

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ
АНГЛИЙСКИЙ ЯЗЫК. 2024–2025 уч. г.
МУНИЦИПАЛЬНЫЙ ЭТАП. 9 КЛАСС
ОТВЕТЫ И КРИТЕРИИ ОЦЕНИВАНИЯ

Максимальный балл за работу – 100.

LISTENING

Time: 15 minutes (15 points)

Задание 1.

Task 1

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

1. The speaker outlined his talk.

A) True

B) False

2. Thor Heyerdahl graduated from the University of Oslo with a major in Geography.

A) True

B) False

3. Thor Heyerdahl went on his first journey to Polynesia in the first half of the 20th century.

A) True

B) False

4. With the Kon-Tiki Thor Heyerdahl proved his theory that humans came to Polynesia with the ocean currents.

A) True

B) False

5. The Kon-Tiki expedition did not take off and Heyerdahl continued to travel.

A) True

B) False

6. Thor Heyerdahl was alone in the Kon-Tiki expedition.

A) True

B) False

7. In the late 60s Thor Heyerdahl tried to prove the contact between ancient Egypt and South America.

A) True

B) False

8. In 1958, Thor Heyerdahl established the Norwegian Academy of Sciences.

A) True

B) False

9. Thor Heyerdahl was awarded Oscar for the best fiction film.

A) True

B) False

10. Thor Heyerdahl passed away in his hometown.

A) True

B) False

Task 2

*For items 2–6 listen to a conversation between a student representative and the principal of the college board of governors. Choose the correct answer to answer the questions 2–6. You will hear the text **only once**.*

Задание 2. At the beginning of the conversation, the principal announced the issue of parties in

A) students' dorms.

B) college libraries.

C) music halls.

Задание 3. What is NOT TRUE about the parties?

A) They are not lengthy.

B) They hinder studying process.

C) They annoy many students.

Задание 4. The principal's first idea was to

A) Forbid the parties in the halls of college dorms.

B) Change the time for the parties.

C) Allow parties for a small fee.

Задание 5. What does the principal think about Eva's idea of one party a semester?

A) She finds it fair to everyone.

B) She doesn't find it viable.

C) She doesn't think it will be very popular among students.

Задание 6. What is NOT the final solution to the problem?

A) Students will have to pay for the room.

B) Students will have to arrange their parties in a different building.

C) Students will have to reduce the number of parties per semester.

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.

Learning about the science of shyness

David Robson talks about his own experience of getting to grips with shyness

On the day I received an offer from my first-choice university, I expected to feel elation and excitement. I had spent years preparing for this moment, and yet when it came, I felt only dread at the thought of freshers' week and all the social challenges this would inevitably involve. Nonetheless, I assumed this was a stroke of extreme good luck – a one-off, though the potential for rejection seemed immense, and I feared I would spend the next few years in loneliness. But, luckily, I was wrong.

Today, as a science writer, I've witnessed a wealth of new research that has identified the psychological barriers that prevent us from building better relationships. Consider a phenomenon known as the liking gap. In a series of experiments, psychologists asked two strangers to meet and chat and then questioned each party about their expectations and perceptions of the conversation. Before speaking, both assumed that the exchange would feel uncomfortable – yet they ended up enjoying it far more than they had believed they would.

One study examined the impressions of university dorm-mates, with questionnaires in September – when they first met – and follow-ups in October, December, February and May. The researchers found the liking gap, firmly established on the first meeting, persisted for several months, until the roomies had eventually formed a more stable relationship with more accurate judgements of each other's feelings.

When I first learned about this research, I couldn't help but cringe at all the times I had been afflicted by the liking gap at university. After meeting charming, funny and kind people, whom I wanted to get to know better, I would doubt that this was reciprocated. As a result, I would avoid any further contact for fear that I might seem embarrassingly needy. I would even turn down party invitations from people who I genuinely appreciated and admired, on the assumption they had only asked me out of politeness.

