

**ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
АНГЛИЙСКИЙ ЯЗЫК. 2024–2025 уч. г.
МУНИЦИПАЛЬНЫЙ ЭТАП. 10–11 КЛАССЫ
ОТВЕТЫ И КРИТЕРИИ ОЦЕНИВАНИЯ**

Максимальный балл за работу – 100.

LISTENING

Задание 1.

Task 1

For items 1–10 listen to a talk about a woman pilot and decide whether the statements (1–10) are TRUE, or FALSE according to the text you hear. You will hear the text twice.

8. The only reason that prevented Amelia Earhart from flying to Paris was unfavourable weather conditions.

A) True

B) False

9. After circumnavigating the world in 1937, Amelia Earhart published two books.

A) True

B) False

10. Amelia Earhart was awarded by American and French governments.

A) True

B) False

Task 2

For items 2–6 listen to a conversation between the manager of the fashion department and Chloe, a new salesperson. Choose the correct answer to answer the questions 2–6. You will hear the text only once.

Задание 2. During her first week at the store Chloe managed to

- A) deal with plenty of customers.
- B) deal with a few difficult customers.**
- C) deal with hardly any other trainees.

Задание 3. The manager thinks the best sales people

- A) are more than just fashion experts.**
- B) should answer questions about their section only.
- C) are able to sell cosmetics and jewelry.

Задание 4. The sales staff at the department

- A) have to wear uniform.
- B) are obliged to wear designer labels.
- C) can be models for the store fashions.**

Задание 5. Which advice is NOT given to Chloe?

- A) Find out about other departments in the store.
- B) Pressurise customers to buy something.**
- C) Give customers a lot of attention.

Задание 6. What is NOT TRUE about Chloe?

- A) She is the right person for sales.
- B) She has little sales experience.
- C) She isn't grateful to the manager for the advice.**

READING
Time: 45 minutes (20 points)

Task 1

For items 7–16, read the passage below and choose the option which best fits according to the text.

The openness of talking to strangers

Catherine Carr shares her experience of talking to strangers.

You may be surprised to learn that one of my ideas of top entertainment is to people-watch. You'll find me at it in cafés, bars, on trains. The only thing that can beat it is to take the extra step and strike up a conversation. Not the party kind one. I prefer the bigger sort, with feelings and explanations of passions, maybe with a bit of childhood thrown in.

Early on in my career as a radio reporter, this preference for the personal over the professional was obvious. I didn't make the greatest of newshounds, as I was often completely diverted by the lives which surrounded the headline. Often, after switching off the recorder, instead of hurrying back to file my piece, I ended up chatting some more and more.

Some time later, I moved to Colchester and started recording my podcast, *Where Are You Going?* Its concept is simple: I potter around any location talking to strangers and asking them that question. The answers are sometimes funny, sometimes surprising, tragic or shocking. Occasionally they take your breath away. On one single sunny day, for instance, I recorded interviews with an artist in a fluffy orange cardigan, a pair of retired special needs teachers on their way to buy ice-creams, and a trio of Iranian refugees.

Or, I remember a hot September lunchtime, when I started talking to a man I have never met before. He was on the way to *Boots* and he told me he'd been married for years and was currently waiting for a hip replacement. He played in a rock band that performed all over Essex. He then told me how his Italian father had met his English mother. His parents' marriage was a happy one and the story was precious to him. He told me about his trips to Tuscany and lovely meetings he had with the Italian relatives.

This September, the podcast won an award at the British Podcast Awards and lots of listeners tell us they have found a blueprint for creating connections of their own, understanding it can be quite possible to talk to people you don't know and share a little of each other's lives.

In his fascinating book *Hello, Stranger* writer William Buckingham writes that there is something freeing and comfortable in talking to strangers, in the possibilities they bring. Strangers are unentangled in our worlds and lives and this lack can lighten our own burden. This is why strangers can unexpectedly become confidants." He says

that strangers often trade the most surprising revelations and confidences as there's little chance of ever seeing each other again.

