

Утверждено на заседании  
предметно-методической комиссии  
Санкт-Петербурга по английскому языку  
(Протокол № 3 от 17 октября 2025 года)

**ЗАДАНИЯ И КРИТЕРИИ ОЦЕНИВАНИЯ  
ВЫПОЛНЕННЫХ ЗАДАНИЙ РАЙОННОГО ЭТАПА  
ВСЕРОССИЙСКОЙ ОЛИМПИАДЫ ШКОЛЬНИКОВ  
ПО АНГЛИЙСКОМУ ЯЗЫКУ В САНКТ-ПЕТЕРБУРГЕ  
В 2025/2026 УЧЕБНОМ ГОДУ**

**САНКТ-ПЕТЕРБУРГ  
2025**

ВОЗРАСТНАЯ ГРУППА 7-8 классы

**LISTENING**

**Task 1. You will hear a news report about dolphins. Complete the sentences. Write no more than one word or a number in each gap. You will hear the recording twice. Now you have fifty seconds to read the task. (Pause)**

Last week, a twenty-eight-year-old diver who went swimming in the Red Sea with a group of dolphins learnt the hard way just how caring these creatures can be. When the diver was suddenly attacked by a shark, they saved him by forming a 1.circle around him and frightening the shark away.

It's not the first time such a rescue has happened and it's been known for some time that dolphins will do for humans what they do for their own kind. They are, in fact, the only animals in the world whose 2.brain matches ours in terms of size, and their intelligence and ability to feel emotions continue to fascinate. For some time now, their healing powers have been well known. A swim with a group of dolphins, for example, is a recognised 'medical' activity for everyday problems such as 3.stress. But some dolphins are playing a far more serious medical role for us than that.

Amanda Morton, who suffered from a life-threatening illness, argued that being with dolphins saved her life because they were able to 4.read her feelings. 'They knew how I was feeling,' she was quoted as saying. And it's the idea that they actually 'care', that they are gentle, happy creatures that want to befriend us, which has led to projects with children as well. In one such project, dolphins are being used to help children who are slow learners learn to read. The dolphins do things like carrying small 5. boards on their noses. These boards show words or pictures which the children are asked to identify. When the children get it right, they spend more time swimming with the dolphins and touching them and they see this as a reward. So what is it that makes contact with dolphins so powerful? They certainly have an engaging 6. smile ... in each jaw they have up to fifty-two teeth, but rather than frightening us to death, it's one of the warmest greetings in the world! They're also fantastic swimmers to watch. The spotted dolphin has been observed reaching 7. twenty miles an hour and keeping this up for two days at a time. And they know they're good at it so they show off in front of humans by diving in and out of the water and showing us just how much fun they're having. They're great communicators too. They make all kinds of fascinating high-pitched noises. They catch fish, for example, by sending out sound 8.waves which tell them everything they need to know – where it is, what it is and how big it is.

Dolphins have always been in focus of different research. Doctors and other 9. scientists are eager to watch and study them in their natural surroundings.

People don't necessarily harm dolphins on purpose, but they trap them in fishing nets and pollute the water they swim in. Pollution, in fact, is one of the dolphin's greatest problems. So with all the good they do for us, isn't it time we started caring about them?

**Now listen again (the recording repeats)**

**Now you have twenty seconds to check your answers.**

**Pause**

**Now move to Task 2.**

**Task 2. You will hear Dr. Waterstein talking about strange inventions. Choose the correct answer for each question. Now you have forty seconds to read the task. (Pause). Now we are ready to start.**

Well, I used to work in a government office which gave licenses to inventors, and gave out money for research. I learn all about the funny things people have developed and produced in the past. It's quite amazing! And I can give some of my favourites. They are really useful, like the modern toilet, and medicines like aspirin, but perhaps it's the useless inventions which are more fun. There have been so many. I am always surprised by the time and effort adult men, and women, will put into trying to solve a problem they have found.

The examples are endless. I remember the ladder for spiders to climb out of the bath, and the moustache protector and trainer, which was worn around the ears and in front of the face. It can't have been very comfortable. But my absolute favourite must be the two-handed glove, which was developed to allow loving couples to walk hand-in-hand even on the coldest winter's day. Who says scientists aren't romantic?

Though some inventions seem to be really crazy. Look, glasses for chickens are a very funny idea. But they were to protect the eyes, not to help them see. Some inventions can be disastrous, like the hat with a gun fixed in it. The first test broke a poor soldier's neck, and so the idea was given up.

Maybe you can ask me why people waste time on such strange ideas. But you know, they're not really wasting their time. Even the funniest inventions are often the result of a brilliant piece of problem solving. In fact, most ideas have a serious purpose and come to us because someone wants to meet a particular need. The other thing to remember is that not all inventions were made to be built or used. A lot of them are created just for the pleasure of thought and the joy of drawing a detailed diagram. These people are artists as well as scientists!

And we are still inventing things today. My latest favourite is an invention which every language student will love: the slow-talk radio. It's the answer to every student's prayers! A brilliant piece of technology which puts a quarter of a second of silence between the words spoken on the radio. Naturally, it's a machine which is in its beginning stages, but just imagine how much it would help you to understand. It can be changed, too, so that the space is shorter or longer. Marvellous! What is coming next?

**Now listen again (the recording repeats)**

**This is the end of the listening task.**

### LISTENING Task 1

**1. You will hear a news report about dolphins. Complete the sentences. Write no more than one word or a number in each gap.**

WHAT DOLPHINS CAN DO	WHAT WAY	Правильный ответ
Save people	They can form a <b>1</b> _____ around a diver to scare away a shark.	circle
Feel emotions	Their <b>2</b> _____ is similar to humans' in size.	brain
Heal people	Swimming with them helps with <b>3</b> _____ .	stress
Understand humans	They can <b>4</b> _____ people's feelings.	read
Teach children	They carry <b>5</b> _____ with words or pictures for slow learners.	boards
Appear friendly	They have an engaging <b>6</b> _____ that welcomes people.	smile
Swim fast	They can reach a speed of <b>7</b> _____ miles per hour.	20/ twenty
Hunt efficiently	They use <b>8</b> _____ to locate and identify fish.	waves
Fascinate experts	They are studied by <b>9</b> _____ and doctors.	scientists

**Максимальный балл – 9**

## LISTENING Task 2

**2. You will hear Dr. Waterstein talking about strange inventions. Choose the correct answer for each question.**

- |  |   |
|--|---|
| 1. Dr Waterstein's office gave                     | A information to inventors<br>B licenses and money<br>C research advice                         |
| 2. The most enjoyable inventions are usually those | A which have no real purpose<br>B which are very expensive<br>C which are really useful         |
| 3. The moustache protector was placed              | A on the face<br>B on the top of the head<br>C under the chin                                   |
| 4. The special gloves permitted people to          | A get married in winter<br>B walk on the hands<br>C hold hands during winter                    |
| 5. But most inventions were developed              | A to create an interesting problem<br>B to waste some free time<br>C for a real reason          |
| 6. The new radio can                               | A help students with homework<br>B reduce the speed of speech<br>C change station automatically |

1	2	3	4	5	6
B	A	A	C	C	B

**Максимальный балл – 6**

## READING

### READING Task 1.

**Read the text and do the tasks below.**

### WHERE DOES YOUR NAME COME FROM?

Naming customs are different around the world. For example, not everyone has the same number of names. In some countries, such as Indonesia, many people have just one name. In most cultures, however, people have at least two names: a family name and a given name. Your given name is the name you receive when you are born. Your family name is the name you share with other people in your family.

