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An Investigation into Illustrations in Dictionaries of English Idioms 英语成语词典的释例调查

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An Investigation into Illustrations in Dictionaries of English Idioms 英语成语词典的释例调查 (A Synopsis)

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This thesis makes a systematic study of illustrations in major dictionaries of English idioms (DEI's). It probes, first of all, into the definition of the term '**English idioms in the dictionary of English idioms**' ('English idiom from the lexicographical point of view'). After that, it goes on to probe into the typography of illustrations in major DEI's, the classification of illustrations in major DEI's, the number of the illustrations in an entry in major DEI's, the length of the illustrations in major DEI's, the function of illustrations in major DEI's, problems in the illustration in the DEI, and, finally, the translation of the illustrations in major EDEI's. This thesis is composed of six chapters in total.

In Chapter 1, first of all, it is necessary to make clear what an idiom is in dictionaries of English idioms because it's the starting point of study. If we don't know what are included as an entry in a dictionary of English idioms, we can't study the illustrations belonging to them. After a brief survey of the representative definitions given in the English dictionaries, and those by English linguists, the author has to change his conventional view and formulates the new definition from the lexicographical point of view: **a phrase formed by two or more than two words, which is not completely literal**. In this chapter, the typography of the illustrations is also discussed. The author first of all, reveals the typography of major EDEI's, and then, the typography of major ECDEI's, and finally, the author makes a comment on different typographies in major DEI's: **they are nice creations of the dictionary compilers**.

In Chapter 2, the author classifies the illustrations from five perspectives: From the perspective of linguistic structure, they can be classified into phrasal and sentential illustrations. From the perspective of the origin of English idioms, illustrations can be classified into source illustration and non-source illustration. From the perspective of the origin of the illustration identified or not, they can be classified into origin-marked illustration and origin-unmarked illustration. From the perspective of the maker of the illustrations, they can be classified into original illustration, adapted illustration and made-up illustration. From the perspective of the recurrence of the illustrations, they can be classified into recurring illustration and non-recurring illustration. After each classification, the merit and demerit of each type of illustration are discussed. Despite these explicit classifications, the author also gives some implicit classifications. They can be evidenced by the order of the illustrations under all investigating items throughout the thesis.

In Chapter 3, the number and length of the illustrations in each entry in major DEI's are discussed. When the number is discussed, firstly, the number in the EDEI's, secondly, the number in the ECDEI's, and finally, a conclusion is given: more illustrations will demonstrate the pragmatic behavior of the headphrase more fully if each one in an entry can be used to

demonstrate one aspect of the behavior, but the number is confined by the size of a dictionary. After that, the length of the illustrations is discussed. According to the length of the illustrations, illustrations in the DEI's can be classified into short, medium-size and long illustrations. The three kinds of illustrations both in the EDEI's and ECDEI's are discussed respectively. Their advantages and disadvantages are also discussed. Though long illustrations can not only provide more contexts and so are rich in contents but also reduce the possibility of ambiguity in meaning, the reader sometimes finds that they are difficult to understand, their key pragmatic behaviors are not obvious in them because 'too much flesh hides up the skeleton', and, moreover, they are space-consuming. Short illustrations save space but they provide fewer contexts so are not rich in contents and increase the possibility of meaning ambiguity. Medium-size illustrations are preferable because they strike a balance between the two extremes.

In Chapter 4, the functions of the illustrations are discussed. Firstly, the functions of the illustrations in the EDEI's are discussed. Their functions are : To evidence the existence of an idiom or the existence of a meaning of an idiom. As a sort of defining device to exemplify or illustrate the meaning of the idiom defined so the meaning of the idiom becomes more concrete and convincing. To illustrate the development of the form of an idiom. To illustrate the change of meaning of an idiom. To illustrate the pragmatic behaviors of the idiom defined. To illustrate something of the stylistic value of the headphrase in the entry. To give the learners some notions of the foreign culture. Secondly the functions of the illustrations in the ECDEI's are discussed. The functions are: To evidence the existence of an idiom or the existence of a meaning of an idiom. As a sort of defining device to exemplify or illustrate the meaning of the idiom defined so the meaning of the idiom becomes more concrete and convincing. To illustrate the development of the form of an idiom. To illustrate the change of meaning of an idiom. To illustrate the pragmatic behavior of the idiom defined. To illustrate something of the stylistic value of the headphrase in the entry. To give the learners some notions of the foreign culture. Help to distinguish the idiomatic meaning of an idiom from less idiomatic ones. To provide Chinese translation of the English illustration for the reader. The Chinese translation helps the reader in many ways. Illustrations in the ECDEI's have two more functions () than those in the EDEI.

In chapter 5, the problems in the illustrations are discussed. The problems are the same in the EDEI's and ECDEI's. They are mainly: Incorrect typography. Too difficult diction.

Inadequacy in providing pragmatic behavior information. Redundancy in providing pragmatic behavior information. The first problem is easier to solve than the second, third and fourth problems because, to solve the first problem, the compiler only needs to be more careful; to solve the second, third and fourth problems, the compiler should have access to more text fragments, which is not easy, for doing that means to take the trouble of looking for a needle in a haystack and the choice of the illustrations is not easy since readers' tastes differ greatly and so are compilers' tastes in the preference of illustrations.

