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РАБОТА**

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LITERATURE**

## **QUALIFICATION PAPER**

on the theme: **ROLE OF IDIOMS IN TEACHING ENGLISH  
VOCABULARY**

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## INTRODUCTION

English is largely treated as an academic subject at the secondary educational schools, colleges, academic lyceums and higher educational institutions. As a result, the search for various effective methods and techniques in teaching English as a foreign language is one of the actual issues in our country and in other countries. Last years there have been many changes in the education system and in the system of teaching foreign languages.

The first President of the Republic of Uzbekistan in his works and speeches at the sessions of Oliy Majlis of the Republic of Uzbekistan underlined the importance of foreign language teaching and learning [1]. The State Educational Standards in Teaching English demand new approaches and principles.

The National Programme for Specialist Training and Education put before the English teachers a lot of actual problems: what methods and techniques are innovative, what methods help to achieve better results and teach all language skills, what methods are more effective in teaching English at different levels [ 2 ].

The Decree of the first President of the Republic of Uzbekistan “On measures to further improve foreign language learning system” (PD-1875) adopted on December 10 in 2012 put some actual issues: to start teaching foreign languages at the secondary schools from the 1-st form; to reform the curriculums and programmes in foreign languages; to provide students and teachers with all the necessary textbooks and manuals; to train highly-qualified teachers in foreign languages and other issues.[3:1]

There was done much work pointed in the Decree: the new curriculums in foreign languages were worked out, a wide range of new textbooks were written for the secondary schools by the experienced teachers and scholar of our country together with foreign colleagues, there were organized different courses for training specialists in foreign language and improving qualification.

In the Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoev “On measures of further development of the system of higher education” (PD-2909) adopted on April 20 in 2017 it is emphasized the importance of “establishing

close perspective partnership relations with leading foreign educational establishments, wide implementation into educational process of innovative pedagogical technologies, curriculums and materials based on international educational standards” [ 4: 4 ].

For many years the PRESETT Curriculum has been successfully and effectively used in Uzbekistan under the leadership of Uzbekistan state university of world languages and British Council. It started to be realized in 2008, first in experimental groups, then gradually all the groups in foreign language teaching were involved. The Curriculum has some distinguishing features: it teaches learners all main language skills – speaking, reading, listening and writing, project work, using English as a means of communication. At the end of the courses students would be able in to speak fluently in English, to write papers of different types (letters, application, essay, review, reports), to read different types of texts presenting different functional styles, to master the skill in listening, etc. The subjects included into the Curriculum – Writing, Reading, Vocabulary, Grammar in Context and others promote to achieving the main goals and tasks.

Teaching vocabulary is very important in learning English. Vocabulary is much more than just single words. Vocabulary also includes lexical chunks, phrases of two or more words and phraseological units as well. So vocabulary can be defined as the units of a language, including single words, phrases or chunks of several words and phraseological units, idioms which convey a particular meaning.

**The actuality of the work** is conditioned by the fact, that the issues of phraseology remain one of the significant questions in teaching English, in spite of the fact, that there are many research works devoted to this question. The English vocabulary consists of different layers. Phraseological units take certain place in the vocabulary system of English. They include proverbs and sayings, phrasal verbs, set expressions and idioms. Questions of phraseology of the English language are in the focus of attention of many linguists and remain actual issue of Linguistics. They are used widely in speech, texts enriching the vocabulary of the English language.

**The object of the Qualification Paper** is the English idioms and the ways how to teach them in such aspect of the language as Vocabulary. The work contains the sample of a lesson plan in Vocabulary and some recommendations how to use idioms in modern English. Under the idiom we understand a set expression in which the semantic wholeness of the nomination dominates over the structural separateness of its constituents.

Phraseology is a separate independent scientific branch. The term “phraseology” was first introduced by the famous French linguist Charle Balli., but was not supported widely by the western-European and American linguists.

**The main aim of the Qualification Paper** is the investigation of idioms in modern English, their role in teaching such subject as Vocabulary for intermediate level students, different aspects of idioms, their types, modern methods and technologies of their teaching.

**The tasks of the research paper are:**

- to give the brief review of the works of the prominent scholars devoted to the issues of phraseology and idioms, in particular;
- to give the definition to the terms “phraseological unit” and “idiom” and define their place in the vocabulary system of modern English;
- to show the place of idioms in the PRESETT Curriculum on the sample of a lesson plan in Vocabulary;
- to give the classification of idioms according to their special situations and categories;
- to present some practical material with the tasks on the topic.

**The subject of the Qualification Paper** is teaching vocabulary for intermediate students, the place of idioms in it and the works of the famous scholars devoted to the issues of phraseology. They are the works of E.D.Polivanov, N.N.Amosova, V.V.Vinogradov, B.A.Babkin, A.V.Koonin, B.A.Larin, K.M.Shansky, O.S.Akhmanova, A. I. Smirnitsky, Ch.Hockett, W.Chafe, F. Householder, U.Veinreich and others.

In the works of academician V.V. Vinogradov the main notions, tasks and aims of Phraseology had been defined for the first time. His ideas became the basis of many further investigations in the field of phraseology on the material of the Russian, English and other languages.

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

**Methodology and methods of the work** is based on the Decrees and Resolutions of the government on improving educational system and especially foreign language teaching in Uzbekistan, on the works of the famous linguists devoted to the issues of phraseology and teaching vocabulary and on using some innovative methods, the comparative method, modern pedagogical and educational technologies.

**The novelty of the Qualification Paper** is in the following: the work presents some modern effective methods, techniques and technologies in teaching phraseological units and idioms: brainstorming, cluster, Venn-diagram, case study, matching, search for correlations and others. On the example of much practical material gathered from different sources, the author tries to show the place of idioms in the Curriculum of the subject “Vocabulary” for intermediate level students, and the role of idioms in teaching Vocabulary.

**Theoretical significance of the work** is in the fact, that it contains the review of many research works on the issues of English phraseology and lets us distinguish the main object, it gets acquainted us with the theories and points of view of many prominent scholars on the definition and classification of idioms, their place in the vocabulary stock of the English language and their role in teaching vocabulary.

**Practical significance of the work** is conditioned by the fact, that the practical material and results of the work may be used by the English teachers and students of secondary schools, colleges, academic lyceums and higher schools and all the people who learn English. They may be used at the practical lessons in English, in teaching Vocabulary for intermediate level students, at lectures and

seminars in English Lexicology. Idioms enrich our vocabulary and make our speech more expressive, emotional and persuasive.

The Qualification Paper consists of Introduction, two chapters, conclusion and bibliography. In Introduction we give the brief review of the works on the issues of phraseology, importance of vocabulary in language learning, define the actuality and novelty of the work, its main aim and tasks, structure, theoretical and practical significance.

**Chapter I** “General characteristics of the issues of Phraseology and teaching Vocabulary” is devoted the review of the research works on the questions-growth and change in the English vocabulary and different aspects of idioms, their classification. Phraseological units form an essential layer of the general English vocabulary. An idiom is a phrase (or phraseological unit) which means something different from the meanings of the separate words that are a part of it. It’s difficult to imagine learning four language skills (speaking, writing, reading and listening) in English without using idioms. Idioms are used in formal, semi-formal and informal styles, in slang, poetry and prose.

**Chapter II** “The role of idioms in teaching English Vocabulary” presents the practical material in phraseological units and idioms and the information how to teach them, what modern methods and technologies can be used at the lessons. In this chapter we present the syllabus in the subject “Vocabulary” for intermediate level students, the sample of a lesson plan on the topic devoted to idioms, the practical material with the analysis of idioms expressed by metaphor, simile, animated idioms expressing people’s qualities and also idioms from special situations and categories. The division of idioms into different groups gives the learners wide opportunities to choose them for special situations and around special categories according to their content.

In Conclusion we sum up the results of the research work, emphasizing the role and significance of idioms in learning and teaching English vocabulary.

In Bibliography we give the list of the used literature which includes the literature of foreign and native scientists, dictionaries and resources of Internet.

# CHAPTER I

## GENERAL CHARACTERISTICS OF THE ISSUES OF PHRASEOLOGY AND TEACHING VOCABULARY

### 1.1. The issues of Phraseology and importance of Vocabulary in language learning

First the term “phraseology” was introduced by the famous French linguist Charl Balley. He included phraseology into Stylistics. Phraseology as a separate discipline was first recognized by the famous linguist professor E. D. Polivanov [18]. He stated in his works, that vocabulary studied the individual lexical meanings of words, morphology-the formal meanings of words and syntax-the formal meanings of word combinations.

Academician V. V. Vinogradov defined the basic notions, aims and tasks of phraseology. His ideas became the bases of many research works of the Russian, English and other languages [9].

It's necessary to distinguish a phraseological unit and a word combination. A word combination is a free equivalent of phraseological unit. A.I.Smirnitsky emphasized about the necessity of distinguishing a special branch of lexicology-phraseology and phraseological collocation should be taken into account in the syntactical system of the language [21:53]. B.A.Larin also distinguished phraseology as a linguistic discipline [14: 200-201].

Phraseological micro system is traditional unity systematic relations between the components of a phraseological unit and a phraseological unit on the basis of their structural-semantic peculiarities [6: 357]. In the “Dictionary of linguistic terms” professor O.S.Akhmanova gives different meanings (definitions) to the term “phraseological unit”, among them there is a term “idiom”. The main subject of phraseology is a word combination, in which “the semantic wholeness” of nomination dominates over the structural splitting of its elements. That's why it functions in a sentence as an equivalent of a word. [1: 240].

Another prominent linguist A. B. Koonin worked out a special theory of phraseology in the English language and his book “The basic notions of

phraseology as a linguistic discipline and compiling the English-Russian phraseological Dictionary” deserves a great importance. His dictionary of English Russian phraseological units has been widely used nowadays [6].

The famous scholars who made a great contribution to the study of English phraseology are A.B.Koonin, O.S.Akhmanova, A.I.Smirnitsky, N.N.Amosova, L. I. Roisenon, S.G.Ter-Minasova, J. Seidle, W.Mc.Mordie, J.Wright, Ch.Hockett, W.Chafe and others. The scholars who contributed much into the study of phraseology in Uzbekistan are: A.M.Bushui, Sh.Safarov, D.U.Ashurova, M.I.Rasulova, A.Umarkhodjaev, B.Yuldoshev and others.

One of the important questions is to distinguish and differ a phraseological unit from other language units—a word combination and a sentence speech includes: 1) a word as an ultimate unit, 2) phraseological unit. (Where the wholeness of nomination dominates over the structural splitting) and 3) a word combination as a free equivalent of a phraseological unit. One and the same word may be expressed in speech by all the above mentioned units: for example: *fool- stupid coach; scoundrel- good- for- nothing person- bad egg*. The most widely- spread unit is a word combination which has unlimited opportunities.

A phraseological unit is a steady combination of word signs: ultimate and whole, reproduced in speech, based on the internal dependence of the members, consisting of two lexical units, being in the succession, grammatically formed according to the models of word combinations and sentences.

A phraseological unit is close to the word semantically and functionally-grammatically, but it is not identical to it. Phraseological units are expressively-emotionally-coloured, they are like those lexemes, which not only name a person, an object, process or phenomenon, but describe them, characterize and find out the attitude of the speaker to the subject of speech.

Phraseological units are stable, reproduced, expressive word combinations, having as a rule a complete meaning [16:4]. But we should differ a word combination from different combinations of words, as A.M.Peshkovsky emphasized. He wrote: “not any two words in our speech, form a word

combination as well as a word is an external-internal and physico-psychological unity” [17:34]. A combination of words is a process, a kind of linguistic “energy”, uniting words in speech, while a word-combination is a free equivalent of phraseological unit. It is one of the important contributions made by the academician V. V. Vinogradov [9,10]. He writes, “Near a word as a notional unit there are more complex meaningful units. They are such combinations in which a separate word loses its meaning, but the meaning of the whole combination dominates having new semantic qualities, developing additional and sometimes new meaning in relation to the sum of those meanings that are in the words in combinations. A phraseological unit is close to a word semantically and functionally grammatically but it is not identical to it. A phraseological unit embellishes expressively-emotionally the meaning it denotes, thus with a science of a word the observations dealing with fusions, phraseological units and phraseological combinations are organically connected [9: 23-28].

A combination is a nominative unit taking part as a word in the process of speech formation. This statement was proved in the works of many scholars. Syntax which studies a combination of words and word combinations is called minor (maly) syntax; the unity of words and word combinations for constructing of sentences is studied by major (bolshoy) syntax.

