

**UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES**

**IDIOMS WITH HEADWORDS RELATED TO
TRANSPORTATION**

BA thesis

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**TARTU
2019**

ABSTRACT

Transport is something that has a heavy influence in people's everyday lives and thus it is predicted that there would be a myriad of idioms linked to this topic. The research confirms that there is a considerable amount of them, however to the best of my knowledge, this certain subfield of idioms has not been extensively researched. With the exception of the work written by Flexner and Soukhanov, published by the Oxford University Press in 1997. The author of the thesis is not aware of any other studies.

The aim of this thesis is to see what transport idioms exist in the English language and how much they are connected to transportation itself. This thesis focuses on idioms that have headwords that are related to transportation, therefore the meaning of the idiom might be about something different. In the future, this paper could be used as a basis from which to create a bigger research or to just elaborate on. I will achieve my aim by compiling a list of idioms that have headwords related to transportation by searching for keywords in different dictionaries dealing with idioms, and reading through previous studies.

The first chapter focuses on explaining the term 'idiom' and explaining what research has been done before. It also highlights different ways of categorizing idioms that are used by various authors. The second chapter categorizes transport idioms according to their headword, whether it is connected to a means for traveling, a part of a vehicle, or an action related to transportation. In the third subsection of Chapter 2 there is a differentiation between encoding and decoding idioms. This subsection focuses on the meanings of idioms, discussing which of them have meanings related to transportation and which do not. The fourth subsection deals with lexemic idioms and divides the idioms between nominal, verbal, and adjectival idiom categories.

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INTRODUCTION

There are different ways to describe idioms. For many it is something that is difficult to explain, for others it just seems to make sense. Yet, there seems to be an agreement that knowing idioms and how to use them, is an important part of knowing the language. Achieving fluency in a language without knowing idioms seems impossible. Even in the introduction of Cambridge Idioms Dictionary, there is a sentence "Your language skills will increase rapidly if you can understand idioms and use them confidently and correctly". Grant and Bauer (2004: 39) agree by saying that 'idiomaticity' shows whether a person is able to speak a fluent version of a language.

The reason for choosing idioms that have headwords related to transport as the topic of this thesis is because transportation is something crucial in people's everyday lives and has been for a long time. It is interesting to note that as the times have changed, so have the idioms. For example, *do not put the cart before the horse* is a saying from the 16th century (Phrases.org.uk), which refers to doing things in the wrong order. It is fitting to that time as the headword is horse. As the times progress, so do means of transportation and therefore the headwords that are used change as well.

The aim of this thesis was to see what transport idioms exist in the English language, how transport related words occur in idioms and whether the meaning of these idioms have a connection to transportation. For this purpose, a list of idioms with headwords related to transportation was created by looking at different idiom dictionaries. It is important to note that most of the idioms compiled for this list came from the *English-Estonian Dictionary of Idioms* (1998) by Hanko and Liiv. This dictionary has put its focus on American Idioms. Although idioms have been discussed in depth in recent years, there is not much research

done about transport idioms. However, one such work has been used in this thesis and that is *Speaking Freely: A Guided Tour of American English from Plymouth Rock to Silicon Valley*, written by Flexner and Soukhanov, published in 1997. This article focuses on American Idioms as well. Therefore, the idioms used in this thesis are mostly idioms used in American English. The article written by Flexner and Soukhanov discusses the idioms through history – sayings that came along with inventing the wheel or car. Therefore, the idioms are related to transportation in their meaning even when the headword is not related to this subfield. However, this thesis takes the opposite approach, the headwords must be related to transportation whereas the meaning might not be.

The first chapter explains what is meant with the terms ‘idiom’ and ‘transport idiom’. It also discusses what work has been done previously regarding idioms. This section focuses on ways of categorization based on what other authors have suggested. The second chapter focuses on categorizing the idioms in different ways. In the second subsection of Chapter 2, the idioms are categorized based on their headword. This subsection highlights what headwords were used and whether they are connected to a means for traveling, a part of a vehicle, or an action related to transportation. The third subsection of Chapter 2 tackles the differentiation between encoding and decoding idioms. Furthermore, it discusses the meanings of some of the idioms used in this thesis to show whether they are connected to transportation or not. The fourth subsection uses the distinction suggested by Makkai in the third edition of *A Dictionary of American Idioms*, published in 1995, where he says that lexemic idioms can be divided into nominal, verbal, and adjectival idioms.

1 IDIOMS

This section will explain the terms ‘idiom’, and ‘transport idioms’. It also discusses the ways other authors have categorized idioms in their works and briefly mentions some important studies written about idioms.

1.1 What are idioms?

Idioms are a crucial part of a language. They are used in written and spoken language, and for someone to be well-versed in, for example English, they have to know the idioms as well. That is why idioms have often been the topic of discussion. Most works that deal with idioms take up the issue of teaching or learning them in a foreign language. For example, *Teaching Idioms* by Cooper, published in 1998 by the American Council on the Teaching of Foreign Languages and *A piece of cake: /learning and teaching idioms* by Suzanne Irujo, published in 1986 in the *ELT Journal*. That alone should stand as an example of how difficult they might be to comprehend. Idioms are a colorful way of saying something. They add flavor to stories. Then again, with some of them, it is very difficult to interpret what they mean exactly, and for language learners it might be difficult to comprehend texts that are more metaphoric because of that. It is interesting to note that a myriad of research studies about idioms are connected to psychology – how children perceive them (*Linguistic factors in children’s understanding of idioms*, by Gibbs, 1987), how people learning English as a second language perceive them and even how certain idioms in a sentence might make someone feel or understand the story differently (*Interpreting Idioms*, by Estill, Kemper, 1982 and *Spilling the beans on understanding and memory for idioms in conversation*, by Gibbs, 1980). Whatever direction the works about idioms have taken, whether they discuss teaching them or they discuss one certain aspect of them, one common thing remains – idioms are difficult to define.

Kövecses and Szabó (1996) in their article *Idioms: A View from Cognitive Semantics* suggest that the most common definition of idioms is that they "are linguistic expressions whose overall meaning cannot be predicted from the meanings of the constituent parts." Croft and Cruse (2004) agree that idioms are difficult to define. Furthermore, they suggest that idioms have a common feature – conventionality, which is in accord with Kövecses and Szabó (1996). Croft and Cruse (2004) highlight other common features that idioms have, such as inflexibility, figuration, proverbiality. These aspects will be discussed in more detail in subsection 1.3. Grant and Bauer (2004) are other researchers to tackle idioms. They (2004: 38) simply conclude that idioms are a type of multi-word unit. They confess that there is an extensive array of multi-word units that idioms cover. They suggest that it is because of the unspecific definition. Grant and Bauer (2004: 42) even go as far as to say that "the fact that major disagreements exist shows that, as yet, no one has reached a satisfactory account for the language teacher or language learner trying to apply this."

