

RUTGERS UNIVERSITY

An experimental investigation of the epistemic effect of the Spanish indefinite *algún*

AN INTERDISCIPLINARY HONORS THESIS

SUBMITTED TO THE HONORS DEPARTMENT IN PARTIAL FULFILLMENT OF THE
HONORS REQUIREMENTS

for the degree

BACHELOR OF ARTS

Field of Cognitive Science, Spanish

By

Hannah M. Baker

NEW BRUNSWICK, NEW JERSEY

April 2013

ABSTRACT

An experimental investigation of the epistemic effect of the Spanish indefinite *algún*

Hannah M. Baker

Cross-linguistically, speakers recruit features of their language to convey world knowledge. For example, the Spanish indefinite determiner *algún* signals that the speaker does not possess further information about the doctor's identity.

María se casó con algún médico.

María married some doctor or other.

Alonso-Ovalle & Menéndez-Benito (2009, 2011) argue that *algún* has an anti-singleton constraint requiring that its domain contain more than one member, the precise identity of which is unknown. Other indefinites (singular *un* and the plural *algunos*) have no such requirement. Because this epistemic 'ignorance' effect is claimed to derive from a pragmatic conversational implicature, young language learners may not exhibit mastery of its meaning. However, children may fare better with a freestanding determiner than they have with bound evidential morphemes also indicating speaker knowledge (cf. Papafragou *et al*, 2007).

I experimentally investigated children's and adults' comprehension of *algún*.

Task 1: Participants (12 Spanish-English bilingual preschoolers, M=5;4, 20 adults) saw two characters whose guessed the identity of a hidden object. One character always peeked, and therefore had direct knowledge. Each character reported their guess, one using *un*, the other

algún. Participants indicated who didn't peek. While adults chose successfully based on the indefinite determiner, children were at chance.

Task 2: 34 adults read brief contexts and selected *algún* or *un* to complete a following target sentence. Results suggest variability stemming from contextual information and language expertise.

Thus, adults are largely aware of *algún*'s epistemic effect, but the pragmatic component of this indefinite make its meaning difficult to acquire.

Acknowledgements

I am grateful to have had the opportunity to attend Rutgers University, where I was able to generate and develop my interest in language research. The Rutgers Center for Cognitive Science has provided me with the resources necessary to complete my study. I am especially thankful for my advisor, Dr. Kristen Syrett, who has guided me over the years. She has been an incredible influence in both my academic and professional life. Her intelligence and dedication has made this all possible.

I would like to thank the native Spanish speakers who have helped me tremendously, especially my second advisor, Dr. Liliana Sánchez. She has provided valuable insight, as well as revisions and critiques of my study. Other thanks to Henry Columna, Catherine Ramirez, José Antonio Rabelo Mañas, Tania Soto Romero, Silvia Perez-Cortes, and Anthony Aria-Amaya, all friends who worked diligently to edit my writing. I also thank Professor David Folques-Giménez from the University of Valencia, for his support during my semester abroad in Valencia, Spain.

I appreciate the time that the members of the Laboratory for Developmental Language Studies have dedicated towards my project the past two years. Special thanks to Nicholas Angelides, Anthony Arias-Amaya, Stephanie Buco, Christina Germak, Shannon Gravatt, Ariana Kalkstein, Maxwell Kramer, Siobhan McLaughlin, Anne Lingwall, Silvia Perez-Cortes, Georgia Simon, and Kristen Starcher.

Lastly, I would like to thank the children and adults who so enthusiastically participated in my studies. Thanks to the Puerto Rican Action Board Early Childhood Center at Raritan Gardens and Drift Street, and the parents of the students there, who have generously allowed me to conduct research with their children.

Table of Contents:

| | |
|--|----|
| Section 1: Introduction..... | 6 |
| Section 2: Theoretical Background..... | 10 |
| Section 3: Acquisition Background..... | 16 |
| Section 4: Experiment 1..... | 22 |
| Section 5: Experiment 2..... | 27 |
| Section 6: Conclusion/Discussion..... | 41 |
| Appendix 1..... | 46 |
| Appendix 2..... | 52 |

1: Introduction

Speakers use language to convey their knowledge about the world. They can indicate what they know or believe to be true about the source of information, the identity of an object, or their level of certainty with different linguistic expressions (Chafe & Nichols, 1991). The way in which this information is encoded depends on the speakers' language. In English, speakers use phrases such as *I see that...* and *I heard that...* to express direct and indirect sources of information, respectively. For example, a speaker can obtain information about the weather through seeing or experiencing it (*I see that it's raining*), or through someone else telling him (*I heard that it's raining*). By contrast, Korean speaker indicate source of information through the use of the bound morphemes *-e* and *-tay*, which are added to the main verb of a sentence:

- 1) Toli-ka mantwu-lul mek-ess-e.

Toli-Nom dumpling-Acc eat-Past-Decl

Toli ate dumplings.

- 2) Toli-ka mantwu-lul mek-ess-tay.

Toli-Nom dumpling-Acc eat-Past-Decl

(I heard that) Toli ate dumplings.

(Papafragou et al., 2007, p. 262)

The previous examples have all demonstrated speaker knowledge with respect to the source of information (direct or indirect). However, there exist other topics within the realm of

speaker knowledge. The amount of information a speaker possesses is also considered to be a part of speaker knowledge, because speakers of certain languages can indicate whether they know less or more about a particular topic.

Since information encoding of speaker beliefs and speaker knowledge varies across languages from the type of speaker knowledge expressed to the manner in which it is expressed, children acquiring a language must determine which features of their language perform which functions. In this paper, I focus on the Spanish singular indefinite determiner *algún*, (roughly ‘some X or other’ in English) which has been claimed to convey a lack of speaker knowledge with respect to identity, known as an epistemic effect (Alonso-Ovalle & Menéndez-Benito, 2009). This aspect of its meaning is captured in (3) and (4):

3) María se casó con **algún** médico, #en concreto con el doctor Smith.

María married with ALGÚN doctor namely with the doctor Smith.

María married some doctor or other, namely Doctor Smith.

4) a. María se casó con **algún** médico.

María married with ALGÚN doctor.

María married some doctor or other.

b. #¿Con quién?

with whom?

With whom?

(Alonso-Ovalle & Menéndez-Benito, 2011, p. 212)

In (3), the speaker first indicates a lack of knowledge of the doctor's identity by using *algún*, and then provides identifying information (his name). This renders the utterance infelicitous. In (4), after the speaker delivers his utterance, the listener requests more information. The listener's request is infelicitous given the speaker's use of *algún*.

Interestingly, the epistemic effect appears to be unique of *algún* – it is not generated by other Spanish indefinites, such as the singular indefinite *un* and even *algún*'s plural form, *algunos*. In (5), *un*, ('a' in English) is felicitous in a situation where the speaker has conveyed identifying information about the person of concern.

5) María se casó con un estudiante del departamento de lingüística, en concreto con Pedro.

María SE married with UN student of the department of linguistics, namely with Pedro.

Maria married a linguistics student, namely Pedro.

(Alonso-Ovalle & Menéndes-Benito, 2009, p. 2)

The plural *algunos* ('some' in English) is also felicitous in similar situations where the speaker conveys such information. In (6), the speaker follows the use of *algunos* with the names of particular individuals. This yields an acceptable utterance, despite that its singular counterpart, does not do the same.

6) Juan vive con algunos estudiantes en el departamento, en concreto Pedro y María.

Juan lives with some students in the department, namely Pedro and María

Juan lives with some students from the department, namely Pedro and María.

(Alonso-Ovalle & Menéndes-Benito, 2009, p. 24)

From this, it can be seen that acquiring *algún* requires more than just acquiring the properties of an indefinite determiner (i.e., its position in the syntax, number marking, etc.). While such acquisition is enough for *un* and *algunos*, previous examples demonstrated that the learner must also understand that an additional level of speaker knowledge is conveyed with the use of *algún*. Two main questions arise: Are Spanish speakers able to differentiate between *algún* and *un* according to the theoretical explanations of *algún*'s epistemic effect? If so, at what age is the meaning of *algún* acquired, since its acquisition requires more than that of other determiners? To my knowledge, no systematic study has been done to answer these questions. My study aims to fill this gap in the research literature by providing lacking empirical data on *algún*'s epistemic effect and its acquisition in order to add to the understanding of the not only the word itself, but also to the broader concept of speaker knowledge.

The structure of this paper is as follows: In Section 2, I present the theoretical background on the semantics and pragmatics of *algún* in comparison to other Spanish determiners. In Section 3, I present relevant acquisition research on children's comprehension of these Spanish determiners as well as on other topics of speaker knowledge. In sections 4 and 5, I present experiments 1 and 2, respectively. In section 6, I conclude with a discussion of my findings and the implications they bear on *algún* and on speaker knowledge in general.

2: Theoretical Background

Alonso-Ovalle and Menéndez-Benito (2009) argue that *algún*'s domain must include more than one member so that multiple alternatives are available. This is known as an antisingleton constraint – the domain cannot be reduced to a singular item. Consider (7):

7) María se casó con **algún** médico.

María married with ALGÚN doctor.

María married some doctor or other.

(Alonso-Ovalle & Menéndez-Benito, 2011, p. 212)

In this scenario Maria could have married any doctor, so the domain of *algún* includes all doctors as possible options. However the listener knows from real world knowledge that Maria could have married only one person. Because of the application of this pragmatic knowledge, *algún* is strictly singular – its domain must be reduced to a singleton set. This singularity and the antisingleton constraint pose a contradiction: there must be alternatives, and one among them is selected, but the speaker is unaware of which. Thus, the epistemic effect is generated.

