

اصطلاحات و تعبيرات در ترجمه



غفار تجلی

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The Organization for Researching and Composing
University Textbooks in the Humanities (SAMT)

Idioms and Metaphorical Expressions in Translation

Ghaffar Tajalli





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Tehran

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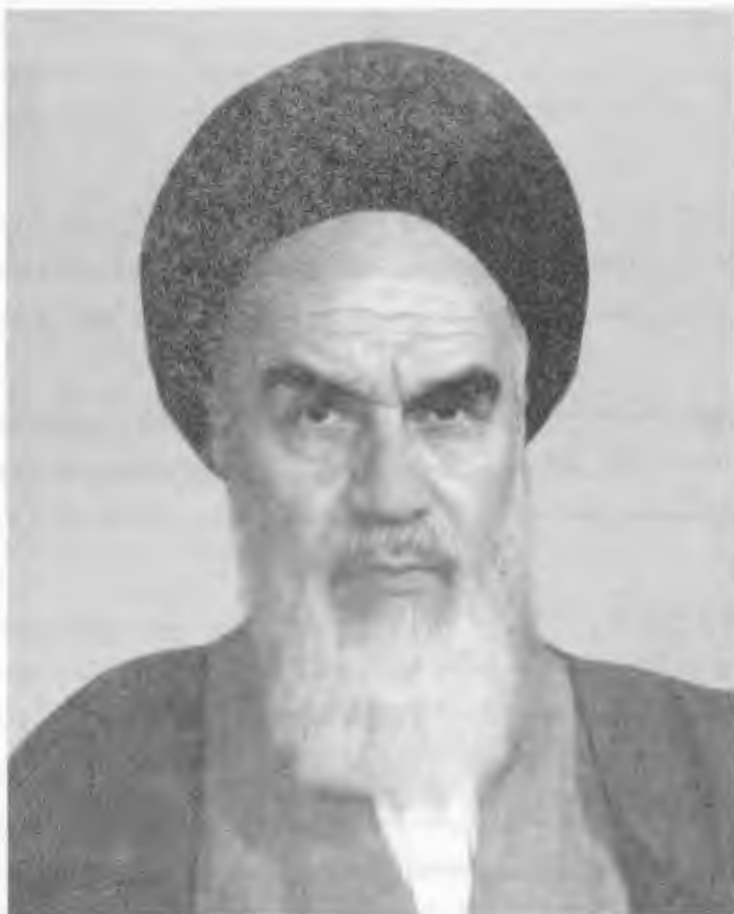
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



آن چیزی که وارد شده است در قرآن باید تبلیغ کرد به همه جا و تبلیغ لازمه‌اش این است که زبان بدانند. شما نمی‌توانید بروید در انگلستان برای انگلیسی‌ها با زبان فارسی تبلیغ کنید این از امور لازمه‌ای است که پیشتر نمی‌شد اسمش را برد و حالا می‌بینیم جزو لازمه‌است و واجبات است که باید عمل بشود.

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سخن «سمت»

یکی از اهداف مهم انقلاب فرهنگی، ایجاد دگرگونی اساسی در دروس علوم انسانی دانشگاهها بوده است و این امر، مستلزم بازنگری منابع درسی موجود و تدوین منابع مبنایی و علمی معتبر و مستند با درنظر گرفتن دیدگاه اسلامی در مبانی و مسائل این علوم است.

ستاد انقلاب فرهنگی در این زمینه گامهایی برداشته بود، اما اهمیت موضوع اقتضا می کرد که سازمانی مخصوص این کار تأسیس شود و شورای عالی انقلاب فرهنگی در تاریخ ۶۳/۱۲/۷ تأسیس «سازمان مطالعه و تدوین کتب علوم انسانی دانشگاهها» را که به اختصار «سمت» نامیده می شود، تصویب کرد.

بنابراین، هدف سازمان این است که با استمداد از عنایت خداوند و همت و همکاری دانشمندان و استادان متعهد و دلسوز، به مطالعات و تحقیقات لازم بپردازد و در هر کدام از رشته های علوم انسانی به تألیف و ترجمه منابع درسی اصلی، فرعی و جنبی اقدام کند.

دشواری چنین کاری بر دانشمندان و صاحب نظران پوشیده نیست و به همین جهت مرحله کمال مطلوب آن، باید بتدریج و پس از انتقادهای و یادآوریهای پیاپی ارباب نظر به دست آید و انتظار دارد که این بزرگواران از این همکاری دریغ نورزند.

کتاب حاضر برای دانشجویان رشته های زبان و ادبیات انگلیسی، مترجمی انگلیسی و دبیری انگلیسی در مقطع کارشناسی به عنوان منبع اصلی درس «اصطلاحات و تعبیرات در ترجمه» به ارزش ۲ واحد تدوین شده است. امید است علاوه بر جامعه دانشگاهی، سایر علاقه مندان نیز از آن بهره مند شوند.

از استادان و صاحب نظران ارجمند تقاضا می شود با همکاری، راهنمایی و پیشنهادهای اصلاحی خود، این سازمان را در جهت اصلاح کتاب حاضر و تدوین دیگر آثار مورد نیاز جامعه دانشگاهی جمهوری اسلامی ایران یاری دهند.

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Preface to the Revised Edition

This is a revised edition of the original publication in 1997 of *Idioms and Metaphorical Expressions in Translation* which had a considerable impact on all those who were somehow interested in the idiomatic use of English and Persian. Today, after over half a dozen of years since its first appearance, it is no longer appropriate to refer to 'idioms' as a so-called neglected domain in the EFL curriculum of our educational system. Rather, contacts made by many colleagues in universities and other educational institutions, comments from students and other interested bodies and, above all, the regular annual publication of the text by SAMT, the publisher, are all indicative of the heartening news that 'idioms' are already part and parcel of our EFL programme and no more a 'missing link' in the syllabus. In other words, whatever the writer had argued and hoped for in the first impression have all been achieved.

Comments and suggestions made by the audience of the book, the frequent proposals for a revision by the publisher (SAMT), as well as my own observations during these years, have all prompted the modifications and additions that are implemented in this revised impression.

Modifications are made in both the form and content of almost all units of the book. Some practice activities are added to a number of units while omitted from others. The reader should be able to observe the modifications by comparing the materials in the original edition with those of the present volume.

The most conspicuous addition, however, is that of the Sample Tests of each unit which appear in sequence in the Appendix at the end of the book. There is a note preceding the Tests in the Appendix which tells the teachers why and when they should be given to the learners.

At this point, I would like to express my sense of gratitude to all the colleagues, students and many others, including the publisher, who over the years, have provided me with insightful comments and constructive criticisms all of which have had a share in the making of this revised edition.

Ghaffar Tajalli
Shiraz, 2005

By Way of Introduction

This is a textbook of English idiomatic expressions for the speakers of the Persian language. It is meant to be used primarily by the students in Iranian universities who are majoring in any one of the fields of **English Language and Literature, the Teaching of English, Translation**, and other similar areas. More specifically, the book is written to meet the requirements of a course entitled **Idioms and Metaphorical Expressions in Translation** which is only recently introduced into the curriculum of the above-mentioned fields of study; hence, the title of the book. Obviously, the manual should also prove useful for other interested students, individuals, independent readers, and translators, not to mention Iranian teachers of the English language all over the country.

In these introductory lines, not much is said about the theoretical concepts and pedagogical principles which have influenced the writer in the production of the material in the book. However, thorough information on the theory and methodology underlying the contents of the text will be found below in the reprints of two papers written or translated by this author and published elsewhere as is made clear on the following pages. A study of these papers should provide the readers with enough information about idiomatic and metaphorical expressions to follow the contents and handle the activities insightfully.

The papers in question are in fact reprinted in lieu of the conventional 'introduction' in textbooks of the present nature. Students as well as teachers are recommended to read them carefully in the order they appear, because the first has been a source of inspiration for writing the second. Readers will find out for themselves that the first paper, **The Practical Value of Translation Theory**, provides guidelines for translation of English idioms into Persian on the basis of theoretical principles. The complex nature of the different aspects of the semantics of idioms is examined, and some general principles for handling their translation are presented. Typical methods of translating some

sample idioms are also provided. The second paper, on the other hand, is on the methodology of teaching idioms and is entitled **Teaching Idiomatic Expressions via Translation of Contextualized Situations**. The major proposition of this paper, which is theoretically substantiated, is that idioms are best taught in contextualized situations of larger than one sentence. Drawing on the findings of researchers in the deep structure of discourse and the use of translation, it has been also established that translation be used essentially as a technique in learning and teaching idioms.

Insight gained from these two papers accompanied with the long years of teaching various courses of similar nature in EFL has made this manual the meeting ground for theory, practice, and experience. The communicative-contrastive approach adopted here has given rise to a variety of macroactivities, tasks, and drills which should interest and motivate the learners. Of the variforms of activities in the text mention could be made of guessing the meaning from context, comparing literal and figurative meaning of items, translation tasks, role-playing, dialogues and short stories embodying idiomatic expressions, comparing and contrasting idioms and metaphorical expressions in English and Persian, definition correspondence, matchings, topic expansion, communication, analysis, and so on and so forth.

A corollary of adherence to the principles of discourse analysis and communicative approach has been the introduction and incorporation into the book of the two units on **Collocations**. It was high time this long-neglected aspect of discourse was introduced into our EFL materials (see Tajalli, 1994). Two units of the book have been earmarked for collocations wherein they have been briefly introduced, compared, and contrasted with idioms. Likewise, a semi-notional syllabus design for the book has been responsible for the inclusion of such units as 'Time Expressions', 'Perseverance', 'Experience', and so on. In sum, the overall approach of the book to the teaching of idioms and metaphorical expressions has been one of 'communicative' with a tendency towards what is conventionally known as 'eclecticism'.

The book comprises two parts. Part One deals with collocations and idiomatic expressions while Part Two focuses on metaphorical expressions. There are a total of fourteen units of which a minimum of nine optionally selected units—seven from Part One and two from Part Two—should be covered in a two-credit-hour course. The particular treatment that 'metaphorical expressions' have received in this volume is exceptionally unique. This makes it an indispensable reference for not only the intended audience but also for

all those who study the English language with a literary tendency.

A great bulk of the material in this book has been originally produced by the author. In some cases when the material is borrowed or adopted from a given source, due acknowledgements have been made. Sources to which frequent reference has been made are asterisked in the *References*.

A *Key* to some of the exercises is provided at the end of the book for the consultation of students and teachers, but mainly for the use of those who study the book independently. Obviously, the key should be consulted only after the reader has attempted the intended items and now is seeking feedback.

ارزش کاربردی اصول و مبانی ترجمه^۱

مقدمه مترجم

این مقاله ابتدا دلایل عدم استفاده اکثر مترجمان از اصول و مبانی ترجمه را برشمرده و برای استفاده از این اصول ارائه طریق کرده است. نویسنده برای نشان دادن ارزش عملی اصول نظری در ترجمه، «اصطلاحات» را به عنوان نمونه روشنی که مترجمان را مواجه با مشکل می‌کند برگزیده و سه نوع دستورالعمل را پیشنهاد کرده است. پس از آن روند پیچیده معنانشناسی اصطلاح را با توجه به پنج جنبه مختلف آن بررسی و ضمن ارائه روشهای معمول در ترجمه اصطلاحات، مثالهای متعدد و متنوعی از دو زبان انگلیسی و روسی به عنوان شاهد ذکر کرده است. نویسنده آشکارا نشان می‌دهد که چگونه می‌توان با استفاده از یافته‌های نظریه پردازان در زمینه ترجمه، از فاصله ذهنی موجود بین نظر و عمل کاست و به ترجمه‌های بهتر و واقعی‌تر دست یافت.

این متن برگردانی است از مقاله ویلن کومیساروف، زبان‌شناس روسی که در آن کاربرد اصول و مبانی ترجمه با توسل به مقابله و ترجمه اصطلاحات انگلیسی و روسی نشان داده شده است. ولی در ترجمه فارسی آن برای امکان استفاده هرچه بیشتر خوانندگان فارسی زبان و بخصوص مترجمان ایرانی از رهنمودهای سودمند مقاله، اصطلاحات انگلیسی اصل مقاله به جای اصطلاحات روسی با اصطلاحات فارسی مقایسه و مقابله شده و در نتیجه ترجمه و اقتباس در هم آمیخته است. بنابراین، تغییراتی به شرح زیر در ترجمه آن به فارسی به وجود آمده است:

الف) اکثر اصطلاحات روسی حذف و به جای آنان اصطلاحات فارسی آورده شده است.

ب) بعضی از اصطلاحات انگلیسی حذف و اصطلاحات فارسی جایگزین آنها شده است.

ج) در چند مورد، هر دو اصطلاح انگلیسی و روسی حذف و به جای اصطلاح انگلیسی موجود در اصل مقاله، اصطلاح انگلیسی دیگری انتخاب شده است.

۱. این مقاله ترجمه و اقتباسی است از:

Komissarov, Vilen, 'The Practical Value of Translation Theory', *Babel, International Journal of Translation*, No. 4, Vol. XXXI 1985, pp. 208-212.

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He who can, does.

آنکه می تواند، انجام می دهد.

He who can't, teaches.

آنکه نمی تواند، درس می دهد.

(G. B. Shaw)

(جرج برنارد شاو)

در سی سال اخیر مطالعات نظری گسترده‌ای در زمینه ترجمه انجام گرفته و تحقیقات قابل ملاحظه‌ای در جهت کشف و شناخت ماهیت واقعی مکانیزم زبانشناختی ترجمه به عمل آمده است. این کوششها نشان می دهد که متون مختلف چگونه ترجمه می شوند و یا چگونه باید ترجمه شوند.

با این حال، دستاوردهای چشمگیر اصول ترجمه، آنچنان که باید و شاید هنوز مورد توجه کامل آنان که از طریق اشتغال به این هنر ظریف امرار معاش می کنند قرار نگرفته است. زیرا عده زیادی از مترجمان، که بر سیل ادب یا برای افزایش اعتبار و منزلت حرفه خویش به تعریف و تمجید از مبانی ترجمه داد سخن می دهند، عملاً از اصول نظری ترجمه کمتر بهره می گیرند.

به طور کلی، ممکن است انگیزه انسان برای فعالیت‌های عقلانی صرفاً از علاقه وی به کسب معرفت و دانش نشأت گرفته باشد، اما از این مطلب نمی توان غفلت نمود که اصول نظری ترجمه مآلاً باید به عنوان راهنما در خدمت ترجمه عملی درآید تا راههای پریپچ و خمی را که مترجم مجبور است طی کند روشن سازد و او را از روشهای میان برد مؤثری که در حرفه سخت و پر زحمت او وجود دارد مطلع سازد.

پس دلیل اینکه اصول نظری ترجمه چندان در عمل مؤثر نبوده است چیست؟ در جواب این سؤال به چند دلیل عینی و ذهنی اشاره می کنیم.

نخست آنکه تنها عده معدودی از مترجمان شناخت دقیقی از اصول نظری ترجمه و دستاوردهای آن دارند. مطالبی که در زمینه اصول نظری ترجمه منتشر می شود از تنوع فراوانی برخوردار است و در نتیجه ریختن همه آنها در قالب الگویی ثابت کار چندان آسانی نیست. از سوی دیگر، منابع و مآخذ مناسبی که عصاره این مباحث را به سهولت در دسترس مترجم قرار دهد وجود ندارد. بعلاوه درک و فهم کامل اصول نظری نوعی آشنایی با اصطلاحات فنی ویژه‌ای را طلب می کند که اکثر مترجمان فاقد آن هستند. دلیل دیگری که باید به آن اشاره کرد این است که یافته‌های نظری همیشه نمی تواند کاربردی مستقیم داشته باشد. بخش مهمی از پژوهشها صرفاً شامل کشف ویژگیهای کلی و بنیادی پدیده‌های مورد مطالعه است. همچنین، بسیاری از اصولی که

مبانی زیانشناختی ترجمه را توصیف و تبیین می‌کند برای مترجمان قابل استفاده نیست. درست است که اغلب این اصول اساس کار ترجمه را تشکیل می‌دهد و برای مترجم در حکم رهنمود است، ولی تا اواز مبانی و کلیات آگاه نباشد توفیق چندانی به دست نخواهد آورد.

مطالعات نظری می‌تواند در سه زمینه زیر به مترجم کمک نماید: اولاً می‌توان قواعدی را که حاوی نکات عمده اصول کلی ترجمه باشد تنظیم کرد و از مترجم خواست که در عمل از آنها پیروی کند. این قواعد دستوراتی هستند که می‌توانند مترجم را به هنگام شک و تردید در انتخاب بهترین تصمیم یاری دهند. ثانیاً اصول نظری ترجمه می‌تواند توصیفی از برخی روشهای ترجمه عرضه کند تا مترجم بتواند در حل مشکلات خاص خود از میان آنها آن را که مناسبتر است برگزیند. اطلاعات نظری ترجمه می‌تواند شرایط استفاده هر یک از این روشها را توصیه و تشریح کند.

نباید انتظار داشت که نظریه و یا اصول و مبانی ترجمه همواره راه‌حلهای از پیش آماده شده‌ای را در دسترس مترجم بگذارد. این اصول نمی‌تواند جای تفکر صحیح و یا تصمیم‌گیری مناسب را بگیرد. البته اطلاعات نظری می‌تواند در آغاز کار به مترجم جهت و سرعت بدهد ولی نمی‌تواند موفقیت نهایی کار ترجمه را تضمین کند. مبانی و اصول همیشه به کلیات عنایت دارند و برای کمک به مترجم ارائه نمی‌شوند، اما موفقیت نهایی در گرو مهارت و استفاده صحیح مترجم از آن اصول است. بهره‌گیری عملی از اصول کلی به فراست، استعداد، قوه ابتکار و ممارست زیاد نیاز دارد. پژوهشهای نظری نیاز به وجود اساتید فن را کاهش نمی‌دهد و اصولاً چنین هدفی را دنبال نمی‌کند.

چون رهنمودهای نظری، بنا به تعریف، ماهیتی کلی و عام دارند نمی‌توانند در همه موارد صادق و قابل اعمال باشند. هیچ قاعده‌ای نیست که استثنا نداشته باشد. چه بسا مترجم، به علت وجود ویژگیهایی در متن مبدأ و یا وجود شرایطی خاص، نتواند قاعده‌ای کلی را به کار گیرد و ناچار شود که به راه حلی موقت که مناسب با آن حالت ویژه باشد، روی آورد. برخی از مترجمان گاه به قصد کم اهمیت دادن اصول نظری نمونه‌هایی را ذکر می‌کنند که، برحسب تصادف، با رهنمودهای نظری هماهنگی ندارد. این نمونه‌ها چیزی را ثابت نمی‌کند جز اینکه به مترجم این فکر را القا می‌کند که آیا در این مورد خاص می‌توان از آن اصول کلی استفاده و یا اینکه به جرح و تعدیل و حتی رد

آن اقدام کرد. شناسایی مشکل و تشخیص اینکه آن مشکل با قاعده کلی قابل حل است و یا اینکه موردی استثنایی است خود قسمتی از روند کار ترجمه را تشکیل می‌دهد. اصول ترجمه وقتی مورد استفاده واقع می‌شود که مترجم از نارساییهای آن آگاهی کامل داشته باشد. استثنا، قاعده را ثابت می‌کند ولی آن را از درجه اعتبار ساقط نمی‌کند.

اینک برای روشن شدن مطلب به ذکر مثالی مبادرت می‌ورزیم. همه می‌دانند که ترجمه عبارات مجازی و یا استعارات - که به اختصار «اصطلاح»¹ نامیده می‌شود - یکی از مشکلات ترجمه متون ادبی و غیرادبی است. در این زمینه اصول ترجمه چه کمکی می‌تواند به مترجم بکند؟

همان‌طور که یادآور شدیم، اصول ترجمه هرگز در این مقام نیست که برای یکایک مشکلات مترجم راه حل ارائه دهد. به عبارت دیگر، مبانی نظری ترجمه به مترجم نمی‌گوید که فلان اصطلاح را چگونه باید ترجمه کند. گاه می‌توان اطلاعات ارزشمندی را در واژه‌نامه‌ها پیدا کرد ولی، در بسیاری از موارد، مترجم نمی‌تواند هر معادل پیشنهادی را در ترجمه متن مورد نظر به کار گیرد. امکان دارد که چندین معادل پیدا شود که مترجم یکی را از آن میان برگزیند. ممکن است هیچکدام از معادل‌های داده شده مناسب آن متن نباشد و یا اینکه اصلاً معادلی برای اصطلاح مورد نظر در فرهنگها، که معمولاً جامعیت لازم را ندارند، یافت نشود. در نهایت این مترجم است که باید معادل و تعبیر نهایی را برگزیند و دقیقاً در همین صحنه است که اصول ترجمه به کمک او می‌شتابد. اصول ترجمه می‌تواند ضوابط کلی، طرق ترجمه اصطلاحات و شرایط انتخاب شیوه خاصی را در دسترس مترجم قرار دهد.

اصول کلی ترجمه اصطلاحات

مترجم با اذعان به اینکه اصطلاحات بخش مهمی از متن را تشکیل می‌دهند باید کار خود را آغاز کند. سخنی که با استفاده از اصطلاح بیان می‌شود در خواننده تأثیر بیشتری می‌گذارد. اصطلاحات تنها ناقل اطلاعات نیستند، بلکه در برانگیختن عواطف و احساسات، ادراک زیبایی و یادآوری زمینه‌های تاریخی - فرهنگی نیز مؤثرند. اصطلاح سبب می‌شود که انسان به جامعه هم‌زبان و میراث فرهنگی خود تعلق خاطر بیشتری احساس کند. اصطلاح چیزی است که همه اهل زبان با آن آشنایند و با آن انس و الفت

1. idiom

نزدیک دارند. بنابراین، مترجم باید سعی کند در برگرداندن اصطلاحات موجود در متن کمال امانت را رعایت کند.

نظریه زیانشناسی می‌تواند در زمینه معانی اصطلاحات و ماهیت پیچیده آنها اطلاعاتی را در اختیار مترجم بگذارد. این نظریه به ما می‌گوید که بر هر اصطلاح پنج جنبه مختلف معنایی مترتب است و هر یک در انتخاب معادل مناسب تکلیفی را متوجه مترجم می‌کند. این پنج جنبه عبارتند از: معنای مجازی^۱، معنای تحت‌اللفظی^۲، ویژگیهای عاطفی^۳، خصوصیات سبکی^۴، و رنگ و بوی ملی و قومی^۵.

علت وجودی در هر اصطلاح معنای مجازی آن است. اگر از کسی معنی اصطلاحی را پرسند معمولاً سعی می‌کند تا همین معنای مجازی را، که جزء اصلی معنای کلی است، بیان کند. مثلاً 'red tape' را به 'کاغذ بازی'، 'to kick the bucket' را به 'مردن'، و 'to wash dirty linen in public' را به 'در ملأ عام اختلافات شخصی و خانوادگی را فاش کردن' معنی می‌کند.

معنای مجازی هر اصطلاح از معنای تحت‌اللفظی آن استنباط می‌گردد. مثلاً با آنکه هر یک از سه اصطلاح فوق به ترتیب معانی 'توار رنگی'، 'لگد به دلو زدن' و 'توعی لباس شستن' را در بردارند ولی غالباً حالت جنبی به خود می‌گیرند و پایه و منشأ معنای استعاری را تشکیل می‌دهند.

اصطلاحات، از نظر ویژگیهای عاطفی، می‌توانند مثبت، منفی، یا خنثی باشند. مثلاً در حالی که اصطلاح 'با یک تیر دو نشان زدن'^۶ بوضوح کاری نیک و مثبت است، اصطلاح 'از زیر کار شانه خالی کردن'^۷ عملی اشتباه و ناپسند است. اما 'روم یکشبه بنا نشده است'^۸ بیانی است خنثی. از این رو برخی از اصطلاحات، مانند 'مواظب گفتار و کردار خود باشید'^۹، به صورت پیشنهاد و توصیه ارائه می‌شوند، برخی دیگر چون 'تمی توانی هم خدا را داشته باشی و هم خرما را'^{۱۰} جنبه اخطار دارند، و بالاخره پاره‌ای دیگر نظیر 'مسأله‌ای که مایه ننگ یک خانواده است و باید مکتوم بماند'^{۱۱} اوضاع و

1. figurative meaning

2. literal meaning

3. emotive characters

4. stylistic registers

5. national colouring

6. to kill two birds with one stone

7. to work one's ticket

8. Rome was not built in a day.

9. You should mind your P's and Q's.

10. You can't eat your cake and have it.

11. a skeleton in the cupboard

احوال نامطلوبی را توضیح می‌دهند. این موارد از مهمترین ویژگیهای هر اصطلاح به شمار می‌آیند.

اصطلاحات از نظر سبک نیز متفاوتند. ممکن است اصطلاحی صورت لفظ قلم داشته باشد و اصطلاح دیگر در محاوره معمولی به کار رود، به ترتیب مانند 'به سرای باقی شتافتن' و 'ریغ رحمت را سر کشیدن'؛ و یا امکان دارد اصطلاحی صورت بسیار رسمی و اصطلاح دیگر صورت کاملاً عامیانه داشته باشد، مانند 'مصدع اوقات کسی شدن' و 'موی دماغ کسی شدن'.

و بالاخره اصطلاح ممکن است رنگ و بوی ملی داشته باشد و کلماتی (معمولاً اسامی خاص یا جغرافیایی) در آن به کار رود که نشانگر تعلق آن به ملتی خاص باشد. مثلاً 'رودخانه تایمز را آتش زدن' یا 'زغال سنگ به نیوکاسل بردن' بدون شک رنگ و بوی بریتانیایی دارند، در حالی که 'با سماور خود به تولا نرو'، آشکارا نسخه دوم یک ضرب‌المثل روسی است.

پس از کسب آگاهی از اینکه چه عناصری باید در ترجمه اصطلاح مدنظر باشد، مترجم می‌تواند توجه خود را به نظریه ترجمه معطوف دارد. این نظریه می‌تواند روشهای متداول در ترجمه اصطلاحات را در اختیار او قرار دهد.

روشهای معمول در ترجمه اصطلاحات

۱. ممکن است بتوان اصطلاحی را با حفظ هر پنج جنبه معنایی یاد شده در بالا ترجمه کرد. مثلاً امکان دارد که مترجم در ترجمه خود از اصطلاحی در زبان مقصد استفاده کند که استعمال مجازی مشابه را در زبان مبدأ دارد. یعنی هر دو اصطلاح در دو زبان دارای یک صورت خیال^۵ هستند و ویژگیهای عاطفی، خصوصیات سبکی، و رنگ و بوی ملی را نیز به همراه دارند. مثال روشن این حالت، اصطلاح انگلیسی 'a wolf in a'

1. to join the majority

2. to kick the bucket

3. to show one's true colours

4. to be a pain in the neck

۵. این عبارت ترجمه تحت‌اللفظی اصطلاح 'to set the Thames on fire' است که به معنی 'به اوج شهرت و موفقیت رسیدن' است.

۶. این عبارت ترجمه تحت‌اللفظی اصطلاح 'to carry coals to Newcastle' است که معادل فارسی آن 'زیره به کرمان بردن' است.

7. You should not go to Tuia with your own samovar.

8. image

sheep's clothing است که می‌توان آن را به 'گرگ در لباس میش' ترجمه کرد.
۲. ممکن است بتوان اصطلاحی را به اصطلاح دیگری در زبان مقصد برگرداند که عیناً همان معنای مجازی را داشته باشد و معانی عاطفی و خصوصیات سبکی آن نیز حفظ شود ولی بر صورت خیالی و یا معنای تحت‌اللفظی متفاوتی استوار شده باشد. مثلاً، اصطلاح انگلیسی 'Make hay while the sun shines' را می‌توان در فارسی به صورت 'تا تنور گرم است نان در بند' برگردان کرد.

۳. ممکن است اصطلاحی را با همان سیاق و صورت از زبانی به زبان دیگر برگردان کرد بدان دلیل که برای این اصطلاح در زبان مقصد معادلی که مستقیماً معنای مجازی لازم را افاده نماید وجود ندارد. مترجم در این نوع ترجمه امیدوار است که جنبه‌های معنایی اصطلاح از طریق ترجمه تحت‌اللفظی و یا «واژه به واژه» مستفاد گردد. مثلاً می‌توان اصطلاح انگلیسی 'People who live in glasshouses should not throw stones' را به 'کسی که در خانه شیشه‌ای سکونت دارد سنگ پرتاب نمی‌کند' برگردان کرد.

۴. بالاخره ممکن است مترجم اصطلاحی را به تعبیر و عبارتی غیراصطلاحی ترجمه نماید که ضمن آن معنای مجازی مورد نظر با حفظ عناصر اصلی معنایی اصطلاح نیز تشریح شده است. مثلاً می‌شود اصطلاح انگلیسی 'to dine with Duke Humphrey' را به 'گرسنه ماندن به دلیل وجود تشریفات' برگردان کرد.

چند اشاره در انتخاب معادل

۱. بدیهی است که بهترین طریقه ترجمه اصطلاح این است که آن را به اصطلاحی همانند در زبان دیگر ترجمه کنیم. بنابراین، اولین گام در ترجمه آن است که مترجم اصطلاحات مشابه را در دو زبان بجوید و برابر هم قرار دهد، اما تعداد این گونه اصطلاحات بسیار محدود است. آن دسته اصطلاحاتی که خاستگاه به اصطلاح «بین‌المللی» دارند، و مثلاً از زبانهای لاتین یا یونانی وارد دو زبان مبدأ و مقصد شده‌اند، می‌توانند دارای معادلهای مشابهی در دو زبان مورد نظر باشند. دو اصطلاح 'پاشنه آشیل'^۱ و 'شمشیر داموکلس'^۲ از این زمره‌اند. همچنین عباراتی که از انجیل، آثار

۱. اصطلاح انگلیسی 'Achilles' heel' کنایه از 'نقطه ضعف' است و بعضیها آن را در فارسی به کار می‌برند.

معادل دیگر آن 'چشم اسفندیار' است.

۲. 'sword of Damocles' که کنایه از 'نیش و نوش' است.

نویسندگان کلاسیک، کلمات قصار و امثال آنها سرچشمه گرفته باشد می تواند نمونه هایی از این مقوله باشد که 'بودن یا نبودن'، 'شک تماشای ریختن'، و 'کدورت های گذشته را از یاد بردن و دوست شدن'، از آن جمله اند. گاه می توان اصطلاحات معادل در زبانهای مبدأ و مقصد را از زبان ثالثی به عاریت گرفت. به عنوان مثال، اصطلاح 'The game is not worth the candle' در انگلیسی و معادل آن در روسی، هر دو ترجمه عاریتی اصطلاح 'Le jeu ne vaut pas la chandelle' در زبان فرانسه است.^۱

۲. هرگاه مترجم نتواند در زبان مقصد معادلی برای اصطلاح بخصوصی پیدا کند باید در جستجوی عبارتی معین و مشابه با همان معنای مجازی، منتها با معنای تحت اللفظی، متفاوت باشد. اغلب اوقات معانی مجازی مشابه از همنشینی^۵ واژه های متفاوت در دو زبان به دست می آید. مثلاً می توان اصطلاح انگلیسی 'to get out of bed' را به اصطلاح فارسی 'از دنده چپ بلند شدن'^۶ و نیز اصطلاح 'to bring grist to somebody's mill' را به 'آب به آسیاب کسی ریختن'^۷ ترجمه کرد. در این گونه موارد با اینکه تغییری در معنای تحت اللفظی اصطلاح دیده می شود اما از کارآیی آن چندان نمی کاهد. با این همه مترجم باید دو نکته زیر را همواره مدنظر داشته باشد: اول باید توجه کند که تغییر معنای تحت اللفظی در معنای عاطفی یا خصوصیات سبکی اصطلاح تغییری به وجود نیاورد وگرنه ترجمه صورت نادرست به خود می گیرد. دو اصطلاح انگلیسی و فارسی 'Jack of all trades' و 'همه فن حریف' از این مقوله هستند و به افرادی اطلاق می شوند که به هر کاری دست می یازند. با وجود این، این دو

1. to be or not to be 2. to shed crocodile tears

3. to beat swords into ploughshares

۴. در زبان فارسی، اصطلاح 'آفتابه خرج لحیم است' معادل این اصطلاح فرانسوی است و لذا احتیاجی به عاریه گرفتن نیست. مثال دیگری که برای این مورد می توان ذکر کرد و از سال ۱۹۴۵ به زبان انگلیسی و از آن طریق به زبانهای دیگر وارد شده، اصطلاح معروف 'the iron curtain' می باشد که در فارسی معادل 'پرده آهنین' را پیدا کرده است. بنابراین، این عبارت اصطلاحی را نباید در ردیف ترجمه های عاریتی غیر اصطلاحی مانند آسمان خراش، راه آهن، و سیب زمینی و غیره تلقی کرد.

5. collocation

۶. کنایه از روز را با بد اخلاقی شروع کردن است و ترجمه تحت اللفظی آن در روسی 'از پای چپ بلند شدن' است.

۷. کنایه از 'به کسی نفع رساندن' است و ترجمه تحت اللفظی آن در انگلیسی 'غله به آسیاب کسی آوردن' است.

اصطلاح در فارسی و انگلیسی همسنگ نیستند چرا که از لحاظ عاطفی با هم تفاوت دارند. در زبان انگلیسی این اصطلاح (که به معنی 'همه کاره' است) اصطلاحی موهن قلمداد می‌شود چونکه فرد مورد نظر 'master of none' یعنی 'هیچ کاره' نیز هست، در حالی که اصطلاح فارسی 'همه فن حریف' تلویحاً به فردی اشارت دارد که انواع کارها را بخوبی انجام می‌دهد. به همین ترتیب، اصطلاح انگلیسی 'to burn the midnight oil' به معنی 'دود چراغ خوردن و ریاضت کشیدن' اصطلاحی است ادبی و در زبان فارسی نباید به صورت 'مثل خر کار کردن' برگردان شود، زیرا این اصطلاح در فارسی حالت کاملاً عامیانه دارد.

این نکته را هم باید در نظر داشت که انتخاب سبک خاصی از طرف گوینده ممکن است از حالت عاطفی ویژه‌ای حکایت کند. یکی از شخصیت‌های داستان 'فرسایت ساگا'^۱ نوشته گلزورثی^۲ به خانمی که مورد محبت اوست و رنج و محنت فراوانی کشیده است نگاه می‌کند و با دلسوزی فراوان می‌گوید: 'a burnt child!' یعنی 'طفلکی!' این عبارت بخشی از اصطلاح 'A burnt child dreads the fire.' است که معنای مجازی آن معادل معنای اصطلاح فارسی 'مارگزیده از ریسمان سیاه و سفید می‌ترسد' است. بدیهی است که مترجم نمی‌تواند در مقابل این اصطلاح، بخش آغازین اصطلاح فارسی یعنی عبارت 'مارگزیده' را انتخاب کند زیرا این مختصر بار عاطفی عبارت 'طفلکی!' را دارا نیست.

دوم اینکه هرگز نباید از شیوه بالا در مواردی که اصطلاح مورد نظر در زبان مقصد آشکارا رنگ و بوی ملی دارد استفاده کرد. معمولاً فرض بر این است که متن مورد ترجمه، منظور نویسنده یا گوینده اصلی متن را در زبان مبدأ بیان می‌دارد. بنابراین، اصطلاحات برگردان شده نباید آشکارا این رسم و قاعده را نقض کنند. با عنایت به همین نکته است که هرگاه مترجمی داستانی را از انگلیسی به روسی ترجمه می‌کند مثلاً نباید از اصطلاح 'You should not go to Tula with your own samovar' استفاده کند. به همین ترتیب، مترجمی که متنی را از انگلیسی به فارسی ترجمه می‌کند و دنبال تعبیری می‌گردد که نشانگر اوضاع و شرایط خطرناک و مشکل باشد، نباید اصطلاح 'هفتخوان رستم'^۳ را به کار برد. استفاده از این قبیل اصطلاحات که به طور

1. Forsyte Saga

2. Galsworthy

۳. مثالی که در اصل مقاله آمده ضرب‌المثلی است روسی حاوی اسم خاص 'پوری اف' و گویای شگفتی و یأس است.

واضح و آشکار رنگ و بوی ملی دارند فقط هنگامی قابل توجیه است که مترجم عمداً بخواهد اصل و منشأ زبان مبدأ را مخفی نگاه دارد. ولی این مورد تقریباً استثنایی است. در اغلب موارد بهره‌گیری از اصطلاحهای خنثی مرجح است. به عنوان مثال، اصطلاح انگلیسی 'to carry coals to Newcastle' در روسی به 'هیزم به جنگل بردن' ترجمه می‌شود. روش دیگر معادل‌سازی برای اصطلاحی که رنگ ملی دارد استفاده از ترجمه 'واژه به واژه' است. مثلاً همین اصطلاح فوق را می‌توان به صورت 'زغال سنگ به نیوکاسل بردن' ترجمه کرد.^۱

۳. همان قسم که قبلاً بیان کردیم، با استفاده از اصطلاحات معادل موجود در زبان مقصد، اعم از آنکه اصطلاح معنای تحت‌اللفظی را حفظ کرده و یا از جانشین استفاده شده باشد، می‌توان به ترجمه خوب دست یافت. با وجود این، ممکن است در زبان مقصد اصطلاح معادلی وجود نداشته باشد و یا اگر هم وجود داشته باشد به علت دارا بودن تلویحات نامطلوب قابل قبول نباشد. در این موارد مترجم می‌تواند با توجه به الگوی اصطلاح در زبان مبدأ اقدام به آفرینش المثنی یا نسخه بدل نموده، و به ابداع شبه اصطلاحی^۲ تازه در زبان مقصد دست یازد.

