



ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ
УПРАВЛЕНИЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПОВЫШЕНИЯ
КВАЛИФИКАЦИИ

Кафедра «Иностранные языки»

Учебно-методическое пособие
по грамматике для магистрантов и аспиран-
тов всех специальностей

«THE INFINITIVE»



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Аннотация

Учебно-методическое пособие предназначено для магистрантов и аспирантов всех направлений подготовки в неязыковом вузе, рассчитано на аудиторную и самостоятельную работу, очной и заочной форм обучения всех специальностей. Данное учебно-методическое пособие состоит из 2 разделов. Тексты и упражнения взяты из оригинальных источников. Пособие ставит перед собой задачу – развитие грамматических навыков по употреблению инфинитива, а также инфинитивных конструкций (Complex Subject, Complex Object) времен английского глагола в действительном и страдательном залоге.

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UNIT I

Инфинитив

THE INFINITIVE

1. Инфинитив (**the Infinitive**) - это неличная форма глагола, которая называет действие. Инфинитив является основной (или I) формой глагола и представляет глагол в словаре. Признаком инфинитива является частица **to: to help** - помогать, **to read** - читать.

В современном английском языке инфинитив имеет следующие формы.

Active	Passive
Indefinite to write	to be written
Continuous	to be writing —
Perfect to have written	to have been written
Perfect Continuous	to have been writing —

Инфинитив в форме действительного залога обозначает действие, произведённое лицом, выраженным в предложении подлежащим, а в страдательном залоге - действие, направленное на это лицо.

I like to help. Я люблю помогать.

I like *to be helped*. Я люблю, когда мне помогают.

Инфинитив в Indefinite Active обозначает действие, не уточняя характер его протекания. Инфинитив в **Continuous Active** подчёркивает длительность действия.

She likes *to write letters*. Она нравится писать письма.

She must *be still writing*. Она, должно быть, всё ещё пишет.

Неперфектный инфинитив выражает действие, одновременное с действием глагола-сказуемого (или следующее за ним).

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Перфектный инфинитив выражает действие, предшествующее действию, выраженному глаголом-сказуемым.

I am glad *to study* at the University. Я рад, что учусь в университете.

I am glad *to have studied* at the University. Я рад, что учился в университете.

ФУНКЦИИ ИНФИНИТИВА/ THE FUNCTIONS OF THE INFINITIVE

В предложении инфинитив может быть:

a. Подлежащим.

To walk in the garden was very pleasant. Гулять в саду было очень приятно.

To read a lot is to know much. Много читать - много знать.

b. Обстоятельством цели.

To read the book I went to the reading-hall. Чтобы прочитать эту книгу, я пошёл в читальный зал.

c. Определением.

Инфинитив в функции определения переводится на русский язык тремя способами:

1. **Придаточным определительным предложением** с модальным сказуемым.

He is going to take part in the conference *to be held* in Moscow. Он собирается принять участие в конференции, *которая должна состояться* в Москве.

2. **Неопределённой формой глагола.**

I have nothing to say. Мне нечего *сказать*.

3. **Личной формой глагола**, если определение относится к порядковому числительному.

She was *the first to come*. Она *пришла первой*.

d. **Дополнением.**

He was glad *to have been given a new job*. Он был рад, что *ему дали* новую работу.

I decided *to read this book*. Я решил *прочитать* эту книгу.

e. **Частью сказуемого** (часто модального).

You *may come in*. Вы *можете войти*.

We ought to leave early in the morning. Мы **должны уехать** рано утром.

My wish *is to read much*. Моё желание - много читать.

КОНСТРУКЦИЯ FOR-TO-INFINITIVE

Данная конструкция (инфинитивный оборот с предлогом for, the For-to-Infinitive Construction, оборот for + существительное (местоимение) + инфинитив) представляет собой сочетание существительного в общем падеже или личного местоимения в объектном падеже с инфинитивом при помощи предлога **for**.

Here is the book **FOR YOU TO READ**.

Вот книга, которую вам надо прочитать.

При переводе существительное или местоимение такой конструкции становится подлежащим, а инфинитив - сказуемым. Инфинитив при этом может употребляться как в действительном, так и в страдательном залоге. Конструкцию можно переводить: 1) инфинитивом, 2) существительным 3) прида-

точным предложением.

ФУНКЦИИ КОНСТРУКЦИИ В ПРЕДЛОЖЕНИИ	
№ п/п	ФУНКЦИЯ
1	Подлежащее (часто с вводным <i>it</i>) <i>ask. Для меня просить - стыдно.</i>
	It is shame for me to
2	Сказуемое <i>engineers to follow. Инструкция предназначена для того, чтобы инженеры ее выполняли.</i>
	The instruction is for the
3	Дополнение <i>speak. Он ждал, когда она заговорит.</i>
	He waited for her to
4	Определение <i>to do is to obey. Лучшее, что вам следует сделать, - подчиниться.</i>
	The best thing for you
5	Обстоятельство цели <i>to pass. Он отошел в сторону, чтобы я смог пройти.</i>
	He stepped aside for me
6	Обстоятельство Результата <i>for you to hear. Он говорил достаточно громко, чтобы вы могли слышать.</i>
	He spoke loud enough

EXERCISES

Exercise 1. Translate the following sentences into Russian. Define the function of the Infinitives.

1) To explain this simple fact is not so very easy. 2) We are to study the main laws of physics. 3) The author was to read a paper at the conference. 4) The next step will be to produce a diagram of the system. 5) Glass which is to be used for lenses must be almost colourless. 6) The exact level is hard to calculate. 7) The books by Pawling are interesting to read. 8) The experimental results are few and not easy to interpret. 9) He must have found out about the conference from the newspaper. 10) The explosion must have occurred long ago. 11) There are some other properties of water to be considered at this point. 12) There is a particular question to be discussed at length. 13) There will be six independent elements to be determined. 14) There is not very much experimental data on which to base a decision between these two possibilities. 15) The amount of polonium to be obtained from a uranium mineral

can be simply calculated. 16) I was not able to write my test. It proved to be too difficult.

Exercise 2. Open the brackets and choose the Infinitive in the Active or Passive Voice.

1. They are glad (invite / be invited) to the party.
2. I don't like (interrupt / be interrupted).
3. He will be happy (see/ be seen) you.
4. I was glad (meet/be met) at the station.
5. Children like (tell/be told) tales and always (listen/ be listened) to them with interest.
6. I did not think (interrupt/ be interrupted) you.
7. He is glad (send/be sent) abroad.
8. He likes (ask/be asked) his professor questions.
9. He does not like (ask/ be asked) questions because he does not know how to answer them.
10. Be careful with him. He is a very resentful person. He can't bear (joke/be joked at).
11. He does not like (laugh/be laughed) at other people.
12. Look, a ship can (see/be seen) in the distance. Can you (see/ be seen) it?

Exercise 3. Change the sentences according to the examples.

A

Example: It is simple to solve this problem. – This problem is simple to solve.

It is difficult to speak to such people. – Such people are difficult to speak to.

