



**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ МОРСЬКИЙ УНІВЕРСИТЕТ  
НАВЧАЛЬНО-НАУКОВИЙ МОРСЬКИЙ ГУМАНІТАРНИЙ ІНСТИТУТ  
КАФЕДРА «ІНОЗЕМНІ МОВИ ТА ПЕРЕКЛАД»**

*Методичні вказівки  
для практичних занять з навчальної дисципліни  
«Контрастивна лексикологія англійської та української мов»  
для здобувачів 3 курсу  
спеціальності В11 «Філологія» денної та заочної форм навчання*

Одеса – 2026

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Методичні вказівки для практичних занять з навчальної дисципліни «Контрастивна лексикологія англійської та української мов» для здобувачів 3-го курсу спеціальності В11 «Філологія» денної та заочної форм навчання. Корнєлаєва Є.В. Одеса: ОНМУ, 2026. 93 с.

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Методичні вказівки ухвалені на засіданні кафедри «Іноземні мови та переклад» ОНМУ протокол № 4 від «05» жовтня 2026 року

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## Передмова

Методичні вказівки для практичних занять з навчальної дисципліни «Контрастивна лексикологія англійської та української мов» призначені для здобувачів 3-го курсу спеціальності В11 «Філологія» денної та заочної форм навчання.

Метою методичних вказівок є поглиблення та систематизація теоретичних знань здобувачів з порівняльної лексикології, формування навичок зіставного аналізу лексичних систем англійської та української мов, а також розвиток уміння застосовувати лексикологічні методи під час аналізу мовного матеріалу та розв'язання перекладацьких завдань.

Матеріал методичних вказівок організовано відповідно до основних проблем курсу та охоплює питання предмета, завдань і методів порівняльної лексикології, етимологічної структури англійської та української лексики, словотвору, лексичної семантики, парадигматичних семантичних відношень, семантичних змін і перенесень, фразеології та колокаційних моделей, стратифікації словникового складу, термінології та лексичних інновацій.

Практичні завдання спрямовані на послідовний перехід від засвоєння поняттєво-термінологічного апарату до самостійного аналізу конкретного мовного матеріалу. Запропоновані вправи передбачають визначення та розмежування лексикологічних понять, класифікацію лексичних одиниць, встановлення їхніх структурних, семантичних, стилістичних, етимологічних і функціональних характеристик, компонентний та польовий аналіз, визначення типів міжмовної відповідності, аналіз словотвірних моделей, семантичної структури слова, фразеологічних і колокаційних зв'язків.

Особливу увагу приділено власне зіставному аспекту. Англійська та українська лексичні системи розглядаються не як ізольовані сукупності одиниць, а на спільній основі порівняння з урахуванням подібностей, відмінностей, асиметрій і різного способу лексикалізації понять. Здобувачам пропонується встановлювати *tertium comparationis*, аналізувати повну, часткову та контекстуальну відповідність, виявляти випадки лексичної нееквівалентності, зіставляти семантичний обсяг, конотацію, стилістичну маркованість, сполучуваність та культурну специфіку лексичних одиниць.

Важливим складником практичної роботи є перекладацький аналіз. Завдання передбачають вибір контекстуально адекватних відповідників, визначення причин міжмовної асиметрії, аналіз семантичних втрат і прирощень у перекладі, а також обґрунтування перекладацьких рішень. Такий підхід сприяє формуванню вміння розглядати переклад не як механічну заміну одиниці однієї мови одиницею іншої, а як результат аналізу її значення, функції, сполучуваності, стилістичного статусу та культурного контексту.

Підсумкові порівняльно-аналітичні завдання до окремих тем передбачають комплексне застосування набутих знань і навичок. Вони орієнтовані на самостійне збирання та систематизацію мовного матеріалу, його структурний, семантичний і функціональний аналіз, встановлення міжмовних відповідностей та формулювання аргументованих висновків щодо спільних і специфічних рис англійської та української лексичних систем.

Методичні вказівки можуть використовуватися під час аудиторної роботи, для індивідуальної, парної та групової роботи, а також для самостійної підготовки здобувачів. Послідовне виконання запропонованих завдань сприятиме формуванню системного уявлення про англійську та українську лексику, розвитку лінгвістичного й критичного мислення, удосконаленню навичок роботи з лексикографічними джерелами та підвищенню точності й обґрунтованості перекладацького аналізу.

## 1. Contrastive Lexicology as a Branch of Linguistic Studies

**Exercise 1. Match items 1–15 with definitions A–O. Then underline the words in each definition that make the match unambiguous.**

|                                           |                                                                                                                                                     |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. equivalence                            | A. A procedure that compares how two vocabularies divide and organize the same conceptual domain.                                                   |
| 2. partial equivalence                    | B. The lexical systems of the languages selected for comparison.                                                                                    |
| 3. non-equivalence                        | C. A procedure that reconstructs the background knowledge, values, and associations activated by a lexical unit.                                    |
| 4. semantic field                         | D. A situation in which one language has no direct lexical counterpart for a unit in the other language.                                            |
| 5. culture-specific item                  | E. A procedure that contrasts the formal models used to create related lexical units.                                                               |
| 6. definitional analysis                  | F. A relation in which cross-linguistic units share a semantic core but diverge in range, grammar, register, collocation, or cultural associations. |
| 7. componential analysis                  | G. A principled comparison of units or subsystems belonging to different languages.                                                                 |
| 8. semantic-field analysis                | H. A procedure that examines habitual combinations and meanings activated in authentic verbal environments.                                         |
| 9. word-formation analysis                | I. A lexical unit whose interpretation depends on knowledge of a culture-specific object, practice, institution, or value.                          |
| 10. contextual and collocational analysis | J. A relation in which units in two languages correspond sufficiently for a specified context or function.                                          |
| 11. translation-equivalent analysis       | K. A procedure that decomposes meanings into shared and distinctive semantic features.                                                              |
| 12. cultural-conceptual analysis          | L. The similarities, differences, correspondences, and asymmetries between units and relations in the compared lexical systems.                     |
| 13. interlingual comparison               | M. A structured set of lexical units connected by a shared conceptual domain.                                                                       |
| 14. object of contrastive lexicology      | N. A procedure that maps the range of renderings attested in bilingual dictionaries, parallel texts, or translated corpora.                         |
| 15. subject of contrastive lexicology     | O. A procedure that compares dictionary explanations of potentially corresponding units.                                                            |

**Contrastive focus:** Choose two matched definitions and state what evidence would be required to apply each one to English and Ukrainian data.

**Exercise 2. Define each term in one or two sentences. Preserve the essential features stated in the lecture, but formulate the definition in your own syntactic structure. For each term, identify one feature that distinguishes it from the nearest related concept.**

1. lexicology
2. general lexicology
3. special lexicology
4. descriptive lexicology

- 
5. historical lexicology
  6. contrastive lexicology
  7. contrastive linguistics
  8. comparative-historical linguistics
  9. word
  10. word-form
  11. lexeme
  12. lexical unit
  13. lexical system
  14. lexical gap
  15. tertium comparationis

**Contrastive focus:** Select three terms from items 9–13. Using one English and one Ukrainian example for each term, explain how differences in inflection, word formation, or phrase structure affect the distinction between word, word-form, lexeme, lexical unit, and lexical system.

**Exercise 3.** For each research question, identify all applicable perspectives from the following list: general lexicology, special lexicology, descriptive lexicology, historical lexicology, contrastive lexicology, and comparative-historical linguistics. More than one label may be required because the labels represent different dimensions of research. For a question about one language only, include special lexicology among the applicable labels. State the primary perspective first and justify the complete classification in one sentence.

1. How are new *senses of cloud* organized in present-day English digital discourse?
2. Which structural properties distinguish words from free word combinations across human languages?
3. How has Ukrainian *шляхтя* changed in meaning and frequency from the seventeenth century to the present?
4. How do contemporary English and Ukrainian name different degrees of rain intensity?
5. Which inherited cognates connect English *father*, German *Vater*, and Latin *pater*?
6. What register differences separate current Ukrainian *автівка*, *автомобіль*, and *машина*?
7. How do lexical systems generally encode category membership through hyponymy?
8. How has the English adjective *silly* developed from its earlier meanings to its current use?
9. How do English *blue* and Ukrainian *синій* and *блакитний* divide the colour spectrum?
10. Which collocations are currently typical of the English noun *evidence*?
11. How did related Indo-European languages develop their words for three from a reconstructed ancestor?
12. What semantic and pragmatic features distinguish present-day Ukrainian *звернення*, *заява*, and *клопотання*?
13. How do languages lexicalize kinship relations, irrespective of any particular language pair?
14. How do English and Ukrainian express the concept of a regular journey between home and work?
15. Which historical processes produced the modern meanings of the Ukrainian word *мережа*?

**Contrastive focus:** Compare items 4, 9, and 14. Explain why all three belong to contrastive and descriptive lexicology but differ in their units of analysis: a lexical field, a basic colour category, and a lexicalized communicative situation.

**Exercise 4.** Analyse each data set at two levels. First, determine whether the highlighted material is a concrete word-form or a set of word-forms representing one lexeme. Second, determine whether it realizes a single-word lexical unit, a stable multi-word lexical unit, or a free word combination. The categories at the two levels are not mutually exclusive. Give the dictionary headword where relevant and briefly justify each decision.

1. writes – wrote – written
2. читаю – читатимеш – читали
3. geese in *The geese crossed the road*
4. вікном in *Вона стояла перед вікном*
5. orchid
6. навмання
7. look after in *Who will look after the children?*
8. by and large in *By and large, the proposal was accepted*
9. take into account in *The report takes regional variation into account*
10. мати на увазі in *Я мав на увазі інший приклад*
11. брати участь in *Студенти братимуть участь у семінарі*
12. a remarkably clear explanation
13. новий електронний словник
14. data protection in *The policy establishes new data-protection requirements*
15. точка зору in *Автор обґрунтував власну точку зору*

**Contrastive focus:** Compare items 1–2, 7–11, and 12–15. Explain how English and Ukrainian morphology and phrase structure affect the boundary between a word and a broader lexical unit.

#### Exercise 5.

**Reference note.** Paradigmatic relations connect lexical units within a system of choices and contrasts. Synonymy, antonymy, hyponymy, meronymy, stylistic differentiation, and field membership are predominantly paradigmatic. Syntagmatic relations connect lexical units that habitually occur together in speech and writing. Collocational compatibility is predominantly syntagmatic.

**Identify the principal lexical relation in each set: synonymy, antonymy, hyponymy, meronymy, stylistic differentiation, field membership, or collocational compatibility. Then state whether the principal relation is paradigmatic or syntagmatic. If more than one relation is relevant, name the principal relation first and explain the secondary relation briefly.**

1. vehicle – bicycle – tram – ferry
2. whisper – murmur – shout – shriek
3. accurate – precise – exact
4. legal – illegal
5. page – book
6. police officer – cop – law-enforcement officer
7. опади – дощ – град – сніг
8. сміливий – відважний – хоробрий
9. сухий – вологий

- 
10. пелюстка – квітка
  11. говорити – балакати – промовляти
  12. сопрано – альт – тенор – бас
  13. approve – reject
  14. utterly – ridiculous
  15. порушити – питання

**Contrastive focus:** Select one English set and one Ukrainian set with the same principal relation. Compare their neutral members, register-marked members, and semantic boundaries.

**Exercise 6. For each pair or set, formulate one explicit tertium comparationis that makes the comparison principled. It must be narrower than a broad label such as meaning and must apply equally to both languages.**

1. drizzle, shower, downpour – мряка, дощ, злива
2. finger, thumb, toe – палець, великий палець, палець ноги
3. aunt, uncle, cousin – тітка, дядько, двоюрідний брат, двоюрідна сестра
4. dawn, sunrise, daybreak – світанок, схід сонця, світання
5. cup, mug, glass – чашка, кухоль, склянка
6. blue, navy, turquoise – синій, темно-синій, бірюзовий
7. stroll, stride, crawl – прогулюватися, крокувати, повзти
8. fragrant, musty, pungent – запашний, затхлий, різкий
9. undergraduate student, postgraduate student, alumnus or alumna – студент або студентка бакалаврату, студент або студентка магістратури чи аспірантури, випускник або випускниця
10. county, district, civil parish – область, район, територіальна громада
11. accountability, responsibility, liability – підзвітність, відповідальність, юридична відповідальність
12. deadline, due date, cut-off date – кінцевий строк, дата подання, гранична дата
13. cottage, bungalow, townhouse – хата, одноповерховий будинок, таунхаус
14. chuckle, giggle, cackle – тихо сміятися, хихотіти, голосно й різко сміятися
15. fortnight – два тижні

**Contrastive focus:** Choose three items and explain how a poorly chosen tertium comparationis could produce a misleading claim of equivalence or non-equivalence.

**Exercise 7. Analyse each case at two levels. First, classify the correspondence in the stated context as close, partial, non-equivalent, or impossible to determine without additional context. Second, state whether the two languages use the same type of lexicalization: one word, a multi-word lexical unit, or a descriptive phrase. Identify the source of asymmetry: semantic range, grammatical category, countability, gender specification, register, collocation, cultural frame, or lexicalization. If the context is insufficient, state exactly what additional information is required.**

1. photosynthesis – фотосинтез in a biology textbook
2. equator – екватор in a geography definition
3. oxygen – кисень in a chemistry labelling task
4. triangle – трикутник in elementary geometry

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5. cousin – двоюрідний брат or двоюрідна сестра in The researcher interviewed the participant's cousin, whose gender was not stated
  6. blue – блакитний in The pale summer sky was blue – Бліде літнє небо було блакитне
  7. toe – палець ноги in She injured her toe – Вона травмувала палець ноги
  8. a hair – волосина in The investigator found a single hair on the jacket – Слідчий знайшов на куртці одну волосину
  9. floor – підлога in Clean the floor, but floor – поверх in Her office is on the fifth floor
  10. learn – вивчати in learn French; learn – навчитися in learn to swim; learn – дізнатися in learn the news
  11. college – коледж, заклад фахової передвищої освіти, заклад вищої освіти, or структурний підрозділ університету depending on the British, American, or Ukrainian institutional context
  12. accountability – підзвітність in The agency must ensure accountability to the public
  13. fortnight – два тижні as isolated lexical units
  14. позавчора – the day before yesterday as isolated lexical units
  15. толока – communal voluntary work as a culturally embedded practice

**Contrastive focus:** Compare the terminological items 1–4 with items 5–15. Explain why equivalence must always be stated relative to a sense, context, and analytical level.

**Exercise 8. For each unit, complete four steps. First, explain the concept and its relevant semantic features. Second, propose the most accurate context-sensitive rendering in the other language. Third, determine whether the other language has an established one-word counterpart, a restricted or emerging borrowed counterpart, or only a multi-word rendering. Fourth, state whether the unit is culturally or institutionally specific. Treat lexicalization and cultural specificity as independent parameters. If an actual cross-linguistic pair only partly overlaps in meaning, identify it as partial equivalence. Support debatable cases with an up-to-date dictionary or corpus reference.**

1. fortnight
2. cousin used without gender specification
3. commute as a verb meaning regular travel between home and work
4. serendipity
5. homesick
6. позавчора
7. післязавтра
8. толока
9. кум or кума, denoting a person in the reciprocal ritual relationship between a child's parents and godparents
10. сват or сваха in the kinship sense, denoting one spouse's parent in relation to the other spouse's parents
11. однокурсник or однокурсниця
12. паляниця
13. Boxing Day
14. A-level qualifications in the British education system

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15. hustings in British political discourse

**Contrastive focus:** Group the 15 cases by the reason for asymmetry. Distinguish absence of a word from absence of a concept and from culture-bound institutional reference.

**Exercise 9.** For each set, build a feature matrix (mark every unit with + or – for each feature) and then write one sentence stating the contrastive point that the matrix reveals.

**Set A** — features [ $\pm$ adult], [ $\pm$ male]:

English: *boy* – *girl* – *man* – *woman*

Ukrainian: *хлопець* – *дівчина* – *чоловік* – *жінка*

**Set B** — feature 'the young of a given animal' (note also how each language forms the words):

English: *puppy* – *kitten* – *foal* – *calf*

Ukrainian: *цуценя* – *кошеня* – *лоша* – *теля*

**Set C** — features [ $\pm$ seat], [ $\pm$ backrest], [ $\pm$ armrests], [ $\pm$ for one person]:

English: *chair* – *armchair* – *stool* – *bench*

Ukrainian: *стілець* – *крісло* – *табурет* – *лава*

**Set D** — features [ $\pm$ continuous], [ $\pm$ intense], [ $\pm$ purposeful]:

English: *to glance* – *to watch* – *to observe* – *to stare*

Ukrainian: *глянути* – *дивитися* – *спостерігати* – *випріщатися*

**Exercise 10.** For each English–Ukrainian data set, select the most suitable primary method explained in the lecture: definitional analysis, componential analysis, semantic-field analysis, word-formation analysis, contextual and collocational analysis, translation-equivalent analysis, or cultural-conceptual analysis. Apply one concrete analytical operation rather than merely naming the method. Where necessary, name one additional method that could verify or refine the result. Use dictionary definitions or corpus examples for context-dependent items.

1. wear – carry – put on / носити – нести – надягати
2. say – tell – speak – talk / казати – розповідати – говорити – розмовляти
3. learn – study – teach / вивчати – навчатися – навчати
4. high – tall / високий
5. home – house / дім – будинок
6. sibling / брат або сестра
7. cousin / двоюрідний брат або двоюрідна сестра
8. privacy / приватність – усамітнення – недоторканність приватного життя
9. blue / синій – блакитний
10. hand / рука – кисть
11. unfriend / видалити з друзів
12. overthink / надто довго обмірковувати – надмірно аналізувати
13. bookshop / книжкова крамниця
14. snowman / сніговик
15. greenhouse in The seedlings are in the greenhouse and green house in They live in a green house / теплиця – зелений будинок

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Conclude with a four-sentence contrastive comment explaining which methods are most effective for identifying differences in semantic range, lexicalization, collocation, and cultural meaning. Do not claim a lexical gap solely because the languages use different formal structures.

**Exercise 11. Translate the central collocation in each sentence into the other language. State whether the target language permits a close lexical correspondence, requires different lexical selection, or requires structural reformulation. Do not claim non-equivalence where a natural close correspondence exists. Give a complete and idiomatic target-language sentence.**

1. The city introduced measures to reduce heavy traffic in the centre.
2. The inquiry found strong evidence of systematic discrimination.
3. All applicants must meet the deadline stated in the call for applications.
4. The committee will make a final decision on Friday.
5. Managers must take responsibility for the accuracy of the report.
6. The new campaign aims to raise public awareness of online fraud.
7. There is a high probability of further delays.
8. Her close friend accompanied her to the interview.
9. The announcement caused bitter disappointment among the finalists.
10. The court found that he had committed a serious offence.
11. Учасники провели запеклу дискусію щодо критеріїв оцінювання.
12. Міста відчувають гостру потребу в надійному громадському транспорті.
13. Після тривалої подорожі дитина міцно заснула.
14. Рішення слід ухвалити після відкритого обговорення.
15. Чинне законодавство передбачає захист персональних даних.

**Contrastive focus:** Arrange the examples into three groups: close lexical correspondence, different lexical selection, and structural reformulation. Compare how each type affects translation.

**Exercise 12. For each pair state whether the image and the function coincide: same image + same function / different image + same function / partial.**

1. to play with fire – гратися з вогнем
2. to buy a pig in a poke – купити kota в мішку
3. to make a mountain out of a molehill – робити з мухи слона
4. like two peas in a pod – як дві краплі води
5. the last straw – остання крапля
6. to add fuel to the fire – підливати масла у вогонь
7. it is no use crying over spilt milk – сльозами горю не поможеш
8. to be in the same boat – бути в одному човні
9. to keep one's fingers crossed – тримати кулаки
10. to kill time – вбивати час
11. to look for a needle in a haystack – шукати голку в копиці сіна
12. as busy as a bee – працьовитий як бджілка
13. to be on cloud nine – бути на сьомому небі
14. neither fish nor fowl – ні риба ні м'ясо

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15. to take the bull by the horns – брати бика за роги

**Exercise 13. Translate the culture-specific item or expression in each context for general educated readers in a neutral informational text. Preserve a source-language cultural or institutional term when it is important for identification, but add a concise explanation at its first occurrence. Identify the main strategy: borrowing or transcription, calque, descriptive translation, functional analogue, or contextual substitution. More than one solution may be acceptable if it suits the translation brief. If two strategies are combined, identify the primary strategy and justify the secondary one.**

1. The museum is hosting an exhibition of traditional Ukrainian pysanky.
2. Villagers organized a toloka to repair the damaged village hall.
3. Most shops remain closed on Boxing Day.
4. Applicants normally take three A-level qualifications before entering a British university.
5. The bill was debated in the House of Commons.
6. Whitehall declined to comment on the leaked memorandum.
7. На Зелену неділю оселю традиційно прикрашали гілками та запашними травами.
8. Обряд сватання мав усталених учасників і символічні дії.
9. Кум привітав батьків похресника зі святом.
10. Гостям подали паляницю, спечену за родинним рецептом.
11. The county council approved the transport plan.
12. He was educated at a leading public school in England.
13. She completed a two-year programme at a community college.
14. Candidates faced difficult questions at the local hustings.
15. Several red-brick universities expanded rapidly during the twentieth century.

**Contrastive focus:** Compare the solutions for items 1–4, 6, and 12–15. Explain when preservation of the source term helps the reader and when it creates unnecessary opacity.

