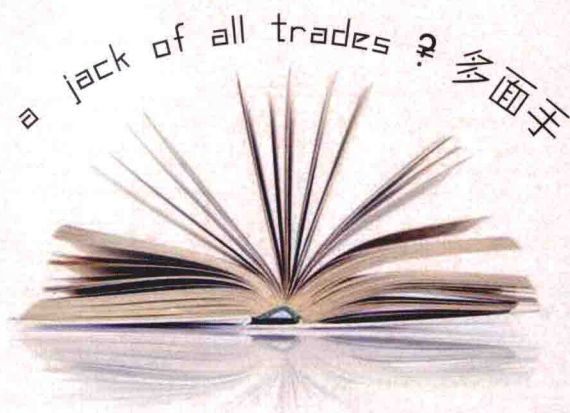


英语惯用法教程

——隐喻学视角

吴克炎 邱绪萍 / 编著

English Idioms in the Perspective
of Metaphor



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[新西兰] 乔·比塞特 (Jo Bissett) 顾 问
戴夫·弗恩 (Dave Fern)

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2006年，在鲁东大学举办的“中国英汉语比较研究会第七次全国学术研讨会”上，我认识了吴克炎先生。此后，在南昌、武汉、上海等地举办的全国学术研讨会上，我都能看到他那充满活力的身影，也都能读到他那富有独到见地的论文。在特邀专家的大会答疑或与会代表的小组交流中，吴克炎先生犀利的问题、敏锐的反应和不随波逐流的见解常能引起听者的注意，也给我留下了深刻的印象。

我曾两度应邀前往吴克炎先生所在的闽南师范大学讲学，因此对他有了更深层的了解。他不仅科研能力强，频频有论文在各种刊物上发表，而且教学能力出众。他的课广受欢迎，赢得学生的高度赞誉。学生爱听他讲课，因为他的授课内容丰富、信息量大，还因为他授课艺术高超，善于深入浅出，并饶有趣味，让学生在笑声中吸纳知识，增长技能。更难能可贵的是，吴克炎先生常把自己的学术研究成果应用于课堂教学实践，做到科研和教学有机结合，互为依托，互相促进。

吴克炎先生与邱绪萍女士编著的《英语惯用法教程——隐喻学视角》即将问世，这本书既是他们教学经验的结晶，也是他们将科研成果应用于教学实践的又一学术成果。概括地说，该书有三“新”：新视角、新方法、新应用。

一、新视角

考虑到惯用法（也称习语）的整体比喻义及其构成成分的语义之间不

是任意关系而是隐喻关系，他们从隐喻学视角对英语习语加以考量，并且按照人们对喻体的熟悉程度来构建全书的结构。全书以时间习语为前奏，从人体器官、食物、服装习语过渡到空间关系习语，再到自然界的物质、颜色、植物及动物习语，最后以社会文化习语收尾。这符合人类认知从简单到复杂的基本规律，有利于学习者有效习得。

二、新方法

这首先体现在全书采用文化溯源的方法剖析习语，对于一些学习者可能难以理解的习语，该书都提供了注释，有利于学习者利用隐喻这一认知手段更好地把握习语。比如，Unit 3 有个习语 *chance one's arm*，喻指“冒险”，令人费解，书里便配了一个注释：15 世纪时，爱尔兰有两个家族——奥默（Ormond）和基尔代尔（Kildare）——长期为敌。1492 年，他们之间又发生了一场激烈冲突。奥默伯爵因不敌对方，便带领家族躲进了圣派崔克大教堂（St. Patrick's Cathedral）做最后的抵抗。将教堂团团围住的基尔代尔家族突然觉得这场冲突毫无意义，于是菲茨杰拉伯爵便隔着门对奥默家族喊话，希望能停止打斗，双方议和。为了证明自己的诚意，菲茨杰拉伯爵将门打了一个洞，冒着危险将自己的手伸进去。这个举动使奥默家族非常感动，纷纷上前热烈地握住他的手，两个家族之间的世仇就此结束。因此，“以自己的手臂冒险”一语就用来形容“冒险一试”（尽管可能失败）。如此文化溯源不仅帮助学习者理解了习语喻义的来龙去脉，也了解了西方文化。

其次，该书引入了“联想链”的概念，并在 Unit 2 详细讲解，学习者有了此概念，能够很好地贯彻从隐喻学视角学习习语的理念。另外，全书始终采用英汉双向翻译对比的方法。比如，在 Unit 4 学习者学习了 *beat one's breast*，了解了“捶胸顿足”的语义，紧接着的“翻译练习”让学习者翻译“捶胸顿足”，强化“顿足”在英语中不必体现。双向翻译后深度比读，学习者可以逐渐理解“英半汉全”的概念；在本课的 Follow-up Activities 中又有 *crouch one's back* 和“卑躬屈膝”的对比，再次强化。后

续课程还有几十处相关研读对比,“英半汉全”就能在学习者脑海里留下深刻印象。经过这样的深度比读,学习者就能够真正把握许多英汉语区别。从参考文献来看,有吴克炎先生的10篇相关论文和1本专著,足以看出他为了上好英语惯用法这门课,不断探索,不断寻求新方法。