1. It is expensive to buy a mink coat.
2. It is impossible to get a good dinner in our canteen.
3. It was difficult to start an engine in such cold weather.
4. It is dangerous to stand on this ladder.
5. It is rather difficult to deal with stubborn people.

B

Example: He came to the party the last. – He was the last to come to the party.

1. He is the only one among us who gave up

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smoking.

2. I was the next who spoke on the topic.
3. He was the first who raised this question.
4. She was the second who got an excellent mark.
5. Paul was the last who greeted me.

C

Example: It was the best time when she could find them at home. – It was the best time for her to find them at home.

1. Here is a simple English book that you can read.
2. The first thing they must do when they arrive is to phone home.
3. This is a problem you should solve by yourself.
4. There is nothing that we can add.
5. These are children you can play with.

READING

Exercise 4. Read Text A. Define the forms and functions of the underlined infinitives. Explain the cases when the infinitives are used without particle "to".

Text A

DRAGLINE EXCAVATOR

Dragline excavation systems are heavy equipment used in civil engineering and surface mining. In civil engineering the smaller types are used for road and port construction. The larger types are used in strip-mining operations to move overburden (soil layers) above coal. Draglines are amongst the largest mobile equipment, and weigh in the vicinity of 2000 metric tonnes, though specimens weighing up to 13,000 metric tones have also been constructed.

A dragline bucket system consists of a large bucket which is suspended from a boom (a large truss-like structure) with wire ropes. The bucket is manoeuvred by means of a number of ropes and chains. The hoist rope, powered by large diesel or electric motors, supports the bucket and hoist coupler assembly from the boom. The drag rope is used to draw the bucket assembly horizontally. By skillful manoeuvre of the hoist and the drag ropes

the bucket is controlled for various operations. In a typical cycle of excavation, the bucket is positioned above the material to be excavated. The bucket is then lowered and the drag rope is then drawn so that the bucket is dragged along the surface of the material. The bucket is then lifted by using the hoist rope. A swing operation is then performed to move the bucket to the place where the material is to be dumped. The drag rope is then released causing the bucket to tilt and empty. This is called a dump operation.

The bucket can also be 'thrown' by winding up to the jib and then releasing a clutch on the drag cable. This would then swing the bucket like a pendulum. Once the bucket had passed the vertical, the hoist cable would be released thus throwing the bucket. On smaller draglines, a skilled operator could make the bucket land about one-half the length of the jib further away than if it had just been dropped. On larger draglines, only a few extra metres may be reached. Draglines have different cutting sequences. The first is the side cast method using offset benches (терраса, уступ) this involves throwing the overburden sideways onto blasted material to make a bench. The second is a key pass. This pass cuts at the toe of the new high wall and also shifts the bench further towards the low wall. This may also require a chop pass if the wall is blocky. A chop pass involves the bucket being dropped down onto an angled highwall to scale the surface. The next sequence is the slowest operation. However, this pass moves most of the material. It involves the access to bottom of the material to lift it up to an elevated bench level. The final cut if required is a pull back, pulling material back further to the low-wall side.

The primary limitations of draglines are their boom height and boom length, which limit where the dragline can dump the waste material. Another primary limitation is their dig depth, which is limited by the length of rope the dragline can utilize. A dragline is most efficient excavating material below the level of its base. While a dragline can dig above itself, it does so inefficiently and is not suitable to load piled up material (as a rope shovel can).

Despite their limitations, and their extremely high capital cost, draglines remain popular with many mines, due to their reliability, and extremely low waste removal cost.

Exercise 5. Answer the following questions:

1. What types of draglines are used for road construction?
2. What does a dragline bucket system consist of?
3. What means is the bucket manoeuvred by?
4. How is the typical cycle of excavation performed?
5. How many cutting sequences do draglines have?
6. What are the primary limitations of draglines?
7. Why do draglines remain popular?

Exercise 6. Translate the following sentences paying attention to the infinitives:

1. The frame may have fuel and hydraulic fluid tanks.
2. The overhead guard helps to protect the operator from falling objects.
3. Pole attachments are used to lift rolls.
4. The tilt provides an ability to operate on non-level ground.
5. While steering, it is unnecessary to apply steering force to maintain a constant rate of turn.
6. To combine the gravitational and centrifugal forces means to produce a tip-over accident.
7. A forklift should not be used as a personnel lift.
8. The most common task of a telescopic handler is to move the loads.

Exercise 7. Translate the following sentences paying attention to the infinitive constructions:

1. This attachment enables the operator to move the forks.
2. As the boom extends it causes the vehicle to become increasingly unstable.
3. A loader is known to be a heavy equipment machine often used in construction.
4. Draglines are considered to be the largest mobile equipment.
5. UDD is claimed to represent the first fundamental change to draglines for almost a century.
6. Two hoist and one drag ropes permit the operator to

have
better control.

Exercise 8. A) Translate the text B paying attention to the infinitives:

B) Define the tense form of the predicates.

Text B

DRAGLINE EXAMPLES

The coal mining dragline known as Big Muskie, owned by the Central Ohio Coal Company (a division of American Electric Power), was the world's largest mobile earth-moving machine, weighing nearly 13,000

metric tons and standing nearly 22 stories tall. It operated in Guernsey County, in the US state of Ohio from 1969 to 1991, and was powered by 13,800 volts of electricity.

The British firm of Ransomes & Rapier produced a few large (1400– 1800 ton) excavators, the largest in Europe at the time (1960s). Power was from internal combustion engines driving electric generators. One, named Sundew, was used in a quarry from 1957 to 1974. After its working life at the first site in Rutland was finished it walked 13 miles to a new life at Corby; the walk took 9 weeks.

Smaller draglines were also commonly used before hydraulic excavators came into common use, the smaller draglines are now rarely used other than on river and gravel pit works. The small machines were of a mechanical drive with clutches. Firms such as Ruston and Bucyrus made models such as the RB10 which were popular for small building works and drainage work. Several of these can still be seen in the English Fens of Cambridgeshire, Lincolnshire and parts of Norfolk. Ruston's is a company also associated with drainage pumping engines. Electric drive systems were only used on the larger mining machines, most modern machines use a diesel-hydraulic drive, as machines are seldom in one location long enough to justify the cost of installing a substation and supply cables.

Notes:

pit – яма, шахта, карьер

justify – оправдывать

substation – подстанция

UNIT II

COMPLEXES WITH THE INFINITIVE
1. Сложное дополнение \ Объектный падеж с инфинитивом
Complex Object | The Accusative with the Infinitive

Сложное дополнение, состоит из **существительного** или **личного местоимения** в объектном падеже (me, him, her, us, you, them) и **инфинитива**, и употребляется лишь после глаголов, выражающих желание, восприятие, предположение, приказание, просьбу.

Существительное / местоимение

Инфинитив

В предложении он, как и положено дополнению, занимает третье место, то есть располагается за сказуемым.

