

1. Introduction

“Collocation” means a natural combination of words ; it refers to the way English words are closely associated with each other ; for example ,” **do** “and **“homework”** go together, as do **“make”** and **“mistakes”**; **“tall”** goes with **“ man /woman”** and **“high”** with **“ mountain”**.(McCarthy O`Dell, 2017 : 4)

Collocations are phrases of matching words . They are word combinations that occur frequently in language. They mark which (**word**) goes with which (**word**) in language in general . Usually they are used intuitively and unconsciously by native speakers of a language . only when they are discussed or disrupted can they be felt by them . (Ghazala , 2007 : 17).

Collocations are rhetorical phrases and expressions of different kinds . usually they are two words each (**i. e . verb + noun , adjective + noun + noun + verb , adjective + preposition, etc** (Ibid)

In this sense , collocations are taken in their broad sense of word collocability in language as a whole . This does not imply that everything in language is subsumed under collocations . Rather , they refer to those phrases which are labeled as **marked , beautiful , rhetorical , interesting , attractive , expressive ,and effective** in both languages , English and Arabic . (Ibid).

In all language there are a great number of expressions whose meaning cannot be inferred from the individual words of the phrase .An expression in one language may not exist in some others languages or the language may have a very different expression to convey the same meaning that is why translation of idioms may sometimes be problematic. The to identify idioms is of a great importance and their meaning should be never understood literally. The English language is richer in idioms and idiomatic expression so idioms are important and natural part of our daily speech. Idioms are normal part of our language use and we rarely notice how vastly we use them in our daily speaking and writing .Idioms are considered as one of the hardest and most interesting of English vocabulary. But they also considered as one of the most peculiar part of the language. On other hand they are difficult because of their unpredictable meaning...

Chapter One

1.1 Collocations

It is a term used in LEXICOLOGY by some (especially FORTHLAN) LINGUISTS to refer to the habitual co-occurrence of individual LEXICAL ITEMS ; for example, "auspicious" collocates with "**occasion**" , "**event**" , "**sign** " etc...; and "**letter**" collocates with "**alphabet**" , "**graphic**" , etc.... , on the one hand , and "**postman**" , "**pillar-box**" , etc...., on the other. Collocations are , then , a type of SYNTAGMATIC lexical relation. They are linguistically predictable to a greater or lesser extent (e.g. the bond between "**spick**" and "**span**" is stronger than that between "**letter**" and "**pillar-box**") , and this differentiates them from SENSE ASSOCIATIONS, which tend to include idiosyncratic connections (e.g. "**mother-in-law**" associating with "**hippocampus**"). Some words have no specific collocational restrictions-grammatical words such as "**the**" , "**of**" , "**after**" , "**in**". By contrast, there are many totally predictable restrictions, as in "**eke + out**" , " **spick + span**" and these are usually analyzed as IDIOMS, Clinches, etc.... Another important feature of collocations is that they are FORMAL (not SEMANTIC) statements of co-occurrence ; e.g. "**green**" collocates with "**jealousy**" (as opposed to, say , "**blue**" or "**red**") even though there is no REFERENTIAL basis for link. Lexical items which are '**collocated**' are said to be "**collocates**" of each other ; the potential of items to collocate is known as their "**Collectability**" or collocational range.

Collocational restrictions are analogous to the notion of SELECTIONAL RESTRICTIONS in GENERATION GRAMMAR. Collocations should not be confused with the notion of word association in psychology, which refers to any kind of mental relationship between words-for-example , "**car**" might produce the associations "**New Zealand**" or "**Uncle Joe**" . Word associations of this kind are being increasingly studied as part of PSYCHOLINGUISTICS , especially for the light they throw on cultural differences (e.g. in relation to BILINGUALISM).(Crystal, 2008:86, 87).

1.2. Etymology of Collocation :

Collocation was studied by Greek stoic philosophers as a linguistic phenomenon in connection with lexical semantics as early as 2,300 years ago (Robins 1967 cited in Brashi, 2005:13) . Robins (Ibid) mentions that Greek stoic philosophers refused the equation of **“one word, one meaning”** and suggested a significant field of the semantic structure of language. They did believe that **“word meanings do not exist according to the collocation in which they are used”** (Ibid).

Since that time, there has been a motivation to study the relation of collocation among words as being an important domain of language research (Brashi, 2005:13). But what exactly do we mean by the term **‘collocation’** ? and what are the **‘linguists views’** about it? Answer to these questions are presented in the following sections.