Many scholars tried to study the distinguishing features of phraseological units and define and characterize them. A. I. Smirnitsky [21], A. B. Koonin [12,13], N. M. Shansky [22] and others gave the definition, detailed description and classifications of phraseological units. They distinguished idioms as a kind of phraseological units. Idioms express certain meanings on the secondary metasemiotic level, based on the transferred, metaphorical meaning. Some idioms are given in the dictionaries. Different models of verbal collocations were worked out and included in the manual in the early 30-s of the XX th century by the famous English methodologist and scholar H. Palmer [33] and in the dictionary by A. S. Hornby [8:21-121]

Language is a living thing, a living system, that's why it grows and changes. One can readily recognize differences between Shakespeare's English and the English of modern authors, but present-day English is also growing and changing, and these tendencies are not so easy to recognize. Since the general tendencies of present-day English are towards more idiomatic usage, it is important to study them in detail. What are idioms? Idioms are not a separate part of the language which one can choose either to use or to omit, but they form an essential part of the general vocabulary of English.

A. I. Smirnitsky underlined that the phraseological collocation should be taken into account in the study of the syntactical system of a language [21;53].

The famous linguist A.V.Koonin worked out a special theory of phraseology and he gave the following definition to a phraseological unit: "A phraseological unit is a stable combination of lexemes with complete or partial change of meaning" [12:48-50].

In the works of the Russian scholars the term "phraseological unit" is widely spread and such language units as stable word combinations, proverbs and sayings, set expressions belong to them. But in the works of the famous foreign linguists the term "idiom" is widely-spread.

Vocabulary is very important in teaching English as a foreign language. Vocabulary is much more than single words, recent vocabulary studies draw on an understanding of *lexis*, the Greek for *word*, which in English "refers to all the words in a language, the entire vocabulary of a language". Wilkins writes that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" [ [www.ewinexchange.com.au](http://www.ewinexchange.com.au);111-112]. Lewis went further to argue, "lexis is the core or heart of language". Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies. The vocabulary of a language grows continually with new developments in knowledge. New ideas must have new labels to name them. Without new labels (terms), communication of these new ideas to others would be

impossible. Teaching vocabulary helps students understand and communicate with others in English and master English for their purposes. Teachers need to be aware of and focus three significant aspects of the concept *word*: form, meaning and use. According to Nation for form, meaning and use there is both a receptive and productive dimension, so knowing these three aspects for each word, phrase or phraseological unit actually involves different typed of lexical knowledge. When we teach vocabulary to build students' knowledge of words and phrases, helping them learn any and all of these different components assists them in enhancing their English vocabulary knowledge and use. There is much that teachers and students need to learn to understand important issues from recent vocabulary research and theory so that we may approach teaching vocabulary in a principled, thoughtful way.

English vocabulary is a changing, growing reality and it is challenging.

As Ur aptly stated, unlike grammar "lexical items are an open set, constantly being added to (and lost, as archaic words gradually go out of use)". Words which already exist can also take on a particular meaning in a particular situation. For example, "to lock someone out" usually means "to lock a door in order to prevent someone from entering". However, the verb has a special meaning in the context of industrial relations. It means that the employers refuse to let the workers return to their place of work until they stop protesting. The noun "a lock-out" is also used in this special context, and it is, therefore, a new word in the language. Similar words are "to sit in, a sit-in, to walk out, a walk-out" where the verbs take on a new meaning in the context of industrial strike and protest and where the nouns are only used in this context, thus becoming new words.

Not only words can express new ideas and thus help a language to grow, also new ideas can be expressed by the combination of two or three existing words. Here is an example of this: the words "wage" and "to freeze" are well-known, but the idea of "a wage-freeze" came into the language only a few years ago. "To freeze wages" is another expression from British politics and economics and means "to stop increases in wages".

There are changing attitudes to language in modern English language system. Educated writers and readers of English are becoming more flexible and tolerant about what is considered to be correct or acceptable usage. Some deviations from the grammatical rules of the past are now accepted not only in spoken but also in written English.

The attitude of users of the language towards style is also becoming more flexible. Words which were considered to be slang in the past may be more acceptable in present-day English, they may now be considered to be colloquial or informal. For example, the expression “to be browned off with somebody” was in the past a slang expression for “to be bored with or irritated by somebody”.

There are other cases of changes in the meanings of words.

## **1.2. Principles of classification of phraseological units**

As we've seen from the previous paragraph of our work a phraseological unit is a complex phenomenon with a number of important features, which can therefore be approached from different points of view. There exist a considerable number of different classifications devised by different scholars and based on different principles.

The traditional and oldest principle for classifying phraseological units is based on their original content and might be alluded as "thematic". This approach is widely used in numerous English and American guides to idiom, phrase books, etc. On the thematic principle phraseological units and idioms are classified according to their sources of origin, "source" means the particular sphere of human activity, of life of nature, of natural phenomena, etc. So L.P.Smith gives in his classification groups of idioms used by sailors, fishermen, soldiers, hunters and associated with the realia, phenomena and conditions of their occupations. In Smith's classification we also find groups of idioms associated with domestic and wild animals and birds, agriculture and cooking. There are also numerous idioms drawn from sports, arts, etc. This principle of classification is sometimes called "etymological". L.P.Smith points out those word-groups associated with the sea and the life of seamen are especially numerous in English vocabulary. Most of

them have long since developed metaphorical meanings which have no longer any association with the sea or sailors. Here are some examples:

*to be all at sea*- to be unable to understand; to be in a state of ignorance or bewilderment about smth. For example: How can I be a judge in a situation in which I am all at sea? I'm afraid I'm all at sea in this problem. V.H.Collins remarks that the metaphor is that of a boat tossed about, out of control, with its occupants not knowing where they are [24].

*to sink or swim*- to fail or succeed. It is a case of sink or swim. All depends on his own effort.

*in deep water* – in trouble or danger.

*in low water, on the rocks* – in strained financial circumstances.

*to be in the same boat with somebody*- to be in a situation in which people share the same difficulties and dangers. E.g. I don't like you much, but seeing that *we're in the same boat* I'll back you all I can. The metaphor is that of passengers in the life-boat of a sunken ship.

*to sail under false colours* – to pretend to be what one is not; sometimes, to pose as a friend and, at the same time, have hostile intentions. The metaphor is that of an enemy ship that approaches its intended prey showing at the mast the flag (“colours”) of a pretended friendly nation.

*to show one's colours* - to betray one's real character or intentions. The allusion is to a ship showing the flag of its country at the mast.

*to weather the storm*- to overcome difficulties; to have courageously stood against misfortunes.

*to bow to the storm* – to give in, to acknowledge one's defeat.

*half seas over (sl.)*-drunk

Expressiveness and wealth of colour depends on the ability of an idiom to create two images at once: that of a ship safely coming out of the storm- and that of a man overcoming his troubles and difficulties (to weather the storm).

We should underline the considerable contribution of Russian scholars into the study of phraseological units. Academician V.V.Vinogradov made the great

contribution to this branch of linguistic science. The classification system of phraseological units devised by this prominent scholar is considered by some linguists today to be outdated, and yet its value is beyond doubt because it was the first classification system which was based on the semantic principle. It goes without saying that semantic characteristics are of immense importance in phraseological units. Attempts at studying the semantic aspect of phraseological units should be appreciated. Classification by V.V. Vinogradov is founded on the degree of semantic cohesion between the components of a phraseological unit. He classifies phraseological units into three groups: 1. phraseological fusions; 2. phraseological units and 3. phraseological collocations.[10] Phraseological combinations are word-groups with a partially changed meaning. They may be said to be clearly motivated, that is, the meaning of the unit can be easily deduced from the meanings of its constituents. E.g. to be at one's wits' end, to be good at something, to be a good hand at something, to have a bite, to come off a poor second, to come to a sticky end, to look a sight. Phraseological units are word groups with a completely changed meaning, that is, the meaning of the unit does not correspond to the meanings of its constituent parts. They are motivated units, the meaning of the whole unit can be deduced from the meanings of the constituent parts, the metaphor on which the shift of meaning is based, is clear and transparent. E.g. to catch a straw- when in extreme danger, to lose one's head- to be at a loss what to do, to be out of one's mind; to lose one's heart to smb.- to fall in love; to look a gift horse in the mouth- to examine a present too critically. Phraseological fusions are word groups with a completely changed meaning but in contrast to the units, they are demotivated, that is, their meaning cannot be deduced from the meanings of the constituent parts, the metaphor, on which the shift of meaning was based, has lost its clarity and is obscure. E.g. to come to a cropper- to come to disaster; neck and crop- entirely, altogether, thoroughly; to set one's cap at smb. (to try and attract a man; spoken about girls and women). It is obvious that this classification system does not take into account the structural characteristics of phraseological units.

Professor A.I.Smirnitsky offered a classification system for English phraseological units which is interesting as an attempt to combine the structural and semantic principles [ 21 ]. Phraseological units in this classification system are grouped according to the number and semantic significance of their constituent parts. Accordingly two large groups are established: A. one-summit units, which have one meaningful constituent (to give up, to make out, to pull out, to be tired, to be surprised); B. two-summit and multi-summit units which have two or more meaningful constituents ( black art, common sense, to fish in troubled waters). Within each of these large groups the phraseological units are classified according to the category of parts of speech of the summit constituent. So one-summit units are subdivided into: a) verbal-adverbial units equivalent to verbs in which the semantic and the grammatical centres coincide in the first constituent; b) units equivalent to verbs which have their semantic centre in the second constituent and their grammatical centre in the first; c) prepositional-substantive units equivalent either to adverbs or to copulas and having their semantic centre in the substantive constituent and no grammatical centre.

Two-summit and multi-summit phraseological units are classified into: a) attributive-substantive two-summit units equivalent to nouns (black art); b) verbal-substantive two-summit units equivalent to verbs (to take the floor); c) phraseological repetitions equivalent to adverbs (now or never); d) adverbial multi-summit units (every other day). Professor A.I.Smirnitsky also distinguishes proper phraseological units which, in his classification system, are units with non-figurative meanings, and idioms, that is, units with transferred meanings based on a metaphor.

Professor A.V.Koonin, the leading Russian authority on English phraseology, made up his own theory and the classification system suggested by him pointed out is the latest outstanding achievement in the Russian theory of phraseology. The classification is based on the combined structural-semantic principle and it also considers the quotient of stability of phraseological units. Phraseological units are subdivided into the following four classes according to

their function in communication determined by their structural-semantic characteristics:

1. Nominative phraseological units are represented by word groups, including the ones with one meaningful word, and coordinative phrases of the type *wear and tear*, *well and good*. The first class also includes word-groups with a predicative structure, such as *the crow flies* and also predicative phrases of the type *see how the land lies*, *ships that pass in the night*.
2. Nominative-communicative phraseological units include word-groups of the type *to break the ice*- that is, verbal word-groups which are transformed into a sentence when the verb is used in the Passive voice.
3. Phraseological units which are neither nominative nor communicative including interjectional word-groups.
4. Communicative phraseological units are represented by proverbs and sayings.

These four classes are divided into sub-groups according to the type of structure of the phraseological unit. The sub-groups include further rubrics representing types of structural-semantic meanings according to the kind of relations between the constituents and to either full or partial transference of meaning. The classification system includes a considerable number of subtypes and gradations and objectively reflects the wealth of types of phraseological units existing in the language [12]. It is based on truly scientific and modern criteria and represents an earnest attempt to take into account all the relevant aspects of phraseological units and combine them within the borders of one classification system.

**Functions of phraseological units.** Phraseological units have different functions. In general function is a role which an element plays in activity of that structure, part of which it makes. Some functions are constant, i.e. inherent in all phraseological units in any conditions of their realization, other functions are variable, peculiar only to some classes of phraseological units. Communicative, cognitive and nominative functions refer to the constant functions. The communicative function of phraseological units is their ability to serve as

communicative or message means. Communication presupposes a mutual exchange of statements, and message presupposes the transfer of information without a feedback with the reader or the listener.

The nominative function of phraseological units is their relation to objects of the real world, including situations, and also replacement of these objects in speech activity by their phraseological denominations. The filling of lacunas in the lexical system of the language is characteristic of the nominative function of phraseological units. This function is peculiar to the overwhelming majority of phraseological units, as they do not have lexical synonyms. Function which is closely connected with nominative function is the cognitive function, that is the socially-determined reflexion of objects of the real world mediated by consciousness, promoting their cognition. Cognitive and nominative functions are realized within the limits of communicative function, forming a dialectic unity, and all other functions are realized within the limits of the given functions.

