

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ

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НАВЧАЛЬНИЙ ПОСІБНИК
з англійської мови
для бакалаврів II року III семестру
денної форми навчання
(спеціальність “Водні біоресурси та аквакультура”)

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Р е ц е н з е н т и:

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ПЕРЕДМОВА

Навчальний посібник з англійської мови призначен для студентів **II курсу III семестру** денної форми навчання зі спеціальності „**Водні біоресурси та аквакультура**”.

Мета запропонованого навчального посібника – розвинути навички читання, аналізу, перекладу текстів, а також їх переказу на матеріалі наукової літератури за фахом. Майбутнім фахівцям потрібні навички практичного оволодіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, зумовленої професійними потребами; одержування новітньої фахової інформації через іноземні джерела.

Навчальний посібник складається з **двох уроків**, де подано відповідний граматичний матеріал за програмою, а також тексти, що відібрані з оригінальної науково-популярної та наукової літератури.

Тексти А призначено для читання, усного перекладу, аналізу елементів тексту, анотуванню та переказу; **тексти В**, тематично зв'язані з текстами А та призначені для читання, усного перекладу, аналізу елементів тексту, анотуванню, а також для письмового перекладу з подальшою перевіркою на занятті, уточненням значень окремих лексичних одиниць та переказу.

Лексичні вправи призначено для вивчення та закріплення лексичного матеріалу в кожному уроку та охоплюють лексику основних текстів.

Граматичні вправи, що подані у вигляді систематизованого комплексу з морфології відповідно до нормативного курсу граматики сучасної англійської мови, спрямовані на аналіз та відпрацювання, закріплення вивченого граматичного матеріалу. До окремих граматичних вправ використані уривки з текстів оригінальної англійської та американської літератур (Т. Драйзер, Ч. Діккенс, Дж. Голсуорсі, С. Моем, А. Крісті, Б. Шоу, Марк Твен та ін.), що поглиблюватиме розуміння особливостей морфології англійської мови.

Курс розрахований на 90 годин (на 30 годин аудиторної роботи та на 60 годин самостійної роботи студентів у I семестрі) і вивчається з метою удосконалення професійних знань і розвитку умінь використання цих знань у англійській професійній діяльності. Навчальний посібник також спрямований на розвиток умінь усної та писемної комунікації.

Після вивчення даного курсу студенти повинні знати і вміти:

- читати та перекладати науково-технічну англійську літературу за фахом для одержання необхідної інформації;

- розуміти зміст прочитаного та лексико-граматичний матеріал, наданий у методичних вказівках;
- розуміти і володіти відповідними граматичними конструкціями та матеріалом;
- брати участь в усному спілкуванні англійською мовою в обсязі матеріалу, передбаченого програмою.

LESSON I

Text A

Aquaculture. Environmental Factors

Aquaculture, freshwater or marine, is dependent upon good water quality to sustain maximal fish growth. Ammonia and nitrate are toxic to fish. NH_3 should be kept at levels below 0.05 mg l⁻¹. Nitrite (NO_2) should be kept below 0.5 mg l⁻¹. Aerobic bacteria play a key role in detoxifying ammonia. Nitrosomonas bacteria convert NH_3 to NO_2 , and Nitrobacter bacteria convert NO_2 to NO_3 . For every milligram of ammonia converted about 5 mg of oxygen is consumed. An additional 5 mg of oxygen is required to satisfy the oxygen demand of the bacteria involved. Thus, reduced concentrations of dissolved oxygen may contribute to increased concentrations of ammonia, nitrate, and phosphate in the water column.

The gradual accumulation of nutrients (including nitrogen and phosphorous) and organic biomass, accompanied by increased levels of production, brings about a process called eutrophication. The consequences are severalfold. Species such as Cyanobacteria change and some strains of algae accumulate, leading to reduced water quality. Oxygen levels drop, leading to anoxic bottoms, massive fish kills, and excessive production of phytoplankton and/or macroscopic plants, creating aesthetic problems.

Phosphate, which is an essential element for life, can be detrimental to the biosphere in high concentrations. Since the discovery in 1988 by L. Liebermann that yeast contain granules (volutin) composed of high-polymer polyphosphates, a diverse group of microorganisms have been reported to effectively take up inorganic phosphate from the medium and convert them into biopolymers. Polyphosphates have been associated with the capsule in *Neisseria gonorrhoeae*, outside the plasma membrane, or as long-chain cytoplasmic reserves. In some microorganisms, these granules can account for as much as 25% of the weight of the organism and the process can be highly efficient in phosphate removal. For example, in the A/O process of activated sludge treatment, involving alternate anaerobic and aerobic cycles, a bacterial population (largely composed of a typical soil bacterium – *Acinetobacter lwoffii*) that accumulates polyphosphate even under extremely low phosphate concentrations is enriched. Since the consortium in the A/O process denitrifies ammonium as well as removes phosphate from the environment, it provides attractive possibilities for aquaculture. A variation of this has already been incorporated into the sequencing batch reactor for recirculating aquaculture systems.

These diverse microorganisms contain highly efficient transport systems for phosphate uptake. The effects of discharge of aquaculture effluents in receiving waters are mainly the increase of suspended solids and nutrients and

the fall in dissolved oxygen content. Algal blooms, especially of toxic species produced by high levels of nutrients, can cause environmental hazards, including fish kills.

Numerous toxic compounds in the environment inhibit aquaculture. The toxic compounds of greatest concern have been polychlorinated biphenyls and mercury. Other potentially toxic metals such as lead, zinc, copper, arsenic, mercury, beryllium, barium, cadmium, chromium, nickel, and selenium have been identified.

Chlorinated benzenes, chlorinated ethenes, polychlorinated biphenyls (PCBs), as well as other organohalides form a major group of environmental pollutants that inhibit aquaculture. Members of the class Chloroflexi (*Dehalococcoides* sp.) of microorganisms dechlorinate these compounds under anaerobic conditions.

Mercury is a highly toxic metal that can cause genetic abnormalities and damage to the brain, kidneys, and liver. The three major kinds of organic mercury are phenyl mercury, methoxy mercury, and alkyl mercury such as methyl mercury. The latter is the most common and the most dangerous. The most serious consequence of methyl mercury poisoning involves its effect on the central nervous system. Methanogenic bacteria as well as certain molds in sediments are capable of converting all other forms of mercury into methyl mercury under both aerobic and anaerobic conditions.

Invasive Species.

R.P. Keller, D.M. Lodge, in *Encyclopedia of Inland Waters*, 2009

Aquaculture and the live food trade.

Freshwater aquaculture, the captive propagation of freshwater organisms, is growing rapidly across the globe. Approximately one-third of all seafood (freshwater and marine) production globally now comes from aquaculture, and the largest portion (42%) of this is freshwater fish. Damage to the environment often accompanies these benefits. The aquaculture industry usually selects species that thrive in local conditions, that are tolerant of a wide range of environmental conditions, and that are fast growing. These qualities also predispose species to become invasive if they escape, and aquaculture has led to numerous invasions across the globe. Although the potential for invasions from this industry is now well known, few measures have been taken to prevent escapes. Several fish species, collectively known as tilapia species, for example, are being promoted to developing countries through international aid programs, despite the fact that many of these species have a long record of escape and harm to native species and ecosystems. In the United States, three species of carp from Asia have escaped from aquaculture facilities in the last two decades and have invaded the Mississippi River and tributaries, and currently threaten to invade the Laurentian Great Lakes via a canal that connects these waterways.

Water Quality Evaluation.

Daoliang Li, Shuangyin Liu, in *Water Quality Monitoring and Management*, 2019

Introduction to the Freshwater Aquaculture Pond

Freshwater aquaculture refers to raising and breeding aquatic animals (fish, shrimp, crab, shellfish, etc.) and plants for economic purposes by the use of ponds, reservoirs, lakes, rivers, and other inland waterways (including brackish water), which play an important role in the aquaculture industry. The main breeding targets are fish; breeding shrimp consisting of *Macrobrachium* and Hainan prawn; and crabs. At present, China's freshwater aquaculture mainly includes black fish, grass carp, silver carp, bighead carp, carp, crucian carp, noncrucian carp and other economic fish. China's freshwater aquaculture area and output have ranked first in the world.

Exercise 1. Translate and study the following words and expressions:

Aerobic bacteria, oxygen, anoxic bottoms, phytoplankton and macroscopic plants, ammonia, detrimental, extremely low phosphate concentrations, a substantial fish processing industry, long-chain cytoplasmic reserves, eel fisheries, limited salmonoid fisheries, pelagic species, diverse microorganisms, to base projections, the sequencing batch reactor, recirculating aquaculture systems, to maintain the level, a declining sea level, a peninsula, to generate worries, to invade, breeding aquatic animals.

Exercise 2. Answer the questions:

1. What is the main sense of text A?
2. Why is aquaculture (freshwater or marine) dependent upon good water quality?
3. What causes a process of eutrophication?
4. What has already been incorporated into the sequencing batch reactor for recirculating aquaculture systems?
5. What contains highly efficient transport systems for phosphate uptake?
6. What are the toxic compounds of aquaculture?
7. What new have you learned from the text?

Exercise 3. Make up 15 different types of questions for text A.

Exercise 4. Write a brief summary of text A.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 5. Retell text A.

Text B

STATUS OF EUROPEAN FRESHWATER AQUACULTURE

Production of freshwater fish is a major branch of European aquaculture, but the products have a relatively low market value in relation to production costs and producers' profit margins are low. Moreover, market demand for freshwater species, other than trout and carp, is currently rather limited throughout Europe.

The main marketing problems associated with freshwater aquaculture products include low prices, lack of reliable commercial information, a limited product range, based on a small number of species and products (not always adapted to modern market requirements), difficulties in diversification, and lack of promotion. Significant growth of market demand for freshwater fish in the EIFAC region in the near future seems unlikely, unless initiatives are taken to change current trends. Future developments must be considered in an international strategic context.

Although freshwater aquaculture in Europe faces serious constraints there are also significant opportunities, particularly from the growing gap between supply and demand for fish products, resulting both from the stagnation or decline of marine capture fisheries and increases in demand.

In the decade from 1988-1998 freshwater aquaculture production in Europe dropped from about 600000 t to 430 000 t. This compares with marine aquaculture which increased from 150 000 t to 660 000 t, excluding molluscs and aquatic plants. These gross figures, however, hide significant differences between Western and Eastern Europe. While production in Western Europe increased from 195 500 t to 250 000 t during the period, in Eastern Europe it fell from 411 500 t to 180 000 t, mainly as result of turbulent economic times. There are also major differences in species composition. In the east carps dominated with around 86 percent while salmonids were restricted to 9.4 percent (although trout production did increase during the period). In the west the reverse was true with salmonids just over 85 percent and carps almost 9 percent. The balance in

the west represents diversification to small quantities of eel, and smaller quantities of sturgeon and catfish.

It is impossible to avoid the conclusion that, as a result of a variety of factors, freshwater aquaculture has been eclipsed by marine aquaculture both in importance and diversity. The task of identifying these factors is not simple and the core question is whether they can be resolved in order to allow sectoral development.

In the freshwater aquaculture sector production is influenced by two major factors: the climate and the water availability at a specific site (this effectively determines whether cyprinids or salmonids are produced). While water limitations have traditionally governed the maximum production capacity for a location, environmental legislation on waste loading has largely replaced water availability as the criterion. In the European Community such production limitations have generally restricted corporate growth. This has confirmed the dominance of family-owned and operated units, (micro-enterprises in European Community terms). However, in certain areas there has been a degree of concentration of production leading to cooperative structures for processing and distribution. In other cases mergers and buy-outs have led to establishment of larger companies, able to provide the retail sector with modern consumer products. In the east the transition to a market-led economy has caused the dismantling of some of the large state-run aquaculture enterprises and the emergence of family-run operations similar to those in the European Community.

There are four clear market areas available to the producer of freshwater fish: the food market, restocking, production of ornamental fish and sport fisheries. The food market is the predominant outlet for all freshwater aquaculture whether for immediate local consumption, distribution on a wider scale *e.g.*, through supermarkets or for export. Export opportunities have been limited to some trade between the east and Germany for carp because of production cost differences. Carp is regarded as a traditional product and Germany is the major market. Although in recent times consumption has been increasingly restricted to festive seasons attempts are being made to reverse this trend. Trout on the other hand has been able to develop a more modern consumer-friendly image, enabling the trout sector to keep up with developments in other competing food products. However, salmon from marine aquaculture, supported by very effective promotion, is a serious competitor. The important lessons to be learnt by the trout producers are obvious.

There is a degree of interest in the production of organically certified freshwater fish products but this is hampered by the drop of productivity needed to meet organic standards (a significant aspect in all organic production practices is the issue of transition from the “traditional” practice to organic production), the high cost of certification and the lack of regulation of private

certification bodies. If common and transparent standards, based on sound science, are introduced the future could be bright in some selected markets.

The market for stocking fish into rivers, lakes and reservoirs is of interest and should increase with growing environmental pressure to return species that used to be abundant in specific habitats. Salmon, sturgeon and the traditional sports species (including both brown trout and coarse fish) are produced in hatcheries throughout Europe for enhancing native stocks or for restocking. Restocking of species such as sturgeon also has a promising future, both for conservation and commercial purposes.

Ornamental fish production for the aquarium trade is of growing importance, not least to replace the high level of imports.

Sport fisheries offer an attractive diversification opportunity for some freshwater fish farms. Increasing leisure time and the growth of agro-tourism provide a viable market for the development of on-farm freshwater angling facilities. These can easily be integrated with food fish production and can also provide publicity for the food fish through use in restaurants associated with such developments.

Throughout Europe aquaculture suffers from the lack of an adequate regulatory framework. It is important that as such a framework is developed it is done so in consultation with the industry. The industry therefore has the responsibility of cooperation as a coherent partner for discussion.

Within the EC it is recognised that aquaculture producers face a complex regulatory structure and there are moves to make this more transparent. A directory containing the most important regulations, directives and decisions currently in force regarding aquaculture, as well as processing and marketing of fishery products, has been prepared by the EC DG Fisheries services. This will be the nucleus of a database available on the website: Of the 350 acts currently in the directory approximately half are germane to aquaculture. The key legislative acts are less numerous and are summarised below.

Environmental Legislation

Environmental protection has assumed a central role in the objectives of the European Community. While current environmental provisions do not create a specific framework for aquaculture, they have relevance for the sector. When setting up a fish farm location and environmental constraints have to be taken into account. Nature conservation requirements are principally found in Directive 79/409/EEC on the conservation of wild birds; as well as Directive 92/43/EEC on the conservation of natural habitats and wild flora and fauna. Since October 2000, most water quality issues have been taken into account through Directive 2000/60/EEC which establishes a framework for Community action in the field of water quality covering inland surface waters, transitional waters, coastal waters and groundwater. In the long term this directive will introduce river basin management, monitoring of the chemical and ecological

status of water and pollution measurement. It repeals earlier directives on water quality standards.

Directive 85/337/EEC on the assessment of the effects of public and private projects on the environment requires that projects likely to have a significant effect should be subject to environmental impact assessment (EIA). According to the Directive, the Member States decide whether an intensive fish farm should undergo an EIA. Directive 76/464/EEC on control of pollution by discharge of dangerous substances into the aquatic environment also covers biocides and organic substances used in aquaculture.

Aquaculture activities will be subject to monitoring and possible enforcement action to ensure that they meet emission standards fixed under Directive 76/464/EEC. There may also be restrictions on the use of some chemicals in aquaculture under a set of Directives relating to restriction on the marketing and use of certain dangerous substances.

There are also other controls that may have an effect on aquaculture. Examples are Directive 76/464/EEC controlling discharges of dangerous substances from industry (including heavy metals) and Directive 91/271/EEC on urban wastewater treatment. Both should contribute to achieving better water quality for aquaculture.

Exercise 1. Translate and study the following words and expressions:

Freshwater species, a current strategy, to be abundant in specific habitats, adjacent settlements, ornamental fish production, a protected nature area, processing and distribution, wild flora and fauna, surface waters, inland surface waters, transitional waters, coastal waters, groundwater, water quality standards, restrictions, enforcement, certain dangerous substances, an intensive fish farm, aquaculture activities, environmental impact assessment.

