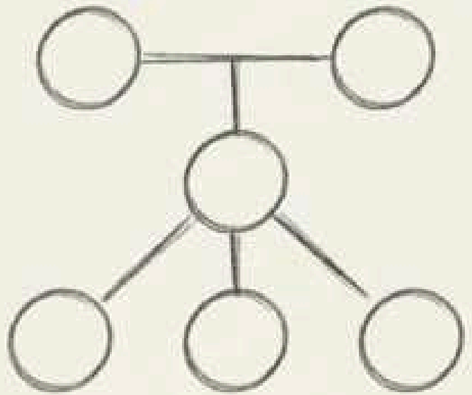
¿Podemos tutearnos?
(May we use the informal form?)

Tú
(Peer / Relaxed
Similar age)

Let the other person invite you to change.

Family & Negation

Family Mechanics



Q: ¿Tienes hermanos?
A: Sí, tengo dos hermanos y una hermana.

- Rule: Use tener for possession and age (Mi hermana tiene veintidós años)
- Rule: Use **vivir** for location (...y vive en Barcelona).

The Double Negative Proof

English Math: Negative x Negative = Positive (Error)

Spanish Math:
No + [Verb] + [Negative] = ✓
✓ Grammatically Correct

Example: **No**, no tengo hermanos.

(Two negatives together are correct, not an error).

The Restaurant Sequence

¶ 6.7



The Greeting

Waiter: Buenas noches. ¿Qué desean? (What would you like?)

The Order

Customer: Quisiera una sopa y un café, por favor.

Waiter: ¿Algo más?

Customer: No, gracias. Nada más.

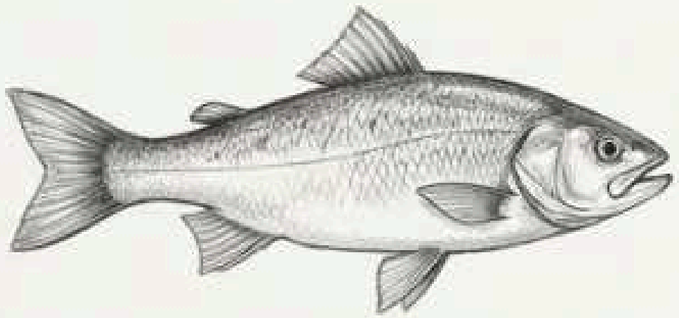
The Conclusion

Customer: La cuenta, por favor. (The bill, please).



