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# *The Most Frequently Used Spoken American English Idioms: A Corpus Analysis and Its Implications*

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 Most teaching and reference materials on English idioms are primarily intuition based. As such, they often include seldom-used idioms and incorrect descriptions of the meaning and use of some idioms, hence limiting their usefulness to ESOL students. This article demonstrates how this problem can be addressed through a corpus-based study of the spoken American English idioms used most frequently by college and other professional ESOL students learning American English. The study involved a close concordance search and analysis of the idioms used in **three contemporary spoken American English corpora: Corpus of Spoken, Professional American English (Barlow, 2000); Michigan Corpus of Academic Spoken English (Simpson, Briggs, Ovens, & Swales, 2002), and Spoken American Media English (Liu, 2002).** According to the search results, four lists of the most frequently used idioms were compiled, with one based on the overall data and the other three on one of the corpora. The study uncovered interesting English idiom use patterns. **The results were compared with information in nine major current idiom dictionaries, which revealed inadequacies of the existing idiom teaching and reference materials in terms of item selection, meaning and use explanation, and the appropriateness of the examples provided.** **The article discusses pedagogical and research implications, including suggestions for improving the development of idiom teaching and reference materials.**   


**B**ecause of their rather rigid structure, quite unpredictable meaning, and fairly extensive use, idioms are “a notoriously difficult” but simultaneously very useful aspect of English for ESOL learners because a grasp of them “can be a great asset to learners in acquiring a new language” (Celce-Murcia & Larsen-Freeman, 1999, p. 39). How to help students acquire idioms has long been a challenge to ESOL educators and researchers alike.

One of the first issues to consider in idiom instruction is **which idioms to teach and in what sequence**. Many English idiom teaching and reference materials exist for ESOL learners, some of which claim to cover essential idioms. Yet the selection of idioms in these publications often reflects primarily the authors' intuition rather than any empirical data, and a substantial number of them are rarely used. Thus learning these idioms not only is difficult but may also be unhelpful because students rarely encounter and use them. In addition, these materials cover many seldom-used idioms but fail to cover some frequently used ones. Determining the most useful idioms for ESOL students is therefore important. Because idioms are register sensitive, any most useful idiom list must have a specific group of learners and a register in mind. This article reports a corpus study aimed at identifying the most frequently used spoken American English idioms for college and other professional ESOL students learning American English and uncovering some of the idioms' usage patterns.



## BACKGROUND

### Definitions of Idiom



In any idiom research, an important yet difficult initial question is, What constitutes an idiom? The definition of idiom varies considerably from scholar to scholar and may also depend on context. As Moon (1998) puts it, "Idiom is an ambiguous term, used in conflicting ways" (p. 3). For some scholars, and in a broad sense, the term is rather inclusive, covering, among other things, all fixed phrases, proverbs, formulaic speeches, and, at the extreme, even single polysemic words. For example, scholars such as Cooper (1998) and Katz and Postal (1963) have included as idioms individual words that are used metaphorically, such as *weigh* as in *weigh a decision*. Yet for other scholars, and in a more restrictive use, the term *idiom* is a much narrower concept referring only to those "fixed and semantically opaque or metaphorical" expressions, such as "*kick the bucket* or *spill the beans*" (Moon, 1998, p. 4).

What constitutes an idiom is thus often a decision at the discretion of the researcher. For this reason, Tabossi and Zardon (1993) contend that "idioms are multifaceted objects, whose study requires various viewpoints and different methodological approaches" (p. 145). Therefore, for any researcher, the task of "identifying idioms is simply an attempt to differentiate and label one class of common expressions with specific functions from others on the bases of criteria which strike the analyst as being the most illuminating," and, for that reason, different "analysts will

come up with somewhat different criteria and different identifications” (Fernando, 1996, p. 40).

Whatever definition and criteria one develops and uses in identifying idioms, they must be clear, specific, and systematic. An example is Fernando’s (1996) definition: “conventionalized multi-word expressions often, but not always non-literal” (p. 1). This definition excludes single words as idioms, which, as previously mentioned, some scholars have included. (See Cowie [1998], Stubbs [2001], and Wray [2002] for interesting and rather comprehensive analyses of formulaic language from different perspectives. The scope of their studies is much broader than Fernando’s, however, for they cover almost all types of collocations. As a result, many of the types of phrases in their discussions are not idioms, even in the broadest definition.) Fernando also focuses on the invariant or restricted variant nature of idioms to help distinguish them from other habitual collocations. According to her,

only those expressions which become conventionally fixed in a specific order and lexical form, or have only a restricted set of variants, acquire the status of idioms. Combinations, showing a relatively high degree of variability, especially in the matter of lexical replacement such as *catch a bus*, *catch a train*, etc., are not regarded as idioms, though they exemplify idiomaticity by virtue of habitual co-occurrence: *catch* meaning ‘be in time for’ co-occurs usually with a mode of transport, though *catch the post* is also possible. (p. 31)

While upholding the principles she establishes in distinguishing idioms from nonidioms, Fernando also recognizes the complexity and difficulty of the task. Following previous scholars, she developed a scale system for classifying idiomatic expressions and habitual collocations in which idioms fall into three categories: pure (nonliteral), semiliteral, and literal (see Table 1). Because of its clarity and systematic nature, I adopted Fernando’s approach and criteria for idiom identification in this study. In the Method section, I describe how I applied her theory in deciding what expressions to look for in my concordance search of idioms.

**TABLE 1**  
**Three Categories of Idioms**

Category	Examples
Pure	<i>kick the bucket</i> , <i>pull someone’s leg</i> , <i>make off with</i> <sup>a</sup>
Semiliteral	<i>fat chance</i> , <sup>a</sup> <i>use something as a step stone</i> , <i>go through</i>
Literal	<i>according to</i> , <i>in sum</i> , <sup>a</sup> <i>throw away</i>

<sup>a</sup>From Fernando (1996, p. 32).

## Idiom Acquisition and Corpus Research

Despite the fact that idioms are difficult for L2 learners, historically idiom acquisition has not received adequate attention in L2 research because of what Ellis (1985) considers to be a traditional emphasis on the acquisition of “grammatical systems” (p. 5) and neglect of the lexis. Even though second language acquisition researchers are paying greater attention to lexis, most idiom-related studies have still focused on L1 (especially children’s) idiom comprehension and acquisition (Cacciari, 1993; Cacciari & Levorato, 1989; Cacciari & Tabossi, 1988, 1993; Gibbs, 1986, 1987; Levorato, 1993; Levorato & Cacciari, 1995). However, since the late 1980s, and especially since the late 1990s, a few studies in L2 have appeared (Abdullah & Jackson, 1998; Cooper, 1998, 1999; Irujo, 1986a, 1986b, 1993). These studies examined how ESOL students comprehend, learn, and use idioms, and helped identify some of the special difficulties ESOL students encounter in learning idioms and the distinctive processes they employ in such learning. However, none of these studies has looked at the important question of which idioms ESOL students should learn first, a question whose answers may lie, in part, in the study of the frequency and patterns of use of English idioms. Fortunately, this latter issue has gained some attention in applied linguistics, thanks largely to advances in corpus linguistics.

A few extensive, corpus-based studies (Biber, Johansson, Leech, Conrad, & Finegan, 1999; Francis, Hunston, & Manning, 1996, 1998; Hunston & Francis, 2000; Moon, 1998) have examined partially or exclusively idiom use in English. Based on a thorough analysis of the Longman Spoken and Written English Corpus, which includes over 40 million words, Biber et al.’s work is arguably the most comprehensive single-book corpus study so far on English grammar and usage. It contains small sections on idioms and phrasal verbs and offers, among other things, a brief discussion and short list of the most frequently used idioms. Their analysis shows that idiom use is register sensitive and more common in fiction and conversation. Furthermore, they find pure idioms to be rare in general, fewer than one per million words. Yet because their work is a comprehensive study of grammar, its coverage of idioms is rather limited, and it offers only rather selective information on idiom use. Francis et al.’s (1996, 1998) Cobuild pattern grammars have also uncovered many interesting idiomatic usage patterns, but because they are grammar references, the focus of their discussions is not idioms per se. The same is true of Hunston and Francis’s (2000) theoretical treatise of pattern grammar.