Exercise 2. Answer the questions:

1. What is the main sense of text B?
2. What is production in the freshwater aquaculture sector influenced by?
3. What is a major branch of European aquaculture?
4. What do the main marketing problems associated with freshwater aquaculture products include?
5. What does Europe aquaculture suffer from?
6. What new have you learned from the text?

Exercise 3. Make up 15 different types of questions for text B.

Exercise 4. Write a brief summary of text B.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 5. Retell text B.

Additional reading

INTRODUCTION TO FRESH WATER AQUACULTURE

Introduction

Aquaculture has been defined in many ways. It has been called as the rearing of aquatic organisms under controlled or semi controlled condition - thus it is underwater agriculture. The other definition of aquaculture is the art of cultivating the natural product of water, the raising or fattening of fish in enclosed ponds. Another one is simply the large-scale husbandry or rearing of aquatic organisms for commercial purposes. Aquaculture can be a potential means of reducing over need to import fishery products, it can mean an increased number of jobs, enhanced sport and commercial fishing and a reliable source of protein for the future.

Fish is a rich source of animal protein and its culture is an efficient protein food production system from aquatic environment. The main role of fish culture is its contribution in improving the nutritional standards of the people. Fish culture also helps in utilising water and land resources. It provides inducement to establish other subsidiary industries in the country.

The basic principle of composite fish culture system is the stocking of various fast-growing, compatible species of fish with complementary feeding habits to utilize efficiently the natural food present at different ecological niches in the pond for maximising fish production. Composite fish culture technology in brief involves, the eradication of aquatic weeds and predatory fishes, liming:

application of fertilizers on the basis of pond soil and water quality, stocking with 100 mm size fingerlings of Indian major carps-catla, rohu, mrigal, exotic carps, silver carp, grass carp and common carp in judicious combination and density; regular supplementary feeding and harvesting of fish at a suitable time. Composite fish culture system is conducted by adopting three types of combinations viz., culture of Indian major caps alone, culture of exotic carps alone, and culture of Indian and exotic carps together. Fish production ranging between 3,000 to 6,000 Kg. per hectare per year is obtained normally through composite fish culture system.

Development of intensive pond management measures have led to increase the fish yield further. Integrated fish and animal husbandry systems evolved recently are the fish-cum-duck culture, fish-cum-poultry culture, fish-cum-pig culture, utilization of cattle farm yard wastes and recycling of biogas plant slurry for fish production. Advantages of the combined culture systems, number of birds/animals, quantity of manure required and fish production potentiality of the recycling systems are described. Fish culture in paddy fields is an important integrated fish cum agriculture system. Essential requirements of paddy fields to conduct fish culture, characteristic features suitable for culture in rice fields, constraints to culture fish in paddy fields due to recent agrarian practices, and improved fish-paddy farming methodologies are discussed. Freshwater prawn culture is a recent practice. Giant freshwater prawn *Macrobrachium rosenbergii* and Indian riverine prawn *M. malcolmsonii* are the two most favoured species for farming purposes in India. Breeding, hatchery management, seed productio, culture systems and production potentialities of the freshwater prawns are presented. Commercially important air-breathing fishes of India are the murrels, climbing perch, singhi and magur. Techniques of their seed production and culture systems are described.

Fresh Water Culture Systems

Cultivable organisms are cultured in different types of culture systems. Many culture systems are based on traditional ideas that have been used for years, but some encompass new and some times radical concepts that make them unique. There are three major culture systems - open, semi-closed and closed culture systems. Each has its special characteristics, advantages and disadvantages. The choice of system is largely dependent on the function of the organisms to be grown and the resources and ideas of the farmer.

Open culture systems

Open systems are the oldest and its farming is the use of the environment as the fish farm. Natural resources can be used as culture systems and organisms to be cultured are stocked in the water body.

Capital expenses are low for the open culture systems. There is less management than in the other systems. The conditions are more natural and uncrowded in the culture environment, less time is required in monitoring the condition of the culture organisms in open systems. The disadvantages like predation and poaching are common. The growth rate and the uniformity of the product are variable compared to other systems. Cages, long lines, floats, rafts, trays and clam beds are examples of open system techniques.

Cage culture:

It is the culture of fish or other organisms in a river, lake or bays by holding them in cages. Cages are built of metal rods, bamboo mesh or PVC pipes and covered by mosquito cloth or nylon net.

Cage culture, in recent years, has been considered as a highly specialized and sophisticated modern aquaculture technique, receiving attention for intensive exploitation of water bodies, especially larger in nature, all over the world. In India, cage culture was attempted for the first time in case of air breathing fishes like *H. fossilis* and *A. testudineus* in swamps.

Pen culture:

Pens are the specially designed nylon or bamboo made enclosures constructed in a water body into which fish are released for culture. Such type of culture is referred to as pen culture.

Raft culture:

Rafts are generally made of bamboo poles or metal rods with buoys at the top for floating in the water. These are used in the culture of oysters, mussels and seaweeds in open seas.

Rack culture:

Racks are constructed in brackish water areas and inshore areas for rearing oysters, mussels, seaweeds, etc.

Semi-Closed Culture Systems

In semi-closed culture systems, water is taken from natural sources or ground water and is directed into specially designed ponds and race ways. These systems offer an advantage over open systems in that they allow greater control over the growing conditions. A greater production per unit area is possible in addition to crop being more uniform. Water can be filtered to remove predators,

diseases can be observed and treated more easily in semi-closed systems. The main disadvantages are more expensive and require more complex management.

Ponds and raceways.

Pond Culture:

The majority of aquaculture throughout the world is conducted in ponds. Earthen ponds or reinforced concrete ponds are used for culturing the fish, shrimp, prawn, etc. in both freshwater and brackishwaters.

Raceway culture:

A series of earthen or cement tanks are constructed along the course of a river or stream and are used for fish culture. Raceway is a culture chamber that is generally long and narrow. Water enters at one end and leaves through the other end in most cases.

Closed Culture System

In closed culture systems, no water is exchanged and the water is subjected to extensive treatment. Extremely high densities of organisms may be raised under these conditions. Farmer has complete control over growing conditions in closed systems. The temperature is regulated, parasites or predators are not found and harvesting is simple.

Food and drugs can be added efficiently into the system to grow quickly and uniformly. Fish or prawn culture in water recirculation systems is good example for closed systems.

Water recirculation systems:

Here the water is conserved throughout most or all of the growing season by circulating in the culture tanks after purifying it through biological filters. Closed recirculating water systems are being used primarily for experimental work and for the rearing of larval organisms in commercial or research facilities. Closed systems are generally comprised of four components; the culture chambers, a primary settling chamber, a biological filter (biofilter) and a final clarifier or secondary settling chamber for purification of water for reuse.

GRAMMAR

The Infinitive

The infinitive is the basic form of the verb + "to" (*to buy, to fish, to run, to watch*).

The word "infinitive" comes from the Latin word *infinitus*, from *in-* (not) and *finitus* (finished, limited). The infinitive describes an action, but unlike a regular verb, it is not limited in any way.

The regular verb is limited to the tense and subject. For example, in the sentence "Diana danced" the action is limited to Diana and to the past.

However, the infinitive is unlimited. In the sentence "To dance is easy", the action is not limited to any subject or to any time.

Infinitives are often used when actions are unreal, general, or future.

Examples: (*Note how the main underlined verb relates to unreal, general, or future actions.*)

Kate agreed to come.

I hope to see you soon.

We plan to finish this shortly.

В основному інфінітив вживається з часткою «to», це його формальна ознака. Однак, існує декілька випадків, в яких інфінітив вживається без частки «to», так званій «bare infinitive» або «Zero Infinitive»:

1. Після модальних дієслів (крім ought to)

I should be there. I can help him. He must stop smoking.

2. Після дієслів **shall/will**

I will give you money. We shall start.

3. В Complex Object після дієслів чуттєвого сприйняття: to see (бачити), to hear (чути), to notice (помічати), to feel (відчувати), to watch (спостерігати), to observe (спостерігати).

I see you like her. I heard you go to the theatre every day.

4. Після дієслів **let** (дозволити), **make** (змушувати)

He makes his child start do homework. I can't let you go.

Зверніть увагу, що в пасивній конструкції інфінітив буде вживатися з часткою to.

He was made to do this.

Його змусили зробити це.

5. Після виразів **had better** (краще) і **would rather** (краще б)

I had better become a lawyer.

6. У розмовній конструкції **Why not do smth:**

Why not cheer them up? — Чому б не підбадьорити їх?

The forms of the Infinitive

There are four forms of the Infinitive:

Tense	Active Voice	Passive Voice
Indefinite (Simple) Infinitive (звичайна)	to eat	to be eaten
Continuous (Progressive) Infinitive (тривала)	to be eating	---
Perfect Infinitive (перфектна)	to have eaten	to have been eaten
Perfect Continuous Infinitive (перфектна тривала)	to have been eating	---

1. Indefinite infinitive

Загальну інфінітивну форму використовують, коли дія, виражена інфінітивом є одночасною щодо дії, вираженою дієсловом – присудком.

I am glad to do this.

Я радий це робити. (Мається на увазі, що я зараз радий це робити. Дві дії відбуваються одночасно, він радий і він щось робить.)

Або дія, виражена інфінітивом, є майбутньою щодо дії, вираженою дієсловом – присудком.

I want to do this.

Я хочу це зробити. (Мається на увазі, що хоче він зараз, але він цього ще не зробив, а зробить у майбутньому.)



Якщо присудок містить в собі модальне дієслово або дієслово, що передає певну модальність, - типу *to expect (сподіватися)*,
to hope (сподіватися),
to intend (мати намір),
to want (хотіти), etc. - то інфінітив у формі Indefinite (Simple) виражає дію, яка стосується майбутнього:

I expect them to arrive tomorrow.

He wants to stay in this hotel.

2. Continuous infinitive

Тривалу форму інфінітиву використовують, коли дія, виражена інфінітивом, є одночасною з дією, яка виражена дієсловом – присудком.

I am happy to be doing this.

Я радий, що я роблю це. (Мається на увазі, що він робить щось протягом якогось часу, його дія тривала.)

3. Perfect infinitive

Перфектний інфінітив використовують тоді, коли дія, виражена інфінітивом, передуює дії, яка виражена дієсловом присудком.

I am glad to have done this.

Я радий був зробити це. (Мається на увазі, що він зараз радий, а зробив він до цього моменту, у минулому.)

4. Perfect continuous infinitive

Тривалу перфектну форму інфінітиву використовують, коли дія, виражена інфінітивом, є тривалою і відбувалася протягом певного часу перед дією, яка виражена дієсловом – присудком.

I am glad to have been dating with you for 5 years.

Я радий, що зустрічався з тобою протягом 5 років. (Мається на увазі, що він зараз радий, а до цього він зустрічався з нею, у минулому, протягом якогось тривалого періоду.)



У заперечній формі частка **not** вживається перед інфінітивом.

*Наприклад: It was a mistake not to invite her to this meeting.
Було помилкою не запросити її на цю зустріч.*

Complex Object.

Конструкція Complex Object (складне доповнення) складається з 2 частин:

Іменник або займенник в об'єктному відмінку + Інфінітив

Do you want the children to stay? – Ти хочеш, щоб діти залишилися? (іменник + інфінітив)

Do you want us to stay? – Ти хочеш, щоб ми залишилися? (займенник в об'єктному відмінку + Інфінітив).

На українську мову Complex Object зазвичай перекладається придатковим додатковим реченням зі сполучниками *що, щоб, як*.

Would you like me to help you? – Хочеш, щоб я тобі допомогла?

I want my daughter to learn English. – Я хочу, щоб моя дочка вивчала англійську.

I want Harry to leave. – Я хочу, щоб Гаррі пішов.

I know her to have graduated from the university three years ago. – Я знаю, що вона закінчила університет три роки тому.

I suspect him to be helped by her. – Я підозрюю, що вона йому допомогла.

Complex Object (складне доповнення) вживається після певних груп дієслів:

1. Дієслова, що виражають бажання: would like (хотів би), want (хотіти), wish (бажати), desire (бажати)

Do you want Robin to show me the city? – Ти хочеш, щоб Робін показала мені місто?

I would like you to show me the city. – Я б хотіла, щоб ти показав мені місто.

2. Дієслова, що виражають припущення: expect (очікувати), believe (вірити), think (думати), suppose (передбачати), consider (вважати), find (знаходити)

We expect our friends to arrange everything by the time we come. – Ми очікували, що наші друзі все організують до того часу, як ми прибудемо
I believe him to be a trusted partner. – Я вірю, що він надійний партнер.

3. Дієслова, що виражають наказ або прохання: command (наказувати), order (наказувати), ask (просити), allow (дозволити)

He ordered the chairs to be brought. – Він велів принести стільці.
I asked him to help me. – Я попросила його допомогти мені.

4. Дієслова, що виражають чуттєве сприйняття: see (бачити), hear (чути), notice (помічати), feel (відчувати), watch (спостерігати), observe (спостерігати)

I heard him say this. – Я чула, що він це говорив.
I watched the children play in the yard. – Я бачила, що діти грають у саду.

5. Дієслова, що виражають спонукання: make (змушувати), force (примушувати), have (спонукати), let (дозволяти)

Don't let him go! – Не дай йому піти!
The teacher made the students be silent – Учитель змусив студентів заспокоїтися.

Complex Object після дієслів чуттєвого сприйняття.

Після дієслів чуттєвого сприйняття *see (бачити), hear (чути), notice (помічати), feel (відчувати), watch (спостерігати), observe (спостерігати)* у другій частині Complex Object можна спостерігати як інфінітив без частки *to*, так і причастя I.

I heard him sing a song. – Я чув, що він співає пісню.
I heard him singing a song. – Я чув, як він співає пісню.

Якщо дія була короткою, ми говоримо про неї, як про факт, а в перекладі використовуємо «ЩО» – ставимо інфінітив.

Якщо дія була тривалою, ми застали її в процесі вчинення, то в перекладі використовуємо «ЯК» — ставимо причастя I.

We saw him cross the street. – Ми бачили, що він перейшов вулицю.
We saw him crossing the street. – ми бачили, як він переходив вулицю.

Найчастіше цю різницю неможливо вловити без контексту, тому в багатьох реченнях допускається постановка як інфінітива, так і причастя.

Complex Subject

Складний підмет (Complex Subject) в англійській мові (інколи його ще називають *The Subjective Infinitive Construction* або *The Nominative-with-the-Infinitive Construction*) складається з

Іменник в загальному відмінку, або займенник у називному відмінку + інфінітив.

Інфінітив в Complex Subject в англійській мові може бути у всіх своїх шести формах.

Речення з конструкцією Complex Subject в англійській мові зазвичай переводяться на українську мову за допомогою таких зворотів, як «говорять, повідомляють, думають, бачили, чули, виявилось, сталося» і т.п.

У реченнях зі складним підметом у більшості випадків присудок стоїть у пасивному стані. Дієслова, з якими використовується Complex Subject, можна розділити на 4 групи:

1. Дієслова, що висловлюють знання, твердження: to know – *знати*, to think – *думати*, to state – *заявляти*, to report – *повідомляти*, to say – *говорити*, to announce – *оголошувати* та інші.

He is known to live in London. – Відомо, що він живе в Лондоні.
She was thought to be working here. – Думали, що вона працює тут.

2. Дієслова, що висловлюють припущення: to expect – *розраховуват*, to suppose – *припускати*, to believe – *вірити*, to consider – *розглядати* та інші.

The writer is expected to be famous. – Розраховують, що письменник буде відомим.
The train was believed to come in time. – Вірили, що поїзд прийде вчасно.

3. Дієслова, що передають сприйняття: to see – *бачити*, to hear – *чути*, to notice – *помічати* та інші.

He was seen to enter the building. – Бачили, як він увійшов до будівлі.

They were heard to leave the town. – Чули, як вони полишають місто.

4. Також Complex Subject вживається після таких дієслів: to be likely – скоріше за все, to be certain – неодмінно, to be unlikely – маловірогідно, to be sure – обов'язково

He is unlikely to succeed. – Маловірогідно, що він досягне успіху.

She is sure to become famous. – Вона обов'язково досягне успіху.

Активний стан у реченнях зі складним підметом вживається лише з дієсловами: to appear – з'являтися, to seem – вбачатися, здаватися, to happen – траплятися, to prove – доводити, to turn out – виявлятися

She seems to be tired. – Вона виглядає стомленою.