At the beginning, I assumed lots of people would wave me away or tell me not to invade their privacy, or just be baffled by the whole idea of me asking: "Where are you going?" But the vast majority do not and aren't. People seem to want to talk and very often about really important things.

Gina, a friend of mine, who is a psychotherapist, was less surprised that people opened up in this way. In her experience, people in therapy often blurt out the most vulnerable and important thing just as the hour's session is ending. She explained that it's a safe window of time, after which they leave the room and there is no comeback.

The few minutes I spend with people I talk to are perhaps a cross between the confessional described by Buckingham and the last few ticks of the clock in the therapy room. Interviewees are always anonymous and – after we chat – we go our separate ways. Even though the conversation can become intimate very quickly, it is also only a brief moment shared, which then sort of closes up behind us.

In the time since I started asking strangers where they are going, the world has changed, politics has become more divisive and spaces to talk openly feel rarer. A lot of interactions take place online and – as we all know – can become angry pretty quickly. So I'm always expecting the people I approach to reflect that – and to be hostile to the idea of talking to a stranger about things that really matter to them. But instead, I keep finding the opposite. People are as open as ever and – post pandemic – even more keen for connection.

Задание 7. Catherine's two main passions are

- A) watching people and imagining what their lives are like.
- B) observing strangers and initiating conversations with them.**
- C) looking at people from a café or train window.
- D) going to cafes and talking to people in public transport.

Задание 8. What is TRUE about Catherine's job at the radio station?

- A) She was one of the top newsmakers at the time.
- B) She worked overtime by making long interviews.
- C) She set her own interests above professional ones.**
- D) She efficiently emailed interviews after completing them.

Задание 9. The main concept of Catherine's podcast is

- A) to choose respondents meticulously.
- B) to talk to strange and unconventional people.
- C) to talk to random people anywhere.**
- D) to record exceptional life stories.

Задание 10. The man who Catherine talked to at lunchtime shared

- A) his background and family history.**
- B) his failing health and unhappy marriage.
- C) his wish to reconnect with his Italian roots.
- D) his band's successes all over the country.

Задание 11. Listeners of the podcast shared the opinion that the programme

- A) let them become more open and communicative.
- B) helped them understand other people better.
- C) inspired them to start their own podcasts.
- D) laid out a plan for how to start talking to strangers.**

Задание 12. William Buckingham writes that while talking to strangers, people

- A) try to sound light and unaffected.
- B) tend to share their personal secrets.**
- C) feel free to tangle and argue with them.
- D) aim to get feedback from their conversation partner.

Задание 13. After starting her podcast Catherine understood that

- A) her worst fears became reality.
- B) her question put many people off.
- C) people were protective of their private lives.
- D) many people were keen to answer her question.**

Задание 14. According to Catherine's friend Gina, people

- A) tend to share most at the last minute.**
- B) feel vulnerable when you ask them a lot of questions.
- C) feel safer when talking to a psychotherapist.
- D) open up to strangers more easily.

Задание 15. Catherine thinks that her podcast

- A) is more therapeutic than a psychotherapy session.
- B) is way different from what Buckingham describes.
- C) is a mix of both approaches and descriptions.**
- D) is more intimate and confessional than both approaches.

Задание 16. Catherine realises that alongside the world changes people

- A) prefer to talk online and do it less openly.
- B) are communicative and still eager to talk.**
- C) are more hostile when talking offline.
- D) get more angered by her question.

Задание 17.

Task 2

For items 1–10, read the passage below and choose which of the sentences A–K fit into the numbered gaps in the text. There is one extra sentence which does not fit in any of the gaps.

Tsvetaeva apple pie (tsvetaevski pirog) is a neat little dessert familiar to both Russian home bakers and poetry lovers. (1) _____.