The present thesis focuses on idioms that have headwords that are related to transportation - either a means for traveling or a component, for example *wheel*, *drive*, and *ship*. This thesis does not focus on idioms that talk about some form of transportation. The meaning of the idiom, might not be related to transportation at all. For example, the idiom *all hands on deck* refers to all crewmembers on a ship aiding when there is a crisis (Writingexplained.org.uk). With this connotation the idiom is related to transportation, however, nowadays the meaning is more general, as it means that everyone who is available to help should do so. In this sense, the idiom is not about transportation any more.

1.2 What has been researched about idioms?

There is a lot of research about idioms. A huge part of it focuses on how to teach or learn them, how to understand them or how to even define them. One important work has

been done by Gibbs, Sykes, Barr, and Bogdanovich in their article *Metaphor in Idiom Comprehension*. In it, they suggest that idioms used to be metaphorical, however that has shifted and now they are just lexical items. Yet, Gibbs (1997: 142) suggests that "idioms do not exist as separate semantic units within the lexicon, but actually reflect coherent systems of metaphorical concepts". This would give some kind of a reason or explanation behind some of the idioms and why they are used to refer to certain aspects. There have even been studies that demonstrate how these conceptual metaphors affect the ways people understand the idiomatic meaning. The central claim in these studies is that it is easier for people to understand the idiom if it derives from a conceptual metaphor. Gibbs, Sykes, Barr and Bogdanovich (1997) give a different perspective, in a way it makes people take a step back by suggesting that in order for people to understand idioms, they need to understand the metaphors behind them.

Another very significant work is done by Croft and Cruse in their book *Cognitive Linguistics*, published in 2004. They discuss the problem of idioms. They agree that idioms are difficult to define, but they also suggest that idioms do have common features, such as inflexibility, figuration, and conventionality. Idioms are inflexible because they cannot be changed, the order is restricted. For example (Croft and Cruse 2004: 230), *shoot the breeze* vs. *the breeze is hard to shoot*. Figuration simply means that idioms have a metaphoric meaning. For example, in the idiom *drive something home*, it is not actually meant that a person takes an object and then takes it home. Conventionality refers to the fact that it is not possible to predict the meaning of idioms based on its parts. Even though there are certain features that can be applied to idioms, there are some idiom elements that "cannot be predicted by the general rules of the syntactic and semantic components and their linking rules" (Croft and Cruse 2004: 231).

Third notable work is an article *Criteria for Re-defining Idioms: Are we Barking up the Wrong Tree?*, written by Grant and Bauer. They again agree how hard idioms are to define, however they, too, offer features that are necessary for idioms. The most important feature they bring out is conventionality, which signifies how it is not possible to anticipate the meaning based on the parts. Grant and Bauer (2004: 231) add that "Idioms have a restricted syntax, they have a figurative meaning, and often they are a description of social activity compared to a concrete activity, as in climb the wall, spill the beans."

As evident from the preceding paragraphs, a lot of works have been written about idioms. Even at the College of Foreign Languages and Cultures at the University of Tartu there are several works about idioms. Some of the more recent ones include, for example, *Translation errors in film subtitles: phrasal verbs and idioms* (Soever, 2005), *Comparison of cat and dog idioms in English and Estonian and history behind them* (Künnapuu, 2008), *The origin stories and symbolism behind exotic animal idioms* (Ploompuu, 2008).

Although these authors have different ways of explaining idioms, they all state that idioms are actually quite hard to define. Grant and Bauer even start their introduction to the 2004 article with the sentence "Idioms are not well-defined". This thesis adapts the definition given by the Cambridge Dictionary: "a group of words in a fixed order that have a particular meaning that is different from the meanings of each word on its own". The idioms in this thesis are mostly from the *English-Estonian Dictionary of Idioms* by Hanko and Liiv (1998).

There has not been extensive research done about idioms related to transportation. Only a handful of them exist. One work that stands out is *Speaking Freely: A Guided Tour of American English from Plymouth Rock to Silicon Valley*, written by Flexner and Soukhanov, published in 1997. This article focuses on the history of transportation. Guiding the reader through the times where a form of transportation came into use or when it became

popular, and explaining what kind of vocabulary that brought with it. This is a useful work when dealing with idioms based on their meaning, however, since this thesis takes on a different approach, this work was not that useful in regard to the topic of this thesis.

1.3 Categorization of idioms

There is a number of ways to categorize idioms. Researchers have their own ways to group idioms together, some overlap, some vary. In some cases, the way idioms have been categorized are the same, but the grouping itself has a different name. This part of the thesis discusses the different ways idioms have been categorized. It mainly focuses on Croft and Cruse's book *Cognitive Linguistics* (2004) because their way of categorizing has been the base for categorizing the idioms in this thesis. It is a fairly new work, which makes it more practical when dealing with idioms.

Croft and Cruse (2004) divide idioms in three groups: encoding/decoding idioms, substantive/formal idioms, and idioms with/without pragmatic points. First is the distinction between encoding and decoding idioms. In simplest terms, an encoding idiom is one where the meaning could be understood when hearing it. If you are new to the language, then perhaps it would be more difficult to comprehend these idioms. Idioms are understood when you have grown up in the surroundings where it has been used. Most common examples for encoding idioms are *wide awake* and *bright red* (Croft and Cruse, 2004: 231). Normally these are expressions that are understood even without explaining them. However, Croft and Cruse (2004: 231) suggest that "a speaker would not have guessed these expressions are the natural-sounding English way to describe 'completely awake' and 'intense color'." This is why decoding idioms are also encoding idioms. Even if an idiom is widely used and seems common, the speaker might not be able to predict what it means, which also means that they would not know that it is a typical way to say something in the language.

In some cases, the meaning or use of idioms cannot be predicted. If the words are not related to the meaning of idioms in any way, it is difficult to make the connection without being well versed in a language. That is where decoding idioms come in. With these idioms it is more difficult to figure out the meaning as the components do not give it away. These kinds of idioms are for example *kick the bucket* or *pull a fast one*. In these cases, the words that make up the idiom are not in any way related to the sum of the meaning. Croft and Cruse (2004: 232) add "For example, *kick the bucket* is a transitive verb phrase, but its idiomatic meaning is the intransitive 'die,' and there is nothing that corresponds even metaphorically to a bucket." The problem with this kind of categorization is that it is a bit vague. Even Croft and Cruse (2004: 232) admit that "It refers to how clever the hearer is in decoding an expression of the language."

The second way to distinguish between idioms is categorizing them as substantive and formal or substantive and schematic. In the case of a substantive idiom, all the elements of the idiom are immovable. This means that it is not possible to even change the tense. However, with formal idioms some changes can be made. Croft and Cruse (2004: 234–235) write that "at least part of the idiom can be filled by the usual range of expressions that are syntactically and semantically appropriate for the slot." Furthermore, they give an example with the idiom *(X) blows X's nose*. In this case, part of the idiom changes in accordance to who is being talked about: *Samantha blew her nose*, *We all blew our noses*. The one who does the activity and the one the nose belongs to changes. It can be plural or singular.

