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The Acquisition of Spanish Possessive Adjectives by Beginning Adult Learners of Spanish*

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1. Introduction

Spanish possessive adjectives (e.g., *mi, tu, su, nuestro, vuestro*) are commonly introduced to students of Spanish in the later part of their first semester of study. What features characterize this grammatical category in the language? Morphologically, the Spanish possessive adjectives consist of a lexical base that is either free (e.g., *mi, tu, su*) or bound (e.g., *nuestr-, vustr-*). The two bound bases require one of two inflectional morphemes designating grammatical gender: the suffix *-o* marks the masculine and *-a* the feminine, according to the gender of the noun modified. Both the free and bound lexical bases may carry an inflectional morpheme to designate plurality in number: the suffix *-s* marks the plural, again according to the noun modified. The possessive adjectives require no morpheme to indicate the singular. In other words, the singular is literally unmarked in the language. The meaning of “singular” is derived from the *absence* of the plural marker *-s*. In sum, the singular can be understood as a “zero morpheme”, while the plural is the suffix *-s*. The structure of all six possessive adjectives in the language is summarized in Table 1, where “-” designates a morpheme boundary.

*Special thanks are owed to Holly Nibert and Michael Braun for their very helpful comments, suggestions, and revisions offered on this thesis and data. Any errors of course are my own.

Table 1. Spanish Possessive Adjectives

	Singular Possessor	Plural Possessor
First Person	<i>mi, mi-s (my)</i>	<i>nuestr-o/-a, -s (our)</i>
Second Person	<i>tu, tu-s (your)</i>	<i>vustr-o/-a, -s (your)</i>
Third Person	<i>su, su-s (his / her / its)</i>	<i>su, su-s (their)</i>

The acquisition of the possessives thus demands that language learners juggle various types of morphological information: the shape of each lexical base and how it inflects for gender and/or number, according to the entity possessed. In other words, a learner must not only produce the correct lexical base that corresponds to the possessor, but also must make the base agree in gender (for the two bound bases) and number with the noun it describes. In addition to numerous other lexical items in the language, such as verbs and nouns, learners in first semester Spanish are introduced to other particles, such as definite articles, direct object pronouns, subject pronouns, and demonstrative adjectives. Like the possessive adjectives, these particles have various forms and can be complex. In short, language learners are confronted with a lot of grammar during their first semester of study.

The present thesis examines both of the aforementioned aspects involved in the acquisition of the possessive adjectives. First, do beginning learners acquire the lexical base of the adjectives? Is there confusion among the bases of these versus other lexical items studied during semester one? We hypothesize that because there are five different lexical bases for the possessive adjectives, and because there may be confusion about whether the lexical base of the possessive adjective refers to and agrees with the possessor or the object possessed, there is likely to be more confusion among these adjectives themselves rather than with other grammatical categories. That is to say that a

learner is more likely to confuse *mi* with *tu* rather than introduce other particles such as the direct object *lo*.

The second research question explores the acquisition of the three inflectional suffixes involved: *-o*, *-a*, and *-s*. Are there patterns to the acquisition of these morphemes? For instance, do learners acquire masculine and singular agreement before feminine and plural agreement? We hypothesize that that learners will acquire masculine and singular agreement before feminine and plural agreement. First, all of the possessives are unmarked in the singular (i.e., as explained earlier, nothing needs to be added for them to have singular agreement.) Because of their simplicity, it is expected that singular forms will be acquired before plural forms. Second, the first and second-person plural possessive adjectives entail a bound lexical base (*nuestr-* and *vuestr-*, respectively) and an inflectional suffix to mark gender. We hypothesize that the masculine marker *-o* will be acquired before the feminine marker *-a*, since the masculine is the overall default gender in the language. Summarizing, accurate agreement in the masculine and singular will precede accurate agreement in the feminine and plural.

2. Methodology

Data for this study originated from the written final exams¹ of fourteen sections of a first semester Spanish course at Western Michigan University. The final exams were given during the regularly scheduled exam week at the end of the semester, which represented week 15 for the learners. Permission was obtained through HSIRB to copy the page of the final exam that contained an exercise on possessive adjectives.

Participants in the course were primarily undergraduate students enrolled to fulfill

¹ A copy of the final exam page used can be found in Appendix 3.

a one-year foreign language requirement for the College of Arts and Sciences. Two hundred and thirty-nine students agreed to participate in the study and completed a final exam. Participants were asked to indicate the number of semesters of Spanish they had taken, including their current Spanish class. The self-reported number of semesters of Spanish ranged from 1² to 26 semesters, with a mean of 2.66 semesters.