### **1.3. Different aspects of idioms**

The term “idiom, idiomatic” was used by the famous American scientist Ch.Hockett as “lexical and syntactical units, the structure of which can’t be explained” [28:44]. The original conception of idioms were given by W. Chafe, who considered the idioms to be the most important in the language usage and who was sure that they (idioms) should be studied and supplied with explanation [ 25]. Another linguist F. Householder finds idioms to be the main and elementary language units.[29:15], U. Weinreich defines the idioms as the compound expressions which meanings couldn’t be explained without the definition of their components [35:56].

An idiom is a phrase (or phraseological unit) which means something different from the meanings of the separate words that are a part of it. Usually it cannot be understood by the literal interpretation of the words that make up the expression. Used together, the words convey a meaning that is often unrelated to the individual words in the idiom. Some idioms have become so well worn that they are also clichés: over used or commonplace expressions. Another definition

given to an idiom: “a number of words which, taken together, mean something different from the individual words of the idiom when they stand alone [26:4]. An important fact which must be stressed is that idioms are not only colloquial expressions as many linguists and people believe. Idioms appear in formal style and in slang. They can appear in poetry or in the language of Shakespeare and the Bible.

The way in which the words are put together is often odd, illogical or even grammatically incorrect. These are the special features of some idioms. Other idioms are completely regular and logical in their grammar and vocabulary. Because of the special features of some idioms, we have to learn the idiom as a whole and we often cannot change any part of it. Modern English is very rich in idiomatic expressions. In fact, it is difficult to speak or write English without using idioms. An English native speaker is very often not aware that he is using an idiom, perhaps he does not even realize that an idiom which he uses is grammatically incorrect. A non-native learner makes the correct use of idiomatic English one of his main aims, and the fact that some idioms are illogical or grammatically incorrect causes him difficulty. Only careful study and exact learning will help him to use idioms correctly.

There are many different sources of idioms. The most important thing about idioms is their meaning. If the source of an idiom is known, it is sometimes easier to imagine its meaning. Many idiomatic phrases come from the every-day life of the English people, from home life, for example: *to be born with a silver spoon in one's mouth; to make a clean sweep of smth; to hit the nail on the head*. There are many idioms which have to do with food and cooking: *to eat humble pie, out of the frying-pan into the fire, to be in the soup*. There are idioms connected with agricultural life: *to go to seed, to put one's hand to the plough, to lead someone up the garden path*. Nautical life and military life are the source of the following idioms: *when one's ship comes home, to be in deep waters, to sail under false colors, to crosswords with someone, to flight a pitched battle, to fight a losing/winning battle*.

Many idioms include parts of the body, animals and colors. For example: *to keep someone at arm's length* (to avoid becoming too friendly with him); *to do smth. behind someone's loach* (to do it without his knowledge); *to have a bee in one's bonnet* (to be continually occupied with or obsessed by one idea); *to kill two birds with one stone* (to achieve two aims with only one effort); *to be black in the face* (to be angry); *in a blue mood* (to be sad or miserable), *a green room* (the room in a theatre where actors can spend time when they are not on stage).

Idioms take many different forms and structures. They can be very short or rather long. A large number of idioms consist of some combination of noun and adjective, for example: *cold war*, *a dark horse*, *French leave*, *a snake in the grass*. Some idioms are expressed in long extended sentences: *to fish in troubled waters*, *to take the bull by the horns*, *to cut one's coat according to one's cloth*.

An idiom can have a regular, an irregular or even a grammatically incorrect structure. The idiom "I am good friends with him" is irregular or illogical in its grammatical structure. The correct form is: I am a good friend of his. A native speaker is not consciously aware of this inconsistency. This is an example of idiom where the form is irregular but the meaning is clear [30].

An idiom *to have a bee in one's bonnet* has a regular form, but it's meaning is not obvious. It means in fact, that one is obsessed by an idea. There is a third group in which both form and meaning are irregular.

We found out that most idioms belong to the second group, where the form is regular, but the meaning is unclear. For example, we can guess the meaning of the idiom *to give someone the green light* even though we may never have heard it before. If we associate *the green light* with traffic lights where green means "Go!" we can imagine that the idiom means "to give someone permission to start something".

Other idioms can be guessed if we hear them in context, that is, when we know how they are used in a particular situation. For example, let's take the idiom *to be at the top of the tree*. If we hear the sentence "John is at the top of the tree now", we are not sure what this is saying about John. Perhaps it means that he is in

a dangerous position or that he is hiding. But if we hear the phrase in the context, the meaning becomes clear to us: Ten years ago John joined the company, and now he's the general manager! Yes, he's really **at the top of the tree!** The idiom means "to be at the top of one's profession, to be successful".

However, some idioms are too difficult to guess correctly because they have no association with the original meaning of the individual words. Here are some examples: to tell someone where to get off, to bring the house down, and to take it out on someone. The learner will have great difficulty here unless he has heard the idioms before. Even when they are used in context, it is not easy to detect the meaning exactly [22]. We shall take a closer look at the first of these examples. An idiom "to get off" usually appears together with "bus" or "bicycle", as in this sentence: Mary didn't know her way round town, so Jane took her to the bus stop and told her where **to get off**. But in its idiomatic sense *to tell someone where to get off* means "to tell someone rudely and openly what you think of him".

The idioms which cannot be changed at all are called *fixed idioms*. Some idioms are fixed in some of their parts but not in others. Some idioms allow only limited changes in the parts which are not fixed. Let's take the idiom *to give someone the cold shoulder*. Which changes are possible? The idiom means "to treat someone in a cold or unfriendly way". It is not possible to say "to give someone the "cool" or "warm" shoulder or "to give someone a cold shoulder".

We must accept the idiomatic peculiarities of the language and learn to handle them. There are idioms which are not fixed, we can change some parts. For example: *to come to a bad (nasty, sticky, untimely) end; to keep a sharp (careful, watchful, professional) eye on someone*.

Thus, learning and teaching English idioms we should take into account their above-mentioned different aspects.

#### **1.4. When and where to use idioms**

We should know in which situations and when to use idioms. One of the main difficulties is that the learner does not know in which situations it is correct to use an idiom. It's necessary to know the level of style, whether an idiom can be used in

a formal or in an informal situation. Idioms may have formal, informal and neutral charge.

Choice of words depends on the person one is speaking to and on the situation or place at the time. If the person is a friend and the situation is private, we may use informal or even slang expressions. In a formal situation, when we don't know the person we are speaking to very well or the occasion is public, we choose words much more carefully.

It would be wrong to choose an informal expression in some rather formal situation and bad manners to choose a slang expression. This means that we can express the same information or idea in more than one way using a different level. Here is an example. If one arrives late when meeting a friend, a typical informal way of apologizing would be: "Sorry, I'm late! – but I *got badly help up*". However, if one came too late to a meeting with strangers or business meeting, another choice of expression for the being late: "I'm afraid *my train was delayed*".

Formal expressions-idioms are found in written more than in spoken English and are used to show a distant relationship between the speakers. Such expressions would be used for example: when making a formal speech to a large audience. Idioms used in formal speech are those idioms which are used in political speeches, in debates of the Parliament, at the meetings, in reports or scientific works. Informal expressions-idioms are used in every-day spoken English and in personal letters. Slang expressions are used in very informal situations between good friends.

There are idioms which are neutral in style and can be used in any situation. Another difficulty is that the learner does not know if an idiom is natural or appropriate in certain situation. This can only be learnt by careful listening to native speakers or careful reading of English texts which contain idioms. The learners should study idioms in typical situations and many examples to use them correctly. It's very important to take into account the general slant of the conversation, context or situation when we use idioms.

Another difficulty deals with the fixed idioms and only partly fixed idioms. It is most important that the learner should be exact in the use of fixed idioms, as an inaccurate idiom, or wrong use of an idiom may mean very little or even nothing at all to a native speaker.

It's extremely unwise to translate idioms into English from one's own native language. One may be lucky that the two languages have the same form and vocabulary, but in most cases, the result will be utterly bewildering to the native speaker and possibly highly answering. The correct use of idiomatic English should be the aim of every learner. Mastery of idioms comes only slowly, through careful study and observation, through practice and experience. We should follow the proverbs:

**1. Practice makes perfect.**

**2. All things are difficult before they are easy.**

Most English idioms are used in English speech just like any other phrase, clause or sentence, the word that is given the main stress (or accent) is the last noun, verb, adjective or adverb in the phrase, clause and sentence. For example, in the idioms: *on the face of it*, *to take the cake* and *neither here nor there*, the words "face, cake and there" carry the strong stress. However, in some idioms the word that carries the strong stress is not the last "main" word in that idiom. For example, in the idioms: *like a bull in a China shop*, *a wild goose chase*, and *a big shot*, the stressed words are not, as one might expect-*shop*, *chase* and *shot*, but *China*, *goose* and *big*.

Idioms are a special layer of the English vocabulary, they enrich our speech, make it more expressive, emotional and persuading. People use idioms typical for their language system. Idioms express the culture, traditions and customs of the country, that's why teaching English we should take into consideration sociocultural and intercultural competence, which means to know well the world language picture, conceptual world picture, national world picture, the history, culture, traditions and customs of the country the language of which we are learning.

## CHAPTER II.

### THE ROLE OF IDIOMS IN TEACHING ENGLISH VOCABULARY

#### 2.1. Using modern methods and technologies in teaching idioms

Teaching phraseological units has a certain place in the Curriculum and Syllabus in Vocabulary for intermediate level. Phraseological units play a great role in enriching learners' vocabulary and today there is a great variety of modern methods, techniques and technologies we can use at the lessons to teach them. According to the syllabus for intermediate level students we can see that the study of phraseological units and idioms takes an important place there. Here is a Syllabus in the subject Vocabulary for the students of intermediate level according to PRESETT curriculum:

##### 2.1.1. SYLLABUS in Vocabulary and the place of phraseological units there.

**Introduction.** Compulsory for English Majors. Practical classes once a week in semesters 3 and 4.

**Aims:** \_ to enlarge the range of students' vocabulary;

\_ develop students' ability to recognize and use words in communication;

\_ enhance students' use of appropriate strategies for building and storing vocabulary.

##### **Objectives**

By the end of Year 2 students will be able to

\_ recognize word meaning in the context of topics of general personal and professional interest;

\_ identify appropriate uses of words, phrases in topics of general personal and professional interest;

\_ recognize and use pronunciation patterns of words relevant to the topics of general personal and professional interest they are familiar and not familiar with (stress, etc.);

\_ use resources (e.g. dictionaries, concordances, etc.) to explore the use of vocabulary indifferent contexts;

- \_ use idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association;
- \_ convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case;
- \_ recognise and confidently choose the vocabulary appropriate to the context according to style, register, cultural appropriacy etc.

### **Indicative content**

(Relevant to topics for Year 2)

#### *Lexical systems*

- A wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register
- Slang and idiomatic usage
- A variety of appropriate expressions to preface remarks in order to get the floor, or to gain time and keep the floor while thinking
- Use of equivalent terms for words without distracting the listener
- Lexical relationships - synonymy, antonymy, homonymy (e.g. *knight – night, a record – to record*), hyponymy (e.g. *environmental problem – CO2 emissions, air pollution, etc*)
- Lexical chunks
- Word fields (words relating to one topic area, e.g. *environment*)
- Set phrases and lexical chunks (e.g. phrasal verbs such as *turn off* and phrases such as *to and fro, pros and cons*)
- Varieties (e.g. *autumn* (BrE) – *fall* (AmE))
- Phrasal verbs (e.g. *get on, end up, run out of, etc.*)
- Word formation (e.g. *employment, disillusion, ten-mile, five-year-old, etc.*)
- Abbreviations (e.g. *html, TESOL, ELT, etc*)
- Collocations (e.g. *renewable energy, to conserve energy, etc* also nouns, adjectives and verbs + prepositions, e.g. *effect on, dependant on, etc. rely on*)
- Cognates and false cognates (e.g. *decade, anecdote, etc.*)

- Professional and academic terminology (e.g. *language acquisition, hypothesis, etc.* ) *Strategies*
- Use of concordances and other corpus-based resources
- Dictionary training (monolingual/bilingual, paper/electronic/on-line)
- Guessing meaning from context
- Different ways of learning (e.g. learning by heart, setting daily targets, learning by association, mnemonics, etc.)