در این مورد نیز توجه به یک نکته ضروری به نظر می‌رسد. مترجم باید به خاطر داشته باشد که فقط می‌توان برای آن دسته از اصطلاحات بر مبنای صورت اصلی شبیه‌سازی کرد که معنای اصطلاح به دست آمده نسبتاً واضح و روشن باشد، به نحوی که خواننده آن در زبان مقصد بتواند معنای مجازی مورد نظر را به آسانی دریابد. بنابراین، ترجمه «واژه به واژه» اصطلاح 'come to a pretty pass' به صورت 'به گذرگاهی خوش منظره و زیبا رسیدن' نتیجه معکوس خواهد داشت، چرا که این اصطلاح به معنی 'بدجوری گیر کردن' است، در صورتی که اصطلاح 'to put the cart before the horse' را بخوبی می‌توان به 'ارابه را به جلوی اسب بستن'^۳ ترجمه کرد.

نکته دیگری که باید به آن اشاره کرد این است که مترجم باید اصطلاح جدید را طوری انشا کند که حتی‌الامکان به اصطلاحی واقعی در زبان مقصد شباهت داشته باشد. به عنوان مثال، اصطلاح انگلیسی 'Rome was not built in a day' را باید به صورت

۱. بنابراین، معادل فارسی 'زیره به کرمان بردن' برای این اصطلاح انگلیسی توصیه نمی‌شود.

2. quasi-idiomatic expression

۳. کنایه از 'سرنا را از سرگشاد زدن' است.

‘روم یکشنبه بنا نشده است.’ ترجمه کرد و نه به صورت ‘روم یکروزه بنا نشده است.’
 ۴. واضح است که با توضیح و تفسیر اصطلاحات نمی‌توان چنانکه باید و شاید معادل مناسبی از ساخت معنایی اصطلاح زبان مبدأ به دست داد. در حقیقت با این روش اصطلاح عملاً ترجمه نشده است، چون از هیچ عبارت مجازی همانند زبان مبدأ بهره گرفته نمی‌شود. از این لحاظ است که مترجم معمولاً به عنوان آخرین راه چاره به این روش دست می‌یازد و اگرچه چندان مطلوب نیست، در صورت نبودن راهی بهتر توسل بدان اجتناب‌ناپذیر است. به عنوان مثال، می‌توان اصطلاحات انگلیسی زیر را با شبه معادل‌های^۱ فارسی آنها ذکر کرد:

to cut somebody off with a shilling	دیناری برای کسی ارث نگذاشتن
to see eye to eye with somebody	صددردصد موافق (با کسی) بودن
to send somebody to Coventry	کسی را تحریم کردن

نکاتی که بدانها اشارت رفت و پیشنهادهایی که با بهره‌گیری از اصول و مبانی ترجمه برای برگرداندن اصطلاحات از زبان مبدأ ارائه گردید، صحت ترجمه اصطلاح معینی را در شرایطی خاص تضمین نمی‌کند. این پیشنهادها صرفاً جهت ایجاد تسهیل در تصمیم‌گیریهای مترجم ارائه شده است و می‌تواند او را در انتخاب راه درست هدایت نماید. دستورالعمل‌های دیگری را نیز می‌توان پیشنهاد نمود. مثلاً ممکن است رهنمودهایی مشخص ارائه داد که مربوط به نحوه ترجمه استعاراتی باشد که در ساخت و بافت آنها از اصطلاحاتی استفاده شده باشد. دیگر اینکه می‌توان از راه و رسم ترجمه اصطلاحات مخفف^۲ یا مقطع^۳ سخن به میان آورد. در این نوع اصطلاحات فقط بخشی از آنها در متن مقصد به کار می‌رود و باقی را خواننده خود به‌سبب بازسازی می‌کند. همچنین می‌توان دستورالعمل‌های دیگری نیز در زمینه به کارگیری شیوه‌های ویژه ترجمه اصطلاحاتی که در بافتهای زبانی مشخصی یافت می‌شوند ارائه داد. مع الوصف، هدف این مقاله این نبود که مطالبی عرضه شود که اصولاً سراغ آنها را باید در کتاب درسی ترجمه گرفت. سعی ما بر این بود که از فاصله ذهنی موجود بین نظریه و عمل در ترجمه بکاهیم و نشان دهیم که یافته‌های نظریه پردازان اصول و مبانی ترجمه می‌تواند در نحوه کار مترجم تأثیر مستقیم داشته باشد.

1. quasi-equivalents

2. contracted idioms

3. fragmented idioms

Teaching Idiomatic Expressions¹ via Translation of Contextualized Situations

"God has given us tongues so that we may
say something pleasant to our fellowmen."

(*Confessions*, Heinrich Heine)

1. Introduction

1.0. Definition

Linguists have demonstrated that knowing a language is more than just knowing the meaning of its morphemes, simple words, and compound words. In addition to these, they say, "... there are fixed phrases consisting of more than one word, with meanings that cannot be inferred by knowing the meanings of the individual words. Such phrases are called **IDIOMS**."¹ There is a general agreement among linguists as to what an idiom is even though they may employ different terms to refer to it. Likewise, the definition found in almost all sources dealing with idioms is more or less identical. Consider the following, for example, which is a relatively comprehensive definition:

A term used in grammar and lexicology to refer to a sequence of words which are semantically and often syntactically restricted, so that they function as a single unit. From a semantic viewpoint, the meaning of the individual words cannot be summed to produce the meaning of the 'idiomatic' expression as a whole. From a syntactic viewpoint, the words often do not permit the usual variability they display in other context, e.g., 'it's raining cats and dogs' does not permit* it is raining a cat and a dog/dogs and cats, etc.²

Following these and other similar definitions, the terms 'idiom' and 'idiomatic expression' are used interchangeably here to refer to such commonly used expressions as phrasal verbs, idioms, figurative expressions, metaphorical phrases, sayings, and proverbs. Many scholars including Falk³, Komissarov⁴, Cowie, et al⁵, and Wilkins⁶ have treated proverbs as idioms although proverbs may be interpreted literally. We have followed them in this respect.

1. This article by the author originally appeared in: *Journal of Social Sciences and Humanities*, Shiraz, Shiraz University Press, 1996.

1.1. Objectives

This paper has a triple purpose. First, it will stress the point that idioms are an integral part of any language and therefore must be incorporated into the EFL syllabus to be formally and systematically taught. Second, it will argue that idioms are best taught in situational contexts of bigger than a single sentence. Third, it will propose and substantiate that the contextualized idiomatic expressions are best learned and taught via their translation into the target language.

1.2. Significance of This Study

Adequate amount of investigation on theoretical, analytical, and semantic aspects of English idiomatic expressions has been carried out. Equivalence and translatability of idioms have also been investigated. Moreover, figurative and metaphorical expressions have received relatively comprehensive theoretical attention. Reference to such research works will be made presently. In the meantime, what is worth mentioning is that there hardly exists any source or material to help teachers of English language in this country to teach idioms adequately, formally, and systematically. This paper is an attempt in the direction of filling the existing gap. We seek to provide teachers of English as well as those involved in material preparation some practical guidance based on recent theoretical findings in linguistics and language teaching. We have adopted a communicative approach to the teaching of idioms and have shown that the use of translation as a technique in teaching contextualized idiomatic expressions is most plausible.

2. Previous Treatment of Idioms

Studies in the field of translation theory and application have stressed the importance and, at the same time, the problematic nature of idiomatic expressions. Linguists have also provided us with a substantial amount of material on the lexicosemantic structure of individual languages. It has been substantiated that idioms are a major component of any language whether spoken, written, formal, or informal. Wilkins, for instance, in his discussion of the syntagmatic relations of lexical items makes a point of the vast range and variety of idiomatic collocations in the English language. After listing some typical English idioms as samples, he goes on to say that, "Idiomatic collocations are not a feature restricted to colloquial uses of language, although informal speech is particularly rich in them. There are plenty which are

acceptable in all styles of speech – to look after, give up, to make up ... for example.”

The importance of learning idiomatic expressions in the English language is similarly demonstrated by other experts in linguistics. Some have published extensively on idioms analyzing and describing their grammatical and semantic structure. They have shown the importance of idiomatic expressions in linguistic communication as well as their relatively complex structures. For example, Nida and Taber⁷ dealing with problems of grammatical analysis in translation, make it clear that since, “... idioms are expressions in which the semantic and grammatical structures are radically different ... it is idle to attempt to determine the meaningful relations of the parts”, as is the case with ordinary expressions. Later in the book they go on to emphasize that one must handle the entire idiom as a single semantic unit.

Similarly, *Oxford Advanced Learner's Dictionary of Current English* which is primarily compiled for the use of foreign students has the following to say about idiomatic expressions:

Native speakers use idiomatic expressions naturally and unconsciously. You (foreign students) will need to learn them before using them. The more you use them, the more they will become a natural part of your English. Unless you use them, your English will always be *foreign*.⁸

And *foreign* indeed is the English spoken or written by the majority of our students. It seems to me that our students majoring in English are unreasonably deprived of being adequately exposed to this very important aspect of the English language. Unless idioms gain their due recognition, our English instruction will remain defective. The curriculum must be amended.

There exists an adequate amount of material on the theoretical, analytical, and semantic aspects of the English idiom to refer to. For example, Komissarov addressing translators in his paper, recommends that they proceed to the act of translation from the assumption that an idiom is an important part of a text. According to him, “Ideas expressed by idioms produce a strong impression on the reader ... They appeal to his emotions, his aesthetic perception, his background.” For Komissarov, an idiom's semantics are a complex entity having as many as five aspects, i.e., figurative meaning, literal meaning, emotive character, stylistic register, and national colouring each of which he elaborates on with utmost expertise.

Other aspects of the idiom such as equivalence and translatability and constraints they impose on translation process have been attended by, for

example, Awwad.⁹ He provides a working definition for idioms with reference to Arabic and specifies their various types. Still more comprehensive theoretical treatment of metaphorical expressions has been attacked by such scholars as Lakoff and Johnson¹⁰ who have analyzed, described, and categorized them in full detail. They have demonstrated that metaphors are not only linguistically pervasive in everyday language and thought, but also that they play a major role in understanding our world and ourselves (preface). In the light of this highly scholarly investigation of metaphors, researchers in contrastive linguistics (for instance, Yar-Mohammadi, 1990¹¹) have provided valuable insights into the nature of translation of idiomatic expressions.

Up to around four decades ago, idioms, especially metaphorical expressions, were thought of as 'ornaments of poetry' which would primarily be used by poets. In grammar books, they would either not appear at all, or if they did, they would be treated as step-children in relation to other grammatical units—a sort of side-dish or a kind of spice which would only be utilized if somebody so fancied.

But today, the modern linguist tells us that the lexicon in the grammar of English must include idiomatic expressions since they are single lexical units:

Children acquiring their native language and adults learning a foreign language must memorize the idioms, proverbs, and some of the compounds in that language. Such expressions are idiosyncratic, that is, their meaning cannot be predicted by means of generalizations. All idiosyncratic information about morphemes, words, and expressions is presented in the lexicon of a grammar. (Falk¹²)

Perhaps next to the *Oxford Dictionary of Current Idiomatic English* (1983), one of the most comprehensive works to describe and categorize the English idioms is Seidl and McMordie's *English Idioms*.¹³ In an introductory note to the book, the authors write:

Since the general tendencies of the present-day English are towards more idiomatic usage, it is important that this book on idioms show the learner how the language is developing. Idioms are not a SEPARATE part of the language which one can choose either to use or to omit, but they form an ESSENTIAL part of the general vocabulary of English. A description of how the vocabulary of the language is growing and changing will help to place idioms in perspective.

3. Present Treatment

Although it is true that English idioms, as we have shown above, are placed in

perspective, it is however also true that previous treatments have explored them only theoretically, descriptively, and analytically. While the teaching of other units and elements of the language such as phonemes, morphemes or suprasegmentals have received due attention, the pedagogical treatment of idioms has been virtually ignored.

The main objective of this writer has been and is to address himself to the task of filling the existing gap or what I would like to call the 'missing link' in TEFL. The present treatment, therefore, will focus on the teaching of English idioms formally and systematically. Material on how to teach idioms is indeed what we need.

3.0. Procedure

So far in this paper we have demonstrated that idioms are an integral part of the English language and therefore should be formally incorporated into the EFL syllabus. In the following sections, the two other primary goals of the paper will be attended to. In this process, first it will be argued and illustrated that most idioms are best learned, comprehended, and taught through contextualized situations of more than one sentence. Then significance of contextualization in communicative teaching of idioms will be established by a recourse made to the professional literature as well as the writer's own experience in teaching EFL. The second major proposition, that is, the use of translation in teaching idioms, will be theoretically supported via an appeal made to Widdowson's¹⁴ explorations in deep structure of scientific discourse and the use of translation.

3.1. Communication—Justification for Contextualization

The essence of language is said to be communication, and idiomatic expressions are among its instruments. English language, we know, is rich in idioms so much so that it would be very difficult indeed to establish linguistic communication without using idioms. Even at the very early stages of learning English idioms prove indispensable. Imagine a situation where two persons are being introduced formally but the parties fall short of the conventional idiomatic greeting 'How do you do?'.

Now that the objective of using language in real situations is communication, the approach to its learning and teaching must also be communication-based. No item of language, let alone an idiom, has meaning

in isolation. To clarify the intended meaning of the item, it must be put in a context. This is called linguistic context and refers to the other words used in the same sentence. Then there is the physical or extralinguistic context which has to do with the described situation. Any material which is intended to teach idioms must account for both of these contexts.

Contextualization is universally recognized as necessary in teaching meaning. Many theorists and language teachers have emphasized and endorsed its importance and I do not see any need to labour the point here.

My purpose, however, behind bringing up the subject of contextualization is to argue that idioms are best learned, comprehended, and taught via contextualized situations of *more than one sentence*. In this connection, I will resort to some evidence in the professional literature as well as to my personal experience.

Let me then quote Chastain¹⁵ first, who recognizes at least five basic characteristics for communication in real-language situations the first of which reads: "Participants must be able to comprehend meaning that is conveyed at a level beyond that of the sentence." One implication of this statement is that idioms must be contextualized in more than a single sentence if satisfactory comprehension of meaning is desired. Or else, one may encounter such so-called contexts as: 'We are just making ends meet with our budget'; 'I think that boy is making eyes at me'; 'All at once, they started to scream'; and, 'He put the glider down in a cornfield'. If one did not know the meaning of these expressions before, how would these contexts be of any help? Nonetheless, if appropriate contexts are supplied, the meaning of many idioms will be clear or even guessed. As an example, let us take the idiom 'at the top of the tree' and put it in this sentence: 'John is at the top of the tree now'. Is the reader sure what this sentence is saying about John? Is he in a dangerous position? Is he hallucinating? Or, is he hiding? One just cannot say. Now, put the idiom in proper context, as Seidl does, and the meaning will become clear: "Ten years ago John joined the company, and now he's the general manager! Yes, he's really at the top of the tree!"¹⁶ The idiom means 'to be at the top of one's profession, to be successful'.

Some experts in foreign-language teaching have emphatically expressed views about factors which are crucial in the teaching and learning of meaning. One such factor as expressed by McDonough quoted in Chastain is that, "... in real-language situations we are rarely required to produce or to comprehend one isolated sentence. Unfortunately, many typical practice activities are based

on just such unrealistic activities. What happens with the use of out-of-context sentences is that without a meaningful, communicative context, teachers and students have little choice other than to attend to the grammar of the sentence.”¹⁷

Let us take one of these out-of-context sentences, this time from *ODCIE (Oxford Dictionary of Current Idiomatic English)*,¹⁸ in which the English idiom ‘pull one’s socks up’ is contextualized but does not, it will be seen, serve the purpose: “Penny: Please Peter, pull yourself together. Peter: Leave me alone. Alex: Pull up your socks, son.” That’s all. Did you guess the meaning of the idiom?

As for the idiomatic dictionaries or dictionary-like publications in the market, they are simply useful in that they record and present English idioms as sources of information and reference. Bilingual idiomatic dictionaries are, one must admit, valuable for translators. But they are not meant to teach idioms. At best, some of them explain how some idioms are used in sentences or situations. There is no single volume available to date to have been specifically prepared to teach English idioms to speakers of Persian. This is the corollary of what I called earlier the ‘missing link’ in our English instruction.

This writer’s interest in and experience about idiomatic expressions grew out of a simple observation in his translation classes. Humble as this experience may be, it does, however, support the use of bigger-than-sentence contexts experimentally.

I had observed for sometime that there was something unnatural with the type of English students used in their translations. After due consideration, the cause was detected. For the most part, it was due to the fact that the students used literal English where they should have used the appropriate idiomatic language. Since ‘to know ourselves diseased is half our cure’, idioms were injected into the syllabus. First, simple nonidiomatic collocations of two or three words such as: leap year, adult age, bread and butter, more or less, etc., and then idiomatic collocations, clichés, and simple similes like: now and again, tit for tat, white as snow, and smoke like a chimney were included. Student’s immediate reaction was positive. When expressions of the type: call the roll, fair and square, the other day, account for, off the cuff, and the like were introduced, there was an obvious need for longer contexts of, say, the following kind:

Speaker 1: I’m in a hurry and my car is at the mechanic.

Do you mind if I use your car?

Speaker 2: Not at all. I'll be glad to help you out.

Meanwhile, student's comments indicated more language learning and more satisfaction. Idioms became a characteristic feature of the translation texts. Some expressions such as 'to fall in love' or 'for one reason or another' were put in single sentences because their literal meaning was self-explanatory, but many others required contexts of more than just single sentences. Consider, for instance, the seemingly simple expression 'make up' in the following contexts taken from *ODCIE*. Only the first citation has a clear meaning whereas items 2, 3, and 4 need additions or modifications to reveal the true meaning of 'make up':

1. He made up a medicine from the juice of berries and applied it to the wound. (= prepare by mixing together various ingredients)
2. Half the roads in the estate are still to be made up. (= provide a road with hard surface of bitumen, etc.)
3. There is something in her make up that repels people. (= nature, character)
4. The fire needs making up. (= add more fuel to a fire, etc.)

In these and similar cases when supplementary contexts were added, students seemed appreciative and motivation for learning was increased.

The significance of macrocontexts in learning and teaching idioms was further proved and made evident through another profitable observation. It was interestingly noted that many students were sometimes puzzled not only by the meaning of certain English idioms, but that they also had problems with understanding the true meaning of some Persian idiomatic expressions with which they happened to deal. This was due to the fact that they either had not been exposed to the idiom before, or if they had, they were not completely sure about the specific situations in which the idiom could be used. It was only when enough contexts were offered in these cases that the students comprehended and appreciated the true meanings of the idioms. Consequently, in such occasions, the teaching material served the double purpose of teaching idioms in SL and TL. More than that, of course, this observation supported the point in discussion that even the native-tongue idioms required adequate contexts for their meanings to be revealed. Examples of Persian idioms that had to be contextualized for a clear meaning are:

۱. روی سیل شاه نقاره زدن
۲. سرنا را از سرگشادش زدن
۳. از این ستون به آن ستون فرج است.

3.2. Deep Structure of Discourse—Theoretical Justification for Translation as a Technique in Teaching Idioms

The third goal of this paper is to suggest that translation be used essentially as a pedagogic device in teaching idiomatic expressions. To propose such a familiar technique, i.e., the use of translation in TEFL is not, I concede, a novel notion. Literature is rich in it, and this writer does not intend to review the literature. It is neither necessary nor possible here. Nonetheless, it is the main concern of this paper to try to provide some theoretical justification for the suggestion it makes to use translation as a technique in teaching contextualized idiomatic expressions. In this connection, I have appealed to Widdowson's enlightening paper, *The Deep Structure of Discourse and the Use of Translation*.

In his paper, Widdowson has explored different ways of looking at the process of translation, and has established that in learning a foreign language for 'special purposes', translation provides the most effective teaching device. The argument that he has followed to arrive at such a pedagogical proposition is fundamentally based on the analysis of the deep structure of discourse. Let me first give you a very brief account of Widdowson's findings and then consider the possibility of its extension to the use of translation in teaching idiomatic expressions.

Widdowson's exploration is of the following nature. First, exemplifying from English and French, he distinguishes between three kinds of translation equivalence which he calls STRUCTURAL (correlation of the surface forms of sentences by reference to some *ad hoc* measure of formal similarity), SEMANTIC (relating different surface forms to a common deep structure which represents their basic ideational and interpersonal elements), and finally PRAGMATIC (relating surface forms to their communicative function as utterances). Semantic equivalence and pragmatic equivalence are matched with grammatical deep structure and rhetorical deep structure respectively resulting in a kind of deep structure approach to translation. Such a translation is carried out with reference to conceptual patterns and social acts whose definition is independent of any particular linguistic structure. Rhetorical deep structure is most naturally formulated as a set of conditions defining a particular communicative act by reference to which equivalences across language might be set up. Thus, this kind of translation is not open to the usual objections to the use of translation as a technique in language teaching because it no longer involves establishing structural equivalence, nor

does it draw the attention of the learner to formal properties of the TL sentences. Moreover, the deep structure approach to translation does not distract the learner from the search for contextual meaning.

Another aspect of language which Widdowson makes use of in the development of his approach to translation is the question of 'varieties'. He states that certain 'varieties' in different languages have more in common than between different 'varieties' within the same language. An example is science discourse which expressed through one language, is likely to be closer semantically and pragmatically to scientific discourse expressed in another, than to other areas of discourse expressed in the same language. Hence, translating scientist-to-scientist discourse from an SL to a TL presents far fewer problems than translating it into a different kind of discourse within the same language.

To further explore this point, the notion of universals, which is implied by semantic and pragmatic equivalence, is made another component of the approach. But Widdowson's universals are not the same as those of the grammarian who idealizes data to postulate an abstract system. Widdowson suggests that "... universals might be more readily discoverable not as properties of idealized abstraction but as properties of actualized language in certain areas of use, as features, in fact, which distinguish a particular universe of discourse independently of the different language systems which are used to realize it." What he is suggesting, in fact, is that, "... there are universals of a communicative kind pertaining to certain universes of discourse which are independent not only of particular linguistic systems but also of any general system which underlies them at a deeper level of abstraction." This point is exemplified by means of the universe of scientific discourse whose concepts and methods are universally recognized.

It is thus maintained that learning of science involves the acquisition of a 'superposed' knowledge of certain universal concepts and methods. The concepts constitute the grammatical deep structure and the methods rhetorical deep structure of scientific discourse. An example of concepts is such relationships as between solids, liquids, and gases which are instances of the universal semantic structure of science. And the basic methods of scientific investigation are exemplified by such communicative acts as classification, description, explanation, and so on.

Then Widdowson goes on to suggest that "... semantic and pragmatic translation can be used as a teaching device for learners who need the TL as an additional medium for scientific communication. Its use involves the overt

demonstration of how the surface forms in the TL and the SL are alternative realizations of scientific concepts and methods of inquiry which constitute the grammatical and rhetorical deep structure of scientific discourse and which are, by definition, neutral in regard to particular languages and cultures.”

In short, Widdowson in his paper analyzes the process of translation and considers its use in foreign language teaching. He demonstrates that “the process of learning a foreign language should be presented not as the acquisition of new knowledge and experience, but as an extension or alternative realization of what the learner already knows.” Finally, he expresses the view that “... language learning is more likely to be successful when it is associated with particular areas of use, or universes of discourse, which cut across linguistic and cultural boundaries.”

3.3. Discussion

Let us now consider the possibility of applicability of Widdowson’s approach to the teaching of idiomatic expressions. This requires a close examination of idiomatic language to see if its properties satisfy the same conditions as specified by Widdowson. Our assumption is that it does as is discussed below.

First, let us consider translation equivalence and idioms. It will be remembered that three types of equivalence were distinguished. It goes without saying that the first of them, i.e., structural equivalence has but a very little role to play in translating idioms because by definition, “... idiom is different from grammar; the two are often in conflict.” Idiom is defined by the *OED (Oxford English Dictionary)* as “a peculiarity of phraseology approved by usage, and often having a meaning other than its logical or grammatical one.” (Gowers).¹⁹ Moreover, idioms are ready-made utterances; consequently, they require ready-made utterances in the TL as their equivalents. In other words, they do not lend themselves to structural translation. To me, idiomatic language with its peculiarities and properties constitutes a particular linguistic domain which is comparable to Widdowson’s scientific discourse in that only a semantic and pragmatic equivalence would render it into the TL. One could perhaps call this idiomatic domain EIP–English for Idiomatic Purposes. In this discursal universe, the English idiom ‘to be on the top of the world’, for instance, can make sense to a Persian reader only when he can conceptualize: ‘با دم خود گردو شکستن’, which is the alternative realization in Persian. The concept which is being communicated is that of ‘extreme exaltation’. This is

made possible by rhetorical deep structure which relates the two surface forms to their communicative function.

Another factor to be considered in setting up a theoretical basis for the use of translation in teaching idioms is that of the notion of 'universals'. In the domain of idiomatic discourse, universals, in Widdowson's sense, are more readily discoverable because they are universal to all languages but independent of particular linguistic systems. Take, for instance, the universal concept of 'human relationship' or 'association'. To elaborate, let idioms speak for themselves. Consider these idiomatic expressions:

1. Birds of a feather, flock together.
2. Qui se ressemble s'assemble.

۳. کبوتر با کبوتر باز با باز، کند همجنس با همجنس پرواز.

۴. داغ قوشو داغدا، باغ قوشو باغدا.

۵. الجنس مع الجنس.

It is evident from these proverbs that they all have, in their grammatical and rhetorical deep structures, the universal concept of 'association' or 'relationship' which cuts across their linguistic and cultural boundaries. In other words, there exist universals of a communicative type pertaining to idiomatic discourse which are independent of the linguistic systems of the five languages used as illustration. It is through reference to such universals that concepts such as 'human association' with superficially different realizations in English, Persian, French, Turkish, Arabic, or any other language can be related.

The concept 'human relationship' is but one among hundreds of others which are expressed by idioms. The concepts may have superficially different realizations which, in turn, may look or sound culture-specific or language-specific. But the fact is that idioms all have their origin in human life and experience extending over cultural and linguistic boundaries. In other words, as for Widdowson's scientific discourse, learning idioms of a foreign language involves acquisition of a 'superposed' knowledge of certain universal concepts like love, infidelity, disappointment, patriotism, atonement, misfortune, hunger, and so on.

Following Widdowson, we may now draw a pedagogic conclusion from the preceding discussion and suggest that semantic and pragmatic translation can and must be used as a teaching device for learners who need TL as an additional medium for idiomatic communication. The term 'additional'

implies that no new knowledge or experience is involved and learning the TL idiom becomes an extension or alternative realization of what the learner already knows. To substantiate this point, consider the following idiomatic expressions in English, Persian, and Turkish:

The proof of the pudding is in the eating.

حلواي تنتناني، تا نخوري نداني. يا آفتاب آمد دليل آفتاب.
يشمه ميسن غاز اتيني، ييلمه ميسن لذتيني.

Short accounts make long friends.

حساب حساب است کا کا برادر.
ئورتولی بازار، دوستلوی پوزار.

Ahmad put his foot in it.

احمد دسته گل به آب داد.
احمد باراقويدی.

Or consider Kaleem Kashani's metaphorical comparison of his love to the waves and the shore:

با من آمیزش او الفت موج است و کنار در کنار من و پیوسته گریزان از من

To me, her attraction

Is the wave's affection for the shore.

In my embrace for a fleeting fraction,

Then fleeing ever more. (Kayeum)²⁰

دلبریم موج کیمی بوسه و ریر لب لریمه یوخسامندن قاچیری دگمیر ال لرینه

This writer would like to claim that the full appreciation of the above idiomatic expressions is best gained through their translation. As speakers of Persian or Turkish or both, would the reader really feel the essence of the English versions without conceptualizing their equivalents in his or her native tongue?

4. Conclusion

Elicitation of a 'No' reply to the above question has been this writer's intention. It has also been his intention throughout the paper to stress the point that idioms *are* an integral part of any language, including English, and therefore must be systematically taught. It has been argued that idioms are best taught via translation of contextualized situations of larger than the sentence. That the writer has proposed the use of translation as an essential

technique in teaching idioms is theoretically supported and justified by an appeal made to Widdowson's views on the deep structure of discourse and the use of translation. His approach to use translation in teaching ESP has been adopted and adapted to cover EIP as well. Meanwhile, some idiomatic expressions in half a dozen of languages have been presented to substantiate the proposed approach for the teaching of idiomatic expressions.

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Part One: Idiomatic Expressions

Unit 1

Collocations (I)

"You shall know a word by the company it keeps."

(J. R. Firth)

Introduction

Collocations are defined as fixed, nonidiomatic constructions the meaning of which reflect the meanings of their components. Collocations are, therefore, different from idioms whose meanings are not the combination of the meanings of the individual words in them. Consider, for example, the following sets of word associations in English and their Persian equivalents:

Set A	Set B
open letter	نامه سرگشاده
open court	دادگاه علنی
sooner or later	دیر یا زود
blood transfusion	انتقال خون
open secret	فقط خواجه حافظ شیرازی نمی داند
with open arms	با آغوش باز
white lie	دروغ مصلحت آمیز
blue blooded	اشراف زاده

In these sets certain words are keeping company, but you will see that in set A the meaning of each item is the combination of the meanings of its components. In set B, on the contrary, the meanings of the items cannot be determined by putting the meanings of their individual words together. The items in both sets are collocations, that is, combination of certain words. However, the difference between them is that the items in the set A are non-idiomatic collocations whereas those in set B are idiomatic collocations. The latter are usually known as 'idioms' or 'idiomatic expressions'. This unit of the book deals with nonidiomatic collocations normally referred to as simply 'collocations'.

Collocations play a significant role in translation, so much so that some linguists (e.g., Newmark, 1988a, p. 213) have stated that translation in a sense is a continual struggle to find appropriate collocations. Not all collocations lend themselves to straightforward translation as those in set A. The frequently used English collocation 'brain drain', for instance, has proved to be problematic for Iranian university students of the English language (Tajalli,

1994, pp. 117-131). Can you suggest an equivalent for 'brain drain'? You are on the right track if you are contemplating 'فرار مغزها'.

Collocations function so significantly and so subtly in conveying meaning that they are sometimes referred to as 'nerves' of a text where grammar is the 'bones' and lexis the 'flesh'. (Newmark, 1988a, p. 213) Therefore, it is axiomatic that students majoring in English should acquire adequate knowledge of collocations if they are to be proficient in it. In this unit, the reader is exposed to some commonly used collocations in English through drills, contexts, and exercises of various types.

Exercise 1: Read each sentence below and underline words which have formed collocations. Then translate the sentence into Persian. There may be more than just one collocation in a sentence.

Example: You shall know a word by the company it keeps. (keep company)

هر واژه‌ای از طریق همنشینانش شناخته می‌شود.

1. The ad hoc committee will hold a meeting soon.
2. Prices are thought to be regulated by supply and demand.
3. The headmaster is used to drinking weak tea.
4. Over 50 papers were read at the Tabriz-Baku Conference.
5. It's an hour's journey, more or less.
6. Mr. Zarnavaz is studying civil engineering, I suppose.
7. Restorative food is what this feeble boy needs.
8. Their adopted son grew up in hope and fear.
9. It was Alexander Ross who translated the Glorious Quran into English for the first time in 1649.
10. This stamp was put into circulation to the memory of the martyrs of the imposed war.

Exercise 2: Try to complete the following phrases to make them into collocations and then give their meanings in Persian.

Example: life and death

مرگ و زندگی

- | | |
|---------------------|-------|
| 1. hue and ..... | ..... |
| 2. law and ..... | ..... |
| 3. deaf-and-..... | ..... |
| 4. and butter | ..... |
| 5. the trouble | ..... |
| 6. or later | ..... |

7. hard and
8. at home and
9. open to the
10. body and

Now, think up and write down at least ten more collocations of the above type and read them out to the class.

Exercise 3: Fill in the blanks with the following words. Suggest Persian equivalents for the resulting collocations. There are more words than blanks. Make any necessary changes if required.

under	murders	commerce	capital
counter	years	wide	bright
restore	later	cover	all-out
spinal	icy	race	

Example: You should tell your father about your failing the test. He'll find out sooner or later.

1. Mother removed the bed _____ from inside the cradle.
2. The enemy committed _____ under cover of patriotism.
3. The referee was standing right in the middle of the _____ course.
4. The army is planning a big _____ attack.
5. Hamid was badly injured by the _____ cord.
6. Some merchants have recently joined the chamber of _____ .
7. _____ punishment is unlawful in many countries.
8. The guests are freezing and the window is _____ open!
9. The patient was _____ to health.
10. Will Mina's father approve of her marriage to Ahmad?
No, not in a thousand _____ .

Exercise 4: Match words from column A with appropriate words from column B to construct 10 English collocations. Supply the meanings in Persian.

A	B	Collocation	Meaning
1. head	justice	<i>Example:</i> software	نرم افزار
2. <u>soft</u>	mind		
3. button	<u>ware</u>		
4. administer	compassion		
5. sound	a meeting		
6. no	hole		
7. mutual	stroke		

- | | |
|-------------|------------|
| 8. do | waiter |
| 9. attend | admittance |
| 10. heat | damage |
| 11. divine | friend |
| 12. charter | flight |

Exercise 5: A component of each collocation below is missing. Think them out and write in the blank space. Indicate whether the collocation is idiomatic. Some items have alternate responses as in the example. Give the meanings of all in the appropriate column.

Word Association	Idiomatic?	Meaning
<i>Example: safety belt/first</i>	No	کمربند ایمنی / سلامتی بر هر چیز مقدم است
1. in black and _____		
2. civil _____		
3. _____ weight		
4. _____ to earth		
5. zebra _____		
6. tuition _____		
7. solar _____		
8. _____-distance call		
9. foster _____		
10. red _____		

Exercise 6: Pairs of words like 'ladies and gentlemen', 'cup and saucer', and so forth have become clichés in English, that is, the native speakers use them automatically. In the following co-occurrences, the first member of each collocational cliché is given and you are required to fill in the blanks with the missing member.

1. shoes and	13. thunder and
2. comb and	14. needle and
3. doors and	15. fact and
4. thick and	16. lost and
5. safe and	17. off and
6. tables and	18. silver and
7. stop and	19. supply and
8. do's and	20. fame and
9. top and	21. forgive and
10. arms and	22. duke and
11. up and	23. prose and
12. in and	24. day and

Exercise 7: Do you know what native speakers of English do with

'responsibility'? They 'bear' it. With 'the law'? They either 'observe' or 'break' it! They also break: the silence, a promise, their leg, a contract, etc. Thus certain verbs are followed automatically by certain nouns to form typical English expressions. To be proficient in English, you, too, should know what goes with what. In this exercise, you will learn a number of verbs which collocate with certain nouns such as 'break a promise'. In front of each verb in column one, put as many nouns or phrases from the list as would yield appropriate collocations. Give the meaning of the resulting collocations in the appropriate column. Your English-Persian dictionary may be helpful. Look the items up.

one's attention to something	permission	a seat
money from the bank	a lecture	a taxi
a glance at something	a doctor	defeat
receipt of a letter	a request	a play
someone's example	a solution	fault
money in a bank	a friend	taxes
one's country	suicide	money
a conclusion	a fashion	weight
knowledge	a cheque	data
the table	the sea	an aim
attention	success	a vote

Verb	Noun/Noun Phrase	Meaning in Persian
<i>Example: commit</i>	suicide	خودکشی کردن
1. achieve		
2. acknowledge		
3. acquire		
4. set		
5. call		
6. cast		
7. collect		
8. cross		
9. desert		
10. direct		
11. draw		
12. find		
13. follow		

14. gain
15. grant
16. deliver
17. deposit
18. pay
19. take
20. make

Exercise 8: Fill in the blank spaces with a verb from the column on the left and give the meaning of each collocation.

<i>Example:</i> ask	ask	a question	سؤال کردن
1. have	_____	one's temper	.....
2. hold	_____	a profit	.....
3. keep	_____	a promise	.....
4. lay	_____	a question	.....
5. lose	_____	an order	.....
6. make	_____	an interest	.....
7. make	_____	one's breath	.....
8. open	_____	guests	.....
9. pass	_____	fire (at s.o)	.....
10. pay	_____	a speech	.....
11. place	_____	a visit	.....
12. raise	_____	temptation	.....
13. receive	_____	a judgement	.....
14. resist	_____	the table	.....
15. restore	_____	a crime	.....
16. tell	_____	money	.....
17. commit	_____	law and order	.....
18. lead	_____	silence	.....
19. observe	_____	the truth	.....
20. save	_____	the way	.....

Exercise 9: Identification of collocations in a text or elsewhere is half their learning. Read the following short passage and underline at least ten combinations of verb plus noun which you think are examples of collocations. Translate the passage into Persian.

