

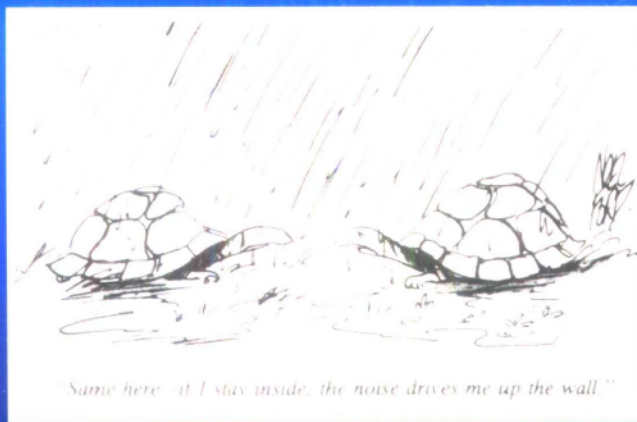


COLLINS COBUILD

柯林斯 COBUILD 英语习语练习册

IDIOMS WORKBOOK

Helping learners with real English



外教社

上海外语教育出版社

Malcolm Goodale

COLLINS COBUILD

COLLINS Birmingham University International Language Database

柯林斯 COBUILD 英语习语练习册

《柯林斯 COBUILD 英语习语练习册》集中介绍了当代英国英语和美国英语中 250 条最常用习语。为了帮助英语学习者掌握这些习语，本书提供了根据英语语料库的实例所改编的练习。本书特别注重介绍习语的变化形式，并以风趣的漫画、插图和笑话来增加学习的趣味性。本书既适合课堂教学，也可用作个人自学；既可与《柯林斯 COBUILD 英语习语词典》配套使用，也可单独使用。

- ✓ 收录 250 多条最常用的习语并举例详解
- ✓ 提供适合不同语言水平的练习，帮助读者加深对习语的理解
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SFLEP



THE UNIVERSITY
OF BIRMINGHAM



COLLINS
COBUILD

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Drawings by Kámurán

Author's Note

This one is for my wife, Kámurán, who still cuts me down to size when I get too big for my boots.

I would also like to thank Murat, Joanna and Steven, for bending over backwards to give me the necessary peace and quiet; my students at the United Nations, for keeping me on my toes; my colleagues at the United Nations, for keeping me on the right track; my readers, Katy Shaw and Jane Panahy, for not mincing their words; the Cobuilders at The University of Birmingham, for burning the candle at both ends; Rosamund Moon, the editor of the COBUILD Idioms Dictionary, for being the horse's mouth (as it were); and Annette Capel and Debbie Seymour, my editors, for going out on so many limbs.

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出版前言

自 20 世纪 80 年代末起,世界各国的英语教学界就对以全新构想编写的“柯林斯 COBUILD 英语词典系列”表示出极大的兴趣,并一致认为,该系列词典开创了高科技时代词典编纂的先河。这一系列词典是在世界著名的哈珀-柯林斯出版社(HarperCollins Publishers Limited)的支持下,由英国伯明翰大学(Birmingham University)词典编纂组经过十余年的努力,精心编纂而成。参与编写工作的有数百名英语教学、词典编纂和电脑软件专家。从词典的研制到出版花费了巨额的资金。

“柯林斯 COBUILD 英语词典系列”之所以被称为“以全新的构想编写而成的新一代辞书”,是因为英国伯明翰大学词典编纂组首先意识到电脑时代的到来对于词典编纂的意义,并将大型电脑运用于词典的编纂工作。由于电脑的发展,利用电脑庞大的存储和检索功能对大量语言现象作具体详尽的分析成为可能。以往,词典编纂人员只能根据个别语言现象推断出词义和用法;现在,他们可以利用先进的电脑设备,输入和检索数以亿万字计的语料,根据大量而确切的语言数据来确定词义和用法。英国伯明翰大学词典编纂组就是根据上述原则,编纂了这一系列新颖独特的词典。

本系列词典中所有的例词和例句均取材于 COBUILD 英语语料库(The Bank of English)。该英语语料库的名称 COBUILD 系 COLLINS BIRMINGHAM UNIVERSITY INTERNATIONAL LANGUAGE DATABASE 的首字母缩略词,如果直译应该是“柯林斯-伯明翰大学国际语料库”。该语料库包含了小说和非小说类的多种语体材料,如广播和电视用语、日常自然会话、报刊杂志文章,也包含了英国英语、美国英语和澳大利亚英语及多种英语方言。