In the United States, the family name is often called the last name, and the given name is often called the first name. However, the order of the two names is not the same everywhere. For example, in many Asian countries, the family name is first and the given name is second. When two people from different cultures meet, sometimes they use the incorrect name. This can cause embarrassment.

Family names can show something about a family's early history. The origin of many English family names is a place, like London, or a job, such as Farmer or Shoemaker. A long time ago, these families probably worked as farmers or shoemakers. Swedish and Danish family names often mean son of ... . For example, Johanson means son of Johan. In South Korea, there are only about 250 family names. These names go back hundreds of years to very old clans, or large groups of families. About half of all Koreans have one of the three most common family names – Kim, Park, or Lee. This can cause a problem, because many Koreans believe you should not marry a person with the same last name. This means Koreans must be careful whom they fall in love with.

There is generally no choice about a family name, but there is much more choice about given names. Parents choose their child's name for many different reasons. They may select a name that sounds beautiful or means something special. These names may have meanings like peaceful or happiness. In some cultures, there may be a connection between children's names and when or how they were born. For example, a Yoruba child in Nigeria might have a name like Sunday or Born on a Sunny Day. In some countries, parents may pay money to a professional baby namer to help them find a good name. They want to find a name that will be lucky for their child.

It is also common to give a child a name that is the same as the name of a parent or grandparent. Another common choice is the name of a famous religious person. For example, many Mexicans choose names such as Jesus or Maria. Many Egyptians have the name of the Muslim leader, Muhammed. Parents may choose the name of a singer or actor. Sometimes names become popular for a short time. For example, some parents in the United States and Kenya chose the name Barack after Barack Obama became the president of the United States. Other parents want a name that is unusual or unique. In China, many people have the same family name, so some parents invent new given names. They want their children to be a little different from other children.

There are many different naming customs, and parents all over the world choose their children's names very carefully. Your name may tell something about your history and culture, or it may be unique. It may honor a family member or a famous person. It may have a special meaning. Do you know why your parents chose your name?

**1. Which sentence gives the main idea of the text?**

- a. The order of names may be different in different countries.
- b. Parents may have many different ideas when they choose their child's name.
- c. There are many different naming customs around the world.
- d. Names have an interesting history.

**2. Most people have more than two names. True or False?**

**3. What are two common origins of family names?**

В данном задании несколько верных ответов. Укажите все, которые Вы считаете верными, однако обратите внимание, что в случае, если не все верные ответы отмечены или отмечен неверный вариант, балл обнуляется.

- a. A job
- b. A religious leader
- c. A place
- d. Something beautiful or special

**4. South Korea does not have a lot of family names. Why is this a problem?**

- a. Soon there will not be enough family names.
- b. Koreans prefer not to marry a person with the same last name.
- c. Many Koreans do not like these names.
- d. Koreans must ask their parents if they want to marry.

**5. Some parents pay a professional to help them choose a name. True or False?**

**6. Why do some parents in China invent new names for the children?**

- a. They want a name that is easy to remember.
- b. Many people have the same last name so they want their child's first name to be unusual.
- c. They don't want to give their children the name of anyone who is famous or well known.
- d. They want to honor a member of their family.

**7. Parents may choose a name for their child for many different reasons. Which reason is NOT given in the text?**

- a. They want to give the child the name of a religious leader.
- b. They want to give the child the name of a person in a book.
- c. They want to give the child a name that sounds beautiful.
- d. They want to give the child a name of a family member.

1	2	3	4	5	6	7
c	false	a, c	b	true	b	b

**Максимальный балл – 7**

**READING Task 2.**

Find the words in the text that complete the following definitions.

1. To \_\_\_\_\_ something is to have the same thing as another person. (v) Par.1
2. A feeling of discomfort in front of other people is \_\_\_\_\_. (n) Par.2
3. A/An \_\_\_\_\_ name is a very frequent and usual name. (adj) Par.3
4. If something is \_\_\_\_\_ true, this means it is usually true. (adv) Par.4
5. To \_\_\_\_\_ something is to choose it. (v) Par.4
6. A/An \_\_\_\_\_ person is someone who uses special knowledge and training in a job. (adj) Par.4
7. A/An \_\_\_\_\_ is a person who controls a group or country. (n) Par.5
8. To \_\_\_\_\_ something is to create something new. (v) Par.5

1.	share
2.	embarrassment
3.	common
4.	generally
5.	select
6.	professional
7.	leader
8.	invent

**Максимальный балл – 8**



## USE OF ENGLISH

### USE OF ENGLISH Task 1.

Необходимо выбрать один верный ответ. Обратите внимание, что баллы выставляются только за ПОЛНОСТЬЮ верный ответ.

In these groups of 7 words, choose one word which includes the others and one word which does not belong to the same family.

For example:

*ant / fly / insect / butterfly / beetle / bee / snail*

*Includes the others: insect (as ant, fly, butterfly, beetle and bee are all insects).*

*Does not belong: snail (as a snail is not an insect).*

1. alligator / reptile / snake / frog / tortoise / lizard / crocodile.

Includes the others: reptile

Does not belong: frog

2. acrylic / ribbon / velvet / silk / linen / material / nylon.

Includes the others: material

Does not belong: ribbon

3. plum / melon / apricot / seed / pear / fruit / peach.

Includes the others: fruit

Does not belong: seed

4. doughnut / dessert / ice-cream / jelly / porridge / tart / trifle.

Includes the others: dessert

Does not belong: porridge

5. thought / sight / touch / sense / hearing / smell / taste.