Alonso-Ovalle and Menéndez-Benito (2009) argue that the epistemic effect is a conversational implicature. Their claim is supported by the following examples, where the determiner passes the common tests for implicatures: In (8), the implicature is cancelled with the use of *de hecho* ('in fact' in English), but the utterance remains felicitous. In (9), the determiner is in the scope of the downward-entailing operator *duda que* ('doubts that'), and the implicature is cancelled. In (10), the speaker reinforces uses the phrase *pero no sé con quién* ('but I don't

know who) to reinforce his lack of knowledge. Such an utterance would be redundant with an entailment or presupposition. Sentence (10) remains felicitous.

- 8) María se casó con **algún** estudiante de lingüística. De hecho, sé exactamente con quién.
 María se married with ALGÚN student of linguistics. In fact, I know exactly with whom.
María married some Linguistics student. In fact, I know exactly who.

- 9) Pedro duda que Juan salga con **alguna** chica del departamento de lingüística.
 Pedro doubts that Juan dates with ALGUNA girl from the department of linguistics.
Pedro doubts that Juan is dating any girl in the Linguistics department.

- 10) María sale con **algún** estudiante del departamento de lingüística, pero no sé con quién.
 María goes out with ALGÚN student of the department of linguistics, but now I know with whom.
María is dating some Linguistics student, but I don't know who.

(Alonso-Ovalle & Menéndez-Benito, 2009, p. 12-13)

However, there is another implicature associated with *algún* other than the conversational implicature. This implicature arises from its position on a scale of quantity, similarly to 'a' in English. This can be seen in (11). The utterance remains felicitous whether there is only one or more than one fly in the soup because the implicature relates to quantity, not identity. However, this study does not investigate this aspect of *algún*, and therefore will not touch upon it further.

11) Hay alguna mosca en la sopa.

There is ALGUNA fly in the soup.

There is a fly in the soup.

(Alonso-Ovalle & Menéndez-Benito, 2009, p. 21)

As briefly mentioned before, *algún*'s epistemic effect is what differentiates it from the Spanish indefinite determiner, *un* ('a'). As a singular, *un*'s domain must be reduced to a single item. However, because *un*'s domain does not have an antisingleton constraint as *algún*'s domain does, so it is allowed to do so. Therefore, the use of *un* signals that the speaker may have enough information in order to reduce the domain. Thus *un* does not generate the epistemic effect.

Also mentioned previously was the epistemic effect does not occur with the plural form of *algún*. *Algunos*' plurality does not require its set to be reduced to a singular. So, while the plural determiner does possess an antisingleton constraint as its singular counterpart does, there is no singular property to conflict with it.

However, *algunos* is not free from its own implicature. It carries a scalar implicature of a 'some but not all' reading. This characteristic is illustrated in (12). Sentence (12) is only felicitous where a number less than the total number of cats involved in the scenario was found in the house, such as 3 out of 4 cats were found there. The use of the plural form of *un* – *unos* ('some') in this sentences does not convey such information. *Unos*, without a scalar implicature, simply indicates that any number of cats were found in the house. It is possible that there could be more cats elsewhere, but such information is not necessary for a felicitous reading.

12) Encontré **algunos** gatos en la casa.

found-I some cats in the house.

I found some cats in the house.

(Vargas-Tokuda, Gutiérrez-Rexach & Grinstead, 2008, p.517)

To further illustrate *algunos*' scalar implicature, it is embedded in a downward-entailing environment in (13). In this context, the 'some but not all' reading disappears. The speaker will receive a coin if any number of cats were found in the house, regardless of whether it was the entire amount of cats or only a portion.

13) Si hay **algunos** gatos en la casa, me das una moneda.

if there-are some cats in the house me give-you a coin.

If there are some cats in the house, you give me a coin.

(Vargas-Tokuda, Gutiérrez-Rexach & Grinstead, 2008, p. 518)

Returning to *algún*, I compare the word with another determiner whose domain contains multiple alternatives: the free choice *cualquier* ('any'). However, *cualquier* differs in a significant way: its domain must include any and all possible alternatives with no restriction, as seen in (14).

14) Puedes coger **cualquier** carta de esta baraja.

You can take any card from this deck.

You can take any card from this deck.

(Menéndez-Benito, 2010, p. 34)

In (14), the speaker's use of *cualquier* indicates that the domain includes all possible members – in this case, that means all cards in the deck. Most importantly, the domain cannot be restricted. The utterance is only when all cards are available for choosing. Any restriction (i.e. all cards but the Aces) renders the use of *cualquier* not only infelicitous, but simply incorrect.

Algún, however, does allow restrictions. Consider the scenario described in Alonso-Ovalle and Menéndez-Benito's (2009) work. Juan and his friends are playing hide and seek in a country home, hiding inside and outside the house. During Juan's turn to hide, the seeker has narrowed down his possible hiding spots to ones inside the home.

15) Juan tiene que estar en **alguna** habitación de la casa.

Juan has to be in ALGUNA room of the house.

Juan has to be in a room of the house.

(Alonso-Ovalle & Menéndez-Benito, 2009, p. 15)

The use of *algún* (*alguna*) conveys that the seeker does not know in which room Juan is hiding, but all rooms are possible. So far, this use patterns as *cualquier*'s does. However the key difference between *algún* and *cualquier* arises when the seeker narrows down Juan's hiding spots (i.e. to rooms other than the bathroom or kitchen). In this scenario the use of *algún* in (15) is still felicitous. The free choice item *cualquier* is not. Thus *algún* is weaker than the free choice item, *cualquier*: it can include all possible members of a set in its domain, but does not require it. There must simply be a more than one alternative.

To summarize, *algún*'s epistemic effect is generated by the conflict of its antisingleton constraint, which requires more than one member in the domain, and real world knowledge that

says its domain must be reduced to a singleton set. The effect, categorized as a conversational implicature, is not generated by the indefinite determiner *un*, because *un*'s domain lacks an antisingleton constraint and therefore can be reduced. *Algunos* does not produce the effect either, because it poses no contradiction with singular attributes. As compared with the free choice item *cualquier*, *algún* is weaker because its antisingleton constraint does not require all possible alternatives in the domain, but only more than one.

3: Acquisition Background

I turn to acquisition studies done on Spanish determiners and source of speaker knowledge, known as evidentiality. Work done on determiners is important since *algún* is in fact a determiner, and therefore shares similar properties of other determiners. Exploring work on evidentiality is equally as important because the topic relates to the epistemic effect of *algún*. Evidentiality indicates speaker knowledge with regard to how the speaker obtained his information. Although the epistemic effect of *algún* conveys a lack of knowledge and not its source, both linguistic concepts fall within the field of speaker knowledge.

I begin with determiners, specifically with Munn, Miller, and Schmitt's (2006) experimental work on definite determiners in Spanish (*el/la, los/las*; 'the' in English). With previous knowledge that children misuse the definite determiner, they experimentally tested such misuse in order to provide an account for it. Previous theories attribute the misuse to children's lack of the maximality presupposition of the definite – that is, they have not yet acquired the uniqueness factor associated with the use of definites, and therefore have a different lexical entry than adults do for the same determiner. Others argue that children simply have difficulty setting implicit domain restrictions. Munn et al. tested 15 English speaking child (mean age of 4;1) and 44 English speaking adults from Michigan State University, and 20 Spanish speaking children from Mexico City (mean age 4;3). Experimenters set up a scene of three animals in a line next to barn, and directed the participants to hand them a particular animal. English participants were told either 'Give me the frog next to the barn.' for the plural condition, or 'Give me the frogs next to the barn.' for the singular. Similarly, Spanish participants were told *Dame la gata dormida a lado de la granja* ('Give me the sleeping cat next to the barn') in the plural condition,

or *Dame las gatas dormidas al lado de la granja* ('Give me the sleeping cats next to the barn') in the singular. Results showed that the children patterned like adults in terms of maximality: when given instructions with a request for a plural amount children responded correctly 94.9% of the time, and adults did so 100% of the time. These adult-like responses for the plural context rules out children's lack of the concept of maximality. However the age groups differed with requests for the singular. Children responded with the correct animal 67.3% of the time, with adults responding correctly 98.2% of the time. Adults chose the animal in the line that was closest to the barn, while children chose the animal that was the farthest (or the first animal in the line). This suggests that differences in implicit domain restriction in children accounts for their misuse of the definite determiner.

With respect to evidentiality, a series of acquisition studies have sought to determine when children in a range of languages, including Turkish, Korean, and Quechua, produce and comprehend the morphemes that serve as evidential markers in their languages.

Aksu-Koc, Ögel-Balaban, and Alp (2009) reviewed previous studies on children's acquisition of four Turkish evidential morphemes: *-DI* (direct source of knowledge), *-mIs* (indirect through inference), *-(I)mIs* (indirect through language), and *-DIr* (deduction from previous knowledge). Production of *-DI* and *-mIs* emerge as early as age 1;6, while *-(I)mIs* and *-Dir* emerge at age 3;0. Aksu-Koc's 1988 study (as cited in Aksu-Koc et al., 2009) found that children from 3 to 3 and a half years of age displayed correct production of *-DI* 90% of the time, with similar production rates for *-mIs* occurred around 4 years of age. Correct use of *-(I)mIs* developed at 4 and a half years of age, while correct use of *-Dir* did not occur until over 4 and half years of age. Previous comprehension studies reviewed by Aksu-Koc et al. (2009) also showed that children of 4 to 4 and a half years of age displayed strong accuracy in matching *-DI*

utterances with speakers who directly perceived an event (at 70-80%). Ögel's (2007) study showed that *-DI* was used at all ages across 3 to 6 years, while both *-mIs* and *-(I)mIs* production increased significantly across age. Aksu-Koc et al. (2009) concluded that children first acquire evidential that encode and process information from a direct source, and then ones for indirect ones.

