

9. Alexandre Dumas considered Russian rude words less emotional than the words expressing tenderness.

A) True

B) False

10. Alexandre Dumas translated some works by Dmitry Grigorovich.

A) True

B) False

Критерии оценивания: за каждый правильный ответ – 1 балл. Максимум 10 баллов.

Task 2 (5 points)

*For items 11–15 listen to the dialogue. Choose the correct answer (A, B or C) to answer questions 11–15. You will hear the text **only once**.*

11. (2) Being at Melanie's for the 3rd time Simon feels

A) pleased.

B) interested.

C) unusual.

12. (3) What is TRUE about Melanie's mother?

A) She works for a news agency.

B) She is employed for a short period.

C) Her work life isn't crowded with activities.

13. (4) Simon finds Melanie's parents

A) very nice.

B) a bit dull.

C) exciting.

14. (5) Melanie's father DOES NOT

A) work overtime.

B) leave his place for entertainment.

C) seem quite boring.

15. (6) At the end of the conversation, Simon wasn't aware of the fact that

A) Melanie has no siblings.

B) Melanie's father is over fifty.

C) Melanie's parents don't spend much time at home.

Критерии оценивания: за каждый правильный ответ – 1 балл. Максимум 5 баллов.

READING

Time: 45 minutes (20 points)

Task 1 (10 points)

For items 1–10, read the passage below and choose the option which best fits according to the text.

Leaving London for Coventry

Hayley Myers was worried about relocating back to her home city of Coventry after a decade in London, but she hasn't looked back ever since.

During those seemingly endless days of working from home in the midst of the lockdown, we decided that enough was enough. My husband and I were squeezed around the dining table, one eye on our laptops and the other on our restless toddler. The living room as well as the flat itself felt cramped and crowded. I was excited, nervous and constantly worried about how to cope with another newborn under the current strict social restrictions, and later the high costs of having two children in a nursery.

By that time, Mark (my husband) and I had lived in London for almost 10 years and owned a shabby but much-loved flat in a remote southeastern part of the city. It was an enjoyable and exciting time. We both had good jobs, with a great support network of friends. We actually accepted all inconveniences as part and parcel of city living. We could not and did not want to ask for more. It was only during the pandemic that we got fully aware of all the annoying inconveniences. The walls of our windowless bathroom were constantly damp, the taps were leaky, the ceiling mildewy. The concrete rectangle of our balcony seemed dreary and tiny, and the creaks of the lift right next to our front door disturbed our sleep all night long.

Ours wasn't a unique situation. According to the estate agent Hamptons, 2022 saw more than 150,000 households leave London in search of larger homes, peace and quiet. As for our family, deciding where to move was never particularly difficult, because we had always planned to return to my beloved hometown, Coventry. Living in the countryside or close to the sea was appealing, besides it meant being geographically closer to our family and old friends we had desperately missed during our time in London.

It was a **no-brainer**, really, simple and clear, and it was a while before we took the plunge. There was an unshakeable sense that leaving London was a failure of sorts. I kept thinking if going back to where we started was in fact admitting defeat? Slightly embarrassing, there was also a fear of missing out, both socially and professionally. We'd spent years working hard in the live-music industry, burning both ends of the candle at gigs, clubs and festivals. And now I was irrationally panicked by the idea of letting my old life go. But we needn't have worried.

Our new home is a rented terrace in the northwest of the city, and to us it feels nothing short of a whole palace. We open cupboards and marvel when nothing immediately topples out. Moving the sofa in order to sit down for tea at the dining table is no longer necessary. There are stairs and plentiful windows and a front lawn with an apple tree and a blossoming rhododendron near the porch.

I've painted an idyllic picture of a grand homecoming, but it would be untruthful to say there haven't been downsides. Going to London by train every Thursday for our jobs seemed perfectly reasonable before we attempted it. It turned out it requires patience for the neverending train delays and determination to find a seat where you can wolf down an overpriced sandwich. But we think it a minor inconvenience and don't care much.

I'm also anxious that my kids will resent this move to suburbia when they're older, that they'll struggle to understand the reasons why we left behind the opportunities the capital offers. Of course, we will always miss London, but we know that Coventry is the best place for us right now. The diversity of the local school is a reflection of the city as a whole, and we are heartened that our children will grow and learn with friends from different cultures. Now I can work happily, listening to them laughing with my parents in the room next door, and it reminds me that for our family there really is no place like home.

