

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ОДЕСЬКИЙ ДЕРЖАВНИЙ ЕКОЛОГІЧНИЙ УНІВЕРСИТЕТ

О.Ю. Куделіна, О.М. Соборова, О.О. Бец, М.І. Бургаз

НАВЧАЛЬНИЙ ПОСІБНИК
з англійської мови
для бакалаврів II року IV семестру
денної форми навчання
(спеціальність – 207 Водні біоресурси та аквакультура)

Навчальний посібник

Одеса
Одеський державний екологічний університет
2022

УДК 811.111-26
К 54

Куделіна О.Ю., Соборова О.М., О.О. Бец, М.І. Бургаз

К 54 Навчальний посібник з англійської мови для бакалаврів II року IV семестру денної форми навчання: навчальний посібник. Одеса, Одеський державний екологічний університет, 2022. 71 с.
ISBN 978-966-186-211-0

Навчальний посібник з англійської мови для бакалаврів II року IV семестру призначений для студентів денної форми навчання, спеціальності 207 «Водні біоресурси та аквакультура» та має метою розвинути 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.

УДК 811.111-26

Р е ц е н з е н т и:

Доцент кафедри англійської філології та перекладу
Державного університету «Одеська політехніка»,
к.філол.н., доцент, Мітіна О.М.
Завідувач кафедри українознавства ОДЕКУ
к.істор.н., доцент Бубнов І.В.

Затверджено Вченою радою Одеського державного екологічного університету Міністерства освіти і науки України як навчальний посібник для здобувачів вищої освіти за спеціальністю Водні біоресурси та аквакультура (протокол №6__ від 30.06.2022 р.)

ISBN 978-966-186-211-0

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ПЕРЕДМОВА

Навчальний посібник з англійської мови призначений для бакалаврів *II року IV 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. **Additional reading** призначені для читання, письмового перекладу з подальшою перевіркою на занятті, уточненням значень окремих лексичних одиниць письмового перекладу, анотуванню, а також для 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 II семестрі) і вивчається з метою удосконалення професійних знань і розвитку умінь використання цих знань у англомовній 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 англomовну 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 THE CAPTURE FISHING INDUSTRY (I)

Capture fishing is one of the most common forms of fishing. Capture fishing encompasses every fishing activity that involves capturing wild fish or shellfish. Recreational fishing, like what you might do at a nearby lake or river is a form of capture fishing. The recreational fishing practiced worldwide is reminiscent of human's first attempts at fishing, albeit with much more sophisticated equipment. Perhaps the simplest form of capture fishing is fishing without gear other than your bare hands and your wits. This was probably the first form of fishing practiced by humans. Current industrial fishing techniques are much more complicated and capture many more fish more efficiently and quickly than gearless fishing. As the fishing industry developed, many new techniques and equipment emerged, 16 of which are listed below. Click on any of the techniques for a description.

The fishing industry is a \$70 billion dollar a year industry that consists of over 37,000 industrial ships, and employs over a million people world wide. An estimated 12 million small-boat fishermen also join the ranks of the fishing industry but on a much smaller scale. For comparison, the 37,000 industrial ships harvest approximately the same volume of fish as the 12 million small-boat fishermen do each year.

Most fish or shellfish are captured using either nets, hooked lines, or traps, the details of each can be viewed by selecting one from the menu to the left. The standard industrial ship for capturing fish is the trawler. Most are equipped with a diesel engine and the various equipment necessary for the function they serve. The ship pictured above is an example of a shrimp trawler with the appropriate nets required for harvesting shrimp.

Large fishing vessels that undergo long fishing voyages are equipped with fish processing and storage facilities. A fully equipped factory trawler will have equipment for harvesting the fish, processing the fish into fillets or canning it, and then freezing and storing it. Some ships may also have the facilities to dry and grind the fish into fishmeal. Factory ships are often crewed by over 500 people and are accompanied by their own fleet of "catcher" boats. The most important and influential countries with large fishing fleets include Russia, Spain, Norway, and Japan.

According to Vital Signs 1996, finfish catches in 1996 reached a record high of 109 million tons. Most experts agree this level of fishing is not sustainable. There are approximately 200 fish stocks being harvested globally and of those 200, about 50 are overfished, while about another 75 are fully utilized (Science

News June 8, 1996). For more information about the environmental problems facing the fishing industry go to the environment section. As a result of the diminishing fish supply and, in some cases, decimated fish stocks in the Northeastern fisheries, the United States and many other nations have instituted a quota system on a species by species basis. The quota system limits how many fishermen may fish, in what seasons they may fish, and how much fish they can catch. Although in some cases the institution of the quota system was too late to prevent the decimation of some commercial species (Atlantic Cod), it has helped sustain, or at least minimize the damage to the fish stocks. In some cases the quota system has enabled the fish stocks to regenerate, especially in the Alaska fishery.

Another important aspect of commercial capture fisheries is the issue of who owns the fish. After World War II a new system was implemented in which the fish along the coast 12 nautical miles out to sea belonged to the nation who controlled the coast. As the seas began to be fished out 12 nm became too constrictive and the line was extended to 200 nm. Overfishing has made fish so scarce that the 200 nm limit is no longer sufficient for fisheries to produce a profitable quantity of fish. The problem is that many fishermen are no longer honoring the 200 nm limit and are fishing from waters that are claimed by another nation. This leads to distrust, suspicion, and even open conflict between the rival fishermen and their corresponding nations.

After decades, even centuries of growth, the capture fish industry is reaching a plateau, one which it is likely never to top. It is likely that the annual harvests will begin to slowly decrease in size for some years to come. Some scientists estimate that sustainable catches are likely less than 60 million tons annually, almost half of 1996's record harvest. Almost everyone agrees however, that the seas are overfished. The only question that remains is how to start fixing the damage we've done.

Text B THE CAPTURE FISHING INDUSTRY (II)

The fish industry, including both wild catching and aquaculture, is under equal pressure from both environmental concerns and rising consumer demand. The fishing industry that helped deplete seas of wild fish has, in turn, produced spin-off technology leading to the advancement of aquaculture.

The fish industry is faced both with difficult choices - and - great opportunity, but the fundamentals have to change. The fish industry is at the

cross roads of "more of the same" - or changes in direction to take advantage of new opportunities. (See 'Farming Future' menu button.)

Almost two years after the above words were written there was optimism in TR that positive change would happen in the Turkish aquaculture sector: today it is obvious that change is happening even more slowly than previously. The big moves off-shore have been delayed - which continues to exacerbate the environmental problems: the current economic downturn has been a 'wonderful excuse' by some farmers not to invest in offshore anything.

We have witnessed Greek forays into the TR aquaculture sector, which has simply (again) seen a continuation of the same: no improvements in physical environment, and profit taking for the benefit of the investors rather than sharing with the locals.

The year has also witnessed some of the 'normal games that traders play' of wracking up large trading losses and disappearing behind bankruptcy - hurting all the suppliers. In the middle of all this economic pressure the industry has also seen one of the larger fish farm 'kings' enter into non-fish farm agro-production - with a disastrous economic outcome for the group: again, a setback for the local industry.

The trout sector has fared little better within the past 12 months: over production combined with a warm European winter (allowing European farmers to continue production) has meant a massive oversupply. The consequent crash in prices has seen the mismanagement of some of the largest trout producers well and truly exposed.

Sadly one of the trout pioneers in TR, Per August Sorensen, succumbed to 'old age' and passed away within the last 12 months in Turkey. For all his sometimes abrasive management style - it should be noted that his farm continues to function better than most in TR.

Aquaculture Development Priority

In the Eastern Mediterranean, which produces approximately 75% of the world's bass and bream aquaculture products, the annual summer activities of the environmentalists were overshadowed by the politics of national elections - and then overshadowed again by a series of terrible forest fires which damaged both Greece and Turkey.

Nevertheless there remains strong calls from within Europe (and the European Commission) for radical changes in the way the business of fish farming is carried on. Sir Nicolas Stern, a leading world economist and recent author the "Stern Review: the Economics of Climate Change", claimed that any government or corporation that ignores social responsibility is ensuring the

bankruptcy of that industry or company. For all the advances in the technology of fish farming; for all the development of relatively large farms, many of the fundamentals of fish farming have not changed. Just the same as the capture fishing industry has not changed many of its fundamentals.

The Scottish fishermen may cry and cry "what about our jobs" as an excuse for continuous harvesting of more fish from the North Sea - as they will cry when there is no fish left to catch, like the Canadian fishermen from New Foundland and Nova Scotia areas. For more reading, the recent BBC news: 'Only 50 Years Left for Sea Fish' explains the situation well.

Equally many fish farmers cry "we can't afford it" when it comes to keeping the environment clean or moving cages off-shore. If improved farming practices are not implemented, one can expect more bad feeling to be created between the public and the farmers - no matter what is the growing demand for fish-meat.

Globally there is no doubt about increasing demand for fish products, the question the industries have to address is how to answer those demands. It is time for change within the entire fish industry, to take greater care of the environment and wild fish stocks, to ditch the old business practices and develop new plans to develop the fish industry in a socially- responsible manner. The fundamentals of the fish industry have to change.

Consumers will have to pay for this; farmers will have to manage aquaculture better, and industry needs to start thinking long-term - so as to attract the necessary financing.

Exercise 1. Answer the questions:

1. What does capture fishing encompass?
2. What are a trawler equipped with?
3. What are the aspects of commercial capture fisheries?
4. How many coast nautical miles out to sea belonged to the nation who controlled the coast?
5. Is the fish industry under equal pressure from both environmental concerns and rising consumer demand?
6. Why is the fish industry under equal pressure from both environmental concerns and rising consumer demand?
7. Why were the annual summer activities of the environmentalists overshadowed in the Eastern Mediterranean?
8. What is Sir Nicolas Stern?
9. What did Sir Nicolas Stern claim?

10. What is your opinion on this question?

Exercise 2. Make up 15 questions for the texts.

Exercise 3. Translate and study the following words and expressions:

- A.** capture fishing, sophisticated equipment, gear, shellfish, a shrimp trawler, to can, according to, a quota system, to institute, the rival fishermen, to start fixing the damage, fish stocks, to face, to be captured, harvest.
- B.** wild catching, in turn, a disastrous economic outcome, to take advantage, to exacerbate the environmental problems, bankruptcy, a massive oversupply, aquaculture products, to keep the environment clean, to take care of, to manage aquaculture better.

**Exercise 4. a) Retell text A;
b) Retell text B.**

Additional reading

THE WORLD AQUACULTURE SOCIETY

This year World Aquaculture Society (WAS) Meeting was held in Veracruz, Mexico on September 25-29. The meeting was attended by renowned world scholars, industry personnel, different stakeholders of global sea-food business, environmental NGOs, and some government representatives. Though the meeting was very crucial for promoting Bangladesh shrimp and fish industry, I did not find any industry or government representative from Bangladesh. A great opportunity was lost.

The World Aquaculture Society was founded in 1969 as the World Mariculture Society. Since its beginning the membership in WAS has grown to more than 3,000 members in about 100 countries representing the global aquaculture community. In order to meet the expanding international nature of the Society and to address specific needs in various areas of the world, the WAS has created Chapters in the United States, Japan, Korea, Latin American and Caribbean region and the Asian-Pacific region. The WAS is associated with other aquaculture associations such as the Aquaculture Association of Canada, Aquaculture

Association of South Africa, Aquaculture without Frontiers, Asian Fisheries Society, Brazilian Society of Aquaculture and Aquatic Biology, China Society of Fisheries, Egyptian Aquaculture Society, European Aquaculture Society, Indonesian Aquaculture Society, Korean Aquaculture Society, Malaysian Fisheries Society, Society of Aquaculture Professionals (India), and Spanish Society of Aquaculture. Through its diverse membership and international networks, the WAS provides leadership for enhanced international communications, collaboration and information exchange. The World Aquaculture Society is a dynamic organisation capable of responding to change and is recognised for its professional credibility in aquaculture science, technology, and education.

Being a researcher of a global project entitled "Privatising environmental governance: A global analysis of the effects and effectiveness of environmental certification for farmed salmon and shrimp" funded by the Social Science and Humanities Research Council of Canada (SSHRC), I presented a paper in the WAS meeting focusing largely on some crucial issues and challenges facing Bangladesh shrimp industry. Though no Bangladeshi government or industry representative attended the meeting, I was amazed to see over a dozen papers related to Bangladesh presented in the meeting by different researchers and NGO workers. Many people who attended the conference seemed very interested in Bangladesh and raised various questions, but there was no one to answer on behalf of the industry or Bangladesh government.

Many people including some business tycoons approached me and asked how to do business with Bangladesh shrimp industry. Though I suggested contact with Bangladesh Frozen Foods Exporters Association (BFFEA); I believe a representative from BFFEA or the government would certainly make a huge difference. Being a professor of a university and a researcher of a project funded by the Canadian government, it was difficult for me to act as a representative of Bangladesh. Nevertheless, I talked to representatives from Global Aquaculture Alliance (GAA) of UK, Environmental Law Institute (ELI) of the USA, Oxfam Novib of the Netherlands, Food and Drug Administration (FDA) of the USA, Global GAP of Germany, Asian Institute of Technology (AIT) of Thailand, Ocean Conservancy of the USA, and some researchers from Europe and North America. I tried to clarify some of the complex issues and questions regarding Bangladesh shrimp and fish industry, and delineated the industry's future prospects.

Based on my research on Bangladesh shrimp industry for about a decade as well my experience from the WAS Meeting, I am making ten recommendations for Bangladesh Shrimp and Fish Industry:

(1) Negative image of shrimp is still mounting. My research show that while there were instances of severe environmental and social damages in the early years of commercial shrimp, the recent positive improvements in Bangladesh are also

substantial. Most of the stakeholders unfortunately have negative images of Bangladeshi shrimp, images which have been propagated by some NGOs including Nijera Kori and Environmental Justice Foundation (EJF). In order to promote the real and positive images of Bangladesh shrimp and fish industry, both the industry and the Department of Fisheries should not only engage with these NGOs, but also with other stakeholders by attending global forums like WAS meetings.

(2) Representatives from BFFEA should attend important international forums like WAS annual meetings, Boston Seafood Show and many other regional meetings not only to promote Bangladeshi products but also to establish a sustained business relationship.

