

**1 tour**

**10 Grade**

**Maximum score – 100 points / Total time - 120 minutes**

**I. Listening (Maximum score – 20 points / Time – 20 minutes)**

Nb! You will hear all the recordings twice. Stop working in the listening section after you hear the words: THAT IS THE END OF THE TEST. PLEASE STOP NOW.

**Task 1. You will hear the food historian Nina Travis talking about the tradition of smoking fish in the Scottish town of Arbroath. For questions 1-10, complete the sentences.**

**SMOKED FISH**

Traditionally, haddock was smoked on the 1 ... coast of Scotland, especially in the town of Arbroath. Official sources say that the tradition to smoke fish came from ... 2. Another old story says that smoked haddock was first discovered under some 3 ... in a ruined house. When fishermen arrived in Arbroath with fresh haddock, a man used a 4 ... to inform possible buyers. The fresh haddock were sold in the 5... area of Arbroath. In the traditional process cleaned haddock after a night in salt were hung on sticks and 6... the fire in the smokehouse. People preferred to use a hard wood like 7 ... when smoking fish. Haddock is now being smoked in a modern 8 ... in Arbroath. Nina suggests baking smoked haddock with mushrooms, 9 ... and onions. Nina says she uses the word 10... to describe some modern foods.

**Task 2. You will hear a radio interview with a popular author called Philip Anderson. Write a short answer to questions 11-20. No more than three words.**

**A BEST-SELLING AUTHOR**

11. How long did it take Philip to write his latest book?
12. How many bestselling books has Philip written a total?
13. Who was the first to encourage him to write?
14. Where was he when he studied English Literature, not creative writing?
15. In what form did Philip decide to try the same thing after watching a thriller with a clever plot?
16. When will a film based on Philip's first book probably be released?
17. Where will Philip go next month to promote his books?
18. Where will he be teaching a creative writing course for adults from September?
19. What is Philip going to take in the summer?
20. The next book Philip writes will be based on something that really happened in London. When did it happen?

1 point for each correct answer

Total maximum score for this section – 20

**II. Reading (Maximum score = 20 points / Time for Reading section = 30 minutes)**

**Task 1. Read the article and answer Questions 1-14.**

**Compliance or Noncompliance of children**

**A.** Many Scientists believe that socialization takes a long process, while compliance is the outset of it. Accordingly, compliance for education of children is the priority. Motivationally distinct forms of child compliance, mutually positive affect, and maternal control, observed in 3 control contexts in 103 dyads of mothers and their 26-41-month-old children, were examined as correlates of internalization, assessed using observations of children while alone with prohibited temptations and maternal ratings. One form of compliance (committed compliance), when the child appeared committed wholeheartedly to the maternal agenda and eager to endorse and accept it, was emphasized. Mother-child mutually positive affect was both a predictor and a

concomitant of committed compliance. Children who shared positive affect with their mothers showed a high level of committed compliance and were also more internalized. Differences and similarities between children's compliance to requests and prohibitions ("Do " vs. "Don't" demand contexts) were also explored. Maternal "Dos" appeared more challenging to toddlers than the "Don'ts." Some individual coherence of behavior was also found across both demand contexts. The implications of committed compliance for emerging internalized regulators of conduct are discussed.

**B.** A number of parents were not easy to be aware of the compliance, some even overlooked their children's noncompliance. Despite good education, these children did not follow the words from their parents on several occasion 'especially boys in certain ages. Fortunately, this rate was acceptable; some parents could be patient with the noncompliance. .Someone held that noncompliance is probably not a wrong thing. In order to determine the effects of different parental disciplinary techniques on young children's compliance and noncompliance, mothers were trained to observe emotional incidents involving their own toddler-aged children. Reports of disciplinary encounters were analyzed in terms of the types of discipline used (reasoning, verbal prohibition, physical coercion, love withdrawal, and combinations thereof) and children's responses to that discipline (compliance/ noncompliance and avoidance). The relation between compliance/ noncompliance and type of misdeed (harm to persons, harm to property, and lapses of self-control) was also analyzed. Results indicated that love withdrawal combined with other techniques was most effective in securing children's compliance and that its effectiveness was not a function of the type of technique with which it was combined. Avoidant responses and affective reunification with the parent were more likely to follow love withdrawal than any other technique. Physical coercion was somewhat less effective than love withdrawal, while reasoning and verbal prohibition were not at all effective except when both were combined with physical coercion.