(1)	(2)		(3)		(4)
Подлежащее	+	Сказуемое	+	оборот	
"сложное дополнение"	+	Второстепенные члены предложения			

а) Если инфинитив употр. в форме **Active**, то он выражает действие, совершаемое лицом или предметом, обозначенным существ. / местоимением, которое стоит перед инфинитивом.

б) А если сам инфинитив стоит в страдательном залоге (**Passive**), то он выражает действие над этим лицом / предметом.

Так строится английское предложение, когда в нем хотят передать сразу два разных объекта/субъекта и два разных действия. На русский язык в большинстве случаев переводится придаточным дополнительным предложением с союзами **чтобы; что; как**.

Однако не всякий английский глагол **(2)** может принимать после себя сложное дополнение. Нужно иметь в виду что:

1. Такой глагол должен быть переходным;
2. Список этих переходных глаголов строго ограничен;

3. Даже те глаголы, что входят в этот список, делаются на те, которые принимают инфинитив с частицей **to** и те, которые принимают инфинитив без частицы **to**.

После этих глаголов в конструкции "Сложное дополнение" вторая часть может быть выражена инфинитивом или же причастием I. Отличие:

Инфинитив обращает наше внимание на сам факт действия и его завершенность.

Причастие указывает на его длительность (действие в его развитии), незавершенность.

Например:

(инфинитив) I saw **him cross** the street. Я видел, **как он перешел** улицу.

(причастие) I saw **him crossing** the street. Я видел, **как он переходил** улицу.

Правда, если сам глагол выражает действие длительного характера, то это различие не так заметно и передать его средствами русского языка при переводе не удастся. Для обозначения ряда последовательных действий употребляется только инфинитив.

Сложное дополнение употребляется:

Инфинитив с частицей to:

1 . После глаголов, выражающих **желание, чувства, намерение:**

to desire – желать	to prefer – предпочитать
to hate – ненавидеть	to want – хотеть
to like – любить, нравиться	to wish – желать
to dislike – не нравиться	would/should like – желать
to love – любить	

I hate **her to use** these words. Мне не нравится (я ненавижу), **что она использует** такие слова.

I don't like **them to do** it. Мне не нравится, **что (как) они делают** это.

I want **you to come back**. (разг.: I want you back.) (Я) Хочу, **чтобы ты вернулась**.

She wanted **them to read** that book. Она хотела, **чтобы они прочли** эту книжку.

I wish **you to be** happy. (Я) Желая, **чтобы ты был** счастлив.

Инфинитив в страдательном залоге:

I want **you to be remembered**.

Я хочу, **чтобы тебя запомнили**.

I should like **us to be invited** to the conference.

Я хотел бы, чтобы нас пригласили на конференцию.

2. После глаголов, выражающих **умственную деятельность**. В этой роли над всеми этими глаголами вступает общее значение – **полагать, предполагать, считать**. После глаголов этой группы (кроме **to expect**) чаще всего употребляется инфинитив глагола **to be**:

to believe – <i>полагать</i>	to know – <i>знать</i>
to consider – <i>считать</i>	to remember – <i>поминать</i>
to declare – <i>заявлять</i>	
to expect – <i>ожидать</i>	
to find – <i>обнаруживать</i>	
	to suppose – <i>полагать</i>
	to think – <i>думать</i>
	to understand – <i>понимать</i>

We know heat **to be** a form of energy. Мы знаем, **что** тепло — это форма энергии.

I expect **him to ask** that question. *Я ожидаю, что он задаст этот вопрос.*

Причем после глаголов to consider, to declare, to find, to prove инфинитив, обозначенный глаголом **to be**, часто опускается:

I consider **him** (to be) wrong. *Я считаю, что он не прав.*

They declared **him** (to be) the winner. *Они объявили его победителем.*

3. После глаголов, выражающих **побуждение** (приказ, просьбу, разрешение, предупреждение). Часто порядок слов английского предложения с этим оборотом полностью совпадает с порядком слов русского варианта этого предложения:

to advise - <i>советовать</i>	to order - <i>приказывать</i>
to allow - <i>позволять</i>	to permit - <i>разрешать</i>
to ask – <i>просить</i>	to recommend – <i>рекомендовать</i>
to command - <i>приказывать</i>	
to force - <i>принуждать</i>	to request - <i>просить</i>
to get – <i>сделать так, чтобы</i>	to tell – <i>велеть</i>
	to warn – <i>предупреждать</i>

The teacher allowed **us to use** dictionaries. *Учитель позволил нам пользоваться словарями.*

I ask **you not to be late** this time. *Я прошу вас не опаздывать на этот раз.*

Иностранный язык

I'll get **her to come**. *Я заставлю **ее** **прийти**. (Я сделаю так, чтобы она пришла.)*
 The doctor told **me to stay** in bed. *Врач велел **мне** **оставаться** в постели.*

Если лицо, на которое направлено приказание /разрешение, не указывается, то используется Passive:

She allowed **the car to be taken** away. *Она разрешила, чтобы машину **убрали** с этого места.*

Инфинитив без частицы to:

1 После глаголов: **to make** в значении – *заставлять, вынуждать*, **to let** – *разрешать, позволять*. Причем объектный инфинитивный оборот переводится не дополнительным придаточным предложением, а неопределенным глаголом (совпадая с русской конструкцией):

They made **her come**. *Они заставили **ее** **прийти**.*

What makes **you think** so? *Что заставляет **тебя** **думать** так?*

Let **me know** when you are ready. *Дай **мне** **знать**, когда будешь **готов**.*

Let **me see!** *Дайте (мне) **подумать!***

2 После глаголов, выражающих **восприятие** при помощи **органов чувств**. Как правило, переводятся глаголами совершенного вида:

to feel - <i>чувствовать</i>	to observe - <i>наблю-</i>
to hear - <i>слышать</i>	<i>дать</i>
to notice – <i>замечать</i>	to see - <i>видеть</i>
	to watch – <i>наблюдать</i>

I felt **somebody touch** my shoulder. *Я почувствовал, **как** **кто-то коснулся** моего плеча.*

I never saw **him cry**. *Я никогда не видел, чтобы он **плакал**.*

We watched **the train arrive**. *Мы наблюдали, **как** **подошел поезд**.*

Примечание1: Если глагол **to see** употребляется в значении **понимать**, а глагол **to hear** в значении **узнавать** (то есть не выражают физиологические чувства), то в этих случаях они не принимают сложных дополнений, и возможно лишь построение обычного дополнительного придаточного предложения:

Nick saw **Ann enter** the hotel. *Ник видел, **что** **Анна** **вошла** в гостиницу.*

I **see** **that** you read this book. Я **вижу** (**понимаю**),
что вы читали эту книгу.

Примечание 2: Глагол **to feel** может иметь значение *считать/полагать*, в этом случае оборот тоже можно использовать, но уже с частицей **to**:

He **felt** **them to come back** soon. Он чувствовал/полагал,
что они вернуться скоро.

EXERCISES

Exercise 1. Open the brackets and use the Complex Object.

Example: He expected (they, arrive) at 5. – He expected them to arrive at 5.