### **Approaches to teaching and learning**

- Text-based tasks for inferring meaning of vocabulary from context
- Task-based activities for exploring and using vocabulary in context
- Awareness raising activities
- Dictionary research activities
- Corpus-based tasks (exposing students to the ways vocabulary is used in different contexts)

### **Learning outcomes**

Students will have developed

- a good command of idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association;
- ability to convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of expressions to qualify statements and pinpoint the extent to which something is the case;
- their active and passive vocabulary on the topics dealt with during Year 2;
- their ability to explore the peculiar use of vocabulary in different contexts through corpora;
- a range of effective strategies for guessing, storing and recalling lexis.

### **Indicative bibliography**

McCarthy, M. and O'Dell, F (2004). *English Phrasal Verbs in Use*. Cambridge: CUP

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Ronald, E.F (1980). *Practice with Idioms*. Oxford: OUP

Wright, J (1999). *Idioms Organiser*. Language Teaching Publications, Hove.

Lewis, M (1997). *Implementing the Lexical Approach*. Hove: LTP.

[www.lextutor.ca](http://www.lextutor.ca)

British National Corpus (e.g. <http://corpus.byu.edu/bnc/>)

As we see one of the main objectives of this course is: using idiomatic expressions and colloquialisms with an awareness of implied meaning and meaning by association. In the lexical material are included the following topics connected with the issues of phraseology:

1. A wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register;
2. Slang and idiomatic usage;
3. Lexical chunks: set phrases and lexical chunks (e.g. phrasal verbs such as *turn off* and phrases such as *to and fro*, *pros and cons*), phrasal verbs (e.g. *get on*, *end up*, *run out of*, etc.)

The objectives of the course and topics in the syllabus show the place and role of phraseology in learning Vocabulary and importance of learning phraseology for intermediate level students. Phraseology in the syllabus presents a wide range of idiomatic expressions - idioms, proverbs and sayings, lexical chunks, set phrases and phrasal verbs.

The main aim of this part of our Graduation paper is to show the role of phraseological units in teaching Vocabulary presenting all the material in practice. As an example let's take one of the lessons on the topic "A wide range of idiomatic expressions appreciating shifts in style and register" (English idioms and how to remember them) devoted to learning idioms.

### **2.1.2. A LESSON PLAN on the topic "English idioms and how to use them"**

**Course title:** Vocabulary

**Topic:** English idioms and how to use them.

**Level:** intermediate

**Aim:** to provide students with the new material in phraseology; to ask them the information of the previous lesson (about classification systems of phraseological units); to focus their attention on the phraseological units – animated idioms expressing human beings as personality, characterizing people’s qualities.

**Materials:** *Idioms organizer by metaphor, topic and key word* by J.Wright, *English vocabulary in use* (intermediate), *Illustrated American idioms* by Dean Curry, *Handbook of commonly used American idioms* by A.Makkai; computer, visual aids (flashcards, handouts with tasks, extracts from a video-film, tapescripts)

**Time:** 80 minutes.

Activities	Objective	Procedure	Time	Mode of interaction	Materials
<b>Warm-up</b>	Introduction of the topic “English idioms and how to use them ”	Brainstorming	5 min	Whole group	Ideas of students
<b>Pre-activity</b>	Preparation of students for learning animated idioms on the topic	Teacher distributes handouts with the vocabulary on the topic.	10 min	Pair work	Flashcards, Handouts 1
<b>While activity</b>	Students explore the tasks in handouts 1	Students discuss using gap filling. Teacher shows flashcards and students fulfill the tasks filling the gaps.	25	Group work	Handouts 1
	Animated idioms expressing human being , person’s intellect and affection, morals and principles.	T gives individual tasks and students guess the people’s qualities according to the content of the idioms in sentences.	20	Individual work	Handouts 2
	Read sentences in handouts 2			Group work	Tapescript
	Listening to tracks, a text and do the task.				
	Consolidation of the material. Doing exercises	Students listen to a text, then choose the		Group work	Handouts 3

		idioms describing the character. Students do exercises 1,2,3 using methods – gap-filling, matching, Venn diagram, etc.			
<b>Post activities</b>	Describing peoples' qualities using idioms expressed by metaphor and simile after watching a video-film	Teacher gives the task to describe people using idioms expressed by metaphor and simile	10	Pair work	Handouts 3, 4.
<b>Conclusion</b>	Summary. Assessment of students' answers.	Feedback. Giving homework	10	Whole group	

### Detailed process of the lesson

**Course title:** Vocabulary.

**Topic:** English idioms and how to use them. A wide range of idiomatic expressions appreciating shifts in style and register.

**Level:** intermediate

**Aim:** to provide students with the new material in phraseology; to ask them the information of the previous lesson (about classification systems of phraseological units); to focus their attention on the phraseological units – animated idioms expressing human beings as personality, characterizing person's intellect and affection, human morals and principles.

**Warm-up.** Introduce the topic of the lesson using the technique Brainstorming- a combination of a relaxed, informal approach to problem-solving and lateral thinking. It gives the opportunities to say as many ideas as possible without criticism or judgement.

**Activity 1.** Materials: handouts 1 with the idioms on the topic.

Objective: Find animated idioms expressing human being, person's intellect and affection, morals and principles. Read sentences in handouts 2.

Procedure: Teacher gives the vocabulary of describing people's qualities to the whole group in the form of jumbling. Learners should classify idioms expressing different qualities of people: intellect, affection, morals and principles, dividing idioms characterizing people into various groups using T-scheme:

- 1) idioms describing positive qualities;
- 2) idioms describing negative qualities.

As soon as students finish writing the classifications they read and explain the meanings of idioms and use them in the context.

### T-SCHEME

<b>Animated idioms describing people' qualities</b>	
Positive	Negative
<p style="text-align: center;">top dog- victor, master  cock of the walk – an important person  old bird- a wise person  lucky dog –happy and full of fun  gay dog-have good fortune  dark horse- a sudden lucker  to be on the high horse- to behave self-  important  eager beaver- a hard-working person  take the bull by the horn- meet a  problem boldly</p>	<p style="text-align: center;">a dirty dog – dishonourable person  a black sheep- good-for-nothing person  couch potato-an extremely lazy person  monkey (funny) business- tricks or unfair  activities  to put the cart before the horse- put things  in the wrong order  to play the goat- play the fool  to kill the goose that could lay the golden  eggs-to ruin something because of  greediness</p>

**Activity 2.** Materials: illustrated pictures with the idioms and their explanations, handouts 2.

Objective: To explain the meanings of the idioms describing people's character and make up their own sentences and situations using them in context.

Procedure: Task 1. Teacher gives the task to complete idioms:

- |                   |                   |
|-------------------|-------------------|
| As black as ..... | As red as.....    |
| As green as.....  | As hungry as....  |
| As white as....   | As cunning as.... |
| As clean as....   | As busy as ....   |

Task 2. Teacher distributes handouts 3 with the task: Complete the following sentences, using the words from the list below. Translate the idioms into Russian or your native language:

1. She was so embarrassed that she went as red as a....2.I can carry the suitcase easily, it's as light as a ...3. The room is as warm as....4. My sister does so many things that she's as busy as a ....5.He is as proud as a...of his new car. 6. It's as cold as....in that office. 7. Once he's made up his mind, he'll never change it, he's as stubborn as a...8.She was so frightened that her face went as white as a....9. The postman always calls at 8 o'clock, he's as regular as....10. However much he eats, he's always as thin as a....

### **Activity 3. Watching a video-film. What's he/she like?**

Materials: handouts 4 with the task: How would you describe the person in each of these descriptions?

Objective: Find an idiom characterizing a person according to the content of the video-film.

Procedure: Teacher distributes handouts with the task for two students) and students should fulfill the task after watching a video-film. Checking up students' answers.

### **Activity 4. Listen to the tapescript characterizing people's qualities. Pay attention to the animated idioms.**

Materials: tapescript 15.

Objective: Listen to a text with the descriptions of some personages from the books of the famous English writers. While listening do notes and try to focus your attention on the idioms characterizing people.

Procedure: Answer the questions:

**Activity 5. Materials:** Slides with the information about English idioms, proverbs and sayings.

Objective: Focus the students' attention on the animated idioms containing some lexical, syntactical and phonetic stylistic devices: metaphor, metonymy, simile, epithet, antithesis, and alliteration.

Procedure: Read the idioms in the sentences and define the stylistic devices used there, define their functions.

**Conclusion.** Giving summary of the lesson. Assessment of students. Revision of the material. Ask students to describe each other's character using popular English idioms.

## 2.2. Idioms expressed by metaphor

Here is a definition given to an idiom: "a number of words which, taken together, mean something different from the individual words of the idiom when they stand alone [32:4]. An idiom is an expression with the following features:

1. It is fixed and is recognized by native speakers. You cannot make up your own idiom.
2. It uses language in a non-literal - metaphorical - way.

Here are the following examples:

1. *Tin up to my eyes* in work at the moment.
2. At the meeting I felt a bit *out of my depth*.
3. I *was over the moon* when I heard she'd had twins!
4. It *broke my mother's heart* to see her home burn to the ground.

If you *are up to your eyes*, you are very busy. If you *are out of your depth*, you might be in the sea, but you are more likely to be in a situation which you do not understand for some reason. If you *are over the moon*, you are extremely happy about something. If something *breaks your heart*, you are very sad about it.

In these examples it is clear that the idiom is a whole expression. This is the traditional view of idioms. But there is a lot more language which is idiomatic. For example, there are lots of individual words with idiomatic uses.

It's very useful to compare expressions with literal and non-literal metaphorical meanings to understand idioms. Here are some examples:

### Literal Use

1. The river flooded several villages.
2. Piles of rubbish lay everywhere.

3. I love roast potatoes.

4. I've got an uncle at sea.

### Idiomatic Use

The crowd *flooded* to the pitch.

He's got *piles of money*.

Euthanasia. Now, that's *a very hot potato!*

*I'm all at sea.*

Task 1: Identify the idioms

### Underline the idioms and idiomatic expressions in the following sentences:

1. I'm feeling a bit under the weather this morning.
2. We arrived in the nick of time.
3. I know London like the back of my hand.
4. Do you think you could pull a few strings for me?
5. I couldn't get a word in edgeways.
6. I'm fed up with the rat race.
7. My father thought I would follow in his footsteps.
8. Hurry up! You're cutting it a bit fine, aren't you?
9. Let's look on the bright side, shall we?
10. Come on, we can't just sweep this under the carpet.

We are familiar with the idea of heavy rain causing a river to overflow and *flood* the surrounding area; crowds are often described as water and the same verb *flood* is used. The literal meaning of *pile* is a heap of something; *piles of money*, however, simply means *lots of money*. A *hot potato* is not for eating; it means a controversial delicate issue.



It was a bit of a hot potato.

An uncle at sea works on a boat; if you are at sea, it means you are in a situation which you do not understand and where you cannot cope.

Learning idioms it is recommended to start with and practice common idioms such as *the black sheep of the family*, but it is also recommended to practice the huge area of idiomatic usage where words are used with non-literal - metaphorical meanings. There are many idioms expressed by such stylistic device as metaphor. What is a metaphor? Metaphors exist in all languages. We use them in our own language. A metaphor uses one idea to stand for another idea. Above, we saw the simple idea: *A crowd is water*. When you have that idea in your mind, the crowd can flow, flood, or trickle. Here are some of the common metaphors practised in our speech:

1. **Time is money.**

We save time. We can spare 5 minutes. We can run out of time.

2. **Business is war.**

Advertising is *a minefield* in which you have targets and keep your sights on what your competitors are doing.

3. **Life is a journey.**

You can be *on the road to recovery*. You might be *at a crossroads* in your life because you are in *a dead-end job*.

**Task 2:** What's the metaphor?

**Match the idiomatic expressions on the left with the metaphors on the right:**

1. simply can't afford more than a week off.
2. You win some, you lose some.
3. He had a constant stream of visitors.
4. I think I'm in a rut.
5. Carry on, but keep your head down.
6. Were going to have to weather the storm.
7. He was a bit hazy about the amount.
8. just don't see the point.

- a. Moods are weather.
- b. A company is a ship.
- c. Life is gambling.
- d. People are liquid.
- e. Seeing is understanding.
- f. Business is war.
- g. Time is money.
- h. Life is a journey.