The journey turned out to be uninteresting. – Сталося так, що подорож виявилася нецікавою.

Grammar exercises

Exercise 1. Поставте частку “to” перед інфінітивом там, де це необхідно.

1. I like ... play the guitar.
2. My brother can ... speak French.
3. We had ... put on our overcoats because it was cold.
4. They wanted ... cross the river.
5. It is high time for you ... go to bed.
6. May I ... use your telephone?
7. They heard the girl ... cry out with joy.
8. I would rather ... stay at home today.
9. He did not want ... play in the yard any more.
10. Would you like ... go to England.
11. You look tired. You had better ... go home.
12. I wanted ... speak to Nick, but could not ... find his telephone number.
13. It is time ... get up.
14. Let me ... help you with your home work.
15. I was planning ... do a lot of things yesterday.
16. I saw him... enter the room.
17. Do you like ... listen to good music?
18. That funny scene made me ... laugh.

Exercise 2. Використайте інфінітив з часткою to або без частки to.

1. You ought... (make) more of an effort at school.

2. You are not allowed ... (walk) on the grass here.
3. I can hardly... (wait)... (see) you!
4. There's no need... (rush) — just take your time.
5. It's difficult... (read) English books in the original.
6. The soup is too hot... (eat). You'd better... (cool) it a bit.
7. It's nearly 8. You are going ... (miss) your lesson.
8. I must... (return) the book to the library as soon as I have read it.
9. You'd better (stop)... quarrelling now.
10. It's kind of you ... (help) us.
11. You have ... (be) a pretty good cook ... (get a job as a chef).
12. Why not ... (join) them? We could ... (have) a lot of fun there.
13. I have never heard him... (say) anything of the kind.
14. Are you strong enough... (lift) that box?
15. She is thoughtful enough ... (send) us a greetings card.
16. I'd like you ... (think) it over first.
17. It usually takes me an hour... (write) an essay.
18. Let me... (close) the door, shall I?
19. They can't afford... (buy) a car.
20. I'd rather... (let) the children... (decide) for themselves.
21. They can hardly make both ends ... (meet).
22. I showed them how... (use) the computer.

Exercise 3. Виправте помилку (деякі речення правильні).

1. Robert and James let Jenny to beat them in the race.
2. It takes time learn a new language.
3. Make a mistake is not shameful.
4. It is unusual to see an owl during the day.
5. Could you tell me what happened.
6. Parents teach children say please and thank you.
7. She was very nervous flying for the first time.
8. How old were you when you learnt drive?
9. I pretended to been interested in the conversation.
10. What do you advise me to do?
11. I don't mind to walk home but I'd rather get a taxi.
12. He had made his decision and refused change his mind.
13. I expect to hearing from you by Monday.
14. It is difficult understanding him.
15. Paris is always worth to travel to.

Exercise 4. Choose the right answer.

1. Are you sure I can't (convince / make) you to come with us?
2. Evan's friends (made /persuaded) him to jump into the pool.
3. Mum, will you let me go to the party? – Elli asked her mum (to let / let) her go to the party.
4. She felt unable (to speak /speaking) to her father after the divorce.
5. I am always ready (to eat /to do) blueberry pie with whipped cream.
6. Would you like (to have /having) dinner with us on Friday?
7. They fulfilled their promise (to buy / buying) their daughter a pony.
8. He locked the door (to keep / to take) everyone out.
9. They decided (to start / starting) a business together.
10. Were you surprised (to see / seeing) her again so soon?
11. The question is easy (to answer / to speak).
12. The man asked me how (to get / to land) to the airport.
13. I warned him (not to drive / not driving) too quickly because of the bad weather.
14. We showed how (to use / using) the new equipment.
15. You should (ask / to ask) your parents.

Exercise 5. Напишіть речення англійською мовою.

1. Ми збираємося обговорити наші плани. (to discuss)
2. Нам слід подивитися на цю пропозицію дуже уважно. (to look)
3. Оплата має бути зроблена через Національний Банк. (to make)
4. Раніше вона ніколи не дивилася телевізор. (to watch)
5. У готелі багато номерів, отже вам нема потреби замовляти його заздалегідь. (to book)
6. Його твердження виявилися хибними. (to be wrong)
7. Безперечно, вона отримає роботу. (to get)
8. Раніше вони їздили до Франції кожного літа. (to go)
9. Уряду не слід було підвищувати податки. (to raise)
10. Я випадково проходив мимо, отже зайшов до вас. (to pass)
11. Зараз мені краще приступити до роботи. (to get to)
12. Здається, ви жили в Лондоні у той час. (to live)
13. Її можуть підвищити в кінці року. (to promote)

Exercise 6. Перекладіть українською мовою, звертаючи увагу на *Active Infinitive* та *Passive Infinitive*.

1. Nature has many secrets to be discovered yet.
2. To improve your phonetics you should record yourself and analyse your speech.

3. This is the book to be read during the summer holidays.
4. To be instructed by such a good specialist was a great advantage.
5. To play chess was his greatest pleasure.
6. The child did not like to be washed.
7. Isn't it natural that we like to be praised and don't like to be scolded?
8. Which is more pleasant: to give or to be given presents?
9. He is very forgetful, but he doesn't like to be reminded of his duties.

Exercise 7. Перекладіть українською мовою, звертаючи увагу на *Perfect Infinitive* (active and passive):

1. I am awfully glad to have met you.
2. Sorry to have placed you in this disagreeable situation.
3. I am very happy to have had the pleasure of making your acquaintance.
4. I am sorry to have kept your waiting.
5. Sorry not to have noticed you.
6. I am sorry to have added some more trouble by what I have told you.
7. When Clyde looked at the girl closely, he remembered to have seen her in Sondra's company.
8. I remembered to have been moved by the scene I witnessed.
9. The child was happy to have been brought home.
10. Jane remembered to have been told a lot about Mr. Rochester.
11. The children were delighted to have been brought to the circus.
12. I am sorry to have spoilt your mood.
13. Maggie was very sorry to have forgotten to feed the rabbits.

Exercise 8. Розкрийте дужки, вживаючи потрібну форму інфінітива.

1. I want (to take) you to the concert.
2. I want (to take) to the concert by my father.
3. She hoped (to help) her friends.
4. She hoped (to help) by her friends.
5. I hope (to see) you soon.
6. I am glad (to do) all the homework yesterday.
7. I am sorry (to break) your pen.

Exercise 9. Перекладіть англійською мовою, вживаючи потрібну форму інфінітива:

1. Я радий, що розповів вам цю історію.
2. Я радий, що мені розповіли цю історію.
3. Я хочу познайомити вас з цією людиною.

4. Я хочу, щоб мене познайомили з цією людиною.
5. Ми дуже щасливі, що запросили його на вечір.
6. Ми дуже щасливі, що нас запросили на вечір.
7. Діти люблять, коли їм розповідають казки.
8. Я не думав зупинятися на цій станції.
9. Я не очікував, що мене зупинять.
10. Мені прикро, що я спричинив вам стільки клопоту.
11. Він буде радий відвідати цю лекцію.
12. Він був радий відвідати цю лекцію.
13. Він не переносить, коли йому брешуть.
14. Я згадав, що вже зустрічав це слово у якийсь книзі.

Exercise 10. Розкрийте дужки, вживаючи потрібну форму інфінітива:

1. Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother.
2. He seems (to know) French very well: he is said (to spend) his youth in Paris.
3. The women pretended (to read) and (not to hear) the bell.
4. You seem (to look) for trouble.
5. It seems (to snow) heavily since early morning: the ground was covered with a deep layer of snow.
6. They seemed (to quarrel): I could hear angry voices from behind the door.
7. Perhaps it would upset her (to tell) the truth of the matter.
8. The only sound (to hear) was the snoring of grandfather in the bedroom.

Exercise 11. Перекладіть англійською мовою, вживаючи потрібну форму інфінітива:

1. Мені дуже прикро, що я пропустив цю цікаву лекцію.
2. Він дуже задоволений, що закінчив свою книгу.
3. Наші спортсмени пишаються тим, що виграли кубок.
4. Він попросив, щоб його провели в актову залу.
5. Я тільки хочу, аби мені дозволили допомогти вам.
6. Я був вдячний, що мені дали кімнату з великим вікном.
7. Він був щасливий, що повернувся додому.
8. Він був щасливий, що знов вдома.
9. Мені прикро, що я перервав вас.
10. Джейн була щаслива, що їде від місіс Рід.
11. Рис був радий познайомитись з Джейн.
12. Рис був радий, що познайомився з Джейн.

Exercise 13. Перефразуйте пропозиції, використовуючи Complex Object.

1. Father said to his son that he must go to Chicago.
2. Mom said that I can go to the party with you.
3. Tom said to his daughter: “You can not stay up late”.
4. He opened the door. I heard him.
5. I brought some juice from the kitchen. My grandfather asked me.
6. She said to the waiter: “Cook my steak well, please”.
7. He is searching for the cure of his illness.

Exercise 14. Відкрийте дужки, використовуючи Complex Object.

Example: The parents (let, she, watch) this film. – The parents let her watch this film.

1. She expected (he / clean) the house.
2. We heard (she / praise) his new book.
3. I want (you / call) me as soon as possible.
4. My teacher saw (I / open) the dictionary.
5. His classmates considered (he / be) a leader.
6. I would like (you / come) over and visit me.
7. Baby cried and wanted (she / hold) him.
8. She (make, he, promise) that he wouldn't tell anyone.
9. They (be made, stay) at work till 9 p.m. every day.
10. Don't (let, she, say) these things about you!
11. Yesterday the student (be allowed, leave) early.
12. My sister refuses to (let, I, use) her computer.
13. We (be made, wear) school uniform last year.
14. Will you (let, I, go) home?
15. I (be made, go) there two days ago.
16. He (be allowed, watch) TV all day.

Exercise 16. Перепишіть речення в Passive Voice.

Example: Mother **lets** her children **play** in the yard. – Children **are allowed to** play in the yard.

1. The doctor lets the child eat some ice-cream.
2. Lisa's parents make her do sports.
3. The teacher let him come later.
4. John let his younger brother use his iPad.
5. The coach made the footballer come in time.

Exercise 17. Перепишіть речення в Active Voice.

Example: We **were not allowed to** go there. – They **didn't let us go** there.

1. The pupils were made to write the test again.
2. He was allowed to bring this book back to the library on Tuesday.
3. She is allowed to eat this cake.
4. Tom is not made to clean the house by his parents.
5. Children are not allowed to read in bed.

Exercise 18. Переведіть на англійську мову, вживаючи складне доповнення.

1. Він терпіти не міг, коли люди голосно сміялися. 2. Мама хотіла, щоб я полила квіти. 3. Я бачив, як вона вийшла з трамвая і перейшла вулицю. 4. Я знаю, що ваш друг - футболіст-професіонал. 5. Я хочу, щоб це правило вивчили. 6. Я чув, як хтось постукав у двері. 7. Його батьки не розраховували, що після школи він піде в університет. 8. Я змушу його принести книгу завтра. 9. Я розраховую, що він мені подзвонить. 10. Ми б не хотіли, щоб учитель подумав, що ми навмисне запізнилися. 11. Він почув, що хтось кличе його по імені. 12. Я хочу, щоб ви були уважніші. 13. Я змусила її вивчити цей вірш напам'ять. 14. Вони не очікували, що ми візьмемо участь в обговоренні. 15. Вона терпіти не може, коли люди жорстоко поводяться з тваринами. 16. Шум літака, що летить, високо в небі, змусив його підняти голову. 17. Нам краще б увійти в будинок: я не хочу, щоб ви застудилися. 18. Ми очікували, що делегація приїде в кінці тижня. 19. Ми помітили, що двоє чоловіків підозріло поводяться. 20. Я не очікував, що ти розсердишся.

Exercise 19. Переведіть на англійську мову, вживаючи складне доповнення.

1. Я хочу, щоб ці слова пам'ятали. 2. Дощ змусив нас залишитися вдома. 3. Ми спостерігали, як корабель відпливає. 4. Ви бачили, щоб хтось упав? 5. Всі знають, що він боягуз. 6. Я відчув, як щось торкнулося мого волосся. 7. Ми часто чули, як вони сперечаються. 8. Вона хотіла, щоб він зрозумів це. 9. Він хотів піти рано, але бос змусив його залишитися. 10. Ми спостерігали, як промені сонячного світла танцюють по водній гладі. 11. Він спостерігав, як робочі розвантажують вантажівку. 12. Я знаю, що ваш батько - видатний спортсмен. 13. Моя подруга не хотіла, щоб я писала цей лист. 14. Я повинен завтра сфотографуватися. 15. Я хочу, щоб мої книги повернули. 16. Я терпіти не можу, коли птахів тримають в клітинах. 17. Учитель змусив його повторити правило. 18. Вона бачила, що люди біжать

по вулиці. 19. Я розраховую, що вчитель поставить мені хорошу оцінку. 20. Я не люблю, коли ти залишаєшся в школі після уроків. 21. Я хочу, щоб цю музику грали кожен день. 22. Хвороба змусила його залишитися вдома. 23. Ви бачили, щоб хтось вийшов з кімнати? 24. Діти люблять, коли їм читають розповіді. 25. Він спостерігав, як ми граємо в шахи. 26. Погана погода змусила нас повернутися додому.

Exercise 20. Перекладіть українською мовою, звертаючи увагу на Complex Subject.

1. He is said to know all about it. 2. He was said to have known the whole truth about it. 3. Juri Gagarin is known to be the first man in the world to travel into space on the 12th of April, 1961. 4. The American astronaut Neil Armstrong is known to be the first man to walk on the moon. 5. He is believed to be innocent of the crime. 6. Innocent people were announced to have been murdered by terrorists. 7. The exhibition of 19th century French painting is expected to open by the end of next week. 8. The President of Ukraine was reported to speak to the nation on television tonight. 9. He was said to be one of the most promising nuclear scientists. 10. He is said to be a good translator. 11. She was known to be an honest and hard-working girl. 12. He was expected to arrive at the weekend.

Exercise 21. Перекладіть українською мовою, звертаючи увагу на Complex Subject.

1. This work seems to be taking too much time. 2. The operation seemed to be a complicated one. 3. In the middle of the lecture Dr Sommerville happened to pause and look out of the window. 4. From the very first mention of Long John, I was afraid that he might turn out to be the very one-legged sailor whom I had watched for so long at the inn. 5. Clyde seemed to have been thinking of no one else but Sondra since their last meeting. 6. Clyde appeared to have forgotten of his promise to spend his spare evenings with Roberta. 7. One day a Hare happened to meet a Tortoise. 8. The Tortoise seemed to be moving very slowly. 9. The Hare turned out to be the loser of the race. 10. The apparatus seemed to be in excellent condition. 11. You appear to have found in him something that I have missed. 12. Irving turned out to be a long, pale-faced fellow. 13. He appeared to be an ideal man. 14. She doesn't seem to want to do anything I suggest. 15. You can easily get in through the window if the door happens to be locked. 16. The Gadfly seemed to have taken a dislike to Signora Grassini from the time of their first meeting. 17. You don't seem to have done a lot of good for yourself by going away. 18. "Jim," he said at last, in a voice that did not seem to belong to him. 19. I happened to meet an old friend at the theatre. 20. Granny seems to be making a cake for my birthday.

Exercise 22. Перефразуйте наступні речення, вживая складний підмет.

Example. People consider the climate there to be very healthy. = **The climate there is considered to be very healthy (Complex Subject).**

1. People consider the climate there to be very healthy. 2. It was announced that the Chinese dancers were arriving the following week. 3. It is expected that the performance will be a success. 4. It is said that the book is popular with both old and young. 5. It is believed that the poem was written by an unknown soldier. 6. It is supposed that the playwright is working at a new comedy. 7. It is reported that the flood has caused much damage to the crops. 8. It was supposed that the crops would be rich that year. 9. It has been found that this mineral water is very good for the liver. 10. Scientists consider that electricity exists throughout space. 11. It is said that the weather in Europe was exceedingly hot last summer. 12. It was reported that five ships were missing after the battle.

Exercise 23. Перефразуйте наступні речення, вживая складний підмет.

E.g. It appeared that they had lost the way.
They appeared to have lost the way.