1.3. Definitions of Collocations :

Although there is a controversy among linguists about how to exactly define the term collocation (as shall be found out in the following section), collocation can be define as **“the concept of word co-occurrence, where certain words appear predictably next to or within a certain number of words”**(Sinclair, 1991:121).

The above idea concerns both the lexical items (lexical collocations) and grammatical items (colligation) (Ibid). As carter (1987:60) points out, lexical collocation is **“the co-occurrence of nouns, adjectives, verbs or adverbs, such as “strict rules” (rather than rigid) , and he “pricks” his finger (rather than pierced or punctured)”**. Colligation, on the other hand, is **“the co-occurrence of noun, verbs or adjectives with prepositions or certain characteristics of grammar, for instance, a comparative form of an adjective with the word “than” or the verb deal with the preposition “with””**.(Ibid) .

Despite the above distinction, collocation is merely considered as a lexical relationship between words (Brashi, 2005:13). It is a lexical relationship that is **“largely arbitrary and independent of meaning”** (Baker, 1992:48).

The term “**collocation**” that stands for this lexical relationship was first introduced to the linguistic technical terminology as a purely technical term by Firth (Ibid : 15) . FIRTH ARGUES THAT “ **You shall know a word by the company it keeps**” (palmer , 1957 : 76) . His famous example concerns the word “**ass**” which can occur in the following instances (Firth , 1957, cited in Al- Rawi , 1994 : 13) :

- 1- An **ass** like Bagso might easily be deceived.
- 2- He is an **ass** .
- 3- You silly **ass**.
- 4- Don` t be an **ass**

For Firth, this Collocability of the word "**ass**" with a set of other words, is part of the meaning of the word (palmer, 1957:76). To further prove this idea, he gives the example of "**dark night**" as an adjective + noun collection, asserting that "**one of the meanings of 'night' is its Collocability with 'dark' and one of the meaning of 'dark' is its Collocability with 'night'** " (brash, 2005:14).

Firth's argument that the collections of a word are parts of its meaning was criticized by Lyons who, however, later admits that "**there is frequently so high a degree of interdependence between lexemes which tend to occur in texts in collection with one another that their potentiality for collection is reasonably described as being part of their meaning**" (Lyons, 1977:613).

Some linguists such as Halliday and Sinclair (Brashi, 2005:15) agree with Firth's theory and adopt it, while other such as Mitchell present a different approach of that of the 'Neo-Firthians' (Ibid:17).

Both Halliday and Sinclair (Al-Rawi, 1994:21) did recognize and emphasize the importance of describing the lexicon of a language in accordance with collections and sets, without undermining the significance of grammatical constraints on co-occurrence. Moreover, they want to introduce meaningful, separate statements about lexis.

They also reveal that in lexis there are collections and sets; in grammar there are structures and systems, respectively (Ibid). Halliday mentions that collocation **"can be used to generate lexical sets where a set designates a family of lexical items whose membership up mainly on formal, statistical bases, without reference to meaning or to notions such as semantic fields"** (Halliday, 1966, cited in Al-Rawi, 1994:18). Sinclair, on the other hand, defines collocation as "the concept of word co-occurrence where words appear predictably next to or within a certain number of words" (Sinclair, 1991:122).

It's also worth mentioning that **"cllocation"** is discussed by Halliday and Hasan as one of five ways for achieving lexical cohesion (Mckeown & Radev, 1994:2). In their book 'cohesion in English' (1976) , they describe collection or **'collections cohesion'** as **"a cover term for the cohesion that results from the co-occurrence of lexical items that are in some way or another typically associate with one another, because they tend to occur in similar environments"** (Halliday & Hasan, 1976:287). They give examples such as :

1- Candle – flame – flicker .

2- Hair – comb – curl – wave . (Ibid) .

Mitchell's approach (1991 cited in Brashi , 2005 : 19) differs from that of the Neo – Firthian .Considering lexis and grammar as one entity 'Mitchell argues for the **"oneness of grammar , lexis meaning and mention that collocations need to be described as "lexico – grammatical "** (Ibid) .

He suggests that they have to be studied within grammatical matrices, for instance, adjective + noun : **"heavy drinker"** , adjective + gerund : **"heavy drinking"** and verb + adverb : **" to drink heavily "** (Ibid).