Unlike the above studies, Moon’s (1998) is devoted exclusively to the use of idioms and fixed expressions in English. Using primarily the Oxford Hector Pilot Corpus, with 18 million words, Moon systematically

and thoroughly analyzed various important aspects of these distinct English expressions, including the definition, frequency, grammatical structure, variation, meaning, and discursal functions of idioms. In addition to finding that pure idioms are very rare across the board, Moon (1998) found that, although idioms of “situational formulae and conventions feature more strongly in spoken discourse” (p. 72), pure idioms are more likely to appear in written discourse. Moon also found surprisingly significant variations in the forms of idioms: “Fixedness is a key property of FEI [fixed expressions and idioms], yet around 40% of database FEIs have lexical variations or strongly institutionalized transformations, and around 14% have two or more variations on their canonical forms” (p. 120). Some of the variations, especially grammatical or structure-dependent variations, are very systematic, whereas others, especially those that are register dependent, are less so. Moon also discusses in detail the different forms of variation in both the systematic and the less systematic categories, such as verb variation (e.g., *up* or *raise the ante*), particle variation (e.g., *by* or *in leaps and bounds*), and truncation (e.g., *a bird in hand* without the rest of the phrase *is worth two in the bush*).

## Applying Idiom Research to Teaching

The idiom studies described above focused on general issues regarding idiom use in English, primarily in written British English. They did not investigate the issues of principal concern for English language teaching, that is, the most frequently used idioms in spoken American English and idiom use patterns.

An important reason for developing corpus-based idiom lists is that, based on my research, including brief informal interviews with the authors of some of the existing idiom teaching and reference materials, the idioms in these publications were selected based primarily on the authors’ intuition rather than empirical data. Intuition alone is particularly problematic for identifying idioms because some idioms are regional; even when one’s intuition is correct, the selected idioms may be specific to one region. As a result, these teaching materials and references may include many seldom-used idioms, on the one hand, but leave out some frequently used ones, on the other. For example, some low- and intermediate-level books contain such rarely used idioms as *cop out* and *be on cloud nine* but exclude such frequently used idioms as *come up (with)* and *as of*.

Corpus-based research appears to be a good way to address this issue because, as Biber, Conrad, and Reppen (1994) point out, corpus linguistic analyses “are based on naturally-occurring structures and patterns of [language] use rather than intuitions and perceptions, which

often do not accurately represent actual use” (pp. 169–170). The use of naturally occurring language data is especially helpful and productive in examining use frequencies of language structures and lexical items. The findings of Biber et al. (1999), Coxhead (2000), Francis et al. (1996, 1998), and Moon (1998) provide helpful support in this regard.

Despite their usefulness for teaching, results obtained from corpus-based research cannot be considered the only relevant source of information on what to teach. Although such frequency studies may offer such valuable information as the most accurate count of the use of linguistic items, L2 professionals cannot ignore the importance of teaching—even to low-level students—some of the items that fail to make the list because pure frequency often leaves out some important and useful items in lexical lists. Moreover, interpreters of the results of corpus students should determine whether the corpus employed is representative of the type of language that is relevant for its purpose (Biber, 1993; Coxhead, 2000; Kennedy, 1998; Moon, 1998; Sinclair, 1991). Generally speaking, a corpus needs to contain millions of running words (tokens) to ensure that it has enough data to be sufficiently representative (Sinclair, 1991),<sup>1</sup> but a balanced selection of types and lengths of texts (either spoken or written) is equally important. Linguistic features of texts vary significantly from one register to another (Biber, 1989, Biber et al., 1994, 1998); thus, selecting the register(s) appropriate to one’s research interest is crucial (Coxhead, 2000; Simpson & Mendis, 2003). Furthermore, the size and structure of texts chosen must be typical of the register of the researcher’s interest (Coxhead, 2000; Sinclair, 1991). A representative corpus should also include as many different texts and as many authors or speakers as possible to avoid data distortion caused by a few individuals’ personal styles.

The research reported here sought results that could inform English language teaching, with emphasis on the spoken language, by identifying the most frequently occurring idioms across three large corpora samplings from spoken American English in a variety of situations. Having identified these idioms, I related their frequency, association to registers, variations from the canonical forms, and tense (of idioms that function as verbs) to the findings of previous idiom studies.

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<sup>1</sup> *Running words (tokens)* refers to the total number of word forms in a text or corpus; *individual words (types)* refers to each different word in a text regardless of how many times it occurs.

## METHOD

### The Corpora

In view of my focus on spoken English, I used three corpora containing transcribed spoken language (see Table 2): (a) Barlow's (2000) Corpus of Spoken, Professional American English (CSPAЕ; hereafter *Professional*); (b) a corpus of spoken American media English (Liu, 2002, compiled with the help of graduate assistants; hereafter *Media*); and (c) Simpson et al.'s (2002) Michigan Corpus of Academic Spoken English (hereafter *MICASE*). The corpora in combination contain about 6 million tokens and 72,402 types and constitute, to my knowledge, the largest available spoken American English corpus to date. I also attempted to include a large number of diverse texts (1,111) and speakers (approximately 4,300) to help ensure the representativeness of the corpus.

The Professional corpus consists of transcripts of discussions at the meetings of various academic institutions and professional organizations and White House press briefings. The Media corpus includes transcripts of spontaneous talk from a variety of TV programs downloaded from the Web sites of the major U.S. networks: ABC, CBS, CNN, Fox News, and NBC. In compiling this corpus, I followed the corpus design principles discussed above and attempted to include as many different TV programs and topics as possible. The corpus contains such diverse TV programs as news reports, debates, interviews, magazine shows, and talk shows, including ABC's *Nightline* and *20/20*, CNN's *Larry King Live* and *Your Health*, Fox News's *Rita Cosby Show*, and NBC's *Dateline* and *Today*. The last corpus, MICASE, is made up of transcripts of a variety of spoken academic texts, including lectures, advising sessions, office hours, class discussions, and colloquia.

All three corpora are made up of contemporary, everyday, semiformal

TABLE 2  
Summary of the Corpora

Corpus	Tokens	Types	Texts	Speakers	Text or transcript types
Professional	2,000,000	25,658	302	400	meetings/news briefings
Media	2,100,000	46,234	657	2,350	variety of TV programs
MICASE	1,848,364	37,975	152	1,571	variety of school functions
Total	6,000,000	72,402 <sup>a</sup>	1,111	4,321	

*Note.* Some figures are approximate. <sup>a</sup>Total is not the sum of the number of types in each of the three corpora as some of the types are found in more than one corpus.

spoken American English (not casual or very formal speech; for a sample spoken text, see Appendix A), an important characteristic given that idioms are one of the most time-sensitive aspects of language. I limited my study to spoken American English because idiom use, like other aspects of language, has shown to be language-variety and register sensitive (Biber et al., 1999; Moon, 1998). Idioms common in spoken language may not be so in writing and vice versa. As my resources were limited, I believed that a study with a narrow focus would be more feasible and purposeful, hence maybe more meaningful and productive. The data in the corpora are primarily the type of spoken language students learning American English as an L2 will most likely be exposed to.

The three corpora differ somewhat in the formality of the speech they contain. A comparative analysis of the vocabulary in the three corpora using Heatley, Nation, and Coxhead's (2002) Range and Frequency Programs suggests that MICASE is the most formal of the three in vocabulary use: It contained the highest percentage of tokens found in Coxhead's (2000) Academic Word List (7.2%), followed by the Professional (4.9%) and Media (3.2%) lists. The results are consistent with expectations because MICASE is composed of academic speech events such as lectures and colloquia, and the Professional corpus consists of speeches at professional meetings and White House press conferences. In contrast, the Media corpus involves speakers with diverse social and educational backgrounds.

## Idiom Identification

I identified idioms using Fernando's three categories (pure, semiliteral, and literal), as discussed earlier. I also included phrasal verbs as idioms because many of them are fixed in structure and nonliteral or semiliteral in meaning (e.g., *fall through*, *give in*, *put up with*). More importantly, these idiomatic expressions often present great difficulty to ESOL students. However, I excluded verb-plus-particle or verb-plus-preposition structures that most grammarians would not consider phrasal verbs.

