

Contrastive Grammar

of the
English
and
Ukrainian
Languages

VERB

NOUN

ADJECTIVE

TENSE

NP → (Det) + N

be: am, is, are

to be
to have
to do

ADVERB

past
present
future

Andrii Bezrukov
Oksana Bohovyk

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
UKRAINIAN STATE UNIVERSITY OF SCIENCE AND TECHNOLOGIES

Andrii Bezrukov
Oksana Bohovyk

CONTRASTIVE GRAMMAR
OF THE
ENGLISH AND UKRAINIAN LANGUAGES
A COURSEBOOK

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Andrii Bezrukov, Oksana Bohovyk

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This coursebook provides a systematic contrastive study of English and Ukrainian grammar. It covers morphology, syntax, and discourse, examining nouns, verbs, adjectives, adverbs, function words, phrases, and sentence structures to highlight both typological similarities and differences. Special attention is given to contrastive analysis, word formation, grammatical categories, and translational challenges. The coursebook is structured into 16 lectures and 64 practical assignments. It includes discussion questions and suggested topics for course papers, supporting both classroom use and independent study.

Designed for students, linguists, and language teachers, it combines theoretical insight with practical application, making it a versatile resource for learning and teaching contrastive grammar.

1 figure, 10 tables, 20 references.

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PREFACE

In today's globalised world, proficiency in foreign languages is not only a tool for communication but also a significant means of understanding other cultures, ways of thinking, and linguistic systems. English, in particular, holds a prominent place among the languages studied, as it has become the international language of science, education, and intercultural communication. At the same time, a deep understanding of one's native Ukrainian language remains the foundation for developing competence in the grammar systems of both languages.

This coursebook aims to systematically present the similarities and differences between the grammatical structures of the two languages. Its focus is on the contrastive analysis of morphological and syntactic phenomena, which allows for a deeper understanding of language patterns and helps to avoid typical errors caused by cross-linguistic interference.

Special attention is given to identifying the typological features of both languages: the analytical nature of English and the synthetic nature of Ukrainian. This allows for a better understanding of grammatical categories such as tense, aspect, mood, case, word order, and their role in sentence construction. The topics cover the main aspects of contrastive grammar, including morphology and parts of speech, their grammatical categories and functions, a contrastive analysis of verb forms, function words, issues of syntax, text and discourse, as well as translation challenges and methods for achieving translational equivalence.

The edition contains 16 lectures and 64 practical assignments of varying levels of difficulty, designed to consolidate theoretical knowledge, develop practical skills, and enhance students' ability to apply grammatical concepts in both English and Ukrainian. It also includes additional teaching materials aimed at deepening knowledge. In particular, questions for discussion are provided to stimulate analytical thinking and encourage the application of theoretical knowledge in discussion; the list of recommended topics for course papers helps students select a research topic and deepen their understanding of specific aspects of contrastive grammar; appendices include supplementary materials; and the list of terms contains key linguistic concepts with brief explanations to facilitate better comprehension of the theoretical material.

As part of the course, students complete a course paper (Appendix 1), which involves independent research on selected aspects of English and Ukrainian contrastive grammar, analysis of linguistic phenomena in different contexts, and the preparation of a structured academic text. This process contributes to the development of academic writing skills and the professional competence of future philologists and translators.

Thus, the coursebook is designed not only to provide theoretical knowledge but also to develop analytical thinking, linguistic intuition, and to enhance the effectiveness of cross-linguistic communication. This coursebook is intended for first-cycle (bachelor's) students of the field *B11 Philology*, specialisation *B11.041 Germanic Languages and Literatures (Translation Included)*, Major Language – English.

①

INTRODUCTION TO CONTRASTIVE GRAMMAR

Contrastive grammar is a field within linguistics that systematically compares the grammatical structures of two or more languages to identify both their similarities and their differences. It examines key components such as word order, verb tense and aspect systems, agreement patterns, the use of articles and prepositions, and other function words. By analysing these elements, contrastive grammar helps reveal how different languages organise meaning and construct sentences. This comparison often highlights structural patterns that may not be obvious when studying a single language in isolation, providing deeper insight into how language systems work.

This approach is closely connected to second language acquisition and plays an important role in language teaching, translation, and intercultural communication. Through contrastive analysis¹, teachers and linguists can anticipate common learner errors that result from interference from a learner's native language. For instance, speakers of languages that do not use articles, such as Ukrainian, may struggle with the correct use of the articles in English. Similarly, differences in word order, verb tenses, or preposition usage can lead to systematic mistakes, which contrastive grammar helps identify and address in language instruction. This predictive approach allows educators to tailor lessons

¹ Contrastive analysis can be defined as a theoretical and methodological framework that focuses on the systematic cross-linguistic comparison of language systems to determine areas of divergence and convergence, identify sources of linguistic interference, and contribute to more effective practices in foreign language teaching and translation. A direct comparison of language elements is carried out, including sentence structures, grammatical categories, and word forms and their functions.

to learners' specific needs and to focus on structures that are most likely to cause difficulty.

At the same time, similarities between languages can facilitate learning and make certain structures easier to acquire. However, modern research² has shown that not all learner difficulties are caused by native language influence; some errors are universal or developmental. For this reason, contrastive grammar is often combined with other approaches, such as error analysis and communicative language teaching, to provide a more comprehensive understanding of how languages are learned and used.

Contrastive grammar occupies a unique position among linguistic disciplines, bridging *theoretical grammar* and *applied linguistics*. Unlike traditional grammar, which describes a single language, contrastive grammar compares two or more languages to identify similarities and differences at the levels of morphology, syntax, word formation, and the use of function words. This comparative perspective allows it to serve as a bridge between purely theoretical analysis and practical applications in language teaching and translation.

Within the broader landscape of linguistic disciplines, contrastive grammar sits at the intersection of *theoretical grammar* and *applied linguistics*. It draws on *morphology* to study word forms and inflections, *syntax* to analyse sentence structures, and *psycholinguistics* to understand cognitive aspects of language learning. It is also closely

² *Second Language Acquisition: A Scientometric Review* (Ahmed Alduais, Ahmed Y. Almakrob, and Silvia Allegretta); *Language Transfer in L2 Academic Writings: A Dependency Grammar Approach* (Yude Bi and Hua Tan); *Re-Examining Second Language Acquisition of English Reflexives: New Evidence for Lexical Learning Driven Process and Against First Language Transfer* (Li Zeng and Fei Gao).

linked to *second language acquisition*, as its insights help predict learner errors and guide instructional design. This positioning allows contrastive grammar to function as both a theoretical tool for understanding languages and a practical framework for language education, bridging scholarly analysis with applied use (Fig. 1).

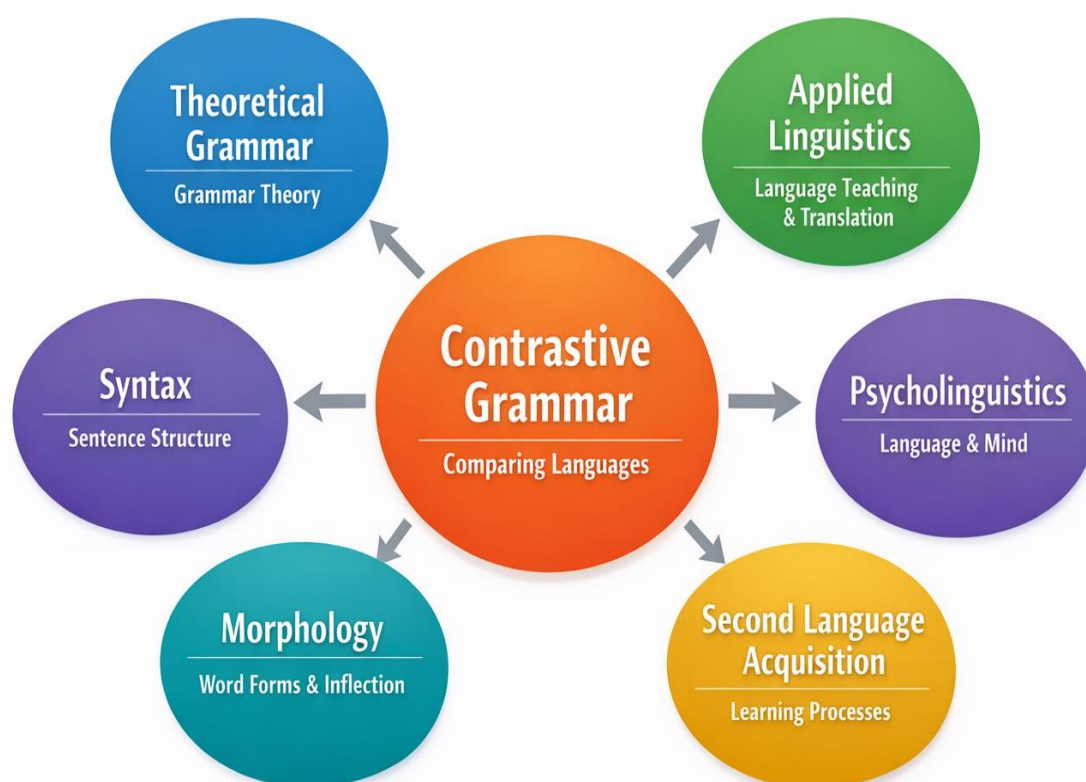


Fig. 1 – Theoretical foundations and practical applications of contrastive grammar

The formal development of contrastive grammar began in the mid-20th century, closely connected to the rise of applied linguistics and the growing need to improve foreign language instruction after World War II. A key figure in its establishment was Robert Lado, whose seminal work *Linguistics Across Cultures* (1957) laid the foundation for systematic contrastive analysis and the prediction of learner difficulties based on native language interference. Earlier contributions came from Charles C. Fries, who emphasised the value of language comparison in

teaching English as a foreign language, while later scholars, such as Knud Lambrecht, expanded the approach to incorporate functional and cognitive perspectives.

Contrastive grammar uses several key *methods* to compare languages and identify similarities and differences. The ***immediate constituents (ICs) method*** breaks words into parts, for example, English *unhappiness* → *un-* + *happy* + *-ness* and Ukrainian *нещастя* → *не-* + *щаст-* + *-я*, or English *rebuild* → *re-* + *build* and Ukrainian *перебудова* → *пере-* + *буд-* + *-ова*. The ***method of oppositions*** compares forms that express the same grammatical meaning, such as English *I eat* / *I ate* vs Ukrainian *Я їм* / *Я їв* (present vs past), *I write* / *I am writing* vs *Я пишу* / *Я зараз пишу* (simple vs continuous aspect), or singular/plural forms like *book* / *books* and *книга* / *книги*. The ***contrastive method*** examines sentence structure, for example, English *She gave him a book* and Ukrainian *Вона дала йому книгу* – both SVO, but Ukrainian allows flexible word order due to cases (e.g., *Книгу вона дала йому*). Finally, ***inductive reasoning*** observes many examples to find patterns, like using *an* before words starting with a vowel (e.g., *an apple, an hour*), while ***deductive reasoning*** predicts forms logically and checks them, such as the Ukrainian plural genitive of *стіл* → *столів*. These methods together help linguists understand structural differences and similarities between English and Ukrainian.

Beyond the detailed comparison of individual grammatical features, examining *typological* differences and similarities between English and Ukrainian allows us to understand the languages at a more general structural level. Typology looks at recurring patterns across languages and classifies them according to features such as word order,

morphological type, and the presence or absence of certain grammatical categories. In this perspective, English is characterised as an SVO, largely *analytic language*³ with a relatively simple system of inflection, relying heavily on word order and auxiliary verbs to express grammatical relationships. Ukrainian, by contrast, is a *fusional language* with extensive case marking, rich verb conjugations, and greater flexibility in word order, which allows the same sentence to be expressed in multiple sequences without changing its basic meaning. These typological distinctions help explain why certain structures – like the English gerund, a verb form used as a noun that does not exist in Ukrainian, or the complex system of Ukrainian noun cases – pose particular challenges for language learners. At the same time, they reveal underlying structural tendencies shared by both languages, such as the use of subjects, objects, and modifiers to convey meaning. For a detailed comparison of grammatical structures and typological features, the profiles of both English and Ukrainian are provided in Appendix 2.

Therefore, comparing the grammar of English and Ukrainian is important because it shows how languages express meaning through different structural principles. This comparison helps reveal general patterns in how grammatical relationships are formed.

³ Typological classification categorises languages according to their structural characteristics. One of the most well-known classifications distinguishes isolating, agglutinating, and inflecting (or fusional) languages, a framework frequently referenced in the 19th century to support evolutionary theories of language development. In an isolating language, words are generally morphologically simple and cannot be broken down into smaller meaningful units; each word typically consists of a single morpheme. Languages such as Chinese and, even more prominently, Vietnamese are highly isolating. In an agglutinating language (e.g., Turkish), words are composed of sequences of morphs, with each morph representing a single grammatical category. In contrast, an inflecting or fusional language features morphemes that often convey multiple grammatical meanings simultaneously, so there is no strict one-to-one correspondence between word segments and grammatical categories. Analytic languages are usually discussed alongside isolating languages, but they are not exactly the same. English is analytic but not fully isolating.

CONTRASTIVE MORPHOLOGY. PART-OF-SPEECH TAGGING. THE NOUN IN ENGLISH AND UKRAINIAN

Contrastive morphology focuses on the systematic comparison of the morphological systems of two or more languages to identify similarities and differences in word formation, grammatical categories, and the structure of word forms. The basic unit of the morphological level is **the morpheme**, the smallest structural unit characterised by a bilateral nature, encompassing both form and meaning. Morphemes can be classified into *free* morphemes, which can function independently as words (e.g., *bad*), and *bound* morphemes, which must attach to other morphemes to convey meaning (e.g., *un-* + *recognise* + *-able*). They also carry grammatical information, such as tense, number, or case, playing a crucial role in word formation and sentence structure. Like every linguistic unit except the phoneme, the morpheme represents a unity of form and meaning, and serves as the foundation for analysing morphological processes and understanding language development.

Free morphemes are further categorised into *lexical*, *lexical-grammatical*, and *grammatical* types. The distinction between lexical (content) and grammatical (function) morphemes is theoretically separate from the free-bound distinction, though in practice the two may partially overlap. Lexical morphemes carry general semantic or referential meaning, whereas grammatical morphemes primarily indicate syntactic relationships within a sentence or encode obligatory grammatical features such as tense, number, or case. Accordingly, the

roots of nouns, verbs, and adjectives are generally free (content) morphemes: for instance, *mountain*, *run*, and *happy* serve as English content morphemes. These morphemes are also commonly called open-class morphemes, as they belong to categories that allow the introduction of new lexical items.

In contrast, prepositions (e.g., *in*, *at*), articles (e.g., *a*, *the*), pronouns (e.g., *he*, *her*), and conjunctions (e.g., *or*, *but*) are generally grammatical (function) morphemes. Their primary role is to establish grammatical relationships between elements or to mark obligatory features such as definiteness (e.g., *She found a book* vs *She found the book*, but not ~~*She found book*~~). These morphemes are also referred to as closed-class morphemes, as it is difficult to introduce new items into these categories. For example, attempts to introduce non-gendered pronouns into English illustrate the challenge of expanding closed classes compared with open-class categories like nouns or verbs. Lexical-grammatical free morphemes, including modal verbs (e.g., *may*, *should*) and linking verbs (e.g., *appear*, *become*), retain some lexical content, whereas grammatical morphemes, such as auxiliary verbs (e.g., *have*, *do*), convey only grammatical meaning.

Bound morphemes, also known as *affixes*, are morphemes that cannot stand alone and must attach to other morphemes. They are typically divided into *prefixes*, which attach to the beginning of a word (e.g., *un-*, as in *uncover*), and *suffixes*, which attach to the end of a word (e.g., *-ness*, as in *happiness*). Functionally, affixes are classified as derivational or inflectional. *Derivational affixes* create new words by modifying the meaning or lexical category of the base (e.g., *teach* → *teacher*), while *inflectional affixes* generate different forms of the same

word to indicate grammatical features such as tense, number, or case (e.g., *book* → *books*; *walk* → *walked*). Thus, derivational morphemes expand the vocabulary of a language, whereas inflectional morphemes signal grammatical relationships between words in a sentence.

The morphological system of a language is reflected in the morphemic structure of its words. As a predominantly synthetic language, Ukrainian possesses a highly developed system of affixes, both derivational and inflectional. Derivational affixes are widely employed in various word-formation models, while inflectional affixes serve as the primary means of expressing grammatical functions within sentences. In contrast, English, which is an analytic language, relies mainly on free morphemes, including lexical, lexical-grammatical, and grammatical types, and exhibits a comparatively limited system of affixes.

Morphological word formation refers to the process of creating new words by modifying or combining morphemes. In English, this process allows speakers to expand vocabulary systematically, creating nouns, verbs, adjectives, and other parts of speech from existing words. Table 1 summarises the main morphological methods in English, providing examples in English and, for comparison, corresponding Ukrainian examples. It highlights how different mechanisms – like *prefixation*, *suffixation*, *compounding*, and *zero derivation* – contribute to word formation in both languages.

In addition to these morphological processes, English also uses non-morphological word-formation methods, which create new words without adding or changing morphemes. These include *conversion* (changing the part of speech, e.g., *to run* → *a run*; *xodumu* → *xið*), *blending* (e.g., *breakfast* + *lunch* → *brunch*), *clipping* (e.g., *laboratory* →

lab; *університет* → *універ*), *acronyms/initialisms* (e.g., *NASA*, *FBI*; *УДУНТ*, *НАБУ*), *onomatopoeia* (e.g., *buzz*, *click*; *дзюрчати*, *шурхотіти*, *гнати*), and *coinage* or *neologisms* (e.g., *google* as a verb; *загулити*, *фейсбукнути*). Together, morphological and non-morphological methods allow English speakers – and similarly speakers of Ukrainian – to systematically expand vocabulary.

Table 1 – Morphological word formation in English and Ukrainian

Word-formation type	Mechanism	Example (English)	Example (Ukrainian)
Prefixation	Adding a prefix at the beginning of a word to change meaning	<i>happy</i> → <i>unhappy</i> , <i>write</i> → <i>rewrite</i>	<i>писати</i> → <i>написати</i> , <i>ходити</i> → <i>приходити</i>
Suffixation	Adding a suffix at the end of a word to change part of speech or meaning	<i>teach</i> → <i>teacher</i> , <i>help</i> → <i>helpful</i>	<i>ліс</i> → <i>лісник</i> , <i>сніг</i> → <i>сніжок</i>
Prefixation + suffixation	Combining a prefix and a suffix	<i>organise</i> → <i>reorganisation</i> , <i>govern</i> → <i>misgovernment</i>	<i>біг</i> → <i>забігти</i> , <i>школа</i> → <i>позашкільний</i>
Compounding	Joining two roots to form a new word	<i>sun</i> + <i>flower</i> → <i>sunflower</i> , <i>book</i> + <i>store</i> → <i>bookstore</i>	<i>ліс</i> + <i>степ</i> → <i>лісостеп</i> , <i>хліб</i> + <i>пекарня</i> → <i>хлібопекарня</i>
Zero derivation	Changing part of speech without adding affixes	<i>to run</i> → <i>a run</i> , <i>to email</i> → <i>an email</i>	<i>синій</i> → <i>синь</i> , <i>бігати</i> → <i>біг</i>
Inflection	Modifying grammatical forms (does not always create a new word)	<i>walk</i> → <i>walks</i> , <i>walked</i> , <i>walking</i>	<i>книга</i> → <i>книги</i> , <i>книзі</i> , <i>книгою</i>
Back-formation (optional)	Forming a new word by removing a suffix	<i>editor</i> → <i>edit</i> , <i>donation</i> → <i>donate</i>	–

Part-of-speech tagging refers to the linguistic principle of classifying words into categories based on their grammatical function within a sentence. These categories, known as **parts of speech**, include *nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions,* and *interjections* in English, helping to build correct sentences and understand their meaning. Most English words can be classified into one of eight parts of speech, although modern grammar sometimes distinguishes additional categories, such as *determiners*⁴. Some words can belong to different parts of speech depending on their usage; for example, *light* can function as both a noun and a verb, while *fast* may act as an adjective, adverb, noun, or verb. *Numerals* are often not treated as a separate part of speech because they function like determiners (e.g., *two books*) or adjectives (e.g., *first place*) and do not have unique grammatical behaviour.

These parts of speech are generally divided into two groups: *open classes*, which readily accept new words (such as nouns, verbs, and adjectives), and *closed classes*, which rarely expand (such as pronouns, prepositions, and conjunctions). Words belonging to the same part of speech typically exhibit similar *syntactic behaviour*, fulfilling comparable roles within sentence structure, and often share *morphological characteristics*, such as inflection for the same grammatical categories, as well as certain *semantic properties*.

⁴ *Determiners* are a class of words that introduce nouns and indicate their reference in terms of definiteness, quantity, possession, or other attributes. They serve to clarify which noun is being referred to within a sentence. Major types of determiners include *articles* (a, an, the), *demonstratives* (this, that, these, those), *possessives* (my, your, his, her, their), *quantifiers* (some, many, few, several), and *numerals* (one, two, first, second). For example, in the sentence *The wallet is on the shelf*, the article *the* specifies which book is meant; in *Some students arrived late*, the quantifier *some* indicates quantity; and in *My cousin is a linguist*, the possessive *my* shows ownership. Determiners thus play a crucial role in structuring noun phrases and conveying precise grammatical and semantic information.

In Ukrainian, there are ten parts of speech, which are traditionally divided into six *content (full) word classes*, three *function (service) word classes*, and one separate class for *interjections (вузку)*. The content word classes include *nouns (іменники)*, *pronouns (займенники)*, *adjectives (прикметники)*, *numerals (числівники)*, *verbs (дієслова)*, and *adverbs (прислівники)*, while the function word classes consist of *prepositions (прийменники)*, *conjunctions (сполучники)*, and *particles (частки)*.

Nouns are a natural starting point, as they represent the most fundamental class of content words and serve as the primary carriers of referential meaning in both Ukrainian and English. Nouns denote objects, persons, phenomena, or concepts and play a central role in sentence structure by functioning as subjects, objects, or complements. In Ukrainian, nouns inflect for gender, number, and case, which allows them to indicate grammatical relationships within a sentence, whereas in English, nouns primarily mark number and the possessive case.

The noun in both English and Ukrainian is characterised by a common lexical-grammatical property of substantivity or thingness. This property is realised not only in concrete nouns that denote physical objects but also in abstract nouns representing concepts, qualities, or states. From a typological perspective, the *main paradigmatic classes of nouns* are largely *isomorphic* in English and Ukrainian, consisting of two major categories:

- ↪ Common nouns.
- ↪ Proper nouns.

Each of these primary classes can be further subdivided into minor groups:

Common nouns

- (1) Concrete nouns → denote tangible objects or beings (e.g., *arrow, doll, tree, chair*; *стріла, лялька, дерево, стілець*).
- (2) Abstract nouns → denote intangible concepts, qualities, or phenomena (e.g., *fear, knowledge, freedom, happiness*; *страх, знання, свобода, щастя*).
- (3) Collective nouns → denote groups or collections of entities (e.g., *cattle, team, committee, fleet*; *худоба, команда, комітет, флот*).
- (4) Material nouns → denote substances or materials (e.g., *air, salt, snow, water*; *повітря, сіль, сніг, вода*).
- (5) Class nouns → denote types or kinds within a broader category (e.g., *bird, desk, flower, vehicle*; *птиця, стіл, квітка, транспортний засіб*).

Proper nouns

- (1) Personal names, nicknames, and national designations → refer to individuals or groups of people (e.g., *Ann, Jack, Ukrainians, Americans*; *Ганна, Джек, українці, американці*).
- (2) Family names / surnames → indicate lineage or family affiliation (e.g., *Adams, Smith, Петренко, Лукаш*).
- (3) Geographical names → denote locations, cities, countries, regions, etc. (e.g., *Alaska, Chicago, Kyiv, Dnipro*; *Аляска, Чикаго, Київ, Дніпро*).
- (4) Names of organisations, companies, newspapers, or publications → denote entities or institutions (e.g., *Ford, The Daily Telegraph, BBC, Українська Правда; Форд, Газета «Всесвіт»*).

3

GRAMMATICAL CATEGORIES AND FUNCTIONS OF THE NOUN. TYPES OF ENGLISH AND UKRAINIAN PRONOUNS

In both English and Ukrainian, **the noun** constitutes one of the most central parts of speech. As a lexical category, nouns serve to denote entities, objects, substances, concepts, or phenomena, forming the core of the sentence's referential structure. From a contrastive perspective, analysing nouns in these two languages reveals both similarities and differences in morphological, syntactic, and semantic properties. While English and Ukrainian share some universal features, such as the distinction between common and proper nouns, they differ in the ways grammatical categories like case and gender are marked, as well as in the productivity of derivational affixes.

The noun is characterised by the following features in English and Ukrainian:

- ✦ *Lexical meaning* refers to entities or substances, combined with grammatical properties that allow inflection for number, case, and sometimes gender.
- ✦ *Morphological marking*: Both English and Ukrainian nouns use suffixes for word formation, while Ukrainian nouns also employ prefixes more productively than English. In English, common productive suffixes include *-er, -or* (*teacher*), *-ness* (*happiness*), *-ity/-ty* (*responsibility*), *-ment* (*development*), *-ship* (*friendship*), and *-hood* (*childhood*), with less productive forms such as *-th* (*length*) and *-dom* (*kingdom*), and

borrowed/international suffixes like *-ist* (*artist*) and *-ology* (*biology*). English prefixes are less productive for nouns, but *un-* (*uncertainty*) and *re-* (*recreation*) occur occasionally. In Ukrainian, productive noun suffixes include *-ник* (*письменник*), *-ість* (*гідність*), *-ство* (*материнство*), *-анин/-ян/-ів* (*киян*), and diminutive forms such as *-еня/-чик/-онька* (*пташеня, горобчик, голубонька*). Less productive or historical suffixes include *-тво* (*царство*). Borrowed or international suffixes include *-логія* (*морфологія*) and *-фоб* (*арахнофобія*). Ukrainian prefixes are widely used, e.g., *по-* (*позначення*), *без-* (*безмежність*), *пере-* (*перепис*), *під-* (*підготовка*), *над-* (*надбудова*), *за-* (*замальовка*), and they often modify the meaning or create new nouns. These affixes can derive agent nouns, abstract nouns, collective nouns, diminutives, and other derivative forms from roots in both languages.

- ✦ *Paradigmatic classes*: Both English and Ukrainian distinguish between common nouns and proper nouns.

A set of *grammatical categories* marks nouns in both English and Ukrainian, though the range and expression of these categories differ due to the typological distinctions between the two languages.

1. Number

In English, number is morphologically marked on the noun primarily by the addition of plural suffixes (*-s, -es, -ies*), e.g., *mosquito* → *mosquitos*, *city* → *cities*. Irregular plurals (*man* → *men*, *child* → *children*) are exceptions that must be memorised. English plural marking is relatively simple and largely invariant across syntactic contexts. English

nouns also differ in countability: *countable* nouns can take plural forms (*helicopter* → *helicopters*), whereas *uncountable* nouns typically do not (*water*, *information*), and their quantification is expressed through measure words or determiners rather than morphological pluralisation.

In Ukrainian, number is morphologically complex, with singular and plural forms often requiring stem alternations and specific case endings. For example, *стіл* → *столи*, *місто* → *міста*. Plural formation interacts with gender and animacy, influencing agreement with adjectives, pronouns, and verbs.

2. Case

In English, case is minimally marked on nouns, mostly visible in *possessive* constructions (*John's aqualung*). For pronouns, case distinctions are morphologically evident (*he/him*, *she/her*, *they/them*).

In Ukrainian, case is a central grammatical category. Nouns inflect for seven distinct cases – *nominative*, *genitive*, *dative*, *accusative*, *instrumental*, *locative*, and *vocative* – each with specific endings that depend on number and gender. Case marking in Ukrainian conveys grammatical relations within the sentence independently of word order, e.g., *стіл* → *столу* → *столом*. The system allows for relatively free word order while maintaining clarity of syntactic roles.

3. Gender

In English, gender is primarily natural and semantic, reflected in pronouns (*he/she/it*). Common nouns do not inflect for gender, except in some marked forms (e.g., *actor/actress*, *lion/lioness*).

In Ukrainian, gender is a grammatical category affecting all nouns and interacts with number, case, and agreement. Ukrainian nouns are classified as masculine, feminine, or neuter. Gender determines

agreement with adjectives, pronouns, and verbs, e.g., *гарний хлопець* (masc.), *гарна дівчина* (fem.), *гарне місто* (neut.). Certain masculine nouns are further categorised by animacy, which affects accusative case marking.

4. Animacy

In English, animacy is largely non-grammatical, though it influences pronoun choice and occasionally verb agreement in idiomatic constructions.

In Ukrainian, animacy is a grammatical category affecting masculine nouns in the accusative case. Animate nouns take genitive endings in the accusative singular and plural, whereas inanimate nouns retain the nominative form, e.g., *чоловік* → *чоловіка* (animate), *стіл* → *столу* (inanimate). This distinction interacts with case marking and agreement rules.

5. Definiteness

In English, definiteness is morphologically neutral but expressed through determiners, articles (*a/an, the*), and demonstratives (*this, that*). Articles are obligatory in many contexts and encode semantic distinctions such as definiteness, specificity, and familiarity.

In Ukrainian, there are no articles. Definiteness is conveyed through context, word order, and occasionally demonstratives (*цей, той*). Morphological marking for definiteness does not exist, which requires speakers to rely on syntactic and pragmatic strategies to indicate specificity.

The noun can *function in virtually all syntactic positions* within an English sentence, with the notable exception of the predicate slot in its bare form. Regarding noun combinability, nouns are highly versatile and

can enter into both left-hand and right-hand syntactic connections with nearly all other parts of speech. Consequently, most parts of speech, except for the verb, are capable of functioning as noun determiners. However, the most common and prototypical noun determiners include articles, pronouns, numerals, adjectives, and other nouns in the common or genitive case, which serve to specify, quantify, or modify the head noun.

In sentence structure, nouns fulfil several key *grammatical roles*: *subjects, objects, complements, objects of prepositions*, or appear in *apposition*. For example, in English: *The teacher explained the lesson* (*teacher* = subject), *She read the book* (*book* = object), *He became a doctor* (*doctor* = complement), *She sat on the chair* (*chair* = object of the preposition *on*), and *My friend, a talented musician, won the competition* (*a talented musician* is in apposition). Understanding these roles is essential for constructing grammatically correct sentences. In Ukrainian, nouns perform similar functions but also carry grammatical information through case, number, and gender, which indicates their relationship with verbs, adjectives, and other sentence elements. For instance, in *Я бачу дитину*, *дитину* is in the accusative case, marking it as the direct object.

Pronouns in English and Ukrainian are used to replace nouns and avoid repetition, serving an important role in sentence cohesion and clarity. They can function as subjects, objects, complements, or objects of prepositions. In both languages, pronouns refer to participants in discourse, such as speakers, listeners, or previously mentioned entities. For example, in English, in *When Sarah entered the room, she noticed that everyone was looking at her*, the pronouns *she* and *her* replace the

noun *Sarah* and avoid repetition. Similarly, in Ukrainian, in *Коли Олена увійшла до кімнати, вона помітила, що всі дивляться на неї*, the pronouns *вона* and *неї* perform the same referential function.

Despite these similarities, pronouns in the two languages differ significantly in their morphological properties. In English, pronouns show limited inflection, mainly distinguishing between subject and object forms (*he/him, they/them*) and marking possession (*my, his, their*). In contrast, Ukrainian pronouns have a rich system of inflection, changing according to case, number, and sometimes gender (e.g., *він – його – йому – ним*). Additionally, Ukrainian allows greater flexibility in word order due to its inflectional system, whereas English relies more on fixed word order.

Pronouns are divided into several types according to their semantic and grammatical functions. Table 2 presents the main categories that can be identified in both English and Ukrainian.

Table 2 – Types of pronouns in English and Ukrainian

Type of pronouns	Function	English	Ukrainian
Personal (особові)	Refer to people, animals, objects, or even intangible concepts	I, you, he, she, it, we, they	я, ти, він, вона, ви, ми, вони
Possessive (присвійні)	Indicate ownership and replaces a noun	mine, yours, his, hers, ours, theirs	мій, твій, його, її, наш, ваш, їхній
Reflexive (зворотні)	Refer back to the subject of the sentence	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves	себе
Demonstrative (вказівні)	Point to specific entities	this, that, these, those	цей, той, ці, ті

Interrogative (питальні)	Used to ask questions	who, whom, whose, which, what	хто, кого, кому, чий, який, що
Relative (відносні)	Introduce subordinate (relative) clauses	who, whom, whose, which, that	хто, кого, кому, чий, який, що
Indefinite (неозначені)	Refer to non-specific or unknown entities	someone, anybody, each, all, none	хтось, будь-хто, кожен, всі, ніхто
Negative (заперечні)	Express negation	nobody, no one, nothing, none, neither	ніхто, ніщо, ніякий, нічий, ніскільки
Reciprocal (взаємні)	Express mutual action or relation	each other, one another	один одного, кожен кожного

A pronoun is a small class of words united under a single grammatical category, diverse in terms of derivational and inflectional forms, and lacking an independent referential or conceptual meaning. In this respect, pronouns contrast with all full lexical parts of speech, which carry concrete semantic content. The specific meaning of a pronoun is determined by its referent in the discourse context, i.e., it depends on the subject, object, or situation being referred to. Consequently, the recognition of the pronoun as a distinct part of speech is based on its unique semantic properties, particularly the high degree of generality and abstraction of its meaning.

④

THE VERB IN ENGLISH AND UKRAINIAN: FINITE AND NON-FINITE FORMS

Verbs are central parts of speech used to convey an action (*clean, drink, fight*; *чистити, пити, битися*), an occurrence (*happen, become*; *відбуватися, ставати*), or a state of being (*be, exist*; *бути, існувати*). Verbs in both English and Ukrainian take different forms depending on person, number, tense, aspect, mood, and voice, reflecting the subject and temporal or modal reference. In English, verbs are the primary word class that morphologically marks tense⁵, whereas in Ukrainian, verbs also encode aspect⁶ (perfective vs imperfective), person, number, gender (in past tense), and mood.

Both English and Ukrainian employ prefixes⁷ as a productive means of deriving verbs and modifying their lexical meaning. In English, verb-forming prefixes often alter the semantic value of the base verb without affecting its grammatical category. Common examples include *re-* (again or back, e.g., *reread, restructure*), *dis-* (reversal or negation, e.g., *dislike, discontinue*), *over-* (excessive, e.g., *overwork, oversleep*), and *un-* (reversal, e.g., *unpack, untie*). Other prefixes, such as *fore-* (earlier, e.g., *foresee*), *sub-* (under, e.g., *subdivide*), and *trans-* (across, e.g., *transform*), further expand the expressive capacity of English verbs. In

⁵ English verbs primarily rely on tense, modal auxiliaries, and aspectual constructions (simple, progressive, perfect) rather than morphological derivation for aspect.

⁶ Aspect is a central grammatical category in Ukrainian verbs, distinguishing between perfective (completed action) and imperfective (ongoing or habitual action), e.g., *написати – пишу*.

⁷ Both languages use prefixes and suffixes to expand the verb lexicon, though Ukrainian derivation is more productive due to rich inflectional morphology.

Ukrainian, prefixes play an even more central role, as they frequently interact with the aspectual system of the verb, determining whether the action is perfective or imperfective. Common Ukrainian verb-forming prefixes include *no-* (initiating or limited action, e.g., *почути*), *пере-* (repetition or transformation, e.g., *перенести*), *від-* (separation or removal, e.g., *відповісти*), *з-/зі-* (completion or joining, e.g., *зібрати*), *під-* (partial action or approach, e.g., *піднести*), and *на-* (intensification or direction, e.g., *написати*). These prefixes not only modify lexical meaning but also interact with aspect, making Ukrainian verb morphology both semantically and grammatically rich.

In both English and Ukrainian, verbs can be derived from nouns, adjectives, or other bases through the use of suffixes, which are productive derivational tools that expand the verbal lexicon. In English, common verb-forming suffixes include *-ise/-ize* (e.g., *organise*, *characterise*, *humanize*), *-ate* (e.g., *accumulate*, *differentiate*, *duplicate*), *-fy* (e.g., *identify*, *clarify*, *exemplify*), and *-en* (e.g., *fasten*, *shorten*, *awaken*). These suffixes allow the creation of verbs that express causation, transformation, or the initiation of an action, and they contribute to the flexibility and growth of the English vocabulary. In Ukrainian, derivational suffixes similarly play a central role in verb formation and often interact with the aspectual system of the verb. Common suffixes include *-ти/-ть* (*робити*, *брати*), *-увати* (*малювати*, *керувати*), *-нути* (*кинути*, *скупнути*), and *-яти/-ати* (*співати*, *сіяти*). Reflexive or mediopassive verbs are formed with *-тися/-ться* (*братися*, *молитися*). These suffixes not only create new verbs but also encode nuances of aspect, duration, or iterative action, highlighting the rich morphological potential of Ukrainian verbs in comparison with English.

Verbs demonstrate *bilateral combinability*. They connect with nouns or noun substitutes to indicate the doer and the object of the action (*They met Alice; Вони зустріли Еліс*), and with adverbs to specify manner, degree, or frequency (to walk slowly; йти повільно).

Verbs are highly versatile and can function in multiple roles within sentence structure. They can serve as the *main predicate*, combine with *auxiliary* or *modal elements* to express nuances of possibility, necessity, or obligation, and participate in complex verb phrases that convey tense, aspect, and voice. For example, in English: *She has been reading the book* – the verb phrase *has been reading* combines auxiliary verbs and the main verb to indicate perfect progressive aspect. In Ukrainian: *Вона читає книгу* – *читає* functions as the main predicate and shows present tense and imperfective aspect. Additionally, verbs engage in morphological processes such as derivation and compounding, which allow the creation of new verbal forms or related words (*teach* → *teacher*; *читати* → *читач*, *будувати* → *неребудувати*), thus expanding the expressive capacity of language. Their ability to encode both semantic meaning and grammatical relationships makes them indispensable for structuring statements, asking questions, giving commands, and expressing hypothetical or conditional situations (e.g., *If she had studied, she would have passed; Якби вона вчилася, вона склала б ісnum*).

Non-finite forms of the verb are characterised by their lack of grammatical inflection for tense, person, number, mood, aspect, or gender, unlike finite forms. In English, there are three primary non-finite forms: *the infinitive* (*to read, to write*), *the participle* (*reading, written*), and *the gerund* (*walking*). These forms are sometimes

collectively referred to as *verbals*, although traditionally this term applies only to participles and gerunds. Because English verbs generally lack extensive inflectional morphology, finite and non-finite forms can occasionally appear identical in certain contexts. For example, the base form *read* can function as a present tense verb (*I read every day*) or as an infinitive (*I want to read*). Non-finite forms allow verbs to function in secondary predicative roles, adjectival or adverbial functions, and in complex syntactic constructions, providing flexibility in clause formation and sentence structure.

In Ukrainian, non-finite forms of the verb, known as неособові форми, include *the infinitive* (снівати, говорити), *the adverbial participle* (прочитавши, працюючи), and *the participle* (оброблений, приготований). Unlike English, Ukrainian non-finite forms carry aspectual distinctions (perfective or imperfective), and participles also reflect gender, number, and sometimes case when used adjectivally. For example, прочитаний лист (masculine singular) vs прочитана книга (feminine singular). These forms allow Ukrainian verbs to perform secondary predicative, attributive, or adverbial functions, similar to English, but with richer morphological marking that conveys additional grammatical information.

A CONTRASTIVE STUDY OF TENSE, ASPECT, MOOD AND VOICE

Finite verbs in both English and Ukrainian share six major morphological categories, which are expressed through a combination of synthetic and analytic means. *Person* and *number* are marked synthetically in both languages (e.g., *I write / he writes*; *Я пишу / він пише*), while *tense*, *aspect*, *voice*, and *mood* are typically expressed analytically in English (e.g., *He has written, She is reading, They will go*) and synthetically and analytically in Ukrainian (e.g., *писав / написав, читає / читав би*).

In addition, English has a morphological category of *time correlation* (perfect forms), which is expressed analytically using auxiliary verbs (*I have finished the work*). Ukrainian verbs, by contrast, encode aspect directly in the verb stem (perfective vs imperfective: *робити* [imperfective], *зробити* [perfective]). Ukrainian verbs also change their form according to *person*, *number*, and *tense*, a process sometimes referred to as conjugation, rather than declension⁸. For example: *Я пишу лист* (first person singular present), *Він написав лист* (third person singular masculine past perfective), *Ми писали листи* (first person plural past imperfective).

Thus, while both languages mark the core grammatical categories of finite verbs, Ukrainian verbs exhibit richer synthetic morphology, encoding *person*, *number*, *gender* (in past tense), and *aspect*, whereas

⁸ This term is more commonly applied to nouns, pronouns, and adjectives.

English relies more heavily on analytic constructions to express *tense*, *aspect*, and *mood*.

Tense is a grammatical category that situates an action, state, or process in time, and it is expressed differently in English and Ukrainian due to their typological distinctions. In English, tense is largely analytic, relying on auxiliary verbs and verb inflection to mark *past*, *present*, and *future*. Past and present tenses are marked through the verb's inflection (e.g., *I read a book every day* – present; *I read the book yesterday* – past), while the future tense is expressed periphrastically using auxiliaries such as *will* or *shall* (e.g., *I will read the book tomorrow*), *be going to* + infinitive (e.g., *I am going to visit my friend*), present continuous (e.g., *We are meeting at 5 p.m.*), or present simple for timetabled events (e.g., *The train leaves at 7 a.m.*). English also distinguishes *perfect* and *progressive forms* to indicate time correlation or continuity (e.g., *I have read the book*; *I will be reading the book at 8 p.m.*), showing partial interaction with the aspectual system.

In English, **tense** and **aspect** are closely interconnected and expressed primarily analytically. Tense situates an action in time, while aspect conveys the internal temporal structure of the action, indicating whether it is *completed*, *ongoing*, *habitual*, or *repeated*. The *simple aspect* expresses general facts or completed actions (e.g., *I listen to the radio every day*; *She read the poem yesterday*), the *progressive (continuous) aspect* shows ongoing or temporary actions (e.g., *I am reading a book now*; *They were playing football when it started raining*), the *perfect aspect* indicates completed actions relevant to a reference point (e.g., *I have read the book*; *She had finished her homework before dinner*), and the *perfect progressive aspect* combines completion and duration (e.g., *I*

have been reading for two hours; They had been waiting for an hour before the train arrived).

In contrast, Ukrainian **tense** is expressed synthetically, directly through verb inflection, and interacts closely with **aspect** (perfective vs imperfective). Ukrainian verbs have three main tenses: *past*, *present*, and *future*, with the future tense differing depending on aspect. The *perfective future* is formed with a single verb (e.g., *Я прочитаю книгу* – I will read [complete action]), whereas the *imperfective future* requires a compound construction with the auxiliary *бути* (e.g., *Я буду читати книгу* – I will be reading / I will read [ongoing or repeated action]). Past tense forms also mark gender and number (e.g., *Він читав, Вона читала, Воно читало*), while present tense forms encode person and number (*Я читаю, Ми читаємо*). This integration of tense with aspect and gender creates a richer morphosyntactic system, compared with English, where future reference is expressed analytically and aspectual distinctions require auxiliary verbs.

It is important to note that in English grammar, the so-called *future* is often considered *not a true tense* because it is not expressed morphologically on the verb itself. Unlike the past (e.g., *He had written the report before the meeting*) or present (e.g., *She writes articles for academic journals*), which are marked directly on the verb through inflection, future meaning is expressed analytically using auxiliary verbs (*will, shall*), periphrastic constructions (*be going to + infinitive*), or even the present tense for scheduled or timetabled events (e.g., *The conference begins at 9 a.m.*). English also employs *complex perfect* and *progressive constructions* to express future nuances: e.g., *By the time you arrive, I will have been working for six hours* (future perfect progressive), or conditional

forms: e.g., *If she studies hard, she will have completed the project by next week*. Since the main verb does not change its form to indicate future time, English linguistics classify future reference as a periphrastic or analytic construction, rather than a genuine grammatical tense.

Mood is a grammatical category of the verb that expresses the speaker's attitude toward the action, event, or state, indicating reality, possibility, necessity, or command. In English, there are primarily three moods: *indicative*, *imperative*, and *subjunctive*. The *indicative mood* is the most common and is used to state facts or ask questions (e.g., *She writes articles regularly*; *Did he attend the meeting?*). The *imperative mood* expresses commands, requests, or instructions (e.g., *Close the door*; *Please submit your report by Friday*). The *subjunctive mood* is relatively limited in contemporary English, often appearing in formal or hypothetical contexts, typically in clauses expressing wishes, demands, or suggestions (e.g., *I suggest that he study harder*; *If I were you, I would reconsider the proposal*). English also conveys *modality* through auxiliary verbs such as *must*, *should*, *may*, *might*, and *could*, which can combine with the verb's mood to indicate necessity, obligation, possibility, or probability. For example, *She must finish her work* expresses obligation, while *He might come tomorrow* expresses possibility.

In Ukrainian, **mood** is more morphologically integrated into the verb system and includes *indicative* (дійсний спосіб), *imperative* (наказовий спосіб), and *conditional/subjunctive* (умовний спосіб). The *indicative* conveys factual statements (e.g., *Вона пише статтю*), the *imperative* expresses commands or requests (e.g., *Напиши лист*), and the *conditional/subjunctive* is formed analytically with the particle *би* combined with the past tense form of the verb (e.g., *Він би написав*

статтю, якби мав час). Ukrainian verbs encode tense, aspect, and gender even within mood forms, providing additional semantic and temporal specificity that English often expresses periphrastically.

The grammatical category of **voice** indicates the relationship between the action expressed by the verb and its participants, particularly the subject and object. In English, voice is distinguished as active or *passive*. In the active voice, the subject performs the action (e.g., *The teacher explains the lesson*), while in the passive voice, the subject receives the action (e.g., *The lesson is explained by the teacher*). Passive constructions in English are formed analytically using the auxiliary verb *to be* combined with the past participle of the main verb. English verbs themselves do not carry morphological markings for voice, making the distinction dependent on syntactic construction rather than inflection. This analytic strategy allows the language to express voice consistently across tenses and moods, but it relies heavily on auxiliary verbs rather than inflectional morphology.

In Ukrainian, **voice** is expressed using a combination of synthetic and analytic means. The active voice is similar to English, with the subject performing the action (e.g., *Вчитель пояснює урок*). The passive voice, however, can be marked synthetically by the reflexive suffix *-ся/-сь* (e.g., *Урок пояснюється вчителем*) or formed analytically using participial constructions (e.g., *Пояснений учнем урок*). Unlike English, Ukrainian passive forms can interact with aspect, tense, and gender, allowing more nuanced expression of action and state. Consequently, while both languages distinguish active from passive, Ukrainian verbs demonstrate greater morphological complexity, whereas English relies primarily on syntactic strategies.

THE ADJECTIVE IN ENGLISH AND UKRAINIAN: SEMANTIC, SYNTACTIC AND MORPHOLOGICAL FEATURES

The adjective is a lexical part of speech that modifies or describes a noun or pronoun by specifying quality, quantity, or extent. Adjectives provide information answering *what kind? which one? how many?* and are considered an open class because they readily acquire new members. In both English and Ukrainian, adjectives play a central role in communication by adding precision, evaluation, and descriptive detail. They may denote inherent qualities (e.g., *big, happy*; великий, щасливий), relational features (e.g., *medical, wooden*; медичний, дерев'яний), as well as possession and quantity (e.g., *my, several*; мій, кілька). Syntactically, adjectives in both languages function primarily as attributes before a noun and as predicative after linking verbs. However, they differ significantly in their morphological properties: English adjectives are largely invariable, relying on fixed word order and analytical forms, whereas Ukrainian adjectives are highly inflected, agreeing with nouns in gender, number, and case. Historical and typological studies show that adjectives are a relatively “younger” part of speech: in Proto-Indo-European, attributive meaning was conveyed by nouns, and over time, words with attributive function separated, became more abstract, and developed into a distinct grammatical category. These similarities and differences underscore the significance of adjectives as a subject of comparative linguistic study, highlighting both universal features and language-specific characteristics.

The Adjective is characterised by the following features:

- ↪ *Lexical-grammatical meaning*: Adjectives express properties or qualities of objects, substances, or beings, such as size, colour, material, spatial position, or the psychological state of a person (e.g., *tiny, blue, metallic, cheerful*; *крихітний, синій, металевий, веселий*).
- ↪ *Morphological markers*: Many adjectives are formed with typical derivational suffixes, e.g., *-able (adaptable), -al (personal), -ial (colonial), -fold (manifold), -ful (hopeful), -ic (comic), -ile (fragile), -ish (greenish), -less (hopeless), -ous (courageous), -some (troublesome)*, etc.
- ↪ *Syntactic combinability*:
 - Adjectives can combine to the right with nouns or noun substitutes, e.g., *a bright young student*; *яскравий молодий учень*.
 - They can combine to the left with linking verbs (predicative use), e.g., *She became nervous*; *Вона стала хвилюватися*, or with adverbs, e.g., *extremely interesting*; *надзвичайно цікавий*.
- ↪ *Category of degree*: Qualitative adjectives in both languages express degrees of comparison – *positive, comparative, and superlative* – indicating absolute or relative intensity of the property.

Semantic classification of adjectives in English and Ukrainian can be understood through their lexical-grammatical meanings, dividing them into several isomorphic groups: **qualitative** adjectives denote inherent qualities or properties of objects or phenomena, such as *soft*,

tall, shiny; *м'який, високий, блискучий*; **relative** adjectives indicate a relation between the noun and the characteristic expressed, e.g., *ceramic, urban, historical*; *керамічний, міський, історичний*; **possessive-relative** adjectives show a connection between the noun and a person, geographical name, or entity, often formed with suffixes like *-ic, -ian* in English and *-івськ-, -овськ-, -зьк-* in Ukrainian, as in *Byronic – байронівський, Orwellian – орвелівський*; and finally, the **allomorphic group**, specific to Ukrainian possessive adjectives, is formed with suffixes *-ин/-ін, -ів/-їв, -ов/-ев, -ач/-яч, -цьк/-зьк-*, such as *батьків, котячий, дерев'яний, солов'їний, козацький*, which in English are usually rendered through possessive constructions like *the father's book* or *the cat's tail*.

Morphological structure of English and Ukrainian adjectives can be classified into several types: **simple** adjectives consist of a single stem, such as English *bright, cold, smooth, quick, young, heavy, soft* and Ukrainian *суній, радісний, тихий*, though these are relatively rare; **derivative** adjectives are formed with affixes, for example, English *adaptable, hopeful* and Ukrainian *надійний, радісний*; **compound** adjectives combine two stems, such as *well-known, red-haired* in English and *світло-коричневий, темно-зелений* in Ukrainian; and **composite** adjectives are formed from phrases, e.g., *full of energy, made of glass* in English and *зроблений зі скла* in Ukrainian.

In English, adjectives perform several important *syntactic functions*. The most common is the *attributive function*, where the adjective comes before the noun and directly modifies it, providing information about colour, size, shape, quality, or quantity, e.g., *a red car, three tall buildings*. Another main function is the *predicative function*,

where the adjective follows a linking verb (*be, seem, become*) and describes the subject of the sentence, e.g., *The car is red, She seems happy*. Additionally, adjectives can be *postpositive*, appearing after the noun in formal or literary constructions, e.g., *the president elect*, and they can also function as *substantives*, replacing nouns, e.g., *The poor need help*.

In Ukrainian, adjectives serve similar functions. The *attributive role* is most common, with the adjective preceding the noun, e.g., *червона машина, висока будівля*. The *predicative function* is expressed through an adjective combined with a linking verb to describe the state or quality of the subject, e.g., *Машина червона, Вона щаслива*. Ukrainian adjectives can also act as *substantives*, replacing nouns in a sentence, e.g., *Бідні потребують допомоги*. Less commonly, they may be used *postpositively* in poetic or stylised expressions. Overall, the main functions of adjectives in both languages are very similar, although word order and certain forms depend on context and style.

The **word order of adjectives** in English and Ukrainian differs considerably due to language-specific syntax rules. In English, multiple adjectives before a noun generally follow a conventional order⁹: *opinion* → *size* → *age* → *shape* → *colour* → *origin* → *material* → *purpose* → *noun*, e.g., *a beautiful large old round white Italian marble dining table*. Deviating from this order often sounds unnatural to native speakers. In Ukrainian, adjectives also usually precede the noun, but the ordering is less rigid, with semantic or stylistic considerations often taking precedence. Ukrainian typically follows the sequence *quality* →

⁹ The correct order of adjectives in English is often remembered by the mnemonic *OSASCOMP*: Opinion, Size, Age, Shape, Colour, Origin, Material, and Purpose, followed by the noun.

size → *colour* → *origin* → *material* → *noun*, e.g., *гарний великий червоний італійський мармуровий стіл*, though some variations are acceptable. Unlike English, Ukrainian allows *postpositive adjectives* (after the noun) in poetic or emphatic contexts, e.g., *стіл великий італійський*. Thus, while both languages generally place adjectives before nouns, English follows a relatively fixed hierarchy, whereas Ukrainian relies more on grammatical agreement and stylistic flexibility.

Adjectives in both English and Ukrainian can express different levels of intensity or extent of a quality, called ***degrees of comparison***. The *positive degree* denotes a property in its absolute or neutral form, e.g., *soft, bright, tall*; *м'який, яскравий, високий*. The *comparative degree* expresses a higher or relative intensity, typically formed in English by adding *-er* to short adjectives or using *more/less* for longer ones, e.g., *tall* → *taller*, *interesting* → *more interesting*. In Ukrainian, comparatives are usually formed with suffixes such as *-ш-*, *-іш-*, *-ч-* (e.g., *високий* → *вищий*, *м'який* → *м'якший*), or analytically with *більш/менш*, e.g., *більш виразний*.

