

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

**Державний заклад
«Південноукраїнський національний педагогічний університет
імені К. Д. Ушинського»**

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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
«ІДІОМАТИЧНИЙ ПЕРЕКЛАД»
ДЛЯ СТУДЕНТІВ МАГІСТРАТУРИ спеціальності 014 Середня освіта
(Мова і література (англійська))**

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Методичні рекомендації до курсу «Ідіоматичний переклад» розроблено для студентів II курсу магістратури факультету іноземних мов, денної та заочної форм навчання, спеціальності 014 Середня освіта (мова та література (англійська)).

Методичні рекомендації складаються з програми навчальної дисципліни, критеріїв оцінювання за різними видами робіт, лекційного матеріалу, завдань для самостійної роботи та списку рекомендованих джерел.

Методичні рекомендації призначені для самостійної роботи студентів, для підготовки до практичних занять, а також до поточного та підсумкового контролю знань.

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«ІДІОМАТИЧНИЙ ПЕРЕКЛАД»

ДЛЯ СТУДЕНТІВ МАГІСТРАТУРИ спеціальності 014 Середня освіта (Мова
і література (англійська))

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Пояснювальна записка

Мета навчальної дисципліни: розкрити природу, властивості та комунікативний і перекладацький потенціал фразеологічних одиниць; навчити студентів основним перекладацьким способам та прийомам, спираючись на лексичні та стилістичні особливості англійськомовних фразеологічних одиниць.

Передумови для вивчення дисципліни: для вивчення навчальної дисципліни «Ідіоматичний переклад» студенти мають опанувати знання з таких навчальних дисциплін, як практика усного та писемного мовлення (основна іноземна мова), практична граматики (основна іноземна мова), лінгвокраїнознавство (основна іноземна мова), лексикологія, стилістика.

Очікувані результати навчання дисципліни: здобувач вищої освіти: відрізняє фразеологізми від вільних словосполучень; класифікує фразеологізми відповідно до перекладацьких потреб; розуміє механізми перекладу фразеологізмів-синонімів, евфемістичних фразеологізмів, варіативних фразеологічних компонентів; класифікує фразеологічні газетні заголовки відповідно до їх зв'язку з текстом; пояснює закон співвідношення оцінних значень ідіом та розрізняє небажані асоціативні зв'язки у перекладі.

Здобувач вищої освіти вміє: обирати у мові, на яку перекладає, фразеологічні відповідності; використовувати прийоми лексичних, морфологічних та лексико-синтаксичних заміни; обирати коректні фразеологізми-еквіваленти, фразеологізмів-синонімів, евфемістичні фразеологізми відповідно до комунікативного контексту, стилю, жанру тексту / дискурсу; використовувати коректні перекладацькі прийоми під час перекладу метафор, літот, каламбурів, як складових фразеологічних одиниць, відповідно до правил їх перекладу.

Критерії оцінювання за різними видами роботи

Вид роботи	Бали	Критерії
Практичні заняття	0 балів	Завдання не виконано, відповіді на запитання не надано.
	1-4 бали	Завдання виконано більш ніж на 50 %, з грубими помилками, надано неповні відповіді на деякі запитання. Студент має прогалини у теоретичних знаннях з відповідної теми і недостатньо ілюструє вивчені перекладознавчі явища та закономірності відповідними прикладами; має труднощі з використанням відповідних перекладацьких прийомів на практиці.
	5-7 балів	Завдання виконано у повному обсязі з негрубими помилками, надано відповіді на усі запитання, але деякі з них не повні. Студент демонструє повне знання теоретичного матеріалу, але на практиці припускається незначних помилок.
	8-10 балів	Завдання виконано у повному обсязі, без помилок, надано вичерпні відповіді на запитання. Студент демонструє глибоке і повне опанування теоретичного матеріалу і застосовує відповідні уміння та навички
Контрольна модульна робота	0 балів	Контрольна робота не виконано.
	1-10 балів	Виконано менш ніж 50 % завдань.
	11-14 балів	Виконано 56-65 % завдань.
	15-17	Виконано 66-80 % завдань.

	балів	
	18-20 балів	Виконано 81-100 % завдань.

Критерії оцінювання за всіма видами контролю

Сума балів	Критерії оцінки
Відмінно (90–100 А)	<p>Здобувач вищої освіти на високому рівні усвідомлює різницю між фразеологізмами та вільними словосполученнями; класифікує фразеологізми відповідно до перекладацьких потреб;</p> <p>на високому рівні виявляє розуміння механізмів перекладу фразеологізмів-синонімів, евфемістичних фразеологізмів, варіативних фразеологічних компонентів;</p> <p>має ґрунтовні знання про класифікацію фразеологічних газетних заголовків відповідно до їх зв'язку з текстом;</p> <p>пояснює закон співвідношення оцінних значень ідіом та розрізняє небажані асоціативні зв'язки у перекладі.</p> <p>Здобувач вищої освіти на високому рівні вміє:</p> <p>обирати у мові, на яку перекладає, фразеологічні відповідності; використовувати прийоми лексичних, морфологічних та лексико-синтаксичних замінів;</p> <p>обирати коректні фразеологізми-еквіваленти, фразеологізмів-синонімів, евфемістичні фразеологізми відповідно до комунікативного контексту, стилю, жанру тексту / дискурсу;</p> <p>використовувати коректні перекладацькі прийоми під час перекладу метафор, літот, каламбурів, як складових фразеологічних одиниць, відповідно до правил їх перекладу.</p> <p>Усні відповіді повні, логічні й обґрунтовані.</p>

<p>Добре (82–89 В)</p>	<p>Здобувач вищої освіти на достатньому рівні усвідомлює різницю між фразеологізмами та вільними словосполученнями; класифікує фразеологізми відповідно до перекладацьких потреб, але подекуди припускається незначних помилок; на достатньому рівні виявляє розуміння механізмів перекладу фразеологізмів-синонімів, евфемістичних фразеологізмів, варіативних фразеологічних компонентів; має достатні знання про класифікацію фразеологічних газетних заголовків відповідно до їх зв'язку з текстом; у цілому пояснює закон співвідношення оцінних значень ідіом, але не завжди розрізняє небажані асоціативні зв'язки у перекладі.</p> <p>Здобувач вищої освіти на достатньому рівні вміє: обирати у мові, на яку перекладає, фразеологічні відповідності; використовувати прийоми лексичних, морфологічних та лексико-синтаксичних замінів; обирати коректні фразеологізми-еквіваленти, фразеологізмів-синонімів, евфемістичні фразеологізми відповідно до комунікативного контексту, стилю, жанру тексту / дискурсу; використовувати коректні перекладацькі прийоми під час перекладу метафор, літот, каламбурів, як складових фразеологічних одиниць, відповідно до правил їх перекладу. Усні відповіді повні, логічні, натомість не завжди обґрунтовані.</p>
<p>Добре (74–81 С)</p>	<p>Здобувач вищої освіти усвідомлює різницю між фразеологізмами та вільними словосполученнями, але не досить чітко класифікує фразеологізми відповідно до перекладацьких потреб, припускається певних помилок; на середньому рівні виявляє розуміння механізмів перекладу</p>

	<p>фразеологізмів-синонімів, евфемістичних фразеологізмів, варіативних фразеологічних компонентів;</p> <p>класифікація фразеологічних газетних заголовків відповідно до їх зв'язку з текстом викликає певні труднощі;</p> <p>у цілому пояснює закон співвідношення оцінних значень ідіом, але не розрізняє небажані асоціативні зв'язки у перекладі.</p> <p>Здобувач вищої освіти на середньому рівні вмiє:</p> <p>обирати у мові, на яку перекладає, фразеологічні відповідності;</p> <p>використовувати прийоми лексичних, морфологічних та лексико-синтаксичних замінів;</p> <p>обирати коректні фразеологізми-еквіваленти, фразеологізмів-синонімів, евфемістичні фразеологізми відповідно до комунікативного контексту, стилю, жанру тексту / дискурсу;</p> <p>використовувати коректні перекладацькі прийоми під час перекладу метафор, літот, каламбурів, як складових фразеологічних одиниць, відповідно до правил їх перекладу.</p> <p>Усні відповіді повні, логічні, проте не завжди повні й аргументовані. Під час виконання практичних завдань потребує незначної допомоги викладача.</p>
<p>Задовільно (64–73 D)</p>	<p>Здобувач вищої освіти не чітко усвідомлює різницю між фразеологізмами та вільними словосполученнями, класифікує фразеологізми відповідно до перекладацьких потреб, але припускається значних помилок;</p> <p>на задовільному рівні виявляє розуміння механізмів перекладу фразеологізмів-синонімів, евфемістичних фразеологізмів, варіативних фразеологічних компонентів;</p> <p>класифікація фразеологічних газетних заголовків відповідно</p>

	<p>до їх зв'язку з текстом викликає значні труднощі; не завжди може пояснити співвідношення оцінних значень ідіом, не розрізняє небажані асоціативні зв'язки у перекладі.</p> <p>Здобувач вищої освіти на задовільному рівні вміє: обирати у мові, на яку перекладає, фразеологічні відповідності; використовувати прийоми лексичних, морфологічних та лексико-синтаксичних замін; обирати коректні фразеологізми-еквіваленти, фразеологізмів-синонімів, евфемістичні фразеологізми відповідно до комунікативного контексту, стилю, жанру тексту / дискурсу; використовувати коректні перекладацькі прийоми під час перекладу метафор, літот, каламбурів, як складових фразеологічних одиниць, відповідно до правил їх перекладу.</p> <p>Усні відповіді повні, логічні, здобувач вищої освіти ускладнюється в їх обґрунтуванні. Під час виконання практичних завдань потребує значної допомоги з боку викладача.</p>
<p>Задовільно (60–63 E)</p>	<p>Здобувач вищої освіти практично не усвідомлює різницю між фразеологізмами та вільними словосполученнями, класифікує фразеологізми відповідно до перекладацьких потреб, але припускається грубих помилок; на низькому рівні виявляє розуміння механізмів перекладу фразеологізмів-синонімів, евфемістичних фразеологізмів, варіативних фразеологічних компонентів; класифікація фразеологічних газетних заголовків відповідно до їх зв'язку з текстом викликає великі труднощі; не завжди може пояснити співвідношення оцінних значень ідіом, не розрізняє небажані асоціативні зв'язки у перекладі.</p>