The exam included an exercise with five items requiring the written production of Spanish possessive adjectives. Each item involved two sentences. In the second sentence, students had to fill in a possessive adjective based on the subject of the first sentence. The direction lines stated:

“Complete each of the following statements using the appropriate possessive adjective. In each pair of sentences, the subject in the first sentence (shown in italics) is the possessor in the second sentence.”

All of the nouns described by possessive adjectives in the second sentence followed the most prevalent gender-marking rules in the Spanish language (i.e., the suffix *-o* marks the masculine gender and *-a* the feminine gender.) A model was provided at the beginning of the section to illustrate how to answer the items:

Model:

1. *Nosotros* tenemos un hijo. Nuestro hijo es bueno y simpático.
(We have a son. Our son is well-behaved and nice.)³

The first sentence indicates the possessor (i.e., *nosotros*), and additionally, the subject is

² The question regarding the number of semesters of Spanish studied asked participants to include the current course as one semester. Therefore, any students who indicated zero semesters actually had taken one semester of Spanish.

³ Translations for the model and questions provided by the author.

highlighted explicitly for students through the use of italics. In the second sentence, rather than restating the possessor, the student is asked to provide the appropriate possessive adjective—in this case *nuestro* (*our*).

3. Results and Discussion

Each of the five exam items in this study had a different possessor and required the learner to respond with a different possessive adjective. The correct response to the first question was *sus*, the second *mi*, the third *nuestros*, the fourth *vuestra*, and the fifth *tu*. We predicted that there would be confusion with the lexical base, and that this confusion would involve other lexical bases more than it would the possessive adjectives themselves. The sentences and types of responses given for each item appear in Tables 2 through 6 below⁴.

Table 2:

1. *Alejandro* tiene dos hermanos. _____ hermanos son inteligentes.
(Alexander has two siblings. _____ siblings are intelligent.)

Item 1 – correct response (<i>sus</i>)		
Type of response:	n=237	%
correct lexical base ⁵	173	72.9
direct object pronoun or definite article (<i>el, la, lo, los</i>)	43	18.1
subject pronoun (<i>él, ella, ellos</i>)	6	2.5
other possessive (<i>tus, nuestros</i>)	4	1.7

⁴ A summary of the raw data can be found in Appendix 2.

⁵ Only responses related to the lexical base of the adjectives are included here. This means that “correct lexical base” includes an answer that has the correct lexical base but incorrect inflection. For example, if the correct answer is *sus*, then *su* would also be included in this category. (*Sús* included here also.)

Table 3.

2. *Yo* tengo un carro nuevo. _____ carro es negro.
(I have a new car. _____ car is black.)

Item 2 – correct response (<i>mi</i>)		
Type of response:	n=238	%
correct lexical base	181	76.1
direct object pronoun (<i>me</i>)	34	14.3
object of a preposition (<i>mi</i>)	6	2.5
direct object pronoun (<i>lo</i>)	4	1.7
other possessive (<i>su</i>)	3	1.3
subject pronoun (<i>yo</i>)	2	0.8

Table 4.

3. *Nosotros* tenemos muchos primos. _____ primos son simpáticos.
(We have many cousins. _____ cousins are nice.)

Item 3 – correct response (<i>nuestros</i>)		
Type of response:	n=238	%
correct lexical base	218	91.6
direct object pronoun (<i>nos</i>) or definite article (<i>los</i>)	13	5.5
other possessive (<i>sus, mis</i>)	3	2.9
misspelling (<i>nuesetros, nuestros</i>)	2	0.8
subject pronoun (<i>nosotros</i>)	1	0.4

Table 5.

4. *Vosotros* tenéis mucha tarea. _____ tarea va a ser difícil.
(You all have a lot of homework. _____ homework will be difficult.)

Item 4 – correct response (<i>vuestra</i>)		
Type of response:	n=237	%
correct lexical base	206	86.9
direct object pronoun or definite article ⁶ (<i>os, la, las, los</i>)	9	3.8
other possessive (<i>nuestra, su, sus, tus</i>)	7	3.0
<i>vos</i>	6	2.5
subject pronoun ⁷	5	2.1

Table 6.

5. *Tú* tienes una hermana menor, ¿verdad? _____ hermana es joven.
(You have a younger sister, right? _____ sister is young.)