The *superlative degree* indicates the highest or extreme level of a quality. In English, it is formed synthetically with *-est* (e.g., *bright* → *brightest*) or analytically with *most/least* (e.g., *most attractive*). In Ukrainian, the superlative is usually formed with the prefix *най-* + the adjective (e.g., *високий* → *найвищий*, *м'який* → *найм'якший*), or analytically with *найбільш/найменш*. Relative adjectives (e.g., *wooden, English*; *дерев'яний, англійський*) usually do not form degrees of comparison. Both languages also have irregular adjectives, e.g., *good* → *better* → *best*; *добрий* → *кращий* → *найкращий*, *bad* → *worse* → *worst*; *поганий* → *гірший* → *найгірший*.

Thus, when analysing adjectives, it is important to distinguish between morphosyntactic properties (form, agreement, inflection) and semantic properties (meaning, type of adjective). These aspects are interconnected but serve different functions (Table 3).

Table 3 – Morphosyntactic vs semantic differences of English and Ukrainian adjectives

Feature	English	Ukrainian	Notes
Inflection for gender	No	Yes (masculine, feminine, neuter)	<i>великий</i> (m), <i>велика</i> (f), <i>велике</i> (n)
Inflection for number	No	Yes (singular, plural)	Plural marking affects adjectives in Ukrainian (<i>червоне яблуко</i> vs <i>червоні яблука</i>)
Inflection for case	No	Yes (7 cases)	Ukrainian adjectives agree with noun case (<i>великий будинок</i> vs <i>великим будинком</i>)
Degree of comparison	Morphological (-er / -est) for short adjectives, periphrastic (<i>more / most</i> + adjective) for long adjectives, e.g., <i>taller/tallest</i> , <i>more beautiful/most beautiful</i>	Morphological (-и-, -иш-, -ч-, -айш-) and prefix <i>най-</i> , e.g., <i>вищий</i> , <i>м'якший</i> , <i>найгарніший</i> , also analytical forms <i>більш/найбільш</i> , e.g., <i>більш цікавий/найбільш цікавий</i> (<i>найцікавіший</i>)	Both languages mark comparative and superlative forms but differently
Derivational potential	High (<i>able</i> → <i>readable</i> , <i>friendly</i> → <i>friendliness</i>)	High, but uses suffixes like -ний, -овий, -ський	English often uses multiple derivations; Ukrainian relies more on suffixes

THE ADVERB IN ENGLISH AND UKRAINIAN: MORPHOLOGICAL CHARACTERISTICS. THE NUMERAL AND ITS TYPES

The **adverb** is an independent part of speech that expresses a quantitative characteristic of an action or state, as well as the degree or extent of another quality, and modifies the meaning of a verb, adjective, or another adverb by indicating the circumstances under which an action takes place. The main morphological feature of adverbs in both English and Ukrainian is their invariability, with the exception of the formation of degrees of comparison, which indicates the presence of a corresponding grammatical category in both languages. Adverbs modify verbs, adjectives, or other adverbs, providing a more precise description of the action, quality, or manner in which it is expressed.

Typical *stem-building elements of adverbs* include a variety of derivational suffixes in both English and Ukrainian. In English, the most productive suffix is *-ly*, e.g., *quickly, carefully, happily*, which forms adverbs from adjectives. Other common suffixes include *-ward(s)*, expressing direction, e.g., *northward(s), backward(s), homeward*; *-ways*, indicating manner or direction, e.g., *lengthways, crossways, edgeways*; and less productive forms such as *-wise*, expressing relation or manner, e.g., *clockwise, likewise, moneywise*. Some adverbs also coincide in form with adjectives (so-called flat adverbs), e.g., *fast, hard, late*. In Ukrainian, adverbs are often formed with suffixes such as *-o/-e*, e.g., *швидко, голосно, добре*; *-а*, e.g., *зліва, справа, дарма*; *-і*, e.g., *вночі, поодиночі*; as well as more complex formations with prefixes and suffixes, e.g.,

по-дружньому, по-новому, навмисне, вгору. Some adverbs are formed by combining prepositions with nouns or other parts of speech, resulting in fixed forms, e.g., *зранку, додому, навколо*.

In accordance with their *lexical-grammatical meaning*, adverbs in English and Ukrainian can be classified into several main groups. First, ***qualifying adverbs*** denote the quality, manner, or state of an action and answer the question *how?*, e.g., *loudly, carefully, quickly, smoothly; голосно, уважно, швидко, плавно*. Second, ***quantifying adverbs*** express the degree, measure, or intensity of an action, quality, or another adverb, answering to *what extent? how much?*, e.g., *very, quite, rather, almost, completely, hardly; дуже, досить, надто, майже, цілком, ледве*. Third, ***circumstantial adverbs*** denote various circumstances under which an action takes place and are subdivided into several groups: *adverbs of time and frequency*, indicating when and how often an action occurs, e.g., *now, recently, soon, always, often, rarely, sometimes; зараз, нещодавно, скоро, завжди, часто, зрідка, інколи*; *adverbs of place and direction*, indicating where or in what direction the action occurs, e.g., *here, there, inside, outside, above, below, forward, backward; тут, там, всередині, надворі, вгорі, внизу, вперед, назад*; as well as *adverbs of cause and purpose*, expressing reason or intention, e.g., *therefore, thus, intentionally; тому, отже, навмисно*, and less frequently *adverbs of condition and concession*, indicating contrast or condition, e.g., *otherwise, still, anyway; інакше, ще, однак*. This classification demonstrates that both languages share similar semantic groupings of adverbs, though they may differ in usage and frequency.

Adverbs perform several *syntactical functions* in a sentence, the most typical of which is that of an *adverbial modifier*. As adverbial modifiers, they characterise the action, quality, or another adverb by indicating manner, time, place, degree, cause, condition, or frequency, e.g., *She answered quickly, They met yesterday, He lives nearby, It is very difficult; Вона відповіла швидко, Вони зустрілися вчора, Він живе поруч, Це дуже складно*. In addition to this primary function, adverbs may also perform other syntactical roles. In both English and Ukrainian, they can function as *modifiers of adjectives and other adverbs*, e.g., *extremely useful, quite slowly; надзвичайно корисний, досить повільно*. In Ukrainian, adverbs may occasionally serve as part of the *predicate*, especially in impersonal sentences, e.g., *Тут тихо, Мені холодно*. In English, some adverbs can function as *sentence modifiers (disjuncts or conjuncts)*, expressing the speaker's attitude or linking ideas, e.g., *fortunately, however, therefore*.

The ***degree of comparison*** is characteristic of qualitative adverbs¹⁰, expressing different levels of intensity or degree of an action or quality. It includes three degrees: the *positive degree*, which denotes the feature without comparison, e.g., *quickly; швидко*; the *comparative degree*, which indicates a higher or lower degree in relation to another action or quality, e.g., *more quickly, faster; швидше*; and the *superlative degree*, which expresses the highest or lowest degree, e.g., *most quickly, fastest; найшвидше*. In English, degrees of comparison of adverbs are formed either synthetically, mainly with the suffixes *-er* and *-est* (e.g.,

¹⁰ It should be noted that not all adverbs form degrees of comparison; this category is typical mainly of qualitative adverbs, while adverbs of time, place, and some other types generally do not exhibit comparison.

fast → *faster* → *fastest*), or analytically, with the help of *more/most* (e.g., *carefully* → *more carefully* → *most carefully*). In Ukrainian, adverbs form comparative and superlative degrees predominantly through synthetic means using suffixes such as *-ш-* and *-іш-*, e.g., *швидко* → *швидше*. The superlative is usually formed with the prefix *най-*, e.g., *найшвидше*. Less frequently, analytical forms with *більш/найбільш* are used, particularly with longer or borrowed adverbs, such as *більш ефективно* or *найбільш результативно*.

One of the defining features of **numerals** is the high level of abstraction in their meaning. A numeral, in the broadest sense, is a word or phrase that express numbers, quantities, or positions in a sequence. A numeral can be a single word or a multi-word expression that conveys numeric meaning, e.g., *twenty-one*; *двадцять один*, *a few hundred*; *кілька сотень*. **Cardinal numerals** denote *how many* – the exact quantity of objects or an abstract number independent of specific items, e.g., *one, five, twenty*. They occupy a central position in the semantic field of quantity because they correspond systematically to the natural number series, can substitute counting words, are widely used, and participate in direct and indirect counting. Cardinals can also express approximate, indefinite, or fractional quantities, e.g., *about ten, several, half*; *близько десяти, кілька, половина*. Morphologically, English cardinal numerals are largely invariable, though some have plural forms in specific contexts (e.g., *hundred* → *hundreds*), while Ukrainian cardinals may change according to case and number, e.g., *п'ять книжок, п'яти друзям*.

Ordinal numerals, on the other hand, indicate the position or order of an object in a series, answering the question *which in order?*,

e.g., *first, second, third, fourth, fifth*. They function attributively, modifying nouns (e.g., *the third chapter*; *третій розділ*), and predicatively, often with linking verbs (e.g., *He came first*; *Він прийшов першим*). In English, ordinals are typically formed by adding the suffix *-th* to the cardinal (*four* → *fourth*, *ten* → *tenth*), with some irregular forms (*first, second, third*). In Ukrainian, ordinal numerals are formed with suffixes such as *-uŭ, -iŭ* (*першuŭ, другuŭ, третiŭ*) and agree with the noun in gender, number, and case.

Together, cardinal and ordinal numerals represent both quantitative and sequential aspects of numbers, forming a coherent system that allows precise expression of exact quantities, approximate amounts, positions, and counting sequences. Their morphological and syntactic behaviour differs between English and Ukrainian, reflecting the interplay between abstraction, agreement, derivational patterns, and the distinction between single-word and multi-word numerals in each language.

In both English and Ukrainian, numerals *are typically formed* by combining base stems with derivational suffixes that indicate specific number ranges or ordinal forms. In English, the suffix *-teen* (as in *fifteen, sixteen, seventeen*) is added to unit stems to form numbers from 13 to 19, while *-ty* (as in *twenty, thirty, forty*) marks multiples of ten by attaching to the modified tens stem. These formations often involve stem alternations, such as *five* → *fif-*, which slightly obscure the morphological transparency. In Ukrainian, similar functions are realised with the suffixes *-надцять* (п'ятнадцять, дванадцять) for numbers 11–19 and *-дцять* (двадцять, тридцять) for multiples of ten. Unlike English, Ukrainian largely preserves the base stems of numbers, making

the stem-suffix relationship more regular and transparent. Both languages thus rely on these stem-building elements to systematically derive complex numerals, but Ukrainian tends to have clearer morphological cues, whereas English often requires memorisation of stem alternations.

Numerals can be also classified according to their *stem structure* into several types. **Simple-stem numerals** consist of a single root, e.g., *two, seven*. **Derivative-stem numerals** are formed using suffixes, such as *-teen* and *-ty* for English cardinals (e.g., *fourteen, thirty*) or *-th* for English ordinals (e.g., *fifth, ninth*), and *-надцять, -дцять* for Ukrainian cardinals (*чотирнадцять, двадцять*). **Compound-stem numerals** result from combining two stems, e.g., *seventy-five, three hundred*. **Compound-derivative numerals** combine compounding with derivational suffixes, e.g., *twenty-two, forty-sixth, one-third*; *двадцять два, сорок шостий, одна третя*. **Composite numerals** are multi-word expressions representing more complex numbers, e.g., *one hundred thirty-five, two thousand and fifty*; *сто тридцять п'ять, дві тисячі п'ятдесят*.

Numerals perform several *syntactic functions* in sentences, depending on their type and context. Cardinal numerals primarily act as *determiners* or *modifiers of nouns*, specifying quantity, e.g., *three books*; *три книги*, while ordinal numerals indicate position or order and function like *adjectives*, e.g., *the third floor*; *третій поверх*. Numerals can also appear in *predicative positions*, especially in Ukrainian, often with linking verbs, e.g., *Було двоє людей*. They serve as the *head of numeric phrases*, including multi-word expressions (e.g., *twenty-one, a few hundred*; *двадцять один, кілька сотень*), determining agreement

and grammatical features in the phrase. Additionally, some numerals, particularly ordinals or fractions, can function *adverbially*, modifying verbs, e.g., *The recipe calls for one-half cup*; *Рецепт рекомендує взяти півсклянки*.

The digit **zero** in English can be pronounced or represented in different ways depending on context: *zero*, *o*, *nil*, *naught*, or *nought*. **Zero** is used in fractions, percentages, phone numbers, mathematical expressions, and counting, e.g., *My bank balance is zero*, *There is 0% chance of rain*, *Call me at five-five-zero-two*. **O** (pronounced like the letter [əu]) appears in years, time, addresses, and occasionally phone numbers, e.g., *The train departs at ten o five*, *It happened in nineteen o ninю*. **Nil** is mainly used in sports scores, e.g., *The soccer match ended three-nil*, *The game finished nil-nil*. **Naught** or **nought** – mostly archaic – appears in idiomatic expressions meaning “nothing,” e.g., *All her efforts came to naught*, *That plan is naught but a waste of time*. **Zero** also occurs in mathematical and scientific notation (e.g., $x=0$), addresses, room numbers, codes, and technical contexts (e.g., *Apartment 4-oB*, *IP address 192.168.0.1*), and idiomatic expressions indicating total absence (e.g., *I have zero interest*).

In English and Ukrainian, digits play a central role in representing *years*, *dates*, and *chronological information*. They allow precise notation of calendar years (1995), times (13:45), and historical events (*July 4, 1776*; *4 липня 1776 року*). Digits are combined in sequences to form *dates*, *decades*, *centuries*, and *times*, often read differently depending on context, for example, 1907 can be read as *nineteen oh seven*, and 13:05 as *thirteen oh five*.

PREPOSITIONS, CONJUNCTIONS AND INTERJECTIONS IN ENGLISH AND UKRAINIAN

Functionals are words whose primary role is to express grammatical or syntactic relationships between elements of a sentence rather than to denote objects or qualities. In both English and Ukrainian, these typically include *prepositions* (e.g., *in, on; в, на*), *conjunctions* (e.g., *and, but; та, але*), *interjections* (e.g., *oh!, wow!; ої!, ура!*), and *particles* (e.g., *not, just; не, лише*)¹¹. They do not function as independent members of the sentence but rather serve to connect, organise, or modify sentence elements. The main exception is the **article** in English (*the, a, an*), which has no direct counterpart in Ukrainian.

A **preposition** is a function part of speech that expresses the dependency of one notional word on another within a phrase or sentence, thereby conveying various relations such as spatial, temporal, causal, or abstract connections between objects, actions, states, or qualities. In Ukrainian, these relations are expressed through a combination of case inflections and prepositions: nouns, pronouns, substantivised adjectives, or numerals appear in specific case forms governed by other words, while the preposition serves as a linking

¹¹ In English, *prepositions, conjunctions, and interjections* are considered true parts of speech because they form systematic, independent word classes with specific syntactic functions. *Particles*, however, are not treated as a separate part of speech; they are a subclass of function words that serve grammatical or modal roles, often overlapping with adverbs or forming parts of phrasal verbs. In Ukrainian, by contrast, *particles* are traditionally recognised as a distinct part of speech due to their clear grammatical functions like negation, emphasis, or mood.

element; e.g., *у ресторані* uses the locative case with *у*, whereas *до ресторану* uses the genitive case with *до*, showing how both the ending and the preposition contribute to meaning. In Modern English, case endings are largely absent, with only limited remnants preserved (e.g., *he/him, she/her*), so prepositions play a crucial role, functioning together with a relatively fixed word order as one of the primary means of expressing grammatical and syntactic relationships (e.g., *in the house, to the house*). Additionally, English prepositions are often polysemantic and frequently form part of phrasal verbs (e.g., *look after, give up*), which increases their functional load compared to Ukrainian, where grammatical meaning is more evenly distributed between inflection and prepositional usage.

Allomorphy is observed in the syntactic behaviour of prepositions in English and Ukrainian. In English, prepositions function mainly as *linking elements* and do not govern specific case forms of the following noun, as the language has largely lost its case system; e.g., *the roof of the house, a present for my friend, a letter to her*. However, some prepositions retain traces of earlier case relations, particularly with pronouns, such as *of* (genitive-like: *a friend of hers*), *to* and *for* (dative-like: *gave it to him, bought it for us*), and *by* or *with* (instrumental-like: *written by her, cut with a knife*). In Ukrainian, by contrast, prepositions actively govern specific case forms of nouns, pronouns, numerals, substantivised adjectives, and nominal groups, e.g., *у місті* (locative), *нід столом* (instrumental), *до школи* (genitive), *з дрюгом* (instrumental), where both the preposition and the case ending express the grammatical relation. At the same time, an *isomorphic* feature is observed when prepositions are used with indeclinable

borrowed nouns, which do not change their form, e.g., *їхати в таксі, зайти у кафе, вийти з метро*, where the syntactic relation is expressed only by the preposition.

Isomorphism is observed in the morphological structure of prepositions in both English and Ukrainian. According to their stem structure, prepositions can be classified into: **simple**: *at, in, on, of, with, to, by, for*; *в, з, о, на, за, при, без*; **derivative**, which are relatively few: *below, beside, along; внаслідок, завдяки, поверх, поперек, докола*; **compound**: *inside, outside, into, within, throughout, upon, without; із-за, з-під, з-понад, понід, поперед, посеред, поміж, щодо, задля*; and **composite (phrasal)**: *by means of, instead of, because of, in accordance with, owing to, in front of, in spite of, with regard to; на відміну від, у зв'язку з, згідно з, незалежно від, в межах, близько від, поруч з, у відповідь на*. The main structural difference lies in the presence in Ukrainian of simple prepositions consisting of a single sound (e.g., *в, у, о, з*), which have no direct equivalents in English. Furthermore, in Modern English prepositions are less tightly bound to the words they govern than in Ukrainian; this is evident in the phenomenon of *preposition stranding*, where the preposition may appear at the end of a clause, e.g., *The child was taken care of*, a structure that is generally impossible in Ukrainian.

Conjunctions in both English and Ukrainian are used **to** connect sentence elements (words and phrases) within a simple sentence, as well as to link clauses within a complex sentence. They express a wide range of *semantic relations*, such as *coordination* and *subordination*. In both languages, conjunctions serve as an essential grammatical means of organising speech, ensuring cohesion and logical sequence between

parts of an utterance. They do not name objects or actions themselves but function to structure relationships between them, thus reflecting generalised connections between phenomena of reality. Structurally, conjunctions in both languages may be **simple** (e.g., *and, but*; *і, але*), **compound** (e.g., *however, therefore*; *проте, зате*), or **composite** (e.g., *as well as, in order that*; *для того щоб, тому що*). Despite these similarities, English relies more on a fixed word order and a wider use of conjunctions to express syntactic relations, whereas Ukrainian can additionally use inflectional means, which makes its system somewhat more flexible.

Coordinating conjunctions fall into the following subclasses:

- (1) **copulative / additive**: *and, nor, neither...nor, both... and, not only... but also, as well as*; *і/й, та, також, і...і, ні...ні, як... так і, не лише... але й/і*;
- (2) **disjunctive / alternative**: *or, either... or, neither... nor*; *або, чи, або... або, чи... чи*;
- (3) **adversative / contrastive**: *but, yet, however, still*; *але, проте, зате, однак, все ж*;
- (4) **resultive / explanatory**: *so, hence, therefore*; *так, тож/отож, тобто, а саме, як-от*.

Subordinating conjunctions include:

- (1) **connective**, introducing subject, object, predicative, and attributive clauses: *that, whether, if*; *що, чи, якщо/якби*. Some of these functions are also performed by relative pronouns (*who, whom, whose, which, what*; *хто, кого, чий*,

який, що) and connective adverbs (*where, when, how, why; де, коли, як, чому*).

(2) **adverbial**, expressing different semantic relations:

- time: *since, until, till, as long as, after, before, while, as soon as; коли, відколи, поки, аж поки, доки, після того як;*
- place and direction: *where, wherever, whence; де, де б, куди, звідки;*
- cause / reason: *as, because, since, seeing that; бо, через те що, тому що, оскільки;*
- condition: *if, unless, provided, supposing; якби, якщо, якщо б, коли б, аби;*
- purpose: *lest, that, in order that, so that; щоб, для того щоб, аби;*
- result: *so... that; так що, отож, тож;*
- concession: *though, although, even if, even though, however; хоч, хай, нехай, дарма що, попри;*
- comparison: *as, as...as, not so...as, than, as if, as though; як, мов, мовби, немовби, наче, неначе, начебто, ніби, нібито.*

In addition, there are **correlative conjunctions**, which consist of two parts: e.g., *both... and, either... or, neither... nor, no sooner... than; і... і, ні... ні, то... то, або... або, хоча... але*.

Interjections are invariable words or phrases that express the emotional or volitional reaction of the speaker to a particular event or situation. They are traditionally classified according to function into **communicative**, **emotive**, and **signalising** interjections. *Communicative*

interjections serve to initiate or maintain communication and manage interaction, e.g., *well, hey, hello*; *ало!, слухай!, добридень!* *Emotive* interjections express feelings or emotions such as joy, surprise, pain, or frustration, e.g., *oh, wow, alas, ouch*; *аї!, ох!, ой!, ах!* *Signalising* interjections indicate warning, alert, or emphasis, drawing attention to an event or action, for example: *watch out, beware, hooray*; *обережно!, увага!, Ура!* In both English and Ukrainian, interjections most commonly occupy the initial position in an utterance, although they may appear in the middle or at the end of a sentence. Interjections can also be **primary** or **derivative**, and structurally they are divided into **simple** (single words: *ah, oh, wow*; *аї!, ох!, ой!*), **compound** (combined forms: *hooray, yay-hoo, bravo*; *Боже мій!, Господу!, Ура!*) and **composite** / **phrasal** (historically derived from expressions: *goodness me, well done, cheers*; *добридень, на здоров'я, будь ласка*).

A single interjection can convey different meanings depending on context, intonation, and sentence position, allowing it to express positive or negative emotions, excitement, or collective reaction. For example, positive feelings are expressed in English: *"Fantastic!" she exclaimed*, and in Ukrainian: *"Фантастично!" – вигукнула вона*. Similarly, excitement or surprise can be conveyed collectively: *"Wow! That was incredible!" – "Ух ти! Це було неймовірно!"*. Interjections are thus an important grammatical and expressive resource in both languages, providing speakers with a concise and flexible means of communicating emotion, attention, and interaction, while also reflecting cultural and linguistic patterns through their structural variety and functional specificity.

CONTRASTIVE SYNTAX: THEORETICAL MODELS AND APPROACHES

The **syntax** of a language is the level of the language that deals with units more complex than the word. These units include *phrases*, *sentences*, and *texts*. As a branch of linguistics, syntax studies the mechanisms that allow the construction of larger speech units from smaller language elements, such as words, word forms, and word combinations. It examines how meaningful expressions are formed, including statements, questions, and commands, and how these expressions are integrated into coherent texts. Syntax also investigates and formulates the rules and patterns governing the arrangement of words and phrases to produce grammatically correct and meaningful speech. Additionally, syntax explores how different languages organise their structures, the relationships between sentence elements, and the ways in which complex sentences and discourse are constructed.

Contrastive syntax studies and compares the syntactic structures of two or more languages. Its main goal is to identify similarities and differences between them, particularly in aspects such as *word order*, *sentence types*, *grammatical relationships between elements*, and *ways of expressing syntactic meaning*. For example, in English, the word order is typically fixed as subject–verb–object, whereas in Ukrainian it is much more flexible and can change depending on emphasis and communicative context. These structural differences are the primary focus of contrastive syntax. The field has important practical value in

foreign language learning, as it helps explain common errors caused by interference from a learner's native language. It is also valuable in translation and linguistic theory, contributing to a deeper understanding of both universal and language-specific features of syntactic systems.

Syntax is generally divided into three main levels, each focusing on different units and functions of language:

- (1) *The syntax of the phrase*, also known as *minor syntax*, examines how words combine to form meaningful units. It studies the combinability of words, also referred to as syntactic valency, and the ways in which these combinations are realised, such as through agreement, government, or adjoinment. This level also explores the relationships expressed by words, including attributive (modifying) and complementary (completing) functions, which determine how individual words connect to convey meaning within a phrase.
- (2) *The syntax of the sentence*, or *major syntax*, focuses on the internal structure and communicative functions of sentences. It analyses the types of sentences – statements, questions, commands, and requests – along with their predicativity and modality, reflecting how speakers express judgement, possibility, or necessity. Major syntax also studies semantic and syntactic transformations, such as replacing a clause with a participial construction, and considers both simple and complex sentences as integral units of predication, including poly-predicative structures in compound sentences. This level also examines the ways sentence elements are linked through

coordination and subordination, and treats word forms and phrases as components of larger syntactic units.

- (3) *The syntax of the text* examines how sentences function and adapt in larger stretches of discourse. It studies modifications that occur during text formation, including rules for adjusting sentences to their context, such as inversion, ellipsis, and the use of meta-textual elements (e.g., *however*, *therefore*) that guide the flow of discourse. It also considers situational adaptations, including strategies for addressing the listener, authorial interventions, and contextual emphasis, showing how individual sentences contribute to coherent and meaningful texts.

Syntactic systems of languages such as English and Ukrainian can be analysed using this framework, as both languages display *isomorphic features* (similar structural patterns) and *allomorphic phenomena* (language-specific variations) that provide rich material for contrastive syntactic study. Such analyses help identify structural correspondences, differences, and potential challenges for language learning, translation, and linguistic theory.

The principal *isomorphic features* of English and Ukrainian syntax are determined by several factors, the most important of which are the following:

- (1) The existence of common classes of syntactic units in both languages, including word groups, sentences, and various types of super-syntactic units.
- (2) The presence of generally similar paradigmatic classes and types of these syntactic units.

- (3) The use of both isomorphic and allomorphic types and means of syntactic connection within these units.
- (4) The occurrence of mostly isomorphic syntactic processes in word groups and sentences.
- (5) The presence of identical syntactic relations within word groups and sentences in both languages.
- (6) The performance of similar functions by different parts of speech in word groups and sentences.

In contrast, the *allomorphic features and phenomena* at the syntactic level are manifested in various ways, including:

- (1) The presence of qualitative and quantitative differences in some paradigmatic classes of word groups and sentences.
- (2) The existence of language-specific types of word groups.
- (3) The unequal representation of different means of syntactic connection, such as coordination, subordination, or adjoinment.
- (4) Differences in the ways predication is expressed in the two languages.
- (5) Variations in the structural forms of certain parts of the sentence, particularly in English.
- (6) Divergent means of joining subordinate clauses to the main clause, among other phenomena.

To systematically analyse the differences and similarities between languages, contrastive syntax relies on a variety of ***theoretical models*** and ***methodological approaches***. Over time, these methods have evolved from purely descriptive comparisons of surface structures to more sophisticated frameworks that examine deep structures, learner behaviour, and cognitive processes. Each approach offers a distinct

perspective, highlighting different aspects of syntax and providing tools for understanding language acquisition, teaching, and typological patterns (Table 4).

Table 4 – Approaches to contrastive syntax

Approach	Focus	Strength	Limitation
Structural	Surface forms	Clear comparison	Descriptive only
CAH	Predicting difficulty	Useful in teaching	Overpredicts errors
Generative	Deep structures	Theoretical depth	Abstract
Functional	Meaning and use	Real-life relevance	Less formal precision
Typological	Cross-language patterns	Broad insights	Generalised
Error Analysis	Learner errors	Empirical	Reactive
Interlanguage	Learner system	Dynamic view	Complex
Cognitive	Mental processes	Modern and integrative	Still developing

An early approach was the *structural (traditional) method*, based on the principles of *structural linguistics* and associated with the work of Leonard Bloomfield. This approach emphasises surface structures, such as word order and sentence patterns, and relies on direct comparison of grammatical forms to pinpoint potential difficulties for learners. Its limitation is that it primarily describes differences without explaining them.

In the 1950s, Robert Lado proposed the *contrastive analysis hypothesis* (CAH), which states that “the greater the difference between two languages, the greater the difficulty in learning.” There are two versions: a strong version, which predicts errors before they occur, and a weak version, which explains errors after they occur. This approach has been widely used in language teaching and error prediction.

Later, the *generative (transformational) approach*, based on generative grammar by Noam Chomsky, emerged. It focuses on deep versus surface structures, underlying syntactic rules, and universal grammar shared across languages. This approach provides a deeper theoretical explanation but is highly abstract and less practical for teaching.

Functional and typological approaches examine language in terms of use and cross-linguistic patterns. The functional approach, developed by Michael Halliday and systemic functional linguistics, studies how syntax serves communicative purposes, analysing meaning, context, and discourse functions. The typological approach compares languages globally to identify universal patterns and variations, such as word order typology (SVO, SOV, VSO).

As a reaction to the contrastive analysis hypothesis, the *error analysis approach* emerged, focusing on actual learner errors rather than predicted ones. It examines the learner's interlanguage and is associated with Stephen Pit Corder. This approach is empirical and learner-cantered but reactive in nature. *Interlanguage theory*, proposed by Larry Selinker, views learners as developing a unique linguistic system influenced by both their native and target languages, involving processes such as transfer, overgeneralisation, and fossilisation.

Modern *cognitive and usage-based approaches* link syntax with cognitive processes. Language learning is seen as pattern recognition, with emphasis on frequency, input, and actual usage. These approaches are integrative and offer a contemporary perspective on contrastive syntax.

PHRASES IN ENGLISH AND UKRAINIAN: STRUCTURAL AND FUNCTIONAL DIFFERENCES

A **phrase** is a combination of two or more notional words that are syntactically related to each other and perform a nominative function. Like individual words, phrases denote objects, phenomena, actions, or processes; however, unlike words, they represent these as more complex and structured units of meaning. Phrases and sentences are universal linguistic phenomena, and their structure can serve as a reliable basis for typological comparison within linguistics. The study of phrases is particularly important in contrastive syntax, as it reveals both similarities and differences in the organisation of language systems.

To identify and classify the types of phrases, several key criteria have been established. First, the type of syntactical connection between the components of a phrase is considered (coordination, subordination, or predication). Second, attention is given to the means by which this syntactical connection is expressed, such as word order, inflection, function words, or intonation. Third, the position of the elements within the phrase is analysed, since the arrangement of components may vary across languages and influence meaning and grammatical relations. Taken together, these criteria allow for a systematic and comprehensive analysis of phrase structure, making it possible to compare languages effectively and to identify both universal patterns and language-specific features.

A phrase is considered one of the most specific syntactic units within the hierarchy of syntax. At the same time, it represents a high level of grammatical abstraction, functioning as a generalised model that underlies an unlimited number of concrete utterances in a given language. Within sentence structure, the phrase occupies an intermediate position as a distinct structural unit. It functions as a complex designation of an object, action, or quality, combining two or more conceptually related elements into a single semantic whole. The recognition of the phrase as *an independent linguistic unit* is based on the presence of its own specific function, meaning, and form. Functionally, it expresses relations between words; semantically, it conveys a particular type of relation; and formally, it is realised through structural patterns that involve specific means of syntactic connection, such as agreement, government, or adjacency, often supported by inflectional endings or prepositions.

A syntactic phrase is not a fixed unit but is generated according to certain structural models, using different lexical items to express particular meanings in actual communication. This property allows it to be viewed from two perspectives: on the one hand, as *a fundamental building block of the sentence*, and on the other hand, as *a unit that can be analytically extracted from a sentence* based on logical or grammatical relations between its components. Thus, **a phrase** can be defined as a non-predicative, subordinate syntactic construction consisting of two or more notional words or word forms.

The elements of a phrase may be either *syntactically equal* or *unequal*. In the case of syntactic equality, neither element depends on the other, and both have the same grammatical status. Such

constructions are typically referred to as **coordinate (equipollent)** phrases. Their components can often change position without a significant change in meaning, as in *bread and butter / butter and bread*; *мама і тато / тато і мама*.

In contrast, when the elements are syntactically unequal, one element functions as the central component, while the other depends on it. The principal element is called the *head (or kernel)*, and the dependent element is referred to as the *adjunct* or *modifier*. These constructions are known as **subordinate (dominational)** phrases. The position of the head and the dependent element varies depending on the type of phrase and the language. Within subordinate phrases, several main types of syntactic relations can be distinguished. *Predicative relations* involve a subject and a predicate (e.g., *the child laughed, her singing*; *він працює, дівчина співає*), although such combinations are often treated as clause-level rather than typical phrase-level structures. *Attributive relations* occur between a noun and its modifier, which may be expressed by an adjective, noun, or prepositional phrase (e.g., *a wooden table, a man with experience*; *гарний день, будинок біля річки, книга студента*). *Objective relations* are found in combinations of a verb with its object, expressed by a noun, pronoun, or non-finite verb form (e.g., *to write a letter, to meet them*; *читати книгу, побачити його*). *Adverbial relations* involve a verb, adjective, or adverb modified by an adverbial element (e.g., *to drive carefully, very quickly*; *працювати старанно, говорити тихо*).

These *syntactic relations* are expressed through different formal means. **Agreement (concord)** involves matching grammatical categories such as number, gender, case, or person between the head

and the dependent. This type of connection is especially characteristic of languages with rich inflection, such as Ukrainian (e.g., *this book – these books, that child – those children, a happy girl – happy girls; новий будинок – нові будинки, цікавий фільм – цікаві фільми, на дерев'яному столі*). **Government** occurs when the form of the dependent element is determined by the head word, often through case marking or the use of prepositions. The dependent element does not change independently but is governed by the head (e.g., *to see her, to trust them, to listen to music, depend on him, look at the picture; читати книгу, писати листа, допомагати другові, вірити людям, думати про майбутнє, чекати на поїзд*). **Adjoinment (adjacency)** refers to a syntactic connection established without overt grammatical marking, relying mainly on word order and intonation. This type is typical of adverbial modifiers and is especially common in English due to its limited inflection (e.g., *to speak quietly, to run quickly, very interesting, extremely difficult, quite slowly, rather well; говорити тихо, йти повільно, працювати наполегливо, дуже цікаво, надзвичайно важливо*).

The dependent element may appear either before or after the head, depending on the language and the type of construction (e.g., *a history lesson vs урок історії, a student's book vs книга студента*).

In general, the major types of syntactic relations are comparable in English and Ukrainian (Table 5): both languages have noun–attribute combinations, verb–object structures, and adverbial modification. However, there are notable differences, particularly in attributive constructions, where Ukrainian makes broader use of inflection and

flexible word order, while English relies more on fixed word order and prepositional phrases.

Table 5 – Syntactic relations in English and Ukrainian phrases

Phrase Type	Relation	Definition	English	Ukrainian	Features
Coordinate (equipollent)	Equal syntactic status	Neither element modifies the other; can often switch positions without changing meaning	<i>salt and pepper / pepper and salt; cats and dogs / dogs and cats</i>	<i>сонце і хмару / хмару і сонце; дощ і вітер / вітер і дощ</i>	Word order flexible; no head-dependent relation; typically joined by conjunctions (and, or)
Subordinate (dominational)	Unequal syntactic status	One element functions as the head (kernel), the other as adjunct (modifier)	<i>a red car, to drink water, to write carefully</i>	<i>гарний день, пити воду, писати обережно</i>	Head-dependent relation; position may vary; depends on type of syntactic connection
	Agreement (concord)	Matching of grammatical categories (number, gender, case, and person)	<i>this student – these students, that woman – those women</i>	<i>нова квартира – нові квартири, на шкіряному дивані</i>	Head and dependent match in features (number, gender, case, and person)
	Government	The form of the dependent element is determined by the head	<i>to watch a movie, to give him a gift</i>	<i>читати газету, допомагати сестрі, чекати на автобус</i>	Head assigns case, preposition, or other morphological form
	Adjoinment (adjacency)	Connection established without overt grammatical marking; relies on proximity	<i>to speak softly, to run fast</i>	<i>говорити голосно, бігти швидко, працювати сумлінно</i>	Mainly for adverbial modifiers; no case or agreement marking

Phrases are also classified according to their *head word*, which determines the type of phrase and its syntactic function in a sentence. If the head is a *noun*, the phrase is called a **noun phrase (NP)** and can include modifiers such as adjectives, numerals, or prepositional phrases (e.g., *an old library, three students, a book about history*). If the head is a *verb*, it forms a **verb phrase (VP)**, usually containing objects and adverbial modifiers (e.g., *to play the piano, has been studying, will arrive early*). An **adjective phrase (AdjP)** has an adjective as the head and may be modified by adverbs or accompanied by dependent elements (e.g., *extremely bright, very comfortable, proud of her work*). An **adverb phrase (AdvP)** is built around an adverb and typically expresses manner, degree, or circumstances of an action, often relying on word order and proximity (e.g., *quite slowly, very carefully, too quickly*).

Therefore, phrases are fundamental units of language that combine two or more words into a single syntactic and semantic entity. They serve as the building blocks of sentences, allowing speakers to convey complex ideas in a structured way. Phrases can be analysed from different perspectives: structurally, according to their head word (e.g., NP, VP, AdjP, AdvP), or functionally, according to the type of syntactic relation between the head and dependent elements (e.g., attributive, objective, adverbial). Understanding these classifications helps to reveal the internal organisation of language, shows how different languages realise similar ideas through distinct structures, and provides a systematic framework for contrastive analysis, translation, and language learning.

SENTENCE STRUCTURE IN ENGLISH AND UKRAINIAN: TYPES AND CLASSIFICATIONS

The sentence has long been a central object of study in linguistic science as a multifaceted unit. The multifaceted nature of the sentence is determined by the fact that it is characterised by a specific set of classificatory features. In *linguistics* and *grammar*, a sentence is a fundamental linguistic expression. In *traditional grammar*, a sentence is typically defined as a sequence of words that expresses a complete thought or as a unit composed of a subject and a predicate. In *non-functional linguistics*, it is often considered a maximal syntactic unit, such as a constituent, representing the largest complete structure within a clause. In *functional linguistics*, a sentence is viewed as a unit of written text, delimited by graphological features such as capital letters and punctuation marks, including periods, question marks, and exclamation marks. This notion is contrasted with a prosodic unit, which is delimited by phonological features like pitch, stress, and pauses, and with a clause, which is a sequence of words representing a process occurring over time. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request, command, or suggestion, serving both grammatical and communicative functions.

The sentence in both English and Ukrainian exhibits a significant number of *typologically relevant common features*. The presence of such *isomorphic features* in the sentence is determined by the main shared

aspects that characterise the sentence as a distinct linguistic unit. These aspects can be grouped into three categories: *structural*, *semantic*, and *pragmatic*. These three aspects are largely universal, forming the fundamental basis for a systematic classification and contrastive analysis of sentences across languages.

The principal features that define the sentence as a *universal unit of language* are as follows:

- (1) The sentence is the primary unit of language.
- (2) It is the main syntactic unit, serving as the structural foundation of discourse.
- (3) It is the primary communicative unit, conveying statements, questions, commands, or other speech acts within a given context.

Sentences can be classified according to their *communicative function*, reflecting the type of message or speech act they perform.

Declarative sentences express statements or information, e.g., *Despite the heavy rain, the committee decided to hold the meeting outdoors* in; *Попри сильний дощ, комітет вирішив провести збори на вулиці.*

Interrogative sentences pose questions to request information, such as *Given the recent economic data, do you think the government will revise its fiscal policy this quarter?* *З огляду на останні економічні дані, чи вважаєте ви, що уряд перегляне фінкальну політику цього*

кварталу? ***Imperative sentences*** issue commands, requests, or instructions, e.g., *Please review the attached documents carefully and submit your feedback by the end of the week;* *Будь ласка, уважно перегляньте додані документи та надішліть свої зауваження до кінця тижня.* ***Exclamatory sentences*** convey strong emotion,

surprise, or emphasis, e.g., *How remarkable it is that a team of volunteers managed to restore the historic building in just three months!* *Неймовірно, що команда волонтерів змогла відновити історичну будівлю всього за три місяці!* Some languages, including English and Ukrainian, also use **optative** or **desiderative sentences** to express wishes or hopes, as in *May this new initiative bring unprecedented opportunities for young researchers across the country!* *Хай ця нова ініціатива відкриє безпрецедентні можливості для молодих дослідників по всій країні!* These functional classifications are universal and constitute one of the three main aspects of a sentence – structural, semantic, and pragmatic – though languages differ in how they mark these functions, with Ukrainian relying more on intonation and flexible word order to convey emphasis or interrogative meaning.

Sentences can be classified according to their *structural complexity*, which depends on the number and arrangement of grammatical bases, primarily subjects and predicates. **Simple sentences** contain only one grammatical base and express a single complete thought; e.g., *She completed the report before the deadline;* *Вона завершила звіт до кінцевого терміну.* **Compound sentences** consist of two or more independent clauses joined by coordination, often with conjunctions such as *and*, *but*, or *or*, as in *The research team presented their findings, and the committee immediately began discussing the recommendations;* *Дослідницька група представила свої результати, а комітет одразу почав обговорювати рекомендації.* **Complex sentences** contain one main clause and one or more subordinate clauses that express relationships such as cause, condition, time, or concession; e.g., *The conference was postponed because several keynote speakers were*

unable to attend due to travel restrictions in English; Конференцію перенесли, тому що кілька ключових доповідачів не змогли прибути через обмеження на подорожі. Finally, **compound-complex sentences** combine multiple independent clauses with at least one subordinate clause, as in *Although the results were inconclusive, the team submitted the report on time, and the reviewers provided preliminary feedback the following week*; Хоча результати були неочевидні, команда вчасно подала звіт, а рецензенти надали попередні зауваження наступного тижня. Understanding sentences by complexity (Table 6) is essential for contrastive syntax, as it reveals both the structural correspondences and the differences between languages.

Table 6 – Types of sentences by structural complexity
in English and Ukrainian

Type	Definition	English	Ukrainian
Simple (просте)	Contains one grammatical base (subject + predicate) expressing a single complete thought	<i>The students studied late into the night.</i>	<i>Студенти вчилися допізна.</i>
Compound (складносурядне)	Contains two or more independent clauses joined by coordination (e.g., <i>and</i> , <i>but</i> , <i>or</i>)	<i>She prepared the presentation carefully, and her colleagues reviewed the slides thoroughly.</i>	<i>Вона ретельно підготувала презентацію, а її колеги уважно перевірили слайди.</i>
Complex (складнопідрядне)	Contains one main clause and at least one subordinate clause, expressing relationships such as cause, time, condition, or concession	<i>He decided to leave early because the meeting was unexpectedly cancelled.</i>	<i>Він вирішив піти раніше, тому що засідання несподівано скасували.</i>

Compound- complex (складносурядно- підрядне)	Combines multiple independent clauses with at least one subordinate clause.	<i>Although the weather was terrible, the team completed the experiment on schedule, and the supervisor praised their dedication.</i>	<i>Хоча погода була жахлива, команда завершила експеримент за графіком, а керівник похвалив їхню відданість справі.</i>
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In both English and Ukrainian, sentences can be classified as ***two-member (binary) sentences*** and ***one-member sentences***, reflecting differences in syntactic structure and typological characteristics. Two-member sentences are particularly characteristic of English, where they are represented by a larger variety of paradigmatic subtypes than in Ukrainian. This quantitative distinction constitutes one of the main typological differences in the systems of simple sentences in the two languages, as English two-member sentences often include more extended and expanded structures. The core structure of these sentences is the ***binary S-P (Subject-Predicate) pattern***. Some types of English two-member sentences, which do not exist in Ukrainian in the same form, include *impersonal sentences* introduced by the pronoun *it* (e.g., *It is thundering, It drizzles*), *indefinite personal sentences* where the subject is expressed by indefinite pronouns such as *one, they, or you* (e.g., *One says; They say, You don't say so*), *sentences with introductory elements it or there* (e.g., *It is time to start, There is nothing to say*), *sentences with an implicit agent and passive predicate* sometimes followed by a preposition (e.g., *He was sent for, The project is objected to everywhere*), and *sentences with secondary predicative constructions* (e.g., *I thought him to be a teacher, We saw her cross the street, She made herself seem*

friendly). In Ukrainian, these English two-member structures are typically expressed through **simple** or **complex definite personal sentences**, such as *Я думав, що він учитель, Ми бачили, як він переходив вулицю, Кажуть, що він спортсмен, Усі чекали оголошення наслідків, Він зайшов у кімнату з люлькою в зубах.*

Unlike two-member sentences, which are quantitatively more diverse in English, **one-member sentences** have a larger number of paradigmatic classes in Ukrainian. This reflects the synthetic and inflectional nature of Ukrainian, where verb endings often indicate the subject or agent. Nevertheless, there exist common types of one-member sentences in both languages, although each also exhibits divergent features. Shared types include *nominal sentences* (e.g., *Half past eleven, Confidence for confidence; Пів на дванадцятую, Довір'я за довір'я*), *imperative sentences* (e.g., *Open the door! Відчиніть двері!*), *exclamatory sentences* (e.g., *How funny! Пречудово!*), and *infinitival sentences* (e.g., *To be or not to be? To be alive! Бути чи не бути? Бути живим!*). In addition, Ukrainian has several unique one-member sentence types not directly represented in English, including *definite personal sentences* where the finite verb indicates the agent (e.g., *Люблю (я) пісні мого краю, Пам'ятаєш (ти) перший клас?*), *indefinite personal sentences* expressing general actions (e.g., *Давніх друзів не забувають, Нам дають чаю, гарячого, міцного*), *generalised personal sentences* conveying universal truths or proverbial meaning (e.g., *За правду й за народ ставай життям! Поживемо – побачимо!*), and *impersonal sentences* denoting natural phenomena or states (e.g., *Світає*).

THEME AND RHEME IN ENGLISH AND UKRAINIAN SENTENCES

The meaning of a sentence operates on multiple levels of abstraction. At the most abstract level, there is the syntaxeme¹², which represents the grammatical and predicative structure of the sentence, such as tense, aspect, and mood. At a less abstract level, a sentence consists of *sentence members* – structural elements like the main members (subject and predicate) and secondary members (object, attribute, adverbial modifier). While these members allow a sentence to convey complete information, they do not inherently show which parts of the message are more important or emphasised. This is where the functional division of the sentence becomes crucial, splitting it into the **theme**, which represents what is already known, given, or under discussion, and the **rheme**, which contains the new, informative content. For example, *Today (theme) we are preparing a project (rheme)*; *Сьогодні (тема) ми готуємо проєкт (рема)*, *My sister (theme) has already read this book (rheme)*; *Моя сестра (тема) вже прочитала цю книгу (рема)*.

Theme and rheme sometimes align with the grammatical distinction between subject and predicate, but more often they do not. For instance, *The moon (theme) shone over the city (rheme)*; *Місяць (тема) сяяв над містом (рема)*. In certain contexts, inversion can occur, placing the rheme first to emphasise new or surprising information, e.g., *The new discovery (rheme) surprised the scientists*

¹² A *syntaxeme* is a minimal, double-sided syntactic unit in linguistics that combines both a specific form (often a single word or phrase) and a specific semantic function (meaning) within a sentence.

(*theme*); *Нове відкриття* (*рема*) здивувало вчених (*тема*). Finally, the assignment of theme and rheme is context-dependent, as the same sentence can have different thematic and informational structures depending on preceding sentences, the overall discourse, and the communicative goals of the speaker or writer.

Theme and rheme exist in every sentence, but they are realised differently in different languages. In Ukrainian, the system of functional sentence division is particularly well-developed due to its flexible word order, which allows speakers to highlight the theme and rheme through word position and intonation. In contrast, English has a more fixed word order, so emphasising new or given information often requires specific constructions, which can make translation more challenging. Nevertheless, in both Ukrainian and English, functional division – realised through intonation, word order, and context – follows particular patterns and principles that must be considered when analysing sentences or translating texts.

Different languages signal the topic (or theme) of a sentence in various ways, with *intonation* and *word order* being the most common mechanisms. A widespread strategy is *topic fronting*, which places the topical element at the beginning of a clause, regardless of whether it carries explicit morphological marking. Linguists, however, do not fully agree on all the details of how topics are identified or marked across languages.

Languages often distinguish between sentences that introduce a new topic and those that continue discussing a previously-established topic. In sentences maintaining an existing topic, speakers frequently use pronouns to refer back to it, and such topics are typically subjects. Many languages allow or require *pro-drop* in this context, omitting

pronouns when the topic is clear from discourse.

In English, the topic (or theme) usually appears at the start of the clause and is often highlighted through intonation. While English is fundamentally a subject-prominent language, it can employ topic-prominent constructions when context requires emphasising a particular topic. One common method is to begin with prepositional phrases such as *as for*, *regarding*, *concerning*, and similar markers, which guide the listener's attention toward a particular topic efficiently. This strategy is especially useful in pedagogical, expository, or formal discourse, where the speaker wants to manage the flow of attention from one topic to another deliberately. Unlike topic-prominent languages, where this structure is often obligatory or default, in English it remains optional and context-dependent.

Modern discourse analysis highlights that topic and focus are often interrelated but distinct. A topic signals what the sentence is about, whereas focus signals what is said about the topic. Intonation, word order, and discourse markers all interact to balance these two layers of information in real communication.

The distinction between *subject* and *topic* was likely first proposed by Henri Weil in 1844, who highlighted the connection between information structure and word order. Later, Georg von der Gabelentz differentiated the psychological subject (roughly corresponding to the topic) from the psychological object (roughly corresponding to the focus), emphasising the cognitive dimension of sentence organisation. Within the Prague School of linguistics, the topic–focus articulation was systematically studied by scholars such as Vilém Mathesius, Jan Firbas, František Daneš, Petr Sgall, and Eva Hajičová. Their work primarily

explored the relationship between topic–focus structure, intonation, and word order, showing how information is structured within sentences. Mathesius also emphasised that the topic generally does not introduce new information, but rather serves to link the sentence to the broader discourse context. Later, in the 1960s, Michael Halliday further advanced the study of information structure in English through his systemic functional linguistics model.

Contemporary research on theme and rheme is expanding in several directions. *Cross-linguistic studies* increasingly compare languages with flexible word order (e.g., Ukrainian, Finnish) and fixed word order (e.g., English, German, French) to identify both universal patterns and language-specific features of information structure, which also informs translation studies. *Discourse-oriented* approaches focus on the interaction between theme, rheme, intonation, and context, exploring how focus and information novelty shape sentence interpretation. The use of *corpus-based methods* and *digital tools* allows quantitative analysis of thematic structures, their frequency, and variability in real speech, enabling the development of systems for automatic theme and rheme detection, relevant to machine translation and natural language processing (NLP). Advances in *psycholinguistics* and *neurolinguistics* investigate how theme and rheme influence comprehension, attention, and memory, offering insights into cognitive processing of information. *Interdisciplinary approaches* integrating linguistics, cognitive science, psychology, and computational methods provide a comprehensive framework for understanding theme and rheme as central units of information that structure discourse, facilitate learning, and support automated language technologies.

TEXT AND TEXTUALITY: STRUCTURE, MEANING AND CONTEXT

A **text** can be broadly defined as any coherent and structured sequence of signs – spoken, written, or signed – that conveys a complete message. It is not merely a collection of sentences or words, but an organised linguistic entity designed to communicate meaning within a specific context. Texts vary in length and complexity, ranging from a single sentence or utterance to extensive documents, literary works, or even entire discourses. What distinguishes a text from a mere string of words is its purposeful organisation, adherence to grammatical rules, and the presence of connections that make the content intelligible to a reader or listener. Examples of texts include newspaper articles, essays, short stories, academic papers, conversations, speeches, and digital communication such as emails or social media posts. The concept of text is central to linguistics, discourse analysis, and communication studies, as it provides the foundational unit for understanding how meaning is constructed and transmitted.

While a text refers to the actual linguistic product, **textuality** is the quality that transforms a collection of sentences into a coherent, meaningful, and functional text. Textuality encompasses several interrelated features that allow a text to function as a communicative whole. **Cohesion** refers to the linguistic connections between sentences or clauses, established through mechanisms such as reference, substitution, conjunctions, and lexical repetition. **Coherence** involves

the logical, semantic, and pragmatic relationships that make the text interpretable and meaningful for the audience. Other crucial aspects of textuality include *intentionality*, reflecting the author's communicative purpose; *acceptability*, which considers how well the audience can understand and process the text; and *situationality*, highlighting the relevance of the text to the specific context in which it is produced. In short, textuality is what enables language to move beyond mere words or sentences and function effectively in communication, allowing readers or listeners to perceive unity, meaning, and purpose.

The distinction between text and textuality is critical for multiple areas of study, including linguistics, discourse analysis, translation, and computational linguistics. Understanding textuality allows scholars and practitioners to analyse not only what is being said, but also how meaning is structured, highlighted, and interpreted within a given discourse. For example, recognising cohesive devices and coherence patterns is essential in evaluating written texts for readability, in teaching language, and in designing natural language processing systems that can parse and generate coherent sentences. Textuality also plays a key role in cross-cultural communication, as texts in different languages may follow distinct patterns of cohesion, topicalisation, and organisation. Moreover, in the era of digital communication, where multimodal texts combine images, videos, and interactive elements with language, understanding textuality has become increasingly important for ensuring that meaning is transmitted effectively across diverse platforms and audiences.

Texts can be classified in multiple ways depending on the criteria chosen, such as purpose, structure, style, or medium. One of the most

common approaches is functional classification, which organises texts according to their *communicative purpose*. For instance, a text may be *informative*, *narrative*, *persuasive*, or *descriptive*, each serving a distinct function within discourse. *Informative* texts aim to provide factual knowledge or explain a process, as in textbooks or scientific articles. *Narrative* texts tell a story or recount events, often using chronological order, as in novels, short stories, or biographies. *Persuasive* texts seek to convince or influence the audience, such as editorials, advertisements, or political speeches. *Descriptive* texts focus on presenting detailed sensory or conceptual information about objects, places, or people, common in travel writing, character sketches, or scientific descriptions.