(3) WAS meeting was attend by, among others, various technical experts and scientists. Bangladesh could have taken crucial technical help and lessons from the experts to combat various problems including white spout virus that have significantly affected Bangladesh shrimp industry.

(4) The industry as well the government should take lessons from other countries as to how they manage to deal with and eventually solve similar problems, the problems that are hurting Bangladesh shrimp and fish industry.

(5) For academic and industry purposes, many researchers in different parts of the world are conducting various researches on various dimensions of the industry. Apart from shrimp, I found a growing interest on Bangladeshi tilapia. Both industry (shrimp and fish) and the government should reach out to these researchers, and thereby understand the "pulse" of the industry.

(6) For the last few years, WWF (World Wildlife Fund) has been organising a series of dialogues to come up with standards to ensure that they will address the needs of small-scale producers. Bangladesh, being one of the top producers of commercial shrimp and other fish species, must be a part of the dialogue and play a vital role to serve the best interest of Bangladesh.

(7) In the global agro-food system, private certification is becoming a norm. Giant buyers like Wal-Mart, and Darden have already committed to buy only privately certified seafood. Other buyers are also moving towards this direction. Bangladesh must engage with different private certification schemes including Aquaculture Certification Council (ACC), Global GAP, International Social and Environmental Accreditation and Labelling Alliance (ISEAL), and others.

(8) There are many global NGOs (like Oxfam Novib) which are looking for partners to work with in order to address various problems facing the industry. Bangladesh must find out and work with its supportive partners.

(9) Bangladesh should be abreast of the shifting regulations governing the industry, global market trends, power dynamics, global commodity networks and so forth. Evidence shows that in the era of globalisation, producers with the higher

level of knowledge and information are more privileged than those with less knowledge and information.

(10) Missing one opportunity does not mean that is no other to avail. Bangladesh should send qualified representatives in the upcoming meetings/conferences all over the world such as Asian-Pacific Aquaculture 2009 (November 3 - 6 2009, Kuala Lumpur, Malaysia); Aquaculture 2010 (March 1-5, 2010, San Diego, California) and Global Conference on Aquaculture (9-12 June 2010 in Bangkok, Thailand).

Though Bangladesh contributes to around five per cent of the world shrimp production, shrimp is the second largest industry in the country next to garments. Shrimp generates a substantial revenues and foreign exchange, earning about US\$ 400 million annually accounting for about five per cent of exports. My analysis shows that Bangladesh can easily earn about US\$ 2 billion from shrimp and fish industry. While many neighbouring countries such as China, Thailand, and India are genuinely working with pragmatic plans and policies to capture the lucrative shrimp and fish markets, Bangladesh - despite having enormous prospects - is now grappling to survive with numerous problems and malpractices. In this critical juncture, if Bangladesh fails to act, it will eventually act to fail.

GRAMMAR

Модальні дієслова (Modal Verbs)

Modal Verbs від інших дієслів відрізняються тим, що не використовуються самостійно і не позначають конкретної дії або стану, вони лише відображають модальність, тобто, ставлення мовця до якої-небудь дії. Разом модальне дієслово та інфінітив утворюють конструкцію Compound Modal Predicate, що можна перекласти як складений дієслівний присудок.

Модальні дієслова вживаються не самостійно, а в поєднанні з інфінітивом основного смислового дієслова. Після них не ставиться частка *to* (виняток становить *ought*). В англійській мові модальні дієслова мають одну форму для всіх осіб і чисел.

I can do it. — Я можу зробити це.

You ought to be there. — Вам слід бути там.

Модальні дієслова можуть виражати можливість, необхідність, бажаність, ймовірність та інші стани. Вони надають мові емоційність, передають тонкі відтінки значення і ставлення мовця до предмета розмови, внаслідок чого значення модальних дієслів велике.

Найуживанішими є три модальних дієслова: *can*, *may* та *must*. Іноді вони можуть замінити інші модальні дієслова, оскільки мають найширше з усіх модальних дієслів значення.

Дієслова *can* та *may* мають форму теперішнього часу і минулого *could*, *might*. Дієслова *must*, *ought* і *need* мають форму лише теперішнього часу.

Негативна форма утворюється за допомогою частки *not*. Вона може зливатися з модальним дієсловом і утворювати скорочену форму:

Can not = Can't

May not = Mayn't

Must not = Mustn't

I can not do it. — Я не можу цього зробити.

I can't do it anymore! — Я не можу цього більше робити!

Питальні речення з майже усіма модальними дієсловами утворюються за допомогою простого перенесення модального дієслова на перше місце в реченні: Modal Verb + іменник + дієслово

Модальні дієслова не потребують інших допоміжних дієслів у запитаннях.

Should I help you? — Чи допомогти мені вам?

Could you move your tablet, please? — Чи не могли б ви пересунути свій планшет, будь ласка?

May I use your phone? — Можу я скористатися вашим телефоном.

Модальних дієслів в англійській мові порівняно небагато і кожен з них має своє значення.

Can вживається: для вираження можливості або здатності вчинення дії,

I can type very fast. — Я можу друкувати дуже швидко.

для вираження сумніву, подиву

Can they arrive tomorrow? — Невже вони приїдуть завтра?

Could вживається: для вираження можливості, здібності в минулому,

I could type very fast. — Я вміла друкувати дуже швидко.

в головній частині умовних речень

If I had much money I could buy a new car. — Якби у мене було багато грошей, я б міг купити машину.

May вживається: для вираження дозволу

You may use my phone. — Ви можете скористатися моїм телефоном

для вираження припущення

He may know her. — Можливо, він знає її.

Might вживається: для вираження припущення в сьогоденні і майбутньому з більшим ступенем сумніви

He might know her. — Він, може бути, знає її (а може і ні).

Must: вживається: для вираження повинності,

You must do it. — Ти повинен зробити це.

для вираження припущення,

It must be him. — Це має бути він.

для вираження заборони

You musn't touch it. — Тобі забороняється чіпати це.

Ought to вживається: для вираження морального боргу, ради щодо сьогодення і майбутнього

He ought to help me. — Він повинен мені допомогти.

Should використовується для вираження морального боргу або ради.

Tom should not have done it. — Тому не слід було робити цього.

Need вживається: для вираження необхідності. Вживається у формі Present Simple в питальних і негативних пропозиціях.

Need I do it? — Мені потрібно робити це?

No, you need not do it. — Ні, не потрібно робити цього.

Модальне дієслово **to be** вживається для вираження необхідності вчинення дії, відповідно до попередньої домовленості. Після нього вживається частка *to*.

My friend is to call you tomorrow. — Мій друг повинен зателефонувати вам завтра.

Модальний дієслово **to have** використовується для вираження вчинення дії в силу певних обставин.

She had to go there. — Їй довелося поїхати туди.

GRAMMAR EXERCISES

Exercise 1. Underline the correct option.

1. *Can/Could* Sally learn a long poem by heart when she was four?
2. When Mrs. Rover was a teenager she *couldn't/can't* play the piano.
3. John says he *could/can* speak French perfectly well.
4. What *can/could* Melody do when she was nine?
5. Yesterday Molly *couldn't/can't* borrow a book from the local library because she hadn't returned another one.
6. Rita said she *couldn't/can't* learn that because she was busy.

Exercise 2. Fill in can / can't/ could/ couldn't.

- 1) You don't need to shout. I _____ hear you perfectly well.
- 2) We _____ go to safari because the trip was too expensive.
- 3) He eats in restaurants because he _____ cook.
- 4) I had an aisle seat on the plane, so I _____ see the landscape below.
- 5) When we used to live in China, I _____ speak some Chinese, but now I _____ say a word.
- 6) _____ you play the piano at the age of six?
- 7) He _____ speak English so fast that I _____ understand him (now).
- 8) I'm afraid, Nickolas _____ talk to you now. He has to arrive at school in time.
- 9) I _____ get a good mark in Literature because I didn't know the theme.
- 10) I _____ retell my friend the whole story because I had read it.

Exercise 3. Put the words in the correct order to make sentences.

1. Mark / seven / by / could / speak / foreign / of / age / fifteen / languages / well / the / perfectly.

2. phone / use / mobile / a / you / when / you / were / four / Could?
3. my / girl / mum / swim / was / little / a / well / When / she / could.
4. age / the / is / three / Nobody / to / climb / trees / at / of / able.

Exercise 4. Fill in *can/ can't/ could/couldn't/ be able to/will be able /will not be able*

1. Mark stepped aside so that Molly _____ go in.
2. Peter and Greg _____ catch fish as they had fish hooks.
3. Sandy used to _____ speak Norwegian well.
4. Megan _____ lie comfortably as the raft was small.
5. Meredith _____ wash her hair as she hadn't bought shampoo.
6. Mary _____ stop crying then.
7. When Megan was an infant, she _____ only cry.
8. In a year, Melody will _____ speak Chinese.
9. The information _____ be true! I don't believe Nickolas.
10. Jane _____ read any of the books she'd borrowed from Greg.
11. Melody's brother _____ understand her ambitions.
12. Why don't you ask Sally? Sally might _____ help you.
13. Benny _____ walk because of sharp pain in his left foot, that's why he got a taxi.
14. Bob wasn't _____ make his decision yesterday. The couple _____ catch the morning bus if they don't get up much earlier.
15. Sally _____ go out to discos until she is 16.
16. Andy _____ hear better if he sits in the front row.

Exercise 5. Fill in *can / could / be able to.*

1. Michael _____ now speak Norwegian rather fluently.
2. Michael used to _____ speak Norwegian rather fluently.
3. Nick _____ marry Lisa, but he _____ make her love him.
4. Sally used to _____ eat a kilo of chocolate for lunch.
5. Megan'd like to _____ surf very well.
6. Luckily Melody _____ find a taxi.
7. Jillian _____ drive when she was 12.
8. Megan sighed. Fred _____ feel her hands shaking.
9. The secretary _____ to type 150 words a minute.
10. Children _____ enter this territory. It's highly dangerous!

Exercise 6. Translate the words in brackets.

1. Children (не можна) discuss such things.
2. Certainly, Nick (міг) translate that article.
3. (міг би) Nick show me that? (polite)
4. Molly (не могла) wait for us.
5. You (можете) get there in 10 minutes.
6. The swimmer (зміг) reach the sea shore.
7. Steven (міг) work fifteen hours a day before his illness

Exercise 7. Find the right option.

1. Seventeen people looked at each other and no one _____ words to say.
a) *could have found* b) *could find*
2. The wind was still blowing but Philip _____ no sound of rain.
a) *could have heard* b) *could hear*
3. The police were quite sure that nobody _____ house before they got there.
a) *could leave* b) *could have left*
4. We _____ anything definite out of their neighbors.
a) *couldn't get* b) *couldn't have got*

Exercise 8. Choose the modal verb which, from your point of view, suits the situation better. Remember – your choice is of vital importance – how many troubles happen because of misunderstanding!

1. The cake (must, can, is) be almost ready now. – Are you sure? – Yes, practically.
2. You (must, have to, should) put sausage, cucumber, onion, potatoes, eggs and sour cream to make the Russian salad tasty.
3. (can, may, should) you have failed to put sugar and vinegar in the biscuit again? How (can, are able to, may) you be so careless?
4. You (may, can, have to) take the fork, knife and plate. I don't need it any more.
5. The beefsteak (can't, mustn't, shouldn't) be so raw and untasty. I've cooked it properly!
6. (Should, shall, ought to) I buy a loaf of bread or some curds?
7. No, you (can't, mustn't, shouldn't) eat ice-cream in the street in winter.
8. (shall, may, can) it be that the pork was spoiled?

9. (could, must, will) you show me how to slice the cabbage and carrots for this soup.
10. You (could, might, have to) have cooked lunch before our arrival.
11. You've overfried the potatoes. You (should, could, might) be more accurate about cooking.
12. Don't put too much salt in the dough. We (can, may, might) spoil everything.
13. (can, may, should) it be that the child has eaten so much candies?
14. Don't you know that one (can't, mustn't, needn't) eat milk and cucumbers?

Exercise 9. A. Complete the sentences.

1. You should have 2. ... have baked it properly. 3. Could you ... ? 4. ... be putting apricots and apples in the cake now. 5. ... have treated him with another portion of mashed potatoes and pork. He may be offended. 6. You can ... 7. ... have laid the table before our arrival. 8. You might ... 9. Shall I ... ? 10. ... that she's still peeling potatoes? 11. ... drink such hot tea – it's harmful for your stomach! 12. ... keep to a diet, you've promised! 13. You can't 14. Can it be that ... ? 15. ... have failed to fry potatoes? This is so simple! 16. ... ? – No, you may not. ... keep to a diet! 17. Not to die ... eat and drink. 18. ... have helped me! Now I have to do all the cooking by myself! 19. What's wrong? – The child has taken a knife. – How awful! He ... hurt himself! – Well, luckily it hasn't happened. 20. Where's Ann? — I don't know. She ... now. – Oh, no. She ... now. – Are you sure? – Practically. 21. How careless you are! You might 22. Why did you have to ... ? 23. You are to – Why? – It is written in the recipe-book. 24. You – Yes, I'm sorry I've done it. 25. What shall I do now? – You should 26. It would – Oh, yes, I stick to this idea!

B. Invent short dialogues using these sentences.

Exercise 10. Choose the modal verb which, suits the situation.

1. One ... never trust a woman who tells one her real age. A woman who would tell you that would tell anything. (could/ought/should)
2. You ... worry about your test results — you have been always good at English grammar. (should't/needn't/mustn't)
3. If one ... only teach the English how to talk and the Irish how to listen society would be quite civilised. (could/should/might)

4. Both drivers and pedestrians ... break the traffic rules — it is dangerous.
(needn't/cannot/mustn't)
5. Those who try to lead the people ... only do so by following the mob. (ought to/must/can)
6. I am not sure about the date of his return from his foreign trip. He ... arrive in a day or two. (must/may/should)
7. It is late, so don't make much noise — the children ... be sleeping.
(must/can/have to)
8. Nothing ... cure the soul but the senses, just as nothing ... cure the senses but the soul. (should/may/can)
9. To keep fit and healthy one ... exercise regularly and try not to ignore a special diet. (should/ought/might)
10. ... to perform relevant duties during your prior practice? (Will you have/Did you have/Have you had)

Exercise 11. The following English sentences contain an error. The errors associated with the use of modal verbs. Correct them.