In the same manner , Newmark (1988 :212) gives the following classification of collocation in English :

1- Adjective + noun , e.g , "heavy labour" .

2- Noun + noun , e.g , nerve cell " .

Verb + object (which is normally noun that denotes an action) , e.g , "pay a visit " .

Newmark (ibid : 214) notes that the above are the most common types of collocation since all the three types are countered on the noun which is the second component of these three collocation types in the English language.

In the present paper ' Newark's classification of English collocation is to be adopted.

1.4. Why learn Collocations?

You need to learn collocations because they will help you to speak and write English in a more natural and accurate way .people will probably understand what you mean if you talk about “ **making your homework**”

Or say “ **My uncle is a very high man** “ but your language will sound unnatural and might perhaps confuse . Did you mean that your uncle is tow meters tall or business?(McCarthy, O ` Dell, 2017:4)

Learning collocation will also help you to increase your range of English vocabulary. For example, you'll find it easier to avoid words like “ **Very** “

Or “**nice**” or “ **beautiful** “ or “**get**” by choosing word that fits the context better and has a more precise meaning . this is particularly useful if you are taking a written exam in English and want to make good impression on the examiners .(Ibid).

Learning collocations is a good idea because they can :

- a- give you the most natural way to say something:
Smoking is strictly forbidden is more natural than smoking is strongly forbidden.
- b- Give you alternative ways of saying something , which may be more colourful / expressive or more precise : instead of repeating
It was very cold and very dark , we can say it was bitterly cold and pitch dark
- c- Improve your style in writing : instead of saying
Poverty causes crime , you can say poverty breeds crime ; instead of saying a big meal you can say a substantial meal.
You may not need or want to use these in informal conversations
But in writing , they can give your text more variety and make it read better : this book includes notes about formality wherever the collocations are especially formal or informal.
(McCarthy, O `Dell, 2017 : 6)

Learning collocations is not so different from learning any vocabulary item .

The key things are to :

- a- **Regularly revise what you want to learn.**
 - b- **Practice using what you want to learn in contexts that are meaningful for you personally.**
 - c- **Learn collocations in groups to help you fix them in your memory.**
You might group together collocations relating to the same topic. Or you might group collocations based on the same word, for example:
 - 1- I must **find a way** to help him .
 - 2- Can you **find your way** back to my house?
 - 3- I **learn the hard way** that Jack can't be trusted .
 - 4- Please, tell me if I'm **getting in your way**.
 - 5- You must **give way to** traffic from the left.
 - 6- I've **tried every possible way** to get him to change his mind.
- (McCarthy , O`Dell , 2017 : 8)

Learning collocations has proven to be crucial for the process of language learning , spoken and written modes. For speaking, using collocation gives a natural flavor to one`s speech. **“smoking is strictly forbidden”** ,for example, as Maurer-stroh (2004) explains, is more natural than **“smokig is strongly forbidden”** .

Moreover, as Maurer-stroh maintains (2004) collocation offers alternative ways of saying something . Instead of repeating **“it was very cold and very dark”** we can say **“it was bitterly cold and pitch dark”** .Use of collocations also enhances writing style through diversification by offering alternative to writers . For instance, instead of repeating **“poverty causes crime”** ; you can ramify into other equal expressions such as **“poverty breeds crime”** ;instead of saying **“a big meal”** you can variegate into something like a **“substantial meal”** (Maurer – stroh , 2004) . wardell (1991) focuses on the importance of training students to use collocations adequately and purposefully has to be a priority in language learning. Arab learners of English are not immune from the collocational problems that learners of other languages have gone through.

Abu Ssaydeh (1991: 70) asserts that collocations present a formidable impediment for Arab language learners :

The claim that the major problems the learner frequently encounters are

Predominantly lexical rather than grammatical is probably nowhere apparent and valid than in the area of collocation; the generation of collocably compatible strings in a foreign language has always plagued even advanced learners.

Farghal and obeidat (1995) , using a gap – fill task, reported similar results on testing the knowledge of 22 English collocations amongst L1 Arabic learners majoring in English at a Saudi university. On the gap – fill task , learners achieved only 18.3%correct responses, and on the translation task, they did even worse 5.5% . In a study conducted on a number of Arab students majoring in English , Hussein (1997) has proved the incompetence of those students` production of English collocations; correctness rate stood only at 39%. Transfer ranked first as a possible reason for errors. It has also been reported that Kuwaiti students sufferfrom lexical collocation problems based mainly on mother tongue interference and other factors (Alotaibi , 2015) . collocations are also a problem for foreign learners of Arabic even at advanced levels(Hafiz,2004,p.1).