	<p>Здобувач вищої освіти на низькому рівні вміє:</p> <p>обирати у мові, на яку перекладає, фразеологічні відповідності;</p> <p>використовувати прийоми лексичних, морфологічних та лексико-синтаксичних замінів;</p> <p>обирати коректні фразеологізми-еквіваленти, фразеологізмів-синонімів, евфемістичні фразеологізми відповідно до комунікативного контексту, стилю, жанру тексту / дискурсу;</p> <p>використовувати коректні перекладацькі прийоми під час перекладу метафор, літот, каламбурів, як складових фразеологічних одиниць, відповідно до правил їх перекладу.</p> <p>Усні відповіді не повні й не обґрунтовані.</p> <p>Виконання практичних завдань викликає значні труднощі.</p>
<p>Незадовільно (35-59 FX)</p>	<p>Здобувач вищої освіти не усвідомлює різницю між фразеологізмами та вільними словосполученнями, не розуміється на класифікації фразеологізмів відповідно до перекладацьких потреб;</p> <p>не виявляє розуміння механізмів перекладу фразеологізмів-синонімів, евфемістичних фразеологізмів, варіативних фразеологічних компонентів;</p> <p>не володіє знаннями щодо класифікації фразеологічних газетних заголовків, не усвідомлює їх зв'язок з текстом;</p> <p>не може пояснити співвідношення оцінних значень ідіом, не розрізняє небажані асоціативні зв'язки у перекладі.</p> <p>Здобувач вищої освіти не вміє:</p> <p>обирати у мові, на яку перекладає, фразеологічні відповідності;</p> <p>використовувати прийоми лексичних, морфологічних та лексико-синтаксичних замінів;</p>

	<p>обирати коректні фразеологізми-еквіваленти, фразеологізмів-синонімів, евфемістичні фразеологізми відповідно до комунікативного контексту, стилю, жанру тексту / дискурсу; використовувати коректні перекладацькі прийоми під час перекладу метафор, літот, каламбурів, як складових фразеологічних одиниць, відповідно до правил їх перекладу.</p> <p>Усні відповіді часткові, не обґрунтованні.</p> <p>Здобувач вищої освіти не здатен виконати практичні завдання.</p>
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Програма навчальної дисципліни

Змістовий модуль 1. Лексичні аспекти ідіоматичного перекладу.

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Тема 8. Каламбури та їх типи. Засоби перекладу каламбурів.

Лекційний матеріал

Lecture 1. Classification of idioms for the translation purposes. Phraseological units v/v free word combinations. False friends. The general rules of translation.

- Phraseological equivalents and their subgroups;
- Phraseological analogs and their peculiarities;
- Phraseological non-equivalents and the ways of their translation.
- Phraseological units v/v free word combinations. False friends.
- The general rules of translation.

Translation theory is a scientific discipline that studies the process of translation and the result of the translator's activity.

The tasks of the translation theory are the following:

- to explain the basic notions of the TT;
- to elucidate the main problems of the TT;
- to define the process of translation and its regularities;
- to analyze and define translation procedures and devices;
- to study TT and TP history;
- to develop translators'/ interpreters' skills and abilities.

The object of the TT is translated texts and their originals.

The subject is the process of translation as a double interpreting and generating discourse. Discourse is a coherent text in the context of various accompanying background factors: cognitive, psychological, pragmatic, sociocultural.

The main purpose of translation is to serve as a communicative substitute for the original. Translation is a peculiar type of communication – interlingual communication.

The goal of translation is to transform a text in the Source Language into a text in the Target Language. This means that the message produced by the translator should call forth a reaction from the TL receptor similar to that called forth by the original message from the SL receptor. The content, that is, the referential meaning of the message with all its implications and the form of the message with all its emotive and stylistic connotations must be reproduced as fully as possible in the translation as they are to evoke a similar response. While the content remains relatively intact, the form, that is, the linguistic signs of the original, may be substituted or replaced by other signs of the TL because of structural differences at all levels. Such substitutions are justified; they are functional and aim at achieving equivalence.

The process of translation.

There are three participants in the process of translation: the first sender (S 1) who sends the message in the source language (SL), the first receiver (R 1) who receives the SL message and decodes it into the target language (TL) in order to send it to the second receiver (R 2). As we can see an interpreter \ translator acts simultaneously in two ways: as a second sender and as a first receiver. The interpreter should be “double-loyal” – on the one hand to the faithfulness of the original, on the other hand and to the addressee and the norms of their culture. The interpreters should always remember that they are to render the ideas of the author / speaker but not their own.

For the translation purpose idioms are subdivided into 3 groups:

1) To the 1st group we refer phraseological units which coincide in sense, form and image: a) idioms of Latin origin: one hand washes the other – рука руку мие; to cross the Rubicon – перейти рубікон; b) idioms from Greek mythology: Augenes' stables – Авгієви стайні; Hercules' Pillars – Геркулесови стовпи, Trojan horse – Троянський кінь; c) idioms from the bible or based on the biblical plot: to cast pearls before swine – кидати бісер перед свинями; a lost sheep – блудна вівця; salt of the earth – сіль землі. Such correlations are called phraseological equivalents.

2) Idioms which coincide in sense but not in form and image. Here the main idea is not to ruin the national coloring of the language: put into your pipe and smoke it! – намотай на вус!; to have a leg up to – мати корисні зв'язки; a baker's dozen – чортова дюжина; not for love or money – ні за які гроші; as hungry as a hunter – голодний як вовк / собака / пес. Such idioms are called phraseological analogs.

While translating such idioms it is mandatory to preserve the image of the TL culture: e.g. hunter in the SL - вовк / собака / пес in the TL; to buy a pig in a poke – Купити kota в мішку: pig is a SL image, кіт – in the TL. To carry coals to Newcastle (робити щось безглузде/ недоцільне/ непотрібне) - В ліс дрова возити; В криницю воду лити.

3) Idioms, which don't coincide in sense, form and image (non-equivalents): the last but not the least, to give the devil his due, to cut off with a shilling, etc. The way of their translation is loan-translation, or descriptive translation, or metaphoric translation.

Loan-translation is rendering the morphological structure of a word or word-for word translation of the word combination:

“People who live in glass houses should not throw stones” – “Людям, які мешкають у скляних домівках слід кидати каміння”.

Descriptive translation (a kind of translation given by means of description or explanation):

a) by a single word: to pall and peel- грабувати; to go west - зникнути; to go to rack and ruin - загинути.

b) by a combination of words: to sell someone short -недооцінювати когось; to shoot Niagara – вдаватися до ризикованих дій; to cut off with a shilling - залишити без наслідства.

c) by a sentence or a long explanation: well day - день, коли у хворого не погіршувався стан здоров'я; yes-man – людина, яка завжди зо всіма погоджується.

The descriptive translation of the phraseological units is used, in fact, not as the translation of the idiom as it is, but as its interpretation, since it often happens with all the units that have no equivalents in the target language. There may be the explanations, comparisons, descriptions, interpretations – all the methods that convey phraseological units in the clearest and briefest possible form, with the same constant desire to create an idiom: “blues and twos” «спеціальна автомашина; спецмашина (поліцейська, пожежна тощо) з сиреною і мигалкою», “bad second” – «прийти другим до фінішу зі значним відставанням від лідера», “Double-OhSeven” –«Джеймс Бонд, агент 007», “cloud nine” – «сіль для ванни (з галлюциногенним ефектом)», “cat o'nine tails” – «кішка–дев'ятихвістка (батіг з дев'яти ременів)», “elevenes “ – «легка їжа; “перекус” о 11 годині ранку».

To translate an English idiom, it is not enough to know the methods of their translation. The deep background knowledge of the interpreter is of the particular importance. Thus, there may be also “hidden” idiomatic expressions in the English language. There are many expressions among the phraseological units that are identical in their composition with free combination of the words. If the context has a limited content or there is no explicit signal to that, the expression must be understood allegorically, the probability of translation errors increases dramatically. For example, an internal content of the next phrase is clearly insufficient to easily recognize an idiom in it: “The same old sixpence, he said to himself in glee; the same old sixpence!”. The fact that the person tells not about: “the same old sixpence” but about another person that “has not changed at all” can be understood only by knowing the idiom “the same old sixpence”.

It is also important to know that the numerals may be converted into another part of speech. For example, in the sentence “It's all good if I eighty-six Todd”. It is important to note that the numeral is converted into a verb that means “to get rid of somebody”. Nowadays the code “404” means that the server cannot find information in the Internet in accordance with the request. But this numeral can be another part of speech and have different meanings. For example, in the sentence “I would not ask him, he's a 404”. Number “404” is a noun which is translated as “a mentally disabled person”. In the sentence “My car keys are 404” number “404” does not indicate the number of keys but that the keys were “lost”. In this case the number “404” is an adjective.

Phraseological units, or idioms, as they are called by most western scholars, represent what can probably be described as the most picturesque, colourful and expressive part of the language's vocabulary.