三、新应用

全书主要目的是介绍英语惯用法,但并不局限于此,全书通过许多“热身练习”里的思考题引导学习者透过习语这一现象看到中西文化的异同。比如在Unit 9,导语部分首先对比了 half-baked/ 夹生饭, to take the bread out of one's mouth/ 抢走别人的饭碗, bread and water/ 粗茶淡饭,接着询问学习者: What do you learn from the above examples? 旨在激发学习者思考成因,了解喻体选择的必然性——中西方都会选用喻体表达本体,但是中西方喻体会有所不同,因为大家倾向于选择自己文化里熟悉的喻体。西方以面包为主食,必然选“面包”作为喻体,而中国以米饭为主食,必然选择“饭菜”为喻体,于是饮食文化与喻体的关系得到全面的阐释,习语背后的文化本质也得到充分的了解。于是在学习稍后出现的 a piece of cake (小菜一碟), the land flowing with milk and honey (鱼米之乡), The milk is spilled. (生米已经煮成熟饭。)等习语时,学习者就有了扎实的认知基础,习语变得不再陌生,理解习语不再艰难,学习过程也就趣味十足。

不仅如此,全书在夯实学习者语言基本功、拓展文化视野的基础上还十分注重培养学习者的“思辨能力”。全书每个Unit后面都有配套练习,大部分 Reflection 和 Follow-up Activities 中的写作、对话题都是为了培养“思辨能力”中的分析、推理、评价等技能。如Unit 3的Reflection涉及外语专业学生面临的一大风险,即变成 Jack of all trades (样样都会,样样都不精),学生们该如何面对? 学生们在思考过程中会分析成因、评价各种应对措施,经过许多操练后,能够渐渐提高思辨能力。Discovery Activities 的大部分则是培养“思辨能力”中的好奇、开放、自信、正直、坚毅的情

感。如 Unit 9 的练习是评论吴克炎先生的一篇论文《词典编纂与群体文化误读——从“旧瓶装新酒”谈起》。论文结合习语的英译错误告诉学习者，字典、教材等也不可能不犯错误，不能对出版物盲目相信。学习者受到鼓励后就敢于探索诸如 Do you think his viewpoint is reasonable and his proof acceptable? (你认为他的观点合理吗？他的论证可以接受吗？) Do you find something to argue and refute? (你有不同的观点吗？) 等问题，有利于培养学生的质疑精神和创新思维。我相信，积极思考的学习者一定會在思辨能力方面有很大的提高。

利用习语特别是谚语的深刻道理感染教育学习者也是本书的一个亮点。例如，在 Unit 2 中的 HOUR 词条下有个谚语：The darkest hour is nearest the dawn. (黎明前是最黑暗的。) 在 Unit 12 中的 SHOE 词条下有个谚语：Every shoe fits not every foot. (一鞋难合百人足。) 在 Unit 14 中的 FIRE 词条下有个谚语：He who plays with fire gets burned. (玩火者自焚。) 作者都在谚语下面提问：Any hints to you? 促发学习者思考，引领他们坚定信心、自强自立、自尊自爱。

该书的“后记”提出了编写目标：有理据（无需死记）、有实用（不偏现实）、有趣味（不板脸孔）。作者严谨的态度和新西兰专家的严格把关使我确信他们能够顺利实现这三个目标。书中的惯用法词条在当代英语国家富有生命力。学习者在隐喻认知的框架里，在理解的基础上不必死记硬背，精心设计的课堂教学一定充满笑声。

当然，学问无止境，翻译质量亦无止境。文如其人，吴克炎先生和邱绪萍女士喜欢质疑，也喜欢被质疑。我深信，他们一定会有接受质疑、继续与广大同仁深入探讨英语惯用法的胸怀与热情。

左飏

于上海

2013.12.9

Native speakers of English often use idioms and metaphors to make their conversation richer, more colourful and more interesting. Being able to understand them and know how to use them is a useful skill for those learning the language. In this book, Kevin (Wu Keyan) and his co-author have clearly divided the idioms into sections that make it easy to follow and find what you are looking for. As well as just presenting the idioms, they have provided a large number of practical examples, thereby illustrating the contexts in which they are used. We believe that you find this book to be an invaluable resource that you will come back to again and again.

Jo Bissett & Dave Fern
Auckland, New Zealand

Jan. 7, 2014

not intend to cover all idioms but to sow the seed of the above-mentioned conception.