Idioms and metaphors are very important firstly because they are common. It is impossible to speak, read, or listen to English without meeting idiomatic language. This is not something you can leave until you reach an advanced level. All native speaker English is idiomatic. Every newspaper is full of metaphorical language. You cannot avoid it or leave it till later.

The second reason is that very often the metaphorical use of a word is more common today than its literal use. For example, we know that farmers plough their fields, but you can plough through a long novel or report; you can plough on with your work; you can *plough money into* a business; profits can be *ploughed back into* a company; a lorry can plough into a row of parked cars. Using plough in its literal farming meaning is now much rarer than all its other non-literal uses. But it is important for you to know the literal meaning. Often the literal meaning creates a picture in your mind and this picture makes the other meanings easier to understand.[36]



"It'll never get off the ground."

The third reason that this kind of language is important is because it is fun to learn and to use. Because there is so much to learn, anything which helps you to remember things is important and if the language you are learning is more colourful and interesting, there is more chance that you will remember it. You will also sound more natural if your English contains more idioms.

## EATING IDIOMS.

### 1. Non-literal meanings

Here are some common idioms using 'eating' words. Match them up with their meanings:

- |                              |  |
|------------------------------|--|
| 1. It's not my taste.        | a. I am extremely hungry.              |
| 2. I had to eat my words.    | b. I don't like it.                    |
| 3. I've had my fill.         | c. It wasn't popular.                  |
| 4. That didn't go down well. | d. I was proved to be wrong.           |
| 5. I bit his head off.       | e. I spoke sharply to him.             |
| 6. I made a meal of it.      | f. I don't want any more.              |
| 7. I could eat a horse.      | g. I love chocolates and other sweets. |
| 8. I've got a sweet tooth    | h. I took too long to do it.           |



*"How dare you accuse me of biting your head off!"*

2: I could eat a horse

**HANDOUT 1.** Complete these dialogues with the idioms in Exercise 1. You will need to change some of them a little.

- Are you still hungry?
  - Yes, .....
- I thought you liked opera.
  - No, ..... in music at all.
- What do you think of the new tax on plane tickets?
  - It won't ..... with business people or people living in outlying areas.
- Do you think Jane will have a dessert?
  - I'm sure she will. She's always had .....

5. I had said absolutely nothing, so I have no idea why Bill ..... !
  - I know. I spoke to him and he's sorry he said what he said. He's going to apologize to you personally.
6. My teacher told me I'd fail all my exams. Then I passed with the top grades!
  - I suppose you made him..... !
7. I've been working on this essay for weeks. I don't know when I'll get it finished.
  - You'll have to hurry up. You're ..... !
8. So, Nigel, you're not standing for the committee again this year?
  - No, I've..... of committees. I'm stepping down.

3: Swallow your pride

**HANDOUT 2.** Use the following idiomatic expressions in the situations below:

- a. *left a bad taste in my mouth*
- b. *bit my head off*
- c. *digest*
- d. *have your cake and eat it*
- e. *swallow your pride*
- f. *something to get my teeth into*
- g. *a second bite at the cherry*
- h. *bite off more than you can chew*

1. I can't afford the rent on my flat. My parents have said I can go back and live with them but I'd feel such a failure.
  - I think you'll just have to..... and accept their help.
2. Keep away from Christine this morning. She's in a bad mood.
  - I know. She..... for no reason when I arrived.
3. So, Tom apologised for what he'd said to you?
  - Yes, but the whole experience has.....
4. I thought you liked your job. Why do you want a change?
  - I need a fresh challenge - .....
5. I'm going to try to fix the car myself.
  - Well, if it's difficult, don't do it. Don't .....

6. So, what do you think about the new budget proposals, then?
    - I haven't really had time to..... all the details yet.
  7. I feel like a few days off, but I really need the overtime.
    - The problem with you is you always want to .....
  8. I've failed my university entrance exam. I'm not sure if I can re-take it.
    - I expect you can. You're allowed....., surely?
- 4: Revision.

### 2.3. Animated idioms expressing people's qualities.

The study and investigation of idioms in the way of classifying them into the thematic groups according to their content and theme was suggested for the first time by A. I. Alekhina in 1982 [ 23]. She divided idioms into ten main groups and presented them in the examples taken from the literary texts of the English language . Following this theory suggested by A. I. Alekhina , we in our turn , present the animated idioms of the English language . Thus we divide idioms into different groups according to their content and theme: idioms devoted to the description of people's character, labour, mental and physical activities, friendship, from special situations and categories. Investigation of idioms according to their content is of a great importance. Idioms connected with the description of human being are called *animated idioms*. It's very important to study idioms in the context. In isolated form they are not always clear and understandable for English learners without commentaries. Only in the context their meanings become clear and easy for understanding. Here are some examples of animated idioms expressing human being as personality and people's qualities: person's intellect and affections, human morals, principles, personal relations, success, progress, failures and etc.

**Bad blood**-unfriendliness between two people-negative or ill feelings. For example:

1. The young man and woman knew their parents would not approve of their marriage because there was **bad blood** between the families.

2. Those two brothers will never get along. There is too much **bad blood** between them [34:3]

**Big shot** (informal) an important, powerful or influential person. For example:

1. The company's **big shots** are getting free trips to Hawaii this year.

2. Now that you've been made a vice-president, you've really **a big shot**, aren't you? This expression "big shot" is considered the slang expression, it is often used sarcastically or disparagingly. There are synonyms to it: big wheel, bigwig, big cheese, big boncho [34:5].

**Checkered past**- a personal history that includes both successes and failures, or both ethical and unethical behavior. The expression is generally used in a negative sense, focusing more on the failures and unethical behavior than on the successes and ethical behaviour. Let's see this expression in the context:

1. I don't think Larry is a very good marriage prospect. I've heard he has quite **a checkered past**. 2. The personnel director of the company refused to consider Mr. Dupont's application for employment because of his **checkered past**. [34:13].

**Crocodile tears**-false exaggerated tears.

1. I don't believe Tommy really hurt himself when he fell. I think he's crying just to get attention. He's crying **crocodile tears**. 2. The little girl started to cry but you could tell she was watching everyone to see what kind of reaction she was getting. They were nothing but **crocodile tears** [34:16]

**Dark horse**-a competitor who is little known by the majority of people but who is expected to win by someone more knowledgeable. It is often used to mean a surprise candidate in a political election. For example: 1. The voters know very little about Mr. Johnson He's **a dark horse** and I think he'll win the election. 2. At the racetrack, we placed our money on "Best Ride", a small but fast horse. Most people had never seen him race before, but he was expected to do well. He was **a dark horse**.

As we see from the examples, this expression originates from horse racing jargon [34:18].

**Lame duck**-a person who still holds an office but who has little real influence or power because he or she has not been reelected For example:

1. Often after an election, a **lame duck** congress gets a lot of serious work done because the numbers who have been voted out are no longer running for office and no longer have to worry about pleasing their constituents. 2. The board of directors chose a new chairman to take over running the company The old chairmen had a few weeks left before he had to step aside His workers no longer feared him or paid him the respect they had when he held the power. He was a lame duck.

The expression suggest the idea that someone who is lame is disable and therefore ineffectual.[34:49].

**Last-ditch effort**-a very strenuous final attempt. 1. I'm going to try a **last-ditch effort** to uproot this old oak tree myself before I call the tree company to come and do it by machine. 2. Ronnie slipped and fell as he ran to catch the baseball. When he looked up, the ball was still sailing through the air. Ronnie got up and made a **last-ditch effort to** catch the ball. The expression often conveys a sense of great physical effort and is usually used when the outcome is likely to be unsuccessful.

Besides the idioms mentioned above there are idioms consisting of proper names (adjective + noun) [34:49]. They always appear in print with capital letters. They include not only purely geographical names but special names for concepts, objects, places, etc. which have a special meaning or association in English and which cannot be guessed by the learner. Here are some of them:

**The Big four**-the four majors banks in Britain: Barclays, Lloyds, Midland, and National Westminster.

**The Black Country**-(G.B) the highly industrialized area of Central England, especially in the counties of Warwickshire and Staffordshire, so called because of the smoky air and blackened buildings from the heavy industry.

**The Celtic Fringe**-those people of the British Isles who are descended from Celtic-speaking for fathers: also the regions which they inhabit, Scotland, Ireland, Wales, Cornwall and Isle of Man.

**The Four Freedoms**-the basic human freedoms: freedom of speech, freedom of religion, freedom from fear, freedom from want.

**Jack Bull**-the English nation, the typical Englishman, English character

**The Lake Poets**-the three poets who lived in the Lake District of England at the beginning of the XIX-th century: Southey, Coleridge and Wordsworth.

**Uncle Sam**-the United States, the typical American, American character.

**Tit-Pan Alley**-the popular music industry

**The yellow Pages**-a telephone directory with numbers listed according to trades and occupations, printed on yellow paper.

#### **2.4. Idioms from special situations and categories**

In this part of the Qualification paper we present idioms in special groups for easier learning. We collected the idioms around particular situations and subjects. They include the words and phrases which are typically found and used in conversation in different situations or on certain subjects. It often happens that even an advanced student cannot follow a simple conversation on an everyday subjects such as “morning”, because he doesn’t know some of the phrases English speakers use when talking about motoring. Even if the student can understand what the word means, he cannot use it himself unless he practices it carefully. For example: if a motorist talks about “jacking up” his car, “nosing in”, going up the hill “in bottom”, or asking another motorist “How many do you average” the learner may not understand the important points of a story or conversation. In order to help students to choose necessary idioms in different situations, we tried to classify them into separate groups according to the subjects: telephoning, buying and selling, health, business and finance, politics, work and industry.

Another group of idioms includes idioms around the special categories of animals, colors, parts of the body ad time.

This classification gives the learners a quick and easy way of looking a phrase up, and it also provides an opportunity of learning idioms systematically.

The division of idioms into different groups gives the learners wide opportunities to choose them for special situations and, around special categories according to their content.

The use of idioms in our speech makes it more expressive, emotional and let us realize the function of impact and persuasion. Idioms help us make a great impression on the listeners.

#### **A. Idioms from special situations.**

**1. Banking.** You open and close a bank account. You put money into an account, i.e. you deposit money at a bank, or you draw money out (of an account). You can have a current account for money that you want to use at any time. Money which is kept in a bank at interest, and which can not be drawn out without notice, is kept in a savings/deposit account. A joint account is one that belongs to two people, a husband and wife.

**The rate of interest** (or interest rate) the amount of money charged by the bank, or paid by the bank for the loan or use of money. It is expressed as a percentage for example: he gets 7% interest on his money at the City Bank, but the rate of interest for loans is much higher, 11%.

If you pay for something by cheque and the cheque bounces it means that you don't have enough money in the bank to ever payment of the cheque.

If the bank dishonours a cheque, it refuse to pay money on it because the customer has not enough money in his account to cover it.

**To cross a cheque.** Means to draw two parallel lines across it. This means that payment can only be made through a bank. A crossed cheque can therefore only be paid into a bank account.

#### **2. Business.**

The financial and commercial part of London, including the Stock exchange and the banks, is referred to as The City. A City man is, therefore, a man who is engaged in commerce or banking and finance. **Wall Street** is the

American money market. A **falling market** means that prices for a certain commodity are dropping or getting lower. When prices are improving we talk about a strong market.

Shares can **drop** or **fall** or **slide** when they lose in value. They can **rise**, **soar** or **rocket** when they increase in value. **Shares are looking up** means that the value. If shares **touch bottom**, they fall very low indeed, and they **bottom out** if they stay very low for a long time. Shares are **at par** when they sell at their nominal value, i.e. original price. Shares can also be **above** or **below par**. If the prices of shares does not go up or down, we say they **stay put**. If you have money **tied up in shares**, your money will only become available if the shares are sold.

A business **runs at a profit** or **runs at a loss**, it makes or loses money. If a business makes neither a profit nor a loss it **breaks even**. When business is improving, we say it is **picking up**. We **put money into** a business, industry. Prices or orders may **slump**, fall suddenly. A business **slump** means a business depression, a period of little business activity.

**To make a go of a business**-to build up a good business. You **open up a business** and **close down a business**. If you deal in business and trade you are **in business**.

We say that a company's finances are in good (bad) shape, the company has a lot of money/not enough money behind it.

**A sleeping partner**-a person who provides a percentage of the capital of a business but who does not have a part in the management of the business.