Phraseological unit / set expression / idiom – a complex word-equivalent in which the globality of nomination reigns supreme over the formal separability of elements. It is reproduced in speech.

The vocabulary of a language is enriched not only by words but also by phraseological units. Phraseological units are word-groups that cannot be made in the process of speech, they exist in the language as ready-made units. They are compiled in special dictionaries. The same as words phraseological units express a single notion and are used in a sentence as one part of it. American and British lexicographers call such units «idioms».

Phraseological units can be classified according to the ways they are formed, according to the degree of the motivation of their meaning, according to their structure and according to their part-of-speech meaning.

There are two major criteria for distinguishing between phraseological units and free word-groups: semantic and structural.

Compare the following examples:

A. Cambridge don: I'm told they're inviting more American professors to this university. Isn't it rather carrying coals to Newcastle?

B. This cargo ship is carrying coal to Liverpool.

The first thing that captures the eye is the semantic difference of the two word-groups consisting of the same essential constituents. In the second sentence the free word-group is *carrying coal* is used in the direct sense, the word *coal* standing for real hard, black coal and *carry* for the plain process of taking something from one place to another. The first context quite obviously has nothing to do either with coal or with transporting it, and the meaning of the whole word-group is something entirely new and far removed from the current meanings of the constituents.

Academician V. V. Vinogradov spoke of the semantic change in phraseological units as “a meaning resulting from a peculiar chemical combination of words”. This seems a very apt comparison because in both cases between which the parallel is drawn an entirely new quality comes into existence.

Most scholars today accept *the semantic criterion* of distinguishing phraseological units from free word-groups as the major one and base their research work in the field of phraseology on the definition of a phraseological unit offered by Professor A. V. Koonin, the leading authority on problems of English phraseology in our country: “A phraseological unit is a stable word-group characterised by a completely or partially transferred meaning”.

The structural criterion also brings forth pronounced distinctive features characterising phraseological units and contrasting them to free word-groups.

Structural invariability is an essential feature of phraseological units, though, as we shall see, some of them possess it to a lesser degree than others. Structural invariability of phraseological units finds expression in a number of restrictions.

First of all, restriction in substitution. As a rule, no word can be substituted for any meaningful component of a phraseological unit without destroying its sense. At the same time, in free word-groups substitution does not present any dangers and does not lead to any serious consequences.

The second type of restriction is the restriction in introducing any additional components into the structure of a phraseological unit.

In a free word-group such changes can be made without affecting the general meaning of the utterance: *This big ship is carrying a large cargo of coal to the port of Liverpool*. In the phraseological unit *to carry coals to Newcastle* no additional components can be introduced.

The third type of structural restrictions in phraseological units is grammatical invariability. A typical mistake with students of English is to use the plural form of *fault* in the phraseological unit *to find fault with somebody* (e. g. *The teacher always found faults with the boy*). Though the plural form in this context is logically well-founded, it is a mistake in terms of the grammatical invariability of phraseological units.

When comparing lexical and semantic systems of two languages, we come across lexical items that are the same or very similar in form but different in meaning, which leads to false interpretation in bilingual communication. In linguistics, such pseudo equivalents are referred to as false friends.

False friends have been of linguistic concern at least since 1928, when the term “false friends of the translator” was introduced to refer to an occurrence that must have been known much earlier. Therefore, the interest in false friends cannot be called a novel occurrence. False friends have drawn the attention of linguists and lexicographers for two reasons: firstly, from the point of view of practice, it is necessary to translate them appropriately to avoid being misunderstood; and secondly, from the theoretical and linguistic aspect, it is necessary to explain the origin of the semantic difference by an adequate methodological process.

The explanation of phraseological false friends, however, should not be based only on etymology. On the contrary, the images behind many phraseological units can very often be attributed to folk etymology, which means that the images trigger certain associations in native speakers who try to explain the origin of a phraseological unit in this way. The interest in false lexical equivalence reflects the interest in language contact, the observation of which always leads to the conclusion that formally identical and similar words and word combinations in different languages do not necessarily overlap semantically. This has inspired linguists to

scrutinize the vocabularies of different languages with an eye to identifying false cognates and then to provide a lexical description of their form and meaning in dictionaries.

The examples below represent an idiom in English and False Friend in Ukrainian: *apple of one's eye* is used only in combination with the verb to be in English: to be (an apple of one's eye) - a person or thing that is loved more than any other. For example: She was an apple of her father's eye (Вона була світом очей свого батька). In Ukrainian this idiom is used with a verb to keep (берегти як зіницю ока) - take care of somebody very much, guard with one's life. So while translating such idioms one should take into consideration different cultural traditions of the SL and TL cultures.

The general rules of translation

Since all languages have different ways of structuring words and grammar in order to express the same ideas, translations often reflect the structure of either the source language or the target language. The source language bias results from following the form of the source language too closely and therefore reflecting source language forms and grammar tendencies in the target text. The opposite problem, target language bias occurs when we translate so freely into the target language that we lose some of the meaning of the source text.

We can imagine a spectrum from translations with strong source language bias to translations with strong target language bias, as the language bias in a translation is always observable. On the extreme of source language bias we find literal translation, translation in which the words of the ST are quite literally transferred into the TL without much consideration for how naturally they sound in the TL. As we learned before, this would break our golden rule of translation: "message has priority over form".

Between the extremes of literal translation and free translation we can imagine an infinite number of degrees, but it is helpful to identify several points of reference

so that we can measure the degree of source language or target language bias in a translation. On the opposite extreme - target language bias - we have free translation. In this case, the translator takes the liberty to mold the text so much to the TL that the message of the ST may be augmented or distorted. Again, doing this would be counterproductive to our purpose in translation.

The following diagram suggests five possible points on this spectrum:



On this spectrum, our goal is to achieve idiomatic translation. We can describe each point on this scale in the following manner:

Literal - Closely mirrors the structure of the SL, making the translation difficult to understand and possibly distorting the message of the ST.

Faithful - Shows SL bias with some compensation for the TL, may sound unnatural.

Balanced - Displays structure from both the SL and TL, the message is reasonably comprehensible.

Idiomatic - Follows the structure of the TL and sounds natural while communicating the exact message of the ST.

Free - Follows the structure of the TL so much that part of the message of the ST may be changed or distorted.

Our goal is to achieve idiomatic translation - translation in which the target text reflects the exact message of the source text in a manner that is naturally expressed in the target language. We want to follow the structure and grammar rules of the TL in order to express the message of the SL, without carrying SL forms into our final text. This will result in a translation that communicates the message of the ST most clearly and naturally into the TL so that the translation is easy to read and

understand. Note that idiomatic translation refers to achieving a target text that sounds natural in the target language, while idiomatic expressions are idioms or fixed expressions in a given language. The idiomatic translation should:

- 1) Reflect the exact message of the source text as completely as possible;
- 2) Be written in a way which reads naturally in the target language;
- 3) Use idiomatic expressions when appropriate;
- 4) Be as easy to read as if it were written in the target language.

Lecture 2. Phraseological synonyms. Synonymic “explanations”. Normative variety of the components.

Classification of the newspaper phraseological headlines basing on their connection with a text. Translation of the newspaper phraseological headlines.

- Phraseological synonyms and their stylistic variety;
- Synonymic “explanation”;
- Normative variety of the components;
- Classification of the newspaper phraseological headlines basing on their connection with a text;
- The rules of translation newspaper phraseological headlines.

The translation of the idioms greatly depends on the context. The task of an interpreter / translator is to understand the meaning of the idiom and then to choose the right variant out of a group of synonyms.

E.g.: “обвести круг пальця” – 1) to twist sb. round one’s (little) finger; 2) to pull sb.’s leg; 3) to take sb. for a ride; etc. 1) false friend – звичайно так роблять підступні жінки з чоловіками – “мотузки вити”; 2) жартівливо обманути; 3) обвести круг пальця + to put one over on smb.

Now let us illustrate the above-mentioned idioms in the context: “Терористи обвели владу круг пальця.” – “The terrorists put one over on the authorities.”

“Важко повірити, що головнокомандуючого обвели круг пальця, та він нічого не знав про те, що відбувається.” – “It is hard to believe that the Commander-in-Chief was taken for a ride and was not informed of the goings on.”

Sometimes an idiom can have several meanings: “метати громи та блискавки” – 1) бути дуже сердитим (to be beside oneself with rage, to go up into the air, to fly off the handle, to hit the roof); 2) вигукувати прокляття. погрози (to jump down smb.’s throat, to be raging and fuming); 3) марно злитися; безглуздо поводитися таким чином (to go off the deep end). In case it is necessary to preserve the image of the SL idiom it is possible to resort to the translation through metaphor – to hurl thunderbolts at smb.

E. g.: «У редактора існував цікавий принцип оцінки якості матеріалу. Коли якусь статтю було потрібно забракувати, він промовляв свою улюблену фразу: «Моїй жінці це буде нецікаво». Уявляю, які громи та блискавки метала би його дружина, як би він забракував моє інтерв'ю зі співаком, який так подобається усім жінкам» - “The editor had an interesting way of estimating the quality of material. If he had to reject an article, he would pronounce the murderous words: “It wouldn’t interest my wife”. Can you imagine what thunderbolts his wife would have hurled if he had rejected my interview I did with the singer whom all the ladies are not indifferent to?”

Phraseological units may belong to different styles of speech. There are poetic, bookish, colloquial, vernacular, vulgar idioms, and neutral (universal character). Ruining of the stylistic colouring of the idiom makes the translation inadequate. Compare: to go to heaven, to go to better world – відійти у інший світ, у царство небесне, у вічність; закрити очі. To kick the bucket – відкинути копита, зіграти у ящик, дуба врізати, дідько взяв. To breathe one’s last – спустити дух (folklore character).