We have eight sections, based on the major vehicles, altogether:

Section One: General Outlook of English Idioms (Unit 1)

Section Two: Some Basic Theories and Time Idioms (Unit 2)

Section Three: Body Idioms (Units 3-8)

Section Four: Food Idioms (Units 9-10)

Section Five: Clothes Idioms (Units 11-12)

Section Six: Idioms Concerning Spacial Relationship (Unit 13)

Section Seven: Nature Idioms (Units 14-17)

Section Eight: Idioms Concerning Social Culture (Unit 18)

Moreover, it is hoped that learners can get a lot of cultural background knowledge in idiom learning, for idioms are the crystallization of culture. The sources of some idioms are offered in Chinese for better understanding. And to strengthen the acquisition and the application of the knowledge, we have provided various exercises such as paraphrasing or matching for the sake of a better cognition of the idioms, English-Chinese and Chinese-English translation for a deeper understanding of the similarities and differences between English and Chinese idioms, and reflection with the hope of applying what has been learnt into practice.

What needs to be emphasized is that some idioms are used in a special regional way, i.e., some idioms are used only in the UK (“to chance one’s arm” for example) or in the USA (“to cop a plea” for instance) or in Australia (“to point the bone at sb.” for example) or in New Zealand (“Are you a kiwi?” for instance).

A special thank is extended to Prof. Zuo Biao, Ms. Jo Bissett and Mr. Dave Fern

from Auckland Edinburgh College, New Zealand, for their encouragement, improvement of the book and their writing of foreword. To Ms. Cheng Zishu, Ms. Tong Xiaolan, Ms. Zhang Weihua, Mr. Gao Yongxin, and Mr. Liu Shunli, who gave us selfless help and many writers from whom we get much nutrition, esp. Prof. Zhang Yongxian, we owe a special debt.

Wu Keyan, Qiu Xuping

Zhangzhou

Feb. 10, 2014

1. The association vehicles are arranged from the most familiar to the least, i.e., from human body, food, clothes, spatial relationship, nature including natural objects, color, fruits and plants, and animals and other vehicles, to social culture excluding food and clothes (time idioms considered to be a prelude). Then the detailed items are put together alphabetically, which can be found in the contents. Some idioms containing two vehicles may appear twice in the book or just in the place of the more important vehicle.

2. The idioms are underlined but the proverbs not.

3. Some vehicles are put together due to their close relationship.

4. Some abbreviations are used: *sl.* stands for slang expressions, *fml.* for formal style, *infml.* for informal style, *n.* for nouns, *adj.* for adjectives, *v.* for verbs, *adv.* for adverbs, *conj.* for conjunctions, *prep.* for prepositions and *ref.* for reference.

5. Bilingual presentation of idioms is offered in the Appendix alphabetically, based on the first word of English idioms. Idioms in nominal, prepositional, adverbial and verbal nature are listed directly, while those in adjective nature or in the passive form are in the form of “be+idioms.” Therefore, “bullheaded” and “taken by the ears” are found in “be bullheaded”/“be taken by the ears” respectively. If semi-colons and commas appear in Chinese explanations simultaneously,

the former means different usage, while the latter synonyms, such as in “see the light 出生；恍然大悟，茅塞顿开.”

Proverbs are characterized by the capital letters at the beginning and full stops in the end.

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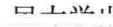
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传真: 010-62514961

E-mail: huangt@crup.com.cn chengzsh@crup.com.cn yuzn@crup.com.cn

jufa@crup.com.cn

通信地址: 北京市海淀区中关村大街甲 59 号文化大厦 15 层 邮编: 100872

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General Outlook of English Idioms

In this unit, we are to analyze the definition, characteristics, classification, variations and stylistic features of idioms so that we can have a clear idea of idioms.



I . What Are English Idioms?



In the narrow sense, they are expressions that are not readily understandable from the literal meanings of individual elements. For example, in the sentence “I think you are splitting hairs,” “splitting hairs” doesn’t literally mean “to split hairs,” but “to pay too much attention to details.”

In the broad sense, they may include:

A. Colloquialisms (daily expressions), e.g.:

See you.

Goodbye.

Morning!

“See you,” according to the grammar rule, is an imperative sentence indicating an order. Yet, it is now applied to indicate “goodbye,” which originally meant “May God bless you so that I can see you again.” Similarly, “Morning,”

which denotes “the early part of the day from the time when people get up until midday or before lunch,” refers to a way of greeting when people first see each other in the morning.

B. Catchphrases (fashionable expressions in a certain period of time), e.g.:

Do it yourself! (DIY)

You don't say. (Really?)

You can say it again. (What you said is nice.)

Are you a man or a mouse? (Are you really so cowardly?)

Be your age. (Try to behave like an adult.)^[1]

C. Slang expressions (very informal expressions that are more common in spoken language), e.g.:

They used to chew the rag after dinner.

He spent most of his money on grass and food.

I do not know much about the plan they have worked out. Can you put me in the picture?^[2]

D. Proverbs, e.g.:

Good health is above wealth.

Lightning never strikes twice in the same place.

Lookers-on see more than players.

If you can make it here, you can make it anywhere.

Money can make the mare go.^[3]

[1] 朱维荣. 英语流行语[M]. 上海: 上海交通大学出版社, 2005.

[2] Kipfer B. A., Robert L. Chapman. *Dictionary of American Slang* [M]. Glasgow: Harper Collins, 2010.

[3] 崔鸣秋. 中英谚语合璧[M]. 北京: 中国电影出版社, 1997.