Another important criterion for classification is *structural and linguistic features*. Texts can be divided into *spoken* and *written*, *formal* and *informal*, or *monologic* and *dialogic* forms. *Spoken* texts include conversations, interviews, speeches, and lectures, while *written* texts encompass letters, articles, essays, reports, and digital messages. *Formal* texts follow standard conventions of grammar, syntax, and style, whereas *informal* texts use colloquial language, slang, or incomplete sentences. From a *discourse perspective*, texts can also be *monologic*, presenting information from a single voice, or *dialogic*, where multiple voices interact, as in interviews, dialogues, or online forums. This classification is particularly relevant in linguistics, sociolinguistics, and communication studies.

Texts can further be classified by *context*, *genre*, or *medium*. *Genre-based classification* considers the *conventionalised patterns of texts* used within particular *social* or *professional* contexts. Academic

texts, journalistic texts, literary texts, business correspondence, and legal texts are examples, each with characteristic structures, language features, and organisational norms. *Contextual factors*, such as audience, purpose, and setting, also influence the classification and interpretation of texts. Moreover, with the rise of **digital** and **multimodal** texts, which combine language with images, sound, and interactive elements, classification increasingly considers multimodality as a key criterion. Understanding text types and classification (Table 7) is essential not only for linguistics but also for pedagogy, translation studies, computational linguistics, and discourse analysis.

Table 7 – Classification of texts

Classification	Type of text	Purpose	Features	Examples
By communicative purpose	Informative	Providing facts or explain	Objective tone, logical structure	Article, report
	Narrative	Telling a story	Chronology, characters, events	Novel, story
	Descriptive	Describing	Sensory details, imagery	Description, blog
	Persuasive	Influencing	Arguments, emotional appeal	Advertisement, speech
By form of communication	Written	Fixed, edited communication	Structured, permanent	Essay, book
	Spoken	Real-time interaction	Intonation, spontaneity	Conversation, lecture
By number of participants	Monologic	One speaker/writer	No direct interaction	Article, report
	Dialogic	Two or more participants	Interaction, turn-taking	Dialogue, interview

By style/ register	Formal	Official communication	Standard grammar, precise vocabulary	Academic paper
	Informal	Everyday communication	Colloquial language	Chat, message
By sphere/ genre	Academic	Research and education	Structured, evidence-based	Research paper
	Journalistic	News and media	Concise, factual	News article
	Literary	Artistic expression	Figurative language	Poem, novel
	Business	Professional use	Clear, formal tone	Email, report
By medium	Multimodal/ digital	Mixed communication channels	Text + visuals/audio	Website, social media

A **sentence** and a **text** are both fundamental units of language, but they differ significantly in their structure, function, and scope. A *sentence* is a grammatical unit that consists of one or more clauses and expresses a complete thought according to the rules of syntax. It is primarily defined by its grammatical structure, including elements such as subject, predicate, and agreement. A sentence can exist independently and does not necessarily require additional context to be considered complete. In contrast, a *text* is a larger communicative unit that consists of one or more sentences connected by cohesion and coherence to form a meaningful whole. Unlike a sentence, a text is not only defined by grammar but also by its communicative purpose, internal organisation, and relationship to context. A text may be as short as a single sentence in certain communicative situations, but it typically involves a sequence

of sentences that together develop a topic or convey a complete message, such as a paragraph, dialogue, or article.

Another key difference lies in information structure and context dependence. While a sentence can be analysed in isolation, a text requires consideration of context, discourse relations, and information flow, including elements such as theme and rheme, topic development, and reference between sentences. Texts also exhibit textuality features which are not necessary for a single sentence. Therefore, a sentence is best understood as a *structural unit of grammar*, whereas a text is a *functional unit of communication*.

The *structure of a text* can be analysed at different levels, primarily through its microstructure and macrostructure. The **microstructure** refers to the local organisation of the text, including sentence-level connections, lexical choices, and cohesive devices that link clauses and sentences together. The *macrostructure* represents the global organisation of the text, reflecting its overall topic, main ideas, and conceptual framework. These two levels interact to create a coherent and meaningful whole. An essential component of textual structure is *paragraph organisation*, in which each paragraph typically develops a single idea and contributes to the overall progression of the text. Effective texts also demonstrate logical sequencing and hierarchy of information, meaning that ideas are arranged in a clear and systematic order, with main points and supporting details structured to guide the reader through the message.

Meaning in a text operates on multiple levels, including both explicit and implicit dimensions. **Explicit meaning** refers to information that is directly stated in the text, whereas **implicit**

meaning involves what is suggested, inferred, or understood from context. A key aspect of textual meaning is its *information structure*, particularly the division into theme and rheme, where the theme represents given or known information and the rheme introduces new or focal information. Closely related to this is the concept of *focus*, which highlights the most important or emphasised part of the message. The distribution of information within a text is carefully managed to ensure clarity, coherence, and communicative effectiveness to allow readers or listeners to follow the development of ideas and interpret the intended meaning accurately.

The interpretation of a text is heavily dependent on **context**, which provides the background necessary for understanding meaning. **Linguistic context**, or **co-text**, refers to the surrounding words, sentences, and structures that help clarify the meaning of a particular element within the text. **Situational context** includes the circumstances in which the text is produced, such as the participants, setting, and purpose of communication. **Cultural** and **pragmatic** context plays a crucial role, as shared knowledge, social norms, and communicative conventions influence how a text is interpreted. Without taking these contextual factors into account, the full meaning of a text may be misunderstood or lost.

DISCOURSE ANALYSIS: LANGUAGE IN COMMUNICATION

Discourse is an important concept in the modern world, as it is through language that people express their thoughts, feelings, and ideas, shape their perception of reality, and interact with one another. It includes not only spoken or written communication but also a much broader context – social, cultural, political, and historical conditions in which communication takes place. Discourse influences how individuals perceive information, interpret events, and form their beliefs. It is through discourse that social norms, values, and identities are constructed. The study of discourse makes it possible to better understand the mechanisms of communication, the role of language in shaping power and ideology, and its impact on both individual behaviour and society as a whole.

The concept of discourse has been defined in various ways by scholars from different fields, reflecting its linguistic, philosophical, and sociological dimensions. Table 8 presents a selection of widely recognised definitions, which use different approaches to formulation.

Table 8 – Selected definitions of discourse from linguistic, philosophical, and sociological perspectives

Definition of discourse	Author
Language beyond the sentence, studied as connected speech or writing forming a coherent whole.	Zellig Harris
A system of statements that belong to the same discursive formation and shape what can be said and known.	Michel Foucault
A communicative event that includes not only text but also context, cognition, and social interaction.	Teun A. van Dijk

A form of social practice that is both socially shaped and socially shaping.	Norman Fairclough
A process of communication oriented toward reaching understanding under conditions of rational argumentation.	Jürgen Habermas
It consists of sequences of speech acts governed by constitutive rules.	John Searle
Language as an event that surpasses the sentence and requires interpretation.	Paul Ricoeur
The use of language as a form of social interaction, structured by the “interaction order” – a system of unspoken rules, social norms, and situational conventions that guide and regulate behaviour within a given context.	Erving Goffman
The use of language in interaction, shaped by conversational style and context.	Deborah Tannen
A socially accepted association among ways of using language, thinking, and acting that identify individuals as members of social groups.	James Paul Gee
Language structured by ideology and embedded in social relations.	Norman Fairclough
A socially constitutive and conditioned form of use of language that creates, maintains, and changes social relations, identities, and ideologies.	Ruth Wodak

Discourse manifests in multiple forms depending on its linguistic structure, social context, communicative purpose, and theoretical perspective. Table 9 presents a classification of discourse types, highlighting the different ways in which discourse can be analysed and applied in linguistic, social, and functional studies.

Table 9 – Types of discourse

Category	Type of discourse	Description
By form	Spoken	Conversations, interviews, discussions, lectures
	Written	Articles, books, essays, official documents
	Multimodal	Combination of text, images, sound, and video (e.g., advertisements, websites)

By social context	Interactional	Dialogues, debates, negotiations
	Institutional	Legal documents, political speeches, academic publications
	Media	News articles, press releases, social media posts, blog posts
	Political	Political speeches, campaign materials, debates
By communicative function	Informative	Conveys facts and knowledge (e.g., lectures, scientific articles)
	Persuasive/argumentative	Aims to influence opinion or behaviour (e.g., advertising, debates)
	Expressive	Expresses emotions and personal experiences (e.g., poetry, diaries)
	Instructive	Provides guidance or rules (e.g., manuals, instructions, laws)
By theoretical perspective	Linguistic	Focuses on language structure and text
	Social	Focuses on power, ideology, and social practices
	Cognitive	Focuses on mental processes, schemas, and understanding
	Critical	Analyses power, inequality, and manipulation through language

Discourse analysis focuses on the structure of naturally occurring spoken language, such as conversations, interviews, commentaries, and speeches. Language is seen as a dynamic, social, and interactive phenomenon, occurring between speaker and listener or writer and reader. Conversation is considered a highly structured activity, where participants follow basic conversational patterns. They take turns and follow implicit or explicit rules as the dialogue unfolds. Conversations differ in length, complexity, and formality. Analysis often begins by breaking an interaction into its smallest meaningful units, known as exchanges or interchanges, such as

- *questioning/answering,*
- *informing/acknowledging,*
- *complaining/excusing, or*
- *requesting/granting.*

Discourse analysis also takes into account contextual, social, and cultural factors, including power relations, participant roles, and shared knowledge. This allows researchers to study not only the surface structure of conversation but also the social functions and communicative strategies that give language its meaning.

Discourse analysis encompasses a range of approaches, and the precise meaning of the term “discourse” can differ depending on the perspective adopted. In general, scholars distinguish between “*little d*” discourse and “*big D*” Discourse. “Little d” discourse refers to language-in-use, such as everyday conversations, interviews, or written texts, focusing on how people communicate in practice. In contrast, “big D” Discourse refers to broader sociopolitical or cultural frameworks, where language is intertwined with social norms, power relations, and institutional contexts. In this sense, Discourse extends beyond individual texts to include the social and ideological forces that shape what can be said and how it is interpreted.

There are several common approaches to discourse analysis, each with a distinct focus. ***Critical discourse analysis (CDA)*** investigates how language reflects, maintains, or challenges power structures and ideologies. ***Conversation analysis (CA)*** examines the detailed organisation of talk, including turn-taking, pauses, repairs, and interactional patterns. ***Foucauldian discourse analysis*** studies how

knowledge systems and social practices regulate what is considered acceptable speech or thought. **Genre analysis** looks at how different types of texts or communicative events follow established structures and conventions. **Narrative analysis** explores how stories are constructed and how they convey meaning, social roles, and identity.

These approaches complement each other by addressing different levels of discourse. Some focus on *micro-level features*, such as sentence structure or conversational exchanges, while others explore *macro-level phenomena*, including social, political, and cultural influences on language use. Together, they provide a comprehensive framework for understanding how language functions both as a system of communication and as a socially embedded practice.

GRAMMATICAL CHALLENGES IN THE TRANSLATION OF SCIENTIFIC AND TECHNICAL TEXTS

Translating scientific and technical texts between English and Ukrainian is a complex task that requires not only lexical accuracy but also a deep understanding of grammatical systems in both languages. Due to significant differences in morphology, syntax and stylistic conventions, translators often face challenges in preserving precision, clarity and logical coherence. These challenges are particularly evident in the use of tense and aspect, voice, sentence structure and other grammatical categories that function differently in English and Ukrainian.

The distinction between grammatical and lexical *aspects* in translation is largely conventional, since *grammar and vocabulary are closely interconnected*, and the way a form is rendered often depends on its lexical context. For example, the English present perfect *The experiment has demonstrated a significant increase in efficiency* is rendered in Ukrainian as *Експеримент показав значне підвищення ефективності* (past tense to indicate completed results), while *Researchers have been analysing the data for several months* → *Дослідники аналізують дані вже кілька місяців* (present tense for ongoing action); modal verbs also vary: *The system must comply with safety standards* → *Система повинна відповідати стандартам безпеки* (obligation), versus *The device should operate under extreme conditions* → *Пристрій слід експлуатувати в екстремальних умовах*

(recommendation). Passive constructions like *The solution was tested under controlled conditions* become *Розчин було протестовано в контрольованих умовах* or *Розчин протестували за контрольованих умов*, and conditionals such as *If the pressure exceeds the limit, the valve will open* → *Якщо тиск перевищує допустимий рівень, клапан відкривається*. Despite the interplay of grammar and lexis, recognising systematic correspondences is essential for accurately conveying both meaning and technical precision in translation.

The *language of scientific and technical literature* differs from colloquial or literary language in its lexical, grammatical, and stylistic features: lexical differences, such as terminology, are noticeable even to non-specialists, while grammatical distinctions are less obvious but no less varied; these differences concern not inventory distinctions (the set of syntactic constructions or morphological forms) but the way grammatical elements function, particularly the frequent use of complex and subordinate sentences to convey logical relationships between objects, actions, events, and facts, e.g., *The algorithm calculates the optimal path for data transmission* → *Алгоритм обчислює оптимальний маршрут передачі даних*, *If the pressure exceeds the maximum allowable value, the safety valve activates* → *Якщо тиск перевищує максимально допустиме значення, спрацьовує запобіжний клапан*, and *The compound demonstrates high thermal stability under laboratory conditions* → *Сполука демонструє високу термічну стабільність за лабораторних умов*; such constructions ensure precise and logical communication of scientific content in both English and Ukrainian technical texts.

Significant grammatical differences exist between scientific and technical texts written in different languages, due to the unique *grammatical structures, norms, and conventions* of formal scientific writing in each language. For example, English technical texts use passive voice and impersonal verb forms much more frequently than Ukrainian, along with participial phrases, specialised syntactic constructions, first-person singular pronouns, and single-clause infinitive or nominative sentences. Nevertheless, the most pronounced grammatical differences between English and Ukrainian scientific texts are inventory-related, reflecting the structural characteristics of the respective languages. A key example is the use of articles: Ukrainian lacks both definite and indefinite articles, whereas in English they appear not only to specify nouns but also to indicate information distribution within the sentence. For instance, *The experiment was conducted under controlled conditions* uses the definite article *the* to refer to specific conditions, while the Ukrainian equivalent would simply be *Експеримент проводився за контрольованих умов*, without any article, relying on context to convey specificity. Similarly, *A new device was developed to measure temperature accurately* → *Розроблено новий прилад для точного вимірювання температури*, where English *a* signals an indefinite, previously unmentioned object.

English operates mainly as an *analytic language*, relying on separate grammatical markers to indicate relationships between sentence elements, whereas Ukrainian is *inflectional*, using endings and affixes to convey grammatical roles and meanings. These fundamental differences in structure, grammatical categories, and construction patterns create a primary set of challenges for translation. For example,

Ukrainian does not employ articles, gerunds, continuous or perfect tenses, or certain complex infinitive constructions, while English lacks features such as verbal adverbial participles and gender distinctions in nouns and adjectives. *Sentence organisation* also diverges: Ukrainian allows flexibility, such as placing the subject after the predicate, but English generally requires a fixed word order, which often necessitates rearranging sentences during translation. Consider these examples: *All measurements were recorded using automated sensors* → *Всі вимірювання було зафіксовано за допомогою автоматизованих датчиків*, and *To improve efficiency, the system must adjust the input parameters continuously* → *Для підвищення ефективності система повинна безперервно коригувати вхідні параметри*. Both illustrate how grammatical forms, word order, and construction choices must be carefully adapted to convey the intended meaning accurately.

A distinct category of translation difficulties arises from the ways *subjects* and *predicates* are represented in English versus Ukrainian. English allows constructions such as the dummy (expletive) pronoun *it* and cataphoric objects like *it*, which have no equivalent in Ukrainian syntax. Only a small portion of English and Ukrainian sentences share an identical word order, allowing direct, word-for-word translation without structural adjustments. These literal translations differ from grammatical literalism, which translates forms or constructions mechanically, often violating the grammatical and stylistic norms of the target language, especially in technical writing. For instance, *It is crucial to monitor all system parameters* → *Необхідно контролювати всі параметри системи*, where the English dummy *it* is omitted in Ukrainian. Similarly, *It was the team's responsibility to validate the*

data → *Команда була відповідальна за перевірку даних*, where the formal subject *it* cannot be rendered literally. Another example: *It is expected that the device will operate under extreme conditions* → *Очікується, що пристрій працюватиме в екстремальних умовах*, showing how cataphoric constructions require restructuring.

Grammatical literalism can distort the intended meaning. For example, a literal translation of *The device will malfunction sooner or later* as *Пристрій буде виходити з ладу раніше чи пізніше* misapplies comparative adverbs; Ukrainian prefers the positive form: *рано чи пізно*. Likewise, *While analysing the samples, the researcher recorded all anomalies* → *Під час аналізу зразків дослідник зафіксував його всі аномалії* incorrectly renders the participial phrase and possessive pronoun. A proper translation would be: *Під час аналізу зразків дослідник зафіксував усі аномалії*, which preserves both meaning and grammatical correctness. Another example: *To ensure accurate calibration, the sensors were checked before the experiment* → *Для забезпечення точного калібрування сенсори було перевірено перед експериментом*, where the passive structure must be adapted to Ukrainian norms.

GRAMMATICAL TRANSFORMATIONS AND TRANSLATIONAL EQUIVALENCE

Successful translation requires a deep understanding of how sentences are structured in the source language, the ability to pinpoint grammatical challenges, and the skill to recreate those ideas in the target language following its norms and the conventions of the text's genre. A competent translator must be well-versed not only in the grammatical systems of both languages but also in general translation theory, scientific-technical translation principles, lexical and grammatical equivalents, and strategies for rendering complex linguistic constructions. This knowledge forms part of the translator's overall professional competence, which extends far beyond mere grammar. For technical texts, familiarity with the subject matter is crucial: the translator must grasp the concepts and terminology relevant to the field. Accurate translation depends on understanding the meaning of individual sentences, the logical connections between them, and the role of meta-textual elements that organise the information. Many of the most challenging grammatical issues arise from the need to interpret sentence structure and morphology correctly, as these are the primary carriers of technical content. For example, *All components were tested under high humidity conditions to ensure reliability* → *Всі компоненти було протестовано за умов високої вологості для забезпечення надійності*, and *The apparatus must be programmed to execute multiple cycles automatically* → *Прилад необхідно запрограмувати для*

автоматичного виконання декількох циклів, where understanding the passive voice and infinitive constructions is essential to maintain the precise meaning.

To avoid inaccurate literal translations, translators rely on *grammatical transformations*. These involve modifying the structure of the source text to comply with the grammatical and stylistic norms of the target language while preserving meaning. Such transformations may include adjusting word order, converting active and passive constructions, adapting verb tenses, or restructuring complex clauses. For example, *It is necessary to calibrate all sensors before testing* → *Необхідно відкалібрувати всі датчики перед тестуванням*, where the dummy subject *it* is omitted to fit Ukrainian syntax. Grammatical transformations are essential for producing translations that are both accurate and fluent, particularly when working with scientific and technical texts.

The necessity for grammatical transformations in translation stems from several key factors. First, differences in how English and Ukrainian convey information mean that what is expressed lexically in one language may be expressed grammatically in the other; for example, the precedence of one past action over another in English is marked by the Past Perfect (e.g., *The computer had completed the calculation before the test started*), while in Ukrainian it is conveyed through words like *до цього, перед цим* (e.g., *Комп'ютер завершив обчислення до початку тесту*). Second, some grammatical features are absent in one language: Ukrainian lacks articles and gerunds, as well as the object *it*, whereas English does not mark gender in nouns and adjectives or the case of numerals; e.g., *The engineer reviewed a report* → *Інженер переглянув*

звіт, omitting the indefinite article. Third, certain grammatical information is optional in one language but obligatory in the other, such as explicit marking of ongoing action, e.g., *The system is updating its software* → *Система оновлює програмне забезпечення*, where Ukrainian does not require a continuous tense form. Fourth, differences in sentence structure affect how content is represented; for example, an Objective Infinitive in English (e.g., *The team expects the device to operate under high pressure*) becomes a restructured Ukrainian sentence *Команда очікує, що пристрій працюватиме під високим тиском*. Finally, differences in collocation and word function require careful adaptation, e.g., *Operational efficiency* cannot be literally translated as *операційна ефективність* in Ukrainian, and is better rendered as *ефективність роботи системи*, while *data-driven analysis* → *аналіз на основі даних*.

Grammatical transformation involves altering the grammatical characteristics of a word, phrase, or sentence in the process of translation. The five main types are permutation (reordering), substitution, addition, omission, and complex transformation. **Permutation** adjusts the position of words or phrases; for instance, in Ukrainian the linking word *однак* almost always appears at the beginning of a sentence, while its English equivalent *however* can be placed at the beginning, in the middle, or at the end depending on context, as in *However, the protocol improved efficiency* → *Однак протокол підвищив ефективність*, *The protocol improved efficiency; however, some errors remained* → *Протокол підвищив ефективність, однак деякі помилки залишилися*, and *The protocol improved efficiency significantly, however* → *Протокол значно підвищив ефективність*,

однак. **Substitution** replaces a grammatical form with another that fits the target language. For example, English Present Continuous: *The system is processing the data* → Ukrainian simple present: *Система обробляє дані*, since Ukrainian does not have a continuous tense. **Addition** introduces grammatical elements required in the target language but absent in the source text, such as articles or auxiliary verbs. For instance: *Інженер подав звіт* → *Engineer submitted **the** report*. **Omission** removes elements that are redundant or unnecessary in the target language. For example, English dummy subject: *It is necessary to update the software* → *Необхідно оновити програмне забезпечення*, where *it* is omitted. Another example: *It is recommended to monitor all sensors* → *Рекомендується контролювати всі датчики*. **Complex transformation** combines multiple adjustments, often involving reordering, substitution, and addition simultaneously, e.g., *The device must be tested under controlled conditions to ensure accuracy* → *Для забезпечення точності необхідно протестувати пристрій за контрольованих умов*, where the passive voice, infinitive purpose, and word order are all adapted to Ukrainian norms.

Equivalence is a key concept in translation that refers to the degree to which a translation faithfully reproduces the meaning, function, and effect of the original text within its specific communicative and cultural context. While this definition is not universally accepted, it remains a practical tool in translation studies. The notion of equivalence is complex and multidimensional, shaped by different philosophical and methodological approaches, and interpreted differently by scholars across translation traditions. Equivalence should therefore be seen not as a fixed category but as a dynamic concept, determined by the purpose

of the translation, the communicative context, and the expectations of the target audience. The main idea is that equivalence does not imply strict identity between source and target texts; rather, it denotes a relevant and contextually appropriate similarity that ensures the translation conveys the intended meaning and effect. Equivalence is best understood as a descriptive and relative category, focused on preserving meaningful similarity between texts rather than a fixed property guaranteeing quality.

Historically, the concept of equivalence has evolved alongside the discipline of translation studies. Early theorists attempted to create clear typologies of equivalence – formal, dynamic, textual, or pragmatic – but it soon became evident that no single classification could fully encompass the complexity of the translation process. Different approaches emphasised various aspects, such as linguistic form, reader effect, authorial intention, or cultural adaptation. Despite these differences, categorising equivalence remains a useful tool for translators, providing a framework to determine which aspects of a source text should be preserved, adapted, or emphasised depending on the purpose, genre, and target audience of the translation. Table 10 summarises the main types of equivalence.

Table 10 – Types of equivalence in translation

Type of equivalence	Focus	Typical usage
Formal	Emphasises reproducing the exact form, structure, and grammatical features of the source text, ensuring precise lexical and syntactic correspondence.	Legal documents, scientific papers, technical manuals
Dynamic (functional)	Prioritises conveying meaning and effect rather than form; aims to produce a similar impact on the target reader as the original had on its audience.	Literary translation, narrative texts

Communicative	Reproduces the author's intention, pragmatic meaning, and overall communicative effect; considers cultural context.	Journalistic and publicist texts
Pragmatic	Adjusts the text to fit the norms, expectations, and cultural conventions of the target language, including modifying realia, units, idioms, or culturally specific expressions.	Advertising, marketing, media, and promotional materials

Equivalence in translation can be examined at several levels, each highlighting a different aspect of the source text. At the ***lexical level***, the focus is on preserving the meaning of individual words, ensuring that terminology and key concepts are accurately conveyed in the target language. The ***grammatical level*** involves maintaining syntactic correspondence, including word order, tense, and agreement, so that the translation is grammatically correct. At the ***semantic level***, the aim is to reproduce the logical and conceptual relationships between elements in the text, preserving the intended meaning and referential or causal connections. The ***stylistic level*** focuses on reflecting the original text's style, genre, and tone, whether formal, technical, literary, or persuasive. Finally, the ***textual*** or ***communicative level*** concerns the overall function of the text, ensuring that the translation performs the same communicative role as the original, whether to inform, instruct, persuade, or entertain.

The choice of equivalence type and level depends on the translation's purpose, the text genre, the target audience's knowledge and expectations, and the cultural context of both languages, which may require adapting idioms, symbols, or conventions to ensure the translation is accurate, natural, and functionally effective.

QUESTIONS FOR DISCUSSION

1. Identify key aims of contrastive grammar in cross-linguistic studies.
2. Analyse the role of contrastive grammar in language teaching.
3. Compare structural and functional differences between English and Ukrainian.
4. Evaluate the limitations of contrastive analysis in predicting learning difficulties.
5. Examine morphological structures in English and Ukrainian nouns.
6. Describe methods of part-of-speech tagging for linguistic research.
7. Compare plural formation rules in English and Ukrainian.
8. Identify morphological markers of case and number in Ukrainian nouns.
9. Classify grammatical categories of nouns including number, gender, and case.
10. Compare types of pronouns in English and Ukrainian.
11. Explain functions of pronouns in sentence structure.
12. Illustrate possessive pronouns in English and their Ukrainian equivalents.
13. Distinguish between personal, demonstrative, and indefinite pronouns in both languages.
14. Define finite and non-finite verb forms in English and Ukrainian.
15. Compare tense and aspect expression in English and Ukrainian verbs.
16. Analyse infinitive and participle usage in both languages.

17. Examine gerund and verbal noun functions across English and Ukrainian.
18. Evaluate mood and voice distinctions in English and Ukrainian verbs.
19. Compare tense, aspect, mood and voice systems contrastively.
20. Identify challenges in translating English passive voice into Ukrainian.
21. Analyse semantic and morphological features of adjectives in English and Ukrainian.
22. Compare attributive and predicative adjective usage.
23. Evaluate comparative and superlative forms in both languages.
24. Examine syntactic positions of adjectives in sentence structures.
25. Describe formation and functions of adverbs in English and Ukrainian.
26. Compare types of numerals and their morphological features.
27. Analyse ordinal and cardinal numeral formation in both languages.
28. Identify adverbs with no direct equivalents between English and Ukrainian.
29. Examine prepositions in English and Ukrainian with respect to meaning and usage.
30. Analyse conjunction types and syntactic connections across both languages.
31. Identify interjections unique to Ukrainian and their communicative functions.
32. Evaluate challenges in translating prepositional and conjunctive structures.

33. Analyse theoretical models in contrastive syntax.
34. Compare transformational and generative approaches to sentence structure.
35. Evaluate dependency grammar versus phrase-structure grammar in cross-linguistic studies.
36. Illustrate syntactic structures using contrastive analysis.
37. Compare noun and verb phrase structures in English and Ukrainian.
38. Analyse adjective, adverbial, and prepositional phrases structurally and functionally.
39. Evaluate functional equivalence of phrases in translation.
40. Compare English and Ukrainian idiomatic phrase structures.
41. Compare simple, compound and complex sentence types.
42. Analyse sentence patterns unique to Ukrainian.
43. Examine question formation strategies in English and Ukrainian.
44. Evaluate inversion and topicalisation in sentence structures.
45. Analyse thematic structure of sentences using theme and rheme.
46. Compare thematic progression strategies in English and Ukrainian.
47. Identify rheme shifts during translation.
48. Explain effects of word order on thematic structure.
49. Examine text structure, cohesion and coherence in discourse.
50. Analyse context-dependent meaning in texts.
51. Compare text-level structures in English and Ukrainian.
52. Evaluate the role of textuality in communication.
53. Analyse discourse as a social interaction structured by norms and context.

54. Evaluate methods of discourse analysis for social communication.
55. Identify features of spoken and written discourse.
56. Compare discourse strategies across English and Ukrainian.
57. Identify common grammatical problems in translation between English and Ukrainian.
58. Analyse strategies for resolving grammatical mismatches.
59. Evaluate errors caused by tense, aspect or voice differences.
60. Examine issues arising from noun and verb phrase discrepancies.
61. Analyse strategies for grammatical transformations in translation.
62. Evaluate translational equivalence in complex syntactic constructions.
63. Apply theme–rheme analysis to improve translation accuracy.
64. Illustrate challenges of rendering culturally-bound grammatical features in translation.

PRACTICAL ASSIGNMENTS

1

The following sentences, produced by advanced Ukrainian learners of English, contain errors that stem from subtle interference at the level of syntax, aspectual semantics, article use, or non-finite clause structure. For each sentence:

- Identify and correct the error(s).
- Specify the grammatical category or construction involved (e.g., *definite article with generic reference, sequence of tenses in adverbial clauses, gerund vs infinitive as object of verb*)/
- Provide a concise contrastive explanation that refers to a typological or structural difference between English and Ukrainian (e.g., analytic vs fusional, presence/absence of a category, different mapping of aspect).

1. The contrastive analysis, as a method, have been playing an increasingly important role in predicting the fossilised errors which is characteristic of advanced learners. 2. One of the key issues that the research addresses are the ways in which the typological features of a source language can influence the acquisition of syntactic structures in a target language. 3. Despite Ukrainian lacks a system of articles, the majority of students at this level are able to master their use in most contexts, albeit with occasional difficulty. 4. The author's primary concern is to identify the factors which predispose a learner to avoid using the passive constructions in English, a phenomenon that has been insufficiently studied. 5. What makes this approach particularly valuable for language teaching is its capacity for helping instructors to anticipate the difficulties that are likely to arise from the cross-linguistic influence. 6. Having been exposed to the target language for a considerable period of time, yet many learners continue to commit errors in the use of the present perfect versus the simple past. 7. The data that were collected

over the course of a two-year longitudinal study reveals a statistically significant correlation between the amount of explicit instruction and the accuracy of article use. 8. It is essential for a translator not only to possess a thorough command of both languages but also being able to recognise the subtle pragmatic shifts caused by structural asymmetry. 9. Neither the application of the contrastive method nor the subsequent error analysis provide a complete picture of the developmental patterns observed in second language acquisition. 10. The phenomenon which linguists refer as *language transfer* constitutes one of the central concepts in contrastive grammar. 11. While the English gerund can occupy nominal positions, the Ukrainian infinitive often serves the same function, what leads to a high frequency of gerund–infinitive confusions. 12. The fact that the Ukrainian verbal system does not grammaticalise the perfect as a distinct category explains why learners tend to overgeneralise the simple past at the expense of the present perfect. 13. Only after having completed a thorough contrastive analysis of the two tense–aspect systems did the researchers began to understand the nature of the persistent errors. 14. The textbook provides a set of exercises that are designed to sensitise learners to the differences between the English articles and the absence of an equivalent category in their mother tongue. 15. Among the most frequently cited advantages of contrastive grammar is its capacity to serve as a bridge between theoretical linguistics and applied domains such as translation studies and language pedagogy. 16. The study's findings suggest that the most recalcitrant errors are those for which the native language provides a structural pattern that is superficially similar but functionally distinct from the target language. 17. For many years the prevailing view in applied linguistics was that contrastive analysis would be sufficient to predict all learner errors, a claim what has since been refuted by the findings of error analysis. 18. The contrastive method, by focusing on the points of divergence, runs the risk of overlooking the role that universal developmental processes play in shaping interlanguage grammars.

19. The instructor emphasised the importance of the students to engage critically with the primary sources rather than relying solely on the textbook. 20. The very fact that Ukrainian expresses aspect primarily through derivational morphology whereas English relies predominantly on periphrastic constructions has profound implications for the way temporality is conceptualised. 21. Not until the late 1970s the limitations of a purely contrastive approach came to be widely recognised, paving the way for more integrative frameworks. 22. One of the central challenges that confronts the translator is to determine to what extent the syntactic structures of the source text should be preserved or transformed so that the target text would conform to the norms of the receptor language. 23. The paper's conclusion, which addresses the pedagogical implications of the findings, suggest that a balanced approach combining contrastive analysis with error analysis and communicative practice yields the most durable learning outcomes. 24. Had the researchers relied exclusively on a contrastive framework, they would have overlooked a number of developmental errors which are common to learners regardless of their linguistic background.

2

Using the method of immediate constituents (ICs), perform a morphemic analysis of the following English and Ukrainian derived and compound words. For each word:

- Segment it into its constituent morphemes, specifying the type of each morpheme (root, derivational prefix, derivational suffix, inflectional suffix).
- Provide a brief comparative commentary on the word-formation strategies observed in the two languages, paying attention to such aspects as productivity, concatenation of affixes, and the presence or absence of allomorphy.
- Where relevant, relate your observations to the analytic/fusional typology mentioned in the introductory text.

1	inappropriateness	недоречність
2	deinstitutionalisation	деінституціоналізація
3	counterproductiveness	контрпродуктивність
4	hypercorrection	гіперкорекція
5	unfriendliness	непривітність
6	interdental	міжзубний
7	pre-existing	передіснуючий
8	ungrammaticality	неграматичність
9	psychoacoustic	психоакустичний
10	hyperanalytic	гіпераналітичний
11	fossilisation	фосилізація
12	typologically-oriented	типологічно орієнтований
13	morphosyntactic	морфосинтаксичний
14	agglutinative	аглютинативний
15	fusional	фузійний
16	polysynthetic	полісинтетичний
17	degrammaticalisation	деграматикалізація
18	unidirectionality	унідирекціональність
19	microparameter	мікропараметр
20	cross-linguistically	міжмовно

3

The following pairs of English and Ukrainian sentences express comparable meanings but employ divergent structural strategies. For each pair:

- Identify the key structural differences at the level of syntax, morphology, or the use of function words.
- Classify the contrast according to one of the methods discussed in the introductory text (method of oppositions, contrastive method, IC method, inductive/deductive reasoning).
- Explain how the observed differences reflect the typological characteristics of English (analytic, SVO, dependent on word order

and auxiliaries) and Ukrainian (fusional, with rich case and verb morphology, flexible word order).

1. The very complexity of the case system in Ukrainian presents a formidable challenge for English-speaking learners. – Складність відмінкової системи української мови є суттєвою перешкодою для її опанування носіями англійської мови.
2. What is often referred to as the *gerund* in English corresponds to a range of structures in Ukrainian, including infinitives, verbal nouns, and subordinate clauses. – Те, що в англійській мові позначається терміном «герундій», в українській мові відтворюється за допомогою низки конструкцій, зокрема інфінітива, віддієслівних іменників і підрядних речень.
3. Having been criticised for its overly deterministic predictions, contrastive analysis was subsequently integrated with other approaches. – Оскільки контрастивний аналіз піддавали критиці за надто детерміністичні прогнози, згодом його інтегрували з іншими підходами.
4. It is the distinction between perfective and imperfective aspect, rather than the opposition between past and non-past, that constitutes the core of the Ukrainian verbal system. – Саме розрізнення доконаного й недоконаного виду, а не опозиція минулого й неминулого часу, становить ядро дієслівної системи української мови.
5. Were contrastive grammar to be used in isolation, its pedagogical value would be severely limited. – Якби порівняльну граматику використовувати ізольовано, її педагогічна цінність була б суттєво обмежена.
6. The student, having thoroughly analysed the data, presented a conclusion that none of her peers had anticipated. – Студентка, ретельно проаналізувавши дані, дійшла висновку, якого не передбачив жоден із її колег.

7. For the passive to be acquired successfully, learners must first develop a concept of the demotion of the agent. – Для успішного засвоєння пасивних конструкцій ті, хто навчається, повинні спочатку сформувати уявлення про відсунення агенса на другий план.
8. There is believed to be a significant correlation between the degree of typological distance and the likelihood of negative transfer. – Вважають, що існує значущий кореляційний зв'язок між ступенем типологічної віддаленості та ймовірністю негативного перенесення.
9. The data, extensive though they are, do not allow for any definitive conclusions regarding the role of consciousness in learning. – Попри значний обсяг даних, вони не дають підстав для остаточних висновків щодо ролі усвідомлення в навчанні.
10. What makes contrastive grammar particularly illuminating is its capacity to reveal structural patterns that remain invisible when languages are studied separately. – Порівняльна граматики є особливо показовою тому, що вона здатна виявити структурні закономірності, які залишаються невидимими, коли мови вивчають окремо.
11. The fact that Ukrainian does not grammaticalise the category of article does not mean that speakers of Ukrainian are incapable of expressing definiteness. – Те, що в українській мові категорія артикля не граматикалізована, не означає, що носії української мови не здатні виражати визначеність.
12. The higher the frequency of a given structure in the input, the more likely it is to be acquired accurately. – Чим вищою є частотність певної структури у вхідному матеріалі, тим більша ймовірність того, що вона буде засвоєна правильно.
13. The translator's task is not merely to reproduce syntactic structures but to ensure that the target text functions equivalently in its own cultural context. – Завдання перекладача полягає не

лише у відтворенні синтаксичних структур, а в тому, щоб забезпечити еквівалентність функціонування тексту перекладу в його власному культурному контексті.

14. Not until the emergence of corpus linguistics did contrastive grammar gain access to the empirical data necessary for testing its predictions. – Лише з появою корпусної лінгвістики порівняльна граматики отримала доступ до емпіричних даних, необхідних для перевірки її прогнозів.
15. The students whose essays were selected for publication demonstrated an exceptionally sophisticated understanding of cross-linguistic influence. – Студенти, чий есе відібрали для публікації, продемонстрували винятково глибоке розуміння міжмовного впливу.
16. Contrastive grammar seeks to explain why certain errors, such as the use of *would* in conditional protases, persist even at advanced stages of acquisition. – Порівняльна граматики прагне пояснити, чому певні помилки, як-от уживання *would* у протазисі умовних речень, зберігаються навіть на просунутих етапах засвоєння мови.
17. The methodology, which combines quantitative analysis with qualitative insights, has been praised for its rigor. – Методологія, що поєднує кількісний аналіз із якісними спостереженнями, була високо оцінена за свою методологічну обґрунтованість.
18. That contrastive grammar should not be reduced to a simple list of differences is a point that has been made repeatedly in the literature. – Положення про те, що порівняльну граматику не слід зводити до простого переліку відмінностей, неодноразово наголошувалося в науковій літературі.
19. Under no circumstances should the presence of similarities be taken as a guarantee of ease of acquisition. – За жодних обставин наявність подібностей не слід розглядати як гарантію легкості засвоєння.

20. The researcher, along with her collaborators, is currently investigating the effects of explicit instruction on the acquisition of article systems. – Дослідниця разом зі своїми колегами зараз досліджує вплив експліцитного навчання на засвоєння системи артиклів.
21. For the acquisition of a foreign language to be successful, learners must develop the ability to restructure their interlanguage grammars. – Для того щоб засвоєння іноземної мови було успішним, ті, хто навчаються, повинні розвинути здатність перебудовувати свої інтермовні граматики.
22. It is precisely because Ukrainian marks case overtly that its word order can be relatively free without causing ambiguity. – Саме тому, що в українській мові відмінок має чітке формальне вираження, порядок слів може бути відносно вільним, не створюючи двозначності.
23. What remains to be explained is why some structures are more susceptible to transfer than others. – Ще належить пояснити, чому одні структури більш схильні до перенесення, ніж інші.
24. The contrastive method, when applied with due attention to functional equivalence, can yield insights that go beyond mere structural comparison. – Контрастивний метод, якщо його застосовувати з належною увагою до функційної еквівалентності, може дати результати, які виходять за межі простого структурного порівняння.
25. Learners, particularly those from article-less backgrounds, often produce such errors as *She is teacher* or *I saw interesting film* even after years of instruction. – Ті, хто вивчає мову, особливо носії мов без артиклів, часто роблять такі помилки, як *She is teacher* або *I saw interesting film*, навіть після багатьох років навчання.
26. So pervasive is the influence of the native language that even highly proficient learners may exhibit subtle traces of transfer. – Вплив рідної мови є настільки всеохопним, що навіть ті, хто

володіє мовою на високому рівні, можуть демонструвати ледь помітні сліди перенесення.

27. The notion that contrastive analysis can only predict errors attributable to interference has been challenged by scholars advocating a multicausal view. – Уявлення про те, що контрастивний аналіз може передбачити лише помилки, зумовлені інтерференцією, було поставлене під сумнів науковцями, які відстоюють мультикаузальний підхід.
28. Were we to adopt a purely structuralist perspective, many of the pragmatic factors that shape grammatical choices would remain unexplored. – Якби ми прийняли суто структуралістську перспективу, багато прагматичних чинників, які впливають на граматичний вибір, залишилися б недослідженими.
29. The implications of this study extend beyond the field of second language acquisition to encompass translation studies and language policy. – Наслідки цього дослідження виходять за межі галузі засвоєння другої мови й охоплюють перекладознавство та мовну політику.
30. It is the integration of contrastive grammar with error analysis and learner corpora that has given rise to a more nuanced understanding of transfer. – Саме інтеграція порівняльної граматики з аналізом помилок і навчальними корпусами дала змогу сформувати більш тонке розуміння перенесення.

4

The text below is a short excerpt from an academic essay on contrastive grammar written by a Ukrainian student. It contains a variety of errors at the levels of syntax, morphology, article usage, non-finite verb forms, and lexical-grammatical collocation. Many of these errors are traceable to the typological differences between Ukrainian (fusional) and English (analytic) outlined in the introductory text. For each case:

- Underline or otherwise mark the errors in the original text.

- Rewrite the text in a fully corrected version, preserving the academic register and complexity.
- Provide a detailed commentary (approximately 200–250 words) in which you categorise the errors (e.g., article system, tense/aspect, subject–verb agreement, non-finite clauses, preposition usage, word order) and explain their likely source in terms of contrastive analysis; and refer to at least three of the methods mentioned in the introduction (immediate constituents, method of oppositions, contrastive method, inductive/deductive reasoning) to illustrate how a contrastive approach would diagnose the underlying causes.

Original text (with errors)

Contrastive grammar represent a branch of linguistics which systematically compare two or more languages to identify their similarities and differences. Its importance lies in its capacity to predicting the difficulties that learners may face due to the influence of their native language. For Ukrainian learners of English, a number of structural differences become a source of persistent errors. For example, since Ukrainian language does not have articles, students often omit them where they are obligatory in English, saying *I bought book* instead of *I bought a book*. Conversely, they sometimes insert an article where it is not required, for instance *The life is beautiful*.

Another area of difficulty is the verb system. Because Ukrainian lacks the continuous aspect and the perfect, students frequently produce forms like *I am understanding* or *I have seen him yesterday*. The distinction between the present perfect and simple past is particularly challenging, as Ukrainian expresses temporal relations primarily through perfective/imperfective aspect rather than through a dedicated perfect tense. Furthermore, the word order in English is fixed, whereas in Ukrainian the case system allows considerable flexibility. As a result, learners may produce sentences like *This book I read last week* or *To the university went she*, which are ungrammatical in English.

Prepositions also cause significant interference. In Ukrainian, the preposition *в* can correspond to English *in*, *at*, or *into*, leading to confusion. Likewise, the phrase *depend from* is a direct calque of Ukrainian *залежати від*. The use of non-finite clauses is another domain where errors are frequent. The English gerund, which does not exist in Ukrainian, is often replaced by an infinitive or a finite clause, resulting in structures such as *I am interested to learn* or *She insisted to come*.

The immediate constituents method can help analyse these errors by breaking down the structures into their component parts, but it must be combined with the contrastive method to identify the points of divergence. Ultimately, the contrastive grammar not only serves theoretical purposes, but it is also a valuable tool for teachers and translators, allowing them to anticipate and address the most persistent difficulties.

5

For each of the following English and Ukrainian words, perform a morphemic analysis using the method of immediate constituents (ICs):

- Segment the word into its constituent morphemes (roots, prefixes, suffixes, inflectional endings).
- Identify each morpheme as *free* or *bound*, and as *lexical (content)* or *grammatical (function)*.
- For bound morphemes, specify whether they are *derivational* (creating a new word or changing part of speech) or *inflectional* (marking grammatical categories).
- Briefly comment on any significant contrast between the English and Ukrainian word-formation patterns observed in the set.

1	unpredictability	непередбачуваність
2	reestablishment	перезаснування
3	counterargument	контраргумент

4	overgeneralisation	надмірне узагальнення
5	interconnectedness	взаємопов'язаність
6	decontextualisation	деконтекстуалізація
7	morphosyntactic	морфосинтаксичний
8	agglutinative	аглютинативний
9	fusional	фузійний
10	inflectionally	флексивно
11	government	урядування
12	misunderstanding	непорозуміння
13	hypercorrection	гіперкорекція
14	typologically	типологічно
15	learner-internal	внутрішньо-навчальний
16	substantivity	субстантивність

6

The following sentences contain nouns in both English and Ukrainian. For each numbered item:

- Perform part-of-speech tagging on the underlined word(s): identify the part of speech and, if it is a noun, further classify it as *common* / *proper*, and if common, as *concrete*, *abstract*, *collective*, *material*, or *class noun* (use the categories from the text).
 - For English nouns, also indicate whether the noun belongs to an *open* or *closed* class; for Ukrainian nouns, indicate whether it is a *content* or *function* word class (as per the text).
 - Provide a brief contrastive comment on how the noun's grammatical categories (number, case, gender) are expressed in English and Ukrainian, referring to the typological differences mentioned in the introduction.
1. The linguist presented a groundbreaking analysis of morphological typology. – Мовознавець представив новаторський аналіз морфологічної типології.

2. Freedom of speech is considered a fundamental right. – Свобода слова вважається фундаментальним правом.
3. The cattle were grazing in the vast pasture. – Худоба паслася на величезному пасовищі.
4. Kyiv has become a major hub for IT companies. – Київ став важливим осередком для ІТ-компаній.
5. The committee reached a unanimous decision. – Комітет ухвалив одностайне рішення.
6. Salt is essential for human health. – Сіль є необхідною для людського здоров'я.
7. A vehicle parked in front of the building. – Транспортний засіб припаркувався перед будівлею.
8. Professor Smith will deliver a lecture on morphology. – Професор Сміт прочитає лекцію з морфології.
9. Happiness is difficult to measure. – Щастя важко виміряти.
10. The team celebrated its victory. – Команда святкувала свою перемогу.
11. The air in the mountains was fresh. – Повітря в горах було свіжим.
12. Ukrainians celebrate Independence Day in August. – Українці відзначають День незалежності у серпні.
13. This book is a classic of contrastive grammar. – Ця книга є класикою порівняльної граматики.
14. The flock of birds flew south. – Зграя птахів полетіла на південь.
15. Water freezes at zero degrees Celsius. – Вода замерзає при нулі градусів за Цельсієм.
16. Shevchenko is a celebrated poet in Ukrainian literature. – Шевченко – видатний поет української літератури.
17. The furniture in the room was antique. – Меблі в кімнаті були антикварними.
18. Knowledge of cases is crucial for translation. – Знання відмінків є вирішальним для перекладу.

19. Lviv is known for its architecture and coffee. – Львів славиться своєю архітектурою та кавою.
20. The audience applauded the performance. – Аудиторія аплодувала виставі.
21. Granite is a common material for monuments. – Граніт є поширеним матеріалом для пам'ятників.
22. Mercury is the smallest planet in the solar system. – Меркурій – найменша планета в Сонячній системі.
23. The police were investigating the case. – Поліція розслідувала справу.
24. Courage and wisdom are valued virtues. – Мужність та мудрість є цінними чеснотами.
25. Oxford University publishes many academic journals. – Оксфордський університет видає багато наукових журналів.
26. The data provided new insights. – Наведені дані дозволили отримати нові уявлення.
27. Wood is used to make furniture. – Деревина використовується для виготовлення меблів.
28. The jury reached its verdict. – Журі винесло свій вердикт.
29. Friendship requires trust. – Дружба потребує довіри.
30. The Atlantic Ocean separates Europe from America. – Атлантичний океан відокремлює Європу від Америки.

7

Apply the *method of oppositions* to compare the grammatical forms of nouns in English and Ukrainian. For each pair of forms:\

- Identify the grammatical category (number, case, gender, or definiteness) that is being expressed, and describe how each language marks this category (e.g., through inflection, separate words, or word order).
- Provide a concise explanation of the typological difference

illustrated, referring to the analytic (English) vs fusional (Ukrainian) nature of the two languages.

1. EN: *book – books*
UA: *книга – книги*
2. EN: *child – children*
UA: *дитина – діти*
3. EN: *ox – oxen*
UA: *віл – воли*
4. EN: *the book – a book*
UA: *книга – книга* (no article distinction)
5. EN: *man – man’s* (genitive)
UA: *чоловік – чоловіка* (genitive)
6. EN: *woman – women*
UA: *жінка – жінки*
7. EN: *criterion – criteria*
UA: *критерій – критерії*
8. EN: *the student’s answer* (possessive)
UA: *відповідь студента* (genitive case)
9. EN: *leaf – leaves*
UA: *лист – листи* (regular plural) [but *лист* can also mean ‘letter’; for leaf, Ukrainian *листок – листки*]
10. EN: *analysis – analyses*
UA: *аналіз – аналізи*
11. EN: *foot – feet*
UA: *нога – ноги*
12. EN: *mouse – mice*
UA: *миша – миші*
13. EN: *sheep – sheep*
UA: *вівця – вівці*
14. EN: *the roof of the house – the house’s roof*
UA: *дах будинку* (genitive case)

15. EN: *datum* – *data*
UA: дане – дані
16. EN: *alumnus* – *alumni*
UA: випускник – випускники
17. EN: *person* – *people*
UA: особа – особи (or людина – люди)
18. EN: *the United States is* (singular verb) vs *the United States are* (plural concept)
UA: *Сполучені Штати є* (plural verb always)
19. EN: *a pair of scissors* (singular)
UA: ножиці (plural only)
20. EN: *money* (uncountable, singular)
UA: гроші (plural only)
21. EN: *information* (uncountable)
UA: інформація (singular, countable in some contexts)
22. EN: *advice* (uncountable)
UA: порада (countable)
23. EN: *knowledge* (uncountable)
UA: знання (countable in plural)
24. EN: *the police are* (plural verb)
UA: поліція є (singular verb)
25. EN: *the government has* (singular verb) vs *the government have* (plural, in British English)
UA: уряд має (singular)

8

The following sentences, written by Ukrainian learners of English, contain errors related to the morphology of nouns (article use, number, case, possessive forms, countable/uncountable distinctions, and noun-verb agreement). For each sentence:

- Identify and correct the error(s).

- Explain the source of the error using contrastive analysis, referring to specific differences between English and Ukrainian noun systems (e.g., presence/absence of articles, different inflectional paradigms, countability, etc.) and, where relevant, to the concepts of analytic vs fusional typology.
- Rewrite the corrected sentence.

1. I have bought a new furnitures for my office. 2. She gave me an useful advice. 3. The government have announced their decision yesterday. 4. This is a very important information. 5. The police is investigating the case. 6. I need to buy a bread. 7. My sister's childrens are very talented. 8. The news are very disappointing. 9. He is a professor at the Kyiv University. 10. She has a long black hairs. 11. We visited many historical places in a Kyiv. 12. This is a book of my friend. 13. I saw a strange phenomenon last night; there were many strange phenomenons. 14. The scissors is on the table. 15. He gave me a lot of valuable advices. 16. There are many sheeps on the farm. 17. This research provide new knowledges in the field. 18. The staff was divided in their opinion. 19. I met an old friend of me. 20. She has a great knowledges of English grammar. 21. The committee were unable to reach a consensus, which show their disagreement. 22. This is a work of art. 23. The data is inconclusive, but the data from the second experiment are more reliable. 24. He is one of the most influential linguists of the twentieth century, and his works have influenced several generations of students.

Note: Some sentences may contain more than one error; correct all of them.

9

For each of the following sentences:

- Analyse the underlined noun(s) in terms of number, case, gender, and animacy (where applicable).

- Provide a short contrastive commentary: explain how the grammatical information is expressed morphologically in the language of the sentence and how it would be encoded in the other language (English ↔ Ukrainian).