Item 5 – correct response (<i>tu</i>)		
Type of response:	n=234	%
correct lexical base	134	57.3
direct object pronoun or definite article ⁸ (<i>el, la, las, me, te</i>)	54	23
other possessive ⁹ (<i>mi, su, vuestra</i>)	26	10.9
subject pronoun	14	6.0

For each item, a fairly high percentage of responses, ranging from 57.3% in item five (correct base *tu*) to very high 91.6% in item three (correct base *nuestr-*), had correct

⁶ *Té* included.

⁷ Included here are *vosotros* and words likely to be a misspelling of it: *vostros, vosotro, vosotra*, and *vosartros*.

⁸ *Té* included.

⁹ *Sí* included.

lexical bases. Item 4 (correct base *vuestr-*) also had a high rate of 86.9% of responses with the correct lexical base. Items 1 and 2 (correct base *su* and *mi* respectively) had similar rates of lexically correct bases in responses: 72.9% and 76.1% respectively.

The lexical bases *nuestr-* and *vuestr-* seem to have been acquired by more respondents than the other three bases. It is unclear however whether the model provided with the questions has affected the responses to items 3 and 4. *Nuestro* was included in the model and could have caused higher rates of correct lexical bases for item three that elicited *nuestros* and for item 4 that had the similar correct answer *vuestra*.

For every item, the most common mistake was providing a direct object pronoun or definite article. These categories are grouped together because in many cases it is unclear whether a response is a direct object pronoun or a definite article. For example, the word *los* in Spanish can be either a direct object (*them*) or a definite article (*the*). This would seem to indicate that if the correct lexical base has not been acquired, the most likely response is some other lexical item rather than a different possessive adjective. Respondents seem to be able to identify the possessor and choose the correct possessive adjective. Incorrect responses that involved a different possessive adjective were only present at a low rate (at most 3% for items 1 through 4 and 10.9% for item 5).

Table 7 represents a summary of Tables 2-6, with the errors in other lexical items conflated into one category called “wrong lexical item”. Here the preference for other lexical items versus other possessives can be clearly seen. Based on these data, our prediction for research question one has not borne out since respondents seem to confuse the possessive adjective with other lexical items rather than confusing one possessive adjective with another.

Table 7. Summary of types of responses.

	Item									
	1		2		3		4		5	
correct response	<i>su</i>		<i>mi</i>		<i>nuestros</i>		<i>vuestra</i>		<i>tu</i>	
	n=237	%	n=238	%	n=238	%	n=237	%	n=234	%
completely correct	117	49.3	181	76.1	138	58.0	103	43.1	124	53.0
lexically correct	173	72.9	181	76.1	218	91.6	206	86.9	134	57.3
wrong lexical item	49	20.1	46	19.3	14	5.9	20	8.4	68	29.0
wrong possessive	4	1.7	3	1.3	3	1.3	7	3.0	26	10.9
inflectional error	56	23.7	0	0	80	33.6	103	43.1	10	4.3
other error	11	4.6	8	3.4	3	1.3	4	1.7	6	2.6

From Table 7, we also observe that lexical errors seem to occur in the first, second, and third person singular possessive adjectives (*mi*, *tu*, *su*) more often than in the first and second person plural possessives (*nuestr-*, *vuestr-*). Also, lexically *su* and *mi* seem to be acquired before *tu* which has approximately a 10% higher rate of lexical errors than *su* or *mi*.

Summarizing the results for research question one, it can be said that learners acquire the lexical bases fairly well. It can also be said that based on the results of this study, the lexical bases are acquired in the following order: *nuestr-* and *vuestr-* followed by *su* and *mi* with *tu* being acquired last. Additionally, students that have not acquired the possessive adjective base are more likely to respond with some other lexical item rather than the wrong possessive.

In order to address the second research question regarding the acquisition of the inflectional suffixes *-o*, *-a*, and *-s*, we turn now to Table 8, where only the responses given with accurate lexical bases are included (and thus “n” is lower than in the previous tables).

Table 8. Ways in which lexical responses varied inflectionally.