1. It seems they know all about it. 2. It seems they have heard all about it. 3. It seemed that the discussion was coming to an end. 4. It seems that you don't approve of the idea. 5. It seemed that the house had not been lived in for a long time. 6. It appeared that he was losing patience. 7. It appeared that he had not heard what had been said. 8. It happened that I was present at the opening session. 9. It so happened that I overheard their conversation. 10. It turned out that my prediction was correct. 11. It turned out that the language of the article was quite easy.

Exercise 25. Розкрийте дужки, вживаючи потрібну форму інфінітива:

1. He seems (to read) a lot.
2. He seems (to read) now.
3. He seems (to read) since morning.
4. He seems (to read) all the books in the library.
5. We expect (to be) back in two days.
6. He expected (to help) by the teacher.
7. The children seem (to play) since morning.
8. She seems (to work) at this problem ever since she came here.

Exercise 26. Transform the sentences using the Subjective Infinitive Complex instead of the Objective Infinitive Complex.

Model: I saw her read the letter. —She was seen to read the letter.

1. We heard her sing a folk song. 2. I saw him put his coat on. 3. They heard the clock strike nine. 4. We saw the rider disappear in the distance. 5. We saw the plane take off. 6. They expected him to return in a fortnight. 7. We know her to be a talented actress. 8. Everybody supposed him to be a foreigner. 9. Everybody considered him to be a great man. 10. I expect the telegram to be sent tomorrow.

Exercise 27. Transform the following complex sentences into simple ones using the Subjective Infinitive Complex.

A. 1. It is said that they work in the field. 2. It is believed that she knows several foreign languages. 3. It is said that the film is very interesting. 4. It is supposed that he understands Spanish. 5. It is reported that the cosmonauts feel well.

B. 1. It is said that Kate is preparing for her entrance examinations. 2. It is said that they are working in the field. 3. It is reported that the painter is working at a new picture. 4. It is believed that he is writing a historical novel.

C. 1. It is reported that the delegation arrived in Paris on the 10th of September. 2. It is reported that the spaceship has reached the moon. 3. It is believed that this house was built in the 18th century. 4. It is said that she has been teaching mathematics for thirty years.

D. 1. It is expected that he will arrive on Monday. 2. It is supposed that the book will be published next year. 3. It was expected that the film would be shown in May. 4. It was supposed that the weather would be fine in April. 5. It is expected that he will buy a car.

E. 1. It seems that they live in the same house. 2. It seems that he is composing a new symphony. 3. It seems that he knew it long ago. 4. It seems that she is listening. 5. It proved that you were right. 6. It turned out that the text was very difficult.

Exercise 28. Transform the sentences according to the models.

Models: It is (un) probable that he will come tomorrow. - **He is (un) likely to come** tomorrow.

He will certainly come.- **He is sure to come.**

He will probably come.- **He is likely to come.**

1. It is probable that it will rain before evening. 2. It is improbable that she will forget her promise. 3. It is probable that the winter will be very cold this year. 4. It is probable that they will be late. 5. It is improbable that this medicine will help him. 6. They will certainly like this film. 7. The doctor will certainly do his best. 8. He will probably forget the address. 9. She will probably catch cold. 10. He will certainly do his duty. 11. The weather will probably change.

Exercise 29. Translate the following sentences paying attention to the Complex Subject.

1. The expedition is said to have collected very interesting material concerning natural resources of that region. 2. A big group of constructors was reported to have been sent to that area. 3. They are believed to have arrived at the place of destination. 4. Cold weather was not expected to set in so soon. 5. The average temperature in May this year is reported to have been considerably lower than last year. 6. Black colour is known to absorb light rays most intensively. 7. He is unlikely to be forced to do something if he doesn't want to. 8. The river is supposed to flow in this direction. 9. His childhood is said to have been very difficult. 10. He didn't seem to notice me. 11. The circumstances seem to have become strange indeed. 12. He was told to find out a few more things about the whole business. 13. The man doesn't seem to recognize you. 14. She seems to have done it especially for you. 15. This doesn't seem to be the right key. 16. The man seems to be a stranger here. 17. You're supposed to be grateful when somebody does something of the kind for you. 18. For some reason or other she does not seem to be grateful at all. 19. It seems to be an interesting comparison.

Exercise 31. Find the Subjective Infinitive Complex in the following sentences and translate them into Ukrainian.

1. He is thought to have been a very good singer. 2. They are expected to send a reply today. 3. The man was told to move his car. 4. They are said to have moved to a new flat. 5. Who is supposed to sign the letter? 6. The doctor is supposed to have prescribed you something. 7. This process is sure to make a new kind of plastic. 8. The results of the experiment are believed to be very good. 9. The new instrument is expected to help scientists solve many important problems. 10. The members of the committee are understood to have come to an agreement. 11. He is said to have offered them his services. 12. In the 19th century the dark areas on Mars were thought to be seas. 13. We were supposed to spend the day on board the ship. 14. The seamen were not supposed to go ashore that day. 15. He is understood to be curious about these things. 16. She is known to have been interested in the subject. 17. They were heard to agree to do it. 17. Steve was assumed to be very good at this sort of thing. 18. They were believed to have known the secret at that time. 19. He was expected to hunt for some challenging job. 20. He is considered to have made the right choice. 21. The property appears to have been mentioned frequently in the past. 22. They are likely to be familiar with this phenomenon. 23. The approach is assumed to provide an appropriate solution to the problem.

Exercise 32. In this exercise you have to read a sentence and then write another sentence with the same meaning using the Subjective Infinitive Complex.

Example: It is believed that the wanted man is living in New York. - The wanted man *is believed to be living in New York.*

1. It is said that many people are homeless after the floods. Many people are said _____. 2. It is known that the Prime Minister is in favour of the new law. The Prime Minister _____. 3. It is expected that the government will lose the election. The government _____. 4. It is thought that the prisoner escaped by climbing over the wall. The prisoner _____. 5. It is believed that the thieves got in through the kitchen window. The thieves _____. 6. It is alleged that he drove through the town at 90 miles an hour. He _____. 7. It is reported that two people were seriously injured in the accident. Two people _____. 8. It is said that three men were arrested after the explosion. Three men _____.

Exercise 33. There are a lot of stories about Arthur but nobody knows whether they are true. Make sentences with *supposed to*.

*Example: People say that Arthur eats snails. Arthur is **supposed to eat** snails.*

1. People say that Arthur is very rich. Arthur _____. 2. People say that he has 22 children. He _____. 3. People say that he sleeps on a bed of nails. He _____. 4. People say that he won a lot of money gambling. He _____. 5. People say that he writes poetry. He _____.

Exercise 34. Now you have to use *supposed to* with its other meaning. In each example what happens is not what is supposed to happen. Use *supposed to* or *not supposed to* with one of these verbs: ~~clean~~, come, be, win, ~~smoke~~, phone, study, take, cycle.

*Examples: Tom, you're smoking! But you know you **are not supposed to smoke** in this room.*

*Why are the windows still dirty? You **were supposed to clean** them.*

1. What are the children doing at home? They _____ at school. 2. He _____ in the evenings but he always goes out. 3. Don't put sugar in your tea. You know you _____ sugar. 4. Oh dear! I _____ Ann but I completely forgot. 5. They arrived very early, at 2.00. They _____ until 3.30. 6. She _____ the grant but her potential rival left her behind. 7. Most days John _____ to work but it is raining today and he is taking his car.

Exercise 35. This time you have to make sentences with *seem* and *appear* using the Subjective Infinitive Complex.

*Examples: Is he waiting for someone? He appears **to be waiting for someone**.*

*Has she lost weight? She seems **to have lost weight**.*

1. Is Tom worried about something? He seems _____. 2. Does Ann like Jack? She appears _____. 3. Is that man looking for something? He appears _____. 4. Has that car broken down? It seems _____. 5. Have they gone out? They appear _____.

Exercise 36. Make an assumption using the verbs given in brackets.

*Model: The value increases. (assume) - The value **is assumed** to increase.*

1. These values are in good agreement with the experimental ones. (consider) 2. This density changes with temperature. (know) 3. The magnitude provides slow shift in energy. (be likely) 4. The product contains two components. (assume) 5. The distance is shown indirectly. (expect) 6. The altitude is uniform during this period of time. (seem) 7. The path is reduced twice. (appear) 8. The value is derived from the above equation. (suppose).

Exercise 37. Translate the following sentences into Ukrainian. Mind that the verb to prove in the Active Voice is translated by *виявляється*; in the Passive Voice it is translated by *доведено*.

1. They proved to have provided all for the experiment. 2. The technique of the investigation proved to be a success. 3. Lasers proved to be of great help in medicine and industry. 4. An ordinary light was proved to consist of waves all out of phase with each other. 5. All the waves in a laser beam were proved to have the same wavelength. 6. A laser beam proved to have a very definite colour. 7. The laser beam proved to be intermittent (дискретний).

Exercise 38. Translate into English using infinitive complexes.

A. 1. Ми бачили, як вона переходила вулицю. 2. Я помітив, що вона розгорнула книжку. 3. Учні бачили, як приземлився літак. 4. Я чула, як вони співали цю пісню. 5. Ми помітили, що він встав і вийшов з кімнати. 6. Всі чули, як ти сказав це. 7. Вони бачили, що я біг додому. 8. Мати почула, що дитина заплакала.

B. 1. Я хочу, щоб ви зробили це сьогодні. 2. Мені хотілося б, щоб ви прийшли на збори. 3. Його батько хоче, щоб він став лікарем. 4. Мені не подобається, коли він говорить так повільно. 5. Я хочу, щоб ти залишився тут. 6. Я не хочу, щоб ви йшли сьогодні в кіно.

C. 1. Ми сподівалися, що він приїде у середу. 2. Я не думав, що ти запізнився. 3. Ви вважаєте її добрим організатором? 4. Лікарі сподіваються, що він скоро видужає. 5. Вчені вважають, що це місто було засноване в XII столітті. 6. Ми сподіваємося, що наша волейбольна команда виграє матч.

D. 1. Учитель змусив нас вивчити вірш напам'ять. 2. Що примусило вас іти туди в таку погану погоду? 3. Ми примусимо його прибрати

кімнату. 4. Дощ змусив мене залишитися тут. 5. Я не змушую вас робити це.

Е. 1. Кажуть, що він зараз живе в Києві. 2. Кажуть, що він жив у Києві. 3. Повідомляють, що польська делегація прибула до Києва. 4. Вважають, що ця фортеця була збудована в X ст. 5. Вважають, що він дуже освічена людина. 6. Кажуть, що він найкращий спортсмен в університеті. 7. Відомо, що вона вивчала кілька іноземних мов.

ґ. 1. Було чути, як наближався поїзд. 2. Кожного ранку її бачили в крамниці. 3. Чули, як вона співала в сусідній кімнаті. 4. Ніколи не бачили, щоб він сердився. 5. Було видно, як високо в небі летів літак.

Г. 1. Вона, здається, знає французьку мову. 2. Здається, він одержав ваш лист. 3. Здавалося, що вони не слухають його. 4. Сталося так, що ми зустрілись у Полтаві. 5. Він виявився здібним математиком. 6. Очевидно, ви забули про це.

Н. 1. Він, напевно, прийде сьогодні ввечері. 2. Вони, очевидно, знають про це. 3. Навряд, щоб вона дістала цю книжку. 4. Цей фільм, безсумнівно, сподобається вам. 5. Ми, мабуть, не підемо туди. 6. Він, очевидно, запізниться.

The Participle (Дієприкметник)

Дієприкметник в англійській мові – це неособова форма дієслова, що має властивості дієслова, прислівника та прикметника. В українській мові англійський дієприкметник відповідає дієприслівнику та дієприкметнику. Англійські дієприкметники розподіляються на:

1. Дієприкметник теперішнього часу (**Present Participle** або просто **Participle I**). Він має дві форми:
 - **Present Participle Simple**, що відповідає українському дієприкметнику теперішнього часу
 - **Present Participle Perfect**, що відповідає українському дієприкметнику теперішнього часу та дієприслівнику недоконаного виду.
2. Дієприкметник минулого часу (**Past Participle** або **Participle II**). Він відповідає дієприкметнику минулого часу в українській мові.

The forms of the Participle

There are four forms of the Participle:

Tense	Active Voice	Passive Voice
Present(Simple)Participle	asking	being + asked
Perfect Participle	having asked	having been asked
Participle II (Past Participle)	-----	asked

Participle I

Present Participle Simple

Present Participle Simple в активному стані утворюється за допомогою додавання закінчення -ing до 1 форми дієслова. На українську він перекладається дієприкметником в активному стані:

to speak (говорити) – speaking (говорячи)

to listen (слухати) – listening (слухаючи)

Дієприкметник теперішнього часу у формі Present Participle Simple використовується у двох випадках:

1. Коли потрібно показати одночасність дії, що виражена дієприкметником з дією, що виражена дієсловом-присудком у минулому, теперішньому або майбутньому часі:

Asking them what time it was he looked nervous. – Питаючи в них котра година, він виглядав знервованим.

Reading book he tried to make some notes. – Читаючи книгу, він робив виписки з неї.

2. Коли потрібно виразити дію, що відноситься до теперішнього часу, незалежно від того, в якому часі знаходиться дієслово-присудок:

The man waiting for you outside called you yeasteday. – Чоловік, що чекає на вас на вулиці, дзвонив вам учора.

Here we have a present waiting for you. – В нас є подарунок, що чекає на тебе.

Present Participle Perfect

Present Participle Perfect в активному стані утворюється за допомогою допоміжного дієслова *having* плюс третьої форми дієслова:

ride (скакати) – **having ridden** (проскакати)
pray (молитися) – **having prayed** (помолившись)

Дієприкметник теперішнього часу у своїй доконаній (перфектній) формі Present Participle Perfect використовується у випадках, коли потрібно висловити дію, що передувала дії, яка виражена дієсловом-присудком:

Having played football he is returning home. – Награвшись у футбол, він повертається додому.

Having done his homework he went to bed. – Зробивши домашнє завдання він пішов спати.

Participle II

Дієприкметник минулого часу має лише пасивну форму і перекладається як дієприкметник минулого стану на українську мову.

У реченні дієприкметник минулого часу може виконувати такі функції:

1. **Іменної частини складеного присудка** після дієслів: **to be** (бути), **to feel** (відчувати), **to look** (виглядати), **to get** (отримувати), **to become** (ставати) та ін:

My car is broken. – Моя машина зламана.

He looked scared. – Він виглядає переляканим.

2. **Означення.** При цьому дієприкметник може розташовуватися як перед іменником, так і після нього:

Fred looked at the table filled with food. – Фред поглянув на стіл, наповнений їжею.

Fred looked at the filled by someone table with food. – Фред поглянув на стіл, що був наповнений їжею.

3. **Обставину часу або обставину причини.** В таких випадках дієприкметник відповідає на питання *коли?* або *чому?* за якої причини?:

When gone to his friend nobody opened door. – Коли він приїхав до свого друга, ніхто не відкрив двері.

Played football he didn't do his homework. – Оскільки він грав у футбол, то не зробив домашнє завдання.

4. **Складного додатка з іменником в загальному відмінку або займенником в об'єктному:**

He heard his name mentioned. – Він почув, що було названо його ім'я.
I want the work done soon. – Я хочу, щоб робота була скоро зроблена.

Дієслово to have у зв'язці з дієприкметником минулого часу у ролі складного додатка означає, що дія відбувається не самим підметом (тобто тим, хто говорить), а кимось іншим:

She had her nails done. – Їй підстригли нігті.
I had my car repaired. – Мою машину відремонтували.

Grammar exercises

Exercise 1. Перекладіть українською мовою, звертаючи увагу на форму дієприкметників.

1. The garden was full of children, laughing and shouting.
2. Could you pick up the broken glass?
3. The woman sitting by the window stood up and left.
4. I walked between the shelves loaded with books.
5. Be careful when crossing the road.
6. Having driven 200 kilometers he decided to have a rest.
7. If invited, we will come.
8. I felt much better having said the truth.
9. He looked at me smiling.
10. She had her hair cut.
11. Built by the best architect in town, the building was a masterpiece.
12. Not having seen each other for ages, they had much to talk about.