1.5. Types of collocations:

1- Strong collocations:

A large number of collocations are strong . for example,

“We most commonly talk of rancid butter, but that does not mean that other things cannot be rancid”.

2- Fixed collocations:

Very fixed collocations are those in which the pattern has very few expected variations . so, for example, the phrase **“kick the bucket”** is an idiom , a relatively fixed collocation meaning **“to die”** like **“kick the bucket”**, most collocations which are very fixed from a particular expected meaning rather than a structure.

3-Weak collocation:

Becoming aware of collocations is part of vocabulary learning. All languages have a large number of collecting words. A good dictionary will help you and dictionaries of collocations are also available.

1-Big/enormous/large + house/ lorry/cup

2-Fast/shiny/expensive + car/motorbike /aero plane

3-Very/really/extremely + interesting/hot/generous

4-Brown/straight/long + fence/hair/line

These are words which co-occur with a greater than random frequency.

Many things can be long or short, cheap or expensive, good or bad.

1.6. Grammatical categories of collocations:

There are many different types of collocations.

Here are some examples:-

1.6.1. Verb + Noun:

a- **Everyone must accept their responsibility.**

We see in this type of collocation, the collocation consist of verb plus noun.(e.g. accept responsibility, undermine(my) self-confidence). And these can be exemplified in sentence:

b- **The prisoner was hanged for committing murder.**

We notice that in sentence number two, the collocation is “**committing murder**”. This collocation consist of a verb “**committing**” plus a noun “**murder**”

c- **I always try to do my homework in the morning, after making my bed.**

While in sentence number three, the collocations are “**do my homework**” and “**making my bed**”. These collocations consist of verbs “do” and “making” plus a nouns “**my homework**” and “**my bed**”.

d- He has been asked to give a presentation about his work.

Where as in the fourth example, the collocation is **“give a presentation”**. This collocation consist of verb **“give”** plus a noun **“a presentation”**.

e- Try to take heart from the fact that he`s no longer in pain.

The collocation in sentence number five is **“take heart”** which is composed of verb **“take”** plus noun **“heart”**.

1.6.2. Noun + Verb :

Notice how nouns and verbs often go together .for examples :

a. The economy boomed in the 1990 s.[the economy was very strong]. We see that in sentence number one, the collocation is **“economy boomed”** this collocation consist of a noun **“economy”** plus a verb **“boomed”**

b. The company has grown and now employs 50 more people than last year.

We notice that in sentence number two, the collocation is **“ company has grown”** this collocation consist of a noun **“company”** plus a verb **“grown”**.

c. The tow companies merged in 2013 and now from one very large corporation.

While in sentence number three, the collocation is **“companies merged”**. This collocation consist of noun **“companies”** plus verb **“merged”**.

d. The company has expanded and now has branches in most major cities.

We notice that in sentence number four, the collocation consists of noun **“the company”** plus a verb **“expanded”**.

e.

While in this sentence the collocation is created opportunities. This collocation consists of noun “

1.6.3. Noun + Noun :

There are a lot of collocations with the pattern a...of..., as cited in McCarthy & O'Dell (2017 : 12)

- a. As Max read the lies about him, he felt **a surge of anger** [literary: a sudden angry feeling].

Where as in the first example sentence, the collocation is “ **a surge of anger**” . This collocation consist of a noun “ **a surge**” plus a noun “**of anger**”.

- b. Every parent feels **a sense of pride** when their child does well or wins something.

The collocation in sentence number tow is “ **a sense of pride**” which is composed of a noun “ **a sense**” plus a noun “**of pride**”

- c. I felt **a pang of nostalgia** when I saw the old photos of the village where I grew up .

We see that is sentence number three, the collocation is “ **a pang of nostalgia**” , This collocation consist of a noun “ **a pang**” plus a noun “**of nostalgia**”.

- d. I often go to **the beauty shop** on the weekend.

The collocation in sentence number four “**the beauty shop**” which is composed of a noun “**the beauty**” plus a noun “**shop**”.

- e. I love watching **action movies**.

