

# Chapter 1: Exercises

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1. Consider the following list of nouns:
  - i *vehicle, traffic, stuff, knowledge, hair, discussion, luggage, suitcase, difficulty, experience, broccoli, orange, activity, light, lightning*
  - (ii) a. His art is a vehicle for his political beliefs.
  - b. There is heavy traffic on the roads.
  - c. This is high quality stuff.
  - d. He had a real knowledge of animals.
  - e. It is common knowledge that swimming is one of the best exercises.
  - f. He had black hair.
  - g. The sun will bleach the hairs on your face.
  - h. Our discussions were amicable and productive.
  - i. The whole question for school curriculum is up for discussion.
  - j. Passengers with hand luggage can go straight to the departure gate to check in there.
  - k. It didn't take long to pack a suitcase.
  - l. Many men have very little difficulty in seeing why Van Gogh is a work of genius.

- m. The discussions were beset with difficulties.
- n. Moving had become a common experience for me.
- o. Experience has taught me caution.
- p. Broccoli is a terrific nutritional value.
- q. Eating oranges keeps colds at bay.
- r. Oranges contain only 35 calories per 100gram.
- s. We will see an extraordinary level of activity.
- t. They enjoy participation in a wide variety of activities.
- u. Light and water in the embassy were cut off.
- v. The janitor comes around to turn the lights off.
- w. Lightning set several buildings on fire.

For each of these nouns, decide if it can be used as a count or as a non-count (mass) noun. In doing so, construct acceptable and unacceptable examples using the tests (plurality, indefinite article, pronoun *one*, few/little, many/much tests) we have discussed in this chapter.

2. Check or find out whether each of the following examples is grammatical or ungrammatical. For each ungrammatical one, provide at least one (informal) reason for its ungrammaticality, according to your intuitions or ideas.
  - (i)a. Kim and Sandy is [are] looking for a new bicycle.
  - b. I have never put the book [in the box].
  - c. The boat floated down the river sank. [correct]
  - d. Chris must liking syntax. [must like]
  - e. There [John] is eager to be fifty students in this class.
  - f. Which chemical did you mix the hydrogen peroxide and [with]?
  - g. There seem to be a good feeling developing among the students. [A good feeling developed among us.]

- h. Strings have been pulled many times to get students into that university. [Idiom: pull the strings]
3. Consider the following set of data, focusing on the usage of ‘self’ reflexive pronouns and personal pronouns:
- (i) a. He washed himself.
  - b. \*He washed herself.
  - c. \*He washed myself.
  - d. \*He washed ourselves.
  - (ii) a. \*He washed him. (‘he’ and ‘him’ referring to the same person)
  - b. He washed me.
  - c. He washed her.
  - d. He washed us.

Can you make a generalization about the usage of ‘self’ pronouns and personal pronouns like *he* here? Also consider the following imperatives: [Binding condition: The ‘self’ pronouns, called reflexives or anaphors, need to have its antecedent with the same person and number information. That is, the anaphor must be ‘bound’ by its antecedent.]

- (iii) a. Wash yourself.
- b. Wash yourselves.
- c. \*Wash myself.
- d. \*Wash himself.
- (iv) a. \*Wash you!
- b. Wash me!
- c. Wash him!

Can you explain why we can use *yourself* and *yourselves* but not *you* as the object of the imperatives here?

[The imperative has the unrealized subject 'you'. This makes "[You] wash yourself" possible but not "[You] wash you". The latter will violate the Binding Condition.

4. Read the following passage and identify all the grammatical errors. If you can, discuss the relevant grammar rules that you can think of.
  - (i) Grammar is important because it is the language that make [makes] it possible for us to talk about language. Grammar naming the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can putting [put] sentences together even as children—we can all do grammar. People associate grammar for [with] errors and correctness. But knowing about grammar also helps us understood [understand] what makes sentences and paragraphs clearly [clear] and interesting and precise. Grammar can be part of literature discussions, when we and our students closely reading [read] the sentences in poetry and stories. And knowing about grammar means finding out that all language [languages] and all dialect [dialects] follow grammatical patterns.<sup>1</sup>

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<sup>1</sup>Adapted from "Why is Grammar Important?" by The Assembly for the Teaching of English Grammar