1. Do you want (they, stay) at the hotel or with us?
2. I'd like (the professor, look through) my report.
3. Do you want (I, show) you the sights of the city?
4. We expect (he, arrange) everything by the time we come.
5. I want (she, tell) me the news in brief.
6. He expected (the meeting, hold) in the Red Room.
7. I would like (they, fix) an appointment for me for Tuesday.
8. We want (she, introduce) us the president.
9. I don't want (thay, be late) for dinner.
10. He expected (she, invite) to party by the Smiths.
11. I'd like (the dress, buy) by Saturday.
12. I don't want (she, treat) like Alice.
13. We considered (he, be) an honest person.
14. I don't like (she, prevent) me from doing it.
15. I suspect (he, help) by her.

Exrcise 2. Combine the sentences using the Complex Object.

Example: I did not see him. He entered the house. –
 I did not see him enter the house.
 I saw him. He was entering the house. –
 I saw him entering the house.

1. They did not notice us. We passed by.
2. He heard her. She was playing the piano.
3. He saw her. She burst into tears.

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4. I felt her hand. It was shaking.
5. He hasn't heard us. We called his name.
6. They haven't seen the accident. It occurred at the corner.
7. I heard them. They were arguing.
8. She heard the footsteps. They were dying away.
9. She felt something. It was crawling around her neck.
10. We many times heard him. He told this story.
11. She noticed the expression of his face. It changed suddenly.
12. I heard somebody. He mentioned my name
13. I felt something hard. It hurt my leg.

Exercise 3. Change complex sentences into sentences with the Complex Object.

1. I did not expect that she would forget about my birthday.
2. She saw how the children were playing in the park.
3. Do you know that he went abroad two days ago?
4. I like to watch how she dances.
5. She could hardly believe that he had been rescued.
6. He expects that everybody will be ready to do this work.
7. I don't like when the children are late for dinner.
8. Don't consider that he is a hero. He is an ordinary man.
9. I've heard how he was arguing with his father.
10. I suspect that he has taken my money.
11. She likes to watch how the sun sets.
12. I hate when people shout at each other.
13. They suppose that he will cope with this work.
14. I've heard how she was crying.
15. We expect that he will solve this problem soon.

Exercise 4. Open the brackets and use the proper form of the Complex Object.

1. Where is Nick – I saw (he, talk) to Kate a few minutes ago.
2. Parents always want (their children, be) the best.
3. I wouldn't like (such valuable presents, give) to me.
4. I noticed (he, write) something and (pass) it to Alice.
5. We suppose (they, apologize) to us.

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6. She watched (the stars, sparkle) in the dark sky.
7. I did not expect (he, behave) in such a way.
8. We don't want (our planet, pollute).
9. I heard (he, work) in his study at night.
10. They expected (he, buy) a more expensive car.

READING

Exercise 5. Read and translate the Text

A. Define the forms of Complex Object.

Text A

Factors of Production: Natural Resources and Land

Economists consider natural resources to be the third factor of production. They are a contribution to productive activity made by land (for example, a factory site or farm location), raw materials such as iron ore, timber, oil, water for crops and power production, forests and animals.

Some natural resources, wheat, for example, are renewable, others such as iron ore are non-renewable and will sooner or later be used up. Economists know reduced supplies of non-renewable resources to result in their higher prices, which provides an incentive to look for natural or synthetic substitutes for them.

The supply of land, an essential natural resource, is limited and it cannot be easily increased to meet an increase in demand except in certain cases. For example, the Dutch have been able to reclaim from the sea some areas of low-lying land.

Another essential characteristic of land is that it is durable, that is, land is not used up in the production process, although it may be depleted by use.

Land is, in some respects, close to physical capital, though the former is supplied by nature and the latter is produced by man. But applying labour to kill weeds or fertiliser to improve the soil, farmers can "produce" better land and raise its price.

Price of or income from land, as well as from other natural resources, is called rent. Land itself has no cost of production, so rent depends on the degree of scarcity and on the demand for it.

The purposes for which land is used are due to its characteris-

tics. Land can be used for housing or offices, for mining, or for building roads. Besides, it contributes to the production of crops, providing an environment that supplies water, air, and nutrients for plant growth.

Land is a unique agricultural resource, so a lot of management problems arise. In the first place, the farmer has to make a choice between buying and leasing it. The advantages and disadvantages depend on the farmer's financial position, on the availability of land for lease and purchase and some other factors.

Because purchasing land usually requires a larger capital, farmers with limited capital lease land and use their capital for machinery and other resources.

Economists consider a satisfactory lease to be the one that is profitable both for the landowner and the tenant. A fair lease compensates both parties in proportion to their contributions to the farm business.

Other management problems may arise due to differences in land profitability in various farming branches and other industries. Economists know different crops and classes of animals to vary in profitability. The farmer has to study thoroughly the conditions on his farm to make a correct choice between alternative uses.

Although the total supply of land is limited, its allocation between industries is not. If a government wants to stimulate, for example, either housing or afforestation, it offers a subsidy raising the rent received by owners of housing land or forests. This may create incentives for farmers to transfer land from farming to other industries.

Exercise 6. Translate the sentences paying attention to the Complexes with the Infinitive

1. We know many newly industrialized countries to have weak trade unions.
2. The developing countries want the rich countries to stop imposing tariffs on imports from the Third World.
3. Economists consider land to be the factor of production supplied by nature.

4. As the prices of fuels rise, we expect their production to expand.

5. Some businessmen think trade union regulations to result in fewer jobs.

6. A rise in the price of a unit of labour will make the firm start using a more capital-intensive technology (капиталоемкая технология).

7. Higher prices for oil make research laboratories work at substitutes for oil.

8. The command economy does not let an individual make free economic decisions.

9. Increased output per worker in agriculture lets more workers be transferred from agriculture to industry.

10. Allocation of additional capital lets a high level of production be maintained with fewer workers.

Exercise 7. A) Translate the text A paying attention to the infinitives:

B) Choose an appropriate verb given below to complete the spaces in the text. The first has been done for you.

**negotiate take place go deal act be dispersed
drop hand ignore negotiate award**

Text B

Owners Can't Ignore Union

New York (CNN money)

One of the most influential figures in modern professional sports says he fully expects baseball (1) *to field* 30 teams next year, and not (2) ... ahead with plans announced this week (3) ... two teams.

"I say it as an illustration of again how foolishly the owners seem (4)..., said Marvin Miller about the contraction plans announced by major league owners this week. "The notion that you can just (5) ... the union is foolish, and becomes more foolish each time they do it."

Love him or hate him, Miller is someone who is tough (6)... when talking about labor relations in baseball in general and U.S. sports as a whole.

Before Miller, owners could and did ignore players' wishes. They would refuse (7)... with players' agents, or (8)... multiyear contracts.

The owners have apparently come up with a new theory of

how (9) ... with the players union — if you can't beat them, pretend they're not there. They tried (10)... the union their first defeat in the lifetime of most players by simply announcing the unilateral action.