Item 1			Item 2			Item 3		
correct lexical base (<i>su-s</i>)	n=173	%	correct lexical base (<i>mi</i>)	n=181	%	correct lexical base (<i>nuestr-o-s</i>)	n=218	%
correct inflection with <i>-s</i> (<i>su-s</i>)	117	67.6	correct inflection (<i>mi</i>) ¹⁰	181	100	correct inflection (<i>nuestr-o-s</i>)	138	63.3
wrong number (<i>su</i>)	56	32.4				wrong number (<i>nuestr-o</i>)	73	33.5
						wrong gender and number (<i>nuestr-a</i>)	4	1.8
						wrong gender (<i>nuestr-a-s</i>)	3	1.4

Item 4			Item 5		
correct lexical base (<i>vustr-a</i>)	n=206	%	correct lexical base (<i>tu</i>)	n=134	%
correct inflection with <i>-a</i> (<i>vustr-a</i>)	103	50	correct inflection (<i>tu</i>)	124	92.5
wrong gender (<i>vustr-o</i>)	85	41.3	wrong number (<i>tu-s</i>)	10	7.5
wrong gender and number (<i>vustr-o-s</i>)	11	5.3			
wrong number (<i>vustr-a-s</i>)	7	3.4			

In items 1, 2, and 5, the possessive adjectives that may be marked only for number (i.e., the free lexical morphemes) were elicited. In items 2 and 5, the singular,

¹⁰ Out of the responses that were lexically correct, there were no responses that did not agree in number with the noun.

unmarked adjective was the correct answer, and thus there was little error made in number agreement: 0% and 7.5%, respectively. In item 1, where the plural adjective was the correct response, there was a higher rate of error in number agreement: 32.4%. Thus, our earlier prediction holds from the data: a singular possessive form, which requires no overt morphological marker for number, is easier for learners to produce than a plural form, which requires the addition of the overt suffix *-s*.

As regards the bound lexical morphemes tested in items 3 and 4, we first will discuss the morphology for number. For item 3, 64.7% of the respondents correctly inflected for plural (“*nuestr-o-s*” and “*nuestr-a-s*”). In item 4 where no plural suffix was required, 91.3% of responses had the correct inflection (did not include *-s*). In total, 35.3% of responses to item 3 and 91.3% to item 4 were singular. For item 4, 63.3% of responses were correctly inflected. The next most common inflection lacked *-s* and constituted 35.3% of responses. As shown in item 3, when an incorrect response indeed was given, the singular form “*nuestr-o/-a*” was the most common one produced. In item four, singular inflection “*vustr-a*” was much more common than plural inflection “*vustr-o/-a -s*”. These responses indicate that a type of “fall back” strategy based on the singular is being used by the learners.

As regards the marking of gender in items 3 and 4, there is a clear preference and reliance on the masculine marker *-o*, as predicted. In item 3, where the correct response required the masculine marker *-o*, a combined total of 96.8% of the responses included this suffix, whether included in the accurate plural form (63.3%) or in the inaccurate singular form (33.5%). Only 3.2% of the responses given involved the feminine marker *-a*. In item 4, the correct response was the feminine form “*vustr-a*”, produced with the respectable accuracy rate of 50%. However, when an incorrect response indeed was

given, the masculine forms “*vuestro*” (41.3%) and even “*vuestros*” (5.3%) were most common, for a combined rate of 46.6%. The plural version of the accurate “*vuestra*” was the least common, at 3.4%. There is a reliance and fall-back on the masculine suffix *-o* to mark gender in the possessive adjectives examined.

Summarizing the results for research question two, there does seem to be a pattern of acquisition for inflection of gender and number. Based on the data from this study it can be said that learners acquire singular inflection before plural and masculine before feminine, thus holding true to our hypothesis. Additionally, learners seem to employ a “fall back” strategy where if they inflect incorrectly they are most likely to inflect for masculine and singular regardless of the gender or number of the entity possessed in the sentence.

4. Conclusion

Two research questions have been examined in this study: 1) Do learners acquire the lexical bases of possessive adjectives? Is there confusion among the lexical bases of the possessive adjectives used?, and 2) Are there patterns of acquisition as regards agreement with the three inflectional suffixes *-o*, *-a*, and *-s*?

Beginning learners seem to produce the lexical bases fairly well with an overall accuracy rate of approximately 56%. When there is confusion about the lexical base, learners most often produce some other lexical item. Definite articles and direct object pronouns were the most common incorrect responses. It is unclear why these forms were produced. In some cases one is very similar to a possessive adjective as with “*mi*” and “*me*” but in other cases they are not very similar as with “*nuestro*” and “*nos*”. Because of the model provided in the testing instrument used in this study, a future study should

test these adjectives without first providing an example of the lexical base.

