HOW MANY COWS ARE THERE IN A HERD? A LOOK AT NOTIONAL NUMBER IN SPANISH SUBJECT-VERB AGREEMENT

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The issue of whether or not there is a difference between notional number (number in thought) and grammatical number (number in language) is relevant when studying subject-verb agreement. One way this can be done is by examining the errors that normally occur in speech. By studying deviations in verb agreement, something can be learned about the ways in which speakers create and produce utterances. The purpose of the present work is to evaluate what agreement errors can reveal about head subjects of sentences and about how subject-verb agreement is computed by monolingual Spanish speakers. Do they produce agreement errors when faced with collective nouns, which are grammatically singular but notionally plural? The data indicate that during the agreement process, monolingual Spanish speakers neither compute subject-verb agreement purely notionally nor purely syntactically. A one-way ANOVA points to an interaction between notional and grammatical number.

INTRODUCTION

When producing a linguistic utterance, speakers need to transform some nonlinguistic message into a linguistic code using units such as words. Essentially, the job of syntax is to arrange these words together to form sentences or utterances for any given language. As speakers of English, we know certain facts about the grammatical structure of our language; for example, we know that one of the many functions of syntax is the operation of agreement which helps one keep track of dependencies. In other words, for any given sentence the number of the verb that is produced is dependent on the number of the subject noun. Thus, singular nouns require a singular form of the verb that corresponds to it, and plural nouns require a plural form (e.g., *The boy is here* contrasted with *The boys are here*).

This agreement process applies whether the subject noun and corresponding verb are contiguous or not. For example, if an intervening phrase appears between them, agreement still holds (e.g., *The boy with all the toys is here*). However, it is not impossible to produce the occasional slip such as in the following example:

1. *The cost of the paintings were very high.*

In English, verb agreement seems to be more sensitive to grammatical than to notional information. The difference between grammatical and notional number can be illustrated as follows. First, there are words such as *pants* and *binoculars* that are grammatically plural (e.g., the *pants are* too big) yet notionally singular, that is, designating only one item. On the other hand, there are words such as *flock* and *colony* that are grammatically singular (e.g., the *flock is* out grazing) but notionally plural since they refer to a grouping of many things. The latter type of word is traditionally referred to as a *collective*. Collectives are not limited to having notional numbering, however, and can also have grammatical numbering as can be seen in the formation of the plurals of these collective

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words: *flocks, colonies*. Returning to the original point, English is not sensitive to notional number as notional plurality does not seem to produce errors (Bock, 1995) as in the following example:

2. **The strength of the army are great.*

A central research question in the cognitive psychology of language is whether there is a relationship between general cognitive and specific linguistic mechanisms during language processing. More specifically, the issue of whether there is a difference between notional and grammatical number is significant when looking at subject noun and verb agreement and the errors that normally occur in speech. It is important to determine what the relationship is between thought and language, or for the present work, between number in thought and number in language.

By studying deviations in verb agreement, something can be learned about the way in which speakers create and produce utterances. The purpose of studying these utterances is to evaluate what agreement errors can reveal about subjects of sentences, such as what features are available to the agreement operation. The point in question is how Spanish monolingual speakers compute subject-verb agreement as compared to monolingual English speakers. Essentially, the question of whether or not native Spanish speakers will produce agreement errors when faced with collective nouns, which are grammatically singular but notionally plural, is the main issue that this research project sets out to address. The next section briefly reviews some of the relevant literature with respect to the present work.

LITERATURE REVIEW

One study that looked at subject-verb agreement in English was Bock & Miller (1991). A series of experiments was run which examined the relationship between the semantic and syntactic nature of subjects. This was done using a sentence completion task in which subjects were given preambles made up of a complex subject phrase that consisted of a head noun followed by a modifying prepositional phrase containing a local noun (e.g. *the key to the cabinet*). The preambles were heard by subjects who then immediately repeated them and continued in some way to form a complete sentence.

It was initially noted that agreement errors are most likely to occur when there is a head noun and verb which are separated by another local noun that disagrees with the subject in number (i.e., a noun in a modifying prepositional phrase: *The time for fun and games are over*). The result is that the verb ends up agreeing in number not with the head noun, but with the noun that is closer to it. This phenomenon is known in the literature as *attraction*. Thus, although the syntactic subject of a verb is usually clearly identified, somewhere in the process of computing agreement, things go awry.