1. Although the children had been playing outside for hours, their mother noticed that the cookies she had baked were still untouched on the kitchen counter. 2. The researcher, whose groundbreaking work on renewable energy had earned her international recognition, was invited to deliver the keynote address at the conference. 3. Коли письменник закінчив свій новий роман, він передав рукопис головному редакторові, який одразу оцінив глибину ідей, закладених у тексті. 4. Despite the museum's strict policy against photography, the visitors, overwhelmed by the beauty of the exhibit, could not resist taking a few pictures with their phones. 5. The mayor announced that the city would allocate a significant portion of its budget to renovating the historic buildings that had been damaged by the recent earthquake. 6. Гарні дівчата, яких я зустрів на вечірці, виявилися студентками факультету іноземної філології, і вони охоче погодилися допомогти мені з перекладом. 7. After the professor had explained the theory of generative grammar for the third time, the students, who were still confused, asked whether they could consult additional sources from the library. 8. The company's decision to launch a new product line without conducting proper market research proved to be a costly mistake, as the sales figures for the first quarter were disastrous. 9. Студентка, яка написала найкращу курсову роботу з лексикології, отримала можливість представити своє дослідження на міжнародній конференції у Львові. 10. Although the government had promised to reduce taxes, the citizens soon realised that the new policies would actually increase the financial burden on middle-class families. 11. The archaeologist, holding a brush in one hand and a notebook in the other, carefully uncovered the fragments of an ancient vase that had

remained buried for over two thousand years. 12. Міністерство освіти ухвалило постанову, згідно з якою всі школи зобов'язані запровадити дистанційне навчання у разі погіршення епідеміологічної ситуації. 13. The engineer who designed this bridge claimed that its structure could withstand even the strongest earthquakes, but the locals remained sceptical about the safety of the construction. 14. Having spent all his savings on a vintage motorcycle, my neighbour realised that he had forgotten to consider the cost of insurance and regular maintenance. 15. Величезне зграя птахів, яка пролітала над містом, на мить затінила сонце, і багато перехожих зупинилися, щоб зафіксувати це явище на свої телефони. 16. The journalist was convinced that the documents she had obtained from an anonymous source would expose the corruption that had plagued the administration for decades. 17. Even though the weather forecast had predicted heavy rain, the organisers of the festival decided not to cancel the event, hoping that the clouds would disperse by the afternoon. 18. Спогади про бабусин будинок, що стояв на узліссі, назавжди залишилися в пам'яті дитинства, наповнені запахом свіжоспеченого хліба та звуками літнього дощу. 19. The poet's latest collection, which explores the themes of loss and resilience, has received widespread acclaim from critics who praise its innovative use of language. 20. When the director asked whether anyone had questions about the new project, the silence in the room suggested that the employees were either completely satisfied or too intimidated to speak. 21. Науковці, які досліджують вплив зміни клімату на екосистеми Карпат, оприлюднили звіт, що містить шокуючі дані про зменшення біорізноманіття. 22. The painter, whose works now sell for millions, began his career by selling sketches on the streets of Paris, where he struggled to afford even the most basic materials. 23. Because the contract contained several ambiguous clauses, both parties agreed to seek legal advice before signing the document that would define their future partnership. 24. Здавалося, що тиша, яка заповнила кімнату

після його слів, тривала цілу вічність, хоча насправді минуло лише кілька секунд. 25. The historian argued that the revolution was not a sudden event but rather the culmination of decades of social tensions, economic inequality, and political mismanagement. 26. Директорка школи, яка сама виросла в родині вчителів, завжди підкреслювала, що освіта є тим фундаментом, на якому будується майбутнє кожної дитини. 27. After the jury had deliberated for three days, the judge finally announced the verdict, which was met with gasps of surprise from the spectators who had filled the courtroom. 28. Рішення, ухвалене на засіданні ради університету, передбачає створення нової кафедри прикладної лінгвістики, що має запрацювати вже з наступного навчального року. 29. The pilot, whose courage during the emergency landing saved the lives of over two hundred passengers, was awarded the highest honour that the aviation industry can bestow. 30. Although the philosopher's ideas were considered radical by his contemporaries, subsequent generations came to regard him as one of the most influential thinkers of his century.

10

Translate each sentence from English into Ukrainian (or from Ukrainian into English). While translating, pay close attention to the grammatical categories of number, case, gender, animacy, and definiteness. In a brief commentary after each translation, explain the specific morphological adjustments you made (e.g., choice of case endings, agreement patterns, handling of articles, animacy in the accusative) and contrast the two languages' strategies.

1. The young woman whom I met at the conference turned out to be a distinguished linguist who had published extensively on syntax. 2. After the professors had examined the students' theses, they expressed their satisfaction with the high level of research. 3. Мої батьки завжди пишалися будинком, який збудував ще мій прадід, і відмовлялися

навіть обговорювати можливість його продажу. 4. The government has finally acknowledged that the policies implemented over the last decade have failed to address the needs of the most vulnerable citizens. 5. In her lecture, the professor emphasised that animacy plays a crucial role in determining the accusative case endings for masculine nouns in Ukrainian. 6. Кожен учасник експедиції, яка вирушила в Антарктиду, мав пройти суворий медичний відбір і спеціальне тренування. 7. The company's managers, who had been warned about the potential risks, decided to proceed with the investment regardless. 8. Despite the absence of any articles in Ukrainian, definiteness can be conveyed through word order, context, or the use of demonstrative pronouns such as *цей* and *той*. 9. Творчість Шевченка, яка охоплює поезію, прозу, живопис і графіку, стала символом незламності українського духу. 10. The archaeologists were thrilled to discover a burial chamber that had remained untouched for over three thousand years. 11. На кафедрі германської філології оголосили конкурс на кращу студентську наукову роботу, присвячену проблемам когнітивної лінгвістики. 12. The children, whose parents were attending a meeting in the main hall, stayed in the playroom under the supervision of a volunteer. 13. Although the book contained several chapters on historical grammar, the students found it surprisingly accessible. 14. Перекладачі, які працювали над адаптацією цього роману для українського читача, зіткнулися з низкою труднощів, пов'язаних із культурними реаліями. 15. The mayor's proposal to build a new stadium was met with fierce opposition from residents who feared an increase in traffic and noise. 16. Жоден із дипломантів, які брали участь у змаганні, не зміг перевершити результату, встановленого торішнім чемпіоном. 17. The researchers hypothesised that the phenomenon could be explained by a combination of genetic and environmental factors. 18. For students of contrastive linguistics, understanding how case and gender function in Ukrainian is essential for accurate analysis. 19. Наприкінці весни, коли сади вкриваються цвітом, місто перетворюється на

справжнє казкове королівство, яке приваблює туристів з усієї країни. 20. The journalist was certain that the documents she had obtained would reveal the truth about the scandal that had been hidden for years. 21. The actor, who had been nominated for an Oscar three times before, finally received the award for his portrayal of a war veteran. 22. Because the weather had disrupted flights for several days, many passengers were forced to spend nights at the airport. 23. Учора в Національній опері відбулася прем'єра балету, яку критики назвали найочікуванішою подією сезону. 24. The professor's argument that language shapes thought has been both influential and controversial since it was first proposed. 25. Дослідження, проведене кафедрою психології у співпраці з колегами з університету Торонто, виявило цікаві закономірності у сприйнятті кольорів. 26. After the storm had passed, the villagers emerged from their homes to assess the damage caused by the floodwaters. 27. Кожен із цих артефактів, знайдених під час розкопок у Чернігові, має величезну історичну цінність і потребує ретельної реставрації. 28. The committee reached a consensus after lengthy debates, although some members remained sceptical about the feasibility of the plan. 29. Студенти-філологи, які обрали спеціалізацію з порівняльної граматики, мають глибоко опанувати особливості вираження граматичних категорій у двох мовах.

1 1

In each sentence below:

- Identify all pronouns and classify them according to the typology given in the lecture (personal, possessive, reflexive, demonstrative, interrogative, relative, indefinite, negative, reciprocal).
- Explain the morphological form of each pronoun (case, number, gender where relevant) and its syntactic function in the sentence.
- For sentences in Ukrainian, pay special attention to the inflectional paradigm.

1. Whoever made this decision must answer for it themselves, because they knew that it would affect us all. 2. The professor asked herself whether she had been clear enough, but her students assured her that they had understood everything. 3. Ніхто з присутніх не міг пояснити собі, чому вони опинилися тут, хоча кожен відчував, що це мало якесь значення. 4. Each of the candidates believed that their qualifications were superior to those of the others. 5. The two diplomats exchanged mutual assurances, promising one another that their countries would respect the agreement. 6. Що саме сталося тієї ночі, ніхто не знає, але всі підозрюють, що це було щось надзвичайне. 7. She gave him her phone number so that he could contact her if anything unexpected occurred. 8. Myself, I would never agree to such terms, but you must decide for yourself what is best for your future. 9. Я, звісно, можу допомогти тобі, але ти маєш зробити свою частину роботи сам, без ніяких нагадувань. 10. The committee members, who had been arguing for hours, finally told one another that they needed to find a compromise. 11. Those who believe that everything is predetermined often fail to recognise their own agency in shaping their lives. 12. Кожен, хто себе поважає, має право на свою думку, навіть якщо вона суперечить думці більшості. 13. The director herself approved the plan, though she knew that it would require her to work closely with those whom she distrusted. 14. Whom did you invite to the ceremony, and which of them have confirmed their attendance? 15. Один одного вони знали ще з тих часів, коли обидва навчалися в аспірантурі, і з тих пір їхня дружба лише міцнішала. 16. Nobody in the room could explain why the machine had stopped, but someone suggested that it might be a problem with its power supply. 17. Я не пам'ятаю, чий це був голос, але він здався мені дуже знайомим, хоча я не могла собі уявити, хто б це міг бути. 18. The students congratulated one another after they heard that their research had been accepted for publication. 19. Everything that he had built over his

lifetime was destroyed in a single day, yet he refused to give in to despair. 20. Всі, хто її знав, захоплювалися її наполегливістю, але сама вона вважала себе звичайною людиною, яка просто робить свою справу. 21. The two scholars respected each other immensely, though their theoretical frameworks were radically different. 22. Who will take responsibility for this if nothing is done to prevent such disasters from happening again? 23. Нікому з них не спало на думку, що ця зустріч може змінити їхні долі, але вона змінила. 24. The manager told himself that he had made the right choice, even though some of his colleagues openly questioned his judgment. 25. Чий це портфель, і чому він досі лежить тут? – запитала вона, але ніхто не відповів їй. 26. Those who had never experienced such hardship could hardly understand what those families were going through. 27. She and I have known each other since we were children, and our friendship is something I treasure above everything else. 28. Кожен із цих днів був схожий на попередній, але вони не помічали цього, бо їхнє життя наповнювала якась особлива радість. 29. Neither of the proposals was acceptable to us, so we decided to draft our own. 30. Хтось має це зробити, і я вважаю, що саме ти – та людина, яка здатна взяти на себе цю відповідальність.

1 2

For each sentence:

- Identify all nouns and pronouns and state their syntactic function (subject, direct object, indirect object, complement, object of a preposition, apposition, or part of a complex noun phrase).
- Pay attention to how case marking (in Ukrainian) or word order (in English) signals these functions.
- In a short contrastive note, comment on one significant difference in how the two languages encode syntactic relations in that sentence type.

1. That the decision would ultimately rest with the committee was something everyone had anticipated from the very beginning. 2. The professor gave her students a challenging assignment that required them to analyse the syntactic structures of complex sentences. 3. Мовознавці, які досліджують порівняльну граматику, часто наголошують на важливості врахування типологічних відмінностей між мовами. 4. After the lecture, he asked the visiting scholar a thoughtful question about her research on cognitive linguistics. 5. The mayor declared the newly renovated bridge open to the public during a ceremony attended by hundreds of residents. 6. Ми подарували нашим колегам з Німеччини кілька книг про українську культуру, які вони прийняли з великою вдячністю. 7. His most significant achievement, the discovery of a new treatment for the disease, earned him international recognition. 8. The company offered its employees a generous bonus if they completed the project ahead of schedule. 9. Університет надав студентам можливість пройти стажування в одній із провідних компаній Кремнієвої долини. 10. What she needed most was a quiet place where she could concentrate on her writing without interruptions. 11. The judge sentenced the defendant to ten years in prison, a punishment that many considered too harsh given the circumstances. 12. Науковий керівник порекомендував мені звернути увагу на праці Чомського, які він вважає фундаментальними для розуміння синтаксису. 13. The fact that the language lacked articles posed a significant challenge for the English-speaking learners. 14. Their decision to move to the countryside, a choice they had long debated, surprised their friends and relatives. 15. Кожному учасникові конференції вручили сертифікат та збірник матеріалів, що містив тези всіх доповідей. 16. He gave the woman standing by the entrance a warm smile, but she did not acknowledge him. 17. The architect, a visionary known for his bold designs, presented the city council with plans for a futuristic museum. 18. Мені дуже сподобалася лекція професора Сміта, людини, яка має унікальний погляд на проблему мовної відносності.

19. The storm, the worst in decades, left the town without electricity for several weeks. 20. Її дисертація, ґрунтовне дослідження семантики українських прислівників, отримала найвищу оцінку опонентів. 21. We consider this discovery a breakthrough in the field of regenerative medicine. 22. The president appointed her the new ambassador to the United Nations, a position she had long desired. 23. Організатори змагань запропонували переможцям грошову винагороду та можливість взяти участь у міжнародному турнірі. 24. My grandfather, a man of few words, expressed his love for us through actions rather than speech. 25. Їм вдалося переконати комісію в необхідності додаткового фінансування для їхнього експерименту. 26. The teacher made the topic more accessible to the students by using real-life examples. 27. Що саме він сказав їй того вечора, залишилося таємницею для всіх присутніх. 28. The discovery of oil in the region turned the small village into a bustling industrial centre within a few years. 29. Рецензенти назвали цей роман справжнім літературним відкриттям, твором, який заслуговує на найвищі нагороди. 30. He made himself a cup of coffee and sat down by the window to watch the sunrise.

13

For each sentence, analyse the underlined verb(s) as follows:

- Determine whether the form is finite or non-finite.
- For finite verbs, specify tense, person, number, mood, and voice.
- For non-finite forms, specify the type (infinitive, gerund, participle) and describe their syntactic function.
- Identify any derivational prefixes (e.g., *re-*, *dis-*, *over-*, *un-*, *fore-*, *sub-*, *trans-*) or suffixes (e.g., *-ise/-ize*, *-ate*, *-fy*, *-en*) and explain how they modify the meaning of the base verb.
- In a short note, comment on any interaction between derivation and grammatical meaning (e.g., how a prefix may affect aspectual interpretation).

1. Although the committee had been reconsidering the proposal for months, they finally decided to reject it and move forward with the original plan. 2. The architect overestimated the budget and failed to foresee the structural complications that would arise during construction. 3. Having been misinformed about the safety regulations, the crew proceeded with the experiment, only to realise their mistake later. 4. The new policy enables employees to restructure their work schedules without requiring managerial approval for minor changes. 5. If the government had foreseen the economic downturn, it would have implemented more aggressive measures to stabilise the currency. 6. Translating ancient manuscripts requires not only linguistic expertise but also the ability to interpret cultural nuances that have been obscured over centuries. 7. The professor characterised the student's thesis as 'groundbreaking', emphasising the innovative methodology employed in the research. 8. By the time the rescue team arrived, the floodwaters had already engulfed the entire village, leaving hundreds homeless. 9. Having completed the marathon, she collapsed from exhaustion but refused to be taken to the hospital. 10. The company discontinued its flagship product after realising that consumer preferences had shifted dramatically. 11. To have been overlooked for such a prestigious award was a bitter disappointment for the young scientist, who had devoted years to the project. 12. The director subdivided the main task into smaller components, allowing each team to focus on a specific aspect. 13. Overworking yourself is counterproductive; you need to establish a sustainable rhythm to maintain long-term productivity. 14. The novel foreshadows the tragic ending by repeatedly invoking images of decay and abandonment. 15. Having been undermined by internal conflicts, the organisation struggled to regain its former influence. 16. The mechanic tightened the bolts and replaced the worn-out parts before testing the engine again. 17. To be or not to be remains the central question of the play, haunting the protagonist throughout. 18. The software visualises complex data

sets using interactive graphics, allowing users to identify patterns that would otherwise remain hidden. 19. Having witnessed the accident, the bystander insisted to testify in court despite being threatened by the suspect's associates. 20. If they had not intervened, the conflict might have escalated into a full-scale war. 21. The manager recommended postponing the meeting until everyone had reviewed the revised documents. 22. Forgotten by most historians, the manuscript was rediscovered in a private archive dating back to the seventeenth century. 23. To have achieved such success at a young age requires extraordinary dedication and a willingness to take risks. 24. The orchestra performed the symphony using period instruments, recreating the sound that audiences would have heard in the eighteenth century. 25. Having been repeatedly warned about the dangers, the hikers chose to ignore the advice and ventured into the restricted area. 26. The new regulations disallow using personal devices during working hours, citing security concerns. 27. Overcoming these obstacles will require collaborating across disciplines and developing innovative solutions. 28. The artist transformed the abandoned factory into a vibrant cultural hub, attracting visitors from around the world. 29. To be questioned by the committee was an experience he had hoped to avoid. 30. Having simplified the procedure, the technicians were able to complete the repairs in half the expected time.

1 4

For each sentence, analyse the underlined verb(s) as follows:

- Determine whether the form is finite (око́бoвa) or non-finite (неоко́бoвa).
- For finite verbs, specify aspect (perfective/imperfective), tense, person, number, gender (for past tense), mood, and voice.
- For non-finite forms, specify the type (infinitive, participle, adverbial participle) and describe their syntactic function.

- Identify prefixes and suffixes; explain how they contribute to verb formation and aspectual meaning.
- In a short note, comment on how prefixation interacts with the perfective/imperfective distinction.

Then translate the sentences into English.

1. Хоча науковці перевіряли цю гіпотезу впродовж десяти років, остаточного підтвердження вдалося отримати лише застосувавши нову методику. 2. Перечитуючи старі щоденники, вона згадала всі ті події, які назавжди змінили її життя. 3. Розглянувши всі пропозиції, комітет постановив відкласти ухвалення рішення до надходження додаткових даних. 4. Написавши дисертацію, молодий дослідник вирішив перекласти її англійською, сподіваючись розширити коло читачів. 5. Якби адвокат передбачив такий розвиток подій, він запропонував би укласти мирову угоду ще на початку процесу. 6. Сидячи в приймальні, кандидат переживав, що не зможе переконати роботодавця у своїй кваліфікації. 7. Зібравши усі необхідні підписи, активісти передали петицію до міської ради, вимагаючи негайного розгляду. 8. Режисер поставив виставу, використовуючи мінімалістичні декорації, створені молодими художниками. 9. Підписавши контракт, обидві сторони зобов'язалися дотримуватися конфіденційності, навіть якщо співпраця припиниться. 10. Відчувши небезпеку, мандрівники вирішили повернутися назад, не дочекавшись кінця шторму. 11. Намалювавши перший ескіз, художник зрозумів, що варто переробити композицію, додавши більше світла. 12. Слухаючи лекцію, студенти записували основні тези, намагаючись запам'ятати найважливіші деталі. 13. Якщо буде знайдено компроміс, переговори закінчатся підписанням угоди до кінця місяця. 14. Прочитавши рекомендовану літературу, аспірант склав план дослідження та почав збирати емпіричний матеріал. 15. Повернувшись додому пізно ввечері, вона побачила, що вікно розбите, а двері відчинені. 16. Не

знаючи точної відповіді, екзаменатор вирішив переформулювати питання, сподіваючись почути більш розгорнуту відповідь.

17. Перебудувавши старий завод, інвестори створили сучасний логістичний центр, забезпечивши роботою сотні місцевих жителів.

18. Відрізавши зайву тканину, кравець приміряв костюм і зауважив, що потрібно вкоротити рукави.

19. Засинаючи, вона подумала, що треба написати листа батькам, якого відкладала вже тиждень.

20. Написане поетом у вигнанні стало символом незламності для багатьох поколінь.

21. Побачивши знайоме обличчя в натовпі, він кинувся пробиратися крізь юрбу, не зважаючи на обурені вигуки.

22. Зрозумівши, що заблукав, турист зупинився й вирішив дочекатися ранку, розвівши невелике багаття.

23. Вислухавши всіх свідків, суддя постановив оголосити перерву, відклавши винесення вироку на наступне засідання.

24. Навчаючись в університеті, майбутні філологи опановують не лише мову, а й вчать аналізувати тексти різних стилів.

25. Залишившись без підтримки, команда мусила покладатися лише на власні сили, долаючи труднощі поступово.

26. Вивчивши всі наявні джерела, історик дійшов висновку, що подію слід переглянути з урахуванням нових фактів.

27. Не бажаючи псувати стосунків, вона вирішила промовчати, хоча вважала таку поведінку неприпустимою. Працюючи над монографією, професор використовував архівні матеріали, віднайдені у приватних колекціях.

28. Відремонтувавши дах, господарі перейшли до оздоблення інтер'єру, замовивши меблі в італійського дизайнера.

29. Якби було передбачено всі ризики, аварії вдалося б уникнути, зекономивши мільйони на ліквідації наслідків.

1 5

For each sentence, complete the following tasks:

- Underline all finite verb forms and circle all non-finite verb forms (infinitives, gerunds, participles).

- For each non-finite form, specify its type and syntactic function (e.g., subject, object, complement, attribute, adverbial modifier, part of a complex object).
- Identify any complex verb phrases (e.g., perfect, progressive, passive, modal combinations) and explain how they contribute to the meaning of tense, aspect, or modality.
- In a short note, comment on how the use of non-finite clauses allows for syntactic compression compared to finite subordinate clauses.

1. Expecting a quick resolution, the board members were surprised to discover that the negotiations would continue for several more weeks. 2. Having been trained in classical philology, she found it relatively easy to decipher the medieval manuscript. 3. The detective insisted on questioning the witness again, hoping to obtain a detail that had been overlooked earlier. 4. To be awarded such a prestigious grant is considered a remarkable achievement for a young researcher. 5. The contractor, having underestimated the complexity of the project, was forced to request an extension. 6. Realising that they had been misled, the investors decided to withdraw their funding immediately. 7. The professor advised her students to consult primary sources rather than relying solely on secondary literature. 8. Considered one of the most innovative architects of his generation, he was invited to redesign the city's central square. 9. The company's strategy, aimed at expanding into emerging markets, required hiring local experts who understood the cultural nuances. 10. To have completed the marathon despite her injury was a testament to her determination. 11. The manager left the documents on the desk, expecting his assistant to review them before the meeting. 12. Having been warned repeatedly about the risks, the climbers nevertheless decided to proceed with the ascent. 13. The new software allows users to create complex models without needing advanced programming skills. 14. Frustrated by the lack of progress, the

committee voted to dissolve the task force and form a new one. 15. The artist spent hours mixing colours, trying to achieve the exact shade that would capture the atmosphere of the scene. 16. To be questioned by the investigative committee was an experience he hoped never to repeat. 17. The manuscript, believed to have been lost during the war, was unexpectedly discovered in a private archive. 18. Having analysed all the data, the research team concluded that further testing was unnecessary. 19. The teacher encouraged her students to challenge established theories, emphasising the importance of critical thinking. 20. Disappointed by the outcome, the activists vowed to continue their campaign until their demands were met. 21. The novel, translated into over thirty languages, continues to attract new generations of readers. 22. To have been overlooked for promotion twice in a row prompted him to reconsider his career path. 23. The mechanic spent the afternoon repairing the engine, working tirelessly to meet the deadline. 24. Having failed to secure the necessary permits, the organisers had no choice but to cancel the event. 25. The diplomat, known for his ability to mediate conflicts, was called upon to facilitate the negotiations. 26. Recognising the urgency of the situation, the government allocated additional resources to the affected region. 27. The students were asked to present their findings in a clear and concise manner, avoiding unnecessary jargon. 28. The old bridge, damaged by years of neglect, was finally scheduled for demolition. 29. To have achieved such a level of proficiency in only two years required immense dedication. 30. The volunteers worked through the night, distributing supplies to the families who had been displaced by the flood.

16

For each sentence, complete the following tasks:

- Underline all finite verb forms (особові форми) and circle all non-finite verb forms (інфінітив, дієприкметник, дієприслівник).

- For each non-finite form, specify its type and syntactic function (e.g., subject, predicate, object, attribute, adverbial modifier, part of a compound predicate).
- Identify the aspectual pairs (perfective/imperfective) where possible and explain how aspect influences the meaning of the sentence.
- In a short note, explain how the use of participial and adverbial participial constructions allows for syntactic complexity without creating separate subordinate clauses.

Then translate the sentences into English.

1. Повертаючись додому пізно ввечері, він помітив, що вікно розбите, а двері не зачинені. 2. Вислухавши всі аргументи, суддя оголосив перерву, відклавши винесення вироку на наступне засідання. 3. Створений ще в дев'ятнадцятому столітті, цей парк вважається одним із найкращих зразків ландшафтної архітектури. 4. Написана під час вигнання, поема стала символом боротьби за свободу для багатьох поколінь. 5. Не бажаючи псувати стосунків, вона вирішила промовчати, хоча вважала таку поведінку неприпустимою. 6. Залишившись без фінансування, науковці мусили призупинити дослідження, втративши кілька років роботи. 7. Прочитавши рекомендовану літературу, студенти почали обговорювати текст, висловлюючи суперечливі думки. 8. Виконаний із надзвичайною майстерністю, цей різьблений іконостас вражає своєю деталізацією. 9. Працюючи над дисертацією, аспірант збирав польові матеріали, записуючи діалектні особливості місцевої говірки. 10. Узявши на себе відповідальність, директор пообіцяв особисто контролювати виконання проєкту. 11. Розташоване на перетині торгових шляхів, місто швидко перетворилося на важливий культурний осередок. 12. Не дочекавшись відповіді, вона вирішила передзвонити сама, сподіваючись отримати чіткіші пояснення. 13. Навчаючи студентів,

викладач акцентував на необхідності розрізняти фінітні та нефінітні форми. 14. Відчувши підтримку колег, молодий дослідник відважився представити свою доповідь на міжнародній конференції. 15. Спійманий на гарячому, зловмисник не зміг заперечувати своєї провини. 16. Перебуваючи за кордоном, вона продовжувала підтримувати зв'язок із родиною, надсилаючи листи щотижня. 17. Складений фахівцями з різних галузей, звіт охоплював широке коло проблем. 18. Зрозумівши, що заблукав, турист вирішив зупинитися й дочекатися ранку, розпаливши багаття. 19. Удосконалюючи свою методику, тренер домагався поступового підвищення результатів спортсменів. 20. Запрошений як почесний гість, професор виступив із програмною промовою, викликавши жваву дискусію. 21. Повернувшись до рідного міста після довгої відсутності, вона ледь впізнавала вулиці, змінені новобудовами. 22. Не маючи чіткого плану, вони діяли імпровізуючи, що призводило до непорозумінь. 23. Захищена могутніми горами, долина зберігала унікальний мікроклімат, придатний для вирощування рідкісних рослин. 24. Прослухавши лекцію, студенти отримали завдання підготувати анотації до трьох наукових статей. 25. Втративши всі заощадження, родина мусила розпочати життя з нуля, орендуючи невелику квартиру на околиці. 26. Занедбаний десятиліттями, парк був відновлений зусиллями волонтерів, які працювали безкоштовно. 27. Порівнюючи оригінал із перекладом, дослідниця виявила низку розбіжностей, зумовлених культурними відмінностями. 28. Не сподіваючись на швидкий результат, науковці готувалися до тривалої експедиції, запасуючись усім необхідним. 29. Написаний простою мовою, підручник виявився доступним навіть для початківців, позбавлених спеціальної підготовки. 30. Сівши за стіл, вона побачила залишений кимось конверт і, розкривши його, завмерла від несподіванки.

For each sentence, analyse the finite verb phrases as follows:

- Identify the tense (present, past, future) and aspect (simple, progressive, perfect, perfect progressive).
- For future reference, indicate whether it is expressed through *will*, *be going to*, present continuous, present simple, or another periphrastic construction.
- Explain the semantic contribution of the aspect (e.g., ongoing action, completed action relevant to the present, duration, habituality).
- In a short note, compare how the same temporal-aspectual meaning would likely be expressed in Ukrainian, referring to the synthetic vs analytic strategies discussed in the lecture.

1. By the time the rescue team arrives, the floodwaters will have already engulfed the entire valley. 2. Although she had been rehearsing for months, her hands were trembling as she stepped onto the stage. 3. The conference begins at 9 a.m. tomorrow, and the keynote speaker is flying in from Berlin this evening. 4. For the last three decades, the company has been manufacturing components for the automotive industry. 5. When I look back on my childhood, I realise that I was taking many things for granted. 6. The archaeologists have discovered a burial chamber that had remained untouched for over two thousand years. 7. By next summer, they will have been constructing this bridge for five years, yet it is still far from completion. 8. She writes poetry, though she has never published a single poem. 9. The witness was sitting in the waiting room when the suspect walked past her, but she did not recognise him at the moment. 10. If the government had implemented the reforms earlier, the economic crisis might have been avoided. 11. This time tomorrow, I will be presenting my research to the committee, so I am reviewing my slides right now. 12. Ever since the accident, he has avoided driving at night, and he prefers to take the train. 13. The

manuscript, which scholars had believed to have been lost, was discovered in a private archive last year. 14. By the time she graduates, she will have completed three internships and will have published two articles. 15. The professor has been teaching at this university for forty years, and he shows no signs of retiring. 16. While the guests were mingling in the garden, the host was preparing a surprise performance inside. 17. The population of the region has been declining steadily since the factory closed in 1990. 18. As soon as the bell rings, the students will have been waiting for nearly an hour. 19. She had just finished her presentation when the fire alarm went off, causing chaos. 20. The novel explores themes of identity and memory, and it has been translated into over thirty languages. 21. By the end of this decade, renewable energy sources are expected to provide half of the country's electricity. 22. I am hoping that by the time the conference starts, I will have finalised my paper. 23. The old bridge was being repaired when a sudden storm caused it to collapse. 24. For the past week, the detectives have been interrogating the suspects, but no one has confessed yet. 25. He had been working as a journalist for ten years before he decided to write his first novel. 26. The orchestra is performing Beethoven's Ninth Symphony tonight; the tickets have been sold out for weeks. 27. When she arrives at the airport, her flight will have already departed. 28. We are considering moving to the countryside, though we have not made a final decision. 29. The river had been rising for three days before it finally overflowed its banks. 30. By 2030, scientists predict that global temperatures will have risen by at least 1.5 degrees Celsius.

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For each sentence, analyse the finite verb forms as follows:

- Determine the tense (past, present, future) and aspect (perfective / imperfective).

- For the future tense, specify whether it is synthetic (perfective future) or analytic (imperfective future with *буду*).
- Identify the grammatical categories expressed morphologically (person, number, gender in past tense).
- In a short note, explain how the same temporal-aspectual meaning would likely be expressed in English, referring to the analytic strategies (auxiliaries, progressive, perfect) discussed in the lecture.

Then translate the sentences into English.

1. Коли я повернувся додому, батьки вже лягли спати, хоча світло на веранді ще горіло. 2. Завтра о цій порі я буду складати іспит, тому сьогодні готуюся цілу ніч. 3. Науковці досліджують це явище вже понад двадцять років, але остаточної відповіді так і не знайшли. 4. Як тільки суддя оголосить вирок, присяжні матимуть право подати апеляцію. 5. Вона написала дисертацію ще три роки тому, але досі не захистила її через брак фінансування. 6. Коли ми зайшли до аудиторії, професор уже почав лекцію і не звернув на нас уваги. 7. До кінця місяця я прочитаю всі джерела, які рекомендував науковий керівник. 8. Вони живуть у цьому місті з дитинства, тому кожна вулиця нагадує їм про минуле. 9. Потяг відправляється о сьомій вечора, тож ми мусимо прибути на вокзал за пів години. 10. Якби він передбачив такі наслідки, він ніколи не погодився б на цю авантюру. 11. Учора о цій порі я готував вечерю, коли раптом хтось подзвонив у двері. 12. До того як розпочалася війна, родина жила в Маріуполі понад тридцять років. 13. Студенти пишуть контрольну роботу вже дві години, але більшість іще не завершила. 14. Через рік вона закінчить аспірантуру і, сподіваюся, захистить кандидатську. 15. Щоранку він пробігає десять кілометрів, незалежно від погоди. 16. Поки ми обговорювали плани, вона сиділа мовчки і слухала. 17. Завтра о восьмій ранку комісія вже огляне об'єкт і почне приймати рішення. 18. Вона чекала на цей день багато

років, і ось він настав. 19. Якщо переговори завершаться успішно, угоду підпишуть до кінця тижня. 20. Відколи він переїхав до Львова, він вивчив українську мову досконало. 21. Ми будемо ремонтувати квартиру весь наступний місяць, тож доведеться потерпіти. 22. Вона писала цей роман десять років, а завершила його лише минулого місяця. 23. Коли ви прийдете на станцію, поїзд вже відійде. 24. Спортсмен тренувався шість годин щодня, готуючись до Олімпіади. 25. Наступного семестру я викладатиму курс зі зіставної граматики для магістрів. 26. Він переклав цей роман англійською, хоча ніколи не жив у англomовному середовищі. 27. Поки гості розважалися у вітальні, господарі готували сюрприз у саду. 28. До тридцяти років вона вже встигла побувати в п'ятдесяти країнах. 29. Якщо ти не передзвониш до шостої, я буду хвилюватися. 30. Він працював у цій фірмі двадцять років, перш ніж вирішив відкрити власну справу.

19

For each sentence, complete the following tasks:

- Identify the mood of the finite verbs: indicative, imperative, or subjunctive.
- For subjunctive forms, specify whether they are present subjunctive (*that he go*), past subjunctive (*if I were*), or expressed through modal auxiliaries (*should, would, might*).
- Determine the voice (active or passive) for each finite verb phrase; for passive constructions, identify the auxiliary *be* and the past participle.
- In a short note, explain how the same mood or voice would be expressed in Ukrainian (e.g., conditional with *бу*, imperative endings, reflexive passive *-ся*).

1. I insist that the committee reconsider its decision before it is announced to the public. 2. If she were the director, she would allocate more resources to research and development. 3. Let the documents be

submitted by noon, or the application will be rejected. 4. It is essential that every participant register in advance, otherwise they may be denied entry. 5. The professor recommended that the thesis be revised extensively before being submitted for defence. 6. Be careful when you cross the street; the traffic has become unpredictable lately. 7. Had they known about the risks, they would never have invested in the project. 8. The contract must be signed by both parties before the deadline, or the deal will fall through. 9. I wish that I had been informed earlier, but now it is too late to change anything. 10. Do not disturb the researchers while they are conducting the experiment. 11. It is imperative that the evidence be preserved intact until the trial begins. 12. If only she had listened to my advice, she would not be struggling now. 13. The regulations require that all employees undergo annual safety training. 14. Let there be no misunderstanding between us; I fully support your decision. 15. The proposal was rejected because the board felt that it was not feasible. 16. Suppose he were to ask you for help; would you agree? 17. The manuscript is believed to have been written in the late fifteenth century, though scholars disagree. 18. Have the documents prepared before the meeting starts. 19. She demanded that her name be removed from the list immediately. 20. If the company had adopted a more cautious strategy, it might have survived the crisis. 21. The hostages were released after negotiations had been concluded successfully. 22. Let us assume that the hypothesis is correct; what conclusions can we draw? 23. It is strange that he should object to such a minor change. 24. Be it resolved that the council approve the construction of the new library. 25. The painting is thought to have been damaged during the war, but the extent remains unknown. 26. If I were you, I would not trust such vague promises. 27. The instructions must be followed precisely; otherwise, the experiment will fail. 28. I suggest that he consult a specialist before making any final decision. 29. The building was being renovated when the earthquake struck. 30. Should you require any assistance, please do not hesitate to contact our support team.

For each sentence, complete the following tasks:

- Identify the mood (дійсний, наказовий, умовний) for each finite verb form.
- For the conditional mood (умовний спосіб), specify the particle *бу* and the past tense form; note any gender/number agreement.
- Determine the voice (активний / пасивний) for each verb phrase. For passive constructions, distinguish between synthetic (with *-ся*) and analytic (participial) forms.
- In a short note, explain how the same mood or voice would be expressed in English (e.g., subjunctive, modal auxiliaries, *be* + past participle).

Then translate the sentences into English.

1. Нехай цей лист буде переданий адресату до кінця дня, інакше виникнуть непорозуміння. 2. Якби вона знала правду, вона ніколи б не погодилася на таку авантюру. 3. Не чіпайте експонати руками, будь ласка; вони реставруються фахівцями. 4. Важливо, щоб усі документи були подані до п'ятниці, інакше заявка буде відхилена. 5. Я наполягаю, щоб комітет переглянув це рішення, перш ніж його оприлюднять. 6. Нехай здійсниться те, про що ми мріяли роками. 7. Якщо б ми поспішили, ми встигли б на останній потяг, але тепер доведеться чекати до ранку. 8. Цю будівлю зведено ще в дев'ятнадцятому столітті, і вона вважається пам'яткою архітектури. 9. Підпишіть, будь ласка, цей контракт до кінця тижня, інакше угода буде вважатися недійсною. 10. Якби мені запропонували цю посаду раніше, я не відмовився б, але тепер маю інші плани. 11. Нехай кожен зробить свій внесок у спільну справу, тоді успіх буде забезпечено. 12. Будьте обережні на дорозі: ремонтні роботи проводяться без перекриття руху. 13. Важливо, щоб результати експерименту були перевірені незалежними експертами. 14. Хай живе свобода! – вигукнув натовп, коли вирок було оголошено.

15. Якщо б вона побачила цю виставу, вона напевно б захопилася грою акторів. 16. Не відкладайте на завтра те, що можна зробити сьогодні. 17. Ця теорія пояснюється у підручнику досить детально, тому студентам рекомендується опрацювати відповідний розділ. 18. Я раджу, щоб ви проконсультувалися з юристом перед підписанням договору. 19. Нехай буде так, як вирішить більшість. 20. Якби ми мали більше часу, ми обов'язково відвідали б музей, але зараз доводиться поспішати. 21. Усі рішення приймаються колегіально, і жодне з них не може бути скасоване одноосібно. 22. Зробіть, будь ласка, замовлення до п'ятниці, щоб товар був доставлений вчасно. 23. Якби не ваша допомога, ми не впоралися б із цим завданням. 24. Нехай ця подія нагадує нам про те, що варто цінувати кожен день. 25. Стаття була написана ще в минулому році, але досі не опублікована через бюрократичні перепони. 26. Я наполягаю, щоб його вислухали з усією увагою, адже він заслуговує на це. 27. Не розголошуйте конфіденційну інформацію; за її розголошення передбачено кримінальну відповідальність. 28. Будь ласка, переконайтеся, що всі дані внесені до бази до кінця дня. 29. Якщо б цей закон ухвалили раніше, багатьох проблем вдалося б уникнути. 30. Нехай буде так, як задумано, – промовив майстер і продовжив свою роботу.

2 1

For each sentence, analyse the underlined adjectives as follows:

- Identify the morphological type: simple (one stem), derivative (affixed), compound (two or more stems), or composite (phrase-based).
- For derivative adjectives, specify the derivational suffix(es) (e.g., *-able*, *-al*, *-ful*, *-ic*, *-ish*, *-less*, *-ous*, *-some*) or prefixes (e.g., *un-*, *in-*, *pre-*, *post-*) and explain how they modify the meaning of the base.
- Determine whether the adjective is qualitative (gradable) or relative

(non-gradable).

- If the adjective is used in a degree of comparison, identify the form (positive, comparative, superlative) and the method (synthetic *-er/-est* or analytic *more/most*).
- In a short note, comment on any morphological differences that would arise if the same adjective were used in Ukrainian (e.g., inflection for gender, case, number).

1. The unprecedented success of the ground-breaking experiment was celebrated by the entire scientific community. 2. Her heartfelt apology was more convincing than anyone had expected, yet the offended colleagues remained unforgiving. 3. The sixteenth-century manuscript, written in barely legible handwriting, contained numerous references to alchemical practices. 4. Despite the overwhelmingly negative reviews, the director remained unapologetic about his highly controversial film. 5. The newly-discovered species of orchid, exceedingly rare and visually stunning, has already become the most sought-after plant among collectors. 6. Her childlike enthusiasm and unshakeable optimism made her the most beloved teacher in the entire school. 7. The breathtakingly beautiful landscape, untouched by modern development, attracted adventurous travellers from around the world. 8. His self-deprecating humour and down-to-earth manner made him more approachable than his illustrious predecessor. 9. The newly-elected mayor proposed a far-reaching reform that was deemed too radical by the conservative council. 10. The weather-beaten sailor told incredible stories of mythical creatures and uncharted islands. 11. This highly complex mathematical problem is solvable only with advanced computational methods. 12. Her pale blue dress, delicately embroidered with silver thread, was the most elegant garment at the gala. 13. The abandoned factory, dangerously dilapidated and contaminated with toxic waste, was the least attractive site for redevelopment. 14. His cold-blooded response to the heart-breaking news revealed a remarkably insensitive side of his

character. 15. The newly-developed vaccine proved highly effective against previously untreatable strains of the virus. 16. The magnificent, gold-domed cathedral is the most photographed landmark in the city. 17. Despite his ill-advised investment and poorly-managed business, he remained strangely optimistic about the future. 18. The hand-painted ceramic tiles, exquisitely detailed and vibrantly coloured, were the most expensive items in the exhibition. 19. Her soft-spoken manner and genuinely sympathetic nature made her the most trusted advisor in the firm. 20. The sun-drenched terrace offered a breathtaking view of the azure sea and the snow-capped mountains beyond. 21. This painstakingly researched monograph is indispensable for anyone studying medieval history. 22. The good-natured rivalry between the two long-established families was well-known throughout the county. 23. His off-hand remark, though seemingly innocent, caused irreparable damage to their once-close friendship. 24. The fast-paced, high-stakes world of corporate law was less appealing to her than public-interest advocacy. 25. The ancient, weather-worn statues, forgotten for centuries, were the most significant archaeological find of the decade. 26. Her multi-faceted approach to the persistent problem was more innovative than any previously proposed solution. 27. The sweet-smelling, wild-growing herbs were highly prized by local healers for their medicinal properties. 28. The ever-changing political landscape required extremely adaptable strategies from even the most experienced diplomats. 29. His unconventional teaching style, widely criticised by conservative educators, was surprisingly effective with struggling students. 30. The painstakingly restored vintage car, with its gleaming chrome and immaculate leather interior, was the most valuable exhibit at the show.

22

For each sentence, analyse the underlined adjectives as follows:

- Determine the semantic type: qualitative (якісний), relative (відносний), or possessive (присвійний).

- For qualitative adjectives, indicate the degree of comparison (positive, comparative, superlative) and the method of formation (synthetic suffix *-ш-, -іш-, -ч-* or prefix *най-*; analytic *більш/найбільш*).
- For relative and possessive adjectives, identify the derivational suffix (e.g., *-н-, -ов-, -ев-, -ськ-, -цьк-, -зьк-, -ин-, -ів-, -ач-, -яч-*) and explain its meaning.
- Analyse the grammatical categories: gender, number, case; specify the noun with which the adjective agrees.
- In a short note, comment on any difficulties that might arise when translating this adjective into English (e.g., lack of agreement, rendering of possessives, degrees of comparison).

1. У далекому, загубленому серед непрохідних лісів селі ще зберігалися споконвічні звичаї, незнані міським жителям. 2. Її вишукано стримана манера спілкування та бездоганний смак справляли незабутнє враження на вибагливу публіку. 3. Невблаганний холод і пронизливий вітер зробили короткий перехід через засніжений перевал найважчим випробуванням для недосвідчених туристів. 4. Солов'їна пісня, мелодійна та пронизливо чиста, лунала над тихим, залитим місячним світлом ставком. 5. Козацькі часи залишили по собі багату спадщину: величні фортеці, давні храми та незліченні кургани. 6. Батькова хата, стара та трохи похилена, стояла на високому березі річки, оточена старезними вербами. 7. Найвитонченіша робота ювеліра вражала найменшими деталями: крихітними квітами, ледь помітними візерунками. 8. Важкі, свинцеві хмари затягнули вечірнє небо, віщуючи затяжну, холодну негоду. 9. Його незвична, ексцентрична поведінка була найменш очікуваною для консервативного колективу. 10. Шевченків «Кобзар» став найдорожчою книгою в родинній бібліотеці, яку передавали з покоління в покоління. 11. Мармурова підлога, викладена

строкатими візерунками, нагадувала розкішні підлоги давньоримських терм. 12. Найбільш затишною кімнатою в будинку була маленька бабусина світлиця з дубовими полицями, заваленими давніми книгами. 13. Її надзвичайно проникливий погляд і теплий, щедрий сміх робили її найбажанішою гостею в будь-якому товаристві. 14. Сріблястий іній ніжно припорошив голе гілля старезних ясенів, створюючи казкову атмосферу. 15. Вишневий садок, посаджений ще прадідом, був найбільшою гордістю старезної господині. 16. Невгамовна цікавість і жадібний інтерес до непізнаного привели молодого вченого до найнесподіваніших відкриттів. 17. Жовтогарячі листки, підхоплені рвучким вітром, кружляли в прохолодному повітрі, нагадуючи золоті монети. 18. Його уїдливі, гострі зауваження були далеко не найприємнішими, однак найточнішими з усіх можливих. 19. Лесина поезія, наповнена щирим патріотизмом і глибокою любов'ю до рідної землі, залишається актуальною і сьогодні. 20. Найвища гірська вершина, вкрита вічними снігами, здавалася недосяжною мрією для знесилених альпіністів. 21. Поривчастий, холодний вітер із дощовими краплями змусив перехожих шукати найближчого укриття. 22. Вовчий слід, чітко відбитий на свіжому снігу, свідчив про те, що хижий звір був зовсім близько. 23. Дівочий сміх, дзвінкий і безтурботний, розносився весняним садом, сповнюючи усе довкола молодого радістю. 24. Найбільш переконливим аргументом у жвавій дискусії виявилось несподіване свідчення очевидця. 25. Глибоке, філософське осмислення складних життєвих питань було характерною рисою його зрілої прози. 26. Гаряча, свіжозварена кава, розлита у порцелянові чашки, наповнила кімнату терпким, божественним ароматом. 27. Скляні двері, безшумно розсунуті, відкрили вид на зелений, доглянутий внутрішній дворик. 28. Талановитий, наполегливий музикант, невідомий широкій публіці, отримав найвищу нагороду на престижному конкурсі. 29. Свіжовипечений хліб, хрусткий і ароматний, лежав на білій

льняній скатертині. 30. Найменш відомим твором митця виявилася рання акварель, виконана на звичайному папері.

2 3

For each sentence, complete the following tasks:

- Identify all adjectives and specify their syntactic function: attributive (pre-nominal or post-nominal), predicative (subject complement), or substantivised (acting as a noun).
- When multiple adjectives appear in an attributive chain, analyse the order according to the conventional hierarchy (opinion → size → age → shape → colour → origin → material → purpose → noun). If the order deviates, explain the possible stylistic effect.
- Identify any degree of comparison forms (comparative, superlative) and state whether they are used attributively or predicatively.
- In a short note, contrast the adjective placement in English with the more flexible (but agreement-bound) placement in Ukrainian.

1. The old, crumbling, stone bridge had stood for centuries, a silent witness to the town's turbulent history. 2. She wore a beautiful, long, flowing, silk gown that shimmered under the bright, chandelier light. 3. More experienced negotiators would have avoided such unnecessary concessions, but he was too eager to close the deal. 4. The tall, slender, young woman, noticeably nervous, approached the imposing, wooden podium. 5. Worst of all was the bitter, cold wind that seemed impossible to escape. 6. The newly-appointed director, younger than any of her predecessors, proved exceptionally capable. 7. He collected antique, French, mahogany furniture, each piece more exquisite than the last. 8. The president elect, visibly tired from the campaign, promised radical change. 9. Green, lush, unspoiled meadows stretched as far as the eye could see, a sight truly breath-taking. 10. The most difficult part of the journey was the final, steep ascent, treacherous even for experienced

climbers. 11. His closest friend, unexpectedly generous, offered to pay the entire debt. 12. The delicate, hand-painted, porcelain vase, extremely fragile, was placed on the highest shelf. 13. Something ominous lingered in the air, making the otherwise cheerful crowd uneasy. 14. The smart, young, ambitious lawyer was considered the most promising associate in the firm. 15. The poor, the sick, and the homeless were the first to suffer from the harsh winter. 16. Her clear, calm, authoritative voice made her the most effective spokesperson for the organisation. 17. The small, round, oak table, centuries old, was the most valuable item in the auction. 18. None the wiser after his long, convoluted explanation, we decided to consult a different expert. 19. The younger of the two siblings was the more adventurous one, always seeking new, exciting experiences. 20. Scared and confused, the little boy hid behind his older sister. 21. The magnificent, gold-leaf, Baroque frame was far more elaborate than the modest painting it surrounded. 22. The very best solution, simple yet ingenious, came to her in a moment of unexpected clarity. 23. He bought a fast, reliable, German car, pre-owned but in excellent condition. 24. Asleep in the armchair, the elderly man was oblivious to the noisy children. 25. The long-awaited, highly-anticipated sequel turned out to be disappointingly mediocre. 26. Most remarkable was her ability to remain calm under extreme pressure. 27. The old, weather-beaten, fisherman told tall tales that were too fantastic to believe. 28. Next, more urgently, we need to address the growing, financial crisis. 29. His signature dish, a spicy, traditional, Thai curry, was the most popular item on the menu. 30. Worse than the physical exhaustion was the emotional toll, far harder to recover from.

24

For each sentence, complete the following tasks:

- Identify all adjectives and specify their syntactic function: attributive (pre-nominal or post-nominal), predicative (subject complement), or substantivised (acting as a noun).

- For each attributive adjective, indicate the grammatical agreement categories (gender, number, case) with the noun it modifies.
- For predicative adjectives, note the linking verb and the agreement (gender, number) with the subject.
- If the adjective is used in a degree of comparison, indicate its syntactic role.
- In a short note, comment on any word order peculiarities (e.g., post-position for emphasis, stylistic inversion) and how the same meaning would typically be rendered in English.

1. Старий, похилений дуб, посаджений ще прадідом, стояв посеред широкого подвір'я, свідок багатьох поколінь. 2. Тиха, затишна вуличка, вимощена бруківкою, вела до невеликої, старовинної церкви. 3. Незвичним, навіть дивним здався присутнім його різкий, категоричний тон. 4. Найвідомішою пам'яткою міста є величний, білокам'яний собор, видимий звідусіль. 5. Молода, енергійна ректорка, призначена лише минулого року, ініціювала низку важливих реформ. 6. Батьків будинок, старий, затишний, завжди чекав на нас з особливою теплотою. 7. Незбагненим, таємничим здавалося його раптове зникнення, непоясненне ніким. 8. Солов'їна пісня, дзвінка, пронизлива, лунала над тихим ставом, зачаровуючи всіх. 9. Першими постраждали найбільш вразливі верстви населення: безробітні, малозабезпечені, самотні. 10. Найбільш переконливим виявився несподіваний доказ, наданий літнім свідком. 11. Глибоке, філософське осмислення складних проблем було притаманне його зрілій творчості. 12. Втоmlена, засмучена, вона довго сиділа на холодній лаві, не зважаючи на дощ. 13. Вишневий сад, посаджений прадідом, цвів пишно, буйно, не поступаючись молодшим насадженням. 14. Дівочий сміх, радісний, безтурботний, розносився весняним садом, сповнюючи усе довкола молодю енергією. 15. Найскладнішим завданням виявилось узгодження суперечливих позицій різних сторін. 16. Сріблястий

іній, легкий, ніжний, вкрив голе гілля старезних ясенів, перетворивши сад на казкове царство. 17. Шевченкова поезія, глибока, пристрасна, залишається актуальною й сьогодні. 18. Козацькі часи, буремні, героїчні, стали джерелом незліченних легенд. 19. Найбільш неочікуваним було його рішення залишити все і почати спочатку. 20. Нова, сучасна школа, збудована за європейськими стандартами, прийняла перших учнів. 21. Зелена, соковита трава, мокра після нічного дощу, приємно холодила босі ноги. 22. Найменш досвідчені учасники експедиції, втомлені та знесилені, ледь тяглися за основною групою. 23. Бабусина світлиця, маленька, затишна, була наповнена старовинними речами. 24. Несподіваною, радісною звісткою стало запрошення виступити на престижному форумі. 25. Поривчастий, холодний вітер, супроводжуваний зливою, змусив перехожих шукати найближчого захистку. 26. Мармурова статуя, витончена, велична, прикрашала центральну площу. 27. Вовчий апетит і залізне здоров'я були його візитівкою. 28. Найбільш актуальними темами конференції стали екологічні та соціальні проблеми сучасного міста. 29. Порцеляновий сервіз, подарований бабусі на золоте весілля, зберігався як найбільша родинна цінність. 30. Прозоре, блакитне небо, чисте після грози, обіцяло погожий, теплий день.

25

For each sentence, analyse adverbs as follows:

- Identify the morphological type: simple (one stem), derivative (with suffixes such as *-ly*, *-ward(s)*, *-ways*, *-wise*), or compound/composite.
- For derivative adverbs, specify the derivational suffix and explain how it modifies the meaning of the base.
- Classify the adverb semantically: qualifying (manner), quantifying (degree/intensity), or circumstantial (time, place, direction, cause,

condition, etc.).

- Determine whether the adverb is used in a degree of comparison (positive, comparative, superlative) and indicate the form (synthetic *-er/-est* or analytic *more/most*).
- In a short note, comment on how the same adverbial meaning might be expressed in Ukrainian (e.g., use of suffixes *-o/-e*, *-a*, *-i*, prefix-suffix combinations).

1. Although she had prepared thoroughly, she unexpectedly stumbled over her opening remarks, which made her visibly nervous. 2. The rescue team worked tirelessly through the night; nevertheless, they could hardly reach the stranded hikers before dawn. 3. Curiously enough, the manuscript, believed to have been lost forever, surfaced quite suddenly in a privately-owned archive. 4. He drove dangerously fast on the narrowly winding road, barely missing the oncoming truck. 5. The new algorithm processes data significantly faster than its predecessor, thereby reducing computational time drastically. 6. Strangely, the otherwise highly vocal professor remained unusually silent throughout the entire debate. 7. Having lived abroad for many years, she spoke the language fluently, almost natively, and effortlessly navigated cultural nuances. 8. The negotiations proceeded smoothly until the final session, when unfortunately, a minor dispute escalated disproportionately. 9. Tomorrow we will finally submit the proposal; meanwhile, we must carefully review every detail once again. 10. The storm moved northward, gradually losing intensity, and eventually dissipated completely over the ocean. 11. However surprisingly, the least experienced candidate performed most convincingly during the interview. 12. She glanced back hesitantly, half-expecting to see someone following her, but the street remained eerily empty. 13. The company's profits rose sharply in the first quarter, only to fall just as drastically in the second. 14. Accordingly, the board decided to postpone the vote indefinitely, leaving the matter entirely unresolved. 15. He answered rather curtly, obviously annoyed by

the repeatedly asked question. 16. Ironically, the most carefully designed part of the system proved the least reliable under actual operating conditions. 17. We seldom encounter such unanimously praised legislation; therefore, we should support it wholeheartedly. 18. The children laughed merrily, utterly oblivious to the quietly approaching thunderstorm. 19. She hardly ever deviates from her routine, but today she decided to spontaneously visit the museum. 20. The two theories otherwise widely different agree remarkably well on this particular point. 21. Fortunately, the fire was contained quickly, and consequently, no one was seriously injured. 22. He explained the concept eloquently but overly technically, leaving the audience largely confused. 23. The ancient castle stands majestically on the hill, visibly unchanged for centuries, yet remarkably well preserved. 24. She never quite understood why her most sincerely offered advice was so often dismissed. 25. The two friends had long ago irrevocably drifted apart, though they still occasionally exchanged pleasantries. 26. Apparently, the much-anticipated sequel will be released simultaneously worldwide next spring. 27. He always worked efficiently and methodically, never hastily, which largely accounted for his success. 28. Most importantly, we must consistently apply the new standards; otherwise, the reform will fail utterly. 29. The plane descended smoothly and touched down precisely on time, much to the relief of the anxiously waiting passengers.