The third distinction is between idioms with or without pragmatic point. Croft and Cruse (2004: 234–235) explain that "Idioms with pragmatic point are idioms that, in addition to having a meaning in the usual sense of that term, also are specifically used in certain pragmatic contexts." This is illustrated perfectly with sayings such as *Good morning* or *See*

you later, which are used for either starting a conversation or ending one. The problem with this way of categorization is that in some cases it is not possible to predict if a saying that was used is normally used in English for that exact purpose. Croft and Cruse give an example with the phrase *See you later* (2004: 235), "It may be a general pragmatic principle that in taking leave, one may make reference to a future meeting; but it cannot be predicted that the specific phrase *See you later* is conventionally used in English for that purpose."

Croft and Cruse (2004) refer to the seminal studies done by Fillmore a lot in their work. They add that Fillmore used a three-way categorization of idioms based on the features discussed earlier. These categories are unfamiliar pieces unfamiliarly arranged, familiar pieces unfamiliarly arranged, and familiar pieces familiarly arranged. These categories are fairly similar to the ones that Croft and Cruse (2004) used.

Grant and Bauer (2004) take a different approach to categorizing idioms. They suggest using Makkai's division of idiomatic multi-word units into different sets of phrase and sentence 'types'. This is a more systematical approach to categorizing. The categories Makkai (1995) suggests are for example lexemic idioms, sememic idioms, proverbial idioms, metaphorical/allusive idioms, idiomatic similes. These are just some of the categories suggested, but even these go into more detail. Lexemic idioms consist of, for example, phrasal verbs, phrasal compounds, incorporating words. This way of categorizing would be helpful when someone needs to research a certain type of idiom or word or multi-word unit.

There are other ways to categorize idioms as well. Vegge (2012), for example, points out in her Master's Thesis *Idioms* that a degree of idiomaticity could be used as a way of categorizing. This poses several problems, however, because it is difficult to appoint that degree. Some authors have also attempted to classify idioms in terms of their functions

varying from things like catchphrase to personal reference to discursial functions (Grant and Bauer 2004). Dictionaries categorize based on their headwords or based on the topic. It is not a systematical approach, but it is easy to differentiate that way, when looking for certain idioms.

The main dictionary used for compiling this list of idioms used in the thesis was the *English-Estonian Dictionary of Idioms*, written by Hanko and Liiv. This was the first one that was used, but it was already sufficient. This dictionary focuses more on the American idioms, and it categorizes according to headword, which made it easier to look for idioms suitable for this thesis. Other dictionaries only added a few idioms. However, the online dictionaries were far more useful in adding new idioms. With the online dictionaries it is easier to search for specific idioms because you can add a keyword that is necessary.

All ways of categorization have their own negative and positive sides. For most of them, the negative side is that idioms are hard to keep in one compartment, they tend to be more elusive. Another concern is that even when categories are presented in a research, the examples tend to be the same. This could become a problem for language learners. Grant and Bauer (2004) agree, as they write "There is agreement about the idiomaticity of well-rehearsed examples, however when it comes to the less extreme examples, there is not only less agreement on the degree of transparency, but the terminology also becomes variable and not particularly helpful." Brant and Bauer (2004: 44) even go as far as to say that some of the idioms presented in dictionaries, such as *Cambridge International Dictionary of Idioms* (McCarthy and Walter 1998), are not really idiomatic. They suggest that the criteria for idiomatic status should be reevaluated.

This thesis focuses on three ways of categorizing. These are according to headword, between encoding and decoding idioms, and between verbal, nominal, and adjectival idioms.

The level of idiomaticity is too difficult to determine as there are a lot of variants, which is why that way of categorization has been left out. Since most dictionaries categorize according to headword, this sort of categorization has been employed in this thesis as well, focusing on how the headwords are related to transportation and how popular certain headwords are. This thesis also categorizes between encoding and decoding idioms, how it is proposed by Croft and Cruse (2004). This kind of categorization allows to discuss the meanings of the idioms further so for the purpose of getting an insight into transport idioms, this is a great way. The third categorization is done based on Makkai's division that he mentions in *A Dictionary of American Idioms* (1995).

A great way for categorizing transport idioms would be based on their meanings. This is a semantic field that could be segmented in various ways, for example, land, water, and air transportation. However, the idioms collected for this thesis have been searched for based on their headwords, thus the meaning of them has not been a defining factor.

2 TRANSPORT IDIOMS

This part of the thesis focuses on categorizing transport idioms according to their headword and between encoding/decoding idioms. It also highlights the topics that the meanings of these idioms are related to.

2.1 Overview of transport idioms used in the thesis

There are 129 idioms that have been compiled for this thesis (see Appendix 1 for the full list). This thesis does not focus on idioms that talk about some form of transportation, but instead it concentrates on idioms which include a transport related word, such as drive or bus. However, it is important to note that the form of the word has been taken into account and not the meanings. This means that metaphors for a transport related word were not searched. For example, the word *car* was used for searching, but metaphors, which mean *car*, were not used in the search. This leaves out words like *gas guzzler*, *tin Lizzie*, *Black Maria*, *paddy wagon*, *ouch wagon 'ambulance'*, and others. Although these words would have produced a bigger list of idioms, this would require a bigger research, since *car* is not the only word that has metaphorical ways of naming it. This would mean that an extensive search is required to look for metaphors for all the key words that were used when looking for idioms with these headwords.

There were different idiom dictionaries that were used for compiling the list of idioms, they include: *English-Estonian Dictionary of Idioms* by Hanko and Liiv (1998), Cambridge International Dictionary of Idioms (1998), Oxford Idioms Dictionary for Learners of English (2006), and Longman American Idioms Dictionary (1999). For extra

idioms a few online dictionaries were consulted as well, such as The Free dictionary by Farlex and online version of the Oxford Learner's Dictionary.

Most of the dictionaries categorize idioms according to headword, which means that idioms that might be about transportation, but do not have a headword related to it, are more difficult to search for. The main headwords used for searching were back seat, boat, brakes, canoe, car, coach, drive, flight, fly, flying, rails, ride, road, seat, ship, sink, sinking, tracks, transport, travel, wheels. These keywords were used as they were the ones that the author could think of. It should be noted that there could definitely be more keywords related to transportation, which the author did not think of. Even though the word *car* was also searched, there were no idioms that came up with that headword. This shows that idioms include headwords connected to ways of transportation, various means for it, and even parts of vehicles.

While looking for information about idioms, it became clear that Tartu city library nor the University of Tartu library had sufficient information about this topic. There was a shortage of books on this topic and the ones that the libraries did have, were mostly very old and for such a topic, a bit outdated. However, the University of Tartu library works closely with other libraries, so it is possible to order books from others. In the University of Tartu College of Foreign Languages and Cultures, there have been ten Bachelor theses on idioms between 2005 and 2012. These are: *Translation errors in film subtitles: phrasal verbs and idioms* (Soever, 2005), *The review and analysis of English idioms originated in ancient Greek myths* (Lokko, 2006), *Idioms describing people: the stories behind some noun phrases and adjective + noun fixed phrases* (Liivak, 2007), *Comparison of cat and dog idioms in English and Estonian and history behind them* (Künnapuu, 2008), *English bird idioms* (Loode, 2008), *Estonian and Russian idiomatic equivalents of English hand-related idioms*

(Lumi, 2008), *The origin stories and symbolism behind exotic animal idioms* (Ploompuu, 2008), *Idiomatic expressions in J. D. Salinger's The Catcher in the Rye and their equivalences in the Estonian version of the novel* (Laanes, 2009), *British and American idioms in the English-Estonian Dictionary of Idioms by Urve Hanko and Gustav Liiv* (Pulstin, 2010), *The comparison of the translations of idiomatic expressions in the movie You've Got Mail* (Kärtner, 2010). Only one stood out in respect to the present thesis – *English Bird Idioms*, written by Loode in 2008. The present thesis, however, discussed a different subcategory of idioms. There were no articles or theses about transport idioms or transport related idioms in The University of Tartu library. Even in general, there have been dozens of articles about idioms, their meaning, and how to teach them. However, there is only a handful of articles about idioms with vehicle components or transport related idioms.