One of the problems in speech production is that a speaker has to hold onto information regarding the number of the head noun across a separation and then later retrieve it in order to determine the agreement of the verb. Therefore, the experimenters also varied the length of the material that separated the head and local nouns to see if this caused a greater amount of errors (e.g., *The key to the cabinets* versus *The key to the ornate Victorian cabinets*). The expectation was that if speakers lost track of the number information determined by the head when separated from the verb, then a greater amount of intervening information would make this task more difficult.

Two other conditions were also added to test the contributions of other factors. One was the type of postmodifiers for the head noun; half of them were prepositional and half of them were clausal (e.g., *The label on the bottles* versus *The boy that liked the snakes*). This condition was also a test of memory since clauses are more complex and can cause errors by taxing the memory's limited resources. The other was the type of referentiality denoted by single- or multiple-token preambles. The former is described as an individual token in which the conceptual representation is singular (e.g., *The key to the cabinets*). The latter, on the other hand, is described as a token that is distributed over several items making its conceptual representation plural (e.g., *The label on the bottles*). Figure 1 depicts this conceptual contrast.

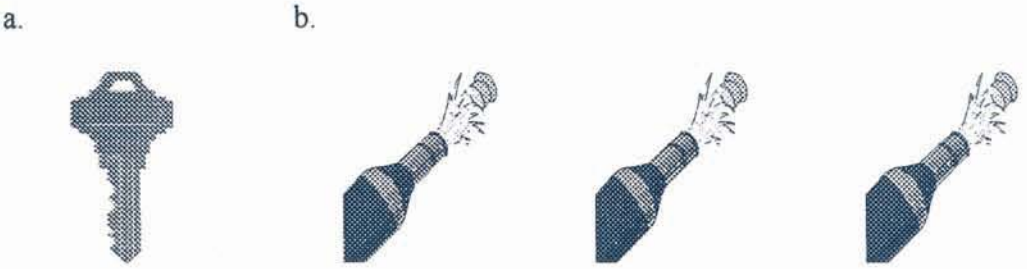


Figure 1. The contrast in conceptual plurality. **a.** *The key to the cabinets* would have a mental representation like this one since the reference is probably one key that can open several cabinets. **b.** The label on the bottles would have a representation like this one since the reference is one label that is the same on each of the bottles. It would be implausible to imagine a single item, for example, one label spread over several bottles.

All of these factors were tested with the sentence completion task in which participants were given preambles that were either long or short, single or multiple token, modified by a prepositional or clausal phrase, and matched or mismatched in terms of number between the head and local noun.

Results indicated that the majority of errors did indeed occur in the mismatch condition; however, it had to be a mismatch in which the head noun was singular and the local noun was plural. This asymmetry was important because it demonstrated that it was not a failure to recognize the subject of the sentence that caused the errors. If this had been the case, then the pattern of errors would have been the same in both of the mismatch conditions, with errors after singular local nouns being just as common as errors after plural local nouns. Furthermore, the length of the preamble only minimally affected the amount of errors produced.[1] In other words, errors were no more likely to occur after long modifiers than they were after short ones.

In subsequent experiments, it was also determined that animacy of local nouns (animacy being a characteristic usually attributed to subjecthood and therefore a possible distracter) did not have a significant effect on subject-verb agreement errors.[2] Moreover, structural relations were demonstrated to be most necessary for the agreement process. This last result rules out an explanation in which plurality and sentence position of preverbal noun phrases are more important in the agreement process.

Further evidence for this argument comes from Vigliocco & Nicol (1998), who specifically tested whether or not hierarchical relations and word order can be separated in sentence production. In other words, do subject-verb agreement errors require linear proximity? Because previous experiments had only considered the local noun in immediate preverbal position, results could not directly answer this question. If these could be shown to

be different processes, then syntactic (or structural) relationships and not linear proximity should affect agreement errors. This was tested in the following manner. The materials were similar to those found in previous experiments, but with the following changes. First, instead of participants hearing the preambles, they were seen on a computer screen. Second, all preambles were preceded by a semantically plausible adjective with which participants were to complete the sentence. Finally, participants were asked to make up questions using subject-auxiliary inversion (e.g., *safe– The helicopter for the flights → Is the helicopter for the flights safe?*). This was done in order to maintain the syntactic relationship between the local noun and head noun while changing the linear relationship between the local noun and verb.