**Exercise 14. Each statement contains one substantive error. Identify it, rewrite the statement accurately, and add one brief English–Ukrainian example of your own. Do not reuse data from earlier exercises.**

1. A lexeme is a concrete inflected form occurring in a particular sentence.
2. Every lexical unit must consist of exactly one orthographic word.
3. Contrastive lexicology can compare only genetically related languages.
4. Descriptive lexicology traces changes in vocabulary over several historical periods.
5. Full one-to-one equivalence is the normal relation between everyday words in two languages.
6. A lexical gap proves that speakers of one language do not possess the relevant concept.
7. The tertium comparationis should be selected only after the data have been compared.
8. If a bilingual dictionary lists two words as equivalents, they are interchangeable in every context.
9. Word-form and lexeme are two labels for the same concrete linguistic object.
10. Stable multi-word expressions do not belong to the lexical system.
11. Contrastive analysis studies differences and excludes similarities.
12. Collocational restrictions are irrelevant when two words share the same central denotation.

13. A culture-specific item is untranslatable by definition.
14. Borrowing is the only valid strategy for rendering a non-equivalent lexical item.
15. One analytical method is always sufficient for a complete contrastive description.

**Contrastive focus:** Rank the corrected statements according to their importance for avoiding translation errors. Defend the top three choices.

### Comparative Analysis Task

The lexical field HUMAN VOCAL SOUND AND MANNER OF SPEAKING

Prepare a structured contrastive analysis of the lexical field. Work individually or in pairs. The final response should be 900–1,200 words and should include a compact field map. The two columns in the starting table are independent inventories: vertical alignment does not indicate translation equivalence.

| English starting set | Ukrainian starting set   |
|----------------------|--------------------------|
| whisper              | шепотіти                 |
| murmur               | мурмотіти                |
| mutter               | бурмотіти                |
| mumble               | мимрити                  |
| yell                 | кричати                  |
| shriek               | верещати                 |
| sigh                 | зітхати                  |
| groan                | стогнати                 |
| chuckle              | тихо сміятися / хихотіти |
| sob                  | схлипувати               |
| stammer              | заїкатися                |
| chant                | скандувати               |

1. Define the tertium comparationis as vocal production used to communicate or express a human state. Explain why this basis permits comparison without assuming one-to-one translation.
2. Verify every starting unit in a current monolingual dictionary. Add at least four English and four Ukrainian units that reveal missing distinctions or peripheral zones of the field.
3. Describe each unit through the features volume, articulation, propositional content, emotional state, intentionality, duration, and register. Add another feature only if the data require it.
4. Organize each language's field into a core and at least three micro-groups. Possible principles include low-volume speech, loud vocalization, impaired articulation, non-verbal vocalization, and rhythmically repeated speech.
5. Identify close correspondences, partial correspondences, one-to-many correspondences, and units with no concise counterpart. Do not treat the two columns in the starting set as predetermined equivalents.
6. Select six units and compare their typical collocations or grammatical patterns in authentic contexts. Use a corpus or dictionary examples and cite the source.

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7. Translate four short contexts from English into Ukrainian and four from Ukrainian into English. Each context must force a choice between at least two near-correspondents.
  8. Explain at least three translation difficulties caused by differences in semantic range, emotional intensity, register, or lexicalization.
  9. Conclude with two shared organizational principles and two language-specific features of the field. State the limits of your data and avoid claims about the languages as wholes that the evidence does not support.

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## 2. Etymological Structure of the English and Ukrainian Lexicons

**Exercise 1. Define each term in one or two sentences and formulate one diagnostic question that could be used to apply it to an English or Ukrainian lexical item. Use the lecture and its glossary, but do not reproduce their wording verbatim. For immediate source, ultimate etymon, direct borrowing, and indirect borrowing, distinguish the language of direct transmission from earlier stages in the item's documented history.**

1. etymology
2. etymological structure of a lexicon
3. native vocabulary
4. borrowed vocabulary
5. loanword
6. source language
7. recipient language
8. immediate source
9. ultimate etymon
10. direct borrowing
11. indirect borrowing
12. assimilation of a borrowing
13. complete assimilation
14. partial assimilation
15. non-assimilation

**Contrastive focus:** Choose four terms and explain why their application may require different evidence in English and Ukrainian because the languages differ in writing system, inflection, and historical contact patterns.

**Exercise 2. Match terms 1–15 with definitions A–O. Then identify the principal diagnostic feature that distinguishes each term from its nearest competitor.**

|                                  |                                                                                                                           |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 1. phonetic assimilation         | A. A hybrid formation in which one component is translated and another is borrowed.                                       |
| 2. graphic assimilation          | B. Adaptation of alphabet, spelling, diacritics, or transliteration to the writing conventions of the recipient language. |
| 3. grammatical assimilation      | C. A formally similar cross-linguistic pair that may prompt an incorrect assumption of semantic equivalence.              |
| 4. word-formational assimilation | D. Participation of a borrowed base in productive derivational patterns of the recipient language.                        |
| 5. semantic assimilation         | E. A borrowed name for an object, title, practice, institution, or cultural phenomenon associated with another community. |
| 6. barbarism                     | F. A new sense added to an existing lexical unit under the influence of a corresponding unit in another language.         |
| 7. exoticism                     | G. Adaptation of unfamiliar sounds, sound combinations, or stress to the patterns of the recipient language.              |

|                             |                                                                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 8. internationalism         | H. A misleading member of international vocabulary whose similar classical form conceals a difference in meaning, range, or register. |
| 9. partial internationalism | I. A foreign expression retained in a visibly foreign form and used without full structural integration.                              |
| 10. pseudo-internationalism | J. A new lexical unit formed by translating the components of a foreign model with resources of the recipient language.               |
| 11. calque                  | K. Integration into categories such as number, gender, case, declension, agreement, or verbal inflection.                             |
| 12. phraseological calque   | L. A cross-linguistic item whose meanings overlap in one area but diverge in other senses or contexts.                                |
| 13. semi-calque             | M. Modification, restriction, extension, or specialization of meaning after a lexical item has been borrowed.                         |
| 14. semantic borrowing      | N. A stable expression reproduced by translating the components of a foreign phraseological model.                                    |
| 15. false friend            | O. A formally similar lexical unit with a related meaning in several languages, often used in international domains.                  |

**Contrastive focus:** Compare phonetic and grammatical assimilation in English and Ukrainian. State which grammatical categories make Ukrainian adaptation more visible and which borrowed plural patterns make English adaptation especially noticeable.

**Exercise 3. Mark each statement as accurate or inaccurate. Rewrite every inaccurate statement and explain the correction in one sentence. Do not add lexical examples at this stage.**

1. The native stock must constitute the numerical majority of every developed language's dictionary.
2. An etymon is an earlier form from which a later lexical form is historically derived.
3. The language from which a word entered English or Ukrainian directly is always identical to the language in which the word ultimately originated.
4. Borrowing may transfer a lexical form, a structural model, or a new meaning.
5. Older, frequent, and communicatively important borrowings tend to be more fully assimilated than recent specialized items.
6. Graphic assimilation operates identically in English and Ukrainian because both languages represent borrowed sounds in the same alphabet.
7. English grammatical assimilation is restricted exclusively to plural formation.
8. A Ukrainian loan noun may acquire gender, case, and declensional properties absent from its source form.
9. Derivational productivity can provide evidence of word-formational assimilation.
10. A barbarism is defined primarily by the foreign cultural origin of its referent.
11. Every exoticism must preserve the original alphabet and spelling of the source language.
12. Formal similarity makes all internationalisms fully interchangeable in translation.
13. A calque reproduces the foreign sound form but replaces the original meaning.
14. Every accidental resemblance between an English and a Ukrainian word is a pseudo-internationalism.

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15. Translation equivalence can be established from etymological origin and formal similarity without contextual evidence.

**Contrastive focus:** *Select the three corrected statements that are most important for English–Ukrainian translation and justify the ranking.*

**Exercise 4.** Assign each English word to one historical layer: Scandinavian (Old Norse), French, Latin, or Greek-derived (learned). The Greek-derived layer is defined by Greek elements even when the word reached English through Latin, French, or New Latin; classify by this learned-layer criterion, not by the immediate transmitting language. If an etymology is disputed, note the alternative.

1. knife
2. parliament
3. index
4. telescope
5. skill
6. marriage
7. animal
8. thermometer
9. anger
10. fashion
11. veto
12. marathon
13. gift
14. mercy
15. senator

**Contrastive task:** *Group the words by layer and state which layer typically supplies everyday vocabulary and which supplies learned or scientific vocabulary in English.*

**Exercise 5.** Classify each item first as inherited English vocabulary, a Scandinavian or Old Norse borrowing, a French borrowing, a Latin or Latin-mediated borrowing, or Greek-derived learned vocabulary. For inherited items, state separately whether the dictionary provides a securely reconstructed Indo-European etymon or only a Proto-Germanic reconstruction. If the etymology is disputed, report the principal alternatives rather than forcing a single classification.

1. daughter
2. tooth
3. night
4. star
5. child
6. rain
7. bridge
8. sheep
9. anger

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10. die
  11. knife
  12. skin
  13. parliament
  14. prison
  15. peace
  16. marriage
  17. candle
  18. mile
  19. memorandum
  20. nucleus
  21. astronomy
  22. syntax
  23. therapy
  24. microscope

**Contrastive focus:** Compare the semantic domains represented by the five principal layers. Within the inherited layer, distinguish items with wider Indo-European cognates from items securely attested only within Germanic. Explain why inherited and Scandinavian items are strongly represented in everyday vocabulary, while classical layers are prominent in learned terminology.

**Exercise 6. Assign each Ukrainian word to one layer: Common Slavic / East Slavic, Church Slavonic, Polish, Turkic, German, French, Latin–Greek international, English. State the immediate source you rely on; where a Turkic item's ultimate etymon differs (Persian or Arabic), add it.**

1. молоко
2. премудрість
3. гудзик
4. казан
5. штраф
6. пейзаж
7. республіка
8. смартфон
9. серце
10. благовіст
11. базар
12. штаб
13. тротуар
14. симптом
15. тренд

**Contrastive task:** For the Turkic items, add the ultimate etymon where it differs from the immediate source, and comment on why a Turkic-layer word may go back to Persian or Arabic.

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**Exercise 7. Using the Etymological Dictionary of the Ukrainian Language as the principal reference, classify each item as inherited or borrowed. For every borrowed item, record the immediate source, any documented intermediary language, and the ultimate etymon. Then assign the item to the historical layer used in the lecture. For inherited items, state the deepest securely supported historical stage. If the dictionary presents alternative routes, record the alternatives and explain which classification is best supported.**

1. дочка
2. зуб
3. ніч
4. предтеча
5. обитель
6. праведник
7. мешкати
8. праця
9. шляхта
10. гарбуз
11. килим
12. казан
13. бутерброд
14. ландшафт
15. рюкзак
16. афіша
17. гардероб
18. шофер
19. конституція
20. математика
21. клімат
22. гаджет
23. подкаст
24. смартфон

**Contrastive focus:** Compare the Ukrainian layering with the English distribution in Exercise 5. Identify two shared principles of lexical enrichment and three differences in dominant donor languages, chronology, alphabet, or morphological integration.

**Exercise 8. For each case, identify one or more causes and channels of borrowing. Distinguish the primary factor from secondary factors and justify your ranking from the information given in the scenario. More than one answer may be acceptable if it is supported by linguistic and historical evidence. Use precise labels such as naming a new referent, institutional transfer, cultural prestige, terminological precision, direct contact, trade, scholarly writing, translation, legislation, mass media, or digital communication.**

1. English *kindergarten* entered educational discussion when British reformers described a German preschool institution in pedagogical publications.

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2. English *boomerang* became known through colonial contact and written accounts of an Aboriginal Australian hunting implement.
  3. English *apartheid* spread internationally through political reporting about the legal system of racial segregation in South Africa.
  4. English *haiku* entered literary vocabulary through translations and criticism of Japanese poetry.
  5. English *emoji* spread with Japanese mobile communication and global digital platforms.
  6. English *paprika* circulated with Central European food products, recipes, and culinary trade.
  7. English *guerrilla* entered military and political writing through reports of warfare in the Spanish-speaking world.
  8. English *patio* became familiar through travel, architecture, and contact with Spanish-speaking societies.
  9. Ukrainian *вебінар* became widespread when online teaching required a concise name for a web-based seminar.
  10. Ukrainian *локдаун* rapidly circulated through international news and public-health communication during emergency restrictions.
  11. Ukrainian *омбудсман* entered legal and administrative usage through European institutional models and legislative texts.
  12. Ukrainian *дрон* spread through technological media, commercial distribution, and later military communication.
  13. Ukrainian *грант* became established through international academic programmes, funding calls, and official documentation.
  14. Ukrainian *кρυасан* became familiar through culinary prestige, travel, and commercial food culture.
  15. Ukrainian *тендер* was institutionalized through procurement practice, business communication, and regulatory documents.

**Contrastive focus:** Group the cases by channel and compare the historical role of contact and print in English with the contemporary role of legislation, global media, and digital communication in Ukrainian.

**Exercise 9.** Analyse three English–Ukrainian item pairs assigned from the list. The slash links two independent items for workload distribution and does not imply translation equivalence. For each item, record the current form, immediate source, intermediary language or languages, ultimate etymon, source-language meaning, and any documented semantic change. If no later semantic change is documented, state this explicitly. Report alternative etymologies instead of forcing a single answer.

1. bungalow / майдан
2. caravan / кавун
3. chess / баштан
4. cotton / козак
5. hurricane / ярмарок
6. kiosk / бурмістр
7. lemon / гарбуз
8. mattress / килим
9. mosquito / казан

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10. pyjamas / бутерброд
  11. safari / ландшафт
  12. sofa / рюкзак
  13. sugar / афіша
  14. syrup / курорт
  15. tulip / режисер

**Contrastive focus:** Compare the selected English and Ukrainian routes. Explain how direct sources, intermediary languages, and ultimate etymons differ, and why the last visible donor must not automatically be treated as the ultimate origin.

**Exercise 10.** For each data set, classify the item as completely assimilated, partially assimilated, or non-assimilated in the relevant context. Record separate evidence for phonetic, graphic, grammatical, word-formational, and semantic integration. If the evidence supports more than one interpretation, state which criterion produces each classification and justify your final decision.

1. dance – danced – dancer
2. travel – travels – travelled – traveller
3. fruit – fruits – fruitful
4. river – rivers – riverside
5. chauffeur – chauffeurs, with a source-influenced spelling and pronunciation
6. liaison – liaisons, with a non-transparent spelling-to-sound relation
7. chassis – chassis, with an unchanged plural form in standard use
8. faux pas – faux pas, retaining a visibly French form
9. базар – базару – базарний
10. майстер – майстра – майстерний
11. цукор – цукру – цукровий
12. таксі – таксі, an indeclinable noun
13. інтерв'ю – інтерв'ю, an indeclinable noun
14. ательє – ательє, an indeclinable noun
15. фойє – фойє, an indeclinable noun

**Contrastive focus:** Compare the strongest indicators of assimilation in the two languages. Explain why regular inflection and derivation are useful evidence but do not by themselves prove complete integration in every dimension.

**Exercise 11.** Produce the requested forms and complete the Ukrainian collocations. Then state what each result shows about grammatical or word-formational assimilation. For English items, supply the specified plural. For Ukrainian items, supply the genitive singular and the adjective required by the context. Check all forms in current dictionaries.

1. alumnus: supply the standard plural referring to male graduates or a mixed group
2. bacterium: supply the standard plural
3. stimulus: supply the standard plural
4. corpus: supply the standard plural used in linguistics
5. larva: supply the standard plural

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6. vertebra: supply the standard plural
  7. syllabus: supply both standard plural variants
  8. curriculum: supply both standard plural variants
  9. архів: complete матеріали державного \_\_\_\_ and \_\_\_\_ документ
  10. спорт: complete розвиток \_\_\_\_ and \_\_\_\_ клуб
  11. музей: complete фонди \_\_\_\_ and \_\_\_\_ каталог
  12. редактор: complete обов'язки \_\_\_\_ and \_\_\_\_ правка
  13. курс: complete програма навчального \_\_\_\_ and \_\_\_\_ робота
  14. банк: complete відділення \_\_\_\_ and \_\_\_\_ послуга
  15. парк: complete територія \_\_\_\_ and \_\_\_\_ зона

**Contrastive focus:** Compare retained classical plurals in English with case assignment and derivative formation in Ukrainian. Explain what the competing English plurals reveal about gradual grammatical assimilation.

**Exercise 12.** Classify the bold foreign or culture-specific unit in each sentence as a barbarism, an exoticism, both, or neither in current usage. Apply two independent criteria: formal integration and cultural reference. More than one interpretation may be acceptable if it is supported by current dictionary or corpus evidence.

1. The contract was declared invalid **ab initio**.
2. The room had a certain **je ne sais quoi** that the designer could not reproduce.
3. The court ruled that the local authority had acted **ultra vires**.
4. She wore a traditional **hanbok** during the ceremony.
5. The **emir** received the visiting delegation.
6. The entrance fee was twenty **dirhams**.
7. The restaurant served **mezze** before the main course.
8. The team performed a **haka** before the match.
9. On their first day of school, the children received a **Schultüte** filled with small gifts.
10. У рекламному тексті цю книжку назвали **a must** для майбутніх перекладачів.
11. Автор зауважив, що поведінка героя була **comme il faut** лише зовні.
12. На фестивалі виконували **традиційне португальське фаду**.
13. Музей експонував **шотландський кілт** XIX століття.
14. Ціну сувеніра було зазначено в **мексиканських песо**.
15. Студенти переглянули виставу театру **кабукі**.

**Contrastive focus:** Compare the English and Ukrainian items that name clothing, performing arts, titles, currency, and legal concepts. Explain why cultural markedness and formal non-assimilation must be evaluated independently.

**Exercise 13.** Classify each pair as a true internationalism, a documented or probable full calque, a semantic borrowing, or a semi-calque. Identify what has been transferred: sound form, morphemic structure, phrase model, or meaning. Do not treat structural similarity alone as proof of calquing. Where the historical direction of influence is uncertain, classify the pair as structurally corresponding expressions and explain what additional evidence is required.

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1. republic – республіка
  2. culture – культура
  3. laboratory – лабораторія
  4. planet – планета
  5. brain drain – відтік мізків
  6. greenhouse effect – парниковий ефект
  7. digital footprint – цифровий слід
  8. cloud storage – хмарне сховище
  9. page – сторінка in the sense of a webpage
  10. channel – канал in the sense of a digital media channel
  11. feed – стрічка in the sense of a continuously updated content stream
  12. profile – профіль in the sense of a user's digital identity page
  13. cybersecurity – кібербезпека
  14. webpage – вебсторінка
  15. media literacy – медіаграмотність

**Contrastive focus:** Compare items 1–4 with 5–15. Explain why similar form does not characterize calques or semantic borrowings, why structural similarity alone does not prove borrowing, and how Ukrainian combines borrowed elements with native structural resources.

**Exercise 14.** Each Ukrainian translation contains one contextually inappropriate false friend. Replace it with an accurate equivalent. Then determine whether the cross-linguistic relation involves complete divergence in the given context or partial semantic overlap across other meanings. Use an etymological dictionary to establish whether the formal similarity is historically motivated or accidental. Alternative classifications are acceptable when supported by dictionary evidence.

1. The restoration project lasted a decade. – Реставраційний проєкт тривав одну декаду.
2. The nurse was sympathetic when the patient explained the problem. – Медсестра була симпатичною, коли пацієнт пояснив проблему.
3. The conductor rehearsed the orchestra for three hours. – Кондуктор репетирував з оркестром три години.
4. Indent the first line of every paragraph. – Зробіть відступ у першому рядку кожного параграфа.
5. This product contains no artificial preservatives. – Цей продукт не містить штучних презервативів.
6. Her remark was an insult, not constructive criticism. – Її зауваження було інсульт, а не конструктивною критикою.
7. The mayor opened the new public library. – Майор відкрив нову публічну бібліотеку.
8. The police officer carried a baton. – Поліцейський мав при собі батон.
9. The compositor arranged the type for the printed page. – Композитор розташував шрифт для друкованої сторінки.
10. Our genial host welcomed every guest personally. – Наш геніальний господар особисто привітав кожного гостя.
11. The nineteenth-century report described the patient as a lunatic. – У звіті XIX століття пацієнта названо лунатиком.

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12. Submit your application by Friday. – Подайте аплікацію до п'ятниці.
  13. The hall needs simple decoration before the ceremony. – Перед церемонією зала потребує простих декорацій.
  14. The foundation rests on solid rock. – Фундамент стоїть на солідній породі.
  15. The medicine is stored in the locked cabinet. – Ліки зберігають у замкненому кабінеті.

**Contrastive focus:** Group the errors by semantic divergence, specialization, polysemy, or accidental formal resemblance. Explain why checking only the apparent cognate is insufficient for translation.

**Exercise 15. Translate each sentence into the other language. Analyse the bold unit or units and identify the relevant status within Lecture 2 categories: direct borrowing, culture-specific term (exoticism or barbarism), calque, semantic borrowing, or established international equivalent. Justify the primary translation strategy: established equivalent, transcription, calque, descriptive translation, functional analogue, or combined translation. Where more than one normative translation is possible, provide the alternatives and explain the contextual difference.**

1. The cultural centre hosted a **powwow** led by representatives of the local Indigenous community.
2. The chef recommended the **omakase** menu for guests who wanted the full seasonal experience.
3. The article explains how the Danish concept of **hygge** shapes domestic routines.
4. The opposition accused the government of **gerrymandering** the electoral districts.
5. The **fintech** company provides an **escrow** service for high-value transactions.
6. Visitors gathered under the cherry trees for **hanami**.
7. The policy includes a **sunset clause** and will expire unless parliament renews it.
8. Colleagues met for **fika** before returning to the afternoon workshop.
9. Після повені мешканці організували **толоку**, щоб відновити громадський простір.
10. На Різдво молодіжний **вертеп** виступив на центральній площі.
11. Господиня поклала на стіл свіжу **паляницю**.
12. У межах реформи децентралізації **територіальна громада** затвердила програму підтримки місцевих ініціатив.
13. Весільний **рушник** зберігали як родинну пам'ятку.
14. **Чумаки** перевозили сіль із півдня України.
15. Музикант виконав старовинну мелодію на **кобзі**.