Mr. Zarnavaz decided to see a lawyer to seek his advice on a critical lawsuit. He did not wish to run the risk of losing the case. He found the lawyer very willing to serve him. They signed a document wherein the lawyer

undertook to spend all his energy in defending his client. He also promised victory at the court. In return, Mr. Zarnavaz pledged to remunerate the lawyer for his services immediately after the lawsuit came desirably to an end.

Exercise 10: Some adjectives in English are preceded by other adjectives—or nouns used as adjectives—to denote emphasis. For example, 'The sea near those rocks is crystal clear'. In such collocations, the preceding component conveys the meaning of 'extreme', 'total' or 'absolute'. In the blank spaces below, put a word from the following list to form emphatic collocations.

evil	dead	narrow	fast
wide	stone	icy	paper
bone	pitch	brand	bitter

1. The room was _____ dark and the eye couldn't see a thing.
2. The water was _____ cold and they couldn't swim.
3. The baby was _____ awake at midnight.
4. The poor man couldn't hear a thing. He was _____ deaf.
5. The neighbours hear everything we say. The walls are _____ thin.
6. She went to bed at 10 and was _____ asleep by 10 past.
7. The radio set on the mantelpiece is not second-hand. It is _____ new.
8. In the desert areas of the world, there is no rain for months and the land is _____ dry.
9. Our men will never give up the struggle. They'll fight to the _____ end.
10. He was _____ tired after a long day's work.

Exercise 11: Prepositions combine with some lexical items to yield highly frequent collocations. For example, 'on behalf of' is habitually and frequently used in such contexts as, 'Mr. Chairman, on behalf of my colleagues and myself I thank you for your continuous efforts.' which may be translated as follows:

آقای رئیس، من از طرف خود و همکارانم از تلاشهای بی وقفه شما تشکر می‌کنم.

Below, some such combinations with prepositions are contextualized. Identify and underline them. Then translate the sentences orally.

1. The Speaker of the Majlis commented in favour of the bill.
2. With respect to your recent accomplishments, I would like to express my great pleasure.
3. Ahmad tried many ways of earning a living; in the end he became a lorry driver.

4. Mr. Ahmadi's late arrival was excused by reason of his old age.
5. He saved his son from drowning, but only at the cost of his own life.
6. Some people argue for the sake of arguing because they like it.
7. "What route did you take to go to Shiraz?"
"I went by way of Isfahan."
8. "May I come in?"
"By all means. And take a seat, please."
9. On the basis of the sales forecasts, the factory may make a profit in near future.
10. My father is quite in agreement with my suggestion.
11. In case of fire, ring the alarm bell.
12. Dr. Sokhan-Sanj was promoted associate professor in accordance with the university regulations.
13. Between the two acts of the play there was a long interval, in the meantime refreshments were provided.
14. This catalogue is out of date; we must bring it up to date.
15. The bullet struck his head and he was killed on the spot.
16. Most of the remarks during the discussion were off the point.
17. When Mary's parents died, she was placed in the custody of her aunt.
18. A memorial is being built to the memory of those who died in the war.
19. The ship was at the mercy of the waves.
20. Our planes reported that large enemy forces were on the move.

Exercise 12: Some nouns are followed by certain verbs to form typical English collocations. For example, 'beauty fades' and 'anger abates'. Below, some collocations of this type are introduced. Fill in the blank in each item with the one choice which best completes the collocation.

- | | | |
|-----------------------------------|-----------------|--------------------|
| <i>Example:</i> A contract ____ . | a. expires | b. comes to an end |
| | c. terminates | d. ceases |
| 1. Interest (in something) ____ . | a. arises | b. ascends |
| | c. rises | d. goes up |
| 2. An accident ____ . | a. forms | b. happens |
| | c. takes | d. occurs |
| 3. An attempt ____ . | a. is planned | b. succeeds |
| | c. accomplishes | d. is achieved |
| 4. An audience ____ . | a. gathers | b. amasses |
| | c. assembles | d. comes together |

- | | | |
|----------------------------|-------------------|---------------------|
| 5. A crisis _____ . | a. dies away | b. ceases gradually |
| | c. becomes weaker | d. dies down |
| 6. A bomb _____ . | a. prospers | b. is defused |
| | c. arises | d. breaks out |
| 7. War _____ . | a. declares | b. is cancelled |
| | c. breaks out | d. fails |
| 8. Business _____ . | a. subsides | b. flourishes |
| | c. catches | d. breeds |
| 9. Habit _____ . | a. improves | b. is kept |
| | c. forms | d. assembles |
| 10. An epidemic _____ . | a. mounts | b. increases |
| | c. breaks out | d. prospers |
| 11. Health _____ . | a. fails | b. is suffered |
| | c. dies out | d. deteriorates |
| 12. An incident _____ . | a. develops | b. starts |
| | c. spreads | d. occurs |
| 13. An opportunity _____ . | a. arises | b. breeds |
| | c. breaks | d. comes up |
| 14. Knowledge _____ . | a. ends | b. occurs (to s.o) |
| | c. applies | d. is imparted |
| 15. Tension _____ . | a. mounts | b. holds good |
| | c. improves | d. goes about |

Exercise 13: Noun plus noun collocations are quite frequent in English; 'food and drink', 'brain drain', and 'law and order' are some examples. Research has revealed that some of these are problematic for Persians (Tajalli, 1994, pp. 117-131). It is not always easy to find appropriate equivalents for some collocations. Practise finding acceptable equivalents in Persian for the following and translate the sentences.

1. It's against traffic rules to drive with HEAD LIGHTS on in a town.
2. The mechanic bought a SET OF TOOLS for his workshop.
3. The BOARD OF EXAMINERS decided to revise the test.
4. New DEPOSITS OF COPPER have been discovered in Sarcheshmeh copper mines near Rafsanjan.
5. Mr. Ahmadi bought a CAKE OF SOAP from the drugstore.
6. The baby has fallen ill with HEATSTROKE.
7. The prisoner has been living in HOPE AND FEAR for years.

8. The major political parties in the country formed a COALITION GOVERNMENT.
9. We have to buy a new RADIO SET; the old one is useless.
10. The ARMS RACE is a very costly competition among many nations of our mad world.
11. The PROMOTION COMMITTEE voted in favour of the application.
12. These CURTAIN-RODS are not strong enough to bear the weight of the heavy curtains.
13. Manoeuvres designed by a party to win influence or power are an example of PARTY POLITICS.
14. Do you know who the leading FILM STAR of the year is?
15. A TRADE UNION is an organized association of workers in a trade formed to protect their interests, improve their condition, and so on and so forth.

Exercise 14: Collocations with the grammatical structure 'adjective plus noun' are very common in English. Normally, the equivalent grammatical structure in Persian is noun + 'ezafeh + adjective. For example, 'mutual love' is translated into 'عشق دو جانبه'. But sometimes a totally different structure is needed in Persian, as in the case of 'good luck' which is translated into 'موفق باشید' or 'خدا به همراه' or 'خیر پیش'. Below, some collocations of 'adjective plus noun' are introduced. Fill in the blank in each sentence with an adjective from the list. Suggest an equivalent for each collocation and provide a translation for each sentence.

RESTORATIVE	RUNAWAY	BARREN	WISHFUL
SOLAR	RANCID	HEAVY	RETURN
COLD	CIVIL	SPARE	WHITE
WEAK	GENERAL	SOUND	OPEN

Example: That Ahmad fancies himself an actor is a WISHFUL THINKING.

'خواب و خیال/خیال واهی': اینکه احمد خود را هنریشه می‌پندارد چیزی جز خیال واهی نیست.

1. Mina speaks English with a _____ ACCENT.
2. Mars is a planet in our _____ SYSTEM.
3. A _____ LIE is of more help than a seditious truth.
4. Where do you get _____ PARTS for your car?
5. _____ LAW deals with private rights of citizens.
6. A _____ MIND in a sound body.

7. The doctor has prescribed _____ MEDICINE for the patient.
8. Using _____ BUTTER is harmful to health.
9. Land which is not good enough to produce crops is _____ LAND.
10. In most countries, _____ ELECTIONS are held every four years.
11. The _____ LETTER addressed to the president was published in IRAN NEWS.
12. The _____ POINTS of the speech by the chancellor were magnified by the press.
13. A Shiraz-Tehran _____ TICKET by air cost 46,000 Rials in 1996.
14. The country's economy is badly affected by _____ INFLATION.
15. Since the fall of the former Soviet Union, _____ WAR has subsided.

Unit 2

Time Expressions

"Procrastination is the thief of time."

Introduction

Expressions of time are quite frequent in everyday English. They are used TIME AND AGAIN in daily conversation as well as formal language. In this unit, you are presented with an assortment of time expressions, idiomatic or otherwise, in a variety of contextualized situations. Obviously, you will learn some of them IN NO TIME and hopefully will remember their use FOR EVER. Others, you will have to practise TIMES WITHOUT NUMBER in order to acquire their full meaning. No matter which expression you are dealing with, TAKE YOUR TIME and do it well!

Mr. Timely

Situation: Jane and Mary work for a big firm. They are having lunch together at the refectory and are making comments on Mr. Timely, the new manager.

Jane: What's the new manager like, Mary? You've known him FOR SOME TIME, I suspect.

Mary: Well, to tell the truth, I've known him FOR A LONG TIME. His appointment as the manager was not unexpected. I mean, he didn't appear OUT OF THE BLUE.

Jane: THE OTHER DAY, you told me that IT WAS HIGH TIME the firm had a new manager, but you didn't give any details.

Mary: I thought it better to tell you WHEN THE TIME WAS RIPE.

Jane: Isn't it yet? I mean aren't you going to tell me about Mr. Timely?

Mary: Of course, I am. Usually, I TAKE MY TIME in such matters. FOR THE TIME BEING, however, let me tell you that Mr. Timely is the right man for the job. He has already announced that he is going to switch the company to a computerized system. IN THE SHORT RUN, this might seem very expensive. IN THE LONG RUN, however, it will save the firm millions.

Jane: TIME ALONE WILL TELL whether such a shift to modernization was wise.

(All OF A SUDDEN, Mr. Timely appears in the refectory.)

Mary: Let's hope that the firm and ourselves will soon see BETTER DAYS.

Expansion (1): Two students in class are assigned to take up the parts spoken by Jane and Mary. Only their words will be the translation into Persian of the English version, the class then will comment on their translation.

Communication (1): In the following interview, Professor Yarmouth and the interviewer employ typical idiomatic expressions of time in their speech. In case you are not sure of their meanings, look them up and think of some Persian equivalents for them. ONE OF THESE DAYS, they will come in handy!

Interviewer: Professor Yarmouth, I hear you have just completed writing a manual on contrastive phonology. Is that so?

Professor: Yes. I sent the manuscript to the publisher AT THE ELEVENTH HOUR. TIME PRESSES, you know. At the start, I wrote EVERY OTHER DAY. Then the publisher pressed me to be quick about it. So, I wrote even IN MY SPARE TIME. I'm pleased that the manuscript was ready ON TIME.

Int.: Professor Yarmouth, will you please tell us about yourself, your family, and your students?

Prof.: Although I'm approaching the age of retirement, I'm very healthy and thankfully only have to go and see a doctor ONCE IN A BLUE MOON. AS USUAL, I still work ALL DAY LONG but EVERY NOW AND THEN you may find me playing golf on a WEEK-DAY. I have a son your age who is working for a degree in another town but visits the family FROM TIME TO TIME. As for my students, I teach two graduate courses with five students in each. Some of them are now WORKING AGAINST THE CLOCK to graduate by the end of the year. Anything else?

Int.: Oh, yes. When will your book come out?

Prof.: TOMORROW WEEK. Please don't hesitate to drop in AT YOUR EARLIEST CONVENIENCE and you'll sure get a complimentary copy! Anything else again?

Int.: I'm afraid TIME IS UP and some students are waiting behind the door. Thank you very much for the interview, Professor Yarmouth.

Prof.: Thank you.

Expansion (2): Following is a number of time expressions used by participants in the last two conversations. Guessing the meaning of each expression from the context, write their Persian equivalent in the space

provided. If you have already looked them up, so much the better. Record them here as in the example.

Example: time and again بارها، مکرراً

in no time	time alone will tell
times without number	one of these days
take your time	at the eleventh hour
out of the blue	once in a blue moon
the other day	every now and then
it was high time	work against the clock
when the time was ripe	tomorrow week
for the time being	at your earliest convenience
in the short/long run	

Contextualization: Below is a list of some common idiomatic expressions with 'time'. Put each expression in an appropriate blank in the situational contexts which follow. Then, members of class will translate a sentence each orally.

PRESSED FOR TIME	KEEP UP WITH THE TIMES
BEFORE MY TIME	IN THE NICK OF TIME
AT THE SAME TIME	HARD TIMES
AHEAD OF TIME	MAKE TIME
KILL TIME	AT ONE TIME

1. Ahmad is no doubt bright and quick. He solved that complicated math problem _____.
2. I'm afraid the manager can't talk to you at the moment. He's extremely _____.
3. Ahmad's father died when he was only a child, and he went through _____ when he was young.
4. _____ the streets of London were lit by gas, but that was at least a hundred years ago.
5. I was an hour early for my appointment with the chancellor of the university. So, I walked around the campus just to _____.
6. Somebody called Mr. Sokhan-Sanj used to be chairman of department of education but I never saw him because it was _____.
7. The life-guard got the child out _____. One more minute, he would have gotten drowned, the doctor said.
8. It's no use hoping that you can go on without changing your business methods. If you don't _____, you'll get left behind.

9. I'm pretty busy, John, but I can always _____ to see an old colleague.
 10. Mr. Zarnavaz is looking forward to lecturing at the university, but _____ he's a bit nervous.

Translation Task: There will be times when you will find yourselves translating from Persian into English. This exercise is to provide you with some such practise. Using an appropriate dictionary, translate the following sentences into English. In all of them, you shall have to use phrases or expressions which contain the term 'time'.

The guests arrived on time.

مثال: مهمانان سر موقع رسیدند.

۱. وقت طلاست.
۲. اگر وقت کنم خواهم آمد.
۳. در وقت بیکاری خود باغچه را آب می دهم.
۴. زمان بکندی می گذرد.
۵. اگر این آزمایشگاه زبان را نوسازی نکنیم، همه فکر می کنند که از مد عقب افتاده ایم.
۶. تا سه نشه بازی نشه.
۷. یکی بود یکی نبود.
۸. جلسه در وقت اعلام شده شروع خواهد شد.
۹. بارها به تو گفته ام که کفشهایت را قبل از وارد شدن به اتاق از پا درآور.
۱۰. امیدوارم به شما خوش بگذرد.

Communication (2): Complete the following conversation with the appropriate form of the idioms from the list. Then translate the whole conversation into Persian.

KEEP REGULAR HOURS	HAVE A MINUTE TO CALL ONE'S OWN
AN UNEARTHLY HOUR	A NIGHT OWL
THE SMALL HOURS	AT ANY MOMENT
HAVE ONE'S MOMENTS	ON THE SPUR OF THE MOMENT
A NIGHT ON THE TOWN	HAVE A NIGHT OUT

John: Good morning Paul! You look tired.

Paul: Yes, I am. I had a late night last night. I'm not usually _____, but I _____ with some friends yesterday. I've been so busy all week that I've hardly _____, so I really enjoyed _____. I start work early, so I usually _____, but yesterday was an exception. I didn't come home until _____. It was about two thirty, I think. I got into bed and must have fallen asleep, because the next thing I knew my landlady was shaking me, saying she was sorry to wake me at such _____, but she thought there was a burglar in the kitchen. She had heard

noises and wanted me to take a look.

John: Well, where was her husband?

Paul: Mr. Pearson's working on the night-shift, and since their son's on holiday I was the only man in the house. I'm usually a coward, but I do _____, so I grabbed my tennis racket which was the only thing I could think of _____, and crept downstairs.

John: And then?

Paul: I saw a dark figure in the kitchen with a knife in his hand, ready to strike _____. I was just about to hit him with the racket when a voice shouted out, "Hey! It's me!" It was Mr. Pearson. He had forgotten his sandwiches.

(Adapted from: Seidl and McMordie, 1992, p. 288)

Usage: Fill in the blanks by choosing the correct time expression from the list. Then a member of the class shall translate the exercise orally.

CALL IT A DAY

TAKE TIME BY THE FORELOCK

OVERDUE

WELL-TIMED

DAYS ON END

STATED TIME

IN DUE TIME

ROUND THE CLOCK

AT ODD TIMES

OUT OF DATE

1. The English Department is going to move to the new building on top of the University Hill next month. This is, however, two years later than the _____.
2. I'm pleased to hear that the department is moving after all. But we should _____ to occupy the building.
3. The supreme court has decided to look into the matter _____.
4. Wow, it is getting dark! It's time to _____.
5. Some students hand in their term-papers when they are weeks _____, so their grades are reported 'incomplete'.
6. Sometimes it rains _____ in Shiraz giving one the impression that it would never stop.
7. The watchman in this street keeps watch _____.
8. Make sure not to use a dictionary which is _____; many new items are added to the language continually.
9. That Ahmad paid a visit to his ailing uncle in the hospital was a _____ action.
10. The night-guard comes whenever he wishes and whistles _____.

Concept of Time in Proverbs

Proverbs were briefly discussed in the Introduction. Here, some proverbs which are somehow related with the concept of time are introduced. Proverbs of this kind are very common in Persian and English. Their meanings can usually be understood literally. The translator, however, must try to find a matching equivalent for a proverb in the target language. Below, some ten sayings or proverbs with 'time' are presented in both Persian and English to be matched.

Match: Put the letter of the Persian proverbs before the number of the English ones which have the same meaning.

- | | |
|---|--|
| 1. It is never too late to mend. | الف) سعدیادی رفت و فردا همچنان معلوم نیست
در میان این و آن فرصت شمار امروز را |
| 2. Every dog has his day. | ب) آسیاب به نوبت. |
| 3. There is no time like the present. | ج) علاج واقعه قبل از وقوع باید کرد. |
| 4. Early to bed, early to rise
Makes a man healthy, wealthy, and
wise. | د) عمر ضایع مکن ای دل که جهان می گذرد. |
| 5. Time is the great healer. | ه) سحر خیز باش تا کامروا باشی. |
| 6. First come, first served. | و) جلو ضرر را از هر کجا که بگیری منفعت است. |
| 7. A stitch in time saves nine. | ز) هر کسی پنج روزه نوبت اوست. |
| 8. Time flies. | ح) کسی که بر سر خواب سحر شب بخون زد
هزار دولت بیدار را به خواب گرفت |
| 9. The early bird catches the worm. | ط) سعدی به روزگاران مهری نشسته بر دل
بیرون نمی توان کرد الا به روزگاران |
| 10. Defer not till tomorrow to be wise;
Tomorrow's sun to thee may never rise. | ی) از امروز کاری به فردا ممان
چه دانی که فردا چه زاید زمان |

Find Equivalents: Here too, like the previous section, some English sayings are introduced, but this time, not with their equivalents. You are required to search through references to find Persian versions for them. In some cases, you may come across more than one acceptable equivalent.

1. Time lost cannot be won again.
2. Better late than never.
3. Time and tide wait for no man.
4. He that will not when he may,
When he will he shall have nay.

5. One cannot put back the time.
6. It is too late to lock the stable when the horse has been stolen.
7. Everything is good in its season.
8. Make hay while the sun shines.
9. After death the doctor.
10. He laughs best who laughs last.
11. There's a time and a place for everything.
12. Never put off till tomorrow what may be done today.

The Concept of Time in Quotations: Read these quotations and translate them into Persian.

1. Man fools himself. He prays for a long life, and he fears an old age.
(Chinese proverb)
2. Like our shadows, our wishes lengthen as our sun declines.(Edward Young, *Night Thoughts*)
3. Time heals old pain, while it creates new ones. (Charles Lamb)
4. You can fool some of the people ALL OF THE TIME, and all of the people SOME OF THE TIME, but you cannot fool all of the people ALL THE TIME. (Abraham Lincoln)
5. Love makes time pass, and time makes love pass.
6. Men talk of killing time, while time quietly kills them.
7. One today is worth two tomorrow.
8. The value of time is in everybody's mouth,
But in few people's practice. (Lord Chesterfield)
9. Our todays and yesterdays
Are the blocks with which we build. (H. W. Longfellow)
10. Time WASTED is existence, USED is life. (Edward Young)

Unit 3

Perseverance

“Over the buried treasure,
Toil and sweat are heaped.
He who worked dear brother,
The harvest reaped.”

Situation: Ahmad and Hamid share a room in the dormitory. They are talking about final exams.

Ahmad: Final exams are usually very hard and require perseverance. Who do you think will COME THROUGH WITH FLYING COLOURS this term?

Hamid: The most dedicated student in class is Omid. He comes to the department early; attends all classes regularly; spends long hours in the library; and stays up late at night. In short, he really BURNS THE MIDNIGHT OIL.

Oral Translation: Translate the above dialogue into Persian orally.

Expansion and Communication: There are many other idiomatic expressions in English which are similar in meaning to the expression ‘burn the midnight oil’. Read the following interview where Thomas Neal, an independent insurance agent, discusses his achievement and success with the interviewer. They both employ certain idioms which generally pertain to ‘hard work’. Guess the meaning of each idiom in its context and write it down. Compare your answers with those of your classmates. Then look up the idiom in any dictionary to check your answers.

Thomas at the Top of the Tree

Interviewer: How do you manage to get so much done, Thomas? You started with nothing and now you have a successful insurance agency. You are really AT THE TOP OF THE TREE.

Thomas: First, you must PULL YOUR SOCKS UP and SET TO WORK.

Int.: We all work hard, but not all of us GO as FAR as you have.

Thomas: That brings us to the second step. You have to select your goals and objectives and STICK TO THEM. I have achieved the goals I SET OUT TO achieve.

Int.: So, the secret of success is to set goals and objectives.

Thomas: Definitely. GET IN THE HABIT of setting goals. Develop a plan of action and stick to it.

Int.: Well, I'm going to PUT THOSE RULES INTO PRACTICE.

Maybe I can get ahead, too.

Thomas: If you're going to MAKE GOOD, you can't CUT CORNERS.

That's the third rule.

Int.: Right. I understand.

Contextualization: Read the following contexts and fill in the blanks with the appropriate items from the list. Make any necessary changes if required. There are more idioms than blanks.

GO-GETTER	WORK LIKE A HORSE	GO THE WHOLE HOG
FALL DOWN ON	DO ONE'S BEST	MAKE GOOD
GOOF OFF	NEED A WILL OF IRON	CUT CORNERS

1. Mr. Zarnavaz knows what he wants out of life and he works hard for it and gets it. He is a real _____ .
2. Next-week is too soon. Even if we all _____ till then, the exhibition couldn't be got ready.
3. Mr. Sokhan-Sanj did all that he could to make his brother's wedding a memorable event. In other words, he really _____ to make it a success.
4. Mr. Nademi neither takes his job seriously, nor does he do it wholeheartedly. To put it differently, he frequently _____ .
5. You don't _____ to learn idioms in this book—just a few minutes a day or whenever you feel like doing the exercises.
6. You'll never _____ your job if you follow Thomas's recommendations on getting things done.

Hard Work and Parts of Body: Here are some contextualized idioms with key words pertaining to parts of body signifying hard work. Identify the idioms by underlining them and provide the Persian translation of each context. See the example.

Idiom in Context

Example: I'm sorry, but I really haven't got time to come with you. You can see that *I'm up to my ears*.

Suggested Persian Translation

از اینکه واقعاً وقت ندارم با شما بیایم
متأسفم. خودتان می‌بینید که فرصت سر
خارانندن ندارم.

1. Ahmad really put his back into painting the house and finished it in one week.
2. Since her husband died, Mrs. Smith has worked her fingers to the bone to provide for her four children.
3. If Parvin wants to pass her exams, she'll have to put her best foot forward. There are only three weeks to go.
4. When Paul inherited his father's business, he did very little work for the first six months. But as soon as he put his hand to the plough, he made a big success of it.
5. You'll have to keep your nose to the grindstone if you intend to finish all this paperwork before you go on holiday.
6. The professor told his students to put their shoulder to the wheel if they wanted to succeed in the exams.
7. A: "How's the physics revision going?" B: "It's too early to say. I haven't really got my teeth into it yet."
8. It's no good to criticize other people for the lack of progress. Why don't you pull your finger out and do something yourself!

Communication: Followings are some inaccurate interpretations of certain English idioms in Persian detected in various sources. Identify the misconstructions, explain them to the class, and offer your own version. The class will then decide on the most accurate equivalent. See the example.

Observation	Misconstruction	Your Suggestion
<i>Example:</i> One swallow does not make a summer.		
1. The best advice is, not to give any.	از یک پرستو تابستان نشود. بهترین نصیحت این است که هیچ چیز را از دست ندهید.	با یک گل بهار نمی شود.
2. Rome was not built in a day.	شهر رم یکروزه ساخته نشده.	
3. As soon as he opened his mouth, he put his foot in it.	همین که دهان به سخن گشود اشتباه کرد.	

- بخواهیم بگویم شخص مدتها قبل مرده است.
5. Man proposes, God disposes. از تو حرکت، از خدا برکت.
6. He is not yet dry behind the ears. هنوز از همه چیز بی خبر است.
7. Ray, you may as well throw in the sponge. ری، تو هم ممکن است شکست بخوری و مأیوس شوی.
8. I'm tired of this non-sense. Make him talk turkey. Let's either make a deal or drop the whole thing. از این چرندیات خسته شده‌ام. وادارش کن که رک حرف بزند. بگذار یا معامله کند و یا کار را زمین بگذارد.
9. to vanish into thin air بدون اثر و نشانی ناپدید شدن
10. call s.o. names لقب‌های بد به کسی دادن، با حرف‌های بد و توهین آمیز یادکردن

Perseverance and Proverbs: The meaning of most proverbs can be understood literally. For example, it is not really difficult to understand the literal meaning of the Persian proverb, 'مقام عیش میسر نمی‌شود بی رنج'. But its metaphorical meaning in English is not so easy to conceive unless an appropriate equivalent is provided. Here, the English proverb, 'Labour is often the father of pleasure' will serve the purpose. Below, some very commonly used Persian proverbs pertaining to the notion of perseverance are listed. You are required to supply an appropriate metaphorical equivalent in English for each.

۱. کار نیکو کردن از پر کردن است.
۲. از تو حرکت، از خدا برکت.
۳. به رنج اندر است ای خردمند گنج.
۴. دو صد گفته چون نیم کردار نیست.
۵. بر اثر صبر نوبت ظفر آید.
۶. از حلوا حلوا گفتن دهن شیرین نمی‌شود.
۷. کار امروز را به فردا مکن.
۸. اگر خواهی شوی خوشنویس، بنویس و بنویس.
۹. با علم اگر عمل نکنی شاخ بی‌بری.
۱۰. تن به دود چراغ و بیخوابی نهادهای هنر کجایابی

Quotations on Perseverance: Following is a selection of some popular quotations about perseverance. Some of them are actually used as proverbs in

the English language. Try to translate them into Persian.

Example: Life gives nothing to mortals except with great labor.
(Horace)

زمانه گنج جز به اهل رنج ندهد.

1. Actions are our epochs. (Lord Byron)
2. Count that day lost whose low descending sun views from thy hand no worthy action done. (Author unknown)
3. Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait. (H. W. Longfellow)
4. The all of things is an infinite conjugation of the verb TO DO. (Thomas Carlyle)
5. Deeds are the pulse of time. (George Eliot)
6. An idle brain is the devil's workshop. (Proverb)
7. The doer is better than the critic, and the man who strives stands far above the man who stands aloof. (Theodore Roosevelt)
8. An ounce of practice is worth a pound of preaching. (Proverb)
9. Labour makes us insensible to sorrow. (Cicero)
10. Labour has a bitter root but a sweet taste. (Proverb)
11. The wisdom of the wise and the experience of ages may be preserved by Quotations. (Isaac D'Israeli)
12. Genius is one percent inspiration and ninety-nine percent perspiration. (Edison)
13. Great works are performed not by strength but by perseverance. (Samuel Johnson)
14. Idleness is only the refuge of weak minds. (Earl of Chesterfield)
15. Success slips away from you like sand through the fingers, like water through a leaky pail, unless success is maintained by hard work, day by day, night by night, year in and year out.
16. A hundred times a day I remind myself that my inner and outer life depend on the labours of other men, living and dead, and that I must exert myself in order to give in the same measure as I have received and am receiving. (Albert Einstein)

Unit 4

Colourful Idioms

"All that glitters is not gold,
Gilded tombs do worms infold."

(Shakespeare)

Situation: In both English and Persian, colour names are used as key terms in certain idiomatic expressions. In the following dialogue, two Iranian students majoring in English language and literature are contesting their ability in using idioms that contain colour words.

Colourful Communication

- S. 1: Let me start with a colour that will take no other hue. Do you know what I mean?
- S. 2: Sure I do. It's BLACK. The proverb reads: BLACK WILL TAKE NO OTHER HUE. It was an easy one, wasn't it? And the Persian version is well-known.
- S. 1: Yes. May I ask you another?
- S. 2: All right.
- S. 1: This time I'll mix 'black' with 'white' and make it a little harder. Suppose I asked you to give the answer to this very question IN BLACK AND WHITE. What do I mean by it?
- S. 2: You mean that you want me to answer the question on a white sheet of paper in black ink.
- S. 1: Not exactly. What the expression really means is that I want it recorded in writing or print. The colour of paper or ink is immaterial.
- S. 2: It's my turn now. I'll give you a Persian proverb which also combines 'black' with 'white', and is used when one wants to refer to the value of experience.
- S. 1: I know what you mean—A BURNT CHILD DREADS THE FIRE.
- S. 2: That's it. If you don't mind, I'll put the second question to you, but this time it isn't in black and white; it's in colour! What I have in mind is an expression again in Persian containing the terms 'sorkh' and 'sabz', that are 'red' and 'green' respectively.
- S. 1: Perhaps you have Qatran's popular distich in mind which reads:
"نه هر سبزی بود مینا نه هر سرخی بود مرجان" that can best be matched

with Shakespeare's famous distich: "ALL THAT GLITTERS IS NOT GOLD, GILDED TOMBS DO WORMS INFOLD."

- S. 2: I do accept your very prompt answer though I had in mind an entirely different proverb. One which implies that wise men say nothing in dangerous times, that being silent and prudent is advantageous when speech may be fatal. Does it ring the bell?
- S. 1: I'm afraid not. Perhaps I'm suffering from temporary loss of memory, what is usually referred to as BLACKOUT.
- S. 2: Never mind. I'll give you another one. If someone is BLUE BLOODED, what kind of a person is he?
- S. 1: This one I know; that person is of aristocratic birth.
- S. 2: That's right. What about a BLUE BOOK?
- S. 1: I happen to know this one as well. It means a book published by the government containing a report. As you see, I know my blue expressions and thus I don't LOOK BLUE!
- S. 2: Sure you don't. What about idioms with 'red'? Do you know what RED HERRING is?
- S. 1: I do. It's a kind of smoke-cured fish.
- S. 2: Yes, but that's its literal meaning. What about its figurative meaning?
- S. 1: Oh, yes. I remember. It means 'irrelevant matter introduced to distract attention from the subject being discussed'. By the way, what's all this blue and red you're bombarding me with?
- S. 2: To see if you didn't have another BLACKOUT!
- S. 1: Come off it, man! I still have all my GREY MATTER on me, and I'm quite IN THE PINK. It's my turn now to ask. Here's one. IF I AM IN THE BLACK, would I also HAVE THE BLUES?
- S. 2: Wait a minute! That's not fair. You're asking two questions at once, although I don't know the meaning of either!
- S. 1: Let me provide you with some clues. I take you know what TO BE IN THE RED means because you've shown your bank statement to me several times and you were in the red. BE IN THE BLACK is the opposite, and it's heartening news to hear from the bank that one is in it. Now, can you figure out the meaning of the expression HAVE THE BLUES?
- S. 1: I think I can. I vaguely associate 'blue' with some feeling of melancholy in which case 'have the blues' could mean 'be sad'.
- S. 1: Exactly! I must say you do still have your 'grey matter'! Why don't you

then ask the last question?

S. 2: All right, I will. Have you ever CAUGHT SOMEONE RED-HANDED?

S. 1: Yes, I have. And you were the victim! Do you know what I'm talking about?

S. 2: No.

S. 1: I'll tell you. Once when you were in YOUR FATHER'S BLACK BOOK—I don't remember why—and you had failed two courses, you were writing a letter to him. When you finished writing, you read the letter to me in which you had told your father that you had passed all your courses. I CAUGHT YOU RED-HANDED. You had told a lie. But you said that it was a WHITE LIE which I didn't accept. I believe that most white lies are as bad as true lies. Now, white or otherwise, let's call it a day.

S. 1: I agree. And I promise to GET OUT OF THE RED soon.

Persian Equivalents: Guessing from context of the above dialogue, provide Persian equivalents for all the English colour expressions used by the speakers. Then, to practise your oral translation ability, take the parts spoken by S. 1 and S. 2 and translate the whole dialogue orally.

More Colour Expressions Contextualized: The English language makes frequent use of colour words in idiomatic expressions. Below, a dozen of them are listed followed by sentences with blank spaces. Put the correct form of each idiom in the proper blanks. Then, translate each sentence into Persian.

HAVE A GREEN THUMB

TO GIVE THE GREEN LIGHT

RED CARPET

A WHITE-COLLAR JOB

BORN IN THE PURPLE

OUT OF THE BLUE

ROSE-COLOURED SPECTACLES

A BLACK SHEEP

A BLACKLEG

A WHITE ELEPHANT

IN A BROWN STUDY

THE YELLOW PRESS

1. I had lost touch with Ahmad for a long time, and then one night he arrived at my flat _____. What a surprise!
2. The airport authorities usually lay out _____ for the reception of very important visitors.
3. Hamid went to work when his fellow workers went on strike. He was very unpopular and they called him a _____.
4. The plans are ready, so as soon as you _____ I'll start with the construction work.
5. He told his son to be realistic and not to go through life looking at the

world through _____ .

6. With the culmination of the Islamic Revolution of Iran, the Shah and all those who were _____ fled the country.
7. I'm afraid Behrooz is always in trouble and _____ of the family. The rest are respectable and honest people.
8. Newspapers which present news in a sensational way are known as _____ .
9. Some people don't like to have _____ and sit in an office all day.
10. That horrible painting uncle Jack gave us is _____, I'm afraid. What can we do with it?
11. Amir is very good at growing and keeping plants. But he really doesn't do anything special. Only he knows when they need to be watered and where in the house they get the best sun. He must be one of those people who _____ .
12. He didn't notice my entering the room. It seemed as if he was _____ .

Expansion: Read the following sentences which contain colour expressions. Identify and underline the expressions and guess their meanings from context. Translate the sentences into Persian.

1. Tomorrow is a red-letter day for Hamid. He's going to participate in the graduation ceremony and receive the degree of B.A. in economics.
2. Criminals with their names on the black list usually try to flee the country using a forged passport.
3. It makes me see red when someone borrows some books of mine but forgets to return them.
4. Mrs. Zarnavaz thinks that her brother is absolutely perfect. So, any criticism of him is like a red rag to a bull.
5. When she was told that she had won the first prize, she was tickled pink.
6. Amin has a yellow streak in him. He didn't want to help his classmates fight against the gang from neighbouring school.
7. The news of my winning the prize came like a bolt out of the blue because I had totally forgotten that I had contested for it.
8. The young man has gone off into the blue whose whereabouts no one knows. He hasn't said anything to anyone about his disappearance.
9. Minoo is very jealous. When she saw her cousin in a new sports car, she turned really green with envy.

10. The teacher gave the lazy student a black look because he had not done his homework.

Some Colourful Proverbs: Here are some English proverbs with colours as their key words. Try to find Persian equivalents for them.

1. The pot calls the kettle black.
2. All cats are grey in the dark.
3. The grass is always greener on the other side of the fence.
4. Grey hairs are death's blossoms.
5. Two blacks do not make a white.
6. Every cloud has a silver lining.

Unit 5

Prosperity and Adversity

“Poverty is no disgrace to a man, but
it is confoundingly inconvenient.”

(Sydney Smith)

Situation: In the following dialogue, Dārā is playing at being a rich man who knows a lot about idioms related to wealth. Nadār, on the contrary, appears as if he is a real poor man who is an expert in the use of expressions pertaining to poverty. They are contesting their assumed knowledge.

Dārā and Nadār

Dārā: Tell me Nadār, can you really KEEP THE WOLF FROM THE DOOR?
You know what I mean?

Nadār: I certainly do. You mean whether I’m able to buy enough food for myself and my family. Actually, I’ve kept the wolf from the door for a long time since I lost my job during the war. Real adversity, isn’t it? MISFORTUNES HAVE TOLD ME WHAT FORTUNE IS. I’m so poor now that I’m LIVING FROM HAND TO MOUTH, if you know what I mean. To put it differently, mine is A HAND-TO-MOUTH EXISTENCE. I’m tired of it. By the way, is there an expression in English which applies to rich people and means exactly the opposite?

Dārā: Yes, there is. The expression I’m going to supply means a kind of comfortable life and a lot of money. It applies to those who HAVE AN EASY TIME OF IT. Another expression which also means leading a very comfortable life is IN THE LAP OF LUXURY. Wish for anything and you would have it! But let’s come back to yourself again, Nadār. Can you manage to KEEP YOUR HEAD ABOVE WATER?