I believe, the liking gap has its roots in too much introspection. We are so busy worrying about the impression we've given – and agonising over every tiny thing that we might have said wrong, thought wrong, done wrong – that we miss all the positive signals. We don't notice someone's laughter or encouraging smile or the warmth in their eyes.

Digging into the scientific literature, I soon found examples of many other misplaced fears. For instance, many of us are too shy about giving compliments or expressing our gratitude for other's actions, for instance. We assume that they already know how great they are and we doubt our abilities to express those compliments elegantly. We imagine our gestures will seem clumsy and awkward.

Expressing appreciation of others not only brings joy to the person receiving the praise but also to the person saying it; most people feel much better for having spoken their warm feelings. Unfortunately, our natural reserve means that most of us miss out on these opportunities to cement our bonds.

Surprisingly, I have found that simply learning about concepts such as the liking gap can help us conquer our shyness, but it also needs perseverance if the effects are to last. As you will have found when learning any skill, greater confidence comes with regular practice outside our usual comfort zones.

For me, an ambition to speak Italian gave me the necessary push. As my fluency in the language increased, I started arranging "conversation exchanges" with native speakers who wished to practise their English. Needless to say, I made many blunders, but I was touched to see how sensitively my conversation partners saved me from embarrassment and how easy it was to build a friendship despite the language barrier. Striking up new conversations in my native language suddenly felt a lot less daunting.

At the height of my shyness at university, it would have seemed inconceivable that I would write a book about social connection – let alone support it with public talks and media interviews. I don't regret those years of anxiety, I remember that time with overwhelming gratitude to all the people who proved my fears of rejection to be false.

Задание 7. When David was accepted to the chosen university, he

- A) decided to turn the invitation down immediately.
- B) felt thrilled and overjoyed about the news.
- C) was eager to welcome new challenges in life.
- D) reacted differently to what he had anticipated.**

Задание 8. The liking gap experiment shows that people

- A) underestimate how much others can like their company.**
- B) feel uncomfortable about asking questions.
- C) are initially embarrassed about answering questions.
- D) are prepared for criticism and judgement.

Задание 9. According to the research conducted at university, the liking gap

- A) wears off within a couple of hours.
- B) remains unbridgeable for some people.
- C) lingers for quite a long time.**
- D) helps build a more stable relationship.

Задание 10. David didn't pursue further contact with the people he liked because

- A) asking someone out made him cringe.
- B) he doubted their genuine interest in him.**
- C) he was embarrassed to get too much attention.
- D) he felt uncomfortably inferior to them.

Задание 11. David thinks that the liking gap arises from

- A) focusing on one's own thoughts and behaviour.**
- B) missing out on the funny side of everyday life.
- C) a wish to make a good first impression.
- D) lack of encouragement from others to start a conversation.

Задание 12. People avoid paying compliments because they

- A) don't want to be interfering and nosy.
- B) are not being complimented in return.
- C) believe it is simple flattery.
- D) think they may sound impolite and inept.**

Задание 13. According to David, showing appreciation results in

- A) creating a warm atmosphere.
- B) cementing friendly feelings.
- C) being praised in return.
- D) shared feelings of comfort and pleasure.**

Задание 14. When fighting shyness it is important

- A) to stay determined.**
- B) to remain in your comfort zone.
- C) to practise longer every day.
- D) to work at the liking gap issue.

Задание 15. What is NOT true about David’s “conversational exchanges”?

- A) **He felt embarrassed because of the language barrier.**
- B) It became easier for him to initiate a talk in English.
- C) His partners were delicate and understanding.
- D) He made mistakes when speaking Italian.

Задание 16. Looking back, now David feels:

- A) rejected and anxious.
- B) **surprised and thankful.**
- C) supported and appreciated.
- D) regretful and nostalgic.

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.

