# V-NYI#3 Scope Issues_Practice #3

Please submit the form by July 25th, Sunday 10pm (New York time).

1. Name *

2. Email *

### Review

3. Identify something you've learned from the Session 3, and provide your thoughts on the proposals made in Kuroda (1970), Huang (1982) and Aoun and Li (1989, 1993). You may provide language examples to support your argument. *

### Reflection

Please compile a list of scope data from your first language or the languages you know.
Try to consult with a handful of native speakers about their scope judgments on the sentences you provide.

Please provide the gloss of the sentences and the scope readings, as well as your notes on the sentences (such as, the sentence invloves a different quantifier or a special construction).

If you think there is no counterpart of the given English examples, just specify it by adding the sentence "no counterpart of the given English examples" in your answer.

4.  Question: Do the following corresponding sentences in your language show scope ambiguity/ scope frozen? What is the language? *

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1. The counterpart of English simple transitives.
(a. "Three students learned every language." and b. "A girl read every book.")

2. The counterpart of English simple passives.
(a. "A brush was used by every girl" and b. "Two clues were found by every girl.")

3. The counterpart of English ditransitives.
(a. "John gave some comment to every student." and b. "John gave a student every book.")

4. The counterpart of English locatives.
(a. "John wrote a sentence on every blackboard" and b. "On a blackboard, John wrote every sentence")

5. The counterpart of English duration-frequency phrase.
(a. "John invited two students every time." and b. "John invited two times every student.")

6. The counterpart of English relative clause.
(a. "John met three students that speak every language", and
b."John read every book that three authors wrote")

7. The counterpart of English conditional clauses in Dutch
(a. "if a policeman found every clue, it would be great." and
 b. "If two clues were found by every policeman, it would be great.")

8. The counterpart of English thetic sentences
(a. "By law, three policemen guard every exit.", and
b. "By regulations, two nuerses take care of every ICU room.")
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Reading

Please check the https://www.nyi.spb.ru/class/ for the reading material

5.  Please read some chapter/paragraphs of Kuroda (1970) and/or Hoji (1985) and/or Huang (1982), Aoun and Li (1989) and/or Lee (1989) and/or Lin (2013) and/or Wurmbrand (2008) and/or Bobaljik & Wurmbrand (2012), then identify something you learned from the paper(s) and/or your thoughts on the paper(s). *

Recommending

6.  If you have any suggested reading materials related to scope issues that you'd like to discuss with the class participants, please leave the reference info here. Ideally, send me a e-copy of the paper(s) if you have one. (email: mail@wuhongchen.com). Thank you.

7.  Please kindly leave your feedback/suggestions/questions about the class/ scope issues in general here. Thank you!

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