26

For each sentence, analyse the underlined adverbs as follows:

- Identify the morphological type: simple (однокореневый), derivative (with suffixes *-o/-e*, *-a*, *-i*, prefixes, or prefix-suffix combinations such as *no-...-ому/-ему*, *no-...-u*), or compound/composite.
- For derivative adverbs, specify the derivational affixes and explain how they contribute to the meaning.

- Classify the adverb semantically: qualitative (manner), quantitative (degree/intensity), or circumstantial (time, place, direction, cause, condition, etc.).
- If the adverb is used in a degree of comparison, identify the degree (positive, comparative, superlative) and the method of formation (synthetic suffix *-ш*-, *-іш*- or analytic *більш/найбільш*, prefix *най*-).
- In a short note, comment on how the same adverbial meaning would typically be expressed in English (e.g., *-ly* adverbs, flat adverbs, periphrastic constructions).

1. Зранку небо було абсолютно чистим, але несподівано насунули хмари, і згодом розпочалася справжня злива. 2. Вона по-особливому поглянула на нього, ледь помітно всміхнулася і тихо промовила: «Нарешті». 3. Досить несподівано для всіх, найбільш ретельно підготовлений проєкт найменше відповідав вимогам конкурсу. 4. Мандрівники втомлено пленталися вперед, ледве переставляючи ноги, але вперто не здавалися. 5. По-справжньому глибоко відчувати музику можна лише тоді, коли слухаєш її наодинці, зосереджено. 6. Він завжди відповідав швидко і влучно, але цього разу чомусь завагався. 7. Угорі, надзвичайно високо, ледь помітно мерехтіли зірки, внизу ж по-осінньому шумів сад. 8. Навмисне грубий тон суперечив його зовсім незлому характерові, і присутні розгублено презирнулися. 9. Щодня, невтомно й наполегливо, вона працювала над дисертацією, інколи допізна, інколи без перепочинку. 10. Одного разу, пізно ввечері, він нарешті зрозумів, що далі так жити не можна. 11. По-новому підійшовши до проблеми, дослідники значно ефективніше використали наявні ресурси. 12. Тихо, майже нечутно, вона по-дитячому наївно заспівала старовинну колискову. 13. Найвище з усіх стрибнув саме Юрко, і заслужено отримав найбільш заповітну нагороду. 14. Ледь-ледь виднівся попереду вогник, і мандрівники радісно прискорили крок. 15. Він завжди надто багато працював, тому рано зрозумів ціну

справжнього відпочинку. 16. Навесні, коли все буйно розцвітає, місто незвично по-святковому збуджено вирує. 17. Нажаль, найменш досвідчені учасники найгірше впоралися із завданням, хоча старанно готувалися. 18. Вдома вона почувалася по-справжньому безпечно, навіть коли зовсім сама залишалася в великій оселі. 19. Навколо тихо й порожньо, лише десь далеко гавкають собаки. 20. Терміново потрібно було ухвалити рішення, інакше ситуація могла незворотно погіршитися. 21. Навмисно повільно вона перегортала сторінки, ніби не хотіла дочитувати останній розділ. 22. Донедавна він ніколи серйозно не замислювався над цим питанням, але сьогодні все змінилося. 23. Двоє чоловіків мовчки сиділи біля багаття, кожен по-своєму переживаючи нещодавню подію. 24. Найбільш яскраво талант письменника виявився саме в останніх його творах, написаних наче надихано. 25. Якось влітку, ранньою порою, ми випадково натрапили на загублене у лісовій гущавині озеро. 26. По-іншому оцінити ситуацію він просто не міг, надто глибоко вона його зачепила. 27. Туди, у незвідане, по-хороброму сміливо вирушали лише найвідважніші. 28. Згодом виявилось, що найменш очікуване рішення було найбільш далекоглядним. 29. Відтоді минуло багато років, але вона досі щоразу хвилювалася, наче вперше. 30. По-батьківськи тепло він усміхнувся до молодшого колеги й щиро побажав успіху.

27

For each sentence in the text, carry out a detailed analysis of all adverbs:

- Determine their structural type (simple, derived, or compound).
- If the adverb is derived, identify the suffix and explain its function.
- Define the semantic category (manner, degree, or circumstance).
- Identify whether the adverb has a degree of comparison and specify its form.
- Briefly comment on possible ways to express the same meaning in Ukrainian.

The Dnieper River flows majestically through the city, dividing it almost equally into two halves. Historically, Dnipro grew rapidly as a centre of metallurgy and became widely known as the “forge of Ukraine.” The city’s main avenue stretches incredibly far eastward, gradually revealing stunning examples of constructivist architecture. Locally, the residents often call the central promenade simply “the embankment,” yet they cherish it dearly. Having been renovated recently, the Menorah Centre now stands strikingly bright against the evening sky. Although the industrial district once hummed constantly, today it operates considerably less noisily than before. The riverbanks are beautifully landscaped; however, dangerously steep cliffs still remain in certain untouched areas. Nowhere else in Ukraine can one see such magnificently preserved Stalinist Empire style as here along Yavornytskyi Avenue. The Dnipro rapids, long ago submerged under the reservoir, had originally made the river notoriously difficult to navigate. The city expands northward and southward rather unevenly, with high-rise clusters springing up surprisingly fast. Most notably, the Island of Khortytsia, though administratively part of Zaporizhzhia, is closely connected to Dnipro’s historical identity. The newly opened bridge stands incomparably higher and spans dramatically further than its Soviet-era predecessor. Politically, the city has consistently leaned pro-Ukrainian, especially after the events of 2014. The Dnipro Philharmonic Hall fills up completely whenever the orchestra performs Tchaikovsky’s overtures magnificently. Culturally, the city has recently diversified remarkably, with modern art galleries appearing almost monthly. The old river port, now largely abandoned, still eerily evokes the bustling trade of the early twentieth century. The city’s botanical garden is less widely known than Kyiv’s, yet it is arguably more peacefully arranged. Students here eagerly study IT and engineering, partly because the job market promises well-paid opportunities locally. The monorail project, originally planned years ago, was unfortunately

postponed indefinitely due to budget constraints. Nightlife in Dnipro thrives nowhere more vibrantly than in the revamped pedestrian zone on Korolenko Street. The Dnieper's current flows deceptively calmly; nevertheless, swimmers should never venture carelessly far from the shore. Public transport runs efficiently overall, though during rush hour, trams can become hopelessly crowded. The city's literary museum meticulously preserves manuscripts and first editions, many of which were miraculously saved during the war. Environmentally, Dnipro has improved substantially, yet air quality still varies sharply between industrial and residential districts. Undoubtedly, the most spectacularly restored landmark is the Transfiguration Cathedral, whose golden domes shine brilliantly once again.

28

For each sentence in the text, identify and provide a detailed analysis of all adverbs:

- Determine their morphological type (simple, derived, or compound/composite), taking into account borderline cases.
- For derived adverbs, specify all relevant affixes (suffixes and/or prefixes) and explain their semantic contribution to the base word.
- Classify each adverb according to its semantic function (qualitative, quantitative, or circumstantial), justifying your choice where necessary.
- Identify whether the adverb participates in a degree of comparison and specify both the degree and the form of its expression (synthetic or analytic, including irregular patterns).
- Comment briefly on possible Ukrainian equivalents, noting typical word-formation patterns as well as any structural or semantic differences between the two languages.

The Scottish Highlands stretch endlessly northward, their rugged peaks

rising majestically against the horizon. Historically, clans lived fiercely independently, often fighting bitterly over land and loyalty. Today, visitors come from everywhere to experience the breathtakingly beautiful landscapes, though the weather can change unexpectedly from sunshine to mist. The famous Loch Ness is surprisingly deep, and legend has it that a creature lurks somewhere mysteriously beneath its dark waters. Edinburgh, the capital, sits dramatically on ancient volcanic crags, where the castle dominates the skyline impressively. During the festival season, the city buzzes incredibly energetically, with performers appearing almost everywhere simultaneously. In contrast, the Outer Hebrides remain peacefully remote, where life moves slowly and traditions are carefully preserved. Gaelic is still spoken fluently in some communities, though English is widely understood everywhere. The sound of bagpipes carries hauntingly across the glens, evoking emotions deeply rooted in centuries of history. Once, the economy relied heavily on coal and steel; now it has diversified considerably toward renewable energy and tourism. The North Sea, often fiercely stormy, batters the eastern coast relentlessly during winter months. Nevertheless, fishermen venture out daily, skilfully navigating the dangerously unpredictable waters. Inland, the Cairngorms stand loftily, offering some of the most challenging climbs in Britain. Hikers must prepare thoroughly, as conditions can turn harshly within hours. Surprisingly, the highest peaks are often cloaked in snow well into summer, making ascents considerably more difficult. The cities, meanwhile, pulse vibrantly with contemporary art, music, and a confidently cosmopolitan spirit. Glasgow, once notoriously gritty, has reinvented itself remarkably, now boasting world-class galleries and architecturally stunning venues. Throughout the country, hospitality is warmly extended, and strangers are greeted cheerfully as if they were old friends. Politically, Scotland has consistently asserted its distinct identity, especially fervently in recent decades. The debate over independence continues intensely, dividing opinions sharply but mostly respectfully. Historically significant sites,

such as Culloden, are preserved meticulously, allowing visitors to reflect sombrely on the past. Children learn about their heritage early, often visiting castles and battlefields regularly during school trips. The landscape itself seems almost mystically charged, particularly at dusk, when shadows lengthen eerily across the moors. No matter where one travels, the sense of history lingers palpably, woven intricately into everyday life. Undoubtedly, Scotland leaves an unforgettable impression on all who come here, beckoning travellers back time and again.

29

For each sentence, analyse numerals as follows:

- Classify the numeral as cardinal, ordinal, or fractional; if it is a multi-word numeral, identify its internal structure.
- Determine the stem structure: simple (one root), derivative (with suffixes *-teen*, *-ty*, *-th*), compound (two stems combined), or composite (multi-word expression).
- For numerals used as modifiers, identify the noun they quantify and note any agreement features (English numerals are largely invariable, but note plural forms like *hundreds*, *thousands*).
- Describe the syntactic function of the numeral (e.g., determiner, subject, object, predicative, part of a numeric phrase).
- In a short note, comment on how the same numeral or numeric expression would be rendered in Ukrainian, paying attention to case agreement and suffixation.

1. By the time the nineteenth-century manuscript was discovered, over three hundred years had passed since it had last been seen. 2. The first three chapters of the novel are the most compelling, while the remaining seventy-five pages feel somewhat rushed. 3. One-third of the respondents reported that they had read at least twenty books in the past twelve months. 4. The conference will host one hundred twenty-five participants from thirty-six countries, including five keynote speakers.

5. Four of the six candidates advanced to the second round; the remaining two withdrew voluntarily. 6. The building, constructed in nineteen ninety-seven, has forty-four floors and houses over two thousand employees. 7. She finished first in the competition, second in the national rankings, and third overall in the region. 8. The recipe calls for three-quarters of a cup of sugar and two and a half cups of flour, no more and no less. 9. Hundreds of spectators gathered to watch the twenty-second annual parade, which featured more than fifty floats. 10. One million three hundred thousand dollars was allocated for the restoration, but only seven-tenths of that amount has been spent so far. 11. Of the twelve applicants, only two possessed the requisite qualifications; the other ten were immediately disqualified. 12. The twenty-first century has witnessed unprecedented technological advances, particularly in the last decade. 13. He read page one hundred twelve of the manual three times before finally understanding the procedure. 14. One hundred and fifty guests attended the wedding, exactly half of whom travelled from abroad. 15. The seventh and eighth chapters of the report require substantial revision, whereas the first six are largely acceptable. 16. Sixty-seven out of eighty participants rated the workshop highly effective, a significant majority. 17. The population of the town has grown fivefold since nineteen seventy, reaching nearly twelve thousand. 18. Two-thirds of the committee members voted in favour, while one-third opposed the controversial measure. 19. The twenty-third of March marks the anniversary of the signing of the treaty, a momentous occasion. 20. He scored ninety-eight out of a possible one hundred on the exam, the highest mark in five years. 21. Four hundred and thirty-two pages long, the novel took her nearly two years to complete. 22. The ninety-second minute of the match saw the winning goal, the third scored by the visiting team. 23. Zero tolerance for such behaviour was declared, and any violation would result in immediate dismissal. 24. The first two decades of the twenty-first century were marked by rapid digitalisation and unprecedented globalisation. 25. She

invited precisely thirty-five guests, but only twenty-nine confirmed their attendance, and two cancelled at the last moment. 26. The one hundredth anniversary of the university was celebrated with a year-long series of events. 27. Seventy-five percent of the respondents agreed with the statement, whereas twenty-five percent strongly disagreed. 28. The fourth edition of the textbook contains twelve chapters, five of which are entirely new. 29. He was the first to arrive and the last to leave, a habit he maintained for all fifteen years of his employment. 30. Two hundred and seventy-eight pages into the manuscript, she discovered a critical error that required starting over.

30

For each sentence, perform an analysis of the underlined numerals:

- Determine the type of numeral: cardinal (simple, complex, compound), ordinal, fractional, collective.
- Characterise the structure of the stem: simple, derived (suffixes *-надцять*, *-дцять*), compound (two stems), or compound-derived.
- For cardinal and ordinal numerals, specify the grammatical categories: gender, number, case (if they change); indicate which noun the numeral agrees with.
- Describe the syntactic function of the numeral (attribute, subject, object, predicate, part of a quantitative-nominal construction).
- In a brief comment, explain how the same numeral or numerical expression would be rendered in English (for example, the lack of case agreement, the use of *-teen*, *-ty*, *-th*).

1. Тридцять п'ять науковців з одинадцяти країн взяли участь у конференції, що тривала чотири дні. 2. Перші двадцять сторінок дисертації вона переписувала тричі, а останні п'ятнадцять – лише один раз. 3. Третина опитаних студентів зазначила, що прочитала понад тридцять книжок цього року. 4. У двадцять першому столітті

найбільшого розквіту досягли цифрові технології, особливо в останнє десятиліття. 5. Сто двадцять п'ять учасників марафону подолали дистанцію, а тридцять восьмеро з них встановили особисті рекорди. 6. Дві третини бюджету було спрямовано на соціальні програми, решту – на інфраструктурні проєкти. 7. Університет засновано в тисяча дев'ятсот тридцять шостому році, а своє п'ятдесятиріччя відзначали в тисяча дев'ятсот вісімдесят шостому році. 8. Шестеро із дванадцятьох кандидатів успішно склали іспит, четверо отримали право на перескладання, а двоє відмовилися. 9. Три чверті усіх експонатів належать до сімнадцятого століття, решта – до вісімнадцятого. 10. Одна двадцята населення країни мешкає в сільській місцевості, хоча п'ятдесят років тому цей показник сягав третини. 11. Перший том енциклопедії налічує вісімсот тридцять дві сторінки, другий – дев'ятсот шість. 12. П'ятеро дітей гралися на подвір'ї, поки двоє дорослих готували вечерю на сім осіб. 13. Найбільш вдалим визнали двадцять третій варіант, хоча попередніх двадцять два також заслуговували на увагу. 14. Півтора року тривали переговори, перш ніж обидві сторони уклали історичну угоду. 15. Двісті сорок п'ять студентів отримали дипломи з відзнакою, що становить майже третину від загальної кількості випускників. 16. Тринадцяте серпня дві тисячі двадцять п'ятого року запам'яталося йому назавжди. 17. Семеро сміливців вирушили в експедицію, троє з них досягли вершини, а четверо повернулися наполовину шляху. 18. Першу премію розділили двоє учасників, другу отримали троє, а третю – п'ятеро. 19. Три з половиною кілометри нерівної гірської стежки здалися їм найдовшими в житті. 20. Одну двадцять п'яту частину прибутку спрямували на розвиток освіти, решту – на охорону здоров'я. 21. Двадцять століття принесло безліч відкриттів, але найбільш руйнівними стали дві світові війни. 22. П'ятдесят восьма сторінка рукопису містила ключову підказку, яку дослідники марно шукали понад тридцять років. 23. Сорок один студент спеціальності

«Філологія» обрав курс з порівняльної граматики, а двадцять дев'ять – зіставне мовознавство. 24. Двох із п'ятих свідків довелося допитувати повторно, оскільки їхні перші показання суттєво різнилися. 25. Чотириста тридцять два учасники зареєструвалися на форум, але лише триста дев'яносто три фактично відвідали його. 26. Обидва дослідження дали схожі результати, хоча одне з них охопило втричі більшу вибірку. 27. Першого вересня дві тисячі двадцять четвертого року в школі розпочався експеримент із дванадцятирічною освітою. 28. Трьом із чотирьох науковців вдалося завершити дослідження вчасно, четвертий попросив ще трохи часу. 29. Двадцять п'ять відсотків студентів обрали англійську мову першою іноземною, тридцять відсотків – німецьку, решта – французьку та іспанську майже порівну.

3 1

For each sentence in the text, identify and provide a detailed analysis of all numerals:

- Classify each numeral as cardinal, ordinal, or fractional, and analyse the internal structure of multi-word numerals.
- Determine the stem structure (simple, derivative, compound, or composite), including borderline and historically derived forms.
- Where numerals function as modifiers, identify the head noun they quantify and comment on any number-related features (including pluralised forms such as *hundreds*, *millions*, etc.).
- Describe the syntactic role of each numeral within the sentence, noting cases where numerals form part of larger quantitative or prepositional constructions.
- Comment briefly on how the same numerical meaning would be expressed in Ukrainian, paying attention to agreement patterns, case forms, and typical morphological or syntactic differences.

Ireland is divided into thirty-two counties, twenty-six of which form the Republic of Ireland and six constitute Northern Ireland. The population of the island is approximately seven million, with over one million people living in the greater Dublin area alone. Saint Patrick, the patron saint, is said to have brought Christianity to Ireland in the fifth century, around the year 432. The famous Book of Kells was created by Celtic monks in the ninth century, and today it attracts nearly one million visitors each year. One of the most iconic symbols, the Celtic cross, dates back to the eighth century and stands over two metres tall in many monastic sites. The Great Famine of the eighteen-forties caused the population to decline by nearly two million through death and emigration. By the end of the nineteenth century, the population had fallen to just over four million, a level it only regained in the twenty-first century. In 1916, the Easter Rising marked the first major step toward independence, and six years later the Irish Free State was established. The Irish language, or Gaeilge, is spoken daily by about seventy-thousand people in the Gaeltacht regions, and it is a compulsory subject in all schools. Ireland's landscape features three hundred seventy-five miles of the Wild Atlantic Way, one of the longest coastal routes in the world. The Cliffs of Moher rise to two hundred fourteen metres at their highest point and attract over one million tourists annually. Dublin's Trinity College, founded in 1592, is Ireland's oldest university, and its library holds twenty-five thousand rare manuscripts. The River Shannon, at two hundred sixty-five miles, is the longest river in the British Isles, crossing eleven counties. In Irish mythology, the legendary warrior Cú Chulainn is said to have defended Ulster single-handedly at the age of seventeen. The national rugby team plays its home matches at the Aviva Stadium, which seats fifty-one thousand seven hundred spectators. The first recorded Viking raid on Ireland took place in 795, and over the following two hundred years, the Vikings founded the first cities. After the partition in 1921, six counties remained part of the United Kingdom, while three counties joined the Irish Free

State. The population of Cork, Ireland's second city, is approximately two hundred twenty-five thousand, making it one of the fastest-growing urban centres. Halloween originated from the ancient Celtic festival of Samhain, celebrated more than two thousand years ago. The Irish diaspora is estimated at over seventy million people worldwide, nearly fifteen times the current population of the island. Fourteen Irish writers have won the Nobel Prize in Literature, with the first awarded in 1923 to W. B. Yeats. The country's percentage of young population, with thirty-five percent under the age of thirty, is the highest in the European Union. In the 2022 census, over one hundred sixty-seven thousand people identified as Travellers, an indigenous ethnic group recognised for more than thirty years. The largest lake, Lough Neagh, covers one hundred fifty-one square miles, shared between two countries. Three quarters of Irish people believe in a spiritual presence, and nearly one third say they have seen a fairy fort.

3 2

For each sentence:

- Classify each numeral according to its semantic and grammatical type (cardinal, ordinal, fractional, collective, or multi-word numeral construction).
- Determine the structural type of the numeral stem (simple, derivative, compound, or composite).
- For cardinal and ordinal numerals, specify their grammatical categories, including gender (if applicable), number, case, and their agreement patterns with the modified noun.
- Identify the syntactic function of each numeral within the sentence (e.g., subject, object, attribute, adverbial modifier, part of a quantitative phrase, etc.).
- Provide a contrastive commentary on how the corresponding meaning is rendered in English, paying particular attention to the

absence of case agreement, the use of suffixes such as *-teen*, *-ty*, and *-th*, and the lack or limited use of collective numerals.

1. Сімнадцять студентів із трьох академічних груп взяли участь у науковому семінарі, який тривав дві з половиною години. 2. Перші три розділи підручника він перечитав двічі, а наступні чотири – лише один раз. 3. Дві третини всіх завдань було виконано достроково, решту – за два дні до дедлайну. 4. У п'ятнадцятому столітті винайшли друкарство, але найбільшого поширення воно набуло в шістнадцятому. 5. Сто вісімдесят дев'ять делегатів проголосували «за», двадцять четверо – «проти», а восьмеро утрималися. 6. Першим фінішував тридцять сьомий учасник, другим – чотирнадцятий, а третім – сорок другий. 7. Три чверті бюджету було виділено на ремонт доріг, а одну чверть – на озеленення міста. 8. Школу засновано в тисяча дев'ятсот сорок сьомому році, а своє п'ятдесятиріччя вона відзначала в тисячі дев'ятсот дев'яносто сьомому. 9. Дев'ятеро із чотирнадцяти кандидатів успішно склали іспит, п'ятеро отримали право на перескладання, а двоє відмовилися. 10. Одна п'ята населення міста живе в приватних будинках, хоча двадцять років тому цей показник сягав половини. 11. Перший номер журналу містить вісімдесят шість сторінок, а другий – сто дванадцять. 12. Четверо дітей читали книжки, поки двоє дорослих готували обід на шістьох осіб. 13. Найкращим визнали вісімнадцятий варіант, хоча попередні сімнадцять також були досить вдалими. 14. Півтора місяця тривали пошуки, перш ніж обидві команди знайшли спільне рішення. 15. Триста двадцять шість спортсменів отримали ліцензії на Олімпіаду, що становить майже половину від загальної кількості заявок. 16. Двадцять п'яте березня дві тисячі двадцять третього року запам'яталося йому надзвичайною подією. 17. Шестеро альпіністів вирушили в похід, двоє з них досягли вершини, а четверо повернулися через негоду. 18. Першу премію отримали троє

учасників, другу – п'ятеро, а третю – десятеро. 19. Дві з половиною тонни вантажу довелося розвантажувати вручну, оскільки техніка вийшла з ладу. 20. Одну сорокову частину прибутку спрямували на благодійність, а решту – на розширення виробництва. 21. Двадцять один студент із двох факультетів отримав стипендію, тоді як ще дев'ятеро залишилися в резерві. 22. П'ять із десяти проєктів було реалізовано протягом першого кварталу, а решту завершили до кінця року. 23. У дві тисячі десятих роках технології розвивалися швидше, ніж у попередньому десятилітті. 24. Сорок три відсотки опитаних підтримали реформу, тридцять один – виступили проти, а решта утрималися. 25. Другий том видання налічує двісті п'ятдесят сторінок, тоді як перший – лише сто вісімдесят. 26. Дев'ятнадцять із двадцяти учасників успішно виконали завдання, і лише один припустився помилки. 27. Двадцять четвертого квітня дві тисячі двадцять другого року відбулося відкриття виставки сучасного мистецтва, а за два місяці до того почалася війна. 28. Половину шляху вони подолали за три години, а решту – менш ніж за дві. 29. Сімдесят два кілометри маршруту пролягали через ліс, а останні двадцять – уздовж річки. 30. Четверо з шести свідків підтвердили факти, викладені в заяві, тоді як двоє відмовилися давати показання.

3 3

For each sentence, analyse prepositions as follows:

- Determine the morphological type: simple, derivative, compound, or composite (phrasal).
- Identify the semantic relation expressed by the preposition (spatial, temporal, causal, instrumental, abstract, etc.).
- If the preposition is part of a phrasal verb or a prepositional phrase, describe its role in the construction.
- Note whether the preposition is stranded (at the end of the clause) and comment on how such a structure would typically be rendered

in Ukrainian (where preposition stranding is generally impossible).

- In a short contrastive note, explain how the same relation would be expressed in Ukrainian (e.g., with a preposition + case, or through case inflection alone).

1. The manuscript, which had been hidden beneath the floorboards for centuries, was discovered by a team of archaeologists from Oxford. 2. She walked into the room, glanced at the clock, and realised she was already late for the meeting. 3. Despite the harsh weather conditions, the expedition continued toward the summit, relying on their experience and preparation. 4. The committee could not reach an agreement because of the fundamental disagreements among its members regarding the budget allocation. 5. He is the kind of person whom you can always rely on, no matter how difficult the situation becomes. 6. According to the latest research, the effects of climate change are occurring faster than previously predicted. 7. The old castle stood on the hill, overlooking the valley below, a silent witness to centuries of history. 8. She was so absorbed in her work that she remained at the office long after everyone else had left. 9. The company's success was largely due to the innovative strategies implemented by its new director. 10. Throughout the night, the soldiers waited for the signal that would finally order them into battle. 11. The painting, by an unknown artist from the Renaissance period, was sold for an astonishing amount at auction. 12. In addition to her academic responsibilities, she took on the role of department head, which required her to travel frequently. 13. The path to the summit was treacherous, with steep cliffs on either side and loose rocks underfoot. 14. With a sigh of relief, he handed in his final exam paper and walked out of the hall. 15. The agreement was signed by both parties after weeks of intense negotiations. 16. She looked out of the window at the rain that had been falling since morning. 17. The new policy, according to its critics, will have a negative impact on small

businesses. 18. He was accused of stealing classified documents and selling them to a foreign agent. 19. In front of the cathedral, a crowd of thousands gathered to celebrate the historic event. 20. The detective carefully went over the evidence, looking for any detail that might have been overlooked by his colleagues. 21. Despite the warnings, many residents refused to evacuate their homes prior to the hurricane's arrival. 22. The book consists of twelve chapters, each devoted to a different aspect of medieval philosophy. 23. She stared at the letter in disbelief, unable to comprehend what she had just read. 24. In spite of his initial reluctance, he eventually agreed to participate in the project. 25. The trail leads through the forest, across a narrow bridge, and up the hillside toward the ancient ruins. 26. He is by far the most talented musician in the orchestra, with a remarkable ability to interpret complex scores. 27. The conference, which I had been looking forward to for months, was cancelled at the last minute. 28. Apart from a few minor errors, the report was well written and in full compliance with the guidelines. 29. She took care of her elderly parents for many years, in addition to raising three children. 30. The professor's lecture on post-structuralism was so complex that most of the students could not keep up with it.

3 4

For each sentence, analyse conjunctions as follows:

- Classify the conjunction as coordinating or subordinating.
- For coordinating conjunctions, specify the subclass: copulative (additive), disjunctive (alternative), adversative (contrastive), or resultive (explanatory).
- For subordinating conjunctions, specify the semantic relation they express (time, place, cause, condition, purpose, result, concession, comparison, etc.).
- If the conjunction is correlative (e.g., *both... and*, *either... or*), identify both parts.

- In a short note, comment on how the same logical relation would be expressed in Ukrainian, noting any differences in conjunction usage or the availability of inflectional alternatives.

1. She wanted to pursue a career in academia, but her family obligations made it impossible for her to relocate. 2. Although the manuscript was severely damaged by fire, the conservators managed to restore it so that it could be displayed. 3. You may choose to submit your application online or deliver it in person, but you must do so before the deadline expires. 4. Neither the prosecution nor the defence was satisfied with the verdict, so both sides filed an appeal. 5. The research team collected data for over a decade before they were able to draw any definitive conclusions. 6. Whether you agree with the policy or not, you must comply with it as long as it remains in effect. 7. No sooner had the professor begun her lecture than the fire alarm sounded, forcing everyone to evacuate. 8. The project was funded not only by the government but also by a consortium of private investors. 9. She packed her bags as if she were leaving forever, yet she had only planned to be away for a week. 10. Because the bridge had been weakened by years of neglect, it was closed to traffic until repairs could be completed. 11. He spoke so passionately that the entire audience was moved to tears. 12. Whether you approve of his methods or not, you cannot deny that he achieved remarkable results. 13. The negotiations were difficult, for neither side was willing to compromise on the key issues. 14. Whenever she visits the city, she makes a point of attending a performance at the opera house. 15. Even if the proposal is rejected, we will continue our research, for the potential benefits are too great to ignore. 16. The novel explores complex themes of identity and memory, yet it remains accessible to a wide audience. 17. Both the director and the producer were present at the premiere, but the lead actor was conspicuously absent. 18. She revised the manuscript meticulously so that every detail would be accurate. 19. Provided that the necessary permits are obtained,

construction will begin next month. 20. The witness could not remember the exact time when the accident occurred, nor could she describe the vehicle. 21. Though the experiment failed to produce the expected results, it provided valuable insights for future research. 22. The audience waited patiently while the technicians resolved the technical difficulties. 23. Either the data were miscalculated or the hypothesis was flawed; therefore, the entire study must be re-examined. 24. He treated the interns as though they were his equals, whereas his predecessor had been notoriously dismissive. 25. In order that all participants could be heard, the moderator extended the discussion by an hour. 26. Now that the funding has been approved, we can begin recruiting staff for the project. 27. The report was thorough, yet it failed to address the most pressing concerns raised by the community. 28. Unless the weather improves significantly, the outdoor concert will be moved indoors. 29. She had hardly finished her presentation when the panel began asking challenging questions. 30. Although the original building was destroyed, the foundation was preserved so that future generations could appreciate its history.

3 5

For each sentence, analyse interjection(s) as follows:

- Classify the interjection by function: communicative (initiating or maintaining interaction), emotive (expressing feelings such as joy, surprise, pain, frustration), or signalling (warning, alert, emphasis).
- Determine the morphological structure: simple (single word), compound, or composite/phrasal.
- Describe the position in the sentence (initial, medial, final) and explain how intonation or context contributes to its meaning.
- In a short note, suggest an equivalent Ukrainian interjection that would convey a similar emotional or functional meaning, noting any cultural or stylistic differences.

1. Oh, I had no idea that the deadline was moved to Friday; I thought we had another week. 2. Well, it seems we have no choice but to accept their terms, alas, under such circumstances. 3. Wow, that performance was absolutely breath-taking; I've never seen anything like it. 4. Ouch, that really hurt! Watch out for the loose step next time. 5. Hey, don't forget to submit your report before you leave tonight. 6. Goodness, I completely forgot about our meeting; sorry about that. 7. Hooray, we finally received the grant approval after months of waiting. 8. Shh, the baby is finally asleep; please keep your voices down. 9. Fantastic, your thesis has been accepted for publication in the top journal. 10. Oh dear, this is exactly what I was afraid would happen when they started the renovation. 11. Bravo, the orchestra delivered a flawless performance of Mahler's Fifth. 12. Hey, what do you think you're doing? Stop right there. 13. Alas, the hopes of the entire community were dashed when the factory announced its closure. 14. Phew, that was a close call; I thought we were going to miss the flight. 15. Hello, is anyone there? I've been waiting for assistance for over ten minutes. 16. Oh my, I never expected to see you here after all these years. 17. Yikes, that looks dangerous; be careful not to touch the exposed wires. 18. Cheers, thanks for helping me move all those boxes. 19. Good grief, how many times do I have to explain this before you understand? 20. Oops, I seem to have spilled coffee on the manuscript; sorry. 21. Hurrah, the expedition has safely returned from the Arctic. 22. Listen, I need to tell you something important before you make a decision. 23. Ooh, that's a fascinating idea; I've never thought of it that way. 24. Well done, you have successfully defended your dissertation with distinction. 25. Aha, so that's the explanation I've been looking for all along. 26. Come on, we're going to be late if you don't hurry up. 27. Ugh, this traffic is unbearable; we've been stuck here for an hour. 28. Heavens, what a magnificent view from the top of the mountain. 29. Yay, we won the championship after three years of hard work. 30. Shoot, I left the documents on the train; now what am I going to do?

For each sentence, analyse the function words (prepositions, conjunctions, interjections) as follows:

- For prepositions: identify the morphological type (simple, derivative, compound, composite); note the case governed by the preposition; describe the semantic relation (spatial, temporal, causal, etc.).
- For conjunctions: classify as coordinating (with subclass) or subordinating (with semantic relation); note if correlative.
- For interjections: classify by function (communicative, emotive, signalling) and morphological structure; comment on the position and emotional nuance.
- In a short note, explain how a similar function word would be used in English, highlighting any typological differences (e.g., absence of case government, use of articles, preposition stranding, interjection inventories).

1. Ой, я зовсім забула, що через ремонт бібліотека до понеділка не працюватиме. 2. Він вийшов з кімнати, навіть не попрощавшись, хоча ми на це дуже сподівалися. 3. У зв'язку з негодою, рейс скасували, тому пасажирів розмістили в готелях за рахунок авіакомпанії. 4. Агов, ти не міг би допомогти мені з перенесенням цих коробок до під'їзду? 5. Ні викладач, ні студенти не були задоволені результатами іспиту, адже завдання виявилось надто складним. 6. Завдяки наполегливій праці всього колективу, проєкт вдалося завершити на два тижні раніше за запланований термін. 7. Ох, яка краса! – вигукнула вона, побачивши нарешті після довгої дороги рідну домівку. 8. Вона мріяла про подорож до Японії ще з дитинства, і от нарешті її мрія здійснилася. 9. Попри численні попередження, він вирушив у гори сам, що ледь не призвело до трагедії. 10. Ні лише науковці, а й широка громадськість визнали важливість цього відкриття. 11. Будь ласка, передайте документи на

підпис до п'ятниці, інакше вони втратять чинність. 12. Якби не ваша допомога, ми нізащо не впоралися б з цим завданням у такий короткий строк. 13. Згідно з останніми дослідженнями, зміна клімату відбувається значно швидше, ніж прогнозувалося раніше. 14. Гей, обережно! – гукнув він, коли побачив, що машина ледь не зачепила велосипедиста. 15. У результаті багаторічних дискусій було ухвалено компромісне рішення, яке влаштувало обидві сторони. 16. Ось уже понад тридцять років вона працює в цьому університеті, спочатку викладачем, а згодом завідувачкою кафедри. 17. У течії останнього десятиліття відбулися кардинальні зміни у сфері цифрових технологій. 18. Фантастично, вашу монографію замовили перекласти на вісім мов! – з радістю повідомив редактор. 19. Хай там як там, але ми мусимо завершити цю роботу до кінця місяця, незважаючи на всі труднощі. 20. У напрямку до центральної площі рухалася величезна хода, попри те що організатори не отримали офіційного дозволу. 21. Оце так сюрприз! – вигукнув він, побачивши серед гостей свого давнього друга. 22. З-під старого дуба, що ріс на узліссі, раптом вибіг заєць і зник у гущавині. 23. Вона не лише переклала роман, а й написала до нього ґрунтовну передмову, завдяки чому видання стало особливо цінним. 24. Щоб уникнути непорозумінь, будь ласка, ознайомтеся з правилами перед тим, як розпочнете роботу. 25. У разі якщо ви не отримаєте підтвердження протягом трьох днів, зверніться до служби підтримки. 26. Ну, що ж, доведеться починати з самого початку, – зітхнув він, усвідомлюючи масштаб втрачених даних. 27. До того як розпочалася війна, родина мешкала в Маріуполі понад тридцять років, але змушена була виїхати. 28. У зв'язку з технічними неполадками, послугою можна скористатися лише після додаткового налаштування. 29. Ось чому я завжди наголошую на важливості ретельного планування, – зауважив ментор. 30. Невже ви справді гадали, що я не помічу цієї помилки? – з іронією запитала вона.

For each sentence, complete the following tasks:

- Identify the syntactic units present (phrases, clauses, sentences) and classify each phrase by its head (noun phrase, verb phrase, adjective phrase, etc.).
- Describe the type of syntactic connection within each unit: agreement, government, or adjoinment (where applicable).
- For subordinate clauses, specify whether they are introduced by a conjunction, relative pronoun, or connective adverb.
- In a short note, comment on how the same syntactic relation would be expressed in Ukrainian (e.g., whether agreement is morphologically marked, whether government requires a specific case, etc.).

1. The manuscript, believed to have been lost during the war, unexpectedly surfaced in a private archive located in the outskirts of Vienna. 2. After the committee had reviewed all the applications, they decided to offer the position to the candidate with the most extensive teaching experience. 3. She found it extremely difficult to concentrate on her dissertation while her neighbours were renovating their apartment. 4. The old professor, whose ground-breaking research had revolutionised the field of computational linguistics, delivered a lecture that left the audience utterly speechless. 5. Although the weather forecast had predicted clear skies, the climbers encountered a sudden storm that forced them to seek shelter in a narrow cave. 6. The architect, having meticulously calculated every structural detail, presented a design that was both aesthetically stunning and technically flawless. 7. Because the negotiations had reached an impasse, the mediator proposed an entirely new framework that neither side had previously considered. 8. The students who had completed the advanced syntax course were required to submit a term paper analysing the syntactic structures of a language of their choice. 9. She looked out of the window

at the rain that had been falling incessantly since morning, wondering whether the outdoor event would be cancelled. 10. The company's decision to expand into emerging markets, though initially questioned by analysts, proved to be remarkably profitable. 11. Whenever the professor mentions the concept of universal grammar, the students inevitably ask about the differences between English and Ukrainian syntax. 12. Having been warned repeatedly about the risks, the hikers nevertheless decided to proceed with the ascent, ignoring the advice of the local guides. 13. The novel, which has been translated into over thirty languages, explores themes of identity and belonging in a way that resonates with readers worldwide. 14. If the government had implemented the reforms earlier, the economic crisis might have been avoided, and many businesses would have survived. 15. The detective carefully examined the evidence that had been collected at the crime scene, looking for any detail that might have been overlooked. 16. She insisted that the contract be reviewed by an independent lawyer before she signed it, despite the pressure from the other party. 17. The orchestra, conducted by a young virtuoso who had recently won an international competition, performed Beethoven's Ninth Symphony with extraordinary passion. 18. Because the original building had been destroyed by fire, the architects had to reconstruct the façade based on nineteenth-century photographs and drawings. 19. He was so absorbed in his research that he failed to notice the time, and by the time he looked at his watch, the library had already closed. 20. The theory that the professor proposed, though controversial, has generated a great deal of discussion among linguists who specialise in contrastive syntax. 21. When the results of the experiment were finally published, they immediately attracted the attention of scientists working in related fields. 22. She had hardly finished her presentation when the panel began asking questions that she found extremely challenging to answer. 23. The ancient manuscript, written on vellum and illuminated with gold leaf, is considered one of the most valuable treasures of the national

library. 24. No matter how carefully he planned his lessons, there was always some unexpected question that caught him off guard. 25. The policy, which was designed to simplify the application process, ended up creating additional bureaucracy that frustrated both applicants and staff. 26. After having spent years researching the topic, she finally published a monograph that was hailed as a landmark study in the field. 27. The climbers, exhausted and cold, decided to set up camp despite the fact that they were only an hour away from the summit. 28. Because the bridge had been weakened by decades of neglect, the authorities closed it to traffic and began emergency repairs that lasted three months. 29. The director, whose previous films had been critically acclaimed, announced that he would be adapting a classic novel for his next project. 30. She wondered whether she had made the right choice when she decided to pursue an academic career instead of accepting the offer from the private sector.

3 8

For each sentence, complete the following tasks:

- Identify the syntactic units (phrases, clauses) and classify each phrase by its head (noun phrase, verb phrase, etc.).
- Describe the type of syntactic connection within each unit: agreement (узгодження), government (керування), or adjoinment (прилягання). For government, specify the case required by the head.
- For subordinate clauses, specify the means of connection (conjunction, relative pronoun, connective adverb) and the semantic type (subject, attributive, complement, adverbial, etc.).
- In a short note, comment on how the same syntactic relation would be expressed in English (e.g., whether agreement is absent, whether prepositions are used instead of case endings, etc.).

1. Досвідчений професор, чії дослідження з порівняльного

синтаксису набули світового визнання, прочитав лекцію, що залишила незабутнє враження на молодих науковців. 2. Попри численні попередження рятувальників, група туристів вирішила продовжити сходження, не зважаючи на погіршення погоди. 3. Вона довго вагалася, перш ніж погодитися на пропозицію очолити кафедру, адже розуміла, наскільки відповідальною буде ця робота. 4. Рукопис, який вважали втраченим під час війни, несподівано виявили в приватному архіві, що належав нащадкам давнього роду. 5. Якщо б комісія схвалила цей проєкт раніше, будівництво вже завершили б до початку зимового сезону. 6. Студенти, які обрали курс зіставної граматики, повинні до кінця семестру підготувати наукову роботу, присвячену аналізу синтаксичних структур двох мов. 7. Вона так захопилася науковою дискусією, що зовсім не помітила, як минув час і колеги почали розходитися. 8. Режисер, чії попередні фільми отримали найвищі нагороди, оголосив, що розпочне зйомки нової стрічки вже наступного місяця. 9. Попри те що оригінальну будівлю зруйнували під час бомбардування, архітекторам вдалося відтворити фасад за старими світлинами. 10. Коли результати експерименту оприлюднили, вони відразу привернули увагу науковців, які працювали в суміжних галузях. 11. Детектив уважно оглянув місце злочину, шукаючи будь яку деталь, яку могли проглянути його колеги. 12. Вона наполягала, щоб договір перевірів незалежний юрист, перш ніж вона поставить свій підпис. 13. Оркестр, яким диригував молодий віртуоз, що нещодавно переміг на міжнародному конкурсі, виконав Дев'яту симфонію Бетховена з незвичайним натхненням. 14. Теорія, яку запропонував професор, хоч і викликала жваві дискусії, стала важливим внеском у розвиток порівняльного синтаксису. 15. Вона ледве встигла завершити доповідь, як слухачі почали ставити запитання, на які довелося відповідати імпровізуючи. 16. Хоч як ретельно він готувався до занять, завжди знаходилося несподіване питання, яке заставляло його зненацька. 17. Студенти, які не склали іспит у

перший раз, мали змогу скласти його знову його за два тижні після початку наступного семестру. 18. Після того як дисертацію було успішно захищено, молодий науковець отримав запрошення виступити з доповіддю на міжнародній конференції. 19. Міст, що сполучав два береги річки, закрили на ремонт, оскільки за роки експлуатації його конструкція значно ослабла. 20. Директорка фірми, яку поважали за принциповість та професіоналізм, прийняла рішення, що здивувало навіть найближчих колег. 21. Попри те що більшість експертів сумнівалася в успіху проекту, команда ентузіастів довела, що навіть найскладніші завдання можна реалізувати за умови належного планування. 22. Коли вона повернулася до своєї альма матер через двадцять років, університет змінився до невпізнання – з'явилися нові корпуси, сучасні лабораторії та комфортні гуртожитки. 23. Авторка, чії романи переклали понад тридцятьма мовами, розповіла про те, як народжувалися образи її героїв і яку роль у цьому відіграли особисті переживання. 24. Якщо ви не надасте документи до п'ятниці, заявка буде відхилена, і вам доведеться чекати наступного конкурсного відбору. 25. Науковці, які досліджували вплив цифрових технологій на мову, зазначили, що сучасні комунікаційні платформи суттєво змінюють синтаксичні структури в повсякденному спілкуванні. 26. Вона так старанно готувалася до захисту, що знала свою дисертацію майже напам'ять, але хвилювання все одно давалося взнаки. 27. Після того як ремонт тривав понад пів року, мешканці будинку нарешті змогли повернутися до своїх квартир, хоча багато хто вже втратив надію на швидке завершення робіт. 28. Історики, які вивчали архівні документи того періоду, дійшли висновку, що події, які вважали добре відомими, насправді потребують ґрунтовного переосмислення. 29. Режисерка вирішила, що вистава буде тривати три години без антракту, щоб не порушувати динаміку сценічної дії, хоча дехто з акторів сумнівався в доцільності такого рішення. 30. Коли ми нарешті дісталися вершини гори, сонце вже

сідало, заливаючи долину золотим світлом, і ми на мить завмерли, зачаровані цією неповторною красою.

3 9

For each sentence, complete the following tasks:

- Identify isomorphic features – structural patterns that English shares with Ukrainian (e.g., existence of subordinate clauses, coordination, similar semantic relations).
- Identify allomorphic features – language-specific structures that differ significantly from Ukrainian (e.g., fixed SVO order, passive constructions with *be*, preposition stranding, non-finite clauses, use of articles, absence of case agreement on adjectives).
- For each allomorphic feature, briefly explain how the same meaning would be expressed in Ukrainian (e.g., using a different clause type, inflectional morphology, word order change).
- Classify the sentence according to the type of syntactic connection (coordination, subordination, or both) and specify the means used (conjunctions, relative pronouns, etc.).

1. Only after the committee had reviewed all the evidence did, they realise that the initial hypothesis had been completely wrong. 2. The book that she had been working on for over a decade was finally published to critical acclaim, but she felt surprisingly indifferent. 3. Having been raised in a bilingual environment, she found it remarkably easy to switch between English and Ukrainian depending on the context. 4. The proposal, though carefully crafted and meticulously detailed, failed to convince the board, who were looking for a more innovative approach. 5. It was the professor herself who insisted that the conference be held entirely in Ukrainian, a decision that surprised many international participants. 6. The more she thought about the problem, the more she realised that the solution was far more complex than she had originally assumed. 7. Hardly had the audience settled into their

seats when the lights dimmed and the performance began without any introductory remarks. 8. The experiment, which had been designed to test a seemingly simple hypothesis, yielded results that contradicted everything the researchers had expected. 9. So convincing was his argument that even the sceptics in the audience were forced to reconsider their positions. 10. The students, having completed the required readings, were asked to write an essay comparing the syntactic structures of English and Ukrainian. 11. Not until the final chapter does the author reveal the true identity of the narrator, a twist that completely reinterprets the entire novel. 12. The treaty, signed by both parties after months of tense negotiations, was hailed as a breakthrough, yet it soon became clear that implementation would be problematic. 13. Such was the complexity of the case that the court appointed three independent experts to analyse the evidence. 14. The architect, whose previous work had focused primarily on residential buildings, approached the design of the museum with a completely fresh perspective. 15. No matter how many times she explained the theory, there were always students who struggled to grasp its fundamental principles. 16. The data, having been collected over a period of five years, were analysed using a new statistical method that had not previously been applied to this type of research. 17. Down the narrow street ran a small boy, followed closely by a dog whose barking echoed through the silent neighbourhood. 18. The director insisted that every actor attend the rehearsals, regardless of whether they had a scene scheduled for that day. 19. Were the government to allocate more funding to education, the long-term benefits would far outweigh the initial costs. 20. The novel, which many critics consider the author's masterpiece, explores themes of identity and alienation in a way that resonates with contemporary readers. 21. So rapidly did the situation evolve that the authorities were unable to keep up with the constant stream of new developments. 22. The agreement, reached after weeks of difficult negotiations, stipulated that both sides would reduce their military presence along the

border. 23. He walked into the room as if he owned the place, though he had never been there before, and everyone turned to stare. 24. The manuscript, believed to have been lost forever, turned up in a private collection that had been stored in a basement for decades. 25. Little did she know that the decision she made that day would affect the entire course of her life. 26. The policy, designed to simplify the application process, ended up creating additional bureaucratic hurdles that frustrated applicants. 27. Should you require any further assistance, please do not hesitate to contact our support team, which is available twenty-four hours a day. 28. The older the building, the more challenging it is to renovate without compromising its historical integrity. 29. He spoke with such passion and conviction that even those who disagreed with him could not help but admire his sincerity. 30. The film, which had received glowing reviews at the festival, was considered by many critics to be the most significant work of the director's career.

40

For each item, complete the following tasks:

- Identify which theoretical approach to contrastive syntax (structural, CAH, generative, functional, typological, error analysis, interlanguage, cognitive) best explains the phenomenon or error.
 - If an error is given, explain the structural difference between English and Ukrainian that likely caused the interference, and suggest the corrected version.
 - Classify the feature as isomorphic (similar) or allomorphic (different) between the two languages.
 - In a short note, discuss how the error analysis approach or interlanguage theory would account for the learner's mistake.
1. Error: *She asked what time is it?* (uttered by a Ukrainian-speaking student during an oral exam)

2. Ukrainian sentence: *Книга, яку я читаю, дуже цікава.*
English equivalent: *The book I am reading is very interesting.*
Compare the structure of relative clauses and the use of relative pronouns.
3. Error: *I am agree with you.* (written by a Ukrainian-speaking student in an essay)
4. English sentence: *It is important to understand the differences.*
Ukrainian equivalent: *Важливо розуміти відмінності.*
Analyse how impersonality is expressed.
5. Error: *When I will come, we will discuss it.* (spoken by a Ukrainian-speaking student)
6. Ukrainian sentence: *Якщо б я знав, я б прийшов.*
English equivalent: *If I had known, I would have come.*
Compare the conditional mood structures.
7. Error: *I need to make a research about this topic.* (from a Ukrainian-speaking student's paper)
8. English sentence: *The children were taken care of by their grandparents.*
Ukrainian equivalent: *Про дітей піклувалися бабусі та дідусі.*
Analyse preposition stranding and its translation.
9. Error: *He has a car which is red.* (a Ukrainian-speaking student uses a full relative clause where a simple adjective would be more natural)
10. Ukrainian sentence: *Він живе в Києві, який є столицею України.*
English equivalent: *He lives in Kyiv, which is the capital of Ukraine.*
Compare the use of relative clauses for appositive information.
11. Error: *I have been here since three years.* (spoken by a Ukrainian-speaking student)
12. English sentence: *The more you practice, the better you become.*
Ukrainian equivalent: *Чим більше ти практикуєшся, тим краще стаєш.*
Analyse the correlative comparative construction.

13. Error: *It depends from the context.* (written by a Ukrainian-speaking student)
14. Ukrainian sentence: *Мені подобається ця книга.*
English equivalent: *I like this book.*
Compare the expression of the dative subject in Ukrainian and the nominative subject in English.
15. Error: *She explained me the problem.* (uttered by a Ukrainian-speaking student)
16. English sentence: *The house was built in 1990.*
Ukrainian equivalent: *Будинок збудували в 1990 році.*
Compare the passive voice and active impersonal constructions.
17. Error: *I look forward to see you.* (from a Ukrainian-speaking student's email)
18. Ukrainian sentence: *Після того як він прийшов, ми почали.*
English equivalent: *After he came, we started.*
Compare the use of tense and aspect in temporal subordinate clauses.
19. Error: *The book of which I spoke is on the table.* (a Ukrainian-speaking student uses a formal relative structure instead of the more natural *The book I spoke about*)
20. English sentence: *She is considered to be the best candidate.*
Ukrainian equivalent: *Її вважають найкращою кандидаткою.*
Analyse the impersonal active construction in Ukrainian and the passive or raising construction in English.
21. Error: *There are a lot of peoples in the city.* (written by a Ukrainian-speaking student)
22. Ukrainian sentence: *Він не має часу.*
English equivalent: *He does not have time.*
Compare the negation structures (*не має* vs *does not have*).
23. Error: *I suggest to go there.* (uttered by a Ukrainian-speaking student)
24. English sentence: *The meeting was attended by fifty people.*

Ukrainian equivalent: *На зустрічі були присутні п'ятдесят осіб.*

Compare the expression of agent in passive and active constructions.

25. Error: *If I would know, I would tell.* (spoken by a Ukrainian-speaking student)

26. Ukrainian sentence: *Він був радий, що її зустрів.*

English equivalent: *He was glad to have met her.*

Analyse the use of non-finite clauses vs finite subordinate clauses.

27. Error: *We discussed about the problem.* (from a Ukrainian-speaking student's presentation)

28. English sentence: *What are you thinking about?*

Ukrainian equivalent: *Про що ти думаєш?*

Analyse the placement of prepositions in questions and relative clauses.

29. Error: *She is more clever than him.* (a Ukrainian-speaking student uses the objective case after *than*, which is common in informal English but often overgeneralised)

30. Ukrainian sentence: *Дві години – це багато.*

English equivalent: *Two hours is a lot.*

Compare subject-verb agreement with expressions of time, distance, and money.

4 1

Each item below contains a sentence with one or more phrases in bold. For every that phrase, complete the following analysis:

- State whether the phrase is coordinate or subordinate.
- If subordinate, identify the head and the dependent element(s).
- Specify the type of syntactic relation (attributive, objective, adverbial, predicative).

- Identify the means of syntactic connection (agreement, government, adjoinment). If more than one means is used, list all.