**Contrastive focus:** Compare the solutions for English culture-specific borrowings and Ukrainian historical-cultural terms. Explain when transcription needs an explanatory gloss and when an established target-language term is sufficient.

**Exercise 16. Compare the members of each pair in the meanings illustrated by the accompanying collocations. Using an authoritative etymological dictionary, identify the etymological status of each item. Determine whether the pair differs in register, semantic scope, collocability, grammatical behaviour, or frequency. The words should not automatically be treated as full synonyms. Provide Ukrainian equivalents that preserve the relevant distinction wherever possible.**

1. ask a question – inquire about the conditions
2. begin work – commence proceedings
3. buy food – purchase property
4. help a friend – assist a patient

- 
5. freedom of speech – civil liberty
  6. kingly dignity – a royal decree
  7. brotherly affection – a fraternal organization
  8. a holy place – a sacred text
  9. prices rise – ascend a mountain
  10. end the meeting – conclude the negotiations
  11. tell someone the truth – inform someone of a decision
  12. hard work – manual labour
  13. build a house – construct a bridge
  14. a yearly review – an annual report
  15. lawful conduct – legal advice

**Explain whether Ukrainian usually preserves the native–borrowed stylistic opposition through two separate words, through contextual selection, or through grammatical and descriptive means.**

### Comparative Analysis Task

Work in pairs. Select three English and three Ukrainian items from the samples below. Prepare a 1,000–1,300-word contrastive report and a compact comparative matrix. The two columns are independent inventories, and vertical alignment does not imply translation equivalence.

| English sample | Ukrainian sample |
|----------------|------------------|
| book           | вогонь           |
| shirt          | дим              |
| awkward        | вознесіння       |
| call           | єство            |
| liberty        | бурмістр         |
| merchant       | ярмарок          |
| census         | чабан            |
| specimen       | аркан            |
| geology        | курорт           |
| canoe          | режисер          |
| paparazzo      | чатбот           |
| zeitgeist      | стримінг         |

1. Verify the present-day meaning, spelling, pronunciation, and grammatical properties of every selected item in current monolingual dictionaries.
2. Classify every selected item as inherited, internally formed, or borrowed and assign it to the most defensible historical layer of its lexicon.
3. For every selected borrowing, distinguish the immediate source from the ultimate etymon and present the full route when an intermediary language is documented.
4. Determine the probable cause and channel of borrowing, using historical evidence rather than formal resemblance alone.

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5. Evaluate the degree of assimilation and record separate evidence for phonetic, graphic, grammatical, word-formational, and semantic integration.
  6. Identify one item in each language whose current meaning differs substantially from an earlier or source-language meaning.
  7. Analyse the translation correspondence of all six selected items as full, partial, or lacking a direct lexical equivalent in short authentic contexts.
  8. Compare the selected items and formulate at least three shared tendencies and three language-specific features. Address donor languages, chronology, writing systems, inflection, derivational productivity, and cultural marking.
  9. Conclude by explaining two recurrent translation difficulties and propose a dictionary-based decision procedure for resolving them.

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### 3. Contrastive Word-Formation in English and Ukrainian

#### Part A. Affixational Word-Formation

**Exercise 1. Define each term in one or two sentences. Add one diagnostic question that would help an analyst apply the term to an English or Ukrainian lexical item. Do not reproduce the wording of the lecture glossary.**

1. word-formation
2. lexeme
3. derivation
4. inflection
5. morpheme
6. root
7. stem
8. base
9. affix
10. semi-affix
11. combining form
12. productivity
13. conversion
14. lexicalization
15. translation equivalence

**Contrastive focus:** Choose five terms and explain why their practical identification is more visibly connected with inflectional endings in Ukrainian than in English.

**Exercise 2. Match terms 1–15 with definitions A–O. Then underline the diagnostic feature in each definition that excludes the nearest competing term.**

|                                 |                                                                                                                                             |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1. prefixation                  | A. The formation of a word from truncated or overlapping parts of two source words.                                                         |
| 2. suffixation                  | B. A compound with a derived head related to a verbal base and an initial element functioning as an argument of that base.                  |
| 3. prefixal-suffixal derivation | C. The creation of a shorter lexical form by removing part of a longer word without the morphological reanalysis typical of back-formation. |
| 4. compounding                  | D. The formation of a lexeme by placing a derivational element before a base.                                                               |
| 5. endocentric compound         | E. A possessive exocentric compound naming an entity through a characteristic feature it has.                                               |
| 6. exocentric compound          | F. The use or conventional development of an adjective, participle, or another non-noun form as a noun.                                     |
| 7. bahuvrihi compound           | G. An abbreviation pronounced as a sequence of letter names.                                                                                |

|                                  |                                                                                                                                                                                                                                              |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8. synthetic compound            | H. A compound that denotes a subtype of the entity or property named by its internal head.                                                                                                                                                   |
| 9. conversion or zero-derivation | I. The creation of a new lexeme through the removal of a real or supposed affix from an existing form.                                                                                                                                       |
| 10. substantivation              | J. The formation of one naming unit by combining two or more bases, stems, or words.                                                                                                                                                         |
| 11. clipping                     | K. A derivational pattern especially characteristic of Ukrainian in which a prefix and a suffix function together in creating a new lexeme. Circumfixation is a narrower theory-dependent analysis and is not required as the default label. |
| 12. acronym                      | L. An abbreviation pronounced as a word.                                                                                                                                                                                                     |
| 13. initialism                   | M. A change of word class without an overt derivational affix.                                                                                                                                                                               |
| 14. blending                     | N. A compound whose referent is not a subtype of the final component.                                                                                                                                                                        |
| 15. back-formation               | O. The formation of a lexeme by placing a derivational element after a base, frequently with a change of word class.                                                                                                                         |

**Contrastive focus:** Identify the three definitions whose realization is especially productive in English and the three whose realization is especially characteristic of Ukrainian. Support each choice with a structural reason, not a numerical guess.

**Exercise 3. Classify each transformation as derivation or inflection. State whether it creates a new lexeme, identify any change of word class, and name the grammatical category expressed in every inflectional example.**

- bake → baker
- bake → baked in They baked bread yesterday
- broad → broaden
- broad → broader in This corridor is broader than the other one
- perform → performance
- perform → performs in She performs twice a week
- beauty → beautify
- beauty → beauties
- друг → дружба
- друг → другом in говорити з другом
- зелений → зеленіти
- зелений → зеленого in колір зеленого листка
- читати → читач
- читати → читатимуть in студенти читатимуть статтю
- вишня → вишневий
- вишня → вишнею in милуватися вишнею

**Contrastive focus:** Compare the formal evidence used in the two languages. Explain why Ukrainian inflection is generally more overt and why English derivation may still be morphologically transparent.

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**Exercise 4. For each word, identify the root, the derivational base at every stage, the stem, all derivational affixes, and any inflectional ending. Mark free and bound morphemes and record stem alternations explicitly. Use the synchronic model and terminology presented in Lecture 3.**

1. modernizers
2. nationalization
3. subregional
4. joyfulness
5. unhelpfulness
6. carelessness
7. teachers
8. drivers
9. перекладачками
10. садівниками
11. читачками
12. філологинями
13. студентськими
14. цифровізаціями
15. морський
16. зимовими

**Contrastive focus:** Select two English and two Ukrainian words with more than one derivational stage. Draw their derivational trees and explain where the notions of root, stem, and base cease to coincide.

**Exercise 5. Classify each specified element using the categories and definitions presented in Lecture 3: ordinary prefix, ordinary suffix, semi-affix or suffixoid, combining form, or part of a jointly functioning prefixal-suffixal pattern. Justify the classification by discussing position, boundness, semantic contribution, and relation to an independent word.**

1. *un-* in unclean
2. *-fy* in simplify
3. *-friendly* in user-friendly
4. *bio-* in bioengineering
5. *-man* in postman
6. *-ness* in kindness
7. *-logy* in biology
8. *pre-* in prewar
9. *над-* in надзвичайний
10. *-ість* in сучасність
11. *-люб* in книголюб
12. *біо-* in біоетика
13. *-роб* in хлібороб
14. *теле-* in телеканал
15. *без-* ... *-н(ий)* in бездарний
16. *уз-* ... *-я* in узлісся

**Contrastive focus:** Compare the international combining forms in the two languages with the semi-affixes and suffixoids. Explain why formal position before or after a base is not sufficient for classifying these elements as ordinary affixes.

**Exercise 6. Supply one derivative that satisfies the meaning and word-class instruction in each item. Segment the result, name the process, and explain why the selected affix is preferable to a possible competitor in the given context.**

1. The appeal panel declared the earlier decision capable of being reversed. Form the corresponding negative adjective from reversible.
2. The firm appointed a person who conducts independent audits. Form the person-denoting noun from audit.
3. The child was praised for being kind. Form the abstract noun from kind.
4. The laboratory needs a material that has no odour. Form the adjective from odour.
5. The new evidence made the debate more intense. Form the verb from intense.
6. The agency will bring all application forms into one standard system. Form the verb from standard.
7. The reviewers must assess the revised proposal again. Form the verb from assess.
8. The security team confirmed that the new lock could not be broken. Form the negative adjective from breakable.
9. A team selected a person who takes part in a game. Form the Ukrainian person-denoting noun from грати.
10. A report emphasizes the quality of being equal. Form the Ukrainian abstract noun from рівний.
11. An expedition worked during the autumn period. Form the Ukrainian relative adjective from осінь.
12. An institution must transfer documents into an electronic archive. Form the Ukrainian verb from архів.
13. A woman represented the case in court. Form the established Ukrainian feminine person-denoting noun from адвокат using a productive suffix from Lecture 3.
14. A description contained no colour. Form the conventional Ukrainian adjective from барва with the meaning 'without colour'. Then segment the result according to the prefixal-suffixal model presented in Lecture 3.
15. A boat began moving away from the shore. Form the Ukrainian directional verb from плисти.
16. An artist completed the unfinished part of a sketch. Form the Ukrainian completive verb from малювати.

**Contrastive focus:** Compare the English and Ukrainian solutions according to word-class change, semantic modification, and grammatical integration. Identify two items for which translation would normally replace derivation with a phrase.

**Exercise 7. For each prefixed verb,**

- a) state the spatial or aspectual meaning that the prefix adds, interpreting each prefix in its primary spatial-directional sense using the *ити*-series in Lecture 3 (arrive, leave, enter, exit, cross, go around, reach, approach) as the reference frame;
- b) give a natural English rendering — a separate verb, a phrasal verb, or a verb plus an adverbial.

**Series 1 — base летіти ('to fly')**

1. *прилетіти*

- 
2. відлетіти
  3. залетіти
  4. вилетіти
  5. перелетіти
  6. облетіти
  7. долетіти
  8. підлетіти

**Series 2 — base бігти ('to run')**

9. прибігти
10. відбігти
11. вибігти
12. перебігти
13. оббігти
14. добігти
15. підбігти

**Contrastive task:** Explain why one Ukrainian verbal base can generate a whole directional-aspectual series through prefixation, while English usually needs different verbs, phrasal verbs or adverbials.

**Exercise 8.** For each target derivative given before the colon, restore its citation form where necessary, identify the word-formation model and the semantic or stylistic contribution of its affix. Translate the sentence into English and state whether the meaning is preserved morphologically, lexically, or syntactically. More than one English translation may be acceptable when the difference is explained.

1. підлетів: Літак підлетів до злітної смуги за кілька хвилин до посадки.
2. приплив: Катер приплив до острова ще до світанку.
3. об'їхав: Автобус об'їхав ділянку дороги, яку ремонтували.
4. допрацювала: Студентка допрацювала висновок після консультації.
5. посиділи: Ми посиділи в кав'ярні лише двадцять хвилин.
6. проспав: Пасажир проспав свою зупинку.
7. розсміялася: Дитина розсміялася, почувши несподівану відповідь.
8. винесли: Рятувальники винесли спорядження з пошкодженої будівлі.
9. хатинка: На узліссі стояла самотня хатинка.
10. сестричці: Дівчинка передала лист своїй сестричці.
11. вовчище: У казці вовчище налякав усіх мешканців села.
12. товстезний: Посеред площі поставили товстезний стовбур.
13. деканка: Деканка відкрила засідання факультету.
14. авторка: Авторка представила нове видання роману.
15. членкиня: Членкиня комісії запропонувала окрему поправку.
16. фахівчиня: Фахівчиня пояснила результати технічної перевірки.

**Contrastive focus:** Group items 1-8, 9-12, and 13-16 as aspectual or directional prefixation, evaluative derivation, and gender-marking derivation. Compare the translation losses typical of the three groups and propose one compensation strategy for each.

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**Exercise 9. For each neutral noun:**

- a) form one diminutive and one augmentative or pejorative — any standard form is acceptable, and if the noun has no natural augmentative or pejorative, state this and give a second diminutive or hypocoristic instead;**
- b) explain the difference in tone or attitude;**
- c) suggest how English would compensate for it, since English has no equally productive evaluative suffixes.**

1. *стіл*
2. *кіт*
3. *хата*
4. *доц*
5. *голос*
6. *син*
7. *брат*
8. *гриб*
9. *ліс*
10. *ніс*
11. *зуб*
12. *вовк*
13. *риба*
14. *борода*
15. *місто*

**Contrastive task:** Explain why Ukrainian evaluative suffixes can encode several attitudes at once, and why English usually needs a separate adjective, modifier, or paraphrase to render the same tone.

**Exercise 10. Each statement is inaccurate or insufficiently precise. Rewrite it as a defensible theoretical claim and support the correction with one new English or Ukrainian example not used elsewhere in this practical session.**

1. Every derivational prefix changes the word class of its base.
2. Every derivational suffix necessarily changes the word class of its base.
3. Ukrainian verbal prefixation is independent of aspect and boundedness.
4. The English forms in-, im-, il-, and ir- are four unrelated negative prefixes.
5. A semi-affix and a combining form are interchangeable terms for any bound element.
6. A combining form must also function as an independent word in present-day English or Ukrainian.
7. Productivity is a permanent yes-or-no property of an affix.
8. If a pattern is productive, it combines freely with every base of the appropriate word class.
9. Every Ukrainian professional feminine has a direct English feminine-suffix equivalent.
10. English and Ukrainian use prefixal-suffixal derivation with equal frequency and the same structural restrictions.
11. The spelling of an English sequence is sufficient to prove that it is a compound.
12. Every English compound consists of exactly two orthographic words and cannot be recursive.
13. The right-hand member is the semantic head of every English compound without exception.

- 
14. Conversion requires the addition of an overt derivational marker.
  15. A newly created occasionalism is automatically lexicalized after its first use.

**Contrastive focus:** Rank the corrected claims by importance for translation practice. Defend the top three choices with reference to morphological asymmetry between English and Ukrainian.

## Part B. Non-Affixational Word-Formation

**Exercise 11.** Analyse each English unit according to the dimensions presented in Lecture 3. Identify its immediate binary structure, the word class of the whole unit, its modifier and head, and its semantic structure as endocentric, exocentric, or copulative. Where relevant, add a more specific label such as bahuvrihi, synthetic, verbal, or neoclassical. More than one label may apply because the categories describe different dimensions. Verify spelling and stress in a current dictionary, but do not treat either as an infallible criterion.

1. raincoat
2. keyboard
3. snowball
4. scarecrow
5. redhead
6. blockhead
7. actor-director
8. player-coach
9. taxpayer
10. decision-making
11. energy-efficient
12. world-famous
13. sky-blue
14. hand-wash in Please hand-wash the garment.
15. colour-code in The editor will colour-code the entries.
16. thermodynamics
17. hydropower
18. anthropology

**Contrastive focus:** Select six structurally different compounds and predict their Ukrainian equivalents. State whether Ukrainian uses a compound, a derived word, an adjective-noun phrase, a genitive construction, or a descriptive expression.

**Exercise 12.** Classify each unit according to the formation-based system presented in Lecture 3: stem-composition, word-composition or juxtaposition, stem-composition with simultaneous suffixation, or coordinate compound-adjective formation. Identify any interfix and derivational suffix, determine whether the relation between the components is coordinate, appositional, or modifying, and comment on the spelling. Follow the classification of the lecture's own examples where an item appears there.

1. лісостеп
2. водогін

- 
3. землетрус
  4. доброзичливий
  5. працездатний
  6. природознавство
  7. мовознавство
  8. триповерховий
  9. двомовний
  10. однокімнатний
  11. салон-перукарня
  12. дівчина-красуня
  13. місто-герой
  14. хліб-сіль
  15. прем'єр-міністр
  16. синьо-жовтий
  17. південно-західний
  18. науково-технічний

**Contrastive focus:** Compare the Ukrainian analysis with the head-based English analysis in Exercise 11. Explain why interfixes, simultaneous suffixation, and inflectional endings make a formation-based classification more informative for Ukrainian.

**Exercise 13. Classify the target combination given before the colon as a lexical compound or a syntactic phrase within the framework presented in Lecture 3. Apply at least three relevant diagnostics from semantic unity, headedness, dictionary spelling, inflection, and syntactic expansion. Use stress only after verifying it in a reliable pronunciation source; do not infer it from spelling. Translate each sentence into Ukrainian and identify the target structure. More than one Ukrainian translation may be accepted when it is contextually justified.**

1. darkroom: The photographer entered the darkroom to develop the film.
2. dark room: We waited in a dark room at the back of the house.
3. whiteboard: The lecturer cleaned the whiteboard after the seminar.
4. white board: The decorator selected a white board for the display.
5. bluebell: A bluebell grew beside the woodland path.
6. blue bell: The craftsperson attached a blue bell to the costume.
7. high school: The council plans to rebuild the high school next year.
8. high wall: A high wall separates the two gardens.
9. software engineer: The company is recruiting a software engineer.
10. experienced engineer: The laboratory consulted an experienced engineer.
11. guide dog: The charity helped train a guide dog.
12. frightened dog: The volunteer calmed the frightened dog.
13. gift shop: The museum opened a gift shop near the entrance.
14. unusual gift: The curator displayed an unusual gift from a former student.
15. hot dog meaning a food item: She ordered a hot dog with mustard.
16. hot dog meaning a dog that feels hot: The veterinarian gave water to the hot dog.

**Contrastive focus:** Compare items 1-6 and 15-16 as minimal contextual contrasts. Explain why orthographic form is decisive in some cases but insufficient in others, and why Ukrainian translation may remove the original ambiguity.

**Exercise 14.** Identify the process represented by the target item given before the colon. For conversion, state the source and resulting word class; for substantivation, identify the underlying form; for clipping, name the full form and clipping type; for abbreviations, distinguish acronyms, initialisms, and lexicalized acronyms. For inflected converted verbs such as networked, pocketed, and narrowed, identify the uninflected converted verb first and then describe the grammatical function of -ed. Translate each item or sentence into Ukrainian and comment on structural equivalence.

1. chair: Dr Lewis will chair the final meeting.
2. bottle: Please bottle the sauce while it is still warm.
3. archive: The library will archive the correspondence.
4. host: The hotel can host an international symposium.
5. empty: Empty the container before transport.
6. networked: The participants networked after the lecture.
7. pocketed: The guard pocketed the spare key.
8. narrowed: The committee narrowed the list to three candidates.
9. the accused: The accused remained silent throughout the hearing.
10. the elderly: The elderly need reliable access to public transport.
11. пораненого: Пораненого доправили до найближчої лікарні.
12. майбутнє: Майбутнє залежить від рішень, які ми ухвалюємо сьогодні.
13. demo from demonstration
14. maths from mathematics
15. phone from telephone
16. bus from omnibus
17. UNESCO
18. WHO
19. USB
20. scuba

**Contrastive focus:** Compare the visibility of word-class change in items 1-12 and the treatment of shortened forms in items 13-20. Explain why Ukrainian commonly replaces English zero marking with suffixation, inflection, or a phrase.

**Exercise 15.** Conversion turns a noun into a verb with no affix. For each verb,  
a) state the semantic pattern it follows – the patterns below are illustrative and more than one may be defensible: 'cover a surface with N', 'remove N', 'apply or put N onto something', 'put into N', 'use N as an instrument', 'act like N', or 'give or produce N';  
b) give a natural Ukrainian equivalent, noting that Ukrainian normally needs a derivational affix where English uses bare conversion.

1. to carpet the floor
2. to skin an apple
3. to butter the bread

- 
4. to oil the engine
  5. to water the flowers
  6. to milk a cow
  7. to dust the furniture
  8. to dust a cake with sugar
  9. to air the room
  10. to bottle the wine
  11. to wallpaper the room
  12. to pocket the change
  13. to shoulder a rucksack
  14. to monkey with the settings
  15. to elbow one's way through the crowd

**Contrastive task:** Note that *to dust* means both 'remove dust' and 'apply a fine powder' — explain how the same conversion yields opposite directions of action, and say how Ukrainian keeps the two senses apart.