The *Gustar* Diagnostic

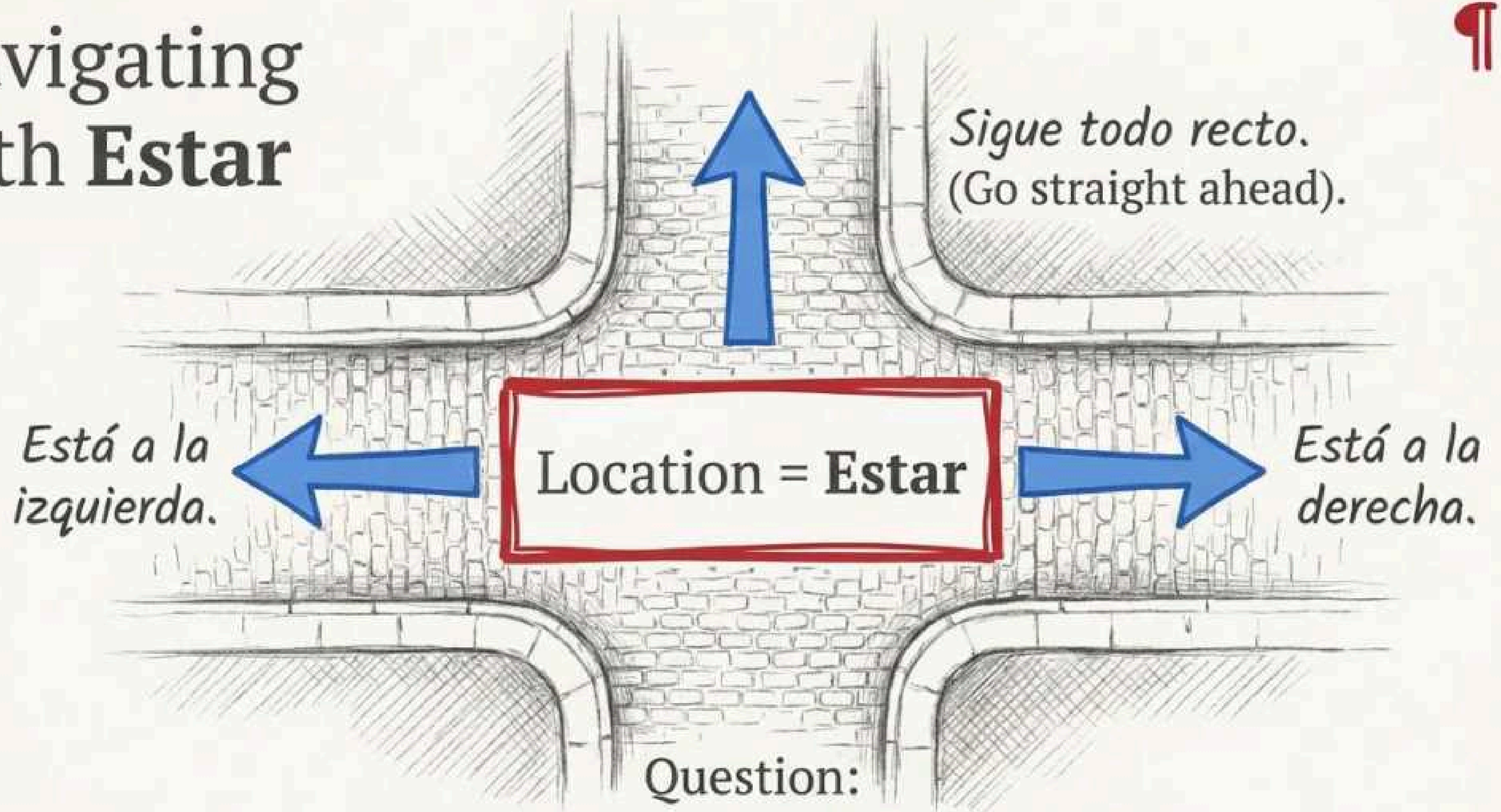
¶ 6.8

The Subject	
Me (I)	**Te** (You - Peer) / **Le** (You - Stranger, e.g., ¿Le gusta...?)
The Object - The true decider	
Singular Object: **gusta** ➔ Me gusta el pescado.  ✓	**Plural Object:** **gustan** ➔ No me gustan las verduras.  ✗

People enjoy talking about food; use these constantly.

Navigating with **Estar**

¶ 6.9

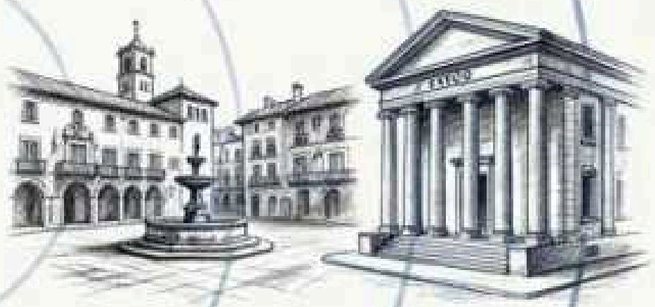


Question:
Perdón, ¿dónde está la estación?
(Where is the station?)

Spatial Prepositions

¶ 6.10

Cerca de → El banco está **cerca de** la plaza.
(The bank is near the square).



Aquí
(Here)

Lejos de → Está lejos de aquí.
(It is far from here).

Allí (There)

Base Prepositions
Note: *en* (in/on), *a* (to).

Commerce and Negotiation

¶ 6.11

Inquiry

¿Cuánto cuesta esta camisa?
(How much does this shirt cost?)



Price

Cuesta veinticinco euros.

Objection

Es un poco cara.
(It is a bit expensive.)

Solution

Tengo otra más barata.
(I have another one that is cheaper.)

Everyday life is full of such exchanges.

¶ 6.12

The Telephone Network



¿Hola? ¿Quién habla? (Hello, who is speaking?)

Soy Luis. ¿Está Ana? (Is Ana there?) → [Integration: Identity + Location]

Sí, un momento, por favor.