In chapter 6, the translation of the illustrations in major ECDEI's is discussed. Firstly, functions of the translation are discussed. They are: To facilitate understanding of the illustration. To illustrate the Chinese definition of the headphrase and to provide explanation of the head idiom which supplements the definition or explanation of the headphrase. In this way the meaning of the head idiom shows its modification in different situations. The meaning of the idiom becomes fuller, more concrete and more flexible so that a more thorough

understanding of the idiomatic meaning can be obtained. To validate the Chinese definition.

To provide model for E-C translation. For the reader to learn translation skills. To provide the reader an opportunity to have a contrastive study of the difference in punctuation between the English illustration and its Chinese translation so as to have a good understanding of the relation between the two systems of punctuation. To provide the reader an opportunity to have a contrastive study of English and Chinese so as to have a good understanding of the relation between the two languages. Secondly, problems in the translation of the illustrations in major ECDEI's are discussed. They are: Incorrect typography in Chinese. Mistranslation.

Vague diction in the translation that will cause misunderstanding. Unfamiliar Chinese wording. Different unconventional translations of the same English proper noun in the same dictionary. Different translations of the same illustration in different dictionaries. Conventional translation or compiler's own translation. The first problem is not difficult to handle because to solve the problem, the compiler only needs to be more careful. But the problems after the first are not easy to be solved because to solve the problems, several factors should be taken into consideration. The first is the compiler's competence in both English and Chinese, which can't be improved in a short time. The second is the compiler's access to all the text fragments from which the illustrations are taken so as to rule out false meaning possibilities caused by lack of contexts, which is almost impossible. The third is standard of good translation, some parts of which are still disputable and the understanding of the standard is not so unanimous among different compilers so that the application of it will also differ.

The thesis is in no sense complete and thorough, though its author has tried hard to make it so. The author earnestly expects any criticism, suggestion and improvement from its readers. The author also hopes that the thesis, instead of putting an end to further researches in the illustrations in DEI's, should serve as an opening for it so as to improve the quality of the illustrations in DEI's which is a major index of the quality of DEI's, and, instead of misleading the readers, it should serve as a teacher from whom they can learn to make full use of the illustrations in the DEI's, or even the illustrations in any dictionaries. In this way, the quality of DEI's, and even that of any dictionaries will definitely be improved; the functions of dictionaries will be fully exploited.

Key words: dictionary, illustration, idiom.

Chapter 1 Introduction

1.1 The purpose of the thesis

The illustration is an important part of a dictionary. A dictionary without it is ‘a skeleton without flesh’. Its importance is more clearly seen in a DEI, which is heavily culture-bound. In fact, all the pragmatic behaviors of an English idiom are demonstrated through its illustrations (text fragments in which its role is appropriately played). But unfortunately, according to my investigation, scarce systematic study has been seen done on the illustration in the DEI. So I take up the task to make an investigation into the illustrations in contemporary major DEI’s (both EDEI’s and ECDEI’s) now most popular in China. My thesis first of all gives a new definition to the term *English idiom*. My doing this is because I find that all the definitions fail to explain different inclusions of entries (headphrases / head idioms) in different DEI’s, which is evidently the first main barrier on my way to begin the investigation. But my effort is mainly to study its typography, length, classification from different perspectives, functions, translation and the problems it is facing.

1.2 What is an English idiom?

When we enter upon the study of the illustration (illustrative example) for the English idiom in the dictionary of idiomatic English (or dictionary of English idioms [DEI]) we should first of all clarify the term *English idiom* so that we can study the illustrative examples belonging to it.

1.2.1 A survey of the definition

The English word *idiom* is borrowed from Latin *idioma*, which means peculiarity of language, while Latin borrows *idioma* from the Greek language. Linguists and Lexicographers have started from different points of view to study idioms, but they have not reached a satisfactory answer to the question ‘what is an English idiom?’. The following is some typical definitions (only the ones related to our discussion are quoted here) for the word *idiom*.

1.2.1.1 A survey of the definition in the English dictionary

OED (1970,1989)---

3. a. a form of expression, grammatical construction, phrase, etc., peculiar to a language; a peculiarity of phraseology approved by the usage of a language, and often having a significance other than its grammatical or logical one.

LDOCE (3rd edition)---

a group of words with a meaning of its own that is different from the meanings of each separate word put together.

COD (9th edition)---

a group of words established by usage and having a meaning not deducible from those of the individual words.

WNWDAE (3rd edition)

a phrase construction or expression that is recognized as a unit in the usage of a given language and either differs from the usual syntactic patterns or has a meaning that differs from the literal meaning of its parts taken together.

W3---

An expression established in the usage of a language that is peculiar to itself either in grammatical construction (*as no, it wasn't me*) or having a meaning that cannot be derived as a whole from the conjoined meaning of its elements (*as Monday week for “the Monday a week after next Monday”; many a for “many taken distinctively”; had better for “might better”; how are you? for “what is the state of your health or feelings?”*)

ODCIE---

We can begin the discussion of idiomaticity with a simple and familiar assumption: an idiom is a combination of two or more words which functions as a unit of meaning. (1973: viii—ix)

LDEI---

The expressions collected in the dictionary are, in a very broad sense, metaphorical rather than literal. They are more or less invariable or fixed in form or order in a way that makes them different from literal expressions. Because they are metaphorical, one cannot usually discover their meanings by looking up the individual words in an ordinary dictionary. Because they are more or less invariable, both in wording and in certain grammatical ways, they cannot be changed or varied in the way literal expressions are normally varied, whether in speech or writing. These expressions or idioms tend to have other characteristics in common, although these do not apply generally to every case. **Most, but not all, of these**

expressions are phrases of two or more words. Many, but not all, of these expressions belong to informal spoken English rather than to formal written English.