Nadār: Barely! I’ve just managed to stay out of debt by working long hours. In other words, I’ve kept my expenses below the level of my earnings to MAKE ENDS MEET. Those who are extremely rich, that is, ARE ROLLING IN IT, may not easily realize how difficult life may be for those who do NOT HAVE A PENNY TO THEIR NAME. THEM AND US!

Dārā: Although it’s true that some WELL-TO-DO people have so much

money that they needn't worry how much they spend, at the same time, there are some of them who have gone FROM RAGS TO RICHES. They've tasted poverty, so to speak.

Nadār: Tell me, Dārā, have you ever FELT THE PINCH? I mean, have you really suffered because of lack of money?

Dārā: In fact, when I said that some WELL-OFF people have gone from rags to riches, I had my own personal example in mind. I started work as an office boy and for some time did NOT HAVE TWO PENNIES TO RUB TOGETHER. I used to live IN QUEER STREET, that is. But eventually I MADE A PILE out of selling second-hand cars. In other words, I STRUCK IT RICH. Thus, as you see, I'm quite familiar with expressions of both poverty and wealth.

Nadār: Sure, you are. And it seems that you're going to beat me in this contest.

Dārā: I don't think so. You played your role quite skillfully as if you were a real DOWN AND OUT. And I hope I gave you the impression of an individual who has experienced hardships of poverty but now he IS IN THE MONEY.

Nadār: You certainly gave me that impression, I should say. It seems to me now that you are one of those people who HAVE MONEY TO BURN. I was just wondering if I could borrow some money from you!

Dārā: You know, Nadār, MONEY DOES NOT GROW ON TREES!

Nadār: Wonderful, Dārā! You're a real actor.

Dārā: Thank you, and see you later.

Nadār: See you.

Expansion and Communication: In the above dialogue, Dārā and Nadār employed and contextualized certain idiomatic expressions about the haves and the have-nots. To make sure that you have digested them all and can communicate your ideas by means of their application, do as required.

A. Choose an appropriate expression from the dialogue to fit the context.

1. Hamid's life was one of _____. He lived a rather hard life within his small income, but did not deeply suffer the stress of poverty. However, I wouldn't call his a comfortable life at all.
2. Ali's _____ in one step was a real test of his character, but very sensibly he ordered his fortune with great good sense and some generosity as if he had always lived in great wealth.

3. When Ahmad moved to Tabriz in search of a job, he lived _____ for some time. Eventually, however, he got a job and made enough money to pay back his debts and have less trouble.
4. It seems to me that Mr. Kāmrān has a lot of money to spend unnecessarily. He doesn't really need two cars but he's always had _____.

B. Explain the meaning of the following items in your own words.

1. Misfortunes tell us what fortune is.
2. keep one's head above water
3. Money does not grow on trees.

C. Substitute for the phrases in italics an idiom from the list with the same meaning. All the idioms contain 'money' as their key word. There are more idioms than sentences. Make any changes if required. After you've put the idioms in their contexts, supply their Persian equivalents as in the example.

GIVE SOMEONE A (GOOD) RUN FOR HER MONEY

MONEY BURNS A HOLE IN HIS POCKET

TO COME INTO MONEY

PIN MONEY

PUT MONEY INTO SOMETHING

MONEY FOR JAM

READY MONEY

NOT FOR LOVE NOR MONEY

COIN MONEY

SPEND MONEY LIKE WATER

NOT MADE OF MONEY

PUT ONE'S MONEY ON S.O OR STH.

MONEY WELL SPENT

BE IN THE MONEY

A MAN OF MONEY

Example: That part of the country has the worst climate. I wouldn't live there *under any circumstances*. (NOT FOR LOVE NOR MONEY = به هیچ قیمتی، تحت هیچ شرایطی)

1. Considering the weather, and that you have a cold already, I'd have thought that 4,000 Rials on a taxi would be *a sensible outlay of money*.
2. Mina is an extravagant girl who *spends large amounts of money on luxuries*.
3. Ahmad gave me a cheque for the books I had bought him at the book exhibition because he hardly ever has *any cash on him*.
4. I'm confident that Mr. Sokhan-Sanj will win the election; I can *bet on that*.
5. Mina is trying hard to be the top student of her class, but other competitors are determined *to provide her with a strong challenge*.
6. All Hamid has to do is to stand at the gate and count the people

entering the stadium. The money that he is paid is really *earned without any effort*.

7. The new restaurant is very popular for exotic food and *is making a lot of money*. The owner will soon be very rich.
8. Hamid can't help spending as much money as he earns. *He can't seem to save anything*.
9. I'm sorry I can't afford to lend you that much money to buy your favourite car. You know that I haven't *got that much money*.
10. Mrs. Jones hasn't got a job; but she does teach a little French when she feels like it just to earn some *money for her personal use*.

In Search of Fortune

Mr. Zarnavaz lives ON EASY STREET. This is not his home address, of course. He actually lives in a luxury mansion north of Tehran in a very posh district. When he moved to Tehran from a small town in Fars Province, he was a POVERTY STRICKEN young man, but motivated and adventurous. At school, he had heard that Tehran was a city where one could MAKE MONEY OUT OF A SHOESTRING. It was a place where fortune would smile on him and he could get rich quickly; that the STREETS ARE PAVED WITH GOLD, he was told.

At home when he was at school, his father hardly gave him any POCKET MONEY. Father was a gatekeeper who lived with his family in a gatehouse which was no more than a shack. His wages were so low that he could hardly MAKE ENDS MEET.

Mr. Zarnavaz had somehow learned that ALL GLORIES COME FROM DARING TO BEGIN. In other words, he knew that NOTHING VENTURE, NOTHING WIN. And his adventurous nature did want to 'begin' and to 'win'. He collected whatever money he could, including the little PIN MONEY his mother spared him occasionally. And one day he left for Tehran for good, SEEKING HIS FORTUNE.

In that big city, poor Zarnavaz did NOT HAVE A BEAN for weeks. He was utterly DOWN AND OUT. But this did not last long. One day while he was wandering up and down the streets of Tehran aimlessly, he came across a toyshop. He remembered that back at home when his mother hand-made toys for a living, he used to help her and that he had a light hand at them. An idea flashed through his mind. He walked into the toyshop and asked the owner if he would employ him to hand-make toys for his shop. He was taken on the

spot. The toys he made SOLD LIKE HOT CAKES. Fortune started smiling on him. In half a dozen of years, he POCKETED A TIDY SUM. And MONEY BEGOT MONEY. Today, after only a dozen of years in Tehran, THE ZARNAVAZ TOYSHOPS are quite popular all over the capital. Zarnavaz has MADE A REAL FORTUNE. His dreams of wealth and money have COME TRUE.

Exercises:

1. How would you explain the meaning of 'On Easy Street' in Persian?
2. Explain the difference in meaning between the two collocations 'pin money' and 'pocket money'.
3. What other nouns can you suggest which could collocate with 'stricken', as 'poverty' has, to yield similar English collocations?
4. In addition to the expressions pertaining to fortune and misfortune, there are some other idioms used in the text. Identify them and give an idiomatic equivalent for each in Persian.
5. What Persian equivalents would you suggest for the following?
 - a. The streets are paved with gold.
 - b. down and out
 - c. sell like hot cakes
 - d. pocket a tidy sum

Proverbs Explained: Read the following explanations of some English proverbs about prosperity and adversity. Guess and suggest the proverbs, and give the Persian version.

Example: If one possesses wealth, one gets favoured treatment, exerts pressure or influence, and promotes one's own interest, etc.

The proverb: MONEY TALKS

Persian version: دارندگی و برازندگی (یا) پول حلال مشکلات است.

1. If you never waste anything, e.g., food, money, resources, you are not likely to lack what you need.
- 2 There are certain things in life, like happiness, that cannot be bought.
3. All, or most, of the evil done by mankind arises from greed for gain.
4. A friend who helps one when one needs help is a true friend.
5. Something that one has begun must be finished, whatever the cost may be.
6. One cannot achieve a desired victory, reform, or other aim without sacrificing something or causing loss or damage to something involved.
7. For as long as one is rich, there are friends, but when one is poor, friends separate and divide.
8. Misfortunes rarely come alone, but tend to come together or follow each other.

9. Nothing can be gained without a certain amount of discomfort, effort or compromise.
10. No pleasure lasts for a long time, days of happiness expire fast.

Quotations on Fortune: Looking up any appropriate sources, try to translate these quotations into Persian. In some cases, you will find popular established equivalents.

Example: Fortune favours the brave. بخت و اقبال به سراغ شجاعان می‌رود.

1. A great fortune is a great bondage. (Seneca, *De Consolatione*)
2. The rich never have to seek out their relatives. (Italian proverb)
3. A beggar's purse is bottomless.
4. Prosperity discovers vice, adversity discovers virtue. (Bacon)
5. Yes, ready money IS Aladdin's lamp. (Lord Byron)
6. Money is a good servant but a bad master. (French proverb)
7. Hunger will tame a lion.
8. A brave man struggling with adversity is a spectacle for the gods.
9. Prosperity makes friends, adversity tries them.
10. Adversity often leads to prosperity.

Witty Sayings for Study and Amusement

1. Financial circumstances often alter legal cases.
2. Always borrow from a pessimist—he never expects it back anyhow.
3. The man who is always asking for a loan is always left alone.
4. If you lend a friend five dollars and you never see him again, it's worth it.
5. "Have you any poor relations?"
 "Not one that I know."
 "Have you rich relations?"
 "Not one that knows me."
6. Charitable lady: "But, my good man, there must be many generous persons in the world."
 Beggar: "Yes, ma'am, but they never have any money."
7. In time of prosperity friends will be plenty,
 In time of adversity not one in twenty.
8. Beggar: "The lady next door has given me a piece of home-made cake.
 Won't you give me something too?"
 Housewife: "Yes, I'd better give you a digestive tablet."

Unit 6

Phrasal Verbs (I)

Most Commonly Used Expressions in English

Familiarity with idiomatic expressions and the ability to use them appropriately in contexts are among the distinguishing marks of a native-like command of English. Expressions such as **TURN UP**, **SEE OFF**, **RUN INTO**, and the like are part of the common coin of everyday colloquial exchange. The meanings of many of these expressions are not always self-evident. One should learn them as single independent units of meaning. In this unit and some others, we have presented a wide variety of expressions with verbal phrases in current use and in situational contexts. Try to learn them carefully. As I have mentioned somewhere else in this volume, these expressions always **COME IN HANDY**.

Situation: Bābak and Bahman are doing English at an Iranian university. It's late at night and they're having a chat in the dormitory common room over a cup of tea. They use some phrasal verbs in their conversation.

Classmates

Bābak: By the way, Bahman, did you see Ahmad at the department this morning? I waited nearly half an hour for him but he didn't **TURN UP**.

Bahman: Yes I did. I **RAN INTO** him at the main library when he was **CHECKING** some books **OUT**. He said that he had **GOT BEHIND WITH** his studies and had to work hard to **CATCH UP WITH** the rest of the class.

Bābak: We had a linguistics class this afternoon but Ahmad didn't **SHOW UP**.

Bahman: I know why he couldn't come. He told me in the morning that he was going to go to the airport in the afternoon to **SEE** a friend **OFF**. The friend was **LEAVING FOR** Tehran, he said. After that, he was planning to **SIT UP** all night and study because he has to **SIT FOR** an exam tomorrow.

Bābak: So, we can't **CALL AT** his home if he is that much busy tonight.

Bahman: Surely not tonight. He's definitely **TIED UP**, and it's too late anyway.

Bābak: Who knows. Perhaps he's fast asleep now!

Analysis: Circle A or B in the following. Justify your choice by referring to the relevant expression used either by Bābak or Bahman.

1. Bahman _____.
A. ran into the library to see Ahmad
B. met Ahmad by chance
2. Ahmad _____ a book from the library.
A. didn't borrow
B. borrowed
3. Who was overwhelmed by work that night?
A. Ahmad
B. Bahman
4. Bābak said that they couldn't _____ because it was late.
A. go to Ahmad's house
B. telephone Ahmad
5. Why did Ahmad have to go to the airport?
A. to go to Tehran.
B. to see a friend about to start on a journey.

Expansion: Most of the verbs which appeared in the conversation between Bābak and Bahman also combine with some other prepositions to form yet other idioms. Below, we have put those verbs in contexts but have LEFT OUT the prepositions for you to FILL IN as in the example.

Example: Amin tried to join the army but was TURNED DOWN because of poor health.

1. Don't forget to TURN all the lights _____ before you go to bed.
2. I have to RUN _____ a few handouts on the duplicating machine.
3. Stop at the next petrol station. We're RUNNING _____ petrol.
4. "Has Mr. Jones left the hotel yet?"
"Yes, he CHECKED _____ this morning."
5. The comedian didn't seem to be able to GET his jokes _____ his audience—they all fell flat.
6. The idea of putting up a memorial to the astronaut on the campus did not CATCH _____ the older committee members. They voted against it.
7. Mr. Zarnavaz always SHOWS _____ with his knowledge of literature to impress his colleagues and students.
8. For weeks, the manager did nothing about my complaint; he just SAT _____ it.

9. I will now CALL _____ Professor Right, our distinguished speaker, to deliver his lecture.
10. The president said that there was no cause for alarm; the situation WAS NOW WELL _____ HAND.

More Phrasal Verbs in Context: Fill in each blank space in the following contexts with a phrasal verb from the list. There are more phrasal verbs than blanks. Modify their form where necessary, and give a Persian equivalent for each you fill in.

MAKE UP	BRING UP	BE PUT UP
BREAK OUT	DROP IN	TAKE DOWN
STAND FOR	BE UP TO	GIVE AWAY
GET ROUND	GET OVER	LOOK DOWN ON
PUT OFF	CALL OFF	PUT UP WITH
LET S.O DOWN	PUT S.O UP	ACCOUNT FOR

1. Unfortunately, they're very snobbish. They _____ poor people.
2. At the end of the second day, the trade union _____ the strike.
3. To cover his absence, Ahmad decided to _____ a story about being involved in a car accident.
4. I.P.A. _____ International Phonetic Alphabet.
5. I'm sure we can _____ the regulations if we study them closely enough.
6. You must make your suggestion to the Head of the Department. Then it'll _____ him to take it to the departmental meeting.
7. The holiday-makers were some careless people; a bad fire _____ during the night.
8. Scientists are mystified by the sudden increase in the world's temperature. They are quite unable to _____ it.
9. My mother can _____ you _____ in our spare room if you're in Shiraz again.
10. Mr. Sokhan-Sanj will never _____ you _____. You can always depend on his help.
11. The old-fashioned appearance of the coffeeshop might _____ some people, but in fact it's very comfortable inside.
12. Some well-wishing teachers always help their students to _____ their problems.
13. To keep in their records, the policeman _____ the names and addresses of the witnesses.

14. The question of charging students with tuition fees for the courses they repeat, was _____ at the last meeting of the cabinet.
15. I can't _____ anyone telling me how to run my own house!

Guess the Idiom: The underlined words in each of the following questions give you some clue to guess the corresponding idiom. Place the idiom you have guessed in the blank space of the suitable short answer which is provided.

Example: Did the monitor of the class 'distribute the handouts?

Yes, he HANDED them OUT.

1. Don't you think Ali looks just like his brother?
Yes, he could _____ him.
2. Do you like driving on motorways when lorries drive sharply in front of you?
No, I hate driving on motorways when lorries _____ so dangerously.
3. Did the bus driver allow you to leave the bus at the Azadi Square?
Yes, he _____ me _____ there.
4. Does Mehdi harmonize with the rest of the group?
No, he doesn't _____ them.
5. Did the press make a big story of the affair?
No, they _____ it _____.
6. You look hot and tired. Do you need a cold drink?
Yes, I could _____ a nice cool drink.
7. Did Ahmad's anger become less violent later on?
Yes, his anger _____ after he had more time to think.
8. Is Mr. Hamidi aiming at getting something?
Yes, he _____ promotion to dean of college.
9. Will you go to the station with Professor Zāhed when he leaves Tabriz?
Yes, I'll _____ him _____.
10. Will Jim be able to pass his exams?
No, he's _____ his new car!
11. Does your teacher make his ideas clear to class?
No, he can't _____ his ideas _____.
12. Are you going to compensate for yesterday afternoon that you took off?
Yes, I'm working this evening to _____ it.

ترجمه به انگلیسی: در ترجمه جملات زیر از اصطلاحاتی که در پایین داده شده استفاده کنید.
مثال: ممکن است در راه بانک به داروخانه سر بزنیم؟ من دوی سرفه لازم دارم.

Can we CALL IN at the chemist's on the way to bank? I need some cough medicine.

۱. ناگهان معلم مرا صدا کرد تا نتایج کار پژوهشی‌ام را توضیح دهم.
۲. آقای زرنواز همواره همسرش را مذمت می‌کند چونکه بیشتر از آنچه توانایی دارند پول خرج می‌کند.
۳. دیروز چند بار به احمد تلفن زدم ولی نتوانستم ارتباط برقرار کنم.
۴. موضوع آزمایشگاه زبان دیروز در جلسهٔ بخش مطرح شد و تصمیم گرفتیم آزمایشگاه جدیدی بخریم.
۵. احمد گفت که حالش خوب نیست، اما معلم می‌دانست که فقط سعی می‌کند از دادن امتحان زبانشناسی شانه خالی کند.
۶. مینو مصرف نان و غذاهای چرب را کاهش داد و در یک ماه دو کیلو وزن کم کرد.
۷. لطفاً کارت‌ان را ادامه دهید.
۸. آن ابرهای سیاه را ببینید. امیدوارم باران مهلت دهد تا بازی تمام شود.
۹. مرد جوان خیلی باهوش بود. من اشاره‌ای کردم و او هم خیلی زود حالیش شد.
۱۰. به رضا گفتند که دلارهایش را محکم نگاه دارد و وقتی نرخ بالا رفت تبدیل کند.

CALL IN	HOLD OFF	CUT DOWN ON
COME UP	CALL ON	GET OUT OF
GET THROUGH	CATCH ON	GET AT S.O
HANG ON TO		CARRY ON

Translation Task: Some twenty phrasal verbs have been contextualized in the following passage. Translate it into Persian as colloquially and idiomatically as you can.

The Absent-Minded Accountant

On my way to work one morning I CALLED FOR Hamid, but he was not FEELING UP to going to work. He told me that he was KEEPING IN for a couple of days and the new clerk in the office was going to FILL IN for him. Later in the office I FOUND OUT that Hamid had been trying to HUSH UP the small matter of ten thousand dollars being missing from the office accounts. I also discovered that the manager had demanded him to ACCOUNT FOR the missing amount because Hamid was the accountant.

I decided to HELP him OUT. I CALLED ON him in the evening and told him that he could always COUNT ON me to give him sound advice. I was trying to find out, as soon as I could, what had really happened. Hamid, on

the contrary, wanted to CHEW the matter OVER before he would give me any explanation. So, he wondered if I could DROP BY the next day.

I did. But to my surprise Hamid had PUSHED OFF. He's GOT AWAY WITH it then, I THOUGHT ALOUD. Or perhaps he IS INSIDE already! But all of a sudden he TURNED UP.

- I'd HOPPED OFF to tell the manager.
- To tell the manager what?
- That I had forgotten to record in the books the ten thousand that I gave him a month ago at the airport when he was SETTING OUT on his journey.
- And then?
- FILL IN THE BLANKS. What do you think?

Unit 7

Animals and Idioms

"Animals are such agreeable friends. They
ask no questions, they pass no criticisms."

(George Eliot)

Animals as key words in different idioms appear in all languages of the world. Both the Persian and the English language are rich in animal idioms. This unit introduces a selection of such idioms in a variety of contexts which will help their systematic learning.

Situation: Below, two Iranian students of the English language who happen to be interested in the idiomatic use of English and Persian are trying to employ as many animal idioms as they can in their conversation.

- S. 1: Let me start with 'AN EARLY BIRD'. Do you know what kind of a bird it is?
- S. 2: Actually, an early bird isn't a bird at all! Figuratively, it's a person who gets up early in the morning or starts work earlier than others. Let me give you an example. My father has always been an early bird getting up before six every morning. An early bird implies success. There's a proverb in English which reads: AN EARLY BIRD CATCHES THE WORM which clearly signifies 'success'. One doesn't have to labour the point that the figurative meaning of this proverb, like all other proverbs, is inferred from its literal meaning, and that 'success' is the basic part of its total sense.
- S. 1: Wait a minute! Stop lecturing on idioms. You still seem to HAVE A BEE IN YOUR BONNET about idioms.
- S. 2: Yes, I do. But you can't protest that what I was saying was a RED HERRING because it was directly related to the subject of our discussion.
- S. 1: Sure it was. I was only kidding. But honestly I can't continue discussing idioms with you for long since I HAVE OTHER FISH TO FRY. I have an appointment with a bank manager about that part-time job I told you about the other day.
- S. 2: I remember that. But I'll tell you something. A friend of mine who had also applied for the same job was rejected by the manager because they needed a qualified translator and not a college senior. The job

was strictly HORSES FOR COURSES, he was warned. So, you must TALK TURKEY with him in your interview and tell him that although you are not so-called officially qualified, instead you have sufficient knowledge and experience, more than you show or people are aware of: A real DARK HORSE.

- S. 1: Thank you for your encouragement, but perhaps you know that I usually don't talk much to others about my feelings and abilities. To put it differently in idiomatic language, I CAN'T SAY BOO TO A GOOSE. By the way, why are we talking about my appointment? It's got nothing to do with the subject of our discussion, that is, it's A HORSE OF A DIFFERENT COLOUR. So, let's forget about the appointment and take up idioms.
- S. 2: It seems you haven't realized that we've been using animal idioms all through talking about your appointment, and we might as well go on doing that because it's in fact KILLING TWO BIRDS WITH ONE STONE.
- S. 1: Believe me or not, I HAVE BUTTERFLIES IN MY STOMACH because of the interview. I wish I hadn't applied.
- S. 2: Don't be silly. HOLD YOUR HORSES and show some restraint. If you don't control yourself and CHICKEN OUT, you'll be repentant of your folly later. You've got to face the situation and TAKE THE BULL BY THE HORNS, so to speak.
- S. 1: What do you mean 'I've got to take the bull by the horns'? Never heard of it.
- S. 2: What I mean is you should meet the difficulty of participating in a job interview boldly instead of saying you wish you hadn't applied and escape from it.
- S. 1: I'm not escaping from it. I only said that I wished I hadn't applied. I didn't say that THE CAT'S GOT MY TONGUE. I will surely present myself for the interview and will do my best to show that I'm qualified for the job.
- S. 2: There you go! Good luck!
- S. 1: Thank you for the animals! And the encouragement.

Analysis: Here are some sentences or short texts with blank spaces. Complete them by placing an idiom from the above conversation to show that you've digested the animal idioms used by the speakers. Make any necessary changes if required.

Example: Mina is very humble and knowledgeable. She has applied for a teaching position. Her chances of success are little known publicly. I believe she's a good example of A DARK HORSE.

1. Ali's younger daughter is very gentle and timid, and she looks as if she can _____, but her mother says that in spite of being bashful, she's very stubborn.
2. Jalil insisted that we should stop playing table-tennis because he _____. He meant he had more important business to attend to.
3. Most of the applicants who come for the interview seem to _____. They look quite nervous.
4. Some of the workers had strongly supported the idea of going on strike, but at the last moment they lost courage and _____.
5. Mr. Mason is very much obsessed with bringing the Irish and the English together under the Established Church. For years he _____ about this unity.
6. "What is your dolly's name Susan?" The visitor asked trying to get an answer. "_____, I think," the mother replied for her daughter.
7. You can't have friends sharing the room for the same rent, but if you want your brother to stay for a week or so, that's _____.
8. "Let met tell you the truth. To be the manager is vital for me." "Ah, Now you're _____!"

Expansion: Some animal names are frequently used in idioms. Below, a list of some such idiomatic expressions and certain contexts with blank spaces are provided. Complete the blanks with the appropriate idioms from the list, and suggest a Persian equivalent for each context.

BE NO CHICKEN	MUTTON DRESSED AS LAMB
THE LION'S SHARE	A FISH OUT OF WATER
A DOG IN THE MANGER	CHANGE HORSES IN MIDSTREAM
A BIRD'S-EYE VIEW	COCK-AND-BULL STORY
COOK SOMEBODY'S GOOSE	FIGHT LIKE CAT AND DOG
A RARE BIRD	

Example: There's absolutely nothing worse than MUTTON DRESSED AS LAMB. A middle-aged university lecturer in a Beetle haircut is one of the most offensive sights, I think.

1. Scotland must stake a claim for ____ of the oil proceeds because she is entitled to benefit from the exploitation and because her need is the greatest.
2. About the incident, there are many variations and fabrications appearing

in the press. As far as I know, they are simply untrue account of events and thus _____ .

3. The couple in the flat above are _____. They shout at each other day and night.
4. In my opening lecture, I propose to give you _____ of 18th Century French Literature. In subsequent lectures, we will explore various aspects of it in greater depth.
5. You are _____ in these parts! I haven't seen you here for at least four years.
6. "How old is Mrs. Griffin?"
"Well, she _____, that's for sure."
7. Mr. Zarnavaz is a real _____ with his weekend villa in Rāmsar. He doesn't use it himself any more, but he never offers it to other members of the family.
8. Hamid didn't know anyone at the party and felt like _____ among all other guests.
9. Don't count on Mr. Carter's support. He says he's with you now, but he often _____ .
10. Mr. Lawson was trying to take away one of our best customers by undercutting our prices. But then his suppliers couldn't guarantee delivery, so that _____ .

Communication: Read and discuss the following.

A. Some of the expressions in this unit compare people to animals, such as 'Mina is a dark horse', 'You are a rare bird', 'My father is an early bird', and 'Mr. Zarnavaz is a dog in the manger'. There are many other idioms in English that compare human traits to animals such as 'a busy bee', 'wise as an owl', 'sly as a fox', etc.

1. Can you think of some idiomatic expressions in Persian that compare humans to animals? What are they?
2. Suggest English equivalents for the Persian expressions that you introduced.

B. One of the idioms practised in this unit is identical in meaning to 'like the gardener's dog, that neither eats cabbages himself, nor lets anybody else', which is a different way of saying the same thing:

1. Identify the intended idiom and compare it with the above-quoted sentence both formally and semantically. Which one would you prefer to use in your own speech or writing? Justify your choice.

2. A Persian equivalent which you may find for the English idiom 'a dog in the manger' is:

‘نه خود خورد نه کس دهد، گنده کند به سگ دهد.’

Can you find an explanation for the fact that in English man is likened to a 'dog' which is the agent, whereas in Persian the same animal is affected by a human trait?

C. Discuss the similarities and the differences in both the form and the meaning between the following idioms drilled in this lesson: 'have a bee in one's bonnet', and 'have butterflies in one's stomach'.

Animals in English Proverbs

As with idioms, so with many English and Persian proverbs, animal names or traits are used as key words. There is a difference, however. Whereas, the meaning of animal idioms cannot be readily understood by putting the meanings of individual words in them together, the meaning of many animal proverbs can be understood without difficulty. The only thing learners have to do is either look for an appropriate equivalent in their memory, or look up any proper source such as a dictionary.

Below, a list of some common animal proverbs in English is given. Try to find an appropriate equivalent for each in Persian.

Example: A bird in the hand is worth two in the bush.

سیلی نقد به از حلوی نسیه است.

1. Barking dogs seldom bite.
2. Birds of a feather flock together.
3. An ape is an ape, a varlet is a varlet, though clothed in silk, or clothed in scarlet.
4. Do not cast pearls before swine.
5. If you would have a hen lay, you must bear with her cracking.
6. Don't look a gift horse in the mouth.
7. When the cat is away, the mice will play.
8. Let sleeping dogs lie.
9. One swallow does not make a summer.
10. (Not to) count one's chickens before they are hatched.
11. Run with the hare and hunt with the hounds.
12. Love me, love my dog.
13. Catch your bear before you sell its skin.
14. No one cries stinking fish.

15. You cannot teach an old dog new tricks.

Translation Task: Translate the following humorous dialogues and quotations into Persian.

1. "I've eaten beef all my life, and now I'm as strong as an ox."
"That's funny, I've eaten fish all my life, and I can't swim a stroke."
2. "Isn't this beastly weather we're having?"
"I don't understand."
"Isn't it raining cats and dogs?"
3. Man is by nature a political animal. (Aristotle)
4. Wild animals never kill for sport. Man is the only one to whom the torture and death of his fellow-creatures is amusing in itself. (J. A. Froude)
5. A zoo is a place of refuge where ferocious animals are protected from people. (F. K. Dane)

Unit 8



Experience

"It is costly wisdom that is bought by experience."

(Rager Ascham, *The Schoolmaster*)

Situation: A middle-aged father and his young son are having a chat over a cup of coffee. The father is a teacher in a provincial town, and the son is a student at a university in Tehran. He's come home for a visit.

Father: How's the world treating you, Sonny? Tehran is a pretty big and busy place and one must be very careful there, specially when one is young.

Son: Dad, I'm 23 now, and I think I'm old enough to take care of myself. You really shouldn't worry about me. I mean, I WAS NOT BORN YESTERDAY.

Father: That's true you were not born yesterday, but really you're STILL WET BEHIND THE EARS. And that's what worries me. You know, there are all sorts of people all over that huge city, and some with ill intentions, I'm afraid; and you're AS GREEN AS GRASS yet. Don't forget that life is a great bundle of little accidents, some desirable, others not so. In our youth, we run into difficulties. As we advance in life, we learn the limits of our abilities. We start to KNOW THE UPS AND DOWNS OF LIFE.

Son: I do admit, Dad, that in youth one may commit a blunder or START OFF ON THE WRONG FOOT. And I'm definitely no exception. WE LIVE AND LEARN, as they say. Learning the game of life gives us experience, and as you know EXPERIENCE IS THE BEST OF SCHOOL-MASTERS. And, of course, you continue learning from such a teacher.

Father: Exactly! 'You continue learning'. But haven't you heard a very witty version of that proverb? It says: "Experience is a bad schoolmaster. He gives the test first and the lesson afterwards!" And no doubt that the school fees may be very heavy indeed.

Son: Yes, they may; and by the time you ARE AN OLD HAND AT something, you've paid a lot, and it's been costly. Dad, I must tell you that I went through some misfortunes the first year I was in Tehran, away from home. So, I may say that I HAVE BEEN THROUGH THE MILL.

Father: Wait a moment! Do you honestly believe that one could have gone through the mill in a year or so? You may have had some hardships, I admit, but that by no means implies going through the mill. You're still GETTING YOUR FEET WET, let's say. One has to TRAVEL FAR TO KNOW MUCH; he must SEE THE WORLD, so to speak. And you certainly haven't gone through these yet.

Son: Father, I know that I have to LEARN TO WALK BEFORE I RUN, if that's what you have in mind. I didn't really mean to say that I HAVE GONE TO THE SCHOOL OF HARD KNOCKS. And I'm not trying to TEACH AN OLD DOG NEW TRICKS. I only argued the way I did to reassure you that I'm aware of adversities of life, though I've not experienced them personally.

Father: I understand, dear. It seems that among other things you've learned at the university in the past couple of years is how to argue! And in the world we live in, it's an essential merit as is experience itself. It also seems that you've practised your rhetoric fully knowing that PRACTISE MAKES PERFECT.

Son: Thank you for the compliment, Dad. Discussing the values of experience with you was a valuable practice in argumentation. Mind you, next time when I'm a bit more experienced, you'll have a hard time to argue with me!

Father: Are you suggesting that next time you're going TO TEACH YOUR GRANDMOTHER TO SUCK EGGS? Lovely dream, isn't it? Your sweet thoughts of future reminds me of a quotation from Thomas Jefferson which reads: "I like the dreams of future better than the history of the past." It seems to me that you also think on the same lines. But I, personally, agree more with Winston Churchill who says: "The farther backward you can look, the farther forward you are likely to see." And that makes the difference in our attitudes.

Son: Dad, you've just quoted two people to support your views about the future and the past. If you don't mind, I would like to quote just one person to end off this discussion. Isn't it Sakadi Schuller who says: "Life is a game, at which everybody loses."?

Analysis: From the above conversation, choose the idiomatic expressions which best fill the blanks in the following contexts. Then give a Persian equivalent for each of them.

Example: Mr. Āzmoodeh is a man of experience, skill, and practice. He

has AN OLD HAND AT a lot of things.

آقای آزموده مجرب، ماهر و حرفه‌ای است. او در خیلی کارها خبره است.

1. I adore travelling to different parts of the world and gathering experience.
That's why I joined the navy to _____. And what did I see? I saw the sea!
2. Mr. Mansoori is a technician who never received any formal education, but he knows all there is to know about his job. He _____.
3. The young soldier has had repeated exercises in shooting for a long time. Now he is a master of shooting and does not miss a single shot. Yes, _____.
4. The problem for a young man starting a job with older colleagues is that they automatically think he's still _____ and seldom take him seriously.
5. Old people usually do not like to be confronted with changes and innovations, that is why many people say ____.
6. When Hamid joined the company as a young clerk ten years ago, he was _____. But he's learnt a lot since then.

Expansion: There are many other expressions and proverbs in English and Persian belonging to the theme of experience or inexperience. Below, a number of such idiomatic items in the two languages are presented. Match them and use each expression in your own situational context. There are alternative choices to some expressions.

Example: No. 11 = (و) آدم عاقل دوبار دُم به تله نمی‌دهد.

Situational Context: Having suffered all that misfortune, he's extremely cautious now. Yes, ONCE BITTEN, TWICE SHY.

1. It is a silly fish that is caught with the same bait.

(الف) منم همچون پیاده تو سواری ز رنج پایم آگاهی نداری

2. A burnt child dreads the fire.

(ب) خر که یک بار پایش به چاله رفت دیگر از آن راه نمی‌رود.

3. know the ropes

(ج) چم و خم کار را بلد بودن

4. every man to his trade

(د) مارگزیده از ریسمان سیاه و سفید می‌ترسد.

5. know something like the back of one's hand

(ه) جوان اما با تجربه

6. Only the wearer knows where the shoe pinches.

(و) آدم عاقل دوبار دم به تله نمی‌دهد.

7. Set a thief to catch a thief.

(ز) مثل کف دست شناختن

ح) مردم نام اشتباه خود را تجربه می‌گذارند.

8. a man of the world

ط) به شاگردی هر آنکو شاد گردد بود روزی که او استاد گردد

9. have an old head on young shoulders

ی) شغال بیشه‌مازندران را نگیرد جز سگ‌مازندرانی

10. Learn to walk before you run.

ک) کار هر بز نیست خرمن کوفتن گاو نر می‌خواهد و مرد کهن

11. Once bitten, twice shy.

ل) آدم دنیا دیده

12. Experience is the name men give to their mistakes.

Communication: Read and discuss the following.

A. It is generally accepted that the older the people become, the more experienced they get. However, Oscar Wilde has been quoted to say that: "As soon as people are old enough to know better, they don't know anything at all." If experience is valued, is this quotation a contradiction? Why or why not?

B. Discuss this: Second marriage is the triumph of hope over experience. (Dr. Johnson)

C. In English, the colour green is associated with inexperience. For example, you've just learned in this unit that BE GREEN and AS GREEN AS GRASS denote inexperience. Is this also the case in Persian? If not, is the colour green associated with something else?

D. People are usually AN OLD HAND AT something like gardening, cooking, or repairing things. What are you AN OLD HAND AT doing?

Translation Task: The following statements—some of them witty—are somehow related to experience. Translate them into Persian orally or written.

1. Experience is the name men give to their mistake.

2. The old believe everything; the middle-aged suspect everything; the young know everything. (Oscar Wilde)

3. Happy is the man who sees his folly in his youth.

4. At the age of twenty, we don't care what the world thinks of us. At thirty we worry about what it is thinking about us. At forty we discover that it wasn't thinking of us.

5. We are born crying, live complaining, and die disappointed.

6. If a man deceives me once, shame on him, if twice, shame on me.

Unit 9

Body Expressions

“What the eye sees not, the heart
rues not.”

Introduction

Idiomatic and metaphorical expressions with key words from body parts are numerous in English and Persian. The quotation above indicates how skillfully our great poets use body words in their compositions. We are all aware that the use of body expressions is not limited to literary language only. They also occur over and over again in daily conversations, in colloquial language, and above all in slang style. Hence, the need to learn and teach them. In this unit, some most commonly used body expressions are **EARMARKED** for your consideration. **GET YOUR TEETH INTO** learning them! You will sure **GET THE UPPER HAND** in the use of idiomatic English if you **BONE UP ON** the material introduced here. Part One of this unit deals with body expressions in English while Part Two is concerned with parts of body in Persian idiomatic expressions.

Part One: Body Expressions in English

Situation: Two lecturers in the English Department of an Iranian university are having a **HEART TO HEART TALK** on the subject of teaching English idioms. Lecturer 1 is a Persian and lecturer 2 is a native speaker of English language teaching in Iran. To illustrate their views, they draw on expressions containing key words from parts of the human body.

Lecturers Discuss Teaching of Idioms

Lec. 1: Let me start with the assumption that in this discussion we may, through **PUTTING OUR HEADS TOGETHER**, find an appropriate answer to the question: How to teach idioms? The way our students learn them currently is, as you know, **BY HEART**, that is, from memory. In your opinion, is learning by heart dependable and defendable?