Ozturk and Papafragou (2008) further examined Turkish morphemes, focusing on *-DI* and *-mIs* (direct and indirect source of information, respectively) in experimental tasks. They tested 3 groups of ten children (mean ages of 3;6, 4;8, and 6;6) in elicitation and comprehension tasks. In the elicitation task, children had to recount an event that was seen, heard, or inferred, depending on the experimental condition. Children of all age groups produced the two morphemes, but only the groups that performed significantly from chance were the 4 year olds (for heard events only) and the 6 year old (for all events). Despite not being significant from chance, Ozturk and Papafragou (2008) found that correct usage significantly increased with age. Their comprehension task tested whether children could attribute usage of the direct and indirect morphemes to characters who possessed direct or indirect evidence of an event. There were two within-subject conditions: a seen vs. inferred event and a seen vs. heard event. In the seen vs. inferred events, an animal watched an event occur. Afterwards, a different animal appeared on the scene, and inferred the occurrence of the event. For the seen vs. heard items, the second animal who appeared was told about the event. Both animals were presented with the test sentence, which included either *-DI* or *-mIs*. The experimenter asked which animal uttered the statement. Only the oldest age group (the 6 year olds) significantly differed from chance, though with limited success.

In another comprehension task by Ozturk and Papafragou (2007) two animals discussed contents of a box. In their conversation, one animal used *-DI*, indicating that he had direct evidence for his claim, while the other used *-mIs*, indicating that he had indirect evidence. The participant chose which animal was more credible (which could be “trusted”). Although Ozturk and Papafragou (2008) expected participants to choose the animal who used *-DI*, no age group was significant from chance. The results seen from this task, in combination with results from their other tasks show that children are able to correctly produce the evidential morphemes when reporting events, but have difficulty differentiating between them in comprehension tasks.

Papafragou, Li, Choi & Han (2007) investigated what Korean speaking children know about the evidential markers in their language. They tested the morphemes *-e* and *-tay* (direct and an indirect source of information, respectively) in production and comprehension tasks. In their production task, 3 groups of Korean speaking children from South Korea (mean ages 3;6, 4;7, and 5;3). To elicit *-e*, Papafragou et al. had children tell a Elmo puppet of their previous day’s activity. The puppet repeated what the children said, but purposely changed a verb and adding the indirect evidential marker *-tay*. The participant was expected to correct the usage of *-tay* to the direct marker *-e* when he corrected the misused verb. Results showed that children of all age groups produced *-e* when correcting the verb. To elicit *-tay*, two puppets told the child of their day’s activity, correctly using the *-e* morpheme. The child then reported the events to the experimenter, with the expectation that he would use the indirect *-tay*. Results showed a positive correlation with age for the production of *-tay*.

Papafragou et al.’s (2007) comprehension task consisted of a truth value judgment task, that tested 2 groups of Korean speaking children from South Korea (mean ages 3;4 and 4;5) as well as two 4 year old Korean speaking children from America. Ten adults were also tested.

Participants watched a character who either performed an event (*seen* events) or was told about an event (*heard* events). A puppet then delivered the test sentence, which contained either *-e* or *-tay*. For the *seen* events, adults accepted the direct evidential marker *-e* 100% of the time, and the indirect evidential *-tay* only 15% of the time. For the same seen events, children did not perform significantly from chance. For the *heard* events, adults accepted *-tay* 100% of the time, and *-e* 70% of the time (the high *-e* acceptance may have been due to other properties of the morpheme, such as the function of a declarative marker, and not its function as the evidential morpheme). Children, however, accepted both morphemes for *heard* events. These results suggest findings similar to those in Ozturk and Papafragou's (2007) study: children can accurately produce the evidential morphemes in their language, they have difficulty in comprehension tasks

The last language with evidential markers that I cover is Quechua, which contains the morphemes: *-mi* (direct source), *-cha* (inference), and *-si* (report or hearsay) in the present tense, and *-sqa*, (indirect), and *-ra*, (direct) in the past tense. Courtney (2008) analyzed mother-child conversations to determine the emergence of these morphemes. The conversations were of 15 children (mean age of 3;7). Courtney (2008) found that the production of the morphemes *-mi*, *-cha*, and *-si* occur at different stages. The morphemes *-mi* and *-cha* emerge in older two year olds, while *-si* emerges in 4 year olds. Late into their fourth year, children use the three morphemes similarly to adults. To determine the emergence of *-sqa* and *-ra*, Courtney (2008) conducted an experimental task with 4 year olds. She asked them to retell a narration she had told them. Every child, with the the exception of one 3 year old, produced *-ra*. However, *-sqa*, emerged between ages 4 and 5.

It has been seen through the previous studies that evidential morphemes are difficult to acquire, though accurate production can occur at a young age. Also, direct evidential markers appear to be easier to acquire than indirect ones, for their use precedes the others'. Because evidential are part of speaker knowledge, other speaker knowledge concepts, such as the epistemic effect of *algún*, may have similar acquisition. *Algún* may also be difficult to acquire and therefore have similar asymmetries in its acquisition, since children are reported to have difficulty in adopting speaker perspective well into their preschool years (Munn, et al., 2006).

However, there is a key difference between evidential markers and *algún*: the evidentials are bound morphemes, while *algún* is its own lexical item – a determiner presumably heading the determiner phrase. Therefore, it is expected that there will be differences in the acquisition of this word as compared with evidentials. Its position as a determiner may results in even more acquisition difficulties, since previous work has already addressed issues children have with the acquisition of the correct use of determiners (Munn, et al., 2006).

4: Experiment 1

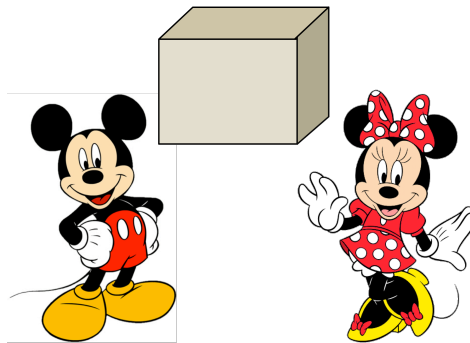
Participants

Participants were 12 English-Spanish bilingual children (ages 4;6 to 5;11, mean age 5;2) who were attending bilingual preschools in New Brunswick, New Jersey and 22 Spanish speaking adults (6 undergraduates from the University of Valencia in Valencia, Spain, and 16 anonymous participants recruited online). Of the 16 online participants, 8 were self-reported as native Spanish speakers, and 8 reported themselves as non-natives. Of the 8 non-natives, 2 had lived in a Spanish speaking country, and 7 had studied Spanish for at least 4 years (years of study among non-natives range from 4 to 27 years).

Procedure

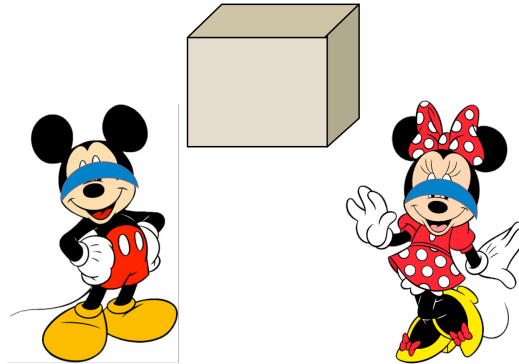
In this experiment, coined the “Who doesn’t know?” Task, the experimenter introduced the characters Mickey and Minnie Mouse. She explained that Mickey and Minnie were playing a game in which they were trying to guess what the experimenter had hidden in a box. See Figure 1.

Figure 1: Introduction to Characters



Neither Mickey nor Minnie were allowed to look when the experimenter placed an object into the box. Both characters put on blindfolds and left the scene. See Figure 2.

Figure 2: Character blindfolding



The experimenter explained that every time she plays this game, one of the characters breaks the rules and peeks inside the box. The same character does not peek every time, but at least one always does.

A screen was put up to divide the participant from the scene and the experimenter then puts something in the box (i.e. a toy, princess, etc). For control items, the participant was shown the object before it was placed in the box. For test items, the participant was not shown the object. While the screen was up the experimenter told the participant that one of the characters peeked inside the box. The screen was then lifted, and both characters reported what he or she thought was in the box. For example, in reference to a princess, one character guessed:

Es **una** princesa.

Es UNA princess.

It's a princess.

The other guessed:

Es **alguna** princesa.

Es ALGUNA princess.

It's some princess or other.

After hearing both Mickey and Minnie's guess, the participant was asked:

¿Quién no sabe lo que hay en la caja?

Who NO knows what there-is in the box?

Who doesn't know what is in the box?

The participant chose who they believed did not know what was in the box (whoever did not peek).

Adults were given an online version of the task. Participants read a narration that explained the rules and described the event for each item. Each item was accompanied with images similar to what child participants saw.

Stimuli

The stimuli consisted of 3 practice items, 7 control items, and 6 test items. For control items, the participant was allowed to see what was being placed in the box. The experimenter confirmed the object's label by saying its name when its picture was shown (*¡Es una naranja!*, 'It's an orange!'). When Mickey and Minnie returned, one character's guess correctly identified

the object (*naranja*, ‘orange’) while the other devliered an incorrect label for the object from the same taxonomic category (*manzana*, ‘apple’). Adults who completed the task online saw an image of an orange accompanied by a written label for the object.