Sometimes the style of one and the same the idiom in SL and TL may differ:
Rest in peace (neutral) – почити з миром (bookish, lofty style).

To be eating for two – їсти за двох (neutral)

To be in a delicate way – бути в цікавому стані (neutral)

To be big with child (neutral) – бути на сносях (vernacular)

Synonymic “explanations” are used to help the translators understand the meaning of the idiom that is implied in the given context.

E. g. Well, I can’t have her sitting over there *twiddling her thumbs, doing nothing*. I am paying her salary.

To prove that the idiom and the “explanation” are close in their meanings it is enough to insert the words “i.e.” between them: “twiddling thumbs, i.e. doing nothing”; “все пройшло без перешкод, тобто як по маслу”.

In cases when there are such conjunctions as “because”, “as”, “so that”, it means that the relations between the idiom and its explanation are of “the reason and its consequence”: I’m shivering so bad that I can’t keep my teeth together. – Ну, й зимно ж мені, зуб на зуб не попадає.

If there is a conjunction “and” between them, it shows the occasional character of their relations: He was good at arguing with his dad whom he invariably managed to force to chase up the tree. – Він вмів сперечатися зі своїм батьком до хрипоті та завжди саджав його у калюжу.

Translation-periphrasis is employed while translating synonymic idioms to preserve in the translation: 1) adequate subject-logical meaning; 2) non-literal perception of the renewed image of the paraphrased idiom. E.g.: As you make your bed, so you must lie in it. – Що посієш, то й пожнеш.

You can’t make an omelet without breaking eggs. - У лісі дроба рубають, а до села тріски літають.

Normative variety of the components is used when synonymic idioms differ in their subject-logical meaning: e.g. взяти себе у руки – one moment action; брати себе у руки - a long process. Depending on the context the variants of translation can be as follows: to pull oneself together, to take oneself in hand – one moment action; to hold oneself together, to keep a tight hold on oneself, to keep a hold on oneself – a long process.

Newspaper phraseological headlines.

Traditionally, various stylistic devices are employed in newspaper headlines to attract the readers' attention. Journalists deliberately resort to innovations, occasional transformations of the idioms to achieve expressiveness.

Thus, for every hundred phraseological headlines there are thirty headlines, where a phraseological unit is occasionally changed. Besides, phraseological units in the headlines help to create a humorous or ironic effect. All these factors make the translation of such headlines difficult.

To understand the meaning of a headline correctly it is necessary to define the type of connection between the text of the article and the phraseological headline.

1) cause-and-effect relationships:

Shoulder to shoulder

There is growing cooperation between our countries.

Плечем до плеча

Між нашими країнами зміцнюється співпраця.

2) Connection based on the key word.

A thorn in the Salvationists' side

(to be a thorn in one's side – більмо на оці, заноза в одному місці (зр.))

The Skeleton Army was a real thorn because they followed the salvation Army shouting their wild songs, often with obscene or threatening lyrics.

Більмо на оці Армії Спасіння

Армія скелетів було справжнім більмом на оці, тому що вони переслідували Армію Спасіння, волаючи свої дикі пісні, часто з образливими, погрожуючими словами.

3) Connection based on the whole idiom:

No smoke without fire

All these denials bear out the saying: there is no smoke without fire.

Немає диму без вогню

Всі ці відмови натякають на приказку: немає диму без вогню.

As a rule, phraseological units are used in a clipped form in the headlines: *shoulder to shoulder – to work shoulder to shoulder; with cap in hand – to go with cap in hand.*

Of the English headlines it is typical to use phraseological headlines without infinitives. E. g. BETWEEN TWO FIRES – to be between two fires.

Article are usually omitted in the headlines as well except nominative phraseological units: THE APPLE OF DISCORD. THE GORDIAN KNOT.

Gerund is often employed: PLAYING WITH FIRE.

The main idea is that any newspaper headline should be brief and eye-catching.

Thus, translating a phraseological headline into English it is possible to use either a nominative construction or a verbal / gerundial one. E.g.

Валити з хворої голови на здорову – PASS THE BUCK / PASSING THE BUCK.

Lecture 3. Positive and negative meaning of the idioms. Neutral idioms.

- Idioms with a positive charge and their TL analogs;
- Idioms with a negative charge and their TL analogs;
- Neutral idioms and their contextual meanings.

Language is the main tool of knowledge and development of the outside world. It also serves as the main means of communication between people. One of the most striking linguistic phenomena is phraseology. Phraseological units contain a lot of expressive functions. They reflect the national specifics of the language; embody the features and unique features of the peoples.

As a rule idiom has either positive or negative or neutral estimation, the last however can obtain (-) or (+) in a particular context.

E.g.: показати де раки зимують – to show sb. what is what; бути від горшка два вершка – to be half-pint; навчити уму-розуму – to tell sb. a few home-truths, to teach sb. a lesson or a thing or two;

Поганий мир краще за добру сварку – better a bad peace than a good quarrel, better a lean peace than a fat victory; працювати плечем до плечу – work shoulder to shoulder, side by side.

To untie one's hands and to have (give) a free hand (розв'язати себе / комусь руки) are both neutral idioms, however to have a free hand can be used in a negative context.

E.g.: “Закон про вільний обмін грошей розв'язує руки підприємцям”. – “The law on free currency exchange unties the hands of entrepreneurs.”

Idioms with positive person evaluation. The English language has a rich number of idioms that have a positive person evaluation: go getter - активна, енергійна людина; a mover and shaker –активна, готова завжди допомогти; a “man of his word” or “woman of her word” –людина, якій можна довіряти і яка дотримає слова; a social butterfly – екстраверт; stickler for the rules – людина, яка наполягає на підтриманні одних стандартів,правил; down-to-earth – практичний, реалістичний; a knight in shining armour –героїчний лицар, який спасає жінку. As one can observe such idioms have no equivalents in the TL, and it the only way of their translation is description.

So, some idioms with positive person evaluation (e.g. go getter, a mover andshaker) are difficult to guess correctly because they have no association with the originalmeaning of the individual words, but they can be guessed in the context. Some idioms areeasy to guess (social butterfly, a knight in shining armour) and they have the sameequivalents in Ukrainian (людина слова).

Let us consider the synonymic idioms with positive estimation that have analogs in the TL: дати зелене світло, дати добро – to give sb. the go-ahead, to give sb. a thumbs up, to give the green light. E.g.: Ми плануємо зняти обмеження на транспортування газу та нафти. У відповідь на це, ми сподіваємося, що Білорусія дасть зелено світло безоплатному транзиту газу та нафти до країн

Європи. – We are going to abolish custom fees on natural gas and oil. As a reply gesture, Belorussia will hopefully give the green light (the go-ahead) to free transit of the gas and oil to Europe.

Idioms with negative person evaluation: lose one's temper – втратити контроль над собою; up in the air - зірватись, вийти з себе; one's blood is up - вийти з себе (кров застигає); as fierce as a tiger (as bull as fits) - розлючений, як тигр (розлючений як бик); as mad as a cut snake – оскажений; get (put) smb.'s (one's) back up; get (have) one's(smb.'s) blood up – розгніватися; go over the edge; go off (at) the deep end - втратити самоконтроль. English phraseological units with negative personal evaluation consist of different adjectives such as “crazy”, “mad”, “fierce”, “hot”, “crook”, and also consist different verbs expressing a change of state: "get, go, lose". For example: (as) fierce as a tiger, as mad as a meat, go crook, hot under the collar, get one's hair off, lose one's shirt. There are some units with verb “fly”, which transmits agility and sharpness mood swings: “fly off the handle”, “fly into a tantrum”, “fly into a temper”.

Idioms with negative person evaluation with different elements in their contexts: a bad egg – негідна людина, темна особистість; a rotten egg – мерзенна особистість (букв. “тухле яйце”); a tough egg – грубий, небезпечний противник; small potatoes – заурядна людина; not (quite) the clean potato - безсовісна людина, непорядна людина; all sugar and honey – (букв. “весь цукор та мед”), гіперболізований смак солодкого передає улесливість людини, її нечесність. Be (get / rise) above oneself: 1. Величатися, зазнаватися. 2. відбитися від рук. Fly high - бути честолюбним, високо заноситися. Be (get / grow) too big for one's boots(breeches) - зазнаватися, бути занадто високої думки про себе.

Idioms with negative person evaluation are combinations of words, which meaning cannot be worked out from the meanings of its constituent words. It is a tolerant way to mention negative character traits. Most of these idioms are fixed. Goody-goody / goody two shoes – зарозуміла людина, яка хизується своєю ідеальною поведінкою. An armchair critic – людина, яка коментує і критикує, а нічого не робить для вирішення проблеми. Can't do something to

save my life –гіперболічний спосіб вираження повної нездатності. Pot calling the kettle black –критикує те, в чому винен сам. Head in the clouds – нереаліст; Mad as a hatter –божевільний; A similar expression is "mad as a March hare". Busybody - is a person who constantly wants to know about or interfere in the details of other people's lives. Another way to describe someone like this is "nosy," or you can say the person is always "poking their nose into" other people's lives. The expression "mind (your) own business" means to focus on your own life without interfering in other people's. Cheapskate –скупий. Another way to describe a person like this is stingy. A couch potato - ледащий. Describing someone as "behind the times" means the person is old-fashioned and has not adopted certain modern customs, beliefs, or behaviors. A more negative word to describe a person who is "stuck in the past" is fuddy-duddy. This word is more of a criticism, whereas "behind the times" is more diplomatic. A know-it-all is a person who thinks he knows everything, and that his opinions and ideas are the best. The idioms "smart Alec" and "wise guy" are similar, but have more of a connotation of a person who demonstrates their cleverness in an arrogant or sarcastic way. A person who is set in his or her ways is stubborn and committed to their current way of doing things. A slime ball – мерзенна людина, яку ненавидять. Wet blanket / party pooper / spoilsport / killjoy / stick-in-the-mud – людина з негативним ставленням до веселощів. A worry wart is a person who worries constantly and excessively. The main idea is to find an appropriate variant of translation in the TL. If there is no analog in the TL, it is necessary to resort to the descriptive translation.