**C.** Noncompliant Children sometimes prefer to say no directly as they were younger, they are easy to deal with the relationship with contemporaries when they are growing up. During the period that children is getting elder, who may learn to use more advanced approaches for their noncompliance. They are more skillful to negotiate or give reasons for refusal rather than show their opposite idea to parents directly' Said Henry Porter, scholar working in Psychology Institute of UK. He indicated that noncompliance means growth in some way, may have benefit for children. Many Experts held different viewpoints in recent years, they tried drilling compliance into children. His collaborator Wallace Freisen believed that Organizing child's daily activities so that they occur in the same order each day as much as possible. This first strategy for defiant children is ultimately the most important. Developing a routine helps a child to know what to expect and increases the chances that he or she will comply with things such as chores, homework, and hygiene requests. When undesirable activities occur in the same order at optimal times during the day, they become habits that are not questioned, but done without thought.

Chances are that you have developed some type of routine for yourself in terms of showering, cleaning your house, or doing other types of work. You have an idea in your mind when you will do these things on a regular basis and this helps you to know what to expect. In fact, you have probably already been using most of these compliance strategies for yourself without realizing it. For children, without setting these expectations on a daily basis by making them part of a regular routine, they can become very upset. Just like adults, children think about what they plan to do that day and expect to be able to do what they want. So, when you come along and ask them to do something they weren't already planning to do that day, this can result in automatic refusals and other undesirable defiant behavior. However, by using this compliance strategy with defiant children, these activities are done almost every day in the same general order and the child expects to already do them.

**D.** Doctor Steven Walson addressed that organizing fun activities to occur after frequently refused activities. This strategy also works as a positive reinforcer when the child complies with your requests. By arranging your day so that things often refused occur right before highly preferred activities, you are able to eliminate defiant behavior and motivate your child's behavior of doing the undesirable activity. This is not to be presented in a way that the preferred activity is only allowed if a defiant child does the non-preferred activity. However, you can word your request in a way so that your child assumes that you have to do the non-preferred activity before

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 moving on to the next preferred activity. For example, you do not want to say something such as, "If you clean your room we can play a game." Instead word your request like this, "As soon as you are done cleaning your room we will be able to play that really fun game you wanted to play."

**E.** Psychologist Paul Edith insisted praise is the best way to make children to comply with. This is probably a common term you are used to hearing by now. If you praise your child's behavior, he or she will be more likely to do that behavior. So, it is essential to use praise when working with defiant children. It also provides your child with positive attention. However, it is important to know how to praise children in a way that encourages future automatic reinforcement for your child when doing a similar behavior.

**Questions 1-5. Choose the correct letter, A, B, C or D.**

1. The children, especially boys received good education may
  - A always comply with their parents' words
  - C have a high score at school
  - B be good at math
  - D disobey their parents' order sometimes
2. to their children's compliance and noncompliance parents
  - A must be aware of the compliance
  - C some of them may ignore their noncompliance
  - B ask for help from their teachers
  - D pretend not to see
3. According to Henry Porter noncompliance for children
  - A are entirely harmful
  - C needs medicine assistance
  - B may have positive effects
  - D should be treated by expert doctor
4. When children are growing up, they
  - A always try to directly say no
  - C learn to cheat instead of noncompliance
  - B are more skillful to negotiate
  - D tend to keep silent
5. Which is the possible reaction the passage mentioned for elder children and younger ones if they don't want to comply with the order
  - A elder children prefer to refuse directly
  - C younger children may reject directly
  - B elder ones refuse to answer
  - D younger ones may save any words

**Questions 6-9. Look at the following people and list of statements below. Match each person with the correct statement.**

People	List of statements
6 Henry Porter	A. children of all ages will indirectly show noncompliance B. elder children tend to negotiate rather than show noncompliance C. converse behavior means noncompliance D. organizing fun activities to occur after frequently refused activities E. organizing child's daily activities in the same order as much as possible. F. use praise in order to make children compliant G. take the children to school at an early age
7 Wallace Freisen	
8 Steven Walson	
9 Paul Edith	