In the end, despite the fact that the local noun was far from the verb, the same basic distribution of errors was found. These results show that syntactic position of a local noun influences agreement errors. In other words, agreement errors arise as a consequence of syntactic proximity and not linear proximity. This also indicates that the hierarchical syntactic frame is generated prior to serial ordering.

Bock & Eberhard (1993) provided the impetus for the present experiment reported below. The authors examined the type of information that determined the number of the verb. One of their hypotheses suggested that if the notional number of the subject (the number in the speaker's intended message) were controlling the number of the verb, then a singular verb could reflect notional singularity and a plural verb could reflect notional multiplicity. In other words, if there was an effect of notional plurality on verb agreement then more errors could be expected after collective local nouns (i.e., those that are notionally plural although grammatically singular) than after non-collectives (i.e., nouns that are both notionally and grammatically singular). An example of this is the contrast between *army* and *soldier*. On the other hand, if notional plurality played no role in determining the number inflection of the verb then more errors should appear, as previously demonstrated, essentially in sentences with plural local nouns when there was a mismatch in number with the head noun.

In order to test the previous hypothesis, the same sentence completion task was used from Bock & Miller (1991). The results from the experiment were the following. Collective and individual local nouns were both just as likely to elicit errors when they were plural and mismatched the head noun in number (36 errors for collectives vs. 28 errors for individual nouns). There was a slight trend found in which plural collective local nouns attracted more errors than plural individual nouns (i.e., fleets vs. ships), but in the analysis it was only marginally significant. For the most part, there was no difference in errors that could be attributed to an effect of notional plurality. This suggests that English speakers treat collective nouns as any other singular noun when computing subject-verb agreement even though they understand them to be a grouping of more than one thing. Conversely, notional number does not seem to play much of a role in the agreement process.

The overall results of the previous studies indicate the following. Subject-verb agreement appears to be a process governed solely by syntactic properties. Semantic properties do not seem to have any role. So, at least in English, the grammatical number of the subject noun it agrees with determines the grammatical number of the verb.

There are, however, languages that do not function in the same way that English does. That is, they do seem to be taking other features into account. Vigliocco, Butterworth, & Semenza (1995) demonstrated that semantic features, at least distributivity (in the semantic number of the subject), play a role in the construction of subject-verb agreement. In this

study, Italian speakers, unlike English speakers, were found to be sensitive to the number of tokens (singular or multiple) that the subject noun refers to. It was proposed that there are certain cross-linguistic differences between the two languages that may permit semantic agreement in Italian but not in English. For example, Italian is a pro-drop language that permits complete phonetic dropping of subjects since this information can be recovered from the rich verbal morphology. Also, Italian does not have a strict Subject-Verb-Object word order. This allows the mobility of subjects from sentence initial position into something like post-verbal position. By examining these differences one can begin to see how a purely syntactic process of agreement becomes difficult in a language like Italian. Vigliocco, Butterworth, & Garrett (1996) replicated the Italian finding in Spanish, a language both lexically and syntactically similar to Italian. These results offers evidence that semantic information is available to the processes that determine agreement of the verb independent of the processes that determine number of the subject.

A final study that is worth noting is Eberhard (1997). This study set out to examine more closely the asymmetry in markedness noted in Bock & Eberhard (1993). More specifically, the author wanted to test the hypothesis that agreement with a singular noun is done by a default process since it is the unmarked case. That is, because singular nouns are not marked for number, they are assumed to be singular by default. This is in contrast to agreement with plural nouns, which is done unambiguously through its number information, which is clearly marked. It is this salient information for number marking that sometimes interferes with the computation of agreement and causes the asymmetry in errors.

The procedure used to test the hypothesis that singular count nouns are unmarked for number was to overtly mark singular number in the nouns. This was done by combining an otherwise unmarked noun with a singular quantifier. The quantifiers used were *one*, *each*, and *every*. These particular quantifiers are thought to have specific singular marking as they cannot combine with a grammatically marked plural noun (e.g., **one scissors*).