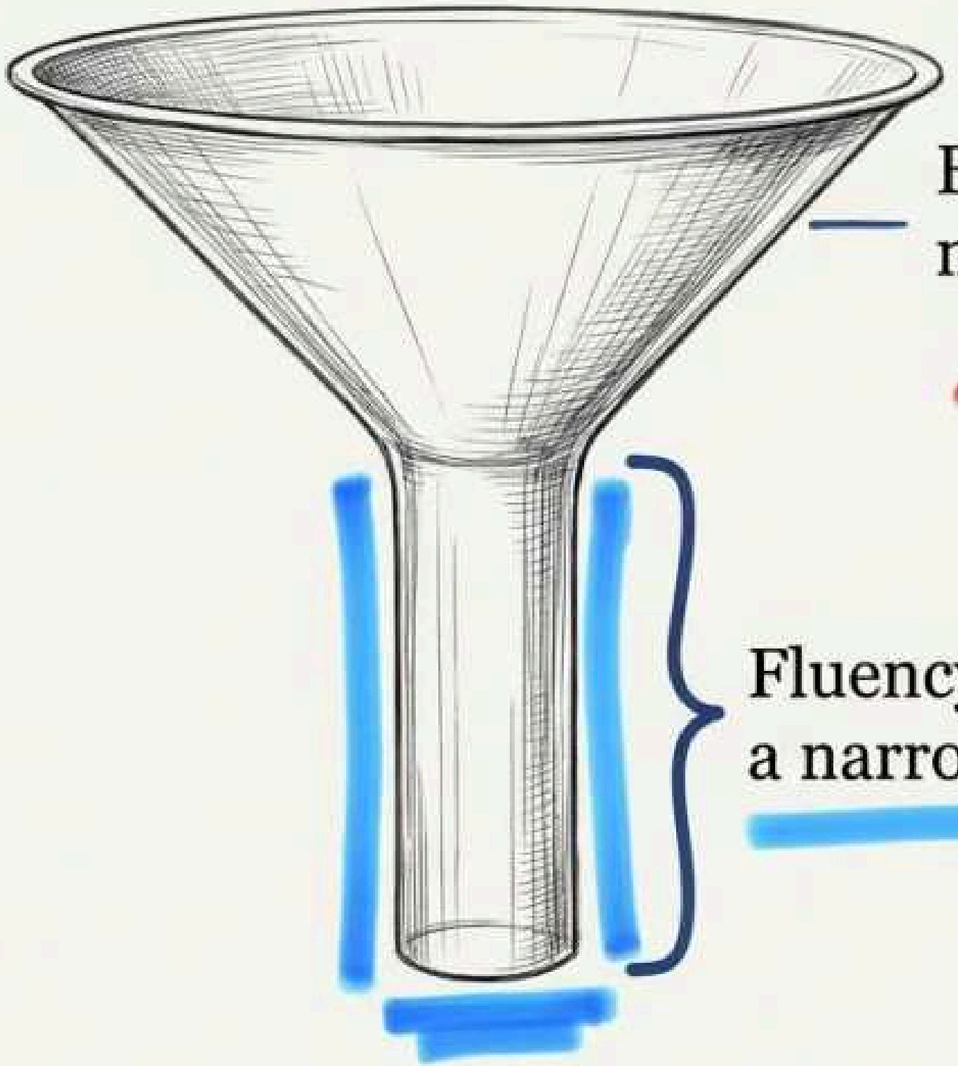
Hola, Luis. ¿Qué tal? / Bien, gracias. → [Integration: Greetings/States]

¿Vas a ir a la fiesta el sábado?
(Are you going to the party on Saturday?)