Exercise 2. Перекладіть українською мовою, звертаючи увагу на дієприкметники. Визначте їх функцію у реченні:

1. Leaving the cinema the people were talking about the film.
2. He stopped before a closed door.
3. Turning to us she said it was time to do it.
4. There were many people standing at the bus stop.
5. This is a road leading to our institute.
6. Being tired I could hardly work.
7. The approaching car was of black colour.
8. Pieces of broken glass lay on the floor.
9. A car driven by a woman came along the road.
10. Hearing these words he ran out of the room.
11. When discussing the problem they argued a lot.

12. The man called Peter came up to us.
13. My sister likes boiled eggs.
14. We stopped before a shut door.
15. This is a church built many years ago.
16. The coat bought last year is too small for me now.

Exercise 3. Замініть підрядні означальні речення дієприкметниковими зворотами:

1. All the people *who live in this house* are students.
2. The woman *who is speaking* now is our secretary.
3. The young man *who helps the professor* in his experiments studies at an evening school for laboratory workers.
4. People *who learn foreign languages* must work hard at their pronunciation.

Exercise 4. Combine two sentences into one using Participle I and Participle II.

Example: He was jumping down the stairs. He broke his leg. – He broke his leg **jumping** down the stairs.

He handed in his test. He had written all the exercises. – **Having written** all the exercises, he handed in his test.

1. Tom was watching the film. He fell asleep.
2. The pupils opened their textbooks. They looked for the answer.
3. Julia was training to be a designer. She lived in Milan for 3 years.
4. They are vegetarians. They don't eat meat.
5. Jane was tidying up her bedroom. She found some old letters.
6. She went to her car and drove off. She had closed the door of the house.
7. I sent him an SMS. I had tried phoning him many times.
8. We moved to Florida. We had sold our cottage.
9. His head was aching at night. He had studied all day.
10. He knew all the goals by heart. He had seen that match several times.

Exercise 5. Розкрийте дужки, вживаючи дієслова у Present Participle або Perfect Participle:

1. (to eat) all the potatoes, she drank a cup of tea.
2. (to drink) tea, she scalded her lips.
3. (to look) through some magazines, I came across an interesting article about UFOs.
4. (to write) out and (to learn) all the new words, he was able to translate the text easily.

5. (to live) in the south of our country, he cannot enjoy the beauty of St.Petersburg's White Nights in summer.
6. (to talk) to her neighbour in the street, she did not notice how a thief stole her money.
7. (to read) the story, she closed the book and put it on the shelf.
8. (to buy) some juice and cakes, we went home.
9. (to sit) near the fire, he felt very warm.

Exercise 6. Перекладіть українською мовою, звертаючи увагу на дієприкметники (Active or Passive form):

1. The boy lay sleeping when the doctor came.
2. The broken arm was examined by the doctor.
3. While being examined, the boy could not help crying.
4. Having prescribed the medicine, the doctor went away.
5. The medicine prescribed by the doctor was bitter.
6. While using a needle you should be careful not to prick your finger.
7. Being very ill, she could not go to the institute.
8. The first rays of the rising sun lit up the top of the hill.
9. The tree struck by lightning was all black and leafless.
10. Having been shown the wrong direction, the travelers soon lost their way.
11. Having descended the mountain they heard a man calling for help.

Exercise 7. Розкрийте дужки, вживаючи потрібну форму дієприкметника:

1. (to translate) by a good specialist, the story preserved all the sparkling humour of the original.
2. (to approve) by the critics, the young author's story was accepted by a thick magazine.
3. (to wait) for some time in the hall, he was invited into the drawing-room.
4. (to wait) in the hall, he thought over the problem he was planning to discuss with the old lady.
5. They reached the oasis at last, (to walk) across the endless desert the whole day.
6. (to phone) the agency, he left (to say) he would be back in two hours.
7. (to write) in very bad handwriting, the letter was difficult to read.
8. (to spend) twenty years abroad, he was happy to be coming home.
9. She looked at the enormous bunch of roses with a happy smile, never (to give) such a wonderful present.
10. (not to wish) to discuss that difficult and painful problem, he changed the conversation.
11. (to impress) by the film, they kept silent.
12. (to lose) the book, the student could not remember the topic.

13. He spent the whole day (to read) a book.
14. (to travel) around America for a month, she returned to England.
15. He watched Mike (to go) out of the door and (to cross) the street.
16. The question (to discuss) now is very important.
17. (to pack) in the beautiful box the flowers looked very lovely.
18. (to descent) the mountains, they heard a man calling for help.
19. (to reject) by everybody he became a monk.
20. (to show) the wrong direction, the travelers soon lost their way.

Exercise 8. Перекладіть англійською мовою, вживаючи потрібну форму дієприкметника:

1. Професор, який читає лекції другому курсу, відомий усій країні.
2. Лекція, прочитана професором, справила велике враження на аудиторію.
3. Прочитавши студентам лекцію, він вийшов з аудиторії.
4. Лектор, що прочитав цю лекцію, працює у нашому інституті.
5. Студенти завжди з цікавістю слухають лекції, що читаються цим викладачем.
6. Читаючи лекції, він завжди наводить багато прикладів.
7. Не читай, лежачи в ліжку.
8. Залишена одна в кімнаті, маленька дівчинка заплакала.
9. Книга, яку зараз обговорюють - останній твір цього письменника.
10. Ось нові журнали, надіслані для вашого офісу.
11. Взявши папір і ручку, дитина почала писати.
12. Граючи в теніс, хлопчик поранив руку.
13. Це доповідь, який обговорювали під час останніх зборів.
14. Пообідавши, туристи продовжили свою подорож.
15. Заплативши за квитки, ми поспішили до зали.
16. Переходячи дорогу, будь обережний.
17. Йому подобається стаття, яку зараз обговорюють?
18. Увійшовши до кімнати, він швидко підійшов до вікна.
19. Дівчинка, яка грає в саду, моя сестра.
20. Будівля, яку будують в нашому районі, буде новим басейном.
21. Хлопчик, якого зараз запитують, мій двоюрідний брат.
22. Знаючи англійську мову, ти можеш спілкуватися з людьми різних країн.
23. Вона сиділа на лавці, читаючи книгу.
24. Мій дідусь посадив квіти, які зараз поливають.
25. Читаючи статтю в англійському журналі, я виписав нові слова.
26. Коли її запитали про квіти, вона сказала, що вже прибрала їх

Nominate Absolute Participial Construction:

Exercise 9. Перекладіть українською мовою, звертаючи увагу на незалежний дієприкметниковий зворот:

Example: *The day being piercing cold, he had no desire to loiter.* Оскільки день був пронизуючи холодним, він не мав бажання затримуватись на вулиці.

1. The next morning, *it being Sunday*, they all went to church.
2. For the moment the shop was empty, *the mechanic having disappeared into a room at the back*.
3. *There being nothing else on the table*, Mike replied that he wasn't hungry.
4. *Mrs. Maylie being tired*, they returned more slowly home.
5. *It being now pretty late*, we took our candles and went upstairs.
6. She danced light as a feather, *eyes shining, feet flying, her body bent a little forward*.
7. He was standing there silent, *a bitter smile curling his lips*.
8. The dog sat close to the table, *his tail thumping now and again upon the floor, his eyes fixed expectantly on his master*.
9. Then they heard the noise of the plane, *its shadowed passing over the open glade*.
10. The electrons move with varying velocities, *their velocity depending on the temperature and nature of the material*.
11. Any moving object can do work, *the quantity of kinetic energy depending on its mass and velocity*.
12. Radio was invented in Russia, *its inventor being the Russian scientist A.S.Popov*.

Exercise 10. Перекладіть українською мовою, звертаючи увагу на незалежний дієприкметниковий зворот:

Example: She stood silent, *her lips pressed together*. Вона стояла мовчки, міцно стиснувши губи.

1. Pale-lipped, *his heart beating fast*, Andrew followed the secretary.
2. Jack sat silent, *his long legs stretched out*.
3. The speaker faced the audience, *his hand raised for silence*.
4. He sat down quickly, *his face buried in his hands*.
5. Clyde sat up, *his eyes fixed not on anything here but rather on the distant scene at the lake*.

Exercise 11. Перекладіть українською мовою, звертаючи увагу на незалежний дієприкметниковий зворот:

Example: Then she sprang away and ran around the desks and benches, *with Jam running after her.*

Потім вона відстрибнула та побігла навколо парт та лавок, а Том біг за нею.

1. He slowly and carefully spread the paper on the desk, *with Lowell closely watching.*
2. The girl wandered away, *with tears rolling down her cheeks.*
3. The moonlit road was empty, *with the cool wind blowing in their faces.*
4. Then, with her heart beating fast, *she went up and rang the bell.*
5. Lanny stood looking at the lorry rolling away, *with his cheeks burning and his fists clenched.*

Exercise 12. Перефразуйте речення, наведені нижче, вживаючи незалежний дієприкметниковий зворот:

1. *As the front door was open,* she could see straight through the house.
2. Dinner was served on the terrace, *as it was very close in the room.*
3. *There was in fact nothing to wait for,* and we got down to work.
4. *Our efforts to start the car had failed,* and we spent the night in a nearby village.
5. *When the working day was over,* she went straight home.
6. *When the packing had been done,* the girls left for the station.
7. *If time permits,* we shall come a few days earlier.
8. *When the third bell had gone,* the curtain slowly rose.
9. Bill could not sleep the whole night, *as there was something wrong with his eye.*

LESSON II

Text A

ENVIRONMENTAL ISSUES, DAMS AND FISH MIGRATION (I)

by

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Fish populations are highly dependent upon the characteristics of their aquatic habitat which supports all their biological functions. Migratory fish require different environments for the main phases of their life cycle which are reproduction, production of juveniles, growth and sexual maturation. The life cycle of diadromous species takes place partly in fresh water and partly in sea water: the reproduction of anadromous species takes place in freshwater, whereas catadromous species migrate to the sea for breeding purposes and back to freshwater for trophic purposes. The migration of potamodromous species, whose entire life cycle is completed within the inland waters of a river system, must also be considered.

The construction of a dam on a river can block or delay upstream fish migration and thus contribute to the decline and even the extinction of species that depend on longitudinal movements along the stream continuum during certain phases of their life cycle. Mortality resulting from fish passage through hydraulic turbines or over spillways during their downstream migration can be significant. Experience gained shows that problems associated with downstream migration can also be a major factor affecting anadromous or catadromous fish stocks. Habitat loss or alteration, discharge modifications, changes in water quality and temperature, increased predation pressure as well as delays in migration caused by dams are significant issues.

The upstream passage for anadromous and potamodromous species past obstacles can be provided for through several types of fishways: pool-type fish passes, Denil fish passes, nature-like bypass channels, fish lifts or locks, collection and transportation facilities. Only few special designs have been developed in Europe, Japan, New Zealand and Australia for catadromous species, namely for eels.

The critical point in upstream fish passage design is the location of the fish pass entrance and the attraction flow, which must take into account river discharge during the migration period and the behaviour of the target species in

relation to the flow pattern at the base of the dam. Some sites may require several entrances and fish passes.

The downstream migration problems have not been as well studied or fully considered as those associated with upstream migration. The accepted downstream passage technologies to exclude fish from turbines are physical screens, angled bar racks and louvers associated with surface bypasses. Behavioural guidance devices (attraction or repulsion by lights, sound, electricity) have not been proven to perform successfully under a wide range of conditions and are still considered as experimental.

A non-exhaustive review of the current status of the use of fish facilities at dams throughout the world is presented, with the main target species considered from North America, Western Europe, Eastern Europe, Latin America, Africa, Australia, New Zealand, Japan and Asia.

The most frequent causes of fish pass failure include lack of attraction flow, unsuitable location of the entrance, inadequate maintenance, hydraulic conditions (flow patterns, velocities, turbulence and aeration levels) in the fish pass not adapted to the target species.

Upstream passage technologies can be considered well-developed only for a few anadromous species including salmonids (e.g. Atlantic and Pacific salmon, sea-run trout) and clupeids (e.g. American and Allis shad, alewives, blueback herring) in North America and Europe.

There is an urgent need for better biological information (e.g. migration period, swimming capacity, migratory behaviour) and to do fish passage research (upstream and downstream) for other native species.

Effectiveness of a fish pass is a qualitative concept which consists in checking that the pass is capable of letting all target species through within the range of environmental conditions observed during the migration period. Effectiveness may be measured through inspections and checks: visual inspection, trapping, video checks.

The efficiency of a fish pass is a more quantitative description of its performance. It may be defined as the proportion of stock present at the dam which then enters and successfully moves through the fish pass in what is considered an acceptable length of time. The methods giving an insight into the efficiency of a pass are more complicated than those for effectiveness. Marking and telemetry are valuable techniques to assess the overall efficiency of fish passes and the cumulative effect of various dams along a migration path.

The targeted effectiveness for a given site must be defined with respect to the biological objectives sought. It is therefore related to the species considered, the number of obstacles on the river and the position of the obstacle on the migration route.

The fact that almost nothing is known about migrating species, particularly in developing countries, must not be a pretext to do nothing at a dam. In the absence of good knowledge on the species, the fish passes must be

designed to be as versatile as possible and open to modifications. Some fish passes are more suitable than others when targeting a variety of migratory species, such as vertical slot passes with successive pools. Devices to monitor fish passage must be installed. This monitoring process will enable the fish pass to be assessed and the feedback thus obtained may be useful for other fish pass projects in the same regional context.

For high dams, when there are numerous species of poorly-known variable swimming abilities, migratory behaviour and population size, it is best to initially concentrate mitigation efforts on the lower part of the fish pass, i.e. to construct and optimize the fish collection system including the entrance, the complementary attraction flow and a holding pool which can be used to capture fish to subsequently transport them upstream, at least in an initial stage.

Fish pass design involves a multidisciplinary approach. Engineers, biologists and managers must work closely together. Fish passage facilities must be systematically evaluated. It should be remembered that the fish pass technique is empirical in the original meaning of the term, i.e. based on feedback from experience. The most significant progress in fish passage technology has been made in countries which systematically assessed the effectiveness of the passes and in which there was a duty to provide monitoring results.

One must never lose sight of the limits to the effectiveness of fish passes. In addition to problems relating to fish passage at obstacles, there are indirect effects of dams which may prove of major significance such as changes in flow, water quality, the increase in predation and drastic changes to the habitat upstream or downstream. The protection of migratory species for a given dam must be studied in a much wider context than the strict respect of fish passage alone.

Exercise 1. Translate and study the following words and expressions:

Migratory fish, potamodromous species, catadromous species, reproduction, production of juveniles, growth, sexual maturation, breeding purposes, surface bypasses, anadromous species, downstream migration, a more quantitative description, visual inspection, trapping, video checks, complementary, drastic changes, the migratory behavior, the population size, an acceptable length of time, a critical point, biological functions.

Exercise 2. Answer the questions:

1. What is the main sense of text A?
2. Why does the fish pass design involve a multidisciplinary approach?
3. What are fish populations highly dependent upon? Why?
4. What risks are for the fish passage?

5. What can be done to concentrate mitigation efforts on the lower part of the fish pass?
6. What new have you learned from the text?

Exercise 3. Make up 15 different types of questions for text A.

Exercise 4. Write a brief summary of text A.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 5. Retell text A.

Text B

ENVIRONMENTAL ISSUES, DAMS AND FISH MIGRATION (II)

Fsh migration

Fish populations are highly dependent upon the characteristics of the aquatic habitat which supports all their biological functions. This dependence is most marked in migratory fish which require different environments for the main phases of their life cycle which are reproduction, production of juveniles, growth and sexual maturation. The species has to move from one environment to another in order to survive.

It has become customary to classify fishes according to their capacity to cope during certain stages of their life cycle with waters of differing salinities (McDowall, 1988).

The entire life cycle of the potamodromous species occurs within fresh waters of a river system (Northcote, 1998). The reproduction and feeding zones may be separated by distances that may vary from a few metres to hundreds of kilometres.

The life cycle of the diadromous species takes place partly in fresh and partly in marine waters, with distances of up to several thousands of kilometres between the reproduction zones and the feeding zones.

Two different groups can be distinguished in the category of diadromous species:

- Anadromous species (e.g. salmon), whose reproduction takes place in freshwater with the growing phase in the sea. Migration back to freshwater is for the purpose of breeding.
- Catadromous species (e.g. eel) have the reverse life cycle. Migration to the sea serves the purpose of breeding and migration back to freshwater is a colonisation for trophic purpose. Catadromy is much less common than anadromy.