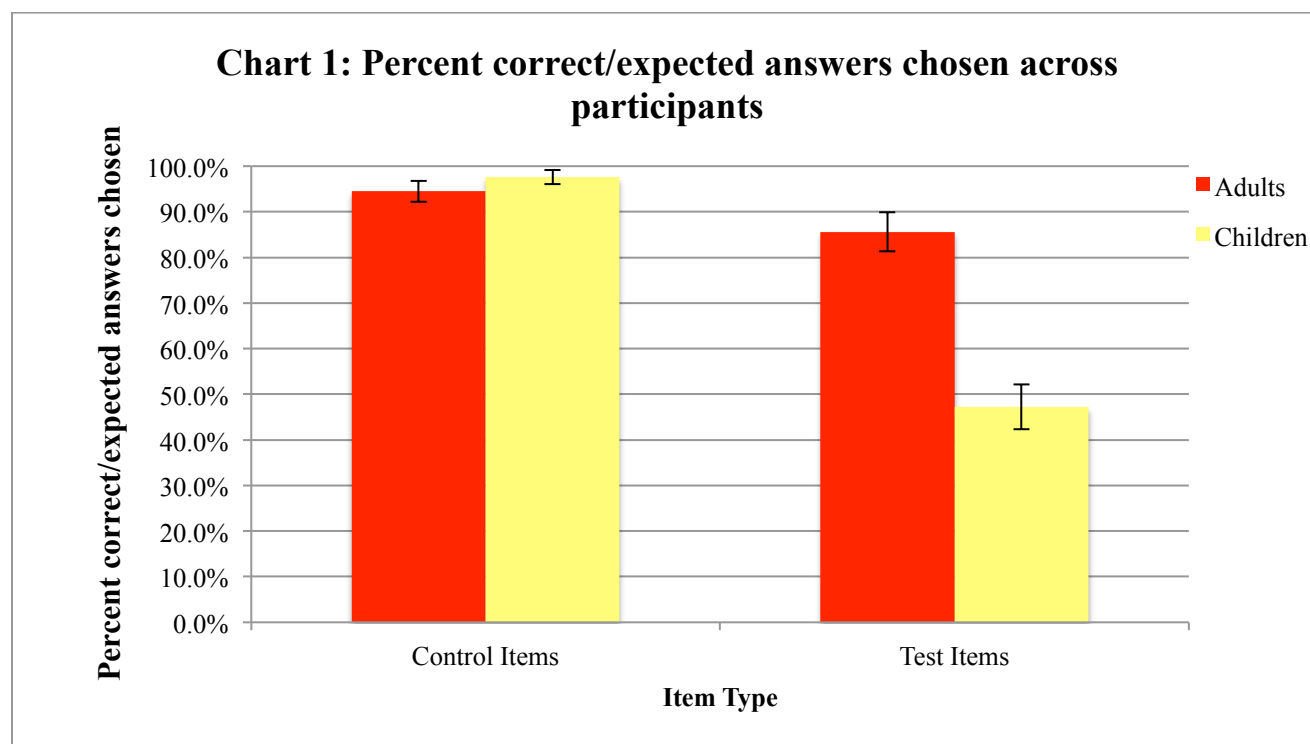
For the test items, participants were not shown what the experimenter placed in the box. Instead, the dividing screen separated the participant from the box, and the experimenter only told the participant that something was placed in the box. Adults who completed the online version viewed an image of a question mark and were not given any label. When the characters returned, their guesses varied only by the use of the determiners *algún* and *un*.

The tests items included objects with a specific identity, or corresponding proper name, corresponding to the object (the princess Jasmine, the dog Clifford, the girl Dora the Explorer) and objects with no proper name, but with clear labels (a fruit called a pinapple, a toy called a teddy bear toy, and an animal called an elephant). When a character used *algún* in his or her guess (*alguna princesa* or *alguna fruta*) they were meant to convey that he or she did not have any further information about object’s identity, whether it be its proper name or its label. When a character used *un*, he or she may have more information, since there is no epistemic effect associated with that determiner. It was predicted that participants would choose the character who used *algún* his or her guess to answer to the question, ‘Who doesn’t know what’s in the box?’. This was predicted because *algún* signifies that the speaker did not have any further information, and therefore cannot know what was in the box. See appendix 1 for a full list of items for this experiment.

The trials were pseudo-randomized and counterbalanced. Mickey and Minnie varied in their position on screen and in the accuracy of responses, to account for a side and character bias.

Results

Both children and adults performed extremely well on control items, with 97.62% correct for children, and 94.49% correct for adults (both significant from chance). For test items, adults chose the character who uttered *algún* as the one who did not know what was in the box (which was the expected answer) 86.34% of the time. Children chose the same character only 47.22% of the time. While the children's responses were not significant from chance, children's and adults' responses were significantly different from each other. Within adults, there was no effect of speaker type: native and non-native speakers did not perform significantly different from each other. See Chart 1.



Section 5: Experiment 2

Participants

Participants were 34 adult Spanish speakers who were recruited online anonymously. Of the 34 participants, 16 self reported themselves to be native Spanish speakers, and 18 reported themselves as non-natives. Of the non-natives, 7 had lived in a Spanish speaking country, 5 had received education from a bilingual or immersion-based language program, and 15 had studied Spanish for at least 3 years (years studied among non-natives ranged from 3 to 27 years).

Procedure

The participant read a context of 2-4 sentences, followed by the target sentence. The target sentence lacked a key word, such as a verb, determiner, or preposition. The participant was asked to select the best word to complete the sentence among 2 options. (See Ionin (2010) for a similar procedure.)

Stimuli

There were 3 practice items, 6 test items, 6 control items, and 20 filler items. The 3 practice items consisted of 2 gender agreement items and 1 number agreement item. A sample practice item is provided below, with the correct response underlined. (Note: the English translation was not provided during the experiment.)

- 16) Hoy oyó Juan una canción muy rara en la radio. Nunca había oído a esa cantante antes.

Today heard Juan a song very strange on the radio never had-he heard A that singer before.

Today Juan heard a very strange song on the radio. He had never heard that singer before.

Oyó Juan una _____ canción.

Juan heard a _____ song.

A. nuevo

new-masculine

B. nueva

new-feminine

The target sentences for all test items lacked a determiner, which could be filled with either *un* or *algún*. The 6 test items consisted of three items that three elicited *un* and three that elicited *algún*. For each item, the context was minimally modified to elicit one determiner or the other determiner. A version of a test item with its context modified to elicit *un* (and not *algún*) is provided below. The expected response is underlined. Identifying information about a particular person is provided, which, according to Alonso-Ovalle and Menéndez-Benito (2009), would render the use of *algún* infelicitous.

- 17) Mientras que Carolina estaba en el aeropuerto, apareció una multitud de gente rodeando a alguien. Cuando se separó la gente, Carolina se dio cuenta que la persona era Gerard Pique, el deportista famoso del equipo de Barcelona, y tomó una foto.

While that Carolina was in the airport, appeared a multitude of people surrounding A someone. When SE divided the people, Carolina SE realized that the person was Gerard Pique, the player famous of-the team of Barcelona, and took a picture.

While Carolina was in the airport, a crowd of people suddenly appeared surrounding someone. When the crowd parted, Carolina realized that Gerard Pique, the famous soccer player from Barcelona's team was there, and she took a picture.

Carolina tomó una foto de _____ famoso.

Carolina took a picture of _____ celebrity.

A. un

B. algún

Another version of the same context was modified to elicit *algún*. No identifying information was provided, and one of many alternatives could satisfy the claim. The modified test item is generated below, with the expected response underlined. Notice that the two contexts differ only in the identity of the person at the airport. The bracket portion shows this minimal difference between the two versions. The person of concern could be any celebrity from the set of all celebrities. Because of this, the use of *algún* is felicitous.

- 18) Mientras que Carolina estaba en el aeropuerto, apareció una multitud de gente rodeando a alguien. Cuando se separó la gente, Carolina se dio cuenta que la persona era [alguien que parecía famoso], y tomó una foto.

While that Carolina was in the airport, appeared a multitude of people surrounding A someone. When SE separated the people, Carolina SE realized that the person was someone who appeared famous, and took a picture.

While Carolina was in the airport, a crowd of people suddenly appeared surrounding someone. When the crowd parted, Carolina realized that someone who appeared to be famous was there, and she took a picture.

Carolina tomó una foto de _____ famoso.

Carolina took a picture of _____ celebrity.

A. un

B. algún

Each participant saw only one version of each item, either the one that elicited *un*, or the one that elicited *algún*.

It is important to note that *un* is felicitous in any situation where *algún* is. Thus, what matters is that participants did not choose *algún* in *un*-eliciting contexts, such as (17).

The six control items had a similar construction to the test items, but the target sentences lacked the plural determiner *unos* or *algunos*. Scenarios in these items either favored a ‘some but not all’ reading to elicit *algunos*, or disfavored it in order to elicit *unos*. Participants were given 3 items to elicit each determiner. The following item was designed to elicit *unos*:

19) Isabel es maestra. Les da un dulce de una bolsa a los estudiantes que hagan la tarea.

Hoy, no quedó ningún dulce en la bolsa. Les había dado todos a sus estudiantes.

Isabel is teacher. To gives-she a candy from a from to the student who do the homework. Today, no left no candy in the bag. To had-she given all to her students.

Isabel is a teacher. She gives candy from a bag to the students who complete their homework. Today, there isn't a single piece of candy left in the bag. She gave all of them to her students.

Isabel les dio un dulce a _____ estudiantes.

Isabel gave a piece of candy to _____ students.

A. unos

B. algunos

In (19) all of the students received candy, therefore the context does not support a 'some but not all' reading. The following item is the version of the same item modified to elicit *algunos*:

20) Isabel es maestra. Les da un dulce de una bolsa a los estudiantes que hagan la tarea.

Hoy, la mitad de la clase hizo la tarea.

Isabel is teacher. To gives-she a candy from a bag to the students who complete the homework. Today, the half of the class did the homework.

Isabel is a teacher. She gives candy from a bag to the students who complete their homework. Today, half of the class completed the homework.

Isabel les dio un dulce a _____ estudiantes.