Sí, quiero ir. ¿A qué hora es? → [Integration: Intentions + Time]

¶ 6.13

The Fluency Funnel



~~Breadth in many subjects~~

Fluency within a narrow range

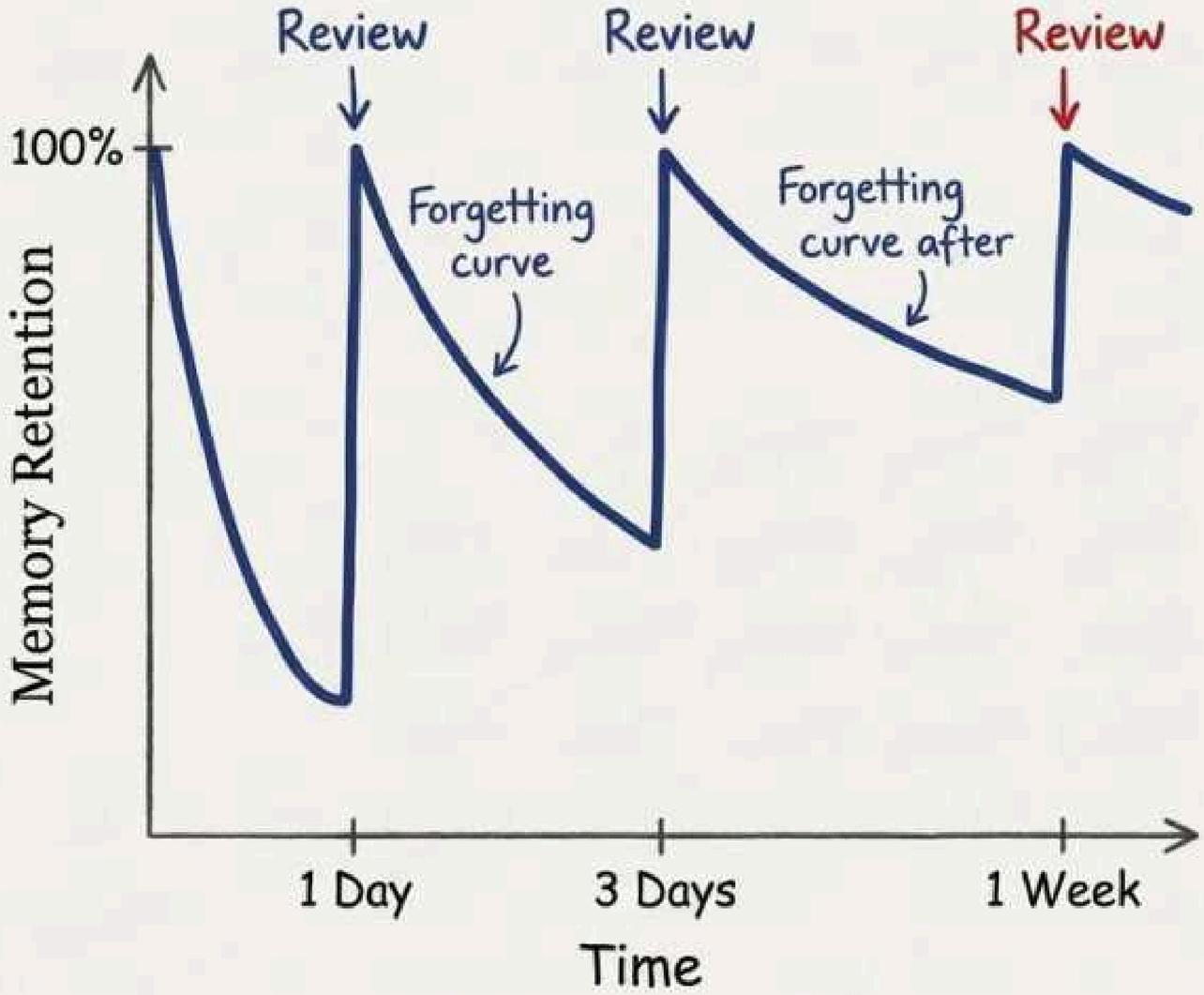
Key Concept:
Notice how little vocabulary these conversations need. A few hundred words in familiar patterns handle a large share of everyday life.