本社引进出版的《柯林斯 COBUILD 英语习语练习册》介绍了英国英语和美国英语中 250 条最常用最重要的习语。全书共分 30 个单元。第一单元对习语作总体介绍。第二到第二十八单元根据习语的意义,如信息、成功与失败等等对习语进行分类介绍,意义相对的习语归在同一单元。最后两单元则分别介绍英国英语和美国英语各自所特有的一些习语。该练习册的两个特点尤其值得一提:一、习语的变化形式,包括词汇变化和语法变化,在书中都有涉及;二、练习册中的引言、笑话、漫画和插图既增加了阅读的趣味性,又能丰富读者的知识。

《柯林斯 COBUILD 英语习语练习册》既可与《柯林斯 COBUILD 英语习语词典》配套使用,也可单独使用;既可用于课堂教学,也可作个人自学。

为了提高我国的英语教学和科研水平,更好地为读者服务,上海外语教育出版社引进了“柯林斯 COBUILD 英语词典系列”,以让广大英语学习者和从事相关工作的人员能够获得更多更新颖的工具书。为此,上海外语教育出版社的编辑和哈珀-柯林斯出版社的编辑通力合作,对本系列词典中的部分例句进行了修订,使之更符合我国国情。毋庸置疑,如同其他词典一样,本系列词典在编校过程中难免仍有疏漏和失误,敬请广大读者批评指正。

需要说明的是,本系列词典的例证均选自 COBUILD 英语语料库,采用这些例句的目的是为了说明词目的语义和语法特征及用法,并不代表原出版者和本社的观点。

Introduction

This workbook can be used on its own or in conjunction with the Collins COBUILD Dictionary of Idioms. The Idioms Workbook practises 250 of the most important idioms common to both British English and American English. Idioms such as **It's raining cats and dogs** are not included in this workbook as they are not very common.

About idioms

Why use idioms?

Idioms exist in all languages. They form an important part of everyone's vocabulary and are used both in formal and informal language. They are, however, much more common in informal, spoken English. They should not be confused with slang, which is very often inappropriate in certain social situations.

We use idioms:

- ◆ to be amusing or witty
- ◆ to play with words
- ◆ to be different
- ◆ to put other people at ease, even in the most formal situations
- ◆ to express something which other words do not quite express
- ◆ to communicate more clearly, more visually

Understanding idioms

Many idioms are easy to understand. For example: '*There's no smoke without fire*.' If you understand 'smoke', 'without', and 'fire', there's a very good chance you'll understand the figurative meaning of the idiom. Other idioms, such as '*like looking for a needle in a haystack*', may be more difficult to understand because of their low frequency vocabulary.

Many English idioms can be translated into other languages almost word for word; many others can be easily understood because the meaning is translatable, but not the words. Other idioms can be impossible to translate: these are often idioms which express cultural concepts.

Grammar and idioms

The most common grammatical patterns in idioms are the following:

- 1 Verb + noun
Example: *face the music* (Unit 25)
- 2 Adjective + noun
Example: *red tape* (Unit 16)
- 3 Prepositional idioms
Example: *at loggerheads* (Unit 18)
- 4 Combinations of the above
Example: *bang your head against a brick wall* (Unit 20)

Origins of idioms

A word of warning. Phrases become idioms when they are not used with their original literal meaning. Native speakers will often play with the double meanings, literal and figurative, to make an amusing comment. Consider just a few of the areas these idioms derive from.

'Eurotunnel, understandably, is much happier than the ferry companies, given projections which suggest it will *leave them high and dry*.'

If someone *leaves you high and dry*, they leave you in a difficult situation and you are unable to do anything about it.

This idiom originally applied to ships, which were literally left high and dry when the tide went out. The writer of the above example knows the origin of the idiom and undoubtedly used it here deliberately to talk about ferry companies.

Here is a list of common origins which you will come across frequently in this book:

The Sea and Navy
The Army
Domestic Life
Farming and Animals
Sports and Games
Parts of the Body

About the Idioms Workbook

Units

There are 30 units of material. Unit 1 is an introductory unit about idioms. The following 27 units organise idioms by meaning such as Information, Success and Failure, Progress, etc. Contrasting idioms are presented in the same unit. This allows you to build up a greater understanding of the exact meaning of each idiom.

'The subject-matter of idioms is human life... prudent and foolish conduct, success and failure and above all human relations.' *Logan Pearsall-Smith (1925)*

The idioms practised in units 1-28 are common to all parts of the English speaking world. Regional variations are noted in the Language Comment in each unit. For example, *a storm in a teacup*, (British English) is practised in Unit 4, whereas *a tempest in a teapot*, (American English) is noted in a **Language Comment**. Idioms which may not be internationally understandable are taught in Unit 29 (British English), and Unit 30 (American English).