Includes the others: sense

Does not belong: thought

1	frog is amphibian, not reptile
2	ribbon is an item made from material, not a material type itself
3	seed is part of fruit but not a fruit itself
4	porridge is not a dessert
5	thought is mental process, others are senses

Максимальный балл – 5

### USE OF ENGLISH Task 2.

1. The 4 words in each box can have the same prefix or suffix. Find out what it is. Write the prefix or suffix.

For example: 0. UN

0	<u>UN</u> EASY <u>UN</u> EMPLOYMENT <u>UN</u> FAIR <u>UN</u> CONSCIOUS	<u>UN</u>	3	___ STAR ___ MARKET ___ HUMAN ___ POWER	SUPER
1	___ MARINE ___ STANDARD ___ WAY ___ CULTURE	SUB	4	___ TIRED ___ DO ___ DUE ___ WEIGHT	OVER
2	___ APPROVE ___ SATISFY ___ EMBARK ___ CONNECTED	DIS	5	OWNER ___ PARTNER ___ MEMBER ___ RELATION ___	SHIP

Максимальный балл – 5

### USE OF ENGLISH Task 3.

Unscramble the words to make sentences:

1. seatbelts / were / had / We / told / fasten / our / to / we
2. My / weekend / tutor / worked / if / asked / at / the / I / me
3. She / gift / bought / it / to / a / as / a / give / smartphone
4. I / comes / will / if / lunch / Sam / extra / make / for / pasta / some
5. My / as / son / up / teenager / early / to / didn't / a / get / use
6. If / countryside / to / I / it / the / go / is / I / place / because / were / lovely / a / would / you,

1	We were told we had to fasten our seatbelts
2	My tutor asked me if I worked at the weekend
3	She bought a smartphone to give it as a gift
4	I will make some extra pasta if Sam comes for lunch
5	My son didn't use to get up early as a teenager
6	If I were you, I would go to the countryside because it is a lovely place

Максимальный балл – 6

## CULTURE & COUNTRY STUDIES

### Task 1.

Match the names of the books with their authors.

<b>1</b>	<b>Sherlock Holmes stories</b>	...
<b>2</b>	<b>Romeo and Juliet</b>	...
<b>3</b>	<b>Harry Potter series</b>	...
<b>4</b>	<b>The Adventures of Tom Sawyer</b>	...
<b>5</b>	<b>Winnie-the-Pooh</b>	...
<b>6</b>	<b>Oliver Twist</b>	...
<b>7</b>	<b>Pride and Prejudice</b>	...
<b>8</b>	<b>Alice's Adventures in Wonderland</b>	...
<b>9</b>	<b>Murder on the Orient Express</b>	...
<b>10</b>	<b>The Lord of the Rings</b>	...

Authors:

- A. William Shakespeare
- B. Arthur Conan Doyle
- C. J. K. Rowling
- D. Mark Twain
- E. A. A. Milne
- F. Charles Dickens
- G. Jane Austen
- H. Lewis Carroll
- I. Agatha Christie
- J. J. R. R. Tolkien

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>B</b>	<b>A</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>

**Максимальный балл – 10**

### WRITING (Максимальный балл – 14)

You have received an email from your English-speaking pen-friend Alex:

<b>From:</b> Alex@mail.uk
<b>To:</b> Russian_friend@vsosh.ru
<b>Subject:</b> School project
... My school is organising a "Time Capsule" project, and I really need your advice. Could you share your ideas on what we should place in the capsule? I'm particularly interested in meaningful items or messages that best reflect school life and students' values in 2025. Why do you think so? How can we make the event engaging and attract more classmates to participate?...

Write a letter of advice to Alex.

Include in your message:

**Opening paragraph:** start by briefly mentioning why creating a "Time Capsule" is a good idea.

Main body paragraph(s):

- suggest meaningful items or messages to put in the capsule (give at least TWO items or messages);
- explain why these items best reflect school life and students' values in 2025 (give at least TWO reasons);
- share an idea on how to make the project engaging and memorable and attract more classmates to participate.

Final paragraph: give a positive and motivating closing remark.

Write 100–150 words.

Remember the rules of letter writing.

### SAMPLES WRITING

Dear Alex,

Creating a "Time Capsule" is a fantastic idea! It's a wonderful way to preserve memories and show future generations what school life was like in 2025.

For the capsule, I suggest including a handwritten message from students about their hopes for the future and a small gadget or souvenir that represents our school or current technology. These items reflect our values of optimism and innovation, and they capture the spirit of our time. They also show what we cherish most – our dreams and the progress we've made.

To make the project engaging, you could organize a fun "Memory Day" where classmates share stories and decorate the capsule together. This will make the event memorable and encourage more students to join in.

I'm sure your project will be a great success! Keep up the good work and inspire everyone to participate.

Best wishes,

Irina

### КРИТЕРИИ ОЦЕНИВАНИЯ КОНКУРСА «WRITING»

БАЛЛЫ за решение коммуникатив- ной задачи	РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ (РКЗ)  (максимум 7 баллов)	ОФОРМЛЕНИЕ максимум 7 баллов  Общая итоговая оценка выводится на основании критериев, приведенных в таблице: организация, лексика, грамматика, орфография и пунктуация			
		Организация (максимум 2 балла)	Лексика (максимум 2 балла)	Грамматика (максимум 2 балла)	Орфография и пунктуация (максимум 1 балл)
7 баллов	<p><b>Коммуникативная задача полностью выполнена – содержание раскрыто полно, точно, развернуто.</b> В работе участника представлены:</p> <p><b>1-й аспект</b> – вступление с указанием значимости проекта <b>(минимум 1 объяснение в этом аспекте) – итого 1 балл.</b></p> <p><b>2-й аспект</b> – предложены минимум 2 конкретных значимых предмета/сообщения для капсулы времени <b>(минимум 2 предложения в этом аспекте) – итого 2 балла;</b> ЕСЛИ предложен один предмет/сообщение – <b>итого 1 балл;</b> ЕСЛИ предложения предметов/сообщений не даны и/или они не соответствуют заявленной идеи события – <b>итого 0 баллов.</b></p> <p><b>3-й аспект</b> – дано развернутое объяснение, почему именно эти</p>	<p><b>2 балла</b> Текст логично выстроен и верно разделен на абзацы (не менее 3-х абзацев: в абзаце присутствуют не менее двух предложений); правильно использованы средства логической связи; структурное оформление текста соответствует нормам письменного этикета, принятым в стране изучаемого языка (обязательно наличие неформального обращения к другу, заключительной фразы и подписи: имя на отдельной</p>	<p><b>2 балла</b> Участник демонстрирует лексический запас, необходимый для раскрытия темы. В работе <b>допускаются 1-2 лексические ошибки.</b></p>	<p><b>2 балла</b> Участник демонстрирует грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей. В работе <b>допускаются 1-2 грамматические ошибки.</b></p>	

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
РАЙОННЫЙ ЭТАП 2025/2026 учебный год САНКТ-ПЕТЕРБУРГ  
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	<p>предметы лучше всего отражают школьную жизнь и ценности учеников.</p> <p><b>2 причины – <u>итого 2 балла</u>;</b> ЕСЛИ 1 причина – <b><u>итого 1 балл</u></b>; <i>* не принимается причина, выраженная одним оценочным прилагательным без пояснения (напр., It is interesting. It is important.)</i></p> <p><b>4-й аспект</b> – предложена идея, как сделать проект интересным, привлекательным и запоминающимся и привлечь к участию больше учеников <b>(минимум 1 идея) - <u>итого 1 балл</u></b>. ЕСЛИ идея является абсурдной - <b><u>итого 0 баллов</u></b></p> <p><b>5-й аспект</b> – дано положительное мотивирующее заключение (напр., <i>Надеюсь, ваш проект будет успешным. / Удачи с вашим проектом</i>).</p> <p><b><u>Итого 1 балл</u></b> (минимум 1 предложение в этом аспекте);</p> <p><i>** подсчет количества предложений осуществляется по грамматическим основам.</i></p> <p>Объем работы соответствует заданному (в сторону уменьшения – <b>не менее 90 слов</b>)</p>	<p>строке без точки). Допускается 1 ошибка в организации текста.</p>			
<b>6–3 баллов</b>	Коммуникативная задача выполнена частично. Аспекты раскрыты неполно или неточно /	<b>1 балл</b> Имеется <b>2-3 ошибки</b> в организации	<b>1 балл</b> Участник демонстрирует	<b>1 балл</b> Участник не всегда демонстрирует	<b>1 балл</b> Участник демонстрирует