Anadromous species recognize their native river catchment and return there, with a low rate of error, to reproduce. This phenomenon of returning to their river of birth ("homing") depends principally on olfactory recognition of streams. Consequently, each river basin has a stock of its own which is a unique unit.

Amphidromous (e.g. striped mullet) species spend parts of their life cycle in both fresh and marine waters. Their migration is not for the purpose of breeding but is typically associated with the search for food and/or refuge.

There are about 8 000 species of fish which live in freshwater and a further 12 000 which live in the sea; and there are about 120 species which move regularly between the two (Cohen, 1970).

The building of a dam generally has a major impact on fish populations: migrations and other fish movements can be stopped or delayed, the quality, quantity and accessibility of their habitat, which plays an important role in population sustainability, can be affected. Fish can suffer major damage during their transit through hydraulic turbines or over spillways. Changes in discharge regime or water quality can also have indirect effects upon fish species. Increased upstream and downstream predation on migratory fish is also linked to dams, fish being delayed and concentrated due to the presence of the dam and the habitat becoming more favourable to certain predatory species.

Upstream Migration.

One of the major effects of the construction of a dam on fish populations is the decline of anadromous species. The dam prevents migration between feeding and breeding zones. The effect can become severe, leading to the extinction of species, where no spawning grounds are present in the river or its tributary downstream of the dam.

Since the nineteenth century, there has been a continuous and increasing decline in stocks of diadromous species in France: in a large majority of cases, the main causes of decline have been the construction of dams preventing free upstream migration. The negative effects of these obstructions on anadromous species (particularly Atlantic salmon and Allis shad) have been much more significant than water pollution, overfishing and habitat destruction in the main rivers. Obstructions have been the reason for the extinction of entire stocks (salmon in the Rhine, Seine and Garonne rivers) or for the confinement of

certain species to a very restricted part of the river basin (salmon in the Loire, shad in the Garonne or Rhône, etc.) (Porcher and Travade, 1992). Sturgeon stocks have been particularly threatened by hydroelectric dams on the Volga, Don and Caucasian rivers (Petts, 1988). On the East Coast of the USA, the building of dams has been identified as the main reason for the extinction or the depletion of migrating species such as salmon and shad on the Connecticut, Merrimack and Penobscott rivers (Baum, 1994; Meyers, 1994; Stolte, 1994).

Zhong and Power (1996) reported that the number of fish species decreased from 107 to 83 because the migration was interrupted by the Xinanjiang dam (China). The reduction of biodiversity occurred not only in the flooded section but also in the river below the dam. Quiros (1989) mentions that dam construction in the upper reaches of Latin American rivers appears to lead to the disappearance of potamodromous species stocks in reservoirs and in the river upstream of the structure. The same occurs in reaches where a whole series of dams and reservoirs have been constructed.

In Australia, obstructed fish passage has led to many instances of declining populations or extinctions of species in the affected basin (Barry, 1990; Mallen-Cooper and Harris, 1990).

The concept of obstruction to migration is often associated with the height of the dam. However, even low weirs can constitute a major obstruction to upstream migration. Whether an obstacle can be passed or not depends on the hydraulic conditions over and at the foot of the obstacle (velocity, depth of the water, aeration, turbulence, etc.) in relation to the swimming and leaping capacities of the species concerned. The swimming and leaping capacities depend on the species, the size of the individuals, their physiological condition and water quality factors as water temperature and dissolved oxygen. Certain catadromous species have a special ability to clear obstacles during their upstream migration: in addition to speed of swimming, the young eels are able to climb through brush, or over grassy slopes, provided they are kept thoroughly wet; some species (i.e. gobies) possess a sucker and enlarged fins with which they can cling to the substrate and climb around the edge of waterfalls and rapids (Mitchell, 1995).

For any given target species, an obstruction may be total, i.e. permanently insurmountable for all individuals. It may be partial, i.e. passable for certain individuals. It may be temporary, i.e. passable at certain times of the year (under certain hydrological or temperature conditions). During low flow conditions weirs may be insurmountable because the depth of water on the face is too shallow to permit fish to swim. They may however become passable at a higher discharge rate, as water depth increases and the fall at the structure generally decreases. The negative impact on fish caused by temporary obstacles, which delay them during migration and which may cause them to stay in unsuitable zones in the lower part of the river, or cause injury as a result of repeated, fruitless attempts to pass, must not be underestimated.

Downstream Migration.

In the first stages of dam development, engineers and fisheries biologists were preoccupied with providing upstream fish passage facilities. Passage through hydraulic turbines and over spillways was not considered to be a particularly important cause of damage to downstream migrating fish. Experience has shown that problems associated with downstream migration can be major factors affecting diadromous fish stocks.

Downstream migration involves diadromous species: juveniles of anadromous species, adults of catadromous species and certain anadromous species (repeat spawners). For potamodromous species, downstream fish passage at hydroelectric power dams is generally considered less essential in Europe and North America. However, certain potamodromous species can migrate over very long distances, so the need for mitigation to provide passage for potamodromous fish must be considered species- and site-specific.

Exercise 1. Translate and study the following words and expressions:

Sturgeon stocks, salmon, waters of differing salinities, a restricted part, the flooded section, temporary obstacles, diadromous fish stocks, a higher discharge rate, water depths, hydraulic conditions, dissolved oxygen, spawning grounds, catadromous species, diadromous species, feeding and breeding zones, amphidromous species, striped mullet, upstream fish passage facilities, temporary, to constitute, the reduction of biodiversity, downstream migration, weirs, fresh and partly in marine waters, passable, spillways, individuals, overfishing, tributary downstream.

Exercise 2. Answer the questions:

1. What is the main sense of text B?
2. Why do the species have to move from one environment to another?
3. Where does the entire life cycle of the potamodromous species occur?
4. Why do amphidromous species migrate?
5. What problems can be associated with downstream migration?
6. What do the swimming and leaping capacities depend on?
7. What new have you learned from the text?

Exercise 3. Make up 15 different types of questions for text B.

Exercise 4. Write a brief summary of text B.

Note that:

- A summary begins with an introductory sentence that states the article's title.
- A summary must contain the main thesis or standpoint of the text, restated in your own words.
- A summary is written in your own words.
- A summary is always shorter than the original text, often about 1/3 as long as the original.

Exercise 5. Retell text B.

Additional reading

Damage Due to Hydraulic Turbines

Fish passing through hydraulic turbines are subject to various forms of stress likely to cause high mortality: probability of shocks from moving or stationary parts of the turbine (guide vanes, vanes or blades on the wheel), sudden acceleration or deceleration, very sudden variations in pressure and cavitation. Numerous experiments have been conducted in various countries (USA, Canada, Sweden, Netherlands, Germany and France), mainly on juvenile salmonids and less frequently on clupeids and eels, to determine the mortality rate due to their passage through the main types of turbine (Bell, 1981; Monten, 1985; Eicher, 1987; Larinier and Dartiguelongue, 1989; EPRI, 1992).

The mortality rate for juvenile salmonids in Francis and Kaplan turbines varies greatly, depending on the properties of the wheel (diameter, speed of rotation, etc), their conditions of operation, the head, and the species and size of the fish concerned. The mortality rate varies from under 5% to over 90% in Francis turbines. On average, it is lower in Kaplan turbines, from under 5% to approximately 20%. The difference between the two types of turbine is due to the fact that Francis turbines are generally installed under higher heads.

Mortality in adult eels (*Anguilla* spp.) is generally higher, because of their length. The mortality rate may be 4 to 5 times higher than in juvenile salmonids, reaching a minimum of 10% to 20% in large low-head turbines (as against a few per cent in juvenile salmonids), and more than 50% in the smaller turbines used in most small-scale hydroelectric power plants (Desrochers, 1994; Haddingh and Bakker, 1998; Monten, 1985; Larinier and Dartiguelongue, 1989).

The mortality rate may be higher for certain species. In physostomous species (e.g. salmonids, clupeids and cyprinids), the pressure in the swim bladder can be regulated relatively quickly through the air canal and the mouth, and these species will resist sudden variations in pressure. In physoclistic species (e.g. percids), pressure is regulated much more slowly by gaseous exchange with the blood vessels in the wall of the swim bladder. The risk of

rupturing the swim bladder following a sudden drop in pressure is thus much greater and physoclistic fish are thus much more susceptible to variations in pressure (Tsvetkov *et al.*, 1972; Larinier and Dartiguelongue, 1989).

Damage Due to Spillways

Passage through spillways may be a direct cause of injury or mortality, or an indirect cause (increased susceptibility of disorientated or shocked fish to predation). The mortality rate varies greatly from one location to another: between 0% and 4% for the Bonneville, McNary and John Day dams (about 30 m high spillways) on the Columbia River, 8% at the Glines dam (60 m high spillway) and 37% at the Lower Elwha dam (30 m high spillway) on the Elwha river for juvenile salmonids (Bell and Delacy, 1972; Ruggles and Murray, 1983).

Mortalities have several causes: shearing effects, abrasion against spillway surfaces, turbulence in the stilling basin at the base of the dam, sudden variations in velocity and pressure as the fish hits the water, physical impact against energy dissipators. The manner in which energy is dissipated in the spillway can have a determinant effect on fish mortality rates.

Experiments have shown that significant damage occurs (with injuries to gills, eyes and internal organs) when the impact velocity of the fish on the water surface in the downstream pool exceeds 16m/s, whatever its size (Bell & Delacy, 1972). A column of water reaches the critical velocity for fish after a drop of 13 m. Beyond this limit injuries may become significant and mortality will increase rapidly in proportion to the drop (100% mortality for a drop of 50-60 m).

Passage through a spillway under free-fall conditions (i.e. free from the column of water) is always less hazardous for small fish, insofar as their terminal velocity is less than the critical velocity. For larger fish, the hazards are identical whether they pass under free-fall conditions or are contained in the column of water.

Delays in Migration

Impoundments can have an effect on the timing of fish downstream migration. In the Columbia basin, during low flows, juvenile Chinook salmon reach the estuary about 40 days later than they did before the dams were constructed: impoundments of river flows by dams have more than doubled the time required for migration of juveniles to the sea. Such delays can have a rather drastic effect by exposing fish to intensive predation, to nitrogen supersaturation and several other hazards such as exposure to disease organisms and parasites. The delay can also result in a significant portion of the juvenile population residualizing and spending several months in fresh water (Ebel, 1977).

Loss of Habitat

Dam construction can dramatically affect migratory fish habitat. The consequence of river impoundment is the transformation of lotic environment to lentic habitats. Independently of free passage problems, species which spawn in

relatively fast flowing reaches can be eliminated. From a study of the threatened fish of Oklahoma, Hubbs and Pigg (1976) suggested that 55% of the man-induced species depletions had been caused by the loss of free-flowing river habitat resulting from flooding by reservoirs, and a further 19% of the depletion was caused by the construction of dams, acting as barriers to fish migration.

About 40% of the spawning grounds in the Qiantang river above the Fuchunjiang dam were lost by flooding (Zhong and Power, 1996). On the Indus river, the construction of the Gulam Mahommed Dam has deprived the migratory *Hillsa ilisha* of 60% of their previous spawning areas (Welcomme, 1985). On the Columbia river and its main tributary the Snake river, most spawning habitat were flooded, due to the construction of dams creating an uninterrupted series of impoundments (Raymond, 1979).

The suppression of flood regime downstream from an impoundment by means of flow regulation, can deprive many fish species of spawning grounds and valuable food supply (Petts, 1988). This can lead to changes in species composition with loss of obligate floodplain spawners. Dam construction for industrial uses within the Rio Mogi Guassu Brazil has resulted in the progressive loss of flood plain wetlands (Godoy, 1975). The cumulative effect of diminished peak discharges, stabilized water levels, reduced current velocities and water temperature eliminated spawning grounds below the dams on the Qiantang and Han rivers : six migratory fish and five species favouring torrential habitats declined severely (Zhong and Power, 1996). The reaction of the fish communities of the Chari, Niger and Senegal rivers to flood failures provoked by natural climatic variations illustrates the highly detrimental effect of suppressing the flood (Welcomme, 1985).

Modification of Discharge

The modification of downstream river flow characteristics (regime) by an impoundment can have a variety of negative effects upon fish species: loss of stimuli for migration, loss of migration routes and spawning grounds, decreased survival of eggs and juveniles, diminished food production.

Regulation of stream flow during the migratory period can alter the seasonal and daily dynamics of migration. Regulation of a river can lead to a sharp decrease in a migratory population, or even to its complete elimination. Any reduction in river discharge during the period of migratory activity can diminish the attractive potential of the river, hence the numbers of spawners entering the river is reduced. Because of this, regulation of a river can greatly influence the degree of migration to the non-regulated part of the river below the dam site. During the initial flooding of the Tsimlyanskoye reservoir, two species *Acipenser güldenstädti* (Russian sturgeon) and *Huso huso*, which hitherto spawned in the Don above the confluence of the Severtskiy Donets, entered the tributary where they had not previously been known to breed (Pavlov, 1989).

Zhong and Power (1996) noted that high discharge is important for inducing anadromous species to ascend rivers to spawn : after the construction of the Fuchunjiang dam on the Qiantang river, there was a significant correlation between the capture of an anadromous fish *Coilia ectenes* ascending the river to spawn and the amount of the discharge from the project.

Variable flow regime resulting from operation of hydroelectric power-dams can have significant consequences for fish fauna : daily 2 m to 3 m fluctuation of Colorado river-levels below the Glen Canyon dam may have contributed to the decline in endemic fish (Petts, 1988). The native species have been replaced by the introduced species and spawning of the native species is restricted to tributaries. Walker *et al.* (1979) related the disappearance of *Tandanus tandanus* in the Murray river, Australia to short-term fluctuations in water level caused by reservoir releases in response to downstream water-user requirements.

The fluctuations of water-level and velocities due to power demand could have disastrous effects on fish: spawning behaviour could be inhibited, juveniles could be swept downstream by high flows, sudden reductions in flow could leave eggs or juveniles stranded (Petts, 1988).

Water Temperature and Water Quality Changes

Dams can modify thermal and chemical characteristics of river water : the quality of dam-releases is determined by the limnology of the impoundment, with surface-release reservoirs acting as nutrient traps and heat exporters and deep-release reservoirs exporting nutrient and cold-waters (Petts, 1988). This can affect fish species and populations downstream.

Water temperature changes have often been identified as a cause of reduction in native species, particularly as a result of spawning success (Petts, 1988). Cold-water release from high dams of the Colorado river has resulted in a decline in native fish abundance. (Holden and Stalnaker, 1975). The fact that *Salmo spp.* had replaced some twenty native species has been attributed to the change from warm-water to cold-water.

Water-chemistry changes can also be significant for fish. Release of anoxic water from the hypolimnion can cause fish mortality below dams (Bradka and Rehackova, 1964).

During high water periods, water which spills over the crest of the dam can become over-saturated with atmospheric gases (oxygen and nitrogen) to a level which can be lethal for fish. Mortality can result from prolonged exposure to such lethal concentrations downstream of the spillways. Substantial mortalities of both adult and juvenile salmonids caused by high spillway flows which produced high supersaturation (120-145%) have been observed below the John Day dam on the Columbia river (Raymond, 1979). The Yacyreta dam on the Parana river generates supersaturated levels of total dissolved gases that can

affect the health condition of fish: in 1994, massive fish mortality was observed in a 100 km reach below the dam (Bechara *et al.*, 1996).

Increased Exposure to Predation

Normal predation behaviour may become modified with the installation of a dam, and although few data exist to date, it appears that migrating species suffer increased predation in the vicinity of an installation, whether by other fish or birds. This may be due to the unnatural concentration of fish above the dam in the forebay, or to fish becoming trapped in turbulence or recirculating eddies below spillways, or to shocked, stressed and disoriented fish being more vulnerable to predators after turbine passage. In some rivers or hydroelectric schemes, predation may affect a substantial proportion of the fish population. On the Columbia river, predator exposure associated to turbine passage was the major causes of salmon mortality. Tests at the Kaplan turbines indicated a mean loss of 7% and studies showed that the indirect mortality on juvenile coho salmon could reach 30% when indirect mortality from predation was included (Ebel *et al.*, 1979).