1.2.1.2 Definition given by English linguists

A. Makkai (1972)

Makkai reserves the term *idiom* for units realized by at least two words. These units are glossed as “any polylexonic lexeme made up of more than one minimal free form or word (as defined by morphotactic criteria)” (Makkai 1972:122). Such a decision is also in line with the OED definition.

U. Weinreich (1969)---

A phraseological unit involving at least two polysemous constituents, and in which there is a reciprocal contextual selection of subsenses will be called an idiom. (*Problems in the Analysis of Idioms* 1969:42)

B. Fraser (1970)

...I shall regard an idiom as a constituent or a series of constituents for which the semantic interpretation is not a compositional function of the formalities of which it is composed. (*Idioms within a Transformational Grammar* 1970:22)

W. McMordie---

Peculiar uses of particular words and also particular phrases or turns of expression, which, from long usage, have become stereotyped in English. (*English Idioms* 1972: 5) The most characteristic feature of idioms is identified as lexical integrity. As a general rule an idiomatic phrase cannot be altered; no other synonymous word can be substituted for any word in the phrase, and the arrangement of the words can rarely be modified. (ibid.:6)

A.P. Cowie et al---

We can begin the discussion of idiomaticity with a simple and familiar assumption: an idiom is a combination of two or more words which functions as a unit of meaning. (1973: viii—ix) (the same as that given in ODCIE vol. 2)

J. Strassler (1982)---

An idiom is a concatenation of more than one lexeme whose meaning is not derived from the meanings of its constituents and which does not consist of a verb plus an adverbial particle or preposition. The concatenation as such then constitutes a lexeme in its own right and should be entered as such in the lexicon. (*Idioms in English: A Pragmatic Analysis* 79)

L. P. Smith (1925)

We also use ‘idiom’ for ...those forms of expression of grammatical construction, or of phrasing, which are peculiar to a language, and approved by its usage, although the meanings they convey are often different from their grammatical or logical signification. (*With Words and Idioms*:1925)

Chitra Fernando---

Three features can cover these definitions of idioms (*Idioms and Idiomaticity*:2000):

compositeness: Idioms are commonly accepted as a type of multiword expression (*red herring, make up, smell a rat, the coast is clear*; etc.) though a few scholars (Hockett 1958; Katz and Postal (1963) accept even simple words as idioms.

Institutionalization: Idioms are conventionalized expressions, conventionalization being the end result of initiality *ad hoc*, and in this sense novel, expressions.

Semantic opacity: The meaning of an idiom is not the sum of its constituents. In other words, an idiom is non-literal. The widespread occurrence of these three features in common word combinations has resulted in many types of multiword expressions identified by some other terms such as *slang, proverbs, allusions, similes, dead metaphors, social formulae* and *collocations* also been identified as idioms, a practice evident in the works discussed below.

1.2.2 New insight into the definition.

As can be seen from the discussion above, the traditional definition of English idiom is “**a group of words which has a different meaning from the sum of its parts**”. It can be treated as a special case of collocation. If it is defined in this way, we can accept the difference between English idiom and collocation by **John Sindane** in *Corpus, Concordance, Collocation*:

“An idiom is a group of two or more words which are chosen together in order to produce a specific meaning or effect in speech or writing. The word is used in various other ways, but in this book the meaning is restricted to the above.

The individual words which constitute idioms are not reliably meaningful in themselves, because the whole idiom is required to produce the meaning. Idioms overlap with collocations because they both involve the selection of two or more words. At present, the line between them is not clear. In principle, we call co-occurrences idioms if we interpret the co-occurrence as a

single unit of meaning. If we interpret the selection of two related words, each of which keeps some meaning of its own; we call it a collocation.

Hence, *hold talks*, *hold a meeting*, *hold an inquiry* are collocations; whereas *hold sway*, *hold the whip hand* are idioms. If either *hold* or *sway* is removed, the special meaning disappears. Most current uses of *sway* as a noun are with *hold*, and the two words must be taken together. Similarly, in *hold the whip hand* nothing can be changed except the inflection of the verb. Other idioms, like *hold...to ransom* can be discontinuous.”

1.2.3 The significance of the definitions in the compilation of DEI's

Different definitions of the term *English idiom* can result in different inclusions of entries in a dictionary of English idioms. Among the definitions given in the English dictionaries listed above, we know that Only W3, WNWDAE and OED approach the definition from the perspective of peculiarity in structure and meaning separately while the others only from the perspective of peculiarity in meaning. The definition in W3 is the most descriptive one because under such a definition, the inclusion of entries in a dictionary of English idioms is the broadest (W3 even includes “it wasn't me” as an English idiom). Among the definitions given by the English linguists, **Makkai** holds that *kith and kin*, *spick and span* are not real idioms but **Cowie** includes it in his ODCIE (vol.2). **U. Weinerch** says in his works that *spick and span*, *blow to kingdom come*, and *by and large* are not idioms, but they are now commonly accepted as idioms. **L. P. Smith** includes expressions he terms idiomatic transgressions as idioms, such as *It's me, who did you me?*, *try and go*, but they are not included in the current idiomatic English dictionaries. **Jespersen** (1975), **Yorio** (1980) hold that *long live sb* is an idiom but by current standard it is not.