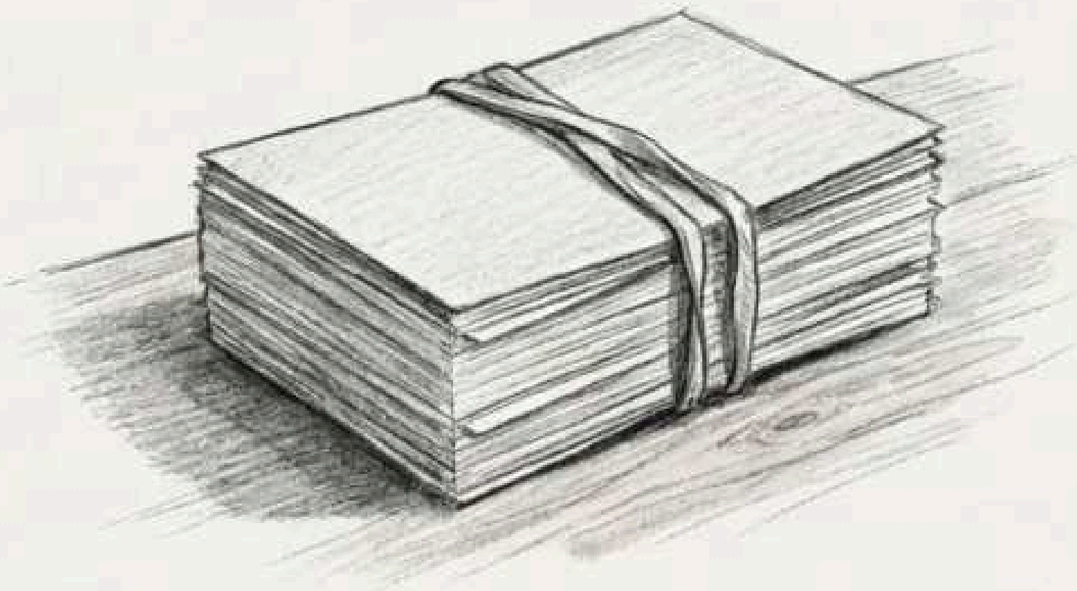
Strategy:
Master specific everyday situations first. Widen the range one situation at a time.

Takeaway:
Short, regular practice works better than seeking immediate broad vocabulary.

The Mechanics of Spaced Repetition

¶ 6.14



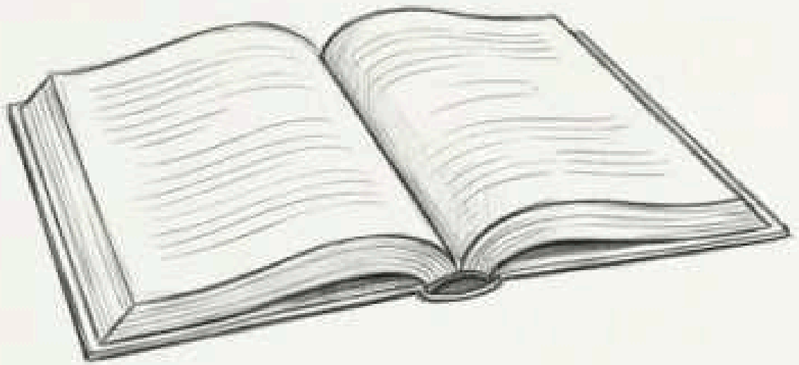


- **Rule**: Review material at growing intervals. It beats cramming because the effort of recalling is what strengthens memory.
- Tools: A deck of cards (paper or digital) is sufficient.

Recall vs. Recognition Matrix

¶ 6.15

Recognition (Avoid)



Action: Rereading a paragraph.

Friction: Low.

Result: Low retention. You only recognize the information when you see it.

Recall (Practice This)



Action: Close the page, write or say everything you remember, check what you missed, test again later.