1. (7) During lockdown Hayley Myers realized that
 - A) **their flat had not enough space for the growing family.**
 - B) it was more convenient to work from home.
 - C) she could easily cope without a nursery.
 - D) the flat rental costs were gradually rising.

2. (8) Before the pandemic Hayley and her husband
 - A) rented a flat in the centre of the capital.
 - B) **did not mind any inconveniences of their flat.**
 - C) planned to move somewhere to the countryside.
 - D) wished to finally fix the bathroom taps.

3. (9) While living in London before the pandemic Hayler and her husband believed
 - A) that living in a city was better for their careers.
 - B) that renting a flat was enough for their family.
 - C) **they were completely satisfied with what they had.**
 - D) they needed a bigger flat for the family.

4. (10) At the time of the pandemic Hayley and Mark realized that their flat in London
 - A) was even more cozy.
 - B) needed renovation.
 - C) needed a bigger lift.
 - D) **felt moist and bleak.**

5. (11) Hamptons' report shows that during the pandemic people started leaving cities because
- A) they wanted to live somewhere by the sea.
 - B) they found commuting relaxing and calming.
 - C) they wanted to reunite with their relatives.
 - D) they were looking for calmness and space.**
6. (12) The word “no-brainer” in Paragraph 4 means
- A) an obvious decision that you do not need to think much about**
 - B) a rash decision taken without much consideration
 - C) a smart step to take to avoid failure and defeat
 - D) an act of well-planned and calculated downshifting.
7. (13) Hayley thought that leaving the capital
- A) would lead to professional burnout.
 - B) would mean disappointing their families.
 - C) might lead to professional isolation.
 - D) might mean stop trying to be successful.**
8. (14) The family's new home in Coventry
- A) has a terrace and a green lawn.
 - B) looks like a grand palace.
 - C) is more airy and roomy.**
 - D) has a big back garden.
9. (15) Living in Coventry, Hayley feels worried because
- A) their children study in a multi-national school.
 - B) they will have to quit their jobs in London.
 - C) their children will regret moving away from London.**
 - D) they will have to return to the capital.
10. (16) What is NOT TRUE about the family's life in Coventry?
- A) They have relatives and friends living nearby.
 - B) They regret moving to Coventry.**
 - C) They have to commute to London once a week.
 - D) They dislike commuting to work.

Критерии оценивания: за каждый правильный ответ – 1 балл. Максимум 10 баллов.

Task 2 (10 points)

(17)

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.

Decorating the Christmas tree is one of the most cherished holiday traditions around the world.

(1) _____. But have you ever stopped to wonder why you trim that tree and how these traditions once made their way to our homes?

Legend has it that the tradition of decorating the Christmas tree was started by the 16th century German theologian Martin Luther.

(2) _____. And as soon as he got home, he recreated the shimmering spectacle by adding small lit candles to the branches of a fir tree he had cut down.

In 1610, when silver was a precious commodity, Germans in Nuremberg displayed strands of silver, which came to be known as tinsel, on their Christmas trees. (3) _____.

Cheaper materials, including copper and tin, were swapped for silver to make the decor more accessible to the less well-heeled. (4) _____. Today's tinsel is largely made of polyvinyl chloride and shaped into its characteristic bands with the help of modern-day machinery.

In Russia, the custom of decorating the Christmas tree was initially introduced by Peter I. (5) _____. He also commanded to decorate the fir trees with fruits and paper flowers, as they did in Holland and Germany. (6) _____. For the poor he ordered to decorate their dwelling with at least a few branches of fir trees. There were parties, balls, and a grand fireworks display was arranged on the Red Square.

(7) _____. The Christmas tree returned as a tradition only under Emperor Nicholas I (who reigned from 1825 to 1855) thanks to his wife, Empress Alexandra Feodorovna, who before the marriage was princess Charlotte of Prussia.

(8) _____. The custom was very much liked by the courtiers and soon spread all over Russia. (9) _____.

In the beginning, in Russia Christmas trees were decorated with edible products wrapped in shiny colored foil, as well as toys made from improvised materials: fabrics, cotton wool and papier-mâché. (10) _____. So rather than being just “funny” or “nice pieces,” the themes of the ornaments were meant to convey the meaning of good old traditions.