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ВОЗРАСТНАЯ ГРУППА 7-8 классы

	1-2 аспекта отсутствуют.	текста.	недостаточный словарный запас, необходимый для раскрытия темы. В работе допускаются 3-4 лексические ошибки.	грамотное и уместное употребление грамматических структур. В работе допускаются 3-4 грамматические ошибки.	уверенное владение навыками орфографии и пунктуации. В работе допускаются 1-3 орфографические ошибки И/ИЛИ 1-3 пунктуационные ошибки.
<b>0 баллов</b>	Коммуникативная задача не выполнена – отсутствуют 3 аспекта и более. ИЛИ Объём высказывания <u>менее 90 слов</u> .	<b>0 баллов</b> Имеется 4 и более ошибки в организации текста.	<b>0 балл</b> Участник демонстрирует крайне ограниченный словарный запас и/или в письме имеются многочисленные ошибки ( <b>5 и более</b> ) в употреблении лексики, в том числе затрудняющие понимание текста.	<b>0 балл</b> В тексте присутствуют <b>5 и более</b> грамматических ошибок, в том числе затрудняющие понимание текста.	<b>0 баллов</b> В тексте присутствуют орфографические ( <b>4 и более</b> ) И/ИЛИ пунктуационные ошибки ( <b>4 и более</b> ), в том числе затрудняющие его понимание.

## LISTENING

**Task 1. Listen to the talk on national heroes and for questions 1 to 10 choose the correct answer for each question. You will hear the recording twice. You have sixty seconds to study the questions below. (Pause) Listen carefully. The talk starts now.**

Recently there was a national poll on the radio in the UK in which listeners voted for who was the greatest British person. The poll created quite a stir and people took it seriously. Every morning on the news show they spent two or three minutes talking about it and urging listeners to vote. This led me to think firstly, as I happen to be British, who I thought was the greatest Briton and, secondly, why, in a country not given overmuch to patriotic displays and where it's rare to see the national flag flying anywhere else except on some government buildings, everyone seemed to be so involved. I think that's the key, you don't see overt displays, but there is a strong sense of national identity among the people that comes out on occasions. One of the ways you express national identity is through national heroes. Every country has them, real or imaginary. I mention imaginary because there is at least one country I know where the national hero has turned out, after thorough historical research, to be a myth, which is not a little disconcerting for the people living there!

It is through heroes that the country differentiates itself from other countries. Take a British hero (who didn't win the poll), Lord Nelson, a British admiral who won a crucial sea battle against a certain neighbouring country two hundred years ago, and got killed in the process. This is exactly what a country wants in a national hero. A man already a household name, not only beats an enemy at a critical moment, but -and this is the extra factor- also dies. In winning at the right time Nelson was believed to have saved the country. That seems to be the other essential ingredient for a national hero, that they saved the country or, at least, with some newer countries, established its freedom. The second ingredient is sacrifice, Nelson died. This is highly symbolic. The nation celebrated and grieved at the same time and, although, I may sound a little uninvolved here, to tell the truth, I was brought up on this story and it has meaning for me.

In getting killed Nelson had the edge on Wellington, who was a British general, perhaps equally talented though not as appealing, in the same war. Wellington won a crucial victory but did not get killed. He is not a national hero - anywhere.

Having national heroes is a consequence of nationhood. An interesting line of thought is what type of hero different nations have. The ancient Greeks said, 'Tell me who you admire and I'll tell you who you are.' This is true not only for individuals, but also for nations. A lot of British heroes are sailors. The British love the sea and ships, and the country is an island.

A lot of established heroes fought wars. Does that mean that the British are warlike seafarers? If the cap fits, wear it. I am happy to report, however, that in the radio poll - remember that? - Most of the front runners had civilian rather than military careers. My own hero was popular. The remarkable engineer Brunel (who was half French, in point of fact) a true all-rounder. Another popular choice was the scientist Newton, with the playwright Shakespeare eventually coming out on top. Tell me who you admire, and I'll tell you who you are. Maybe, on the basis of the eventual result, the British cannot be entirely judged by having Nelson as a hero.

**You will now hear the talk again (the recording repeats)**

**This is the end of the listening task.**



### National Heroes

**You hear a talk on national heroes. Listen and choose the correct answer for each question.**

1. What was people's general reaction to the poll?
  - A They found it amusing.
  - B They thought it was important.
  - C They were not very interested.
  - D They were disturbed by it.
  
2. The speaker says the British are
  - A not inclined to show their patriotism openly.
  - B proud of their country.
  - C frequently inclined to demonstrate their patriotism.
  - D not as patriotic as some other nations.
  
3. The speaker's reaction to national heroes who actually never existed is
  - A gratitude that this is not true of his country's main heroes.
  - B indifference.
  - C sympathy for the country concerned.
  - D amusement.
  
4. One additional element that contributed to Nelson becoming a national hero was
  - A he did not survive.
  - B he was fighting a traditional enemy.
  - C he was already well known.
  - D he was a sailor.
  
5. The writer says that most national heroes
  - A are credited with doing more than they actually did.
  - B were recognised as great while they were still alive.
  - C are heroes only to their own countries.
  - D played an important role in their country's history.
  
6. What is the speaker's feeling about the story of Nelson?
  - A He would never become a hero today.
  - B Nelson's achievement has been overestimated.
  - C People are wrong to continue to see him as a hero.
  - D The story still has significance for him.

7. How does Wellington compare with Nelson according to the speaker?
- A He was less brave.  
 B What he did was not as important.  
 C He was less attractive to the public.  
 D He had less ability.
8. What is the meaning of the Greek saying that the speaker quotes?
- A Some people are not worthy of approval.  
 B Who you choose as a hero reveals your character.  
 C Be careful who you make friends with.  
 D A hero will help you as you go through life.
9. The speaker says most of the people who got a lot of votes in the poll
- A tended to be scientists.  
 B had no military connections.  
 C were mostly writers.  
 D had no political connections.
10. Who won the poll?
- A Brunel  
 B Nelson  
 C Newton  
 D Shakespeare

1	2	3	4	5	6	7	8	9	10
<b>B</b>	<b>A</b>	<b>C</b>	<b>A</b>	<b>D</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>B</b>	<b>D</b>

**Максимальный балл – 10**

## READING

### READING Task 1. Read the text and do the tasks below.

#### NAMES IN BUSINESS

##### I. The Importance of Names

1. The names of companies and products have many different origins. Older companies often got their names from people. Car companies are a good example. Many car companies, such as *Ford*, *Toyota*, and *Tata* (the largest Indian automobile company), all have the names of the men who started them. Other car companies, such as *SAAB*, *FIAT*, and *BMW* have names that are initials. For example, *BMW* are the initials for Bavarian Motor Works. Today, most new companies do not choose names like these. They want more interesting names, because they know that company and product names are very important.