Isabel gave a piece of candy to _____ students.

The context in (20) specifies that only half the class met the requirements to receive a candy, not all of them. Thus this supports a ‘some but not all’ reading. Again, it is important to note that *unos* is felicitous in all situations where *algunos* is felicitous, but because *algunos* carries the scalar implicature, it should be heavily disfavored in the contexts that do not support such a reading.

Because the test items were based on felicity rather than grammaticality the filler items were modeled in the same way. The 20 items are divided into 4 categories, with 5 items for each: preposition agreement (*por* vs. *para*), verb selection (*ser* vs. *estar*), determiner agreement (*el* vs. *la*), and free choice items (*cualquier* vs. *un*). While the determiner agreement filler items are based on grammaticality, the other ones are not. The target sentences for the other items contain produce one acceptable sentence and one extremely awkward, though still grammatically correct, sentence, depending on the chosen response. An example of each type of filler item is provided below. As before, the expected/correct response in each is underlined.

Preposition agreement:

- 21) Catarina quería ir de picnic en el parque. Puso un sandwich y una naranja en una canasta y salió de su casa.

Catarina wanted to-go of picnic in the park. Put-she a sándwich and an orange in a basket and went-out of the house.

Catarina wanted to have a picnic in the park. She packed a sandwich and an orange in a basket and left her house.

Catarina salió _____ el parque.

Catarina left _____ the park.

A. por

through

B. para

for

Verb Selection:

- 22) Paula está en el equipo de natación de su universidad. Practica seis días cada semana por todo el año académico.

Paula is on the team of swimming of her university. Practice-she six days each week for all the year academic.

Paula is on her University's swim team. She practices six days a week the entire academic year.

Paula _____ una nadadora.

Paula _____ a swimmer.

A. es

B. está

is (i.e. permanent quality)

is (i.e. as in temporary emotion)

Article Agreement:

- 23) En el zoológico, Mario visitó las exposiciones de sus animales favoritos. Vio los elefantes, las cebras, y el osito panda recién nacido.

In the zoo, Mario visited the exhibits of his animals favorite. Saw-he the elephants, the zebras, and the bear-cub panda recently born.

At the zoo, Mario visited the exhibits of his favorite animals. He saw the elephants, zebras, and newborn panda cub.

Vio Mario a _____ animales en el zoológico.

Mario saw _____ animals in the zoo.

A. los

B. las

the-masuline

The-feminine

Free Choice Items:

- 24) Pobre Rosa, le tiene miedo al doctor y siempre llora cuando lo ve. Para tranquilizar a la niña, el doctor le presentó una caja de juguetes. Dijo que Rosa se puede quedar con el que ella quiere más.

Poor Rosa, to-her has fright to-the doctor and always criese when him see-she. To to-calm A the child, the doctor to-her presented a box of toys. Told-he that Rosa SE can keep that she wants most

Poor Rosa, she's afraid of the doctor and always cries when she sees him. To calm the down the child, the doctor showed her with a box of toys. He told Rosa that she could keep the one she wanted the most.

El doctor le permitió a Rosa a elegir _____ juguete.

The doctor permitted Rosa to choose _____ toy.

A. un

a

B. cualquier

any

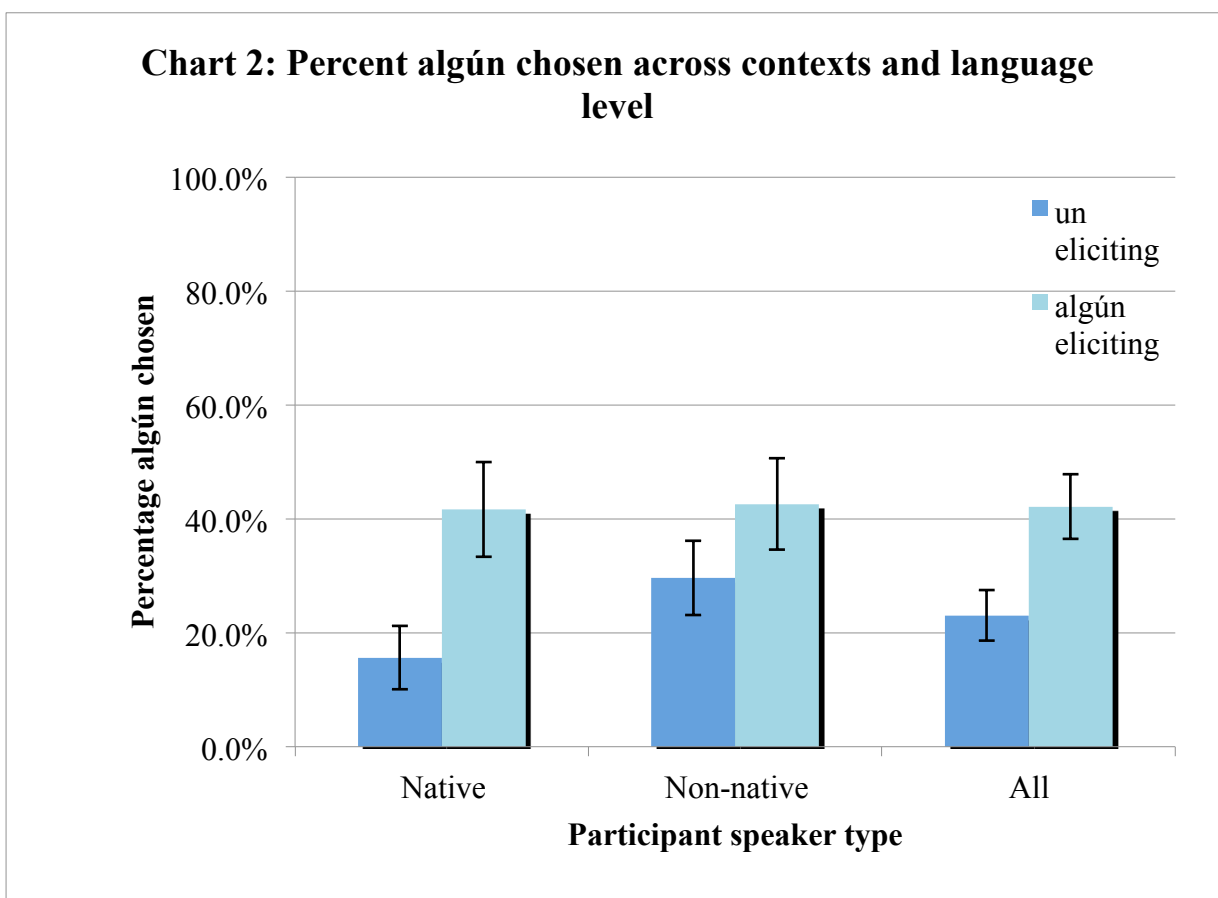
The items were pseudo-randomized and counterbalanced. See Appendix 2 for a full list of items for this experiment.

Results

Participants performed well on filler items with 92.27% correct (significant from chance, with no effect of speaker type (native vs. non-native speakers). For the control items, participants chose *unos* for the *unos*-eliciting contexts 69.76% of the time (significant from chance).

Participants chose *algunos* for the *algunos*-eliciting contexts 52.13% of the time, which was not significant from chance. A 2x2 ANOVA revealed that there was no effect of speaker type (native or non-native), but there was an effect of context type: participants chose *algunos* significantly more often in the *algunos*-eliciting contexts than in the *unos*-eliciting contexts.

Results for the test items varied. For the contexts meant to elicit *un*, participants selected *un* 76.23% of the time and *algún* 23.77% of the time (significant from chance). For the contexts meant to elicit *algún*, participants chose *algún* 43.10% and *un* 56.90% of the time, which was not significant from chance. Chart 2 shows the total percentage that *algún* was chosen, divided by language level (native vs. non-native). Natives chose *algún* 15.63% of the time for *un*-eliciting contexts, and 41.67% of the time for *algún*-eliciting ones. Non-natives chose *algún* 29.63% of the time for *un*-eliciting contexts, and 42.59% for *algún*-eliciting contexts. However, as mentioned before no effect of speaker type.



Due to variability within test items, Table 1 shows the percentage that participants chose *algún* in the modified version of each test item (with their respective standard deviations in parenthesis). The table shows particular items of interest. For items 2 and 5, the percentage that *algún* was chosen for the *un*-eliciting versions of the contexts is considerably high given the percentages for similar contexts. For items 3 and 6, the percentage that *algún* was chosen for the *algún*-eliciting versions of the contexts is considerably low with respect to similar contexts.

Table 1: Percentage *algún* chosen for each test item

| Test Item | Un-eliciting Version | Algún-eliciting Version |
|-----------|----------------------|-------------------------|
| 1 | 30.77% (0.1373) | 50.00% (0.1213) |
| 2 | 42.86% (0.0819) | 57.14% (0.1373) |
| 3 | 7.14% (0.0714) | 30.00% (0.1051) |
| 4 | 6.25% (0.1332) | 50.00 (0.1147) |
| 5 | 33.33% (0.1137) | 50.00% (0.1387) |
| 6 | 10.00% (0.0688) | 21.43% (0.1138) |

After a review of the test items, such low acceptance rates for the items' prospective determiners may have been due to flawed construction, which did not effectively capture the properties of *un* and *algún*. The *un*-eliciting versions of items 2 and 5, (25) and (26), presented a scenario where there were multiple possible alternatives, which possibly suppressed the selection of *un* over *algún*.

- 25) Después de perder la chaqueta durante una fiesta, Cristina pensó ponerse la chaqueta de una de sus amigas.

After losing her jacket during a party, Cristina thought to put on one of her friend's jackets.

Cristina pensó irse con _____ chaqueta.

Cristina thought to leave with _____ jacket.