A take-over-the change of ownership or control of a company a merger-the joining of two or more companies into one to go/be bankrupt-to become insolvent, not able to pay debts bad debts-debts which are not expected to be paid. Sharp practice-business to talk about business on business-for the purpose of doing business.

### 3. Buying and selling.

**To buy smth on hire purchase** (on the HP on the never-never) –to buy it on credit and pay for it by weekly or monthly installments, called **deferred payments**. You can **pay cash** for an article or **pay by cheque**.

To take goods on approval-to buy goods which you can return if you are not satisfied.

A good (bad) buy-smth that is well worth/not worth the money you paid.

To shop a round-to compare prices at different shops before buying.

To go window-shopping-only to look at goods on display in the shop windows, not to buy goods.

**To shop with** (a particular shop)-to buy regularly from a particular shop. To buy in bulk-to buy large quantities of an article, usually cheaply.

**To run up an account (a bill) with a shop (firm)**- to buy a number of things on credit. If you are allowed to do this regularly, you have an account (with a shop), which you open or close. When you buy goods in this way, you charge them up to your account.

**To settle an account**-to pay a bill.

**To set up shop**-to start a small retail business.

**To keep a shop**-to be a shop keeper, to own a shop.

**To pay through the nose for smth**-to pay more money than the object is worth.

**To buy goods in (an the sales)**.-to buy them at special times of the year when all goods are reduced in price in order to clear old stock.

**To be in (out of) pocket**-to have (lack) money.

**To do a roaring trade**-to do good business and make high profits to put smth up for sale (auction)-to offer it for sale (auction). If an article **goes for a song** it is sold very cheaply, under its proper value.

When prices rise or increase they **go up**. A shopkeeper **puts up** or **brings down** his prices.

**To knock money off (goods)**-to sell them for less than the normal price on the label, often because of a small defect in the goods. A shopkeeper may also **knock smth off** for a customer who buys a large quantity [26:42].

**To make money**-to get money together for use.

**To be in the money**-to have a lot of money, usually through business.

**Holidays and travel.**

You go on holiday (vocation) by air, by boat, by train, by car, etc.

You go on a journey (trip, excursion, outing).

If you **go on a conducted (guided) tour**, you go on a coach (bus) tour with a guide. It also means to look at round buildings, museums, (**to do the sights**) with a guide.

To go on a cruise-to make a journey by passenger ship. If you **go on a round trip** through a country, you travel around the country and return to the starting point.

**To go to the seaside**-to go on holiday or a trip to the coast.

**To go touring**-to travel round a country or countries by car or coach.

**To break the journey**-to stop somewhere on the way to somewhere else. If you don't break the journey, you **travel non-stop** or **travel through**.

**A globe-trotter**-a person who travels a lot through many countries of the world, usually staying in each country only a short time.

**Package holiday**-a holiday made with a group of people booked through a travel organization, where the price includes the journey there and back, accommodation, meals and (sometimes) excursions. [26:54]

A journey in a plane leaving an airport at a regular time and travelling a regular route is called **a scheduled flight**. A journey in plane that is hired for a group is called **a charter flight**. People on holiday are called **holiday-makers**. People on day excursions to the seaside by bus or train are called **day-trippers** **to put up (at a hotel)**-to stay there to sleep and eat.

**To hitch a ride; to thumb a lift; to hitch-hike** (inf.) to stand at the road side and to ask a car-driver or lorry-driver for a ride by giving a sign with your thumb. Someone who does this is **hitch-hiker**.

**To travel light**-to travel without much luggage.

**To live out of a suitcase**-to change places and hotels so often that you are always packing and unpacking your suitcase.

### **Politics and government.**

The following expressions are relevant to politics and government in Great Britain.

Great Britain is a constitutional monarchy, where the Monarch (the King or Queen) is the Head of State.

**The Commons** (the House of Commons or Lower House of Parliament). It represents the whole population which is entitled to vote. A member of the Commons is called a Member of Parliament. He represents a constituency, the voters of which elect him to Parliament.

**The Lords** (the House of Lords or Upper house of Parliament). All members have the title "Lord", but the House has limited political power.

**The Speaker.** The officer in the commons who directs the debates and keeps order.

**The Cabinet**-the group of Ministers, headed by the Prime Minister, who direct the administration and policy of **the government in power**.

**The Shadow Cabinet**-the group of ministers of the Parliamentary Opposition, of the party which is not in power.

A candidate for a political office **stands for** (runs for, puts up for) election.

**A general elections**-occurs when all the voters in the country, in the different constituencies, vote for their particular Member of Parliament from among a group of candidates, each of whom represents a political party. The candidate who gets the most votes **gets in** (informal), or **goings office**(formal). The leader of the party this has gained the most Members of Parliament is asked by the Head of State **to form a Government**.

**A local election**-occurs when the people who live in a town or district elect a councilor for their **district (borough) town council**. These councils make up the country's administrative system of local government, which deals with local matters of education, health, transport, etc.

The political party which governs the country is said to be in office (to hold office). To be out of office means not to be in power.

**Work and industrial relations.**

A man is wage-earning-a wage-earner if he receives money for his work every week a man is salary-earning-a **salary-earner** if he receives money for his work every month.

A man is a **freelance** if he has no regular employer but works independently wherever he can, a writer or a journalist.

**A white-collar worker**-a worker who does an office job. For example: 1. This company doesn't employ any manual laborers. Everyone who works for this company is a **white-collar worker**. 2. Dick likes to work outside in the fresh air and sunshine. He wouldn't be very happy as a **white-collar worker** in an office somewhere [34:91].

**A blue-collar worker**-a person who earns a living doing manual labour: for example: a person who works on an assembly line (such as a factory worker), uses his muscles at work (such as a construction worker), or generally uses his body rather than his mind to earn a living For example: 1. Sam works on an assembly line mass producing clock radios. He's a **blue-collar worker**. 2. People who work in factories doing heavy labor are usually **blue collar workers** the expression originates from the color of the shirt generally worn by factory workers while on the job. [34:7].

**To do (work) overtime**-to work after the usual hours for extra pay.

**To be on piece-work**-to receive payment for the number of pieces produced, not for the length of time you work.

**To be on shifts (on Shift work)**-a Shift is a group of workmen who start work as another group finishes. The **day-Shift** is the group of workmen who

work in the day-time, the night-Shift works through the night. The **Shift** can also be the period of time which the men work, usually eight hours. Thus: to be on the night-Shift, to be on the day-Shift.

**To knock on (off)**-to begin (finish) work what time do you **Knock on?**  
When is **knocking-off** time?

**To be on short time**-to work less than usual because there is not enough work.

**To make someone redundant**- to end a worker's employment because his work is no longer needed. For example, if a factory, close down, the workers are **made redundant**. [34:215].

## **B. Idioms from special categories.**

### **I. Idioms containing animal names.**

**To make an ass of oneself (inf.)**-to behave in a foolish way so that one is laughed at.

**To have a bee in one's bonnet**-to be continually occupied with or obsessed by one idea.

**To kill two birds with one stone**-to achieve two aims with only one effort.

**Birds of a feather flock together**-people of similar character or interests like to share or will be found in each other's company.

**To take the bull by the horns**-to decide to face a problem or difficulty instead of avoiding it.

**To have butterflies in one's stomach**-to feel physical discomfort in one's stomach because of nervousness.

**To let the cat out of the bag**-(inf.) to reveal a secret.

**To rain cats and dogs**-to rain very hard.

**A dog in the manger**-someone who prevents others from using, enjoying or having smth. That is of no use to him.

**To do the donkey work**(inf.)-to do the most unpleasant or least important part of a task, often heavy work or routine work.

**A fly in the ointment** – smth. that causes slight difficulties or a disadvantage, which thus prevents total satisfaction, enjoyment

**To get one's goat (inf.)**-to annoy one greatly

**To cook someone's goose (inf.)**-to spoil his plans, chances (internationally or unintentionally).

**From the horse's mouth (inf.)**-directly from the person who knows most about it.

**The lion's share**-the largest and best part of something (money, work, food) **The buy a pig in a poke**-to buy smth without having examined it, which turns out to be worth less than one paid for it.

**Someone's pigeon (informal)**-his responsibility, decision, concern.

**To have a whale of a time (inf.)**-to enjoy oneself very much.

**To keep the wolf from the door**-to be able to provide one's family with enough food in difficult times.

### **Colors.**

**Black** to beat someone black and blue-to hit him so that he has many bruises.

“black” can mean “angry”-a black day, a black outlook to black-ball someone-to prevent him from doing smth by voting against him.

The black sheep (of the family)-a person of whom the family is not proud.

To be not so black as one is painted-to be not so bad as people say one is.

A black spot-a place on a road where accidents often happen.

To be in the black-to be in credit;

Black ice-ice that is very dangerous to traffic because it is almost invisible.

**Blue. In a blue mood;** to feel blue; to have the blues-to be sad or miserable.

**Out of the blue**-unexpectedly

**To blue one's money**-to spend all one's money wastefully

**Blue blood**-aristocratic origin-a person (or animal) that is an aristocrat or from a noble family For example; 1. The young man's parents did not want him

to marry the woman he had chosen because they considered them selves **blue bloods** and thought their son was too good for her. 2. The race horses raised on my father's horse farm are **blue bloods**. They come form a long line of Kentucky Derby winners. [34:7].

**Blue law-** a law which regulates personal behavior such as going to certain movies, dancing, gambling, buying certain books or magazines, buying alcoholic beverages or cigarettes. 1. In the United States in 1920-**a blue law** was passed which prohibited the sale of alcoholic beverages. It was later repealed. 2. Some cities have **blue laws** which limit or prohibit such activities as dancing and gambling [34:7].

**Brown 1.** To be in a brown study-to be thinking deeply about smth and not easily distracted.

To be browned off-to be bored, tired or irritated (buy it)

Brown paper-strong paper used for wrapping parcels.

**Green-**a green belt-an area of fields and wood lands around a town.

A green room-the room in a theatre where actors can spend time when they are not on stage.

To have green fingers-to be good at gardening.

To give someone the green light-to give him permission or approval

To start doing something.

To be green-to be too trusting; to be inexperienced or new to smth.

**Grey.** To turn Grey-to become Grey-haired Grey matter-the brain; intelligence.

**Pink-**to be pink-to have mild left-wing political views to be in the pink-to be and to feel very healthy to see pink elephants-to have had too much to drink;

**Red-to see red-**to become suddenly angry

**To see the red light-**to recognize danger

**Red tape-**too much attention to official regulations and papers, in government departments, which slows down people and processes.

**a-red-head-**a person with red hair

**a red letter day**-an important or joyful occasion in one's life.

**To put out the red carpet**-to welcome him in a special way to pint the town red-to celebrate wildy and hazily in public places.

**To be in the red**-to owe money to one's bank

**White**-a white lie-a small lie which doesn't harm and perhaps spares someone's feelings.

**A white elephant**-a useless possession which is often expensive or difficult to get and a trouble to keep.

**A white paper**-a government report.

**The white flag**-the symbol of surrender.

**To show the white feather**-to show fear or cowardice.

**The white wash someone/smith**-to try to make him/it appear to be better than he (it) is by covering up faults.

**Idioms connected with parts of the body.**

**arm**-to keep someone at arm's length-to avoid becoming too friendly with him. [32:221].

To be up in arms-to protest strongly, be angry.

To welcome smb/smith with open arms-to welcome him/it with enthusiasm.

**Back**-to do smth behind someone's back-to do it without his knowledge or when he is not present.

To break the back of smth-to finish the greater or most difficult part of the work.

To be glad to see the back of someone-to be glad that he has left or gone away.

To take a back seat-to play an unimportant or a less important part in something than before

To put one's back into smth-to work very hard at a task, usually with energy and enthusiasm.

To get (put) someone's back up-to make him angry, annoyed or nervous.

**Bone**-a bone of contention-a subject of disagreement or argument.

To have a bone to pick with someone-to complain to him about smth he has said or done which did not please you.

To make no bones about (saying/doing) smth-to say (do) it openly and without hesitation or pretence, although it may not be pleasant.

**Brain**-to beat (rack) one's brains-to think very hard or for a long time to try to find a solution to a problem.

To pick someone's brains-to talk to him about a matter or problem in order to get to know and later use his knowledge or ideas on that matter.

To have smth on the brain-to think repeatedly or constantly about it a brain-wave-a good thought, idea or suggestion which comes unexpectedly or suddenly.