**Exercise 16. Work in seven groups. Each group analyses one four-item set. For every item, identify the source form or forms and the word-formation process described in Lecture 3, assess present-day lexicalization using the reference sources listed below, and propose a context-sensitive counterpart in the other language. Each group places only its four items on a continuum from one-off creativity to full lexicalization. During the final discussion, the class selects one representative item from each group and constructs a shared seven-item continuum.**

**Group 1 — blends**

1. mockumentary
2. glamping
3. netiquette
4. spork

**Group 2 — additional blends**

5. vlog
6. netizen
7. workaholic
8. webzine

**Group 3 — back-formations**

9. burgle from burglar
10. liaison from liaison
11. enthuse from enthusiasm
12. sculpt from sculptor

**Group 4 — back-formation and reduplication**

13. diagnose from diagnosis
14. wishy-washy
15. helter-skelter
16. teeny-weeny

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### Group 5 — Ukrainian repetition and sound symbolism

17. лєдве-лєдве
18. пліч-о-пліч
19. нявкати
20. шурхотіти

### Group 6 — digital formations

21. unfriend
22. screen-share in The presenter will screen-share the diagram.
23. e-reader
24. autocorrect in Autocorrect changed the technical term.

### Group 7 — sound-based minor patterns

25. clang
26. croak
27. 'increase as a noun / in'crease as a verb
28. strong / strength

**Contrastive focus:** Compare the seven representative items selected by the class. Explain what dictionary inclusion, corpus frequency, inflection, derivational expansion, and register reveal about lexicalization in English and Ukrainian. Treat stress and sound interchange as limited patterns rather than unrestricted productive rules.

**Exercise 17. Analyse three items assigned by the instructor. Place each item in a natural context, identify its word-formation mechanism as presented in Lecture 3, determine whether it is an established word, a recent lexical innovation, or a context-dependent nonce formation, and propose a contextually appropriate Ukrainian equivalent. Support the lexical-status decision with evidence from at least one current dictionary or representative corpus listed below. Record the structure, formation mechanism, lexical status, supporting evidence, Ukrainian equivalent, and translation technique.**

1. doomscrolling
2. crowdfund
3. deepfake
4. unbox
5. adulating
6. finfluencer
7. edutainment
8. workation
9. biohack
10. ransomware
11. microlearning
12. cospasta
13. facepalm
14. screen-free
15. notification-heavy

**Compare the English word-formation mechanisms with the mechanisms used in your Ukrainian translations. Explain where Ukrainian uses derivation, compounding, borrowing, or a multiword expression instead of reproducing the English model.**

### **Comparative Analysis Task**

Select three English items and three Ukrainian items from the data sets below. Work individually or in pairs. Prepare a structured contrastive report of 1,000–1,300 words and include a compact comparative matrix. The two columns contain independent samples, and vertical alignment does not imply translation equivalence.

| <b>English data set</b> | <b>Ukrainian data set</b> |
|-------------------------|---------------------------|
| underrepresentation     | передмістя                |
| recyclable              | лікарка                   |
| childlike               | кам'янистий               |
| nanoscience             | літакобудування           |
| policymaker             | водолаз                   |
| red-handed              | північно-східний          |
| to headline             | переформатувати           |
| sitcom                  | фоторепортаж              |

1. Verify the spelling, meaning, word class, inflection, and register of every selected item in current monolingual dictionaries. Use a representative corpus to verify current usage and obtain an authentic context.
2. Identify the word-formation process or combination of processes responsible for every selected item. Distinguish synchronic structure from historical origin where the two analyses differ.
3. Provide a morphemic analysis for every selected affixal formation, showing the root, each derivational base, the stem, and any inflectional ending.
4. For every selected compound, identify the internal relation between components. Apply headedness to the English items and the formation-based analysis from Lecture 3, including interfixation or simultaneous suffixation where relevant, to the Ukrainian items.
5. Assess the productivity of each model. Use evidence from two additional formations built on the same pattern rather than relying on intuition alone.
6. Find an established translation equivalent for every selected item where one exists. Where no direct ready equivalent is appropriate in the chosen context, propose a descriptive or context-dependent solution.
7. Classify each translation relation as full, partial, or lacking a direct lexical equivalent in the selected context. Explain which semantic, grammatical, stylistic, structural, or cultural feature prevents closer equivalence.
8. Compare the two data sets and formulate at least three shared tendencies and three language-specific features. Address affixation, compounding, conversion, shortening, inflectional integration, and lexical economy where they are represented by the selected items.

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9. Conclude with three recurrent translation difficulties and propose a six-step decision procedure for translating a newly encountered complex word.

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## 4. Lexical Semantics and the Structure of Meaning in English and Ukrainian

**Exercise 1. Define each term in one or two sentences. Then add one diagnostic question that would help an analyst apply the term to an English or Ukrainian lexical unit. Do not reproduce the wording of the lecture glossary.**

1. lexical meaning
2. grammatical meaning
3. denotation
4. connotation
5. seme
6. sememe
7. archiseme
8. differential seme
9. polysemy
10. homonymy
11. motivation of lexical meaning
12. componential analysis
13. lexical field
14. partial equivalence
15. semantic lacuna

**Contrastive focus:** Select five terms and explain what kind of English–Ukrainian asymmetry each term can reveal. Distinguish an asymmetry of form from an asymmetry of semantic structure.

**Exercise 2. Match terms 1–15 with definitions A–O. Underline the feature in each definition that excludes the nearest competing term.**

|                           |                                                                                                                                                                                                                                          |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. emotive connotation    | A. Relations reflected in typical co-occurrence, collocation, and contextual compatibility.                                                                                                                                              |
| 2. evaluative connotation | B. The particular object, event, state, or situation identified in a context.                                                                                                                                                            |
| 3. stylistic connotation  | C. A transparent relation between the meaning of a lexical item and the meanings of its constituent morphemes.                                                                                                                           |
| 4. expressive connotation | D. The component that marks a lexical unit as formal, informal, colloquial, literary, technical, or otherwise register-bound.                                                                                                            |
| 5. symbol                 | E. A relation in which no direct lexicalized target unit of comparable semantic scope is available in the selected context, although the concept can be expressed by a phrase, borrowing, calque, description, or functional equivalent. |
| 6. concept                | F. The component that communicates the speaker's feeling toward what is named.                                                                                                                                                           |
| 7. referent               | G. The sound or written form conventionally used as a linguistic sign.                                                                                                                                                                   |

|                                        |                                                                                                                                                                                        |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8. phonetic motivation                 | H. A relation in which a symbolic meaning depends on shared historical practices, values, or communal conventions (used in Lecture 4 as an additional contrastive-interpretive layer). |
| 9. morphological motivation            | I. The component that strengthens degree, force, size, or vividness.                                                                                                                   |
| 10. semantic motivation                | J. A transparent relation between a lexical form and the sound that it imitates or evokes.                                                                                             |
| 11. cultural motivation                | K. Relations among lexical items that may occupy the same structural position and are linked by similarity, contrast, inclusion, or part-whole structure.                              |
| 12. paradigmatic relations             | L. The mental category through which a language user interprets a possible object, event, or situation.                                                                                |
| 13. syntagmatic relations              | M. A relation in which the relevant semantic, stylistic, and functional components coincide in the given context.                                                                      |
| 14. contextual full equivalence        | N. A relation in which a transferred meaning is interpretable through metaphor, metonymy, or another semantic extension.                                                               |
| 15. word-level lexical non-equivalence | O. The component that presents the referent as approved, disapproved, desirable, or undesirable.                                                                                       |

**Contrastive focus:** Explain why word-level lexical non-equivalence does not mean that target-language speakers cannot understand or describe the concept.

**Exercise 3.** Analyse the target form named in each item. State its stable lexical contribution, identify the grammatical category or categories encoded in context, and translate the complete sentence into the other language. Then explain whether the translation expresses the same grammatical information morphologically, analytically, lexically, or through context.

1. *shelves* in The new shelves were delivered yesterday.
2. *had arrived* in The editor had arrived before the meeting began.
3. *will reconsider* in The board will reconsider the application.
4. *the proposal* in The proposal was accepted after a short debate.
5. *more reliable* in This source is more reliable than the anonymous post.
6. *an architect* in Olena is an architect.
7. *is being restored* in The theatre is being restored this year.
8. *студенткою* in Марія була студенткою цього університету.
9. *перечитуватимемо* in Завтра ми перечитуватимемо рукопис.
10. *найпереконливіший* in Це був найпереконливіший аргумент.
11. *підписала* in Дослідниця підписала згоду на участь.
12. *словниками* in Перекладачі користувалися словниками.
13. *цих висновків* in Автор не пояснив цих висновків.
14. *працювали б* in За інших умов вони працювали б швидше.
15. *сильнішою* in Ця версія виявилася сильнішою.

**Contrastive focus:** Group the fifteen items by the principal means of grammatical expression. Identify two cases in which English requires an analytic form and two in which Ukrainian concentrates several grammatical meanings in one word form.

---

**Exercise 4. For each set, state the shared denotative core and describe the semantic contribution of every item. Classify the dominant connotation as emotive, evaluative, stylistic, or expressive. Record any justified overlap between categories and explain which item or items would be unsuitable in a neutral academic context. Interpret every item in the sense indicated by the set and note when full synonymy is absent.**

1. father – dad – daddy
2. confident – self-assured – smug
3. residence – place to live – digs
4. small – tiny – minuscule
5. an elderly person – an old person – a decrepit old person
6. friend – mate – crony
7. ask – inquire – quiz someone
8. батько – тато – татусь
9. їсти – харчуватися – жерти
10. сміятися – реготати – хихикати
11. наполегливий – упертий – затятий
12. кінь – коник (про коня) – коняка
13. дівчина – дівчинка – дівчисько
14. помилка – помилочка – груба помилка
15. говорити – промовляти – базікати

**Contrastive focus:** Choose three English and three Ukrainian sets. Propose context-sensitive translations that preserve both denotation and the dominant connotation. Explain one case in which morphology carries a connotation more directly in Ukrainian.

**Exercise 5. Classify the repeated form in each pair as an instance of polysemy or homonymy. For polysemy, state the semantic link between the meanings. For homonymy, state that no productive semantic link connects the meanings in present-day use. Translate both contexts and note whether the target language preserves the same formal relation.**

1. The dog began to bark. / Cork is harvested from the bark of the tree.
2. A bat flew out of the attic. / He swung the bat at the ball.
3. Dust irritated her eye. / The storm's eye passed east of the island.
4. The branch broke in the wind. / Linguistics is a branch of knowledge.
5. Every pupil submitted the task. / Bright light makes the pupil contract.
6. A seal rested on the rocks. / The document bears an official seal.
7. His foot was injured. / They waited at the foot of the tower.
8. The mouth was numb after treatment. / A boat entered the mouth of the river.
9. Вона заплела довгу косу. / Косар нагострив косу.
10. Робітники замінили балку перекриття. / Стежка спускалася в глибоку балку.
11. Корінь дерева пошкоджено. / Обчисліть корінь рівняння.
12. Кравчиня вкоротила рукав. / Човен увійшов у вузький рукав річки.
13. На небі з'явилася перша зірка. / Молода акторка стала зіркою серіалу.
14. Сапери знешкодили міну. / Він зробив невдоволену міну.

15. Музикант настроїв ліру. / Ціну було вказано в турецьких лірах.

**Contrastive focus:** Identify every case in which English polysemy becomes separate Ukrainian words or Ukrainian polysemy becomes separate English words. Explain why contextual translation must work with a sememe rather than the complete semantic structure of the source form.

**Exercise 6. For each mini-scenario, identify the symbol, paraphrase the concept activated in context, and specify the referent. Explain why the relation between symbol and referent is indirect. If technical or cultural knowledge reshapes the concept, state exactly how.**

1. A park label reads oak beside a centuries-old tree.
2. A project email states that the deadline is Friday at 17:00.
3. A computing guide instructs users to upload files to the cloud.
4. A station notice asks passengers to join the queue on platform two.
5. A museum card uses crown to identify the object displayed in a glass case.
6. A doctor points to an X-ray and uses the word fracture.
7. A journalist writes that the cabinet approved the measure.
8. На мапі села словом криниця позначено конкретне джерело води.
9. У портовому щоденнику слово чайка називає птаха над причалом.
10. У путівнику майдан називає центральний відкритий простір міста.
11. У весільній пісні барвінок постає не лише рослиною, а й символом тривалого кохання.
12. У статуті громада означає територіальну спільноту та організаційну одиницю.
13. У програмі слово кошик називає місце тимчасового зберігання видалених файлів.
14. У прогнозі слово циклон називає конкретну атмосферну систему над регіоном.
15. На афіші слово прем'єра називає перший публічний показ нової вистави.

**Contrastive focus:** Compare cloud with хмара, queue with черга, and кошик with recycle bin. Explain how translation changes the symbol while attempting to reconstruct the contextually relevant concept.

**Exercise 7. For each pair,**

**a) name the symbol in each language;**

**b) state whether the referent is shared;**

**c) give one English and one Ukrainian collocation that show how the concept – the associations activated by the word – differs between the two systems.**

1. dog – собака
2. moon – місяць
3. snow – сніг
4. road – дорога
5. bird – птах
6. fire – вогонь
7. star – зірка
8. wolf – вовк
9. sun – сонце
10. wind – вітер

**Contrastive task:** Explain, using the model, why the two words in a pair can share a referent yet activate different concepts, and why the base of the triangle (symbol–referent) is drawn as a dotted line.

**Exercise 8.** Classify each item in its stated meaning as phonetically, morphologically, or semantically motivated, culturally motivated in the additional contrastive-interpretive sense used in Lecture 4, or synchronically non-motivated. Identify the formal or conceptual cue that supports your decision. Where two motivations interact, identify the primary type and justify the secondary one.

1. clang as a verb naming a loud metallic sound
2. chirp as the short sound made by a small bird or insect
3. нявкати as the sound typically made by a cat
4. waterproof meaning able to prevent water from passing through
5. reusable meaning able to be used again
6. книгарня meaning a shop where books are sold
7. бездротовий meaning operating without a wire
8. bottleneck meaning a point where movement or progress is restricted
9. web meaning an interconnected online system
10. вікно meaning a framed area on a computer screen
11. хвиля meaning a sudden large increase in protests
12. a red poppy worn in British remembrance practices
13. писанка as a culturally significant decorated Easter egg
14. chair in its basic furniture meaning
15. олівець in its ordinary writing-instrument meaning

**Contrastive focus:** Compare the four semantically motivated items across languages. Decide whether a literal translation preserves the motivating image and explain what happens when the target language conventionalizes a different image.

**Exercise 9.** For each set, build a feature matrix and then write one sentence stating the contrastive point the matrix reveals. Mark a feature + or – only where it clearly applies; use Ø (unspecified) for a generic cover term that is neutral for a feature, and for a scalar feature (for example, size) you may rank the units 1–4 instead of forcing a binary value.

**Set A** — features [equine], [±adult], [±male] (horse is the generic cover term):

English: *horse* – *mare* – *stallion* – *foal*

Ukrainian: *кінь* – *кобила* – *жеребець* – *лоша*

**Set B** — features [container], [±handle], [±for hot drinks], [±glass]:

English: *cup* – *mug* – *glass* – *bowl*

Ukrainian: *чашка* – *кухоль* – *склянка* – *миска*

**Set C** — features [on foot], [±leisurely], [±purposeful], [±long steps] (walk is the generic cover term):

English: *stroll* – *walk* – *march* – *stride*

Ukrainian: *прогулюватися* – *іти* – *марширувати* – *крокувати*

**Set D** — features [body of water], [±salt], size (rank 1–4), [±enclosed]:

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English: *pond – lake – sea – ocean*

Ukrainian: *ставок – озеро – море – океан*

**Exercise 10. Work with two subsets: age terms and participants in movement or transport. For each lexical item, identify the subset's archiseme and add the smallest useful set of differential semes. Use binary features where appropriate, but do not force a binary analysis when a scalar feature is more accurate. For every transport term, first supply a natural counterpart or descriptive equivalent in the other language and then compare the category boundaries.**

1. infant
2. toddler
3. adolescent
4. adult
5. older adult
6. немовля
7. малюк
8. підліток
9. дорослий
10. літня людина
11. commuter
12. pedestrian
13. cyclist
14. водій
15. пасажир

**Contrastive focus:** Construct two feature matrices: one for age terms and one for participants in movement or transport. Mark where English and Ukrainian categories overlap, where their boundaries remain context-dependent, and where a phrase is needed to state the same distinction.

**Exercise 11. For each English–Ukrainian correspondence, list the shared semes and the semes expressed only by one side. Classify the relation in the selected context as contextual full equivalence, partial equivalence, or word-level lexical non-equivalence. If one language uses a phrase where the other uses one lexical item, identify the direction of the semantic lacuna and propose a natural context-sensitive translation. Do not treat the absence of a one-word counterpart as conceptual or translational impossibility.**

1. finger – палець руки
2. toe – палець ноги
3. cousin – двоюрідний брат / двоюрідна сестра
4. grandchild – онук / онука
5. stepparent – вітчим / мачуха
6. godparent – хрещений батько / хрещена мати
7. commuter – людина, яка регулярно їздить на роботу або навчання
8. earworm – нав'язлива мелодія, що постійно звучить у пам'яті
9. the day after tomorrow – післязавтра
10. the day before yesterday – позавчора

- 
11. boiling water – кип'яток
  12. book lover – книголюб
  13. fellow villager – односелець / односелиця
  14. a person of the same age – одноліток / однолітка
  15. a small present or treat brought from a visit or journey – гостинець

**Contrastive focus:** Group the items into one-to-several, phrase-to-one-word, and culturally or pragmatically non-identical correspondences. Explain why grammatical gender and lexical gender create different segmentation patterns in the two languages.

**Exercise 12. Work with the field of visual perception. For each item, give a concise meaning, identify its most typical participant structure or collocational frame, and place it in the field's core or periphery. Then map synonymic, contrastive, hyponymic, or manner relations among the items.**

1. see
2. look
3. watch
4. glance
5. stare
6. gaze
7. peer (verb)
8. observe
9. бачити
10. дивитися
11. спостерігати
12. глянути
13. витріщатися
14. вдивлятися
15. милуватися

**Contrastive focus:** Draw parallel field maps. Mark paradigmatic links with solid lines and add one typical syntagmatic frame for each item. Explain at least three cases in which a formally plausible translation would violate aspect, evaluation, participant structure, or collocational norm.

**Exercise 13. Translate each sentence into the other language for an educated general audience. Choose among borrowing or transliteration, descriptive translation, functional equivalent, cultural substitution, and a retained source term with a brief gloss or note. Name the strategy and state which cultural semes it preserves or sacrifices. More than one translation may be accepted when the choice is contextually and strategically justified.**

1. На День Незалежності вона вдягнула вишиванку, яку вишила її бабуса.
2. У музеї показали колекцію писанок із різних регіонів України.
3. На Різдво молодь підготувала театралізований вертеп для громади.
4. З полонини долинув звук трембіти.
5. На сцену вийшов кобзар із бандурою.
6. Сусіди зібралися на толоку й відновили стару криницю.

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7. Паляницю поклали на стіл поруч із сіллю.
  8. Після вечері діти заспівали коляду.
  9. Many shops reduce their opening hours on Boxing Day.
  10. They met at the local pub after the match.
  11. The students at an American high school rented formal clothes for the senior prom.
  12. In England, the service is administered by the county council.
  13. In the United States, the family travels every year for Thanksgiving.
  14. The hotel serves a traditional high tea with savoury dishes in the early evening.
  15. In the United States, she was summoned for jury duty next month.

**Contrastive focus:** Compare the strategies selected for the eight Ukrainian and seven English items. Identify which cases require preservation of foreignness and which allow a functional equivalent without serious semantic loss.

**Exercise 14. Translate each sentence into the other language. Identify the source unit with a broad or context-dependent semantic range, explain the dominant semes selected by the context, and justify the target equivalent and its collocation. More than one normative translation may be accepted when the alternatives are semantically distinguished and justified.**

1. She missed the final bus and walked home.
2. He missed his colleagues during the long leave.
3. The conference was held in the university library.
4. Hold the rail while the train is moving.
5. She runs a small publishing company.
6. Please run the tap until the water is clear.
7. The guests were served strong tea.
8. Heavy traffic delayed the ambulance.
9. Вона склала вступний іспит із першої спроби.
10. У червні студенти складатимуть державний іспит.
11. Рада має прийняти остаточне рішення.
12. У дитини знову висока температура.
13. Уночі почався сильний дощ.
14. Банк погодився відкрити рахунок дистанційно.
15. Редактор порушив гостре суспільне питання.

**Contrastive focus:** Sort the translations into one source word to several target equivalents, several source units to one target form, and same general field with different collocational realization. State which choices would be misleading if taken from a bilingual dictionary without context.

**Exercise 15. Each target sentence contains one predominant semantic translation error. Classify it as over-translation, under-translation, or false equivalence. If a secondary effect is unavoidable, state it separately. Identify the added, lost, or mismatched seme and provide a corrected translation that preserves the source register and connotation. More than one corrected translation may be accepted when the variants are contextually justified.**

1. She closed the door. → Вона сердито зачинила двері.
2. The village was silent. → Село було моторошно тихим.

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3. Він кивнув. → He nodded enthusiastically.
  4. Дівчина несла кошик. → The tired girl carried a heavy basket.
  5. The report mentions several delays. → У звіті згадано кілька серйозних затримок.
  6. The child was frightened by the huge dog. → Дитину налякав великий собака.
  7. Він ледве прошепотів відповідь. → He answered quietly.
  8. Вона лагідно усміхнулася. → She smiled.
  9. They worked in a tiny room. → Вони працювали в малій кімнаті.
  10. Музей придбав старовинну вишиванку. → The museum acquired an old shirt.
  11. The software window froze. → Вікно програми замерзло.
  12. She attended a training workshop. → Вона відвідала навчальну майстерню.
  13. Він мій одноліток. → He is my colleague.
  14. She is a thrifty shopper. → Вона скупа покупчиня.
  15. The argument is sound. → Аргумент гучний.