- 26) La abuela de Emanuel es una cocinera muy buena. Emanuel sabe que ella tiene una receta secreta en su libro de recetas de cocina y desea que la use para la cena de esta noche.

Emanuel's grandmother is a very good cook. Emanuel knows that she has a secret recipe from a book of recipes and he hopes that she uses it tonight for dinner.

Emanuel quiere que su abuela cocine _____ comida.

Emanuel wants his grandmother to cook _____ meal.

The *algún*-eliciting versions of the contexts of items 3 and 6, (27) and (28), may have failed to elicit *algún* due to restrictions placed on their domains. In both contexts, the definite determiner was used, with (28) also including a relative clause. Such factors indicate a uniqueness, which can restrict the domain to a singular.

- 27) Sara es una niña con una gran imaginación. Tiene miedo cuando se acuesta porque piensa que su armario actúa como una puerta para que entren los monstruos de su imaginación.

Sara is a child with a big imagination. She's scared when she goes to bed because she thinks that her closet is like a door that the monsters of her imagination can enter.

Sara teme que _____ monstruo venga de su armario.

Sara fears that _____ monster will come from her closet.

- 28) Dora compró una bolsa semillas de verduras variadas para sembrar en su jardín. Como a Dora le gustan mucho las sorpresas, decidió que la semilla que plantaría sería la primera que saliera de la bolsa.

Dora bought a variety of vegetables seeds to plant in her garden. Because Dora likes surprises, she decided she would plant the first seed that came out of the bag.

Dora sembró _____ variedad de verdura.

Dora planted _____ type of vegetable.

The percentages for the test items were recalculated with four the problematic test items counted for opposite contexts: the *un*-eliciting versions of items 2 and 5 were counted as *algún*-eliciting, and the *algún*-eliciting versions of items 3 and 6 were counted as *un*-eliciting. The new results of the percentage of *algún* chosen were not significantly different. Therefore, the seemingly different percentages that *algún* was chosen for the versions of the above test items did not significantly affect the results.

6: Conclusions and Discussion

This study aimed to determine whether Spanish speakers were able to differentiate between *algún* and *un* according to *algún*'s epistemic effect, which indicates a lack of speaker knowledge with respect to object identity. It also sought to uncover aspects of its acquisition. Both children and adult Spanish speakers were tested in Experiment 1 – a forced choice task that juxtaposed *algún* and another Spanish singular indefinite, *un*. Adults were also tested with Experiment 2, another forced choice task which included contexts of varying amounts of identifying information. Results suggest that adults are aware of the epistemic effect, as seen in their high performance in Experiment 1. However, the usage of the determiner is subtle and can vary with pragmatic information, as seen in their varied performance in Experiment 2.

In Experiment 1, adults performed significantly better than children when choosing the character who uttered *algún* as the character who knew less identifying information. Children not only performed worse, but were at chance, suggesting that they have difficulty acquiring *algún* and understanding its epistemic effect. Their poor performance is consistent with the evidential acquisition studies where children who correctly produced evidential morphemes (thus indicating a level of speaker knowledge through source of information) did not perform well on comprehension tasks of the same morpheme. However, as mentioned before, *algún* differs from evidential markers because it stands as its own lexical item, specifically as an indefinite determiner, and not as a bound morpheme. Previous studies have shown that children have difficulty with determiners – such a difficulty could also influence the acquisition of *algún* (Munn, Miller, & Schmitt, 2006).

Since this study did not include a production task, a CHILDES search of Spanish corpora was done to determine how children use *algún* in conversation. The search yielded a very low number of utterances of *algún*: there were a total of 10 instances where the determiner was used, with a child uttering it only 3 of those times. The total instances were categorized according to their use of *algún*: to create the epistemic effect in order to indicate a lack of speaker knowledge, or to indicate an implicature of quantity. Of the 7 instances an adults used *algún* when speaking to a child, only 1 instance was meant to generate the epistemic effect: *¿a algún sitio?* ('to some place or other?'). The other 6 cases indicated a scalar implicature. Of the 3 instances where a child uttered *algún*, none of those times were meant to generate the epistemic effect. This may suggest that the difficulty of the acquisition of the epistemic effect of *algún* arises not only because of its pragmatic component and determiner qualities, but also because of its lack of presence in child and child-directed speech.

It is important to note that the child population used in Experiment 1 was bilingual, not monolingual. While a monolingual population was preferred, the bilingual Spanish-English population was most available and accessible given the area in which the study was done. This particular population has been noted to have Spanish proficiency issues. Although all children did speak Spanish (as the entire study and conversations were conducted in Spanish), such issues may have had an effect on the results. It would be interesting to see if monolingual children, or perhaps bilingual children with a higher level of Spanish proficiency, performed differently in Experiment 1.

Experiment 2 probed adults' knowledge of *algún*'s epistemic effect with contextual information to elicit the determiner over another, *un*. Here, results varied, but there was an effect for context type, showing that adults were more likely to choose *algún* over *un* in the *algún*-

eliciting contexts. Such contexts were modified so that they did not provide identifying information, and allowed for a possible option among many to satisfy the claim. However, in any case where *algún* was felicitous, the indefinite determiner *un* was also felicitous, making it difficult to create a context that elicited *algún* significantly more than *un*. Also, comments provided by participants and collaborators demonstrate that there exists huge variability in *algún*'s usage, due to the many Spanish dialects. It was difficult to pinpoint which information would better elicit one determiner over the other, as judgments varied not only between Spanish speakers of different areas, but even between Spanish speakers of the same region.

The present results bear implications not only on the acquisition of the epistemic effect of *algún*, but on speaker knowledge in general. Just as the acquisition of evidential morpheme occurs in a specific progression (production before comprehension, direct sources before indirect ones), the acquisition of the epistemic effect may also occur in a similar fashion. Initial acquisition of *algún* may include syntactic and semantic knowledge – concepts which would allow a participant to succeed in tasks similar to Experiment 1 of this study. After this, acquisition progresses to include pragmatic information, which would allow for high performance in more complex tasks, such as Experiment 2. Such a progression would illustrate a clear connection between the acquisition of evidential markers and the epistemic effect, which could indicate a connection on a higher level of the acquisition of concepts that denote speaker knowledge.

Future research could include further investigations into the common connection of speaker knowledge. Specifically focusing on *algún*, a production task would help shed light on how children use the determiner, and how this usage might change in adults. On the broader lever of speaker knowledge, future studies could attempt to determine the exact age of

acquisition of the epistemic effect, both with monolingual and bilingual speakers, in order to compare this age with other ages of acquisition found with evidentiality and other concepts. Studies could also attempt to refine the possible progression of the acquisition of the epistemic effect by creating experiments that highlight different aspects of it. An age effect, where performance increases with increasing age, would show that acquisition does occur in the suggested pattern.

References

- Aksu-Koc, A., Ogel-Balaban, H. & Alp, I., E. (2009) Evidentials and source knowledge in Turkish. In S.A. Fitneva & T. Matsui (Eds.), *Evidentiality: A window into language and cognitive development, New Directions for Child and Adolescent Development*, 125, 13-28.
- Alonso-Ovalle, L., & Menéndez-Benito, P. (2009). Modal Indefinites. *Natural Language Semantics*, 1-27.
- Alonso-Ovalle, L., & Menéndez-Benito, P. (2011). Domain Restrictions, Modal Implicatures and Plurality: Spanish Algunos. *Journal of Semantics*, 28, 211-240. doi:10.1093/jos/ffq016.
- Chafe, W., & Nichols, J. (1991). Evidentiality: The Linguistic Coding of Epistemology. *Language*, 67(1), 133-141.
- Courtney, E. H. (2008). Child production of Quecha evidential morphemes in conversations and story retellings. *Journal of Child Language*. Retrieved from <http://works.bepress.com/ellenhcourtney/11>.
- Ionin, T. (2010). The scope of indefinites: an experimental investigation. *Natural language semantics*, 18(3), 295-350.
- Menéndez-Benito, P. (2010). On universal Free Choice items. *Natural Language Semantics*, 18, 33-64. doi:10.1007/s11050-009-9050-x.
- Munn, A., Miller, K., & Schmitt, C. (2006). Maximality and plurality in children's interpretation of definites. In *BUCLD 30: Proceedings of the 30th annual Boston University Conference on Child Language Development* (pp. 377-387).
- Ozturk, O., & Papafragou, A. (2007). Children's Acquisition of Evidentiality. *BUCLD 31 Proceedings Supplement*.
- Papafragou, A., Li, P., Choi, Y., & Han, C.-H. (2007). Evidentiality in language and cognition. *Cognition*, 103, 253-299. doi:10.1016/j.cognition.2006.04.001
- Vargas-Tokuda, M., Gutiérrez-Rexach, J., & Grinstead, J. (2008). Children's Comprehension of the Spanish Existential Determiners *unos* and *algunos*. In H. Chan, H. Jacob, and E. Kapia (Eds.), *BUCLD Proceedings*(pp. 516-524). Somerville, MA: Cascadilla Press.

Appendix 1: Item list for Experiment 1

Correct/Expected answers are in bold underneath each item.

Practice Items:

1. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es una naranja! Ponemos la naranja en la caja. No digas a Mickey ni Minnie que es una naranja. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es una naranja.' ¿Y Minnie? 'Es una manzana.' ¿Quién no sabe lo que hay en la caja?

Look, Mickey and Minnie are putting on blindfolds so they can't see. What's this? It's an orange! Let's put the orange in the box. Don't tell Mickey or Minnie that it's an orange. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's an orange.' And Minnie? 'It's an apple.' Who doesn't know what's in the box?

Minnie

2. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es un artista! Ponemos el artista en la caja. No digas a Mickey ni Minnie que es un artista. Vuelvan Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es un bombero.' ¿Y Minnie? 'Es un artista.' ¿Quién no sabe lo que hay en la caja?