**Chest**-to get smth off one's chest-to admit or tell smth, to someone which was worrying one and which one did not want to talk about previously because it is unpleasant.

**Ear**-to play music by ear-to play it from memory

to have a good ear for something-to be able to discriminate sounds and tones accurately.

To be all ears-to listen eagerly or curiously

To be wet behind the ears-to be young, inexperienced, innocent

To be within earshot-to be within range of hearing.

**Elbow**-elbow grease-hard work

Elbow room-enough room to move freely in; enough opportunity for one's abilities.

**Eye**-to see to eye-to have the same opinion as someone about smth.

With an eye to doing smth-with the intention (aim) of doing it.

To have one's eye on smth (someone)-to watch it (him) closely, usually out of interest or suspicion. It also means to want or desire smth.

It's all my eye-it is nonsense, lies, stupid talk

To be all eyes-to look intensely, curiously or carefully at something which interests or surprises one.

To have an eye for smth-to be a good judge of it or to have a good sense of appreciation for it.

An eye-opener-smth surprising, unexpected which reveals the truth about smth or someone.

To keep an eye on smth (someone) to observe it (him) continually and carefully. It also means to look after it (him) when someone else is not there.

**Face**-to lose face-to be humiliated, to lose one's good reputation or the respect of others.

To keep a straight face-not to laugh although you find smth very funny, to hide amusement.

To say smth to someone's face-to say it openly and directly to him even if it is unpleasant.

In the face of-in the presence of or in spite of.

To pull a face-to show dislike or discontent by the expression on one's face.

**Finger**-to twist someone round one's finger-to get him to do what one wants him to do.

To have a finger in the pie-to be concerned with the matter one's fingers are all thumbs-one is clumsy or unskilled.

To keep one's fingers crossed-to hope that the best thing will happen.

To keep one's fingers crossed for someone-to wish him luck in a matter or difficulty.

To put the finger on someone-to betray or inform against a criminal.

To burn one's fingers-to suffer because of rash words or actions.

**Foot/feet**-to foot the bill-to pay the bill, often for another person [32:224].

to put one's foot in it-to say something foolish or tactless without thinking; to blunder.

To put one's best foot forward-to do one's best, work one's fastest.

To put one's foot down-to insist on smth, to be firm in an objection or a protest against smth.

To fall on one's feet-to have luck which gets you out of a difficult or unpleasant situation.

To be rushed off one's feet-to be independent and self confident.

To vote with one's feet-to cause smth not by voting for it but by direct action.

**Hair**-keep your hair on!-Calm down! Don't get angry!

To let one's hair down-to have a carefree time, to relax and enjoy oneself, after being formal and correct in behaviour.

One's hair stood on end-one was very frightened.

Not do turn a hair-not to show fear, to remain calm.

To split hairs-to talk or argue about irrelevant or unimportant differences and details.

To escape by a hairs breath-to escape very closely, narrowly.

**Hand**-to be at hand-to be very near, close to one.

To have smth in hand-to have it under one's control and to be working on it.

To take smth. In hand-to deal with it, to take control of it.

To be out of hand-to become out of control.

To live from hand to mouth-to live without saving money, spending it as soon as it is earned.

To keep one's hand in-to keep in practice.

To have one's hands full-to have a lot of work, to be fully occupied.

To be an old hand-to be experienced at smth.

To get the upper hand of something/someone-to win an advantage over it (him).

To do smth off-hand-to do it without previous thought or preparation.

**Head**-to have a good head for something-to be naturally good at smth which requires logic or precise thinking.

To lose one's head-to panic, lose control or act in a confused way.

To keep one's head-to remain calm, not to panic.

To come to a head-to reach a crisis.

To be head and shoulders above someone-to be superior in skill, ability or intelligence to him.

To keep one's head above water-to keep out of debt, out of difficulty.

To have a good head on one's head-to talk about things which are too difficult or specialized for him to understand.

**Heart**-to take smth to heart-to be greatly affected or influenced by it.

To have a heart-to heart talk with someone-to talk openly.

To him about personal matters.

To learn smth by heart-to know it form memory.

To have one's heart set on smth-to want it very much and to aim at getting it.

To lose heart-to become discouraged.

To have one's heart in one's mouth-to be very nervous or frightened in anticipation of smth.

**Leg**-to pull someone's leg-to tense him by telling him something which is untrue.

To stretch one's legs-to walk around in order to get physical exercise.

To be on one's last legs (inf.) - to be very weak, close to death.

To be on it's last legs (inf.) - it is close to collapse or total breakdown.

Neck-to stick one's heck out-to say something with the risk that it may cause trouble or criticism for oneself.

To be neck and neck-to be equally good in competition for a first place: to be side be side in a race.

To breath down someone's neck-to put him under pressure by continually observing him closely or constantly demanding something form him.

**Nose**-to pay through the nose-to pay more money for smth than it is worth.

To turn one's nose up at smth-to reject it because you think it is not good enough.

To look down one's nose at someone-not to have respect for him to think it is not he is inferior to oneself.

To poke one's nose into someone's affairs-to interfere with matters which don't concern one.

To keep one's nose to the grindstone-to work hard all the time without resting.

**Shoulder**-to give someone the cold shoulder-to ignore him or to treat him in an unfriendly way.

To rub shoulders with someone-to come into contact with him.

To come straight from the shoulder-to be direct, open, frank.

**Toe**-to toe the line to do as someone tells you to do, to obey orders in spite of personal wishes.

To keep on one's toes-to keep alert, prepared for difficulties.

To tread (step) on someone's toes-to hurt his feelings.

**Tongue**-to hold one's tongue-to be silent, to keep quite, to say nothing.

To have one's tongue in one's cheek-to say smth which is not meant to be taken seriously.

To have lost one's tongue-to be too shy to speak.

To have smth. on the tip of one's tongue-to be on the point of remembering and saying it.

To make a slip of the tongue-to make a mistake when speaking, sometimes without noticing.

A tongue-twister-a long word, phrase or sentence which is difficult to pronounce quickly and correctly, because of a particular succession of sounds.

### **Tooth/teeth**

To have a sweet tooth-to enjoy eating sweet things.

To fight tooth and nail-to fight or argue fiercely.

To do smth by the skin of one's teeth-just to manage to do smth.

To get one's teeth into smth-to put much effort into it.

### **Time**

There is a group of idioms connected with the word “time”.

To take one’s time-not to hurry over it.

To be pressed for time-to be obliged to hurry.

To be behind time-to be late.

To be on time-to be punctual.

To be in time for smth-to come at the right time to do or get it: You’re just in time for tea!

To do smth in no time-to do it very quickly.

From time to time-occasionally; sometimes.

Time and again; time after time-repeatedly; often.

Behind the times-old-fashioned; out of date.

To be in good time-to be early, to have time to spare.

At the best of times-even when conditions are favorable; I can’t speak French well at the best of times, but I’m even worse when I’m tired!

To have an easy time of it (inf.)-to lead a comfortable life without worry or hard work; to do smth. which doesn’t require effort.

To have a good-time-to enjoy oneself.

To have a bad time (inf.) - to have an unpleasant or painful experience.

To kill time-to do smth in order to make time pass more quickly. It may be smth which is useless or boring.

To serve one’s time-to work as an apprentice, to do one’s service in the army for a fixed number of years.

To keep (beat) time-to move hands or feet to the rhythm of the music.

Time’s up!-there is no time, no more time allowed.

To make the best of one’s time-to use the time available to the best advantage.

To waste time-to spend time uselessly.

To work against time-to work quickly in order to finish smth within a given period of time [30;228].

Time flies!-time is passing very quickly.

Time is money-money is to be made in the time available and so one should not waste either.

### **Expressions with the word “day”**

An off day-a day when one cannot do one's best work.

This day week-to day in exactly a week's time.

Day in, day out-every day without exception.

The other day-a few days ago.

By day-during the hours of daylight.

Some day-at some future time. One of these (fine) days-at some future time (used when one makes a prophecy or a promise which will be realized in the distant future).

To call it a day-to stop doing smth: I've been pointing the bathroom all the afternoon, and I'm going to call it a day now.

To win (carry) the day-have a victory, to win the battle, game to lose the day-to be defeated.

To make a day of smth-to spend the whole day enjoying oneself.

To make smth pleasant last the whole day.

### **Expressions with the word “night”**

Night after night-for many nights following each other.

All night long-through the whole night.

To have a night out-to go out for an evening of entertainment in the dead of night-during the time near the middle of the night.

To have a good (bad) night-to sleep well (badly).

A nightcap-a drink which is taken before going to bed.

To be on nights-to work regularly during the night.

A night-bird-a person who likes to stay out late at night [34:230].

### **Expressions with the word “hour”**

At the eleventh hour-when it is almost too late, at the latest possible time.

The small hours-the hours of the morning between midnight and dawn.

A bad quarter of an hour-an unpleasant time or experience at an unearthly hour-either very late or very late or very early, when the time is not convenient.

To keep good (early) hours-means to do smth at a good (early, regular) hours.

### **Expressions with the word “minute”**

In half a minute-soon.

To the minute-exactly.

Up-to-the-minute-the most modern or most recent.

To do smth at the at the last minute-to do it at the latest possible time or opportunity, although it could have been done before.

To have a minute-to be available to do smth.

### **Other expressions of time**

At any moment-very soon. I'm expecting him at any moment.

On the spur of the moment-without hesitating, quickly, on impulse, spontaneously. Acting on the spur of the moment, he said he'd take the job.

A month of Sundays-a long time. She insists on painting the house herself in her free time, even if it takes her a month of Sundays one's Sunday best-one's best clothes.

To be out of date-to be out of fashion, not modern.

To bring smth up to date to give it the qualities of modern standards, ideas, design.

A blind date-an arranged social meeting with someone you do not know.

All the year round-at all times of the years, throughout the whole year

To be (getting) well on in years-to be (getting) old.

To look young for one's age-to appear to be younger than one is not to look one's age-to appear to be younger than one is

To burn the midnight oil-to study or work late into the night

To be in the autumn of one's life-to be elderly, going towards old age.

To see daylight-to suddenly understand a problem or situation

The morning after the night before-this refers to feeling ill in the morning because you were drunk the night before, you have a hangover.

Every now and then-occasionally, not very often

Once in a blue moon-very seldom

Once in a while-occasionally, sometimes

At once-immediately, without delay

Once more-one more time, again

Thus, we see that idioms may be classified according to different aspects: 1) parts of speech and 2) situation and categories. Idioms include different parts of speech; nouns, verbs, adjectives, adverbs and auxiliary words-prepositions.

We investigated those idioms which are widely spread and can be used in our English speech in different situations: banking, business, buying and selling, Holidays and travel, politics and Government, work and industrial relations and idioms-expressions with the words denoting time, idioms expressed by the words denoting parts of body: face, hand, foot, eye, etc.

Thus, we see that idioms are the kind of phraseological units, together with such language units as proverbs and sayings, quotations, allusion, epigrams and others. Some foreign scholars identify idioms and phraseological units, thinking they are one and the same phenomenon. We support those scholars who consider that only those phraseological units the meanings of which can't be deduced from the meanings of their components are called idioms.

Comparatively with simple word combinations and set phrases idioms have metaphorical idiomatic, transferred, connotative meanings. It's very interesting to study the origin of many idioms in English. They are connected with the history, culture, traditions and customs of the people and country.

Idioms form a special vocabulary layer in modern English. They enrich our speech making it more expressive, emotional and persuasive, idioms in speech help to realize the function of impact. The given work completes the information about idioms studied in the works of many famous scholars in our country and abroad.

## CONCLUSION

Language is a system which grows and changes. Its vocabulary system also changes and enriches. Among different language units we distinguished phraseological units and idioms. We watch the tendency of present-day English towards more idiomatic usage. Phraseological units and idioms form an essential part of the general vocabulary of English. Phraseology is a science about phraseological units, as a separate discipline it was recognized by the famous linguist professor E. D. Polivanov. Many important questions of phraseology were investigated in the works of such scholars as: academician V.V.Vinogradov, A.I.Smirnitsky, A.V.Koonin, B.A.Larin, O.S.Akhmanova, V.I.Arkhangelsky, A.M.Babkin, N.M.Shansky, S.G.Ter-Minasova, in our republic A.M.Bushui, Sh.Safarov, D.U.Ashurova and others. Academician V.V.Vinogradov made a great contribution to the study of phraseological units. In the works of the Russian scholars the term “phraseological unit” is widely spread and stable word combinations, proverbs and sayings, set expressions belong to them. Not all phraseological units are idioms, but only those which mean something different from the meanings of the separate words. Idioms may have different stylistic shade. Idioms used very often become trite and cliches, some idioms are slang.