Lec. 2: The answer **IS RIGHT UNDER YOUR NOSE**. I mean, if you admit that language is a skill, then you have to also accept that it cannot be learned by memorization. Skills are simply acquired through

practice and performance, not by rote.

Lec. 1: Exactly. You did precisely HIT THE NAIL ON THE HEAD. It seems to me that we SEE EYE TO EYE in this respect.

Lec. 2: You know that the majority of our students normally HAVE THEIR NOSE IN A BOOK; yet what they achieve is practically insignificant. I mean, they may memorize certain vocabulary items or a list of idioms or patterns and what have you, but in practice they are most of the time unable to use them in real communicative situations.

Lec. 1: I was just going to say that but you TOOK THE WORDS OUT OF MY MOUTH. We seem to be GETTING TO THE HEART OF THE MATTER by admitting that communication is the essence of language, and idiomatic expressions are an integral part of both language and communication. To me, if our students are unable to use idioms in communication, it is not their fault. They surely are not ALL THUMBS. It is mainly our poor methodology of language teaching, I believe, which does not meet their needs. I am MAKING NO BONES ABOUT IT.

Lec. 2: It may be our fault to some extent, I agree. But surely you don't mean to say that teachers alone are to blame for all the shortcomings. No doubt THERE IS MORE TO THE MATTER THAN MEETS THE EYE. Actually, THE MATTER IN HAND is a multidimensional one; namely, it is not merely the drawbacks of our teaching methodology which is a hinderance. There are also other factors involved to which one cannot simply TURN A BLIND EYE.

Lec. 1: Factors such as what?

Lec. 2: Well, I have in mind things like student motivation, poorly trained teachers, inappropriate textbooks, overpopulated classes, and what not.

Lec. 1: Hold on a minute! I can't MAKE HEAD OR TAIL OF WHAT YOU SAY! At the start of this discussion we meant to tackle the question of how to teach idioms, and now you seem to be trying to GET OFF YOUR CHEST all the grievances you have had for years.

Lec. 2: My remarks were perhaps OFF HAND, but I hope you do appreciate my complaints about the whole business of language teaching operation in our universities. As for the methodology of teaching idioms, what do you have to suggest?

Lec. 1: Let me TELL YOU STRAIGHT FROM THE SHOULDER that the problem lies in our English teaching curriculum with no provisions at all for the teaching of idioms. What I mean is that there isn't a set course in the syllabus EARMARKED for this end. Our students are not formally and systematically exposed to any instruction in this rather important area of the English language. It is axiomatic, therefore, that courses of the said nature be incorporated into the curriculum. When this is materialized, one may TAKE FRESH HEART at idioms being attended to as an ingredient of the English language, if not an integral part of it as I pointed out earlier.

Lec. 2: But isn't there already a course in the syllabus dealing with idioms?

Lec. 1: Yes, there is: I mean, 'Idioms and Metaphorical Expressions in Translation'. But it has been introduced only recently which is, of course, a really HEARTENING development and would definitely reduce EATING OUR HEARTS OUT about the matter. Such an addition to the English teaching curriculum in the universities of the nation would pave the way for those interested teachers and textbook writers to TAKE THE RESPONSIBILITY ON THEIR SHOULDERS to remove, what I would like to call, the ACHILLES' HEEL in the programme. Teachers may now TAKE HEART and PUT THEIR BEST FOOT FORWARD to improve the situation. And that brings us to the HEART OF THE MATTER, i.e., the methods of teaching idioms.

Lec. 2: Do you personally have anything to offer in this respect?

Lec. 1: Well, I think I do. I have given considerable thought to the teaching of idioms, and now I may say that I HAVE SOME IDEAS IN MY HEAD. Perhaps I can put my speculations about it like this: First of all, we know that the essence of language is communication, and idiomatic expressions are among its instruments. A communicative act takes place in a situation. If you accept that the objective of using language in real situations is communication, then the approach to its learning and teaching must also be communication-based. The second point is that idioms, like other items of language, have no meaning in isolation. In order to clarify the intended meaning of idioms, you must put them in a context. Contextualization is essential in teaching meaning. Idioms and metaphorical expressions are best learned, comprehended, and taught via contextualized

situations of larger than one sentence. Hence, their being built into macrocontexts. The third factor that I believe is essential for the teaching of idioms is the role translation can play. Experts in EFL teaching who have explored discourse have established that in certain areas of foreign language teaching, translation lends itself to the most effective device. Idioms fall in this category. If you would like me to put these speculations in a nutshell, let me then suggest that an appropriate approach to teaching idiomatic expressions would be via translation of contextualized situations. If you think I TALKED YOUR HEAD OFF, I earnestly beg your pardon!

Lec. 2: Not in the least. Your ideas are interesting and illuminating. And now it rests with all those interested in the matter to SHOULD THE RESPONSIBILITY of producing syllabuses and materials to fill the missing link in the EFL curriculum.

Lec. 1: Let's KEEP OUR FINGERS CROSSED.

Expansion: In the following minitexts, put a 'P' in front of those that indicate a positive attitude, and an 'N' in front of those that indicate a negative attitude. Suggest your Persian equivalents of the idioms, and translate the texts into Persian outside the class.

Example: N Mr. Zarnavaz must be really foolish to behave in the way he does. I think the poor fellow is OFF HIS HEAD. (دیوانه):

آقای زرنواز با آن رفتاری که از خود نشان می دهد باید واقعاً احمق باشد. به نظرم بدبخت دیوانه شده است.

- _____ 1. Mr. Sokhan-Sanj did everything he possibly could to GAIN THE EAR of the school headmaster to second his application for promotion. The headmaster eventually consented.
- _____ 2. The watchman with his rough exterior frightens the kids. But underneath his unpleasant appearance, he HAS A HEART OF GOLD. He is very kind and helpful, I must admit.
- _____ 3. Mr. Akbari, the writer, lives in our neighbourhood, and I very much like to read his novels. One annoying thing about him, however, is that he talks too much and is very boring. I find his mannerisms A PAIN IN THE NECK.
- _____ 4. You don't have to PAY THROUGH THE NOSE to buy your favourite car elsewhere. Come to our motorshow (exhibition) and pay prices you can afford!
- _____ 5. Our new neighbour, Mrs. Chatterbox, is a real nosy. The other

day. I told her to mind her own business and not POKE her NOSE INTO my family's private affairs.

- _____ 6. Mr. Ahmadi's young daughter has proved since the demise of her mother that she has wisdom, caution, and tastes that are usually associated with more mature people. She really HAS AN OLD HEAD ON YOUNG SHOULDERS.
- _____ 7. John and Jane were HEAD OVER HEEL IN LOVE. When John ASKED FOR HER HAND, Jane's parents agreed their marriage with full consent.
- _____ 8. Hamid and Hadi were running NECK AND NECK for the first ten minutes of the race. Then Hadi lost his nerve for some reason and fell behind. That is, Hamid FELL ON HIS FEET and won the race.
- _____ 9. The speaker was talking enthusiastically when all of a sudden he noticed that the audience was GIVING HIM THE COLD SHOULDER. He got nervous and PUT HIS FOOT IN IT by reason of losing track of his speech and making a mess of it. He tried to SAVE HIS FACE, but in vain. He left the auditorium PULLING A LONG FACE.
- _____ 10. The enemy forces were ARMED TO THE TEETH when they invaded our country. But because the army and the people FOUGHT TOOTH AND NAIL, the CHICKEN-HEARTED aggressors found it difficult to stay and continue fighting, so, they SHOWED A CLEAN PAIR OF HEELS.

Usage: Complete each of the following sentences with the correct idiom in the correct form. Make any necessary changes if required.

AT ONE'S FINGERTIPS
PUT SOMEONE'S BACK UP
BEHIND SOMEONE'S BACK
KEEP SOMEBODY AT ARM'S LENGTH
BE IN SOMEONE'S BLOOD
ELBOW ROOM
A SLIP OF THE TONGUE
HAVE EYES IN THE BACK OF ONE'S HEAD
GIVE ONE'S RIGHT ARM
HAVE GOT A BONE TO PICK WITH SOMEBODY
GET SOMEBODY'S BLOOD UP
RACK ONE'S BRAINS
KEEP AN EYE ON SOMEONE OR SOMETHING

Example: You are so lucky to get the chance of going to the Olympic Games next month. I would GIVE MY RIGHT ARM to be asked to go.

1. Mr. Afshar didn't tell his wife that he had decided to sell their car. He did it _____ and there was a big quarrel about it!
2. Don't go away. I _____. Why did you tell Minoo that I don't like her new car? I told you that in confidence.
3. I wish you would stop bragging about your recent success in table-tennis. Your arrogance really _____.
4. The new colleague who shares an office with me always wastes my time chatting, so I try to _____.
5. The tight budget of most science departments of the university limits the teachers' freedom of action in carrying out their research programmes. It doesn't give them much _____.
6. Mrs. Hamidi had to go to the doctor's, so I _____ the children for her.
7. I'm so sorry for calling you 'Sarah' instead of 'Zahra'. It was just _____.
8. Why is Mr. Zivari so greedy? That kind of behaviour really _____.
9. Nowadays my memory is failing me. I've been _____ all day to remember the name of the writer who wrote the novel *Under the Maple Trees*.
10. I've never seen anyone use a computer as efficiently as our physics teacher. Certainly, he has got it _____.
11. Our math teacher knows everything that's going on in the classroom. He must _____.
12. Music must _____. He could play the piano and the violin beautifully at the age of seven.

Part Two: Body Expressions in Persian

Instruction: There are many idioms and expressions in which parts of body are used. Here, some of them which are most common are shown in short texts and dialogues. Translate them into English.

مثال: - پیرمرد چرا به سؤال ما جواب نمی دهد؟

- گوشش سنگین است.

- پس بهتر است دست از سراو برداریم.

-Why doesn't the old man answer our question?

-He's HARD OF HEARING.

-Then we'd better LEAVE HIM ALONE.

۱. - وقت آن رسیده است که دست به کار شویم.
- من ورقه تصحیح می‌کنم و دستم بند است.
- ولی در هر صورت باید شروع کنیم.
- مثل اینکه باید از تصحیح ورقه چشم بپوشم.
۲. - چرا تقصیر را گردن من می‌اندازی؟
- برای اینکه پا به پای من نیامدی.
- حالا مگر چه شده؟ خون خودت را کثیف نکن.
- تو هم با این اهمال کاریها جان مرا به لب نیار.
۳. - دیشب در خوابگاه از خنده روده بر شده بودیم.
- چرا؟
- هادی سر به سر حمید گذاشته بود.
- رویتان سیاه! حمید از این شوخیها خوشش نمی‌آید ولی به روی خود نمی‌آورد.
۴. - چرا نسبت به حمید سرسنگین هستی؟
- مگر نمی‌دانی که او سر من شیره مالیده؟
- نه، نمی‌دانستم.
- یک مشت دروغ به من گفته، سر کیسه‌ام کرده و حالا مرا سر می‌دواند.
۵. - شنیده‌ای که نگهبان در آن جنایت دست داشته است؟
- آره. این مطلب این روزها سر زبانهاست.
- ولی او اصلاً خم به ابرو نمی‌آورد.
- درست است. ولی بالاخره مشتش باز می‌شود.
۶. - صدای انفجار بمب بچه‌های مدرسه را زهر ترک کرده بود.
- خود تو چطور؟ یادم است که دل تو دلت نبود.
- نه خیر. من فقط دست پاچه شده بودم.
- مگر تو هر وقت دست پاچه می‌شی مو بر بدنت راست می‌شه؟
۷. - احمد، چی شده؟ چرا دلتنگی؟
- من خودم می‌خواستم بگم ولی تو سخن از زبان ما گفتی.
- راستی چی شده؟
- صبح، کار فوری فوتی داشتم و موتور سیکلت حمید را خواستم. ولی او پیش خواهرم روی مرا زمین انداخت.

۸. آن مرد چه کار کرده بود که بیرونش کردی و دل او را شکستی؟
 - از او دل خوشی ندارم.
 - چی کار کرده؟
 - من با او سر و کاری ندارم ولی او هر روز اینجا سر و کله‌اش پیدا می‌شود و چرت و پرت می‌گوید.
 ۹. - اینقدر پشت سر مراد حرف نزنید.
 - تو خوب می‌دانی که او دهن لق است.
 - اصلاً قبول ندارم. من او را می‌شناسم و از صمیم قلب دوستش می‌دارم.
 - می‌دانم. تو همیشه از خطاهای او چشم می‌پوشی.
 ۱۰. - امروز بالاخره حق حمید را کف دستش گذاشتم.
 - می‌دانستم که بالاخره روزی دل خود را خالی خواهی کرد.
 - قبول داری که خیلی پررو شده بود؟
 - تو از اول نباید به او رو می‌دادی.

ترجمه اصطلاح در متن: متن زیر را بخوانید و آن را به انگلیسی ترجمه کنید. معادل انگلیسی اصطلاحات با واژه‌های شاخص مربوط به اعضای بدن در پایین متن آمده است. معادلها را با توجه به متن حدس بزنید و از آنها استفاده نمایید.

چندی پیش، احمد که دانشجوی کارشناسی ارشد زبان انگلیسی است دل به دریا زد و شروع به نوشتن کتابی نمود تا انگشت روی نقاط ضعف آموزش زبان انگلیسی در مدارس ایران بگذارد. دوستانش سر به سر او می‌گذاشتند و می‌گفتند که چشم از نوشتن آن ببوشد. ولی احمد پنبه در گوش گذاشت و به کار خود با جان و دل ادامه داد. او می‌گفت من دست به قلم برده‌ام و منصرف نخواهم شد. دوستانش گوش به زنگ بودند تا ببینند احمد چه کار می‌کند. نوشتن کتاب تمام شد و یکی از استادان احمد در دانشگاه مقدمه‌ای بر آن نوشت. او در مقدمه خود در مورد توانایی احمد در ارائه مطلب زبان خوش گذاشت. کتاب منتشر شد و آن را روی دست بردند. اکنون احمد یک سر و گردن از همکلاسانش بالاتر است.

PAY NO HEED

PUT PEN TO PAPER

PULL SOMEONE'S LEGS

TAKE A CHANCE

BE HEAD AND SHOULDER ABOVE OTHERS

HEART AND SOUL

SELL LIKE HOT CAKES

GIVE UP THE IDEA

PUT IN A GOOD WORD FOR SOMEONE OR SOMETHING

KEEP ONE'S EAR TO THE GROUND

PUT ONE'S FINGER ON

Parts of Body in English and Persian Proverbs: Match the following English and Persian proverbs.

- | | |
|---|--|
| 1. Don't bite the hand that feeds you. | الف) دیوار موش دارد، موش هم گوش دارد. |
| 2. The heart's letter is read in the eyes. | ب) زدی ضربتی، ضربتی نوش کن. |
| 3. Beauty is in the eyes of the beholder. | ج) یک دست صدا ندارد. |
| 4. Walls have ears. | د) خواهان کسی باش که خواهان تو باشد. |
| 5. What is bred in the bone Will come out in the flesh. | ه) مشت نمونه خروار است. |
| 6. A close mouth catches no flies. | و) تا مرد سخن نگفته باشد، عیب و هنرش نهفته باشد. |
| 7. You may know by a handful the whole sack. | ز) کس نخارد پشت من جز ناخن انگشت من. |
| 8. A man's best friends are his ten fingers. | ح) اگر بر دیده مجنون نشینی، به غیر از خوبی لیلی نبینی. |
| 9. An eye for an eye, and a tooth for a tooth. | ط) نمک خوردی، نمکدان مشکن. |
| 10. Many hands make light work. | ی) نعمت روی زمین پر نکند دیده تنگ. |
| 11. You scratch my back and I'll scratch yours. | ک) رنگ رخساره نشان می دهد از سر ضمیر. |
| 12. There is many a slip between the cup and the lip. | ل) سحرخیز باش تا کامروا باشی. |
| 13. The eye is bigger than the belly. | م) از این ستون به آن ستون فرج است. |
| 14. The morning hour has gold in its mouth. | ن) عاقبت گرگ زاده گرگ شود. |

Unit 10

Collocations (II)

A. Collocations in Contextualized Situations

I. Hamid and Mirza Reza

The long days of summer were DRAWING TO A CLOSE. It was early in the afternoon and Hamid was trying TO TAKE A NAP. He was a CHARTERED ACCOUNTANT working in a nearby town, and now was spending his yearly LEAVE OF ABSENCE in Nasser-Abad, his native village. A PACK OF DOGS were disturbing the calm peace of the village with their NERVE-RACKING barks. Perhaps, they had sensed the presence of a stranger or something. Hamid hardly SLEPT A WINK because of the howlings. So, he stood up, took a book lying on the old MANTELPIECE covered with some FINE DUST. He SKIMMED THROUGH a few pages, but put it back in its place. It was a textbook on accounting. As he sat on the threadbare local rug again, thinking about how TO KILL TIME, he EAVESDROPPED on the chatting away of his parents who were in the next room. He heard them say that Hamid's old uncle, Mirza Reza, who was a HOUSE AGENT in town, was now an IN-PATIENT in the hospital there. Hamid had not seen him for years. He remembered how kind his uncle had been to him and his family in the years bygone.

Hamid got up, looked at his watch, and dressed at once. He left the village WITH A HEAVY HEART. It took him an hour or so on the local mini-bus to get to town. There, he found himself in the RUSH HOUR and there was a TRAFFIC JAM. However, he managed to find a florist into which he went. When he came out, he was holding a BOUQUET OF FLOWERS in his hand.

In the hospital, when the uncle and the nephew shook hands, they were both MOVED TO TEARS.

Exercise: Suggest Persian equivalents for the capitalized collocations in the above passage. The class will decide on the best offers.

II. A Point of View

Situation: The imaginary speaker in this short text is an official of the Ministry of Foreign Affairs. He is expressing his views at a meeting of the ministry.

I would like to EXPAND ON THE TOPIC of the recent border incidents.

The explosion of a TIME BOMB which INFLICTED SOME DAMAGE on our establishments and resulted in the martyrdom of a number of our REVOLUTIONARY GUARDS, was not in my opinion a matter of SHEER ACCIDENT. It was, I believe, a planned military operation against our TERRITORIAL INTEGRITY. Nor was the illegal admission of the DRUG PUSHERS into the country IN QUESTION due to a mere misunderstanding. These infiltrations are but BLATANT VIOLATION of the international laws as well as interference in our country's INTERNAL AFFAIRS. IN MY ESTIMATION, the situation is critical. Let not our GOOD WILL and efforts to EASE OFF tension at our borders be abused. I propose, therefore, that IN THE FIRST PLACE we ISSUE A WARNING and then take LEGAL ACTIONS to protect our country against such intrusions.

Exercise: Translate the above paragraph into Persian, and underline the Persian equivalents of the English collocations in your translation.

B. Collocations in Dialogues

Instruction: Read the following dialogues and translate them orally in class as pair work.

1. _ DO YOU MIND ROLLING DOWN THE BACK WINDOW of the car?
 _ It's cold outside.
 _ I know, but the windows are FOGGED UP.
 _ All right, but only FOR A MINUTE.
2. _ What are you doing here in the hospital?
 _ I'm an OUT-PATIENT.
 _ What's THE MATTER WITH you?
 _ I've had a NERVOUS BREAKDOWN.
 _ Bless you!
3. _ Why didn't you come to school yesterday?
 _ I had AN APPOINTMENT WITH the doctor.
 _ What does that prove?
 _ I had SPRAINED MY ANKLE.
 _ But that isn't really A PLAUSIBLE EXCUSE!
 _ What's it to you? The doctor has ISSUED A CERTIFICATE.
 _ Come on! Doctors do that for all those who ask for one.
4. _ Where are you doing your NATIONAL SERVICE?
 _ I'm with the LITERACY CAMPAIGN.
 _ Is that an army department?
 _ No, but I personally EXPRESSED MY WILLINGNESS to teach there,

ON MY FATHER'S ADVICE, of course.

- What's your father?

- What difference does it make? But I'll tell you. He's a JERRY BUILDER!

C. Collocations Described

Instruction: Read the following collocations and their descriptions in the sentences. Guess what collocation is being described and put it after the appropriate description. Also provide a Persian equivalent for your choice.

IVORY TOWER	HUSH MONEY	PENAL SERVITUDE
LABOUR DAY	NATIONAL ANTHEM	PERSONAL EFFECTS
JURY-BOX	MISSING LINK	LEGAL ADVISER
MERRY-GO-ROUND	LINGUA FRANCA	PETTY CASH
LIBERAL ARTS	OVER-PASS	PAPER TIGER

Example: Place of seclusion and or retreat from the realities of life.

IVORY TOWER برج عاج، عالم رویا

1. Enclosure for a jury in court. _____
2. First Monday in September, a legal holiday in honour of the working class. _____
3. Song or hymn of a country. (e.g., 'God save the Queen' in the Great Britain) _____
4. Lawyer who prepares documents, e.g., wills, sale of land or buildings, advises clients on matters connected with the law, and speaks on their behalf in courts. _____
5. Language adopted for local communication over an area in which several languages are spoken, e.g., Swahili in East Africa. _____
6. Bridge that carries a road over a busy highway or motorway. _____
7. Person, group of persons, etc. that seems to be, but is not, powerful. _____
8. Imprisonment with hard labour. _____
9. Goods or properties which belong to a person. _____
10. Money for or from small payments. _____
11. Fields of study such as philosophy, history, languages. _____
12. Revolving machine with horses, cars, etc. on which children ride at fun fairs. _____
13. Type of animal supposed to have existed between the apes and man. _____
14. Money paid to somebody to make him silent or quiet about something which one does not want to become public knowledge. _____

Some Verb-Plus-Noun Collocations: You have already noticed (Collocations I) that some verbs are followed by certain nouns or noun phrases to form grammatical collocations such as 'bear responsibility', 'commit suicide', etc. Here, some more instances of such collocations are presented. Put an appropriate noun from the list below after each verb to form collocations. Then use each collocation in your own sentence to show its meaning. Also give the meaning of the collocation in Persian.

... AN APPEAL	... A MARRIAGE	... A WOUND
... A BLOCKADE	... WILLINGNESS	... A QUESTION
... ONE'S THIRST	... AN IMPRESSION	... AN EVALUATION
... AN AGREEMENT	... A CLOCK	... A SEAT
... A MISSILE	... ONE'S DUTY	... AN ENVELOPE
... AN OATH	... AN OFFER	... AN ALARM
... TEMPTATION	... A RECORD	

Example: $\frac{\text{Verb}}{\text{File}} + \frac{\text{Noun}}{\text{an Appeal}}$

He filed an appeal to a higher court for rehearing and a new decision.
دادخواست دادن

- | | |
|------------|--------------|
| 1. File | 11. Lift |
| 2. Express | 12. Annul |
| 3. Reach | 13. Withdraw |
| 4. Make | 14. Quench |
| 5. Set | 15. Sound |
| 6. Inflict | 16. Shirk |
| 7. Launch | 17. Book |
| 8. Set | 18. Address |
| 9. Pose | 19. Take |
| 10. Resist | 20. Make |

Expansion: In the list below, a number of Persian collocations is given. Think up their English equivalents and put them in their correct position in the sentences which follow.

جلیقه نجات	درجه دانشگاهی اعطا کردن	روزنه امید
قسم خورده	نوشابه غیرالکلی	ترمیم کابینه
خبر داغ و دست اول	ترو تمیز	به یاد بود
محض رضای خدا	تحریم اقتصادی	دور باطل
حکومت نظامی	تنبيه بدنی	دامنه کوه

Example: The Government are discussing the proposal by one of the ministers about applying Economic Sanction against the aggressor country.

1. The chancellor _____ on several law students yesterday.
2. In the latest _____, only two ministers changed positions.
3. _____ as a means of disciplining children at school is hardly an effective measure of motivating them.
4. The recent engagement of the princess to the court photographer was among the _____ of the year.
5. Please tell those who are playing in front of my house not to make that much noise, _____.
6. The village is located at the _____.
7. The judge reminded the witness that he was still _____.
8. Tinned and cool pineapple juice is my favourite _____.
9. A _____ is normally under a passenger's seat on a plane.
10. The doctor said that there was still a _____ for the patient to survive.
11. You had better put everything in the right place in your room if you want it to look _____.
12. A monument was built _____ the unknown soldiers.
13. That war breeds hate and hate leads to war again is an example of _____.
14. Immediately after the coup d'etat succeeded, the army generals who were behind it announced _____.

Unit 11

Phrasal Verbs (II)

Introduction

In the previous unit on phrasal verbs, we said that a combination of verb plus preposition or particle results in a separate unit of meaning which is highly idiomatic. Some examples are TAKE OFF, BREAK OUT, RUN IN, and so on. Idiomatic expressions of this type are among the most widely used in the English language. They are also among the most difficult aspects of the language to master. For example, *Oxford Dictionary of Current Idiomatic English* (1982), which has devoted a whole single volume to English phrasal verbs, includes no less than fifteen entries with the verb TAKE plus OFF. One of them is exemplified thus: "Following a low-key launch with minimum advertising, the product suddenly TOOK OFF and had soon captured a quarter of the market." Can you guess what the idiom in this context may mean? The Dictionary says that in commerce it means 'begin to improve markedly; begin to show a profit' (Vol. 1: 326). It is idioms of this kind that we said are difficult to master. Therefore, in this unit some commonly used expressions of this kind are introduced for your consideration. Start working on them now! Or, rather, SET OUT to learning them!

A Reunion

Situation: Hadi has just arrived from Tabriz to pay a visit to his ex-peer Hamid, a Shiraz University student. Hamid GOT TO the airport in time to meet him. They are now riding in a taxi HEADING FOR Hamid's dormitory on the university campus. In the following conversation, they are using some common phrasal verbs for which you are required to suggest the Persian equivalents. They are speaking English at the request of Hadi who will be sitting for the M.A. entrance examinations in a few month's time. He thinks this practice in English would be helpful somehow.

Hamid: Hadi, your visit after such a long time really CHEERS me UP. It's a good thing you came when I AM THROUGH WITH my finals.

Hadi: Oh, boy, I am glad to COME OVER all the way to see you and Shiraz!

Hamid: How was the flight?

Hadi: Just fine. The plane **TOOK OFF** right on time in Tabriz, and after an hour landed at Mehrabad Airport. I had to **CHANGE OVER** in Tehran, you see. So, I **GOT OFF** the plane and had to wait for the connection. There was a two-hour **STOP OVER** in Tehran, and I had to **HANG AROUND** before going on board the plane again for Shiraz.

Hamid: You haven't been in Shiraz before, have you?

Hadi: No, I haven't. Actually, I've been **LOOKING FORWARD** to this visit for a long time.

(They got to the campus gate; the gatekeeper **LET** them **THROUGH**, and the taxi driver drove on and finally **PULLED UP** in front of the dormitory. He **DROPPED** them **OFF**, **BACKED UP**, and drove down the road back to the gate.)

Expansion (1): Hamid and Hadi are in the dormitory. They are chatting about their studies, achievements, and disappointments. Read the conversation and translate it into Persian orally in pairs.

Hamid: Tell me, Hadi; what did you do after leaving the high school? I vaguely remember that you were planning to **GO IN FOR** the national university entrance examinations. Is that right?

Hadi: Yes, I **SAT FOR** the exams the year I graduated from high school. Everything **WORKED OUT** all right and I **WAS ADMITTED TO** Tabriz University to study English Language and Literature which was my favourite subject. So, I **ENROLLED IN**, and **EMBARKED UPON** my studies in the autumn of 1987. It was hard **TO START WITH**, but I somehow **KEPT AT** it. Boy, it was difficult! Believe it or not, there were times when I had to **SIT UP** all night and **RUB UP** my notes because I had a test the following morning.

Hamid: Sounds as if students everywhere **TAKE TO** the same things. Here in Shiraz they do exactly as what you said you did in Tabriz.

Hadi: Let me **GO ON**; I'm not yet **THROUGH WITH** my telling about my university days.

Hamid: Sorry for my **THROWING IN** a remark. I didn't mean to **BREAK IN UPON** your talk.

Hadi: Never mind. Where was I? Oh, yes; I was telling you that sometimes I didn't sleep a whole night **PREPARING FOR** an exam. Four years **WENT BY**. I gathered the required number of credits and **QUALIFIED FOR** a degree which was duly **CONFERRED ON**

me by the Chancellor in the graduation ceremony.

Hamid: Did you compete for admission to the graduate school?

Hadi: Yes, I did, but I'm afraid I didn't succeed. I won't GIVE UP, though. I'll sit for the examinations next summer again.

Hamid: Right thing to do. STICK WITH it, and you'll make it. Like another cup of tea?

Hadi: Why not.

Communication: Hadi WOUND UP the above conversation by saying that his efforts to enter the graduate school would be continued and that he wouldn't give up. Hamid added that Hadi should KEEP TO his plan to ensure success.

When people GIVE UP, it might be because they see no chance of succeeding. However, if one wants something badly enough, he can usually find a means to get it. This is the meaning of the English proverb, 'Where there's a will, there's a way'. The short story below is BASED ON this proverb. Read it and then write a short story of your own at home to illustrate the meaning of the proverb. If you happen to know a story in Persian which is based on the said proverb translate it into English instead of writing one yourself. HAND IN your story to your teacher next session. He may REQUIRE OF you to read your work to the class.

Where There's a Will, There's a Way

Amin's friend, Rahim, is ill in the hospital. It is Rahim's birthday and Amin is determined to meet him. He GETS TO the hospital late because of traffic and the visiting hours ARE OVER. So, they wouldn't LET him IN. It is very important for Amin to see Rahim, so he dresses like a doctor and walks in the front door. Nobody stops him. Where there's a will, there's a way.

Analysis: In the following short dialogues, Mina is uttering sentences in each of which the meaning of a phrasal verb is explained in plain words. Sarah, on the other hand, is responding using idioms with the same meaning. Read the sentences and explain in Persian what the idioms mean.

Example: Mina: If you happen to meet Soroor by chance, please remind her to return my dictionary she borrowed a couple of weeks ago.

Sarah: Sure, provided that I RUN ACROSS her. (برحسب تصادف دیدن)

1. Mina: Don't be critical of your young colleague all the time. He hasn't been trained for the job, so it isn't his fault if he's a bit slow.

Sarah: But I'm not DOWN ON him all the time! Only once in a while, maybe.

2. Mina: Doesn't your friend ever succeed in his plans?
Sarah: Only rarely. Unfortunately most of the time his plans don't COME OFF.
3. Mina: Why do you think Mr. Hamidi is so upset?
Sarah: The news that his young child would have to go into hospital CUT HIM UP terribly.
4. Mina: Jimmy looks untidy. Somebody must tell him to fasten his shirt buttons.
Sarah: I'll tell him to DO THEM UP.
5. Mina: Where did the young man driving in front of you turn to?
Sarah: He suddenly CUT OFF into a side street and disappeared in the traffic.
6. Mina: If you can wait for a few minutes, I'll fetch the file you need.
Sarah: Of course, I can. I'll HANG ON for a few minutes.
7. Mina: Don't take what Ahmad says seriously. He's just teasing you.
Sarah: Sure I won't. I know he's HAVING me ON.
8. Mina: Are you coming with us tonight or do you have an engagement again?
Sarah: I'd love to, but I honestly HAVE SOMETHING ON this evening. Some other time perhaps.
9. Mina: I understand you prevented your mother from going to bed last night.
Sarah: Yes, I KEPT HER UP, but then she herself wanted to hear the story in detail.
10. Mina: I saw your children run straight towards the fridge when we arrived home.
Sarah: Yes, they were very hungry, so they MADE FOR the fridge and helped themselves to some ice-cream.

Expansion (2): Most of the verbs used so far in this unit are also followed by some other prepositions or particles to generate yet other phrasal verbs. Following is a list of such idiomatic expressions. Complete the sentences with the correct idiom in the correct form; then give the meaning of each idiom. Make any necessary changes if required.

CHANGE DOWN	COME ALONG	COME BACK
GET ACROSS TO	RUN DOWN	TAKE ON
STOP OUT	HANG OUT	LOOK AROUND
LET OFF	LET DOWN	PULL AHEAD

DROP BEHIND	LET OUT	BACK UP
WORK UNDER	COME APART	TAKE ABACK
GIVE AWAY	BREAK AWAY	MAKE AT
GO AGAINST	RUB DOWN	TAKE AFTER
HAND DOWN	KEEP AT	

Example: COME ALONG boys! Surely one of you can tell me the name of the author of *Oliver Twist*! (یا اللہ، زود باشید، بچہ ہا.)

1. Long skirts have been out of fashion for a long time, but they are _____ .
2. I swear I didn't drop the plate; it just _____ in my hands.
3. The pilot refuses to _____ any more passengers because he is overweight for take off as it is.
4. The driver did not _____ quickly enough, and stalled the motor.
5. The fellow was so stupid that it seemed impossible to _____ him by mere language.
6. If you're going to keep _____ half the night, there's really not much point in your living at home.
7. I've just got one or two shirts I've washed to _____, then we can go shopping.
8. I _____ the crowded amphetheatre, hoping to find an empty seat.
9. Some naughty children around here have _____ the back tyres of my car!
10. He was charged with petty larceny, but the court _____ him _____ .
11. This is confidential news. Keep it to yourselves—don't _____ it _____ to the press.
12. That driver's trying to overtake. Slow down a bit and let him _____ .
13. Britain has _____ Japan as a producer of cheap cotton fabrics.
14. My old friend Ahmad _____ me _____ wholeheartedly as he always did.
15. Mr. Rahimi is busy writing his M.A. thesis. He's _____ Professor Milāni and two other members of staff.
16. The idea of trying to cheat the income tax authorities _____ his principles—he had a strong sense of civic responsibility.
17. _____ yourself _____ properly after your swim; I won't have you catching cold.
18. He was somewhat _____ by the news that the police intended to prosecute him.

19. Your daughter is quite a different character. She does not _____ you or your husband in any way.
20. He decided to _____ from the Labour Party and seek re-election as an independent candidate.
21. The murderer was aware as he spoke that the tremble in his voice was going to _____ him _____, the thing that the police had been waiting for.
22. The dog _____ the postman with his teeth bared.
23. Nowrooz festivities have been _____ to us through the centuries and remain more or less unchanged.
24. She's always _____ her husband in public. I'm surprised how he puts up with it.
25. The old professor was a martinet. He _____ his students _____ their studies when they would have preferred to enjoy their times otherwise. But in the end they all thanked him for it.

Unit 12

Metaphorical Expressions (I)

"... the morning steals upon the night'

Melting the darkness."

(Shakespeare, *The Tempest* V: I)

Introduction

In the highly imaginative lines above, through the use of metaphor, Shakespeare has painted a picture which helps us feel and understand what he himself feels. This is exactly the purpose figurative language is meant to serve: clarity, force, and beauty. A figure of speech is any departure from the plain and ordinary way of expressing oneself for the purpose of making the meaning more effective.

All figures of speech are comparisons. When Shakespeare intentionally breaks semantic rules and paints a battle field where the dawn trespasses furtively upon the realm of the night to kill the darkness, he compares day and night to two warriors and achieves an uncommonly special effect which only a metaphor can afford. It is illustrative and has power. Likewise, when Kaleem-e-Kashani laments over his misfortunes and says:

To me, her attraction
Is the wave's affection to the shore.
In my embrace for a fleeting fraction,
Then fleeing ever more.

(Kayeum, 1963)

با من آمیزش او الفت موج است وکنار
درکنار من و پیوسته گریزان از من

metaphor paints a scene which we can visualize. Kaleem's comparison of his love to the waves and himself to the shore conveys to our mind an image which enables us to appreciate his subjective feelings vividly and his frustration clearly.

It must be mentioned that it is wrong to associate figurative language solely with poetry although it plays a prominent part in it. Figures of speech

play a more important role in prose and other forms of language use. Although you may not be highly conscious of it, metaphorical expressions appear quite frequently in common everyday language, so much so that it has rightly been said that we live by metaphors. How many times a day might you hear the following both in Persian and in English?

the death's hands	دست اجل
Time is gold.	وقت طلاست.
foot of the mountain	دامنه کوه
in the heart of darkness	در دل تاریکی
the lip of the cup	لبه فنجان
to kill time	وقت کشتن
the leg of the table	پای میز

Different types of figures of speech are introduced and practised in this and the next two units, and many examples of each category are presented from both literature and common everyday speech to show that figurative expressions should not be regarded as poetic decoration only. Figures of speech like simile, metaphor, allegory, metonymy, hyperbole, and personification are legion in both English and Persian. Of these, simile and metaphor are probably the most basic in all languages. So, we will deal with these two first, and then introduce and practise the others.

Similes

A simile may be defined as a kind of metaphorical expression in which something is explicitly compared to something else by the use of a function word such as 'as', 'like', 'same', etc. As an example, consider: Mina is as innocent as a new-born baby. In this simile, Mina's innocence is explicitly compared to that of a baby. Translated into Persian, it will read: مینا مثل یک نوزاد معصوم است. The metaphorical concept (تصویر استعاری) in the English simile is simply replaced by an identical metaphorical concept in Persian.

Task 1: In the following situations, some English similes are contextualized. The Persian language employs similar images in such situations. Translate the sentences into Persian as in the example.

Example: One would need to have a heart AS HARD AS A STONE not to be moved by his pitiable plight.