To determine whether a verb-plus-particle structure was a phrasal verb or not, I used criteria agreed upon by many linguists: (a) whether an adverb may be inserted between the verb and the particle (phrasal verbs do not allow such insertion), (b) whether the particle can be fronted in a sentence (phrasal verbs do not allow such fronting), and (c) whether the meaning is completely literal (phrasal verbs are often not completely literal in meaning) (Celce-Murcia & Larsen-Freeman, 1999). The application of all these testing principles excludes as phrasal verbs those extreme literal verb phrases that often contain a directional



particle, such as *come in, go out, listen to, look at, and talk about*. It will, however, include most other phrasal verbs, such as *come across, pass out, and fall apart*.

I identified idioms in four major contemporary English idiom dictionaries and three English phrasal verb dictionaries: *Cambridge International Dictionary of Idioms* (1998) and *Cambridge International Dictionary of Phrasal Verbs* (1997), *Longman American Idioms Dictionary* (1999; no matching Longman phrasal verb dictionary was available), *NTC's American Idioms Dictionary* (Spears, 1994) and *NTC's Dictionary of Phrasal Verbs and Other Idiomatic Verbal Phrases* (Spears, 1993), and *Oxford Idioms Dictionary for Learners of English* (2001) and *Oxford Phrasal Verbs Dictionary for Learners of English* (2001). I selected these dictionaries because they were all rather recent publications from major ESOL publishers and claimed to be comprehensive and contain representative idioms and phrasal verbs.<sup>2</sup>

An important criterion in identifying an idiom was how difficult the phrase might be for ESOL students, which often hinges on how literal it is. To help reduce subjectivity in determining the difficulty of an idiom, I considered a fairly literal expression to be an idiom if it was listed in two of the four idiom dictionaries or two of the three phrasal verb dictionaries. In total, the idioms identified numbered 9,683.

## Concordance Search

I used the concordance computer program MonoConc Pro 2.0 (2000) to search the Professional and Media corpora separately for the 9,683 idioms identified. I searched the MICASE using the search tool provided on the MICASE Web site. I compared and then combined the results of the three corpora to develop the idiom lists and uncover use patterns. I considered the various forms of an idiom as one idiom (e.g., *bring someone up to date/speed, in/with respect to*), but searched for the forms one at a time. For example, to search the frequency of the idiom *to bring someone up to date/speed*, I entered the following four separate entries: *bring\* \* up to date, brought \* up to date, bring\* \* up to speed, and brought \* up to speed*. Thus the total number of items searched for would have been much higher if I had counted each form of an idiom separately.

While searching for the most frequently used idioms, I also looked for noticeable usage patterns, especially those that were either not covered or erroneously presented in existing idiom teaching and reference

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<sup>2</sup>None of these references states explicitly the criteria for selecting items, although the publishers of two (Cambridge University Press and Longman) state that a corpus was used in the selection of usage examples. Neither appears to have used a corpus frequency count for idiom selection.

materials. Because the results generated by the concordance search included some expressions that did not exemplify the idiom use I had intended, I often read the results one by one. For example, the search for *kind of* or *sort of* as an idiom expressing *somewhat* or *in a way* also yielded examples of its use as a noun phrase with *of* as a preposition, such as *this kind/sort of book*. Similarly, searching for the idiom *go after*, meaning *pursue someone in order to catch him or her*, also generated examples of the literal meaning *move after someone in sequence*. The analysis of the features and patterns of idiom use in general also demanded a close reading. Finally, because the MICASE online search tool allowed neither Boolean searches with *or* nor the use of truncated wildcard characters (\*), the search of this corpus was much more laborious than expected.

## FINDINGS

My search resulted in four lists of most frequently used idioms, one for each of the three corpora and one for the combined corpora. In addition, I made observations about the frequency of the idioms relative to the total number of words searched, their association to registers, variations from canonical forms, and the tense of idioms that function as verbs.

### Most Frequently Used Idioms

I tabulated four separate lists of the most frequently used English idioms found in the concordance search: one based on the entire data set (see Appendix B) and the other three based on one of the three corpora (see Appendix C). Besides meeting the criteria outlined above, each selected item (following Coxhead, 2000, on frequency and range) occurred at least 12 times in all three corpora combined (i.e., two tokens per million words).

Setting a frequency level of two tokens per million meant that the idioms belonged, at least, to what Moon (1998) classifies as the lowest band of the medium-frequency idioms. I excluded any item that fell into Moon's (1998) two lowest frequency categories: low frequencies (less than one to two tokens per million) and insignificant frequencies (zero to four tokens in the entire corpus).

In terms of range, the four lists included only the 302 items that were listed in at least two of the major idiom dictionaries used to guide the concordance search and occurred in at least two of the three corpora so as to reduce the possibility of inflated results by one speaker, text type, or

topic. Excluded from the lists were 13 items that met the frequency criteria but failed the range test. I classified the 302 idioms into three frequency-of-use bands representing 50 or more, 20–49, and 2–19 tokens per million words (see Table 3 for a comparison of these bands with Moon’s, 1998). These classifications are rather arbitrary and are intended merely as a reference, not a guide, for ESOL teachers and learners to consider in selecting idioms for study.

All the idioms in the three corpus-specific lists in Appendix C also occur in the overall list. To reduce the possibility that the idiom use of individual speakers or texts might inflate the results, I did not include in the sublists idioms that did not meet the criteria for inclusion on the overall list. A comparative analysis of the four lists shows a rather strong convergence in the idiom selection. Of the 302 idioms in the overall list, 283 appeared in all three sublists. Of the 19 that did not, 7 failed to make the Professional list and 12 the MICASE list. All 302 idioms in the overall list occurred in the Media list, suggesting that the Media corpus is the most balanced of the three, which, I believe, is due to the large number of speakers and the broad range of topics it involves.

## Frequency

The results of this study support previous findings that pure idioms are rare. Moon (1998, p. 64), for example, found that few such idioms occur with a frequency greater than one per million words. Similarly, Biber et al. (1999, p. 1025) detected a few with a frequency greater than five per million words. I also found few with a frequency of more than two per million words. This finding is most evident in the fact that only a few such idioms made the compiled list, such as *ballpark estimate*, *the ball is in your court*, and *right off the bat*—mostly sports-related idioms. Even these few are all in Band 3, the lowest band, with a frequency of 2–19 per million words.

TABLE 3  
Three Bands of the Most Frequently Used Idioms in the Corpora

Band	Number of items	Frequency (tokens per million words)	Comparable frequency band in Moon (1998)
1	47	50 or more	VIII (high)
2	107	11–49	VII (high medium)
3	148	2–19	V and VI (medium)

## Variations in Register

The findings also support previous findings that idioms are register sensitive (Biber et al., 1999; Moon, 1998). For example, the multiple-meaning phrasal verb *to come up* (meaning also *to appear* or *be mentioned*) is used far more frequently than *come up with* in the Media corpus (398:159 tokens, 255%) and more in the Professional corpus (392:242, 160%), but the opposite is true in MICASE (153:222, 69%). A plausible explanation is that college students are often asked to “come up with” answers and solutions to various problems presented by their textbooks or by their professors and peers in class.

Another example of the register sensitivity of idioms is the informal idiom *to hang out* (*with*), with 8 tokens in the Professional corpus but 26 and 40 respectively in the Media corpus and MICASE. What is more, almost 70% (27:40) of the tokens in MICASE appeared in the 4 least formal (of 16) genres—Tour, Study Groups, Labs, and Office Hours—but none occurred in the 7 more formal categories, such as Presentations, Interviews, and Colloquia.

## Variations in Form

An analysis of the idioms identified in spoken American English also corroborates Moon’s findings (1998) about how idioms vary in form. Context-dependent variations are either what Moon (1998) terms “truncation” (p. 131), the shortening of an idiom, or the conversion of the parts of speech of the idiom. Based on my data, the context of an idiom often makes its truncation possible. An example relates to the idiom *to bring someone up to date* (or *up to speed*) *on something*, meaning to update someone about something. At a U.S. White House press briefing, a spokesperson made the following remark:

So this is to bring him [President Clinton] up to speed on all the details of the schedule. Certainly he’s got a number of multilateral meetings to prepare him for the substance of those meetings so he can have thoughtful, meaningful conversations just to continue to *bring him up* [italics added]. (Professional Corpus, Barlow, 2000)

The truncation of the second *to bring him up to speed* to *to bring him up* will not be interpreted as *to rear him* because the context makes such an interpretation impossible.