The first experiment tested the prediction that a singularly marked subject noun would more readily pass on this number marking to the verb that would then be less likely to be distracted by an intervening plural noun. So, a preamble of the type *One key to the cabinets* should produce fewer errors than *The key to the cabinets*. Along this same line of thinking, the second experiment tested the prediction that singular marking in the local noun would be more easily detected and therefore, cause an increase in the amount of attraction errors. In this case, a preamble of the type *The keys to the one cabinet* should produce more errors than *The keys to the cabinet*. Both of these predictions were borne out in the results indicating that a singular quantifier does indeed mark a normally unmarked singular noun.

However, an alternative account was also proposed. This was that perhaps it was not the case that singular nouns were unmarked, but rather that they were marked as singular, although only weakly. In other words, they are not as strongly marked as plural nouns are. If this were the case, then the results of the previous two experiments could be explained by having the singular number marking on the quantifier merely enhancing or strengthening the number specification that already existed. The third experiment set out to test this proposal by double marking plural nouns with a plural quantifier. The experiment tested whether or not adding a plural quantifier would strengthen the number specification of plural nouns therefore, causing more errors. The alternate proposal predicted that a preamble of the type *The key to a few cabinets* should produce more errors than *The key to the cabinets* due to the double marking of plurality in the former case. Results did not find this to be true, offering

support for the hypothesis that singular count nouns are grammatically unmarked for number. It was further suggested that there was no increase in plural attraction errors in the last experiment because the specificity for number in plural count nouns was already maximally salient. It is this last result that I will come back to in the general discussion since it directly impacts the present set of results.

METHODOLOGY

Participants

Forty-eight Spanish monolinguals, ages 19-38, took part in the experiment. The participants were native speakers of Spanish who had only minimal exposure to other languages. The language of concern was, for the most part, English due to the proximity of the English-speaking population in the Mexican border town of Nogales. It was important to test subjects who had only limited contact and experience with English in order to prevent any language influence into Spanish. This was done by requesting that the participants come from a pool of students that had not yet been required to study English, and further established by a questionnaire that the participants were asked to fill out prior to the experiment. Participants had all been born and raised in Mexico and were currently still living there at the time of the experiment. The subjects were all students at the *Instituto Tecnológico de Nogales*, located in Nogales, Sonora, Mexico.

Materials

There were 16 sets of experimental preambles, with four conditions in each set. Each condition contained a singular head noun followed by a prepositional phrase that ended with the local noun. The only difference between sentences was due to the local noun. Half of the prepositional phrases contained local nouns that were singular, and the other half contained local nouns that were plural. The singular forms included collective nouns denoting groups of people, animals or objects as well as individual nouns (also referred to as regular nouns) denoting single people, animals or objects. The individual and collective nouns were semantically matched so that they were similar in meaning (e.g., soldier/army), and the individual noun could, in most cases, actually be a member of the collective noun it was related to. The plural local nouns were the plural forms of the collective and individual nouns. The four conditions based on the local nouns were singular individual, plural individual, singular collective, and plural collective. There were equal numbers of each condition across all four lists. The experimental preambles are illustrated in Table 1.

Table 1. Examples of Sentence Preambles

Local Noun	*Example Preambles Semantically Matched Collective and Individual Local Nouns*
Collective singular	The strength of the *army*
Collective plural	The strength of the *armies*
Individual singular	The strength of the *soldier*
Individual plural	The strength of the *soldiers*

The materials were adapted from Bock & Miller (1991), however, since many of the preambles did not translate well, a new set of collectives was established. These were pre-tested in several ways. First, subjects were given a list of nouns, which included the collectives and asked to write down how they would describe what each of the words meant if they had to explain it to a small child. The collectives were chosen to be possible test items if the descriptions were similar a majority of the time. For example, if *fleet* was almost always described as a group, collection, or compilation of boats, then it was considered a possible test item. A second pre-test was done by giving subjects a list of nouns, again containing the collectives. They were asked to judge whether they thought of one thing or several things when they pictured that particular noun. If the majority of responses was *several things* for any given collective noun, then it was included as a test item. All of the experimental preambles are listed in the Appendix.