1. The committee's final decision, **announced after hours of heated debate**, surprised even the most seasoned observers. 2. **Walking briskly through the rain-soaked streets of Lviv**, the poet composed the opening lines of what would become a masterpiece. 3. **Neither the persistent rumours nor the official denial** managed to calm the anxious investors. 4. Her argument, **a complex web of philosophical assertions and counter-examples**, left the audience in contemplative silence. 5. The university has decided to **allocate a substantial portion of its annual budget to the newly established research centre**. 6. Після років наполегливої праці в архівах, які були розкидані по всій Європі, дослідниця опублікувала монографію, що одразу стала бестселером. 7. **Extremely confident in his ability to navigate the volatile market**, the young entrepreneur invested nearly all his capital into the startup. 8. The professor's lecture on **modernist poetry and its deliberate fragmentation of traditional narrative structures** was attended by over two hundred students. 9. Погляд її, сповнений водночас суму й незламної рішучості, зустрівся з його очима в переповненій залі. 10. The volunteers were praised for their dedication, **especially for having worked under such dangerous conditions**. 11. Будинок біля річки, з його високими вікнами та старими дубовими дверима, став головною локацією для зйомок історичного фільму. 12. **To have been invited to such an exclusive event** was an honour she had never anticipated. 13. The algorithm, **remarkably efficient in processing massive datasets**, reduced the computation time from hours to seconds. 14. Не лише студенти-філологи, а й викладачі з кафедри порівняльного мовознавства взяли участь у міжнародному симпозіумі. 15. His decision to **resign abruptly, without any prior notice or explanation**, sent shockwaves through the corporation.

16. **Допомагаючи молодшому братові з вивченням давньогрецької мови**, вона сама відкрила для себе безліч цікавих лінгвістичних закономірностей. 17. The instructions, **unclear and self-contradictory**, caused a great deal of frustration among the participants. 18. **Сповістити всіх зацікавлених сторін про зміну графіка** виявилось складнішим завданням, ніж передбачалося. 19. **Quite unexpectedly for a man of his reserved nature**, he delivered an impassioned speech that moved the entire audience. 20. The treaty, **signed by the two presidents in the presence of numerous diplomats**, marked a turning point in bilateral relations. 21. **Розташований на перетині головних торговельних шляхів**, Київ здавна був осередком культурного обміну. 22. She was accused of **having knowingly provided false information to the investigating committee**. 23. A truly unique opportunity for young researchers, the fellowship offers full funding and access to state-of-the-art laboratories. 24. **Щоразу, коли він згадував ті події, його голос ставав тихішим і сповненим глибокої поваги**. 25. The gallery's latest exhibition features works that are **simultaneously challenging and deeply evocative**. 26. **Під впливом новітніх технологій та зміни споживацьких звичок** традиційні медіа зазнають кардинальних трансформацій. 27. The director insisted on **shooting the final scene at dawn, using only natural light**. 28. **Чекати на автобус під проливним дощем без жодної надії на те, що він приїде вчасно**, було справжнім випробуванням терпіння. 29. **Far more complex than any of his previous works**, the symphony received mixed reviews from critics. 30. **Проаналізувавши всі доступні джерела та зіставивши їх із археологічними знахідками**, науковці зробили сенсаційний висновок.

4 2

Each item presents a pair of English and Ukrainian sentences (or complex phrases) that express a similar meaning but differ structurally.

For each pair, write a short analytical commentary (4–6 sentences) focusing on:

- the internal structure of the key phrases (head, dependents, syntactic relations);
- the means of syntactic connection (agreement, government, adjoinment) used in each language;
- any differences in word order, use of prepositions, case marking, or other formal devices;
- how these differences reflect broader typological characteristics of English and Ukrainian.

1. The newly appointed professor's insightful lecture on postcolonial theory captivated the audience. – Лекція новопризначеного професора про постколоніальну теорію захопила аудиторію.
2. She was helping her elderly neighbour carry heavy boxes up the narrow staircase. – Вона допомагала своєму літньому сусідові заносити важкі коробки на вузькі сходи.
3. A small wooden cottage with a thatched roof stood at the edge of the dense forest. – На краю густого лісу стояла невелика дерев'яна хатинка з солом'яним дахом.
4. Waiting for the delayed flight in the overcrowded airport terminal, they grew increasingly impatient. – Чекаючи на затриманий рейс у переповненому терміналі аеропорту, вони ставали дедалі нетерплячішими.
5. The director's decision to postpone the filming due to unforeseen weather conditions frustrated everyone. – Рішення режисера відкласти зйомки через непередбачувані погодні умови викликало розчарування в усіх.
6. This ancient manuscript, written in an almost indecipherable script, contains valuable historical information. – Цей давній манускрипт, написаний майже нерозбірливим письмом, містить цінну історичну інформацію.

7. To have been awarded such a prestigious scholarship was beyond her wildest expectations. – Отримати таку престижну стипендію було понад усі її сподівання.
8. The tourists walked slowly along the winding cobblestone streets, admiring the medieval architecture. – Туристи повільно йшли звивистими брукованими вулицями, милуючись середньовічною архітектурою.
9. Completely unaware of the danger that lurked nearby, the children continued playing in the meadow. – Цілком не усвідомлюючи небезпеки, що чаїлася поблизу, діти продовжували гратися на лузі.
10. The committee expressed its gratitude to the volunteers for their tireless work under difficult conditions. – Комітет висловив подяку волонтерам за їхню невтомну працю у складних умовах.
11. A collection of rare books, some dating back to the sixteenth century, was donated to the university library. – Університетська бібліотека отримала у дарунок колекцію рідкісних книжок, деякі з яких датуються шістнадцятим століттям.
12. Being the only person in the room who spoke both languages fluently, she was asked to interpret. – Оскільки вона була єдиною людиною в кімнаті, яка вільно володіла обома мовами, її попросили перекладати.
13. The success of the project depends largely on how effectively the team manages the available resources. – Успіх проєкту значною мірою залежить від того, наскільки ефективно команда управлятиме наявними ресурсами.
14. Extremely proud of her son's achievements, she framed every certificate and hung them on the wall. – Надзвичайно пишаючись досягненнями сина, вона вставила всі сертифікати в рамки й повісила на стіну.

15. The artist's latest work, a provocative installation made from recycled materials, challenges traditional notions of beauty. – Остання робота митця, провокаційна інсталяція з перероблених матеріалів, кидає виклик традиційним уявленням про красу.
16. Having been warned about the potential risks, the climbers proceeded with extreme caution. – Попереджені про потенційні ризики, альпіністи діяли з надзвичайною обережністю.
17. The contract, which had been negotiated over several months, was finally signed by both parties. – Контракт, який обговорювали кілька місяців, нарешті підписали обидві сторони.
18. They accused him of deliberately misleading the public about the true extent of the crisis. – Його звинуватили в тому, що він навмисно вводив громадськість в оману щодо справжнього масштабу кризи.
19. A graduate of the most prestigious university in the country, she had no trouble finding employment. – Випускниця найпрестижнішого університету країни, вона без проблем знайшла роботу.
20. The instructions were so confusing that even the most experienced technicians struggled to follow them. – Інструкції були настільки заплутаними, що навіть найдосвідченіші техніки не могли їх зрозуміти.
21. By investing heavily in renewable energy, the country aims to reduce its dependence on fossil fuels. – Інвестуючи значні кошти у відновлювану енергетику, країна має на меті зменшити свою залежність від викопного палива.
22. Her refusal to compromise on matters of principle earned her the respect of even her adversaries. – Її відмова йти на компроміс у питаннях принципів здобула їй повагу навіть з боку опонентів.
23. The castle, perched high on a cliff overlooking the sea, has remained intact for over eight centuries. – Замок, що височіє на

кручі над морем, зберігся неушкодженим упродовж восьми століть.

24. Without any prior experience in diplomacy, he was nevertheless appointed ambassador to a key allied nation. – Не маючи жодного попереднього дипломатичного досвіду, він, однак, був призначений послом у ключовій союзній країні.
25. The task of translating the ancient texts, fraught with linguistic ambiguities, required extraordinary patience. – Завдання перекладу стародавніх текстів, сповнене лінгвістичних неоднозначностей, потребувало надзвичайного терпіння.
26. Considering the complexity of the issue and the limited time available, their proposal was remarkably thorough. – Зважаючи на складність питання та обмежений час, їхня пропозиція була напрочуд ґрунтовною.
27. A policy aimed at reducing bureaucratic inefficiencies was finally implemented after years of debate. – Політику, спрямовану на зменшення бюрократичної неефективності, нарешті впровадили після багаторічних дебатів.
28. The novel, which critics have described as both disturbing and essential, continues to generate heated discussion. – Роман, який критики назвали водночас тривожним і необхідним, досі викликає палкі дискусії.
29. Fascinated by the intricate patterns of the ancient mosaic, the tourists lingered in the basilica long after the guide had left. – Захоплені хитромудрими візерунками давньої мозаїки, туристи залишалися в базиліці ще довго після того, як гід пішов.
30. The ambassador's carefully worded response, which avoided any direct commitment, was interpreted by many as a subtle refusal. – Ретельно дібрана відповідь посла, яка уникала будь-яких прямих зобов'язань, багатьма була витлумачена як тонка відмова.

For each sentence, perform the required transformation(s) as specified in brackets. After transforming, provide a brief explanation (2–3 sentences) of how the syntactic relations, means of connection, and word order changed.

1. The committee's final decision, which was announced after hours of heated debate, surprised everyone. (*Transform the non-finite participial phrase into a full subordinate clause without changing the overall sentence structure. Then, transform the result into a noun phrase with a post-modifying participial phrase*).
2. Walking briskly through the rain-soaked streets of Lviv, the poet composed the opening lines. (*Transform the participial phrase into a finite adverbial clause. Then, change the sentence so that the adverbial modification becomes a prepositional phrase attached to the verb "composed"*).
3. Ані поширені чутки, ані офіційна заява не змогли заспокоїти стурбованих інвесторів. (*Transform the coordinate noun phrase into a subordinate noun phrase with a single head and a modifying genitive construction. Then, transform the objective phrase "стурбованих інвесторів" into a prepositional phrase*).
4. Her argument, a complex web of philosophical assertions and counter-examples, left the audience in contemplative silence. (*Re-write the sentence so that the appositive phrase becomes a separate independent clause introduced by "which was". Then, transform the adverbial phrase "in contemplative silence" into an adverbial participle clause*).
5. The university has decided to allocate a substantial portion of its annual budget to the newly established research centre. (*Transform the verb phrase "to allocate ... centre" into a noun phrase that can function as the subject of a new sentence. Then,*

change the objective relation “a substantial portion of its annual budget” into a genitive attribute modifying a new head noun).

6. Після довгих років наполегливої праці в архівах, які були розкидані по всій Європі, дослідниця опублікувала монографію. *(Transform the subordinate attributive clause “які були розкидані по всій Європі” into a participial phrase. Then, change the prepositional phrase “після довгих років...” into a subordinate clause of time).*
7. Extremely confident in his ability to navigate the volatile market, the young entrepreneur invested nearly all his capital into the startup. *(Transform the adjective phrase “extremely confident ... market” into a subordinate clause with “because”. Then, transform the objective phrase “nearly all his capital” into a noun phrase where “capital” becomes the head with a genitive modifier).*
8. The professor’s lecture on modernist poetry and its deliberate fragmentation of traditional narrative structures was attended by over two hundred students. *(Split the complex noun phrase “the professor’s lecture ... structures” into two separate sentences by making the head “lecture” the subject of a finite clause and the post-modifiers into an independent clause. Then, transform the passive construction “was attended by ...” into an active structure with a new subject).*
9. Погляд її, сповнений водночас суму й незламної рішучості, зустрівся з його очима в переповненій залі. *(Transform the participial phrase “сповнений ... рішучості” into a subordinate attributive clause. Then, change the adverbial “в переповненій залі” into an adverbial participle phrase expressing place).*
10. The volunteers were praised for their dedication, especially for having worked under such dangerous conditions. *(Transform the gerundial phrase “for having worked ... conditions” into a finite clause introduced by “because”. Then, change the original objective*

phrase “their dedication” into a noun phrase where “dedication” is modified by an infinitival clause).

11. Будинок біля річки, з високими вікнами та старими дубовими дверима, став головною локацією для зйомок історичного фільму. (*Transform the appositive prepositional phrase “з високими вікнами...” into a separate sentence with a finite verb. Then, change the noun phrase “головною локацією для зйомок історичного фільму” into a noun phrase with a participial modifier*).
12. To have been invited to such an exclusive event was an honour she had never anticipated. (*Transform the infinitive phrase subject into a finite clause introduced by “that”. Then, change the predicative noun phrase “an honour she had never anticipated” into a noun phrase with an adjectival post-modifier*).
13. The algorithm, remarkably efficient in processing massive datasets, reduced the computation time from hours to seconds. (*Transform the adjective phrase “remarkably efficient ... datasets” into a subordinate clause of concession. Then, transform the adverbial phrase “from hours to seconds” into a participial construction*).
14. Не лише студенти-філологи, а й викладачі з кафедри порівняльного мовознавства взяли участь у міжнародному симпозіумі. (*Transform the coordinate subject into a single noun phrase with a collective noun as head. Then, transform the prepositional object “у міжнародному симпозіумі” into a genitive attribute modifying a new head*).
15. His decision to resign abruptly, without any prior notice or explanation, sent shockwaves through the corporation. (*Transform the infinitival post-modifier “to resign abruptly ... explanation” into a separate sentence. Then, change the object phrase “shockwaves through the corporation” into a clause of result*).

16. Допомагаючи молодшому братові з вивченням давньогрецької мови, вона сама відкрила для себе безліч цікавих лінгвістичних закономірностей. (*Transform the adverbial participle phrase “допомагаючи ... мови” into a finite adverbial clause. Then, change the objective phrase “безліч цікавих лінгвістичних закономірностей” into a passive subject*).
17. The instructions, unclear and self-contradictory, caused a great deal of frustration among the participants. (*Transform the adjective phrase “unclear and self-contradictory” into a subordinate clause. Then, transform the noun phrase “a great deal of frustration among the participants” into a verb phrase with an adverbial modifier*).
18. Сповістити всіх зацікавлених сторін про зміну графіка виявилось складнішим завданням, ніж передбачалося. (*Transform the infinitive subject into a finite clause introduced by “що”. Then, change the comparative construction “складнішим завданням, ніж передбачалося” into a noun phrase with a participial post-modifier*).
19. Quite unexpectedly for a man of his reserved nature, he delivered an impassioned speech that moved the entire audience. (*Transform the initial adverb phrase into a subordinate clause of concession. Then, change the relative clause “that moved the entire audience” into a participial phrase*).
20. The treaty, signed by the two presidents in the presence of numerous diplomats, marked a turning point in bilateral relations. (*Transform the participial phrase “signed ... diplomats” into a finite clause. Then, transform the objective phrase “a turning point in bilateral relations” into a clause of result*).
21. Розташований на перетині головних торговельних шляхів, Київ здавна був осередком культурного обміну. (*Transform the participial phrase “розташований ... шляхів” into a subordinate attributive clause. Then, change the predicative noun phrase*

“осередком культурного обміну” into a verb phrase with an adverbial modifier of place).

22. She was accused of having knowingly provided false information to the investigating committee. *(Transform the gerundial phrase “of having provided ... committee” into a finite clause. Then, change the passive construction into an active one with a new subject, preserving the meaning).*
23. A truly unique opportunity for young researchers, the fellowship offers full funding and access to state-of-the-art laboratories. *(Transform the appositive noun phrase into a subordinate clause of reason. Then, transform the object phrase “full funding and access to state-of-the-art laboratories” into two separate prepositional phrases modifying the verb).*
24. Щоразу, коли він згадував ті події, його голос ставав тихішим і сповненим глибокої поваги. *(Transform the adverbial clause “щоразу, коли ... події” into a participial phrase. Then, change the predicative adjective phrase “тихішим і сповненим глибокої поваги” into two separate clauses).*
25. The gallery’s latest exhibition features works that are simultaneously challenging and deeply evocative. *(Transform the relative clause “that are ... evocative” into a post-modifying adjective phrase. Then, transform the whole sentence into a passive construction with the object “works” as the new subject).*
26. Під впливом новітніх технологій та зміни споживацьких звичок традиційні медіа зазнають кардинальних трансформацій. *(Transform the initial prepositional phrase into a subordinate clause of cause. Then, change the objective phrase “кардинальних трансформацій” into a clause of result).*
27. The director insisted on shooting the final scene at dawn, using only natural light. *(Transform the gerundial object “on shooting ... light” into a finite clause. Then, change the participial phrase “using only natural light” into an adverbial clause of manner).*

28. Чекати на автобус під проливним дощем без жодної надії на те, що він приїде вчасно, було справжнім випробуванням терпіння. (*Transform the infinitive phrase subject into a noun phrase with a deverbal head. Then, transform the predicative noun phrase “справжнім випробуванням терпіння” into a clause with a finite verb*).
29. Far more complex than any of his previous works, the symphony received mixed reviews from critics. (*Transform the initial adjective phrase into a subordinate clause of concession. Then, change the object phrase “mixed reviews from critics” into a noun phrase with a genitive modifier*).
30. Проаналізувавши всі доступні джерела та зіставивши їх із археологічними знахідками, науковці зробили сенсаційний висновок. (*Transform the participial phrase into two finite coordinate clauses. Then, transform the object phrase “сенсаційний висновок” into a clause of result introduced by “так що”*).

4 4

Translate the following Ukrainian passages into English and the English passages into Ukrainian. After each translation, write a detailed linguistic justification (6–8 sentences) in English. Your justification must:

- Identify the most complex phrases in the source text and describe their internal structure (heads, dependents, types of syntactic relations).
- Compare the means of syntactic connection used in the source with those required in the target language, noting any shifts in agreement, government, adjoinment, or word order.
- Explain how the structural differences between English and Ukrainian influenced your translation choices (e.g., use of

prepositions, case marking, word order, nominalisation vs verbalisation).

- Comment on any challenges posed by long attributive chains, participial constructions, or clause embedding.

1. Останнім рішенням адміністрації, ухваленим після тривалих консультацій із представниками студентського самоврядування, стало запровадження гнучкого графіка навчання, яке дозволяє студентам поєднувати академічну діяльність із науковими дослідженнями та позауніверситетською практикою. 2. Having spent nearly a decade meticulously restoring the medieval manuscripts that had been damaged during the war, the team of conservators, supported by an international grant, finally announced the completion of a project that scholars had long considered impossible. 3. Перебуваючи під значним впливом філософії екзистенціалізму, що набула особливої популярності в Європі середини двадцятого століття, молода письменниця створила роман, головною темою якого став пошук автентичності у світі, де традиційні цінності втратили свою колишню силу. 4. The ambassador's carefully calibrated response, which avoided any direct commitment while simultaneously signaling openness to further negotiations, was interpreted by political analysts as a masterful example of diplomatic ambiguity, designed to preserve flexibility in an increasingly volatile geopolitical landscape. 5. Збудований ще в XVII столітті на замовлення місцевого магната, який прагнув перетворити свої володіння на культурний осередок, цей палац із його розкішними інтер'єрами, просторими залами та унікальним парком, що простягається аж до річки, пережив століття занепаду й відродження, а тепер є одним із найвідвідуваніших музеїв країни. 6. What made the scientist's proposal so controversial was not its methodological innovation, which was, in fact, widely praised, but rather its implicit challenge to the long-standing theoretical framework that had underpinned research in the field for over three

decades, a framework that many senior researchers were unwilling to abandon despite mounting contradictory evidence. 7. Сподіваючись на порозуміння, яке, однак, так і не настало через категоричну відмову обох сторін іти на поступки в принципових питаннях, посередники запропонували компромісний варіант угоди, що передбачав поетапне виконання зобов'язань, але навіть це не змогло розрядити напруженості, що постійно зростала. 8. A graduate of the most prestigious university in the country, where she had distinguished herself as a brilliant linguist with a particular gift for deciphering ancient scripts, she was unexpectedly offered a position at a leading research institute that had previously been closed to female scholars, a fact she later described as both a triumph and a bitter reminder of the barriers she had had to overcome. 9. Не маючи жодного офіційного дипломатичного досвіду, але володіючи рідкісним поєднанням аналітичного мислення, мовних здібностей та особистої харизми, він зумів не лише налагодити конструктивний діалог із представниками протилежних таборів, а й досягти підписання історичної угоди, яку попередники безуспішно намагалися укласти впродовж багатьох років. 10. The novel's protagonist, a retired history professor whose quiet life in a small coastal town is disrupted by the discovery of a long-hidden collection of letters revealing a dark family secret connected to wartime collaboration, embodies the author's central preoccupation with the elusive nature of historical truth and the ethical responsibilities of those who seek to uncover it. 11. Розроблена міждисциплінарною командою, до складу якої входили фахівці з комп'ютерної лінгвістики, когнітивної психології та штучного інтелекту, нова програма аналізу тексту, що здатна виявляти приховані смисли та стилістичні особливості, які раніше були доступні лише для експертів-філологів, відкрила принципово нові можливості для досліджень у галузі сучасної літературної критики. 12. By investing heavily in renewable energy sources, implementing strict emissions standards, and offering substantial subsidies for green

technologies, the country not only succeeded in reducing its carbon footprint by nearly forty percent over a decade but also positioned itself as a global leader in the fight against climate change, a status that brought both international acclaim and increased scrutiny from environmental watchdogs. 13. Щойно призначений на посаду директора інституту, відомого своїми новаторськими дослідженнями в галузі молекулярної біології, професор Лисенко, який до цього очолював лабораторію в університеті за кордоном, зіткнувся з необхідністю реформувати застарілу структуру управління, що викликало неоднозначну реакцію серед колективу, де багато хто зберігав відданість усталеним традиціям. 14. Accused of deliberately manipulating the data to support a predetermined conclusion, the researcher defended himself by arguing that the anomalies in the results were due to unforeseen technical limitations rather than any intentional bias, but the committee, after examining the evidence and hearing testimony from several independent experts, concluded that his actions constituted a serious breach of scientific integrity. 15. Під впливом не лише модерністської поезії, а й візуального мистецтва свого часу, зокрема робіт Малевича та Кандинського, які кинули виклик традиційному розумінню форми та простору, авторка створила унікальний цикл віршів, де слово перестає бути просто носієм значення й стає елементом візуальної композиції, що її дослідники пізніше назвуть «лінгвістичним супрематизмом».

4 5

Each item below contains a longer sentence or a short passage with one or more highlighted phrases. For each highlighted phrase:

- Complete the analysis as specified.
- For the passage as a whole, write a contrastive commentary (5–7 sentences) comparing how the phrase structures in English and

Ukrainian reflect typological differences in agreement, government, and word order.

1. The curator's **meticulously planned exhibition of seventeenth-century Dutch masters** attracted record-breaking crowds despite the unusually harsh winter.

- Identify the **head** of the noun phrase.
- List all **dependents** and classify each by syntactic relation (attributive, objective, adverbial).
- Specify the means of syntactic connection for each dependent.

2. **Сповнений невимовної туги за рідним краєм**, молодий поет писав вірші, які згодом стали символом цілого покоління.

- Identify the head of the participial phrase.
- Explain the government pattern used in the dependent genitive *невимовної туги*.
- Compare how this structure would typically be rendered in English (provide an English equivalent and comment on structural differences).

3. The committee, **having deliberated for nearly twelve hours without reaching a consensus**, finally decided to postpone the vote until the following week.

- Determine the type of phrase in bold (VP, participial phrase, etc.).
- Analyse the internal structure of the phrase: head, dependents, and their relations.
- What are the means of connection within the phrase? How do they differ from a possible Ukrainian equivalent?

4. **Найвища будівля в Європі, зведена за проєктом відомого архітектора**, вражала не лише своїми розмірами, а й витонченістю деталей.

- Identify the head noun of the extended noun phrase.

- Classify each post-head dependent by syntactic relation and means of connection.
- How would you translate this noun phrase into English while preserving its informational density?

5. **Neither the heated arguments of the senior researchers nor the carefully compiled data presented by the junior team** managed to sway the director's opinion.

- Is this a coordinate or subordinate phrase? Justify.
- Identify the head of the overall subject phrase.
- Explain the word-order constraints in English that make this structure acceptable.

6. **Працюючи над монографією в архівах, розкиданих по всій Європі**, дослідниця дедалі більше переконувалася в складності обраної теми.

- Analyse the initial adverbial participle phrase: head, dependents, relations.
- How is the subordinate attributive phrase *розкиданих по всій Європі* linked to its head?
- Contrast with an English equivalent: would a participial phrase or a subordinate clause be preferred? Why?

7. The discovery of **a previously unknown collection of letters, written by the poet during her final years and carefully preserved by her descendants**, revolutionised scholarly understanding of her work.

- Break down the post-head complex: identify all dependents and their connections to the head *collection*.
- Discuss the use of non-finite clauses (participial) as post-modifiers in English and how Ukrainian would typically express such modification.

8. **Незважаючи на категоричну відмову обох сторін іти на**

поступки, посередники продовжували шукати компромісний варіант угоди.

- Identify the type of phrase introduced by *незважаючи на*. What is its head?
- Analyse the object of the preposition *на*: its internal structure and syntactic relations.
- How does Ukrainian express concessive adverbial relations compared to English? Provide an English translation and note differences.

9. **To have been awarded such a prestigious fellowship without having completed the formal requirements** was an unprecedented honour.

- Classify the bold phrase by its head word.
- Identify all subordinate non-finite clauses within it and explain their syntactic functions.
- Translate into Ukrainian and comment on the structural changes needed.

10. **Книжка, подарована автором бібліотеці з власноручним підписом та побажанням молодим читачам**, стала головним експонатом виставки.

- Analyse the extended attributive participial phrase modifying *книжка*.
- Identify the means of connection for each element inside the participial phrase.
- Compare with an English noun phrase containing a post-modifying participial clause.

11. The decision to **allocate an unprecedented amount of funding to interdisciplinary research projects, despite the objections of the finance committee**, was hailed as visionary.

- Analyse the infinitival phrase that depends on *decision*.

- Discuss the function of the prepositional phrase *despite the objections...* within the larger VP.
- How would this be structured in Ukrainian? Pay attention to government patterns.

12. **Допомагаючи студентам не лише з навчальними труднощами, а й у пошуку наукових тем**, професор завоював репутацію чуйного наставника.

- Analyse the adverbial participle phrase: head, objects, and the coordinate structure within it.
- What types of government are used with *допомагаючи* (dative, with *з*, with *у*)?
- Contrast with English: how would you translate the phrase while maintaining the adverbial meaning?

13. **Far more complex than any of his earlier works, and considerably darker in tone**, the symphony received polarised reviews.

- Identify the head of the initial adjective phrase and its dependents.
- What means of connection are used to link the comparative and coordinate structures?
- Translate into Ukrainian and explain how the comparative meaning is realised.

14. **Після тривалих дискусій, що точилися в академічних колах упродовж кількох місяців**, комісія ухвалила остаточне рішення.

- Analyse the prepositional phrase *після ... місяців* and the attributive clause embedded within it.
- How does Ukrainian embed a subordinate clause inside a prepositional phrase? Is such embedding possible in English?
- Provide an English equivalent and note structural differences.

15. The ambassador's **carefully worded, deliberately ambiguous response** was interpreted by some as a diplomatic masterstroke.

- Identify the head of the noun phrase and its pre-modifiers.

- How are multiple adjectives (with their own adverbial modifiers) connected to the head? What is the means of connection?
- Compare with Ukrainian pre-modification: would such stacking be possible? Why or why not?

16. **Чекати на допомогу в лісі без жодної надії на те, що вона прийде**, було справжнім випробуванням терпіння.

- Analyse the infinitive phrase subject: head, dependents, and the complex object *без жодної надії на те, що...*
- Identify the means of syntactic connection used in each dependent.
- Translate into English. How does English typically handle such a heavy infinitive subject?

17. **Quite unexpectedly for a man of such reserved nature**, he launched into an impassioned defence of the controversial policy.

- Classify the initial phrase by its head and function in the sentence.
- What is the internal structure of the phrase *a man of such reserved nature*? Identify the head and dependents.
- How would Ukrainian express the same adverbial meaning? Provide an equivalent and compare.

18. **Усупереч прогнозам більшості аналітиків, які передбачали значне падіння**, фондовий ринок продемонстрував вражаючу стабільність.

- Analyse the concessive prepositional phrase and the attributive clause embedded within it.
- Discuss the government pattern used with *усупереч*.
- Contrast with an English concessive structure (e.g., *contrary to* or *despite*). What changes in phrase structure occur?

19. The conference, **attended by over five hundred delegates from forty-two countries and featuring three Nobel laureates as keynote speakers**, was widely regarded as a landmark event.

- Analyse the post-head participial modifiers of *conference*: identify the head and dependents within each.
- How does English use coordination of non-finite phrases to achieve density?
- Translate into Ukrainian. Will Ukrainian use similar participial constructions or resort to subordinate clauses? Explain.

20. **Захоплений не лише масштабом проекту, а й можливістю працювати з провідними фахівцями**, молодий науковець погодився на пропозицію без вагань.

- Analyse the participial phrase: identify the head (the participle) and its dependents, noting the coordinate structure.
- What government patterns are used with *захоплений* (instrumental? *не лише ... а й*)?
- Compare with an English equivalent. How does English express the same causal/adverbial meaning?

21. **Having been repeatedly warned about the potential risks, and yet refusing to alter his approach**, the climber continued his ascent alone.

- Identify the head of the initial non-finite phrase and its internal structure (two coordinated participial phrases).
- What is the means of connection between the two parts? How does the *yet* affect the meaning?
- Translate into Ukrainian. Will Ukrainian use a single adverbial participle phrase or a different construction? Justify.

22. **Ніхто з присутніх, навіть найдосвідченіші експерти**, не зміг запропонувати переконливого пояснення цьому феномену.

- Analyse the noun phrase *ніхто з присутніх*. Identify the head and the dependent prepositional phrase.
- How is the appositive phrase *навіть найдосвідченіші експерти* connected? What is its syntactic relation?

- How would this emphatic structure be rendered in English?
Discuss differences in word order and means of connection.

23. The researcher's habit of **checking every single data point three times before proceeding to the next stage** significantly slowed down the project.

- Analyse the gerundial phrase *checking ... stage*: head, dependents, and relations.
- Identify the means of connection (government, adjoinment) within the phrase.
- Translate into Ukrainian. Does Ukrainian use a gerund (дієприслівник) or a different structure? Explain.

24. **Переконалий у правильності обраного шляху, попри гостру критику з боку опонентів**, учений наполегливо йшов до своєї мети.

- Analyse the complex participial phrase: head *переконалий*, dependents, and the embedded concessive *попри ...*
- How does Ukrainian combine a participle with a prepositional phrase inside the same adverbial modifier?
- Provide an English translation. How does English typically sequence such modifiers?

25. **A truly unique opportunity for young researchers: full funding, access to state-of-the-art laboratories, and mentorship by leading experts**, the fellowship attracted hundreds of applicants.

- What type of phrase is the long initial element? Identify its head (or heads) and overall structure.
- How is the appositive relationship between this phrase and *the fellowship* established?
- Translate into Ukrainian. Would Ukrainian use a nominal phrase with a dash or restructure the sentence? Explain.

26. **Відповідаючи на запитання, що стосувалися не лише його власних досліджень, а й загальної ситуації в галузі**, професор

виявив глибоку обізнаність.

- Analyse the adverbial participle phrase: head, object, and the attributive clause embedded within the object.
- How is the attributive clause linked to its antecedent *запитання*? What means of connection?
- Contrast with an English translation: would you use a participial phrase or a finite clause? Why?

27. Neither entirely convinced by the arguments nor willing to voice his opposition, he remained silent throughout the meeting.

- Analyse the coordinate adjective phrase: identify the head (the implied participle *convinced* and the adjective *willing*) and their dependents.
- What means of connection are used for each dependent?
- Translate into Ukrainian. How does Ukrainian express the “neither ... nor” coordination with adjectival heads?

28. На столі, заваленому книгами з мовознавства, історії та філософії, лежала стара рукописна збірка.

- Analyse the prepositional phrase *на столі* and the participial phrase that modifies *столі*.
- Identify the head and dependents within the participial phrase. What is the means of connection for the prepositional dependents *з мовознавства, історії та філософії*?
- Provide an English equivalent and discuss the differences in how such spatial descriptions are structured.

29. The possibility of having to repeat the entire experiment due to a calibration error was a nightmare scenario for the team.

- Analyse the noun phrase *the possibility ... error*: head, dependent gerundial phrase, and the prepositional phrase embedded within it.
- What is the syntactic relation between *having to repeat* and *the possibility*?

- Translate into Ukrainian. How does Ukrainian express the idea of a possibility + infinitive/gerund?

30. Не полишаючи надії знайти компроміс, хоч би якими складними були умови, делегати продовжували переговори до пізньої ночі.

- Analyse the adverbial participle phrase *не полишаючи ... умови*. Identify the head, object, and the concessive clause embedded within.
- How is the concessive clause *хоч би якими складними були умови* integrated into the phrase? What is its syntactic role?
- Translate into English. Compare the use of non-finite and finite structures in the two languages.

4 6

Each item presents a short discourse fragment (2–4 sentences) or a single extended complex sentence. For each, perform the following:

- Identify the theme and rheme in each clause of the main sentence (or in the key sentence provided).
- Mark the boundary clearly (e.g., //).
- Describe the formal means used to signal the theme-rheme structure (word order, fronting, clefting, topicalising markers, passive, intonation cues from context or punctuation).
- In one sentence, explain whether the theme coincides with the grammatical subject in each clause and, if not, what structural device creates the non-canonical mapping.

1. Context: *A group of historians has been discussing the significance of a recently discovered archive. It was this archive, containing hundreds of letters from the seventeenth century, that finally allowed the researchers to reconstruct the true course of events, events that had been deliberately obscured by official chronicles for nearly three hundred years.*

2. Context: *The conversation is about various candidates for a prestigious academic award. What sets Professor Kovalchuk apart from the other nominees is not merely the sheer number of her publications, but the profound impact her research has had on the development of theoretical linguistics in Eastern Europe, an impact that continues to shape doctoral programmes across the region.*

3. Ukrainian passage: *На кафедрі обговорювали можливість проведення міжнародної конференції. Фінансування, як з'ясувалося, стане головною перешкодою. Саме пошук надійних спонсорів, а не організаційні питання, забиратиме найбільше часу.* Analyse the thematic structure of the second and third sentences.

4. English passage: *As for the proposed merger, the board remains deeply divided. What the shareholders are most concerned about is the potential loss of autonomy. Such anxieties, however, the management has repeatedly dismissed as unfounded.* Analyse the thematic structure of all three sentences.

5. Ukrainian single complex sentence: *Що стосується методології дослідження, то її, на жаль, доведеться повністю переглянути, оскільки ті підходи, на які ми спиралися раніше, виявилися несумісними з новими вимогами наукового керівника.*

6. Context: *Two scholars are evaluating a controversial study. That the study's conclusions were based on such a small sample, a sample that included fewer than fifty participants was, in the opinion of the reviewers, a fatal flaw, yet the authors continued to defend their methodology with remarkable tenacity.*

7. Ukrainian passage: *У видавництві триває робота над новим перекладом «Енеїди» англійською мовою. Цей переклад, за словами редакторів, має стати найповнішим із коли-небудь опублікованих. Особливу увагу приділено збереженню ритмічної структури оригіналу, що завжди було головною проблемою для попередніх перекладачів.* Identify the theme and rheme in each sentence, noting

how thematic continuity is maintained.

8. English complex sentence with multiple clauses: *Never before had the laboratory achieved such precise measurements, and what the lead scientist found most gratifying was that this breakthrough came not from expensive new equipment, but from a painstaking re-evaluation of the experimental protocol that had been in use for over a decade.*

9. Ukrainian sentence with a fronted adverbial clause: *Хоча результати перших експериментів здавалися суперечливими й не піддавалися однозначній інтерпретації, саме вони, як згодом з'ясувалося, містили ключ до розуміння механізму, який дослідники намагалися виявити впродовж багатьох років.*

10. Context: *A journalist is writing about a political scandal.* That the minister had known about the irregularities for months was confirmed by leaked emails, but what the public demanded to know was why no action had been taken despite repeated warnings from within the ministry.

11. Ukrainian passage: *На філологічному факультеті запроваджують нову навчальну програму. Її головна відмінність від попередньої полягає в інтеграції цифрових інструментів у класичні мовознавчі дисципліни. Саме такий підхід, на думку розробників, дозволить студентам набутися конкурентних переваг на сучасному ринку праці.* Analyse the theme-rheme structure of the second and third sentences, paying attention to the use of pronouns and fronting.

12. English single complex sentence: *What the committee ultimately recommended, after months of deliberation and despite intense lobbying from various interest groups, was a phased implementation of the new policy, a recommendation that surprised even those who had been closely following the proceedings.*

13. Ukrainian sentence with a cleft-like structure: *Не досвідченість учасників переговорів, а їхня здатність до несподіваних компромісів стала вирішальним чинником, який дозволив укласти угоду, що*

здавалася неможливою ще кілька місяців тому.

14. Context: *The topic is the restoration of a historic building.* It was the original wooden ceiling, hidden for decades under layers of plaster, that captured the imagination of the restoration team, and it is this feature that will now become the centrepiece of the entire museum exhibition.

15. Ukrainian passage with a series of sentences: *До університетської бібліотеки надійшла цінна колекція стародруків. Її передав нащадок відомого мецената, який свого часу збирав ці книги по всій Європі. Саме цей дарунок дозволить бібліотеці відкрити новий відділ рідкісних видань, про створення якого давно мріяли викладачі та студенти.* Analyse how theme and rheme evolve across the three sentences, noting continuity and shift.

16. English sentence with multiple subordinate clauses: *That such a fundamental error could have remained undetected for so long, despite the project being reviewed by three separate teams of experts, is a question that the newly appointed director vowed to investigate with the utmost urgency.*

17. Ukrainian complex sentence with a topicalising *щодо* construction: *Щодо тих пропозицій, які надійшли від громадських організацій під час останніх публічних слухань, то вони, на жаль, не можуть бути реалізовані в межах існуючого бюджету, хоча окремі елементи будуть враховані під час підготовки остаточної редакції документа.*

18. Context: *A professor is giving feedback on a student's thesis.* What your work demonstrates very effectively is a command of the primary sources, but what it lacks, and this is a more serious issue, is a critical engagement with the secondary literature published in the last decade, without which your argument risks appearing outdated.

19. Ukrainian sentence with a fronted object: *Таку складну й багатоаспектну проблему, яка потребує залучення фахівців із різних галузей знань, ми не зможемо вирішити без тісної*

міжнародної співпраці та значних фінансових ресурсів.

20. English passage with a shift in thematic focus: *The ancient manuscript, long believed lost, was discovered in a monastery archive. Its condition, remarkably, was almost pristine. What the scholars now face is the enormous task of deciphering a script that has not been used for over eight centuries.* Identify the theme in each sentence and discuss how the thematic progression works.

21. Ukrainian single sentence with a pseudo-cleft: *Чого ця наукова школа досягла за останні п'ять років, так це створення цілісної теоретичної моделі, яка не лише пояснює наявні емпіричні дані, а й відкриває перспективи для абсолютно нових напрямів досліджень, про які раніше навіть не думали.*

22. Context: *Discussion about a controversial art exhibition.* It was not the works themselves that provoked outrage, but the curator's accompanying statements, which many interpreted as a deliberate provocation; such reactions, however, the artist welcomed as evidence that the exhibition had achieved its intended purpose.

23. Ukrainian sentence with an impersonal construction and fronted rheme: *Несподівано для всіх, хто стежив за розвитком цього проєкту, було прийнято рішення про його повне закриття, хоча ще пів року тому керівництво запевняло, що фінансування гарантоване на найближчі три роки.*

24. English complex sentence with a nominalisation as theme: *The complete absence of any reference to the work of scholars from Central and Eastern Europe in a study that purports to offer a comprehensive overview of the field was, for many reviewers, a glaring omission that undermined the credibility of the entire publication.*

25. Ukrainian passage with anaphoric and cataphoric references: *Саме таке ставлення до наукової етики викликало найбільше запитань під час захисту. Його не можна назвати зразковим, але й категорично засуджувати, мабуть, не варто. Головне тепер – не*

допустити повторення подібних ситуацій у майбутньому. Analyse the thematic structure, explaining what “таке” and “його” refer to and how they function thematically.

26. English sentence with a fronted adjunct and a cleft: *After years of painstaking negotiations that seemed on the verge of collapse more than once, it was the personal intervention of the UN Secretary-General that finally broke the deadlock and paved the way for a historic agreement.*

27. Ukrainian sentence with a concessive clause and inverted word order: *Якими б складними не були умови, у яких ми опинилися після зміни керівництва та скорочення фінансування, своїх зобов'язань перед партнерами ми дотримуємося, навіть якщо для цього доведеться переглянути всі внутрішні процеси.*

28. English passage with multiple topicalisation strategies: *As for the allegations of misconduct, the university has launched an independent investigation. Such investigations, the president emphasised, will follow the highest standards of transparency. What the public must now do is allow the process to unfold without speculation.* Analyse the theme-rheme structure of each sentence and comment on the effect of the topicalising markers.

29. Ukrainian sentence with a complex rheme containing parallel structures: *Те, що для одних дослідників є беззаперечним доказом теорії, для інших, лише збігом обставин, який не має пояснювальної сили, а для третіх, свідченням того, що сама теорія потребує ґрунтовного перегляду.*

30. English sentence with multiple embedded clauses and a fronted object: *Such intricate interdependencies between syntactic structure, information packaging, and discourse context, interdependencies that have occupied linguists for decades, this study attempts to model using a novel computational framework that integrates insights from typology and psycholinguistics.*

Each item contains a longer English passage and its Ukrainian translation (or vice versa). For each pair:

- Identify the theme-rheme structure of each sentence in both versions.
- Map the thematic progression across the passage, noting where the two languages align or diverge.
- Write a detailed commentary (6–8 sentences) explaining the typological differences that account for the divergences. Focus on: word order flexibility, use of passive, clefting, topicalising markers (*as for, regarding, щодо, що стосується*), fronting, and the way each language handles given vs new information.

1. The discovery of a new species of deep-sea fish was announced yesterday by a team from the National Oceanographic Institute. What makes the finding particularly significant is that the species appears to have remained unchanged for over fifty million years. Such evolutionary stasis, the researchers suggest, could provide crucial insights into climate adaptation.

Про відкриття нового виду глибоководної риби вчора повідомила команда Національного океанографічного інституту. Особливу значущість цьому відкриттю надає те, що вид, здається, залишався незмінним упродовж понад п'ятдесяти мільйонів років. Така еволюційна стабільність, на думку дослідників, може дати ключ до розуміння адаптації до кліматичних змін.

2. На сесії міської ради розглядали питання про реконструкцію центральної площі. Найбільше дискусій викликало не саме будівництво, а закриття руху на час робіт. Саме цей аспект, за словами депутатів, потребує додаткового опрацювання з урахуванням інтересів мешканців прилеглих вулиць.

English translation (provide your own contrasting version based on your analysis; here a translation is given for contrast): *At the*

city council session, the reconstruction of the central square was discussed. What provoked the most debate was not the construction itself, but the closure of traffic during the works. This aspect, according to the councillors, requires additional consideration, taking into account the interests of residents of the adjacent streets.

3. It was the director herself who first noticed the anomaly in the data. What she initially suspected was a calibration error, but further testing revealed a much more complex issue. Such unexpected findings, she realised, would require a complete revision of the experimental protocol.

Сама директорка першою помітила аномалію в даних. Спочатку вона підозрювала, що це помилка калібрування, але подальші перевірки виявили набагато складнішу проблему. Такі несподівані результати, як вона усвідомила, вимагатимуть повного перегляду експериментального протоколу.

4. Щодо нового митного кодексу, то його положення викликають неоднозначну реакцію в експертному середовищі. Особливу стурбованість висловлюють представники малого бізнесу, для яких окремі норми можуть означати суттєве зростання адміністративного навантаження. Саме цю категорію підприємців, за словами розробників, намагатимуться підтримати додатковими перехідними положеннями.

As for the new customs code, its provisions have elicited mixed reactions among experts. Particular concern has been expressed by small business representatives, for whom certain provisions may mean a significant increase in administrative burden. It is this category of entrepreneurs, according to the drafters, that they will attempt to support with additional transitional provisions.

5. That the negotiations would be difficult was clear from the start. What no one had anticipated, however, was the sudden resignation of the chief negotiator midway through the process. Such a development threatened to derail months of preparation, yet the remaining team members managed

to adapt with remarkable speed.

Те, що переговори будуть складними, було зрозуміло від самого початку. Чого ніхто не передбачив, однак, так це раптової відставки головного переговорника в середині процесу. Такий розвиток подій загрожував зірвати місяці підготовки, але решта членів команди змогли адаптуватися з вражаючою швидкістю.

6. У своїй монографії автор зосереджується на маловідомих архівних джерелах. Їх аналіз дозволив йому по-новому інтерпретувати ключові події того періоду. Саме ця джерельна база, а не теоретичні побудови, становить головну цінність дослідження.

Provide your own English translation that preserves the thematic structure as closely as possible, then write a commentary on the challenges.

7. Never before had the company invested so heavily in research and development. What drove this strategic shift was not only increased competition but also the realisation that long-term survival depended on innovation. Such a commitment to R&D, analysts noted, would likely take years to yield tangible results.

Ніколи раніше компанія не інвестувала так багато в дослідження та розробки. До такого стратегічного повороту спонукало не лише загострення конкуренції, а й усвідомлення того, що довгострокове виживання залежить від інновацій. Така відданість R&D, зазначають аналітики, імовірно, дасть відчутні результати лише через роки.

8. Зміни до навчальних планів, запропоновані новим деканом, викликали жваву дискусію на засіданні вченої ради. Найбільше заперечень викликало не зменшення аудиторних годин, як можна було б очікувати, а перерозподіл вибіркового дисциплін між кафедрами. Саме це питання було вирішено винести на додаткове обговорення за участі студентського самоврядування.

The changes to the curriculum proposed by the new dean provoked a lively discussion at the academic council meeting. What aroused the most objections was not the reduction of classroom hours, as might have been expected, but the redistribution of elective courses among departments. It was this issue that was decided to be put forward for additional discussion with the participation of the student government.

9. What the archaeological team unearthed at the site was far more than they had hoped for: a complete set of Bronze Age tools, perfectly preserved in what had once been a workshop. Such finds are exceptionally rare, and the site has now been designated as a protected area. Further excavations, however, will depend entirely on securing additional funding.

Те, що археологічна команда виявила на місці розкопок, набагато перевершило їхні сподівання: повний набір інструментів доби бронзи, чудово збережених у приміщенні, яке колись було майстернею. Такі знахідки трапляються надзвичайно рідко, і тепер цю територію оголошено заповідною. Подальші розкопки, однак, повністю залежатимуть від отримання додаткового фінансування.

10. У звіті незалежних експертів наголошується на системних проблемах, які роками ігнорувалися керівництвом. Саме ці проблеми, а не окремі прорахунки, призвели до кризової ситуації. Виправлення ситуації, на думку авторів звіту, потребуватиме не точкових рішень, а комплексної реформи.

Provide your own English translation, then write a commentary focusing on how you handled the thematic structure.

11. It is not the volume of publications that matters most in academic evaluation, but their impact. Such impact, however, can take years to manifest, and early-career researchers often find themselves caught between the pressure to publish quickly and the need to produce work that will be cited for decades. What the academic community urgently needs, many argue, is a more balanced approach to assessment.

В академічному оцінюванні найважливішим є не кількість публікацій, а їхній вплив. Такий вплив, однак, може виявлятися роками, і молоді дослідники часто опиняються між тиском необхідності публікуватися швидко та потребою створювати праці, на які посилатимуться десятиліттями. Чого, на думку багатьох, академічна спільнота вкрай потребує, так це більш зваженого підходу до оцінювання.

12. Щодо ініціативи створення спільного наукового парку з університетом сусідньої країни, то її підтримали представники обох сторін, однак фінансові питання залишаються невирішеними. Саме пошук джерел фінансування, а не адміністративні чи правові аспекти, наразі є головним бар'єром. Таку ситуацію учасники переговорів назвали очікуваною, адже подібні проєкти завжди стикаються з подібними труднощами на початковому етапі.

As for the initiative to create a joint science park with the university in the neighbouring country, it was supported by representatives of both sides, but financial issues remain unresolved. It is the search for funding sources, not administrative or legal aspects, that currently constitutes the main barrier. The participants in the negotiations called this situation expected, since similar projects always face similar difficulties at the initial stage.

13. *That the climate is changing faster than previously predicted has become increasingly clear from recent data. What remains uncertain is the precise timeline of the most severe consequences. Such uncertainty, however, should not be used as a pretext for inaction, scientists warn.*

Те, що клімат змінюється швидше, ніж прогнозувалося раніше, стає дедалі очевиднішим з останніх даних. Невизначеним залишається точний графік настання найсерйозніших наслідків. Така невизначеність, однак, не повинна використовуватися як привід для бездіяльності, застерігають науковці.

14. Надруковану в престижному науковому журналі статтю

молодого дослідника було відзначено премією. Саме її, а не монографію, яку він опублікував раніше, колеги назвали проривом у галузі. Такий успіх, вважає науковий керівник, стане потужним стимулом для подальшої роботи.

Provide your own English translation, then comment on how you preserved the focus structure.

15. *What the crisis revealed was the fragility of global supply chains. Their vulnerability to sudden shocks had long been underestimated, and now corporations are scrambling to diversify. Such diversification, however, comes at a significant cost, which ultimately will be passed on to consumers.*

Криза виявила крихкість глобальних ланцюгів постачання. Їхню вразливість до раптових потрясінь довго недооцінювали, і тепер корпорації поспіхом диверсифікують виробництво. Така диверсифікація, однак, потребує значних витрат, які в кінцевому підсумку ляжуть на споживачів.

4 8

Each item contains a complex sentence or short passage. Perform the two transformations indicated. For each transformation, write a short commentary (3–5 sentences) explaining:

- How the theme-rheme structure was altered.
- Which grammatical means you used (cleft, fronting, passive etc.).
- How the information flow and emphasis differ from the original.

1. The committee approved the proposal after a heated debate that lasted well into the night. **a)** Transform into a cleft sentence (it-cleft) that focuses on *the proposal* as the rheme. **b)** Transform into a passive sentence that places *the proposal* as the grammatical subject and theme, while still emphasising the debate.

2. What the public finds most concerning is the lack of transparency in the decision-making process. **a)** Transform into a sentence beginning

with *As for the decision-making process...* with a different thematic structure. **b)** Transform into a simple declarative sentence where *the lack of transparency* becomes the grammatical subject and theme.

3. На засіданні ухвалили рішення, яке суперечить попереднім домовленостям. **a)** Transform by fronting the object *рішення* to make it the theme. **b)** Transform into a cleft-like construction using *came* that focuses on the contradiction with previous agreements.

4. Never before had the orchestra performed with such passion. **a)** Transform into a sentence with neutral word order, preserving the emphatic meaning through a different device (e.g., *It was...*). **b)** Transform into a sentence that begins with *Such passion* and continues with an inversion pattern.

5. It was the unexpected death of the lead researcher that forced the project to be postponed indefinitely. **a)** Transform into a sentence where *the project* is the grammatical subject and theme. **b)** Transform into a complex sentence with a fronted adverbial clause of cause, making the cause part of the rheme.

6. Щодо графіка відпусток, то його буде затверджено на наступному засіданні. **a)** Transform into a sentence without the topicalising marker *щодо... то*, using only word order to maintain *the vacation schedule* as theme. **b)** Transform into a passive sentence with *the vacation schedule* as grammatical subject, followed by an infinitive expressing necessity.

7. Such dedication we have rarely witnessed in our team. **a)** Transform into a cleft sentence focusing on *such dedication*. **b)** Transform into a declarative sentence with neutral word order, using an intensifier (*rarely*) to preserve the emphasis.

8. What the reviewers criticised most harshly was the methodology, not the conclusions. **a)** Transform into a sentence beginning with *As for the conclusions...* that contrasts them with the methodology. **b)** Transform into a simple sentence where *the reviewers* is the subject and the object is *the methodology* (not the conclusions), with appropriate negation.

8. Саме завдяки волонтерам вдалося врятувати унікальну бібліотеку від повного знищення. **a)** Transform into a sentence where *the volunteers* becomes the grammatical subject and theme. **b)** Transform into a sentence with a fronted adverbial *Завдяки волонтерам* as theme, but change the verb to an active construction with a subject.

9. That the company managed to survive the crisis without layoffs surprised industry analysts. **a)** Transform into a sentence with a fronted *it*-cleft focusing on *the company's achievement*. **b)** Transform into a simple sentence where *industry analysts* becomes the subject and the surprising fact becomes a complement clause.

10. Найбільше студентів цікавить не теоретична частина курсу, а практичні завдання. **a)** Transform into a sentence using *що стосується* to introduce *the theoretical part* as a topic, then contrast. **b)** Transform into a cleft-like construction using *came* that highlights *the practical assignments*.

11. The expedition encountered difficulties that no one had anticipated. **a)** Transform into a passive sentence where *difficulties* becomes the grammatical subject. **b)** Transform into a sentence with a fronted object *Difficulties* as theme, followed by a relative clause.

12. It was only after the third round of testing that the defect became apparent. **a)** Transform into a sentence with a fronted temporal adverbial without using a cleft. **b)** Transform into a sentence that begins with *The defect* as theme, using a passive or active verb to place the temporal information in the rheme.

13. Його промову, сповнену суперечливих тверджень, присутні зустріли мовчанням. **a)** Transform by fronting the subject *присутні* to make it the theme, and rephrase the rest accordingly. **b)** Transform into a sentence where *the silence* becomes the grammatical subject and theme.

14. What the president emphasised in her address was the need for unity. **a)** Transform into a sentence using *as for* to introduce *unity* as a

topic. **b)** Transform into a simple declarative sentence with *the president* as subject, placing the emphasis through a fronted adverbial (*In her address*).

15. Не досвід, а наполегливість допомогла йому досягти успіху.

a) Transform into a sentence with a fronted object *успіху* as theme.

b) Transform into a cleft-like construction using *came* that focuses on *perseverance*.