GRAMMAR

The Gerund

Герундій (Gerund) – це безособова форма дієслова, що поєднує у собі властивості іменника та дієслова. Герундій не виражає число, особу, способи та не вживається з артиклями. В українській мові форми герундія відповідають іменники, що утворилися від дієслів (reading - читання), форма інфінітиву, а також в деяких випадках дієприкметники та дієприслівники (being seen - помічений, walking - гуляючи). Герундій не слід плутати з дієприкметником теперішнього часу.

Eating hamburgers is not good for you. – Вживання (в їжу) гамбургерів не добре для вас.

No playing and no talking after 10 p.m.! – Ніяких ігор та розмов після 10-ї вечора!

Форми герундія

Герундій має дві форми в активному стані (Indefinite та Perfect Gerund Active) та дві форми пасивного стану (Indefinite та Perfect Gerund Passive).

Tense	Active Voice	Passive Voice
Indefinite (Simple) Gerund неозначений герундій	studying	being studied
Perfect Gerund доконаний герундій	having studied	having been studied

Неозначений герундій (Indefinite Gerund) – це форма герундія в неозначеному виді. Він має форми активного та пасивного станів. Неозначений герундій виражає дію, що відбувається одночасно з іншою дією, вираженою дієсловом-присудком в особовій або часовій формі, або ж не стосується певного часу взагалі. В цьому випадку час в реченні визначається за дієсловом-присудком.

Excuse me for disturbing you. – Вибачте, що турбую вас. (дослівно: вибачте за моє втручання)

He won't mind your coming. – Він не буде проти, якщо ти прийдеш. (дослівно: він не буде проти твого приходу)

He entered the house without being seen. – Він увійшов до будинку непоміченим.

Being eaten by aboriginals was not something Cook was dreaming about. – Бути з'їденим аборигенами не було тим, про що мріяв Кук.

Герундій активного стану здебільшого вживається після дієслів **to want** (хотіти), **to need** (потребувати), **to deserve** (заслужувати), **to require** (вимагати) та прикметника **worth** (вартий), навіть якщо в реченні мається на увазі дія в пасивному стані.

His house wants repairing. – Його дім слід відремонтувати. (дослівно: його дім потребує ремонтування.)

Our children deserve praising. – Наші діти заслуговують на похвалу.

This play was worth seeing. – Цей спектакль вартий того, щоб його подивитись.

Доконаний герундій (Perfect Gerund) – це герундій у формі доконаного виду. Він має форму активного та пасивного станів. Доконаний герундій вказує на дію, що відбулася до іншої дії, вираженої дієсловом-присудком в певній особовій або часовій формі. В українській мові доконаний герундій передається підрядним реченням.

Clark denies having done it. – Кларк заперечує, що він це зробив.

I was ashamed of having talked to my teacher rudely. – Мені було соромно за те, що я так грубо розмовляв з учителем.

She was angry at having been cheated so easily. – Вона була злою через те, що її так просто обдурили.

Ann denied having been married to John. – Енн заперечувала, що була одружена з Джоном.

Герундій завжди використовується після наступних простих та фразових дієслів.

<i>to admit</i> – визнавати, допускати	<i>to fancy</i> – уявляти, думати, радіти (в окличних реченнях)
<i>to appreciate</i> – цінувати, бути вдячним	<i>to finish</i> – закінчувати, завершувати
<i>to avoid</i> – уникати	<i>to forgive</i> – простити, вибачати
<i>to burst out</i> – починати, спалахувати	<i>to give up</i> – здаватися, полишати
<i>to consider</i> – розглядати, обговорювати, вважати	<i>to go</i> – займатися (спортом)
<i>to continue</i> – продовжувати	<i>to postpone</i> – відкласти
<i>to go on</i> – продовжувати, тривати	<i>to practice</i> – практикувати
<i>to imagine</i> – уявляти	<i>to prevent</i> – запобігати, попереджати
<i>to keep (on)</i> – продовжувати	<i>to put off</i> – відкласти
<i>to leave off</i> – переставати, покидати	<i>to quit</i> – припиняти, полишити
<i>to mind</i> – заперечувати, бути проти (в заперечних та питальних реченнях)	<i>to save</i> – зберігати
<i>to miss</i> – сумувати, скучити	<i>to suggest</i> – пропонувати
<i>to deny</i> – заперечувати	
<i>to excuse</i> – вибачати	

Fancy meeting you here! – Не міг навіть уявити, що зустріну тебе тут!
Relax. Imagine lying on the beach and drinking cocktails. – Розслабся. Уяви собі, що ти лежиш на пляжі та п'єш коктейлі.

Герундій вживається після дієслів, коли ці дієслова вказують на чийсь уподобання, часто після дієслів **to love** (любити), **to like** (подобатися), **to enjoy** (насолоджуватися), **to prefer** (віддавати перевагу), **to dislike** (не любити), **to hate** (ненавидіти)

She hates cooking. – Вона ненавидить готувати.
I don't like writing letters. – Я не люблю писати листи.
Kate enjoys watching football with her boyfriend. – Кейт подобається дивитись футбол з її хлопцем.

Герундій використовується після дієслів **to spend** (витрачати), **to waste** (марнувати, марно витрачати), **to lose** (загубити), коли вони вживаються у значенні марної трати грошей, часу, здоров'я тощо.

She lost her health taking care of children. – Вона згубила своє здоров'я, доглядаючи дітей.
Matt spent a lot of money buying a computer he doesn't even use. – Метт витратив багато грошей на комп'ютер, яким він навіть не користується.

Форма герундія вживається з дієсловами **to hear** (чути), **to listen to** (слухати), **to notice** (помічати), **to see** (бачити), **to watch** (дивитись), **to feel** (відчувати), коли вони вказують на дію, що була не до кінця завершена.

I watched the actors rehearsing the play. – Я дивився, як актори репетирували спектакль. (я бачив тільки частину репетиції)

Ann heard some guys talking about her. – Енн чула, як якісь хлопці розмовляли про неї. (вона чула тільки частину розмови)

Герундій використовується після дієслів та виразів з прийменниками, що зазначені нижче.

<i>cannot help – бути не в змозі зупинитися</i>	<i>to complain of – скаржитися, жалітися</i>
<i>cannot stand – не переносити</i>	<i>to depend on – залежати</i>
<i>not to like the idea of – не поділяти намір</i>	<i>to feel like – хотіти</i>
<i>to accuse of – звинувачувати</i>	<i>to give up the idea of – відмовитися від ідеї</i>
<i>to agree to – погоджуватися</i>	<i>to have difficulty in – мати труднощі з</i>
<i>to approve of – схвалювати</i>	<i>to have trouble – мати труднощі з</i>
<i>to be astonished at – бути враженим, здивованим</i>	<i>to insist on – наполягати</i>
<i>to be aware of – знати, бути у курсі</i>	<i>to look forward to – чекати з нетерпінням</i>
<i>to be busy in – бути зайнятим</i>	<i>to look like – схоже, що, збиратися</i>
<i>to be capable of – бути спроможним</i>	<i>to miss an opportunity of – упустити можливість</i>
<i>to be displeased at – бути незадоволеним</i>	<i>to object to – заперечувати, бути проти</i>
<i>to be fond of – любити</i>	<i>to persist in – наполягати, наполегливо продовжувати</i>
<i>to be guilty of – бути винуватим</i>	<i>to prevent from – вберегти, зашкодити</i>
<i>to be indignant at – обурюватися</i>	<i>to rely on – покластися, довіряти</i>
<i>to be pleased at – бути задоволеним</i>	<i>to speak of – висловлюватися</i>
<i>to be proud of – пишатися, гордитися</i>	<i>to succeed in – мати успіх, досягти успіху</i>
<i>to be sure of – бути певним у</i>	<i>to suspect of – підозрювати</i>
<i>to be surprised at – бути здивованим</i>	<i>to thank for – бути вдячним, дякувати</i>
<i>to be used to – бути звичним до</i>	<i>to think of – думати, збиратися</i>
<i>to be worth – бути гідним, достойним</i>	

It looks like raining. – Схоже, (скоро) задощить.

I was thinking of inviting Paul to my party. – Я думав про те, щоб запросити Пола на свою вечірку.

Герундій також вживається в певних сталих виразах.

it is no use ... – немає сенсу, необхідності в ...

it is (no) good ... – недобре (добре) ...

what is the use of ..? – яка необхідність в ..?

there is no point in ... – немає сенсу в ...

in addition to ... – на додаток (до) ...

In addition to cleaning and washing, i had to cook as well. – На додаток до прибирання та прання я повинна була ще й готувати.

What is the use of going to that party? We can hang out here. – Який сенс їти на ту вечірку? Ми можемо тусити й тут.

Герундій чи інфінітив?

Після певних смислових дієслів англійської мови можуть вживатися як форма **герундія**, так і форма **повного інфінітиву**, однак значення таких речень може дещо відрізнятися.

Forget + інфінітив з to – забути зробити щось.

Forget + герундій – забути певний момент з життя, не зберігати спогади про щось.

I forgot to bring my books today. – Я забув сьогодні взяти з собою книги.

I will never forget swimming in the ocean! – Я ніколи не забуду, як я плавала в океані!

Remember + інфінітив з to – пам'ятати, що треба щось зробити.

Remember + герундій – пам'ятати певний момент з життя, берегти спогади про щось.

Do you remember to take your pills? – Ти пам'ятаєш, що тобі треба випити свої пігулки?

I remember visiting Paris with my friends. – Я пам'ятаю, як ми їздили з друзями у Париж.

Mean + інфінітив з to – збиратися, мати намір щось зробити.

Mean + герундій – означати, мати значення, передвістити.

I meant to call you yesterday, but I forgot. – Я збирався подзвонити тобі вчора, але я забув.

If I accept this job offer, it will mean working long hours. – Якщо я погоджусь на цю пропозицію щодо роботи, то це буде означати, що в мене буде довгий (подовжений) робочий день.

Regret + інфінітив з to – відчувати співчуття, прикрість (по відношенню до інших людей), співчувати комусь.

Regret + герундій – шкодувати про зроблене, каятися, шкодувати про щось даремне.

We regret to inform you that you have failed the test. – З прикрістю повідомляємо вам, що ви не здали екзамен.

I regret buying this expensive dress. It doesn't suit me. – Я шкодую, що купила цю дорогу сукню. Вона мені не пасує.

Try + інфінітив з to – намагатися, докладати зусилля, прагнути щось зробити.
Try + герундій – спробувати зробити щось заради експерименту, експериментувати.

Ann tried to persuade him but she failed. – Енн намагалась переконати його, але в неї нічого не вийшло.

I tried colouring my hair in red and I liked it. – Я спробувала пофарбувати волосся в червоний, і мені сподобався результат.

Stop + інфінітив з to – зупинитися для того, щоб зробити щось інше, зробити паузу.
Stop + герундій – перестати робити щось, зупинитися, перестати, полишити.

We stopped to buy some food. – Ми зупинилися, щоб купити щось поїсти.

You should stop buying useless things. – Ти повинен перестати купляти непотрібні речі.

Grammar exercises

Exercise 1. Перекладіть речення та визначте, яким членом речення є герундій:

1. I think of spending my next summer holidays in the Caucasus.
2. Everybody was surprised at seeing him there.
3. Robin Hood helped the poor by giving them food and shelter.
4. We did not succeed in getting tickets for the football match.
5. On learning that my friend was ill I went to see him immediately.
6. She is always afraid of catching cold.
7. When will you finish reading this book?
8. Do you mind my closing the door?
9. This film is not worth seeing.
10. Before leaving for London I shall let you know.
11. Have you finished writing?
12. Taking a cold shower in the morning is very useful.
13. She likes sitting in the sun.
14. It looks like raining.
15. My watch wants repairing.
16. Thank you for coming.
17. He talked without stopping.
18. Living in little stuffy rooms means breathing poisonous air.
19. Iron is found by digging in the earth.
20. There are two ways of getting sugar: one from beet and the other from sugar-cane.

Exercise 2. У реченнях, наведених нижче, замініть підрядні додаткові герундієм з прийменником "of":

1. I thought *I would come and see you tomorrow.*
2. What do you think *you will do tomorrow!*
3. I don't know now; I thought *I would go to the zoo*, but the weather is so bad that probably I shan't go.
4. I hear there are some English books at our institute book-shell now. - So you think *that you will buy some*, aren't you?
5. I thought *I would work in the library this evening*, but as you have come. I won't go to the library.

Exercise 3. У реченнях, наведених нижче, замініть підрядні часу герундієм з прийменником "after":

1. *After I hesitated some minutes* whether to buy the hat or not, I finally decided that I might find one I liked better in another shop.
2. *When she had graduated from the University*, she left Kiev and went to teach in her home town.
3. *When he proved that his theory was correct*, he started studying ways and means of improving the conditions of work in very deep coalmines.
4. *After she took the child to the kindergarden*, she went to the library to study for her examination.
5. *When he had made a thorough study of subject*, he found that it was a great deal more important than he had thought at first.

Exercise 4. Замініть інфінітиви, приведені у дужках, відповідними формами герундія. Перекладіть речення українською мовою:

1. I like the idea of (to organize) a shooting contest.
2. Are you fond of (to play) tennis?
3. There is no chance of (to get) tickets for this foot-ball match.
4. We had much difficulty in (to translate) that article.
5. I was afraid of (to catch cold).
6. I remember (to tell) them about it.
7. I object to (to discuss) this question at the meeting.
8. Everybody was against (to arrest) that man, but the sheriff.

Exercise 5. Перекладіть українською мовою, звертаючи увагу на різні форми герундія:

1. She stopped coming to see us, and I wondered what had happened to her.
2. Can you remember having seen the man before?

3. She was terrified of having to speak to anybody, and even more, of being spoken to.
4. He was on the point of leaving the club, as the porter stopped him.
5. After being corrected by the teacher, the students' papers were returned to them.
6. I wondered at my mother's having allowed the journey.
7. I understand perfectly your wishing to start the work at once.
8. Everybody will discuss the event, there is no preventing it.
9. At last he broke the silence by inviting everybody to walk into the dining-room.
10. On being told the news she turned pale.
11. Having been carefully read and corrected by the secretary, the text contained no mistakes.

Exercise 6. Розкрийте дужки, вживаючи герундій в активній або пасивній формах:

1. Why do you avoid (to speak) to me?
2. She tried to avoid (to speak) to?
3. The doctor insisted on (to send) the sick man to hospital.
4. The child insisted on (to send) home at once.
5. Do you mind him (to examine) by a heart specialist?
6. He showed no sign of (to recognize) me?
7. She showed no sign of (to surprise).
8. He had a strange habit of (to interfere) in other people's business.
9. I was angry at (to interrupt) every other moment.
10. He was always ready for (to help) people.
11. He was very glad of (to help) in his difficulty.
12. On (to allow) to leave the room the children immediately ran out into the yard and began (to play).
13. In (to make) this experiment they came across some very interesting phenomena.
14. The results of the experiment must be checked and rechecked before (to publish).
15. The watch requires (to repair).
16. The problem is not worth (to discuss).
17. I can't remember ... (see) him before.
18. Everybody enjoys ... (work) with him.
19. The boy hates ... (scold).
20. I am sorry for ... (disturb) you.
21. The windows need ... (clean).
22. It is no good ... (force) him to go with us.
23. I hate ... (ask) stupid questions.

24. I don't like ... (cheat).

Exercise 7. Перекладіть англійською мовою, вживаючи герундій:

1. Нарешті вони припинили сміятися.
2. Вона заперечувала, що вкрала гроші.
3. Пробачте, що я загубив вашу ручку.
4. Коли вона закінчить писати твір?
5. Я не заперечую (*to contradict*) проти того, щоб залишитися вдома та попрацювати над моїм перекладом.
6. Припиніть тремтіти. Уникайте показувати цим людям, що ви їх боїтесь.
7. Я не можу не (*cannot help*) турбуватися про них: вони перестали дзвонити.
8. Ви не проти того, щоб відчинити вікно?
9. Я дуже люблю читати.
10. Ми отримали задоволення від плавання.