2.2 Categorization of transport idioms according to headword

The most common way of categorizing idioms is according to their headword. That is how they are listed in most idiom dictionaries. There were 129 idioms that were analyzed, the full list can be seen in Appendix 1. It should be noted that in some cases there are variations in headword as sometimes different dictionaries identify separate headwords. For this thesis, most idioms were found from the *English-Estonian Dictionary of Idioms* by Hanko and Liiv. They have also categorized the idioms according to the headword.

Altogether there were 49 different headwords, the most popular one being *drive*, used in idioms such as 'drive up the wall', 'drive yourself into the ground'. Other common headwords were *ship* (ships that pass in the night), *boat* (in the same boat), *road* (road rage), and *train* (gravy train). More headwords can be seen in Figure 1. The figure shows headwords that occurred more than once, so headwords like *mile*, *route*, *bike*, *highway*, *roadblock*, are not included as they only occurred once.

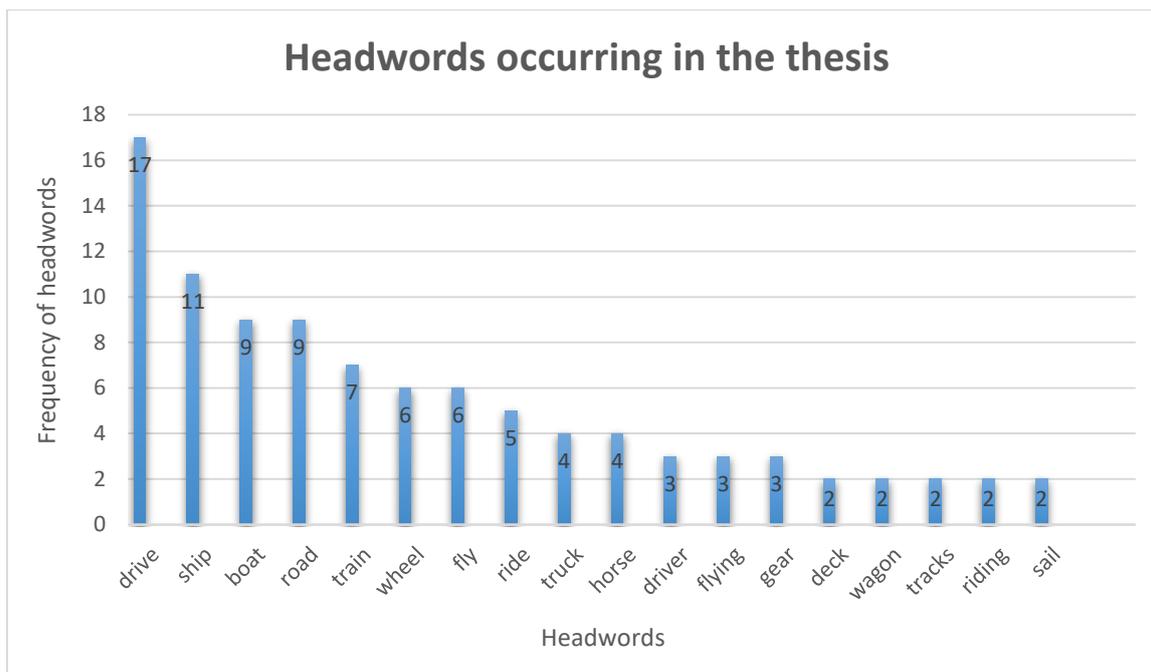


Figure 1. Headwords occurring in the thesis.

Based on Figure 1 we can conclude that there are more idioms surrounding the actions and the means for traveling, whereas not so many about parts of vehicles. Broadly there are 4 groups. The word *driver* did not fall under any of these categories. These categories are actions, means for traveling, parts of vehicles, and miscellaneous nouns. Below are examples of idioms that fall under these categories with examples of use from the Corpus of Contemporary American English (<https://www.english-corpora.org/coca/>).

1) Actions (drive, fly, ride, sail, riding). Examples:

a. *Drive* a hard bargain.

Meaning: Making a deal very skillfully, expecting a lot. (The Free Dictionary, 2019)

Example: We didn't pay her anything, although Jack Gordon tried to **drive a hard bargain**. We said we'd give her the microphone but not the money.

(COCA)

Origin: The word *drive* was first used in connotation with the meaning "forcefully carry through" in the 19th Century. (English Stack Exchange, 2019).

b. It will never *fly*.

Meaning: Not possible for something to work. (The Free Dictionary, 2019)

Example: The vine is not attacking the ship anymore, but the ship is highly damaged. **It will never fly** again. (COCA)

Origin: This saying originally referred to an aircraft that seemed like it will never fly, but it did. (Dictionary of American Idioms, 2019)

c. Let something *ride*.

Meaning: Take no immediate action over something. (en.oxforddictionaries.com)

Example: This was insulting on so many levels, I called upon my best competition smile and **let it ride**. (COCA)

Origin: This is from the 1900s, when it referred to passing by quickly. The divergent phrase *let slide* dates back to the late 1500s. (Dictionary.com, 2019)

d. *Sail* through.

Meaning: To go through something very fast. (The Free Dictionary, 2019)

Example: It makes you wonder, doesn't it, how many other cusp points you **sail through** in life without any awareness. (COCA)

Origin: This saying has everything to do with sailing. Sailing takes a lot of work, however to onlookers it looks easy, like it takes no effort and just moves fast. (Phrases.org.uk, 2019)

e. *Riding high*.

Meaning: Feeling confident due to success. (The Free Dictionary, 2019)

Example: That's life, you're **riding high** in April, shot down in May, back on top in June. (COCA)

Origin: Theidioms.com webpage suggests that the origin of this is not exactly known. The first record of this saying is from 1725 (Theidioms.com, 2019).

2) Means for traveling (ship, boat, train, truck, horse)

a. *Ships that pass in the night*.

Meaning: Two people who do not see each other a lot, despite being in close proximity. (The Free Dictionary, 2019)

Example: Good manners build high walls, so those averse to intimacy make exceedingly pleasant **ships that pass in the night**. As long as you remain a stranger they will be your friend forever. (COCA)

Origin: This saying is from a poem by Henry Wadsworth Longfellow named *Tales of a Wayside Inn*, published in 1863. It is written: "*Ships that pass in the night, and speak each other in passing, Only a signal shown and a distant voice in the darkness; So on the ocean of life, we pass and speak one another, Only a look and a voice, then darknes a silence.*" This refers to ships being alive and seemingly speaking to each other with the lights on the dark sea.