An example of the parts-of-speech-conversion type of context-dependent variation is found in the following question in the Professional corpus: “How long would it take, *ballpark* [italics added], for it to work its

way up through to the Supreme Court before we get an answer?” (Barlow, 2000). The word *ballpark* is listed in all dictionaries as either a noun or an adjective in its idiomatic use, but the listener cannot miss its meaning when used as an adverb in this sentence because of the discourse context.

Meaning-related variants can be divided into three subcategories: *meaning dependent*, *meaning extension*, and *hyponym exchange*. The alternate use of *in the long run* and *in the long term* and the counterpart pair, *in the short run* and *in the short term*, provides an example of meaning-dependent variation. The corpus analysis shows that U.S. speakers strongly prefer *in the long run* over *in the long term* (35 vs. 12 tokens, respectively, a ratio of approximately 3:1), but they tend to prefer *in the short term* over *in the short run* (12 vs. 6 tokens, respectively, a ratio of 2:1). Such a variation seems to suggest that to most U.S. speakers, a *run* appears longer than a *term*.

An example of meaning extension is the use of the expression *ballpark idea*: “you can start out with these few observations of conductivity to give you a *ballpark idea* of what, what it, what it could be at the site and how it might vary” (MICASE, Simpson et al., 2002). *Ballpark idea* here means general idea, obviously derived from the idiom *ballpark figures*. In substituting the noun *idea* for *figure* or *number*, the speaker maps the adjective meaning of *ballpark* onto a new conceptual category, *ideas*. Other examples of extension are the remark “Put the ball back in Barak’s court” (Media corpus), which a political commentator used in depicting the battle between the former Israeli leader, Ehud Barak, and the Palestinian leader, Yasir Arafat, and in the question a correspondent asked Dee Dee Myers, White House Press Secretary under President Clinton: “On health care reform it seems like the administration now is being very passive and just *putting the ball in the Senate court*” [italics added] (Professional corpus, Barlow, 2000). The expression *put the ball in someone’s court* has apparently evolved from the idiom *the ball is in someone’s court*. In terms of structure, the variation represents what Moon (1998) calls verb “variation” (p. 124), where an idiom’s verb is replaced by another verb. In meaning, the new form has changed from a passive descriptive state—the ball simply being in someone’s court—to an action that moves the ball from one location into a new, desired position.

For hyponym exchanges, an example is the expression “slip of the lip” (Media corpus), in which the original noun *tongue* has been replaced by another speech organ hyponym, *lip*. This type of variation differs from that in which a word in the idiom is replaced by another word that is the same part of speech but is not a hyponym, as in “pull a highway [for *rabbit*] out of the hat” or “*join* the Proposition 36 bandwagon” for “*jump on* the bandwagon” (both from the Media corpus).

## Tense of Verbal Idioms

The results suggest that certain phrasal verbs appear predominantly in the present tense, whereas others feature substantially more in the past tense. For example, the idiom *go ahead* is almost always used in the present tense in the data set (635 of 645 tokens, or 98%), as is the idiom *make sure* (1,159 of 1,179 tokens). Yet the verbal idiom *leave out someone or something* registers more past tense than present tense uses (51 vs. 34 tokens). Similarly, the phrasal verbs *work out* and *turn out* register a considerable past tense distribution (about one third of their total use). Such information may help ESOL teachers make more informed decisions about when to teach certain idioms. For instance, *make sure* and *go ahead* may be a good focus of instruction during the introduction of the present tense, whereas *leave out* and *work out* may be best practiced during the instruction of the past tense. On the other hand, the use pattern of *in the long/short run/term* mentioned above may also help students learn to use the phrase more idiomatically.

## COMPARISON OF FINDINGS WITH TEACHING AND REFERENCE MATERIALS

As one of the goals of this study is to help improve the development of future idiom teaching and reference materials, I compared the findings of my search with the information in the seven dictionaries I used to guide my concordance search and two essential idiom publications: Dixon's (1994) *Essential Idioms in English* and Spears's (1999) *Essential American Idioms*. None of these nine publications is limited to spoken American English or to British or written idioms. Three of the dictionaries (those with *American idioms* in their titles: *Longman American Idioms Dictionary*, 1999; Spears, 1994, 1999) are devoted to American idioms only, and all nine publications contain idioms from both spoken and written English, ensuring that the comparison is basically fair. The comparative analysis unearths some inadequacies in the idiom selection and meaning and usage explanations in these materials.

### Inconsistent Selection

The selection of idioms in these materials seems sometimes inconsistent, with some highly frequent or highly opaque items missing but much less frequent and more transparent ones included. For example, one of the essential idiom dictionaries contains the entries *above par*, *all*

*over again*, and *all right* but not *according to*.<sup>3</sup> Based on my findings, *according to* should be included. In terms of frequency, *according to* occurs far more frequently in my data set than *above par* (533:0). In terms of difficulty level, *according to* appears to be equal to *all over again* and *all right*; all three idioms are rather literal in meaning.

Another example of inconsistent selection is that of the five major idiom dictionaries surveyed (excluding the three phrasal verb dictionaries), only one lists the idiomatic phrase *as of*. The four that omit this phrase include idioms that are either much less common or much more transparent in meaning. Under the heading *as*, one of the four dictionaries lists only *as is*, yet *as is* claims only 16 tokens to the 90 tokens of *as of* in my corpora. Furthermore, *as of* is more opaque in meaning than *as is*. Another dictionary lists under such idioms as *as nutty as a fruitcake* and *as one*. Similar problems are found in the remaining two dictionaries. One records idioms such as *as a duck takes to water* (zero occurrence in the corpora) and *as usual* (very transparent in meaning), and the other lists under *as* only the two idioms *as if* (rather literal despite its high frequency) and *as per usual* (extremely rare with zero tokens in the corpora).

One more example of inconsistency in item inclusion is that only one of the five dictionaries includes the highly frequent (among the top band in my list) idiomatic phrase *with/in regard/respect to*. The fairly transparent meaning of this idiom might be the reason for its exclusion, but many of the listed items, such as *with each passing day* and *with a will*, are even more literal. A final example is the inclusion in one publication of such extremely rare idioms as *cop out* and *cut and dried*.

## Inadequate Meaning and Usage Explanations

A more important disparity between the publications and the results from this study is that the primary meaning and typical use of an idiom introduced in these publications are not those found in the corpora. A case in point is the verbal idiom *to bring up*. All the dictionaries that list this phrase give *to rear or educate a person (often a child)* as the primary meaning and present the other meaning—*to mention and start discussion of an issue*—as the second or third entry, or as a subcategory within an entry. For instance, in one dictionary, the second entry for *bring something up* gives two definitions: (a) “to move something up from a lower to a higher position” and (b) “to mention a subject and start to talk about it.”

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<sup>3</sup>Because it is not the goal of this study to criticize the references, I purposely do not give the titles of the publications referred to in this discussion.

The concordance analysis indicates that this second meaning constitutes more than 90% (287 of 316 tokens) of the uses of the phrase, whereas the meaning *to rear or educate a person* accounts for only about 5% (16 tokens), with the rest of the phrase's meanings, such as *moving something up*, constituting the remaining 5%.

Another example is the phrase *as of*, which, as mentioned earlier, is listed in only one of the dictionaries. This dictionary gives the phrase's meaning and use as "used to indicate the time or date from which something starts: *We shall be at our new address as of mid June*," suggesting that the phrase is used with a future event. Yet 43 (47.8%) of the tokens of this idiom in the corpora are in the past tense (e.g., *as of yesterday*), 45 (50%) are in the present or present perfect tense (e.g., *as of now, today or yet*), and only 2 (2.2%) are in the future tense. Such data demonstrate that the phrase is seldom used in describing future events and is mostly (98%) used with past or ongoing events up to the present. Another example is the idiomatic multimeaning phrase *in place*. Of the two dictionaries that list it as an entry, one does not mention the most frequently used meaning according to the corpora, *prepared/ready or in existence*, giving only the rather literal meaning, "things being in the proper place," and the rarely used figurative meaning, "something being proper and well done."