آدم باید دلی مثل سنگ داشته باشد که تحت تأثیر بدبختی اسفبار او واقع نشود.

1. There is a good deal of crooked dealing in the property business but the

- people involved in it are AS CUNNING AS FOXES and know how to keep just on the right side of the law.
2. He's so impossibly long-winded. You need to be AS PATIENT AS JOB to listen to him without making some excuse to leave.
 3. You just won't see him around for two or three days sometimes, but he'll come out of it looking AS INNOCENT AS A BABY.
 4. The van driver was so frightened in the accident that he was TREMBLING LIKE A WILLOW.
 5. It was thought he might have resisted arrest, but in the event he accompanied the officers to the Police Station AS MEEK AS A LAMB.
 6. When I was at school, if the headmaster came into the room, we all had to rise and stand AS STILL AS STATUES until he left.
 7. I scarcely knew him when we met again after so many years. His hair had gone AS WHITE AS SNOW.
 8. I'll have to stop all these between-meals snacks. I'm getting AS FAT AS A PIG.
 9. The road was SMOOTH AS GLASS and the tyres didn't grip at all once I started to skid.
 10. Bring the child down to me for a fortnight. I have a huge old garden where he can be AS FREE AS A BIRD and perfectly safe.
 11. He switched on the floodlights and what had been impenetrable darkness became suddenly AS CLEAR AS DAY.
 12. I can't drink this tea. It's AS SWEET AS HONEY.

Task 2: In the previous task, all the metaphorical concepts in the English similes were directly transferable to Persian because the two languages used identical images. However, there are many other instances where the metaphorical concepts in the SL and the TL differ considerably and thus may not be transferred from one language to the other literally. The meaning however is similar. Take, for instance: Mr. Smith is AS CHANGEABLE AS A WEATHERCOCK, which, if translated directly, would mean something like:

آقای اسمیت مثل بادنما تغییر پذیر است.

Here, the metaphorical concept in English is replaced by a culturally unacceptable one in Persian. The acceptable image which does not clash with the Persian culture is 'بوقلمون صفت', which means that the sentence should be translated into:

آقای اسمیت بوقلمون صفت است.

Below, you will find some English similes in context. The Persian language uses different images to create the equivalent metaphorical concepts.

Try to find the Persian images for the contextualized English similes as in the following example.

Example: It doesn't seem fair that I should have a constant struggle to keep my weight down while you can EAT LIKE A HORSE and always stay slim.

صورت خیال در فارسی: مثل گاو خوردن

1. First lessons in any subject are usually designed to make you think the whole course is going to be AS EASY AS ABC.
2. The bride was AS FAIR AS A ROSE.
3. It was dreadful to see him lying there WHITE AS A SHEET and in such pain.
4. I tell you, my children are AS GOOD AS GOLD. Hava even came back to look after me when her mother died; she's just like a little mother.
5. They reported the wounded AS PLENTIFUL AS BLACKBERRIES.
6. PRETTY AS A PICTURE, she was. And such a happy child.
7. My wife never has time to get bored. She's AS BUSY AS A BEE from morning to night.
8. Jim's mother was a big woman, a Tartar, a real six-footer who kept her house AS CLEAN AS A NEW PIN.
9. The river ran AS CLEAR AS CRYSTAL and if you watched closely, you could now and then catch a glimpse of a trout hovering over the pebbles on the bottom.
10. There's no damp in this cellar. Feel the walls, they're AS DRY AS A BONE.
11. Best-seller or not, the book sounds AS DULL AS DITCH-WATER to me.
12. I'll tell your parents that you're AS FIT AS A FIDDLE and having the time of your life.
13. Why didn't you look where you were sitting? You've squashed my hat AS FLAT AS A PANCAKE.
14. It was six in the morning, dawn was breaking, but Nick still felt AS FRESH AS A DAISY, ready to talk for hours longer.
15. She's beautiful, yes, really beautiful, FRESH AS A ROSE, and a truly sweet-natured child.
16. I wish you had been in the shop this morning when the boss was trying to give Liz the sack and she wouldn't take it. It was AS GOOD AS A PLAY.
17. "Is that a new dress you're wearing?"
"Good heavens, no. It's AS OLD AS THE HILLS—you must have seen me in it dozens of times."

18. I thought there would have been protestations and tears when I told her I wanted to move out of the flat, but no, she stayed AS COOL AS A CUCUMBER.

Task 3: Complete each blank space in the following contexts with an appropriate simile from the list. When this has been done, match the similes with contradictory meanings. Finally, suggest culturally acceptable equivalents in Persian for the matched pairs as in the example.

Example: Similes which have filled the blanks in sentences (1) and (4) have contradictory meanings as is shown here: (1) as like as two peas مثل آسمان و مثل سببی که از وسط دو نیم کرده باشند (4) as different as chalk and cheese ریسمان؛ مثل فیل و فنجان.

as different as chalk and cheese	as rich as Croesus
as changeable as a weathercock	as brave as a lion
as poor as a church mouse	as fat as butter
as sweet as honey	as like as two peas
as plain as a pikestaff	as thin as a rake
as weak as water	as sour as a crab
as strong as a horse/an ox	as pretty as a picture
as timid as a mouse	as steady as a rock

- We haven't met before, but I'm sure you must be Alec Brown's brother. You're _____ .
- Although John looked small and weak, he was actually _____ as all the playground bullies came to learn.
- I was shocked at his appearance—so grey-faced, and _____. He used to be such a powerful-looking fellow.
- The two sisters resembled each other physically, but were _____ in their nature.
- It's no use expecting Arthur to stand up for himself: He's _____. Somebody else will have to protect his interests.
- Being _____ is all very well when you're young, but Sam is nearly thirty now and ought to be looking for a better job.
- She's the kind of woman who'll be _____ to your face and as malicious as hell behind your back.
- "Your little boy is a bit wasted from his long fever," the doctor said, "but we'll soon have him _____ again."
- One moment he's accusing the Party of pandering to the Right, the next

he's talking about some sinister communist conspiracy, and a day later he wants a tougher policy towards the Unions. He's _____ .

10. Harry: I can't move my left hand very well. Lost its grip or something.
Ronnie (gripping Harry's hand in a shake): _____ . You're a sham, Harry boy.
11. Poor boy is _____, and keenly aware of it!
12. Some of the tribes had changed loyalties several times, but the Warani had remained _____ in their allegiance to their old allies.
13. The tiny cottage with its leaded windows and thatched roof was _____ .
14. What's the matter with old Mrs. Botley? She used to be so cheerful and friendly. Now whenever I pass her in the street all I get is a look _____ .
15. He would have worked for his exams all May and June if his friends had left him alone. Unfortunately they didn't, and he's _____ when it comes to saying 'no' to a friend.
16. Royde wants to charter a plane to the Bahamas. The airline shouldn't try to soak (grossly overcharge) him, because although he's _____, he hates being soaked.

Task 4: Put the following words into the correct spaces in the sentences below. There are more words than sentences.

sandboy	feather	hills	knife
sheet	dust	flash	new pin

1. I'm afraid I find ancient history as dry as _____ .
2. She went on a diet, lost several kilos, and now she's as light as a _____ .
3. The schoolchildren were very bright. They answered my questions as quickly as _____ .
4. He loves cars. When he's repairing his car, he's as happy as a _____ .
5. He's very intelligent and quick-thinking. He's as sharp as a _____ .

Unit 13

Metaphorical Expressions (II)

”شب پاورچین پاورچین می‌رفت،
شاید به اندازه کافی خستگی در کرده بود ...“
(هدایت، بوف کور)

Metaphors

A metaphor, like a simile, is a figure of speech which compares the meaning or appearance of one thing to some other thing imaginatively. Unlike the simile, no function words (like, as) are used in a metaphor. When Hedayat speaks of the night ‘departing on tip-toe’ and ‘shedding weariness’, he is evidently describing one thing through reference to another, that is, the ‘night’ in terms of ‘human’. As you can see, a metaphor DOES NOT STATE but it SUGGESTS a comparison. A description through a metaphor is not only comprehensive and concise, but also graphic, pleasing, and surprising.

We have said that we all live by metaphors. In nearly all situations where we need to communicate vividly we make extensive use of figures of speech because they are a prime source of expressiveness, both in literature and in everyday communication. Weaver (1967, p. 249) states that the ordinary man in his moments of business and pleasure makes the freest use of metaphors. According to Weaver, no man has better expressed the indispensability of metaphor to the average person than Louis Untermeyer.

Even while he scorns poetry, the ordinary man helps himself to its properties and symbols; his daily life is unthinkable without metaphor. Having ‘slept like a dog’, he gets up in the morning ‘fresh as a daisy’ or ‘fit as a fiddle’; he ‘wolfs down’ breakfast, ‘hungry as a bear’, with his wife, who has ‘a tongue like vinegar’, but ‘a heart of gold’. He gets into his car, which ‘eats up the miles’, ‘steps on the gas’, and, as it ‘purrs’ along through the ‘hum’ of traffic, he reaches his office where he is ‘as busy as a one-armed paper hanger with the hives’. Life, for the average man, is not ‘a bed of roses’, his competitor is ‘sly as a fox’ and his own clerks are ‘slow as molasses in January’. But ‘the day’s grind’ is finally done and, though it is ‘raining cats and dogs’, he arrives home ‘happy as a lark’.

(Louis Untermeyer, *Play in Poetry*)

It is outside the scope of this volume to go into a detailed discussion of metaphors. Therefore, very briefly we will categorize metaphors after Newmark (1988a) in order to present a number of activities for practice in

each category. Before this, however, it is essential to suggest some guidelines for translating metaphors. Newmark (1988b) proposes seven procedures for the translation of metaphors from one language into the other. They are as follows in order of preference.

- (1) Reproducing the image in the TL, for example:

'play with someone's feelings' با احساسات کسی بازی کردن
'the sound of water's footsteps' 'صدای پای آب'

- (2) Replacing the image in the SL with a standard TL image which does not clash with the TL culture, for example:

'My heart leapt.' قلبم ریخت.
I got it off my chest. 'دل خودم را خالی کردم.'

- (3) Translation of metaphor by simile, retaining the image, for example:

'The coast was only a long green line.'
ساحل همچون خط سبز رنگی دیده می شد.
She was like a bunch of fresh flowers. 'او دسته گلی تر و تازه بود.'

- (4) Translation of metaphor by simile plus sense, for example:

'He is an owl.'
او مثل جغد تیز هوش است.
'نویسنده جوان سبک آل احمدی دارد.'

The young writer uses a laconic and elliptical style like Ale Ahmad's.

- (5) Conversion of metaphor to sense, for example:

'to keep the pot boiling' امرار معاش کردن
a rough estimate 'حساب سرانگشتی'

- (6) Deletion. If the metaphor is redundant or serves no practical purpose, there is a case for its deletion, together with its sense component, for example:

'I'm on top of the situation.' بر اوضاع مسلطم.
She never gets any gratitude. 'دستش نمک ندارد.'

- (7) Translation of metaphor by the same metaphor combined with sense. The addition of a gloss or an explanation by the translator is to ensure that the metaphor will be understood, for example:

'The tongue is fire.'
زبان آتش است: آتش مخرب است، آنچه می گوئیم مخرب است.
'حجرالاسود من روشنی باغچه است.'

My Black Stone—the sacred stone kissed by pilgrims at Ka'ba—is the garden's light.

We showed above the seven procedures for the translation of metaphors proposed by Newmark, and exemplified each procedure both from

English and Persian. It is worth mentioning now that no scholar in the field of contrastive analysis or translation theory has prescribed definite translation procedures for metaphors in general. Newmark (1988a, p. 113) himself admits that:

The translation of any metaphor is the epitome of all translation, in that it always offers choices in the direction either of sense or of an image, or a modification of one, or a combination of both, as I have shown, and depending, as always, on the contextual factors, not least on the importance of the metaphor within text.

Types of Metaphor

Having presented some cursory information regarding the different methods of translating metaphors, we may now return to their categorization. Newmark (1988a) has distinguished six types of metaphors, i.e., DEAD, CLICHÉ, STOCK (or STANDARD), ORIGINAL, RECENT, and ADAPTED. Of these, we will concern ourselves with the first four in the following pages.

Dead Metaphors

Dead metaphors are the ones which are used so frequently in everyday speech and writing that speakers of a language are hardly conscious of their image. They are dead because of overuse. Dead metaphors often relate to universal terms of space and time, the main parts of the body, general ecological features, and the main human activities. Some examples are:

in the field of human knowledge	در زمینه دانش بشر
head of the department	رئیس بخش
to kill time	وقت کشتن

Normally, dead metaphors are not difficult to translate. You just replace the image in the SL by the same image in the TL. 'From the bottom of one's heart' is translated into: 'از ته دل'. However, often they defy such literal translation and you will have to find a culturally acceptable equivalent as in 'the heart of the matter' جانِ کلام.

People frequently use some artifacts as dead metaphors in certain contexts without even realizing that they are using metaphors. These are usually translated literally. Take, for instance: 'bridge' (اتصال بین دوشیشه), 'link' (رابط), 'chain' (رشته), 'chair' (رئیس جلسه), 'planning' (استخوان بین دو چشم).

Again, common words with a narrow technical sense in some contexts are used figuratively. For example:

گاز انبر، گیره، میخ کش 'dog'

پَرّه، تیغه، زائده 'fin'

(وسایل برقی) المنت 'element'

(لامپ) رشته، افروزه، فیلامان 'filament'

Recognition and Translation: Underline the dead metaphors in the following texts and translate them into Persian as in the example.

Example: Let me make one thing crystal clear. شیر فهم

1. The fire was dying in the fireplace.
2. You shouldn't have broken his heart.
3. The hour-hand of the clock is not functioning.
4. His youngest daughter is the apple of his eye.
5. The leg of the table is broken.
6. Please remove the dust off the face of the clock.
7. To stop smoking was his iron resolution.
8. There were many reasons behind his failure, but the heart of the problem was his ill-health.
9. John's explanations shed light on the matter.
10. In the eyes of law, all are equal.
11. She put the thread in the eye of the needle.
12. Mrs. Brown's little daughter is an angel.

Some Persian Dead Metaphors in Context: All the living languages of the world contain dead metaphors. It has been said, for instance, that dead or second-hand metaphors constitute one third of the English language. The Persian language is no exception in this respect. Below, a number of dead metaphors in Persian are given to be translated into English. We all use metaphorical expressions of this kind in everyday Persian without being aware of their metaphorical nature.

He amused the children.

مثال: سر بچه‌ها را گرم کرد.

۱. اراده آهنین او قابل تمجید است.

۲. نمی‌دانم سر طناب دست کیست.

۳. پای درخت افرا نشسته بودند.

۴. دست روزگار زندگی آنها را سیاه کرد.

۵. دستش را خواندم.

۶. آدم نباید پا روی حق بگذارد.

۷. اگر می‌خواهی موفق شوی، باید کمر همت را ببندی.

۸. دوستانش رفتند تو جلدش.

۹. این عادت از سرش افتاد.

۱۰. سرش توی حساب است.

۱۱. کسی زیر پای احمد نشست.
۱۲. من که چشمم آب نمی خورد.
۱۳. این کتاب به دلم نچسبید.
۱۴. او قطع امید کرده است.
۱۵. دارم او را می بزم.
۱۶. پدرم درآمد.
۱۷. من بی پرده با شما صحبت می کنم.
۱۸. رنگش پرید.
۱۹. مغازه او ته خیابان است.
۲۰. لب رودخانه نشستیم.

A Trite Task: Trite words are usually worn-out figures of speech or phrases such as THE CRACK OF DAWN (کَلَهُ سحر), ACID TEST (سنگ محک), FROM THE FACE OF THE EARTH (از صفحهٔ روزگار), etc. which were once fresh and striking but have become stale from being used again and again. The following passage, which compresses a good number of such expressions into small space, is written by G. Coleridge and cited in Perrin (1965, p. 438). Underline as many such hackneyed expressions as you can identify, and translate the whole passage into Persian.

The Blushing Bride

I suppose it is natural that I should have been asked to step into the breach on this happy day, if only because I have had the privilege of knowing Geraldine since she was so high Onlookers see most of the game, you know, and it is easy to be wise after the event, but I thought I could see which way the wind was blowing last August.

They say marriages are made in Heaven, well, be that as it may, these two look as happy as the day is long. It was a great pleasure to me to see Hubert give away his one ewe lamb to such a regular chip off the old block as our friend here. Like father like son, they say, and I think his father deserves a pat on the back. As for Geraldine, bless her, she is a real Trojan, and has been a tower of strength to her dear mother, who doesn't look a day older than when I first set eyes on her, far longer ago than either of us cares to remember.

At moments like this, when family ties are stronger than ever, these young things should remember how much they owe to their parents.

One last word, I must not fail to remind Geraldine that the way to a man's heart is his stomach, and to warn Bertrand that the hand that rocks the cradle rules the world.

Now, I mustn't take up any more of your valuable time, I feel sure you will all join me in drinking the health of the happy couple, and wishing that all their troubles may be little ones.

(G. Coleridge, *I Know What I Like*, p. 41)

Cliché Metaphors

"Nothing hurts like truth."

Cliché is a metaphorical expression which has come to be so overused that it no longer conveys much meaning. However, cliché is not dead and is, at times, useful. This kind of metaphor is sometimes called 'fixed' or 'stereotyped'. All types of metaphor may change to cliché if used over and over. It is therefore not easy to distinguish clichés from dead and standard metaphors with which they overlap. It is up to the translator to distinguish them from one another. Examples from various contexts in present-day English include:

'at the end of the day'

سرانجام، بالاخره

'leave no stone unturned'

به هر دری زدن

In Persian poetry a beloved's eyes are often 'narcissus' (نرگس), her eyebrow normally the 'bow' (کمان), and her tears usually 'pearls' (دُر، لؤلؤ).

Newmark (1988a, p. 107) cites an extract from an editorial to exemplify the use of cliché metaphors in modern English:

The County School will in effect become not a BACKWATER but a BREAK THROUGH in educational development which will SET TREND for the future. In this, its TRADITIONS will help and it MAY WELL become a JEWEL-IN THE CROWN of the county's education.

Task 1: Translate the following contexts containing cliché metaphors into Persian.

Example: John's words STABBED AT MARY'S HEART.

حرفهای جان خنجر به دل مری زد.

1. Since her employment, she has paid all the family debts back, has bought herself a Peykan, and has taken her old father abroad for a medical treatment. Her colleagues say that she is a real BALL OF FIRE.
2. The present century has witnessed THE BIRTH OF several new NATIONS.
3. There are a few matters that I and my father don't SEE EYE TO EYE on, but we agree basically on most things.

4. "You don't suspect a man in my position, surely? Why it is preposterous!"
"It is my business to EXPLORE EVERY AVENUE," the inspector answered.
5. When James found out that his application for the job was rejected, he returned home WITH A HEAVY HEART.
6. He had been living in Switzerland, under a false name, for a few years when THE LONG ARM OF THE LAW finally caught up with him.
7. In many cultures, A BELOVED IS A TREASURE who has PEARLY TEETH, IVORY NECK, and HAIR OF GOLDEN WIRE.
8. Some of the TEETH OF THE COMB are broken.
9. The CRYING NEED of our country is education for all.
10. POPULATION EXPLOSION is a serious problem in most developing countries.
11. I saw an ad in the paper for just the car I'm looking for. I was SICK AS A DOG when they told me it had just been sold.
12. He tried to disguise the purpose of his visit, but his real intentions STUCK OUT A MILE.

Task 2: The following metaphors have become clichés through overuse in Persian. Translate them into English as in the example.

He is hard of hearing.

مثال: گوشش سنگین است.

۱. زندگی او نوعی مرگ تدریجی بود.
۲. بلافاصله پس از انتشار اولین کتاب خود اسم و رسمی بهم زد.
۳. آقای سخن سنج پا به سن گذاشته است.
۴. برای ورود به دانشگاه، احمد نهایت نیرو و تلاش خود را به کار برد.
۵. او نشان داد که این کار آنطور هم که می‌گویند کار حضرت فیل نیست.
۶. از دید قانون همه مساوی هستند.
۷. دستش نمک ندارد.
۸. سوراخ دعا را گم کرده است.
۹. چرا دل بچه را شکستی؟
۱۰. باغ وحش را حسابی گشتیم.
۱۱. چه دروغ شاخداری!
۱۲. از تعجب شاخ درآوردم.
۱۳. با انگلیسی دست و پا شکسته‌ای حرف می‌زد.
۱۴. شوخی سرش نمی‌شود.
۱۵. باز هم اجاره‌ام عقب افتاده است.

Standard Metaphors

Any metaphor which is conventionally fixed within the lexicon of a language is called a standard metaphor. These metaphors are also referred to as stock or conventional metaphors because they are a kind of cultural deposit on a language. Examples of standard metaphors include:

Her life hangs on a thread. زندگی او به تار مویی بسته است.

Don't split hairs this much. خیلی مته روی خشخاش نگذارید. (مورا از ماست نکشید). پای حیثیت و آبروی کشورمان در این جنگ در میان است.

The honour of our country is at stake in this war.

The most satisfying procedure for translating a stock metaphor is to reproduce the same image in the TL, provided it has comparable frequency and currency in the appropriate TL register, for example:

One shouldn't play with the feelings of others.

آدم نباید با احساسات دیگران بازی کند.

Courtesy demands that we should help old people carrying heavy luggage.

ادب حکم می‌کند که به افراد مسنی که بار سنگینی را می‌کشند کمک کنیم.

Another common procedure for translating stock metaphors is to replace the SL image with another established TL image, for example:

to laugh in someone's face به ریش کسی خندیدن

jump into the lion's mouth خود را توی دهن افعی انداختن

to put one's card on the table دست خود را رو کردن

Other procedures to which we have made a reference before also apply to the translation of standard metaphors and will be practised here. Examples of stock metaphors are legion. In this unit, we have tried to introduce those which are specially popular in English and Persian at the present time. Obviously some of them overlap with cliché metaphors.

Task 1: Reproducing an identical image for each of the following English metaphors, translate them into Persian as in the example.

Example: She couldn't see fear in my eyes.

ترس را در چشمان من نمی‌دید.

1. The pain flowed into the young soldier's body again.
2. He was dragged out of his reverie with a violent jerk.
3. Age is my alarm clock.
4. The pain died down again.
5. The information is then inscribed on our memory.

6. Our personality is moulded by schooling.
7. A kidnapping is a kidnapping whether the child be hidden by a vindictive parent or by a stranger. To split hairs over these cases being civil or criminal offences is unworthy of us all.
8. Galileo got into trouble.
9. John had left the door open like the mouth of a dead man.
10. A ray of sunlight broke upon my life.
11. My thoughts were numbed.
12. The room was paradise for them.
13. He has the wild stag's foot.
14. A horrible pang of terror went through him.
15. I can't bear that iron voice.
16. Nothing widens one's horizons like having friends.

Task 2: Reproducing an identical image for each of the following Persian metaphors, translate them into English as in the example.

مثال: شراره روح شیری در ته چشمانش می درخشید.

In the depth of her eyes burned a spark of the spirit of evil.

۱. می خواستم روح خودم را در کالبد او بدمم.
۲. خودش را به دست ناامیدی سپرده بود.
۳. از بس حرف زد سر مرا برد.
۴. جلوتنفس خودم را گرفتم.
۵. کار ما نیست شناسایی رازگل سرخ.
۶. تنها مرگ است که دروغ نمی گوید.
۷. زندگی بال و پری دارد با وسعت مرگ.
۸. مثل سگ زندگی می کند.
۹. من به جفت گیری گلها می اندیشم.
۱۰. راه از مویرگهای حیات می گذرد.
۱۱. مرگ آهسته آواز خودش را زمزمه می کرد.
۱۲. تمام شهر غرق در تاریکی بود.

Task 3: In rendering these standard metaphors into Persian, replace the SL image with another established TL image.

Example: To make all this fuss about somebody coming back unexpectedly to spend a Sunday is A STORM IN A TEACUP.

اینهمه سر و صدا راه انداختن به خاطر اینکه کسی به طور غیر منتظره برای گذراندن تعطیل یکشنبه به شهر خود آمده مصداقِ از کاهی کوهی ساختن است.

1. Her voice floated upward with THE SWEET SUMMER AIR.
2. In my opinion, this poem—so homely and spontaneous and apt and accurate—is worth a hundred FLIGHTS OF FANCY.
3. THE IRONY OF FATE took him to Alaska.
4. He knows how TO SWALLOW AN INSULT.
5. OUT OF SIGHT, OUT OF MIND.
6. Mr. Zarnavaz never travels by air. He says that it MAKES his HAIR STAND ON END when he looks down at hundreds of feet of empty air.
7. The mist was A BLANKET OVER THE CITY.
8. She was AN ANGEL OF HELL.
9. He was no more than A LIVING CORPSE.
10. He is A MAN OF LETTERS.
11. She wore A SUNNY SMILE.
12. They BURIED their HEAD IN THE SAND LIKE AN OSTRICH.
13. He never visits those places that he calls SINKS OF INIQUITY.
14. Jane is a good example of AN OMNIVOROUS READER.
15. She has kept it as A DARK SECRET.
16. He WOLFS his FOOD.
17. I'LL BE HANGED IF I'LL SIGN.
18. HE WAS THE SCAPEGOAT.

Task 4: In rendering the following standard metaphors into English, replace the SL image with another established TL image as in the example.

It looks like rain.

مثال: هوا خیال باریدن دارد.

۱. برنامه مسافرت آنها به خارج هنوز پا در هواست.
۲. مینا نور چشم پدرش است.
۳. دمار از روزگار زن و بچه هایش در آورده است.
۴. درست است که ما باخته ایم ولی زانوی غم در آغوش گرفتن فایده ای ندارد.
۵. پا روی دم مار نگذار. (درد سر نتراش).
۶. دل خود را خالی کردم.
۷. آنها تمام ساده لوحی یک قلب را با خود به قصر قصه ها بردند.
۸. و نپرسیم که فتاره اقبال کجاست.
۹. همه احمقها به ریشم می خندیدند.
۱۰. شاید من منظورم را برای شما روشن نکرده ام.
۱۱. او تا مغز استخوان فاسد است.
۱۲. اگر عqlم رسیده بود.

۱۳. جوابِ سر راست می خواهم.

۱۴. آدم کاملاً خشکی است.

۱۵. رشته افکارم را پاره کردند.

Task 5: Translate the following sentences from one language into the other by changing the metaphors to similes but retaining the images.

Example: Life the hound

Equivocal

Comes at a bound

Either to rend me

Or to befriend me.

زندگی مثل سگ تازی

مرموز است.

وقتی خیز برداشت

یا می درد

و یا می لیسد.

1. The coast was only a long green line.
2. The three men were corpse.
3. I was listening to the insect voice of the clock.
4. The voice from the engine nagged at his ears.
5. The moon was a ghostly galleon tossed upon stormy seas.

۶. او یک دسته گل تر و تازه بود.

۷. دهانم تلخ شده بود و طعم ته خیار را می داد.

۸. می توانم فکر او را بخوانم.

Task 6: In translating the following metaphors, replace them by similes (or metaphors) plus sense in the TL.

Example: He is a fox.

مثل روباه حیله گر است.

1. He is a Croesus.
2. People were disgusted with the Stalinistic trials.
3. There floated the faint sounds of children.
4. No other name would suit her so well.
5. He has the wild stag's foot.

۶. دوستی او، دوستی خاله خرسه بود.

۷. کارش خَرکی بود.

۸. او حاتم طایی است.

۹. او حافظه خرگوش دارد.

۱۰. احمد به خیالش لقمان حکیم است.

Task 7: Another method to be used in translating metaphors is to convert them to sense, that is, translate literally. Consider, for instance 'دلم' which can be translated as 'I feel sorry for her'. Below are other metaphors like this in Persian where the conversion of metaphor to sense is common. We have suggested some sense or literal meaning for each. Read and compare them.

۱. دل و روده ماشین را در آوردند. They took the car to pieces.
۲. اهل دود نیستم. I don't smoke at all.
۳. کاسه صبرم لبریز شده است. My patience is exhausted.
۴. مونمی زند. It is the perfect fit.
۵. نگذاشتیم که آبروی او به باد برود. We saved her reputation.
۶. پیش پای شما رفتند. They left before you arrived.
۷. او را به دردسر انداختند. They got him into trouble.
۸. پا روی حق نباید گذاشت. One must be fair.
۹. یکی از آشنایان توی جلدش رفت. A friend seduced him.
۱۰. شوخی را کنار بگذار. Try to be serious for a change.

Now, as homework, take any English text which is relatively long and for which there is a dependable Persian translation available to you—like *The Old Man and the Sea*. Read both versions and compare them. Can you detect any metaphorical expressions in the SL which are converted to sense in the TL? Discuss your findings with your peers in class.

Deletion: We have already mentioned in this unit that if a metaphor is redundant and serves no practical purpose, it can be deleted, together with its sense component, provided the SL text is not authoritative or 'expressive'. A deletion of metaphor can be justified empirically only on the ground that the metaphor's function is being fulfilled elsewhere in the text (Newmark, 1988b, p. 91). Here are some examples of Deletion in the English versions:

۱. سر ماه کرایه را خواهم پرداخت. At the beginning of the month I will pay the rent.
۲. حرف‌های پدرم در دلم نشست. My father's words impressed me favourably.
۳. دستش نمک ندارد. She never gets any gratitude.
۴. دماغش چاق است. He is quite healthy and prosperous.
۵. گوشش به این حرفها بدهکار نیست. She takes no heed.

Same Metaphor Combined With Sense: The last procedure recommended by Newmark for the translation of stock metaphors is to transfer same metaphor combined with sense. For example, 'The tongue is fire', transferred as 'زبان آتش است', may not be understood by the readers. So, the translator can add an explanation such as 'آتش مخرب است، آنچه می‌گوییم مخرب است' to ensure that the metaphor will be understood. Thus, the metaphor plus sense will be: 'زبان آتش است، آتش مخرب است، آنچه می‌گوییم مخرب است'.

Another example is the frequently used English metaphor 'life the hound' which we have seen before in its full form. Now, translated into Persian through the method in question, we will have: 'زندگی سگ است. گاه دست'.

‘را می لیسد، گاه پا را گاز می گیرد.

Here is another English metaphor: ‘He is an elephant’. Can you suggest a Persian equivalent for it? Culturally, the speakers of English attribute a strong memory to an elephant. They believe that ‘an elephantine memory’ is an extremely reliable one. But for Persians, such a metaphor does not make sense. Therefore, a Persian translator will have to resort to metaphor plus sense if his readers are to understand his translation, thus:

او فیل است، هرگز فراموش نمی کند. He is an elephant.

If you are interested in discovering some more instances of this type of rendering metaphors, you may examine and compare the SL and the TL versions of some appropriate translated texts of your own choice.

Original Metaphors

“A newly discovered metaphor shines like a jewel in a drab vocabulary.”

(Sir Ernest Gowers, *Plain Words*)

The effectiveness of a metaphor depends on its novelty. Authors, journalists, and newscasters strive to create interesting new metaphors. These are usually known as original metaphors and “go beyond the ordinary conceptual systems of the speakers.” (Chavoshi, 1988, p. 129) Such metaphors are all new, fresh, and live, and, unlike stock or standard metaphors, are not fixed within the lexicon of a language. They are imaginative, fanciful, and creative.

When Sepehri (1979) ingeniously makes ‘loneliness’ press its ‘face’ against the windowpane in his well-known *The Sound of Water’s Footsteps*, and says, ‘گاه تنهایی صورتش را به پس پنجره می چسباند’, or, when the ‘garden’ is taken to the ‘hospital’ and is said ‘باغچه را می شود به بیمارستان برد’, they are in fact introducing original and imaginative images into the Persian language never heard before.

Original metaphors are rarely in contrast in English and Persian. Obviously, then, the most appropriate procedure for their translation is to reproduce the same image in the TL as in:

من در این خانه به گمنامی نمناک علف نزدیکم.
من صدای نَفَس باغچه را می شنوم
و صدای ظلمت را، وقتی از برگی می ریزد.
و صدای سرفه روشنی از پشت درخت،
عطسه آب از هر رخنه سنگ،
چکچک چلچله از سقف بهار.
(سپهری، صدای پای آب)

In this house I am close to the wet loneliness of grass

I hear the sound of gardens breathing
the sound of the darkness raining from a leaf
the light clearing its throat behind the tree
the sneeze of water from every crack of a rock
the whisper of the swallow from spring's rooftop.

(Translated by: Farzan, 1977)

Task 1: The following short texts include some original metaphors in English. Translate the texts into Persian reproducing the same images as those in the SL.

1. a forest of fingers
2. The past was dead.
3. The black panic took hold of him.
4. There are three things that are brothers: the fish and my two hands.
5. We do not have to try to kill the stars.
6. The moon runs away.
7. I am as clear as the stars that are my brothers.
8. A ton of enforced silence was dumped on Mr. Eaton.
9. The mist took pity on the fretted structures of earlier generations.
10. factories with stingy and sooted windows
11. Moonlight seeped into the room impalpably.
12. the screaming headlines of the papers

Task 2: Here is a short poem with some original images entitled *City Man* (Farzan, 1977, p. 26). Translate it into Persian.

City Man

He walked
twenty-four blocks
street lights peeped
into his pockets
high buildings
shoehorned him on

All night not even
a one-eyed window
called his name
At two A.M.
he walked back home
hand in hand with a
drunk moon.

Task 3: Below, you will find some extracts from Sepehri's *The Sound of Water's Footsteps* which include exceptionally imaginative images. Try to translate them into English reproducing the same images as the ones in the Persian version. See the example.

مثال: من مسلمانم
 قبله‌ام یک گل سرخ
 جانمازم چشمه، مهرم نور.
 دشت سجاده من
 من وضو با تپش پنجره‌ها می‌گیرم
 در نمازم جریان دارد ماه، جریان دارد طیف.

I am a Moslem
 my Mecca is a red rose
 my prayer-spread the stream, my holy clay the light
 my prayer-rug the field
 I do ablutions to the rhythm of
 the rain upon the windowpane
 In my prayer runs the moon, runs the light.

۱. گاه تنهایی، صورتش را به پس پنجره می‌چسبانید.
 شوق می‌آمد، دست در گردن حس می‌انداخت
 فکر بازی می‌کرد.
۲. من به مهمانی دنیا رفتم:
 من به دشت اندوه،
 من به باغ عرفان،
 من به ایوان چراغانی دانش رفتم.
۳. چیزها دیدم در روی زمین:
 کودکی دیدم، ماه را بو می‌کرد
 قفسی بی در دیدم که در آن، روشنی پرپر می‌زد
 نردبانی که از آن، عشق می‌رفت به بام ملکوت
 من زنی را دیدم، نور در هاون می‌کوبید.^۱

۱. برای ترجمه انگلیسی این مطالب به فرزانه (۱۳۵۶) رجوع کنید.

Unit 14

Metaphorical Expressions (III)

Introduction

In dealing with figures of speech and their translation, we have been concerned with similes and metaphors so far because they are probably the most basic figures in English and Persian—or in any language. And we have made the distinction between them fairly clear. But we must also make a number of other distinctions in dealing with figurative language. There is, for example, personification, hyperbole, allegory, synecdoche, metonymy, and some others. These distinctions are useful in discourse analysis and will help you in both comprehension and translation. Again, it must be emphasized that in whatever form figurative language appears, be it poetry, prose, or ordinary speech, it is an integral part of the language; it is not ornamental but functional.

The figures in question are a bit different from one another but they all have their places in effective speaking and writing. You will realize that at times figures overlap and a single expression can be two or three figures of speech at once. The reason for this fusion is that all figures are basically so very much the same. They all have their root in the principle of association. The point is that your use of language will be enriched if you understand figures and appreciate their power. The aim of this unit is to illustrate, though very briefly, some of these figures both from English and Persian so that you can make them a part of your lives and daily expression.

Allegory

An allegory is really a metaphor that has been expanded into story form. The story has a meaning which is implied but never stated (Kayeum, 1963). As an example consider Rumi's the well-known opening lines of *Masnavi* followed by a free translation of them by Farzan (1977):

از جداییها شکایت می‌کند	بشنو از نی چون حکایت می‌کند
از نفیرم مرد و زن نالیده‌اند	کز نیستان تا مرا بیریده‌اند
.....
جفت بد حالان و خوشحالان شدم	من به هر جمعیتی نالان شدم
از درون من نجست اسرار من	هرکسی از ظن خود شد یار من
لیک چشم و گوش را آن نور نیست	سر من از ناله من دور نیست

Listen to the reed-pipe
playing the music
of its solitude;

Ever since I was separated
from the reed-field
I have cried.

.....
I became the company
of every gathering
I became the friend
of every person—or that is what he thought!
Nobody sought the secret of my soul.

My secret is my cry
but nobody listened.
No one looked beyond
his own skin and bone.

A different translation of the first two lines in rhyme appears as the following couplet in Kayeum (1963):

Hear the tale of a reed forlorn,
Of pangs that severed a tune was born.
Of the marsh, where I was shorn,
Of my shrieking, mortals mourn.

The tale of the cut-off reed-pipe is told in such a way that the reader reads between the lines the story of man's creation and his banishment from heaven.