1. Actors may learn a lot of dialogues by heart.
2. Your glass is empty. Must I refill it?
3. Would I introduce Mr. Brown to you?
4. My sister can to play a few musical instruments.
5. Some years ago I didn't can speak English.

Exercise 12. Fill the gaps with *should, can, might, must, have to*.

Example: If you want to make friends, you should be kind and friendly.

1. If you want to make friends, you ... be kind and friendly.
2. You ... see a doctor, if the pain doesn't go away.
3. If you don't have a dishwasher, you ... do the dishes by yourself.
4. If you see a snake, you ... be scared.
5. If you don't wear warm clothes in winter, you ... get sick.
6. You ... feel tired if you don't get enough sleep.
7. You ... exercise more often if you want to be fit.
8. If you feel sick, you ... stay at home.
9. If you want to go to university, you ... study hard.
10. If you want to drive a car, you ... have a license.

Exercise 13. Transform the sentences into the sentences with modal verbs.

1. It's unlikely that both the turkey and the tart will be cooked by supper. I suggest us having dinner in a cafe. 2. I'm not quite sure, but he probably has already bought macaroni and mutton. 3. You probably noticed that the meat must be sliced before stewing. 4. Why did you put so much pepper and onion in the soup? It was quite unnecessary! 5. I'm practically sure that if you add cabbage and carrot to the stewed meat it will become tastier. 6. Have you already eaten the whole tart? It is unbelievable! 7. Perhaps they have already come back from the market. Maybe they have bought strawberry, lemons, tangerines, apples and plums – that is, everything we'll use for the fruit salad. 8. Don't forget that it is your duty to lay the table and to wash up. 9. I want to give you good advice – go to the market if you really want to buy tasty and ripe fruits and vegetables. 10. According to our time-table you will have breakfast at 9.00, dinner at 14.00, and supper at 19.30. Remember it, please. 11. I'm very disappointed in you – I thought you would cook the food and choose the crockery for the anniversary dinner beforehand. 12. No, I don't give you the permission to drink wine. You're too young for that. Besides, you take an exam tomorrow.

Exercise 14. A. You are in an English restaurant where you are invited to take part in a funny competition – Who knows more jokes and anecdotes about meals, restaurants, waiters, and so on. You are strongly willing to win, but to take part in the competition you should first translate all that into English.

1. Власник ресторану звертається до офіціанток: «Сьогодні ви маєте бути особливо ввічливими?» - «Чому? До нас має прийти важливий гість? — «Ні, але в нас сьогодні м'ясо жорсткіше, ніж зазвичай». 2. "Я ніяк не можу тебе зрозуміти" - каже сердито дружина своєму чоловікові. «У понеділок ти їв котлети, вони тобі подобалися, у вівторок – подобалися. У середу - подобалися, а в четвер ти заявляєш, що ні в яку до них не доторкнешся! Міг би бути послідовнішим у своїх смаках!» 3. Міцно пообідавши, відвідувач ресторану повідомляє господареві, що він забув удома гаманець. "Не треба турбуватися, сер, за мене може поручитися мій друг, містер Сміт". – «Не знаю я ніякого Сміта!» - «Доведеться вас познайомити!» 4. "Ви не могли б принести мені один біфштекс?" – «З яким гарніром?» - Просто ваш біфштекс. Мені треба підкласти його під ніжку столу, щоб він не гойдався! 5. «Схоже, вона таки навчилася готувати: її

третій чоловік вижив». 6. У ресторані. «Порція, яку мені дали сьогодні, мабуть, удвічі менша, ніж та, яку мені дали вчора.» - "Може бути справа в столику, за яким ви сиділи?" – «Я сидів біля вікна». - «Справді, відвідувачам за тими столиками нам доводиться давати порції вдвічі більше – це реклама!» 7. «Офіціант, із чого зроблено цей бульйон? Не може бути, щоб у ньому варилося курча!» - «Курча, сер, але в ранньому дитинстві!» 8. Під час обіду мати каже дочці: «М'ясо, мабуть, не доварилося». - "Не може бути. Я готувала його точно за рецептом: 1 кіло потрібно варити годину, а я купила півкіло і варила його півгодини!" 9. На пікніку: «Так ні, трава не сира. Просто ти, мабуть, сіла на картопляний салат!» 10. Комп'ютер запитали: «Чи всі гриби може їсти людина?» -«Все, але деякі один раз». 11. Відвідувач у ресторані кілька разів намагається одержати від офіціанта склянку води. Нарешті, зневірившись, він запитує іншого відвідувача: "Як ви думаєте, що я повинен зробити, щоб мені все-таки принесли води?" - "Може бути, спробуйте себе підпалити?" 12. «Не могли б ви мені сказати, офіціанте, як часто у вас міняють скатертини?» – «На жаль, не можу – я працюю тут лише два місяці».

B. Invent similar situations.

Exercise 15. Write a recipe for:

- 1. a little child*
- 2. a person who has got indigestion*
- 3. a gourmand*
- 4. a woman who wants to lose weight*

Remember that if you give advice you should use **the modal verb “should”** and if you want to show that the prohibition is strong you should use **the modal verb “must”**

Exercise 16. Express it.

You bump into an acquaintance of yours whom you know as an extreme heavy-eater. He has just come from a restaurant and wants to share his “menu” with you. Of course, you are surprised by his ability to eat so much, you even doubt it!

Exercise 17.

Even if you are not a heavy-eater I am sure that each of you has your favorite meal. So exchange your favorite recipes and extend each other's "cuisine". Don't forget that you give each other good advice.

Exercise 18. Express your feelings.

You are going to have a wonderful evening – you and your friend have decided to have a little feast. You are responsible for the spiritual aspect of the party, while your friend has unexpectedly expressed a wish to try herself as a cook. You return, and what do you see? Some outrageous ruins instead of food! After several minutes of investigation, you understand that this is entirely your friend's fault – she has wasted the products and spoiled your evening. You are so disappointed that you can't but reprimand her.

For example, you say that you could have had a wonderful evening, but ...

Exercise 19. Write a recipe-book.

Remember that you should use different modal verbs to express different shades of meaning. For example, if you speak about how traditional dishes should be served the modal verbs "should" "ought to" will be in place; if you speak about the technology of food cooking you should use the modal verbs expressing advice or rule, and so on.

Exercise 20. Think of some things that you can and can't do in the following places. Write down the sentences:

*Example: a church - You aren't allowed to ride a bike in a church.
You can light a candle and say a prayer.*

1. a hospital
2. a museum
3. a swimming pool
4. a park
5. a theatre

Exercise 21. Complete the sentences using the words: can, could, have to, must, might, should. Translate the sentences.

1. Ted's flight from Amsterdam took more than 11 hours. He ... be exhausted after such a long flight. He ... prefer to stay in tonight and get some rest.
2. If you want to get a better feeling for how the city is laid out, you ... walk downtown and explore the waterfront.
3. Hiking the trail to the peak ... be dangerous if you are not well prepared for dramatic weather changes. You ... research the route a little more before you attempt the ascent.
4. When you have a small child in the house, you ... leave small objects lying around. Such objects ... be swallowed, causing serious injury or even death.
5. Dave: ... you hold your breath for more than a minute?
Nathan: No, I can't.
6. Jenny's engagement ring is enormous! It ... have cost a fortune.
7. Please make sure to water my plants while I am gone. If they don't get enough water, they ... die.
8. I ... speak Arabic fluently when I was a child and we lived in Egypt. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I ... just say a few things in the language.
9. The book is optional. My professor said we ... read it if we needed extra credit. But we ... read it if we don't want to.
10. Leo: Where is the spatula? It ... be in this drawer but it's not here. Nancy: I just did a load of dishes last night and they're still in the dish washer. It ... be in there. That's the only other place it ... be.
11. You ... take your umbrella along with you today. The weatherman on the news said there's a storm north of here and it ... rain later on this afternoon.
12. we pull over at the next rest stop? I really use the bathroom and I don't know if I hold it until we get to Chicago.
13. Oh no! Frank's wallet is lying on the coffee table. He ... have left it here last night.
14. Ned: ... I borrow your lighter for a minute?
Stephen: Sure, no problem. Actually, you ... keep it if you want to. I've given up smoking.
15. I ... believe she said that to Megan! She ... insult her cooking in front of everyone at the party last night. She ...have just said she was full or had some salad if she didn't like the meal.

16. Do you ... chew with your mouth open like that? It's making me sick watching you eat that piece of pizza.
17. Mrs. Scarlett's body was found in the lounge just moments ago, and it's still warm! Nobody has left the mansion this evening, so the killer ... be someone in this room. It ... be any one of us!
18. Ted: I don't know why Denise starting crying when I mentioned the wedding.
Pamela: It ... have been what you said about her brother. Or, perhaps she is just nervous. After all, the big day is tomorrow.
19. ... you always say the first thing that pops into your head? ... you think once in awhile before you speak?
20. I was reading the book last night before I went to bed. I never took it out of this room. It ... be lying around here somewhere. Where ... it be?

Exercise 22. Translate the following sentences:

1. Я обов'язково повинен відправити листа одразу ж.
2. Автобуси такі дорогі зараз, ми могли б з таким же успіхом поїхати на таксі.
3. Можливо, що у п'ятницю не буде зборів, тому що директор захворів.
4. Чи можу я скористатись вашим телефоном?
5. Ти бачиш мене?
6. Не може бути, щоб він це сказав.
7. Я мушу / повинна одягати окуляри для читання.
8. Вона дуже наполегливо готувалась до екзамену, отже, вона мала б його скласти (вона певне, його складе).
9. Я зробив таке, що мені не слід було робити.
10. Ти повинен тримати це у таємниці.

Exercise 23. Think of some things that you *can* and *can't* do in the following places. Write down the sentences:

*Example: a church - You aren't allowed to ride a bike in a church.
You can light a candle and say a prayer.*

1. a hospital
2. a museum
3. a swimming pool
4. a park
5. a theatre

Exercise 24. Read, translate and learn the following dialogues. Note the use of modal verbs:

1. A: What do you think I ought to see in London first?
B: Well, historical places, I think. You should go to Westminster Abbey, and if you can, go to the Houses of Parliament and the National Gallery.
A: And what about the British Museum? I was told one ought to see it.
B: I suppose you must go there. There you can find masterpieces of the world's best artists.
A: How can I get to the centre?
B: I think you can go by steamer down the Thames from Westminster to Tower Bridge. That's a very pleasant way to travel, and you can see London bridges and quite a number of buildings on the way.

2. A: Excuse me, please. Could you tell me how to get to the town centre?
B: First right, second left. You can't miss it.
A: Thank you.
B: That's OK.

3. A: Is this the right bus for the Town Hall?
B: No, you should have caught a 12. Get off at the bridge and get one there.
A: Could you tell me when we get there?
B: It's the next stop but one.

4. A: Where are you going?
B: I must do some shopping.
A: What will you buy?
B: I must buy some food. We've got nothing for dinner.

5. A: Another piece of cherry pie?
B: No, thanks. I'm on a diet.
A: Please, do. You've hardly eaten anything.
B: It's delicious, but I don't think I ought to.

6. A: You look tired. What's the matter?
B: It's been a very hard week.
A: You should have a good rest during the weekend.

7. A: Can you skate?
B: Yes, I can, a little. Can you?
A: No, I'm afraid, I can't, but I can ski rather well.

Conditional sentences (Type I)

Типи умовних речень в англійській мові

Conditionals (умовні конструкції або умовні речення) – особливий вид складнопідрядних речень, коли в підрядній частині виражається певна умова, а в головному – наслідки такої умови. Такі речення часто називаються **if-sentences** (речення зі сполучником **if**).

В залежності від умови, вираженої у реченні, умовні конструкції поділяються на чотири типи: умовні конструкції **нульового типу, першого, другого та конструкції третього типу**. Також видокремлюють **змішаний тип** умовних речень.

Умовні конструкції нульового типу

Zero Conditional (умовне речення нульового типу) – умовне речення, що передає загальні істини, природні або наукові факти, правила або ж часто повторювані події, що стали правилом. В таких реченнях сполучник підрядності *if* (якщо) може бути замінений на *when* (коли).

В умовних реченнях нульового типу завжди використовується *Present Simple* як в головному, так і в підрядному реченні.

Ice cream melts if we heat it. – Морозиво розтає, якщо ми його нагріємо.

If you don't water plants, they die. – Якщо ти не будеш поливати рослини, вони загинуть.

The ground gets wet when it rains. – Земля намокає, коли йде дощ.

When we mix blue and yellow, we get green. – Коли ми змішуємо синій та жовтий, ми утримуємо зелений.

Умовні конструкції першого типу

First Conditional (умовне речення 1-го типу) – умовне речення, що виражає реальну або дуже ймовірну ситуацію в теперішньому або майбутньому часі.

В умовних реченнях 1-го типу в підрядній частині завжди використовується час *Present Simple*, а в головній частині, в залежності від

ситуації, може використовуватися *Future Simple*, спонукальний спосіб або ж модальні дієслова *can, must, may* тощо з інфінітивом без частки *to*.

Future Simple

If I like this dress, I'll definitely buy it. – Якщо мені подобається ця сукня, я її обов'язково придбаю.

Your feet will hurt if you wear these uncomfortable shoes. – У тебе будуть боліти ноги, якщо ти будеш носити ці незручні туфлі.

If Jack decides to move to Florida, we will never see him again. – Якщо Джек вирішить переїхати до Флориди, ми його більше ніколи не побачимо.

Спонукальний спосіб

If you see Jessica tonight, give her this book, please. – Якщо ти побачиш Джессіку сьогодні ввечері, дай їй цю книгу, будь ласка.

If oranges are not expensive, buy me two kilos of them. – Якщо апельсини будуть недорогими, купи мені їх 2 кілограми.

Please, come to my place and help me if you are not busy tomorrow. – Будь ласка, прийди до мене додому та допомож мені, якщо ти не зайнятий завтра.

Модальні дієслова

If you like this shoes, we can buy them. – Якщо тобі подобаються ці туфлі, ми можемо їх купити.