Unit Exercises

There are from six to twelve idioms per unit. Each unit starts with a list of the idioms you will be studying, followed by an example sentence of each idiom. The **Language Comment** highlights similar or related idioms, explains difficult vocabulary, and draws your attention to any grammatical or usage restrictions.

The first exercise in most units asks you to complete the definitions of some of the idioms in the unit. Subsequent exercises involve choosing the idiom that best fits a gapped sentence. Where no alternatives are given, you should pay particular attention to the form of the verb. In **Jokes and Quotes**, you are asked to match the two halves of 'bad' jokes or quotations from famous people. One of the last exercises in each unit covers the variations in particular idioms. This may be: a change of verb, noun, etc; the omission of a word; the addition of a word; a singular to plural change; or a change from active to passive.

Memory is aided by links, connections, and images. We remember unusual things much more easily than 'normal' things. In all units, in the final memorization exercise with an elephant symbol beside it, you should attempt to draw a picture of each of the idioms in the unit. It doesn't matter if you're completely useless at drawing, so am I. In a sense, the worse you are the better it will be, as you are more likely to remember something which is strange, ridiculous, impossible, or amusing. Whenever you see the elephant symbol, you will also see a drawing of one of the idioms in the unit to help you get started. You can photocopy the formatted page at the back of the book, on page 188, for your drawings. If even bad drawings are impossible for you, you could try and write some sentences which include the idioms in a memorable way. But before you do this, please try the drawings as one of the common features of most idioms is that they are visual.

Revision Exercises

These exercises have been written to revise the whole book. We therefore recommend you do them after you have completed all of the units.

Group Exercises

These are for studying English in a class. If you are not in a class, work with a friend if possible.

Answer Key

This section provides the answers to all the exercises in this workbook.

I hope you have as much fun using the Collins COBUILD Idioms Workbook as I had writing it!

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All About Idioms

A Meanings and idioms

The idioms in this book are organised in categories of meaning. To familiarise yourself with this system, match the following idioms with the categories of meaning.

Idioms

- 1 the ball is in your court
- 2 set the ball rolling
- 3 sweep something under the carpet
- 4 not see eye to eye with someone
- 5 put all your eggs in one basket

Categories of Meaning

- A Disagreement
- B Safety and risk
- C Decisions
- D Starting and stopping
- E Revealing and hiding

B Variations in idioms

Many idioms are fixed and the words which make them up cannot be changed. Sometimes, however, you have a choice of words.

a lot of water has flowed gone passed under beneath the bridge

There are at least 10 possible combinations with this idiom, more if you include shortened forms: 'That's (all) (water) under the bridge'.

Towards the end of each unit there is an exercise on common variations. These variations are:

Lexical Variations

- A verb change
- B noun change
- C preposition change
- D used as an adjective
- E used as a noun
- F word(s) removed
- G word(s) added

Grammatical Variations

- H active to passive
- I singular to plural
- J plural to singular
- K negative to positive
- L positive to negative

- 1** Look at the following examples for the idiom *pull someone's leg* and match them with the variations on the previous page. There is only one possible variation for each example. The first one has been done for you.

If you *pull someone's leg*, you tease them about something, for example by telling them something which is not true. *He's always pulling my leg.*

Examples

Answers

- | | |
|---|----------------------|
| 1 I think you were having your leg pulled this morning. | <i>H</i> |
| 2 Watch out for him, he's a leg-puller. | ..... |
| 3 He loves to pull people's legs. | ..... |
| 4 Is he serious or just pulling our legs? | ..... |
| 5 This is not a leg-pull. | ..... |
| 6 I'm bound to get my leg pulled about this. | ..... |

- 2** Match the following examples for the idiom *jump on the bandwagon* with the variations on the previous page. Examples 5-7 have more than one of the variations mentioned above. The first example has been done for you.

If you say that someone, especially a politician, *has jumped on the bandwagon*, you disapprove of their involvement in an activity or movement, because you think that they are not strictly interested in it, but are involved in it because it is likely to succeed or it is fashionable.