In addition to the experimental preambles, there were 16 filler preambles. These were also composed of a head noun phrase followed by a modifying prepositional phrase. The head noun in the filler preambles was always plural and the local noun matched or mismatched the head noun in number.

Four lists were created with one condition from each experimental set so that each condition was used four times in any given list. There were an equal number of preambles in all four conditions. The filler and experimental preambles were distributed in the same order across each list. The number of fillers between each experimental preamble varied although no experimental items occurred consecutively.

A female speaker prerecorded all of the preambles on audio tape. They were recorded at a rate in which each preamble produced during recording was kept as fast as possible without sounding unnatural or affecting comprehensibility.

Procedure

The participants were run individually. They were told that they would hear the beginnings of some sentences that they needed to convert into complete sentences. They were asked to repeat each of the phrases and then finish the sentence as quickly as possible. The only other instruction that was given to them was that they were free to finish the sentence in any way they chose, as there were no conditions on length or complexity of the sentence.

The preambles were played on a tape recorder that allowed the experimenter to control the rate at which they were heard by pausing after each one. In other words, the participants would hear a preamble, and then immediately the experimenter would pause the tape and give them time to form a sentence. As soon as this was done, the next preamble was played on the tape recorder. This procedure was repeated until all of the preambles were heard. If the participant failed to comprehend the preamble, the experimenter repeated it personally. Also, if the participant began to slow down significantly in their completions, they were asked by the experimenter to try to go faster. Each experimental session lasted about 15 minutes and was recorded on audio tape.

Scoring

Responses were transcribed, and repetitions and completions of the experimental preambles were scored after all of the experimental sessions had been completed.

There were three categories used to classify the responses. A *correct* response was given if the subject repeated the preamble correctly and produced an inflected verb that accurately reflected the number of the head noun. If a subject ever self-corrected, only the first utterance was scored. An *agreement* error was scored if the subject repeated the preamble correctly, but the verb failed to agree in number with the subject of the sentence and instead agreed with the number of the local noun. A sentence that did not fall into either of the above categories was given a *miscellaneous* response. This was given in several cases. First, if the subject repeated the preamble incorrectly, whether or not they made agreement errors, then that response was marked as miscellaneous. These were errors such as "The amplifier for the rock bands" repeated as "The amplifiers for the rock bands". Second, if the subject was not able to come up with any ending at all then this non-response was also marked miscellaneous. Finally, if it was clear that the participant had lost track of the head noun, then this type of response was marked miscellaneous as well. An example of this would be a sentence like "The condition of the boats are very dirty" in which it is obvious that what is being agreed with is *the boats* and not *the condition*.

Application of these criteria yielded 690 corrects (89.8% of all completions), 54 agreement errors (7%), and 24 miscellaneous responses (3.1%).

Design and Data Analyses

The number of agreement errors constituted the dependent variable for the statistical tests. An analysis of variance (with both subjects and items as random factors) was carried out in order to assess the general distribution of agreement errors as well as the effect of notional number.

RESULTS

The numbers of responses given in each scoring category for each condition are found in Table 2. The agreement errors were the most interesting. There was only one error in each of the singular control conditions. The majority of the errors occurred when the local noun was grammatically plural. This difference was significant with participants random (F_1 [1,47] = 37.14; $p < .001$) and items random (F_2 [1,47] = 27.33; $p < .001$). The distribution of these errors was also quite revealing. In the individual noun condition, there were 11 agreement errors, while in the collective noun condition, there were 41 agreement errors. Essentially, there were four times as many errors when the plural nouns were collective (notionally plural) as well as overtly marked as plural (grammatically plural). This effect was not found in the repetition errors from the miscellaneous responses.

Table 2. Numbers of Responses in each Scoring Category

		Response Type	
Local Noun Condition	*Correct*	*Error*	*Miscellaneous*
Individual singular	191	1	0
Individual plural	173	11	8
Collective singular	186	1	5
Collective plural	140	41	11
Total	690	54	24