While in sentence number five , the collocation is “**action movies**”. This collocation consists of a noun “**action**” plus a noun “**movies**”. (

1.6.4- Adjectives + Noun :

Notice adjectives that are typically used with particular nouns. (He ; Ibid : 12) States that some adjective are to be collected with nouns, as in :

- a. Emma always wears red or yellow or some other **bright colours**.

Notice that in sentence number one, the collocation is “ bright colour” . this collocation of an adjective “ bright” plus noun “ colour”.

- b. We had **a brief chat** about the exams but didn't have time to discuss them properly.

While n sentence number two , the collocation is “a brief chat” plus noun “chat”.

c. unemployment is **a major problem** for the government at the moment.

where as in the third example, the collocation is “**a major problem**”. This collocation consists of an adjective “**a major**” plus a noun “**problem**” .

d. This is **strong coffee**.

We see that in sentence number four, the collocation is “strong coffee” .This collocation consists of an adjective “strong” plus a noun “coffee” .

e. The artist is famous for the use of **rich reds** in her paintings.

The collocation in this sentence is “rich reds” which composed of an adjective “rich” plus a noun “reds”.

1.6.5-Adverb + Adjective :

We see in this type of collocation adjectives often have particular adverbs which regularly collocate with them.

a. They are **happily married**.

We see that in sentence number one the collocation is “**happily married**” .This collocation consists of an adverb “**happily**” plus an adjective “**married**” .

b. I am **fully aware** that there are serious problem.

Notice that in sentence number two the collocation is “**fully aware**” . This collocation composed of an adverb “**fully**” plus an adjective “**aware**” .

c. Harry was blissfully unaware that he was in danger.

While in sentence number three the collocation is “**blissfully unaware**” .This collocation consists of an adverb “**blissfully**” plus an adjective “**unaware**” .

d. It was an **utterly stupid** things to do.

Whereas in fourth example the collocation is “**utterly stupid**”. This collocation composed of an adverb “utterly” plus an adjective “**stupid**” .

e. We walked into the **richly decorated** auditorium.

The collocation in this sentence is “**richly decorated**”. This collocation is consists of an adverb “**richly**” plus an adjective “**decorated**” .

1.6.6. Verb + Adverb/prepositional :

We notice in this type of collocation some verbs have particular adverbs or prepositional expression which regularly collocate with them.

- a. She **pulled steadily** on the rope and helped him to safety.

We notice in this sentence the collocation is “**pulled steadily**”. This collocation consists of a verb “**pulled**” plus an adverb “**steadily**”.

- b. She **smiled proudly** as she looked at the photos of her new grandson.

While in this sentence the collocation is “**smiled proudly**”. This collocation consists of a verb “**smiled**” plus an adverb “**proudly**”.

- c. I was **filled with horror** when I read the newspaper report of the explosion.

Whereas in sentence number three the collocation is “**filled with horror**” .The collocation consists of a verb “**filled**” plus a prepositional expression “**with horror**”.

- d. When she spilt juice on her new skirt the little girl girl burst into tears.

We see in this sentence the collocation is “burst into tears” .This collocation is consist of a verb “burst” plus a prepositional expression “into tears”.

Chapter Two

Idiomacity

2.1. Etymology of Idioms :

The word idiom is derived from French "idiome" or Latin "idioma".idiom is expression whose meaning cannot be derived from the combined meanings of its individual elements dialect, vernacular; characteristic style. Idioms originated and developed without the knowledge of speakers of language .sometimes without knowing we speak idiomatically.

2.2. Definition:

Idioms is a term used in grammar and lexicology to refer to a sequence of words which is semantically and often syntactically restricted,so that they function as a single unit .from the semantic viewpoint ,the meaning of individual word can not be summed to produce the meaning of the idiomatic expression as a whole. From the syntactic viewpoint the words often do not permit the usual variability they display in other context,e.g it's raining cats and dog does not permit *it's raining a cat and a dog/dogs and cats, etc. Because of their lack internal contrastivity,some linguistic refer to idioms as ready -made utterances. An Alternative terminology refer to idioms as habitual collocations Apoint which has attracted considerable discussion is the extent to which degrees and kind of idiomacity can be established. Some some idioms do permit a degree of internal change and are some are what more literal in meaning than other (e.g it's worth her while /the job will be worth my while ,etc In Generative grammar ,idiomatic construction are used for testing hypotheses about structure.If idioms are units whose part stay together in deep structure ,then one can test wether a particular syntactic construction involves movement by seeing weather the part of idioms can be separated in that construction.(Crystal , 2008:236)

2.3. Why we learn English Idioms ?

There are hundered of common English idioms in the English language which we use every day in fact most English people do not even realise they are using it .As the meaning are usually completely different to the meaning of the actual words.one of the most difficult aspect of learning English or any foreign language for the matter is how to learn idioms .