Commissioner Bud Selig admitted that management would have (11)... with the union how the players with the two yet-unnamed franchises will (12)..., but not about whether contraction would (13)....

Exercise 8. Read the sentences from "The Economist" advertisements, underline examples of verb + object + infinitive or verb in the Passive + infinitive constructions and place them in the appropriate column in the box below. Translate the sentences into Russian.

1. The Treasury Select Committee of the House of Commons is seeking a Committee Specialist to assist with the inquiries.

2. Candidates will be expected to have a broad understanding of the whole range of the Government's economic agenda.

3. Strict impartiality is required and the person appointed will be expected not to engage in political activities for the duration of the appointment.

4. "Local Voices" is designed to support professional broadcasters in creating high-quality coverage of AIDS issues for their audiences.

5. We are looking to you to strengthen our efforts by providing a first rate national and international policy research and advisory service to Director General.

6. Due to the nature of the work, the successful applicant will be required to complete security clearance.

7. The Institute of Management and Computer Sciences is searching for an outstanding individual possessing a doctoral degree in management sciences area to head its management sciences stream.

8. He/she would be expected to provide leadership to build the Institute's management sciences track into a leading business program in Pakistan.

9. The institute is being planned to be elevated to the status of a university. 10. Following assessment of the Expressions of Interest, the Shell company will invite short-listed applicants to

submit full technical and commercial proposals.

Verb + object + infinitive Verb in the Passive + infinitive

Exercise 9. Translate the following sentences.

A)

1. Я хочу, чтобы ты просмотрела эти письма. 2. Мы не ожидали, что он согласится с ними. 3. Мне бы хотелось, чтобы вы были готовы через час. 4. Что заставило его переехать на новую квартиру? 5. Интересно, что его так рассердило? 6. Я никогда не слышал, чтобы он говорил неправду. 7. Никто не заметил, что я открыл дверь и вышел. 8. Он хочет, чтобы вы ему помогли. 9. Она попросила Анн показать ей письма. 10. Я полагаю, что они раньше следующей пятницы не вернуться. 11. Все считают его способным художником. 12. Он велел помощнику все приготовить. 13. Тебе бы хотелось, чтобы они передумали? 14. Они не ожидали, что погода изменится. 15. Ты не хочешь, чтобы это было забыто? 16. Хотите ли вы, чтобы их познакомили с вами? 17. Ваша история меня очень огорчила. 18. Эта новость сделала меня совсем счастливым. 19. Я хочу, чтобы вы познакомились с моим братом. 20. Он хочет, чтобы я поехал в Лондон на днях.

Exercise 10. Paraphrase the following using complex objects with the Infinitive.

Example: She watched how he went She watched him go.

1. He heard how one of the girls in the shop addressed Jane.
2. She saw that the door of the sitting-room opened and her mother entered.
3. She smiled when she heard, how he locked the door loudly.
4. Jack watched how Eliza learn then he walked slowly down the hall to his fathers room.
5. I've never heard how he spoke of this life in Canada.
6. Don't let the child do it: the child shouldn't play alone in the courtyard.
7. The teacher made it so: his pupils did their exercise again.
8. I helped the woman: she got out of the taxicab.

9. The man told the dog: it had to lie.
10. The news made it: I cried out for joy.
11. They considered the idea: it was worthy of attention.

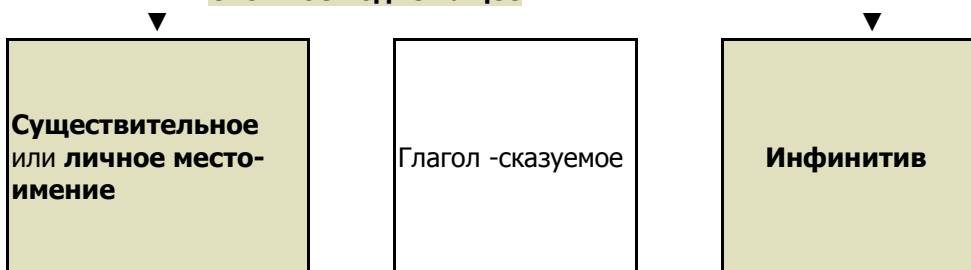
2. Сложное подлежащее /Именительный падеж с инфинитивом

COMPLEX SUBJECT /THE NOMINATIVE WITH THE INFINITIVE

Сложное подлежащее, состоит из **существительного** или **личного местоимения** в именительном падеже и **инфинитива**, обозначающего действие.

Эта конструкция разделена на две части глаголом-сказуемым в личной форме, причем последний чаще используется в страдательном залоге.

Сложное подлежащее



Субъектный инфинитивный оборот представляет собой **сложное подлежащее** и на русский язык переводится сложноподчиненным предложением с вводными словами (*как известно, по-видимому* и пр.)

Список глаголов-сказуемых, способных принять сложное подлежащее здесь более ограничен, и не все глаголы из предыдущего синтаксического комплекса (объектный инфинитивный оборот) входят в него.

Случаи употребления оборота

С глаголом-сказуемым в страдательном залоге (Passive):

Вспомним, что все формы **Passive** образуются при помощи вспомогательного глагола **to be (am, is, are, was, were...)** и III-ей формы глагола (-ed форма).

1 С глаголами **сообщения**. Обороты с этими словами характерны для газет и теленовостей, когда источник информации неизвестен, не важен или его скрывает

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ют.

(to announce) is/are/was/were **announced** – *заявляют, сообщали,*

(to describe) is/are/was/were **described** – *описывают, изображают,*

(to report) is/are/was/were **reported** – *сообщают, сообщалось,*

(to say) is/are/was/were **said** – *говорят, говорили,*

(to state) is/are/was/were **stated** – *как указывают, заявляли и др.*

She was announced **to be** the winner. *Было объявлено, что она победила.*

They are reported **to arrive** in two days. *Сообщают, что они придут через два дня.*

He is said **to be** very ill. *Говорят, что он очень болен.*

2 С глаголами **мышления** (мнение, предположение, надежда):

(to believe) is/are/was/were **believed** – *полагают, считают, верят,*

(to consider) is/are/was/were **considered** – *полагают, полагали,*

(to expect) is/are/was/were **expected** – *полагают, ожидали,*

(to know) is/are/was/were **known** – *как известно, известно, знали,*

(to suppose) is/are/was/were **supposed** – *предполагают, полагали,*

(to think) is/are/was/were **thought** – *думают, полагали,*

(to understand) is/are/was/were **understood** – *считается, считали...и др.*

She is considered **to be** the best singer. *Ее считают самой лучшей певицей. = Считается, что она лучшая певица.*

He is known **to be** a good writer. *Известно, что он хороший писатель.*

I was supposed **to meet** him. *Предполагалось, что я встречу его.*

3 С глаголами **чувственного восприятия**:

(to hear) is/are/was/were **heard** – *слышно, слышали,*

(to see) is/are/was/were **seen** – *наблюдают, видели, и др.*

Birds were heard **to sing** in the garden. *Было слышно, как*

ПТИЦЫ ПОЮТ в саду.