(Knowyourphrase.com, 2019)

b. (Fresh) off the *boat*.

Meaning: Recently arrived from a foreign country, and by implication naïve or an outsider. (Oxford English Dictionary, 2019)

Example: They had accents, or the one who was speaking did. Sometimes they use guys **fresh off the boat**, can't even speak English yet. (COCA)

Origin: This idiom started when people started immigrating to other countries. Their means for traveling was usually a ship so that is where the idiom comes from. (Definitions.net, 2019)

c. *Train wreck*.

Meaning: This can be literal: two trains colliding, but as an idiom it means a person or situation that is disastrous. (Oxford English Dictionary, 2019)

Example: It's fun to watch. He's a headline. He's a **train wreck**. (COCA)

Origin: This is used in slang with the connotation of a person who is not handling life well. It became popular in the 1970s, before that it was simply used when there was an accident involving trains. (Word Detective, 2019)

d. Have no *truck* with somebody.

Meaning: Avoiding being associated with something. Or just having nothing to do with something. (Oxford English Dictionary, 2019)

Example: I will **have no truck with** such concepts, not out of philosophical principle, but as a matter of taste. (COCA)

Origin: This saying has been in use a long time. However, only in the 19th century, people started using it with a negative connotation. Before that, in the 17th century, *truck* was connected to communication so the saying *to have truck with* had the meaning *to commune with*. (Phrases.org.uk, 2019)

e. Don't spare the *horses!*

Meaning: To get home (or another place) quickly. (Oxford English Dictionaries, 2019)

Example: Get this boy the best champagne they got. **Don't spare the horses.** (COCA)

Origin: This saying is from 1870. In the original version, it was "Home, James, and don't spare the horses!". (Phrases.org.uk, 2019)

3) Parts of vehicles (wheel, gear, deck, wagon)

a. Reinvent the *wheel*.

Meaning: Doing something that is pointless. Waste a lot of time and energy on something that already exists. (Oxford English Dictionary, 2019)

Example: To be clear, using such boilerplate language is not necessarily a bad practice: there is little reason for a judge (or law clerk) to **reinvent the wheel** by drafting a new version of the standard for granting summary judgment in every case, and the same thing is true here. (COCA)

Origin: This is from the second half of 1900s. It refers to something that is already done, a perfect solution to something, there is no need to mess with perfection. Inventing the wheel helped people a lot, so it is understandable why this saying uses the word *wheel* – it is simple yet effective. (Idioms.online, 2019)

b. Move/shift up a *gear*

Meaning: Start doing something more energetically. (The Free Dictionary, 2019)

Origin: When you shift up a gear on a car, it starts going faster. This idiom is the human equivalent for that. Note that this is the author's opinion as it is known when this saying came into use or why.

This idiom is similar to *shift gears*, which means to change what someone is doing. Shift gear up is therefore to do it with more energy and down is the opposite, with less energy.

c. All hands on *deck*.

Meaning: Asking everyone available to help with something.

Example: This is a long-term war and make no mistake about it -- it's a war. It's **all hands on deck** until we solve these murders. (COCA)

Origin: This saying is believed to have originated already from the 1700s. Then it was quite literal, as the *hands* referred to sailors and *deck* is part of a boat. So whenever there was an emergency with the ship, this is what the captain would have yelled. (Writing Explained, 2019)

d. Circle the *wagons*.

Meaning: Working together for a common interest. (en.oxforddictionaries.com)

Example: Now Democrats are vowing to punish Congressman Joe Wilson for his outburst during President Obama's health care address last week but as liberals on the Hill **circle the wagons**, House Republicans are uniting behind their embattled colleague. (COCA)

Origin: This saying comes from Western movies, where a wagon master would yell this whenever a wagon train was attacked (The Free Dictionary, 2019).

4) Miscellaneous nouns (road, flying, tracks)

a. *Road rage*.

Meaning: Sudden burst of anger normally caused by another driver by the way they are driving. (Oxford English Dictionary, 2019)

Example: Snake With Serious Case Of **Road Rage** Tries To Attack Motorcyclist. (COCA)

Origin: This phrase came into use in the 1980s, in the US. It was often used in newspapers to describe things happening in traffic so it had the same connotation as it has nowadays. In the UK, this saying became popular a decade later, in 1990s. (Phrases.org.uk, 2019)

b. Pass with *flying* colors.

Meaning: With distinction. (Oxford English Dictionary, 2019)

Example: I suspected this job might be some sort of a test – one I fully intended to **pass with flying colors**. (COCA)

Origin: Again a saying that has been in use for centuries. Even as early as the year 1700, this saying was already in use, and with the same figurative meaning. (Phrases.org.uk, 2019)

c. Make *tracks*.

Meaning: Leave in a hurry. (Oxford English Dictionary, 2019)

Example: Besides, I mused as I slipped on my watch, if I was to put together an update by ten, I had to make tracks. (COCA)

Origin: This slang refers to the footprints that are left when someone runs away. It is from the early 1800s. (The Free Dictionary, 2019)

It is also important to note that idioms with the word *ship* or *ships* were not considered separately as the singular and plural of the word are taken as one word. Then again, the word *fly* and *flying* are not the same as one is an action and other is a noun.

2.3 The meanings of transport idioms, encoding/decoding idioms

According to Croft and Cruse (2004: 231) an encoding idiom is "one that is interpretable by the standard rules for interpreting sentences". This means that an encoding idiom is an idiom with a clear connection to its meaning, for example *bright red*, *answer the door* (Fillmore *et al.* 1988). With transport idioms, such an example could be *asleep at the wheel*. Croft and Cruse (2004: 231) add that the listener would figure out the meaning of these idioms only by hearing them. Then again, even such idioms are understood when you have grown up surrounded by a language or when you have studied it. If you are new to the language then perhaps it would be more difficult to comprehend these idioms. Yet it is still difficult to sometimes label an idiom into decoding or encoding and that is because the meaning might seem clear to one while another would feel that there is no clear connection. Therefore it is important to note that the following analysis is based on the author's idea. This way of categorizing can be useful when teaching idioms since then idioms can be explained in two groups. When we understand decoding idioms better, perhaps it is easier to make the connection later, when coming across new idioms.

Transport idioms in this study mostly belong to the group of decoding idioms. There is an overwhelming amount of decoding idioms, as much as 119 idioms (92%). That is due to the meaning having changed or simplified in a way. For example, in the idiom *all hands on deck*, (Writingexplained.org.uk) the *hands* referred to here are the sailors and *deck* is a part of the ship. Earlier it could have been an encoding idiom because it said exactly what is meant. However, now *all hands on deck* means anyone available to help should do so.

Therefore there is no clear connection to the meaning anymore. There was one idiom, which could be both – encoding and decoding idiom. This was *asleep at the wheel* (The Free Dictionary). This idiom is mostly used in connotation to someone driving and then lacking in their responsibilities. This makes it an encoding idiom. However, this idiom is now used more generally as well, meaning someone lacking responsibility even if it has nothing to do with transportation. This makes the meaning more metaphoric, which makes it a decoding idiom. Finally, it was decided that this idiom belongs to the decoding idioms group, simply because if such a discussion arises, then the connection to the meaning is not that clear.