If we treat the English idiom as a special case of collocation compared with common collocations, there are such marginal cases that are not easy to be clearly classified. They belong to the phenomenon called vagueness of language.

For this reason, it is permissible for some dictionaries of English idioms to include some entries belonging to common collocation. Some linguists use the term *fixed phrases* or *set expression* to designate collocation and idiom. That is worthwhile. Some DEI's are titled *phrases and idioms* as a convenience when the author knows there is a difference but does not know specifically what the difference is among some bordering cases. **Richard A. Spears** uses it to name his dictionary (NTC Publishing group 1998). ADCIE includes some entries which are considered by some specialists in this field as non-idiom, such as *without rest*, *without limit*, *without success*, *waste one's / sb's time*, *without reason*, *without result*. It is not to be blamed.

Therefore, the best way to know the scope of English idioms is to see what are included in the current dictionaries of English idioms. Sometimes, the dictionary compiler includes collocations with meanings not easy to be discovered from their literal forms, especially those for foreign learners. Some even include proper names such as *Bill of Rights*, *Bill of Attainder*, or terms in certain fields such as *bill of exchange*, *bill of lading*, *bill of health*, *note a bill*, or common expressions such as *toll call*, *roll call*, *trunk call*, *gum tree*. Several reasons can be inferred to explain the phenomenon:

1. To include some words or phrases that are not commonly included in the general English dictionaries but with a meaning not familiar to the readers.
2. The DEI is user-oriented. For example, the phrase *at the speed (of)* is not seen in French. The French way is *with the speed (of)*. So *at* here is so metaphorical as to cause confusion. Metaphorality, which is the underlying cause why an idiom's meaning cannot usually be discovered from its individual words combined, is a highly subjective matter. It is deeply connected with the user's linguistic intellectual background. The word *at* in *at the speed (of)*, though is very literal to a native English speaker is metaphorical to a foreign user with a little grasp of English. To serve a circle of users as large as possible, every phrase with even the least metaphoricality to a foreign user should be included.
3. There are not enough English idioms to be included in the dictionary. We say so because no DEI is as bulky as OED. But in fact no DEI can boast of a complete inclusion of English idioms. ADCIE, which is the largest DEI in China by far, still leaves a lot of English idioms out. English idioms such as *every picture tells a story*, *swear pink*, *piss down*, *on the pulse* and etc., which are included in Supplements to the Oxford English Dictionary (1986) and the idioms such as *all is vanity*, *all that lives must die*, *ambition as Phaethon*, *American Tragedy*, *apple and orange*, *Arladne's thread* are not included in it.
4. To show some differences from other dictionaries of the kind.
5. To include such combinations of words as bug idioms to avoid copyright piracy.
6. The compiler himself cannot draw a clear line between idiom and non-idiom. As a result, some conventional non-idioms, especially the borderline cases stated above are included in the dictionary.

7. Thanks to the far sightedness of the compiler, some collocations deemed to have idiom potentials by the compiler are included. To define English idioms this way is in agreement with so-called 'descriptive approach' in dictionary compilation.

No matter for what reason they are included in the dictionary, since they are included, and, with good reasons, we should study the illustrative examples for them. In a word, what I want to study is all the illustrative examples in any dictionaries of English idioms, let alone whether the entry in it is an idiom or not in the strict conventional sense. Once a collocation is included, its illustrative examples should be studied.

1.2.4 New definition given from the lexicographic point of view

With regards to the analysis above, it can be concluded that no definitions by far can be applied to explain all the inclusions of entry in the DEI's. The author of the thesis should accordingly revise all the conventional definitions and put forth his new definition from the lexicographic point of view, which can apply to all the inclusion of entries in the DEI's. Hence we can give *English idiom* a lexicographical definition: **a phrase formed by two or more than two words, which is not completely literal.**

1.3 Two prominent pragmatic features of the English idiom

1.3.1 The transformation of the English idiom

Though the compositeness and lexical fixity of an idiom are its salient features, however, they are not the only features in considering the nature of idioms. Language-users will do some transformation to them either to suit the situation in which the idiom is being used or to suit their communicative purposes. For example, the idiom *put a good face on sth* can have many transformations: *put a brave face on sth, put a bold face on sth, put up a good face on sth, put up a bold face on sth, put up a brave face on sth, put up a bold front on sth, put up a brave front on sth, keep up a good face on sth, keep up a bold face on sth, keep up a bold front on sth, keep up a brave front on sth*. Different scholars have different classifications of the concrete forms of such a peculiarity. Professor Rongpei Wang (汪榕培) classifies the transformation into six kinds.