Sometimes to understand the meaning of a phraseological unit it is necessary to know its etymology. "Some like it hot" actually originates from the humorous rhyme:

Some like it hot, some like it cold.

Some like it in the pot nine days old.

The rhyme is about porridge. Now the words are used figuratively and mean "Кому що подобається".

Lecture 4. Expressiveness and emotiveness of the idioms. Phraseological analogs and metaphoric translation. Gender peculiarities of the idioms. Euphemistic phraseological units.

- The categories of expressiveness and emotiveness
- The ways of fortifying the expressiveness of the idiom;
- Phraseological analog vs metaphoric translation;
- Gender peculiarities of the idioms;
- Euphemistic phraseological units.

The category of expressiveness has long been the subject of heated discussions among linguists. In etymological sense expressive-ness may be understood as a kind of intensification of an utterance or of a part of it depending on the position in the utterance of the means that manifest this category and what these means are.

But somehow lately the notion of expressiveness has been confused with another notion, viz. emotiveness. Emotiveness, and correspondingly the emotive elements of language, are what reveal the emotions of writer or speaker. But these elements are not direct manifestations of the emotiveness—they are just the echoes of real emotions, echoes which have undergone some intellectual recasting. They are designed to awaken co-experience in the mind of the reader.

Expressiveness a broader notion than emotiveness and is by no means to be reduced to the latter. Emotiveness is an integral part of expressiveness and, as a matter of fact, occupies a predominant position in the category of expressiveness. But there are media in language which aim simply at logical emphasis of certain

parts of the utterance. They do not evoke any intellectual representation of feeling but merely serve the purpose of verbal actualization of the utterance.

Stylistics studies the expressive means of language, but from a special angle. It takes into account the modifications of meanings which various expressive means undergo when they are used in different functional styles. Expressive means have a kind of radiating effect. They noticeably colour the whole of the utterance no matter whether they are logical or emotional.

Emotiveness or emotive meaning are part of the connotative meaning of a concept or a word, and the meaning therefore differs from person to person and from one language to another, and consequently from culture to culture. Emotive expressions might in some cases depend on the context, text type, and the intention of the speaker. They might also be used to emotionally impact the addressee or to reveal the speaker's reaction or feelings towards the subject matter. The expressions of emotiveness can be positive or negative.

There are many ways to define and describe emotiveness using the dichotomy mentioned above, the denotative and connotative meanings. Denotative meaning is the conceptual or dictionary meaning, while connotative meaning includes the emotional associations which are suggested by lexical items, and is equivalent to emotive or expressive meaning. In this regard, Bronislava Volek states that "Emotive expressions have no meaning formed by the qualities of the object referred to, but it is sort of an intended meaning formed by the associative features of the object expressed"

To fortify the expressiveness of the narrative the authors employ the phraseological unit which can be split into parts. These two parts, in their turn, are used as separate but synonymic phrases: I'm like the burn child now. – Who dreads the fire? (Я зараз як перелякана ворона. – Куща злякався?).

This expressive means is more typical of the English language:

Drake wriggled himself out of the chair. "I take it", he said, "I'm *being thrown out*".

"*On your ear*", Mason told him, holding the door open.

“Well, that always helps,” Drake grinned. “I’ll be seeing you”.

As you can see E. S. Gardner split the phraseological unit “to be thrown out on one’s ear” into two parts: “being thrown out” and “on your ear”. Using the first part of the phraseological unit, the author set his hopes on English speaking readers’ ability to restore the second part.

As for the translation there are two possible variants. The first one is synonymic explanation:

- Наскільки я розумію, мене *випроваджують*, - зауважив він.
- *У три вирви*, - додав Мейсон, відчиняючи двері.

The second variant is to split the TL idiom into two parts:

- Наскільки я розумію, мені пропонують *забиратися* звідси, - зауважив він.
- *Поки живий та цілий*, - додав Мейсон, відчиняючи двері

The translator splits phraseological unit “Забирайся поки живий та цілий” (іди собі з добра ума) into two parts to preserve the expressiveness of the original.

One more way to enhance expressiveness is to use two synonymic phraseological units in one micro-context. In this case the main idea is to find TL synonymic idioms belonging to the same stylistic register: to vanish into thin air / neither hide nor hair (not to see hide nor hair) / be lost in the clouds – мов у воду впасти / ні слуху, ні вісті; на всі чотири боки (вітри) / з богом, Парасю! – to go away with no place to call home(to send sb. to the four corners of the earth) / good riddance!

Phraseological analogs and metaphoric translation.

The most difficult cases for translation are those when there is no TL equivalent of the SL idiom or there is an equivalent but it is not appropriate in the given context. For instance: “Я на тебе такі великі гроші витрачав не для того, щоб ти таке неподобство вчинив! *Вовк по-вовчому і думає!*”

Let us consider which variant of the TL idioms you would choose and why:

- What is bread in the bone will not go out of the flesh;
- Can the leopard change his spots?
- Nature will have its course;
- Though you cast out nature with a fork, it will still return.

Or may be the metaphoric equivalent: give the wolf the best food, but he would hanker for the wood?

If to take into consideration the negative charge rendered by the SL image “wolf”, it is better to choose the metaphoric equivalent because the TL image of wolf conveys the same negative estimation unlike, for example, the image of leopard. Moreover, a metaphoric equivalent allows to avoid the descriptive translation.

Thus, translation by a metaphoric equivalent is one more way to translate idioms from the third group (non-equivalents). Metaphoric equivalent allows preserving the image of the SL and may substitute other kinds of translation, for example, a descriptive one. Besides, a metaphoric equivalent is characterized by universality. It means that such an equivalent matches practically any context.

It is especially important when dealing with proverbs. It is obligatory to employ this kind of translation in cases when a speaker says: українська приказка радить, як говорять в Україні. So, in such cases to translate Ukrainian proverb “Обізвався грибом, то лізь у борщ” through existing analog “in for a penny, in for a pound” is impossible, more over this analog contains realia that are alien to the Ukrainian culture. The possible variant is “You said you are a mushroom, so – into the basket you go!”. It is possible to combine metaphoric equivalent with an element of an idiom existing in the TL. E. g.: “розумний у гору не піде, розумний гору обійде” – “To take the path of least resistance is better than undue insistence.” Here the whole English idiom is included – “to take the path of least resistance” (йти шляхом найменшого супротиву); Як наша Настя, то й буде щастя. - The girl looks fine, but she is not mine.

Sometimes it is possible to make up your own idioms. “An apple a day keeps the doctor away” (in the advertisement of apples). The interpreter took some ad

slogans as examples: Winston tastes good as a cigarette should, and then translated the proverb: *Хто яблуко в день з’їдає, той у лікаря не буває.*

Gender peculiarities of the idioms.

In the process of translation, one should take into account for whom he \ she interprets and who (a man or a woman) is spoken about. For example, Ukrainian idiom “дати гарбуза” is used only when a young woman refuses a man’s proposal. There are two analogs in the English language. If we speak about a man the variant ‘to give the boot’ will be appropriate’. If we speak about a woman it will be correct to say ‘She gave him the brush-off’.

There is a true story about the use of these specific idioms. Once a future interpreter heard the Englishwoman say ‘Excuse me, I want to drop a penny’ and went out to the bath-room. A few days later that guy decided to boast with his knowledge of English idioms and repeated the same in the company of the Englishmen. Everybody burst out laughing. Why was it appropriate for the woman and inappropriate for the man? Because ‘to drop a penny’ means «мені потрібна кабінка». If a man says it, he actually explains what he’s going to do in this cabin.

Some more idioms which are usually referred to a man: – «бути під черевиком / чоботом» – “to be tied to her apron”, «тримати на короткому повідку» – “to hold \ keep him on a short leash”.

There are purely “female” idioms in the English language: mutton dressed as lamb – a middle-aged or old woman dressed in a style suitable for a much younger woman (жінка середнього віку або літня жінка, що одягнена не за віком); to marry money – to marry a rich person (вийти заміж за мішок з грошима); a sweater girl – a girl with shapely bosom (дівчина з пишним бюстом). As you can observe there are predominantly no analogs of such idioms in the TL. Thus, either descriptive or loan-translation is traditionally employed to translate such gender marked idioms.

The idiom “бути на сьомому небі” should be translated as “to be in the seventh heaven” for a Brit, “to be on cloud nine” – for an American. If one speaks about a guy who fell in love and «на сьомому небі від щастя», then it is necessary to say “He is sitting on a rainbow”, if irony is implied – “He is in fool’s paradise”.

Undesirable associations in translation.

As a rule, undesirable association may occur in translation when the phraseological units contain an animal image in its structure. To illustrate this statement let us consider the following example of a real communicative situation. During the briefing a journalist said to the Prime Minister: “You are barking at the moon”. The interpreter resorts to loan-translation: «Ви гавкаєте на місяць». This variant evoked a negative undesirable association in Prime Minister who naturally took offence: «Я гавкаю??? Я вам не собака!». As a result, the process of communication was interrupted.

Unlike the Ukrainian language the image of a dog (every dog has its day) is not associated with negative features or emotions as well as the image of a serpent (the wisdom of the serpent) that is usually associated with wisdom. Translating such idioms, it is necessary to take into account their cultural background and to avoid negative consequences by means of descriptive translation or translation-periphrasis.