16. So many questions remained unanswered after the press conference.

a) Transform into an exclamatory sentence that maintains *many questions* as theme. **b)** Transform into a sentence beginning with *What remained unanswered...* (a pseudo-cleft).

17. Студенти четвертого курсу захищатимуть дипломні проєкти в червні. **a)** Transform by fronting *в червні* to make the time the theme.

b) Transform into a passive construction with *дипломні проєкти* as grammatical subject.

18. The ambassador will present her credentials tomorrow. **a)** Transform into a cleft sentence focusing on *tomorrow*. **b)** Transform into a sentence with a fronted adverbial *tomorrow* as theme, but without using a cleft.

19. У цьому романі мене найбільше вразила не сюжетна лінія, а глибина психологічного аналізу.

a) Transform into a sentence beginning with *Що стосується сюжетної лінії...* to make it a topic.

b) Transform into a cleft-like construction using *came* that highlights *the depth of psychological analysis*.

20. It was with great reluctance that the committee accepted the resignation.

a) Transform into a simple sentence with neutral word order, using an adverbial *very reluctantly* to preserve the meaning.

b) Transform into a sentence with a fronted object *The resignation* as theme.

21. What the new policy aims to achieve is a reduction in bureaucratic overhead.

a) Transform into a sentence using *as for* to introduce *bureaucratic overhead* as a topic. **b)** Transform into a simple declarative

sentence with *the new policy* as subject.

22. Уже вранці стало відомо, що переговори завершилися безрезультатно. **a)** Transform into a sentence where *the negotiations* become the grammatical subject and theme. **b)** Transform into a sentence with a fronted temporal adverbial *Уже вранці* as theme, followed by a clause reporting the result.

23. That such a mistake could have been avoided was painfully obvious. **a)** Transform into a sentence with an *it*-cleft focusing on *the fact that the mistake could have been avoided*. **b)** Transform into a simple sentence where *it* is a dummy subject and *obvious* is the complement, embedding the *that*-clause.

24. Молодий учений, який щойно повернувся зі стажування, запропонував абсолютно новий підхід. **a)** Transform by fronting the participial phrase *який щойно повернувся...* to become the theme (as a separate element). **b)** Transform into a sentence where *a completely new approach* becomes the grammatical subject and theme.

25. Що справді вражає в цьому творі, так це майстерність, із якою автор поєднує різні жанрові традиції. **a)** Transform into a sentence beginning with *майстерність...* where *the skill* becomes the grammatical subject and theme. **b)** Transform into a simple sentence with a fronted adverbial *У цьому творі* as theme.

4 9

Translate the following extended passages into the target language. After each translation, write a detailed linguistic justification (5–6 sentences) in English. Your justification must:

- Analyse the theme-rheme structure of each sentence in the source passage, explaining how thematic continuity or shift is achieved.
- Identify the specific challenges posed by the source's information structure given the typological differences between English and

Ukrainian (flexible vs fixed word order, use of passives, cleft sentences etc.).

- Justify your translation choices sentence by sentence, explaining how you preserved (or strategically adjusted) the thematic structure to achieve a natural and equivalent communicative effect in the target language.
- Discuss any unavoidable shifts in emphasis or information flow and why they were necessary.

1. У науковій періодиці останнім часом дедалі частіше з'являються статті, присвячені застосуванню методів корпусної лінгвістики до аналізу поетичних текстів. Саме цей підхід, на думку багатьох дослідників, дає змогу виявити ті закономірності, які раніше залишалися поза увагою через суто інтуїтивні методи інтерпретації. Однак чи не найбільше дискусій викликає питання про те, наскільки отримані таким чином результати можна вважати об'єктивними, адже вибір корпусу, параметри аналізу та алгоритми обробки даних неминуче відображають теоретичні упередження дослідника. Таку критику прихильники нового підходу вважають слушною, але стверджують, що вона стосується будь-якого наукового методу, а не лише корпусного.

2. It is not often that a debut novel receives such unanimous critical acclaim. What impressed reviewers most was not the plot which some called conventional but the extraordinary precision of the language, a precision that feels almost sculptural. Such stylistic control, they argued, is rarely achieved by writers twice the author's age. Yet what the author herself considers most significant is something else entirely: the way the novel gave voice to a community whose stories have long been ignored by mainstream literature. That, she says, is the true measure of its success.

3. Рішення про створення спільного науково-дослідного центру було ухвалено після трьох років переговорів, які неодноразово

опинялися на межі зриву. Що стосується фінансування, то його буде розподілено між країнами-учасницями пропорційно до їхнього ВВП, причому кожна сторона зобов'язалася спрямовувати ці кошти виключно на дослідницькі проекти, визначені міжнародною науковою радою. Саме така модель, на думку ініціаторів, дозволить уникнути конфлікту інтересів і забезпечить реальну, а не декларативну міждисциплінарність. Найближчим часом, повідомили організатори, буде оголошено перший конкурс дослідницьких пропозицій.

4. That the old city centre had been gradually decaying for decades was no secret to anyone who lived there. What the new mayor proposed, a radical plan involving pedestrianisation, tax incentives for restoration, and the relocation of major traffic arteries, was met initially with deep scepticism. Such a comprehensive approach, critics argued, had failed in other cities. But what the sceptics overlooked was the unprecedented level of community engagement that the plan had already generated. Now, two years into implementation, the transformation is visible everywhere. What was once a network of neglected alleys has become a vibrant public space. This success, the mayor insists, belongs not to her but to the residents who dared to imagine a different future.

5. У міжнародному конкурсі перекладів, що відбувся минулого місяця, першу премію здобула молода перекладачка з Харкова. Її робота, як зазначило журі, відзначається не лише філологічною точністю, а й здатністю відтворити стилістичну багатшаровість оригіналу те, що зазвичай вважається найскладнішим завданням для перекладача поезії. Саме це досягнення, на думку голови журі, свідчить про те, що в Україні склалася потужна школа художнього перекладу, яка не поступається найкращим європейським зразкам. Щодо майбутніх проєктів переможниці, то вона планує взятися за досі не перекладену українською збірку есеїстики, яку давно вважають «нездоланною» через її мовну вишуканість та культурну специфіку.

6. What the discovery of the exoplanet proved beyond any doubt was that Earth-like worlds are not rare anomalies in the universe. Such a conclusion had been hypothesised for decades, but it was the unprecedented precision of the James Webb Space Telescope that finally provided the empirical confirmation. What remains uncertain, however, is whether any of these distant worlds harbour life. That question, the lead scientist acknowledged, may not be answered in our lifetime. Yet the search itself, she argued, has already transformed our understanding of our place in the cosmos, a transformation she called the mission's true legacy.

7. Після тривалого періоду занепаду, коли театр існував виключно завдяки ентузіазму невеликої групи акторів і глядачів, міська влада нарешті ухвалила рішення про комплексну реконструкцію будівлі. Саме цей факт, а не обіцяні фінансові вливання, став для трупі головним символом змін. Тепер, коли ремонт триває, а вистави проходять на тимчасових майданчиках, колектив стикається з новим викликом: як зберегти ту унікальну атмосферу, яка приваблювала глядачів навіть у найважчі часи. Таку атмосферу, стверджує художній керівник, не можна відбудувати, її можна лише плекати щоденною працею.

8. It was in the early 1990s that the term 'globalisation' entered mainstream discourse. What the concept aimed to capture was the increasing interconnectedness of economies, cultures, and populations. But such a broad definition, critics soon pointed out, risked obscuring the profound inequalities that accompanied these processes. That critique gave rise to a more nuanced understanding, one that distinguishes between different forms of globalisation, economic, cultural, political, and recognises that their effects are never uniform. Today, what scholars' debate is not whether globalisation exists, but how it can be governed to ensure more equitable outcomes. This shift in focus, from description to prescription, marks a maturation of the field.

9. У щорічному звіті Національної академії наук ідеться про суттєве зростання кількості публікацій у виданнях, що входять до міжнародних наукометричних баз. Однак найбільше занепокоєння експертів викликає не кількість, а якість досліджень, особливо в галузях гуманітарних та соціальних наук, де тиск «публікуйся або згинь» призводить до зростання кількості поверхових або компілятивних робіт. Саме цю тенденцію автори звіту називають головним викликом для української науки на наступне десятиліття. Що стосується можливих шляхів її подолання, то серед рекомендацій, перехід до багатокритеріального оцінювання наукових установ, збільшення частки довгострокових дослідницьких грантів і створення національної платформи для відкритого доступу до результатів досліджень.

10. That the traditional distinction between “high” and “low” culture has become increasingly difficult to maintain is evident to anyone observing contemporary cultural production. What was once a clear hierarchy has given way to a complex field of overlapping genres, practices, and audiences. Such a transformation, cultural theorists argue, reflects broader social changes: the democratisation of education, the proliferation of digital technologies, and the erosion of institutional gatekeepers. Yet what some celebrate as liberation, others mourn as the loss of shared standards of excellence. This tension, between inclusivity and discernment, between accessibility and rigor, lies at the heart of current debates in cultural criticism. How it is resolved, the stakes could not be higher.

50

Each item presents a short text (1–3 sentences). For each text, perform the following analysis:

- Identify cohesive devices (reference, substitution, ellipsis, conjunction, lexical cohesion) and provide examples.

- Assess coherence and explain how the text achieves logical and semantic unity.
- Discuss intentionality and acceptability what is the author's likely purpose, and how does the text guide the reader's interpretation?
- Comment on situationality – what contextual factors (e.g., genre, setting, audience) are relevant to understanding the text?

Text 1 The old library had been abandoned for decades. Its walls were covered with ivy, and the windows were boarded up. Yet, inside, the books remained. They waited silently; their pages yellowed but intact. For those who knew the secret entrance, the library was a sanctuary. It was a place where time stopped, and stories breathed.

Text 2 Сьогодні вранці, о сьомій тридцять, потяг «Київ – Львів» прибув за розкладом. Пасажири виходили на перон, хтось поспішав до таксі, хтось зустрічав рідних. На платформі стояла жінка з великим букетом троянд. Вона чекала на чоловіка, який повертався з відрядження. Він, своєю чергою, шукав її очима серед натовпу. Зустріч була короткою, але промовистою.

Text 3 Climate change is no longer a distant threat; it is a present reality. Extreme weather events: wildfires, floods, heatwaves have become routine. Governments, however, often respond with half-measures. Critics argue that without systemic change, such efforts are futile. But is systemic change possible within current political frameworks? The answer may determine the fate of future generations.

Text 4 Хмельницький “Арт-Простір” запрошує на виставку сучасного мистецтва. В експозиції представлені роботи молодих художників з усієї України. Вхід вільний, але реєстрація обов’язкова через форму на сайті. Кількість місць обмежена. Не прогавте можливість побачити нові імена в українському арт-просторі.

Text 5 She had promised herself she would not cry. Not here, not now. The courtroom was silent, every eye fixed on the jury foreman. She gripped the edge of the wooden bench. The verdict came like a

thunderclap: “Guilty.” Her world shattered in a single word. Yet, she did not cry. She would save her tears for later, in the privacy of her own room, where no one could see.

Text 6 Вчора, під час пленарного засідання Верховної Ради, депутати розглянули законопроект № 5432. Документ передбачає зміни до податкового кодексу. Опозиція виступила різко проти, назвавши пропозицію “соціально несправедливою”. Коаліція, натомість, наголосила на необхідності реформ. Голосування відбудеться сьогодні о 16:00.

Text 7 There is a certain magic in old maps. They are not just geographical records; they are artefacts of imagination. Look at a sixteenth-century map: the oceans are filled with sea monsters, the unexplored lands bear warnings like “Here be dragons.” Such cartography tells us not only what people knew, but what they feared and dreamed. In that sense, a map is a window into a world-view.

Text 8 Усім, хто перебував на території ТРЦ «Столиця» 15 березня з 14:00 до 16:00, прохання терміново звернутися до поліції. Можливо, ви стали свідками подій, які допоможуть у розслідуванні. Телефон довіри: 0-800-123-456. Анонімність гарантується. Важлива будь-яка інформація.

Text 9 Consider the stone. It is not a living thing, yet it endures. Millennia pass; mountains erode to dust, but the stone remains a silent witness. We build our monuments with it, carve our names, mark our graves. And then we, the fleeting ones, vanish, while the stone continues. There is a humility in this realisation.

Text 10 Ласкаво просимо до нового віртуального туру Національного музею історії України! Тепер ви можете оглянути експозиції, не виходячи з дому. Сайт адаптовано для мобільних пристроїв. Для зручності доступні аудіогіди українською та англійською мовами. Діліться враженнями в соцмережах під хештегом #МузейВдома.

Text 11 He was a man who collected stories. Not in books, but in his memory. Every person he met, every journey he took, added to his inner archive. His friends said he could talk for hours about anything: a train delay, a stray dog, a stranger's smile. And in each story, there was a grain of wisdom. Perhaps that was his gift: seeing the universal in the mundane.

Text 12 Пожежа в житловому будинку на вулиці Лесі Українки сталася близько третьої ночі. За попередніми даними, постраждалих немає, але мешканців евакуйовано. На місці працюють три пожежні бригади. Причини загорання з'ясовуються. Керівництво ДСНС обіцяє надати офіційний коментар зранку.

Text 13 What is a border? A line drawn on a map, often arbitrary. A river, a mountain range, a fence. It separates and defines. Yet, for those who live near it, the border is also a place of encounter. Markets, languages, families straddle the line. The border becomes a seam rather than a wall. To understand a region, one must understand its edges.

Text 14 Друже, ти не уявляєш, що сталося! Я сьогодні зустрів Олександра, того самого, з яким ми вчилися в одній групі на першому курсі. Він уже захистив дисертацію і тепер викладає в університеті в Кракові. Каже, що планує приїхати влітку. Треба обов'язково зібрати всіх наших! Я вже пишу Іванці.

Text 15 The experiment was supposed to be simple: mix two compounds, observe the reaction, record the data. But when Dr Takahashi added the catalyst, the solution turned an unexpected shade of blue. She checked the labels, recalibrated the equipment, repeated the procedure. The blue persisted. What had seemed a routine test now promised a discovery. Science, she reflected, thrives on such surprises.

Text 16 Шановні колеги! Нагадуємо, що до 25 травня триває прийом заявок на участь у Міжнародній літній школі з когнітивної лінгвістики. Для участі необхідно подати CV, мотиваційний лист та дві рекомендації. Організатори покривають витрати на проживання

та проїзд. Запрошуємо молодих дослідників!

Text 17 There is a photograph on her desk. It shows a woman with grey hair, standing in front of a small house, a cat in her arms. The woman is her grandmother, the house is in a village that no longer exists, and the cat was named Pushok. Every time she looks at it, she hears her grandmother's voice, smells the wood smoke, feels the rough wool of the sweater. A single image holds an entire world.

Text 18 У результаті збройного конфлікту на сході країни було пошкоджено понад 50 шкіл та лікарень. Про це повідомили представники ООН на брифінгу в Києві. Гуманітарні організації закликають до негайного припинення вогню для проведення відновлювальних робіт. Ситуація залишається критичною.

Text 19 Imagine a city without names. Streets, squares, parks all anonymous. How would you give directions? "Turn left at the large oak tree, then walk towards the red-roofed building." You would rely on landmarks, on the visible. In a sense, we already do this. Place names are shortcuts, but they can also obscure the lived experience of space.

Text 20 Люблю туманні ранки над Дніпром. Ріка вкрита серпанком, береги зникають у білій пелені. Човни на причалі здаються привидами. У такі хвилини час сповільнюється, і ти можеш нарешті подумати про головне – про те, що за буденністю часто забуваєш.

Text 21 The company's quarterly report exceeded market expectations. Revenue grew by 15% year-on-year, driven by strong sales in Asian markets. The CEO attributed the success to recent investments in digital infrastructure. Shares rose 6% in after-hours trading. Analysts remain cautious, citing potential regulatory challenges in the region.

Text 22 Звернення голови ОДА: «У зв'язку з погіршенням погодних умов прийнято рішення про закриття шкіл у регіоні на 25–26 лютого. Просимо батьків уважно стежити за оновленнями на офіційному сайті. Позачергове засідання штабу відбудеться о 20:00».

Text 23 She never learned to swim. As a child, she watched her friends jump into the lake, their laughter echoing across the water. She sat on the shore, dipping only her feet. Later, as an adult, she would stand at the edge of the ocean, feeling the pull of the tide. The water called to her, but she could not answer. Fear and desire, she thought, are two sides of the same coin.

Text 24 Оголошується конкурс на заміщення вакантної посади доцента кафедри прикладної лінгвістики. Вимоги: науковий ступінь кандидата філологічних наук, досвід викладання не менше 3 років, наявність публікацій у фахових виданнях. Документи приймаються до 10 березня.

Text 25 They found the letter in a shoebox, hidden in the attic. The handwriting was elegant, the paper yellowed with age. It was dated 1943, addressed to a woman named Helena. "My dearest," it began. "If you are reading this, I am no longer with you." The rest of the letter was a confession of love, but also of a secret that had been kept for generations.

Text 26 Головні тези виступу міністра освіти: реформа старшої школи, нова система вступу до вишів, підвищення зарплат науково-педагогічним працівникам. Опоненти зазначають, що конкретних механізмів реалізації поки не запропоновано. Дискусія триватиме.

Text 27 It is said that the dead outnumber the living. Every cemetery is a city of silence, with its own geography of memory. Headstones mark not only names but stories: births, deaths, loves, losses. To walk among them is to confront one's own temporality. We are, each of us, a future ancestor.

Text 28 Моніторингова місія ООН зафіксувала порушення прав людини в окупованих районах. У звіті йдеться про обмеження свободи слова, незаконні затримання та перешкоджання роботі журналістів. Міжнародна спільнота вимагає від відповідної сторони

виконання попередніх домовленостей.

Text 29 The café on the corner was her refuge. Every Saturday morning, she would take the same table by the window, order a cappuccino, and watch the world pass. The barista knew her name, her usual order. Sometimes they exchanged a few words; sometimes she just sat in silence. It was a small ritual, but it anchored her week.

Text 30 Виставка «Шевченко: невідомі сторінки» відкриється в Музеї літератури 1 березня. В експозиції вперше буде представлено рукописи, які зберігалися в приватних архівах. Куратори обіцяють несподівані відкриття. Вхід за запрошеннями.

5 1

Each item contains a short text (1–3 sentences) or a description of a text. For each:

- Provide a multi-dimensional classification using the categories discussed in the lecture (communicative purpose, form of communication, number of participants, style/register, sphere/genre, medium).
- Justify your classification with specific references to features of the text.
- If multiple classifications are possible, discuss alternatives.

1. A scientific abstract beginning: *This study investigates the impact of discourse markers on reading comprehension among L2 learners. Data were collected from 120 participants using eye-tracking technology. Results indicate that explicit discourse markers significantly reduce processing time...*

2. A personal diary entry: *June 12th. Another rainy day. Couldn't sleep. Thought about what she said. Maybe I should call. No. Too soon. Wrote for three hours. Felt better. Maybe I'm making progress.*

3. A printed advertisement: *"Revolutionary anti-ageing cream 50% off*

this week only! Dermatologist tested. Results in 7 days or your money back. Visit our website or call 0800-123-456.”

4. A transcript of a talk show dialogue:

Host: *So, what inspired you to write this book?*

Author: *I think it was a question that haunted me for years: what does it mean to belong?*

Host: *And did you find an answer?*

Author: *I found many answers, which is the same as finding none.*

5. A corporate email: *Subject: Meeting rescheduled. Dear team, due to a scheduling conflict, tomorrow’s 10 AM meeting is moved to Thursday at 2 PM. Please update your calendars. Apologies for the short notice. Best, Oksana.*

6. A travel blog post with photos: *Just arrived in Odesa! The architecture is breathtaking. Check out this shot of the Potemkin Stairs. Locals recommended a hidden gem for dinner will share details later. #OdesaDiaries*

7. A political speech excerpt: *“My fellow citizens, we stand at a crossroads. One path leads to stagnation and division. The other leads to prosperity and unity. I choose the latter. I ask you to choose it with me.”*

8. A legal contract clause: *“The Lessee agrees to maintain the premises in good condition and shall not make any alterations without the prior written consent of the Lessor.”*

9. A WhatsApp message between friends: *Hey, u free tonite? Movie at 8? – Sounds good. Which cinema? – Zhovten? – Ok c u there*

10. A breaking news alert: *BREAKING: Central Bank raises key interest rate to 12%. Markets react sharply. More details to follow.*

11. A recipe from a cookbook: *Ingredients: 2 cups flour, 1 tsp salt, 1 tbsp sugar. Method: Mix dry ingredients. Add water gradually. Knead until smooth. Let rest for 30 minutes.*

12. A commencement speech transcript: *“Class of 2024, you are graduating into a world of unprecedented challenges. But you are also the best-equipped generation to meet them. Go forth and build.”*

13. A literary short story opening: *“The man’s coat was grey, like the November sky. He stood on the bridge, watching the water flow beneath. It had been five years since he last saw her.”*
14. A text message from a bank: *Your card transaction of 234.50 UAH at “Silpo” was approved. Balance: 1,245.78 UAH.*
15. A Wikipedia article introduction: *“Kyiv is the capital and most populous city of Ukraine. It is situated in the north-central part of the country along the Dnipro River. Its population in 2021 was approximately 3.96 million.”*
16. A personal letter (handwritten): *“Dearest Masha, I hope this letter finds you well. It’s been far too long. I still remember our walks in the botanical garden. Write back when you can.”*
17. A conference call transcript (business):
Speaker 1: *So, the Q3 numbers are in. We’re up 8%.*
Speaker 2: *That’s good, but what about the European market?*
Speaker 1: *Flat, unfortunately. We need to revisit the strategy.*
18. An academic textbook excerpt: *“Discourse analysis is concerned with the study of language use beyond the sentence boundary. It examines how texts are structured and how meaning is negotiated in context.”*
19. An editorial headline and lead: *“The government’s inaction on air pollution is a betrayal of public health. While officials speak of long-term plans, children are breathing toxic air today.”*
20. A museum placard: *“Vincent van Gogh (1853–1890). Self-Portrait with Bandaged Ear, 1889. Oil on canvas. Gift of the artist’s family, 1923.”*
21. A user manual excerpt: *“To reset the device, press and hold the power button for 10 seconds until the LED flashes red. Then release and wait for the device to restart automatically.”*
22. A Facebook post: *“Just finished reading ‘The Master and Margarita’ wow. Can’t believe I waited this long. Highly recommend to anyone who loves magical realism. What should I read next?”*
23. A court ruling summary: *“The plaintiff’s motion for summary judgment is granted. The court finds that there is no genuine dispute as to*

any material fact and that the plaintiff is entitled to judgment as a matter of law.”

24. A promotional video script (voiceover): *“Experience the new X-Phone. Faster processor. Longer battery life. Stunning camera. Available now.”*

25. A chatroom log (tech support):

User123: *My laptop won’t turn on.*

SupportBot: *Is it plugged in?*

User123: *Yes.*

SupportBot: *Try holding the power button for 15 seconds.*

26. A journalistic feature opening: *“In the shadow of the Carpathians, a village fights to preserve a centuries-old tradition. The art of carpet weaving, passed down through generations, now faces its greatest threat: modernity.”*

27. A private Instagram story (text overlay): *“Finally weekend #relax”*

28. An official government announcement: *“Cabinet of Ministers Resolution No. 342: On the Establishment of a National Agency for Energy Efficiency. The agency will be operational by January 1, 2025.”*

29. A poem (haiku):

*autumn moonlight –
a worm digs silently
into the chestnut*

30. A university syllabus description: *“Course objectives: Upon completion, students will be able to analyse complex texts, identify discourse structures, and apply theoretical frameworks to real-world communication.”*

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Each item contains an extended text or a set of related sentences. Perform the following tasks:

- **Microstructure analysis:** Identify at least five cohesive devices (reference, substitution, ellipsis, conjunction, lexical repetition) and explain how they link sentences.

- **Macrostructure analysis:** Outline the global organisation of the text (main topics, hierarchical structure, logical progression). Provide a brief summary of the text's macrostructure.
- **Thematic progression:** Trace the development of theme and rheme across at least three consecutive sentences. Discuss whether the progression follows constant theme, linear theme, or derived theme patterns.
- **Paragraph organisation:** Evaluate the structure of paragraphs (topic sentences, supporting details, transitions). If the text lacks clear paragraphing, propose a division into paragraphs and justify.

Text A The concept of “text” has evolved significantly over the past century. In early structuralist approaches, a text was often seen as a closed system, a product of linguistic rules that could be analysed independently of context. This view was challenged by the rise of discourse analysis and pragmatics. Scholars began to argue that texts cannot be fully understood without considering their communicative functions, the intentions of their producers, and the interpretive work of receivers. Today, text is widely regarded as a dynamic entity, shaped by social practices and cultural conventions. This shift has profound implications for fields such as translation studies, education, and digital communication. For instance, translators now recognise that equivalence is not merely a matter of linguistic correspondence but of functional adequacy within a target context. Similarly, educators teach students not only to produce grammatically correct sentences but to construct coherent, audience-appropriate texts. In the digital realm, the boundaries of text have expanded to include multimodal elements, requiring new analytical frameworks.

Text B Сьогодні у Львові відкрився XX Міжнародний фестиваль літератури. У програмі зустрічі з письменниками, дискусії, поетичні читання та майстер-класи. Організатори очікують понад 10 000 відвідувачів. Фестиваль триватиме п'ять днів. Особливістю

цього річного заходу є тематична секція, присвячена перекладацькому мистецтву. У ній візьмуть участь перекладачі з десяти країн. Вони обговорюватимуть виклики, з якими стикається сучасний переклад, зокрема передачу культурно специфічних реалій. Також відбудеться презентація нових перекладів української літератури іноземними мовами. За словами директорки фестивалю, це сприятиме популяризації українського письменства за кордоном. Вхід на всі події вільний, окрім окремих майстер-класів, що потребують реєстрації.

Text C In the early 2000s, the term “fake news” was relatively obscure. Today, it dominates political discourse. What changed? The answer lies in the convergence of several technological and social shifts. First, social media platforms enabled the rapid dissemination of unverified content. Algorithms, designed to maximise engagement, often prioritised sensational or emotionally charged stories regardless of their accuracy. Second, the erosion of traditional journalism’s economic model weakened fact-checking infrastructure. Local newspapers closed, and newsrooms shrank. Third, political actors discovered the strategic utility of disinformation. By flooding the information ecosystem with competing claims, they could create confusion and undermine trust in institutions. The result is a public sphere where truth is contested, and citizens struggle to discern reliable information. Countermeasures have emerged: fact-checking organisations, media literacy programs, and platform content moderation. Yet these efforts face an uphill battle against the sheer volume of content and the sophisticated techniques of disinformation campaigns.

Text D Мова – це не просто інструмент комунікації. Вона формує наше мислення, впливає на сприйняття дійсності й визначає ідентичність. Ця ідея, відома як гіпотеза лінгвістичної відносності, має давню історію. Її пов’язують насамперед з іменами американських дослідників Едварда Сепіра та Бенджаміна Лі Ворфа. Сепір стверджував, що люди сприймають світ крізь призму рідної

мови. Ворф пішов далі, припустивши, що граматичні категорії мови безпосередньо впливають на когнітивні процеси. Наприклад, мови, що розрізняють минулий і теперішній час, можуть формувати відмінне відчуття часової перспективи, ніж мови, які такого розрізнення не мають. Сучасна наука ставиться до гіпотези обережніше. Дослідження показують, що мова впливає на мислення, але цей вплив є радше модулюючим, ніж детермінуючим. Тим не менш, ідея про те, що мова формує світогляд, залишається впливовою в лінгвістиці, антропології та когнітивній науці.

Text E To write a history of the colour blue is to trace a paradox. In antiquity, blue was almost absent from European art and literature. Homer described the sea as “wine-dark,” not blue. The Greeks and Romans had no distinct word for the colour; they saw it as a shade of black or green. Blue entered the European imagination gradually, through the influence of the Islamic world and, later, through the cult of the Virgin Mary, who was depicted in blue robes starting in the 12th century. By the Renaissance, blue had become a prestigious pigment, made from ground lapis lazuli, more expensive than gold. Artists used it sparingly, for the most sacred figures. Today, blue is the world’s favourite colour, according to multiple surveys. It connotes calm, trust, and stability. How did a colour so marginal become so central? The answer lies not in the properties of the colour itself, but in the social, economic, and religious forces that shaped its meaning over centuries.

Text F Уявіть собі місто без архівів. Немає документів, що засвідчують право власності, немає записів про народження, немає листування між поколіннями. Таке місто існувало б у вічному теперішньому, відрізане від свого минулого. Архів – це не просто сховище паперів. Це інституція пам’яті, яка формує ідентичність спільноти. В Україні архівна справа пережила складні періоди: війни, знищення документів, ідеологічні чистки. Після здобуття незалежності розпочався процес відкриття раніше закритих фондів. Дослідники отримали доступ до матеріалів, які десятиліттями були

під грифом «секретно». Це дало змогу по-новому осмислити історію ХХ століття. Проте проблеми залишаються: недофінансування, застарілі методи зберігання, кадровий голод. Електронні архіви, які могли б полегшити доступ, розвиваються повільно. І все ж, навіть у цифрову епоху, архів зберігає свою символічну вагу. Він є свідченням того, що минуле не зникає безслідно, воно чекає на тих, хто захоче його почути.

Text G Artificial intelligence is often discussed in terms of what it can do: beat humans at chess, generate art, drive cars. But a more profound question is what AI is. Is it a tool, an agent, or something in between? If a machine produces a poem that moves us, who is the author? If a self-driving car causes an accident, who is responsible? These questions are not merely philosophical; they have urgent legal and ethical implications. Current frameworks of accountability were designed for human actors. They struggle to accommodate systems that learn and adapt. Some propose treating AI as a new kind of legal entity, akin to corporations. Others argue that responsibility must always be traced back to human designers, users, or deployers. The debate reveals deeper tensions about autonomy, intentionality, and the boundaries of the human. As AI systems become more integrated into society, these questions will only intensify. How we answer them will shape not only the regulation of technology but our conception of agency itself.

Text H Національний заповідник «Софія Київська» цього року відзначає 1015-річчя. За цей час собор пережив руйнування, реставрації, зміну влади. Сьогодні він є не лише пам'яткою архітектури, а й символом культурної стійкості. Щороку сюди приїжджають сотні тисяч туристів. Але відвідувачі часто бачать лише зовнішню велич. Менш відомою є повсякденна праця реставраторів, археологів, музейників, які зберігають цей спадок. Фрески XI століття потребують постійного моніторингу. Мікроклімат, вібрації від транспорту, навіть дихання відвідувачів, впливає на стан пам'ятки. Співробітники заповідника розповідають,

що кожен день – це балансування між відкритістю для публіки й необхідністю захистити унікальні стародавні стіни. Останніми роками запроваджено нові технології: лазерне сканування, 3D-моделювання, цифрові архіви. Вони допомагають фіксувати стан пам'ятки з безпрецедентною точністю. Але найважливішим, кажуть музейники, залишається людське ставлення. Тільки той, хто відчуває відповідальність перед минулим, може передати його майбутньому.

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Each item presents a text (or a set of texts) with a specific communicative context. Perform the following analysis:

- **Explicit vs implicit meaning:** Identify at least two explicit statements and at least two implicit meanings (presuppositions, implicatures, assumptions) that can be inferred.
- **Linguistic context (co-text):** Explain how surrounding sentences clarify or constrain the interpretation of ambiguous elements.
- **Situational context:** Describe the likely setting, participants, purpose, and other situational factors that are relevant to understanding the text.
- **Cultural/pragmatic context:** Discuss any cultural knowledge, social norms, or pragmatic conventions that a reader/hearer must share to interpret the text correctly.

Text 1 A note left on a kitchen table: *“Went to the store. Back soon. Don’t forget to call Mom – it’s her birthday.”*

Text 2 Повідомлення в месенджері: *“Ти сьогодні на парах був? Викладачка казала, що переносить консультацію. Я не записав, коли. Може, знаєш?”*

Text 3 A sign in a café: *“Due to unforeseen circumstances, we are closing at 4 PM today. We apologise for any inconvenience.”*

Text 4 Уривок із розмови двох студентів:

- Ну що, як твій захист?
- Та нормально. Але комісія так довго радилась, що я вже думав – усе.
- Але ж прийняли?
- Прийняли. Сказали, що будуть рекомендувати до друку.

Text 5 A tweet:

“Just saw a squirrel steal an entire bagel from a tourist in Central Park. Nature is metal.”

Text 6 Офіційний лист: *“Шановні пасажери! У зв’язку з технічними причинами поїзд № 743 «Київ – Харків» затримується на 2 години. Адміністрація вокзалу приносить вибачення.”*

Text 7 An excerpt from a performance review: *“Alex has shown significant improvement in meeting deadlines. His attention to detail remains a strength. In the coming quarter, we look forward to seeing continued growth in his collaborative skills.”*

Text 8 Коментар під новиною про підвищення тарифів: *“Знову збирають гроші на щось, чого ніхто не бачив. А хто відповість за корупцію?”*

Text 9 A job advertisement: *“We are looking for a dynamic, self-motivated individual to join our growing team. Must be able to work independently and under pressure. Competitive salary. Start immediately.”*

Text 10 Розмова матері з донькою:

- Ти знову не прибрала в кімнаті.
- Мамо, в мене завтра контрольна.
- І що, контрольна заважає покласти книжки на полицю?

Text 11 A caption on an Instagram photo of a person smiling at a laptop: *“Another late night at the office. But the team is killing it! #startuplife #noraingain”*

Text 12 Анонс події: *“У п’ятницю о 18:00 в Центральній міській бібліотеці відбудеться зустріч із письменницею Оксаною Забужко. Вхід вільний, але кількість місць обмежена.”*

Text 13 A product review on a website: *“I bought this blender two months*

ago. It worked great for the first few weeks, but now it makes a strange noise and sometimes stops mid-blend. Customer service was polite but didn't offer a solution.” (Rating: 2 stars)

Text 14 СМС від друга: *“Слухай, я вчора позичив твою книжку про Кінлінга. Можеш забрати, коли зручно. Вона в мене в рюкзаку.”*

Text 15 A headline and subheadline from a newspaper: *“LOCAL SCHOOLS FACE BUDGET CUTS: Board cites declining enrollment and state funding shortfall. Parents and teachers plan protest.”*

Text 16 Лист до редакції: *“Щодня я проїжджаю перехрестя вулиць Шевченка та Франка. Світлофор там працює некоректно: зелений сигнал для пішоходів триває лише 10 секунд. Люди похилого віку не встигають перейти. Прошу звернути увагу комунальних служб.”*

Text 17 A politician's quote in an interview: *“Let me be clear: we will not raise taxes on working families. However, to maintain essential services, we must consider all revenue options.”*

Text 18 Діалог у черзі:

– Ви останній?

– Ні, за мною ще жінка з дитиною.

– Дякую. Я думала, ця касирка вже зачиняється.

Text 19 A text from a manager to an employee: *“Hi, do you have a moment to chat? Nothing urgent, just wanted to touch base about the project. Let me know when you're free.”*

Text 20 Оголошення в під'їзді: *“Шановні мешканці! 25 травня з 9:00 до 17:00 проводитимуть дезінфекцію підвальних приміщень. Просимо забезпечити доступ.”*

Text 21 A diary entry (excerpt): *“October 12. Another meeting that could have been an email. Three hours of my life I'll never get back. At least the coffee was decent.”*

Text 22 Відповідь на відгук у соцмережі: *“Дякуємо за ваш відгук. Нам дуже шкода, що ваш досвід не виправдав очікувань. Наш менеджер зв'яжеться з вами найближчим часом, щоб вирішити ситуацію.”*

Text 23 A university professor's comment on a student's draft: *“This is a*

solid first draft. The argument is promising, but the literature review needs expansion, especially in the sections on post-structuralist approaches. Let's discuss during office hours."

Text 24 Розмова в сім'ї:

- *Ти сьогодні до кого?*
- *До Андрія. Ми готуємо спільний проєкт.*
- *А що, вдома не можна?*
- *Можна, але в нього кращий комп'ютер.*

Text 25 A promotional email subject line and preview: *"Your exclusive offer expires tomorrow! Don't miss out on 30% off – shop now."*

Text 26 Уривок із судового рішення: *"Враховуючи відсутність доказів вини підсудного, суд вважає за необхідне закрити провадження у справі."*

Text 27 A caption on a photo of a packed stadium: *"This is what community looks like. Proud of everyone who showed up today. #TogetherStrong"*

Text 28 Звернення волонтерської організації: *"Потрібна допомога! Для підрозділу, що виконує бойові завдання на передовій, терміново необхідні тепловізори. Будь-яка сума важлива. Реквізити в шапці профілю."*

Text 29 A note on a refrigerator: *"Please do not eat the cake in the blue container. It's for Friday's party. Thanks!"*

Text 30 Заголовок і перший абзац статті: *"У Києві стартував перший етап реконструкції Подільського мосту. Рух транспорту буде обмежено на два місяці. Водіїв просять планувати маршрути заздалегідь."*

5 4

Each item presents a short text (or description of a communicative event). For each, perform the following analysis:

- Identify the type(s) of discourse according to the categories in Table 9 (by form, social context, communicative function, theoretical perspective). Justify your classification.
- Discuss whether the text exemplifies “little d” discourse (language-in-use) or “big D” Discourse (sociopolitical/cultural framework). Explain.
- Identify at least two discourse features (e.g., turn-taking, speech acts, cohesive devices, markers of power/ideology, genre conventions) and comment on their function.

1. Transcript of a phone call:

A: Hello?

B: Hi, it's Olena. Is Ivan there?

A: No, he's at work. Can I take a message?

B: Yes, please tell him the meeting tomorrow is moved to 2 PM.

A: 2 PM, got it. I'll let him know.

B: Thanks. Bye

A: Bye.

2. Excerpt from a political speech:

“My fellow citizens, we stand at a crossroads. The decisions we make today will determine the future for generations to come. Some will tell you to wait, to be cautious, to accept the status quo. But I say to you: now is the time for action. We cannot afford to leave our children a world diminished by our hesitation.”

3. Instagram post with image:

Photo of a sunset over mountains. Caption: *“Finally made it to the Carpathians. Absolutely speechless. Sometimes you just need to get away.*



#wanderlust #ukraine #natureheals”

4. Excerpt from a legal contract:

“The Lessee agrees to maintain the premises in good condition and shall not make any alterations without the prior written consent of the Lessor. Failure to comply may result in termination of the lease and forfeiture of

the security deposit.”

5. A student’s reflective diary entry:

“I don’t know why I chose this topic. It seemed so interesting in the beginning, but now I’m drowning in sources. Maybe I should change my focus? But it’s too late. I’ll try to get through it. One chapter at a time.”

6. Excerpt from a scientific article:

“The present study investigates the effects of code-switching on cognitive control in bilingual children. Participants were 60 Ukrainian-English bilinguals aged 8–10. Results indicate a significant positive correlation between frequency of code-switching and performance on executive function tasks.”

7. A Twitter thread (abbreviated):

@user1: Can someone explain why we still use fossil fuels when renewables are cheaper?

@user2: Because the fossil fuel industry spends millions on lobbying. Follow the money.

@user3: It’s not that simple. Infrastructure transition takes time and political will.

8. Excerpt from a Facebook argument:

A: This new policy will destroy small businesses.

B: Actually, studies show it helps them in the long run.

A: Studies paid by the government?

B: Ad hominem much? Provide evidence or stop spreading misinformation.

9. A job interview transcript (excerpt):

Interviewer: So, what would you say is your greatest weakness?

Candidate: I sometimes take on too much responsibility because I want to help my colleagues. But I’m learning to delegate and trust the team.

Interviewer: Interesting. And how do you handle stress?

10. Excerpt from a university lecture:

“Today we’re going to talk about discourse analysis. Now, what is discourse? It’s more than just text – it’s language in context. Think about

how you talk to your friends versus how you talk to a professor. Different discourses, right? So, let's look at some examples..."

11. A charity fundraising email:

Subject: Will you help us reach our goal?

Dear friend, every day, 100 children in our community go to bed hungry. Your donation of just \$25 can provide meals for a family for a week. Please give today.

12. Excerpt from a conversation between two friends (WhatsApp):

- u coming to the party?*
- idk, depends on how work goes*
- come on, it'll be fun!*
- maybe. i'll let u know later*

13. A political campaign advertisement (print):

"Vote for Anna Shevchenko: a leader who fights for your family, not for the oligarchs. Proven track record. Honest. Effective. October 25."

14. Excerpt from a doctor-patient interaction:

Doctor: So, what brings you in today?

Patient: I've had this cough for about two weeks. It's worse at night.

Doctor: Any fever? Shortness of breath?

Patient: No fever, but sometimes I feel a tightness in my chest.

Doctor: I'd like to listen to your lungs. Take a deep breath.

15. A news headline and lead:

"Parliament Passes Controversial Tax Reform: The bill, which barely secured the required majority, has been criticized by opposition parties as 'a gift to big business' while the government argues it will stimulate investment."

16. A food blog recipe post:

"This borshch recipe has been in my family for three generations. The secret? Let it sit overnight. Trust me, the flavours deepen like you won't believe." (Accompanied by photos)

17. Excerpt from a police interrogation transcript:

Officer: Where were you on the night of the 15th?

Suspect: *I was at home. Alone.*

Officer: *Can anyone verify that?*

Suspect: *I told you, I was alone. I don't know what else to say.*

18. A product review on an e-commerce site:

"I bought this laptop three months ago. It worked fine at first, but now the battery lasts only an hour. Customer service was unhelpful. Very disappointed." (Rating: 1 star)

19. Excerpt from a talk show interview:

Host: *So, your new book is about identity. What made you want to write about that?*

Guest: *I think it's the question of our time. Who are we, really? In a world where we're constantly performing for social media, authenticity becomes... complicated.*

Host: *Complicated, yes. But also essential?*

Guest: *Exactly.*

20. A public service announcement:

"If you see something, say something. Report suspicious activity to the police. Your call could save lives."

21. A poem:

*The sky is a grey sheet today,
pulled tight over the city.*

*Somewhere a bird calls once,
then stops.*

I am learning to listen to silence.

22. Excerpt from a corporate mission statement:

"Our commitment to sustainability drives every decision we make. We believe that business can be a force for good, creating value for shareholders while protecting the planet."

23. A comment section under a news article about immigration:

User 1: *They're taking our jobs.*

User 2: *Actually, studies show immigrants create more jobs than they take.*

User 1: *Typical liberal propaganda.*

User 3: *Can we have a civil discussion without name-calling?*

24. Excerpt from a film script:

INT. COFFEE SHOP – DAY

MARIA (40s, tired) sits alone. JAMES (30s) approaches.

JAMES: Is this seat taken?

MARIA (looks up, surprised): No, go ahead.

JAMES: You look like you could use some company.

MARIA: Is it that obvious?

25. A tweet from a verified news account:

“BREAKING: Central Bank raises key interest rate to 15%. Analysts say the move aims to curb inflation but may slow economic growth.”

26. Excerpt from a peer-reviewed article abstract:

“Using critical discourse analysis, this paper examines how Ukrainian media represent internally displaced persons. Findings reveal patterns of victimisation and marginalisation that reinforce social distance.”

27. A children’s book opening:

“Once upon a time, in a small village nestled between the mountains and the sea, there lived a girl who could talk to birds.”

28. An email from a professor to a student:

Subject: Your thesis draft

Dear Oksana, thank you for submitting your draft. I have some comments, mostly on chapter 2. Could we meet next week to discuss? Let me know what time works for you. Best, Prof. K.

29. A meme text overlay:

“Me: I’ll just check social media for 5 minutes. Also me 3 hours later: ...”

30. A diplomatic communiqué:

“The parties reaffirmed their commitment to the Minsk agreements and agreed to continue consultations on the implementation of the ceasefire. Both sides emphasised the importance of humanitarian access.”

Each item presents a transcript of a spoken interaction (or a short dialogue). Perform a conversation analysis by addressing the following:

- Identify the turn-taking structure: who initiates, who responds, any overlaps, pauses, or interruptions.
- Analyse speech acts (e.g., question, answer, request, offer, apology, complaint, excuse) in at least five turns. Use Searle's taxonomy if helpful.
- Discuss adjacency pairs (e.g., question-answer, greeting-greeting, complaint-excuse, offer-acceptance/refusal). Identify at least three.
- Comment on any interactional patterns (e.g., repair, hesitation, politeness strategies, power asymmetries).

1. Transcript:

A: Hey, did you see the game last night?

B: No, I was working late. Who won?

A: We did. 3–2.

B: Oh, awesome! I'll have to watch the highlights.

A: You should. The last goal was incredible.

2. Transcript:

– Вибачте, ви не підкажете, як пройти до музею?

– Так, ідете прямо до світлофора, потім повертаєте ліворуч. Хвилин п'ять пішки.

– Дякую. А це далеко від центру?

– Ні, це в центрі. Там і вивіска велика, не пропустите.

3. Transcript (customer service call):

Agent: Thank you for calling TechSupport. My name is Alex. How can I help you?

Caller: Hi, my internet keeps dropping every few minutes.

Agent: I'm sorry to hear that. Let me check your connection. Can you tell me your account number?

Caller: It's 4567-8923.

Agent: Thank you. I see there's an outage in your area. Technicians are working on it. Estimated fix is two hours.

Caller: Two hours? I have a deadline!

Agent: I understand the frustration. Would you like me to set up a text alert for when it's restored?

Caller: Fine. Do that.

4. Transcript (classroom interaction):

Teacher: So, what do you think the author's purpose is here? (pause)
Yes, Oksana?

Oksana: I think she's trying to show the contrast between the two characters.

Teacher: Good. And how does she do that? (pause) Anyone else? Ivan?

Ivan: Through the dialogue?

Teacher: Exactly. The dialogue reveals their different social positions.

5. Transcript (Ukrainian – family conversation):

Мама: Ти знову не вимкнув світло в коридорі.

Син: Ой, забув. Зараз вимкну.

Мама: Скільки разів можна казати?

Син: Ну, вибач. Більше не буде.

Мама: Кожного разу так кажеш.

6. Transcript (business meeting):

Chair: So, let's move to item 3: the budget proposal. Olena, can you walk us through it?

Olena: Sure. As you can see on slide 4, we're projecting a 10% increase in costs. But we also expect a 15% revenue growth.

Petro: (interrupting) Sorry, but where is that growth coming from?

Olena: I was just getting to that. The new product line accounts for most of it.

Chair: Let Olena finish, please. Then we can take questions.

7. Transcript (doctor-patient):

Doctor: What seems to be the problem?

Patient: I've had this pain in my lower back for about three weeks.

Doctor: On a scale of 1 to 10, how bad?

Patient: Maybe a 6? But it gets worse when I sit for a long time.

Doctor: Any numbness or tingling in your legs?

Patient: No.

Doctor: Okay. I'd like you to lie down on the examination table so I can take a look.

8. Transcript (phone call):

– Алло, Маріє Іванівно, добрий вечір. Це Сергій з університету.

– Добрий вечір. Слухаю вас.

– Я дзвоню щодо консультації. Чи можна перенести її на середу?

– На середу? О котрій?

– О десятій.

– Гарзд. Приходьте. До середи.

9. Transcript (argument between roommates):

A: You said you'd do the dishes last night.

B: I was going to, but I had that emergency work call.

A: That was three hours. You could have done them after.

B: I was exhausted. I'll do them now, okay?

A: You always have an excuse.

B: That's not fair. I do my share.

10. Transcript (police-citizen):

Officer: Do you know why I pulled you over?

Driver: No, officer. Was I speeding?

Officer: You were going 85 in a 65 zone. License and registration, please.

Driver: I'm so sorry. I didn't realise.

Officer: Wait here.

11. Transcript (interview for a research position):

Interviewer: Tell me about a time you faced a significant challenge in your research and how you overcame it.

Candidate: In my master's project, I had to collect data during the pandemic. Everything moved online, and my response rate was very low.

I had to redesign my methods and ended up using social media outreach. It worked.

Interviewer: And what did you learn from that experience?

Candidate: That adaptability is crucial. Also, that sometimes unconventional methods yield the best results.

12. Transcript (teacher-parent meeting):

Вчителька: Доброго дня. Ви мама Андрія?

Мама: Так. Щось сталося?

Вчителька: Ні, все добре. Просто хотіла обговорити його успішність. Він здібний, але останнім часом неуважний.

Мама: Я помітила. Вдома він теж багато часу проводить за телефоном.

Вчителька: Можливо, варто обмежити. Іноді це впливає на концентрацію.

13. Transcript (casual talk at a party):

C: So, how do you know the host?

D: We were in the same linguistics program. You?

C: I'm her cousin.

D: Oh, nice! So you grew up here?

C: No, I moved here for work a few years ago.

14. Transcript (radio phone-in):

Host: We have Anna on the line. Anna, what's your question?

Caller: Hi, thanks for taking my call. I'm wondering: do you think the new policy will actually help small businesses?

Host: That's a great question. Let me bring in our expert, Dr. Petrenko.

Expert: Thank you. Based on the data I've seen, it's mixed...

15. Transcript (complaint at a café):

Відвідувач: Перепрошую, я замовляв каву без цукру.

Офіціант: Ой, вибачте. Я зараз зміню.

Відвідувач: І будь ласка, принесіть рахунок.

Офіціант: Зараз, зараз. Прийміть мої вибачення.

16. Transcript (academic supervision meeting):

Supervisor: How's the thesis coming along?

Student: I've finished the literature review and I'm starting on the methodology. But I'm struggling with the theoretical framework.

Supervisor: Which part?

Student: I'm not sure how to integrate critical discourse analysis with cognitive linguistics.

Supervisor: Let's look at some sources that bridge those approaches.

17. Transcript (two friends meeting):

– О, привіт! Давно не бачились.

– Привіт! Ти змінилась. Нове волосся?

– Так, вирішила трохи змінити імідж.

– Дуже гарно. А що чути?

– Та все добре. Працюю, як завжди.

18. Transcript (mediation session):

Mediator: Let's both try to speak one at a time. Anna, you said you felt unheard. Can you explain?

Anna: I've told him three times about the noise, and nothing changes.

Mediator: Petro, how do you see it?

Petro: I didn't realise it was that important. I can try to be quieter.

Anna: That's all I'm asking.

19. Transcript (TV interview with a politician):

Journalist: Minister, critics say your policy has failed to reduce unemployment. How do you respond?

Minister: I would point to the data: unemployment is down 2% since we took office.

Journalist: But that's mostly due to seasonal jobs, isn't it?

Minister: Any job is a job. We're creating opportunities.

20. Transcript (tech support chat):

Користувач: Не можу зайти в особистий кабінет. Видає помилку.

Оператор: Перепрошую за незручності. Будь ласка, спробуйте очистити кеш браузера.

Користувач: Зробив. Не допомогло.

Оператор: Тоді скиньте пароль за посиланням, я зараз надішлю.

Користувач: Дякую.

21. Transcript (classroom – student presentation):

Student: So, my research question is... (pause, looks at notes)

Teacher: Take your time.

Student: It's about how social media shapes political discourse.

Teacher: Good. And what's your main argument?

Student: I argue that it both democratises and polarises.

22. Transcript (police-witness):

Офіцер: Розкажіть, що ви бачили.

Свідок: Я проходила повз, почула крик. Потім побачила двох чоловіків, вони штовхалися.

Офіцер: Ви можете їх описати?

Свідок: Один був у чорній куртці, другий – у сірій.

Офіцер: Добре. Дякую.

23. Transcript (negotiation):

A: We're offering \$50,000.

B: That's below our minimum. We can't go lower than \$65,000.

A: \$60,000 and we have a deal.

B: Let me check with my manager. (pause) Okay, we can do \$60,000 if you pay in 30 days.

A: Done.

24. Transcript (mother and child):

Дитина: Мамо, можна я піду гуляти?

Мати: А уроки зробив?

Дитина: Майже.

Мати: Що значить «майже»?

Дитина: Тільки математика залишилась.

Мати: Зробиш – тоді йди.

25. Transcript (peer feedback):

A: Can I read you my intro?

B: Sure.

A: (reads) "This paper argues that..."

B: I like the thesis, but maybe you need a hook. Something to grab the reader.

A: Yeah, I was thinking that too.

B: What about starting with a question?

26. Transcript (job interview):

Інтерв'юер: Чому ви обрали саме нашу компанію?

Кандидат: Ваша компанія має чудову репутацію в галузі. Я стежив за вашими проектами і хочу долучитися до команди професіоналів.

Інтерв'юер: А які ваші кар'єрні плани?

Кандидат: Я хочу розвиватися в цьому напрямі й сподіваюся принести користь компанії.

27. Transcript (dispute resolution in a workplace):

Manager: I noticed there's been tension between you two. Let's talk.

Employee 1: I feel like I'm doing all the work and she's not contributing.

Employee 2: That's not true. I've been handling the client communication.

Manager: It sounds like there's a misunderstanding about roles. Let's clarify who does what.

28. Transcript BB (telephone survey):

Оператор: Добрий вечір, вас турбують із соціологічної служби. Чи можете приділити п'ять хвилин для опитування?

Респондент: Зараз не дуже зручно.

Оператор: Я можу передзвонити пізніше. Коли вам буде зручно?

Респондент: О восьмій.

Оператор: Дякую. До зв'язку.

29. Transcript (crisis hotline):

Operator: This is the crisis support line. How can I help? Caller: I don't know. I'm just feeling really low.

Operator: I'm glad you called. Can you tell me what's going on?

Caller: It's everything. Work, family... I feel like I can't cope.

Operator: That sounds really hard. You're not alone. I'm here to listen.

30. Transcript (friends planning a trip):

- А що, як поїдемо в Карпати на вихідні?
- О, класна ідея. Ти знаєш якесь місце?
- Можна зняти будиночок у Ворохті. Я минулого року був, сподобалось.
- Давай погуглимо ціни. І треба вирішити, чи брати машину.