One of the staples of the Russian cuisine and daily diet historically has always been porridge. (1) _____. Guryev porridge’ breaks all the rules. (2) _____. You can serve it every day or on a festive table.

(3) _____. However, in this case, there is abundant evidence that Count and Minister of Finance Dmitry Guryev did indeed bring this amazing dish into the everyday life of Russian nobility.

(4) _____. The Count in fact was difficult to surprise with culinary masterpieces, but this dish made an indelible impression on him. Soon after Guryev's porridge began to conquer the estates and country mansions of Russian nobility. (5) _____. The dish was very popular and became a favorite dessert of Emperor Alexander III.

In Russian cuisine, Guryev porridge appeared at about the same times as beef Stroganoff. (6) _____. The main reason is the extremely laborious method in which it has to be cooked. (7) _____.

Semolina porridge itself proves to be a deceptively simple but simultaneously complicated porridge, a feature that differentiates it from all other traditional Russian porridges. (8) _____. However, many still love it: it takes just a few minutes to cook and has a very tender and creamy consistency.

(9) _____. Even though it sounds not particularly tasty, these skins are sweet and delicious, giving the porridge its signature caramelly taste that distinguishes it from other desserts.

To “assemble” the dish you have to first cover the bottom of the bowl with a layer of porridge. (10) _____. Repeat the layering, ending with porridge on top.

- A) The method involves layering semolina cooked with whole milk or cream with golden skins from baked cream.
- B) Guryev porridge is said to have been created in the XIX century by Zakhar Kuzmin – a serf cook of Dmitry Guryev.
- C) Then top it with a layer of baked milk skins, then a light layer of caramelized nuts, broken into pieces, then the mixed fruit.
- D) The dish is a unique combination of semolina, nuts, berries and caramel-flavored milk skins which turn a simple porridge into a scrumptious sweet dish.
- E) The problem is that semolina can form into lumps during cooking, and kids and adults usually can't stand this.
- F) The name Guryevskaya was firmly entrenched for the porridge, although its biggest fan did not even know the recipe for its preparation.
- G) Regardless of the theories, it is unquestionable that the dish has a century-long history, as it was even served during the coronation of Tsar Alexander III in 1881.
- H) Moreover, we tend to associate porridge with a healthy breakfast routine, and not with a show-stopping dessert.
- I) However, unlike the latter, the classical interpretation of the former is not easy to find in modern restaurants.
- J) Another signature ingredient in Guryev porridge is baked milk “skins”.
- K) Over the centuries recipes have been attributed to historical figures without any basis.

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

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).

0	A Tokyo developer will demolish down a building for spoiling the view. Why doesn't Britain care about beauty?	down
00	Politicians and planners are allowing the Thames to become an urban canyon –avarice always seems to win out.	V
1	A Japanese developer has been announced it will demolish a new tower of luxury flats in Tokyo only weeks from completing. The reason? The 10-storey building was blocking beautiful views of Mount Fuji.	been
2	The idea a developer would reach such a decision in Britain is inconceivable. In London, flats are usually built to make a profit. If they have a beautiful view, good luck to those who buying them. To hell with anyone else's beauty.	who
3	One of what was the government's last decision greenlighting a huge 20-storey concrete slab that is being about to rise on the banks of the Thames next to the National Theatre.	being
4	It is hideous, and will dominate the once-glorious view of the St Paul's cathedral from Waterloo Bridge. Paradoxically, its developer is a Japanese Corporation Mitsubishi.	the
5	Beauty is a word you never hear in British election campaigns. They are about money and little else. In Tokyo, the dignified regulation of the public sector does matters.	does
6	Maintaining the beauty of the environment is not a nimby fad but a duty expected of government in the public's interest and pleasure.	V
7	The current collapse of planning control in the capital has seen two Nine Elms towers to rise almost 60 storeys, making Big Ben look like a toothpick in comparison. Last week, another "luxury" monster was announced up-river, near Battersea Park.	to