There are only 10 (8%) encoding idioms on this list. For example *as much use as a handbrake on a canoe* is one of them because the words have a clear connection to the meaning, the words in this already explain the meaning. Most of the idioms here, however, would be difficult to understand for someone not well-versed in the English language. Some are quite metaphorical and would be only understood by knowing something about the culture as well. This could be highlighted by the idiom *rearrange the deckchairs on the Titanic*. This idiom is based on something that happened in 1912 or perhaps on a movie that is based on the same event. Either way, it expects the user to know what was Titanic and what happened to it. Only then it could be deduced that it means to do something pointless, something that has no effect on the current problem. Another idiom that is quite specific is *built like a Mack Truck*. In this case, the speaker should know firstly what a Mack Truck is in order to understand the meaning. This saying could be used for anything that is sturdy and reliable (Usingenglish.com).

A great example of a decoding idiom is *do not spoil the ship for a ha'porth of tar*. In this case, none of the words are related to the meaning at all. The meaning of it is not risking something for something that could be dodged. According to an article by Tréguer (2017),

this phrase could be used also as *do not spoil the sheep for a halfpennyworth of tar*. Tar was something that was used to keep the wounds on sheep uninfected. Therefore, being cheap with buying tar could be deadly to the sheep.

The means for traveling have changed notably over time, yet some of these idioms have been in use since the 1600s and are still used today. So naturally, the meanings of such idioms have changed as well. The meanings of a lot of idioms have become more general, no matter what time people started using them. For example:

1) *A back-seat driver*

This is used for someone who is not driving the car, but is still giving the driver unwanted advice or even criticism, but this idiom can be used in other situations as well, where the same applies – someone gives unwanted advice. (Cambridge Dictionary, 2019) It can be even used about people who try to control every situation (The Free Dictionary, 2019).

2) *Highways and byways*

The Cambridge Dictionary explains *highways and byways* as *the roads and paths of a place*. (Cambridge Dictionary online) However, this has taken another meaning as well, because when used figuratively it can be talking about the paths taken in life (The Free Dictionary Online). According to Macmillan Dictionary, it could even have a more general meaning – *all the different aspects of something*. (MacMillan Dictionary, 2019)

3) *Jump ship*

This idiom means *leaving a ship without permission*, but by extension it means to *leave a difficult situation when you should stay and deal with it* (MacMillan

Dictionary, 2019). Again something that has become more general in its meaning and how it is used.

With some transport idioms it is possible to see where the meaning has come from, however the meaning has nothing to do with transportation. Even their original meaning remains metaphoric. In the previous example the idioms were used both ways, in cases dealing with transportation in some way, and more generally. These examples show that transportation has nothing to do with the idioms when we consider the meaning, therefore they are encoding idioms. For example:

1) *A rising tide lifts all boats*

This idiom was coined by John F. Kennedy, who used it to refer to economics, saying "Thanks to the economy doing so well lately, our business has been booming. I guess it's really true what they say, that a rising tide lifts all boats." (The Free Dictionary, 2019). It is clear why this metaphoric saying has been used because when a tide comes, all boats are affected by it. However, the meaning of this idiom has nothing to do with boats or water or any form of transportation.

2) *Put the cart before the horse*

Seems logical that if horses are used for transportation then the cart is after the horse, putting it in front of the horse just does not make any sense. This is why the meaning of this idiom is *to do things in the wrong order* (Cambridge Dictionary, 2019).

3) *Fifth or third wheel*

Cars have four wheels, a motorbike has two wheels. Adding one more seems unnatural and unnecessary. Even though the idiom uses words to show an object is unnecessary, the meaning is about a person. This idiom refers to someone who is extra or unnecessary in a situation. (Theidioms.com, 2019)

4) *In the same boat*

This idiom means to be in a similar, unpleasant situation as others (Cambridge Dictionary, 2019). If a boat is sinking for some reason, then everyone who is in that boat has nowhere else to go. They are all in the same situation. This phrase is from the 16th century, when Thomas Hudson started using it as a metaphor for having the same fate. In his translation of Du Bartas' *Historie of Judith* (1584), he wrote "Haue ye paine? So likewise paine haue we: For in one bote we both imbarked be." This metaphor was used again in 1629, this time by Thomas Taylor: "He is in the same boate which is tossed and threatned with the tempest, and is someway interested in the common cause, and quarrel." (Phrases.org.uk, 2019)

5) *Like rats leaving/fleeing/deserting a sinking ship*

This idiom has had many forms over time, most of them focusing on how people believed that mice and rats had a sort of intuition when something was about to crumble and they would flee before anything happened. (Merriam Webster) According to Merriam Webster Dictionary, the different sayings were for example: "like rats that quit the House before it falls" (1600), "Leave the body, *like Rats, when they finde the house rotten, and ready to fall*" (1653), "And sees them *running from her affrighted, like rattes from a house on fire*" (1633), "or are they quite gone from us, and to use Mr. Cressy's own comparison, *like Rats have forsaken a sinking Ship?*" (1675). These examples continue, with slight changes to the wording and little nuances. However, the fact remains that none of these examples have anything to do with a ship that is sinking and rats fleeing from it. Even when this saying emerged, the meaning was metaphoric. This idiom refers to people who leave rapidly, when there is a problem. It is mostly used in connection to people leaving organizations when they are going under. (The Free Dictionary, 2019)

6) *Paddle one's own canoe*

This refers to a person who is independent (Cambridge Dictionary, 2019), or simply to *mind one's own business* (Dictionary.com, 2019). This saying emerged in the 19th century. In 1807, in *The Selangor Journal: Jottings Past and Present*, it was written that "If the planters would unite and use their united influence they could start a bank to advance money to deserving young planters...but they won't do it. They let each poor fellow *paddle his own canoe*, and if he capsizes and stretches out his hand in despair for someone to save him...they won't do it." This kind of use of the saying to refer to independence became rapidly more popular and in 1939 it was used even as a title of a book by Lord Baden-Powell.

7) *Rearrange the deckchairs on the Titanic*

This phrase is particularly interesting since it is quite specific. This is used to say that someone is doing something unnecessary or not important, while there is a much bigger issue. This idiom expects speaker's to know about something that happened in history or about the widely popular movie about that event. This idiom seems to make sense – there is no use in changing something on a sinking ship, it is going down either way.

It is interesting that although these idioms have headwords related to transportation, their meanings are mostly about something else. There is only a handful of idioms that are related to transportation in their meaning as well, and even then they could be used more generally as well. For example, *a back-seat driver* and *all hands on deck* which were discussed earlier. Idioms clearly about transportation, with no other connotation are *wrap one's car around something*, *Sunday driver*, *road rage*, *pedal to the medal*, *jump the lights*, *hit the road*, *en route*.