2. A new company must choose its name carefully. It must also think carefully when it names its products. A name can influence what people think about a company or a product. People will remember a good name. They may choose that company or product because of its name. This means that a company or a product with a good name may not need many advertisements. This can save the company a lot of money.

##### II. Connecting a Name to a Company

3. Some companies choose their own name. However, because this is a very important decision, other companies ask professionals to help them. There are businesses that do just one thing: they think of names for new companies and products. They research names and give advice about how people will respond to them. If it is an international company, they consider international factors. Companies want to know how people all over the world will respond to their company or product name. International companies have to be careful. Sometimes a good name in one language could also mean something bad or embarrassing in another language.

4. Companies consider many things when they choose a name. They want a name that customers will connect with the company or product. If a company makes shoes for running, it should consider names that are related to feet or shoes. *Green Moon* or *Crazy Cow* would not be good names for shoes. A good name should also be easy to remember. However, the name should not be too ordinary. It is probably not a good idea to choose a name like *Best Shoes* or *The Shoe Company*. These names are boring and do not show how the company is unique.

##### III. Emotional Response to Names

5. Perhaps the most important factor that a company must consider is the emotion that people will feel when they hear the name of the company. What will they think about when they hear the name? When the online company *Amazon* began, it sold only books. The founder of the company chose the name because the Amazon River is vast and powerful. It is the largest river in the world. He wanted his company to be the biggest bookseller in the world.

6. A good name tells a story. If a shoe company chooses a name like *Fast Feet*, this explains the business to the customers. There is a clear connection between shoes and their purpose, but the name is a little ordinary. Two companies that make running shoes chose names that are more interesting: *Nike* – the Greek goddess of victory – and *Reebok* – a large animal from Africa that runs very fast. These names tell good stories. The companies hope their customers will think about victory and speed when they buy their shoes.

7. The names of some electronic and technology products also provide good examples of responses to products. The names for these products should make people think about modern science and technology. Sometimes this choice relates to sounds. For example, words that begin with *e-* or *i-*, like *e-mail* and *iPhone*, make people think about technology. In English, words that begin or end with *x*, such as *x-ray*, often sound very scientific or technical. A good example of a product name is *Xerox*. It sounds very technical, but it is also easy to remember. Another good example is the company name *Google*. This name comes from the word *googol*, which means a very large number:  $10^{100}$ . The company's original name was *Back Rub*, but as it grew, the directors decided it needed a better name. They chose the new name because it makes the company sound scientific and powerful. Today, *Google* is a very successful company.

8. Finally, sometimes businesses want to find a new name. *Kentucky Fried Chicken* sells lots of fried chicken. Today, many customers worry that they eat too much fat. *Kentucky Fried Chicken* didn't want its customers to just think about its fried food. The company decided to change its name to *KFC*. *KFC* wanted customers to think about its other products, which are not fried. A company may also change its name when something bad happens. For example, there was an airplane crash in Florida in 1997. Many people died in the crash. The company that owned the airplane, *ValuJet*, wanted its customers to forget the crash, so it changed its name to *AirTran*.

9. Choosing and changing names is an important part of any business. Names can have a powerful influence on customers. With a good response from customers, a company can make a lot of money. With a bad response, a company may lose a lot of money.

**1. Match the main ideas below to FIVE of the paragraphs in the text.**

**Ideas:**

- A. Product names can tell a story.
- B. Many companies hire professionals when they need to choose a name.
- C. Customers' emotional response to a name is very important.
- D. A name should have a clear connection to a product.
- E. Companies sometimes need to change their name.

Paragraphs: 1, 2, 3, 4, 5, 6, 7, 8, 9

**2. Reread paragraph 1. What were two common choices for company names in the past?** В данном задании несколько верных ответов. Укажите все, которые Вы считаете верными, однако обратите внимание, что в случае, если не все верные ответы отмечены или отмечен неверный вариант, балл обнулится.

- a. The name of the person who started the company
- b. The name of a famous person
- c. Initials
- d. A name that people would remember

**3. A good name can save money for a company. True or False? (par.2)**

**4. What do some professionals do to find names for new businesses or products? Find three answers. (par. 3)** В данном задании несколько верных ответов. Укажите все, которые Вы считаете верными, однако обратите внимание, что в случае, если не все верные ответы отмечены или отмечен неверный вариант, балл обнулится.

- a. They do research about how people will respond to a name.
- b. They give advice about names.
- c. They find customers for the company.
- d. They think about international factors.

**5. What is the most important thing that companies must consider when they choose a name for a new product? (par.5)**

- a. International factors
- b. Customers' emotional response
- c. The connection between the name and the product
- d. Scientific or technical value

**6. What do you think companies hope that customers will think about when they see these product names? Match the product in the left column to an idea in the right column. (pars. 6 and 7)**

- |                |                               |
|----------------|-------------------------------|
| 1 Nike shoes   | a) the power of large numbers |
| 2 Xerox        | b) victory                    |
| 3 Goggle       | c) speed                      |
| 4 Reebok shoes | d) modern technology          |

**7. The name Google is a new word that the company invented to sound technical and powerful. True or False (par.7)**

**8. Which three letters sound technical or scientific in English? (par. 7)**

В данном задании несколько верных ответов. Укажите все, которые Вы считаете верными, однако обратите внимание, что в случае, если не все верные ответы отмечены или отмечен неверный вариант, балл обнуляется.

- a) i                      b) z                      c) x                      d) e

**9. Why do some companies decide to change their name? (par. 8)**

- a. They want customers to change their ideas about the company or product.
- b. They think customers will be more interested in a new name.
- c. They think the old name has become too boring.
- d. They hope that the new name will save the company money.

1					2	3	4
A	B	C	D	E			
6	3	5	4	8	a, c	true	a, b, d

5	6				7	8	9
	1	2	3	4			
c	b	d	a	c	true	a, c, d	a

**Максимальный балл – 9**

**READING Task 2.**

**Find the words in the text that complete the following definitions.**

- \_\_\_\_\_ are things that companies make and sell. (n pl) par.1
- To \_\_\_ is to study something carefully and find out information about it. (v) par. 3
- A/An \_\_\_\_\_ is something that is important enough to change a result. (n) par. 3
- A/ An \_\_\_\_\_ is a strong feeling. (n) par.5
- If something is \_\_\_\_\_, it is based on new ideas. (adj) par. 7
- Something that has good results is \_\_\_\_\_. (adj) par. 7

1	<b>Products</b>	4	<b>emotion</b>
2	<b>research</b>	5	<b>modern</b>
3	<b>factor</b>	6	<b>successful</b>

**Максимальный балл – 6**

## USE OF ENGLISH

### USE OF ENGLISH Task 1.

For items 1-10, solve the crossword using the definitions of the required word given in brackets. The first example (0) is done for you.