**Contrastive focus:** Count the three error types and describe a prevention procedure for each. Your procedure must include contextual senses, connotation, collocation, and cultural specificity rather than dictionary substitution alone.

**Exercise 16. Determine the contextual meaning of *sharp* in each combination. Translate the combination into Ukrainian and identify which Ukrainian adjective or expression corresponds to the English lexico-semantic variant. Classify the relation in that context as contextual full equivalence, partial equivalence, or word-level lexical non-equivalence. More than one translation may be accepted when the variants reflect different but contextually defensible semantic readings.**

1. a sharp knife
2. a sharp pain
3. a sharp turn
4. a sharp rise in prices
5. sharp criticism
6. a sharp contrast
7. a sharp mind
8. sharp eyesight
9. a sharp smell
10. a sharp voice
11. a sharp image
12. a sharp suit in an informal fashion review
13. a sharp frost
14. a sharp taste
15. a sharp reply

**Arrange the meanings of *sharp* into a radial semantic network. Identify the central meaning and show how the contextual meanings are connected through such dimensions as a fine edge or point, intensity, abruptness, perceptual clarity, and evaluation. Compare the semantic structure of English *sharp* with Ukrainian *гострий*, noting meanings that require such equivalents as *різкий*,**

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**крутий, чіткий, проникливий, сильний, елегантний, or another context-dependent form. Do not assume that one Ukrainian adjective reproduces the whole English network.**

### **Comparative Analysis Task**

Work in pairs or groups of three. Complete all stages and prepare an evidence-based report of 1,200–1,600 words with an 8–10 minute presentation and a compact comparative matrix. Treat this as an extended project rather than an in-class task. Do not use any recurring case study from the lecture or any example already analysed in Exercises 1–16.

- Select one conceptual domain: sound perception, interpersonal trust, education and assessment, weather intensity, or public participation.
- Compile a mini-corpus of at least 10 current English contexts and 10 current Ukrainian contexts from authoritative dictionaries, national corpora, institutional websites, or edited media. Record each source and retain enough context to disambiguate the target lexical unit.
- Identify 8–10 central lexical units in each language and establish a shared comparison criterion (*tertium comparationis*) for the field.
- For every unit, separate denotative meaning from emotive, evaluative, stylistic, expressive, and cultural components that are contextually relevant.
- Select at least four units from each language for componential analysis. State the archiseme and differential semes and present the results in parallel feature matrices.
- Map paradigmatic relations and add typical syntagmatic patterns. Mark the field's core and periphery and explain any non-parallel boundaries.
- Identify at least three cases of partial equivalence and at least one defensible case of word-level lexical non-equivalence. Demonstrate that any semantic lacuna concerns lexicalization, not conceptual impossibility.
- Analyse one polysemantic unit in each language. Show which sememes are relevant to the field and whether the other language preserves or redistributes the semantic links.
- Translate four short corpus contexts in each direction. For every translation, name the dominant semes and justify the strategy used.
- Conclude with at least three similarities, three differences, and two likely translation difficulties. Distinguish semantic, collocational, grammatical, and cultural causes.

#### **Required report structure**

1. Research question and shared comparison criterion (*tertium comparationis*).
2. Data and source-selection criteria.
3. Parallel inventories of English and Ukrainian lexical units.
4. Componential matrices and field maps.
5. Analysis of denotation, connotation, motivation, and semantic structure.
6. Equivalence and lacuna analysis.
7. Translation cases and strategy justification.
8. Contrastive conclusions and limitations.

#### **Evaluation criteria**

- accuracy and consistency of terminology;
- reliability and naturalness of the collected language data;

- 
- explicit evidence for shared and differential senses;
  - clear separation of paradigmatic and syntagmatic observations;
  - context-sensitive treatment of connotation and cultural specificity;
  - well-justified translation decisions and recognition of semantic loss or gain;
  - balanced comparison of English and Ukrainian rather than two separate descriptions.

## 5. Paradigmatic Lexical Relations in English and Ukrainian

**Exercise 1. Define each term in one or two sentences. Add one diagnostic question and one possible translation risk associated with the relation. Do not reproduce the wording of the lecture glossary.**

1. paradigmatic relation
2. syntagmatic relation
3. polysemy
4. homonymy
5. full homonym
6. synonymy
7. absolute synonymy
8. antonymy
9. hyperonym
10. hyponym
11. co-hyponym
12. meronym
13. holonym
14. lexical hierarchy
15. semantic relation

**Contrastive focus:** Group the terms according to similarity, opposition, inclusion, and part-whole structure. Explain which relations are most likely to have non-parallel lexical realization in English and Ukrainian.

**Exercise 2. Match terms 1–15 with definitions A–O. Underline the decisive diagnostic feature in every definition and distinguish it from the nearest competing category.**

|                        |                                                                                                                     |
|------------------------|---------------------------------------------------------------------------------------------------------------------|
| 1. homophone           | A. A binary opposition in which the denial of one term entails the other within the relevant domain.                |
| 2. homograph           | B. A synonym that differs from related units mainly in register, social marking, or emotional colouring.            |
| 3. homoform            | C. The relation between different words that sound alike but differ in spelling and meaning.                        |
| 4. synonymic dominant  | D. An opposition between trajectories, orientations, or changes moving in contrary directions.                      |
| 5. near-synonymy       | E. The neutral, frequent, and semantically broad member used as the reference point of a synonymic row.             |
| 6. ideographic synonym | F. A recurrent positive or negative evaluative association created by typical collocational environments.           |
| 7. stylistic synonym   | G. A coincidence restricted to one or several grammatical forms of lexical items whose paradigms are not identical. |
| 8. contextual synonym  | H. The relation between items that share the same immediate hyperonym and occupy the same taxonomic level.          |

|                            |                                                                                                                        |
|----------------------------|------------------------------------------------------------------------------------------------------------------------|
| 9. semantic prosody        | I. A word that becomes equivalent to another word only within a particular context.                                    |
| 10. gradable antonymy      | J. An opposition between endpoints of a scale that allows intermediate values and degree modification.                 |
| 11. complementarity        | K. A synonym that differs from related units mainly in a shade of denotative meaning.                                  |
| 12. converseness           | L. A relation describing one situation from two participant perspectives.                                              |
| 13. directional opposition | M. Semantic closeness accompanied by a difference in range, register, connotation, collocation, or distribution.       |
| 14. reversiveness          | N. The relation between different words that share spelling but differ in pronunciation and meaning.                   |
| 15. co-hyponymy            | O. A subtype of directional opposition in which one action undoes the result of another and restores an earlier state. |

**Contrastive focus:** Identify the definitions whose realization depends strongly on pronunciation, stress, morphology, or corpus evidence. Explain why these diagnostics differ between English and Ukrainian.

**Exercise 3. Classify the relation illustrated in each item as primarily paradigmatic or syntagmatic. Name the specific sense relation or collocational restriction involved and explain how the other dimension can refine the analysis.**

1. rapid and swift as alternatives before response
2. legal and illegal as alternatives in the same predicative position
3. orchid and tulip under the category flower
4. keyboard and computer in a part-whole relation
5. heavy rain as a conventional English combination
6. make a decision rather than do a decision
7. doctor and patient as roles in the same medical event
8. tea as a kind of beverage
9. healthy and ill as opposing descriptions of a patient
10. a dog barked as a typical subject-verb combination
11. щира подяка as a conventional Ukrainian combination
12. ухвалити рішення rather than зробити рішення
13. лікар and пацієнт as relational participants in one situation
14. ромашка and мак as members of the category квітка
15. міцна кава as a conventional Ukrainian combination

**Contrastive focus:** Compare heavy rain with сильний дощ, make a decision with ухвалити рішення, and rapid response with швидка відповідь. Show why paradigmatic equivalence does not guarantee syntagmatic equivalence.

**Exercise 4. Identify the active sense of the repeated word in each context and formulate the perceived semantic link between the senses. Where the evidence is sufficient, describe the extension as metaphorical, metonymic, specialized, or conventionally functional. Translate each sentence naturally and indicate whether the target language preserves one repeated lexical unit or distributes the senses among several units. Do not classify a mere change of word class as polysemy unless the dictionary treats the relevant senses within one lexical entry.**

1. The phone screen cracked near the corner.
2. The documentary filled the cinema screen.
3. A folding screen separated the work area from the hall.
4. A dense row of trees formed a screen against the wind.
5. The staff placed a privacy screen around the examination area.
6. Майстер використав тонкий мідний дріт.
7. За дверима почувся тонкий дитячий голос.
8. Напій мав тонкий аромат м'яти.
9. У листі містився тонкий натяк на незгоду.
10. Реставрація вимагала тонкої ручної роботи.
11. За селом простягалося пшеничне поле.
12. Прилад створює слабке магнітне поле.
13. Предмет зник із поля зору камери.
14. Заповніть обов'язкове поле у формі.
15. Її поле діяльності охоплює цифрову освіту.

**Contrastive focus:** Draw three radial sense maps. Compare the number and organization of target-language equivalents and explain which semantic links are preserved, redistributed, or lost in translation.

**Exercise 5. Classify each set as polysemy or homonymy. For polysemy, formulate the perceived synchronic semantic link. For homonymy, state why such a link is unavailable. When the items belong to different parts of speech, do not infer polysemy merely from shared form: check grammatical behaviour and dictionary entry structure. Consult two authoritative dictionaries when the analysis is debatable and report any lexicographic disagreement.**

1. light (noun: illumination) / light (adjective: not heavy)
2. match (noun: a contest) / match (noun: a small stick for producing fire)
3. sole as the bottom of a foot or shoe / sole as a flat sea fish
4. mean (verb: signify) / mean (noun: an average) / mean (adjective: unkind)
5. клуб as an association / клуб as a rounded mass of smoke
6. кран as a device controlling liquid / кран as a lifting machine
7. папа as two related items / папа as water vapour
8. такса as a fixed charge / такса as a dachshund
9. neck as a body part / the neck of a bottle / a narrow neck of land
10. shoulder as a body part / the shoulder of a road / the shoulder of a mountain
11. seed as part of a plant / the seed of an idea / the top seed in a tennis tournament
12. bridge over a river / bridge of the nose / dental bridge

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13. дорога між двома містами / дорога до професійного успіху
  14. хребет людини / гірський хребет
  15. тінь від дерева / тінь сумніву / тінь колишньої слави

**Contrastive focus:** Identify all cases in which the English relation changes when translated into Ukrainian or the Ukrainian relation changes in English. Explain why dictionary entry structure is evidence but not an infallible rule.

**Exercise 6.** Using the mutually exclusive operational classification stated in Lecture 5, classify each item as a full lexical homonym, homophone, homograph, or homoform. Record spelling, pronunciation or stress, part of speech, and the extent of paradigm coincidence. Then supply separate Ukrainian or English equivalents for the meanings. If another reference uses a broader overlapping label, note the terminological difference but apply the course convention in your final classification.

1. palm as the inner surface of the hand / palm as a tropical tree
2. date as a calendar day / date as a sweet fruit
3. бал as a score / бал as a formal dance
4. allowed / aloud
5. brake / break
6. council / counsel
7. principal / principle
8. bow /boʊ/ as a weapon / bow /baʊ/ as bending the body
9. wind /wɪnd/ as moving air / wind /waɪnd/ as turning or twisting
10. мýка as suffering / мукá as flour
11. áтлас as a collection of maps / атлáс as a glossy fabric
12. rose as a flower / rose as the past form of rise
13. lie as recline / lie as say something untrue, with different past forms
14. діти as the plural of дитина / діти as an infinitive meaning to put somewhere
15. мила as a feminine adjective / мила as a feminine past-tense verb

**Contrastive focus:** Calculate the distribution of the four types in the English and Ukrainian data. Explain why English supplies more stable homophones while Ukrainian supplies stress-based homographs.

**Exercise 7.** For each row, determine whether a defensible synonymic dominant can be identified. Classify the other members as primarily ideographic, stylistic, contextual, or broadly near-synonymous. Describe intensity, manner, evaluation, register, and collocational restrictions, then translate two non-dominant members contextually. If two items compete for dominant status, state this explicitly and justify the preferred analysis with dictionary or corpus evidence.

1. walk – stroll – stride – trudge – amble
2. laugh – giggle – chuckle – snigger – guffaw
3. angry – annoyed – furious – irate – enraged
4. tired – weary – exhausted – fatigued – spent
5. leave – depart – withdraw – take off – go away
6. quiet – silent – hushed – noiseless – still

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7. brave – courageous – bold – fearless – valiant
  8. wet – damp – moist – soggy – waterlogged
  9. іти – крокувати – брести – плентатися – простувати
  10. сміятися – хихотіти – реготати – гиготіти – посміюватися
  11. сердитий – роздратований – лютий – гнівний – розлючений
  12. втомлений – стомлений – зморений – виснажений – знесилений
  13. красивий – гарний – вродливий – чарівний – привабливий
  14. швидкий – стрімкий – прудкий – блискавичний – скорий
  15. боятися – лякатися – страхатися – жахатися – побоюватися

**Contrastive focus:** Choose four rows and construct parallel English–Ukrainian synonymic maps. Identify where the target language lacks a member with the same combination of manner, intensity, register, and evaluation.

**Exercise 8.** For each synonymic row, label every member by register – formal, neutral, informal, or slang. Then state which member you would choose to translate the neutral source word given, and mark any case where the English and Ukrainian registers do not align. Use dictionary register labels; where a unit is euphemistic or borderline, say so rather than forcing a single label, and accept more than one defensible label at the boundaries.

**Row 1 (English, 'die'):** dease – die – pass away – kick the bucket

**Row 2 (English, 'money'):** funds – money – cash – dough

**Row 3 (English, 'eat'):** dine – eat – grab a bite – scoff

**Row 4 (Ukrainian, 'обличчя'):** лик – обличчя – лице – пика

**Row 5 (Ukrainian, 'їсти'):** споживати – їсти – уминати – жерти

**Contrastive task:** Explain why a formally accurate synonym can still be the wrong choice when its register does not match the source text, and give one English–Ukrainian pair whose register ladders do not coincide.

**Exercise 9.** Use an authoritative corpus or corpus-based dictionary. For each item, collect at least four frequent collocates, classify the prevailing prosody as positive, negative, mixed, or neutral, and test whether a close bilingual equivalent has the same evaluative environment. Work in pairs and record the source of every collocation. If the evidence is mixed, report the distribution rather than forcing a single label.

1. commit
2. incur
3. alleviate
4. foster
5. notorious
6. зазнати
7. плекати
8. досягти
9. подолати
10. загрожувати

**Contrastive focus:** Present three non-parallel cases. Explain how a translation can remain grammatically correct yet shift the evaluative tone because the selected target unit has different semantic prosody.

**Exercise 10. Classify each pair as gradable, complementary, converse, directional, or reversive. Apply the relevant logical test: degree modification, denial entailment, participant-role reversal, opposite trajectory, or restoration of a previous state. Treat reversives as a subtype of directional opposition.**

1. deep – shallow
2. noisy – quiet
3. smooth – rough
4. mortal – immortal in the literal sense of susceptibility to death
5. парний – непарний
6. employer – employee
7. precede – follow
8. own – belong to
9. давати – отримувати
10. ascend – descend
11. advance – retreat
12. схід – захід as cardinal directions
13. lock – unlock
14. inflate – deflate
15. застебнути – розстебнути

**Contrastive focus:** Translate every pair and compare logical type with lexical or grammatical form. Identify one converse and one reversive whose Ukrainian and English structures are not formally parallel.

**Exercise 11. Classify each pair as same-root derivational antonyms, different-root antonyms, or not antonyms. Identify the affix or root contrast, determine the logical type where applicable, and explain why visible negative morphology does not automatically guarantee antonymy.**

1. possible – impossible
2. honest – dishonest
3. approve – disapprove
4. patient – impatient
5. hopeful – hopeless
6. valuable – valueless
7. flammable – inflammable
8. valuable – invaluable
9. логічний – нелогічний
10. залежний – незалежний
11. завантажити – розвантажити
12. з'єднати – роз'єднати
13. відповідальний – безвідповідальний

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14. ощадливий – марнотратний

15. цінний – безцінний

**Contrastive focus:** Group the genuine antonyms by English and Ukrainian word-formational means. Compare the deceptive pairs flammable – inflammable, valuable – invaluable, and цінний – безцінний and formulate a translator's warning.

**Exercise 12. For each word:**

**a) give its actual antonym;**

**b) state whether the -ful / -less (or -ful / un-) pair is a genuine antonym, only apparent, or has no correlate at all.**

**Where the -less form is polysemous, base your judgement on the sense that pairs with the -ful form.**

1. hopeful
2. useful
3. tactful
4. powerful
5. restful
6. tasteful
7. colourful
8. successful
9. cheerful
10. faithful
11. shameful
12. wonderful
13. childless
14. priceless
15. spotless

**Contrastive task:** Sort the fifteen words into genuine -ful/-less antonymy, apparent-only pairs, and words with no -ful/-less correlate. State one translator's warning that follows from the apparent pairs.

**Exercise 13. For each chain or set, identify the hyperonym, hyponym, and co-hyponyms. Test every link with the frame X is a kind of Y. Three sets contain a category error: locate and repair it without changing the conceptual domain.**

1. fruit → citrus fruit → lemon
2. musical instrument → string instrument → violin
3. publication → periodical → magazine
4. electronic device → computer → laptop
5. bird → waterfowl → duck
6. science → natural science → chemistry
7. напій → чай → зелений чай
8. одяг → верхній одяг → пальто
9. документ → посвідчення особи → паспорт
10. птах → хижий птах → сокіл

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11. наука → природнича наука → біологія
  12. будівля → освітня будівля → шкільна будівля
  13. weather → rain → umbrella
  14. vehicle → bicycle → helmet
  15. рослина → дерево → деревина

**Contrastive focus:** Translate the twelve valid hierarchies and compare taxonomic depth. Identify two cases in which a natural target-language hierarchy requires generalization, specification, or restructuring.

**Exercise 14. Identify the meronym and holonym in each pair. Classify the relation as component–integral object, member–collection, substance–object, or portion–mass. Translate the pair and explain whether the target-language nouns preserve the same subtype.**

1. keyboard – computer
2. roof – house
3. petal – flower
4. chapter – novel
5. bee – swarm
6. singer – choir
7. clay – pot
8. spoonful – sugar
9. клавіша – клавіатура
10. двигун – літак
11. корабель – флот
12. присяжний – колегія присяжних
13. вовна – светр
14. ковток – вода
15. шматок – сир

**Contrastive focus:** Contrast hyponymy with meronymy by applying kind-of and part-of tests. Explain two cases in which a literal translation changes the perceived boundary between a component, substance, member, or portion.

**Exercise 15. Translate each sentence into the other language. Identify the paradigmatic relation that creates the main difficulty, state the active sense or hierarchy level, and justify one strategy: disambiguation, register adjustment, collocational adjustment, semantic-prosody adjustment, generalization, specification, or precise part naming.**

1. The board approved the revised budget unanimously.
2. The fabric has a fine and even weave.
3. Вона завжди тримає слово.
4. The quarry supplied stone for the restoration.
5. На рахунку залишилося сто гривень.
6. The witness stated that the corridor was empty.
7. The puppy scampered across the yard.

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8. Після зміни він плентався додому.
  9. The agreement paved the way for closer cooperation.
  10. The laboratory confirmed that the sample was sterile.
  11. The company employs more than two hundred technicians.
  12. Unscrew the cap before replacing the filter.
  13. The biologist observed a falcon near the wetland.
  14. У шафі зберігали зимове взуття.
  15. The engineers inspected the aircraft's fuselage.

**Contrastive focus:** Sort the cases by relation and strategy. Explain why disambiguation must precede synonym selection and why the required level of specificity depends on genre and communicative purpose.

**Exercise 16. Examine each lexical set. Decide whether the first word functions as a synonymic dominant within a synonymic row or as a hyperonym naming a general class. Justify the decision by applying semantic inclusion, stylistic neutrality, frequency, and substitutability. More than one candidate for synonymic dominant may be accepted when the alternatives are supported by dictionary or corpus evidence. Provide Ukrainian equivalents and determine whether the same relation is preserved in Ukrainian.**

1. begin: start, commence, initiate
2. help: aid, assist
3. ask: inquire, question, interrogate
4. end: finish, conclude, terminate
5. strange: odd, peculiar, bizarre
6. footwear: shoe, boot, sandal
7. furniture: chair, table, wardrobe
8. fruit: apple, pear, plum
9. vehicle: car, bus, van
10. emotion: joy, anger, fear
11. bird: eagle, sparrow, owl
12. tool: hammer, saw, drill
13. flower: rose, tulip, daisy
14. container: bottle, jar, box
15. clothing: shirt, coat, skirt

**Contrastive focus:** Explain why a synonymic dominant and a hyperonym may both appear semantically general but represent different paradigmatic relations.