One more discrepancy between my findings and the materials is that, as discussed earlier, the materials typically do not introduce the variations of many of the idioms. Even when the variations are included, their frequency is not mentioned. Yet often one of the variations is the dominant form. For example, three dictionaries list both *with regard to* and *in regard to* but give no information on their frequency of use. According to the corpora, *with regard to* (92 tokens) occurs almost seven times as frequently as *in regard to* (14 tokens). The difference between *with respect to* and *in respect to* is even more striking, with a ratio of 382:3. A related point is that *with respect to* and *with regard to* are synonymous, yet the number of tokens of the former (382) is more than four times that of the latter (92). Having such information in teaching and reference materials would be helpful to ESOL teachers and students.

## CONCLUSION

This corpus study of idiom use has resulted in (a) the development of four lists of the most frequently used idioms in spoken American English, (b) a comparison of idiom use patterns in spoken American English with those found in previous research, and (c) the identification of discrepancies between the findings and the presentation of idioms in idiom teaching and reference materials. Based on these results, five areas



for improvement in the teaching of idioms for ESL learners can be identified.

First, items in the teaching and reference materials, especially in those so-called essential idiom publications, need to be selected in a more rigorous, systematic way, and should be based on authentic language rather than on intuition in order to increase their content representativeness. Similarly, rather than relying on made-up sentences for idiom use illustrations, writers of such materials should use examples from a corpus, as some publishers have reportedly done in some of their dictionaries. Second, these publications should strive to provide more accurate descriptions of the meanings and uses of their items. Third, the publications should include additional descriptive information, such as an idiom's distribution and use frequency, because such information may help students develop a more complete grasp of the idioms or decide to what extent they want to learn and use those idioms. Fourth, ESOL teachers, especially those of low-level students, might want to consult corpus-based lists of most frequently used idioms in selecting idioms to teach, particularly when more objective data on frequency become available. Such consultation may help decrease the chance of having students work on idioms not useful to them at the time of instruction. Of course, frequency and range of idioms should not be the only selection criterion in lexical instruction decisions, a point I elaborate on below. Fifth, teachers may want to include information on idiom variations in their instruction. This will help make students' learning of idioms more complete.

Although this study, and corpus research more generally, contributes to the understanding and selection of idioms for learning and teaching in ESOL or the acquisition of other L2s, it has some limitations. For example, an idiom textbook or dictionary whose item selection is based entirely on a frequency count from a corpus study may not include low-frequency idioms that could be important to some students, such as *call it a day*, an utterance that some instructors use to signal the end of a class or meeting, or *out of the question* (both with fewer than one token in a million words in the corpora). Not understanding the first may result in a student's failure to perform a routine yet important speech act; failing to understand the second may have serious consequences (e.g., mistaking the meaning as *no question* or *no problem*, the opposite of its actual meaning). Compilers of a textbook or reference that is useful for a specific group of learners thus may have to resort to additional methods to look for item candidates. What may further limit the value of a corpus-based study is the difficulty of finding a corpus that is truly representative of the language use that is the focus of an investigation. Concerning the present study, as stated earlier, the corpora employed may not have been large enough and the criteria for identifying idioms may not have been

rigorous enough. The results of the study therefore need to be interpreted cautiously.

Validating the findings of the present study will require studies of substantially larger corpora of spoken American English when such corpora become available. Investigations of written corpora would enable some meaningful comparative analyses between the written and spoken registers. In the meantime, however, the results demonstrate the particular advantages of corpus research in revealing valuable information about American English idiom use that might not be unearthed otherwise. The findings of the study also indicate the need in TESOL to develop more informed and, it is hoped, more effective idiom teaching and reference materials.

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## APPENDIX A

### Excerpt From the Corpora

**White House Press Briefing by Dee Dee Myers, June 23, 1994, from**

**Barlow's (2000) Corpus of Spoken Professional American English**

MYERS: Following up on a couple of things from this morning—first of all, President Clinton will meet with President Carlos Menem of Argentina at the White House on Friday, June 24th, to discuss a broad range of bilateral and international issues *with a view toward* continuing the close collaboration between the United States and Argentina. The two Presidents last met at the White House in June of '93. There was also great interest in the menu at tonight's Congressional picnic. It is hard-shell crabs.

....

VOICE: We have a new poll out today that shows that 41 percent only of Americans approve of the way the President is handling health care reform; 50 percent of them disapprove of it. What do you think is the problem?

MYERS: Well, I think if you ask people specifically do they support universal coverage, overwhelmingly they do; if they support an employer-based system, the system that we currently have, overwhelmingly they do; if they think the Congress should act now to produce some kind of comprehensive health care reform, overwhelmingly they support that. So I think they

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Excerpt used with permission. For samples from the other two corpora, see the respective MICASE (Simpson et al., 2002) and TV network Web sites.

certainly support elements of the President's plan. The President is going to continue to fight very hard to get universal health care passed this year.

VOICE: Well, why do you think they don't seem to have confidence in the way he is leading the fight on this?

MYERS: I think millions and millions of dollars have been spent providing misinformation about the President's plan. That's unfortunate. The President, the First Lady, members of the Cabinet and others in the administration have worked hard to try to counter that, to *put out* correct information, to work with Congress to pass elements of the President's package. I think *things are moving in the right direction* in Congress. We're encouraged by discussions that are happening. *We're a long way from* getting it done, but the President remains confident that he will get a bill on his desk this year that will provide guaranteed private insurance for every American.

VOICE: Senator Dole accused the President of *throwing in the towel* on North Korea. And Senator McCain today said that the President would become a co-conspirator with Kim Il Sung if they continue to reprocess. What is your reaction to those Republican criticisms?

MYERS: Well, I think it's unfortunate. The message we got from North Korea yesterday was encouraging. As the President said, it was a bit of good news. The North Koreans agreed to freeze their nuclear program during a third round of talks. There will be nuclear inspectors there on the ground in North Korea to assure that they meet those commitments. We're moving forward now in planning for a third round of high level discussions with the North Korea, *with an eye toward* resolving the outstanding nuclear issues between the United States, the rest of the international community, and North Korea. Certainly, we're going to *make sure* that we verify along the way. *We look forward to* that dialogue. We hope that it happens.

VOICE: Dee Dee, Senator Dole and the other Senate Republicans in the Senate sent a letter to the President today asking him to join them in repudiating remarks by some in his own party that they say used terms like "fire-breathing," "Christian radical right," and they cheapen our democracy through religious bigotry. Is he going to join them?

MYERS: I'm unaware of the letter. I haven't seen it yet. I mean, certainly the President supports very strongly the principle of religious freedom. But beyond that I haven't seen the letter, so I can't comment.

VOICE: Dee Dee, what do you make of *The New York Times* report that the Russians have been secretly working on chemical weapons? Chernomyrdin didn't know anything about it, but—

MYERS: We're *following up on* that. We signed a memorandum of understanding on this. They were—in which they agreed to provide us with information. We don't believe they provided all the information that they *set forward*—that we need for that MOU. And the memorandum also provides for us to ask for additional information should we think what we receive is insufficient. We're in the process of discussing that with them now.

VOICE: Do we think they're hiding something?

MYERS: We're in the process—we want more information, and so we're *following up*. We're not going to draw any conclusions until we have all the information we think we need.

VOICE: Dee Dee, the crime bill seems to be stalled at the moment, or at least it was when I left the office. Do you guys have anything to say about that?

MYERS: As you know, the President met earlier this week with House and Senate leaders to discuss the crime bill. He's certainly been working very hard. I think 95 percent of that has been resolved between the Houses, which is substantial progress. There are *a few stumbling blocks*, which as I understand it are being worked out among the members of the Congress right now.

VOICE: Well, they say it's—

MYERS: Well, *it's not up to* me, *it's up to* the members of Congress to decide what the *stumbling blocks* are. I think certainly there are a couple of outstanding issues which they're addressing. I think the President hopes that they reach agreement soon and pass a crime bill and send it to his desk.

VOICE: Some of them suggested that it's *up to* him at this point to *come up with* a solution to the whole racial justice issue and remaining *stumbling blocks*, that it won't happen among them.