1. Substitutability (e.g. *Upset the applecart* *overturn the applecart*). 2. Addition (e.g. *go ape* *go apple crazy*). 3. Deletion (e.g. *throw a wet blanket on* *a wet blanket*). 4. Separability (e.g. *bring sth to a boil* the word *sth* makes the separation). 5. Displacement (e.g. *rack one's brains* *brain racking*). 6. Distribution (e.g. *taste blood* *get a taste of blood*). The Australian scholar Chitra Fernando classifies it into four kinds: **1. Replacements or Substitutions 2. Addition 3. Permutation 4. Deletion** (These four terms are also used to denote four ways of adaptation of the illustrations for the ECDEIs from the DEIs in Chapter 2.). The difference between the two classifications lies only in designation, but their referents, on the whole, are the same. The latter is more concise, so we use it in our discussion. The author of the thesis also contribute his own. The original elaboration of Chitra Fernando is too long to be quoted here. **Only the contribution of the author of the thesis is stated here.**

Sententialization is also a form of permutation. That is, a phrase is turned into a sentence, or a sentence is turned into more than one sentences.

(1) Uni-sententialization

*They arrived at the meeting with their own ideas, and *any peg would do to hang them on*.

(LDEI 1979)

The phrase *a peg on which to hang* is turned into a sentential idiom here.

Multi-sententialization

*If a house be divided against itself, that house cannot stand. 如果一个家庭发生内斗, 它就不可能存在下去。

(ADCIE)

The phrase *house divided against itself, (cannot stand)*, *a* is turned into two sentences.

1.3.2 The collocability of English idioms

Collocation has already been defined as the company words keep to form a feasible semantic unit. In a certain language context, it is decided by the collocability of the words participating in the situation (linear principle of language) and the speaker's communicative purpose, his wit and skill in handling the vocabulary. (e.g.. when a speaker use the pattern *continue doing/to do*, the choice of the infinitive or the gerund form is decided by himself and the situation.). If one is sufficiently familiar with a language, the co-text of many words can be accurately predicted or at least what kind of context they are unlikely to occur in. The transformational variations we discussed just now can be regarded as a demonstration of their collocability in different situations carried out by different speakers within the idiom itself. So transformation itself is

a collocability. We call it *internal collocability*. Its collocability with words outside of itself is called *external collocability*. Collocability is demonstrated by the linguistic text the idiom is in.

1.4 What is an illustration (illustrative example)?

1.4.1 The definition for the illustration in common dictionaries

An illustrative example is a phrase or sentence, which contains the headword (or its transformation) in an entry in a dictionary to evidence the entry word it contains. It is usually placed after the definition or explanation of the headword.

1.4.2 The definition for the illustration in the DEI

An illustrative example in a dictionary of English idioms is a phrase or sentence, which contains the headphrase (or the transformation of the headphrase) in an idiom entry to evidence the headphrase (head idiom). It is usually placed after the definition or explanation of the head idiom.

1.5 The Typography of the Illustration in the Typical DEI

1.5.1 The typography of illustrations in the typical EDEI

ODCIE---

hem in [B1i pass adj] confine, restrict the movements of. **S:** enemy; fire, forest, snowdrift; financial commitments, unhappy relationship

The man looked around him with the desperate, hunted eyes of an animal hemmed in by a ring of fire. PW *His marriage has hemmed him in.* NM

outstay one's welcome [v+ o] tire or inconvenience one's host by staying longer than is reasonable or expected *'How long will you stay?'* 'A month, I should think, *mustn't outstay our welcome*'. TSMP often with must not, ought not, not wish to

LDEI (1979)---

take off^m the gloves *not fml* to stop acting towards somebody with gentleness or mercy; begin to fight, argue, etc., with serious intention to win: *her father has threatened to take off the gloves if I ever attempt to meet her again* [v]

<Referring to boxing in which two opponents fight each other with their hands in protective leather GLOVES so that their blows are softened

The general meaning of mercilessness is also understood in such phrases as *to fight without gloves* and *the gloves are off!*

1.5.2 The typography of illustrations in the typical ECDEI

ADCIE---

be at one (with) *fml* be in agreement or peacefully united (with sb) 【正式】(与某人)意见一致;和睦相处 We are always at one on this subject. 我们在这个问题上意见总是一致的。 You should be at one with your classmates at school. 在学校里,你要和同学们和睦相处。【说明】该习语后面可接 with+n. 结构。

ACDEIP---

turn the heat on <□> 1)对(某人)施加压力。/ Taxpayers got relief by turning the heat on their congressmen. 纳税人通过国会议员施加压力而获得免税。/ The moment seemed opportune to turn the heat on him. 看来这是对他施加压力的最适当时机。 2)对...进行精神或肉体上的折磨,加紧审讯而使罪犯招供。/ We are getting nowhere by this method; it's about time we turned the heat on. 我们使用这种办法毫无成效,现在是加强火候审讯的时候了。

to the manner born 生来就习惯于某种地位或职业;<□>天生就适合[莎士比亚语:见《哈姆雷特》一幕四场](通常和 as 或 as if 连用)。/ He drove the car as to the manner born. 他驾驶这辆车,好像生来就会开车似的。/ The young man gave orders to the soldiers as if to the manner born. 这年青人向士兵发布命令,好像他从小就习惯于这样发号施令似的。

(Note: Since the typography of ODCIE is very remarkable, I will omit the mark "ODCIE" whenever I cite the illustration from it in the following chapters.)

1.5.3 Conclusion on the typography

1.5.3.1 Merit of the typography

All the typographies in the typical DEI's, though different, meet the standard of clarity and brevity. They demonstrate the compiler's creativity and fine scholarship.