**Questions 10-14. Do the following statements agree, disagree with the claims of the writer in Reading Passage or not given in the passage with? In boxes 10-14 on your answer sheet write TRUE, FALSE or NOT GIVEN**

10. Socialization takes a long process, while compliance is the beginning of it.
11. Many parents were difficult to be aware of the compliance or noncompliance.
12. Noncompliant Children are simple to deal with the relationship with the people in the same age when they are growing up.
13. Experts never tried drilling compliance into children.
14. Psychologist Paul Edith negated the importance that knowing how to praise children in an encouraged way.

**Task 2. Read the text and answer Question 15-20.**

In ‘Rarities in Numeral Systems’, Harald Hammarstrom lists 12 South American languages that lack exact numbers above one. He prefers to call these systems ‘one-few-many’, since there are usually words in these languages for ‘few’ and ‘many’. He also mentions two languages that have no exact numbers. The most studied of these is Piraha, which is spoken by only about 400 people. It has a word for ‘about one’ and a word for ‘about two’. As if that wasn’t fuzzy enough, the words for ‘about one’ and ‘about two’ are the same - hoi - the only difference being a change in inflection.

The Amazonian Indians whose sense of number has been most closely studied are the Munduruku, who have numerical words only up to five. Animals and babies are good at discriminating quantities above five, so one would expect that the Indians are too - even though they do not have words to express such amounts. And this is exactly what experiments conducted by the French linguist Pierre Pica have confirmed: when given tests that involve comparing sets of more than five dots on a screen, the Munduruku scored just as high as Westerners. When Pica looked more closely at the Munduruku’s number words, he realised that only their words for one and two were used with any sense of exactness. The words for three, four and five were approximations - as if what they meant to say was ‘threeish’, ‘fourish’ and ‘fiveish’. In this aspect, the Munduruku are just like the ‘one-two-many’ tribes, who also have exact numbers only up to two.

When Indians do learn numbers, in fact, they appear uninterested by them. A Piraha girl was once taken out of the village to receive medical treatment. During her time with Brazilians she learnt some Portuguese and how to count in Portuguese. No problem. But after returning to the community, while she retained some Portuguese she quickly forgot how to count.

Anthropologists first reached communities on the other side of the world, in Papua New Guinea, in the late nineteenth century. They discovered that they used not just their fingers to count but also their whole bodies. The natives started out with the fingers and thumb of one hand for one to five, but then carried on for higher numbers with wrist, elbow, shoulders, sternum and so on. For example, one tribe, the Yupno, go as high as 34: their word for 34 is ‘one dead man’. These Papuan ‘body-tally’ systems are unusual because almost all other systems group numbers in much smaller sets.

In the Amazon there are also tribes with bases of two, three and four. For example, the Waimirf have words for one to three, and then say ‘3+ 1’, ‘3+2’, ‘3+3’, ‘3+3+ 1’, ‘3+3+2’ and ‘3+3+3’.

Our base ten system of the digits zero to nine, which has its origins in India, is now in use all over the developed world. It is a natural system, but for several hundred years mathematicians have questioned whether it is the wisest base for us to have. The campaign for adding two new numbers, so that our system becomes base 12, is still active – the argument is to do with the extra divisibility of 12 compared with ten, since 12 can be divided by two, three, four and six while ten can be divided only by two and five. In fact, there are humans that already use base 12: and almost all of them belong to the tribes of the Plateau area of northern Nigeria.