A. However, these materials became scarce later, leading to their replacement with aluminum (which was a fire hazard) and lead (which turned out to be poisonous).
B. Once while walking home from the woods on a winter's night, he was very much moved by the sight of the stars shining above the evergreens in the winter forest.
C. She introduced the custom of decorating the house with a Christmas tree with burning candles, as well as the tradition of Christmas presents laid out under the tree or hung directly on the branches.
D. Nobility and well-off citizens had to have a decorated tree in front of their houses, decorate the house with spruce, pine and juniper branches and to not remove the decorations until the 7th of January.
E. These ornaments were symbols of good harvest, prosperity, health, family, a happy life.
F. Like clockwork, holiday-happy decorators annually pull their Christmas decor from storage and deck the halls at the end of November and early December.
G. However, this tradition did not last very long: after the death of the czar, his decree was largely ignored.
H. In addition to glass toys, the “Dresden Cartonage” was also popular in pre-revolutionary Russia – toys made of two halves of convex tinted cardboard.
I. Upon returning from one of his foreign trips, he ordered to celebrate the New Year starting from the first night of January 1700, thus marking the new century.
J. By the late 1800s, lavishly decorated fir trees (yolki) were central to the holiday celebrations and gift-giving to children became usual.
K. Not only did the tinsel display their wealth, but it also helped reflect the light of candles that were placed on trees.

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

Критерии оценивания: за каждый правильный ответ – 1 балл. Максимум 10 баллов.

USE OF ENGLISH
Time: 60 minutes (45 points)

(18)

Task 1. (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).*

Example:

0	<i>V</i>
00	<i>the</i>

Virtuous Nature

0	Can animals really have a sense of right and wrong? Experts think they do.	V
00	If you think that we are the only creatures on Earth with a moral sense, then you're in the good company.	the
1	Most experts in behavior believe that morality is a uniquely human trait, without which our complex social life would never have been emerged - yet I'm convinced that many animals can distinguish right from wrong.	been
2	Decades spent watching wild and captive animals have persuaded me that species living in groups often have a sense of fair play built on moral codes of conduct that help cement their very social relationships.	very
3	The notion of Nature on being naturally competitive doesn't hold true for those of us who have observed and analyzed animal relationships.	on
4	That's not all. I suspect that herein lies the origin of our own virtue. Biologists have had real problems trying to explain why people are frequently inexplicably nice to each other.	V
5	It just doesn't make sense in evolutionary terms, unless there are ulterior motives far behind our seemingly altruistic actions.	far
6	Perhaps we expect getting a payback somewhere down the line, or may be our good deeds are directed only towards kin, with whom we share a biological heritage.	getting

7	Nobody has been really considered the possibility that being considerate to our neighbors might sometimes be the best way to survive.	been
8	But I'm starting to find evidence that a well-developed sense of fair play helps non-human animals live longer, more successful lives.	V
9	I'm particularly interested in a social play amongst youngsters because it has its own special rules of engagement, allowing participants to reinterpret acts that might otherwise seem aggressive.	a
10	My studies of infant dogs, wolves and coyotes bound reveal that they use a special signal to prevent misinterpretation of playful actions.	bound
11	They perform a "bow"- which reminds entails crouching on the forelimbs while keeping the rear upright- when initiating play, or in association with aggressive actions such as biting, to modify their meaning.	reminds
12	And role reversal is far common, so that during play a dominant animal will often allow a subordinate to have the upper hand.	far
13	Such behaviors reduce inequalities in size, strength and dominance between playmates, fostering co-operation and reciprocity that are essential for play to occur.	V
14	Indeed, on the rare occasions when an animal says "Let's play" and then beats up an unsuspecting animal, the culprit usually finds itself both ostracized by its former playmates.	both
15	While animal minds may vary from one species to another, they are not so different from our own, and if only when we accept this can we truly be moral in our relations with nature as a whole.	if

Критерии оценивания: за каждый правильный ответ – 1 балл. Максимум 15 баллов.