Of course, you could always decided that you don't need to worry about idioms after all it's possible to get your point across in English without idiomatic expression. However,failing to learn idioms will mean that you don't always understand everything you hear or read ,it will also mean you miss out on the true "colour" and personality of English and British culture. IF you can master a range of English idioms, you will became a

more comfortable and natural English speaker. Who is able to chew the fat with native English speaker that you meet. (www. Bloomsby .com).

2.4. Characteristics of Idioms :

Most idioms are fixed in their form and can not be changed or varied, sometimes however the grammar or the vocabulary can be varied slightly. Where this book or dictionary gives information on what can be varied.

1- Occasionally an idiom in the active voice can be used in the passive

Ex: Government minister always **pass the buck** are challenged about poverty.

(blame somebody else /refuse to accept)

2-Some verb-based idiom also have non -compound forms .

Ex: There is to much **buck-passing** in Government nowadays.(no one accept the blame for anything

3-One or more word in the idiom can be varied

Ex: stop acting the fool /goat.

(Stop acting stupidly). (O`Dell and McCarthy, 2010: 6)

2.5. What are Idioms used for ?

1-For emphasis

E.g (The singer second Album sank like stone)

(Failed completely)

2-To agree with previous speaker

E.g A:DiD you notice how Lisa listening when you said her name?

B:yes,that certainly made her pick her ears up (start listening carefully)

3-To comment on people

E.g (DiD you hear Tom has been invited for dinner with prim minister?

He's certainly gone up in the world. (gained a better social position or more money than before.

4-To comment on situations

E.g (The new finance minister wants to knock the economy into shape)means take an action to get some thing into a good condition.

5-To catch the reader's eye. Idioms particularly those with strong image are often used in headlines advertising slogans and the name of small business. The writer may play with idioms or make a fun in order to create a special effect.

E.g A debt of dishonour (a debt that you owe someone for moral rather than financial reasons)

6-To indicate membership of a particular group

E.g surfers drop in on someone. meaning to get on a wave another surfer is already on. (ibid :18)

2.6. Types of Idioms

1-Verb +object /complement (and /or adverbial)

E.g (kill two birds with one stone)

Means to achieve too many things in one time

2-prepositional phrase

E.g (in the blink of an eye)

3-compound

E.g (a bone of contention)

4-simile (as+adjective +as ,or like +noun)

E.g(as dry as a bone)

5-Binomial (word +and+word)

E.g (rough and ready)

6-Trinomials (word+word+and +word)

E.g(cool, calm and collected)

7-whole clauses and sentence

E.g (to cut a long story short). (O`Dell and McCarthy, 2006: 6).

2.7. Other types of Idioms:

2.7.1. Similes are expressions which compare two things; always include the words as or like .you can use similes to make your spoken and written English more colorful and your comparison more powerful

For example .My brother's as thin as a rake

The baby's skin as smooth as silk

Pilar is as bright as a button

You should learn similes as when phrases ,because it is usually not possible to change the individual words .e.g (we don't say as thin as a stick or as thin as a pole)where it's possible to change the individual words .the meaning of similes often change. for example :

I needed a drink of water .my mouth was as dry as a bone .

They also have strong meaning and are often used in a humorous or sarcastic way ,as in

(My teacher's explanations are as clear as mud)not clear at all .(O`Dell and McCarthy, 2010: 16).

2.7.2. Binomials are a type of idioms in which two words joined by a conjunction usually "**and**".

The order of the words is fixed ;for example

We always say "**black and white**" ,not *white and black ! Managing climate change isn't a black and white issue .

And the word can be

a - Synonyms (words which means the same)as in

(Sara's room is always neat and tidy)

b -Opposites :If you go for cheaper speaker ,the sound quality may be a bit hit and miss

c -The same word : They finished the race neck and neck

d -Rhyming : Tables in the canteen take a lot of wear and tear .(damage through every day use)

e -Alliterative: After the match ,the player's leg were black and blue (very bruised). (ibid:18).