One of the unofficial stories has it that the pie was loved by the family of Marina Tsvetaeva and often baked and served by Marina and her sister Anastasia at tea time, when they were young ladies and spent their holidays and summers at a dacha in Tarusa with relatives and closest friends. (2) _____.

In reality, there is no paper trail to confirm this story. (3) _____. She admitted she was generally hopeless and awful at cooking and housekeeping, too. (4) _____.

In her memoirs, Anastasia recalls a large cozy garden with apple trees and a veranda. (5) _____. Indeed, sour cream was and is the most important ingredient of the pie, along with apples.

(6) _____. That is why Russian fans of Tsvetaeva's poetry usually celebrate her birthday by making her favorite apple pie.

(7) _____. In fact, adding sour cream into the dough makes the piecrust tenderer and richer in taste. And the same goes with the filling. Some say that sour cream is a good Slavic alternative to cream cheese. (8) _____.

The best apple varieties for Tsvetaeva apple pie are Antonovka or Bogatyr, which can be picked in late autumn. (9) _____. Although the traditional version of the pie calls for apples, sour cream base also goes perfectly with lots of other fruits and especially berries. So why not try adding strawberries into the recipe, the most summerish berries?

The pie is equally delicious when served warm or cooled. (10) _____. Enjoy a slice with a cup of black tea!

- A) It gives desserts a very similar signature sourish hint with a unique creamy consistency.
- B) The latter would often say the pies were so good, with sweet filling (or ‘zalivka’) and contrasting tang from the apples, that the recipe spread across the country bearing Marina’s name.
- C) Today, the peculiarity of the pie still lies in its delicate sour cream dough.
- D) Marina Tsvetaeva herself was born on one of those apple-scented October days, when the sky is motionless and fallen leaves are blanketed by the first frosty fog.
- E) According to another theory, which sounds more plausible, the pie came from the Tsvetaevs’ neighbors.
- F) Some say that chilling it in the fridge for 3-5 hours makes it even tenderer and creamier in texture.
- G) It is unclear how it came to be associated with Marina Tsvetaeva, a famous poetess, incredibly talented and rebellious, living in the early twentieth century Russia.
- H) In addition to the traditional recipe with apples, there are also more other variants with fruit and berry fillings, like pears and strawberries.
- I) There would always be a samovar on the ready and the table would be laid with sweet pies made with delicious sour cream.
- J) These have a slightly sour taste, which goes so well with the thin shortcrust pastry and delicate sour cream based filling.
- K) By Marina’s own admission, she could only write poetry and was completely useless in the kitchen.

1	2	3	4	5	6	7	8	9	10
G	B	K	E	I	D	C	A	J	F

USE OF ENGLISH
Time: 60 minutes (45 points)

Задание 18.

Task 1. Items 1–15 (15 points)

For questions 1–15, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct put a tick. Use letter "V" as a tick. If a line has a word which should not be there, write the word in a given space. There are two examples at the beginning (0 and 00).

How can I improve my conversation skills?

0	I'm ignored when I try to chat to people. How do you do conversation? I don't understand how it works. I can only ever communicate factual information such as "A coffee and a croissant, please."	V
00	Other people seem to rattle on about anything and everything, constantly jumping from one topic to another, but I can never follow. If I ever feel that I have something to contribute and try to join in they simply ignore me or change the latter subject.	latter
1	If I will try to initiate a conversation, for example by complimenting someone on their obviously expensive camera, they will initially respond but after about 60 seconds turn away as soon as they realise that I am "trying to make conversation".	will
2	On the other one hand, I am able to express myself very well in writing. Even more paradoxically I make a good living as a translator (in written form), translating from various European languages.	one
3	Partly this is because I take a very analytical approach to language and so I am able to dig too deep into the meaning of what the writer is trying to convey.	too
4	I also get along very well with animals, using a body language. For instance, I can get dogs to follow me around, walk to heel, sit or lie down merely by using gestures.	a
5	But it would be far nice to take my conversational skills a little bit higher. Any tips? Quite a lot of people aren't as skilled at conversation as they think, so you are not alone. What's great is that you are curious and asking the question.	far