He was seen to enter the house. *Видели, как он вошел в дом.*

После сказуемого в страдательном залоге **сам инфинитив** может употребляться в различных формах:

He is reported to be writing a new novel. (Continuous Infinitive) *Сообщают, что он пишет новый роман.*

He is said to have returned at last. (Perfect Infinitive) *Говорят, что он наконец вернулся.*

Примечание: С глаголами **побуждения** (приказание, просьба, разрешение) субъектный инфинитивный оборот не образуется. Инфинитив здесь выполняет роль прямого дополнения, а перевод обычно совпадает с порядком слов русского варианта этого предложения:

(to allow) is/are/was/were **allowed** – *позволяют, позволили,*

(to ask) is/are/was/were **asked** – *осведомляются, требовали,*

(to make) is/are/was/were **made** – *заставляют, заставили,*

(to order) is/are/was/were **ordered** – *приказывают, приказали,*

(to permit) is/are/was/were **permitted** – *разрешают, разрешили,*

(to tell) is/are/was/were **told** – *велят, велели, требовали и др.*

She was allowed **to go** for a walk. *Ей разрешили пойти погулять.*

They were asked **to come** earlier. *Их попросили прийти раньше.*

They were ordered **to leave** the hall. *Им приказали оставить зал.*

С глаголом-сказуемым в действительном залоге (Active):

1 С глаголами: **to appear, to seem** – *казаться, представляться*, причем в разговорной речи более уместен **seem**.

He appeared to know her new address. *Оказалось, что он знает ее новый адрес.*

He seems to know us. *Кажется, он знает нас.*

Если инфинитив выражен глаголом-связкой **to be**, то он часто опускается:

He seems (to be) angry. *Кажется, что он сердится.*

She seems (to be) unhappy. *Она, кажется, несчастлива.*

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После этих глаголов могут употребляться **все виды** инфинитива:

He seems to be watching us. (Continuous Infinitive) *Похоже, он наблюдает за нами.* (передает длительность)

She seemed to have kept all his promises. (Perfect Infinitive). *Казалось, что она выполнила все свои обещания.* (передает завершенность)

2 С глаголами: **to chance, to happen** - *случайно оказываться, to prove, to turn out (to be)* – *случиться, оказаться*, причем после них может употребляться лишь простой инфинитив – Indefinite.

Do **you** happen **to know** her name? *Вы, случайно, не знаете ее имени?*

He proved **to be** a good friend. *Оказалось, что он хороший друг.*

He turned out (to be) a smuggler. *Он оказался контрабандистом.*

В разговорной речи **to be** может опускаться, причем **to prove** характерен для официальной речи, а **to turn out** – для обычной.

3 Глагол-сказуемое выражено **прилагательным с глаголом-связкой**.

to be (is, are, was, ...) + **likely** – *вероятный/unlikely* – *маловероятный/sure* - *верный, безусловный*. После них может употребляться лишь простой инфинитив – Indefinite. На русский язык переводятся наречиями.

He is likely to come. *Вероятно, он придет.*

He is unlikely to help you. *Вряд ли он поможет тебе.*

They are sure to come soon. *Они, несомненно, скоро придут.*

Отрицательная частица **not** ставится перед likely, и после sure.

We are not likely to meet often. *Мы вряд ли будем встречаться часто.*

EXERCISES

Exercise 1. Open the brackets and use the Complex Subject.

Example: He is thought (study) now. – He is thought to be studying now.

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- | | |
|-----|--|
| 1. | He is considered (be) a good musician. |
| 2. | They are thought (go away) some days ago. |
| 3. | James is expected (make) a report next Wednesday. |
| 4. | Steve is known (help) them to solve a problem when they were in trouble. |
| 5. | Mozart is known (compose) a lot of wonderful pieces of music. |
| 6. | The film is considered (be) the worst of the year. |
| 7. | She is supposed (work) in the laboratory from 2 to 6 p.m. tomorrow. |
| 8. | They are known (make) a new discovery a month ago. |
| 9. | He is expected (manage) the business himself. |
| 10. | He is said (be) at the customs office now. |
| 11. | The delegation is reported (leave) Prague tonight at 11 a.m. |
| 12. | They are known (live) in Egypt for a long time. |
| 13. | He is believed (work) at an urgent problem now. |

Exercise 2. Open the brackets and use the Complex Subject.

A *Make sentences in bold type less definite and express one's uncertainty of the following.*

Example: Do you remember his name? – Unfortunately, I don't remember his name. – I don't seem/appear to remember his name.

1. They got married a month ago. Is she happy? – No, she is not happy.
2. Does she have a key to her suitcase? – No, she has lost it.
3. We are so late. I am sure he has gone. – No, he is waiting for us.

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4. She looks nice. – Yes, but she has put on weight.
5. I want to be introduced to Mrs. Smith. – Peter will help you. He knows her well.
6. I have much trouble with my new washing machine. – No problem. I know this type very well.
7. Does he work at the same office? – No, he changed his job.
8. Is she still abroad? – No, she returned two months ago and now is working at her new book.
9. Look, this man is overhearing us. Speak more quietly.
10. The president has left his country residence and is returning to the capital.

B Change your sentences using the verb *happen* with the verbs in bold type.

Example: Do you know Mr. Brown? – Do you **happen** to know Mr. Brown?

1. I'll visit Trafalgar Square if I am London.
2. If anybody knows him, call the police.
3. If you see Kate, ask her to phone me.
4. Do you know how to get to the Tower?
5. He'll arrange everything if he goes on a tour.
6. Does he know with whom Mary has gone to the Canaries?
7. Have you see them leave?
8. Can you change a pound?
9. Has she seen where they parked their car?
10. If I meet them, I'll phone the police.

C Change your sentences using verbs *turn out* or *prove*.

Example: He know Mr. Brown. – He **turned out/proved** to know Mr. Brown.

1. The interview with the young artist was rather interesting.
2. The prices at the hotel were reasonable.
3. The conversation with them was rather unpleasant.
4. The young man was a smuggler.
5. He was a qualified economist.
6. The student's knowledge of mathematics was above the average.

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7. Yesterday's party was entertaining.
8. The weather in this part of the country was rainy.
9. The workshop was rather useful for economists, but for managers it was rather dull.
10. I bought a book which was a best-seller.
11. This unpleasant man who found faults with me during the interview was my manager.

Exercise 3. Make up sentences.

- 1) To be delivered, on Saturday, the letter, is expected.
 - 2) We, the job, right away, are supposed, to do.
- 3) Was found, behaviour, Nora's to be suspicions, son.
 - 4) Company, to be pleasant, was considered, Constance.
 - 5) Today, to be announced, the news is expected.
 - 6) Your team, to win, the game, was expected.
 - 7) To have made, our head engineer, an important discovery, was known.

READING

Exercise 4. Read and translate Text A. Underline the sentences with complex subject.