The other problem is connected with idioms that contain constituents “white” or “black”. If you work with the audience of Afro-Americans, never use idioms like “that’s mighty white of you”, “you’re a white guy” where “white” actually means “good”; and idioms like “to be black against sb.”, where “black” denotes “bad”. E.g.: “I have two cousins and two uncles living. Uncle Aden is a *black sheep* of the family”.

Black sheep means «паршива вівця», thus, it is better to use idioms “rotten apple”, “rotten egg” instead “black sheep”.

E.g.: “The circumstantial evidence, standing by itself, is sufficiently *black* against her to more than justify the charge of first-degree murder”. The word combination “sufficiently black” is likely to evoke negative undesirable associations

in Afro-Americans, so to avoid them it is possible to omit the idiomatic phrase and to directly nominate “the circumstantial evidence” *incriminating*.

«Це інша річ» has two phraseological analogs: “It is a horse of another colour” and “It a different cup of tea”. Choosing the best variant it is mandatory to take into account that the word “colour” may also evoke a negative reaction in Afro-Americans because it may be associated with a phrase “coloured people”.

Euphemistic phraseological units.

In linguistic studies euphemisms is considered to be a substitute of rough, unpleasant and vulgar words and expressions. Scholars distinguish several reasons for using euphemisms: superstitious, social, moral taboos; the need to soften sad, painful news.

Phraseological euphemisms are complex language units combining typical features of both phraseological units and euphemisms. They are image-bearing expressions with transferred meanings and are characterized by inseparability, lexical and grammatical stability. Euphemism neutralizes the negative pragmatism that the speaker predicts, softens the expression, by contrast, adds a negative pragmatic effect to surprise. The pragmatic criterion is crucial to determining a lexical unit such as euphemism.

The main idea in the process of translation is to preserve the stylistic colouring (if there is any) of the SL phraseological unit or to stick to the SL original neutral style: завершити свій земний шлях, замовкнути навіки, піти за праслов'янським божеством вогню – all these phraseological euphemistic units belong to poetic, lofty style. To translate them it is necessary to find the appropriate TL analogs: to go to heaven, to pass away, to go to Paradise. З'їхати з глузду, зриває дах – these euphemistic phraseological units belong to the colloquial style. Their TL analogs correspondingly are to hit the roof, to fly off the handle. As a rule, phraseological euphemisms denoting alcohol or drug addiction or abuse also belong to the colloquial style or slang. That is why a translator should know TL lexis of different vocabulary layers. “Act of love, main event, do things” are neutral

phraseological euphemisms denoting sexual intercourse (акт кохання, займатися коханням).

Play on words and its structural types in translation.

In the movement of translation today, translators tend to employ several methods in order to deal with puns such as communicative translation, semantic translation and free translation. None of these methods perfectly accounts for context. In other words, none of them explains how to identify the pun word and how to assign the appropriate meaning and context to it. It is highly possible that translators adhere to either the semantic or pragmatic equivalent of the pun word.

Punning is an ingenious use of homophonic and polysemous phenomena of language with an intention to achieve special effects. As a rhetorical device with strong expressive power it is widely employed in all forms of linguistic communication, ranging from daily conversation to literary works, from advertisements to news reports, and from riddles to jokes.

Thus, the stylistic effect of any pun is irony or sarcasm. It is based on double actualization of the meaning of the phraseological unit: its figurative meaning and its literal meaning: «Опоненти зустріли дисертацію багнетами, але багнети виявилися тупими». From the viewpoint of the pun structure it consists of the “Phraseological unit and a word”.

There are puns that consist of “a word and phraseological unit”. It means that at first a word appears in the text and then a phraseological unit with this word as its component. The third structural type is puns that consist of two phraseological units. The fourth type is “phraseological unit and literal interpretation of its image”.

The translation of puns depends on their structural types. To translate the example given above is not a difficult case because the basic image of the SL phraseological unit “зустріти багнетами” coincides with TL basic image – “to meet sth./sb. at dagger-point”. Thus, it is possible to use the existing phraseological analog and the same epithet in translation: “The opponents met the thesis at dagger-point but the dagger turned out to be blunt”.

Let us consider the examples of all the structural types of puns and their translation.

(1) Phraseological unit – Word:

- I'm in the position of *being between two fires*.
- Where is the other *fire*?
- I think you can figure that out, Mr. Mason.

- Я опинився *між двох вогнів*.
- А де ж другий *вогонь*?
- Гадаю, Ві самі спроможні це зрозуміти.

(2) Word – Phraseological unit:

- Truth is the *pearl of great price*.
- Well?
- And isn't there a proverb about *not casting pearls before swine*?

- Правда – це бісер високої вартості.
- І що?
- А ви знаєте, що є приказка: « не мечите бісер перед свинями»?

(3) Phraseological unit – Phraseological unit.

- Have a heart, - Drake protested.
- I have, - Mason told him, - and it's been in my mouth so long I wouldn't feel right when it drops back to where it belongs.

- Де ж Ваша найдобріша душа?
- Душа-то є. Але вона настільки давно втекла у п'яти, що її повернення на місце обіцяє мало гарного.

(4) Phraseological unit and its literal interpretation.

“You may think you’re *in the saddle*,” Mason said, “but you’re *riding a bucking bronco* and you can be thrown for quite a loss”

«Ти вважаєш, що вже на коні», зауважив Мейсон, «але осідлав ти дикого мустанга і можеш впасти з нього з великими втратами».

Lecture 5. National and cultural peculiarities of the idioms. Phraseologisms that verbalize basic concepts.

- Phraseologisms as senders of linguocultural information;
- Linguocultural aspect of the phraseologisms;
- Basic concepts and their phraseological verbalization.

Phraseologisms as senders of linguocultural information:

- ✓ Phraseology in a culture-oriented perspective resides in the linguoculturological approach.
- ✓ The linguoculturological approach to phraseology means studying different ways and forms of interaction between culture and language.
- ✓ It results in the formation of phraseologisms as embodiments and generations-long transmitters of cultural information.
- ✓ Making the knowledge about the process of this interaction explicit and in this way finding and understanding how cultural information is translated into phraseological meaning is one of the main concerns of the linguoculturological approach to phraseology at present.

Linguocultural aspect of the phraseologisms

Linguistic and cultural analysis of phraseological units is wedded to external factors: the history of the country, its culture, everyday life, etc. the Study of

phraseological units in the linguistic and cultural aspect helps to clarify, and in some cases to establish additional semantic shades with national and cultural semantics.

Phraseological units, proverbs and sayings react to all phenomena of reality, reflect the life and worldview of the people in all its diversity, they convey every day, social, philosophical, religious, moral, ethical, and aesthetic views of the people. And with this task proverbs cope very successfully. Their subject matter is truly limitless. They cover absolutely all aspects of human life, the most diverse relationships between different phenomena of reality.

BASIC CONCEPTS

In the idiomatics of the language, that is, in the layer that is, by definition, nationally specific, the system of values, public morality, attitude to the world, to people, to other peoples is displayed. Phraseological units most clearly illustrate the way of life, geographical location, history, and traditions of a particular community united by a single culture.

The most prominent examples of phraseologisms that render specific ethnocultural information are those which verbalize basic concepts of the national language world picture.

“HOME”, “PRIVACY”, “COMMON SENSE”, “FAIR PLAY”, “RESTRAINT”, “HEREDITY” are considered to be basic concepts of the English ethnos.

Phraseologisms verbalizing “home” & “privacy”

There’s no place like home	Вдома і солома їдома.
Home sweet home	За морем тепліше, та вдома світліше.
East or West home is best	Де не є добре, а вдома краще.

An Englishman's house is his castle	Вдома і стіни гріють. Мій дім- моя фортеця
What happens at home stays at home	Не носи смиття під чужу хату
Hang up (one's) fiddle when (one) comes home	На людях Ілля, а вдома - свиня

Phraseologisms verbalizing “restraint”

“Restraint” is associated with such qualities as calmness, dispassionatness, ability to hide true emotions.

Such phraseologisms describe an emotional state as well as a facial expressions.

Associations rooted in the English speaking community are predominantly connected with the images of cold-blooded animals and objects of unanimated nature.

As calm as a toad in the sun

As calm as cucumber

As cold as a fish

As cold as a lizard

As cold as a frog

To have a face like a flint

To have a face like a stone

The fundamentals of basic concepts “privacy”, “home”, “restraint”

These key concepts were developing conctantly at the same time with history of the British nation's and states' formation.

They were forming under the influence of the georgaphical position of Great Britain, i.e. its location on the isles. Such a location created a feeling of isolation from the mainland, its peoples and countries.

This factor directly influenced Englishmen's worldview, their perception of the outer world and relations with other European countries. It means that in such a way typical features of the British character were moulded: restraint, reserved disposition, self-control, ability to appreciate private space not only their own but other people's as well.

Завдання для самостійної роботи
Classification of idioms for translation purposes.

1. Translate the sentences. Pay attention to the phraseological equivalents, analogs and non-equivalents.

1. Проте зараз вибори вже позаду, і уряд нарешті налаштований покласти край конфлікту.
2. Політики, навіть ті, що нагорі, здається, граються з вогнем біля скирти майже навмисно.
3. Останнім слабким місцем команди президента є її невпевненість у повній підтримці акта президента силовими структурами.
4. Уряд намагається зробити гарну міну при поганій грі.
5. Є шанс, що у нас у 2004 році буде нормальна країна, якщо демократи вичистять авгієві конюшні, які вони отримали у спадщину.
6. Ми розглядали післявоєнний період як час, коли можна було пожинати плоди нашої перемоги.
7. Таке ставлення, безперечно, зачепило за живе людей у Києві.
8. У центрі його рекламної кампанії лежить невдалий слоган "Коней на переправі не міняють".