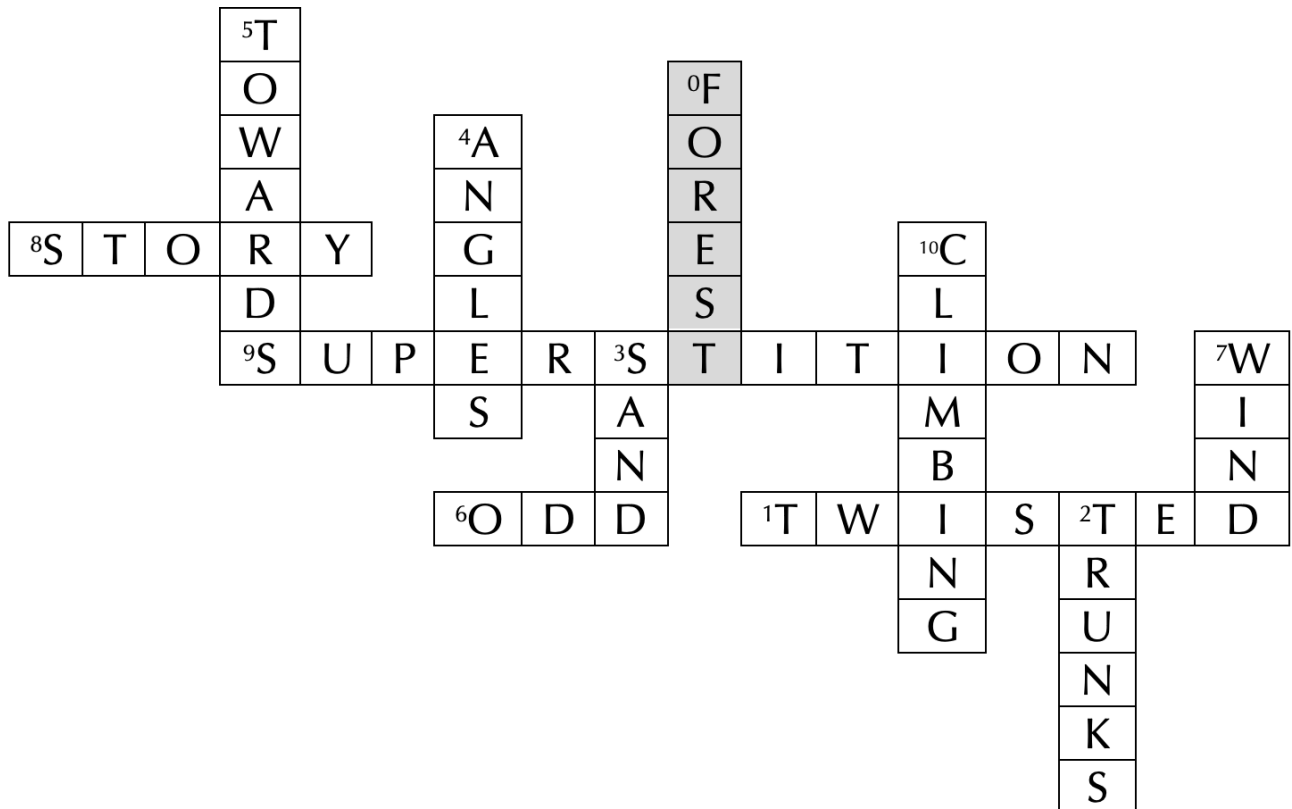
#### Dancing Forest

Between the Baltic Sea and the Curonian Lagoon, on the Kruglaya Dune of the Curonian Spit, there is a 0. **forest** (*a large area of land covered with trees and plants, usually larger than a wood*) where the pine trees look 1. \_\_\_\_\_ (*something that is bent or turned in a way that is not straight*). Many trees in Russia's Dancing Forest have 2. \_\_\_\_\_ (*the thick main stem of a tree, from which its branches grow; plural*) that twist into circles and other shapes, but no one knows why. The trees were planted in the early 1960s to keep the 3. \_\_\_\_\_ (*tiny grains found on beaches and deserts, often made from worn-down rocks*) in place, but some think the shifting sand makes the trees grow oddly. Locals call it the Drunken Forest.

Studies have tried to find out why this happens, but there are no clear answers. One idea is that caterpillars damaged the young trees, making them grow at strange 4. \_\_\_\_\_ (*the space between two lines or surfaces that meet at a point, measured in degrees; plural*). As plants grow 5. \_\_\_\_\_ (*in the direction of something or someone, indicating movement closer to it*) the sun, they corrected themselves but kept their 6. \_\_\_\_\_ (*unusual or different from what is normal, often causing curiosity or surprise*) shapes. Some people blame strong 7. \_\_\_\_\_ (*moving air that can be gentle or strong, often felt outdoors*) or human actions. Others think it's because of mysterious forces in the area.

A local 8. \_\_\_\_\_ (*a narrative about events or experiences, either real or imagined, told to entertain or inform*) says the trees twist because long ago, they were made to dance to show the power of the Christian God. This 9. \_\_\_\_\_ (*a belief that certain actions or events can bring good or bad luck without scientific proof*) has made the Dancing Forest a popular place: People say 10. \_\_\_\_\_ (*the activity of going up a steep surface, such as a mountain or tree, using hands and feet*) through one of the rings can add a year to your life or grant you a wish.

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
 РАЙОННЫЙ ЭТАП 2025/2026 учебный год САНКТ-ПЕТЕРБУРГ  
 ВОЗРАСТНАЯ ГРУППА 9-11 классы



1. twisted
2. trunks
3. sand
4. angles
5. towards
6. odd
7. wind
8. story
9. superstition
10. climbing

Максимальный балл – 10



## USE OF ENGLISH Task 2.

For questions 1-5, think of ONE word only which can be used appropriately in all three sentences. Here is an example (0):

Example:

### 0. CHARGED

The police have \_\_\_\_\_ two men with robbery and they will appear in court tomorrow.

When he realised how late it was, George \_\_\_\_\_ out of the house and ran down the road to catch the bus.

The hotel agreed that it was their mistake and said that I wouldn't be \_\_\_\_\_ for the phone calls that appeared on my bill.

### Questions 1 - 5

1. I've applied for that job I told you about but I think it's \_\_\_\_\_ unlikely that I'll get it.

Carol's students all think very \_\_\_\_\_ of her and consider her the best teacher at the college.

The hotel was \_\_\_\_\_ recommended in the brochure but we found it something of disappointment.

2. The original \_\_\_\_\_ of the restaurant included an open kitchen by the front entrance.

I have chosen a couch with a floral \_\_\_\_\_.

I have to admit that I met him by \_\_\_\_\_; I waited in the lobby until he arrived.

3. He made his \_\_\_\_\_ on the fashion industry in the 1970s.

The university student was delighted with her \_\_\_\_\_ in the final examination.