8	The company behind the scheme is spotted a subsidiary of Cerberus Capital Management, run by an American billionaire, Stephen Feinberg.	spotted
9	These towers now are litter the Thames, being mostly foreign-owned and empty. A Guardian survey of one Vauxhall tower revealed just 10% of its occupants are British.	are
10	The new Battersea tower could hardly be more out of place. It will soar as a ghostly presence over the visually delicate neighbourhood of Chelsea. It will also tower over the secluded acres of the park and continue the conversion of the Thames into an utterly urban canyon.	utterly
11	I cannot imagine another world city that would permit such visual outrages. Parisians laugh with derision at what has been done to London's skyline. Romans are astonished. Americans ask, but who is in charge?	V
12	No one consults London's citizens in any meaningful way on these planning decisions. They are visible assertions of the power of a greed.	a
13	High-buildings policy in the capital is supposedly overseen by the mayor, at present Sadiq Khan. Like his predecessors, Ken Livingstone and Boris Johnson, he has no sense of beauty. Government ministers also hardly refuse to interfere because their party coffers are stuffed by the building lobby.	hardly
14	In Tokyo, we see democracy working. The Fuji affair is that of a community demanding that the beauty of its surroundings shall be respected by elected authority.	shall
15	The sadness is that no British politician has the guts to tell Mitsubishi to show London the deference to beauty demanded in Japan.	V

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. Richard says he prefers to do his homework on his own.

rather

Richard says that _____ do his homework with other people.
(4 words)

Задание 20. They will ask a professional chef to do all the cooking.

have

They will _____ by a professional chef. (5 words)

Задание 21. Scientists claim that they have found a cure for cancer!

to

Scientists claim _____ a cure for cancer! (3 words)

Задание 22. Pam said she had never seen the missing ticket.

having

Pam _____ the missing ticket. (3 words)

Задание 23. It took Colin five minutes to find his car keys.

searching

Colin _____ his car keys. (5 words)

Задание 24. A short meeting of the cast will take place after today's rehearsal.

by

Today's rehearsal _____ a short meeting of the cast. (4 words)

Задание 25. I'll be happy to show you round the sights of my city when you come to visit me.

take

It'll be a _____ a sightseeing tour of my city when you come to visit me. (5 words)

Задание 26. The artist painted fabulous pictures of the rainforest although he had never travelled outside his hometown.

spite

The artist painted fabulous pictures of the rainforest _____ travelled outside his hometown. (5 words)

Задание 27. If you ask me, feng shui doesn't work.

far

_____ concerned, feng shui doesn't work. (5 words)

Задание 28. You have to be very patient to work as a primary school teacher these days.

deal

Working as a primary school teacher calls _____ patience these days. (5 words)

19	he would rather not
20	have all the cooking done
21	to have found
22	denied having seen
23	spent five minutes searching for
24	will be followed by
25	pleasure to take you on / for
26	in spite of never having / having never

27	As far as I am
28	for a great / good deal of

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).

‘(0) _____ crisis’ looms for English schools due to arts cuts. The number of GCSE music and drama students fell over last decade, research finds.	CREATE
Schools in England face a “creativity crisis” with the number of creative arts students and teachers down by as much as 20 per cent in some subjects after a decade of (1) _____.	INVEST
Pupils’ (2) _____ in the creative arts is considered by many to be a key factor in their recovery from the pandemic yet specific government funding for music, arts and cultural programmes will equate to just £9.40 per pupil this year.	ENGAGE
The new analysis of government data shows that the number of GCSE music and drama students has fallen by a (3) _____ over the last decade, a trend mirrored by a drop in the number of drama teachers.	FIVE
School reforms have caused pupils to move away from arts subjects such as dance, music and art, and towards more traditional (4) _____ subjects such as geography and English.	ACADEMY
In (5) _____ education, there was an outcry in May from artists and musicians who accused the government of neglecting the country’s “cultural national health” after becoming aware of plans for a 50% funding cut to arts subjects at universities, which could come into effect from this autumn.	FAR
The shadow schools minister, Peter Kyle, said the government’s refusal to back school arts threatened children’s recovery from the pandemic and the country’s future (6) _____.	PROSPER
He said creative industries contribute £11bn to the UK economy, but warned that this would be under threat if fewer pupils had the chance to learn such skills. “After a decade of failure on school arts, the Conservatives are out of step with parents’ (7) _____.”	PRIORITISE