Idioms can be used in different situations, they make our speech more expressive, emotional and intensifying. Not only words can express new ideas, but also word combinations and phraseological units. Idioms are a special layer of the vocabulary. Many linguists consider idioms only colloquial expressions, but we can't agree with them, because idioms are used in formal style, they can be used in poetry, in scientific works, in speeches of the politicians at the meetings and Parliamentary debates and elections. There are many different sources of idioms. The most important thing about idioms is their meaning. If the source of an idiom is known, it is easy to guess the meaning. Many idiomatic phrases come from the every-day life of the English people, for example: *to make a clean sweep of smth: to be born with a silver spoon, to hit the nail on the*

*head*. There are many idioms which belong to different sphere of life, food and cooking, many idioms include parts of the body, animals and colors.

In our work we followed the theory of those scholars, who consider that idioms are inseparable phraseological units, the meanings of which are not always singled out from the meanings of their components. We should know in which situations and when to use idioms. It's important to know the level of style, whether an idiom can be used in a formal or in an informal situation. Choice of idioms depends on the person, on the situation or place. The correct use of idiomatic English should be the aim of all the English learners. To achieve this aim it's necessary to study carefully and observe the use of idioms by the native speakers, then practice them in speech and develop experience.

Phraseological units, idioms can express the culture of the people, traditions and customs of the country. That's why we should be very careful translating them into our native language. We should choose the equivalents in the native language, avoiding word-to-word translation. In our research work we made an attempt to study English idioms from the semantic point of view. We analyzed idioms from special situations and categories, they are of great significance, because they are very useful and have practical meaning. This classification gives the learners a quick and easy way of looking a phrase up and it also provides an opportunity of learning idioms systematically.

Thus, idioms enrich our vocabulary, their use in speech makes it more expressive, colourful, emotional and let us realize the function of impact and persuasion. We give much practical material for English learners-idioms which can be used in different situations-banking, business, buying and selling, holidays and travel, politics and government.

We investigated only those idioms which are widely spread and can be used in our English speech in : describing people's qualities and attitude, mental and physical abilities, feelings and in different situations: banking, business, buying and selling, holidays and travel, politics and Government, work and industrial relations.

Thus, we see that idioms are the kind of phraseological units, together with such language units as proverbs and sayings, quotations, allusion, epigrams and others. Some foreign scholars identify idioms and phraseological units, thinking they are one and the same phenomenon. We support those scholars who consider that only those phraseological units the meanings of which can't be deduced from the meanings of their components are called idioms.

Comparatively with simple word combinations and set phrases idioms have metaphorical idiomatic, transferred, connotative meanings. It's very interesting to study the origin of many idioms in English. They are connected with the history, culture, traditions and customs of the people and country. Idioms form a special vocabulary layer in modern English. They enrich our speech making it more expressive, emotional and persuasive, idioms in speech help to realize the function of impact. We can see it vividly if we compare the speech constructed by simple words and the speech consisting of not only simple words, but idioms as well.

The topic "Idioms" takes a certain place in PRESETT Curriculum in Vocabulary for the students of intermediate level. There are given the samples of syllabus in Vocabulary and a lesson plan on the topic "English idioms and how to use them", and some recommendations how to use idioms in practice. We analyzed idioms expressed by metaphors, animated idioms expressing people's qualities, idioms from different situations and categories. Some practical material given in the work will help English teachers, students who study at the higher schools and all the people learning English to complete their vocabulary with idioms which may be used in different situations.

The given work completes the information and data about idioms investigated in the works of many famous scholars in our country and abroad.

The materials of the Qualification Paper can be used at the practical lessons in English Vocabulary, at the lectures and seminars in English Lexicology by the teachers and students and also by everyone who is learning English as a foreign language and wants to have a perfect command of English.

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## ОТЗЫВ

**на выпускную квалификационную работу студентки IV «Е» курса кафедры английского языка и литературы факультета иностранных языков НГПИ им. Ажинияза Г.О.Кадирбергеновой на тему: «Role of idioms in teaching English vocabulary».**

Выпускная работа Г.О.Кадирбергеновой посвящается актуальному вопросу фразеологии-изучению английских идиом и их роли в обучении словарному составу английского языка. Выбор темы исследования обусловлен тем, что несмотря на большое количество работ посвящённых этой теме, место идиом в программе PRESETT по предмету Vocabulary остаётся всё ещё недостаточно изученным.

Работа состоит из Введения, двух глав, заключения и библиографии. Во Введении излагаются цели и задачи работы, актуальность и новизна темы исследования, методы и методология, теоретическое и практическое значение работы.

**Глава I** посвящается общей характеристике вопросов фразеологии, принципов классификации фразеологических единиц, идиом, их места в словарном составе современного английского языка. Приводятся определения таких терминов и понятий как “фразеологическая единица” “идиома” и их отличие от других словосочетаний. В этой части работы даются рекомендации, когда и где использовать идиомы.

**Глава II** посвящается описанию роли идиом в обучении словарному составу английского языка, их место в учебной программе PRESETT по предмету Vocabulary для студентов среднего этапа обучения. Приводится образец учебной программы для студентов 2 курса по предмету Vocabulary и поурочный план по теме «English idioms and how to use them», а также классификация идиом с точки зрения их содержания и тематики. На основе большого практического материала приводится анализ идиом, выраженных метафорой, выражающих качества характера людей и приводится также перечень идиом, которые можно использовать в

различных жизненных ситуациях: в деловом общении, при покупке и продаже. Большой интерес для исследования представляют идиомы, выраженные словами обозначающими различные цвета (white, black, blue, green, red), идиомы, в которых используются части тела (face, hand, eye, head, leg, finger) и т.д.

Практический материал собран из разных источников: учебников, учебных пособий и словарей. Материалы и результаты исследования представляют практическую ценность, они могут быть использованы на практических занятиях по предмету Vocabulary для студентов 2 курсов.

В Заключении делаются выводы по всей работе. Важным является вывод о том, что идиомы представляют особый пласт словарного состава английского языка, они обогащают речь изучающих иностранный язык, имеют лингвокультурологический характер, т.е. отражают культуру, традиции и обычаи народа.

В целом выпускная работа Г.О.Кадирбергеновой отвечает требованиям и рекомендуется к защите.

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## РЕЦЕНЗИЯ

на выпускную квалификационную работу студентки IV «Е» курса кафедры английского языка и литературы факультета иностранных языков НГПИ им. Ажинияза Г.О.Кадирбергеновой на тему: «*Role of idioms in teaching English vocabulary*».

Выпускная квалификационная работа Г.О.Кадирбергеновой посвящается изучению роли идиом в словарном составе английского языка. Идиомы занимают определённое место в словарном составе английского языка, их применение в речи представляет значительные трудности для изучающих иностранный язык. В работе анализируются современные методы и технологии обучения идиомам в английском языке.

Работа состоит из Введения, двух глав, заключения и библиографии. Во Введении излагаются основная цель и задачи работы, актуальность темы, её новизна, теоретическое и практическое значения.

**Глава I** называется «Общая характеристика вопросов фразеологии и обучения словарному составу». В ней делается обзор литературы по вопросам фразеологии, приводятся определения фразеологической единицы, данные известными учёными В.В.Виноградовым, А.И. Смирницким, А.В. Куниным, Н.М. Шанским, О.С. Ахмановой и другими, отличительные особенности идиом от других языковых единиц. Рассматриваются также отдельные аспекты идиом и даются ценные рекомендации когда и где использовать идиомы.

**Глава II** работы посвящается описанию современных методов и технологий в обучении идиомам и классификации идиом. Приводится образец учебной программы для студентов 2 курса по предмету Vocabulary и поурочный план по теме «English idioms and how to use them», а также классификация идиом с точки зрения их содержания и тематики. На основе большого практического материала приводится анализ идиом, выраженных метафорой, выражающих качества характера людей и идиом, которые можно использовать в различных жизненных ситуациях. Практическую ценность представляют идиомы, которые можно применять

в разных ситуациях в жизни. Овладение этими идиомами будет способствовать обогащению словарного запаса изучающих английский язык и поможет активно применять их в устной разговорной и письменной речи.

В работе использован большой практический материал, собранный из разных источников- словарей, справочников и трудов известных учёных.

В Заключении делаются выводы по всей работе и в Библиографии приводится список использованной литературы и ресурсов Интернет:

Работа Г.О.Кадирбергеновой имеет практическую ценность. Практическая ценность работы заключается в том, что её материалы и результаты могут быть использованы на занятиях по английскому языку в общеобразовательных школах, колледжах, академлицеях, на практических занятиях по предмету Vocabulary, а также на лекционных и практических занятиях по лексикологии английского языка для студентов вузов.

Следует отметить, что Г.О.Кадирбергенова в ходе исследования идиом показала способности к научно-исследовательской работе. Она собрала большой материал теоретического и практического характера и использовала также материалы Интернет.

Выпускная квалификационная работа Г.О.Кадирбергеновой представляет большую ценность, она отвечает требованиям, рекомендуется к защите. Работа заслуживает высокой оценки.

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**Факультет иностранных языков**

**Кафедра английского языка и литературы**

**Учебный год:** 2017 -2018

**Студентка:** Кадирбергенова Гульбахар Оразымбетовна

**Научный руководитель:** ст. преподаватель кафедры иностранных языков НГПИ им.Ажинияза С.Курбаниязова.

**Тема выпускной квалификационной работы:** Role of idioms in teaching English Vocabulary.

### **АВТОРСКАЯ АННОТАЦИЯ**

**1. Актуальность темы исследования.** Актуальность темы обусловлена тем, что место и роль идиом в учебной программе по предмету Vocabulary для студентов среднего этапа обучения вузов не был объектом исследований посвящённых вопросам фразеологии.

**2. Цели и задачи работ.** Основной целью выпускной работы является определение места идиом в словарном составе современного английского языка, их роли и значения в обогащении словарного запаса студентов вузов. В задачи работы входит: описание характерных особенностей идиом, классификация идиом и рекомендации как правильно использовать идиомы в речи.

**3. Объект и предмет исследования.** Объектом исследования в выпускной работе являются английские идиомы. Предметом исследования являются труды известных ученых, посвящённые изучению фразеологических единиц: В.В. Виноградова, А.И. Смирницкого, А.В.Кунина, Н.М. Шанского, В.И. Архангельского, Б.А.Ларина, а также словари идиом Дженифер Сейлд, Дин Карри и других лингвистов.

**4. Методология и методы исследования.** Методология исследования основана на положениях Постановлений Президента РУз об использовании инновационных методов и информационных технологий в обучении иностранным языкам. В работе использованы: метод категорий и

параметров в изучении фразеологических единиц, позволяющий отличить их от обычных сочетаний слов и метод сравнительного анализа.

#### **5. Научная новизна и результаты исследования.**

Новизна работы заключается в том, что место и роль идиом в учебной программе по предмету Vocabulary для студентов среднего этапа обучения изучаются впервые. В работе подробно изучены идиомы выраженные метафорой, широко используемые при описании качеств характера человека и в разных жизненных ситуациях.

#### **6. Практическая ценность и внедрение результатов.**

Практическое значение работы заключается в том, что её материалы и результаты могут быть использованы на практических занятиях по предмету Vocabulary, а также на лекционных и семинарских занятиях по лексикологии английского языка для студентов вузов.

**7. Структура работы.** Выпускная работа состоит из Введения, двух глав, заключения, библиографии и ресурсов Интернет. Во Введении излагаются основная цель и задачи работы. В Заключении даются выводы по всей работе.

**8. Основные результаты выполненной работы.** В работе даётся обзор трудов посвящённых изучению фразеологических единиц в английском языке, показаны различные аспекты идиом, их классификация, а также даются полезные инструкции и рекомендации когда и где применять идиомы. Большое внимание уделяется анализу идиом в контексте.

#### **9. Краткое обобщённое изложение выводов и предложений.**

В работе сделан вывод о том, что идиомы занимают значительное место в словарном составе современного английского языка, они украшают нашу речь и обогащают словарный запас, делают речь образной, эмоциональной и более воздействующей.

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Студентка:

С.Курбаниязова  
Г.Кадирбергенова



