

**What grammaticality  
judgements and de-  
contextualized  
examples indicate:  
reflections in the light of  
corpus data**

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■ This paper examines the discrepancy between grammaticality judgements and corpus data with four items that bring out various factors at work in grammaticality judgements:

(1) frequency

(2) experiential salience

(3) semantic harmony between word-meanings

(4) the natural tendency of human psychology to adopt certain attitudes

- (1) ?\*We hit a schedule.
- (2) We hit a telephone pole.

- To test the frequency factor, the 3729 occurrences of *hit* in its past tense form in the British National Corpus were examined.
- 73.8% involved physical contact, and 60% involved violent physical contact of the type corresponding to (2).

(3) We hit a routine.

(4) When the Llewellyn family went chartering in Turkey with the Bullough family last summer, the options were as follows: charter one very big boat, or two very small boats. The children in question are boys, two per family, the youngest ten, the oldest 15, all of them passionately devoted to rock n roll. They had recently founded a band, the Blox. In order to be certain that the Blox would have peace, quiet and privacy when they needed it, we arranged with Sunsail to charter two bareboat Oceanis 320s, and to take them from Göcek, Sunsail's base in Fethiye Bay, south and east towards the wild and lovely Kekova Roads. (...)

We rounded them up, pulled up the anchor with some difficulty from the sticky mud (when chartering in these waters, make sure you get a boat with a windlass) and set off. That night we slid into Tomb Bay, where Lycian rock tombs glare over a sheltered bight and cicadas yell from oleanders. It was one of the many coves in Fethiye Bay where you can anchor up while the meltem, the locally variable north-westerly that is both the driving force and the cooling fan of the Lycian coast between May and September, does its stuff. "Where," asked someone, "are the boys?" Two hundred yards away, under the cliffs, the snorkels moved to and fro, blowing like whales' spouts in the breeze. **We hit a routine.** The meltem cut in at about 1100, immediately after the Blox returned from the shore in the inflatables, bearing the round loaves ordered the previous night in the tiny restaurant among the ruins. Time started to disappear. At some point (it is hard to be sure when) we started to move slowly east. If you are making a passage, laid-back local advice is to move off at dawn and motor in the calm for as long as you can. This is based on respect for the meltem, which can blow up to Force 8. Charterers discourage sailing in more than Force 5.

(5) I hit a busy spell in work...

(BNC BNV 742)

(6) And though once she hit her formidable histrionic stride, it was impossible to feel that a little bit of Bette Davis went a long way...

(BNC A3V 38)

(7a) What did John hurt himself fixing?

(7b) \*What did John hurt Bill fixing?



# Do-It-Yourselfers Need a Third Hand

By Jim Sulski

**Summary:** *Do-it-yourselfers are often working alone. Jim gives some tips regarding tools and techniques for providing you with a third hand.*

Do-it-yourselfers are usually just that - they work at home improvement projects solo. Yet, as every do-it-yourselfer knows, there are often times during repair and remodeling jobs that a third hand can really save the day.

Rather than break down and call a friend, or hope for the help of a spouse, there are tricks and techniques that allow a single individual to continue to work solo. In fact, tasks that can be nearly impossible for one person can be easily accomplished in half the time, no less.

What follows are a few hints for truly doing-it-yourself. One word of caution: On jobs that require a bit of risk - such as working on a ladder or a roof, or with power tools - no one should truly work alone in case of an accident. Have someone check on you from time to time to make sure all is well.

## **CLAMPS, VISES AND OTHER HELPFUL DEVICES**

Clamps and vises were created not for kids to crush things but to hold things in place, allowing a do-it-yourselfer to free their hands for the more important work.

For example, during a construction project such as erecting a bookshelf or fence, a simple trick is to clamp a level to a shelf, support or post, so that both of your hands are free to make sure that piece is level or plumb, and then secure the piece in place.

A clamp can also secure a piece of window trim to the side of a building, allowing both hands free to nail the trim down, an especially nice luxury when working up on a ladder. ([www.housetask.com](http://www.housetask.com))

(8a) Almost every student passed.

(8b) \*Almost each student passed.

(9) Dealing with the first theme that I mentioned, Dickens uses the word “gentleman” a lot in the novel -- it is like a leitmotif. In almost each case, this single word is used in a different context. Pip first uses it when he confesses to Biddy that he wants to be a gentleman for Estella’s sake. At this stage, Pip sees a gentleman to be someone who romantically escapes from the humble world, into a more fairytale-like world. Further on, the idea of being a gentleman takes on a very hard and unromantic shape. (BNC KA1 2409).



(10) I just went with what I liked and voilà!  
Anyone else like me where **almost each**  
piece of gear is made by a different  
**company?** ([www.goaliestore.com/.../45246-wow-almost-all-my-gear-different-companies-12.html](http://www.goaliestore.com/.../45246-wow-almost-all-my-gear-different-companies-12.html))

(11a) When to invest in the stock market.

(11b) Where to invest in the stock market.

(11c) How to invest in the stock market.

(11d) What to invest in on the stock market.

(11e) Why invest in the stock market?

(12) From a current vantage point I see my childhood as evidence that can be used. I think it's particularly useful as a way of gaining entry to ideas about childhood – what children are for, why to have them – that aren't written in the official records, that is in the textbooks of child analysis and child psychology, and in sociological descriptions of childhood. (BNC EFS 224)

Suppose that I tell you that a ton of bricks is about to fall through the ceiling. Unless there is something you care about, something you want, this information will make no difference to you. It won't be a reason for you to act in one way rather than another. It only becomes a reason for action if you care about something – your own future, for instance.

(Dancy 1993: 2)

(13) What are the means of doing this?

(14) What are the reasons for doing this?

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