Look, Mickey and Minnie are putting on blindfolds so they can't see. What's this? It's an artist! Let's put the artist in the box. Don't tell Mickey or Minnie that it's an artist. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a firefighter.' And Minnie? 'It's an artist.' Who doesn't know?

Mickey

3. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es un conejo! Ponemos el conejo en la caja. No digas a Mickey ni Minnie que es un conejo. Vuelvan Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es un pato.' ¿Y Minnie? 'Es un conejo.' ¿Quién no sabe lo que hay en la caja?

Look, Mickey and Minnie are putting on blindfolds so they can't see. What's this? It's a rabbit! Let's put the rabbit in the box. Don't tell Mickey or Minnie that it's a rabbit. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a duck.' And Minnie? 'It's a rabbit.' Who doesn't know?

Mickey

Control items:

4. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es una bufanda! Ponemos la bufanda en la caja. No digas a Mickey ni Minnie que es una bufanda. Vuelvan Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es una bufanda.' ¿Y Minnie? 'Es una falda.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on blindfolds so they can't see. What's this? It's a scarf! Let's put the scarf in the box. Don't tell Mickey or Minnie that it's a scarf. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a scarf.' And Minnie? 'It's a skirt.' Who doesn't know?

Minnie

5. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es una pelota de fútbol! Ponemos la pelota de fútbol en la caja. No digas a Mickey ni Minnie que es una pelota de fútbol. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es una pelota de fútbol.' ¿Y Minnie? 'Es una muñeca.' ¿Quién no sabe lo que hay en la caja?

Look, Mickey and Minnie are putting on blindfolds so they can't see. What's this? It's a soccer ball! Let's put the soccer in the box. Don't tell Mickey or Minnie that it's a soccer ball. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a soccer ball.' And Minnie? 'It's a doll.' Who doesn't know?

Minnie

6. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es un zapato! Ponemos el zapato en la caja. No digas a Mickey ni Minnie que es un zapato. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es una gorra.' ¿Y Minnie? 'Es un zapato.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on the blindfolds so they can't see. What's this? It's a shoe! Let's put the shoe in the box. Don't tell Mickey or Minnie that it's a shoe. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a hat.' And Minnie? 'It's a shoe.' Who doesn't know?

Mickey

7. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es una fresa! No digas a Mickey ni Minnie que es una fresa. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es una zanahoria.' ¿Y Minnie? 'Es una fresa.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on blindfolds so they can't see. What's this? It's a strawberry! Don't tell Mickey or Minnie that it's a strawberry. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a carrot.' And Minnie? 'It's a strawberry.' Who doesn't know?

Mickey

8. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es un coche! Ponemos el coche en la caja. No digas a Mickey ni Minnie que es un coche. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es una bici.' ¿Y Minnie? 'Es un carro.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on blindfolds so they can't see. What's this? It's a car! Let's put the car in the box. Don't tell Mickey or Minnie that it's a car. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a bike.' And Minnie? 'It's a car.' Who doesn't know?

Mickey

9. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es un libro! Ponemos el libro en la caja. No digas a Mickey ni Minnie que es un libro. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Minnie, ¿qué piensas que hay en la caja? 'Es un teléfono.' ¿Y Mickey? 'Es un libro.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on the blindfolds so they can't see. What's this? It's a book! Let's put the book in the box. Don't tell Micky or Minnie that it's a book. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a phone.' And Minnie? 'It's a book.' Who doesn't know?

Mickey

10. Mira, Mickey y Minnie se ponen vendas para no ver. ¿Qué es esto? ¡Es una mariposa! Ponemos la mariposa en la caja. No digas a Mickey ni Minnie que es una mariposa. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es una mariposa.' ¿Y Minnie? 'Es un delfín.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on blindfolds so they can't see. What's this? It's a butterfly! Let's put the butterfly in the box. Don't tell Micky or Minnie that it's a butterfly. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a butterfly.' And Minnie? 'It's a dolphin.' Who doesn't know?

Minnie

Test items:

11. (Dora the Explorer)

Mira, Mickey y Minnie se ponen vendas para no ver. Esta vez, no ves tampoco. Vale, he puesto algo en la caja. Vuelvan Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es alguna chica.' ¿Y Minnie? 'Es una chica.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on blindfolds so they can't see. This time, you don't look either. Ok, I put something in the box. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's some girl or other.' And Minnie? 'It's a girl.' Who doesn't know?

Mickey

12. (Pineapple)

Mira, Mickey y Minnie se ponen vendas para no ver. Esta vez, no ves tampoco. Vale, he puesto algo en la caja. Vuelvan Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es una fruta.' ¿Y Minnie? 'Es alguna fruta.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on blindfolds so they can't see. This time, you don't look either. Ok, I have put something in the box. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a fruit.' And Minnie? 'It's some fruit or other.' Who doesn't know?

Minnie

13. (Elephant)

Mira, Mickey y Minnie se ponen vendas para no ver. Esta vez, no ves tampoco. Vale, he puesto algo en la caja. Vuelvan Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es algún animal.' ¿Y Minnie? 'Es un animal.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on blindfolds para no ver. This time, you don't look either. Ok, I have put something in the box. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's some animal or other.' And Minnie? 'It's an animal. Who doesn't know?

Mickey

14. (Clifford)

Mira, Mickey y Minnie se ponen vendas para no ver. Esta vez, no ves tampoco. Vale, he puesto algo en la caja. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es algún perro.' ¿Y Minnie? 'Es un perro.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on blindfolds so they can't see. This time, you don't look either! Ok, I have put something in the box. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's some dog or other.' And Minnie? 'It's a dog. Who doesn't know?

Mickey

15. (Jasmine)

Mira, Mickey y Minnie se ponen vendas para no ver. Esta vez, no ves tampoco. Vale, he puesto algo en la caja. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es una princesa.' ¿Y Minnie? 'Es alguna princesa.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on the blindfolds so they can't see. This time, you can't see either. Ok, I have put something in the box Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's a princess.' And Minnie? 'It's some princess or other. Who doesn't know?

Minnie

16. Mira, Mickey y Minnie se ponen vendas para no ver. Esta vez, no ves tampoco. Vale, he puesto algo en la caja. Vuelven Mickey y Minnie, y van a quitarles las vendas. ¡Ay, uno de los dos echó un vistazo dentro de la caja! Pues, Mickey, ¿qué piensas que hay en la caja? 'Es algún juguete.' ¿Y Minnie? 'Es un juguete.' ¿Quién no sabe?

Look, Mickey and Minnie are putting on blindfolds so they can't see. This time, you don't look either. Ok, I have put something in the box. Don't tell Mickey or Minnie that it's a bird. Mickey and Minnie are coming back, and they're going to take off their blindfolds. Oh no, one of them peeked inside the box! Well, Mickey, what do you think is in the box? 'It's some toy or other.' And Minnie? 'It's a toy.' Who doesn't know?

Mickey

Appendix 2: Item list for Experiment 2

Practice Items:

The correct/expected answers are underlined.

1. Hoy oyó Juan una canción muy rara en la radio. Nunca había oído a esa cantante antes.
Today Juan heard a very strange song on the radio. He had never heard that singer before.

Oyó Juan una _____ canción.
Juan heard a _____ song.

A. Nuevo

New-masculine

B. nueva

new-feminine

2. Pilar llevó sus libros favoritos al parque para leer. ¡Terminó todos!
Pilar brought her favorite books to the park to read. She finished all of them!

Pilar leyó _____ libros.
Pilar read _____ books.

A. los

the-masculine

B. las

the-feminine

3. Un día que hacía mucho calor, Elias hizo limonada para sus amigos. A ellos le encantaron la bebida porque estaba muy fresca y dulce.
One very hot day, Elias made lemonade for his friends. They loved the drink because it was very fresh and sweet.

Los amigos bebieron _____ limonada.
The friends drank _____ lemonade.

A. la

the-singular

B. las

the-plural

Filler items:

Free choice items:

4. Después del día de las brujas, la mamá de Alberto dijo que él tenía que compartir su bolsa de dulces con su hermano menor. Alberto dijo que su hermano puede comer solamente un dulce, pero no le importó cual.

After Halloween, Alberto's mom said that he had to share his candy bag with his little brother. Alberto said that his brother could eat only one piece of candy, but he didn't care which one.

Su hermano podía comer _____ dulce.
His brother could eat _____ piece of candy.

A. un
a

B. cualquier
any

5. Pobre Rosa, le tiene miedo al doctor y siempre llora cuando lo ve. Para tranquilizar a la niña, el doctor le presentó una caja de juguetes. Dijo que Rosa se puede quedar con el que ella quiere más.

Poor Rosa, she's afraid of the doctor and always cries when she sees him. To calm the down the child, the doctor showed her with a box of toys. He told Rosa that she could keep the one she wanted the most.

El doctor le permitió a Rosa a elegir _____ juguete.
The doctor permitted Rosa to choose _____ toy.

A. un
a

B. cualquier
any

6. Daniela y su esposo querían cenar a un restaurante para su aniversario. Daniela es flexible, y dijo que su esposo podía elegir el lugar, porque no le importa a ella.
Daniela and her husband wanted to go out for dinner for their anniversary. Daniela is flexible, and told her husband that he could choose the place, because it didn't matter to her.

Daniela comería a _____ restuarante.
Daniela would eat at _____ restaurant.

A. un
a

B. cualquier
any

7. Como premio por ganar un concurso, Nicolás tenía la opción de seleccionar una cosa de una bolsa sin mirar. Con esperanzas de recibir una pelota de béisbol, cerró los ojos, puso la mano en la bolsa, y cogió algo.