Task 2. (10 points)

For items 1–10, 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 two 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
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1. (19) The thieves stole jewellery and paintings worth over \$ 25,000.

away

The thieves _____ jewellery and paintings worth over \$ 25,000. (3 words)

2. (20) We saw the film and then bought the book.

having

We bought the book _____. (4 words)

3. (21) As I didn't know the name for it in Greek, I just pointed.

say

Not _____ in Greek, I just pointed. (5 words)

4. (22) The ladies wore evening dresses, but it wasn't necessary.

need

The ladies _____ evening dresses. (4 words)

5. (23) The coffee machine stopped working right in the middle of the lunch break.

down

The coffee machine _____ right in the middle of the lunch break. (2 words)

6. (24) The wearing of seat-belts is now obligatory for rear-seat passengers.

have

Rear-seat passengers now _____ seat-belts. (3 words)

7. (25) Rainy days depress me terribly.

get

Rainy days _____ terribly. (3 words)

8. (26) Bob reduced his intake of fatty food and lost seven kilos in a month!
on

Bob ___ ___ ___ his intake of fatty food and lost seven kilos in a month! (3 words)

9. (27) He felt disappointed when his mother didn't come to see him in the play.
let

He felt ___ ___ when his mother didn't come to see him in the play. (2 words)

10. (28) If you want someone to regain consciousness, you should throw cold water in their face.

bring

___ ___ ___ , you should throw cold water in their face. (4 words)

1 (19)	<i>got away with; ran away with</i>
2 (20)	<i>having seen the film; having watched the film; having the film seen; having the film watched</i>
3 (21)	<i>knowing how to say it; knowing how to say this; knowing how to say that</i>
4 (22)	<i>need not have worn</i>
5 (23)	<i>broke down; shut down; went down</i>
6 (24)	<i>have to wear; have to fasten; have to use</i>
7 (25)	<i>get me down; get me depressed</i>
8 (26)	<i>cut down on</i>
9 (27)	<i>let down</i>
10 (28)	<i>to bring someone/somebody round; to bring somebody around; to bring someone around</i>

Критерии оценивания: за каждый правильный ответ – 1 балл. Максимум 10 баллов.

(29)

Task 3. (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).

Example:

0	globally
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As policy director for a well-known multinational, Ben Dims spends his days thinking (0)	GLOBAL
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But when he travels on holiday, it's always closer to home; several years ago he made the decision never again to take a (1) ... by air.	VACATE
“It was partly driven by a concern for the environment,” says Dims, “but also by a desire not to (2) ... what’s on your doorstep, and to travel in a more leisurely way.”	LOOK
Now Dims and his family would rather board a (3) ... train from London to Scotland’s west coast.	SLEEP
The journey (4) ... is a key part of the trip.	IT
No matter that it takes three times longer than flying; for Dims and his family, enjoying breakfast in bed while chugging past some of the world’s most beautiful (5) ... is the end, not the means to get there.	SCENE
More and more people are living for their next holiday, and like Dims, are opting to travel in the slow lane. (6) ... are bargaining with their bosses for more time to savour their travels.	EMPLOY
For them there seems to be an easy (7) ... from the drudgery of work and responsibilities of bringing up children to the pleasures of time off – and back again.	TRANSIT
And today’s trips are more like (8) ... in which the next page is yet to be written, and the traveller is the storyteller.	NARRATE
They want to spend (9) ... days, hiking, cooking and relaxing.	STRUCTURE
They enjoy living (10) ... the islands, just dreaming. The whole idea of ‘If it’s Tuesday, it must be Belize’ is completely over. So is the desire to come back with an object, or even a picture. They want to come back with a story.	MID

1	vacation
2	overlook
3	sleeper
4	itself
5	scenery
6	employees
7	transition
8	narratives/ narration(s)
9	unstructured
10	amid/ amidst

Критерии оценивания: за каждый правильный ответ – 1 балл. Максимум 10 баллов.