Text A

Superconductivity

According to the prominent scientist in this country V.L. Ginzburg the latest world achievements in the field of superconductivity mean a revolution in technology and industry. Recent spectacular breakthroughs in superconductors may be compared with the physics discoveries that led to electronics and nuclear power. They are likely to bring the mankind to the threshold of a new technological age. Prestige, economic and military benefits could well come to the nation that first will master this new field of physics. The phenomenon of superconductivity appears to have been discovered as early as 1911. Before 1911 superconductivity was assumed to be impossible. But in 1911 superconductivity was discovered by a Dutch physicist K. Onnes, who was awarded the Nobel Prize in 1913 for his low temperature research. The electrical resistivity of a mercury wire was found to

disappear when cooled to $-269\text{ }^{\circ}\text{C}$. Absolute zero is known to be 0 K. This discovery was a completely unexpected phenomenon. A Dutch physicist found a superconducting material to return to normal state when a strong magnetic field was applied. But at that time there was no theory to explain this.

For almost 50 years after K. Onnes' discovery theorists were unable to develop a fundamental theory of superconductivity. In 1950 physicists Landau and Ginzburg made a great contribution to the development of superconductivity theory. They introduced a model which proved to be useful in understanding electromagnetic properties of superconductors. Finally, in 1957 a satisfactory theory was presented by American physicists, which won for them in 1972 the Nobel Prize in physics. Research in superconductors became especially active since a discovery made in 1986 by IBM scientists in Zurich. They found a metallic ceramic compound to become a superconductor at a temperature well above the previously achieved record of 23 K.

It was difficult to believe it. However, in 1987 American physicist Paul Chu informed about a much more sensational discovery: he and his colleagues produced superconductivity at an unbelievable before temperature 98 K in a special ceramic material. At once in all leading laboratories throughout the world superconductors of critical temperature 100 K and higher (that is, above the boiling temperature of liquid nitrogen) were obtained. Thus, potential technical uses of high temperature superconductivity seemed to be possible and practical. Scientists have found a ceramic material that works at room temperature. But getting superconductors from the laboratory into production will be no easy task. While the new superconductors are easily made, their quality is often uneven. Some tend to break when produced, others lose their superconductivity within minutes or hours. All are extremely difficult to fabricate into wires. Moreover, scientists lack a full understanding of how ceramics become superconductors. This fact makes developing new substances largely a random process.

Exercise 5. Translate the following sentences.

1. Recent discoveries in superconductivity made scientists look for new conducting materials and for practical applications of the phenomenon.
2. The latest achievements in the field of superconductivity are certain to make a revolution in technology

and industry. 3. Recommendations from physicists will allow the necessary measures to be taken to protect the air from pollution. 4. Lasers are sure to do some jobs better and at much lower cost than other devices. 5. M. Faraday supposed a light beam to reverse its polarisation as it passed through a magnetised crystal. 6. Superconductors are likely to find applications we don't even think of at present. 7. Properties of materials obtained in space prove to be much better than those produced on Earth. 8. There are prospects for lasers to be used in long distance communication and for transmission of energy to space stations. 9. Additional radio transmitters let the pilot make his approach to an airport by watching his flight instruments. 10. There seems to be a lot of alloys and compounds that become superconductors under certain conditions.

Exercise 6. Paraphrase the following sentences so as to use a construction with the complex subject.

A.

1. It is expected Peter will establish a record tomorrow. 2. It is known Mr. Evans will deal with the matter. 3. It is said Bill prefers boating to swimming. 4. It is believed Ann's son is a promising physicist.

B. 1. She was seen so: she entered the garden through a side gate. 2. The phone was heard: it was buzzing in the next room. 3. The plane was watched: it climbed gracefully and disappeared in the white clouds. 4. It was heard: the taxi was giving repeated signals down in the street. 5. Jimmy was heard so: he shouted something to the people on the bridge.

Exercise 7. Read and translate Text B. Underline the sentences with complex subject.

Text B

Cooperation in Space.

A little over 70 years ago, when the idea of space flights was considered to be the product of imagination, the great Russian scientist Konstantin Tsiolkovsky published his book "Outside the Earth". It was supposed to be only a science-fiction novel written by someone who lived and taught in a small provincial town of Kaluga. Nobody believed the ideas described in the book to be realized in future. Ears passed and Tsiolkovsky's ideas proved to have been used in studying space and constructing rockets. Many pages of his book were devoted to interna-

tionalism. His imaginary spaceship described in the book was inhabited by scientists from all over the world. Each one of them appeared to be highly competent in the particular field, and all of them taken together formed a friendly crew. Now the time has come when this dream was realized. The cosmonauts of different countries exercise mutual scientific programmes in space. Ten countries are known to have been participating in intercosmos programmes. This is really a wide scale cooperation when the scientists want their individual programmes to serve the world science. More than 20 satellites of the Intercosmos series and a dozen of high-altitude rockets of the "Vertical" type were equipped with instrumentation for scientific research designed in different countries. With the help of Russian sputniks other countries develop weather forecasting, telecommunications and television transmissions. Space research is reported to have provided findings in the study of natural resources. The achievements in space efforts are also connected with manned flights. We know citizens of nine countries to have participated in space missions. The international crews organize real scientific laboratories on board the spaceships for making research in astrophysics, medicine, geology and technology.

Exercise 8. Read the text once more and find which of the following statements are false for the text. Correct them.

1.Tsiolkovsky lived and worked in Kaluga. 2.He was a teacher there. 3.His book contained the information about a scientist who worked in space. 4.His book remained only a science-fiction. 5.More than 20 countries participate in manned flights. 6.Rockets of the "Vertical" type were equipped with Russian instrumentation, 7.Scientific laboratories on board the spaceships will soon appear.

Exercise 9. Fill in the blank with a suitable word from the text.

1.Tsiolkovsky_____his book more than 70 years ago. 2.It was a _____, but it contained the ideas of future spaceships. 3.The heroes of his book_____ a _____ crew 4.His dreams _____ and now we can see international crews in space. 5.Ten countries _____ in intercosmos programmes. 6.The_____ in space are great. 7.International crews_____in many fields of science.

(science-fiction; formed; were realized; achievements; make research; published; friendly; participate;).

Exercise 10. Read and translate Text C.

Underline the sentences

- with complex subject active voice (3) ; - infinitive As an attribute (3) infinitive as adverbial modifier (4)

Text C

Introduction to Banking and Financial Markets

A commercial bank borrows money from the public, crediting them with a deposit. The deposit is a liability of the bank. It is the money owed to depositors. In turn the bank lends money to firms, households, or governments wishing to borrow.

Commercial banks are financial intermediaries with a government license to make loans and issue deposits, including deposits against which cheques can be written.

Major important banks in most countries are included in the clearing system in which debts between banks are settled by adding up all the transactions in a given period and paying only the net amounts needed to balance inter-bank accounts.

The balance sheet of a bank includes assets and liabilities. We begin by discussing the asset side of the balance sheet.