As a prize for winning a contest, Nicolas had the option of choosing one thing from a bag without looking. With hopes of getting a baseball, he closed his eyes, put his hand in the bag and picked something.

Nicolas quería _____ cosa de la bolsa.
Nicolas wanted _____ item from the box.

A. una
a

B. caulquiera
any

8. César fue a un refugio de animales para adoptar un perro. Tenía la opción de elegir entre muchos perros, porque todos necesitaban un hogar. A final, César seleccionó un dalmata muy lindo.

Cesar went to the animal shelter to adopt a dog. He had the option of choosing from a lot of dogs, because all of them needed homes. Finally, Cesar chose a very pretty dalmation.

César adoptó _____ perro.
Cesar adopted _____ dog.

A. un
a

B. culaquier
any

Article Agreement:

9. En el zoológico, Mario visitó las exposiciones de sus animales favoritos. Vio los elefantes, las cebras y el osito panda recién nacido.

At the zoo, Mario visited the exhibits of his favorite animals. He saw the elephants, zebras, and newborn panda cub.

Vio Mario a _____ animales en el zoológico.
Mario saw _____ animals in the zoo.

A. los
the-masuline

B. las
the-femenine

10. Paloma recibió un ramo de rosas para el día de San Valentín. No vino con ninguna nota ni carta— ella tenía un admirador secreto!
Paloma received a bouquet of roses on Valentine's Day. It didn't come with a note or card – she had a secret admirer!

Un admirador secreto envió _____ rosas.
A secret admirer sent _____ roses.

A. los
the-masculine

B. las
the-feminine

11. Una tradición de Marina y su madre es coger y pintar conchas del mar. Cuando Marina se mudó a la universidad, trajo su concha más grande.
Marina and her mother's tradition is to collect and paint seashells. When Marina moved to college, she brought her biggest shell with her.

Trajo Marina _____ concha del mar más grande.
Marina brought _____ biggest seashell.

A. el
the-masculine

B. la
the-feminine

12. Estefaní fue a los montes Apalaches para pintar una pintura de las montañas. Fue durante el otoño porque las hojas de los árboles se habían convertido en colores muy brillantes.
Estefani went to the Appalachian mountains to paint a picture of the mountains. She went during the autumn because the leaves on the trees have turned very bright colors.

Estefani pintó _____ paisaje.
Estefani painted _____ land.

A. el
the-masculine

B. la
the-feminine

13. Estela y su amiga fueron a un café para charlar. Estela pidió una copa de vino, y pidió su amiga una cerveza.
Estela and her friend went to a bar for chat. Estela ordered a glass of wine, and a her friend ordered a beer.

Estela bebió _____ vino.
Estela drank _____ wine.

A. el
the-masculine

B. la
the-feminine

Preposition Agreement:

14. Catarina quería ir de picnic en el parque. Puso un sandwich y una naranja en una canasta y salió de su casa.

Catarina wanted to have a picnic in the park. She packed a sandwich and an orange in a basket and left her house.

Catarina salió _____ el parque.
Catarina left _____ the park.

A. por
through

B. para
for

15. Había una campaña de ropa en la escuela de Lola. Lola sacó ropa de su armario y la puso en una bolsa.

There was a clothing drive at Lola's school. Lola took out all of the clothes she wanted donate from her closet and put them in a bag.

La bolsa contiene ropa _____ donar.
The bag contains clothes _____ donate.

A. por
because of

B. para
to

16. El día de la madre, Jaime cocinó desayuno para su mamá y le dio a ella un regalo especial. Fue un collar precioso.

On Mother's Day, Jaime cooked breakfast for his mom and gave her a special gift. It was a beautiful necklace.

Jaime compró un collar _____ su madre.
Jaime bought a necklace _____ his mother.

A. por
because of

B. para
for

20. Esperanza tejió un suéter de lana para ponérselo en el invierno. Es azul con rayas blancas y amarillas.

Esperanza knitted a wool sweater to wear in the winter. It's blue with white and yellow stripes.

El suéter _____ de lana.
The sweater _____ wool.

- A. es
is (made of)
- B. está
is (in the condition)

21. José vive en un pueblo pequeño en el sur de España, en la región que se llama Andalucía. Los de afuera de Andalucía notan que José habla con un acento muy característico a esa área.

José lives in a small town in the South of Spain, in a region called Andalusia. Those outside of Andalusia note that José speaks with an accent that is very common of that area.

José _____ de Andalucía.
José _____ from Andalusia.

- A. es
is (of origin)
- B. está
is (conditionally)

22. Francisco no durmió anoche. Estudió toda la noche para su examen final de matemáticas. Ahora, después de tomar el examen, Francisco solo quiere ir a su cama.

Francisco didn't sleep last night. He studied the whole night for his math final. Now, after he took the exam, Francisco only wants to go to bed.

Francisco _____ cansado.
Francisco _____ tired.

- A. es
is (permanently)
- B. está
is (temporarily)

23. Laura es una estudiante de la medicina y siempre estudia en la biblioteca. Cuando sus amigos quieren hablar con ella durante la semana de los exámenes finales, saben a dónde ir.

Laura is a medical student. When her friends want to talk to her during finals week, they know where to go.

Laura _____ en la biblioteca.

Laura _____ is part of(A)/is located in(B)

A. es

is (permanently)

B. está

is (temporarily)

Control items:

Modifications of each test item are within the brackets. The *un*-eliciting versions are numbered with 1 and have A (*unos, unas*) as their expected answer. The *algún*-eliciting versions are numbered with 2, and have B (*algunos, algunas*) as their expected answer. Items were presented with only one of the two phrases within the brackets.

1. Al fin de su viaje a Disney World Victoria [1. había conocido las princesas, de Disney incluyendo 2. no había conocido a todas las princesas. Sin embargo ella conoció a] su favorita, ¡Belle!

At the end of her trip to Disney World, Victoria [1. had met the Disney princesses, including 2. had not met all of the princesses. However, she met] her favorite, Belle!

Victoria conoció a _____ princesas.

Victoria met _____ princesses.

A. unas

B. algunas

2. Los martes, Enrique toma café con [1. ____ 2. Dos personas de] su clase de español.
Every Tuesday, Enrique gets coffee with [1. ____, 2. Two people from] his Spanish class.

Enrique toma café con _____ compañeros de clase.

Enrique gets coffee with _____ classmates.

A. unos

B. algunos

3. En su reunión familiar, Alonso se sentó a la mesa dónde se sentaban [1. los primos, 2. los primos de su edad].

At his family reunion, Alonso sat at the table where [1. the cousins, 2. the cousins his age] sat.

Alonso se sentó con _____ primos.

Alonso sat with _____ cousins.

A. unos

B. algunos

4. Para su cumpleaños, Eva invitó a [1. sus amigas Elena y Anita 2. cuatro amigas] a su casa para comer postre.

For her birthday, Eva invited [1. her friends Elena and Anita, 2. four friends] to her house for dessert.

Eva pasó su cumpleaños con _____ amigas.

Eva spent her birthday with _____ friends.

A. unas

B. algunas

5. Pablo tuvo una barbacoa en el verano. Es un cocinero tan bueno que [1. otros vecinos vinieron 2. la mayoría del barrio vino] para comer.

Pablo had a barbecue in the summer. He is such a good cook that [1. other neighbors, 2. the majority] from the neighborhood came to eat.

Pablo cocinó para _____ vecinos.

Pablo cooked for _____ neighbors.

A. unos

B. algunos

6. Isabel es maestra. Les da un dulce de una bolsa a los estudiantes que hagan la tarea. Hoy, [1. no quedó ningún dulce en la bolsa. Les había dado todos a sus estudiantes 2. la mitad de la clase hizo la tarea].

Isabel is a teacher. She gives candy from a bag to the students who complete their homework. Today, [1. there isn't a single piece of candy left in the bag. She gave all of them to her students. 2. half of the class completed it.]

Isabel les dio un dulce a _____ estudiantes.

Isabel gave a piece of candy to _____ students.

A. unos

B. algunos

Test items:

Modifications of each test item are within the brackets. The *un*-eliciting versions are numbered with 1 and have A (*un, una*) as their expected answer. The *algún*-eliciting versions are numbered with 2, and have B (*algún, alguna*) as their expected answer. Test items were presented with only one of the two phrases within the brackets.

1. Ana puso una jarra de galletas en la mesa de la cocina antes de salir para el trabajo. Cuando volvió, [1. había estado su esposo y hijo 2. sus cuatro hijos estuvieron] en la cocina, y las galletas habían desaparecido. [1. Ana sabe que su esposo nunca las comería sin permiso]
Ana put a jar of cookies on the kitchen table before leaving for work. When she returned, [1. her husband and son had been 2. her four sons were] in the kitchen, and the cookies had disappeared. [1. Ana knew that her husband would never eat them without permission].

Ana pensó que _____ niño comió las galletas.
Ana thought that _____ child ate the cookies.

A. un

B. algún

2. Después de perder la chaqueta durante una fiesta, Cristina pensó ponerse [1. la chaqueta de una de sus amigas, 2. cualquiera chaqueta que le quedaba bien].
After losing her jacket during a party, Cristina thought to put on [1. one of her friend's jackets, 2. whatever jacket fit her].

Cristina pensó irse con _____ chaqueta.
Cristina thought to leave with _____ jacket.

A. una

B. alguna

3. Sara es una niña con una gran imaginación. Tiene miedo cuando se acuesta porque piensa que su armario actúa como una puerta para que [1. entre el monstruo 2. entren los monstruos] de su imaginación.
Sara is a child with a big imagination. She's scared when she goes to bed because she thinks that her closet is like a door that [1. the monster 2. the monsters] of her imagination can enter.

Sara teme que _____ monstruo venga de su armario.
Sara fears that _____ monster will come from her closet.

A. un

B. algún