You may stay at home next Monday if there is no work to do here. – Ви можете залишитися вдома наступного понеділка, якщо тут не буде ніякої роботи.

Kate must get up really early if she gets this job in New York. It's too far. – Кейт буде змушена вставати дуже рано, якщо вона отримає цю роботу в Нью Йорку. Вона знаходиться надто далеко.

В умовних реченнях 1-го типу в підрядній частині з заперечним значенням замість сполучника *if* можна використовувати *unless* (якщо не) та дієслово в стверджувальній формі.

You don't have to do this unless you want. – Тобі не обов'язково робити це, якщо ти не хочеш.

I will be very angry unless you clean your room. – Я буду дуже розлючена, якщо ви не приберетесь у своїй кімнаті.

Matt won't be able to go on holidays with us unless he saves some money. – У Метта не вийде поїхати з нами у відпустку, якщо він не назбирає трохи грошей.

Grammar exercises

Exercise 1. Put the verbs in the brackets into the right form (Zero Conditionals).

Translate the sentences into Ukrainian.

1. When she ____ (go) on holiday, she always ____ (ask) her neighbour to water her plants.
2. If you ____ (freeze) water, it ____ (become) solid.
3. When I ____ (look) at a computer screen for too long, I ____ (get) a headache.
4. You ____ (not need) to print your ticket as long as you ____ (have) the email.
5. The youtube video ____ (pause) if you ____ (click) on this button.
6. If the weather ____ (be) fine, we ____ (eat) outside on the terrace.
7. If you ____ (park) here, they ____ (clamp) your wheels.
8. If I can't sleep, I ____ (listen) to the radio.
9. If we ____ (go) out, we usually ____ (get) a baby sitter.
10. If it ____ (snow), we ____ (get) our skis out.

Exercise 2. Put the verbs in the brackets into the right form to make Zero Conditionals.

1. If you (to want) to play basketball, (to call) me.
2. If you (to want) to buy a ticket, (to buy) it now.
3. If you (to speak) slowly, I (to understand) you better.
4. If it (to rain), (to be) it more dangerous to drive?
5. (to speak) every day, if you (to want) to speak English well.

Exercise 3. Translate the sentences.

1. If you want I will dictate the address to you.
2. If the entire ice cap of Greenland melts, the sea level will rise 7 m. Many researchers claim that if the temperature increases more than 3 C, such large sea level rises will be experienced.
3. If precipitation increases over land at high altitudes in the northern hemisphere, especially during the cold season, such extreme weather events will be expected to occur more frequently than previously.

4. If climate change causes loss of sea ice habitats, it will threaten the existence of polar bears and other ice-associated animals.
5. If the ice melting continues, the Barents Sea will probably be ice-free year round by 2050 with the detrimental consequences for the productive marginal ice floe and fauna.
6. This dam is old and crumbling and if it overflows, the industrial deposits it contains will poison drinking water for millions of people in Ukraine and Moldova.
7. If the environment is not protected from pollution, its damage will extract its cost from those living in the vicinity or others living at a distance or even from those coming generations.

Exercise 4. Put the word in the brackets into the correct form.

1. Before you (to cross) the park, you will come to a supermarket.
2. When you (to cross) the park, you will see the hospital.
3. If you (to translate) this article into Ukrainian, I shall use it in my report.
4. If she (to be) in Rivne now, she will meet you at the railway station.
5. If you (not to hurry), you will miss the train.
6. If it (to train), we shan't go to the country.
7. When my friend (to come) to their city, we shall go to the City Museum.
8. What will you be doing when he (to come) to your place?
9. Don't forget to play for your dinner before you (to leave) the canteen.
10. I shall be able to translate this article if you (to give) me a dictionary.
11. You will have to work hard at home if you (to miss) the lesson.
12. Where will you go when you (to come) to London?
13. The child won't be healthy if you (not to give) him much fruit.
14. I shan't have dinner before mother (to come) home.
15. What will you do if you (not to finish) your homework tonight?
16. What will he do if his TV set (to break)?

Exercise 5. Put the word in the brackets into the correct form (*First Conditionals*).

1. If I (to stay) some more days in your town, I (to call) on you and we (to have) a good talk.
2. He (to go) to the Public Library very often when he (to be) a student.
3. As soon as I (to return) from school, I (to ring) you up.

4. You (to pass) many towns and villages on your way before you (to arrive) in Odesa.
5. I (to stay) at home till she (to come). Then we (to go) to the theatre if she (to bring) tickets.
6. After I (to finish) school, I (to enter) the University.
7. When he (to return) to Poltava, he (to call) on us.
8. If I (to see) him, I (to tell) him about their letter.
9. We (to gather) at our place when my brother (to come) back from Africa.
10. I (to sing) this song with you if you (to tell) me the words.
11. I hope you (to join) us when we (to gather) in our country house the next time.
12. What you (to do) when you (to come) home?
13. When they (to cross) the road, they (to see) the hotel.
14. Before she (to get) to the theatre, she (to go) past the shopping centre.
15. What we (to do) if it (to rain) tonight?
16. What she (to do) if she (to see) her best friend again?
17. If the bus (to be) very crowded, you (to be) exhausted by the time you (to get) to work.
18. If it (to be) very cold tonight, our car (not to start) in the morning.

Exercise 6. Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (send) ... this letter now, she (receive) ... it tomorrow.
2. If I (do) ... this test, I (improve) ... my English.
3. If I (find) ... your ring, I (give) ... it back to you.
4. Peggy (go) ... shopping if she (have) ... time in the afternoon.
5. Simon (go) ... to London next week if he (get) ... a cheap flight.
6. If her boyfriend (phone / not) ... today, she (leave) ... him.
7. If they (study / not) ... harder, they (pass / not) ... the exam.
8. If it (rain) ... tomorrow, I (have to / not) ... water the plants.
9. You (be able/ not) ... to sleep if you (watch) ... this scary film.
10. Susan (can / move / not) ... into the new house if it (be / not) ... ready on time.
11. If you (eat) ... an ice-cream, I (have) ... a hot chocolate.
12. If she (need) ... a computer, her brother (give) ... her his computer.
13. If we (have / not) ... time this afternoon, we (meet) ... tomorrow.
14. He (talk) ... to her if you (want / not) ... to do it.
15. You (win / not) ... the game if you (know / not) ... the rules.

Exercise 7. Open the brackets and put the verbs into the right form (*First Conditionals*).

1. If there (to be) no hotel in this town, we (to have) to sleep in the car.
2. We (to order) hamburgers if they (to have) no pizza.
3. I (to get) a discount if I (to buy) ten boxes?
4. If you (to need) any help, just (to tell) me.
5. Can I (to go) home at five if I (to finish) the project by that time?
6. You (to find) the book interesting if you (to read) the first ten pages.
7. If you (to lose) your keys, I (to give) you mine.

**Exercise 8. Put the verbs in the brackets into the right form (*First Conditionals*).
Translate the sentences into Ukrainian.**

1. If I ____ (explain) the problem to my brother, he ____ (be) happy to help me.
2. It ____ (be) more difficult for Sarah to find a job if she ____ (not have) a university degree.
3. Unless it ____ (rain), we ____ (go) for a picnic by the river tomorrow.
4. If you ____ (get) a red card, you can ____ (not play) in the rest of the game.
5. We ____ (be) late for the film if we ____ (not hurry) up.
6. If you ____ (give) me your number, I ____ (call) you tomorrow.
7. I ____ (go) and ____ (visit) her as soon as I ____ (have) time.
8. I ____ (make) dinner unless somebody else ____ (want) to.
9. Dan ____ (help) you if you ____ (ask) him.
10. If I ____ (buy) the more expensive bike, I ____ (not have) enough money to pay my rent.
11. The project ____ (be delayed) if I ____ (not finish) this report on time.
12. I ____ (have) a shower as soon as I ____ (get) home.
13. If it ____ (rain) tomorrow, I ____ (take) the car.
14. If I ____ (take) the job, I ____ (earn) more money.
15. If the film ____ (be) good, I ____ (stay) to the end.
16. I ____ (give) her a call if I ____ (find) her number.
17. You ____ (not get) in unless you ____ (have) a ticket.
18. If you ____ (get) a dog, you ____ (not have) time to look after it.
19. Our customers ____ (not sign) the contract unless we ____ (reduce) our price by at least 10 per cent.
20. I ____ (come) and ____ (give) a hand if you ____ (need) help moving your stuff.

Exersice 9. Put the verbs in the brackets into the right form (*First Conditionals*).

Example: If you run, you will catch a train.

1. If you (run), you (catch) a train.
2. I'm sure he (come) if you (invite) him.
3. I (call) you if I (finish) my work early.
4. If you (study) hard, you (pass) your exams.
5. If you (pass) the exam, you (get) the certificate.
6. If you (not hurry), you (be) late.
7. (write) you to me if I (give) you my address?
8. If you (not miss) the train, you (arrive) on time.
9. If I (have) time tomorrow, I (do) it.
10. If it (snow) tomorrow, the children (play) snowballs.
11. If I (not see) you tomorrow, I (call) you.
12. If it (rain) tomorrow, our game (be) cancelled.
13. If I (do) all my work on time, I (spend) some time with my family.
14. If he (be) free tomorrow, he (come) to our party.
15. If you (tell) me what to do, I (be) really grateful.
16. We (finish) the job faster if she (help) me.
17. If she (read) 15 minutes every day, her vocabulary (increase) greatly.
18. If you (be) busy now, we (can) talk later.
19. We (can) go to the beach tomorrow if it (not rain).
20. If you (want) those pictures, you (can) have them.

Exersice 10. Choose the right variant.

Example: I will call you unless I am too busy.

1. I (call / will call) you unless I (am / will be) too busy.
2. She (always lives / will always live) here unless she (finds / will find) a better job.
3. I (am / will be) home at 6 o'clock unless the meeting (takes / will take) longer.
4. We (are / will be) late unless we (hurry / will hurry) up.
5. You (receive / will receive) the mail unless they (forget / will forget) to send it.
6. He (arrives / will arrive) tomorrow unless the flight (is / will be) cancelled.

7. They (go / will go) on a picnic unless it (rains / will rain).
8. I (go / will go) to the gym unless I (am / will be) too tired.
9. We (don't call / won't call) you unless you (pass / will pass).
10. He (finishes / will finish) the project in time unless something (goes / will go) wrong.

Exercise 11. Insert suitable conjunctions into the sentences.

until, in case, before, when, after, as soon as,

Example: He won't stop studying English until he can speak fluently.

1. He won't stop studying English ... he can speak fluently.
2. I will leave home ... my roommate arrives.
3. I'll be very upset ... you fail the exam.
4. We'll have more free time ... our kids grow up.
5. He'll have lunch ... the lessons finish.
6. They'll go to Alaska ... everything is organised for them.
7. She'll start her own business ... she has enough money.
8. ... we save enough money, we'll go to America.
9. You won't go out ... you do homework.
10. He will go back home ... his contract finishes.
11. I'll buy a car ... I get my driving licence.
12. I'll arrive at the cinema ... the movie starts.
13. She won't get married ... she graduates from the university.
14. Your English will improve ... you study regularly.
15. I will not leave this room ... I know the test results.

Exercise 12. Translate the sentences.

1. Я подзвоню тобі, якщо буду мати час.
2. Якщо це плаття буде коштувати занадто дорого, я куплю інше.
3. Якщо у барі буде багато народу, ми підемо у інший.
4. Що ти будеш робити, якщо таксі не приїде?
5. Якщо він не зможе прийняти мене, я приїду іншим разом.
6. Вона запитає їх, чи побачить вона їх завтра.
7. Ти подзвониш мені, якщо будуть якісь проблеми?

8. Мама буде хвилюватись, якщо ти не прийдеш вчасно.
9. Якщо зима буде холодною, вони будуть кататися на ковзанах.
10. Він розлютується, якщо побачить вас тут.

Exercise 13. Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If I (go) ... out tonight, I (go) ... to the cinema.
2. If you (get) ... back late, I (be) ... angry.
3. If we (not/see) ... each other tomorrow, we (see) ... each other next week.
4. If he (come) ... , I (be) ... surprised.
5. If we (wait) ... here, we (be) ... late.
6. If we (go) ... on holiday this summer, we (go) to Spain.
7. If the weather (not/improve) ... , we (not/have) ... a picnic.
8. They (go) ... to the party if they (be) ... invited.
9. If I (not/go) ... to bed early, I (be) ... tired tomorrow.
10. If we (eat) ... all this cake, we (feel) ... sick .
11. She (stay) ... in London if she (get) ... a job.
12. If you (not/want) ... to go out, I (cook) ... dinner at home.
13. I (come) ... early, if you ... (want).
14. He (not/get) ... a better job if he (not/pass) ... that exam.
15. I (buy) ... a new dress if I (have) ... enough money.
16. She (cook) ... dinner if you (go) ... to the supermarket.
17. They (go) ... on holiday if they (have) ... time.
- 18) We (be) ... late if we (not/hurry)
19. She (take) ... a taxi if it (rain)
20. I (not/go) ... if you (not/come) ... with me.

Exercise 14. Translate the following sentences.

1. Якщо піде дощ, я залишуся у будинку мого друга.
2. Якщо я побачу Тома, я запитаю в нього про Джона.
3. Якщо ти поцілуєш мене, я буду щасливим.
4. Якщо почую якісь новини про неї, подзвоню тобі.
5. Якщо ти загубиш гроші, я тобі допоможу.
6. Якщо погода гарна, я піду в парк.
7. Якщо перестане йти дощ, ми підемо прогулятися.
8. Якщо завтра буде дощ, ми не підемо в ліс.

9. Вона запізниться на автобус, якщо не вийде зараз.
10. Якщо я її зустріну, тоді розповім їй правду.

Exercise 15. Suppose you are going on holiday to a foreign country. Make sentences according to the example.

*Example: What will you do if you get food poisoning?
I'll take medicine.*

1. lose your passport; go to embassy.
2. get sunburns; use a body lotion.
3. run out of money; go to the bank.
4. are homesick; phone my parents.
5. are mugged; go to the police station.
6. don't like the food; go for a meal to some different restaurant.
7. don't understand a language; use a dictionary.
8. don't get on with your friends; spend time by myself.
9. get lost; buy a map of the city.
10. miss the train; buy a ticket for the next one.