There are two idioms included in this thesis that seem similar when considering the words, and yet have completely different meanings. These are *fall off the wagon* and *fall off the back of a lorry*. The first refers to someone who has stopped drinking and has now started to drink again. However, the second one refers to someone getting something for free or for very little money because the previous owner got it illegally. It is used to refer to *stolen goods*. (The Free Dictionary, 2019) It is interesting to note in the case of both these idioms, the words *fall off* denote something negative and yet completely different.

There is a group of idioms collected for this thesis, which use the word *drive* in the beginning. Although, *drive* is a neutral word, it is an activity, these idioms all have a negative meaning. They mean to make someone do or feel something. These idioms are *drive a wedge between someone*, *drive away*, *drive crazy*, *drive one back to someone*, *drive one to drink*, *drive one to despair*, *drive someone mad*, *drive someone out of their mind*, *drive someone to an early grave*. These all have negative ways of affecting someone. The origins of these idioms are not known, however there are different variations of these idioms used throughout time again. For example, *drive someone crazy* has been used with words such as *bonkers*, *bananas*, *insane*, or *up the wall*, instead of *crazy*. The meaning still remains same. (Knowyourphrase.com)

Language has a way of adapting over time. New things are invented, things that are popular change, things that are talked about change, so language has to adapt, and it has to evolve. Some of these idioms that were discussed in the previous chapters show how their meanings have become more general, how they can be used to talk about different things. Some sayings have disappeared completely and some remain in use both figuratively and literally. That is the beauty of language.

2.4 Nominal idioms, verbal idioms, adjectival idioms

In the introduction of the third edition of *A Dictionary of American Idioms*, published in 1995, Makkai brings out three types of idioms. These are the lexemic idioms, phraseological idioms, and sayings and proverbs. Phraseological idioms are set in their form, meaning it is not possible to change some of the words it consists of, without it changing the meaning as well. The second category is sayings and proverbs. Makkai (1995: 7) suggests that "many of these originate from some well-known literary source or come to us from the earliest English speakers of the North American Continent". The third category is lexemic idioms, which according to Makkai (1995: 7), are "idioms, which correlate with the familiar parts of speech". Lexemic idioms can be subdivided to nominal, verbal, and adjectival idioms. The division between these types can be seen below in Figure 2.

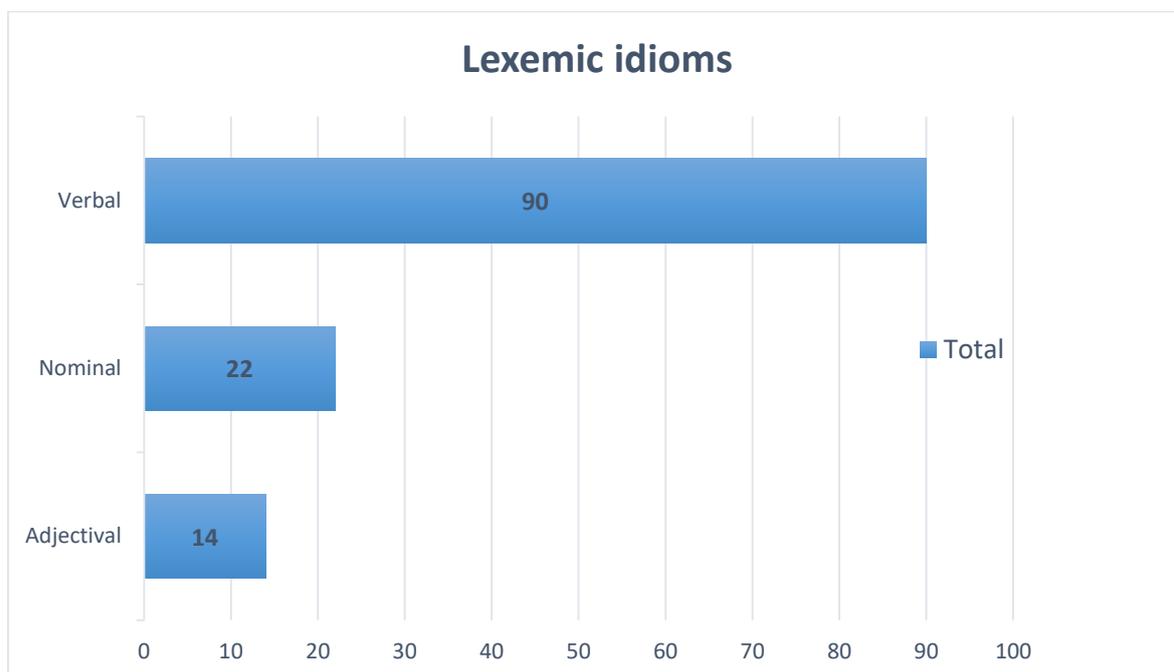


Figure 2. Lexemic idioms.

The idioms in this thesis mostly fall under these three categories of lexemic idioms – adjectival, nominal, and verbal idioms. However, for some of the idioms it is difficult to find

a category. Some of them do not fall under any category as they are not lexemic idioms. For example:

- 1) *If wishes were horses, beggars would ride.*

This is a proverbial idiom. The meaning of it is that things do not happen simply because people wish for them, some effort needs to be put in (The Free Dictionary, 2019).

- 2) *Squeaky wheel gets the grease.*

This is said about people that tend to complain the most and get more attention because of it (The Free Dictionary, 2019).

- 3) *There's never a road without a turning.*

This saying is used to bring out that there is always a change, nothing stays the same (Using English, 2019).

From the idioms that did fall under one of these three categories, the verbal idioms stood out the most because as many as 71% of lexemic idioms (91) used in this thesis are verbal. 18% of idioms (22) are nominal and 11% (14) are adjectival. The reason why so many of the idioms are verbal might be due to the key words used when searching for idioms (e.g. drive, fly). For example, all the idioms in this thesis starting with the verb *drive* and *fly* are verbal idioms. These are: *drive something home*, *drive the center*, *drive up the wall*, *drive yourself into the ground*, and *fly into a rage*, *fly off the handle*, *fly the coop*.

2.5 Discussion

The aim of the thesis was to see what idioms exist in the English language with headwords related to transportation, and to see whether the meaning of them was also related to transportation or to something else. The results indicate that these idioms remain

metaphoric for the most part. As much as 91% of idioms used in this thesis are decoding idioms, which shows that they do not have a clear connection to their meanings. Among this 91% are idioms, which used to be about transportation, but have become more general and are now used with other connotations as well. These idioms could be researched further by doing a corpus based study to see how much these idioms are used and how they are used. This would be particularly interesting because some idioms now encompass a large variety of meanings. They could be taken literally, or they could be metaphorical. A corpus-based study would show, which way of use is more popular.