1.5.3.2 Demerit of the typography

The typography in some typical DEI's are in too small types, such as that in ODCIE.

Chapter 2 Classification of the illustrations in the DEI

Illustrations in the DEI's can be classified in many ways. The following are the typical classifications. (The original typography of the illustrations in the following chapters has been somewhat changed for convenience's sake.)

2.1 From the perspective of linguistic structure, they can be classified into phrasal and sentential illustrations

2.1.1 Phrasal illustration

2.1.1.1 Phrasal illustrations in the EDEI

above one's station

□ ... *a lad in the village, a deceitful smooth-tongued boy who'd got **above his station***. ASA

2.1.1.2 Phrasal illustration in the ECDEI

ADCIE---

live in retirement

live in retirement from the world 过着与世隔绝的生活

ACDEIP---

(as) long as one's arm

a list as long as your arm. 一张长得要命的清单

2.1.2 Sentential illustration

2.1.2.1 Complete sentence

2.1.2.1.1 Complete sentence in the EDEI

Most of the illustrations in ODCIE are complete sentences.

give way to²

□ *It was no use. She didn't shout, but she **gave way to** a low controlled anger*. DC

LDEI---

talk a mile a minute

as soon as she stepped off the plane she began to talk a mile a minute, telling us all about her holiday.

2.1.2.1.2 Complete sentence in the ECDEI

ACDEIP---

associate oneself with /

I should like to associate myself with my colleagues who preceded me at this rostrum in welcoming the Delegation of the People's Republic of China to the family of the United Nations. 我愿意同在我之前在这个讲台上发言的我的同行们一起欢迎中华人民共和国代表团参加联合国大家庭。

ADCIE---

live in fear of

Mary lives in fear of her father 玛丽一生很怕她父亲。

2.1.2.2 Incomplete sentential illustration in the DEI

2.1.2.2.1 Deletion of the front part of the original text fragment

2.1.2.2.1.1 Deletion of the front part in the EDEI

at one's (own) discretion

□ ... *which is not the same thing as manufacturing our own nuclear weapons and, in theory at best, being able to use them **at our own discretion***. SC

LDEI---

at close quarters

...it was when they finally left and he had to face his family at close quarters that he broke down. (Evelyn Waugh)

2.1.2.2.1.2 Deletion of the front part in the ECDEI

ADCIE---

make (so) bold (as) to

... || ...and I make bold to say that though Marx may have had many opponents he had hardly one personal enemy. (F. Engels) 而我敢大胆说, 马克思可能有过多敌人, 但未必有一个私敌。

ACDEIP---

singed cat /

...you're a kind of a singed cat as the saying is better'n you look. (M. Twain, "Tom sawyer", ch. I) 我看你有点象俗话说的烧掉了毛的猫那样---并不象外表那么坏。

2.1.2.2.2 Deletion at the end in the DEI

2.1.2.2.2.1 Deletion at the end in the EDEI

as the crow flies

□ *when we stopped, we were not far away from Chesterfield Mews, Robert's old slum. Not far from it as the crow flies, that is, but...* CON

LDEI---

stick^o/stand^o out a mile

One player this season has stood out a mile... (Daily Mirror 15 Nov 74)[v]

2.1.2.2.2.2 Deletion at the end in the ECDEI

ADCIE---

at fall

【说明】..... "They answer in a joint and corporate voice, / That now they are at fall, want treasure, cannot / Do what they would, are sorry; ..."

ACDEIP---

at a time /

Michael went up the stairs two at a time... (J. Galsworthy, "The Silver Spoon", part I, ch. III) 麦克尔两步并一步地走上楼去...

2.1.2.2.3 Middle deletion in the DEI

2.1.2.2.3.1 Deletion at the middle in the EDEI

fix up with

□ 'You can sleep here if you like... Till you... get yourself fixed up. TC

LDEI---

at the back^o of someone's mind^o

Gomes ...will continue to steer a middle course in the deepening Portuguese crisis...the danger of civil war will be always at the back of his mind. (Daily Mirror 1 Oct 74)

2.1.2.2.3.2 Deletion at the middle in the ECDEI

ADCIE---

man of the people, a

Mrs. Pryor...wondered how her daughter could be so much at ease with a "man of the people"... She felt as if a great gulf lay between her caste and his. (Charlotte Brontë, Shirley) 普里奥太太...觉得奇怪, 她女儿 怎么和一个“平民出身的人”相处得这样自在...; 她觉得她和他的社会地位之间有一道巨大的鸿沟。

ACDEIP---

Kilkenny cats /

Members of Parliament and ladies of fashion, like himself and Fleur...now and then...going for each other like Kilkenny cats. (J. Galsworthy, "The Silver Spoon", part I, ch. XIV) 议员们和阔太太们, 象他自己和芙蕾那样的...不时...互相攻讦, 拼命斗起来。

2.1.2.2.4 Deletion at both ends in the DEI

2.1.2.2.4.1 Deletion at both ends in the EDEI

LDEI---

like Hamlet without the Prince (of Denmark)

'...a chess Olympiad without the Russians would be rather like Hamlet without the Prince...' (The Times 25 Sept 75)

2.1.2.2.4.2 Deletion at both ends in the ECDEI

ADCIE---

one's long/last home

【说明】1. 该习语源于《圣经·传道书》第12章第5节：“... man goeth to his long home, and the mourners go about the streets ...”。

ACDEIP---

elbow room (亦作 **elbow-room**) /

...the working-class was reduced to a fight for political elbow room....(K. Marx and F. Engels, "Manifesto of the Communist Party", Preface by F. Engels to the English Edition of 1888, transl. by Moore, edited and annotated by F. Engels) ...工人阶级被迫局限于争取一些政治上的活动自由...