Exercise 8. Розкрийте дужки, вживаючи потрібну форму герундія:

1. Excuse me for (*to break*) your beautiful vase.
2. You never mentioned (*to be*) to Greece.
3. She was proud of (*to award*) the cup of a champion.
4. I don't remember ever (*to meet*) your sister.
5. I don't remember (*to ask*) this question by anybody.
6. The cat was punished for (*to break*) the cup.
7. The cat was afraid of punishing for (*to break*) the cup.
8. The machine needs (*to clean*).
9. I am quite serious in (*to say*) that I don't want to go abroad.
10. He seemed sorry for (*to be*) inattentive to his child.
11. She confessed to (*to forget*) to send the letter.
12. The old man could not stand (*to tell*) what he should do.
13. Going to the party was no use: he had no talent for (*to dance*).
14. The Bronze Horseman is worth (*to see*).
15. She accused him of (*to steal*) her purse.

Exercise 9. Замініть виділену частину речення герундіальним зворотом, вживаючи, де необхідно, відповідні прийменники:

1. I am told *that you are very busy*.
2. Thank you *that you did it*.
3. When *young man graduated from Harvard*, he returned to Russia.
4. They gave up the idea *that they would find work*.
5. *After we had passed our examinations*, we had a very entertaining evening.
6. Michael remembered *that he had enjoyed the trip to the Bahamas*.

7. I am thankful *that I have been given a chance to hear this outstanding singer.*
8. Helen insisted *that she should be given that job.*
9. Tom was afraid *that he might be late.*
10. *The fact that you took English lessons some years ago helps you in your studies now.*

Exercise 10. Open the brackets choosing the gerund or the infinitive.

1. I am planning ... (to visit/visiting) my granny next week.
2. When they finish ... (to eat/eating) their lunch, they'll go to the office.
3. He suggested ... (to buy/buying) some food.
4. Does Sally enjoy ... (to go/going) to the gym?
5. Don't put off ... (to write/writing) a report till the end of the month.
6. John refused ... (to answer/answering) my question.
7. My brother intends ... (to get/getting) married soon.
8. I think she didn't mean ... (to hurt/hurting) you.
9. Keep ... (to beat/beating) the eggs.
10. Fred can't afford ... (to travel/travelling) this year.
11. We expect ... (to leave/leaving) tomorrow.
12. Mary decided ... (to fly/flying) to Venice.
13. The sportsmen hope ... (to get/getting) the best results.
14. Are you going to give up ... (to smoke/smoking)?
15. They don't want ... (to have/having) any more children.
16. I don't mind ... (to wash up/washing up).
17. Girls, stop ... (to giggle/giggling).
18. Ben likes ... (to play/playing) chess.
19. Lara goes ... (to dance/dancing) every weekend.
20. Harry can't stand ... (to work/working) on Saturdays.

Exercise 11. Choose the infinitive with or without "to".

1. We can ... (speak/to speak) Spanish.
2. He often makes me ... (feel/to feel) guilty.
3. You have ... (be/to be) friendly and polite.
4. She must ... (stay/to stay).
5. The lawyer will ... (call/to call) you later.
6. I'd like ... (send/to send) him a present.
7. You'd better ... (move/to move) faster.
8. We heard somebody ... (enter/to enter) the apartment.
9. Mother wants ... (paint/to paint) the walls in the kitchen.
10. We decided ... (sell/to sell) the car.
11. He always fails ... (keep/to keep) his word.

12. I am trying ... (lift/to lift) this heavy stone.
13. Let me ... (give/to give) you some advice.
14. It may ... (cost/to cost) too much.
15. She saw him ... (cross/to cross) the street.

Exercise 12. Use Infinitive or -ing form.

1. It was quite late when they saw Martin ... (come) up the other side of the street. They saw him ... (pause) in front of his house, ... (look) up at it and ... (knock) at the door.
2. My parents let me (stay) at Molly's house last weekend. They agreed ... (take) me to his place in the car and they made me (promise) to behave myself.
3. Mel hates (answer) the phone. And very often Mel just lets it ... (ring).
4. At first Jenny enjoyed ... (listen) to Steven but after a while she got tired of ... (hear) the same story.
5. Polly can't (go) to the cinema today. She's busy ... (study) for her exam, which is next week, but she's decided ... (take) a break and ... (phone) Megan.
6. I tried ... (listen) carefully and in order (not/show) how I was embarrassed, I did my best ... (keep) the conversation ... (go) on one topic and another.

Exercise 13. Read the sentences. Choose one of the suggested answers.

1. Peace activist Baroness Bertha von Suttner encouraged Alfred Nobel ... a prize for peace. (establish / to establish / establishing / to be established)
2. The police officer made Neil get out of the car and demanded ... his driver's licence.(see / seeing / to see / to be seen)
3. In the time of Peter the Great the noblemen were not allowed ... beards. (have / to have / having / having had)
4. They wouldn't let ... the country without the entry visa, would they? (him to enter / he enters / him enter / him entering)
5. Fred couldn't make ... that he had caught the huge fish himself. (I believed/ me believe / me believed / me to believe)
6. Nick was very close to the phone-box and Mary noticed him ... the number, and then she heard him ... something to passer-by. (to dial, to say / dialing, to say / to dial, say / dial, say)
7. Nick was seen ... the hall and then Jane watched him ... (enter, go away / be entered, to go away / enter, go away / to have entered, to be gone away)

8. It's too late now, but I will always regret ... John to do the work. (to ask / asking / ask / to be asked)
9. My friend Moira stopped ... whole milk because she is on a diet. (to buy / buying / buy / to be bought)
10. They were allowed... discussing the plans, so their partner introduced himself and went on to talk about the project. (to continue / continuing / continue / to be continued)

Exercise 14. Put one of the given verbs in the correct form – infinitive or gerund:

to see, to lock, to explain, to go, to show, to play, to listen, to do, to write, to earn, to discuss, to drive, to look, to speak, to understand, to do, to stay, to work, to spend

1. I wish ... the manager.— It's no use ... to him.
2. Don't forget ... the door before ... to bed.
3. My mother told me not ... to anyone about it.
4. He tried ... but she didn't want ...
5. Would you mind ... me how the lift works?
6. I'm beginning ... what you mean.
7. The boys like ... tennis but not ... this in bad weather.
8. Try ... this correctly.
9. He likes ... in his cabinet.
10. I prefer ... my car myself.
11. I advise you ... at my place and ... for a new flat.
12. Let's ... this tomorrow, I'm tired now.
13. Most people prefer ... money. Some don't want ... them.

Exercise 15. Complete the sentences using either the Infinitive or Gerund. Insert prepositions if necessary.

1. He used ... (think) that life ended at 40, but now when he's 41, he knows it's not true.
2. ... (make) such a terrible noise!
3. It's five in the morning. I'm not used ... (get) up this early,
4. It's impossible... (cut) with this knife. It's blunt.
5. My father enjoys ... (listen) to jazz music.
6. I'm sorry... (hear) that your mother isn't well.
7. Harry looked so funny that I couldn't help ... (laugh).
8. I couldn't help them ... (find) what they were looking for as I was in too much of a hurry.
9. I'd like... (cook) something special when guests come.
10. What do you feel like... (do) tonight?

11. My dad promised ... (buy) me a bike if I passed my exams well.
12. I hate... (wait) in queues. It really annoys me.
13. I looked forward ... (see) you again soon.
14. It's difficult ... (concentrate) when there's loud playing on the radio.
15. We stopped for a while ... (admire) the scenery.
16. He can't afford ... (hire) a taxi every day.
17. Is it worth ... (run) such an awful risk?
18. Would you mind ... (fetch) another chair?
19. I offered ... (pay) for the meal, but she refused.
20. I'm sorry... (disturb) you, but could you tell me the time?
21. My younger sister can't stop... (eat) sweets.
22. He dislikes... (spend) money on car repairs.
23. I remember... (go) to Venice as a child.
24. ... (call) Mike
25. I suggested ... (call) a taxi so we wouldn't be late.
26. I can't stand ... (wait) in queues.
27. There used to ... (be) a cinema in our village but it closed down three years ago.
28. He is Spanish so he's used ... (drive) on the right.
29. Did you remember ... (send) your sister a card? It's her birthday today.
30. Have you tried ... (read) a book to help you to sleep?
31. Nowadays I'm used... (go) to bed early.
32. He'll never forget ... (see) the Grand Canyon for the first time.
33. He offered ... (drive) me to the airport.
34. I'll stop ... (lend) you money if you waste it on cigarettes.
35. Maya stopped ... (tie) her shoelace.
36. John suggested ... (go) together in one car.
37. Will you stop ... (make) so much noise, boys?
38. It's difficult to get used ... (sleep) in a tent after having a soft, comfortable bed to lie on.
39. Linda offered ... (look after) my cat while I was out of town.
40. Could you please stop... (whistle)! I'm trying ... (concentrate) on my work.

Exercise 16. Перекладити речення, прокоментуйте форму та значення неособових форм дієслова:

1. Everyone seemed **to be talking**, and I, **sitting** in silence, felt awkward, but I was too shy **to break** into any of the groups that seemed **absorbed** in their own affairs.
2. The main cause of disturbance in an old injury that seems **to have been** disgracefully **neglected**.
3. The rain prevented us from **coming**.

4. There was nothing then **to wait** for.
5. Billy turned up three years later **having done** many jobs and **played** many parts in many theatres.
6. All the money **having been spent**, we started looking for work.
7. He could hear the car **coming** down the dirty road. Its sound was hard **to distinguish** from the sound of the wind.
8. I have some things **to do**.
9. **Looking** at pigs and things always soothes him, if he's been upset.
10. Is it necessary for you **to be** so economical?
11. What had happened seemed **to have happened** in another world.
12. I ought to have stopped her.
13. That's why I want you **to come** and **help** me **find out** who did it and **unravel** the mystery, and all that.
14. 'No', I said, sorry for **having interrupted** her.
15. She needed **cheering** and he was prepared **to cheer** her.
16. And at that lunch I found myself **being regarded** as a distinctly more estimable character.
17. When I was younger I was used to **walking** long distances, but now I am out of practice.
18. He looked very funny **holding** the egg on his lap as if he weren't supposed **to be eating** it.
19. Theodore was afflicted with the acute embarrassment that always seemed **to overwhelm** him when **greeting** or **saying** goodbye to someone.

Exercise 17. Визначте неособові форми дієслова та назвіть їх форму та значення:

1. They love being dominated.
2. There is nothing to be said.
3. A rising wind made some of the willows rattle.
4. The picture must be hidden away at all costs. It had been mad of him to have the thing to remain, even for an hour, in a room.
5. Deeply flattered, John bowed from his hips as he had been taught at dancing school in Hades.
6. John saw Braddock Washington standing in the lighted lift, wearing a fur coat and a pair of riding boots.
7. Every evening he walked home from the city after having dined moderately in George's Street.
8. She seemed not to have turned a hair over this business.
9. Michael, it is so nice to be dancing with you again.
10. My advice to you is to sit tight.
11. I think, when translated, any novel loses much of its originality.

12. Neither of us had seen Strickland for two or three weeks. I because I had been busy with Friends who were spending a little while in Paris, and Stroeve because, having quarreled with him more violently than usual, he had made up his mind to have nothing more to do with him.
13. I am sure Peter doesn't feel like going to the discotheque. He is busy reading a detective story.
14. Being driven by an old horse, the cart was moving very slowly.
15. I am so sorry not to have written.
16. She was, to put it bluntly, a common little piece.
17. Newly arrived chisschaffs and willow-warblers sang in every bush and tree-top.
18. When I told him that I meant to live in Paris for a while, and had taken an apartment, he reproached me bitterly for not having let him know.
19. Her taking medicines too often is the real cause for her illness.
20. I must have eaten a record quantity of Italian pastries.
21. You must have been fighting! You have a black eye.

Exercise 18. Поставьте правильную форму герундия або інфінітива на місце дієслова у дужках згідно зі змістом речення:

1. What is he doing? He is just trying (to open) the window.
2. Try (to taste) the meat before offering it to our guests.
3. Try (not to upset) yourself, darling. We must keep our heads.
4. You must try (to understand) what I say.
5. Try (to add) water to your drink.
6. Do you mind my trying (to mend) your watch?
7. Do you remember (to meet) her once at the dancing-party?
8. Please remember (to wipe) your feet before coming in.
9. I completely forgot (to turn off) the gas before leaving.
10. Don't forget (to take) your bathing things before setting off for the beach.
11. It's very hot this year. I'm afraid you will regret (to come) to the South.
12. I greatly regret (to tell) you I'm to go away. I'm being waited for.
13. Your composition is very poor, I regret (to say).
14. Passing by a radio-shop he suddenly remembered (to buy) some cassettes for his recorder.

Exercise 19. Визнать те, які *-ing* форми являються герундієм, дієприкметником або інфінитивом:

1. It is a true saying that a man must eat a pack of salt with his friend before he knows him (M. Cervantes)
2. But the real lasting victories are those of peace, and not a war. (R. Emerson)
3. He flattered himself on being a man without any prejudices, and this preension itself is a very great prejudice. (A. France)
4. Enthusiasm is the leaping of lightning, not to be measured by the horse-power of the understanding. (R. Emerson)
5. Speaking truth is like writing fair, and comes only be practice. (J. Ruskin)
6. Welcome the coming, speed the parting guest. (A. Pope)
7. Be favourable to bold beginnings. (Virgil)
8. Life being very short and the quiet hours of it few, we ought to waste none of them in reading valueless books. (J. Ruskin)
9. Nationalism is a silly cock crowing on its own dunghill. (R. Aldington)
10. No pleasure is comparable to standing on the vantage ground of truth. (F. Bacon)
11. One must keep in training. (A. Chekhov).
12. Nothing astonises men so much as commonsence and plain dealing. (R. Emerson)
13. A reliable general is better than a dashing once. (Euripides)
14. The faculty of doubting is rare among men. A few choise spirits carry the germ of it in them, but these do not develop without training. (A. France)
15. The art of pleasing consists in being pleased. (W. Hazlitt)
16. Wisdom denotes the pursuing of the best end by least means. (F. Hutcherson)
17. Our teaching is not a dogma, but a guide to action. (K. Marx)
18. Opinion in good men is but knowledge in the making. (J. Milton)
19. More than an end to war, we want an end to the beginnings of all wars. (F. Roosevelt)
20. The test of a man or woman`s breeding is how they behave in a quarrel. (B. Shaw)

Exercise 20. Перекладіть речення на англійську мову, звертаючи увагу на

використовування *the Complex Object*:

1. Погана погода примусила нас повернутися додому.
2. Ми розраховуємо, що корабель прийде завтра.
3. Я бачив, як корабель зник за горизонтом.
4. Хвороба примусила його залишитися удома.

5. Мама хоче, щоб ми поїхали за місто.
6. Діти хотіли, щоб ялинку поставили в найбільшій кімнаті.
7. Ми розраховували, що він повернеться того ж дня.
8. Я наполягаю на тому, щоб ви пішли зі мною.
9. Я хочу, щоб ви допомогли мені.
10. Мама примусила мене поїхати на дачу в неділю.
11. Я бачив, як він пройшов мимо.
12. Я почув, як двері відчинилися.
13. Я хочу, щоб ви з'їздили до Франції.

Exercise 21. Перекладіть речення на англійську мову, звертаючи увагу на

використовування *the Complex Subject*:

1. Ніяк не чекали, що холодна погода наступить так рано.
2. Виявилось, що ми вже колись зустрічалися.
3. Ви, здається, втомилися.
4. Умови роботи виявилися більш важкими, чим передбачалося.
5. Ви випадково не знаєте цієї людини?
6. Книга, яку ви мені дали, виявилася нудною.
7. Нові автобуси виявилися жуже зручними.
8. З трьох сестер Бронте Шарлота вважається найталановитішою.
9. Ваш приятель, здається, дуже цікавиться стародавньою історією.
10. Вальтер Скотт вважається творцем історичного роману.
11. Я випадково знаю номер його телефону.
12. Він виявився хорошим спортсменом.
13. Я випадково зустрів його в Москві.
14. Відомо, що марсіанські канали були відкриті в 1877 році.
15. Припускають, що засідання закінчиться о десятій годині.
16. Джим виявився хоробрим хлопчиком.

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Навчальне електронне видання

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НАВЧАЛЬНИЙ ПОСІБНИК
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денної форми навчання
(спеціальність – 207 Водні біоресурси та аквакультура)

Навчальний посібник

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