(30)

Task 4. (10 points)

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

1. Tossing the caber	A) Small plots of land rented by local governments on which people grow plants in Britain
2. The Suffragettes	B) The record of all the people and things in his country compiled by William I ('the Conqueror')
3. The Reformation	C) A Scottish athletic contest between two teams at opposite ends of a rope, each team trying to drag the other across a centre line
4. Allotments	D) An organization of people to fight local crime in Britain
5. The Union Jack	E) Women who campaigned for the right to vote in the early 20 th century
6. Old Glory	F) A dark secret from your past which you try to keep hidden
7. Political correctness	G) An organization which helps to preserve the British countryside
8. Skeleton in the cupboard	H) The name the UK flag is often known by
9. The National Trust	I) The name the Australian flag is often known by
10. The Domesday Book	J) Throwing a straight, 17-foot-long log so that it turns over in the air and falls on the ground with its small end pointing directly opposite the tosser, a Scottish athletic contest
	K) The set of laws passed in the 16 th century which took away the power of the Roman Catholic Church in England
	L) The attitude which takes extreme care not to say anything which might offend a minority group
	M) One of the names the US flag is often known by
	N) The famous stories written by Geoffrey Chaucer

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

Критерии оценивания: за каждое правильно установленное соответствие – 1 балл. Максимум 10 баллов.

WRITING

Time: 60 minutes (20 points)

(31) Comment on the following quotation.

The roots of education are bitter, but the fruit is sweet.

Aristotle

Write **200–250 words**.

Use the following plan:

- make an introduction, explaining how you understand the author’s point of view;
- express your personal opinion and give reasons to support it;
- give examples from literature or history to illustrate your reasons;
- make a conclusion restating your position.

Критерии оценивания раздела «Письмо»

Максимальное количество баллов – 20.

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

БАЛЛЫ за РКЗ	Решение коммуникативной задачи (максимум 4 балла)	ОФОРМЛЕНИЕ (максимум 16 баллов)			
		Организация текста (максимум 4 балла)	Лексика (максимум 4 балла)	Грамматика (максимум 4 балла)	Орфография и пунктуация (максимум 4 балла)
4	<p>Задание выполнено полностью, все аспекты, указанные в задании, раскрыты (4 аспекта):</p> <p>1) вступление соответствует теме задания и объясняет точку зрения автора цитаты, 2) выражена позиция автора работы и дан(ы) аргумент(ы) в ее защиту, 3) приведен(ы) исторические или литературные пример(ы), 4) заключение соответствует теме задания и подтверждает позицию автора работы.</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>Высказывание логично, имеется вступление, имеется заключение, средства логической связи использованы правильно, текст правильно разделён на абзацы.</p>	<p>4 балла</p> <p>Работа не имеет ошибок с точки зрения лексического и стилистического² оформления.</p>	<p>4 балла</p> <p>Работа не имеет ошибок с точки зрения грамматического оформления.³</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 Работа должна быть написана в нейтральном стиле, допускается наличие в работе стяженных форм и риторических вопросов, случаи **неоправданного употребления** стилистически сниженной лексики считаются лексическими ошибками.

³ Ошибки на одно и то же грамматическое правило считаются однотипными и учитываются один раз.

3	Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью или неточно ⁴ (1–2 аспекта раскрыты не полностью; или 1 аспект не раскрыт, остальные раскрыты полно);	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: (3-4 аспекта раскрыты не полностью или неточно; или 2 аспекта не раскрыты, но остальные раскрыты полно и точно; или 1 аспект не раскрыт и 1–2 аспекта раскрыты не полностью или неточно).	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: (3 аспекта не раскрыты, но один раскрыт полно и точно или 2 аспекта не раскрыты и 1-2 аспекта раскрыты не полностью или неточно; или 1 аспект не раскрыт и 3 аспекта раскрыты не полностью или неточно).	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

⁴ Аспект считается раскрытым не полностью, если аргументы повторяются и/или аргументы неразвёрнутые. Аспект считается раскрытым неточно, если в приведенных примерах есть фактические ошибки. Аспект считается нераскрытым, если аргументация отсутствует или примеры не приведены.

<p>0</p>	<p>Задание не выполнено: содержание не отражает тех аспектов, которые указаны в задании (4 аспекта не раскрыты или 3 аспекта не раскрыты, и один раскрыт неполно или неточно).</p> <p>И/ИЛИ Объём менее 180 слов.</p>	<p>0 баллов В работе имеются 7 и более ошибок в организации высказывания.</p>	<p>0 баллов В работе имеются 7 и более лексических ошибок.</p>	<p>0 баллов В работе имеются 7 и более грамматических ошибок.</p>	<p>0 баллов В работе имеются 7 и более орфографических и/или пунктуационных ошибок.</p>
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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).