

Table of Contents

Acknowledgements	7
Foreword	9
Introduction	11
Chapter One	
Mapping Thoughts in (a Translator’s) Mind – Categories, Metaphors and Blends	15
1.1. Mapping and Categorisation	18
1.2. Classical Approach to Categorisation – Aristotle	19
1.3. Prototypes – an Alternative to the Classical Theory on Categories – Ludwig Wittgenstein and Eleanor Rosch	21
1.4. Idealized Cognitive Models (ICMs) – George Lakoff	26
1.5. Domains, Frames and Scripts	28
1.6. Conceptual Metaphor – George Lakoff and Mark Johnson	30
1.7. Conceptual Blending – Gilles Fauconnier and Mark Turner	32
1.7.1. The Network Model of Conceptual Integration	34
1.7.2. Types of Blends	39
Chapter Two	
Humour Theories and Children’s Ability to Understand Humorous Texts	41
2.1. Superiority Theories	42
2.2. Relief Theories	44
2.3. Incongruity Theories	46
2.4. Linguistic Theories of Humour	47
2.5. Jean Piaget’s Stages of Cognitive Development and Paul McGhee’s Four-Stage Model of Development of Children’s Comprehension of Humour	49

Chapter Three	
Translating Humour in Children’s Literature	55
3.1. Translation Procedure Based on Theory of Mental Spaces and Conceptual Integration	55
3.2. Translating Wordplays with the Use of Mental Maps	58
3.3. Mental Spaces Analysis and its Relation to Skopos Theory, Developmental Psychology and Semantic Dominant	62
3.4. Translation Procedure – Final Comments	73
Chapter Four	
Case Studies: Some Examples of Using Cognitive Approach in Translating Humour in Children’s Literature	75
4.1. To Mean or to Sound – That is the Question. Mental Map Analysis in Translation of Wordplays in <i>Alice in Wonderland</i> by Lewis Carroll	77
4.2. Humorous Power of Invented Language. Mental Map Focus on Expressions Used by Big Friendly Giant in <i>The BFG</i> by Roald Dahl	118
4.3. Horrid or Perfect. Mental Map Analysis in Search for Proper Translation of Proper Names in <i>Horrid Henry</i> by Francesca Simon	137
Conclusions	142
Bibliography	147