Another example of allegorical writing which is also taken from the *Masnavi* for you to practise is the following frequently quoted parable. Have you ever heard of the men who had never seen an elephant before and who attempted to describe the animal in the dark? The tale reads as follows:

پیل اندر خانه تاریک بود	عرضه را آورده بودندش هنوز
از برای دیدنش مردم بسی	اندر آن ظلمت همی شد هرکسی
دیدنش با چشم چون ممکن نبود	اندر آن تاریکیش کف می‌بسود
آن یکی را کف به خرطوم افتاد	گفت همچون ناودان است این نهاد
آن یکی را دست بر گوشش رسید	آن برو چون بادبزن شد پدید
آن یکی را کف چو بر پایش بسود	گفت شکل پیل دیدم چون عمود

آن یکی بر پشت او بنهاد دست گفت خود این پیل چون تختی بدست
 همچنین هریک به جزوی که رسید فهم آن می کرد هرجا می شنید
 از نظرگه گفتشان شد مختلف آن یکی دالش لقب داد این آلف
 در کف هر یک اگر شمع بُدی اختلاف از گفتشان بیرون شدی

The Hindus had placed an elephant
 In a room as dark as could be.
 Many people came to feel it,
 For they were full of curiosity.

The hand of one fell on its trunk.
 "It's like a waterpipe," said he.
 Another's hand fell on its ear,
 "No, it's a fan, most definitely."

The third one cried, "It's a pillar!"
 Handling the foot up to the knee.
 Said the fourth, patting its back,
 "It's a throne, I must disagree!"

Each described the part he touched
 For the whole, no one could see.
 If each were to hold a candle,
 They surely would come to agree.

(Kayeum, 1963)

Apostrophe

Apostrophe is a form of address in which things are spoken to directly as though they were persons, the dead as though they were living, and the absent as though they were present. In Persian poetry, apostrophe is used to arouse powerful feelings or strong emotions as in:

ای آبشار نوحه گر از بهر چیستی
 چین بر جبین نهاده در اندوه کیستی
 دردت چه درد بود که چون من تمام شب
 سر را به سنگ می زدی و می گریستی

Oh, waterfall, minstrel of mournful melody, tell why!
 For whom do the furrows on your troubled brow lie?

What was your agony? Why did you as I,
Dash your head against the rocks all night and cry?

(Kayeum, 1963)

An example from English poetry is the following in which Wordsworth apostrophized John Milton in the sonnet beginning:

"Milton! thou should'st be living at this hour."

Following are some apostrophes in Persian to be translated into English.

۱. ای گنبد گیتی، ای دماوند
۲. جهاننا چه دادی که او را گرفتی به اشکم نشاندی و دریا گرفتی
۳. خیز 'سامی' که گل از باغ به بازار آمد از کتابت گل بی خار دگر بار آمد
۴. شهر من، شیراز من، شهر سخن شهر غمها، شهر شادیهای من

Hyperbole

Hyperbole is the use of exaggerated statements made for effect and not intended to be taken literally. We use this figure almost too often in our daily speech as well as some poetical works. Metaphors of this kind are used for the sake of emphasis and humour as in:

- We died laughing. از خنده روده بر شدیم.
waves as high as Everest امواجی به بلندی اورست
They searched the house inch by inch. وجب به وجب خانه را گشتند.

Persian poetry is extremely rich in exaggeration. Ferdowsi, for instance, is a master of hyperbole. In *Shahnameh*, he depicts a battle scene full of storm and fury wherein the horses' hoofs send so much dust to the sky that earth is left with six layers while the seven levels of the heaven are increased to eight:

The hoofs of the stallions in the desert vast and dry,
Made the seventh layer of the earth fly as dust to the sky.

(Kayeum, 1963)

Can you recall the original Persian lines? If not, ask your teacher or a friend.

Translation Task: The following hyperbolic texts were found in English and Persian writings. Try to translate them into the required TL.

1. I cried blood.
2. They are poles apart.
3. Sally is a block of ice.
4. This story is as old as time.
5. He works from sunrise to sunset.

۶. در همان امیرآباد خودمان توی هر درخت نارون یک خروار جیک جیک بود.
(سپهری، نامه‌ها)
۷. دلم برایش سوخت.
۸. ترا دوست خواهم داشت تا زمانی که دریاها بخشکند.
۹. زمیهمان خیال تو شرمسارم از آنک جز آب چشم و کباب جگر مهتا نیست
۱۰. از بس حرف زد گوشم گر شد.

Metonymy

Metonymy is defined as the use of the name of one thing for that of another associated with or suggested by it. For example, when we hear on the news that "The White House has decided to ...", we understand that 'The President or the U.S. Government has decided to ...'. Or, when we speak of 'an author's powerful pen' (قلم توانای نویسنده), we really mean his writing. Likewise, when it is said that 'اشتها زیر دندان است' what is actually meant is that appetite develops as one eats.

Task 1: Discuss the metonymy in each of the following expressions and translate them into the required TL.

1. They have just bought a Ford.
2. He sold his Picasso to the museum.
3. The samovar is boiling.
4. The students are reading Shakespeare.
5. Mr. Brown keeps a good table.

۶. تا کسبها اعتصاب کرده‌اند.
۷. دانشگاه با تقاضای او موافقت کرد.
۸. آقای زرنواز به میز خود چسبیده است.
۹. لااقل به ریش سفید او احترام بگذارید.
۱۰. تهران جواب سازمان ملل را داد.

Synecdoche

Synecdoche is a figure of speech in which a part or individual is used for a whole or class, or the reverse of this. When we say: "He is the head of the department," head is a part of human body that stands for a person. Or, when we say: "Tehran won the game by three to one," 'Tehran' is the whole which stands for the part, i.e., 'Tehran football team'.

In the lines below, Sa'di uses 'hand' for a 'person':

خدایی که بالا و پست آفرید زیر دست هر دست، دست آفرید

Since God both the high and low has created,
Each high hand below a higher one is fated.

(Kayeum, 1963)

Other examples of synecdoche are introduced in the following task.

Translation Task: Discuss the synecdoche in the following sentences and translate them from and into English.

1. We are in need of some new blood in this college.
2. There wasn't a sail in sight.
3. There were some good heads in this university.
4. Buckingham Palace has denied the rumours.
5. He was appointed by the crown.
6. She has usually a hand at home when she has guests.

۷. جگرم خون شد.

۸. کله‌اش چرخ خورد.

۹. اگر منزل تشریف بیاورید نان و پنیر پیدا می‌شود.

۱۰. فرار مغزها یکی از مشکلات کشورهای جهان سوم است.

Personification

Personification is a figure of speech in which a thing, quality, or idea is represented as a person. In English, a ship is personified by referring to it as 'she'. Or when we say 'the leg of the table', we have conceptualized the table in human terms. In the sentence, 'The riot was reported in the newspapers with SCREAMING HEADLINES.', 'headlines scream' as if they were human. In the following sentence in Persian, 'religion' speaks to us as a person:

Our religion tells us not to drink wine. 'دین به ما می‌گوید شراب نخورید.'

Translation Task: The following sentences contain some forms of personification. Translate them into the appropriate TL.

1. No steam engine can brag of such efficiency.
2. The orchard is situated at the foot of the mountain.
3. Life has cheated us.
4. I felt angry, but her smiles disarmed me.
5. Inflation is eating up our salaries.
6. Strange noises were heard from the heart of darkness.

۷. ترس بر ما مستولی شد.

۸. رود از پای صنوبرها، تا فراتر می‌رفت.

۹. نردبان از سر دیوار بلند، صبح را روی زمین می‌آورد.

۱۰. گاه تنهایی، صورتش را به پس پنجره می‌چسبانید.

۱۱. دست جادویی شب، در به روی من و غم می‌بندد

می‌کنم هر چه تلاش، او به من می‌خندد

۱۲. نقاشی از آن کارهاست. پوست آدم را می‌کند. و تازه طلبکار است. ولی نباید به نقاشی

روداد، چون سوار آدم می‌شود. من خلیها را دیده‌ام که به نقاشی سواری می‌دهند. باید

کمی مسلح بود، و بعد رفت دنبال نقاشی. گاه فکر می‌کنم شعر مهربانتر است.

(سپهری، نامه‌ها)

Key to *Some Exercises*

Unit 1

Exercise 1 (p. 31)

- | | |
|--------------------------|------------------------------|
| 1. ad hoc committee | کمیته موقت |
| 2. supply and demand | عرضه و تقاضا |
| 3. weak tea | چای کم رنگ |
| 4. read a paper | ارائه یا خواندن مقاله |
| 5. more or less | در حدود؛ تقریباً |
| 6. civil engineering | مهندسی عمران |
| 7. restorative food | غذای مقوی |
| 8. adopted son | پسر خوانده |
| grow up | بزرگ شدن |
| hope and fear | بیم و امید |
| 9. The Glorious Quran | قرآن مجید |
| 10. put into circulation | به جریان انداختن (تمبر؛ پول) |
| to the memory of | به یاد بود |
| imposed war | جنگ تحمیلی |

Exercise 2 (p. 31)

- | | |
|-----------------------|---------------------------|
| 1. hue and cry | سروصدا؛ قیل و قال |
| 2. law and order | نظم و ترتیب |
| 3. deaf-and-dumb | کر و لال |
| 4. bread and butter | نان و پنیر؛ وسیله معاش |
| 5. take the trouble | ارزش زحمت (چیزی را) داشتن |
| 6. sooner or later | دیر یا زود |
| 7. hard and fast | سفت و سخت؛ لازم الاجرا |
| 8. at home and abroad | در سفر و حضر |
| 9. open to the public | ورود برای عموم آزاد است |

با تمام وجود؛ جسماً و روحاً؛ مالاً و جاناً

10. body and soul

Exercise 3 (p. 32)

- | | |
|-----------------------------|---------------------|
| 1. bedcover | روتختی |
| 2. commit murders | مرتکب قتل شدن |
| 3. race course | میدان مسابقه |
| 4. counterattack | پاتک؛ ضد حمله |
| 5. spinal cord | نخاع شوکی؛ مغز حرام |
| 6. chamber of commerce | اتاق بازرگانی |
| 7. capital punishment | مجازات اعدام |
| 8. wide open | باز باز؛ کاملاً باز |
| 9. restore to health | شفا یافتن |
| 10. not in a thousand years | صد سال آژگار |

Exercise 4 (p. 32)

- | | |
|-----------------------|--------------------|
| 1. headwaiter | سرپیشخدمت |
| 2. software | نرم افزار |
| 3. buttonhole | جا دکمه |
| 4. administer justice | اجرای عدالت |
| 5. sound mind | عقل سالم |
| 6. no admittance | ورود ممنوع |
| 7. mutual friend | دوست مشترک |
| 8. do damage | خسارت زدن |
| 9. attend a meeting | در جلسه حضور یافتن |
| 10. heatstroke | گرمزدگی |
| 11. divine compassion | رحمت الهی |
| 12. charter flight | هواپیمای دريست |

Exercise 5 (p. 33)

- | | |
|-----------------------|----------------------------------|
| 1. in black and white | (Yes) به صورت نوشته؛ به طور کتبی |
| 2. civil law/war | (No) قانون مدنی؛ جنگ داخلی |
| 3. gain/net weight | (No) چاق شدن؛ وزن خالص |
| 4. back/down to earth | (Yes) واقع بین؛ واقع گرایانه |
| 5. zebra crossing | (Yes) محل عبور عابر پیاده |
| 6. tuition fee | (No) شهریه |
| 7. solar year/energy | (No) سال شمسی؛ انرژی خورشیدی |
| 8. long-distance call | (No) تلفن راه دور |

9. foster child/son

(No) بچه سرراهی

10. red tape/herring

(Yes) کاغذبازی (بوروکراسی)؛ نکته انحرافی

Exercise 6 (p. 33)

- | | |
|------------|---------------|
| 1. socks | 13. lightning |
| 2. brush | 14. thread |
| 3. windows | 15. fiction |
| 4. thin | 16. found |
| 5. sound | 17. on |
| 6. chairs | 18. gold |
| 7. go | 19. demand |
| 8. don't's | 20. fortune |
| 9. bottom | 21. forget |
| 10. legs | 22. duchess |
| 11. down | 23. poetry |
| 12. out | 24. night |

Exercise 7 (p. 33)

1. achieve an aim/a success
2. acknowledge receipt of a letter/defeat
3. acquire knowledge
4. set the table
5. call a doctor/a taxi
6. cast a vote/a glance at something
7. collect data/taxes
8. cross a cheque/the sea
9. desert a friend/one's country
10. direct one's attention to something/a play
11. draw money from the bank/a conclusion
12. find a solution/fault
13. follow someone's example/a fashion
14. gain knowledge/weight
15. grant a request/a permission
16. deliver a lecture
17. deposit money in a bank
18. pay attention
19. take a seat
20. make money

Exercise 8 (p. 35)

- | | |
|---------------------------|-------------------------|
| 1. have an interest | علاقه داشتن |
| 2. hold one's breath | نفس خود را حبس کردن |
| 3. keep a promise | به قول خود وفا کردن |
| 4. lay the table | میز چیدن |
| 5. lose one's temper | عصبانی شدن |
| 6. make a speech | سخنرانی کردن |
| 7. make a profit | سود بردن |
| 8. open fire (at someone) | (به سوی کسی) شلیک کردن |
| 9. pass a judgement | قضاوت کردن |
| 10. pay a visit | به دیدار کسی رفتن |
| 11. place an order | سفارش دادن |
| 12. raise a question | سؤال مطرح کردن |
| 13. receive guests | از مهمانان پذیرایی کردن |
| 14. resist temptation | وسوسه نشدن |
| 15. restore law and order | بازگرداندن نظم و قانون |
| 16. tell the truth | حقیقت را گفتن |
| 17. commit a crime | مرتکب جنایت شدن |
| 18. lead the way | راه را نشان دادن |
| 19. observe silence | سکوت را مراعات کردن |
| 20. save money | پول ذخیره کردن |

Exercise 10 (p. 36)

- | | | | | |
|----------|----------|---------|-----------|----------|
| 1. pitch | 2. icy | 3. wide | 4. stone | 5. paper |
| 6. fast | 7. brand | 8. bone | 9. bitter | 10. dead |

Exercise 12 (p. 37)

- | | | | | | |
|-------|-------|-------|-------|-------|-------|
| 1. a | 2. c | 3. b | 4. a | 5. d | 6. a |
| 7. c | 8. b | 9. c | 10. c | 11. d | 12. d |
| 13. a | 14. d | 15. a | | | |

Exercise 13 (p. 38)

- | | | |
|--------------------|--------------------|----------------------|
| ۳. هیأت امتحان | ۲. یک دست ابزار | ۱. نور بالا |
| ۶. گرمزدگی | ۵. قالب صابون | ۴. ذخایر مس |
| ۹. دستگاه رادیو | ۸. دولت ائتلافی | ۷. بیم و امید |
| ۱۲. چوب پرده | ۱۱. کمیته ترفیع | ۱۰. مسابقه تسلیحاتی |
| ۱۵. اتحادیه کارگری | ۱۴. هنر پیشه سینما | ۱۳. خط مشی سیاسی حزب |

Exercise 14 (p. 39)

- | | |
|-------------------------|------------------|
| 1. heavy accent | لهجه غلیظ |
| 2. solar system | منظومه شمسی |
| 3. white lie | دروغ مصلحت‌آمیز |
| 4. spare parts | لوازم یدکی |
| 5. civil law | قانون مدنی |
| 6. sound mind | عقل سالم |
| 7. restorative medicine | داروی مقوی |
| 8. rancid butter | کره فاسد |
| 9. barren land | زمین بایر |
| 10. general elections | انتخابات عمومی |
| 11. open letter | نامه سرگشاده |
| 12. weak points | نقاط ضعف |
| 13. return ticket | بلیط رفت و برگشت |
| 14. runaway inflation | تورم افسارگسیخته |
| 15. cold war | جنگ سرد |

Unit 2

Expansion 2 (p. 42)

- | | |
|------------------------|--|
| in no time | فورا؛ سریع |
| times without number | پی در پی؛ به طور مکرر |
| take your time | عجله نکن |
| out of the blue | غیرمنتظره |
| the other day | چند روز قبل |
| it was high time | وقت آن رسیده است که |
| when the time was ripe | در وقت مناسب |
| for the time being | در حال حاضر؛ عجلتاً |
| in the short/long run | در کوتاه/دراز مدت |
| time alone will tell | آینده معلوم می‌کند |
| one of these days | به همین زودیها؛ در آینده‌ای نه چندان دور |
| at the eleventh hour | در آخرین لحظات |
| once in a blue moon | خیلی بندرت |
| every now and then | هر از گاهی |

work against the clock
tomorrow week
at your earliest convenience

بکوب کارکردن
هشت روز از حالا؛ یک هفته از فردا
در اولین فرصت مناسب

Contextualization (p. 43)

1. ahead of time
2. pressed for time
3. hard times
4. at one time
5. kill time
6. before my time
7. in the nick of time
8. keep up with the times
9. make time
10. at the same time

زودتر از موقع مقرر
وقت کافی نداشتن
روزگار سخت
روزگاری
وقت کشتن
قبل از آمدن من
سر بزنگاه؛ در آخرین لحظه
با زمان وفق دادن
وقت کردن؛ وقت پیدا کردن
در عین حال

Communication 2 (p. 44)

a night owl
had a night out
hardly had a minute to call my own
a night on the town
keep regular hours
the small hours
an unearthly hour
have my moments
on the spur of the moment
at any moment

شب زنده دار
شب را به تفریح و خوشی گذراندیم
یک لحظه هم وقت استراحت نداشتم
شب خوش و دور از خانه
ساعات خواب مرتب داشتن
ساعات بعد از نیمه شب
بی موقع؛ وقت نامناسب
گاهی هم جز این بوده (ترس هستم)
در سر بزنگاه؛ در لحظه حساس
هر آن؛ هر لحظه

Usage (p. 45)

1. stated time
2. take time by the forelock
3. in due time
4. call it a day
5. overdue
6. days on end

وقت اعلام شده
بدون معطلی دست به کار شدن
در موقع مناسب
برای امروز کافیه؛ تمامش کنیم
دیر؛ عقب افتاده
چند روز متوالی

- | | |
|--------------------|-------------------|
| 7. round the clock | بیست و چهار ساعته |
| 8. out of date | کهنه شده؛ قدیمی |
| 9. well-timed | بموقع؛ بمورد |
| 10. at odd times | وقت و بی وقت |

Find Equivalents (p. 46)

۱. فرصت غنیمت است نباید ز دست داد.
۲. دیر رسیدن بهتر از هرگز نرسیدن است.
۳. کوزه بودش آب می نامد به دست آب را چون یافت خود کوزه شکست
۴. چون توانستم ندانستم چه سود چون بدانستم توانستم نبود (شیخ عطار)
۵. زمان گذشته نباید به بر.
۶. کنون باید این مرغ را پای بست نه آندم که سر رشته بردت ز دست (سعدی)
۷. گویند که هر چیز بهنگام خوش است.
۸. تا تنور گرم است نان را بجسبان.
۹. نوشدارو بعد از مرگ سهراب.
۱۰. شاهنامه آخرش خوش است.
۱۱. هر سخن جایی و هر نکته مکانی دارد.
۱۲. کار امروز به فردا مفکن.

Unit 3

Contextualization (p. 49)

- | | |
|------------------------------------|------------------------------|
| 1. go-getter | آدم بلند پرواز؛ سمج؛ جاه طلب |
| 2. work like a horse | مثل خر کار کردن |
| 3. went the whole hog/did his best | سنگ تمام گذاشت |
| 4. goofs off | از زیر کار در می رود |
| 5. need a will of iron | اراده آهنین لازم داشتن |
| 6. fall down on | شکست خوردن |

Hard Work and Parts of Body (p. 49)

- | | |
|--|-------------------------------------|
| 1. put one's back into doing something | کمر همت بستن |
| 2. to work one's fingers to the bone | جان کندن |
| 3. to put one's best foot forward | خود را خوب نشان دادن |
| 4. put one's hand to the plough | دل به کار بستن؛ مبادرت به کاری کردن |
| 5. keep one's nose to the grindstone | یک نفس کار کردن؛ بدون توقف کار کردن |

6. Put one's shoulder to the wheel کمر همّت بستن؛ تن به کار دادن
7. get one's teeth into something توی بحر چیزی رفتن؛ دست به کار شدن
8. pull one's finger out آستین بالا زدن؛ (تنبلی را کنار گذاشتن) و کاری کردن

Communication (p. 50)

1. بهترین اندرز ندادن آن است.
2. روم یکشنبه بنا نشده.
3. تا دهن باز کرد، دسته گل به آب داد.
4. هفت کفن پوشانده.
5. هرچه خدا خواست همان می شود.
6. دهنش بوی شیر می دهد.
7. لُنگ انداختن؛ شکست را پذیرفتن
8. از این چرندیات خسته شده ام. وادارش کن که پوست کنده حرف بزند. یا اینکه وارد معامله شویم و کلک کار را بکنیم و یا اصلاً ول کنیم.
9. گم و گور شدن؛ دود شدن و هوا رفتن؛ آب شدن و زمین رفتن
10. دشنام دادن، بددهنی کردن

Perseverance and Proverbs (p. 51)

1. Practice makes perfect.
2. God helps those who help themselves.
3. No pain, no gain.
4. Actions speak louder than words.
5. All things come to him who waits.
6. Fine words butter no parsnips.
7. Never put off till tomorrow what may be done today.
8. Constant dripping wears away the stone.
9. A man of words and not of deeds is like a garden full of weeds.
10. There is no royal road to learning.

Unit 4

More Colour Expressions Contextualized (p. 55)

1. out of the blue غیرمنتظره؛ بدون اطلاع قبلی
2. red carpet علامت پذیرایی مخصوص
3. blackleg فرد اعتصاب شکن
4. give someone the green light چراغ سبز نشان دادن
5. rose-coloured spectacles عینک خوشبینی
6. born in the purple عضو خانواده سلطنتی

- | | |
|------------------------|---------------------------------------|
| 7. a black sheep | مایه سرشکستگی؛ بزگرگله |
| 8. the yellow press | مطبوعات جنجالی |
| 9. a white-collar job | کار پشت میز نشینی؛ کار اداری |
| 10. a white elephant | شیئی کم مصرف و جاتنگ کن اما گرانقیمت |
| 11. have a green thumb | دست سبز داشتن؛ استعداد پرورش گل داشتن |
| 12. brown study | عالم رؤیا و هیروت |

Expansion (p. 56)

- | | |
|-----------------------------|--------------------------------|
| 1. a red-letter day | روز مهم و یادماندنی |
| 2. the black list | لیست سیاه |
| 3. see red | عصبانی شدن؛ کفری بودن |
| 4. like a red rag to a bull | آزارنده؛ موجب خشم |
| 5. tickled pink | ذوق زده؛ هیجان زده |
| 6. have a yellow streak | بزدل و ترسو |
| 7. a bolt from the blue | از غیب؛ مثل اجل معلق |
| 8. go off into the blue | ناپدید شدن؛ آب شدن و زمین رفتن |
| 9. green with envy | از حسادت ترکیدن |
| 10. give s.b. a black look | با خشم به کسی نگاه کردن |

Some Colourful Proverbs (p. 57)

۱. دیگ به دیگ میگو روت سیاه.
۲. شب گریه سمور می نماید.
۳. مرغ همسایه غاز است.
۴. پیامی است از مرگ موی سفید.
۵. خون را با خون نمی شویند.
۶. پایان شب سیه سفید است.

Unit 5

***Dārā and Nadār* (pp. 58-59)**

- | | |
|---|----------------------------------|
| keep the wolf from the door | نان بخور و نمیری گیر آوردن |
| living from hand to mouth/a hand-to-mouth existence | |
| | دست به دهان زندگی کردن |
| have an easy time of it | دستش به دهانش می رسد |
| in the lap of luxury | در ناز و نعمت |
| keep one's head above water | گلیم خود را از آب بالا کشیدن |
| make ends meet | خرج و دخل را در توازن نگاه داشتن |

be rolling in it	تو پول غلت زدن
not have a penny to one's name	آهی در بساط نداشتن
them and us!	آن کله گنده ها و ما فقیر فقرا!
well-to-do	بسیار ثروتمند
go from rags to riches	از صفر به همه چیز رسیدن
feel the pinch	در تنگنای مالی قرار گرفتن؛ دچار بی پولی شدن
well-off	ثروتمند
not have two pennies to rub together	دیناری در بساط نداشتن
in Queer Street	آس و پاس؛ مفلس بودن
make a pile	بار خود را بستن؛ پول هنگفتی به جیب زدن
strike it rich	ناگهان پول و پله ای به هم زدن
down and out	بی خانه و کاشانه؛ آسمان جل؛ آس و پاس
be in the money	در پول غلت خوردن
have money to burn	پول از بارو بالا رفتن؛ بی پروا خرج کردن
Money does not grow on trees.	پول که علف خرس نیست.

Expansion and Communication: A. (p. 59)

- | | |
|------------------------------|--------------------|
| 1. living from hand to mouth | 3. in Queer Street |
| 2. going from rags to riches | 4. money to burn |

C. (p. 60)

- | | |
|--|---------------------------------|
| 1. money well spent | پولی که هدر نرفته |
| 2. spend money like water | مثل ریگ پول خرج کردن |
| 3. ready money | پول نقد |
| 4. put one's money on something | بر سر چیزی شرط بستن |
| 5. give someone a good run for her money | رقابت شدید به وجود آوردن |
| 6. money for jam | پول بادآورده؛ پول بی درد سر |
| 7. be in the money | پول پارو کردن؛ ثروتمند شدن |
| 8. Money burns a hole in his pocket. | پول تو دستش بند نمی شود. |
| 9. do not coin money | پول چاپ نکردن (پول چاپ نمی کنم) |
| 10. pin money | پول خرده خرجی |

In Search of Fortune (pp. 61-62)

- | | |
|----------------|------------------------|
| on easy street | در رفاه؛ در ناز و نعمت |
|----------------|------------------------|

make money out of a shoestring	از هیچ به همه چیز رسیدن
The streets are paved with gold.	از در و دیوار شهر پول می بارد.
not have a bean	حتی یک شاهی هم پول نداشته
sell like hot cakes	رو دست بردن؛ مثل کاغذ زوروق بردن
to pocket a tidy sum	پول خوبی تو جیب زدن
Money begets money.	پول، پول می آورد.

Proverbs Explained (p. 62)

1. Waste not, want not. قناعت توانگر کند مرد را.
2. Money can't buy everything. پول خوشبختی نمی آورد.
3. The love of money is the root of all evil. حب دنیا هست رأس هر خطا. (شیخ بهایی)
4. A friend in need is a friend indeed. دوست آن باشد که گیرد دست دوست در پریشانحالی و درماندگی
5. In for a penny, in for a pound. آب که از سرگذشت چه یک وجب چه صد وجب.
6. One cannot make an omelette without breaking eggs. بی مایه فطیر است.
7. Poverty parts friends. بی زر میسر نشود کام دوستان.
8. It never rains, but it pours. چپ و راست بد آوردن؛ وقتی که می آید پشت سر هم می آید.
9. No pain, no gain. نابرده رنج گنج میسر نمی شود.
10. Pleasant hours fly fast. عمر اگر خوش گذرد زندگی نوح کم است.

Unit 6

Expansion (p. 65)

- | | | | | |
|------------|--------|-----------|------------|---------------|
| 1. off | 2. off | 3. out of | 4. out | 5. through to |
| 6. on with | 7. off | 8. on | 9. on/upon | 10. in |

More Phrasal Verbs in Context (p. 66)

- | | |
|-----------------|----------------------------------|
| 1. look down on | با نظر حقارت نگرستن |
| 2. call off | برهم زدن؛ خاتمه دادن |
| 3. make up | سرهم کردن؛ ساختن |
| 4. stand for | علامت چیزی بودن |
| 5. get round | از زیر ... در رفتن؛ طفره رفتن |
| 6. be up to | به عهده کسی بودن؛ وظیفه کسی بودن |
| 7. break out | در گرفتن |

- | | |
|-------------------|---------------------------|
| 8. account for | توضیح دادن |
| 9. put someone up | به کسی موقتاً جا دادن |
| 10. let s.o down | ناامید کردن |
| 11. put off | توی ذوق کسی زدن |
| 12. get over | فائق آمدن؛ حل کردن (مشکل) |
| 13. take down | یادداشت کردن |
| 14. bring up | مطرح کردن |
| 15. put up with | تحمل کردن |

Guess the Idiom (p. 67)

- | | | |
|---------------------------|---------------------|----------------------|
| 1. pass for | 2. cut in | 3. drop someone off |
| 4. fit in with | 5. play sth. down | 6. do with |
| 7. die down | 8. be/go after sth. | 9. see sb. off |
| 10. fool around with sth. | 11. get sth. across | 12. make up for sth. |

Unit 7

Analysis (p. 71) Example: a dark horse

1. be unable to say 'boo' to a goose
2. have other/better fish to fry

تودار؛ مرموز؛ آب زیر کاه
کمرو؛ بزدل؛ بسیار ترسو

3. have butterflies in one's stomach
4. chicken out
5. have a bee in one's bonnet
6. The cat's got one's tongue.
7. a horse of another/different colour
8. talking turkey

کار مهمتر داشتن، لقمه چربتری را در نظر داشتن
دلهره داشتن؛ اضطراب داشتن
جاذدن

اشتغال ذهنی یا دلمشغولی داشتن؛ حساسیت داشتن
گربه زبانش را خورده؛ لال شده.
مطلبی دیگر؛ موضوع علیحده
رک و پوست‌کنده گفتن

Expansion (p. 72) Example: mutton dressed as lamb

1. the lion's share (of sth.)
2. cock-and-bull story
3. fight like cat and dog
4. a bird's-eye view
5. a rare bird
6. (be) no chicken
7. a dog in the manger

ادای جوانترها را درآوردن
سهم عمده؛ بیشترین قسمت چیزی
حکایت بی سر و ته؛ شیرو و؛ عذر بدتر از گناه
مانند سگ و گربه دعوا داشتن؛ بگو و مگو کردن
نگاه گذرا؛ بررسی اجمالی؛ چشم انداز هوایی
کم پیدا؛ گوهر نایاب
... دیگر جوان نبودن؛ سستی (از کسی) گذاشتن
آدم بخیل؛ نه خود خورد نه کس دهد ...

8. a fish out of water

وصله ناجور

9. change horses in midstream

در نیمه راه تغییر عقیده و روش دادن؛ وسط کار عقیده خود را عوض کردن

10. cook sb's goose

نقش برآب کردن؛ عقیم گذاشتن

Unit 8

Analysis (p. 77) Example: an old hand at sth

شخص کار کشته؛ خبره کار

1. see the world

سیر آفاق و انفس کردن؛ جهانگردی کردن

2. go to the school of hard knocks

در کوچه و بازار یاد گرفتن؛ نخوانده ملأ شدن

3. practice makes perfect

کار نیکو کردن از پر کردن است

4. (still) wet behind the ears

دهان کسی بوی شیر دادن؛ جوان و تازه کار

5. don't teach your grandmother to suck the eggs

لقمان را حکمت آموختن خطاست

6. as green as grass

کم تجربه و ناشی

Expansion (p. 78)

1. ب

2. د

3. ج

4. ک

5. ز

6. الف

7. ی

8. ل

9. ه

10. ط

11. و

12. ح

Unit 9

Lecturers Discuss ... (pp. 80-83)

The answer is right under your nose.

جواب مثل روز روشن است.

hit the nail on the head

درست حدس زدن؛ تو خال زدن؛ درست گفتن؛ درست نظر دادن

see eye to eye

هم عقیده بودن

have one's nose in a book

دائم سر توی کتاب داشتن؛ کرم کتاب خوانی داشتن

take the words out of sb's mouth

عین نظر کسی را گفتن؛ سخن از زبان کسی گفتن

be all thumbs

دست و پا چلفتی

make no bones about sth.

رک و پوست کنده گفتن

There is more to the matter than meets the eye.

مسأله پیچیده تر از آن است.

the matter in hand

موضوع مورد بحث

turn a blind eye

نادیده گرفتن

be unable to make head or tail of sth.

اصلاً از چیزی سر در نیاوردن

get sth. off one's chest

دق دل را خالی کردن

off hand

بی مطالعه؛ بدون آمادگی؛ فی البداهه؛ سر ضرب

tell sth. straight from the shoulder

بدون رو در بایستی حرف زدن؛ رک و راست گفتن

to earmark sth. for sth.

تخصیص دادن

take fresh heart

دلگرم شدن

eat one's heart out

غصه چیزی را خوردن

the Achilles' heel

نقطه ضعف

take heart

دلگرم شدن

talk sb's head off

(زیاد حرف زدن و) سرکسی را بردن

keep one's fingers crossed

خدا کند! خدا از دهنش بشنود!

Expansion (p. 83)

- | | | | |
|------|--------------------------------|-------|----------------------------|
| 1. P | رگ خواب کسی را به دست آوردن | 8. P | شانس آوردن |
| 2. P | دل مهربان داشتن | 9. N | بی اعتنائی کردن |
| 3. N | موی دماغ؛ مزاحم | 9. N | دسته گل به آب دادن |
| 4. N | سرکیسه شدن؛ قیمت گزاف پرداختن | 9. N | حفظ ظاهر کردن |
| 5. N | در کار دیگران مداخله کردن | 9. N | قیافه گرفتن |
| 6. P | جوان ولی عقل بزرگترها را داشتن | 10. P | تا دندان مسلح |
| 7. P | یک دل نه صد دل عاشق شدن | 10. P | با چنگ و دندان جنگیدن |
| 7. P | خواستگاری کردن | 10. N | بزدل |
| 8. P | دوش به دوش | 10. N | فرار را بر قرار ترجیح دادن |

Usage (p. 84) Example: I would give my right arm.

کلاهم را به آسمان می اندازم.

1. behind s.o's back

در غیاب کسی

2. have got a bone to pick with sb.