6	Some people are being stuck on transmit (“rambling”) and think talking about themselves is good chat. Some think interrogating the other person is the way to go. But conversation is the turning together of two people. A lot of people mistake talking for conversation.	being
7	I wouldn’t necessarily always blame yourself either; a fruitful conversation does it require input from two people, not just one left doing the heavy lifting.	it
8	I went to psychotherapist and skilled conversationalist Chris Mills with whom I did a podcast on the art of listening which is a great bedrock of conversation.	V
9	Mills pondered on at “the difference between small talk and delivering factual information. The fundamental for a conversation to be successful is that it has to make emotional contact and a list of facts (“croissant and coffee”) on their own won’t do that. It has to have emotional zing.”	at
10	So to layer on what you already do you could add, “the croissants look great – do you make them here?” or “this coffee hits the spot, what a blend is it?”	a
11	These things won’t trigger a massive conversation because baristas often have a queue to serve over, but they are stepping stones and good practice points.	over
12	We also have had to be realistic about how far some conversations, in certain settings, can go. I think it’s entirely realistic that after 60 seconds someone will call time on talking about a camera. Even the most skilled conversationalist would struggle.	had
13	That said by some people need fewer triggers. Some spill more slowly. Being interested and curious – which you clearly are – is a great springboard for conversation; we are after all hard-wired for connection.	by
14	“To have a conversation you have to be able to imagine how what you’re saying is going to land with the other person. And that takes after empathy,” says Mills. Observation is also a great tool for conversation: just hearing what others talk about. There’s a reason talking about the weather is a stalwart in so many countries. It’s a connection, it’s non-committal, it’s not too personal and you can test the water with the other person.	after

15	But like I am said, you have to be realistic. Some conversations will never go beyond a few exchanges. Listen carefully to what people are saying and instead of facts maybe think about feelings. So if someone says, “We’re going on holiday to X” try something like “have you ever been before? Are you excited about going?” Good luck!	am
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Task 2. Items 19–28 (10 points)

For items 19–28, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** Use from three to five words. The number of words is specified in the brackets. **Do not use short forms.** Please mind both grammar and spelling. There is an example at the beginning (0).

Example: 0. The pool isn’t deep enough to swim in.

too

The pool _____ swim in. (4 words)

0

is too shallow to

Задание 19. Lisa met her friends at her favourite restaurant, *Milanos*, yesterday.

whose

Lisa, _____ *Milanos*, met her friends there yesterday. (4 words)

Задание 20. The waitress told Ben he could take anything from the salad bar.

help

“_____ the salad bar,” the waitress said. (3 words)

Задание 21. Despite all difficulties, he managed to win the race.

odds

_____, he managed to win the race. (3 words)

Задание 22. James arranged for his luggage to be flown home.

had

James _____ home. (4 words)

Задание 23. We didn't stay long at the party because it was very noisy.

so

If there _____ noise, we might have stayed longer at the party. (5 words)

Задание 24. The number of people applying for university grants fell last year.

fall

There _____ number of people applying for university grants last year.
(5 words)

Задание 25. Would you mind helping me carry this heavy box to the car?

grateful

This box is really heavy so I _____ you could help me carry it to the car. (4 words)

Задание 26. “Excuse me madam, but is this your bag?” the policeman asked.

belong

“Excuse me madam, but _____ you?” the policeman asked. (5 words)

Задание 27. The man claimed that he had been nowhere near the factory at the time of the break-in.

to

The man claimed _____ anywhere near the factory at the time of the break-in. (4 words)

Задание 28. Trevor found it very difficult to persuade his boss to give him a pay rise.

difficulty

Trevor _____ his boss to give him a pay rise. (5 words)

19	whose favo(u)rite restaurant is
20	Help yourself to
21	Against all odds
22	had his luggage flown
23	had not been so much

24	was a fall in the
25	would be grateful if
26	does this bag belong to
27	not to have been
28	had great difficulty in persuading / had such great difficulty persuading

Задание 29.