MYERS: He discussed it on Friday. I think they're aware of his position. We've certainly worked hard on this crime bill and we'll continue to do that. But I think the *ball is now with the members*

of Congress who are *working out* some of the final details. And I just don't have any more on it at this point.

VOICE: Their meeting yesterday fell apart because they couldn't reach a conclusion and said it won't happen without him.

MYERS: I think there are discussions *going on*, on the Hill today, and again the President will remain engaged in this and would like to see something passed.

VOICE: What is he doing today besides—he did some ambassadors fairly early this morning that wasn't on his schedule.

MYERS: It wasn't on the public schedule.

VOICE: Another question on the racial justice issue. What is the President's position on the racial justice issue?

MYERS: He hasn't taken one.

VOICE: Why doesn't he have a position on the racial justice issue?

MYERS: Throughout the discussion of this crime bill, he's laid out specifically what it was he wanted to see in that bill—100,000 new police officers on the street, things for people to say yes to *as well as* to say no to. *Three strikes and you're out* proposal with specific language. All of those things, all of the provisions that he *laid out* have been included in the bill. Those are the things he fought for, those are the things that have been included. There are other things that members of Congress have added and other things that they've *taken out*. He has not taken—he did not take a position on every item that *came up* throughout this debate.

....

## APPENDIX B

### Most Frequently Used Idioms Across Three Corpora of Spoken American English (in Order of Frequency)

#### Band 1

*kind of* (meaning *somewhat*)

*sort of* (meaning *somewhat*)

*of course*

*in terms of*

*in fact*

*deal with*

*at all*

*as well*

*make sure*

*go through*

*come up*

*look for*

*find out*

*go on* (*with* + gerund or

present participle)

*as well as*

*in a/some way*

*go ahead*

*in order to/that*

*get into*

*first of all*

*come up with*

*figure out*

*put on*

*in other words*

*end up* (*with* + gerund or

present participle/

adjective)

*according to*

*as/so far as*

*in a/some sense* (*of/that*)

*so far*

*point out*

*by the way*

*take place* (*of*)

*pick up*

*make sense*

*turn out*

*as to* (+ *wh*- clause/noun

phrase)

*set up*

*with respect to/in respect to*

*be/have* (*something*) *in place*

*used to* (verb)

*as long as/so long as*

*work out*

*have something/nothing to do*

*with*

*bring up*

*have/keep in mind*

*call for*

*in general*

## Band 2

take care of  
go over  
on the other hand  
put out  
go with  
to the/some extent (of/that)  
as soon as  
put together  
show up  
get on  
get rid of  
as if  
get out of  
give up  
no matter (+ any *wh*- clause)  
look forward to  
once again

in time  
get back to  
take on  
go for  
be about to  
after all  
follow up on  
on behalf of  
in effect  
go along (with)  
come on  
be used to something/doing  
something  
get through  
take out  
go off  
for sure/certain

call (up)on  
make up (of)  
back and forth  
go after  
carry out  
make a difference  
have/play a part/role (in)  
take off  
right away  
take advantage of  
run out (of)  
in favor of  
all of a sudden  
(be) in charge (of)  
break down  
put up  
take over

## Band 3

be open to ideas  
rule out  
as for  
fill in something (or someone on something)  
be up to somebody/something (meaning depending on somebody/something)  
hold on  
regardless of  
account for  
in advance  
in public  
with regard to  
break up (transitive/intransitive verb)  
in case  
in someone's view  
take up  
in someone's/the interest (of)  
take steps  
throw out  
as of  
run into  
wind up with/in/gerund (+ participle)  
stick (be stuck) with  
go/move/be too far  
look up something (in)  
as a matter of fact  
more or less  
leave out something/someone  
be/keep in touch with  
down the road  
turn on something  
make it

do one's best  
turn in something/somebody  
all along  
on time  
turn around (something/someone)  
(be) better off  
keep up (with)  
come by (meaning to visit)  
get away with  
hang out (with)  
put forward  
take into account  
in light of  
go wrong  
for someone's/the sake (of)  
count on  
get around (something)  
set out  
shut down (something)  
hand out  
live with (meaning accept/exist with)  
run through (something) (meaning to go over)  
touch on a topic/issue  
in the long/short run/term  
hold someone/something accountable  
pass out  
stick to  
in common  
(be) under way  
come across (meaning to encounter)  
in turn

up front (about)  
at stake  
by hand  
to the/that/this effect (that/of)  
first and foremost  
in the/a/some fashion (that)  
so to speak  
come about (meaning to happen)  
come off  
have/get a clue  
bring about (meaning to make happen)  
hold up (meaning to endure or stand testing)  
in essence  
chances are/were  
cut down (meaning cut down the cost)  
(get) in the/someone's way  
pay off  
in the wake of  
buy into  
by and large  
out of control  
have (something be) on one's mind  
keep/be on track  
make good on something  
throw away something  
fall apart  
get to the point  
in detail  
on and off (or off and on)  
come/go/bring into effect  
(can't) get over something

bring out  
crack down (on)  
hold on to  
turn up  
by far  
to date  
cope with  
give someone a break  
shut up  
up to date  
at large  
in control  
follow through  
for that matter  
shed/cast light on something  
sign off  
take part (in)  
be/put on hold  
(something as) a fair game  
after the fact  
above all  
drop off  
up in the air  
all out  
come to mind  
in private  
in the (somebody's) eyes of  
in the wrong  
live up to  
as usual  
by virtue of  
the big picture  
on the verge of  
ballpark (e.g., figure, estimate)  
keep an eye on  
on the whole  
screw up (something)  
at the (somebody's) expense (of)  
be in for (meaning to  
experience)  
draw the line

get/grab hold of somebody/  
something  
be over one's head  
get/have a handle on  
something  
go for it  
in (good/bad) shape  
make fun of  
hold up (meaning to delay or  
hold as hostage)  
in line with  
in the fore of  
in keeping with  
(a) level playing field  
to the contrary  
at issue  
call something into question  
for good  
in good faith  
get/have hands on something  
off the top of my head  
put something to rest  
take its toll  
all over again  
make up one's mind  
the ball is in your/their court  
in the event of/that  
so on and so forth  
get something across  
in place of/in someone's place  
by no means  
have/get a say/voice (in  
something)  
give away  
leave something/someone alone  
on the horizon  
take effect  
the other way around  
to somebody's credit  
to the (or somebody's) best  
knowledge of  
at somebody's disposal

hang in there  
make up for  
put up with  
to somebody's advantage  
come across as (meaning to  
appear as)  
for the time being  
bring forward  
give rise to  
make out  
right off the bat  
sell out (meaning to  
compromise)  
something/things are up for  
grabs  
take issue with  
a rule of thumb  
bits and pieces  
do away with something  
err on the side of  
fall short  
for real  
in due course  
in no way  
in practice  
in the works  
quid pro quo  
take something/someone for  
granted  
in order (in need, get/put  
house in order)  
break off/break off (something)  
beg the question  
from scratch  
hit home  
in the pipeline  
make/catch/hit headlines  
once and for all  
push the envelope  
with (keep) one's eye on  
something



## APPENDIX C

### Most Frequently Used Idioms in Each of Three Corpora of Spoken American English (in Order of Frequency)

#### Professional Corpus

*in terms of*  
*deal with*  
*sort of*  
*kind of*  
*in fact*  
*make sure*  
*go on*  
*of course*  
*as well*  
*come up*  
*go through*  
*at all*  
*as well as*  
*look for*  
*with/in respect to*  
*get into*  
*come up with*  
*in other words*  
*find out*  
*first of all*  
*in order to/that*  
*take (the) place (of)*  
*in a/some way*  
*as/so far as*  
*figure out*  
*be (have something) in place*  
*go ahead*  
*put on*  
*in a/any sense of/that*  
*have (something/nothing) to do with*  
*point out*  
*work out*  
*keep/have something in mind*  
*as to (wh- clause/noun phrase)*  
*so far*  
*to the/some extent*  
*look forward to*  
*follow up on*  
*in general*  
*make sense*  
*bring up*  
*set up*  
*on behalf of*  
*put together*  
*as soon as*  
*on the other hand*  
*by the way*