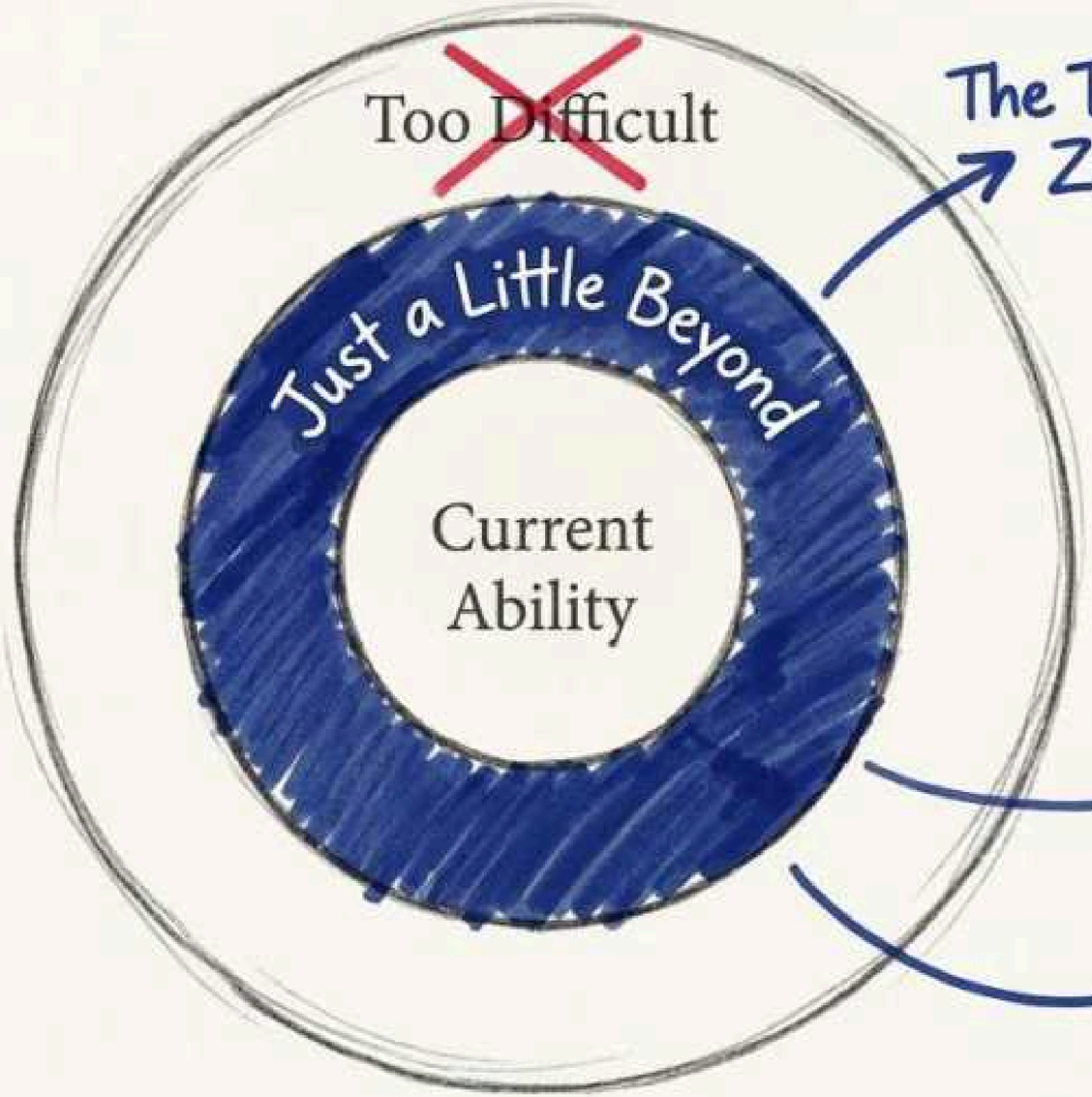
Friction: High.

Result: High retention. That difficulty is exactly why it works.

Produce Spanish yourself by describing what you see around you.

Strategic Input

¶ 6.16





- **Sources to Use:** Children's stories, songs, and short videos with subtitles.
- **What to Listen For:** Focus on patterns—the endings, the articles, and the question words.
- **Takeaway:** Understanding grows by repeated exposure to modestly challenging material.

¶ 6.17

Strategic Output



Retrieval at Speed

Inevitable Error

Gentle Correction

Deep Learning

1 Error in Conversation > 100 Silent Successes.

Core Advice: Speak with real people (language exchange partner, class, community group). Native speakers are almost always delighted when a learner makes the effort. Do not fear mistakes.

The Single-Paragraph Course Matrix

¶ 6.18

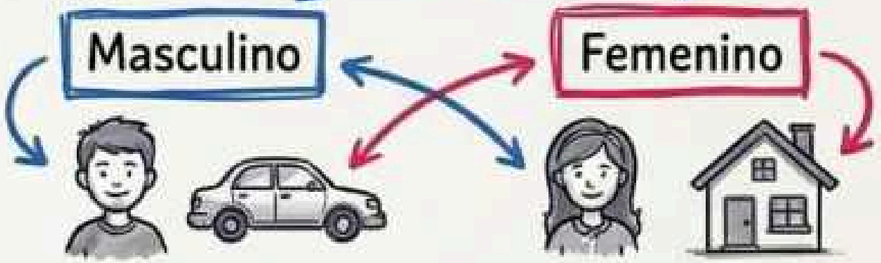
Quadrant 1: Spelling & Sounds

→ Spanish spelling is regular. Read aloud from day one.