**Exercise 17. Study the senses of English *break* below and carry out a full contrastive analysis, integrating every paradigmatic relation studied in this session.**

**Data:** break a cup; break a record; break the law; break a promise; day breaks; the news broke; break for coffee.

**1. List the senses of break and state the relation among them (polysemy – name the transfer, metaphor or metonymy, for each).**

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2. Give the Ukrainian equivalent for each sense and show that no single Ukrainian verb covers them all.
  3. For two senses, find an English near-synonym and its Ukrainian counterpart, and check the three levels: register → collocation → semantic prosody.
  4. For two senses, give an antonym (for example, break – mend, break – keep a promise) and classify the type of antonymy.
  5. Place break 'shatter' in a hyponymic frame (shatter, crack, snap, smash as co-hyponyms) and map each onto Ukrainian.
  6. Write a short contrastive commentary (120–150 words) applying the translator's checklist: what is the active sense, the register, the type of opposition, and the level of specificity in each case?

### Comparative Analysis Task

Work in pairs or groups of three. Prepare an evidence-based report of 1,200–1,600 words with an 8–10 minute presentation and compact semantic maps. Treat this as an extended project rather than an in-class task. Do not reuse any lexical set or example from the lecture or Exercises 1–17.

- Select one conceptual domain: emotional restraint, movement through public space, academic assessment, household maintenance, sound intensity, or digital communication.
- Compile at least 10 current English contexts and 10 current Ukrainian contexts from authoritative dictionaries, corpora, institutional texts, or edited media. Record every source and retain enough context to disambiguate the target units.
- Identify 8–10 central lexical units in each language and formulate a shared comparison criterion (*tertium comparationis*) for the two samples.
- Map at least one polysemous network in each language and determine whether the target language preserves, redistributes, or separates its senses.
- Find and classify at least one homonymous or formally ambiguous item in each language. Use context, grammatical behaviour, and dictionary entry structure to justify the distinction from polysemy.
- Build one English and one Ukrainian synonymic row with a justified dominant. Compare denotation, register, collocation, and semantic prosody.
- Identify at least two antonymic pairs. Classify each by logical type and structure, then compare the formal means used in the two languages.
- Construct a hyponymic hierarchy containing at least three levels and a meronymic network containing at least two subtypes of part-whole relation.
- Translate four contexts in each direction. For each decision, name the active relation and justify the strategy applied.
- Conclude with at least three shared features, three asymmetries, and two predictable translation difficulties supported by evidence.

#### Required report structure

1. Research question and *tertium comparationis*.
2. Data sources and selection criteria.
3. Polysemy and homonymy findings.
4. Synonymic rows and semantic-prosody evidence.
5. Antonymic classification.

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6. Hyponymic and meronymic maps.
  7. Translation cases and strategy justification.
  8. Contrastive conclusions and limitations.

**Evaluation criteria**

- accurate and consistent terminology;
- reliable, current, and natural language data;
- explicit diagnostics for every classification;
- balanced attention to English and Ukrainian;
- correct separation of logical relation, morphological form, and contextual use;
- evidence-based treatment of collocation and semantic prosody;
- context-sensitive and well-justified translation decisions.

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## 6. Semantic Change and Semantic Transfer in English and Ukrainian

**Exercise 1. Define each term in one or two sentences without reproducing the lecture glossary. Add one diagnostic question that would help identify the phenomenon in authentic data.**

1. semantic change
2. semantic transfer
3. semantic radiation
4. broadening or generalization
5. narrowing or specialization
6. amelioration
7. pejoration
8. metaphor
9. tenor
10. vehicle
11. source domain
12. target domain
13. metonymy
14. contiguity
15. synecdoche

**Contrastive focus:** Arrange the terms into three groups: direction or result of change, mechanism of transfer, and analytical component. Explain why the same English or Ukrainian word may require labels from more than one group.

**Exercise 2. Match terms 1–15 with definitions A–O. Underline the feature that separates each category from its nearest alternative.**

|                             |                                                                                                                                     |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. linguistic metaphor      | A. A transfer that uses an animal or animal behaviour to conceptualize another referent.                                            |
| 2. conceptual metaphor      | B. A conceptual mapping that treats an abstraction as an object, substance, entity, or container.                                   |
| 3. living metaphor          | C. A particular figurative expression realized in speech or writing.                                                                |
| 4. conventional metaphor    | D. A transfer whose imagery comes from tools, mechanisms, clothing, or material artefacts.                                          |
| 5. dead metaphor            | E. An established transferred sense processed as part of ordinary vocabulary, although its motivating image may remain transparent. |
| 6. demotivation             | F. A conceptual mapping in which the organization of one complex domain structures another complex domain.                          |
| 7. anthropomorphic metaphor | G. The loss or obscuring of the original semantic motivation of a lexical item.                                                     |

|                                       |                                                                                                              |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------|
| 8. zoomorphic metaphor                | H. A transfer that organizes an abstract concept through physical location or direction.                     |
| 9. nature-based metaphor              | I. A novel, vivid, and context-dependent image created for a specific expressive effect.                     |
| 10. object-based metaphor             | J. A transfer that uses culturally or evaluatively associated colour.                                        |
| 11. spatial or orientational metaphor | K. A systematic cognitive mapping that motivates a family of expressions.                                    |
| 12. colour-based metaphor             | L. A transfer in which perception in one sensory modality describes another modality or an abstract quality. |
| 13. sensory or synaesthetic metaphor  | M. A transfer that draws its vehicle from the human body or human qualities.                                 |
| 14. structural metaphor               | N. An established expression whose image remains recognizable but is no longer original.                     |
| 15. ontological metaphor              | O. A transfer whose imagery comes from weather, water, fire, plants, or another natural phenomenon.          |

**Contrastive focus:** Select three definitions whose English and Ukrainian realizations are likely to overlap strongly and three whose realizations are likely to be culture-specific. Justify your predictions.

**Exercise 3. Analyse each description on two separate axes. First, determine lexical status:**

**A – stabilized transferred lexical meaning,**

**B – one-off contextual innovation, or**

**C – literal use with no transferred meaning.**

**Second, where relevant, name the result or direction of change (broadening, narrowing, amelioration, or pejoration) and the transfer mechanism (metaphor or metonymy). More than one label is required when the dimensions coexist. Use only the information supplied rather than inventing an undocumented history.**

1. A noun once denoted all birds but is now restricted to domestic poultry.
2. A journalist calls a sudden increase in complaints an avalanche, and dictionaries record this figurative sense.
3. A poet describes streetlights as tired amber eyes in a single poem.
4. The adjective wooden describes a chair made of wood.
5. A term for a military encampment later comes to denote temporary accommodation for many civilian groups.
6. In a financial report, freeze regularly means to prevent assets from being used.
7. An author writes that the calendar coughed up another Monday, with no evidence of established usage.
8. The Ukrainian adjective крижаний describes water containing ice.
9. A word formerly used neutrally for an unmarried woman develops a dismissive social connotation.
10. The Ukrainian noun носик denotes a small nose in one sentence and the projecting spout of a kettle in another established sense.
11. A speaker invents the phrase bureaucracy is chewing the afternoon to express frustration.

12. The verb to harvest refers to gathering a crop in an agricultural manual.
13. A word for a small shield develops the general sense of something aimed at in many domains.
14. The phrase гіркий досвід conventionally transfers a taste property to an unpleasant life experience.
15. A noun retains the same denotation but acquires a more respectful evaluation after a social institution gains prestige.

**Contrastive focus:** Compare the distribution of lexicalized, contextual, and literal uses. Identify every item that requires both a result label and a mechanism label. Explain why an interpretable contextual transfer is not yet evidence of stabilized semantic change in either language.

**Exercise 4. For each documented earlier–current gloss pair, decide whether the development is broadening, narrowing, or a transfer that requires a different primary label. State which semantic feature was added, lost, or backgrounded. The glosses are evidence supplied for analysis, not prompts for speculative etymology.**

1. hound: dog in general → a dog, especially one bred or trained for hunting.
2. fowl: bird in general → a domestic bird kept for meat or eggs.
3. starve: die → die or suffer severely because of a lack of food.
4. wife: woman → a married woman in relation to her spouse.
5. barn: a building for storing barley → a farm building used for storing crops or housing animals.
6. camp: a military encampment → a temporary place of accommodation for soldiers, tourists, refugees, or other groups.
7. target: a small round shield → any object, person, or result aimed at.
8. pioneer: a foot soldier who cleared a route → a person who is among the first to develop or explore a field.
9. pirate: a robber at sea → a sea robber and, by extension, a person or organization using protected material illegally.
10. season: the time for sowing → any one of the main divisions of the year and other recurrent periods.
11. чорнило: black writing fluid → ink of any colour.
12. печиво: everything baked from flour → small sweet baked products made from flour.
13. пиво: drink in general → a particular fermented beverage.
14. лікар: healer or person with knowledge of remedies → medically trained physician.
15. меценат: the Roman name Maecenas → a wealthy patron of culture, education, or scholarship.

**Contrastive focus:** Build two semantic-range diagrams, one for an English item and one for a Ukrainian item. Then explain why the development of меценат is better analysed as transfer from a proper name than as simple broadening.

**Exercise 5. Classify each earlier–current pair as amelioration, pejoration, or primarily another semantic development. Distinguish a stable revaluation of the lexical item from a pejorative or positive secondary sense that coexists with a neutral one. Describe the evaluative shift and identify any register or usage warning that a translator should preserve. More than one dimension may be reported, but one must be justified as primary.**

1. knave: boy or male servant → a dishonest or unscrupulous man.
2. boor: peasant or farmer → a rude, insensitive person.
3. greedy: hungry or eager → excessively desirous, especially of wealth or food.

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4. churl: man or peasant → a rude and mean-spirited person.
  5. gossip: a godparent or close family acquaintance → casual talk about other people's private lives.
  6. spinster: a woman who spins thread → a dated and often disapproving term for an unmarried woman.
  7. wench: a child or young woman → an archaic and often offensive term for a woman.
  8. fond: foolish or naïve → affectionate or loving.
  9. pretty: crafty or cunning → attractive in a delicate way.
  10. marshal: a servant responsible for horses → a high-ranking military or ceremonial officer.
  11. майстер: a supervisor or skilled craft worker → also a person of outstanding skill in any field.
  12. бурса: a type of religious school → an informal, often ironic name for an educational institution.
  13. базар: a marketplace → also noisy, disorderly talk in colloquial use.
  14. бубоніти: to make repeated dull sounds → to speak indistinctly and monotonously.
  15. провінційний: located outside a capital or major centre → also narrow in outlook or unsophisticated.

**Contrastive focus:** Compare five English and five Ukrainian developments. Determine whether social status, gender attitudes, institutional history, or expressive metaphor is the main source of evaluation in each language sample.

**Exercise 6. In each expression, identify the tenor and the vehicle, formulate the relevant source and target domains, and state the perceived basis of similarity. Translate the sentence naturally while preserving the communicative effect rather than the individual word.**

1. The proposal rests on a fragile foundation.
2. A seed of suspicion remained after the interview.
3. The negotiations reached a crossroads.
4. The investigation shed light on the missing records.
5. A wall of silence surrounded the incident.
6. The announcement sparked a public debate.
7. The custom has deep roots in the region.
8. The committee slowly digested the new evidence.
9. У розмові визріло зерно незгоди.
10. Її заперечення зруйнувало основу аргументації.
11. Новина запалила надію серед волонтерів.
12. Між партнерами виросла стіна недовіри.
13. Ініціатива пустила коріння в місцевих громадах.
14. Його зауваження зачепило болючу струну.
15. Команда повільно переварювала несподівану поразку.

**Contrastive focus:** Group the vehicles by source domain. Identify which translations can retain the same image and which require another conventional vehicle in the target language.

**Exercise 7. Place each metaphorical expression on the operational continuum: living or creative, conventional, or lexicalized or dead. Give two pieces of evidence: contextual novelty and degree of dictionary lexicalization. Diagnose demotivation separately and do not assume that every lexicalized metaphor has an opaque motivating image. Treat borderline cases as a scale and justify the selected point rather than relying on intuition alone.**

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1. Morning stitched a silver seam along the roofs.
  2. The deadline prowled around the office all week.
  3. Silence buttoned the room shut.
  4. Дощ переписував місто нерівним почерком.
  5. Ранок розгорнув над селом холодне полотно.
  6. The announcement sparked renewed interest among local investors.
  7. The roots of the dispute go back several decades.
  8. The audit revealed a chain of errors.
  9. Угода стала важелем подальших реформ.
  10. Критика влучила у слабке місце реформи.
  11. Thread the cotton through the eye of the needle.
  12. The bottle has a narrow neck.
  13. The keyboard has one damaged key.
  14. Ремонт розпочали з лівого крила будинку.
  15. У стільця тріснула спинка.

**Contrastive focus:** Select one item from each point on the scale in both languages. Explain how the degree of conventionalization affects the choice between image preservation, conventional substitution, and lexical equivalent.

**Exercise 8. Classify the vehicle in each expression as primarily anthropomorphic, zoomorphic, nature-based, object-based, spatial or orientational, colour-based, or sensory or synaesthetic. Because source-domain categories may overlap, record a justified secondary label where necessary. Then identify the target meaning and translate the expression into the other language without assuming that the target uses the same vehicle.**

1. the head of the department
2. an eagle-eyed editor
3. a torrent of complaints
4. the framework of the policy
5. a low priority
6. a white lie
7. a piercing smell
8. a velvet voice
9. вовк у переговорах
10. коріння проблеми
11. інструмент контролю
12. підняти рівень довіри
13. чорний гумор
14. оксамитовий голос
15. верхівка організації

**Contrastive focus:** Create a seven-row English–Ukrainian source-domain matrix. For every category, mark strong overlap, partial overlap, or different lexicalization and support the decision with one

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*analysed item. Do not claim total equivalence without matching meaning, conventionality, register, and collocation.*

**Exercise 9. For each English expression:**

**a) give a natural Ukrainian equivalent;**

**b) name the source sense in English (taste, touch, temperature, weight, sound, or sight);**

**c) state whether Ukrainian keeps the same sensory source, switches to a different one, or drops the sensory image.**

**More than one natural Ukrainian equivalent may be defensible; where the source sense is itself borderline (for example, dry, thick), state the reading you adopt and justify the keep/switch/drop decision on that basis.**

1. a warm reception
2. a cold stare
3. a sour mood
4. a sharp mind
5. a loud colour
6. a bright student
7. a soft heart
8. a heavy heart
9. a bitter rivalry
10. a smooth talker
11. a rough estimate
12. a cool reception
13. a sweet victory
14. a thick accent
15. a dry sense of humour

***Contrastive task:*** Identify at least three items in which English and Ukrainian use different sensory sources for the same abstract meaning. Explain why the translator cannot assume that a sensory adjective maps onto its dictionary cognate.

**Exercise 10. For each expression, reconstruct the conceptual mapping and classify it as structural, orientational, generic ontological, or personification. State the source and target domains. Use personification only when the non-human target is given a recognizably human action, state, or role; otherwise retain the broader ontological classification.**

1. She defended every point in her argument.
2. The theory cannot survive that counterattack.
3. We need to digest these findings before responding.
4. His confidence rose after the second interview.
5. Public morale sank during the prolonged crisis.
6. The plan carries too much risk.
7. Responsibility weighed heavily on the chairperson.
8. History will judge this decision.
9. Opportunity knocked twice that year.

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10. Вона відстояла головну тезу доповіді.
  11. Нам треба осмислити й засвоїти ці висновки.
  12. Рівень довіри помітно зріс.
  13. Сумніви тягнули його назад.
  14. Закон не терпить подвійного тлумачення.
  15. Надія повернулася до громади.

**Contrastive focus:** Compare the linguistic realizations of ARGUMENT IS CONFLICT, UNDERSTANDING IS DIGESTION, and MORE OR POSITIVE IS UP. Explain where the mapping is shared but the lexical expression differs.

**Exercise 11. Identify the expression that carries the metonymic meaning and classify the relation as container for contents, place for institution, author for work, instrument for action or agent, whole for participant, or institution for people. Name the intended referent and translate naturally. For country-for-team cases, apply the lecture's operational frame-metonymy analysis; note an alternative synecdochic analysis only if its theoretical convention is stated consistently.**

1. She drank two cups before the meeting began.
2. The saucepan is already simmering.
3. Brussels issued new guidance on the programme.
4. Westminster debated the amendment until midnight.
5. The seminar is reading Austen this week.
6. The museum has acquired a Hockney.
7. The violin opened the second movement.
8. The whistle stopped play immediately.
9. Canada took silver in the relay.
10. The newspaper rejected the unverified report.
11. Вона випила дві чашки й повернулася до роботи.
12. На курсі перечитують Лесю Українку.
13. Перша скрипка задала темп усьому ансамблю.
14. Польща виборола бронзу в командному турнірі.
15. Телеканал попросив перевірити цитату.

**Contrastive focus:** Compare the grammatical form and cultural transparency of the metonymies in both languages. Identify the place names and personal names that may require contextual explanation for a target audience.

**Exercise 12. Classify the central expression in each sentence as metaphor, metonymy, synecdoche, or literal use. For synecdoche, specify part for whole or whole for part. For metonymy, name the contiguity relation; for metaphor, state the similarity. If a part-whole example admits both a broad metonymic and a narrower synecdochic analysis, state the theoretical convention and apply it consistently.**

1. The rumour gathered speed by lunchtime.
2. She finished the entire bottle during the long hike.
3. Twenty sails appeared beyond the harbour wall.
4. The farm keeps eighty head of cattle.

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5. We listened to Mozart before the interval.
  6. Brussels changed its position after the vote.
  7. The proposal has several hidden layers.
  8. The mechanic replaced the damaged wheel.
  9. Ідея нарешті дозріла до практичного рішення.
  10. Зала зустріла дослідницю оплесками.
  11. На обрії з'явилися три щогли.
  12. На сцену вийшов новий голос українського джазу.
  13. Бюджет проєкту урізали до завершення аудиту.
  14. Дитина намалювала щоглу вітрильника.
  15. Університет підтримав петицію студентів.

**Contrastive focus:** Choose two English and two Ukrainian cases whose literal translations would obscure the mechanism or intended referent. Propose idiomatic target versions and explain the change.

**Exercise 13. Translate each sentence into the other language. Identify the semantic-transfer mechanism and choose one primary strategy: preserve the image, replace it with a conventional target-language image, paraphrase, explicate a culture-specific referent, or replace metonymy with its intended referent. Justify the choice.**

1. The negotiations ended in bitter disappointment.
2. The report recorded a sharp decline in attendance.
3. The team is carrying a heavy workload this month.
4. Cultural exchange can strengthen a country's soft power.
5. The village gave the volunteers a warm welcome.
6. The court ordered the company's assets to be frozen.
7. Downing Street rejected the proposal after a cabinet meeting.
8. The auditorium gasped when the result appeared.
9. Після повені виникла гостра потреба в питній воді.
10. Це рішення матиме вагомí наслідки для громади.
11. Виборцям знову запропонували солодкі обіцянки.
12. Розрахунок був холодним, але точним.
13. Офіційний Київ заявив про готовність до консультацій.
14. Аудиторія відповіла тривалими оплесками.
15. На семінарі студенти читатимуть Коцюбинського.

**Contrastive focus:** Rank the five strategies by frequency in your solutions. Explain why shared cognitive mappings do not always license word-for-word translation.

**Exercise 14. Each item contains an analytical or translation error. Rewrite it accurately, name the violated distinction or norm, and add a one-sentence justification based on the lecture framework. More than one corrected translation may be accepted when the variants are idiomatic and their contextual differences are explained.**

1. Every case of broadening is produced by metaphor.
2. A novel metaphor automatically becomes a permanent semantic change.

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3. If a word develops a positive contextual meaning, it has necessarily undergone amelioration.
  4. The source domain is the abstract concept that a metaphor explains.
  5. Personification is unrelated to ontological metaphor.
  6. Synecdoche is based on similarity between two separate conceptual domains.
  7. All dead metaphors have completely opaque historical motivation.
  8. A living metaphor should always be translated word for word to preserve originality.
  9. A shared conceptual metaphor requires identical lexical vehicles in both languages.
  10. Colour and animal metaphors have the same associations in all cultures.
  11. heavy traffic → важкий дорожній рух.
  12. a heavy smoker → важкий курець.
  13. bitter cold → гіркий холод.
  14. a soft drink → м'який напій.
  15. The room applauded the speaker → Кімната аплодувала промовцеві.

**Contrastive focus:** Sort the errors into conceptual confusion, overgeneralization, and lexical interference. Formulate three practical rules for avoiding the same errors in English–Ukrainian translation.

**Exercise 15. Translate each of the following living metaphors into the other language. Where a literal rendering would sound flat, recreate the freshness through creative compensation; then note which element of the vehicle you changed and why.**

1. Grief sat in the corner of the room, refusing to leave.
2. His words were pebbles dropped into a still pond.
3. Dawn spilled over the hills like milk.
4. The old house wore its silence like a coat.
5. Тиша дзвеніла у порожній кімнаті.
6. Спогади іржавіли на дні пам'яті.
7. Місяць виключується з-за хмар.
8. Втома осідала на плечах свинцевим пилом.

**Contrastive task:** Explain why living metaphors resist literal translation, and which is more often preserved across the two languages — the vehicle image or the communicative effect.

**Exercise 16. Choose six items from the list. Using historical and contemporary dictionaries, trace their semantic development. Record the earlier and current meanings, the period or date range reported by the source, the transfer mechanism where relevant, and the result of change. Translate the earlier and current meanings into Ukrainian and determine whether the Ukrainian equivalent underwent a parallel change. Different sources may date a development differently; report the cited evidence and uncertainty rather than inventing one exact date.**

1. nice
2. silly
3. meat
4. deer
5. girl

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6. hound
  7. starve
  8. holiday
  9. broadcast
  10. mouse
  11. virus
  12. villain
  13. awful
  14. terrific
  15. gay

**For each word, classify the result as broadening, narrowing, amelioration, pejoration, or another development supported by your evidence. Select three cases in which a literal translation based on the earlier meaning would produce an error, and explain how diachronic information prevents it.**

### Comparative Analysis Task

#### The FIRE / HEAT source domain in English and Ukrainian

Study the two sets of expressions below and carry out a full contrastive analysis of semantic transfer in writing. Do not reuse examples from the lecture or from Exercises 1–16.

