Chapter 2, page: 34

Analysis

- What contexts are associated with the phrase?
- What other words are friendly with the phrase? – near collocations
- Are there any inseparable friends? A best friend?
- Do you spot any patterns? (write them down!)
- Is there a reason for the pattern? Can you propose a theory? What can be seen in the words?
- Invent a theory to cover what you can see (your hypothesis)
Chapter 2, page: 35

A nun takes the veil

I have desired to go
Where springs not fail,
To fields where flies no sharp and sided hail
And a few lilies blow.

And I have asked to be
Where no storms come,
Where the green swell is in the havens dumb
And out of the swing of the sea.
Chapter 2, page: 40–41

- What sort of words team up with colour words? (the collocates)
- What order do they go in?
- When there are several adjectives working together, what position do dimension or ‘size’ words take (big, little, huge, tiny etc.)?
- What are the rules?
- What happens to the meaning if the normal order is changed?
Chapter 2, page: 46

Throw Up

I throw up my hands
In despair
    in shock
    in horror
In ultimate defeat
My life conspires to throw up
Surprises, problems, difficulties
    and
Unexpected shattering conclusions
Living every day throws up
Faults in character,
    Embarrassing blemishes
    Half-healed scars . . .
No good concealing them.
They rise, dark, half-hidden whales,
To the surface of my eyes
From the deeps of long-gone wars

Like ghosts of sunken battleships.
And no matter that I try
To throw up a palisade
The outside world still lobs
A sudden grenade
Into the foxhole
Wrecking everything I’ve made.
It makes me want
It makes me want
    to throw up.

Chris Warren
Chapter 2, page: 47

Eat/Sit/Run table

<table>
<thead>
<tr>
<th>Eat in</th>
<th>Sit in</th>
<th>Run in</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat out</td>
<td>sit out</td>
<td>run out</td>
</tr>
<tr>
<td>eat up</td>
<td>sit up</td>
<td>run up</td>
</tr>
<tr>
<td>eat down</td>
<td>sit down</td>
<td>run down</td>
</tr>
<tr>
<td>eat to</td>
<td>sit to</td>
<td>run to</td>
</tr>
<tr>
<td>eat by</td>
<td>sit by</td>
<td>run by</td>
</tr>
<tr>
<td>eat off</td>
<td>sit off</td>
<td>run off</td>
</tr>
<tr>
<td>eat on</td>
<td>sit on</td>
<td>run on</td>
</tr>
<tr>
<td>eat through</td>
<td>sit through</td>
<td>run through</td>
</tr>
</tbody>
</table>

Students can ask themselves these sorts of questions:

- What contexts are associated with the phrase?
- What are its collocations?
- Are there any words that always occur with the phrase?
- Do you spot any patterns? (write them down!)
- Is there a reason for the pattern? Can you propose a theory? What can be seen in the words? Invent a theory to cover what you can see (Your Hypothesis)
- Where appropriate, return to the Hypothesis and test it further using the corpus (e.g. try the same preposition with another verb to see if it has the same effect)
- Modify the hypothesis in the light of what is found