Task 3. Items 1–10 (10 points)

For items 1–10 read the text below. Use the word given in capitals to form a new word that fits in the space in the same line. There is an example at the beginning (0).

When I was 11, my parents decided to send me to a private school. However, it was very difficult for them to afford it: my dad was from a working-class background and it was an “(0) _____. He had high hopes that private school would lead to the life he never had: a good degree and a stable, well-paying job.	INVEST
(1) _____ my childhood, I was acutely aware that they struggled to keep up with the fees and was very conscious that my dad was working in horrendous conditions in dangerous parts of the world for my sake.	THROUGH
I turned out to be utterly (2) _____ and was encouraged by the school to pursue a career in the arts (rather than the traditional medicine, law or Stem subjects). This disappointed my dad and made my mum very anxious.	ACADEMIC
A little over a decade since leaving school, working in the arts has shattered me. I’m hyper-aware of the privileged position private school put me in, and the worlds it opened up culturally, but now I am trying to find a way out to something more financially and mentally (3) _____.	SUSTAIN

My dad is not fit enough to work, (4) _____ with no pension, and I am terrified I can't support my parents as they age because of the path I chose at 17. My dad still regularly jokes that I was “expensive”, but I now feel like a failed investment. I have extremely low self-esteem.	EMPLOY
I loved my job, but even my parents aside, I couldn't afford to stay in it. The (5) _____ of accumulated private school fees and my student loans has left a cloud of debt looming over my head.	COMBINE
How do I reconcile with this guilt? I'm sure your parents were trying to do their best but (6) _____ reminding you of that is corrosive and self-defeating.	CONSTANT
It wasn't about seeing who you really are either, or understanding that academic (7) _____ doesn't always lead to happiness. In fact it rarely seems to if it's the sole aim.	ACHIEVE
What does lead to internal happiness is seeing ourselves reflected back by the people we love, and being accepted for who we are, (8) _____ that is.	EVER
What you really need is self-acceptance. It's a (9) _____ lesson, as an adult child, to learn you can be angry with your parents, resent them, appreciate them, and love them all at the same time.	VALUE
You are not a failed investment because you were never invested in. Your parents' (10) _____ were.	EXPECT

1	Throughout
2	non-academic / unacademic
3	sustainable
4	unemployed
5	combination
6	constantly
7	achievement
8	whatever
9	valuable
10	expectations

Задание 30.

Task 4. Items 1–10 (10 points)

For items 1–10, match the items 1–10 to the phenomena A–N. There are some extra phenomena which do not match.

- A) It was the first major civil engineering work of Isambard Kingdom Brunel, an engineering genius and innovator. In 1833 the 27-year-old engineer was chosen to superintend the construction of the Bristol-London part, which would retain until consolidation into the nationwide system in 1948. It was the first major civil engineering work to be designed, directed, and completed by Brunel.
- B) He was chancellor to Henry II of England and then archbishop of Canterbury. He repeatedly clashed with his sovereign over the relationship between the Crown and Church. He was murdered in Canterbury Cathedral.
He is sometimes referred to as Saint Thomas of Canterbury.
- C) a network of houses and other places that a group of people in the US used to illegally help slaves to become free by helping them to escape to the northern US and Canada in the period before the Civil War
- D) an accomplished cavalry commander, then head of Parliament's New Model Army, and finally Lord Protector of England, Scotland, and Ireland. The latter title was awarded to him for life after the bloody conclusion of the English Civil Wars and the execution of King Charles I of England.
- E) an area where the air pressure is very low
- F) some school teachers' humorous rhyme of Henry VIII's record number of wives
- G) a Bavarian immigrant who arrived in San Francisco in 1850 during the Gold Rush, bringing dry goods for sale to miners. Hearing of the miners' need for durable pants, he hired a tailor to make garments out of tent canvas.
- H) the Vikings
- I) the Romans
- J) some school teachers' humorous rhyme of Charles I Stuart's wives
- K) From his laboratories emanated the phonograph, the carbon-button transmitter for the telephone speaker and microphone, the incandescent lamp, the first commercial electric light and power system, an experimental electric railroad, and key elements of motion-picture apparatus.
- L) It lasted from 1929 to 1941 and was a severe economic downturn caused by an overextended stock market and a drought that struck the South of the country. Despite the government's help, it was the increased production needed for World War II that finally ended it.
- M) He was Lord Chancellor to Henry VIII of England who was executed for his refusal to endorse Henry's break of the Church in England from the Catholic Church in