Exercise 16. Translate the sentences into English.

1. Він зробить вправу з англійської мови, якщо в нього не буде інших справ.
2. Якщо я не допоможу йому, він не напише контрольну роботу.
3. Він не піде до бібліотеки сьогодні ввечері.
4. Якщо він не піде до бібліотеки, він буде вдома.
5. Ми будемо вдома завтра.
6. Її не буде вдома завтра.
7. Якщо її не буде завтра вдома, залиште їй записку.
8. Коли вона прийде до школи, вона зніме пальто.
9. Я прийду додому о шостій годині.
10. Коли я прийду додому, я зателефоную вам.
11. Вона зателефонує нам ввечері.
12. Я побачу Тома завтра.
13. Як тільки я побачу Тома, я розповім йому про це.
14. Завтра погода буде добра.

LESSON II

Text A

AQUACULTURE RISK FROM IMPORTED ORNAMENTAL FISH I

At the present time we are importing on the order of 10,000 boxes of live ornamental fish per week via air freight from at least 20 different countries and 500 different source locations or farms. Along with all these desirable animals, there are bound to be undesirable organisms such as parasites, pathogenic bacteria and viral diseases. The existing inspection system by the Customs Department, Fish and Wildlife, and the local Fish and Game Commission (in California) does not have the technical expertise even to identify the species of fish relative to what is on the bill of lading, let alone to inspect for microscopic disease organisms.

The time elapsed between when a fish is imported and when it is for sale in a major pet shop chain is less than 48 hours. Imported animals carrying disease organisms can come into this country and be sold to the final consumer, well before any disease would become apparent. To compound this problem, typical tropical fish wholesalers and retailers have no bio-security procedures. They utilize common recycle water systems, with inadequate or improperly maintained UV filters, which spread organisms to all uninfected animals. The typical wholesaler uses antibiotics and other treatments in an attempt to keep the fish alive long enough to sell to the retailers who often also use various treatments.

It is clear that this existing distribution system contains significant elements of risk. These risks should be examined to determine if they are acceptable risks.

Ornamental Industry Risks:

The tropical fish industry has been unsuccessfully dealing with the imported disease problems for at least 25 years. In the late 60's and early 70's, angel fish (*Pterolphyllum scalare*) were the dominant imported fish and enjoyed wide popularity. A disease spread from Asian imports to the US producers and customers and virtually eliminated angel fish from the market place. To this day, it is only possible to obtain "clean" angels from private breeders and wholesalers who keep them in isolation tanks in an effort to prevent infection. The identity of the actual infectious agent is not clear and we don't have any tests to determine if a stock is "clean". Domestic breeders come and go as they start new

systems and do well for a few years and then everything dies. This disease from Asia has destroyed a multi-million-dollar part of the pet business.

In the mid 80's, fancy male guppies were a very major product. Every wholesaler carried 10 to 30 strains of these beautiful fish, with most retailers having several tanks and a wide variety. Most of these fish were imported from Singapore and other Asian sources. In the late 80's to early 90's, the mortality rate increased, and it became clear that they were carrying an infectious agent which would spread to domestic produced guppies with lethal consequences. Exposure of healthy domestic produced guppies to Singapore fancy guppies resulted in near total mortality within a few days. No treatments seemed to be effective, and the problem continued to get worse with the imported guppies. It became impossible for a wholesaler or retailer to carry Asian guppies in the same system with domestic produced guppies without the domestic guppies becoming infected and experiencing almost total mortality (the Asian guppies had high but not total mortality and appeared to have some resistance to the unknown agent). As a result, the domestically produced guppies were excluded from the market, and major pet retailers dropped items like common guppies and feeder guppies.

The guppy disease problem continued to worsen until it got to the point that importers could not get fancy guppies from Asia to the US alive, and the wholesalers could not keep them alive for even 48 hrs. At this point, fancy guppies ceased to be a viable product and were no longer imported in significant numbers. Meanwhile, the quality of Florida-produced guppies decreased creating high mortality problems at the retail level. This mortality problem has prevented the domestic producers from filling the market. Whether the problems with the Florida guppies came from and are the same as those associated with the Singapore guppies has not been proven.

In the early 90's, many of the Asian produced Gouramies began to exhibit mortality problems at the wholesale and retail levels. This was identified as an iridovirus. Some countries, such as Australia, tightened their quarantine of imported Asian Gouramies (three weeks quarantine without medication). There were no restrictions on the US importation, and within a few years, several very major Florida Gouramie producers failed due to high mortality problems caused by an iridovirus. Without DNA analysis, it is not known that this is the same strain and that it was transferred to the Florida producers from imported animals. However, the timing makes one suspicious of the imported animals as the source.

All these problems are internal to the pet industry and create problems directly for a number of relatively small businesses. However, the overall industry is also hurt by the loss of customers who can't keep the fish alive and

quit trying. These phenomena may account for the apparent declining sales in the industry.

Text B

AQUACULTURE RISK FROM IMPORTED ORNAMENTAL FISH II

There is an obvious risk that one of the imported diseases could infect some aquaculture species. Most of the imported bacterial diseases from Asia have multiple anti-biotic resistances and are totally immune to any of the legal treatments allowed by the FDA. How real is this risk that a disease of imported ornamental fish could reach the commercial food fish industry?

Apparently an iridovirus created a problem for some tilapia producers in Idaho. This problem was traced back to Florida fingerling producers. Is this the same strain that destroyed Florida's Gouramie producers and the Asian Gouramies producers? We don't know at this time. However, it is a distinct possibility.

We do know that *Yersinia ruckeri* (enteric redmouth in trout - ERM) has been identified in Florida in Gouramies that originated in Asia. There was no conformation of this analysis and the fish were destroyed, in an attempt to protect the rest of the hatchery. Verbal reports indicate that ERM was also identified in trout in Scotland and traced back to Gouramies from Asia in the ornamental trade.

Multiple anti-biotic resistant strains of *Edwardsiella tarda* have been reported in imported ornamental fish (B. Dixon). This pathogen is known to infect catfish along with many other aquaculture species (J. Plumb). One of the imported strains of *E. tarda* could relatively easily get started in the catfish industry. Given the size of the catfish industry, the relative significance of this industry in Mississippi and Arkansas and the present political leadership, the risk of a political reaction leading to the shutting down of all imports and ornamental fish movement is real. Bio-security in the catfish industry is not high enough to stop the distribution via birds and equipment. This risk is real for both the catfish industry and the ornamental industry.

Clearly some of the same analyses and diseases apply to the stripped bass and tilapia industries. However, they aren't as politically powerful as the catfish industry. The impact of a disease being traced to ornamental fish would not be as significant to the ornamental fish industry. Individual aquaculture producers may be destroyed, since they would have not legal means of treating the anti-biotic resistant diseases.

Environmental risk from imported diseases:

The risk to the environment associated with iridovirus in Asian produces Gouramies was apparently one of the prime driving forces behind the tighter quarantine being applied to Gouramies in Australia. The risk to wild stocks from some of these imported diseases is significant.

If something did cause an environmental problem, the environment will pay the price.

Human health risk

The FDA has used the risk of development of anti-biotic resistance to block the use or possible use of flouroquinolone on fish. The FDA's theory is that the use of this class of drugs by aquaculture and ornamental fish producers could result in the target bacteria developing resistance. This resistance could then be transferred to human pathogenic bacteria thereby eliminating one of our last lines of defense against these human pathogenic bacteria.

The ban on flouroquinolone in this country will have no impact on Asian fish producers. It is understood that several countries are using flouroquinoloneís without limitations on ornamental fish. If the FDA's analysis is correct, the ban on flouroquinolone will not solve the problems, which will be imported along with the ornamental fish.

Cost and impacts of various risk minimization alternatives:

Various approaches can be taken to decrease the previously covered risks. An obvious approach would be to ban all imported aquatic livestock. However, a ban would result in a significant decrease in the variety of fish being sold and could decrease the customer base. This action would favor the large pet shop chain which only carry the basic high volume fish, most of which are also produced in the US. The lack of variety would hurt the small and specialized ornamental fish store, which would no longer be able to carry products that the chains don't carry. There would probably be a minor price increase to the final customer as the higher cost US producers fill the market that is now controlled by the Asian producers. With the farm gate price of ornamental fish being only about 10% of the retail price, a large increase in the farm gate price would not necessarily cause a large retail increase.

A preferable approach would impose a mandatory quarantine on imported ornamental fish. This approach is used in most of the world, with the US being the exception. Australia and New Zealand both have quarantine requirements for all imported ornamental fish. Considering the 10,000 boxes of fish that are imported every week, we are only talking about 10 tons of actual fish per week. If we required holding for 3 weeks, we would only have to hold 30 tons of fish.

Since we aren't growing the fish, they would only be feed about 300 kg/day. Relative to any large commercial aquaculture facility, this is an insignificant amount of fish or feed. The cost of a 3 week quarantine would not be excessive, especially when you consider that the producer has already held the fish for 20 to 30 weeks. In terms of time, we are adding about 10% to the time to sale for a fish, which will only add a similar percentage to the wholesale price of the fish. If the fish can not be held for 3 weeks in the distribution system, the quality isn't good enough to sell to the final customer. We expect the final customer, with even less knowledge than the wholesaler, to keep the fish alive for 50 weeks.

Health documentation approaches have been used with imported food animals. These control systems require inspection in the exporting country for specific disease organisms and ban the importation of animals infected with these specific organisms. On paper, this would be a less costly and very effective approach to the problem. However, unlike salmon, ornamental fish come from many less developed countries where a few dollars can get any type of documentation desired, independent of the real health status of the animals. Source country documentation won't work in the ornamental industry. This approach only works with known and well defined diseases and has trouble controlling a very virulent strain of a common pathogen which would not be one of the reportable organisms or organisms of concern.

Exercise 1. Answer the questions:

1. Why does the existing distribution system contain significant elements of risk?
2. Do we have any tests to determine if a fish stock is "clean"?
3. What inspection systems are there nowadays?
4. What approaches can be taken to decrease the previously covered risks?
5. What is a preferable approach?
6. What is a health documentation approach?
7. Why is it difficult to fight the imported bacterial diseases?
8. Why did the FDA block the use or possible use of flouroquinolone on fish?
9. What is this text about?
10. What is your opinion on this problem?

Exercise 2. Make up 10 questions for the texts.

Exercise 3. Translate and study the following words and expressions:

- A.** To be undesirable organisms, relative to, bio-security procedures, to keep alive, to prevent infection, to tighten, restriction, mortality, a wholesaler, to be associated with, lethal consequences, to get worse, an unknown agent, to become apparent, common recycle water systems.
- B.** Aquaculture species, imported bacterial diseases, to protect the hatchery, bio-security, to impose, imported diseases, ornamental fish, to ban, aquatic livestock, a minor price increase, a retail price, an insignificant amount, a bill of lading, in terms of, specific disease organisms.

Exercise 4. a) Retell text A; b) Retell text B.

Additional reading

Fish movement

The Registration of Fish Farming and Shellfish Farming Businesses Order (1985) require the registration of all fish farming and shellfish farming businesses within two months of commencing business. The purpose of the Order is to obtain information with a view to preventing the spread of disease amongst fish and shellfish. In Scotland, Fisheries Research Services (FRS), being an executive agency of SEERAD, is responsible for maintaining the Fish and Shellfish Business Register. The Order has been amended by the Registration of Fish Farming and Shellfish Farming Businesses Amendment (Scotland) Order (2002), which provides for the notification of circumstances giving rise to any escapes of fish, or of circumstances that gave rise to a significant risk of an escape of fish from registered fish farms. SEERAD has issued a guidance document entitled “What to Do in the Event of an Escape of Fish From a Fish Farm”.

The Fisheries Research Services’ Fish Health Inspectorate (FHI) provides advice to farmers and processes the applications for registration. There is no charge for registering a fish or shellfish farm business. Once an application to register has been processed, the FHI will inform the applicant in writing of the

registration number and the business details held on the FRS register. The applicant is to be issued within a movement record book. This book must be used to record any live fish movement on or off site within 24 hours of the movement, any fish escapes as well as observed mortality in the stocks held on site. Complete records must be retained for four years. Each site recorded on the FRS register is entered into the FHI's on-going programme of site inspection and sampling. Site visits and sampling requirements will depend on the species held and the nature of trade for the site. To ensure that the information held on the FRS register is current and accurate, FHI checks and updates the registration details as part of routine site visits. In addition, it requires all changes to the registration details for a business or a site to be reported to FHI in writing within one month of the change.

The Fish Health Regulations (1997), which apply to Great Britain, implement Council Directive 91/67/EEC concerning the animal health conditions governing the placing on the market of aquaculture animals and products (as amended by Council Directives 93/54/EC, 95/22/EC, 97/79/EC and 98/45/EC). The Regulations have been amended by the Fish Health Amendment (Scotland) Regulations (2001). The Regulations, inter alia:

Prohibit the placing on the market of aquaculture animals and products unless certain requirements relating to their health status are met.

Prohibit the transport of aquaculture animals unless certain requirements relating to the welfare of the aquaculture animals and the prevention of the spread of disease are met.

Prohibit the despatch of aquaculture animals and products unless requirements as to identification of the aquaculture animals and products are met.

Contain certain requirements concerning movement documents for aquaculture animals and products.

Prohibit the introduction into Great Britain from elsewhere in the European Union to the remainder of Great Britain of live fish, eggs and gametes unless they are accompanied by appropriate movement documents.

Prohibit the introduction into Great Britain from elsewhere in the European Union to the remainder of Great Britain of certain dead fish which have not been eviscerated unless they come from areas of appropriate fish health status.

Prohibit the introduction into Great Britain from elsewhere in the European Union of live molluscs, eggs and gametes unless they are accompanied by appropriate movement documents.

Regulate the relaying within the Great Britain of live molluscs, eggs and gametes from certain areas within Great Britain.

Set out the requirement for quarantine of certain introductions of wild fish, molluscs and crustaceans from the deep sea.

Prohibit the export to other parts of the European Union of aquaculture animals and products from Great Britain unless they are accompanied by appropriate movement documents where required pursuant to the Directive.