از کسی دلخور بودن؛ گله داشتن

3. put s.o's back up

گفتر کسی را در آوردن

4. keep sb. at arm's length

(به کسی) رو ندادن

5. elbow room

آزادی عمل

6. keep an eye on s.o or sth. چشم به چیزی بودن؛ مراقب کسی/چیزی بودن
7. a slip of the tongue اشتباه لپی
8. get sb's blood up عصبانی کردن؛ کفر کسی را درآوردن
9. rack one's brains به مغز خود فشار آوردن
10. at one's fingertips در کف دست؛ آماده؛ دم دست
11. have eyes in the back of one's head چهار چشمی پاییدن؛ هوشیار بودن
12. be in s.o's blood در ذات کسی بودن؛ ارثی بودن

Instruction (p. 85)

1. set to work/have one's hand full/at any rate/give up the idea
2. put the blame on s.o/keep pace with s.o/lose one's temper/drive s.o round the bend
3. roar with laughter/pull s.o's leg/shame on you/save one's face
4. be off hand with s.o/pull the wool over s.o's eyes/a pack of lies/swindle money out of s.o/play ducks and drakes with s.o
5. have a hand in sth./be talk of the town/not turn a hair/be caught out
6. be frightened out of one's wit/have one's heart in one's mouth/lose one's head/one's hair stands on end
7. have heavy heart/take words out of one's mouth/let s.o down
8. break s.o's heart/be bitter about s.o/have nothing to do with/show up
9. talk behind sb's back/have a loose tongue/love s.o from the bottom of one's heart/turn a blind eye at sb's wrongs
10. pay s.o back in his own coin/get it off one's chest/have a nerve/keep s.o at arm's length

Unit 10

Hamid and Mirza Reza (p. 89)

draw to a close	به سر رسیدن؛ تمام شدن	chartered accountant	حسابدار خبره
leave of absence	مرخصی	nerve-racking	اعصاب خردکن
mantelpiece	پیش‌بخاری	eavesdrop	استراق سمع کردن
in-patient	بیمار بستری (در بیمارستان)	bouquet of flowers	دسته گل
move to tears			

اشک از چشمان (کسی) جاری شدن

A Point of View (p. 89)

inflict some damage	خسارت وارد آوردن	revolutionary guards	پاسداران انقلاب
territorial integrity	تمامیت ارضی	drug pushers	توزیع کنندگان مواد مخدر
blatant violation	نقض آشکار	issue a warning	اخطار صادر کردن

Instruction (p. 90)

- | | | | |
|-----------------------|----------------------------|-------------------|--------------------|
| 1. roll down | پایین کشیدن (شیشه اتومبیل) | literacy campaign | مبارزه با بی سوادى |
| 2. out-patient | مریض سرپایی | a jerry builder | ب ساز و بفروش |
| 3. a plausible excuse | عذر موجه | | |
| 4. national service | خدمت نظام وظیفه | | |

Instruction (p. 91)

- | | | | |
|---------------------|---------------------|--------------------|---------------------|
| 1. jury-box | جایگاه هیأت منصفه | 2. Labour Day | روز کارگر |
| 3. National Anthem | سرود ملی | 4. legal adviser | مشاور حقوقی |
| 5. lingua franca | زبان میانجی (مشترک) | 6. over-pass | پل هوایی؛ پل روگذر |
| 7. paper tiger | پهلوان پنبه | 8. penal servitude | زندان با اعمال شاقه |
| 9. personal effects | وسایل شخصی | 10. petty cash | تنخواه گردان |
| 11. liberal arts | علوم انسانی | 12. merry-go-round | چرخ و فلک |
| 13. missing link | حلقه مفقوده | 14. hush money | حق السکوت |

Some Verb-Plus-Noun Collocations (p. 92)

- | | |
|-------------------------|-------------------------------|
| 2. express willingness | اظهار تمایل کردن |
| 3. reach an agreement | به توافق رسیدن |
| 4. make an impression | تأثیر گذاشتن |
| 5. set a record | رکورد بر جای گذاشتن (ورزش) |
| 6. inflict a wound | زخم زدن |
| 7. launch a missile | موشک پرتاب کردن |
| 8. set a clock | ساعت تنظیم کردن |
| 9. pose a question | سؤال مطرح کردن |
| 10. resist temptation | وسوسه نشدن |
| 11. lift a blockade | محاصره را پایان دادن |
| 12. annul a marriage | عقد ازدواج را فسخ کردن |
| 13. withdraw an offer | پیشنهادی را پس گرفتن |
| 14. quench one's thirst | تشنگی را فرو نشانندن |
| 15. sound an alarm | زنگ خطر را به صدا درآوردن |
| 16. shirk one's duty | از انجام وظیفه شانه خالی کردن |
| 17. book a seat | جا رزرو کردن |
| 18. address an envelope | آدرس روی پاکت نوشتن |
| 19. take an oath | سوگند یاد کردن |
| 20. make an evaluation | ارزیابی کردن |

Expansion (p. 92)

- | | |
|------------------------|-------------------------|
| 1. conferred a degree | 2. cabinet reshuffle |
| 3. corporal punishment | 4. hot news |
| 5. for God's sake | 6. foot of the mountain |
| 7. on oath | 8. soft drink |
| 9. life jacket | 10. ray of hope |
| 11. neat and tidy | 12. to the memory of |
| 13. vicious circle | 14. martial law |

Unit 11**A Reunion (p. 94)**

- | | | | |
|-----------------|---------------------------|-------------|---------------------|
| head for | به سمت معینی در حرکت بودن | change over | عوض کردن (هواپیما) |
| stop over | توقف کوتاه مدت | hang around | پرسه زدن |
| let s.o through | اجازه ورود دادن | pull up | توقف کردن (اتومبیل) |
| back up | دور زدن (با اتومبیل) | | |

Expansion (1) (p. 95)

- | | | | |
|-------------|------------------------------|---------------|----------------------------|
| go in for | داوطلب ورود به جایی بودن | work out | خوب پیش رفتن |
| embark upon | شروع کردن | keep at sth. | پشتکار نشان دادن |
| rub up | مرور کردن | take to | عادت کردن؛ تمایل پیدا کردن |
| throw in | مطلبی بر صحبت کسی اضافه کردن | break in upon | قطع کردن صحبت کسی |
| qualify for | واجد شرایط بودن | | |

Expansion (2) (p. 97)

- | | | | |
|------------------|-----------------------------|----------------|--|
| 1. come back | دوباره مُد شدن | 15. work under | زیر نظر کسی کار کردن |
| 2. come apart | تکه پاره شدن | 16. go against | مغایر بودن |
| 3. take on | مسافر سوار کردن | 17. rub down | کاملاً خشک کردن (بدن بعد از شنا و ...) |
| 4. change down | به دنده سنگین گذاشتن | 18. take aback | یکه خوردن |
| 5. get across to | حالی کردن؛ فهماندن | 19. take after | شبهه کسی بودن؛ (به کسی) رفتن |
| 6. stop out | دیر به خانه آمدن (شب) | 20. break away | قطع رابطه کردن |
| 7. hang out | پهن کردن لباس (روی بندلباس) | 21. give away | لو دادن |
| 8. look around | نگاهی به دور و بر انداختن | 22. make at | حمله کردن |
| 9. let down | خالی کردن (لاستیک را) | 23. hand down | چیزی را منتقل کردن |
| 10. let off | بدون مجازات آزاد کردن | 24. run down | تحقیق کردن |
| 11. let out | بروز دادن؛ برملا کردن | 25. keep at | وادار به کار کردن |
| 12. pull ahead | جلو زدن (در رانندگی) | | |
| 13. drop behind | عقب افتادن/ماندن | | |
| 14. back up | از کسی پشتیبانی کردن | | |

Unit 12

Task 2 (p. 102)

- | | |
|---------------------------------|---|
| 1. as easy as abc | مثل آب خوردن |
| 2. as fair as a rose | مثل ماه |
| 3. as white as a sheet | مثل برف؛ سفید مثل گچ دیوار |
| 4. as good as gold | مثل یک نگه جواهر |
| 5. as plentiful as blackberries | مثل ریگ بیابان |
| 6. as pretty as a picture | مثل ماه شب چهارده |
| 7. as busy as a bee | مثل خر آسیاب |
| 8. as clean as a new pin | مثل دسته گل |
| 9. as clear as crystal | (زالال) مثل اشک چشم |
| 10. as dry as a bone | (خشک) مثل چوب |
| 11. as dull as ditch-water | (خسته کننده و ملال آور) مثل فیلم های تکراری |
| 12. as fit as a fiddle | (سرحال) مثل بچه دبیرستانی ها |
| 13. as flat as a pancake | (صاف) مثل کف دست |
| 14. as fresh as a daisy | مثل یک دسته گل |
| 15. as fresh as a rose | مثل هلوی پوست کنده |
| 16. as good as a play | مثل فیلم |
| 17. as old as the hills | مثل مالِ عهد بوق |
| 18. as cool as a cucumber | (بی تفاوت و سرد) مثل یخ |

Task 3 (p. 104)

- | | |
|-------------------------------------|---|
| 1. as like as two peas | مثل سیبی که از وسط دو نیم کرده باشند |
| 2. as brave as a lion | (شجاع) مثل شیر |
| 3. as thin as a rake | مثل نی قلیان |
| 4. as different as chalk and cheese | (متفاوت) مثل آسمان و ریسمان،
مثل فیل و فنجان |
| 5. as timid as a mouse | (ترسو) مثل موش |
| 6. as poor as a church mouse | (فقیر) مثل گدای شب جمعه |
| 7. as sweet as honey | (شیرین) مثل عسل |
| 8. as fat as butter | (چاق) مثل گلوله توپ |
| 9. as changeable as a weathercock | (دمدمی مزاج) مثل بوقلمون |
| 10. as strong as a horse/an ox | (پرزور) مثل گاو |
| 11. as plain as a pikestaff | (قیافه) مثل شیرینج، مثل نسناس |
| 12. as steady as a rock | (استوار و ثابت) مثل کوه |
| 13. as pretty as a picture | مثل ماه شب چهارده |

- | | |
|------------------------|---------------------|
| 14. as sour as a crab | مثل برج زهرمار |
| 15. as weak as water | کم جرات؛ بزدل |
| 16. as rich as Croesus | (ثروتمند) مثل قارون |

Contradictory Pairs

- | | | | |
|---------|--------|---------|--------|
| 2 ≠ 5 | 9 ≠ 12 | 3 ≠ 8 | 6 ≠ 16 |
| 10 ≠ 15 | 1 ≠ 4 | 11 ≠ 13 | 7 ≠ 14 |

Task 4 (p. 105)

1. dust 2. feather 3. flash 4. sandboy 5. knife

Unit 13

Recognition and Translation (p. 109)

- | | |
|---|---|
| 1. The fire was dying.
آتش در حال خاموش شدن بود. | 6. the face of the clock صفحه ساعت |
| 2. break s.o's heart دل کسی را شکستن | 7. iron resolution عزم جزم |
| 3. the hour-hand of the clock عقربه ساعت شمار | 8. the heart of the problem اصل مسأله |
| 4. the apple of one's eye از نظر قانون؛ از دید قانون | 9. shed light on روشن ساختن |
| 5. the leg of the table پای میز | 10. in the eyes of law سوراخ سوزن |
| | 11. the eye of the needle فرشته؛ پاک و معصوم |
| | 12. an angel |

Some Persian Dead Metaphors in Context (p. 109)

- | | |
|------------------------------|-------------------------|
| 1. iron will | اراده آهنین |
| 2. upper end of the rope | سر طناب |
| 3. the foot of the tree | پای درخت |
| 4. the hand of the time | دست روزگار |
| 5. I got wise to him. | دستش را خواندم. |
| 6. be unfair | پا روی حق گذاشتن |
| 7. put shoulder to the wheel | کمر همت بستن |
| 8. work sb. up | تو جلد کسی رفتن |
| 9. He outgrew this habit. | این عادت از سرش افتاد. |
| 10. He knows the score. | سرش توی حساب است. |
| 11. incite someone | زیر پای کسی نشستن |
| 12. I have my doubts. | من که چشمم آب نمی خورد. |
| 13. appeal to | به دل چسیدن |
| 14. give up hope | قطع امید کردن |
| 15. I'm working on him. | دارم او را می پزم. |

16. I had a terrible time of it.
17. speak candidly
18. He turned pale.
19. end of the street
20. river bank

پدرم درآمد.
بی پرده صحبت کردن
رنگش پرید.
ته خیابان
لب رودخانه

Task 1 (p. 111)

1. ball of fire
2. the birth of a nation
3. see eye to eye
4. explore every avenue
5. with a heavy heart
6. the long arm of the law
7. A beloved is a treasure ...
 pearly teeth
 ivory neck
 hair of golden wire
8. teeth of the comb
9. crying need
10. population explosion
11. sick as a dog
12. stick out a mile

آتشپاره؛ یک پارچه آتش
تولد یک ملت
توافق داشتن
تمام جوانب را در نظر گرفتن
با دلی غمگین
دست (قدرتمند) قانون
معشوق گنجی است که ...
دندانهایی چون مروارید
گردن بلورین (رنگ عاج)
گیسوان طلایی
دندانه های شانه
نیاز مبرم
انفجار جمعیت
دمق؛ مایوس، پوزه (کسی) کش آمدن
مثل روز روشن بودن

Task 2 (p. 112)

۱۰. کاری را حسایی انجام دادن
- do sth. to one's heart's content
۱۱. دروغ شاخدار
- a transparent lie
۱۲. شاخ در آوردن (از تعجب)
- be knocked down with a feather
۱۳. انگلیسی دست و پا شکسته
- broken English
۱۴. شوخی سرش نمی شود.
- He can't take a joke.
۱۵. باز هم اجاره ام عقب افتاده است.
- My rent has fallen behind again.

۱. مرگ تدریجی living death
۲. اسم و رسم به هم زدن make one's mark
۳. پا به سن گذاشتن getting on in years
۴. نهایت نیرو و تلاش خود را به کار بردن
- use up every ounce of energy
۵. کار حضرت فیل a Herculean task
۶. از دید قانون in the eyes of law
۷. دستش نمک ندارد.
- She never gets any gratitude.
۸. سوراخ دعا را گم کردن
- bark up the wrong tree
۹. دل کسی را شکستن break sb's heart

Task 1 (p. 113)

۱. درد دوباره به بدن سرباز جوان جاری شد.
۲. با یک تکان شدید از عالم خیال و تصور بیرون پرید.
۳. پیری ساعت زنگدار من است.
۴. درد دوباره فروکش کرد.
۵. سپس اطلاعات در حافظه ما ثبت و ضبط می‌گردد.
۶. شخصیت ما با درس خواندن شکل می‌گیرد.
۷. موشکافی در این موارد
۸. گاليله تو درد سر افتاد.
۹. ... مثل دهان مرده ...
۱۰. در زندگی من یک اشعه آفتاب درخشید.
۱۱. افکارم منجمد شده بود.
۱۲. اتاق برای آنها مثل بهشت بود.
۱۳. در چابکی پای آهوی وحشی دارد.
۱۴. ترس و وحشت شدید تا اعماق استخوانش فرو رفت.
۱۵. تحمل شنیدن آن صدای آهنین را ندارم.
۱۶. هیچ چیز مثل دوست افق فکری آدم را وسعت نمی‌بخشد.

Task 2 (p. 114)

1. infuse one's spirit into sb's dead body
2. abandon oneself to despair
3. talk sb's head off
4. hold one's breath
5. secret of the rose
6. Only death does not tell lies.
7. Life has feathers and wings as vast as death.
8. lead a dog's life
9. mating of flowers
10. The road winds through the capillaries of life.
11. Death was murmuring his song furtively.
12. The entire town was plunged into darkness.

Task 3 (p. 114)

- | | |
|--|-------------------------------------|
| ۲. بالِ خیال | ۱. هوای لذت‌بخش تابستانی |
| ۴. اهانتی را زیر سیلی رد کردن | ۳. دست تقدیر |
| ۶. مو بر بدن کسی سیخ شدن؛ لرزه بر اندام کسی افتادن | ۵. از دل برود هر آنکه از دیده برفت. |

- | | |
|--------------------------------|--|
| ۸. فرشته عذاب | ۷. پرده‌ای بر روی شهر |
| ۱۰. اهل قلم | ۹. مرده متحرک |
| ۱۲. مثل کبک سر در برف فرو کردن | ۱۱. لبخند ملیح |
| ۱۴. خرخوان | ۱۳. جهنم دزه |
| ۱۶. مثل گاو خوردن | ۱۵. راز نهان |
| ۱۸. کاسه کوزه‌ها سر او شکست. | ۱۷. اگر سرم را هم ببرند امضا نخواهم کرد. |

Task 4 (p. 115)

- up in the air
- the apple of one's eye
- He has beaten the living daylights out of his wife and kids.
- pull a long face
- Let sleeping dogs lie.
- I got it off my chest.
- Once s.o had a simple heart they took it with them to the palace of fairytales.
- fountain of youth
- The fool all laughed in my face.
- not make oneself clear
- corrupt to the bones
- If I had brains.
- straightforward answer
- quite reserved
- They interrupted the train of my thoughts.

Task 5 (p. 116)

- ساحل همچون خط سبزرنگی دیده می‌شد.
- این سه نفر در حکم جنازه‌هایی بودند.
- من به صدای تیک تاک ساعت که شباهت به صدای حشرات داشت گوش می‌دادم.
- صدای موتور مثل تیری به گوش او فرو می‌رفت.
- ماه همچون کشتی شیخ‌مانندی در دریای طوفان زده سرگردان بود.
- She was like a bunch of fresh flowers.
- My acrid and bitter mouth tasted like the sub-end of a cucumber.
- I can read his thoughts like a book.

Task 6 (p. 116)

- مثل قارون ثروتمند است.
- مردم از محاکمات شبیه زمان استالین که همراه ارباب و شکنجه بود متفکر بودند.

۳. صدای بچه‌ها که مشغول بازی بودند به گوش می‌رسید.

۴. هیچ اسمی به این خوبی بهش نمی‌آمد.

۵. در چابکی پای آهوی وحشی دارد.

6. His friendship was foolish and harmful like that of Aunt Bear.

7. He did it like an ass.

8. He spends liberally like Hatam.

9. He has a bad memory like a rabbit.

10. Ahmad fancies himself wise as Solomon.

Task 1 (p. 119)

۱. جنگلی از انگشتان

۲. گذشته مرده بود.

۳. ترس و وحشت سیاه بر وجودش مستولی شد.

۴. این ماهی و دو دست من برادرند.

۵. مجبور نیستیم ستاره‌ها را بکشیم.

۶. ماه فرار می‌کند.

۷. مغزم بروشنی ستارگانی است که با من برادرند.

۸. یک تُن سکوت تحمیلی بر سر و روی آقای ایتون ریخته شد.

۹. میه به ساختمانهای فرسوده نسلهای قبل کمک (رحم) کرد.

۱۰. کارخانه‌هایی که پنجره‌های خسیس و دودزده داشتند.

۱۱. نور ماه به طور نامحسوسی به داخل اتاق می‌ریخت.

۱۲. داد و فریاد عناوین روزنامه‌ها

Appendix

The Sample Tests

Note: These tests, like any other language test, are to be used as a means to give the teachers and students information about what the learners know or do not know, so that the testees have an awareness of what they need to learn or review. The tests also give students tasks which actually provide further useful practice as well as testing. Thus, they are not meant to be used as a means of a course evaluation or a component of it. They are merely samples.

I suggest that teachers give the tests in the session subsequent to the one in which they completed doing the related unit.

Sample Test of Unit 1: Collocations (I)

- A. Most of the words on the list below normally collocate in English. Match them two by two to make *ten* collocations. Provide a Persian equivalent for each. See the example.**

committee/temptation/justice/blood/fee/runaway/transfusion/adopted/fire/
inflation/civil/collect/child/punishment/taxes/seek/tuition/capital/open/
promotion/law/administer/resist/butter/advice/rancid

Example: blood transfusion انتقال خون

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

B. Provide the English equivalents of the following Persian collocations.

- | | |
|--------------------|------------------|
| ۱. قضاوت کردن | ۴. هیئت ممکنه |
| ۲. مرتکب جنایت شدن | ۵. خارج از موضوع |
| ۳. وزن زیاد کردن | ۶. میدان مسابقه |

C. Translate the following passage into Persian providing appropriate equivalents for the collocations in it.

Mr. Zarnavaz was badly injured in the race course. This did some damage to his spinal cord. The doctor gave him blood transfusion as well as restorative medicine, and added that Zarnavaz's case was a matter of life and death. For some time he lived in hope and fear, but was ultimately restored to health.

Sample Test of Unit 2: Time Expressions

A. Fill in the blank spaces in the passage below with the correct forms of the idioms that follow.

- | | |
|------------------------|--------------------|
| the other day | for a long time |
| work against the clock | keep regular hours |
| keep up with the times | time and again |
| have one's moments | the small hours |
| make time | set to work |
| pressed for time | all day long |

I have known Mr. Sokhan-Sanj _____. He _____ and reads a lot _____. He's never _____ and whenever his friends want to see him, he can always _____. He even finds some _____ during which he does some gardening. His daily programme is very orderly and he _____, although some nights he does not go to bed until _____. _____, he told me that some friends call _____ and waste his time.

B. Translate these Persian sentences into English as idiomatically as possible using expressions which include the word 'time'.

۱. پلیس درست سر بزنگاه رسید.
۲. وقت آن رسیده است که استخر را ترک کنیم.

۳. اگر بدون فوت وقت دست به کار نشویم فرصت را از دست خواهیم داد.
 ۴. تا سه نشه بازی نشه.
 ۵. هیچ یک از مهمانان سر موقع نرسیدند.

Sample Test of Unit 3: Perseverance

- A. The following paragraph contains some idiomatic expressions; underline them and translate the whole passage into Persian as idiomatically as you can.**

Omid is at the top of the tree. He came through with flying colours in the final exams because he really burnt the midnight oil. Omid is a real go-getter and never goofs off. That is why he does not fall down on his studies. Whenever need be, he puts his shoulder to the wheel and says: "God helps those who help themselves." He believes that to make progress one must pull one's fingers out and do something for oneself. In other words, "fine words butter no parsnips," he says.

- B. Put the following idioms in your own sentences to show their meanings.**

- | | |
|------------------------|---------------------------------|
| 1. need a will of iron | 4. cut corners |
| 2. go the whole hog | 5. put one's hand to the plough |
| 3. make good | 6. be wet behind the ears |

Sample Test of Unit 4: Colourful Idioms

- A. From the list of colour idioms below, put an appropriate one in each blank in the sentences that follow to make their meaning complete. More idioms are provided than needed.**

- | | |
|--------------------------|--------------------------------|
| have the blues | go off into the blue |
| be in the red | born in the purple |
| like a red rag to a bull | brown study |
| the yellow press | two blacks do not make a white |

- For years they were bitter enemies, but finally they solved their problem through negotiation realizing that ____ .
- He didn't like my criticism of his bad behaviour. In fact, it was ____ .

3. _____ made a big story of the actor's marriage.
4. It seems as if the old man has _____ whose whereabouts no one knows.
5. What do you do Hamid when you _____?
I pick up a novel and read it to the end.
6. Ahmad didn't notice my entering the room. I suppose he was in a _____.

B. Translate the following sentences into Persian idiomatically.

1. Black will take no other hue.
2. A burnt child dreads the fire.
3. Since he is in the red, he has also the blues.
4. Hadi is the black sheep of his family.
5. Hamid looked at Ali's new car and turned green with envy.

C. Translate the following into English idiomatically.

۱. مرغ همسایه غاز است.
۲. دیروز برای حمید یک روز بیادماندنی بود.
۳. از خبر موفقیت خود ذوق زده شد.
۴. احمد یکی از آن اشرافزاده‌هاست که خیلی ولخرج هم هست.
۵. از میان حضار فقط آقای زرنواز بود که نقطه انحرافی موجود را نادیده گرفت و به ناطق گوش داد.

Sample Test of Unit 5: Prosperity and Adversity

A. Complete the following sentences with the correct form of an appropriate idiom from the list below. Translate the completed sentences into Persian.

- | | |
|----------------------------------|------------------------------|
| keep the wolf from the door | money does not grow on trees |
| money burns a hole in his pocket | put one's money on sb |
| not have a bean | in the lap of luxury |
| money for jam | have money to burn |

1. What a good luck you had last month! The profit you made was really _____.
2. Mina asked her father for some more money but she was told that _____.

3. Mr. Extravag earns a lot of money but can't save any. It seems as if ____ .
4. Ahmad's salary was not very good, but it was good enough ____ .
5. Many people are ____ Mr. Cook to be the next president.
6. When he lost his wallet, he didn't even ____ to get a ticket back home.

B. Translate the following text into English making use of the idiomatic expressions you have learnt in this unit. Expressions for which you are expected to supply English equivalents are underlined.

من زرنواز هستم. اهل شهر کوچکی در فارس. پدرم مستخدم مدرسه بود، لذا دخلش به خرجش نمی‌رسید. ما آهی در بساط نداشتیم. پدرم حتی نمی‌توانست پول توجیبی به من بدهد. مادرم گاهگاهی از پول خرده خرجی کمی هم به من می‌داد. با همین پول کم، شروع به خرید و فروش آب‌نبات و هله‌هوله‌های دیگر کردم. دم در مدرسه. ساندویچهایی را که مادرم درست می‌کرد رودست می‌بردند. مقداری پول جمع کردم. با خود فکر کردم لابد در یک شهر بزرگ فروش هم بیشتر خواهد بود.

شنیده بودم که در تهران از در و دیوار پول می‌بارد. من دیگر آسمان جل نبودم و می‌توانستم سفر کنم. با خود گفتم از تو حرکت از خدا برکت. و یک روز برای همیشه به دنبال بخت و سرنوشت زادگاهم را به قصد تهران ترک کردم. در اینجا، دم در مدرسه‌های شهر، همان بساط هله‌هوله را راه انداختم. پول خوبی توجیب زد. دیگر آن جوان مفلس و فقرزده نبودم. به پول و پله‌ای رسیده بودم.

پول پول آورد و من ثروتمندتر شدم. اکنون، ساندویچهایی من، یعنی ساندویچهایی زرنواز، در سراسر پایتخت معروف است. راست گفته‌اند که دارندگی است و برازندگی. آری، رویاهایم به حقیقت پیوسته‌اند.

Sample Test of Unit 6: Phrasal Verbs (I)

- A. Supply appropriate particles or prepositions for the blank spaces to make the meaning of the sentences complete. Then provide the Persian equivalent of the idiom as in the example.**

Example: Mr. Zarnavaz is very selfish because he LOOKS down on poor people.
با نظر تحقیر نگرستن

1. The thief could not GET ____ the gold because the police arrested him.
2. Father GOT ____ me for my being late.
3. Hamid's suggestion did not CATCH ____ the other members of the family.
4. My uncle helped me to GET ____ my problem.
5. The fire which BROKE ____ last night in the woods, was brought under control.
6. My application was TURNED ____ because I was too young for the job; they said.

B. Translate the following sentences into English using appropriate phrasal verbs for the underlined idioms.

۱. او سعی کرد که موضوع را کم اهمیت جلوه دهد.
۲. علی نتوانست رفتار زشت دوستش را تحمل کند.
۳. حمید برای خریدن نان تک پا بیرون رفته بود.
۴. چند بار تلفن زدم ولی نتوانستم ارتباط برقرار کنم.
۵. برف مهلت نداد و مسافرت ما لغو شد.
۶. راننده تاکسی، مسافر را در چهارراه زند پیاده کرد.
۷. چه کسی این سؤال را در جلسه مطرح کرد؟
۸. رئیس جلسه از مدیر مدرسه دعوت کرد که سخنرانی خود را شروع کند.

C. Construct complete sentences to show the meanings of the following idioms.

- | | |
|------------------|---------------|
| 1. run into (sb) | 5. die down |
| 2. sit up | 6. put sb up |
| 3. let sb down | 7. see off |
| 4. hang on to | 8. get out of |

Sample Test of Unit 7: Animals and Idioms

A. Animal names are left out in the following idioms. Supply them and suggest a Persian equivalent for each.

Example: a fish out of water وصله ناجور

1. a dark ____
2. have a ____ in one's bonnet

3. an ____ bird
4. a ____ of a different colour
5. have a ____ in one's stomach
6. a ____ in the manger
7. a ____ share
8. the ____ has got his tongue

B. Translate the following sentences into English using animal idioms.

۱. هادی می‌داند که دارد چه کار می‌کند زیرا که سُنی از او گذشته است.
۲. روزنامه‌های آن دوران پر از حکایات بی‌سروته بود.
۳. تا پلیس را دید جا زد.
۴. شما این روزها کم‌پیدا هستید.
۵. نقشه‌های احمد را نقش بر آب کردند.
۶. جواد دیروز به استخر نیامد چون که کار مهمتری داشت.

C. Suggest Persian proverbial equivalents for the following.

Example: When the cat is away, the mice will play.

چشمه خورشید چو پنهان شود شب‌پره بازیگر میدان شود

1. Don't cast pearls before swine.
2. Barking dogs seldom bite.
3. Don't look a gift horse in the mouth.
4. Run with the hare and hunt with the hounds.
5. Let sleeping dogs lie.
6. Catch your bear before you sell its skin.
7. An ape is an ape, a varlet is a varlet, though clothed in silk, or clothed in scarlet.
8. You cannot teach an old dog new tricks.

Sample Test of Unit 8: Experience

A. Put the following idioms in your own sentences to show their meanings. Do *not* translate your sentences.

1. as green as grass
2. be an old hand at sth
3. go to the school of hard knocks

4. still wet behind the ears
5. get one's feet wet
6. once bitten, twice shy
7. know the ropes
8. set a thief to catch a thief

B. Translate the following sentences providing the English equivalents for the underlined expressions.

۱. متأسفانه حمید قدم اوّل را بد برداشت.
۲. پدر بزرگ من آدم دنیا دیده ای است.
۳. لقمان را حکمت آموختن بیهوده است.
۴. غوره نشده مویز نباش.
۵. حمید سختی کشیده و آبدیده شده است.
۶. کار هر کس نیست خرمن کوفتن.

Sample Test of Unit 9: Body Expressions

A. In the following short texts the idiomatic expressions are underlined. Translate the texts into Persian and underline the equivalents of the idioms.

Example: The teacher told his students to get their teeth into learning metaphorical expressions and bone up on them if they wanted to get the upperhand in using idioms.

معلم به دانش آموزان خود گفت که محکم به یادگیری تعبیرات استعاری بپردازند و به طور جدی مطالعه کنند اگر که می خواهند در به کاربردن آنها از دیگران پیشی بگیرند.

1. Let me make no bones about it. There is more to the matter than meets the eye. This does not, of course, mean that we are to shoulder all the blame. I mean we must first consider every single aspect of the matter in hand and then get to the heart of the subject.
2. If somebody tells you something straight from the shoulders, would you consider it as his heel of Achilles, or would you say that he was talking your head off?
3. John was really all thumbs. Before he asked for Mary's hands, he said that he was head over heel in love with her. A few days later, however,

he told his friends that she was a pain in the neck. People thought that he was off his head. And he was!

B. Fill in the blank spaces in the following sentences with the correct form of an appropriate idiom from the list providing also the meaning of the idiom as in the example.

Example: The parents all agreed that the nurse at the children's ward had a heart of gold.
دل مهربان داشتن

have a heart of gold (example)	have one's hands full
have an ear to the ground	have a bone to pick with sb
take fresh heart at something	gain the ear of sb
be unable to make head or tail of sth	neck and neck
put sb back up	

1. He explained the puzzle to me several times but I _____ of it.
2. When I received the first letter from John after his departure, I _____ his being appreciative of the help I had given him.
3. Ahmad finally _____ his father to agree to his taking a trip abroad.
4. Three of the race horses were _____ all the way to the finish line.
5. The children playing outside the old man's house made so much noise that they _____.
6. I told my friend Hamid that I _____ because he didn't let me know about his birthday.
7. We have heard that Mr. Karimi is engaged to Mina; so, we all _____ to hear them announce it formally.
8. I'm sorry I can't come to your birthday party tonight because I _____ correcting the exam papers.

C. Below, you will find some sentences which include idioms with or without body parts. Your translation of these sentences into Persian must include body parts. See the example.

Example: Why are you trying to put the blame on me? I don't think that your failure in the test was my fault.

چرا مسئولیت را گردن من می اندازی؟ فکر نمی کنم که رد شدن شما در امتحان تقصیر من بود.

1. The lazy student drove the teacher round the bend with his carelessness.

2. Father asked us to stop fooling around and set to work.
3. When I jokingly told him that I was leaving Shiraz for good, he was surprised. He did not realize that I was only pulling his leg.
4. Some shopkeepers swindle money out of their customers.
5. Hamid will never let you down. You can always rely on him for his help.
6. Many hands make light work.
7. The eye is bigger than the belly.
8. The heart's letter is read in the eyes.

Sample Test of Unit 10: Collocations (II)

A. A description of a number of collocations is given below. You are required to write the intended collocations and their Persian equivalents.

Example: condition in which many road vehicles are prevented from moving forward traffic jam = راه بندان

1. an aircraft hired for an agreed time, purpose, and payment
2. money for or from small payments
3. permission to be absent from work
4. a bomb designed to explode at some set time after being dropped in a position, etc
5. kind feeling towards anybody
6. disease lasting for a long time
7. one who buys, sells, lets, and rents houses for the owners
8. breaking of a treaty, etc which is too obvious

B. Fill in the blanks with verbs to form collocations with the given nouns or noun phrases. Also provide the Persian equivalents.

Verb	Noun/Noun Phrase	Persian Equivalent
<i>Example:</i> reach	an agreement	به توافق رسیدن
1.	a wound/damage	
2.	a missile	
3.	a clock/a record	
4.	willingness	
5.	time	

Verb	Noun/Noun Phrase	Persian Equivalent
6.	a wink	
7.	a nap	
8.	an ankle	
9.	a certificate	
10.	a temptation	
11.	one's thirst	
12.	one's duty	

C. Suggest English equivalents for the following Persian collocations.

۷. خدمت نظام وظیفه	cabinet reshuffle	مثال: ترمیم کابینه
۸. پهلوان پنبه		۱. تمامیت ارضی
۹. سرود ملی		۲. حسابدار خبره
۱۰. زندان با اعمال شاقه		۳. مبارزه با بیسوادی
۱۱. تنبیه بدنی		۴. (شخص) بساز و بفروش
		۵. سوگند یاد کردن
		۶. عذر موجه

Sample Test of Unit 11: Phrasal Verbs (II)

A. Following is a list of idioms (phrasal verbs) and sentences with blank spaces. Fill in the blanks with the correct idiom in the correct form. Then provide the meaning of each idiom. There are more idioms than sentences. See the example.

let off	enrol in	take aback
be through with	pull up	run down
break in upon	have sth on	make at
pull up	head for	wind up
qualified for	rub up	cut sb up

Example: The judge let off the thief for lack of evidence.

بدون مجازات آزاد کردن

1. The angry cat _____ the naughty child and injured him.

2. I don't approve of parents who _____ their children in public.
3. The speaker was badly annoyed because a member of the audience repeatedly _____ his speech.
4. The lecturer _____ his speech late and I missed the next class.
5. I saw John when he was _____ the bus stop.
6. Ali rejected the invitation because he said he _____ that evening.
7. Mr. Alipour was somewhat _____ when he heard the news.
8. The fact that Hamid failed to enter the university _____ his parents _____ very badly.

B. Match these Persian and English collocations by their letters and numbers. For some there is no match. Example: 10/b

- | | |
|------------------|-------------------------|
| a. hang | ۱. برملا کردن |
| b. break in upon | ۲. نام‌نویسی کردن |
| c. back up | ۳. به دنده سنگین گذاشتن |
| d. change down | ۴. لو دادن |
| e. let out | ۵. پُرسه زدن |
| f. give away | ۶. حمله کردن |
| g. make at | ۷. تحویل دادن |
| h. change over | ۸. بر حسب تصادف دیدن |
| i. give up | ۹. عوض کردن (هواپیما) |
| j. hand in | ۱۰. توی حرف کسی دوییدن |

Sample Test of Unit 12: Metaphorical Expressions (I)

A. Fill in the blanks in the sentences with an appropriate item from the list to make meaningful English similes.

- | | | | |
|---------|----------------|-------|---------|
| feather | blackberries | rake | water |
| crab | a church mouse | flash | job |
| daisy | glass | rock | crystal |
| Croesus | | | |

Example: The sea was as clear as crystal.

1. Sam doesn't have a penny. He's as poor as ____ .
2. He owns a big factory and is as rich as ____ .
3. His son didn't talk to the guests; he's as weak as ____ .
4. Eggs are as plentiful as ____ nowadays.
5. The whole nation remained steady as a ____ in their allegiance to the government.
6. What's the matter with you today? You look as sour as a ____ .
7. If you're as patient as ____, you can stay and listen to his nonsense!
8. Some students study all the night before the exam, but still feel as fresh as a ____ in the morning.

B. In translating these sentences into English make use of the appropriate similes that you have learnt in Unit 12.

۱. برادر کوچک احمد مثل موش ترسو است.
۲. آدم نباید بوقلمون صفت باشد.
۳. دوقلوها مثل سیبی بودند که از وسط دو نیم کرده باشند.
۴. گرچه حمید میانسال است هنوز قیراق و سر حال می باشد.
۵. سخنرانی پیرمرد خسته کننده و ملال آور بود.
۶. برادر کوچک احمد مثل بزه سربراه است.
۷. عروس مثل ماه شب چهارده بود.
۸. داماد مثل نی قلیان بود.

C. Translate the following into Persian supplying culturally acceptable metaphors.

1. ... the morning steals upon the night, melting the darkness.
2. The train crept into the station in the heart of darkness.
3. Mrs. Ahmadi's eldest daughter told us that helping mother with the house-work was as easy as ABC. She is really as good as gold.
4. It is the exam season and our teacher is as busy as a bee.
5. How long have you had this cake in the cupboard?
It's as dry as dust and tastes stale too.

Sample Test of Unit 13: Metaphorical Expressions (II)

A. Translate the following into Persian.

1. At last, Mr. Sokhan-Sanj got it off his chest and said that they must be fair about Ali.
2. They left no stone unturned and at the end of the day returned sick as a dog.
3. Don't try to disguise the purpose of your visit; your real intentions stick out a mile.
4. Age was my mother's alarm clock.
5. The hunter had the wild stag's foot.
6. Hamid swallowed the insult tactfully.
7. The baby wore a sunny smile.
8. No other name would suit your younger brother so well.
9. There were old factories with stingy and sooted windows.
10. Everybody's patience is exhausted.

B. Translate the following into English.

۱. شب پاورچین پاورچین می‌رفت، شاید به اندازه کافی خستگی در کرده بود.
۲. آقای سخن‌سج اضافه کرد که جان کلام در این است که احمد دستش نمک ندارد.
۳. اجازه بدهید بی‌پرده با شما صحبت کنم؛ آن فیلم به دلم نجسبید.
۴. زندگی کردن من مردن تدریجی بود.
۵. شما سوراخ دعا را گم کرده‌اید.
۶. پای حیثیت و آبروی خانواده آنها در میان است.
۷. شراره روح شریری در ته چشمانش می‌درخشید.
۸. زندگی بال و پری دارد با وسعت مرگ.
۹. کاسه کوزه‌ها سر احمد بیچاره شکست.
۱۰. هوا خیال باریدن داشت.
۱۱. دل و روده رادیو را درآورده بود.
۱۲. من به مهمانی دنیا رفتم:
من به دشت اندوه،
من به باغ عرفان،
من به ایوان چراغانی دانش رفتم.

Sample Test of Unit 14: Metaphorical Expressions (III)

A. Translate the following, which include different types of metaphors, into English.

۱. ای گنبد گیتی، ای دماوند
۲. جهاننا چه دادی که او را گرفتی به اشکم نشاندی و دریا گرفتی
۳. حیدریابا!
دلت شاد
- تا آخر دنیا کامت شیرین باد.
۴. از خنده روده بر شدیم.
۵. تاکسیها اعتصاب کرده اند.
۶. در همان امیرآباد خودمان توی هر درخت نارون یک خروار جیک جیک بود.
۷. فرار مغزها یکی از مشکلات کشورهای در حال توسعه است.
۸. هیاھوی آب توی دل رودخانه پیچیده بود.
۹. کلبه محقر در کنار دریا تک و تنها مانده بود.

B. Translate the following sentences, which include metaphors, into Persian.

1. They were poles apart.
2. This story is as old as time.
3. The samovar is boiling.
4. He sold his Picasso to the museum.
5. London won the game by three to one.
6. There used to be some heads in this university.
7. Life has cheated us.
8. Inflation is eating up our salaries.
9. When her mother died, she cried blood.
10. Little chimneys write winter poems against the darkening skies.

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