5 6

Each item presents a text (or set of texts) that can be analysed from a critical discourse perspective. Perform a critical analysis addressing the following:

- Identify discursive strategies used to construct power relations, ideology, or social identities (e.g., naming, predication, argumentation).
- Analyse linguistic features that reflect or reinforce power asymmetries (e.g., passive voice, nominalisation, modality, pronouns, lexical choice).
- Discuss ideological assumptions embedded in the text. What is taken for granted, what is presented as “common sense”?
- Explain how the text might contribute to maintaining or challenging social hierarchies.

1. The government has announced new measures to combat illegal immigration. These measures will ensure that only those who contribute to our society are allowed to stay. It is time to put our citizens first.

2. Експерти зазначають, що реформа освіти необхідна. Проте вчителі, які десятиліттями працювали за старою системою, чинять опір змінам. Вони бояться нового і заважають прогресу.

3. The CEO announced a ‘rightsising’ initiative that will result in a 15% reduction in workforce. ‘This difficult decision will position the company for long-term growth,’ she stated. Shareholders applauded the move.

4. (newspaper headline and subhead): Безробітні відмовляються від роботи? Державна служба зайнятості повідомляє, що понад 30% вакансій залишаються незаповненими через 'високі вимоги' претендентів.
5. These people have no respect for our laws. They come here and expect everything for free. We need to send a message that this will not be tolerated. (Comment section on immigration article)
6. (corporate communication): Нам прикро повідомляти, що через форс-мажорні обставини ми змушені оптимізувати витрати. Наші співробітники – найбільша цінність, тому цей крок був надзвичайно складним.
7. Women are naturally more nurturing, which is why they excel in caregiving roles. This is not discrimination; it's biology. (Excerpt from a blog post)
8. (political speech): Ми зробили неймовірне: за два роки збудували дороги, яких не будували десятиліттями. Опоненти? Вони тільки критикують, але жодної альтернативи не запропонували.
9. The protesters, many of whom are unemployed youth, have been accused of vandalism and disturbing the peace. Authorities urge them to express their views through legal channels.
10. (advertisement for a beauty product): Поверніть собі молодість! Наш крем знищує зморшки, робить шкіру пружною, і ви знову почуватиметеся впевнено. Не дозволяйте віку визначати вашу красу.
11. It is a matter of common sense that if you work hard, you will succeed. Those who are poor simply haven't tried hard enough. (Editorial)
12. (news report on a protest): У центрі Києва знову зібралися активісти. Вони вимагають звільнення затриманих. Поліція наголошує, що діє в межах закону і забезпечує громадський порядок.

13. The developing world must adopt sustainable practices if we are to save the planet. Industrialised nations have already done their part by reducing emissions.
14. The management has decided to implement a flexible working hours policy to enhance work-life balance. Employees are expected to maintain productivity targets.
15. (advertisement for a language school): Хочеш бути успішним? Вивчай англійську з нами! Без мови – ніяких перспектив. Наші випускники працюють у топових компаніях. Приєднуйся до еліти!
16. The UN report highlights ‘systemic discrimination’ against minority groups. However, government officials dismissed the findings as ‘biased and politically motivated’.
17. (corporate press release): Компанія N оголошує про ребрендинг. Новий логотип символізує інновації, відкритість і рух вперед. Ми залишаємося лідером ринку, адаптуючись до викликів часу.
18. Those who oppose the new security measures are effectively siding with the terrorists. There is no middle ground when it comes to protecting our nation.
19. (interview with a business owner): Мої працівники отримують гідну зарплату. Якщо хтось незадоволений, нехай шукає інше місце. У мене черга з охочих працювати.
20. (public discussion about a new development project): *Активісти, які виступають проти будівництва, представляють інтереси меншості. Більшість мешканців підтримують проєкт, бо він дасть нові робочі місця.*

5 7

Each item presents an extended text (or set of texts). Perform an integrated discourse analysis by addressing the following:

- **Form and structure:** Analyse the text’s genre, communicative purpose, and organisation (macrostructure).

- **Micro-level features:** Identify cohesive devices, speech acts, turn-taking (if dialogue), and other linguistic patterns.
- **Social/critical dimension:** Discuss power relations, ideology, identity construction, and any use of discursive strategies.
- **Context:** Explain how situational, cultural, and intertextual factors shape the text's meaning.
- **Synthesis:** Provide an overall interpretation of how the text functions as discourse.

Text 1 (political speech excerpt)

“My friends, we gather here today not simply to celebrate, but to recommit. Recommit to the values that have made our nation great: hard work, integrity, and compassion. Some would have you believe that our best days are behind us. They peddle fear. They sow division. But I tell you: the sun has not set on our country. It is rising. It is rising because of you – the workers, the dreamers, the believers. Together, we will build a future where no one is left behind. This is our promise. This is our destiny.”

Text 2 (news article with comments)

Стаття: «У Києві демонтували пам'ятник радянському генералу. За словами мера, це частина політики декомунізації. Опитування показують, що 62% мешканців підтримують такі дії.»

Користувач1: «Нарешті! Геть імперські символи.»

Користувач2: «Це фальсифікація історії. Не можна знищувати минуле.»

Користувач3: «А хто питає думку громади?»

Користувач4: «62% – це більшість. Всім не догодиш.»

Text 3 (conversation between a supervisor and an intern)

Supervisor: How's the project coming?

Intern: I've finished the data collection, but I'm having some trouble with the analysis.

Supervisor: Have you tried the new software?

Intern: No, I wasn't sure if I had access.

Supervisor: I'll get you set up. Come by my office later.

Intern: Thank you. I really appreciate it.

Supervisor: No problem. That's what I'm here for. By the way, have you thought about presenting at the department symposium?

Intern: Oh, I don't know if I'm ready for that...

Supervisor: It's a great opportunity. Think about it.

Text 4 (extract from a fiction text)

Вона вийшла на ганок, коли вже сутеніло. Сусідський собака гавкнув раз і замовк. Десь далеко гуркотіла вантажівка. Їй здалося, що в повітрі пахне дощем, але небо було чисте. «Дочекаюся», – прошепотіла вона. І завмерла, вдивляючись у сутінки.

Text 5 (corporate email chain)

From: HR@company.com

Subject: Mandatory Training

All employees must complete the cybersecurity training by Friday. Failure to do so will result in disciplinary action.

From: employee@company.com

Subject: Re: Mandatory Training

I have a client meeting all day Friday. Can I get an extension?

From: HR@company.com

Subject: Re: Mandatory Training

No extensions. The training is mandatory. Please complete it before Friday.

Text 6 (TV interview with a cultural figure)

Журналіст: Ваша остання книга викликала жваву дискусію. Ви очікували на таку реакцію?

Письменниця: Я писала її не для того, щоб провокувати. Я хотіла поставити питання, які, на мою думку, давно назріли. Те, що дискусія вийшла гострою, – це добре.

Журналіст: Але вас звинувачують у тому, що ви перебільшуєте

проблему.

Письменниця: Якщо про проблему говорять, значить, вона існує. Мовчання ніколи нічого не вирішувало.

Text 7 (advertisement and social media responses)

Ad: "This revolutionary detox tea will cleanse your body in just 7 days. Feel lighter, more energetic, and healthier than ever. Order now!"

Responses:

User 1: "Scam. Detox teas don't work. Your liver does that."

User 2: "I tried it and actually felt great."

User 3: "These products prey on people's insecurities. Disgusting."

User 4: "Worked for me! Don't listen to the haters."

Text 8 (academic conference presentation abstract)

У доповіді буде представлено результати дискурс-аналізу парламентських дебатів щодо мовної політики в Україні (2019–2023). Використовуючи методологію критичного дискурс-аналізу, авторка досліджує, як депутати конструюють ідентичності «своїх» і «чужих», апелюють до історичних наративів і легітимізують власні позиції. Попередні висновки свідчать про поляризацію дискурсу та використання стратегій евфемізації та дисфемізації залежно від політичної приналежності.

Text 9 (police-citizen interaction during a traffic stop)

Officer: License and registration, please.

Driver: Of course, officer. Is there a problem?

Officer: You ran that red light back there.

Driver: I thought it was yellow...

Officer: It was red. I have it on camera.

Driver: I'm really sorry. I must have been distracted.

Officer: I'm going to give you a warning this time. Pay more attention.

Driver: Thank you, officer. I will.

Text 10 (social media thread on language use)

Post: "Чому деякі українці досі розмовляють російською? Це ж мова агресора."

Comment1: “Бо це їхня рідна мова. Мова не може бути агресором.”

Comment2: “Українська – державна. Поважайте країну, в якій живете.”

Comment3: “А як бути з двомовними родинами? Не все так чорно-біло.”

Comment4: “Зрада! Всі, хто каже російською, – п’ята колона.”

Comment5: “Агресія в коментарях теж не допомагає. Треба підтримувати, а не засуджувати.”

Text 11 (teacher-student conference)

Teacher: I noticed your participation has dropped off lately. Is everything okay?

Student: Yeah, just a lot of work for other classes. I’m behind in reading.

Teacher: I understand. But participation is part of your grade. Maybe we can find a way to get you back on track?

Student: I’ll try to come more prepared.

Teacher: That’s all I ask. You have good insights when you speak.

Text 12 (government website announcement)

Уряд запускає платформу для електронних звернень. Тепер кожен громадянин може надіслати запит до органів влади онлайн. Це крок до прозорості та зручності. Очікується, що час розгляду звернень скоротиться вдвічі.

Text 13 (dialogue from a film script)

INT. APARTMENT – NIGHT

LENA sits at the table, papers spread out. MARK enters.

MARK: Still working?

LENA: This grant proposal is due tomorrow. I can’t get the budget to balance.

MARK: Let me see. (looks) You forgot to include indirect costs.

LENA: I knew it was something stupid.

MARK: Not stupid. Just overlooked. Happens to everyone.

Text 14 (expert opinion in a newspaper)

Професор Петренко: Реформа децентралізації дала позитивні

результати, але є ризики. Місцеві громади отримали більше повноважень, але не завжди мають достатній кадровий ресурс для їх реалізації. Без супроводу з боку держави цей процес може сповільнитися.

Text 15 (live chat customer service)

[14:32] Customer: My order hasn't arrived. Tracking says delivered, but I don't have it.

[14:33] Agent: I'm sorry to hear that. Can I have your order number?

[14:33] Customer: #98765

[14:34] Agent: Thank you. Let me check. ... I see it was marked delivered at 10:15. Have you checked with neighbors?

[14:35] Customer: Yes. No one has it.

[14:36] Agent: I'll open an investigation. You'll receive an update within 48 hours. Is there anything else I can help with?

[14:36] Customer: No. Thanks.

Text 16 (literary analysis essay excerpt)

У романі «Місто» Валер'яна Підмогильного дискурс простору стає ключовим засобом репрезентації внутрішнього світу героя. Місто постає не просто тлом, а активним учасником діалогу, що формує ідентичність головного персонажа. Автор використовує опозицію «центр – периферія», щоб показати соціальну мобільність і водночас відчуження.

Text 17 (presidential debate excerpt)

Moderator: Candidate A, what would you do to improve the economy?

Candidate A: We need to cut taxes for small businesses and reduce red tape. That's how you create jobs.

Moderator: Candidate B, your response?

Candidate B: My opponent's plan is a gift to the wealthy. We need to invest in education and infrastructure. That's the real engine of growth.

Text 18 (informal WhatsApp group chat)

[10:15] Олена: Дівчата, хтось може позичити 500 грн до зарплати?

[10:17] Ірина: Я можу, скидай картку.

[10:18] Олена: Дякую

[10:20] Марія: О, а що трапилось?

[10:22] Олена: Та просто комуналка прийшла більше, ніж очікувала.
Віддам після 25-го.[10:25] Ірина: Без проблем.

Text 19 (museum placard)

This sarcophagus dates from the 5th century BCE. It was discovered in 1872 by a local farmer. The intricate carvings depict scenes from the myth of Persephone. Scholars believe it belonged to a high-ranking official.

Text 20 (podcast transcript)

Ведучий: Сьогодні говоримо про фейки. Чому люди їм вірять?

Гість: Тому що фейки часто емоційно заряджені. Вони апелюють до страху чи гніву. А коли ми емоційні, критичне мислення відключається.

Ведучий: То що робити?

Гість: Перевіряти джерела. Задавати собі питання: хто це каже і чому. Це перший крок.

Text 21 (corporate press release)

TechCorp today announced the acquisition of InnovateAI, a startup specialising in machine learning solutions. 'This acquisition aligns with our strategy to expand in the AI sector,' said CEO. The deal is expected to close by Q3.

Text 22 (complaint letter to the city council)

Шановна редакціє! Звертаються мешканці будинку № 15 по вулиці Шевченка. Уже пів року не працює ліфт у під'їзді. Серед мешканців є люди похилого віку та мами з візочками. Просимо терміново вжити заходів.

Text 23 (philosophical dialogue excerpt)

A: Do you think truth exists independently of language?

B: I think language shapes what we consider true. We can't access reality except through discourse.

A: That sounds relativistic. Are you saying there's no objective truth?

B: I'm saying our knowledge of truth is always mediated.

Text 24 (microblogging post)

Сьогодні зранку в метро бачив, як дівчина поступилася місцем ветерану. І всі навколо посміхалися. Іноді маленькі вчинки змінюють настрій цілого дня. #добро

Text 25 (scientific journal abstract)

This study analyses the discursive construction of national identity in Ukrainian social media during the 2022 conflict. Using corpus-assisted discourse analysis, we examine how users employ deixis, metaphors, and intertextuality to construct ingroup/outgroup distinctions. Findings reveal a shift from civic to ethnic nationalist discourse over time.

Text 26 (Facebook post from a public figure)

Друзі, сьогодні хочу подякувати команді, яка працювала над цим проєктом. Без вас це було б неможливо. Також дякую кожному, хто підтримував. Разом ми зробили важливу справу. UA

Text 27 (therapist-client interaction)

Therapist: What's been on your mind this week?

Client: I've been feeling overwhelmed. Work is demanding, and I feel guilty when I'm not productive.

Therapist: It sounds like you're putting a lot of pressure on yourself. Where do you think that expectation comes from?

Client: Maybe from my family. I always felt I had to prove myself.

Text 28 (advertisement for a university programme)

Мрієте стати перекладачем? Наша магістерська програма 'Перекладознавство та міжкультурна комунікація' дасть вам необхідні знання та практичні навички. Викладачі – провідні фахівці галузі. Гарантоване стажування в міжнародних організаціях.

Text 29 (news interview with a disaster survivor)

Journalist: Can you tell us what happened?

Survivor: We heard a loud noise, like thunder, but the sky was clear. Then the building shook. I grabbed my daughter and ran. Everything happened so fast.

Journalist: How are you coping now?

Survivor: We have each other. That's what matters. We'll rebuild.

Text 30 (political cartoon description)

Зображення: політик стоїть на трибуні, за ним – розбитий міст. У руці він тримає графік із зростаючою лінією, підписаний «економіка». Підпис: «Головне – правильний ракурс.»

58

Translate the following sentences from English into Ukrainian. Pay close attention to the correct rendering of English perfect tenses, continuous aspects, and modal verbs. Justify your choice of Ukrainian verb form (e.g., past tense for a completed result, present tense for an ongoing action) and modal construction (e.g., *повинен, слід, може*).

1. The research team has already conducted a series of preliminary tests to validate the hypothesis. 2. For the past five years, engineers have been developing a more efficient cooling system for high-performance processors. 3. The catalyst has not shown any signs of degradation after being exposed to extreme temperatures. 4. By the end of the month, the laboratory will have completed the full analysis of the geological samples. 5. The device is continuously transmitting data to the central server, which is processing the incoming information. 6. The specifications must be strictly adhered to in order to guarantee operational safety. 7. The new material can withstand pressures exceeding the industry standard by a factor of three. 8. The system may fail if the input voltage fluctuates beyond the specified range. 9. The project manager should review the calibration protocols before the experiment commences. 10. The chemical reaction has been producing an unexpected by-product since the temperature was altered. 11. The algorithm had already identified the anomaly before the monitoring system registered it. 12. The structural integrity of the bridge is being assessed using advanced laser scanning technology. 13. The operator

must have verified the connection status prior to initiating the automated sequence. 14. Researchers have recently demonstrated that the compound possesses unique conductive properties. 15. The software was supposed to update automatically, but a configuration error prevented this. 16. The turbine will continue to operate efficiently as long as the maintenance schedule is followed. 17. The properties of this alloy have long been the subject of extensive scientific debate. 18. The experiment is being conducted under strict supervision to ensure reproducibility. 19. The team could not replicate the results because a critical parameter was overlooked. 20. The parameters of the model must be adjusted dynamically to reflect real-time changes in the environment. 21. The documentation should have been finalised before the product launch. 22. The particle accelerator has been operational since the beginning of the year. 23. When the pressure drops, the auxiliary system is designed to engage automatically. 24. The engineers have been testing the prototype under various stress conditions to identify potential weaknesses. 25. The theoretical model predicts what the experiment will have revealed by the conclusion of the study.

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Translate the following sentences into Ukrainian, carefully adapting the English passive voice, participial phrases, and complex sentence structures to conform to Ukrainian stylistic and grammatical norms. Consider using reflexive verbs, impersonal constructions, or active voice alternatives as appropriate.

1. The solution was heated to 80 degrees Celsius, after which it was stirred continuously for two hours. 2. Having been calibrated with extreme precision, the optical sensors were installed in the vacuum chamber. 3. The data collected during the initial phase of the study will be analysed using a new statistical model. 4. The valve, when activated by the control unit, releases the pressurised gas into the combustion

chamber. 5. The final report, having been reviewed by the ethics committee, was submitted for publication. 6. The resistance of the material is significantly reduced when it is subjected to high-frequency vibrations. 7. All relevant safety protocols were observed while the hazardous chemicals were being handled. 8. The system is designed to shut down automatically, preventing any potential damage to the core components. 9. The parameters required for the accurate functioning of the device are listed in the technical appendix. 10. The sample was prepared by first dissolving the powder in a saline solution and then filtering the mixture. 11. The process, which is known as “photophosphorylation,” is initiated by the absorption of light photons. 12. The structural components, once assembled, were tested for tensile strength and durability. 13. The software is being optimised by the development team to reduce latency and improve throughput. 14. The results obtained from the simulation were validated by comparing them with the experimental data. 15. The reactor core is encased in a thick layer of reinforced concrete to contain any potential radiation leak. 16. The code, when executed, generates a three-dimensional model of the molecular structure. 17. The specimens were stored in a climate-controlled environment before being subjected to thermal stress tests. 18. The engineer, having been informed of the potential malfunction, immediately initiated a diagnostic protocol. 19. The compound is synthesised by combining two precursor chemicals under an inert atmosphere. 20. The trajectory of the satellite is calculated by the ground station, taking into account gravitational perturbations. 21. The water supply was contaminated by runoff containing industrial solvents. 22. The electrical impulse is transmitted along the axon, triggering the release of neurotransmitters. 23. The experiment was repeated several times, with the results being consistently reproducible. 24. The filters, which are made of a porous ceramic material, must be replaced after every 500 hours of operation. 25. The identity of the unknown compound was determined by analysing its mass spectrum.

26. Having been subjected to extreme weathering conditions for a decade, the composite material showed no signs of degradation. 27. The safety mechanism is triggered when a sudden change in pressure is detected by the sensor array.

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Translate the following sentences from Ukrainian into English. Pay special attention to the use of articles (definite, indefinite, zero) to convey specificity, general reference, and information distribution. Justify your choice of article in each case.

1. Експеримент проводився в спеціально обладнаній лабораторії, яка відповідає міжнародним стандартам.
2. Розроблено новий метод аналізу даних, що дозволяє значно підвищити точність прогнозування.
3. Вихідний сигнал надходить до контролера, який обробляє його та передає на виконавчий пристрій.
4. Дослідження показали, що наявність домішок суттєво впливає на електропровідність матеріалу.
5. Для реалізації цього проекту було залучено провідних фахівців у галузі нанотехнологій.
6. Температуру плавлення сплаву було визначено за допомогою диференційного скануючого калориметра.
7. Під час аналізу зразка було виявлено раніше невідому сполуку, яка має унікальні каталітичні властивості.
8. Ефективність нової системи охолодження перевірялася за екстремальних умов експлуатації.
9. Основною проблемою залишається пошук джерела живлення, здатного забезпечити автономну роботу приладу протягом тривалого часу.
10. Розчин потрібно нагрівати доти, доки колір не зміниться з синього на прозорий.
11. Висновки, зроблені авторами, ґрунтуються на результатах серії експериментів, проведених в незалежних лабораторіях.
12. Алгоритм, який використовується для шифрування даних, забезпечує високий рівень захисту інформації.
13. У статті розглядається питання впливу кліматичних змін на

біорізноманіття у прибережних зонах. 14. Пристрій має простий і інтуїтивно зрозумілий інтерфейс, що дозволяє користувачеві швидко налаштувати необхідні параметри. 15. Забруднення навколишнього середовища важкими металами є однією з найгостріших проблем сучасності. 16. Для проведення експерименту було сконструйовано установку, яка складається з трьох основних модулів. 17. Генетичний матеріал вірусу був ідентифікований за допомогою полімеразної ланцюгової реакції. 18. Запропонована модель дозволяє прогнозувати поведінку конструкції під впливом динамічних навантажень. 19. Інформація, отримана з супутника, використовується для створення карт високої роздільної здатності. 20. Технологія відрізняється високою енергоефективністю та низьким рівнем викидів вуглецю. 21. До початку випробувань усі датчики були перевірені та відкалібровані. 22. Заміна фільтрів є критично важливою процедурою для забезпечення безперебійної роботи системи вентиляції. 23. У дослідженні брали участь пацієнти з різними формами захворювання. 24. Це відкриття стало важливим кроком у розумінні механізмів клітинної сигналізації. 25. У разі виникнення нештатної ситуації оператор повинен негайно натиснути кнопку аварійної зупинки. 26. Метою аналізу є визначення впливу температури на швидкість хімічної реакції. 27. Провідником електричного струму у цій схемі є спеціальний сплав, стійкий до корозії.

6 1

Translate the following English sentences into Ukrainian. For each sentence, apply the grammatical transformation indicated in brackets. Be prepared to explain how the transformation helps achieve a natural and accurate translation.

1. Permutation: *All components were tested under high humidity conditions to ensure reliability.* → Adjust word order to place the

adverbial of purpose first in Ukrainian.

2. Omission: *It is necessary to calibrate all sensors before testing.* → Omit the dummy subject.

3. Substitution: *The system is processing the data in real time.* → Substitute the English continuous aspect with a Ukrainian simple present.

4. Addition: *Інженер подав звіт.* → Translate into English, adding the required articles.

5. Complex transformation: *The device must be tested under controlled conditions to ensure accuracy.* → Restructure the passive voice and the infinitive of purpose to match Ukrainian norms.

6. Substitution: *The computer had completed the calculation before the test started.* → Substitute the English past perfect with a Ukrainian past tense plus a temporal adverbial (*до того як*).

7. Permutation: *The protocol improved efficiency; however, some errors remained.* → Translate into Ukrainian, placing *however* (*однак*) at the beginning of the second clause.

8. Omission: *It is recommended to monitor all sensors continuously.* → Omit the dummy *it*.

9. Complex transformation: *The engineer, having been informed of the potential malfunction, initiated a diagnostic protocol.* → Restructure the participial phrase into a Ukrainian subordinate clause.

10. Addition: *Розроблено новий метод аналізу.* → Translate into English, adding the appropriate indefinite article.

11. Substitution: *The results demonstrate a strong correlation.* → Translate into Ukrainian, substituting the English present simple with a Ukrainian present tense (no change needed here, but substitution is minimal).

12. Permutation: *However, the team could not replicate the findings.* → Translate into Ukrainian, ensuring *however* is placed at the beginning.

13. Omission: *It was the team's responsibility to validate the data.* → Omit the formal subject and restructure.

- 14. Complex transformation:** *The solution was heated to 80°C, after which it was stirred continuously.* → Combine and restructure into a single Ukrainian sentence with appropriate verbal adverbs or clauses.
- 15. Addition:** *Система потребує оновлення.* → Translate into English, adding the necessary article before *system*.
- 16. Substitution:** *The software will be updated automatically.* → Substitute the English future passive with a Ukrainian reflexive construction or active voice.
- 17. Permutation:** *The experiment was repeated several times, however, without success.* → Translate into Ukrainian, moving *however* to the beginning of the second clause.
- 18. Omission:** *It is often the case that preliminary results differ from final outcomes.* → Omit the dummy *it* and restructure.
- 19. Complex transformation:** *The compound, when subjected to high pressure, undergoes a phase transition.* → Transform the elliptical *when*-clause into a Ukrainian conditional or temporal subordinate clause.
- 20. Addition:** *Метод дозволяє підвищити точність.* → Translate into English, adding the indefinite article for *method*.
- 21. Substitution:** *The system has been operational since the beginning of the year.* → Substitute the English present perfect with a Ukrainian present tense (*працює з початку року*).
- 22. Permutation:** *The parameters must be adjusted dynamically, however, to reflect real-time changes.* → Translate into Ukrainian, placing *однак* at the beginning of the final clause.
- 23. Omission:** *It is widely acknowledged that this study represents a breakthrough.* → Omit the dummy *it* and use an impersonal construction.
- 24. Complex transformation:** *The sensors were checked before the experiment to ensure accurate calibration.* → Restructure using an infinitive or a subordinate clause to express purpose in Ukrainian.
- 25. Addition:** *Інженер переглянув звіт.* → Translate into English,

adding the required definite article.

26. Substitution: *The team expects the device to operate under high pressure.* → Substitute the objective infinitive with a *що*-clause.

27. Permutation: *The efficiency of the new system was demonstrated, however, only under ideal conditions.* → Translate into Ukrainian, moving *однак* to the front of the second segment.

28. Omission: *There were several factors contributing to the anomaly.* → Omit the existential *there* and restructure.

29. Complex transformation: *Having been calibrated with extreme precision, the optical sensors were installed.* → Transform the participial phrase into a Ukrainian subordinate clause.

30. Addition: *Дослідники аналізують дані.* → Translate into English, adding the definite article where necessary.

6 2

For each English sentence, the intended text genre and communicative purpose are indicated in parentheses. Translate the sentence into Ukrainian, selecting the most appropriate type of equivalence (formal, dynamic, communicative, or pragmatic). Briefly justify your choice in one or two sentences.

1. The tensile strength of the alloy shall not be less than 500 MPa. (technical specification; legal/contractual context)
2. Once upon a time, in a laboratory far away, a curious scientist discovered a molecule that would change everything. (popular science article; engaging narrative)
3. This document certifies that the equipment complies with Directive 2014/34/EU. (certificate of conformity; official document)
4. The software is user-friendly and offers an intuitive interface. (marketing brochure for a consumer product)

5. If the pressure exceeds the maximum allowable value, the safety valve activates. (operating manual; instructional text)
6. The experiment was conducted in accordance with the established protocol. (scientific paper; methods section)
7. Our new cooling system is a game-changer for data centers – it cuts energy costs by half! (advertisement)
8. The results indicate a statistically significant correlation ($p < 0.05$). (research article; results section)
9. To infinity and beyond! (slogan for a tech company's space exploration division)
10. All personnel must wear appropriate personal protective equipment at all times. (safety regulation)
11. The algorithm learns from user behavior, adapting to your needs like a personal assistant. (promotional text for AI software)
12. The synthesis of the compound was performed under an inert atmosphere. (laboratory report)
13. The committee hereby approves the project proposal. (formal resolution)
14. This ground-breaking discovery opens up a world of possibilities for renewable energy. (press release)
15. The device is designed for continuous operation in harsh environments. (product datasheet)
16. The authors declare no conflict of interest. (academic journal; declaration)
17. Our engineers work around the clock to bring you cutting-edge solutions. (corporate website; "About Us" section)
18. The temperature shall be maintained at $22 \pm 2^{\circ}\text{C}$. (standard operating procedure)
19. Imagine a world where clean energy is accessible to everyone. (environmental NGO fundraising letter)
20. The model predicts a 15% increase in efficiency under optimal conditions. (engineering report)

21. This warranty covers defects in materials and workmanship for a period of two years. (warranty statement)
22. The application is as easy as one-two-three. (software tutorial)
23. The parties agree to the terms and conditions set forth herein. (contract)
24. The new material is as strong as steel but as light as plastic – the best of both worlds! (product launch presentation)
25. All measurements were recorded using automated sensors. (scientific paper; materials and methods)
26. Your data is safe with us. (privacy policy summary – pragmatic adaptation to Ukrainian consumer expectations)
27. The reactor core is encased in a thick layer of reinforced concrete. (technical report for specialists)
28. We are committed to sustainable innovation. (corporate social responsibility report)

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Each item below contains a Ukrainian sentence that is a literal (word-for-word) translation of an English original. Such translations often violate Ukrainian grammatical and stylistic norms. Identify the source of literalism (e.g., dummy subject, incorrect tense, improper passive, wrong word order) and rewrite the sentence correctly, applying appropriate grammatical transformations. Provide the corrected Ukrainian version.

1. **Literal:** *Це є важливим перевірити калібрування всіх сенсорів перед випробуванням. (Original English: It is important to verify the calibration of all sensors before testing).*
2. **Literal:** *Пристрій буде виходити з ладу раніше чи пізніше через механічне зношення. (Original: The device will fail sooner or later due to mechanical wear).*

3. **Literal:** Під час аналізу зразків дослідник зафіксував його всі аномалії. (*Original: While analysing the samples, the researcher recorded all anomalies*).
4. **Literal:** Це передбачається, що попит на відновлювану енергію подвоїться. (*Original: It is predicted that the demand for renewable energy will double*).
5. **Literal:** Там були кілька факторів, що сприяли аномалії. (*Original: There were several factors contributing to the anomal*).
6. **Literal:** Для забезпечення точності калібрування, сенсори були перевірені перед експериментом. (*Original: To ensure accurate calibration, the sensors were checked before the experiment*). (This one is not too bad, but may need restructuring for better flow).
7. **Literal:** Це було неможливо відтворити результати, тому що критичний крок було пропущено. (*Original: It was impossible to replicate the results because a critical step was omitted*).
8. **Literal:** Аналізуючи дані, системою було виявлено аномалію. (*Original: While analysing the data, the system detected an anomaly*).
9. **Literal:** Є важливим розуміти обмеження запропонованої моделі. (*Original: It is important to understand the limitations of the proposed model*).
10. **Literal:** Цей факт свідчить про те, що реакція є необоротною. (*Original: This fact indicates that the reaction is irreversible*). (The issue is with “свідчить про те, що” – acceptable but could be more natural; the literal is not incorrect but may be improved).
11. **Literal:** Згідно інструкції, пристрій має працювати в наступних умовах. (*Original: According to the instruction, the device should operate under the following conditions*).
12. **Literal:** Не було отримано жодних даних через збій зв'язку. (*Original: No data were obtained due to a communication failure.*). (The literal is acceptable, but may be transformed to a more active structure).

13. **Literal:** На відміну від попередніх моделей, запропонований підхід є більш ефективним. (*Original: In contrast to previous models, the proposed approach is more effective*). (This is largely correct; perhaps no change needed. Choose a clearer case).
14. **Literal:** Це є вирішальним, що калібрування виконується кваліфікованим спеціалістом. (*Original: It is crucial that the calibration is performed by a qualified specialist*).
15. **Literal:** Для вирішення цієї проблеми є необхідним комплексний підхід. (*Original: A comprehensive approach is necessary to solve this problem*).
16. **Literal:** Це було несподіванкою, що матеріал зберіг свої властивості. (*Original: It was a surprise that the material retained its properties*).
17. **Literal:** Було вирішено, що експеримент слід повторити. (*Original: It was decided that the experiment should be repeated*). (This is acceptable; but could be made more concise).
18. **Literal:** Тестуючи новий сплав, його стійкість до корозії вразила інженерів. (*Original: When testing the new alloy, its corrosion resistance impressed the engineers*).
19. **Literal:** Є очевидним, що результати відрізняються. (*Original: It is obvious that the results differ*).
20. **Literal:** Це часто є випадком, що попередні результати відрізняються. (*Original: It is often the case that preliminary results differ*).
21. **Literal:** Згідно з даними, отриманими з супутника, температура підвищується. (*Original: According to the data obtained from the satellite, the temperature is rising*). (This is acceptable; but we can test a more complex case).
22. **Literal:** Для того щоб забезпечити надійність, система повинна бути перевірена. (*Original: To ensure reliability, the system must be checked*).

23. **Literal:** *Це було командою, яка відповідала за перевірку даних.*
(Original: *It was the team that was responsible for validating the data*).
24. **Literal:** *Є рекомендованим контролювати всі параметри.*
(Original: *It is recommended to monitor all parameters*).
25. **Literal:** *Було протестовано зразок, і результати показали високу стабільність.* (Original: *The sample was tested, and the results showed high stability*). (This is fine; but we can add a case with inappropriate participial construction).
26. **Literal:** *Розчин було нагріто до 80 градусів, після чого його перемішували безперервно.* (Original: *The solution was heated to 80 degrees, after which it was stirred continuously*). (Acceptable, but may be improved with a single clause).
27. **Literal:** *Це є необхідним, що всі датчики відкалібровані.*
(Original: *It is necessary that all sensors are calibrated*).
28. **Literal:** *Очікується, що пристрій працюватиме в екстремальних умовах.* (Original: *It is expected that the device will operate under extreme conditions*). (This is actually a correct impersonal construction; no error).
29. **Literal:** *Було виявлено, що сполука має унікальні властивості.*
(Original: *It was found that the compound has unique properties*). (Correct; choose a different one).
30. **Literal:** *Розроблено новий прилад для точного вимірювання температури.* (Original: *A new device was developed to accurately measure temperature*). (Correct; we need a genuinely problematic example).

6 4

Below are pairs of source sentences (English) and their Ukrainian translations. For each pair:

- Analyse which levels of equivalence (lexical, grammatical, semantic, stylistic, textual/communicative) are maintained or

adapted.

- Identify any grammatical transformations used.
 - Comment on whether the translation achieves an appropriate equivalence for a scientific/technical text.
1. The experiment was conducted under controlled conditions. – Експеримент проводився за контрольованих умов.
 2. The system must comply with safety standards. – Система повинна відповідати стандартам безпеки.
 3. The device should operate under extreme conditions. – Пристрій слід експлуатувати в екстремальних умовах.
 4. The solution was tested under controlled conditions. – Розчин було протестовано в контрольованих умовах.
 5. If the pressure exceeds the limit, the valve will open. – Якщо тиск перевищує допустимий рівень, клапан відкриється.
 6. The algorithm calculates the optimal path for data transmission. – Алгоритм обчислює оптимальний маршрут передачі даних.
 7. The compound demonstrates high thermal stability under laboratory conditions. – Сполука демонструє високу термічну стабільність за лабораторних умов.
 8. A new device was developed to measure temperature accurately. – Розроблено новий прилад для точного вимірювання температури.
 9. All measurements were recorded using automated sensors. – Всі вимірювання було зафіксовано за допомогою автоматизованих датчиків.
 10. To improve efficiency, the system must adjust the input parameters continuously. – Для підвищення ефективності система повинна безперервно коригувати вхідні параметри.
 11. It is crucial to monitor all system parameters. – Необхідно контролювати всі параметри системи.

12. It was the team's responsibility to validate the data. – Команда була відповідальна за перевірку даних.
13. It is expected that the device will operate under extreme conditions. – Очікується, що пристрій працюватиме в екстремальних умовах.
14. The device will malfunction sooner or later. – Пристрій рано чи пізно вийде з ладу. (Corrected version; compare with a literal one).
15. While analysing the samples, the researcher recorded all anomalies. – Під час аналізу зразків дослідник зафіксував усі аномалії.
16. To ensure accurate calibration, the sensors were checked before the experiment. – Для забезпечення точного калібрування сенсори було перевірено перед експериментом.
17. The computer had completed the calculation before the test started. – Комп'ютер завершив обчислення до початку тесту.
18. The system is updating its software. – Система оновлює програмне забезпечення.
19. The team expects the device to operate under high pressure. – Команда очікує, що пристрій працюватиме під високим тиском.
20. Operational efficiency was improved. – Ефективність роботи системи було підвищено. (Here the translator added *роботи системи* to clarify.)
21. However, the protocol improved efficiency. – Однак протокол підвищив ефективність.
22. The protocol improved efficiency; however, some errors remained. – Протокол підвищив ефективність, однак деякі помилки залишилися.
23. The protocol improved efficiency significantly, however. – Протокол значно підвищив ефективність, однак.

24. It is necessary to update the software. – Необхідно оновити програмне забезпечення.
25. The device must be tested under controlled conditions to ensure accuracy. – Для забезпечення точності необхідно протестувати пристрій за контрольованих умов.
26. The engineer reviewed a report. – Інженер переглянув звіт.
27. The system is processing the data. – Система обробляє дані.
28. The results demonstrate a strong correlation. – Результати демонструють сильну кореляцію.
29. The software will be updated automatically. – Програмне забезпечення оновлюватиметься автоматично.
30. Data-driven analysis yields more accurate predictions. – Аналіз на основі даних дає точніші прогнози.

LIST OF RECOMMENDED TOPICS FOR COURSE PAPERS

1. A comparative study of tense–aspect systems in English and Ukrainian and their implications for translation.
2. Syntactic and semantic functions of modal verbs in English and their Ukrainian equivalents.
3. Cross-linguistic analysis of active vs passive constructions and their stylistic effects.
4. Comparative investigation of adjective placement and modification in English and Ukrainian noun phrases.
5. The gerund in English vs deverbal nouns in Ukrainian: syntactic and functional perspectives.
6. Infinitives in English and their Ukrainian equivalents: syntactic versatility and semantic constraints.
7. Case governance in Ukrainian and its syntactic reflections in English translation.
8. Morphosyntactic agreement in English and Ukrainian: comparison of subject–verb and noun–adjective concord.
9. Comparative analysis of word order typology and information structure in English and Ukrainian.
10. Translation strategies for idiomatic expressions: a contrastive linguistic approach.
11. Phrasal verbs in English and the challenges of syntactic-semantic equivalence in Ukrainian.
12. Subordination and coordination patterns: a contrastive syntax study.

13. Comparative study of English articles vs article-less Ukrainian constructions in technical texts.
14. Direct and indirect object realisation across English and Ukrainian: syntactic and semantic perspectives.
15. Adverbial clause typology in English and Ukrainian: translation and syntactic constraints.
16. Degrees of comparison in adjectives and adverbs: cross-linguistic variation and translation issues.
17. Negation strategies in English and Ukrainian: morphosyntactic and semantic analysis.
18. Pronoun systems in English and Ukrainian: contrastive syntax and pragmatic functions.
19. Prepositional governance and its translation equivalents in Ukrainian.
20. Relative clauses in English and Ukrainian: syntactic structure and cross-linguistic adaptation.
21. Participial constructions in English and their functional counterparts in Ukrainian.
22. Complex sentence syntax in English vs Ukrainian: typological and functional analysis.
23. Comparative analysis of simple sentence structures and information packaging.
24. Translation challenges in academic texts: lexical, syntactic, and semantic dimensions.
25. Comparative grammar of English and Ukrainian adjectives: inflectional and syntactic properties.

26. Cross-linguistic interference and transfer effects in bilingual writing and translation.
27. Voice, valency, and argument structure in English and Ukrainian verbs.
28. Conditional sentence typology in English and Ukrainian: syntactic and semantic considerations.
29. Syntactic patterns and cohesion strategies in English scientific and technical writing.
30. Contrastive study of question formation: syntax, semantics, and pragmatics.
31. Modal expressions of necessity, possibility, and obligation: translation issues.
32. Lexical cohesion and textual coherence in English and Ukrainian: a contrastive perspective.
33. Word formation processes in English and Ukrainian: derivation, compounding, and conversion.
34. Syntactic and semantic analysis of prepositional and adpositional phrases in translation.
35. Comparative study of clause linking mechanisms and information hierarchy in English and Ukrainian.

APPENDICES

Appendix 1

Guide to Writing a Course Paper in Contrastive Grammar

1. Topic Selection

- Review the list of recommended topics provided by the lecturer or propose a topic relevant to contrastive grammar, translation, or linguistic analysis.
- Ensure the topic is specific, researchable, and fits within the scope of the course.

2. Preliminary Research

- Collect relevant scholarly sources, such as textbooks, academic articles, and grammar references in both English and Ukrainian.
- Take detailed notes on key concepts, examples, and relevant linguistic phenomena.

3. Formulate Research Objectives and Questions

- Clearly define the aim of your study (e.g., compare syntactic structures, analyse translation strategies).
- Formulate specific research questions to guide your analysis.

4. Develop a Working Thesis or Hypothesis

- Based on preliminary research, develop a statement that summarises the expected outcome of your comparative study.

5. Create an Outline

- Introduction: present the topic, objectives, research questions, and relevance.
- Theoretical background: review relevant literature on comparative grammar, translation studies, and linguistic theories.

- Analysis/Discussion: examine examples, compare linguistic structures, and discuss translation challenges.
- Conclusion: summarise findings, answer research questions, and suggest implications.
- References: list all sources according to the required citation style.

6. Data Collection and Analysis

- Select textual examples from English and Ukrainian sources (literary texts, technical texts, or corpora).
- Perform contrastive analysis of grammatical structures, syntax, and translation equivalents.
- Identify patterns, similarities, and differences.

7. Writing the Draft

- Follow your outline to write the first draft.
- Use academic language, precise terminology, and consistent referencing.
- Include examples, tables, or charts where appropriate to illustrate comparative points.

8. Revision and Editing

- Review the draft for clarity, logical structure, and completeness.
- Check grammar, spelling, and punctuation in both English and Ukrainian examples.
- Ensure proper citation of all sources to avoid plagiarism.

9. Formatting

- Follow the lecturer's guidelines or institutional formatting rules (font, margins, headings, citation style).
- Include page numbers, a title page, and a table of contents if required.

10. Final Submission

- Prepare the final version after incorporating all revisions.
- Double-check formatting, references, and overall presentation.
- Submit by the deadline.

Appendix 2

Typological Profiles of the English and Ukrainian Languages

Typological Profile of the English Language

1. Grammatical Categories

Category of Case

- **Nouns:**
 - **Common** (unmarked) – most nouns have no inflection (*book, cat*).
 - **Genitive** (possessive) – indicates possession, formed with 's or *of* (*the teacher's book, the cover of the book*).
- **Pronouns:**
 - **Nominative (subject form):** *I, you, he, she, we, they*
 - **Objective (object form):** *me, you, him, her, us, them*

Category of Gender:

- Not grammatically marked (only natural gender is present)

Category of Definiteness:

- Definite and indefinite articles

Category of Number:

- Singular
- Plural

Category of Mood:

- Indicative
- Imperative
- Subjunctive

Category of Aspect:

- Simple (Non-Continuous)
- Continuous (Progressive)

Category of Voice:

- Active
- Passive

Category of Tense:

- Present
- Past
- Future¹³

Category of Correlation:

- Perfect / Non-Perfect¹⁴

Category of Person:

- Weakly expressed morphologically; primarily indicated through pronouns and limited verb agreement (3rd person singular -s).

2. Word Combinations**a) Attributive relations**

- Adjectives or modifiers linked closely to nouns (*close connection*).
- Pre-modification (placing the modifier before the noun) is most common: *a big house, an interesting book*.
- Number of structural types: 5

b) Object relations

- Structures expressing objects of verbs (transitive and ditransitive verbs).

¹³ English does not have a future tense in the same morphological sense as past or present, because the future is expressed using modal constructions (*will, shall, going to*). So technically, English has two morphological tenses (present and past), and future is periphrastic.

¹⁴ In modern English grammar, this distinction is often considered part of *tense + aspect* interaction rather than a completely separate “correlation” category. “Perfect” is usually expressed with *have + past participle*, and non-perfect corresponds to the simple forms.

- Post-modification (placing the object after the verb) prevails: *She gave him a book.*
- Number of structural types: 7

3. Sentence Structure

- **Basic word order:** Subject + Verb + Object (SVO)
- **Genitive construction:** Noun (possessor) + Noun (possessed) → *the teacher's book*
- **Predominantly two-member sentences:** Most English sentences contain both a subject and a finite verb, forming a complete clause.
- **Predicate position:** Typically follows the subject in declarative sentences.
- **Word order:** Relatively fixed due to limited inflectional marking.
- **One-member sentences:** Exist (e.g., imperatives like *Go!*), but they are relatively rare and not significant in typological terms.

Typological Profile of the Ukrainian Language

1. Grammatical Categories

Category of Case:

- Nominative (називний)
- Genitive (родовий)
- Dative (давальний)
- Accusative (знахідний)
- Instrumental (орудний)
- Locative (місцевий)
- Vocative (кличний)

Category of Gender:

- Masculine (чоловічий)
- Feminine (жіночий)
- Neuter (середній)

Category of Number:

- Singular (однина)
- Plural (множина)

Category of Definiteness:

- Not grammatically expressed

Category of Mood:

- Indicative (дійсний)
- Conditional/Subjunctive (умовний)
- Imperative (наказовий)

Category of Aspect:

- Imperfective (недоконаний)
- Perfective (доконаний)

Category of Voice:

- Active (активний)
- Reflexive / Middle (зворотно-середній)
- Passive (пасивний)

Category of Tense:

- Present (теперішній)
- Past (минулий)
- Future (майбутній)

Category of Person:

- 1st person (singular and plural) (1-ша особа однини та множини)
- 2nd person (singular and plural) (2-га особа однини та множини)
- 3rd person (singular and plural) (3-тя особа однини та множини)

2. Word Combinations**a) Attributive relations:**

- Agreement in number, gender, and case (узгодження)
- Pre-modification prevails

- Number of structural patterns: 4

b) Object relations:

- Government / Control (керування)
- One- and two-valency structures (одно- та двовалентні структури)
- Postposition prevails
- Number of structural patterns: 5

3. Sentence Structure

- **Basic word order:** Relatively free, with a tendency toward SVO.
- **Genitive construction:** Noun (possessor) + Noun (possessed) → *книга вчителя*.
- **Predominantly two-member sentences:** Most sentences contain both a subject and a predicate.
- **Predicate position:** Can occupy the second position in declarative sentences and the first in interrogative sentences.
- **Word order:** Relatively free due to rich inflectional marking.
- **One-member sentences:** Exist (e.g., imperatives or elliptical constructions) but are less frequent than two-member sentences.

LIST OF TERMS

Active voice	a grammatical construction in which the subject of a clause carries out or performs the action expressed by the verb, emphasising the agent as the doer of the action.
Adjective	a lexical category of words that modify nouns by expressing qualities, properties, or attributes of the referent.
Adjective phrase	a syntactic unit consisting of an adjective and its modifiers functioning collectively as an attribute or complement.
Adjoinment	a relationship where a word or phrase is added to another as an optional modifier, not required for grammatical completeness.
Adverb	a lexical category that modifies verbs, adjectives, other adverbs, or entire clauses and expresses manner, time, place, or degree.
Adverbial clause	a subordinate clause functioning as an adverbial modifier and expressing circumstances such as time, reason, condition, or manner.
Adverbial modifier	a word, phrase, or clause that provides additional context – such as time, place, manner, cause, or degree – to a verb, adjective, or another adverb.
Adverbial phrase	a phrase functioning syntactically as an adverbial element in a clause.

Agreement	a grammatical phenomenon in which one linguistic element changes its form to correspond with another in features such as number, gender, or person.
Analytic language	a type of language in which grammatical relationships are primarily expressed through word order and auxiliary elements rather than inflection.
Article	a functional grammatical element used with nouns to express definiteness or indefiniteness of reference.
Aspect	a grammatical category reflecting the internal temporal structure of an action or process.
Attribute	a syntactic element modifying a noun and specifying a characteristic or property of the referent.
Auxiliary verb	a verb used together with a main verb to form grammatical constructions expressing tense, aspect, voice, or modality.
Case	a grammatical category that marks the syntactic and semantic functions of nouns and pronouns within a sentence.
Clause	a syntactic structure containing a subject and a predicate and forming part of a sentence.
Comparative construction	a syntactic structure used to compare two or more entities in terms of a specific quality.

Comparative degree	a grammatical form expressing a higher degree of a quality in comparison with another entity.
Comparative grammar	a branch of linguistics that studies similarities and differences between the grammatical systems of different languages.
Complement	a syntactic element required to complete the meaning of a predicate or another linguistic unit.
Compound sentence	a sentence composed of two or more independent clauses connected by coordinating conjunctions.
Conditional clause	a subordinate clause expressing a condition for the realisation of another action.
Conjunction	a function word used to connect clauses, phrases, or words within a sentence.
Contrastive analysis	a method of linguistic comparison aimed at identifying similarities and differences between languages.
Contrastive linguistics	a field of linguistic study focusing on systematic comparisons between languages.
Coordination	a syntactic relationship between elements of equal grammatical status.
Countable noun	a noun that denotes entities which can be counted and has both singular and plural forms.
Cross-linguistic analysis	the systematic comparison of linguistic structures across different languages.

Declension	the morphological variation of nouns, pronouns, and adjectives according to case, number, and gender.
Definite article	an article indicating that the referent of a noun is specific and identifiable within a context.
Degree of comparison	a grammatical category expressing the intensity of qualities associated with adjectives or adverbs.
Demonstrative pronoun	a pronoun used to indicate specific entities in relation to the speaker or context.
Direct object	the syntactic element that directly receives the action expressed by the verb.
Discourse	the extension of the concept of conversation to encompass any form of communication, treating interactions – spoken, written, or otherwise – as socially structured exchanges that convey meaning and follow contextual norms.
Ellipsis	the omission of linguistic elements that can be inferred from the context.
Exclamatory sentence	a sentence type expressing strong emotion or emphasis.
Future tense	a tense used to indicate actions that will occur after the moment of speaking.
Gender	a grammatical category that classifies nouns and pronouns into classes such as masculine, feminine, or neuter.

Gerund	a non-finite form of the verb ending in <i>-ing</i> that primarily functions as a noun in a sentence while preserving certain verbal characteristics, such as the ability to take objects or modifiers.
Government	the syntactic and morphological relationship in which a word (typically a verb or preposition) determines the grammatical form of another word, such as its case, number, or gender.
Grammatical category	a property of items within the grammar of a language.
Grammatical equivalence	correspondence between grammatical structures in different languages.
Grammatical transformation	a change in grammatical structure occurring during translation or comparison of languages.
Grammar	the system of rules governing the structure of a language.
Imperative sentence	a sentence type expressing commands, requests, or instructions.
Indefinite article	an article referring to a non-specific member of a class.
Indirect object	a syntactic element that indicates the recipient or beneficiary of an action.
Infinitive	a non-finite form of the verb expressing the verbal notion in a general way and functioning in a sentence as a noun, adjective, or adverb.

Inflection	the modification of a word form to express grammatical categories.
Interrogative sentence	a sentence type used to ask questions.
Language interference	the influence of one language system on another in bilingual or multilingual contexts.
Lexical category	a grammatical class of words characterised by lexical meaning.
Main clause	the principal clause in a complex sentence to which subordinate clauses are attached.
Modal verb	a type of auxiliary verb expressing modality such as possibility, necessity, or obligation.
Morphology	a branch of linguistics that studies the internal structure of words, the formation of word forms, and the system of grammatical categories expressed through morphological means.
Morphological marker	a linguistic element indicating grammatical meaning within a word.
Negation	a grammatical construction expressing denial or contradiction.
Non-finite verb form	a verb form that does not express tense, person, or number and cannot function as the main verb of an independent clause, often including infinitives, gerunds, and participles.
Noun	a lexical category naming persons, objects, places, or abstract concepts.

Noun phrase	a syntactic unit centered around a noun and its modifiers.
Number	a grammatical category indicating singularity or plurality.
Object	a syntactic element that complements the verb and is affected by the action.
Part of speech	a grammatical classification of words based on their syntactic and morphological properties.
Participle	a non-finite form of the verb that can function either as part of a complex verb construction or as an adjective modifying a noun.
Passive voice	a grammatical construction in which the subject receives the action expressed by the verb.
Past tense	a tense indicating actions or states occurring before the moment of speaking.
Person	a grammatical category distinguishing participant in speech.
Phrase	a group of words functioning as a single syntactic unit.
Phrasal verb	a combination of a verb and a particle functioning as a semantic unit.
Predicate	the part of a sentence that expresses an action or state of the subject.
Predicative	a complement that describes or identifies the subject of a sentence.

Preposition	a function word expressing relationships between elements in a sentence.
Present tense	a tense used to describe actions occurring at the present time or general truths.
Pronoun	a word used to substitute for or refer to a noun.
Relative clause	a subordinate clause modifying a noun and introduced by a relative pronoun.
Sentence	a grammatical unit expressing a complete thought.
Simple sentence	a sentence consisting of a single clause.
Subordinate clause	a clause that depends on a main clause for its interpretation.
Subordination	a syntactic relationship in which one clause depends on another.
Subject	the sentence element that performs the action or is described by the predicate.
Superlative degree	the grammatical form expressing the highest degree of a quality.
Synthetic language	a language type expressing grammatical relations primarily through inflection.
Syntax	a branch of linguistics that studies the structure of sentences, the arrangement of words, and the principles governing their combination to convey meaning.

Syntactic function	the role played by a linguistic element within a sentence structure.
Syntactic pattern	a structural arrangement of sentence elements according to grammatical rules.
Tense	a grammatical category expressing temporal reference.
Typology	the classification of languages based on structural features.
Uncountable noun	a noun referring to substances or concepts not normally counted.
Verb	a lexical category representing actions, processes, or states, which typically functions as the predicate of a clause and can inflect for tense, aspect, mood, and voice.
Verb phrase	a syntactic unit consisting of a main verb and its auxiliaries or complements.
Voice	a grammatical category indicating the relationship between the verb and its participants.
Word order	the arrangement of words in a sentence according to syntactic rules.

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Andrii Bezrukov

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Oksana Bohovyk

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