**English:** *burning ambition; an old flame; to fan the flames; inflammatory remarks; a heated debate; to spark interest; to burn out; smouldering resentment.*

**Ukrainian:** *згорати від сорому; полум'я кохання; розпалювати ворожнечу; гарячі суперечки; іскра таланту; вигоріти на роботі; тліюча образа; спалах гніву.*

1. For each expression, identify the tenor and the vehicle.
2. Classify each metaphor by degree of conventionalization (living, conventional, dead).
3. Identify the underlying conceptual metaphor(s) involved (for example, ANGER IS FIRE, LOVE IS FIRE, ENTHUSIASM IS FIRE).
4. Find English–Ukrainian pairs that are functionally parallel, and pairs that diverge in vehicle or collocation.
5. For two expressions, choose and justify a translation strategy (conventional equivalent, natural instantiation, or creative compensation).
6. Write a short contrastive commentary (120–150 words) on why FIRE / HEAT is a productive shared source domain across both languages, yet its lexicalizations diverge.

## 7. Phraseology and Collocational Patterns in English and Ukrainian

**Exercise 1. Define each term in one or two sentences without reproducing the lecture glossary. Add one diagnostic question or translation risk associated with each term.**

1. phraseology
2. phraseological unit
3. free word combination
4. formulaic language or prefab
5. idiom
6. proverb
7. saying
8. cliché
9. winged word
10. biblicalism
11. motivation
12. imagery
13. fixedness
14. collocation
15. phraseological gap

**Contrastive focus:** Arrange the terms into units, properties, cultural-source categories, and cross-linguistic relations. Explain why an expression may belong to more than one group.

**Exercise 2. Match terms 1–15 with definitions A–O. Underline the decisive feature in each definition and distinguish it from the nearest related category.**

|                           |                                                                                                            |
|---------------------------|------------------------------------------------------------------------------------------------------------|
| 1. semantic unity         | A. A stable comparison uses a conventional comparative frame and a recurrent image.                        |
| 2. idiomaticity           | B. The expression carries evaluative, emotional, pragmatic, or stylistic colouring beyond basic reference. |
| 3. reproducibility        | C. A stable expression functions primarily as a noun phrase.                                               |
| 4. expressiveness         | D. The meaning of the whole cannot be fully calculated from the ordinary meanings of the parts.            |
| 5. institutionalization   | E. Two coordinated elements occur in a conventionally fixed order.                                         |
| 6. fixedness              | F. Speakers retrieve and use the expression as an already available unit.                                  |
| 7. non-compositionality   | G. A stable expression is organized around a verb and functions as a predicate or names an action.         |
| 8. phraseological variant | H. The speech community recognizes the sequence as an established conventional unit.                       |

|                                             |                                                                                                                    |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 9. nominal phraseological unit              | I. A fixed clause or complete sentence typically expresses an observation, judgement, formula, or piece of wisdom. |
| 10. verbal phraseological unit              | J. Lexical substitution, reordering, insertion, or grammatical alteration is restricted.                           |
| 11. adjectival phraseological unit          | K. An established alternative form preserves the identity and core meaning of the same unit.                       |
| 12. adverbial phraseological unit           | L. The expression functions as one semantic whole rather than as an accidental sum of separate meanings.           |
| 13. sentence-structured phraseological unit | M. A stable expression functions as a modifier of manner, time, degree, place, or frequency.                       |
| 14. comparative phraseological unit         | N. The expression has a conventional meaning that is partly or fully unpredictable from its components.            |
| 15. binomial phraseological unit            | O. A stable expression characterizes a person, object, state, or quality.                                          |

**Contrastive focus:** Identify the categories that describe meaning, form, use, and grammatical function. Explain which diagnostics must be combined before a sequence can be treated as phraseological.

**Exercise 3. Classify each expression in context primarily as a free word combination, restricted collocation, idiom, or formulaic sequence. Apply substitution, compositionality, conventionality, and register tests. If an item plausibly belongs to two categories, give a primary and secondary label and explain which diagnostic decides the primary classification.**

1. close the wooden drawer
2. fold a clean towel
3. repair the roof after the storm
4. borrow a laptop for the seminar
5. launch an inquiry into the complaint
6. pose a threat to public safety
7. arouse suspicion among the reviewers
8. remain bitterly opposed to the merger
9. miss the boat on a funding opportunity
10. draw the line at falsifying evidence
11. go the extra mile for a client
12. hit the roof when the figures disappeared
13. for the record, the committee received no warning
14. that said, the proposal still deserves discussion
15. I look forward to hearing from you

**Contrastive focus:** Translate all items and compare the category retained in the target language. Identify any free combination that becomes restricted or formulaic after translation.

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**Exercise 4. For each unit, rate semantic unity, structural stability, idiomaticity, reproducibility, and expressiveness on a three-point operational scale: 0 – absent or minimal; 1 – present to a limited or context-dependent degree; 2 – strongly present. Test one possible component substitution and explain whether it preserves the unit, creates an attested variant, produces a phraseological synonym, or destroys the unit. Borderline ratings are acceptable only with evidence.**

1. on thin ice
2. at the drop of a hat
3. through thick and thin
4. cut corners
5. no ifs or buts
6. odds and ends
7. the long and short of it
8. throw in the towel
9. бути не у своїй тарілці
10. замилювати очі
11. тримати камінь за пазухою
12. ні пари з уст
13. море по коліна
14. як у воду опущений
15. відкласти в довгий ящик

**Contrastive focus:** Compare the average degree of idiomaticity and fixedness in the English and Ukrainian groups. Explain why high reproducibility does not necessarily mean complete opacity.

**Exercise 5. Identify the primary structural and grammatical type of each unit: nominal, verbal, adjectival, adverbial, sentence-structured, comparative, or binomial. State its syntactic function in a complete sentence. If a secondary pattern is present, report it separately.**

1. the elephant in the room
2. ведмежа послуга
3. jump the gun
4. збити з пантелику
5. alive and kicking
6. гострий на язик
7. without rhyme or reason
8. за тридев'ять земель
9. Where there is smoke, there is fire
10. Слово не горобець: вилетить — не спіймаєш
11. as fit as a fiddle
12. as light as a feather
13. голодний як вовк
14. null and void
15. вірою і правдою

**Contrastive focus:** Compare the preferred structural patterns in the two language groups. Explain why grammatical similarity does not guarantee equivalent imagery, register, or pragmatic force.

**Exercise 6.** Assign each item a primary label: idiom, proverb, saying, cliché, formulaic sequence, winged word, or biblicalism. Add a secondary label when categories genuinely overlap, for example when a biblicalism also functions as an idiom or a winged expression. Justify the decision by form, communicative function, source, and degree of conventionalization. Verify attributed or scriptural origins before reporting them, and acknowledge dictionary disagreement where it exists.

1. beat around the bush
2. go cold turkey
3. Actions speak louder than words
4. Practice makes perfect
5. Не все те золото, що блищать
6. Easier said than done
7. Different strokes for different folks
8. Що буде, те буде
9. think outside the box
10. moving forward
11. виклики сьогодення
12. as a matter of fact
13. Дякую за увагу
14. Knowledge is power
15. наріжний камінь

**Contrastive focus:** Determine which categories are likely to require source recognition, pragmatic adaptation, or stylistic editing in translation. Compare the treatment of clichés in academic and journalistic discourse.

**Exercise 7.** Place each item on Cowie's operational continuum: open collocation, restricted collocation, figurative idiom, or pure idiom. Use two tests: range of substitution and transparency of meaning. Treat open collocations as the transparent boundary category and note that a narrow phraseological approach may analyse some of them as free combinations.

1. fold a towel
2. borrow a laptop
3. clean a shelf
4. нарізати хліб
5. arouse suspicion
6. bear responsibility
7. mounting concern
8. здобути перемогу
9. reach boiling point
10. open the floodgates
11. walk a tightrope

12. перейти межу
13. chew the fat
14. піймати облизня
15. сім п'ятниць на тиждень

**Contrastive focus:** Place the items on a continuum from maximum freedom and transparency to maximum restriction and opacity. Explain where the English and Ukrainian distributions differ.

**Exercise 8. Determine whether the body-part expression in each sentence is literal or phraseological. For phraseological uses, identify meaning, motivation, metaphorical or metonymic basis, register, and a natural target-language equivalent.**

1. During the talks, Maya kept the supplier at arm's length.
2. After two cancellations, the investors got cold feet.
3. The two reviewers did not see eye to eye on the conclusion.
4. Keep your chin up; the revision is almost complete.
5. He stuck his neck out by defending the disputed proposal.
6. She finally got the concern off her chest.
7. With no reserve funding, the charity had its back against the wall.
8. The nurse examined his injured shoulder.
9. У складній ситуації вона не втратила голови.
10. Перед співбесідою в нього серце в п'яти впало.
11. Керівник має голову на плечах і не ухвалює рішень поспіхом.
12. Ця невизначеність уже сидить у мене в печінках.
13. Після новини серце було не на місці.
14. Дитина крутилася під ногами, поки всі збиралися.
15. Лікар оглянув пацієнтові долоню.

**Contrastive focus:** Group the phraseological uses by body part and by emotion, behaviour, control, distance, or pressure. Identify cases in which the target language changes the body-part image or abandons somatic imagery.

**Exercise 9. Somatic phraseology is built on the metaphorical or metonymic reinterpretation of a body-part word. For each Ukrainian рука-idiom:**

- a) give its meaning;
- b) find a natural English equivalent;
- c) state whether the transfer is metaphoric or metonymic.

**Where a unit admits both a metaphoric and a metonymic reading (for example, права рука), state the primary basis and justify it.**

1. сильна рука
2. отримати на руки
3. набити руку
4. ходити по руках
5. з порожніми руками
6. прибирати до рук
7. вдарити по руках

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8. легка рука
  9. права рука
  10. як без рук
  11. рукою подати
  12. на широку руку

**Contrastive task:** List three English idioms built on hand (for example, to have the upper hand, an old hand, one's hands are tied) and say whether Ukrainian renders each with *рука* or with a different image.

**Exercise 10. Identify the phraseological base activated in each context. Restore its canonical form and describe the contextual treatment as canonical use, lexical insertion, component substitution, expansion, grammatical modification, blending, fragmentation, creative literalization, or a justified combination of these operations. Some items activate more than one operation; sequence the labels and explain the stylistic effect.**

1. The department swept the uncomfortable figures under a statistical carpet.
2. The proposal was hanging by a very expensive thread.
3. She was keeping three diplomatic balls in the air at once.
4. The client moved the goalposts halfway through the audit.
5. The regulator poured cold procedural water on the plan.
6. The firm put all its digital eggs in one basket.
7. The final straw arrived as an email attachment.
8. Реформа нарешті зрушила з мертвої бюрократичної точки.
9. Він спалив усі мости, а потім ще й розібрав переправи.
10. На запитання посадовець набрав у рот юридичної води.
11. Аудит показав лише вершечок паперового айсберга.
12. Цей міцний горішок виявився ще й із цифровою шкаралупою.
13. Кожен підрозділ тягнув бюджетну ковдру на себе.
14. Він зарив свій талант у корпоративну землю.
15. Переговорник відкрив усі карти, але залишив один козир у цифровому рукаві.

**Contrastive focus:** Compare the tolerance of English and Ukrainian units for modification. Select four transformations that should be recreated creatively in translation and four that should be normalized to the canonical target form.

**Exercise 11. Explain the meaning and pragmatic situation of each item. Propose one or more natural target-language equivalents, then classify each contextual relation as full, partial, or zero phraseological equivalence. Compare the animal image, structure, register, frequency, and evaluative colouring. Where several translations are possible, state the context that favours each option.**

1. as hungry as a wolf
2. as gentle as a lamb
3. as proud as a peacock
4. as slippery as an eel
5. like a bull in a china shop

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6. birds of a feather flock together
  7. let sleeping dogs lie
  8. when the cat's away, the mice will play
  9. крутитися як білка в колесі
  10. надувся як індик
  11. як баран на нові ворота
  12. ні риба ні м'ясо
  13. як корова язиком злизала
  14. показати, де раки зимують
  15. жити як кішка з собакою

**Contrastive focus:** Construct an English–Ukrainian zoonym matrix. Determine which animals retain similar symbolic associations and which are replaced, omitted, or culturally reinterpreted.

**Exercise 12.** Complete each simile, giving a variant where one exists. Any established variant is acceptable. Then mark any case where the conventional English and Ukrainian similes use a different vehicle (image).

1. as old as ...
2. as poor as ...
3. as quiet as ...
4. as quick as ...
5. as blind as ...
6. as brave as ...
7. as fresh as ...
8. as strong as ...
9. блідий як ...
10. старий як ...
11. упертий як ...
12. голодний як ...
13. мокрий як ...
14. холодний як ...
15. солодкий як ...
16. червоний як ...

**Contrastive task:** For every pair whose English and Ukrainian conventional similes select a different vehicle, state which image each language prefers and whether the difference affects translation.

**Exercise 13.** Each item contains a source collocation and an unacceptable or contextually weak draft translation. Replace the draft with a natural equivalent, classify the collocation structurally, and explain which component must change because of target-language co-selection.

1. compelling evidence → примусові докази
2. a severe shortage → суворий дефіцит
3. fierce competition → люта конкуренція
4. mounting pressure → монтований тиск

- 
5. conduct research → диригувати дослідженням
  6. meet the requirements → зустріти вимоги
  7. lodge a complaint → поселити скаргу
  8. reach an agreement → дістатися угоди
  9. draw attention to the discrepancy → намалювати увагу до розбіжності
  10. raise funds for the programme → підняти фонди для програми
  11. a deeply rooted practice → глибоко посаджена практика
  12. a fully operational system → цілком операційна система
  13. a highly unlikely outcome → високо неймовірний результат
  14. вагомий внесок → a heavy contribution
  15. ухвалити постанову → accept a resolution

**Contrastive focus:** Sort the corrected items into adjective-noun, verb-noun, and adverb-adjective patterns. Explain why semantic transparency does not protect a translator from collocational error.

**Exercise 14. Classify each proposed cross-linguistic relation as full, partial, or zero phraseological equivalence. Compare meaning, imagery, structure, register, frequency, and situational use. For items without a proposed equivalent, supply a context-sensitive translation and justify the phraseological gap.**

1. to play second fiddle – грати другу скрипку
2. forbidden fruit – заборонений плід
3. to cast the first stone – кинути перший камінь
4. a double-edged sword – двосічний меч
5. to put the cart before the horse – ставити віз поперед коня
6. to keep one's fingers crossed – тримати кулаки
7. like two peas in a pod – схожі як дві краплі води
8. to make a mountain out of a molehill – робити з мухи слона
9. not one's cup of tea – бути не до душі
10. when pigs fly – після дощичку в четвер
11. the grass is always greener on the other side – добре там, де нас нема
12. the full Monty
13. піймати облизня
14. у свинячий голос
15. показати, де раки зимують

**Contrastive focus:** Calculate the distribution of equivalence types. Explain why shared biblical or European sources often favour full equivalence, while culture-specific imagery tends to produce partial equivalence or gaps.

**Exercise 15. Translate each sentence into the other language. Complete all four stages: identify the unit type, establish contextual meaning, assess register and stylistic colouring, and determine equivalence before selecting a strategy. Name the strategy and reject one plausible but unsuitable alternative.**

1. The minister's resignation opened a can of worms for the coalition.

- 
2. We have ten minutes, so let us cut to the chase.
  3. After the evidence was withdrawn, the inquiry was back at square one.
  4. The witness's explanation does not hold water.
  5. The newly discovered document tipped the scales in the claimant's favour.
  6. Please bear in mind that the figures remain provisional.
  7. The findings are broadly consistent with earlier research.
  8. Після першого успіху керівник почав спочивати на лаврах.
  9. Компанія опинилася між молотом і ковадлом.
  10. У заключному розділі дослідник поставив усі крапки над і.
  11. Таке пояснення видається притягнутим за вуха.
  12. Після втрати фінансування проєкт тріщав по всіх швах.
  13. Волонтери працювали не покладаючи рук.
  14. Нова редакція закону набула чинності у січні.
  15. Висновок експертів цілком обґрунтований.

**Contrastive focus:** Compare how English and Ukrainian preserve, replace, or remove phraseological status across the pairs. Identify the cases in which literal translation would falsely create an idiom or erase one.

**Exercise 16. For each pair, determine which sentence contains a phraseological unit and which contains a free word combination. State the contextual meaning, translate both sentences into the other language, and explain whether the target text preserves or changes the phraseological status. For every phraseological translation, classify the relation as full equivalence, partial equivalence, a functional equivalent, or paraphrase. More than one target version is acceptable when its context and register are specified.**

1. The host told a light-hearted story to break the ice.
2. The child used a stick to break the ice on the puddle.
3. The union drew the line at unpaid weekend work.
4. The architect drew a line across the plan.
5. We lost touch after graduation.
6. The blindfolded participant lost touch with the guide's hand.
7. When she examined the corrected figures, she finally saw the light.
8. From the tunnel entrance, we saw the light in the distance.
9. Комісія закрила очі на порушення.
10. Вона закрила очі від яскравого світла.
11. Після переїзду родина пустила коріння в Одесі.
12. Навесні молодий дуб пустив коріння.
13. Після поразки команда опустила руки.
14. Під час вправи спортсмени опустили руки.
15. Після конфлікту компанія спалила всі мости з партнером.
16. Відступаючи, військо спалило всі мости через річку.

**Contrastive focus:** *Identify the pairs in which one sentence is literal and the other phraseological. Explain how context alone forces the correct reading and why the translator must reproduce that contrast.*

## Comparative Analysis Task

Work in pairs or groups of three. Prepare an evidence-based report of 1,200–1,600 words with an 8–10 minute presentation. Treat this as an extended project. Do not reuse examples from the lecture or Exercises 1–16.

- Choose one domain: academic communication, institutional decision-making, conflict and cooperation, emotional self-control, success and failure, or public evaluation.
- Compile at least 10 current English contexts and 10 current Ukrainian contexts from authoritative dictionaries, corpora, edited media, literary texts, or institutional documents. Record every source and retain enough context for classification.
- Formulate a shared tertium comparationis and distinguish phraseological units from free combinations, restricted collocations, and formulaic sequences.
- Apply semantic unity, fixedness, idiomaticity, reproducibility, institutionalization, non-compositionality, and expressiveness diagnostics to the selected units.
- Classify the data by grammatical structure and functional-semantic category.
- Place at least four units from each language on Cowie's continuum and explain every borderline decision.
- Analyse motivation, imagery, variants, and any contextual transformations. Identify metaphorical, metonymic, somatic, comparative, zoonymic, biblical, literary, or culture-specific sources where relevant.
- Construct English and Ukrainian collocational profiles for two shared node words using corpus or corpus-based dictionary evidence.
- Establish full, partial, or zero phraseological equivalence for at least six cross-linguistic correspondences and identify any phraseological gaps.
- Translate four contexts from English into Ukrainian and four from Ukrainian into English by following the four-stage diagnostic procedure.
- Conclude with at least three shared features, three asymmetries, and two predictable translation difficulties supported by evidence.

### Required report structure

1. Research question and tertium comparationis.
2. Data sources and selection criteria.
3. Diagnostic separation of multiword-unit types.
4. Structural and functional-semantic classification.
5. Cowie scale and motivation analysis.
6. Imagery, variants, and contextual transformation.
7. Collocational profiles.
8. Phraseological equivalence and gaps.
9. Translation strategies and contrastive conclusions.

### Evaluation criteria

- 
- accurate and consistent phraseological terminology;
  - reliable distinction between phraseological units, collocations, formulaic sequences, and free combinations;
  - balanced and current English and Ukrainian data;
  - explicit diagnostic evidence for every classification;
  - attention to structure, imagery, motivation, fixedness, register, and cultural specificity;
  - corpus-informed treatment of collocational restrictions;
  - idiomatic and well-justified translation decisions.

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## 8. Vocabulary Stratification, Terminology, and Lexical Innovation in English and Ukrainian

**Exercise 1. Define each term in one or two sentences without reproducing the lecture glossary. Add one diagnostic question and one likely translation risk for each term.**

1. vocabulary stratification
2. register
3. neutral vocabulary
4. formal vocabulary
5. colloquial vocabulary
6. slang
7. dialectism
8. national variety
9. professionalism
10. term
11. terminological system
12. archaism
13. historicism
14. neologism
15. adapted borrowing

**Contrastive focus:** Arrange the terms into stylistic, territorial, professional, chronological, and innovative groups. Identify three terms that may overlap in one lexical item and explain why.