Rome. His most famous work today being *Utopia* which includes a philosophical description of an ideal society set on an island.

N) not having a problem or difficulty any longer

1. Oliver Cromwell

2. *But _____ came with a heavy hand,
And bridged and roaded and ruled the land....*

R. Kipling

3. Thomas Edison

4. The Great Depression

5. Levi Strauss

6. out of the woods

7. 1) divorced, 2) beheaded, 3) died, 4) divorced, 5) beheaded, 6) survived.

8. Underground Railroad

9. Sir Thomas More

10. The Great Western Railroad

1	2	3	4	5	6	7	8	9	10
D	I	K	L	G	N	F	C	M	A

WRITING
Time: 60 minutes (20 points)

Задание 31.

You see the following notice in an English youth magazine and decide to send your story.

Stories Wanted

Write a story for our magazine. The story must begin with the sentence:

Anita had just arrived at her house when she realized she didn't have her keys.

The story must have a title and must include:

- a neighbour
- a dog

Write 200-250 words (the title is included in the word count).

Критерии оценивания раздела «Письмо»

Максимальное количество баллов – 20.

Внимание! При оценке «0» по критерию «Решение коммуникативной задачи» выставляется общая оценка «0».

БАЛЛЫ за РК3	К1 Решение коммуникативной задачи (максимум 4 балла)	ОФОРМЛЕНИЕ (максимум 16 баллов)			
		К2 Организация текста (максимум 4 балла)	К3 Лексика (максимум 4 балла)	К4 Грамматика (максимум 4 балла)	К5 Орфография и пунктуация (максимум 4 балла)
4	<p>Задание выполнено полностью, все аспекты, указанные в задании, раскрыты (4 аспекта):</p> <p>1) рассказ начинается с указанной в задании фразы,</p> <p>2) в рассказе есть заголовок, соответствующий содержанию рассказа,</p> <p>3) в рассказе есть упоминание (или описание) о соседе,</p> <p>4) в рассказе есть упоминание (или описание) о собаке.</p> <p>Объём работы либо соответствует заданному, либо отклоняется от заданного не более чем на 10 % в сторону увеличения (не больше 275 слов¹) или на 10 % в сторону уменьшения (не меньше 180 слов).</p>	<p>4 балла</p> <p>В рассказе имеется логично построенный сюжет, в работе нет логических ошибок, средства логической связи использованы правильно, текст правильно разделён на абзацы.</p>	<p>4 балла</p> <p>Работа не имеет ошибок с точки зрения лексического оформления.</p>	<p>4 балла</p> <p>Работа не имеет ошибок с точки зрения грамматического оформления.²</p>	<p>4 балла</p> <p>В работе нет орфографических и/или пунктуационных ошибок.</p>

¹ При превышении объема более чем на 10 % от заданного (276 слов и более) проверяются первые 250 слов. При превышении объема менее чем на 10% от заданного баллы за содержание не снижаются.