2.7.3. proverbs are short sentences which refer to something most people have experienced and which give advice or warning .like idioms ,their form is fixed and its not always possible to guess the meaning from looking at the individual words in the proverb ,as in.

a-We don't have enough tickets for everybody, so it's a case of "first come,first served".(the first to arrive will get something).

b-I'm really impatient to finish decorating my flat, but "Rome wasn't built in a day" (it's takes a long time to do important things properly). (ibid :24).

2.7.4. Trinomials are similar type of idioms in which three words are joined

E.g (I've looked here ,there and every where for my glasses but can't find them) .(ibid:26)

2.7.5. Euphemisms are type of idioms used to avoid saying words which may offend or be considered unpleasant. They are useful to learn .as they will help you communicate using language which is appropriate for the situation you are in. Euphemisms are used:-

a-To talk about subjects which may upset or offend such as a "**death**"

(It was obvious he was not long for this world, but he never lose his sense of humour).

b-To avoid using direct words for body functions .as in

(I'm just going to spend a penny (use th toilet uk public toilet used to charge a penny).

3-For humorous effect when telling anecdotes. as in

(My boss was effing and blinding because he had lost a confidential report)

By the media or political instructions to tone down unpleasant situations. As in

(Many soldiers have made the supreme/ultimate sacrifice for their country (dead).

2.7.6. clichés It's a comment that most people are familiar with and is therefore not original clichés are often used in every day conversation and they are also frequently played with in advertising slogans and newspaper headlines.

For example

a-Look on the bright side (try to see something good in bad situation) this is usually followed by an explanation of what the bright side might be .e.g (you probably wouldn't have enjoyed the job if you'd get it).

b-Enough is as good as a feast. (you shouldn't have more of something than you need e.g good) .(ibid :30).

2.8. Types of Idioms according to the content :

2.8.1. idioms of happiness

a)get a real kick out of some thing

Which means very much enjoy doing something as in(I get a real kick out of going for a run first thing in the morning before any one else is up)

b)do some thing for kicks

Which means do something because it is exciting usually something dangerous. As in the sentence below.

(Sandra is keen to have a go at bungee-jumping .just for kicks).

c)be floating/walking on air

Which means be very happy about something good that has happened. As in (I've been walking on air ever since Chris and I started going out together)

d)some things makes your day

Which means something makes you feel very happy. As in

(It's great to hear from you .it's really made my day)

2.8.2. Idioms of anger

There are many idiomatic expression which talks about anger

a) Give someone a piece of your mind

Which means to tell someone how angry you are with them .as in

(He will give the boy a piece of his mind if he catches them in his garden)

b) Give someone an earful .

Means tell someone how angry you are as in

(The old lady gave the children an earful for nearly knocking her over).

c) Ruffle someone features .

Which means make someone annoyed as in

(Jim says what she thinks without worrying about whether she might be ruffling anyone's feathers)

d) Drive someone up the wall .

Means make someone very angry as in the sentence below

(The neighbour's loud music every night is driving me up the wall). (ibid:3)

2.8.3. Idioms of behaviors and attitudes

Idioms are frequently used for commenting on your own or other's behaviors and attitudes

a) Look right/ straight through someone

Means : behave as if you do not see someone either because you do not notice them or because you are ignoring them .as in

(Ann often looks straight through you .but I think it may be because she's short-sighted).

b) Leave someone in the lurch

Means : leave someone at a time when they need you to stay and help them.
As in

(I'm sorry I'm leaving you in the lurch ,but I've got to get to meeting by 10a.m)

c) Give someone a hard /rough/ tough time

Means: make something difficult for someone as in

(The teacher will give you a rough time if you don't finish the book)

d) Let yourself go

Means: either take less care of your appearance or relax completely and enjoy yourself as in

(Sophie used to be elegant ,but now she is really let herself go).(ibid:14).

2.8.4. Idioms of money

a) Be on the bread line

Means: be very poor as in

(More people in Britain are on the breadline now than thirty years ago)

b) Tighten your belt

Means: spend less than you did before. Because you have less money as in

(I'm afraid we'll have to tighten our belts now there's another mouth to feed)

c) Make a killing

Means: earn a lot of money very easily as in

(The new internet companies have made an instance killing).

d) Be a money spinner

Means: be a successful way of making money as in

(My dog-walking business was quite a money spinner when I was at collage).
(ibid:24).