Definite articles may have been used in place of a possessive adjective because their use often produces a grammatically correct sentence. For example in item 1, *Alejandro tiene dos hermanos. Los hermanos son inteligentes*, using “*Los*” in the second sentence is grammatically correct but incorrect because the directions require a possessive adjective that agrees with the subject of the first sentence.

In regards to the second research question, there does seem to be a pattern of acquisition of the inflectional morphemes. Masculine (-o) and singular (zero morpheme) seem to appear in the learner interlanguage more often than the feminine (-a) and plural (-s). Learners also “fall back” on the singular and masculine inflection as their most common mistake if an error is made with inflection.

5. Implications and Application of the Findings for Classroom Instruction

Because of the confusion among the grammatical morphemes learned in first-semester Spanish, providing students with practice in distinguishing among the forms may improve lexical acquisition of the possessive adjectives. In most cases in beginning Spanish, grammar items are learned sequentially and in isolation from each other. For example, in a chapter the student learns about direct object pronouns and completes activities where the responses involve only direct object pronouns. At the beginning of such activities the student can have in mind what the pronouns are and produce them correctly. In the next chapter the possessive adjectives are then introduced. At this point the direct object pronouns are not used and only the possessives are in activities. Again, the student can have in mind just the possessives and produce them correctly.

Activities that require the learner to identify from the context of a sentence or

situation which grammatical item to use would help the learner distinguish among the concepts. This would require the learner to have all of the grammatical morphemes prepared to be used and help with ways to identify and remember which to use in what situations.

Input and output activities that provide input and elicit output of multiple grammatical morphemes at once are included in Appendix 1. The input activity helps the student see correct usage of and identify definite articles, possessive adjectives, and direct object pronouns. The meanings of these words are also elicited. Two output activities require students to produce one of the three categories of words first in distinct phrases and later in connected sentences. This pattern of providing input before requiring output and beginning with shorter separate sentences before moving to connected writing should help students acquire these grammar items and reduce confusion among them.

As for the issues with agreement, the errors seen with the possessive adjectives are likely only a subset of the general agreement errors in gender and number committed by beginning learners of Spanish. While some things like initially introducing the first and second person plural possessives in their feminine and plural forms (*nuestras* and *vuestras* instead of *nuestro* and *vuestro*) may have some affect on inflection, providing additional practice and input/output type activities for noun-adjective agreement are most likely to help alleviate agreement problems. These issues are not specific to the possessive adjectives. Such problems with noun-adjective agreement are to be expected for beginning learners of Spanish and will improve as experience with the language is gained.

Appendix 1

Input Activity

In the following sentences, circle and identify all of the direct object pronouns, possessive adjectives, and definite articles. Then, write the meaning of those words in English.

1. La madre es alta pero su madre es baja.
2. –¿Dónde están nuestras camisas? –Las tengo.
3. El amigo de Marco está aquí. Él es su amigo.
4. Me gusta mi ropa. La ropa es nueva.
5. Mario tiene tu lápiz. Lo tiene en su mochila.

Output Activity

Fill in each blank with a possessive adjective, direct object pronoun, or definite article.

1. No es _____ camiseta, es la camiseta de Raúl.
2. ¿Quién tiene el libro? _____ tiene Paula.
3. _____ señora Fernández está en la cocina.
4. La casa donde vivimos es _____ casa.
5. Ramón, _____ ves cada día en el pasillo.

Output Activity - Modified Cloze Passage

Fill in the blanks with the correct word from the parenthesis.

El gato travieso – The Mischievous Cat

Jorge es un amigo de 1. _____ (mi/lo/el) colegio. 2. _____ (El/Lo/Mi) amigo tiene un gato travieso que se llama Fufino. Él es blanco y tiene ojos negros.

3. _____ (La/Su) madre de Jorge no 4. _____ (su/lo) quiere (el gato). Fufino siempre maúlla (meows) en su habitación cuando ella quiere dormirse. También, Fufino come la comida de la familia de la cocina. El gato no 5. _____ (su/la) come cuando la familia está en la cocina. Fufino es muy travieso.