Require the notification of certain diseases.

Provide the Minister with powers to impose movement restrictions and to require slaughter and disinfection in connection with certain diseases.

Set out the arrangements regarding, and provide powers for, the enforcement of these Regulations.

Also relevant is the Import of Live Fish (Scotland) Act (1978). Under this act, the Prohibition of Keeping or Release of Live Fish (Specified Species) (Scotland) Order (2003) prohibits the keeping or release in Scotland of any species of fish or the live eggs of fish specified in Schedules 1 and 2 to the Order, except under authority of a licence. Finally, the Products of Animal Origin (Third Country Imports) (Scotland) Regulations (2002, as amended on various occasions) regulates the organization of veterinary checks on products entering the Community from third countries. The Regulations apply to products of animal origin, including fish and shellfish, and products made from these. They require that products of animal origin, which enter the EU, must undergo specified veterinary checks at border inspection posts to ensure that they comply with requirements laid down by Community legislation for the protection of animal and public health. Small quantities of products intended for personal use, and trade samples and products intended for exhibition or study or analysis are exempt from all but a few of the Regulations.

Disease control

The Fish Health Regulations (1997), which apply to Great Britain, implement Council Directive 91/67/EEC, as amended. The Directive aims, amongst others, to prevent the distribution of contagious fish diseases whilst promoting trade in aquaculture animals and products. The Directive breaks the main aquaculture diseases into three lists. List I diseases are exotic to the EU and must be eradicated from any place in which they are found. List II diseases are present in certain parts of the EU but not in others and are capable of having a severe economic impact. List III diseases are quite widespread in the EU, but certain countries have farms or zones, which are free of these diseases. Council Directive 93/53/EEC introducing minimum Community measures for the control of certain fish diseases establishes sampling and laboratory testing methods for the presence of List I and List II diseases. This Directive is implemented by the

Diseases of Fish (Control) Regulations (1994), which apply to Great Britain. These Regulations require, inter alia, that an official census be kept of the fish populations on farms which are suspected of being infected, and set out various control measures to be taken when the presence of a disease is suspected or confirmed. The Regulations have been amended by the Diseases of Fish (Control) Amendment (Scotland) Regulations (2000).

Generally, if there is reasonable ground for suspecting that any inland or marine waters are or may, become infected with a notifiable disease the Scottish Ministers may designate those waters in order to prevent the spread of disease. The power to designate areas is exercised under the Diseases of Fish Acts (1937 and 1983). A Thirty Day Notice (TDN) may be served on any person who is the occupier of the inland waters, or any person who carries on the business of fish farming in marine waters situated in the designated area. A TDN is a temporary notice that may be served as a precautionary measure while an investigation is undertaken to confirm or rule out the presence of a notifiable disease. A TDN expires after 30 days, at which point a second TDN may be issued if it is not possible to confirm or rule out the presence of a notifiable disease with 30 days. The second TDN extends the period under which movement controls are effective from 30 to 60 days from the date at which the first TDN was served. A TDN prohibits the movement of live fish, or eggs, into or out of a fish farm. The TDN also prevents the movement of foodstuff for fish out of a fish farm that is situated in the waters specified in the TDN, without the permission of the Scottish Ministers. A TDN will normally lapse if, following suspicion of a notifiable disease, test results prove negative. If there remains strong suspicion that a notifiable disease may be present, but this cannot be confirmed, a Designated Area Order (DAO) may be placed.

A DAO is made when the presence of a notifiable disease has been confirmed, and no action has been taken to remove the stocks or, when it is not possible to confirm or rule out the presence of a notifiable disease, within the period specified in a TDN. The prohibitions under a DAO are similar to a TDN, i.e. a DAO prohibits the movement of live fish and eggs on and off the site, and the movement of foodstuff off site. In addition, the removal of dead and dying fish, and the disposal of such fish by an approved method is required in accordance with the provisions of the Animal By-Products Order (1999, as amended).

Drugs

In the United Kingdom, all medicines and medical devices for human and animal use are subject to a system of licensing laid down in a multitude of EU regulations, the Medicines Act (1968) and other subsequent legislation. The Veterinary Medicines Directorate (VMD) within DEFRA oversees all veterinary medicines and medical devices. The VMD is responsible for, inter alia, the provision and implementation of policy advice and the assessment, issue and maintenance of all national marketing authorisations for veterinary medicines in accordance with European Union and United Kingdom legislation. The marketing of veterinary medicines is regulated in the Marketing Authorisations for Veterinary Medicinal Products Regulations (1994), as amended by the Marketing Authorisations for Veterinary Medicinal Products Amendment Regulations (2000). These Regulations provide for veterinary medicinal products to be placed on the market subject to marketing authorisations rather than the previous system of product licences. These authorisations may be granted either by the Agriculture and Health Ministers who jointly form the Licensing Authority for veterinary medicines under the Medicines Act 1968, or by the European Agency for the Evaluation of Medicinal Products in accordance with Council Regulation 2309/93/EEC laying down Community procedures for the authorisation and supervision of medicinal products for human and veterinary use and establishing a European Agency for the Evaluation of Medicinal Products. In addition, the VMD controls on the manufacture and distribution of veterinary medicinal products, including inspections, and is responsible for surveillance for residues of veterinary medicines in animals and animal products. The VMD has issued a set of “Animal Medicines European Licensing Information and Advice (AMELIA) Guidance Notes”, which are designed to assist customers to interpret and apply EU legislation on veterinary medicines.

At present there are two parallel systems for the approval and control of pesticides in the United Kingdom. The first system operates under the Control of Pesticides Regulations (COPR; 1986, as amended in 1997). These regulations implement the objectives of the Food and Environment Protection Act (1985, as amended). This system of control is at a national level and applies to agricultural and non-agricultural use of pesticides. The second system of legislation has been introduced to enable the development of a common market for pest control products across all EU member states in Europe. It will eventually replace the Control of Pesticides Regulations. Under this system the Plant Protection Products (Scotland) Regulations (2003, as amended) control mainly agricultural pesticides and the Biocidal Products Regulations (2001, as amended) control

other pest control products. These are, broadly speaking, non-agricultural products including disinfectants. Different organisations are responsible for the registration of pest control products depending on their type and use. The Pesticides Safety Directorate (PSD) is responsible under the Control of Pesticides Regulations for products used in, inter alia, agriculture, in or near water, and food storage. Under the Plant Protection Product Regulations, the PSD is responsible for plant protection products. The Biocides and Pesticides Assessment Unit (BPAU) of the Health and Safety Executive (HSE) is responsible under the Control of Pesticides Regulations for non-agricultural products, including anti-fouling agents. The BPAU is responsible for the registration of these products under the Biocidal Products Regulations.

GRAMMAR

Conditionals (Type II, III)

Умовні конструкції 2-го типу

Second Conditional (умовне речення 2-го типу) – умовне речення, що передає нереальну ситуацію в теперішньому часі. Підрядне речення передає уявну ситуацію, що суперечить фактам в теперішньому часі, тому така ситуація неможлива або маловірогідна в теперішньому або майбутньому часі.

В умовних реченнях 2-го типу в підрядній частині завжди використовується Past Simple, причому дієслово *were* (а не *was*) використовується для всіх осіб. В головній частині таких речень використовуються модальні дієслова *would*, *could*, *might* з інфінітивом дієслова без частки *to*. В таких реченнях не можна заміняти сполучник *if* на *when*.

If I were him, I would never do that. – Якщо б я був на його місці, я б ніколи так не робив.

Jack could be happy if he married Janice. – Джек був би щасливим, якщо б одружився з Дженіс.

If Martha were rich, would she move to another country? – Якщо б Марта була багатомою, вона б переїхала до іншої країни?

The children might play outside if the weather were nice. – Діти могли б пограти на вулиці, якщо б погода була хорошою.

Умовні конструкції 3-го типу

Third Conditional (умовне речення 3-го типу) – умовне речення, що виражає нереальну ситуацію в минулому та її нереальні наслідки, тобто ця уявна ситуація так і не відбулася. В більшості випадків умовні конструкції 3-го типу передають відтінок докори, критики, прикrostі через щось, що не було виконано у минулому.

В умовних реченнях 3-го типу в підрядній *if*-частині використовується час *Past Perfect*, а також інколи *Past Perfect Continuous*, а в головній частині – модальні дієслова *would, could, might* з формою доконаного інфінітиву без частки *to*. В таких реченнях сполучник *if* не можна замінити на *when*.

You could have passed your exam if you had studied harder. – Ти б пройшов свій екзамен, якщо б вчився старанніше. (але ти не вчився старанно, тому завалив екзамен)

If they had asked me for help, I would have helped them. – Якщо б вони мене попросили про допомогу, я б їм допоміг (але вони не просили, тому я не допоміг)

What would you have done if I hadn't helped you at that time? – Що б ти робив, якщо б я тобі тоді не допоміг?

If you hadn't been talking on the phone for so long, we might have arrived to the airport on time. – Якщо б ти не розмовляла по телефону так довго, ми б приїхали до аеропорту вчасно.

Змішані умовні конструкції

Mixed Conditionals (умовні речення змішаного типу) – умовні речення, в яких ситуації або дії в підрядній та головній частинах відносяться до різних часів. Між собою можуть змішуватися тільки умовні речення 2-го та 3-го типів. Існує два види змішаних умовних речень.

В першому виді змішаних речень певна умова в підрядній *if*-частині відноситься до минулого часу, а результат в головному реченні – до теперішнього часу. В такому випадку в підрядному *if*-реченні використовується час *Past Perfect* (як в *third conditional*), а в головному –

модальні дієслова *would, could, might* с формою простого інфінітиву без частки *to* (як в *second conditional*).

If I had got that job, I could be rich now. – Якщо б я отримав ту роботу, я б був зараз багатим.

If we had taken a map, we wouldn't be lost now. – Якщо б ми взяли мапу, ми б зараз не загубилися.

They might be still together if they hadn't moved to different countries. – Вони б до сих пір були разом, якщо б не роз'їхалися до різних країн.

Matt would feel better today if he hadn't gone to the party yesterday. – Метт відчував би себе краще сьогодні, якщо б не пішов на вчорашню вечірку.

В другому типі змішаних речень умова в підрядній *if*-частині не відноситься до конкретного часу, а є загальною постійною характеристикою чогось. Однак, результат або наслідки такої умови відбулися в минулому. В такому випадку в підрядному *if*-реченні використовується час Past Simple (як при *second conditional*), а в головному – модальні дієслова *would, could, might* з формою доконаного інфінітиву без частки *to* (як при *third conditional*).

I wouldn't have helped you if we weren't friends. – Я б тобі не допомагала, якщо б ми не були друзями.

If I spoke French, I could have been appointed to that position. – Якщо б я розмовляв французькою, мене б призначили на цю посаду.

If I weren't afraid of cats, I might have adopted one long time ago. – Якщо б я не боявся котів, я б вже давно взяв собі одного.

Kate wouldn't have let you stay overnight at her place if she weren't a kind person. – Кейт не дозволила б тобі переночувати у неї, якщо б вона не була доброю.

Кома в умовних реченнях

В умовних реченнях, якщо підрядне *if*-речення стоїть після головної частини, то кома між ними не ставиться.

I will buy this balloon for you if you behave well. – Я куплю тобі цю кульку, якщо ти будеш добре себе поводити.

Matt wouldn't have done this mistake if you had explained something to him. – Метт не зробив би цієї помилки, якщо б ти йому що-небудь пояснив.

Якщо підрядна частина стоїть перед головною, то вони відокремлюються одна від одної комою.

If you hold an ice cube in your hand, it melts. – Якщо потримати кубик льоду в долоні, він розтане.

If I were you, I wouldn't have given such a big sum of money to Paul. – Будь я на твоєму місці, я б не давав Полу таку велику суму грошей.

I wish

Речення з *I wish* є умовними, але стоять окремо від інших трьох типів умовних речень. Як будь-яке умовне, це речення є складнопідрядним, в якому головне – *I wish*, а підрядне – все інше в реченні. Вони можуть з'єднуватися сполучником *that*, але частіше за все він пропускається.

Ці речення потрібні для висловлення жалю, розчарування, смутку, коли щось настільки бажане не виходить або не вийшло раніше. Або коли хочемо показати, що щось зовсім не таке, як ми очікували або як нам хотілося б.

Якщо йдеться мова про події в сьогоднішній або майбутньому ми будемо використовувати простий минулий час – *Past Simple*, іноді *Past Continuous*.

I wish I knew what to do about the problem.- Шкода, що я не знаю, що робити з цією проблемою (і я шкодую).

I wish you did not have to go so soon. – Шкода, що ти повинен йти

I wish I spoke Italian. – Шкода, що я не говорю італійською.

I wish I was on a beach. – Шкода, що я не на пляжі.

I wish it was not raining. – Шкода, що йде дощ.

I wish you were not leaving tomorrow. – Шкода, що ти завтра їдеш.

Якщо йдеться мова про справи в минулому– минулий доконаний час (Past Perfect).

I wish I had studied harder at school. - Шкода, що я не вчився старанно в школі.

I wish I had not eaten so much. – Шкода, що я переїв.

I wish I had brought my camera. – Шкода, що я не взяв фотоапарат.

I wish I had seen him. – Шкода, що я його не бачив.

I wish he had not painted the door. – Шкода, що він пофарбував двері.

Англійські займенники в підрядних реченнях з *I wish*, звичайно, можуть бути різними, в залежності від того, про кого або про що йде мова.

I wish I could do smth / I wish I could have done smth. - Я шкодую, що не можу зробити це; Я шкодую, що не міг зробити це.

I wish I could go to the party. - Шкода, що я не можу піти на вечірку.

I wish I could have gone to the party. - Шкода, що я не зміг прийти на вечірку.

I wish ... would – використовуємо, коли хочемо поскаржитися на ситуацію, висловити своє невдоволення, нетерпіння і роздратування. Ми дуже хочемо, щоб щось змінилося, але, на жаль, все залишається в колишньому вигляді.

I wish you would stop smoking! - Шкода, що ти ніяк не кинеш курити! (Ти куриш, і мені це не подобається).

I wish it would stop raining! - Так коли ж цей дощ припиниться! (Я так хочу, щоб він закінчився, я нетерпляча).