9. Для України двері до трансатлантичної співдружності демократичних країн ми триматимемо відкритими.
10. Західні держави повинні допомогти показати тим народам, що в кінці “демократичного тунелю” є світло.
11. Коли працюєш у компанії, якій потрібно змінити характер ведення справ, іноді доводиться затягувати пасок.
12. Лемко, не маючи рідного храму, святив паску в римокатолицькому костелі, але таке свячене ставало кісткою в горлі.
13. Оженився - пропало, живи з нелюбом до гробової дошки.
14. З вами я в огонь і в воду.
15. Джерела припускають, що міліція краще б заплющила на це очі.
16. На той час я вже порвав із керівництвом партії. Я “пішов у народ” і став працювати механіком.
17. На руку ісламістів грає багато невирішених економічних проблем.
18. Однак, якщо ми хочемо, щоб Європа не залишалася в наступному столітті розділеною, то всі європейці, в тому числі й Україна, повинні взяти долю Європи у свої власні руки.
19. У цих надзвичайно каламутних водах різні політичні фракції почнуть ловити “маленьку рибку”, що їм потрібна напередодні виборів.
20. Через те, що Інтернет робить світ меншим, значно збільшується значення знаходження спільної мови.

2. Suggest suitable definitions for the English proverbs and sayings in Part I. Use Part II for the purpose. Offer corresponding Ukrainian semantic analogies /equivalents:

Part I.

1. A bird in hand is worth two in a bush. 2. Don't judge a book by its cover. 3. All that glitters is not gold. 4. Give someone an inch and they will take a mile (or yard). 5. A burnt child dreads the fire. 6. Dogs of the same street bark alike. 6. Better late than never. 7. Boys will be boys. 8. First things first. 9. Every man is the architect

of his own fortune. 10. An onion a day keeps everyone away. 11. Be swift to hear, slow to speak. 12. Beauty is only skin deep. 13. Blood will out. 14. Everything in the garden is rosy.

Part II.

A. Listen carefully before speaking. B. A person's character is more important than their appearance. C. A bad experience will make people stay away from certain things. D. It's better to do something, even if it's late, than not do it at all. E. It's better to keep what you have than to risk losing it by searching for something better. F. Give someone a little and they will want more – some people are never satisfied. G. People from the same background have the same behaviour. H. Don't judge by appearances. I. Boys, and sometimes men, behave in a childish way from time to time. J. A person's background or education will eventually show. K. A humoristic version of "an apple a day..." L. Everything is satisfactory. M. Appearances can be deceptive. N. Life is what you make it. O. You should start with the most important duties or concerns.

Phraseological synonyms. Phraseological explanations. Translation-periphrasis.

3. Find phraseological synonyms in the TL for the following phraseologisms.

No big deal, touch base, for mere pleasure, for fun, have a go at it, smart aleck, smarty pants, come to senses, no biggie, no prob, no big whoop, till death do us part, fill me in, dolly bird, temptress, femme fatale, fox, take a nap, get bombed, wise-ass, doze, catch forty winks, catnap, take a siesta, get some shut-eye, swear jar, tell you what, split up, chow down on smth, no way, sweet tooth, make oneself comfortable, a short person, bombshell.

4. Read the polylogue based on the TV series Two and a Half Men. Translate the text into Ukrainian paying attention to words and word combinations in bold type. Explain the choice of their translation method.

(answering machine)

Hey, it's Charlie. Do your thing when you hear the beep.

Alan Charlie, it's Alan. Your brother. No big deal, just wanted to touch base. My wife threw me out, and I'm kind of losing the will to live.

So, when you get a chance, I'd really love to... I don't know...

(Charlie answers the phone)

Alan, I'm sorry to hear about that. So, where you gonna go, to a hotel?

...I guess you could stay here.

Alan Thanks a million. This is just until things settle out. A couple of days max. She will come to her senses.

Charlie Okay. I'll see you when you get here.

(Two hours later in Charlie's house)

Alan Twelve years, and she just throws me out. I mean, what was the point of our wedding vows? You know, "Till death do us part." Who died? Not me. Not her. You know, I'm a good husband. I'm faithful.

Charlie Is she?

Alan Is she what?

Charlie Faithful.

Alan Don't be ridiculous. Judith doesn't even like to have a go at it...And Jake. This could just destroy Jake.

Charlie Jake?

Alan My son.

Charlie Teenagers are pretty sophisticated these days.

Alan He's 10.

Charlie Oh...Look, you can have the guest room. I'll grab some sheets.

Alan That's okay. I brought my own.

Charlie You brought your own sheets?

Alan I like my sheets.

Charlie Okay, then, good night.

Alan No, wait... I mean, we hardly ever talk to each other.

Charlie What do you want to talk about, Alan?

Alan I don't know. I was named Chiropractor of the Year by the San Fernando Valley Chiropractic Association. What about you? What's going on with you? Fill me in.

Charlie Well, Alan, there's not much to say. I make a lot of money for doing very little work. I date beautiful women who don't ask about my feelings. I drive a Jag, I live at the beach, and sometimes in the middle of the day, for no reason at all, I like to make myself a big pitcher of margaritas and take a nap out on the sundeck.

Alan ...Good night, Charlie.

Charlie Good night.

(In the morning)

Charlie What are you doing here, Jake?

Jake

(Alan's son)

My mom brought me. Will you take me swimming in the ocean?

Charlie Can we talk about it after my head stops exploding?

Jake Why is your head exploding?

Charlie Well, I got bombed last night.

Jake If it makes you feel bad, why do you drink it?

Charlie Nobody likes a wiseass, Jake.

Jake You have to put \$1 in the swear jar.

Charlie Tell you what, here's \$20. That should cover me till lunch. Come on, kid, we'll have breakfast out on the deck.

Jake My mom and dad are splitting up.

Charlie Yeah. It looks that way. You're lucky. When I was your age, I could

only dream about my parents splitting up.

Jake Your mom is my grandma.

Charlie Yep.

Jake Grandma says you're a bitter disappointment.

Charlie ...Thanks. Hey, sport, what are you smiling about?

(Jake is looking into the fridge)

Jake You don't have any food.

Charlie Yeah, but I'm not the one who's hungry. Who's smiling now, shorty?

...You drink milk?

Jake Just with cereal. I'd like to chow down on some muffins... and icecream.

Charlie No way, sweet tooth. You'll explode.

Alan You two are really good together.

Charlie Thank you. Well, make yourselves comfortable here and I've gotta bounce. I'm having dinner with a raven-haired bombshell in an hour.

Buy now.

Alan Good luck

Neutral idioms. Positive and negative connotations.

5. Use the idioms below to complete each of the following sentences.

Translate.

bombshell sport sophisticated bounce shorty chow down have a sweet tooth touch base No way! split up make yourself comfortable come to your senses swear jar I'll tell you what yep

1. I can easily do without chocolate. It isn't too much of a problem as I don't _____.
2. _____, it's a wonder Elise didn't have a heart attack when she got that bill.

3. Who made you put on this hat, _____?
4. I wondered how long it would take you to _____.
5. Did you know they _____ in February?
6. Are you free tonight? – _____.
7. The phrase 'blonde _____' was first used to describe Jean Harlow. Her US film 'Bombshell' was released in 1933.
8. How do you do, _____?
9. Here we offer _____, modern facilities for teaching, learning and research, including computing and experimental laboratories.
10. _____ in the chair while I fix us some snacks.
11. I'm going to _____. I have to get up early tomorrow.
12. He's always ready to _____ at dinner time.
13. If we had a _____ that we actually used, there would be enough money in it to pay off our mortgage.
14. Me get anywhere near a plane ever again? – _____!
15. I urgently need to _____ with my niece who works in the field of plastic surgery as my new girlfriend wants to get more details about breast augmentation.

6. Rewrite the following sentences using an idiom from the text instead of their synonyms. Translate.

1. Did you finally get in touch with your long-lost cousin? 2. I'll be back when everything straitens out. 3. Jar of margaritas is a modified recipe from Stephen Pyle's restaurant in Dallas, Texas. Yum! Servings: 4 glasses. 4. To have and to hold, from this day forward, for better, for worse, for richer, for poorer, in sickness or in health, to love and to cherish till the death of either partner. 5. The guy broke the window for mere pleasure at all. 6. Never doze with your pet rattlesnake. 7. Young women are rather knowledgeable and cultured these days. 8. These guys do nothing but get

drunk every other night. 9. The car can seat five adults, but that's the maximum. 10. I wasn't at the party. How was it? Tell me in detail. 11. We'll have to pay a little more – it's no big whoop. 12. I wish you would begin thinking sensibly and look for a better job. 13. They've never had sexual intercourse. Your husband never knew this woman. 14. Jaguar made its name by producing a series of eyecatching sports cars. 15. Chris Matthews said Tuesday that former President George W. Bush had a “smart aleck” attitude about terrorist leader Osama bin Laden.

Euphemistic phraseological units. Undesirable associations in translation.

7. Translate the following sentences. Suggest suitable Ukrainian slang versions. Define the ways in which their meaning can be faithfully conveyed:

1. Craig's corvette was phat!
2. Jaquin think he's all that.
3. Check out his pimp ride!
4. Let's get this party poppin.
5. Let me ax you somtin'!
6. Why are you so noid, my man!
7. If you keep acting so dorky, Doug, you'll never get friends.
8. Check out that balla' over there . . . let's jack his car!
9. I got all my peoples out on 100th and Crenshaw!
10. Mr. Randols eyeballed his daughter's new boyfriend.
11. I'm about to pearl. Peace out!
12. If I can't bake cake, then I'll take cake.
13. Woody, I'm straight broke. Let's hit up AM/PM and get us some cheappuccinos.
14. Why you cheezin' so big?
15. Kit, this place is da bomb! Play on words, its types, the ways of translation.