It was a \_\_\_\_\_ of the child's developing independence that he didn't want to sit with his father on the train.

4. Joe's \_\_\_\_\_ temper makes everybody avoid him.

The \_\_\_\_\_ curry made me reach for the iced water.

The \_\_\_\_\_ news is that the Prime Minister intends to resign.

5. The most memorable \_\_\_\_\_ we visited was Piazza Navona.

I am the only one in my family whose \_\_\_\_\_ is normal.

When the road sign came in \_\_\_\_\_, I realised I only had a few kilometres of my journey to go.

1	<b>HIGHLY</b>
2	<b>DESIGN</b>
3	<b>MARK</b>
4	<b>HOT</b>
5	<b>SIGHT</b>

Максимальный балл – 5

### USE OF ENGLISH Task 3.

Choose the correct option to fill in the gaps.

1. Yesterday I got lost in the forest. I shouted \_\_\_\_\_ and \_\_\_\_\_ but nobody came. Suddenly I felt somebody watching me \_\_\_\_\_. I ran \_\_\_\_\_ to the right and soon found myself near the spring, which was \_\_\_\_\_ to my home. This was the most \_\_\_\_\_ experience I had ever had.  
A. loudly, longly, close, fastly, closely, excited  
B. loudly, long, closely, fast, close, exciting  
C. loud, long, close, quickly, close, exciting  
D. loud, longer, close, quick, closely, excitement
2. The first English colony in North America \_\_\_\_\_ by the Pilgrims, who \_\_\_\_\_ from the English city of Plymouth in the Mayflower and \_\_\_\_\_ in Massachusetts Bay in 1620.  
A. was founded, had sailed, had landed  
B. was found, sailed, landed  
C. had been found, sailed, landed  
D. was founded, sailed, landed
3. \_\_\_\_\_ breakfast on dry bread and \_\_\_\_\_ in his pocket another piece of bread \_\_\_\_\_ for dinner, he settled himself at a desk of the reading room. He looked forward to \_\_\_\_\_ his first book.  
A. Having, carrying, serving, take  
B. Having had, having carrying, to serve, take  
C. Having had, carrying, to serve, taking  
D. Having, carried, serving, having taken
4. Don't you remember \_\_\_\_\_ me at the Browns' last summer? We used \_\_\_\_\_ at their place every Friday.  
A. to see, to meet  
B. seeing, meeting  
C. to see, meeting  
D. seeing, to meet
5. You were not attentive. If you \_\_\_\_\_ so nervous, you \_\_\_\_\_ much better and \_\_\_\_\_ so many mistakes.  
A. had not been, would have spoken, wouldn't have made  
B. were not, would speak, wouldn't make  
C. wouldn't have been, had spoken, hadn't made  
D. wouldn't be, spoke, didn't make

1	2	3	4	5
<b>B</b>	<b>D</b>	<b>C</b>	<b>D</b>	<b>A</b>

Максимальный балл – 5

**CULTURE & COUNTRY STUDIES (recommended time: 10 minutes)**

Match the quote or description to the person's name from the list. Each name is used only once. There are some extra names, which you do NOT need to use.

Quotes and Descriptions:

1. "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."
2. "That's one small step for a man, one giant leap for mankind."
3. "All the world's a stage, and all the men and women merely players."
4. This British monarch reigned for 70 years and became a symbol of stability and duty.
5. This British Prime Minister during World War II famously said: "I have nothing to offer but blood, toil, tears and sweat."
6. The 16th President of the USA, who delivered the Gettysburg Address, beginning with "Four score and seven years ago..."

The List of People:

- |                           |                              |
|---------------------------|------------------------------|
| A. William Shakespeare    | F. Abraham Lincoln           |
| B. Martin Luther King Jr. | G. Margaret Thatcher         |
| C. Winston Churchill      | H. Queen Victoria            |
| D. Queen Elizabeth II     | I. Franklin Delano Roosevelt |
| E. Neil Armstrong         |                              |

1	2	3	4	5	6
B	E	A	D	C	F

**Максимальный балл – 6**

**WRITING (Максимальный балл – 14)**

You have seen the following advertisement for a summer job in the local newspaper and have decided to apply.

**ARE YOU LOOKING FOR A  
SUMMER JOB?**

**GREENBRIDGE COMPANY REQUIRES**  
an office helper

**ARE YOU**

- 14 or over?



**DO YOU**

- have relevant skills?

**WE OFFER**

- excellent conditions • flexible hours • a chance to master office skills

**EXPERIENCE IN OFFICE WORK IS AN ADVANTAGE!**

Imagine that you are a student named John Smith. Write your letter of application.  
Do NOT write your real name and surname.

Include the following:

- The first paragraph
- The main body paragraph(s)
  - what you are doing now;
  - what work experience you have;
  - your relevant skills for the job;
  - your personal qualities suitable for the job.
- The final paragraph

You should write between **120-180 words**.

## SAMPLES WRITING

Dear Sir or Madam, (Dear Sir/Madam,)

I am writing to apply for the summer office job which I saw advertised in the local newspaper. I am very interested in this position and would like to be considered as a candidate.

Currently, I am a high school student in my final year, planning to continue my studies at university next year. I have some work experience as a part-time assistant in a bookstore, where I learned to organize documents, help customers, and perform basic office tasks. I am confident that these skills will be useful in your office.

I am responsible, reliable and grown-up. I am good at working both independently and as part of a team. I am also punctual, hardworking, and eager to learn new things. My computer skills and attention to detail make me well-suited for office duties.

Thank you for considering my application. I hope you will give me the opportunity to work in your office this summer. I am available for an interview at your convenience and look forward to hearing from you.

Yours faithfully,

John Smith

=====

ВСЕРОССИЙСКАЯ ОЛИМПИАДА ШКОЛЬНИКОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ  
РАЙОННЫЙ ЭТАП 2025/2026 учебный год САНКТ-ПЕТЕРБУРГ  
ВОЗРАСТНАЯ ГРУППА 9-11 классы

Приложение 2

**Критерии оценивания конкурса письменной речи (Writing)**

**Максимальное количество баллов: 14**

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

При подсчете лексико-грамматических ошибок каждая ошибка считается отдельно (повторяющиеся ошибки не суммируются)

