



10. Установите соответствие тем 1 - 8 текстам А- G. Занесите свои ответы в таблицу. Используйте каждую **ЦИФРУ** только один раз. В задании одна тема лишняя. Запишите цифры в клетки задания 10

1. Grammarman's assistants
2. How do the comics teach?
3. The purpose of Grammarman
4. Computer version of the comics
5. Plans for the future
6. The idea's birth
7. Positive responses
8. The process of creating

- A.** Essentially, Grammarman is a hero who belongs to a distant group of beings called the Librarians. The Librarians live at the end of time in a city suspended in Space at the end of the Universe. They're a peace-loving people devoted to the English language and they live surrounded by endless shelves of books and reference works. The Librarians sent Grammarman to Earth as a baby to take care of the English language and defend Earth from the enemies of grammar.
- B.** Grammarman can't possibly defend Earth against grammar crimes all alone! So, he's helped in his mission by two other heroes. Alpha-bot is one. He's the world's smartest android. There's nothing about grammar that Alpha-bot doesn't know, and his brain works at speeds we can only imagine. The other hero, Syntax, is an unusual visitor from a distant galaxy.
- C.** I was having a drink with my good friend Thom Kiddle. We were talking about how Thai students love reading comics. I mean, even in class I'll sometimes find a student secretly reading some comics! They read them everywhere, and at all ages. And we were thinking - if only they loved to read English comics. How about a superhero that teaches English?
- D.** Each episode of the comics works on two levels. Students can read the comics once, just for enjoyment...then each episode ends with a grammar puzzle. The reader is encouraged to read the story again looking for clues and answers. The solution to the problem is included at the bottom of each comics.
- E.** All the Grammarman episodes on the website have audio so that a student can read them and listen to the characters at the same time. I was able to do that because a friend of mine is a sound engineer. The sound is thanks to him really, and six or seven friends who helped out with their voices. The robot's voice is me. My friend used his sound library to add lots of effects like explosions, cars screeching to a halt, audience's applauding and so on.
- F.** Normally it takes about a week to produce one episode. I draw outlines for each frame in blue pencil on A3 paper. The next step is to go over the blue outlines more carefully in black ink. After that, I scan the drawing into the computer and use a graphics program. Then, still in the computer, add colour, shading and shadow to give a more 3D effect. The next step is to add the text balloons and the text inside them.
- G.** Most of the e-mails I get say things like great idea, my students say it's fun. Teachers often write to say that they use Grammarman in class. It's a great thrill to get feedback from around the world from people I've never met and who are enjoying my jokes and stories.

A	B	C	D	E	F	G

11. Прочитайте текст и заполните пропуски **A — F** частями предложений, обозначенными цифрами **1 — 7**. Одна из частей в списке **1 — 7** лишняя. Занесите **цифры**, обозначающие соответствующие части предложения, в клетки задания **11** без пробелов и знаков препинания.

Early astronomers used only their eyes **A** _____. They used maps of the stars for religious reasons and also to work out the time of year. Early civilizations such as the Maya people and the Ancient Egyptians built simple observatories and drew **B** _____. They also began to think about the place of Earth in the universe. For a long time, people thought Earth was the center of the Universe, and that the planets, the stars and the sun went around it. This is known **C** _____.

During the Renaissance an astronomer named Nicolaus Copernicus thought of a new idea. He thought, from looking at the way the planets moved, that the Earth was not **D** _____. He said, and he was right, that the Sun was at the centre of the Solar System and all the planets including Earth moved around it. This is known as a heliocentric model.

Another astronomer called Galileo Galilei built his own telescope, and used it to look more closely at the stars and planets for the first time. What he saw **E** _____. Their ideas were also improved by Johannes Kepler and Isaac Newton who came up with the theory of gravity.

After Galileo, people used telescopes more often and began to see far away objects such as the planets Uranus and Neptune. They also saw how stars were similar to our Sun, but in a range of colours and sizes. They also saw thousands of other faraway objects such **F** _____.

1. as the geocentric model of the Universe.
2. maps of the stars positions.
3. the center of the Solar System.
4. to look at the stars.
5. explained how it worked.
6. backed up Copernicus' idea.
7. as galaxies and nebulae.

A	B	C	D	E	F

12-18 Прочитайте текст и выполните задания **12-18** отметьте на карточке вариант, соответствующий номеру выбранного вами варианта ответа.

(By H.R. Haggard)

Next day we made ready to start. There were five of us - Umbopa, Ventgel and three white men namely Sir Henry, Captain Good and myself. But we needed a few assistants to carry large gourds of water. By the promise of a good hunting knife each, I managed to persuade three men from the village to come with us for the first twenty miles. This would mean that we could refill our water bottles from the gourds after the first night's march, for we planned to start in the cool of the night.

All next day we rested and slept, and at sunset ate a hearty meal of fresh beef washed down with tea. The moon rose about nine. We made ready and moved out on to the desert. We, three white men, went there by ourselves. Umbopa, spear in hand and a rifle across his shoulders, was a few paces ahead of us. The three hired natives, with the gourds of water, and Ventgel, were gathered in a little group behind.

So, we started on about as strange journey as men can make in this world, movement through the night and in the heavy sand.

I will not weary you by telling of every step we made during the next few days. Let it be enough to say that our hired natives turned back the next afternoon. They had had enough of the desert and no number of knives would have tempted them to take a step farther. So, we drank as much as we could, filled up our water bottles from their gourds, and started on.