Quadrant 2: Nouns & Adjectives

→ Nouns are masculine or feminine. Adjectives must agree with them.



el libro rojo

la casa roja

Quadrant 3: Ser vs. Estar

→ Use Ser for WHAT something is (Identity/Origin/Occupation).

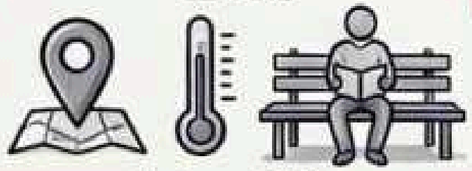
→ Use Estar for HOW or WHERE something is (Location/State).

Ser



Soy profesor.
Soy de México.

Estar



Estoy feliz.
Estoy en clase.

Quadrant 4: The Verbs

→ 3 regular verb families (-ar, -er, -ir).

→ 4 vital irregular verbs that open daily life (tener, ir, hacer, querer).





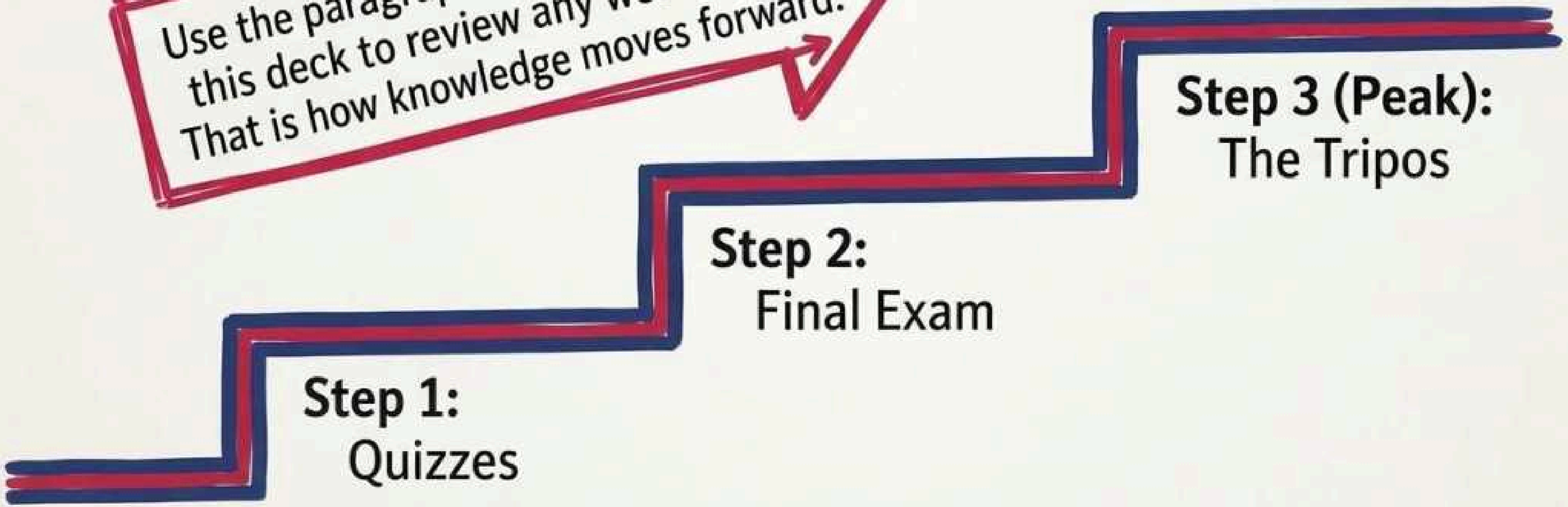
tener ir hacer querer

¶ 6.19

Forward Motion

Use the paragraph numbers (¶) from this deck to review any weak spots. That is how knowledge moves forward.

¡Hasta pronto! (See you soon).



Course complete: Spanish 101 B.