The study of music is an area of particular concern, with critics warning that it is (8) _____ becoming the preserve of wealthier families.	INCREASE
Music provision for children in key stage 3 (ages 11-14) has been reduced, the report finds, and primary-level (9) _____ teachers are offered shrinking amounts of musical training.	TRAIN
Responding to a parliamentary question from Labour, the school standards minister, Catherine McKinnell, said the government values the arts and supports the creative arts (10) _____ the education system.	THROUGH

1	underinvestment
2	engagement
3	fifth
4	academic
5	further

6	prosperity
7	priorities
8	increasingly
9	trainee
10	throughout

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) John Keats’ poetical credo
- B) a true friend who stays with you through thick and thin
- C) Robert Burns’ famous poem
- D) the situation in which too much attention is given to buying and owning things
- E) he was chosen to design the Clifton Suspension Bridge. From this Bristol connection came the chance to create the Great Western Railway which came into Windsor in 1849. His legacy can be seen in his railways, bridges and steamships he contributed to a golden age in Britain’s history.
- F) Oklahoma is nicknamed so because of the settlers who moved into the Unassigned Lands before the designated commencement of the Land Rush of 1889.
- G) he was one of the most important engineers and scientists in history. His work on the modern steam engine kick-started the entire Industrial Revolution at home in Great Britain and in the rest of the world.
- H) The Progressive Party (a.k.a. the Bull Moose Party) adopted the idea when it chose Roosevelt as its candidate in the 1912 presidential election. It appeals to the near-universal desire for fairness.

- I) an annual summer event that takes place in August in Ireland where there are many performances of plays and music, and other forms of entertainment
- J) an American inventor and computer engineer who was part of the team that developed some of the key components to early computers in the 1980s.
- K) a Welsh summer event dedicated to music, literature and performing arts. It runs over the first week in August. It is held in a new venue every year, occasionally the event has been held in England. It features about 6,000 competitors who compete in a number of categories, including Folk Songs, Brass Bands, String Music, Choral Section, Vocal Section, and others.
- L) an English mathematician who has been called the first computer programmer for writing an algorithm, or a set of operating instructions, for the early computing machine built by Charles Babbage in 1821.
- M) someone who is a good friend when it is easy to be one and who stops being one when you are having problems
- N) Oklahoma is nicknamed so because people here habitually show up for dinner before the invitation is even sent.

- 1. The Sooner State
- 2. A Square Deal
- 3. Ada Lovelace
- 4. The Eisteddfod
- 5. fair-weather friend
- 6. Isambard Kingdom Brunel
- 7. consumerism
- 8. *A thing of beauty is a joy for ever:
Its loveliness increases; it will never
Pass into nothingness...*
- 9. James Watt
- 10. *Wherever I wander, wherever I rove,
The hills of the Highlands for ever I love.*

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

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:

Jim got off the train and realized he was holding the wrong bag.

The story must have a title and must include:

- a phone call
- a new friend

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 РКЗ	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, 2) в рассказе есть заголовок, соответствующий содержанию рассказа, 3) в рассказе есть упоминание (или описание) о телефонном звонке/ разговоре, 4) в рассказе есть упоминание (или описание) о новом друге.</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>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 Работа не имеет ошибок с точки зрения лексического оформления.</p>	<p>4 балла Работа не имеет ошибок с точки зрения грамматического оформления.²</p>	<p>4 балла 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.

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). И/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);
- послелог 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).