*go with*  
*end up*  
*call for*  
*as (so) long as*  
*pick up*  
*get back to*  
*put out*  
*according to*  
*get on*  
*go over*  
*turn out*  
*go along (with)*  
*on one's own*  
*in effect*  
*back and forth*  
*in time*  
*with/in regard to*  
*call (up)on*  
*show up*  
*used to (+ verb)*  
*be open to (ideas)*  
*take on*  
*fill in*  
*rule out*  
*in advance*  
*get rid of*  
*put forward*  
*get out of*  
*in favor of*  
*as if*  
*be used to (+ noun phrase/gerund/present participle)*  
*play/have a role/part in*  
*take out*  
*in light of*  
*take steps*  
*be up to somebody/something*  
*take advantage of*  
*take care of*  
*get through*  
*down the road*  
*carry out*  
*go for*  
*in the (or somebody's) interest (of)*  
*leave out*  
*make up*  
*as of*

*put up*  
*regardless*  
*give up*  
*in touch with*  
*in someone's view*  
*make a difference*  
*no matter (wh- clause)*  
*in charge of*  
*once again*  
*touch on*  
*go off*  
*all along*  
*in case*  
*for sure/certain*  
*take into account*  
*as a matter of fact*  
*take up*  
*first and foremost*  
*up front*  
*run into*  
*in public*  
*on time*  
*set out*  
*do one's best*  
*break down*  
*come on*  
*wind up*  
*as for*  
*stick (be stuck) with*  
*buy into*  
*turn around*  
*better off*  
*get away with*  
*hold someone accountable*  
*account for*  
*throw out*  
*in the/a fashion (that)*  
*keep up with/doing*  
*more or less*  
*live with (meaning to accept)*  
*get around*  
*pass out*  
*run out of*  
*after all*  
*make it*  
*a fair game*  
*sign off*  
*be about to*  
*take off*

go after  
run through (go over)  
in the wake of  
break up  
right away  
all of a sudden  
come/go into effect  
in the long/short run/term  
hand out  
by and large  
have/get a clue  
keep on track  
in turn  
take over  
ballpark (e.g., figure)  
the ball is in your court  
hold on  
in good faith  
after the fact  
to somebody's best knowledge  
on and off  
stick to  
bring about  
in essence  
for somebody's/the sake (of)  
at stake  
the big picture  
by virtue of  
so to speak  
in keeping with  
live up to  
draw the line  
to the contrary  
in line with  
off the top of my head  
follow through  
up to date  
hold up (meaning to delay)  
to date  
come across  
by hand  
hold up (to a test)  
in common  
in somebody's/the way (of)  
so on and so forth  
come about (happen)  
shed/cast light on  
in somebody's/the eyes (of)  
get/have a handle on  
something  
turn in  
under way  
in the fore of

put something to rest  
in due course  
bring forward  
err on the side of  
fall short  
turn on  
go wrong  
have somebody/something on  
one's mind  
in detail  
pay off  
fall apart  
go for it  
up in the air  
in the event of/that  
get something across  
take part in  
by no means  
hang out (with)  
in the wrong  
level playing field  
keep an eye on  
on the whole  
take effect  
bring out  
chances are  
crack down  
come to mind  
in private  
call something into question  
to somebody's credit  
on the verge of  
all out  
turn up  
by far  
get to the point  
on the horizon  
quid pro quo  
screw up  
come off  
come by (meaning to visit)  
cut down  
make good on something  
throw away  
above all  
in control  
at somebody's/the expense (of)  
make up for  
in the pipeline  
in practice  
as usual  
be in for (meaning to  
experience)

be over one's head  
get/have hands on  
cope with  
make up one's mind  
the other way around  
in order (meaning in  
sequence)  
push the envelope  
once and for all  
a rule of thumb  
for the time being  
(can't) get over something  
at large  
drop off  
look up something (in)  
gerund/ grab hold of  
at issue  
all over again  
in place of/in somebody's place  
have a say/voice in  
be/put on hold  
leave somebody/something alone  
do away with  
give rise to  
in no way  
from scratch  
take somebody/something for  
granted  
in the works  
in (good/bad) shape  
come across as (meaning to  
appear as)  
bits and pieces  
for good  
for real  
for that matter  
at somebody's disposal  
hang in there  
give somebody a break  
right off the bat  
put up with  
take issue with  
beg the question  
break off  
come across as (meaning to  
appear as)  
give away  
hold on to  
out of control  
shut up  
make fun of  
make/hit headlines  
take its toll

## Media Corpus

<i>kind of</i>	<i>have something/nothing to do</i>	<i>do one's best</i>
<i>of course</i>	<i>with</i>	<i>turn in something</i>
<i>in fact</i>	<i>as soon as</i>	<i>get away with</i>
<i>deal with</i>	<i>run out of</i>	<i>for somebody's/the sake (of)</i>
<i>at all</i>	<i>go for</i>	<i>at stake</i>
<i>sort of</i>	<i>take on</i>	<i>out of control</i>
<i>as well</i>	<i>all of a sudden</i>	<i>in case</i>
<i>come up</i>	<i>get rid of</i>	<i>take steps</i>
<i>find out</i>	<i>go over</i>	<i>as of</i>
<i>look for</i>	<i>put together</i>	<i>stick (be stuck) with</i>
<i>go on</i>	<i>right away</i>	<i>account for</i>
<i>go through</i>	<i>in charge of</i>	<i>break down</i>
<i>according to</i>	<i>call (up) on</i>	<i>back and forth</i>
<i>go ahead</i>	<i>get through</i>	<i>in the long/short run/term</i>
<i>make sure</i>	<i>go off</i>	<i>all along</i>
<i>in a/some way</i>	<i>as for</i>	<i>count on</i>
<i>in terms of</i>	<i>in time</i>	<i>keep up</i>
<i>as well as</i>	<i>take off</i>	<i>hold up (meaning to endure/ be tested)</i>
<i>put on</i>	<i>take over</i>	<i>pay off</i>
<i>first of all</i>	<i>be used to (+ noun phrase/ gerund/present</i>	<i>turn on</i>
<i>by the way</i>	<i>participle)</i>	<i>be up to somebody/something</i>
<i>pick up</i>	<i>have/keep something in mind</i>	<i>with/in respect to</i>
<i>so far</i>	<i>in effect</i>	<i>in advance</i>
<i>call for</i>	<i>in public</i>	<i>turn around</i>
<i>point out</i>	<i>look forward to</i>	<i>cut down</i>
<i>end up</i>	<i>make a difference</i>	<i>crack down (on)</i>
<i>get into</i>	<i>hold on</i>	<i>hang out (with)</i>
<i>take care of</i>	<i>throw out</i>	<i>set out</i>
<i>as (so) far as</i>	<i>come by (meaning to visit)</i>	<i>down the road</i>
<i>come up with</i>	<i>go with</i>	<i>have something on one's mind</i>
<i>turn out</i>	<i>to the/some extent</i>	<i>give someone a break</i>
<i>in order to/that</i>	<i>for sure/sure</i>	<i>live with something (meaning to accept)</i>
<i>as to (+ wh- clause/noun phrase)</i>	<i>carry out</i>	<i>by hand</i>
<i>take place (of)</i>	<i>get back to</i>	<i>be open to ideas</i>
<i>used to (+ verb)</i>	<i>take advantage of</i>	<i>follow up on</i>
<i>as (so) long as</i>	<i>in favor of</i>	<i>in touch with</i>
<i>give up</i>	<i>take out</i>	<i>with/in regard to</i>
<i>in a/some sense</i>	<i>in somebody's/the view (of)</i>	<i>in somebody's/the interest (of)</i>
<i>set up</i>	<i>go wrong</i>	<i>more or less</i>
<i>once again</i>	<i>go/move/be too far</i>	<i>better off</i>
<i>get out of</i>	<i>make sense</i>	<i>hand out</i>
<i>after all</i>	<i>hold somebody/something accountable</i>	<i>stick to</i>
<i>figure out</i>	<i>under way</i>	<i>bring about</i>
<i>show up</i>	<i>shut down</i>	<i>fall apart</i>
<i>be about to</i>	<i>put up</i>	<i>in the wake of</i>
<i>no matter (+ wh- clause)</i>	<i>play/have a role/part in</i>	<i>get in somebody's/the way (of)</i>
<i>go after</i>	<i>in general</i>	<i>throw away</i>
<i>bring up</i>	<i>break up</i>	<i>get to the point</i>
<i>in other words</i>	<i>make up (of)</i>	<i>hold on to</i>
<i>get on</i>	<i>on behalf of</i>	<i>cope with</i>
<i>work out</i>	<i>in somebody's/the interest (of)</i>	<i>(can't) get over with</i>
<i>be/have something in place on the other hand</i>	<i>regardless of</i>	<i>shut up</i>
<i>put out</i>	<i>come on</i>	<i>at large</i>
<i>as if</i>	<i>go along (with)</i>	<i>in control</i>