2.1.2.2.5 Deletion at the front and middle in the DEI

2.1.2.2.5.1 Deletion at the front and middle in the EDEI

LDEI---

(still) wet behind the ears

|| ...when citizens of disparate views unite...they agree to sink their differences only because they are mutually against something. Only because they have a common enemy. 'So what's wrong with that?' the impartial observer might ask, especially if wet behind the ears. 'We have a common enemy. Inflation.' (Daily Mirror 7 Oct 74)

2.1.2.2.5.2 Deletion at the front and middle in the ECDEI

ACDEIP---

ups and downs /

...the family suffers...those ups and downs to which the great houses of Scotland have been ever liable. (B. Stevenson, "The Master of Ballantrae", ch. I) ...这个家庭遭遇的兴衰, 是苏格兰许多大家族所难以避免的.

2.1.2.2.6 Deletion at the middle and the end in the DEI

2.1.2.2.6.1 Deletion at the middle and the end in the EDEI

LDEI---

seal one's fate

Rex made a...speech in the House of Commons which sealed his fate one way or the other.... (Evelyn Waugh)

2.1.2.2.6.2 Deletion at the middle and the end in the ECDEI

ADCIE---

Many happy returns (of the day)

How many people is all...dine together today at the eldest son's, to congratulate the old couple and wish them many happy returns, is a calculation beyond our powers...(Charles Dickens, "Sketches of Young Couples", *The old Couples*) ...今天在大儿子家里一起吃饭, 祝贺老夫妻福寿无疆的一共有多少人, 我们实在难以计算.

ACDEIP---

to one's trust (亦作 **under trust**) /

I remember the celebrated case of Sir Coobie Condiddle...who was tried for theft under trust... (W. Scott, "The Bride of Lammermoor", ch. XVII) 我记得有名的库比·康迪德尔案件...他因侵占了所保管的财产而受到审判.

2.1.2.2.7 Deletion at the front, middle and the end in the DEI

2.1.2.2.7.1 Deletion at the front, middle and the end in the EDEI

LDEI---

on one's mettle

□ ...professional broadcasters were looking to the newcomers ...to provide a spirit of competition which would put them on their mettle...(Punch 9 Oct 74)

2.1.2.2.7.2 Deletion at the front, middle and the end in the ECDEI

ACDEIP---

a great way /

Helena. ...I love him for his sake, and yet I... think him a great way fool... (W. Shakespeare, "All's Well That Ends Well", act I, sc. 1) 海伦娜: ...为了他的缘故我爱他, 虽然我...知道他是一个大大的傻瓜.

2.1.3 Advantages and disadvantages of phrasal and sentential illustration

2.1.3.1 Advantages and disadvantages of phrasal illustration

Advantages: **1.** It usually centers upon its key collocation. **2.** It is usually short, terse and space saving.

Disadvantages: **1.** It gives the reader a sense of incompleteness. **2.** It is usually poor in content, and inadequate in context.

2.1.3.2 Advantages and disadvantages of sentential illustration

Advantages: **1.** It gives the reader a sense of completeness. **2.** It is usually rich in content and adequate in context.

Disadvantages: **1.** It is sometimes so complicate that it hides up the key collocation. **2.** It is sometimes long and space costing.

2.1.4 Conclusion

Alternative use of phrasal and sentential illustrations appropriately will increase the efficiency and variety of illustration.

Some possible kinds of incomplete sentences are not found in the DEI's because no such adaptations are necessary.

2.2 From the perspective of the origin of the English idiom, illustrations can be classified into source illustration and non-source illustration

(Before the discussion in this part, two terms should be defined: 'main illustration' and 'subsidiary illustration'. 'main illustration' refers to the illustrations within the illustration body in the entry. 'subsidiary illustration' means the ones outside the main illustration body, usually before or after it.)

2.2.1 Source illustration

2.2.1.1 Definition

Source illustration refers to the illustration that is the first written evidence of the headphrase illustrated.

2.2.1.2 Source illustration in EDEI

2.2.1.2.1 Where the source illustration is from

Please refer to **Part 'Source original illustration' in 2.4.1** in this chapter (Chapter 2). From 2.4.1 it can be discovered that the Holy Bible and English literature are two main sources of the source illustrations. All the written materials are possible origin of source illustration.