There is a great deal of idioms with headwords related to transportation. It is interesting to note, however, that there are more idioms surrounding the actions and the means for traveling, whereas not so many about parts of vehicles. This is illustrated by the division of lexemic idioms. 71% of lexemic idioms in this thesis are verbal idioms. This could indicate that when the idioms came into use, the actions surrounding a way of transportation, seemed more relevant. For example, if the word *drive* is used, it could refer to driving a car or driving a boat. However, when a component of a car is used in a sentence, it already makes the idiom more specific. It is also important to note that the word *drive* has been in use much longer than the invention of the car, as people used to *drive* kattle. This word can be traced to Old English, with the meaning of pursuing, hunting. (Thompson: 2015)

The current thesis compiled the list of idioms based on their headwords and not based on the meanings of these idioms. This is how idiom dictionaries categorize as well. However, in the future, it would be better to do a meaning-based research and not a headword-based research. If these idioms would all be about transportation, then different approaches could be applied. For example, it would be interesting to see a segmentation

between water, land, and air transportation. Furthermore, the history of transportation could be discussed as well.

CONCLUSION

Transportation is and has been a huge part in peoples' lives for decades. As new things are discovered, the language evolves as well in order to adapt to the world. New words are constantly added to dictionaries, new sayings emerge. However, old ones remain as well. Sometimes the meaning of them changes a bit, sometimes they become outdated. Idioms add flavor to peoples' stories, they make it more colorful. Using them indicates a person who is well-versed in a language. Therefore, it is only natural that there are an abundance of idioms regarding transportation.

The first chapter explains the term 'idiom', and discusses previous research done about idioms. This chapter also highlights different ways of categorizing idioms that are used by various authors, such as Croft and Cruse, Makkai, Grant and Bauer. Some of these categorizations are employed in Chapter 2. The second subsection of Chapter 2 categorizes the idioms based on headwords, as do the idiom dictionaries. There were 49 different keywords that were used when compiling the list of idioms. The most popular keyword turned out to be *drive*, which produced 17 idioms. This is followed by words *ship* and *boat*, which produced 11 and 9 idioms respectively. The third subsection of Chapter 2 differentiates between encoding and decoding idioms as employed by Croft and Cruse (2004). The idioms used in the current thesis seem to be more metaphorical, as much as 119 (92%) of these idioms are decoding idioms. Meaning they do not have a clear connection to their meaning. This section discusses some of the idioms in more details, explaining what their meaning is. The fourth subsection deals with lexemic idioms, dividing them between nominal, verbal, and adjectival idiom categories. This division was suggested by Makkai (1995). This kind of categorization shows that 71% (91) of lexemic idioms are verbal, 18% (22) nominal, and 11% (14) are adjectival.

This thesis focused on the idioms with headwords related to transportation, it set out to see which idioms are used in the English language and whether the meaning of these idioms is related to transportation as well or are these idioms more metaphoric. It turns out that a lot of the idioms collected for this thesis are metaphoric. Many of them have a meaning that is in no way related to transportation. It is also interesting to note that with a lot of idioms, the meaning has become more general. For example, *all hands on deck*, which nowadays means that everyone around should help, whereas it used to specifically suggest that people working on a boat should help because there is a crisis of some sort. In these cases, the origin of the idiom had to do with transportation, but it is now used with other connotations as well.

Although these discoveries are interesting to look at, it would have been better, if the list of the idioms had been compiled not based on the headwords but based on the meaning. In that case, the history of these idioms, and the history of transportation could be discussed as well. This could be the next step after this thesis, to continue on, intertwining idioms with headwords related to transportation but also idioms that have a meaning related to transportation. In such a case, other keywords could be used for searching, such as metaphoric words for car, like *gas guzzler*, *tin Lizzie*, *Black Maria*, *paddy wagon*, *ouch wagon* 'ambulance', and others. The author believes that transport idioms is an area still worth researching as both idioms and transportation will remain to have a big influence in peoples' lives, so the connection between them is interesting to look at.

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Appendix 1**FULL LIST OF TRANSPORT IDIOMS**

1. A back-seat driver
2. A flight of fancy/imagination/fantasy
3. A great ship asks deep waters
4. A rising tide lifts all boats
5. All hands on deck
6. Asleep at the wheel
7. As much use as a handbrake on a canoe
8. At a crossroads
9. At a fork in the road
10. Bad money drives out good
11. Be in the train
12. Beam me up, Scotty
13. Built like a Mack Truck
14. Burn one's boats
15. Cart before the horse
16. Circle the wagons
17. Clear the decks
18. Cool your jets
19. Cross that bridge when you come to it
20. Country mile
21. Don't spare the horses
22. Drive a coach and horses through (something)
23. Drive a hard bargain
24. Drive a wedge between
25. Drive away
26. Drive crazy
27. Drive one back to someone
28. Drive one to despair
29. Drive somebody to drink

30. Drive someone mad
31. Drive someone out of their mind
32. Drive someone to an early grave
33. Drive something home
34. Drive the center
35. Drive up the wall
36. Drive/run yourself into the ground
37. Driving at something
38. En route
39. Fall off the back of a lorry
40. Fall off the wagon
41. Fifth wheel
42. Fly-by-night
43. Flying high
44. Fly into a rage
45. Fly off the handle
46. Fly the coop
47. Fresh off the boat
48. Full throttle
49. Get off one's bike
50. Get off to a flying start
51. Get the show on the road
52. Go play in traffic
53. Gravy train
54. Have no truck with somebody
55. Highways and byways
56. Hit a roadblock
57. Hit the road
58. Hold your horses!
59. If wishes were horses, beggars would ride
60. In the same boat
61. It will never fly
62. Jump on the bandwagon
63. Jump ship

64. Jump the lights
65. Jump the track
66. Kick into gear
67. Kick over the traces
68. Kick someone to the curb
69. Kick the can down the road
70. Let fly
71. Let something ride
72. Like rats leaving/deserting a sinking ship
73. Make tracks
74. Middle of the road
75. Miss the boat
76. Move up a gear
77. Off the back of a truck/lorry
78. Off the beaten track/path
79. On the fly
80. On the home stretch
81. On the wrong track
82. Paddle one's own canoe
83. Pass with flying colors
84. Pedal to the medal
85. Pull a train
86. Push the boat out
87. Put the brakes on
88. Rearrange the deckchairs on the Titanic
89. Reinvent the wheel
90. Ride her on somebody
91. Ride the crest of something
92. Ride the wave of something
93. Riding for a fall
94. Riding high
95. Right up my alley/street
96. Road rage
97. Rock the boat

98. Rocky road
99. Sail close to the wind
100. Sail through
101. Set in train
102. Shift gears
103. Ship came in
104. Ships that pass in the night
105. Slow boat to China
106. Smooth sailing
107. Spoil the ship for a ha'p'orth of tar
108. Squeaky wheel gets the grease
109. Step up a gear
110. Sunday driver
111. Take a back seat
112. Take for a ride
113. Take for a test drive
114. The ship of desert
115. The ship of state
116. That ship has sailed
117. There's never a road without a turning
118. Third wheel
119. Throw someone under the bus
120. Tight ship
121. Trafficked
122. Train of thought
123. Train one's sights on something
124. Train wreck
125. Whatever floats your boat
126. Wheels within wheels
127. When one's ship comes home
128. Where the rubber meets the road
129. Wrap one's car around something

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Petra Nook

Idioms with headwords related to transportation (Idiomaatilised väljendid, mille peasõna on seotud transpordiga)

Bakalaureusetöö

2019

Lehekülgede arv: 35

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