Cash assets are notes and coins kept in their vaults and deposited with the Central Bank. The balance sheet also shows money lent out or used to purchase short-term interest-earning assets such as loans and bills. Bills are financial assets to be repurchased by the original borrower within a year or less. Loans refer to lending to households and firms and are to be repaid by a certain date. Loans appear to be the major share of bank lending. Securities show bank purchases of interest-bearing long-term financial assets. These can be government bonds or industrial shares. Since these assets are traded daily on the Stock Exchange, these securities seem to be easy to cash whenever the bank wishes, though their price fluctuates from day to day.

We now examine the liability side of the balance sheet which includes, mainly, deposits. The two most important kinds of deposits are sure to be sight deposits and time deposits. Sight deposits can be withdrawn on sight³ whenever the depositor wishes. These are the accounts against which we write cheques, thus withdrawing money without giving the bank any warning. Therefore, most banks do not pay interest on sight deposits, or chequing accounts.

Before time deposits can be withdrawn, a minimum period of notification must be given within which banks can sell off some of their high-interest securities or call in some of their high-interest loans in order to have the money to pay out depositors. Therefore, banks usually pay interest on time deposits. Apart from deposits banks usually have some other liabilities as, for instance, deposits in foreign currency, cheques in the process of clearance and others.

1. to write cheques against the account — выписывать чеки против счета
2. to balance an account — уравнивать, погасить счет; сбалансировать статьи расходов
3. on sight — по предъявлении (без предварительного уведомления)

Exercise 11. Translate the sentences. Define the forms and functions of complex subject .

A

1. When labour is expensive, the quantity of capital demanded is likely to rise.
2. Demand for imports is unlikely to fall when domestic income and output in the country fall.
3. An increase in the wage rate is sure to reduce the quantity of labour demanded.
4. Individual labour supply seems to be inelastic.
5. If a firm's assets turn out to be considerable, it is more likely to get a loan from a bank.
6. With every additional purchase the consumer's satisfaction is likely to decrease although prices remain the same.

B

1. New methods of economic analysis appear to be required in the near future.
2. One form of money or another seems to have been used in all societies since time immemorial (с незапамятных времен).
3. Most Western economies do not appear to have reached considerable production growth due to tax cuts.
4. New bank services prove to be constantly coming into life.
5. Western economies are sure to have rapidly recovered from

the 1980-82 crisis, the worst in post-war years.

6. Although such factors of production as capital and land appear to be owned by firms, they are actually owned by households.

Exercise 12. Translate the sentences. Define the forms and functions of infinitives.

1. Karl Marx thought capitalism to be a temporary type of economy.

2. The dividends to be paid out this year will not be high.

3. Few market economies are likely to provide jobs for all those wanting to work.

4. An average worker in the United Kingdom is known to be paid more than the one in India.

5. It is not necessary nowadays for markets to be located in any particular place: the sugar market and the cotton market are considered to be not geographical locations but a number of conditions which let buyers and sellers work together.

6. To have inelastic demand is typical of all essential commodities and services, for instance, food and health service.

7. If the price of oil rises to \$40 per barrel, it will be high enough to make oil shale mines economic.

8. The economics course to be offered to students is to bring together microeconomics and macroeconomics.

9. The global competitive and technological forces are too powerful to let political regulators replace market practices with regulatory ones.

Exercise 13. Translate the sentences into English using the Infinitive.

A

1. Предполагают, что река течет в этом направлении.
2. Говорят, у него детство было очень трудным.
3. Кажется, она сделала это специально для вас.
4. Мне бы хотелось чтобы вы предложили Р. свою помощь.
5. Мы не ожидали, что обсуждение будет таким интересным.
6. Вы возьмете покупки с собой или хотели бы, чтобы их вам доставили домой?
7. Не позволяйте ей читать в постели.
8. Что заставило его сде-

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лать этот шаг? 9. Надеюсь, я не заставил вас долго ждать.
10. Говорят, водопады очень красивы.

В

1. Говорят, он установил еще один рекорд (другой). 2. Известно, что компания сейчас репетирует новую пьесу. 3. Оказалось, что Bill хороший переводчик. 4. Маловероятно, что они доберутся до станции вовремя. 5. Известно, что делегация уже выехала домой. 6. Полагают, что перевод уже напечатан.

С

1. Казалось, он забыл истинную цель своего прихода. 2. Его считают одним из наиболее опытных специалистов (по истории театра). 3. Предполагалось, что докладчик прочтет лекцию об экономическом развитии страны. 4. Казалось, не было никого, кто бы решил эту проблему. 5. Кажется, он знает географию лучше, чем другие. 6. Их планы, вероятно, в будущем изменятся. 7. По-видимому, я вас не понимаю. 8. Мне кажется, я вас неправильно понял.

Exercise 14. Choose the right variant.

1. The rain seems _____. Call the children in. I don't want them _____.

- a) to be, to be got wet through
- b) to be starting, to get wet through.
- c) to have started, to have got wet through
- d) to have been started, to be getting wet through

2. The English colony, Plymouth, in Massachusetts, is known ____ by the Pilgrims who arrived on the Mayflower in 1620.

- a) to be established
- b) to have established
- c) to have establishing
- d) to have been established

3. Look, they are likely ____ to the news. They seem _____.

- a) to be listening, to be excited
- b) to listen, to be excited
- c) to have been listening, to have excited
- d) to have listened, to be being excited

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4. He is sure ____ a liar. Everybody heard him ____ that in so many words.

- a) to be, to say
- b) be, say
- c) to be, say
- d) be, to say

5. When I came in, the discussion seemed __ to an end. They appeared ____ patience because they turned out ____ for it.

- a) to have been coming, to have losing, be ready
- b) to be coming, to be losing, not to be ready
- c) to come, to lose, to be ready
- d) to have come, to have lost, not to be being ready

6. Jack, you seem ____ too fast. The speed is already 100 miles. I am afraid. I want you ____ the speed till 40 miles.

- a) to have driven, slow down
- b) to drive, to slow down
- c) to be driving, to be slowing down
- d) to be driving, to slow down

Revision

Open the brackets and write the correct form of the Infinitive.

1. The doctor wanted the patient _____.

- a) to examine
- b) to be examined
- c) being examined

2. There are a lot of people who expect your country ____ the same as their own.

- a) not to be
- b) not being
- c) not be

3. Did you hear the chairman ____ an announcement?

- a) to make
- b) making
- c) be made

4. When I was waiting in the hall, I saw a girl ____ with a

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file in her hand.

- a) came out
- b) to come out
- c) come out

5. Nobody expected the president of the company ___ to the party.

- a) coming
- b) to come
- c) come

6. I saw him ___ round the corner and ___.

- a) turn, disappear
- b) to turn, to disappear
- c) turning, disappearing

7. She noticed the children ___ behind the tree but pretended to see nothing.

- a) hiding
- b) to hide
- c) to be hidden

8. I want his article ___ in November.

- a) to publish
- b) to be published
- c) publishing

9. He did not expect her ___ about it.

- a) to be asked
- b) ask
- c) interrupt

СПИСОК ЛИТЕРАТУРЫ

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