I wish she'd be quiet. - Так коли ж вона замовкне! (Вона базікає без зупинки, і мене це дратує).

Grammar exercises

Умовні речення другого типу (Second Conditionals) If... Past Indefinite... + ...would V ...

Exercise 1. Translate the following sentences.

1. If I lived in England, I wouldn't have any problems with my English.
2. If people trusted and respected each other, it would make life easier.
3. If I could read people's thoughts, it would be interesting to know all beforehand.
4. If you met her, you would fall in love with her at first sight.
5. If I were ill, I wouldn't eat anything.
6. If you went earlier, you would see her sister's husband.
7. If I had enough time, I would fly to San Francisco to visit my relatives.
8. If I were you I would study English much better.
9. What would you do if you won million pounds?
10. I don't really want to go to their party, but probably will go. They would be offended if I didn't do.
11. Kate has decided to apply for the job. She isn't really qualified for it, so she probably wouldn't get it if she applied.
12. I would be very frightened, if somebody pointed a gun at me.
13. If you took more exercises, you would probably feel healthier.
14. It's a pity you can't use computer. It would be useful if you could.
15. If Michael were here he would help you to find her address.

Exercise 2. Put the word in the brackets into the correct form.

1. If I was offered the job, I think I (to take) it.
2. I'm sure Amy will lend you the money. I'd be very surprised if she (to refuse).
3. If I sold my car, I (not to get) much money for it.
4. A lot of people would be out of work if the factory (to close down).
5. What would happen if I (to press) that red button?
6. Would Tim mind if I (to use) his computer without asking him?
7. I'm sure Sue (to understand) if you explained the situation to her.

8. I (to help) you if I could, but I'm afraid I can't.
9. We would need a car if we (to live) in the country.
10. I would't mind living in England if the weather (to be) better.
11. If he (to be) here now, ho could give you a good advice.
12. If I (to work) at this firm, I'd earn more.
13. If they (can) have some more lessons, they could improve their pronunciation.
14. If Emma (to know) the clue, our team would solve it.
15. If I offered them money, they (to stay) here?

Exercise 3. Open the brackets and put the verbs into the right form (Second Conditionals). Translate the sentences into Ukrainian.

1. If my grandmother ____ (be) alive, she ____ (love) to see my achievements.
2. I ____ (offer) you some birthday cake, but we ____ (eat) it all at the party yesterday. Sorry!
3. If I ____ (know), I ____ (tell) you.
4. If I ____ (live) closer to the theatre, I ____ (go) there more often.
5. What ____ you ____ (do) differently if you ____ (have to) do this again?
6. If Manchester United ____ (win) today, they ____ (go) top of the league.
7. If I ____ (not need) the money, I ____ (work) less.
8. If I ____ (care) what people think, I ____ (have) a very boring life!
9. What ____ you ____ (say) if he ____ (ask) you on a date?
10. I ____ (study) Japanese every day if I ____ (have) time.
11. If I ____ (be) you, I ____ (go) to the doctor's.
12. If the weather ____ (improve), we ____ (go) for a walk.
13. If there ____ (be) more buses, we ____ (leave) the car at home.
14. He ____ (buy) a flat if he ____ (have) the money for a deposit.
15. You ____ (lose) weight if you ____ (take) more exercise.
16. If he ____ (get) a new job, he ____ probably ____ (make) more money.
17. What if he ____ (lose) his job? What ____ (happen) then?
18. It's a pity Sarah has left university. It ____ (be) easier for her to find a job if she ____ (have) a degree.
19. It's a lovely apartment, but it ____ (be) better if it ____ (have) a balcony.

20. I don't know the answer to that question, but even if I _____ (know), I _____ (not tell) you!

Exercise 4. Open the brackets adding **would where it is necessary (Second Conditionals).
Translate the sentences into Ukrainian.**

Example: If my friend was in trouble, I would immediately help him.

1. If my friend (be) in trouble, I (help) immediately him.
2. If I (be) you, I (not spend) so much time watching anime.
3. If I (be) a musician, I (be) very happy.
4. If we (have) a car, we (not use) public transport.
5. If Mary (be) at home now, I (ask) her for help.
6. If Australia (not be) so far away, I (go) there more often.
7. If he (have) a swimming pool, he (swim) every day.
8. If there (be) a library in my town, I (not buy) books.
9. If I (can) live anywhere in the world, I (live) in Mexico.
10. If it (not be) so cold outside, we (go) for a walk.
11. I (not do) it unless you (ask) me.
12. Nothing (change) unless we (try) to work harder.
13. What (you do) if you (find) a wallet in the street?
14. Who (you call) if you (have) a problem?
15. How (you react) if you (see) a spider?

Exercise 5. Put the verb in the brackets into the correct form.

1. If she (to find out) the truth, she (to be) very happy.
2. I (to visit) him in hospital, if I (to know) about his illness.
3. If we (to like) his suggestion, we (to tell) him about it.
4. If John (to want) the advice, he (to ask) you.
5. If his sister (to have) better qualification, she (to be able to) apply for better job.
6. They (to find) the solution, if they (to understand) the problem.
7. If Beth (to go) to her native town, she (to be) happier.
8. If you (not to agree) with me, I (to go) to the director.
9. What you (to do), if he (to tell) you to leave?
10. If I (to be) you, I (to learn) English better.

11. If someone (to give) you a million, what you (to do)?
12. If she (to be) here now, she (to help) you.
13. If Sally (to have) spare time, she could pay you more attention.
14. If the train (to be) less crowded, we would be more comfortable.
15. If students (to be) attentive, they wouldn't make so much mistakes in their dictations.

Exercise 6. Find the sentences without mistakes.

1. If I would help you, do you make a cake?
2. I would finish that work if I had more time.
3. If I met Prince Charles, I would say hello.
4. What would you do if you have one million dollars?
5. If I won a lottery, I would buy a big car.
6. If he had a car, his life would be easier.
7. If she saves more money, she would buy a house.
8. If it stops raining, I would go for a walk.
9. If we took a train, we would arrive faster.
10. I would be happy if I would be with you.

Exercise 7. Open the brackets and put the verbs into the right form (Second Conditionals).

Translate the sentences into Ukrainian.

1. If I (to have) a better job, I (to travel) more.
2. What (to do) you if you (to have) an extra hour a day?
3. If I (to be) you, I (to accept) their offer.
4. I (to go) to Disneyland, if I (to go) to Los Angeles.
5. (to tell) you me the right answer if you (to know) it?
6. If I (to speak) Spanish, I (to visit) Mexico.
7. What (to do) you if you (to be) me?
8. If there (to be) more employees in the company, you (go) bankrupt.
9. What flowers (to plant) you if you (to be) a gardener?

Умовні речення третього типу (Third Conditional)

If... Past Perfect... + ...would have V₃/ed...

Exercise 8. Translate the following sentences:

1. They would have been surprised if I had made such a mistake.
2. If you had put on your glasses you would have seen better.
3. Would you have been angry if we hadn't come?
4. If I had met you yesterday I would have helped you.
5. If they had gone to the library they would have prepared for the seminar.
6. If she had heard about it yesterday she would have been pleased.
7. He would have found all about this discovery if he had translated the article yesterday.
8. If we had seen them earlier we would have asked them to come to our place.
9. If you had rung him up yesterday you would have known about his illness.
10. I would have caught a lot of fish if I had joined you in fishing.

Exercise 9. Translate the following sentences.

1. If it had rained, you would have gotten wet.
2. You would have passed your exam if you had worked harder.
3. I would have believed you if you hadn't lied to me before.
4. If you hadn't lied to me before, I would have believed you.
5. If I had worked harder I would have passed the exam.
6. If I had known you were coming I would have baked a cake.
7. I would have been happy if you had called me on my birthday.
8. If you'd given me your e-mail, I'd have written to you.
9. I would have bought you a present if I had known it was your birthday.
10. If I had found her address, I would have sent her an invitation.

Exercise 10. Put the words in the brackets into the correct form.

1. He would't have been so upset if Susan (to write) to him earlier.
2. If he (to know) that Chinese was going to be so difficult, he would never have started to learn it.

3. If father (to manage) to repair his car, he could have driven us to Kiev.
4. If they (not to reach) the land, the sailors would have died.
5. We would have taken her for barbecue if she (to ask) us.
6. If he (to ask) politely, they might have helped him.
7. If she (not to hear) the news, she would't have gone there.
8. If the factory (not to cut back) production, many people would have lost their work.
9. What would they have done if we (not to help) then?
10. He might have heard about it, if he (not to turn on) the radio.
11. If you (to ask) her for tickets, she could have given you some.
12. If they (not to come) home, they wouldn't have noticed the fire.
13. If I (not to be) in a shower, I would answer the call.
14. We wouldn't have gone to this party if we (to know) the truth.

Exercise 11. Put the words in the brackets into the correct form.

1. If the weather (to be) fine, we (to play) outside.
2. If you (to ring) me up, I (to tell) you something.
3. If my friend (to come) to see me, I (to be) very glad.
4. If mother (to buy) a cake, we (to have) a very nice tea party.
5. If we (to receive) a telegram from him, we (not to worry).
6. If you (not to work) systematically, you (to fail) the examination.
7. If I (to get) a ticket, I (to go) to the theatre.
8. If my husband (to return) earlier, we (to watch) TV together.
9. If she (to know) English, she (to try) to enter the university.
10. If you (to be) busy, we (to meet).
11. The London Fire never (to start) if the baker (to put) his oven out properly.

Exercise 12. Complete the Conditional Sentences (Type III) by putting the verbs into the correct form.

1. If the weather (to be) ... nice, they (to play) ... football.
2. If we (to go) ... to a good restaurant, we (to have) ... a better dinner.
3. If John (to learn) ... more words, he (to write) ... a good report.
4. If the boys (to take) ... the bus to school, they (to arrive) ... on time.
5. If the teacher (to explain) the homework, I (to do) ... it.
6. If they (to wait) ... for another 10 minutes, they (to see) ... the pop star.
7. If the police (to come) earlier, they (to arrest) ... the burglar.

8. If you (to buy) ... fresh green vegetable, your salad (to taste) ... better.
9. If Alex (to ask) ... me, I (to email) ... the documents.
10. If he (to speak) ... more slowly, Peggy (to understand) ... him.

**Exercise 13. Open the brackets and put the verbs into the right form (Third Conditionals).
Translate the sentences into Ukrainian.**

1. If I _____ (plant) seeds in spring, I _____ (have) tomatoes in autumn.
2. If you _____ (start) studying earlier, you _____ (be) more prepared for the exam.
3. It _____ (be) very expensive for us if we _____ (stay) in a hotel.
4. I _____ (give) you a lift yesterday, if my wife _____ (not take) the car.
5. I don't know what we _____ (do) if we _____ (not see) you.
6. They _____ (see) the fireworks if they _____ (be) here 15 minutes earlier.
7. If I _____ (not have) so much work last week, I _____ (go) with you last Sunday.
8. My parents _____ (not meet) if my mother _____ (not leave) France.
9. If she _____ (ask) her boss about it, she _____ (lose) her job months ago.
10. If Martin _____ (score) the penalty, we _____ (win) Saturday's game.
11. I _____ (buy) a cake this morning if I _____ (know) you were coming.
12. If I _____ (not eat) so much pizza last night, I _____ (not feel) so terrible after dinner.
13. We _____ (not be) late for the party yesterday if you _____ (not take) such a long time getting ready.
14. If you _____ (not see) the car, it _____ (hit) us back there.
15. I _____ (tell) you it wasn't a good idea if you _____ (ask) me.
16. If I _____ (buy) that flat then, I _____ (sell) it for a lot of money.
17. If the dog _____ (not bark), we _____ (not know) there was someone in the garden.
18. If they _____ (leave) earlier, they _____ (arrive) on time.
19. It _____ (be) easier if George _____ (bring) his own laptop.
20. If George _____ (play) better, we _____ (win).

**Exercise 14. Open the brackets and put the verbs into the right form (Third Conditionals).
Translate the sentences into Ukrainian.**

1. If you (to do) your homework, you (to tell) your teacher the right answer.

2. If he (to be) an inch taller, he (to be) wounded.
3. She (to forget) her purse if the waiter (not to tell) her.
4. What (to happen) if you (not to meet) your future wife?
5. I (to buy) another car if you (not to ask) me to buy a Camaro.
6. If that athlete (to have) a good coach, the guy (to break) the world record.
7. If only I (to know), I (not to agree) to sign the contract.
8. If there (to be) any gold here, someone (to purchase) the land long ago.

Exercise 15. Choose the right variant:

If I had seen you,

- *I would said hello.*
- *I would say hello.*
- *I would have said hello.*

Exercise 16. Complete the Conditional Sentences (*First, Second та Third Conditionals*) by putting the verbs into the correct form. Translate the sentences.

1. If she (to find out) the truth, she (to be) very happy.
2. I (to visit) him in the hospital, if I (to know) about his illness.
3. If we (not to like) his suggestion, we (to tell) him about it.
4. If John (to want) the advice, he (to ask) you.
5. If his sister (to have) better qualification, she (to be able to) apply for better job.
6. They (to find) the solution, if they (to understand) the problem.
7. If Beth (to go) to her native town, she (to be) happier.
8. If you (not to agree) with me, I (to go) to the director.
9. What you (to do), if he (to tell) you to leave?

Exercise 17. Translate the following sentences.

1. Ви би почували себе краще, якби ви лягли спати раніше.
2. Він би краще знав англійську, якби влітку прочитав англійські книги.
3. Якби вони прийшли раніше, вони б змогли зайняти найкращі місця.
4. Ми би не запізнилися на потяг, якщо б взяли таксі.