2.8.5. Idioms of Danger

a) have a narrow escape

Means : just manage to avoid danger or trouble as in

(The crew had a narrow escape when the pilot made a crash landing).

b) cut things fine

Means: leave yourself only just enough time to do something. As in

(I prefer getting to the station early, but Lee always cut things fine)

c) take your life in (to) your hands

Means: do something very risky as in

(You are taking your life into your hands crossing the road here).

d) on a knife-edge

Means: in a very difficult situation and there are worries about the future. As in

(The business is on a financial knife-edge and may go bankrupt). (ibid:16).

Chapter Three

3.1. Collocations Vs. Idioms

Phrasal collocations like “cost a fortune” are interpreted literally (even if somewhat hyperbolically) , and their component parts merely co-occur with a high degree of frequency and are recognized as conventionalized expressions by speakers of the language . In contrast , phrasal idioms are typically identified as fixed expressions consisting of multiple morphological words that , just when they occur together , have a non-compositional interpretation .That is m the phrasal as a whole has an interpretation that does not follow from the composition of its parts , interpreted literally .For involve any literal kicking or any physical buckets.

1- Please dispose of unwanted items in the receptacle provided.

In sentence number one above , there is a collocation .This collocation is “**dispose of**” .It is to be mentioned that collocations are words that occur together and their meaning is predictable .The word(s) in the collocation can be looked up so easily and therefore the meaning is easy for us to tell . The collocation(s) in this sentence mean : discard or throw away the items that you do not want .

2- The socialist party gained control of the National Assembly.

The collocation “gain control of” above indicates that it is not hard or difficult for a learner to know the meaning of the collocation .This, however, is due to the fact that the collocation can be known with not difficulty as the word(s) can be looked up in a dictionary with ease and convenience .

3- He won a medal in the 2016 Olympic Games .

The verb ‘win’ is often used in collocation with ‘**a medal**’ and ‘**Olympic Games**’ and therefore the collocations are quiet predictable .The meaning , moreover , is easy to tell ; there is nothing idiomatic about it .

4- People trickled into the concert hall .

In this sentence, the collocation ‘trickle’ into the concert ‘hall’ is predictable because ‘trickle’ indicates a slow movement and this movement must be into a place or a location .The location ; therefore, is ‘**the concert hall**’ .The meaning is rather easy to know because it is easily guessed through the collocated elements.

Here in below are several example sentences containing idioms .However , these idioms convey distinct meaning which makes each of them a special expression . This sense indicates , beyond any doubt , that there is a very clear difference between the literal sense and the idiomatic sense ;

1- It is John who brings home the bacon .

In this sentence , the idiom ‘bring home the bacon’ gives the sense ; earning enough money that enable the family to live on comfortably and with no lack of means and money .

2- He is as cool as a cucumber .

The idiom “**as cool as a cucumber**” means ; “**extremely calm and relaxed and in control of one`s emotions**” .We can see that the meaning is far from being guessed and this is due to the fact that the expression used is an idiom with a special sense .

3- Do not count your chickens before they hatch .

The idiom in the sentence above is “**count the chickens before they hatch**” .This idiom , as usual , has a special meaning .It means ; “**one should not assume that something will definitely happen before it happens in actuality**” .So do not judge things as they come , but you have to wait until things become clear and known .

4- I`ll eat my hat .

The idiom “**eat my hat**” conveys the sense ; one is sure that something will not happen . When one is sure of that , they may utter a sentence containing an idiom like this one .

Conclusions

Throughout this study , the researchers come up with a number of significant findings ; these can be enumerated as follows:

- 1- English is pregnant with collocations which may occur in varying patterns that exist all through the language.
- 2- The word in English dose not operate in isation. It only plays its role in concomitance some other collocations.
- 3- These collocations can precede, follow, or cluster around the head – word .
- 4- The word , together with its collocates, can be easily recognized as far as the sense is concerned .
- 5- While this is the case with collocations , it is , to some extent , different from idioms, which are groups of set expressions or words with quite distinct meaning.
- 6- Idioms, like collocations, constitute part and parcel of the English language.
- 7- Idioms and idiomatic expression are largely diverse and variegated in English.
- 8- Idioms need to be learnt by heart as it is so hard to learn them via their constituents . They cannot be guessed so easily as the idiom all together , with all its constitueuts gives a sense which differs from each element apart.
- 9- Both collocations and idioms are supposed to be mastered because thy occupy a huge chunk of the English language.
- 10- Collocations are formally and informally used while idioms are , above all , colloquial.