DISCUSSION

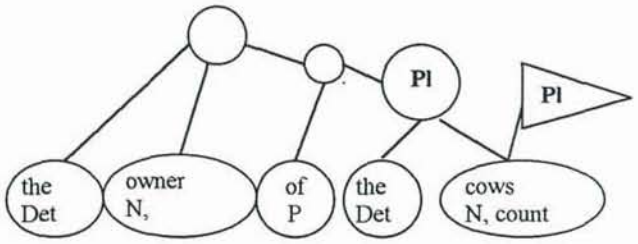
The results of the experiment demonstrate that Spanish monolinguals do not treat collective nouns in the same way that monolingual English speakers do. In essence, although English speakers may understand that collective noun refer to a plurality of items, for the purpose of verb agreement this is ignored, and they are treated as any other singular noun. In the error elicitation task used, when faced with singular collective local nouns, results were basically the same as they were for singular individual nouns. That is, errors did not occur when the local noun was singular regardless of whether that noun was individual or collective. This seems to indicate at first glance that notional number does not play a role in Spanish subject-verb agreement.

However, the other finding that points in the opposite direction. The occurrence of nearly four times as many errors after plural collective local nouns rather than plural individual nouns indicates that notional number does in fact play a role, if only a minor one, in the agreement process. This suggests that plural collectives may be somehow marked twice for plurality, once in the notional collective sense (referring to more than one thing) and once in the normal grammatical sense (morphologically marked with *–s*). This strengthening of plural marking appears to increase the likelihood of agreement errors after plural collectives. Recall that Eberhard (1997) found a different result. That is, enhancing plurality with a plural quantifier did not result in an increase in agreement errors. This was taken to be an indication that plural nouns were already maximally plural and plurality could not be made more salient.

Going back to the results of the present study, it has been noted that semantic information about number reference, in this case notional plurality, was accessible to the syntactic operation of agreement. But from where is this information accessed? It has been proposed that between message formulation and linguistic utterance there are several levels of processing. The first is the functional level, which provides non-phonological syntactic representations and is meaning-based. The second is the positional level, which provides surface syntactic information, prosodic structure, and is form-based. Finally, there is the phonetic level, which provides detailed phonetic information (Garrett, 1993).

One of the first steps involved in translating a conceptual structure into a linguistic structure involves selecting and retrieving the appropriate words from the mental lexicon, which is located in the functional level. For each item, the mental lexicon contains information about the word's meaning and syntactical environment. This knowledge about each word is its lemma. Lemma representations also carry grammatical features such as syntactic category, gender, and number. When nouns are marked for number, as in the case of plurals, then they possess a tag. The number feature on this tag then percolates to its immediately dominating node. Errors occur when the agreement mechanism checks for number features in the highest node. However, since the highest node is left unspecified for number when the subject noun is singular, then it becomes possible for the mechanism to become distracted by a number feature on a lower node (Eberhard, 1997). For the mismatching sentence preamble conditions the representation is given in Figure 2 (adapted from Eberhard, 1997).

a.



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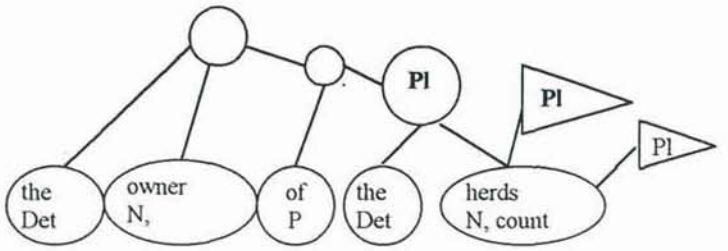

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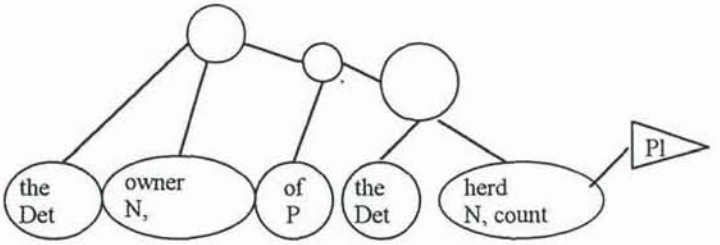

Figure 2. a. Grammatically ordered lemma representation with specified grammatical category information and tagged to indicate marking of grammatical number. **b.** Lemma representation with a double tag on the plural collective local noun. **c.** Lemma representation with a tag on the singular collective.