**Exercise 2. Match terms 1–15 with definitions A–O. Underline the feature that distinguishes each item from its closest neighbour.**

|                            |                                                                                                                   |
|----------------------------|-------------------------------------------------------------------------------------------------------------------|
| 1. stylistic dimension     | A. A borrowed base begins to produce new derivatives through recipient-language affixes or compounding patterns.  |
| 2. social dimension        | B. Words are distinguished by present currency, historical reference, or survival as stylistic devices.           |
| 3. professional dimension  | C. A target unit preserves denotation together with register, evaluation, social value, and communicative effect. |
| 4. territorial dimension   | D. Lexical choice signals group membership, age, community identity, or social relationship.                      |
| 5. chronological dimension | E. A set of terms covers one conceptual domain, including its related objects, processes, and properties.         |
| 6. innovative dimension    | F. The sound pattern of a borrowing is adjusted to the phonological resources of the recipient language.          |
| 7. literary vocabulary     | G. Elevated, poetic, or artistically marked words occur chiefly in culturally prestigious written discourse.      |

|                                 |                                                                                                                |
|---------------------------------|----------------------------------------------------------------------------------------------------------------|
| 8. informal vocabulary          | H. One concept has two or more competing spellings, forms, abbreviations, or lexical designations.             |
| 9. terminological field         | I. Words are grouped by specialized activity, institutional practice, and domain knowledge.                    |
| 10. terminological variation    | J. Vocabulary is differentiated by neutral, elevated, official, conversational, and socially lowered use.      |
| 11. graphic adaptation          | K. A borrowing acquires gender, case, number, tense, or other grammatical behaviour in the recipient language. |
| 12. phonetic adaptation         | L. New forms, meanings, borrowings, abbreviations, and combinations enter or reshape the lexicon.              |
| 13. morphological adaptation    | M. Lexical units are associated with a region, dialect area, or codified national standard.                    |
| 14. word-formational adaptation | N. Conversational words signal reduced formality without necessarily being non-standard or group-restricted.   |
| 15. stylistic equivalence       | O. A borrowed item is represented through the recipient language's writing system and spelling conventions.    |

**Contrastive focus:** Select four definitions that require corpus or dictionary evidence rather than intuition alone. Explain what evidence should be collected in English and Ukrainian.

**Exercise 3. Choose the option that best fits the stated context. Classify all three options as neutral, formal, informal, or contextually inappropriate, and explain any difference in denotation.**

1. Formal contract terminology: The agreement will \_\_\_\_\_ automatically on 30 September. (end / terminate / wrap up)
2. Warm family conversation using an affectionate informal noun: Are the \_\_\_\_\_ joining us at the park? (children / minors / little ones)
3. Academic interpretation with a formal lexical choice: The results \_\_\_\_\_ a steady decline in error rates. (show / demonstrate / give away)
4. Casual conversation emphasizing social contact: We can \_\_\_\_\_ after class if you are free. (meet / convene / catch up)
5. Formal application instructions: Candidates must \_\_\_\_\_ proof of identity. (give / provide / hand over)
6. Friendly message naming the communication channel: I will \_\_\_\_\_ you once I know the schedule. (inform / notify / text)
7. Заява, офіційно-діловий стиль: У документі необхідно \_\_\_\_\_ адресу проживання. (написати / зазначити / черкнути)
8. Неформальна розмова з виразно розмовним дієсловом: Давай трохи \_\_\_\_\_ після пари. (поговоримо / проведемо бесіду / побалакаємо)
9. Офіційне повідомлення: Комісія \_\_\_\_\_ результати голосування. (сказала / оприлюднила / вибовкала)

10. Розмовне прохання про допомогу у складній ситуації: Чи можеш \_\_\_\_\_ мене з презентацією? (підтримати / надати сприяння / виручити)
11. Науковий звіт із книжним дієсловом: Аналіз \_\_\_\_\_ три основні тенденції. (показує / засвідчує / палить)
12. Неформальна розмова про швидку покупку дорогою додому: Ми \_\_\_\_\_ щось на вечерю. (купимо / придбаємо / прихопимо)
13. Офіційна інструкція авіакомпанії: Пасажир має \_\_\_\_\_ про пошкодження багажу. (сказати / повідомити / кинути інфу)
14. Офіційна анкета: Укажіть, де ви зараз \_\_\_\_\_. (живете / проживаєте / тусите)
15. Репліка близькому другові з розмовним скороченням: Я \_\_\_\_\_ тебе ввечері. (зателефоную / здійснию дзвінок / наберу)

**Contrastive focus:** Compare the resources used to mark formality in the English and Ukrainian items. Determine whether lexical origin, institutional collocation, derivation, or conversational convention is most important in each case.

**Exercise 4.** Identify the stylistically marked unit in each sentence and classify it as formal, literary, colloquial, or slang. State the contextual clue, provide a neutral paraphrase, and propose a register-matched translation.

1. Payment shall be made within ten days, whereupon access will be restored.
2. A pale radiance lingered above the silent orchard.
3. I had a quick chat with my flatmate before breakfast.
4. His confidence gave him plenty of rizz at the reunion.
5. The applicant must furnish two independent references.
6. Alas, the traveller found the gate already barred.
7. We stopped for some nosh before the late train.
8. У разі відмови вищезазначене рішення може бути оскаржене.
9. Над рікою тремтіло сріблясте сяйво.
10. Ми довго патякали біля кав'ярні.
11. Після іспиту вони вирішили просто чилити вдома.
12. Відповідно до положення заяву реєструють у день надходження.
13. На овиді поволі проступили темні обриси пагорбів.
14. Підлітки вешталися містом до вечора.
15. Такий вчинок у груповому чаті назвали повним зашкваром.

**Contrastive focus:** Compare formal and literary marking in the two languages, then compare colloquial and slang marking. Explain why a neutral paraphrase is useful for analysis but may be inadequate as a final translation.

**Exercise 5.** Each sentence contains a register mismatch. Identify it and rewrite only the problematic fragment for the stated genre. More than one solution is possible, but every choice must be justified by audience, purpose, and tone.

1. Research article: The interviews revealed a bunch of recurring concerns.
2. Friendly group chat: I hereby acknowledge receipt of your meme.
3. Official visitor notice: Guests should chill in the reception area until called.

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4. Museum label: The commander was a really cool military strategist.
  5. Customer complaint: The device went nuts whenever the battery dropped below ten per cent.
  6. Conversation between students: I wish to ascertain whether tomorrow's class has been cancelled.
  7. Legal case summary: The driver bailed before the police arrived.
  8. Literary narration: The evening sky looked very nice above the empty harbour.
  9. Наукова стаття: На результат вплинула купа зовнішніх чинників.
  10. Повідомлення друзів: Повідомляю про неможливість бути присутнім на зустрічі.
  11. Офіційна інструкція: Закиньте підписаний файл у систему до п'ятниці.
  12. Інформаційна новина: Міський голова зацінив новий молодіжний простір.
  13. Скарга користувача: Після оновлення застосунок постійно глючить.
  14. Художній опис: Осінні дерева були дуже красиві на тлі старого будинку.
  15. Протокол засідання: Після оголошення результатів усі були в шоці.

**Contrastive focus:** Group the revisions by stylistic elevation, neutralization, and conversationalization. Compare which language required lexical replacement and which also required syntactic restructuring.

**Exercise 6. For each highlighted derivative, identify the base and the relevant suffix or suffixal complex. Describe every contextually supported value, such as diminutive, affectionate, augmentative, familiar, ironic, or pejorative; more than one value may be present. Translate the sentence into English and explain whether the effect is reproduced by a lexical choice, modifier, syntax, context, or partial compensation. Do not infer one fixed meaning from a suffix without considering the whole word and context.**

1. Донечко, не забудь узяти парасолю.
2. Сестричка залишила мені записку на столі.
3. Ну що ти, сонечко, так засмутилося?
4. На полиці лежала тоненька книжечка з пожовклими сторінками.
5. Біля річки самотньо стояла стара хатинка.
6. У малечі були крихітні рученьки.
7. З-під ковдри визирали сонні оченята.
8. Добродушний чолов'яга мовчки підняв важку валізу.
9. Той хлопчисько знову подряпав ворота велосипедом.
10. Злюдога виніс із майстерні найдорожчий інструмент.
11. Рудий котяра без дозволу вмовстився на кріслі.
12. Сивий дідуган упевнено вів човен крізь туман.
13. Однією ручищею він пересунув важкий ящик.
14. У темряві блиснули гострі зубиська сторожового пса.
15. Його голосище перекрив навіть музику в залі.

**Contrastive focus:** Compare the English compensation strategies across the affectionate and pejorative groups. Determine when an adjective, a separate noun, intonation, or contextual description best preserves the Ukrainian evaluation.

**Exercise 7. Analyse the target item in each Ukrainian context. Reconstruct the English etymon, distinguish graphic representation from phonetic adaptation, identify inflectional and word-formational integration, determine register and domain, and provide both a natural English contextual equivalent and a formal Ukrainian paraphrase. Use pronunciation evidence when claiming phonetic adaptation, and note semantic or pragmatic shifts that make mechanical back-translation impossible.**

1. гуглити – Перед купівлею техніки варто погуглити незалежні огляди.
2. постити – Редакторка не радить постити неперевірені цифри.
3. репостити – Волонтери просили репостити оголошення про збір.
4. банити – Модератори банитимуть акаунти за погрози.
5. скролити – Він машинально скролив стрічку в черзі.
6. тегати – Авторка попросила не тегати її на приватних фото.
7. стримити – Команда планує стримити фінал турніру наживо.
8. спойлерити – Не спойлери сюжет тим, хто ще не бачив серію.
9. чатитися – Учасники чатилися під час онлайн-трансляції.
10. хештег – Організатори запропонували спільний хештег кампанії.
11. аватарка – Вона змінила аватарку в робочому профілі.
12. фоловер – Після інтерв'ю блог отримав тисячу нових фоловерів.
13. дизлайкнути – Користувачі масово дизлайкнули оманливе відео.
14. зумитися – Робоча група домовилася зумитися вранці.
15. клікнути – Щоб відкрити примітку, треба клікнути на позначку.

**Contrastive focus:** Order the items from least to most integrated into Ukrainian. Compare back-translation with etymological reconstruction and identify semantic or pragmatic shifts that prevent mechanical return to the English source form.

**Exercise 8. Classify the highlighted unit in context as an established or standardized term, an unofficial professionalism or practitioner shorthand, or general vocabulary used with a specialized contextual meaning. Name the domain, formulate a concise contextual definition, and identify an appropriate source for verification. Treat borderline cases explicitly: frequency among practitioners does not prove standardization, while an informal form may still be a recognized technical term.**

1. The charterer exceeded the agreed laytime by twelve hours.
2. The consignee must inspect the cargo on delivery.
3. The vessel's deadweight tonnage is stated in the technical particulars.
4. The terminal supervisor said that the next box would go to yard block C.
5. A reefer was connected to the monitoring point after discharge.
6. The developer reproduced the bug in the test environment.
7. The editor asked for clean copy before the evening deadline.
8. Сталійний час обчислюють відповідно до умов чартеру.
9. Вантажоодержувач підтвердив кількість місць у накладній.
10. Осадку судна перевірили перед виходом із порту.
11. Механік сказав, що рефка вже тримає задану температуру.

- 
12. Майстер порадив повністю перевірити ходовку автомобіля.
  13. Редактор передав оперативку випусковому редакторові.
  14. Головний матеріал заверстали підвалом на третій шпальті.
  15. Лікар порадив спочатку звернутися на первинку, уживши скорочену назву первинної медичної допомоги.

**Contrastive focus:** Compare the signals of terminological status in English and Ukrainian. Explain why frequency within a profession does not by itself prove that a unit is standardized or definitionally bounded.

**Exercise 9.** Assign each term to its terminological system: maritime, logistics or commerce, finance, law, medicine, or linguistics. Give the term's Ukrainian equivalent. Give the primary system first, and mark any term that belongs to more than one system.

1. ballast
2. stevedore
3. Incoterms
4. freight forwarder
5. amortization
6. dividend
7. plaintiff
8. subpoena
9. anaesthesia
10. metastasis
11. phoneme
12. morpheme
13. bulkhead
14. supply chain
15. collateral

**Contrastive task:** Compare how a term's system membership constrains its translation. Explain why the same form may sit in two systems and why the target equivalent must be chosen by domain, not by form.

**Exercise 10.** For each pair, identify the type of variation: orthographic, abbreviated, morphological, syntactic, or lexical. Decide whether the forms are fully interchangeable in one specialized document, then write a one-sentence consistency rule and name an authoritative source for verification.

1. e-mail / email
2. chat bot / chatbot
3. web page / webpage
4. machine-readable / machine readable
5. e-commerce / ecommerce
6. information technology / IT
7. work from home / WFH

- 
8. artificial neural network / ANN
  9. штучна нейронна мережа / ШНМ
  10. інформаційно-комунікаційні технології / ІКТ
  11. електронна пошта / е-пошта
  12. вантажоодержувач / одержувач вантажу
  13. користувацький інтерфейс / інтерфейс користувача
  14. морське перевезення / перевезення морем
  15. кіберзахист / захист у кіберпросторі

**Contrastive focus:** Compare the proportion of compressed, abbreviated, and multiword variants in the two groups. Explain how genre, standards, and first-mention conventions affect the preferred form.

**Exercise 11. Classify each item as a contrast between codified national varieties, an English regional or dialectal unit, a Ukrainian dialectism, or an ethnographic regionalism. Identify geography, neutral meaning, cultural associations, and a translation strategy that avoids false localization.**

1. chemist's / drugstore
2. windscreen / windshield
3. nappy / diaper
4. car park / parking lot
5. autumn / fall
6. postcode / ZIP code
7. lass — a girl or young woman in Scottish and Northern English usage
8. ken — to know in Scottish usage
9. burn — a small stream in Scottish usage
10. cwtdh — a cuddle or a safe, comforting place in Welsh English
11. маржина — худоба в карпатських говорах
12. плай — гірська стежка або шлях у Карпатах
13. черес — широкий шкіряний пояс у традиційному карпатському вбранні
14. колиба — сезонне житло пастухів у горах
15. кулеша — традиційна густа страва з кукурудзяного борошна

**Contrastive focus:** Explain why the first six pairs permit audience-based localization, whereas the remaining items require preservation, neutralization, explanation, or selective compensation. Compare the cultural geography encoded by the regional groups.

**Exercise 12. Use current dictionary evidence rather than a rigid language-wide or national scheme. For each item, determine current lexical status, type of referent, available modern synonym, relevant usage labels, and contextual function: historical accuracy, elevation, imitation, or irony. Labels such as archaic, obsolete, historical, literary, and dialectal may overlap or differ across dictionaries. Then choose and justify a translation strategy.**

1. Come hither, and speak plainly.
2. Wherefore did the messenger leave before dawn?
3. Forsooth, our fearless hero has misplaced his keys again.

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4. The inn, yclept The Golden Hart, stood beside the old road.
  5. Gramercy, good sir, for your timely warning.
  6. The thane pledged armed service to his lord.
  7. The guard carried a halberd at the city gate.
  8. Він урочисто підніс десницю над книгою.
  9. Літописець рек: починається нова доба.
  10. У пісні над полем сяяло злато вечірнього сонця.
  11. До брами наближалися княжі вої.
  12. Громада сплачувала подимне з кожного житлового двору.
  13. Бунчужний виніс перед гетьманом знак влади.
  14. Козацька паланка охоплювала кілька поселень.
  15. Панщина визначала обов'язкову працю залежних селян.

**Contrastive focus:** Build a two-axis matrix with current lexical status on one axis and type of referent on the other. Show why English and Ukrainian dictionary labels overlap more than a simple opposition between two national traditions suggests.

**Exercise 13.** For each unit, identify the formation mechanism and explain its motivation. Determine whether it is still perceived as new, has become established, or remains domain-specific. Supply a natural target-language equivalent and state what current evidence would confirm its status.

1. crowdsourcing
2. webinar
3. staycation
4. upcycle
5. deplatform
6. mansplain
7. subtweet
8. цифровізація
9. безпілотник
10. кіберзахист
11. медіаграмотність
12. онлайн-навчання
13. нейромережа
14. криптогаманець
15. перепост

**Contrastive focus:** Compare blending, compounding, derivation, conversion, calquing, and hybrid formation in the two groups. Explain why date of coinage alone cannot determine whether speakers still experience a unit as a neologism.

**Exercise 14.** Translate each sentence into the other language. Identify the marked stratum, explain its discourse function, evaluate the degree and type of stylistic or terminological correspondence, and select a strategy: matched register, neutralization, explicitation, borrowing, calque, descriptive translation, or compensation. Reject one plausible but unsuitable alternative. Do not

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**force every correspondence into full, partial, or zero equivalence when contextual evidence supports a more precise explanation.**

1. The landlord shall remedy the defect within ten working days.
2. The patch is still pretty janky, but it works on older devices.
3. Silver light trembled across the moor before sunrise.
4. The patient reported dyspnoea after moderate exertion.
5. She gave the proposal a hard pass without reading the appendix.
6. The shepherd followed the narrow beck toward the village.
7. The headline was designed as rage-bait rather than factual reporting.
8. У протоколі слід зазначити істотні умови правочину.
9. За обрієм поволі згасав багряний відблиск.
10. Та годі вже бурчати, ходімо кавувати.
11. Під час аудиту перевіряли кіберстійкість інформаційної системи.
12. Бабуня лагідно назвала онука козаченьком.
13. Майстер попередив, що двигун трохи вередує.
14. У романі згадано старовинний лейбик, оздоблений вишивкою.
15. Університет запровадив короткі програми для здобуття мікрокваліфікацій.

**Contrastive focus:** Group the solutions by vocabulary stratum and translation strategy. Identify cases of stylistic flattening, false elevation, false localization, and terminological inconsistency, then propose a correction for each risk.

**Exercise 15. Investigate each lexical unit using current authoritative dictionaries and, where necessary, corpus evidence. Record its definition, usage label, national or regional restriction, chronological status, field of use, origin or formation mechanism, context of use, cross-linguistic equivalent, and translation difficulty. If dictionaries assign different labels, explain the discrepancy instead of choosing one label without comment.**

1. henceforth
2. abode
3. bloke
4. arvo
5. bairn
6. clickbait
7. doomscrolling
8. phishing
9. firmware
10. storyboard
11. файний
12. перст
13. донатити
14. краш
15. світлина

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Compare how English and Ukrainian dictionaries label informal, regional, archaic, technical, and innovative vocabulary. Explain which differences reflect the lexical systems and which may result from different lexicographic practices.

**Exercise 16.** Read the passage, then analyse each item in bold along the six dimensions listed below. Some bold items are two-word terms (for example, cloud infrastructure); analyse each such item as a single terminological unit, focusing on the head's morphemic structure and the compound or phrase formation type.

The company's new **startup** ran on a fragile **cloud infrastructure**: a single **software glitch** could corrupt terabytes of **user-generated** content in seconds. Its **AI-driven algorithms** processed **high-resolution** imagery, while investors debated the next round of **venture funding** and worried about **bandwidth**, **latency**, and whether the data was properly **encrypted**.

For each item in bold, state:

- (a) its morphemic structure and word-formation type;
- (b) its origin or etymological layer;
- (c) its lexical meaning and any semantic transfer (metaphor / metonymy);
- (d) its stylistic stratum (neutral, formal, colloquial, slang, or terminological);
- (e) the terminological system it belongs to, if any;
- (f) a natural Ukrainian equivalent, and the rendering strategy you used.

**Contrastive focus:** This task draws together the whole course — etymology, word-formation, semantics, phraseology, and stratification — in the analysis of a single stretch of authentic-style text.

### Comparative Analysis Task

Work in pairs or groups of three. Prepare an evidence-based report of 1,200–1,600 words and an 8–10 minute presentation. Treat this as an extended project. Do not reuse examples from the lecture or Exercises 1–16.

- Choose one domain: digital communication, higher education, maritime work, public administration, health communication, regional culture, or historical narrative.
- Compile at least eight current English contexts and eight current Ukrainian contexts from authoritative dictionaries, corpora, standards, institutional texts, edited media, or literary sources. Record every source and date of access and retain enough context for classification.
- Formulate a shared tertium comparationis and classify every item by stylistic, social, professional, territorial, chronological, and innovative dimensions. Allow justified overlap.
- Build a register profile for each language and distinguish neutral, formal, literary, colloquial, slang, professional, and terminological units by contextual evidence.
- Analyse the formation and connotative role of at least three Ukrainian expressive derivatives and compare the available English compensation resources.
- Trace the adaptation of at least three borrowed or hybrid innovations in Ukrainian and compare etymological reconstruction with natural contextual translation.
- Distinguish terms from professionalisms and place at least five terms from each language within a conceptual field or terminological system.
- Identify terminological variants, formulate a consistency policy, and verify preferred forms in standards or authoritative specialist databases.

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- Compare codified national-variety choices with genuinely regional or dialectal units and explain the risk of false cultural localization.
  - Analyse chronologically marked vocabulary through both current lexical status and type of referent rather than applying one rigid national classification.
  - Evaluate the degree and type of stylistic or terminological correspondence for at least six cross-linguistic pairs. Use full, partial, or zero correspondence only where the criteria are explicitly justified.
  - Translate three contexts from English into Ukrainian and three from Ukrainian into English, justify the strategy, and identify three recurrent translation risks.
  - Conclude with at least three shared tendencies, three asymmetries, and two evidence-based recommendations for translators.

### **Required report structure**

1. Research question and tertium comparationis.
2. Data sources, currency checks, and selection criteria.
3. Multidimensional stratification of the English and Ukrainian data.
4. Register profile and contextual diagnostics.
5. Expressive derivation and borrowing adaptation.
6. Professional vocabulary, terminological systems, and variation.
7. National-variety, regional, and chronological marking.
8. Stylistic and terminological equivalence.
9. Translation strategies, risks, and contrastive conclusions.

### **Evaluation criteria**

- accurate and consistent use of stratification and terminology concepts;
- balanced, current, and independently verified English and Ukrainian data;
- explicit contextual and dictionary evidence for every stylistic or chronological label;
- clear separation of national varieties, dialectal vocabulary, terms, and professionalisms;
- methodologically sound analysis of derivation, adaptation, innovation, and terminological variation;
- natural register-sensitive translations without false localization or stylistic flattening;
- well-supported contrastive conclusions and transparent source documentation.