2.2.1.2.2 The presence of source illustration in an entry

(Some source illustrations discussed in this chapter, are only composed of the headphrase itself. They are justified to be given the status of illustration, as is shown in "zero-word illustration" in 3.2.2.1.1)

2.2.1.2.2.1 Subsidiary source illustration

2.2.1.2.2.1.1 After the definition but before the main illustration body

2.2.1.2.2.1.1.1 To illustrate the headphrase of foreign language source in its source language

2.2.1.2.2.1.1.1.1 From Latin

2.2.1.2.2.1.1.1.1.1 Phrasal illustration (In the following examples, except the first one, all the definitions are omitted)

hail and farewell (formal) a greeting or comment, on seeing sb and saying goodbye to him simultaneously or within a very short space of time (a translation of **ave atque vale**, the Latin poet Catullus's last salutation made at the grave of a brother who had died during his absence)

2.2.1.2.2.1.1.1.1.2 Sentential illustration

the die is cast (a translation of the Latin, **iacta alea est**, ascribed to Julius Caesar when he crossed the Rubicon)

2.2.1.2.2.1.1.1.2 From French

2.2.1.2.2.1.1.1.2.1 Phrasal illustration

other times etc, other manners etc (from the French expression **autres temps, autres moeurs**)

2.2.1.2.2.1.1.1.2.2 Sentential illustration

(one must not be) more royalist than the king (translation of anonymous French saying **Il ne faut pas être plus royaliste que le roi**)

2.2.1.2.2.1.1.1.2 To illustrate the headphrase of the English language source in its source language

2.2.1.2.2.1.1.2.1 Source illustration with both source and the illustration

2.2.1.2.2.1.1.2.1.1 Direct source

2.2.1.2.2.1.1.2.1.1.1 Phrasal illustration

a peeping Tom (from '**Peeping Tom of Coventry**', a tailor who was said to have been the only person to peep through his window at Godiva, wife of an 11th c Lord of Coventry, when she rode naked through the town on horseback)

2.2.1.2.2.1.1.2.1.1.2 Sentential illustration

(go to the funeral) just for the ride (from '**I went to the funeral just for the ride**', a line in an anonymous campfire community song)

2.2.1.2.2.1.1.2.1.2 Indirect source

2.2.1.2.2.1.1.2.1.2.1 Phrasal illustration

(in) the land of Nod (have gone to) sleep (perhaps originally a pun on '**dwelt in the land of Nod, on the east of Eden.**' GENESIS IV 16)

2.2.1.2.2.1.1.2.1.2.2 Sentential illustration

a Pyrrhic victory (King Pyrrhus of Epirus defeated Roman army in 279BC, but with so great a slaughter of his men that he said '**One more such victory and Pyrrhus is undone.**')

2.2.1.2.2.1.1.2.2 Source illustration with source but without the illustration. The headphrase is itself the illustration
God moves in a mysterious way, his wonders to perform

(the first two lines of OLNEY HYMNS 35 (W COWPER 1731-1800))

2.2.1.2.2.1.2 Subsidiary illustration after the main illustration body

2.2.1.2.2.1.2.1 Idioms of foreign language source illustrated in the source language

2.2.1.2.2.1.2.1.1 Latin

2.2.1.2.2.1.2.1.1.1 Phrasal

God willing

Front, middle, or end position; variant DV= (Latin deo volente = ‘God willing’)

LDEI---

a word to the wise

<Translation of the Latin verbum sat sapienti. A shortened form of this, *verb. Sap.*, is sometimes used instead of *a word to the wise*

2.2.1.2.2.1.2.1.2 French

2.2.1.2.2.1.2.1.2.1 Phrasal

LDEI---

on the qui vive

<From the French phrase Qui vive? meaning ‘Long live who?’, a question shouted by a soldier on guard as a warning to an approaching person, who had to shout back which side or leader he supported

2.2.1.2.2.1.2.1.3 Spanish

2.2.1.2.2.1.2.1.3.1 Phrasal

LDEI---

blue blood

<A translation of Spanish sangre azul, ...

2.2.1.2.2.1.2.2 Idioms of written English source

2.2.1.2.2.1.2.2.1 Source identified before the source illustration in the footnote

2.2.1.2.2.1.2.2.1.1 Phrasal illustration

an easy rider

originally a black American term for (i) sb good at sexual love, (ii) a guitar, the present meaning has developed from the theme of the film ‘Easy Rider’ (1969)

2.2.1.2.2.1.2.2.1.2 Sentential illustration

the lights are going out all over Europe

variant (*when*) the lights go on used to refer to the end of the Second World War and itself alludes to the words of a popular song *We’re going to get lit up when the lights go on in London.*

2.2.1.2.2.1.2.2.2 Source identified after the source illustration in the footnote

2.2.1.2.2.1.2.2.2.1 Sentential

have (got) it good

variant you’re never had it so good (a catchphrase since its use in 1959 by the Conservative Party as a campaigning slogan for re-election to office)

2.2.1.2.2.2 Main source illustration

2.2.1.2.2.2.1 In the main illustration body

2.2.1.2.2.2.1.1 To illustrate idioms of foreign language source in their source language

2.2.1.2.2.2.1.1.1 Source illustration in the non-source illustration

2.2.1.2.2.2.1.1.1.1 From Latin

2.2.1.2.2.2.1.1.1.1.1 Phrasal illustration

not speak ill of the dead (a free translation of the Latin proverb mentioned in the first quotation)

The rational explanation for not speaking ill of the dead (‘De mortuis nil nisi bonum’) is obvious. We don’t want to distress the bereaved, and the dead can’t hit back. OBS

2.2.1.2.2.2.1.1.2 Independent source illustration

2.2.1.2.2.2.1.1.2.1 From French

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