By day we rested in the shade of big stones, or dug holes in the sand, into which we crept, then pulled bushes over the hole to protect us from the sun. The heat was horrible. We always woke up feeling that we were being baked through and through.

When the moon rose, we went on moving through the night, till the burning sun put an end to our labours once more.

By the end of the third night we had covered some fifty miles of desert. The map drawn by old da Silvestra marked the desert as being hundred and twenty miles across. The «pan with water» is set down

in the middle of it. So, by this time we should have been within twelve or fifteen miles of the water if any were there. It had better be, I thought grimly, for we had very little left.

12. The travellers needed a few assistants _____

1. to entertain the company.
2. to carry heavy things.
3. to lead the way.
4. to defend from enemies.

13. The reason why three men from the village agreed to help _____

1. was hunting knives.
2. was good rifles.
3. was money.
4. was gourds with water.

14. When the travellers moved out on to the desert _____

1. the three white men were following Umbopa.
2. Umbopa was following the three white men.
3. the three white men were following the hired men.
4. Ventgel was following the hired men.

15. Describing the journey the author says that the next afternoon _____

1. the hired natives lost their way.
2. the hired natives stole the hunting knives.
3. the hired natives drank all the water.
4. the hired natives decided to go back.

16. The travellers were going through the desert by night because _____

1. they tried to avoid their enemies.
2. they tried to avoid the heat of the sun.
3. they enjoyed darkness.
4. they could not fall asleep.

17. By the end of the third night they had covered _____

1. nearly 20 miles.
2. nearly 50 miles.
3. nearly 12 miles.
4. nearly 15 miles.

18. The author hoped that they would be able to _____

1. find old da Silvestra.
2. decode the map.
3. reach the «pan with water».
4. get payment for their labours.

19-24. Прочитайте приведённый ниже текст. Преобразуйте, если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами **19-24**, так чтобы они грамматически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы.

(ПЕЧАТНЫМИ ЗАГЛАВНЫМИ БУКВАМИ, без пробелов и знаков препинания!)

19	Humour is a good medicine. It helps keep our mind and body healthy. It _____ our muscles, increases the oxygen level in our blood and lowers blood pressure. It also boosts the immune system. Some doctors say that when we laugh, infections _____ us. So, makes us healthier.	RELAX
20		ATTACK
21	The benefits of laughter can also _____ in the brain.	SEE
22	Researches tell us that humour stimulates parts of the brain _____ as reward centres. These reward centres release endorphins that combat pain and create a natural high. The brain feels rewarded by finding something funny.	KNOW
23	Laughter and humour are two powerful tools. Learn to laugh at yourself. Don't worry or analyze why people laugh - just join in! Think funny thoughts. Sing silly songs. There are so many witty stories to be laughed at!	ONE
24	A smile is _____ step toward laughter. Smile often. Look in the mirror and smile at yourself. Smile at your co-workers, your spouse, your children.	GET
	Smile at strangers on the street and you _____ millions of smiles in response.	

25-29. Прочитайте приведенный ниже текст. Преобразуйте слова, напечатанные заглавными буквами после номеров **25 - 29** так, чтобы они грамматически и лексически соответствовали содержанию) текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы **25-29**.

25	Many children first learn the value of money by receiving an allowance. The purpose is to let children learn from experience at an age when _____ mistakes are not very costly. The amount of money that parents give to their children to spend as they wish differs from family to family.	FINANCE
26	Timing is another _____. Some children get a weekly allowance. Others get a monthly allowance. The object is to show young people that a budget demands choices between spending and saving.	CONSIDER
27	_____ children may be responsible enough to save money for larger costs, like clothing or electronics. Many people who have written on the subject of allowances say it is not a good idea to pay your child for work about the house.	OLD
28	These jobs are _____ a part of family life. Requiring children to save part of their allowance can also open the door to future saving and investing.	NORM
29	Many banks offer _____ to help children and teenagers learn about personal finance.	SERVE

30-36. Прочитайте текст с пропусками, обозначенными номерами **30-36**.

Эти номера соответствуют заданиям **30-36**, в которых представлены возможные варианты ответов.

The law says that all children must go to school. It is a parent's responsibility to send their children to school. **30** _____ a child does not go to school the parents could get into some big trouble.

One county said that they have 90 parents that have **31** _____ to send their children to school on a regular basis. These children have had at **32** _____ 30 unexcused absences. This is **33** _____ the law. The police will visit these families.

Many parents will be arrested. They will **34** _____ charges of contributing to the delinquency of a minor. They could be sent to jail for up to a year and be fined \$2,500.

The parents that will be arrested have been talked to many times **35** _____. They have been told that they need to make **36** _____ their kids go to school. Now they will see that the school and the police are very serious.

- | | | | | |
|------------|-----------|----------|-----------|------------|
| 30. | 1) if | 2) of | 3) off | 4) over |
| 31. | 1) failed | 2) fell | 3) flew | 4) fought |
| 32. | 1) last | 2) least | 3) less | 4) little |
| 33. | 1) again | 2) ago | 3) across | 4) against |
| 34. | 1) find | 2) fail | 3) feel | 4) face |
| 35. | 1) behind | 2) back | 3) before | 4) below |
| 36. | 1) share | 2) clear | 3) sure | 4) sense |