² Ошибки на одно и то же грамматическое правило считаются однотипными и учитываются один раз.

Всероссийская олимпиада школьников. Английский язык. 2024-2025 уч. г. Муниципальный этап.
10-11 классы. Ответы и критерии оценивания

3	Задание выполнено: не раскрыт 1 аспект задания	3 балла Допускаются 1-2 ошибки в организации высказывания.	3 балла В работе имеются 1–2 лексические ошибки.	3 балла В работе имеются 1–2 грамматические ошибки.	3 балла В работе имеются 1-2 орфографические и/или пунктуационные ошибки.
2	Задание выполнено не полностью: не раскрыты 2 аспекта задания	2 балла Допускаются 3-4 ошибки в организации высказывания.	2 балла В работе имеются 3–4 лексические ошибки.	2 балла В работе имеются 3–4 грамматические ошибки	2 балла В работе имеются 3–4 орфографические и/или пунктуационные ошибки.
1	Задание выполнено частично: не раскрыты 3 аспекта задания	1 балл Допускаются 5-6 ошибок в организации высказывания.	1 балл В работе имеются 5–6 лексических ошибок.	1 балл В работе имеются 5–6 грамматических ошибок	1 балл В работе имеются 5–6 орфографических и/или пунктуационных ошибок
0	Задание не выполнено: содержание не отражает тех аспектов, которые указаны в задании (4 аспекта не раскрыты или написан не рассказ, а другая литературная форма). ИЛИ Объём менее 180 слов.	0 баллов В работе имеются 7 и более ошибок в организации высказывания.	0 баллов В работе имеются 7 и более лексических ошибок.	0 баллов В работе имеются 7 и более грамматических ошибок.	0 баллов В работе имеются 7 и более орфографических и/или пунктуационных ошибок.

Примечания к Критериям оценивания

1. При определении **типа ошибки** (лексическая, грамматическая, орфографическая) следует руководствоваться следующими указаниями:

Лексическими ошибками считаются

- ошибки в неправильном употреблении слова в контексте;
- ошибки в словосочетании;
- пропуск слова, когда это не влияет на грамматическую структуру предложения;
- ошибки в словообразовании (если не меняется часть речи: regular- unregular);
- послелоги во фразовых глаголах;
- ошибки в написании слов, которые меняют значение слова (think-thing, lose-loose).

Грамматическими ошибками считаются

- ошибки в употреблении артиклей, предлогов, видовременных форм глаголов, неличных форм глаголов, степеней сравнения прилагательных и наречий, местоимений, ошибки в порядке слов в предложении и т.д.
- пропуск слова, влияющего на грамматическую структуру предложения (пропуск подлежащего или сказуемого).
- ошибки в словообразовании, если меняется часть речи (contribute – contribution).
- употребление its вместо it's или наоборот.

Орфографическими ошибками считаются

- ошибки в написании слов, которые не приводят к образованию нового слова (different - differen).
- если один раз слово написано правильно, а другой раз неправильно – неправильное написание считать орфографической ошибкой

2. Однотипные ошибки считаются один раз.

3. При подсчете **пунктуационных ошибок** учитываются **только** следующие ошибки:

- 1) наличие точки в заголовке (при наличии заголовка);
- 2) **отсутствие** точки или восклицательного знака в конце предложения;
- 3) отсутствие вопросительного знака в конце вопроса;
- 4) отсутствие запятой при перечислении или в бессоюзном сложносочиненном предложении;
- 5) отсутствие запятой при вводных словах;
- 6) отсутствие (или ошибка в употреблении) необходимых знаков препинания при прямой речи или цитировании.

4. Ошибки в **словах-связках** (*to my opinion* – вместо *in my opinion*) учитываются по критерию «**Организация текста**».

5. **Ошибки в местоимениях** считаются ошибкой в референте и являются логическими: (Every person wants to know *his* mistakes. People use computers. I do not love *him*. - логические ошибки).