Yet this type of representation cannot account for the present results. A different proposition is that there is a double tag on the local noun when it is a collective plural, although this second tag is not as strong as the first. In other words, the tag that marks grammatical plurality is quite prominent. On the other hand, the tag that marks notional plurality is less striking, but it is still there. This would also imply that the same tag for notional plurality exists when the collective noun is singular. This appears to be correct because even though verb agreement is not perturbed solely by notional number, there are other syntactic elements which are. Pronoun agreement, for example, is sensitive to notional number. The evidence for this comes from studies that have elicited pronouns using basically the same methodology that has been used in previous work. The only difference is that instead of completing sentential preambles, speakers were given preambles that ended in number-neutral verbs, and asked to produce tag questions. Results indicated that pronouns were indeed attracted by notional number (Bock, 1995).

Another study showed a similar effect for reflexive pronouns, as can be seen in the following example: *The gang with the dangerous rivals armed themselves* (Bock, 1995), in

which the pronoun reflects the notional plurality of the collective gang. This tendency was also seen in the present study in several of the completions (e.g., *The owner of the herd takes them*...) although these were not analyzed in any way.

CONCLUSION

Overall, the results of the experiment can be summarized as follows. As shown in previous studies, plural grammatical marking affects agreement causing incorrect verb number, specifically when the plurals are local nouns. However, findings also point toward the possibility of some impact of notional number on agreement, but only in the case of plural collective nouns. This was determined because singular collective nouns such as *army* are not more likely to attract plural number marking on verbs than singular individual nouns such as *soldier*. It appears that collectives are marked or tagged in some way for plurality, albeit weakly, and that collective plurals are somehow doubly marked for plurality and especially susceptible to attraction errors. The results also demonstrate a certain degree of interactivity in syntactic processing such that at least some types of semantic features can be retrieved from the message or conceptual representation and influence the agreement operation.

NOTES

1. There was an effect of memory, but it was not an effect that elicited errors. Instead, memory limitations were seen in the repetitions of the longer preambles with this type of error being three times more likely.
2. Animacy did play a role, but only in the sense that it interacted with the types of verbs that were selected in the completions.

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APPENDIX

Experimental preambles (local nouns are listed in the order singular collective-plural collective-singular semantically matched-plural semantically matched):

Test items:

1. La fuerza del ejército/de los ejércitos/del soldado/de los soldados
   (The strength of the army/armies/soldier/soldiers)
2. El precio de la colección/de las colecciones/del cuadro/de los cuadros
   (The cost of the collection/collections/painting/paintings)
3. El pastor del rebaño/de los rebaños/de la oveja/de las ovejas
   (The shepherd of the flock/flocks/sheep[sg.]/sheep[pl.])
4. La interrogación de la pandilla/de las pandillas/del delincuente/de los delincuentes
   (The interrogation of the gang/gangs/delinquent/delinquents)
5. El micrófono de la banda/de las bandas/del músico/de los músicos
   (The microphone of the band/bands/singer/singers
6. La protesta de la tribu/de las tribus/del indígena/de los indígenas
   (The protest of the tribe/tribes/native/natives)
7. El trabajo del coro/de los coros/del cantante/de los cantantes
   (The job for the choir/choirs/singer/singers)
8. La felicidad de la multitud/de las multitudes/de la persona/de las personas
   (The happiness of the multitude/multitudes/person/persons)
9. La propuesta del nuevo comité/de los nuevos comités/del nuevo miembro/de los nuevos miembros
   (The proposal of the new committee/committees/member/members)
10. La decisión del jurado/de los jurados/del juez/de los jueces
    (The decision by the jury/juries/judge/judges)
11. El vuelo de la tripulación/de las tripulaciones/del piloto/de los pilotos
    (The flight of the crew/crews/pilot/pilots)
12. La presentación del elenco/de los elencos/del actor/de los actores
    (The presentation of the cast/casts/actor/actors)
13. La foto del equipo/de los equipos/del jugador/de los jugadores
    (The photo of the team/teams/player/players)
14. La idea del grupo/de los grupos/del individuo/de los individuos
    (The idea of the group/groups/individual/individuals)
15. El dueño de la manada/las manadas/la vaca/las vacas
    (The owner of the herd/herds/cow/cows)
16. La condición de la brigada/las brigadas/el barco/los barcos
    (The condition of the fleet/fleets/ship/ships)