8. Read the polylogue based on the TV series Two and a Half Men. Translate the text into Ukrainian paying attention to words and wordcombinations in bold type. Explain the choice of their translation method.

(Charlie and Jake are out)

Rose: Hello? Is Charlie home?

Alan: No. I'm Charlie's brother. Can I help you?

Rose: Hi, Charlie's brother. I'm Rose.

Alan: Rose what?

Rose: Rose Berry. I'm Charlie's housekeeper.

Alan: Sure. Come on in.

Rose: I can smell him.

Alan: Smell who?

Rose Your brother. He has a very musky scent.

Alan ...Well, I'll just let you get to work.

(several hours later)

Alan Jake, buddy, what took you so long?

Jake We stopped for ice cream.

Charlie Hey, thanks for cleaning up.

Alan No, it wasn't me. Rose was here.

Charlie Rose? You let Rose into my house? ...Hell, she glued the damn cabinets shut again.

Alan Again?! You've got somebody who comes in regularly to glue your cabinets?

Charlie Who let this loony in?

Alan You're a deeply disturbed man, you know? Move it. Come on.

Charlie I'm deeply disturbed? Who came here in the middle of the night with his own sheets?

Alan At least, I care what I sleep on. And isn't that something to brag

about?

(Their mother, Evelyn, is entering)

Evelyn Do you have any idea how hurtful it is to hear about your own son's divorce on the street?

Charlie What divorce? What street? How did you get in my house?

Evelyn You stay out of this. I'm here to help your brother through a very difficult time. How could you do this to me?

Alan Do what?

Evelyn Now when I want to see my grandson I am going to have to make an appointment with Judith, who, let's face the music, was never very warm to me. And what if there's another man there? Shacking up with her? Have you even stopped to consider that?

Charlie I think he's considering it now, Mom.

Evelyn Here's what you're going to do. You and Jake will come live with me. After all, I'm just rattling around in that big house all by myself.

Alan That's very considerate, but as soon as Judith and I get things ironed out, I'm going to be back at my own house.

Evelyn Sweetheart, grow up. Think about what I said. You're my son, and I'll always have room for you in my house and in my heart.

Alan I love you, too, Mom.

Charlie I love you, too, Mom. You're the tops.

Evelyn Too little. Too late.

(Alan comes back to Charlie's house after his dinner with Judith.

Charlie, Jake and two other men are playing cards.)

Alan Charlie, may I speak with you privately, please? Jake, go to bed!

Jake Ok. I'm out.

Alan (to Charlie)

What is wrong with you? Are you insane? Do you have any sense of

right and wrong? How could you put Jake in a poker game with grown men?

Charlie I obviously can't be trusted. How was dinner?

Alan Dinner was swell. Why do I even try talking to you?

Charlie Come on, I'm just trying to get you to lighten up a little.

Alan I don't need to lighten up. The world I live in is dark. Dark and rainy.

And you're useless in it!

Charlie Really? I wasn't useless when you needed a place to stay.

Alan Obviously that was a mistake. We are outta here!

Charlie Fine. Can't wait.

(Going away in different directions)

9. Match the idiom with the correct definition. Suggest suitable Ukrainian versions for the following idioms. Define the ways in which their meaning can be faithfully conveyed:

1) before my time	a) an 8-bit handheld video game device developed and manufactured by Nintendo
2) be done	b) be punished for
3) GameBoy	c) mad or extremely silly
4) be one's eyes and ears	d) a small job that you have to do regularly, especially work that you do to keep a house clean
5) field	e) during a period when you were not active or alive

6) booze	f) escape doing smth
7) gosh	g) stop bothering me, stop pestering me, stop criticizing me, leave me alone
8) get busted for	h) to review something that includes all the important aspects, but does not necessarily include details
9) deck	i) lack courage, a will or being a coward
10) barking mad	j) alcoholic drink, spirits, alcohol; hooch
11) get off my back	k) very silly or unreasonable
12) work on smb	l) to do what needs to be done to complete something or make it successful
13) chore	m) work or live part of each day or week
14) leave the door open for smth	n) get very angry and fly into a rage, fly off the handle, lose one's cool, get hot under the collar
15) have no spine	o) an exclamation when something is completed; an exclamation of frustration when something is ruined

16) walk through	p) break a promise or commitment
17) lose one's temper	q) to annoy someone; pester; get on someone, irritate
18) go back on one's word	r) you will not get something when you want it or someone doesn't want something for you
19) follow through	s) to answer questions, especially when there are a lot of them or the questions are difficult
20) part-time	t) to persuade or influence or attempt to persuade or influence
21) worm one's way out of doing smth	u) I don't care what you say
22) whatever	v) goodness, gee, dear me, Lord, good gracious
23) when pigs fly	w) to provide for the possibility that something might happen
24) ridiculous	x) a set of playing cards; pack
25) bug smb	y) take over smb's responsibilities

10. Translate the sentences paying attention to play on words:

1. The fattest knight at King Arthur's round table was Sir Cumference. He acquired his size from too much pi.
2. I thought I saw an eye doctor on an Alaskan island, but it turned out to be an optical Aleutian.
3. She was only a whiskey maker, but he loved her still.

4. A rubber band pistol was confiscated from algebra class, because it was a weapon of math disruption.
5. No matter how hard you push the envelope, it's still stationery.
6. A dog gave birth to puppies near the road and was cited for littering.
7. A grenade thrown into a kitchen in France would result in Linoleum Blownapart.
8. Two silk worms had a race. They ended up in a tie.
9. A hole has been found in the nudist camp wall. The police are looking into it.
10. Time flies like an arrow. Fruit flies like a banana.
11. The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways, but narrower viewpoints; we spend more, but have less; we buy more, but enjoy it less. ~ Dr. Bob Moorehead.
12. Why do we have noses that run and feet that smell? - Unknown.
13. There was the person who sent ten puns to friends with the hope that at least one of the puns would make them laugh. No pun in ten did.
14. If you jumped off the bridge in Paris, you'd be in Seine.
15. The midget fortune-teller who escaped from prison was a small medium at large.
16. The soldier who survived mustard gas and pepper spray is now a seasoned veteran.
17. A backward poet writes inverse.
18. In a democracy, it's your vote that counts. In feudalism, it's your Count that votes.
19. The quickest way to get someone's attention is to no longer want it.
20. An intellectual says a simple thing in a hard way. An artist says a hard thing in a simple way. ~ Charles Bukowski.
21. Nothing haunts us like the things we don't say. ~ Mitch Albom.
22. Advice is what we ask for when we already know the answer but wish we didn't.
~ Erica Jong.
23. Laughing at our mistakes can lengthen our own life. Laughing at someone else's can shorten it. ~ Cullen Hightower.

24. We are what we repeatedly do; excellence, then, is not an act but a habit. ~ Aristotle.
25. Don't strive to make your presence noticed, just make your absence felt. ~ Unknown.
26. You can tune a piano, but you can't tuna fish. ~ Unknown.
27. I've failed the mathematics test so many times, I lost count. ~ Pun of the Day, Smitsy.
28. The barber opened up a shavings account. ~ Pun of the Day, Adele - Bohemia, NY.
29. My brother wishes he could compose smutty verse as good as mine. Is this scribbling ribaldry? ~ Pun of the Day, hamrag - London.
30. The phone call interrupted my nap, and I never did get the rest. ~ Pun of the Day, Dave - Whittier, CA.
31. A new type of broom came out, it is sweeping the nation. ~ Pun of the Day, Anonymous.
32. I used to be afraid of purchasing residential property for the purpose of renting, but now I have an apartment complex.
33. Deafness is getting to be quite a problem for me lately. I never thought I'd hear myself say that.
34. It's amazing what two or more sinners can achieve together with synergy.
35. I used to be addicted to soap, but I'm clean now.
36. I'm inclined to be laid back.
37. I don't know what possessed me to attend that seance.
38. A rule of grammar: double negatives are a no-no. ~ Pun of the Day, Zac Hill.

39. John Deere's manure spreader is the only equipment the company won't stand behind.
40. I have kleptomania. But when it gets bad, I take something for it.
41. To write with a broken pencil is pointless.
42. When fish are in schools, they sometimes take debate.
43. A thief who stole a calendar got twelve months.
44. When the smog lifts in Los Angeles, U.C.L.A.
45. The professor discovered that her theory of earthquakes was on shaky ground.
46. The batteries were given out free of charge.
47. A dentist and a manicurist married. They fought tooth and nail.
48. A will is a dead giveaway.
49. If you don't pay your exorcist, you can get repossessed.
50. People want the front of the bus, the back of the church, and the center of attention.
51. Show me a piano falling down a mineshaft and I'll show you A-flat miner.
52. You are stuck with your debt if you can't budge it.
53. Local Area Network in Australia: The LAN down under.
54. A boiled egg is hard to beat.
55. When you've seen one shopping center, you've seen a mall.
56. Police were called to a day care center where a two-year-old was resisting a rest.

National and cultural peculiarities of the idioms. Phraseologisms that verbalize basic concepts.

11. Find 10 idioms verbalizing basic English concepts using phraseological dictionary. Translate them into Ukrainian.

12. Search for the newspaper phraseological headlines that contain “colour” idioms. Give a short summary of the article (3-4 sentences) and translate the headlines.

13. Write out English and Ukrainian “colour” idioms with components “white”, “black”, “red”, “yellow”, “green”. Analyze their meanings, compare their connotations in both languages.

Рекомендовані джерела

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