item 1 responses			item 2 response			item 3 responses			item 4 responses			item 5 responses		
response	n	%	response	n	%	response	n	%	response	n	%	response	n	%
Alejandros	1	0.42%	El	1	0.42%	Los	1	0.42%	la	1	0.42%	El	2	0.84%
Alejuendo	1	0.42%	es el	1	0.42%	mis	1	0.42%	Las	1	0.42%	eres	1	0.42%
El	13	5.44%	lo	4	1.67%	no response	1	0.42%	los	1	0.42%	es	1	0.42%
Él	1	0.42%	M:	1	0.42%	Nos	12	5.02%	no response	2	0.84%	la	7	2.93%
Ella	1	0.42%	Me	34	14.23%	Nosotremos	1	0.42%	Nuestra	2	0.84%	Las	1	0.42%
ello	2	0.84%	Mi	180	75.31%	nosotros	1	0.42%	os	6	2.51%	me	1	0.42%
ellos	4	1.67%	Mí	9	3.77%	nuesetros	1	0.42%	Su	2	0.84%	Mi	3	1.26%
es el	1	0.42%	no response	1	0.42%	Nuestos	1	0.42%	Sus	2	0.84%	no response	5	2.09%
la	1	0.42%	Soy	2	0.84%	Nuestra	4	1.67%	Tus	1	0.42%	soy	1	0.42%
le	2	0.84%	Su	3	1.26%	Nuestras	3	1.26%	vaíes	1	0.42%	Su	21	8.79%
lo	14	5.86%	Voy	1	0.42%	nuestro	73	30.54%	vestra	1	0.42%	sú	1	0.42%
Ló	1	0.42%	Yo	2	0.84%	Nuestros	138	57.74%	Vi	1	0.42%	Te	39	16.32%
Los	14	5.86%	Total	239	100.00%	Sus	2	0.84%	Vos	6	2.51%	Té	4	1.67%
no response	2	0.84%				Total	239	100.00%	vosartros	1	0.42%	Ti	2	0.84%
Nuestros	1	0.42%							voséis	1	0.42%	tu	124	51.88%
Son	1	0.42%							vosotra	1	0.42%	Tú	14	5.86%
Su	56	23.43%							Vosotros	1	0.42%	Tus	8	3.35%
Sus	116	48.54%							vosotros	1	0.42%	Tús	2	0.84%
sús	1	0.42%							Vostros	1	0.42%	Vuestra	1	0.42%
ti	1	0.42%							Vuestra	103	43.10%	yo	1	0.42%
tienes	1	0.42%							Vuestras	7	2.93%	Total	239	100.00%
tú	1	0.42%							Vuestro	85	35.56%			
Tus	3	1.26%							vuestros	11	4.60%			
Total	239	100.00%							Total	239	100.00%			

Appendix 3

C. Los adjetivos posesivos. Complete each of the following statements using the appropriate possessive adjective. In each pair of sentences, the subject in the first sentence (*shown in italics*) is the possessor in the second sentence. (1 pt. for correct choice of possessive adjective; 1 pt. for correct agreement= 2 pts. each; 10 pts. total)

MODELO: *Nosotros* tenemos un hijo. Nuestro hijo es bueno y simpático.

1. *Alejandro* tiene dos hermanos. Sus hermanos son inteligentes.
2. *Yo* tengo un carro nuevo. Mi carro es negro.
3. *Nosotros* tenemos muchos primos. Nuestros primos son simpáticos.
4. *Vosotros* tenéis mucha tarea. Vuestra tarea va a ser difícil.
5. *Tú* tienes una hermana menor, ¿verdad? Tu hermana es joven.

D. Escoger y conjugar. For each item, choose the most appropriate verb of the two given, according to the context of the sentence. Then, conjugate the chosen verb in the SIMPLE PRESENT tense and write your response in the blank. Do not forget to make each verb agree with its subject. (1 pt. for correct verb choice; 1 pt. for correct conjugation= 2 pts. each; 50 pts. total)

I. Regular '-ar', '-er', '-ir' verbs

MODELO: Raquel habla (hablar / asistir) bien el español.

1. Yo trabajo (abrir / trabajar) en la cafetería los martes por la tarde.
2. Nosotros vivimos (vender / vivir) en un apartamento cerca de WMU.
3. Tú y Marcela practicáis / practican (practicar / vender) fútbol en el estadio.
4. Pedro bebe (creer / beber) mucha Coca-Cola.
5. Mis tías preparan (bailar / preparar) una pizza deliciosa.

II. Stem-changing verbs

MODELO: Yo puedo (poder / almorzar) hablar bien el español.

1. La mochila roja cuesta (empezar / costar) cuarenta dólares.
2. Mis amigos viene (perder / venir) a la fiesta esta noche.