Examples

Answers

- | | |
|--|-------------------------|
| 1 It seems that every few months there's a new nutritional bandwagon you can climb on. | <i>A, G</i> |
| 2 They came on the bandwagon after three other important computer retail groups agreed to become Apple dealers. | ..... |
| 3 They're predictable in jumping on bandwagons. | ..... |
| 4 Bandwagon-jumping is not always bad. | ..... |
| 5 Thorn EMI and hotels group Forte joined the bandwagon. | ..... |
| 6 In saying that, Clinton is climbing aboard a bandwagon which already has considerable momentum in the US. | ..... |
| 7 I see that Jane Gordon has hurled herself upon that already overloaded bandwagon by criticising the money paid to our Members of Parliament. | ..... |

Don't worry: not all idioms allow this much variation!

C British English and American English

Idioms which may not be internationally understandable are practised in Unit 29 and Unit 30. Some idioms are internationally understandable but have a lexical difference.

- 1** Below is a list of British idioms practised in various units in this book. The words in *bold italic* are different in American English. See if you can find their American English equivalents.

rope bag teapot on beat tempest edgewise (monkey) wrench forest

British

American

- 1 *flog* a dead horse
- 2 throw a *spanner* in the works
- 3 go off *at* a tangent
- 4 leave someone holding the *baby*
- 5 not see the *wood* for the trees
- 6 a *storm* in a *teacup*
- 7 at the end of one's *tether*
- 8 get a word in *edgewise*

D Grammar and idioms

Some idioms have grammatical restrictions. Others have usage restrictions, which means that they are most commonly used in a particular grammatical form. The three most common problem areas for learners are:

negative or positive singular or plural active or passive

1 Negative and positive

Most idioms can be used in both a positive and a negative way, some are restricted to one or the other, and others are more commonly used in one of the two ways. The idiom *make headway* is more commonly used in a positive way.

Look at the following examples for the idiom *make headway* and say whether they are used in a positive or negative way.

If you **make headway**, you make progress in the thing you are trying to achieve.

- 1 The psychiatrist didn't make much headway.
- 2 The Democrats have made significant headway.
- 3 So we are making headway.
- 4 Have the police made any headway?
- 5 He suggested in fact that they were making little headway.
- 6 He said he is not disappointed at the failure to make headway towards resolving differences.
- 7 But he never made much headway.
- 8 But he made no headway on this while he was in Moscow last week.
- 9 He said they had made real headway.
- 10 It makes it easier for beginners at the game to make some headway.

Positive: Negative:

2 Singular and plural

Sort the following idioms into two groups according to whether the underlined noun is in the singular or plural.

- 1 stick to your guns
- 2 the icing on the cake
- 3 from the horse's mouth
- 4 at your fingertips
- 5 smell a rat
- 6 with flying colours

Singular: Plural:

The idioms above do not allow any singular plural change. This means that you can't say:

I smell rats. Many idioms, however, can be used in both the singular and plural form, though they are often more common in one or the other.

3 Active and passive

Although many idioms cannot be used in the passive, many others are frequently used in this way. Look at these examples for the idiom **nip in the bud** and decide which ones are in the passive.

If you **nip something in the bud**, especially something bad, you stop it at an early stage before it can develop into something worse.

- 1 'That's another disgraceful thing which has to be nipped in the bud.'
- 2 'There's no reason why that shouldn't have been nipped in the bud a long time ago.'
- 3 'I managed to nip that in the bud.'
- 4 'I'd like to nip it in the bud.'
- 5 She thought she had nipped the problem in the bud but instead Stanley became increasingly rude at school.
- 6 It has to be nipped in the bud.

Answer:

E Humour and idioms

Jokes often depend on knowing the literal meanings of the words used in idioms. Here are a few examples.

Match each joke to each pair of definitions. Each pair contains one literal and one metaphorical definition.

Jokes

Definitions

- | | |
|---|--|
| <p>1 'Do you know the joke about the swimming pool?'
'No, I don't.'
'Don't worry, you'd be <i>out of your depth</i>.'</p> | <p>A 1 If you yourself, you rub your fingernails against your skin because it is itching.
2 If you start, you create something completely new, rather than adding to something that already exists.</p> |
| <p>2 'How do you start a flea circus?'
'<i>From scratch</i>.'</p> | <p>B 1 is the ability to use words or ideas in an amusing, clever, and imaginative way.
2 If you say that you are your, you are very worried and desperate about something and you do not know what to do about it.</p> |
| <p>3 I haven't been able to tell a joke for weeks, I'm <i>at my wits' end</i>.</p> | <p>C 1 If you are your, you feel anxious and inadequate because you have to deal with a situation or subject which you know very little about.
2 If you are your, you are in water that is deeper than you are tall, with the result that you cannot stand up with your head above water.</p> |