**Match the statements 15-20, which describe number systems in different cultures, with the cultures and languages A-F.**

<b>15.</b> In this community, people do not really learn how to count, because there is no need for them to learn.	A. Piraha B. Munduruku C. Yupno D. Waimirf E. English F. Indian
<b>16.</b> The most used system was started by these people.	
<b>17.</b> The counting system in this culture works with small sets but uses addition.	
<b>18.</b> The situation in this community demonstrates that people can estimate quantities even in cultures where exact numbers do not exist.	
<b>19.</b> The system here has been in existence for a very long time but may not be the best one.	
<b>20.</b> The counting system in this culture is different from that in most other cultures	

**1 point for each correct answer**

**Total maximum score for this section – 20**

**II. Use of English (Maximum score – 20 points / Time – 30 minutes)**

**Task 1. For questions 1-5, think of one word only which can be used appropriately in all three sentences.**

1. Jon's tennis is improving but he still needs to work on his .../ James joined the diplomatic ... immediately after graduating. / I took my car in for its six-monthly ... this morning.
2. Watch you don't ... your dress on that rose bush. / Several of Paul's colleagues have gone down with flu - I hope he doesn't ... it too. / I think those new platform shoes are really ugly-you won't ... me wearing them.
3. We'll only want a ... meal before going to bed. / The accused man got off with a very ... sentence. / Let's go to the cinema to see that new comedy tonight - I'd like to see something nice and ... .
4. The old man took off his hat as a ... of respect as he entered the room. / I hope my son will get a good ... for his essay - he worked so hard on it. / Jane tried her best to get the ... out of the carpet but without much success.
5. At that time Sweden was an important naval ... and few nations would have dared to challenge her. / In the future electricity will be used to ... road vehicles. / Many people underestimated the ... of social networking sites.

**Task 2. Use only 10 words from the box to form words that fit in gaps 6-15**

LIMIT HEAD HEALTH SOUND ENCOURAGE COOPERATE DEPEND HELP CARE PROBABLE FORTUNATE ADVISE PART CHEER MAKE
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**Keeping well**

Most people would be in agreement with the idea, often put forward by doctors, that we should avoid taking medicines unnecessarily. Even people with only (6) ... medical knowledge say that it is not (7) ... to take aspirin, for example, whenever you have a (8) ... or some other minor ailment. It is certainly true that people have tended to become very (9) ... on pills when in any kind of discomfort, rather than simply waiting for the symptoms to pass. Many people would do well to take a different attitude to preventing illness. The best way to keep well is to avoid (10) ... foods and habits. It is also (11) ... to take plenty of exercise, and we should give (12) ... to people of all ages to do this, particularly the very young. If we can educate people at an early age to keep fit and to look after themselves (13) ... then the (14) ... of their having problems in later life will be considerably reduced. However, no matter how well we look after ourselves and how much exercise we do, illness, (15) ... is not always preventable.

**Task 2. Complete the second sentence so that it has a similar meaning to the first sentence, using the word in capital letters. Do not change the word given. You must use between two and five words, including the word given.**

16. Jack has several close friends that he talks to about how he feels whenever he has a problem – SHARE - Jack has several close friends ... whenever he has a problem.
17. The twins are so alike that most people find it hard to distinguish one from the other. – DIFFERENCE - The twins are so alike that not many people ... them.
18. Surely if Sandra had caught the train, she'd be here by now - MISSED - Sandra ... she'd be here by now.
19. Sometimes friends stop appreciating each other and that's a pity. – GRANTED - Sometimes friends start ... is a pity.
20. Unfortunately, Katie has decided to withdraw from the competition. – PULL -Unfortunately, Katie has made up ... the competition.

**1 point for each correct answer**  
**Total maximum score for this section – 20**

**II. Writing (Maximum score – 40 points / Time – 40 minutes)**

**Write an answer to ONE of questions A-E. Write your answer in 250 words in an appropriate style.**

- A. Computers and the Internet have made it possible for students to do much of their language learning from home instead of attending language courses. Studying from home should be encouraged as it is good for students and teachers. Do you agree or disagree?
- B. Many young and talented students choose to study abroad and then do not return to Kazakhstan. Why is this a case? What can be done about this problem?
- C. Some people believe that it is no longer necessary to teach students to write by hand, while others think that handwriting is crucial skill. Discuss both these views and give your own opinion.
- D. There is a belief that male students are better in Science and Technical subjects (physics, mathematics etc.) while female students are likely to succeed in Liberal Arts (languages, literature etc.). To what extent do you agree or disagree with this opinion?
- E. Some people believe that it is possible to learn English without a teacher by using mobile applications or online resources. Do you agree or disagree?

**Total maximum score for this section – 40 points**