5. Якщо піде дощ, діти залишаться вдома.
6. Якби учора не було так холодно, ми б поїхали за місто.
7. Якщо ти добре попросиш брата, він відремонтує твій велосипед.
8. Якщо він вивчить німецьку мову, він поїде вчитися до Німеччини.
9. Якби ми отримали телеграму, ми б вас зустріли.
10. Якби не було так слизько, вона б не впала.
11. Він би давно вже добрався до міста, якби не заблудився.
12. Сад давав би гарний врожай, якби за ним доглядали.
13. Він би зараз не сидів за кермом, якби водій не взяв вихідний.
14. Шкода, що цей автор не вразив її.
15. На жаль, справи завадили йому взяти участь у експедиції.
16. Якби він з'явився тут, вона б одразу пішла геть.
17. Якби він не зробив зауваження, вона б ще й досі виступала.
18. Подорож була б гарною, якби не потрібно було робити пересадку.
19. Якби він не був занудою, то не набрид би усім.
20. Якби книжка була новою, вона б коштувала набагато більше.
21. Йому хотілося самому заробляти на життя.
22. Хотілося б, щоб уже розвиднилося.
23. Він би не вчився зараз керувати автомобілем, якби не купив його минулого тижня.
24. Якби він був підготовлений, то здав би іспит.
25. Він буде відрахований, якщо і далі пропускатиме заняття.
26. Він би не програв змагання, якби був у належній формі.
27. Якби він не складав іспити зараз, вони б могли бачитися частіше.
28. Якби вони не об'їхали всю Європу, їм би не заздрили так.
29. Шкода, що вони не мають мобільних телефонів.
30. На жаль, поїздка не принесла їм ніякої користі. 21. Він шкодує, що не буде на роботі кілька днів.
31. Якби вони не були друзями, то побилися б.
32. Якщо вони потраплять сюди, то будуть зачаровані природою.
33. Якщо його покарають, він дуже засмутиться.
34. Якщо вона поскаржиться, скажіть, що вона сама винна.

Exercise 18. Translate the following sentences into English.

1. Якби наш бухгалтер не помилився вчора, то закінчив би розрахунки сьогодні.
2. Якби він зателефонував учора, вона б зараз не турбувалася.

3. Якби вчора був вихідний день, вона б не була такою втомленою сьогодні.
4. Якби вчора пройшов дощ, зараз не треба було б поливати город.
5. Якби він повторив домашнє завдання перед заняттям, то тепер не чекав би підказки.
6. Якби він раніше пішов спати, у нього б не боліла зараз голова.
7. Якби він не почув про це по радіо учора, то сьогодні прочитав би про це в газеті.
8. Якби замок не зламався, вони б тепер пили чай.
9. Якби вона прийшла учора, ми могли б усі разом поїхати за місто сьогодні.
10. Якби ти послухав мою пораду, мені б не потрібно було зараз викликати слюсаря.
11. Якби він учора надягнув плаща, у нього б тепер не боліло горло.
12. Якби вона закінчила переклад учора, їй би зараз дозволили прогулятися.
13. Якби вона мала сумнів щодо його чесності, вона б тепер розмовляла з ним інакше.
14. Якби їх познайомили раніше, їм було б легше зараз знайти спільну мову.
15. Якби їй позичили учора трохи грошей, вона б сьогодні їх уже повернула.
16. Коли б вони з'їздили влітку на південь, то не говорили б про це так часто тепер.
17. Якби вона пояснила все вчора, він би не розпитував про це зараз.
18. Якби їм вдалося дістати квитки вчора, вони б тепер ніжилися на сонечку.
19. Якби йому в дитинстві читали казки, він би зараз вірив у дива.
20. Якби він не зламав ногу, вони б сьогодні пішли на прогулянку.
21. Якби вони написали диктант учора, сьогодні вона б його перевіряла.

Exercise 19. Translate the sentences into Ukrainian. Mind that meaning is not past.

1. What would you do if you won a million pounds?
2. I don't really want to go to their party, but I probably will go. They will be offended if I don't go.
3. Kate has decided to apply for the job. She isn't really qualified for it, so she probably wouldn't get it if she applied.
4. I would be very frightened if somebody pointed a gun at me.

5. If you took more exercise, you would probably feel healthier.

Exercise 20. Translate the following sentences.

1. Він пошкодував, що прийшов без запрошення.
2. Якби вони не галасували, вона б не розгнівалася.
3. Якби вони зателефонували до поліції, над ними б лише посміялися.
4. Вона відчула б полегшення, якби все з'ясувалося.
5. Якщо словники не викуплять, вони будуть продані.
6. Шкода, що життя роз'єднало нас.
7. На жаль, вона йому не сестра.
8. Якби ви знали матеріал, то відразу б здали іспит.
9. Якщо їй не вдасться здати іспит, потрібно буде працювати додатково.
10. Якби він не був такий розумний, то не досяг би такого успіху.
11. Якщо ти знову загубиш ручку, бери мою.
12. Хотілося б гарно грати в теніс.
13. Шкода, що зараз не можна полювати.
14. Вони пожалкували, що залишили його вдома самого.
15. Якщо він не буде слухати записи, йому буде важко поставити вимову.
16. Якщо вона нікого не бажає бачити, то так і каже.
17. Якби ці операції робилися руками, це потребувало б набагато більше часу.
18. Він допоможе їй за умови, що вона більше не буде запізнюватися.
19. Якби її щось не влаштовувало, вона б одразу сказала про це.
20. Вона б не одужала так швидко, якби про неї так не піклувалися.
21. Якщо пливти вниз за течією, можна дістатися моря.
22. Якщо бажаєте одержувати більш високу зарплатню, слід краще працювати.
23. Вона пожалкувала, що не пообідала.
24. Хотілося б, аби йому було стільки ж років, як і їй.
25. Якби вона бачила, що вони були проти, то не наполягала б.

Exercise 21. Work in pairs. Discuss what would happen if the situations were different.

Example: Ken didn't earn enough money last year. He can't buy a motorcycle now.

If Ken had earned enough money last year, he would buy a motorcycle now.

1. John was not a student then. He doesn't have a degree now.
2. Diana failed to win lottery then. She can't buy a house now.
3. Eve refused to marry John then. She is not his wife now.
4. Helen didn't work enough at her English then. She can't get a good job now.
5. Ann used to ignore all young men then. She is not married now.
6. Kate did not to go to Paris then. She can't tell anything about the city now.
7. Linda did not leave her job then. She can't get a new job now.
8. Mike and Barbara were close friends then. They are married now.
9. Morris could not find out David Beckham's phone number then. He doesn't have his autograph now.
10. Jack was not very clever then. He has serious problems now.

Exercise 22. Translate the following sentences.

1. Було б краще, якби він купив щось приємніше.
2. Вона б допомогла, якби він попросив.
3. Якби вона не соромилася, то й сама б зателефонувала.
4. Вона зачекала б на нас, якби не була така заклопотана.
5. Якби вона мала більше часу, вона б вивчала французьку.
6. Він би зміг закінчити роботу, якби знав, що робити.
7. Якби він і прийшов, то нікого б не знайшов.
8. Якби його запитали, він би порадив залишитися вдома.
9. Якби вона була дорослою, то робила б усе, що забажає.
10. Якби він був поетом, то присвятив би їй поему.
11. Вона б також купила словника, якби знайшла його.
12. Вона б поїхала, якби не було так холодно.
13. Вона б купила мікрохвильову піч, якби мала гроші.
14. Він би поїхав на море, якби мав відпустку влітку.
15. На вашому місці, вона б поїхала туди.
16. Якби вона зустріла його, то не впізнала б.
17. Вона б не почала обговорювати це, якби їй не доручили.
18. Якби авто не було таким старим, вони б поїхали на ньому у відпустку.
19. На твоєму місці, вона б розповіла про все.
20. Якби він її запросив, вона б не відмовилася.
21. Якби вона мала гроші, то об'їхала б увесь світ.
22. Якби це трапилося з нею, вона б засмутилася.
23. Вона б зраділа, якби це було правдою.
24. Якби він звернувся за допомогою, вона б не змогла йому відмовити.

25. Якби він знав, що робити, то не звертався б за порадою.

Exercise 23. Work in pairs. Discuss what would happen if the situations were different.

Example: I didn't have a million dollars. I couldn't buy an island.

If I had had a million dollars then, I would have bought an island.

1. John's video was broken. He failed to record the Super Bowl game.
2. The play was good because Diana Hightower played the leading part.
3. Eve was there. That's why John did not leave.
4. Helen didn't marry David. That's why she did not emigrate.
5. Ann did not become an opera singer. That's why she was very unhappy then.
6. Kate was not a skilled dancer. That's why she was very shy.
7. Linda did not know about Andrew's problems. That's why she did not help him at once.
8. Mike managed to buy a house because his bank gave him a loan.
9. Morris met his wife-to-be at the New-Year party. He went there by chance.
10. Jack was a success because he invested his money well.

Условные предложения смешанного типа (Mixed Conditional)

If... Past Perfect... + ...would V...

If... Past Simple... + ...would have V₃/ed...

Exercise 24. Match the parts of the sentences.

Example: If I had moved to America 5 years ago, I would speak English fluently now.

1. If I had moved to America 5 years ago,
2. If I didn't like this singer,
3. We would be free now
4. If she had studied harder,
5. I would be in Moscow now
6. If he were smarter,
7. If you had followed my advice,

8. If I had heard the news before,
9. I would give the book to you
10. What would you have done

- a) you wouldn't be in trouble now
- b) he wouldn't have made that mistake
- c) I wouldn't have bought his CD
- d) she would have a better job
- e) I wouldn't be surprised now
- f) if you were me?
- g) if we had finished the work yesterday
- h) I would speak English fluently now
- i) if I hadn't lost it
- j) if you had called me before

I wish ...

Exercise 25. Fill the gaps with suitable verbs from the list:

*was (3) lived weren't could (2) visited spoke had
could*

Example: I wish everyone was happy.

1. I wish everyone ... happy.
2. I wish the weather ... warmer.
3. I wish there ... any wars.
4. I wish you ... come to the party.
5. I wish I ... Japanese.
6. I wish I ... 25 hours in a day.
7. I wish I ... be invisible.
8. I wish my family ... in France.
9. I wish he ... more friendly.
10. I wish you ... us more often.

Exercise 26. Put the verb in the brackets into the correct form.

Example: I wish I had met Harry before.

1. I wish I (meet) Harry before.
2. I wish I (not eat) so much.
3. I wish I (study) Maths instead of Chemistry.
4. I wish I (start) learning English many years ago.
5. I wish we (travel) by plane instead of taking a train.
6. I wish I (read) more books when I was young.
7. I wish I (not spend) so much time at work.
8. I wish I (see) my friends more often.
9. I wish I (not move) to a new flat.
10. I wish I (invite) Kate to the cinema yesterday.

Exercise 27. Put the verb in the brackets into the correct form.

1. I wish I (to know) French.
2. She fell and broke her leg. I wish she (to be) more careful.
3. I wish you (to read) more English books in future.
4. I feel sick, I wish I (not to eat) all the ice cream.
5. They need a singer for the choir. I wish I (can) sing.
6. My parrot has died. I wish I (to look after) it better.
7. I can't remember her telephone number. I wish I (can).
8. I wish I (not to lend) him my car: he has broken it.
9. My watch has stopped. I wish I (to have) a better watch.
10. I feel so tired. I wish I (not to stay up) so late last night.
11. My apartment is rather small. I wish I (to have) a bigger one.
12. I wish I (not to spend) all my money yesterday.
13. I wish I (to know) the answer to this question.
14. I wish you (to phone) me an hour ago.
15. I wish I (to know) then what I know now.

Exercise 28. Translate the sentences using "I wish".

1. Якби в мене зараз був вільний час!
2. Шкода, що я запізнився на зустріч.
3. Якби я вмів малювати!

4. Шкода, що вона не знала відповіді на те запитання.
5. Було б добре, якби у мене зараз була відпустка.
6. Шкода, що я не послухався їх поради.
7. Шкода, що вони не змінили свою думку.
8. Було би добре, якби ти знав правду.
9. Якби ти сказав мені про це рішення!
10. Шкода, що він не припинив робити такі помилки.
11. Шкода, що вона хворіє.
12. Шкода, що вже пізно йти на збори.
13. Вона шкодувала, що припинила там працювати.
14. Якби він вмів плавати!
15. Було би добре, якби ви взяли участь в обговоренні цього проекту.
16. Шкода, що ти не застав мене вдома.
17. Шкода, що дитина не цікавиться історією.
18. Шкода, що ви провели літо в селі.
19. Шкода, що він не в Києві.
20. Я би хотів згадати її адресу.
21. Шкода, що вона не любить класичну музику.
22. Мені шкода, що не відвідав цю виставку.

b) Work in pairs. Discuss what would happen if the situations were different:

Example: I don't live on the Bahamas. - ***I wish I lived on the Bahamas.***

I didn't live on the Bahamas then. - ***I wish I had lived on the Bahamas then***

1. I didn't have enough time to learn English well.
2. He hated having music classes when a child
3. Eve failed to find a better job.
4. Helen didn't learn English well so she is doing it now.
5. Ann watches TV too much. Her mother wants to stop it.
6. Kate can't stop having too much coffee.
7. Linda does not have a lot of money.
8. Mike is too old to start a new business.
9. David does not understand his parents.
10. Jack did not make much money last year.

Exercise 29. Put the verb in the brackets into the correct form.

1. I wish I ... 10 years younger (to be). 2. I wish I ... not so tired (to be). 3. I wish you ... in a good humour (to be). 4. I wish my friend ... not so proud of himself (to be). 5. I wish my mother ... a doctor (to be). 6. I wish my brother ... a success (to be). 7. I wish I ... present at that meeting (to be). 8. I wish I ... all the truth about these people (to know). 9. I wish I ... my friends tonight (to join). 10. I wish I ... in a new way (to live). 11. I wish I ... into an indifferent person (to turn). 12. I wish you ... a rest at the seaside (to have).

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Навчальне електронне видання

КУДЕЛІНА Ольга Юріївна
СОБОРОВА Ольга Михайлівна
БЕЦ Ольга Олегівна
БУРГАЗ Марина Іванівна

НАВЧАЛЬНИЙ ПОСІБНИК
з англійської мови
для бакалаврів II року IV семестру
денної форми навчання
(спеціальність – 207 Водні біоресурси та аквакультура)

Навчальний посібник
Видавець і виготовлювач
Одеський державний екологічний університет
вул. Львівська, 15, м. Одеса, 65016
тел./факс: (0482) 32-67-35
E-mail: info@odeku.edu.ua
Свідоцтво суб'єкта видавничої справи
ДК № 5242 від 08.11.2016