take part in  
take its toll  
on time  
make it  
leave out somebody/something  
rule out  
fill in  
run into  
in common  
come about  
chances are  
make good on something  
run through something  
in light of  
in essence  
so to speak  
come/go into effect  
in turn  
by far  
fill in  
keep/be on track  
get around  
pass out  
in a/the fashion (that)  
have/get a clue  
take into account  
come across  
first and foremost  
by and large  
on and off  
for that matter  
be in for (meaning to  
experience)  
above all  
be over one's head  
in private  
up to date  
shed/cast light on  
keep an eye on  
follow through  
come off  
on the verge of  
put forward  
bring out  
to date  
take something/somebody for  
granted  
take part in

at somebody's/the expense (of)  
after the fact  
all over again  
the ball is in somebody's court  
make fun of  
level playing field  
at issue  
make up one's mind  
hang in there  
leave somebody/something alone  
in somebody's/the eyes (of)  
get/grab hold of  
as usual  
all out  
up in the air  
above all  
drop off  
get/have one's hands on  
in the fore of  
come across as (meaning to  
appear as)  
put up with  
sell out (meaning to  
compromise)  
up for grabs  
in (good/bad) shape  
(get/be) in somebody's/the way  
screw up  
sign off  
put something to rest  
at somebody's disposal  
hold up (meaning to endure)  
to the/this effect that  
touch on  
up front  
in detail  
buy into  
look up (something) in  
to somebody's advantage  
take issue with  
hit home  
make/hit headlines  
keep/have an eye on  
for good  
in the event of/that  
have a say/voice in  
on the horizon  
take effect

call something into question  
in keeping with  
live up to  
by no means  
to somebody's credit  
a fair game  
by no means  
come to mind  
go for it  
to the contrary  
for the time being  
for real  
in the works  
beg the question  
push the envelope  
in the wrong  
the big picture  
in line with  
in the pipeline  
make out  
right off the bat  
break off  
in order/sequence  
bits and pieces  
do away with  
give away  
in good faith  
make up for  
on the whole  
once and for all  
rule of thumb  
draw the line  
fall short  
in no way  
quid pro quo  
(the) ball is in your court  
ballpark (e.g., figure)  
bring forward  
by virtue of  
err on the side of  
get/have a hand on  
give rise to  
in due course  
in place of/in somebody's place  
in practice  
off the top of one's head  
so on and so forth  
the other way around

## MICASE

sort of  
kind of  
go on  
of course  
in terms of  
in fact  
go through  
at all  
as well  
deal with  
make sure  
in order to/that  
figure out  
look for  
end up  
make sense  
in other words  
get into  
come up with  
in a/any sense of/that  
find out  
turn out  
in a/some way  
come up  
first of all  
as/so far as  
set up  
used to (+ verb)  
go over  
go ahead  
put on  
in general  
according to  
pick up  
by the way  
point out  
as well as  
so far  
get rid of  
have/keep in mind  
as/so long as  
come on  
as if  
with/in respect to  
ring up  
go with  
as to (+ *wh*- clause/noun  
phrase)  
look up something in  
take place  
no matter (+ *wh*- clause)  
put out  
take care of  
work out  
have something/nothing to do  
with

make up (of)  
on the other hand  
for sure/certain  
in time  
get out of  
show up  
to the/an extent (that)  
go for  
as soon as  
be about to  
break down  
more or less  
put together  
take out  
go along (with)  
get on  
account for  
take off  
give up  
go off  
no matter (+ *wh*- clause)  
be used to (+ noun phrase/  
gerund/present  
participle)  
run into  
break up  
turn on  
after all  
make it  
carry out  
hold on  
take over  
hang out (with)  
back and forth  
get back to  
be up to somebody/something  
play/have a role/part in  
make a difference  
right away  
get through  
take on  
in case  
once again  
stick (be stuck) with  
take up  
be (have something) in place  
turn in  
in effect  
regardless of  
all of a sudden  
fill in  
in somebody's/the interest (of)  
rule out  
take into account  
come across  
come off

in common  
get around  
on time  
as a matter of fact  
better off  
hand out  
run through (meaning to go  
over something)  
turn around  
as for  
be open to (e.g., ideas)  
in detail  
take advantage of  
in favor of  
rule out  
keep up with (+ gerund/  
present participle)  
in touch with  
leave out somebody/something  
pass out  
for somebody's/the sake (of)  
so to speak  
stick to  
be/go/move too far  
go wrong  
in somebody's/the view (of)  
screw up  
touch on  
come about  
in public  
in turn  
bring out  
chances are  
do ones' best  
up front  
shut down  
by hand  
call for  
come by (meaning to visit)  
count on  
get away with  
have/get a clue of  
hold on to  
in advance  
in the long/short run/term  
make good on something  
throw out  
drop off  
in essence  
in the wrong  
live with (meaning to accept)  
look forward to  
all along  
as of  
(can't) get over with  
come to mind

go after  
 set out  
 throw away  
 for that matter  
 give away  
 in charge (of)  
 by far  
 by virtue of  
 down the road  
 follow up on  
 get to the point  
 hold on to  
 in somebody's/the way (of)  
 in (good/bad) shape  
 on the whole  
 call (up) on  
 cut down  
 get/have a handle on  
 the other way around  
 on behalf of  
 as usual  
 bring about  
 buy into  
 for good  
 give rise to  
 make fun of  
 make out  
 to date  
 with/in regard to  
 after the fact  
 all out  
 get/grab hold of  
 in the/a fashion (of/that)  
 on and off  
 right off the bat  
 shut up  
 take part in  
 take steps  
 up in the air  
 above all  
 the big picture  
 bits and pieces  
 break off  
 by and large  
 cope with

draw the line  
 go for it  
 in place of/in somebody's place  
 take something/somebody for  
     granted  
 to somebody's credit  
 at large  
 ballpark figure  
 call something into question  
 first and foremost  
 get/have hands on  
 get something across  
 in practice  
 keep/be on track  
 live up to  
 make up for  
 shed/cast light on  
 at somebody's disposal  
 at somebody's/the expense (of)  
 have/get a say/voice in  
 in control  
 in no way  
 off the top of one's head  
 rule of thumb  
 so on and so forth  
 up to date  
 at issue  
 come/go into effect  
 fall apart  
 from scratch  
 give somebody a break  
 in somebody's/the eyes (of)  
 pay off  
 put up with  
 to the/this effect (that)  
 turn up  
 at stake  
 beg the question  
 come across as (meaning to  
     appear as)  
 do away with  
 follow through  
 for real  
 have something/be on  
     somebody's mind

hit home  
 in light of  
 in line with  
 in private  
 on the verge of  
 once and for all  
 quid pro quo  
 sell out (meaning to comprise)  
 take issue with  
 up for grabs  
 a fair game  
 all over again  
 be in for  
 be over one's head  
 be/put on hold  
 bring forward  
 by no means  
 for the time being  
 for the sake of  
 in the works  
 leave somebody/something alone  
 make/hit the headlines  
 make up one's mind  
 on the horizon  
 out of control  
 put forward  
 to somebody's credit  
 err on the side of  
 hang in there  
 hold somebody/something  
     accountable  
 hold up (meaning to delay)  
 in keeping with  
 in the event of/that  
 in the fore of  
 in order (meaning in  
     sequence)  
 keep an eye on  
 push the envelope (meaning to  
     move beyond the usual or  
     normally accepted practice)  
 sign off  
 to somebody's best knowledge  
 to the contrary  
 with (keep) an eye on