<i>K1</i>		Общая итоговая оценка выводится на основании критериев данных в таблице: организация, лексика, грамматика, орфография и пунктуация			
БАЛЛЫ за решение коммуникативной задачи	РЕШЕНИЕ КОММУНИКАТИВНОЙ ЗАДАЧИ (РКЗ)	<i>K2</i> Организация (максимум 3 балла)	<i>K3</i> Лексика (максимум 2 балла)	<i>K4</i> Грамматика (максимум 2 балла)	<i>K5</i> Орфография и пунктуация (максимум 1 балл)
	Итого: максимум 6 баллов				
6 баллов	<p><b>Коммуникативная задача полностью выполнена:</b> содержание раскрыто полно, точно, развернуто и отражает все 3 аспекта, указанные в задании. Стилизовое оформление речи выбрано правильно. Отсутствуют риторические вопросы, разговорные выражения и конструкции, сниженная лексика, стяженные формы. Допускается <u>одно</u> нарушение формального стиля.</p> <p><b>Аспект 1</b> - дано вступление. Должна быть полно указана следующая информация:</p> <ul style="list-style-type: none"> <li>– <u>причина</u>, по которой автор пишет письмо;</li> <li>– <u>работа</u>, на которую автор претендует (должность или описание любой позиции в офисе);</li> <li>– <u>место</u>, где автор нашел объявление о</li> </ul>	<p><b>3 балла</b></p> <p>Работа не имеет ошибок в организации и логике высказывания. В письме представлены не менее 3-х абзацев. Соблюдена структура делового письма: обязательно наличие обращения (<b>Dear Sir or Madam</b>), заключительной фразы (<b>Yours faithfully</b>,) и</p>			

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	<p>работе. (Пример: <i>I am <u>writing to apply for the Summer Office Assistant position / summer office job in your office advertised on your company website</u></i>).</p> <p><b><u>Итого 1 балл</u></b> - при наличии всех 3-х пунктов или при наличии 2-х <u>любых</u> пунктов. <b>Итого 0 баллов</b> - при отсутствии всех пунктов или при наличии только 1-го любого пункта.</p> <p><b>Аспект 2</b> - указана следующая информация: - <u>чем соискатель занимается сейчас</u> (напр., ученик старших классов, занимается волонтерством, активно участвует в школьных проектах); (минимум 1 распространенное предложение в этом аспекте) – <b><u>итого 1 балл</u></b>;</p> <p>- <u>какой опыт работы соискатель уже имеет</u> (напр., работа летом, первая профессиональная практика, стажерство или не имеет опыта работы); (минимум 1 распространенное предложение в этом аспекте) – <b><u>итого 1 балл</u></b>;</p> <p>- <u>даны сведения о навыках соискателя, значимых для работы</u> (напр., обладает дополнительными знаниями, умениями навыками, необходимыми для работы в офисе); (минимум 1 распространенное предложение в этом аспекте) – <b><u>итого 1</u></b></p>	<p>подписи: <b>имя + фамилия (John Smith)</b> на отдельной строке без точки. Допускается наличие в обращении вымышленного имени работодателя/рекрутера, но в этом случае заключительная фраза должна быть Yours sincerely, +подпись: <b>имя + фамилия (John Smith)</b> на отдельной строке без точки. Средства логической связи используются правильно.</p>			
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	<p><b><u>балл</u></b>;</p> <p>- даны личные качества, подходящие для работы в офисе. <b>(минимум 1 предложение в этом аспекте) – итого 1 балл</b>;</p> <p>Если отсутствует какая-либо информация, либо даны неполные/неразвернутые идеи, то аспект считается нераскрытым.</p> <p><b>Аспект 3</b> - дан заключительный комментарий. Должна быть указана следующая информация:</p> <ul style="list-style-type: none"> <li>– <u>благодарность</u> за рассмотрение письма (Пример: <i>Thank you for considering my application</i>);</li> <li>– <u>надежда/просьба</u> рассмотреть кандидатуру автора (Пример: <i>I hope my personal qualities and skills will suit your requirements / I would be grateful if you would consider my application</i>);</li> <li>– <u>возможность</u> дальнейших контактов (Пример: <i>Please, contact me on...; I would be glad to attend an interview at any time / I look forward to hearing from you.</i>)</li> </ul> <p><b>Итого 1 балл</b> - при наличии всех 3-х пунктов или при наличии 2-х <u>любых</u> пунктов. <b>Итого 0 баллов</b> - при отсутствии всех пунктов или при наличии только 1-го любого пункта.</p>				
<b>5-1 балл</b>	<p>Коммуникативная задача раскрыта частично. ИЛИ тема раскрыта, но аспекты 1-3 раскрыты неполно/неточно.</p>	<p><b>2 балла</b> Допускается 1-2 ошибки при</p>	<p><b>2 балла</b> Участник демонстрирует</p>	<p><b>2 балла</b> Участник демонстрирует</p>	



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	<p>ИЛИ присутствуют ошибки в стилевом оформлении речи: 2-3 ошибки нарушения формального стиля - минус 1 балл, 4 и более - минус 2 балла. Повторяющиеся ошибки считаются как одна.</p>	<p>делении текста на абзацы ИЛИ 1-2 ошибки в использовании средств логической связи ИЛИ <b>1-2</b> ошибки в логике высказывания ИЛИ отсутствует (не соответствует стилю формального письма) <b>один</b> элемент структурного оформления: обращение, заключительная фраза или подпись ИЛИ подпись не соответствует заданию (в задании <b>John Smith</b>).</p>	<p>лексический запас, необходимый для раскрытия темы. В работе допускается <b>1-2</b> лексические ошибки.</p>	<p>грамотное и уместное употребление грамматических структур в соответствии с коммуникативной задачей. В работе допускается <b>1-2</b> грамматические ошибки.</p>	
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		<b>1 балл</b> Допускается <b>3</b> ошибки при делении текста на абзацы ИЛИ <b>3 - 4</b> ошибки в использовании средств логической связи ИЛИ <b>3 - 4</b> ошибки в логике высказывания	<b>1 балл</b> Участник демонстрирует лексический запас, необходимый для раскрытия темы. В работе допускаются <b>3-4</b> лексических ошибок.	<b>1 балл</b> Участник демонстрирует грамотное и уместное употребление грамматических структур. В работе допускаются <b>3-4</b> грамматических ошибок.	<b>1 балл</b> Участник демонстрирует уверенное владение Навыками орфографии и пунктуации. В работе допускаются <b>1-2 орфографические ошибки</b> И/ИЛИ <b>1-2 пунктуационные ошибки</b> .
<b>0 баллов</b>	Задание не выполнено. ИЛИ аспект 1-3 не раскрыты. ИЛИ работа не соответствует заявленному жанру (formal letter). ИЛИ объём высказывания <u>менее 108 слов</u> .	<b>0 баллов</b> Текст не имеет четкой логической структуры. Отсутствует обращение, заключительная фраза и подпись ИЛИ допущены <b>4</b> ошибки при делении текста на абзацы И/ИЛИ <b>5 и более</b> ошибок в использовании средств логической связи И/ИЛИ <b>5 и более</b> ошибки в логике высказывания	<b>0 баллов</b> Участник демонстрирует крайне ограниченный словарный запас и/или в рассказе имеются многочисленные ошибки ( <b>5 и более</b> ) в употреблении лексики, в том числе затрудняющие понимание текста.	<b>0 баллов</b> В тексте присутствуют <b>5 и более</b> грамматических ошибок, в том числе затрудняющие понимание текста.	<b>0 баллов</b> В тексте присутствуют орфографические ( <b>3 и более</b> ) И/ИЛИ пунктуационных ошибок ( <b>3 и более</b> ), в том числе затрудняющие его понимание.