

Министерство науки и высшего образования Российской Федерации
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
ТОМСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ (НИ ТГУ)

Филологический факультет

УТВЕРЖДЕНО:
Декан
И.В. Тубалова

Оценочные материалы по дисциплине

Профессиональная коммуникация на иностранном языке

по направлению подготовки

42.04.03 Издательское дело

Направленность (профиль) подготовки:
Управление контентом и медиапроектами

Форма обучения
Очная

Квалификация
Контент-продюсер – медиаменеджер

Год приема
2025

СОГЛАСОВАНО:
Руководитель ОП
И.Ф. Гнусова

Председатель УМК
Ю.А. Тихомирова

Томск – 2025

1. Компетенции и индикаторы их достижения, проверяемые данными оценочными материалами

Целью освоения дисциплины является формирование следующих компетенций:

БК-2 Способен использовать научные методы для решения профессиональных задач.

ПК-1 Способен создавать информационно-воздействующие медиатексты и (или) медиапродукты разных видов, жанров, стилей, форматов.

ПК-2 Способен организовывать и контролировать подготовку, выпуск и продвижение медиапродукта с выполнением базовых принципов, норм и правил, технических условий проектной деятельности и управления ею в медиасфере.

Результатами освоения дисциплины являются следующие индикаторы достижения компетенций:

РОБК-2.2 Умеет выстраивать систематическую и логическую цепочку анализа и принимаемых решений в контексте задачи профессиональной деятельности

РОПК-1.2 Умеет собирать и анализировать информацию для создания информационно-воздействующих медиатекстов и (или) медиапродуктов разных видов, жанров, стилей, форматов;

использовать навыки письма на русском литературном языке для создания вербальных информационно-воздействующих медиатекстов и (или) медиапродуктов разных видов, жанров, стилей, форматов;

создавать иные (кроме вербальных) информационно-воздействующие медиатексты и (или) медиапродукты разных видов, жанров, стилей, форматов

РОПК-2.2 Умеет управлять медиапроектами разных видов, жанров, стилей и форматов, с учетом их сущностных характеристик, нормативных и технологических требований к их подготовке к выпуску и производству, а также базовых принципов, норм и правил, технических условий проектной (включая командную) деятельности и управления ею в медиасфере;

организовывать подготовку, выпуск и продвижение медиапродуктов на рынок; контролировать подготовку, выпуск и качество медиапродукта, а также эффективность его продвижения на рынок

2. Оценочные материалы текущего контроля и критерии оценивания

Элементы текущего контроля:

- тесты (лексика, грамматика, аудирование, чтение);
- деловые ролевые игры;
- задания для работы с текстом, письменного и устного (монологическое, диалогическое) высказываний.

Задание для работы с текстом

РОПК-2.2.

Read the text. Decide whether the statements below are TRUE or FALSE. Identify (and highlight) the phrase/sentence in the text which proves your answer.

The ability to persuade other people is a vital business skill that will get you the support you need to go forward with your ideas. However, as Erin Meyer argues in The Culture Map, the art of persuasion is not universal. Different cultures can have different preferences for styles of persuasion. Choosing the right approach could make all the difference to the success of your presentation.

Let's imagine you sell chairs that can help people with back problems. Tomorrow, you've got a presentation where you're going to persuade the managers of a large company to buy your chairs for all their employees.

How would you do it?

Presentation A

You start with the practicalities and go straight to real-life examples. You present some case studies of people who developed back pain from sitting in uncomfortable chairs at work and were

no longer able to come to work. You show how they and their companies benefited from buying your chair. Using those examples, you apply this to your audience and you tell them that because your chair helped your previous clients and saved their company money, it will help your audience too. You conclude that they should buy your chair.

Presentation B You start with a theory: the theory that your chair can save the company money. You use research and statistics to support your argument, showing how employees' back problems cost the company money and explaining how your chair can solve those problems. You take listeners through the process of how you arrived at your conclusions, and you finish with the recommendation that they buy your chair.

So, which presentation style do you prefer?

If you chose Presentation A, then you prefer inductive reasoning. You go to real-life examples, rather than theory, to persuade people of your message.

If you chose Presentation B, then you prefer deductive reasoning. You start with the theory before the practical situation. You persuade people by taking them through how you arrive at your conclusions.

In *The Culture Map*, Meyer suggests that Anglo-Saxon cultures like the US, Canada, Australia and the UK prefer an inductive style of reasoning, while she connects deductive reasoning to countries like Italy, France, Spain and Russia. Brazil, Argentina, Mexico and Sweden fall in the middle of the two. Meyer also explains that Asian cultures tend towards 'big picture' thinking, which requires a different approach entirely.

It is important to remember that your preferred influencing style might not be the same as your audience's preferred style. For best results, try to find out as much as possible about your audience and get to know their preferences. If possible, ask an 'insider' – someone who knows the culture and company you're dealing with well – for more information about how they do things. If you're not sure whether to choose an inductive or deductive approach, do both! Explain the theory and give an example at the same time. Finally, be ready to respond quickly to the audience's reaction and try a different way of doing things if what you planned doesn't seem to be working.

1. There is one main way to be persuasive and it is the same for everyone.
2. Some people like to start presentations with real-life examples and avoid getting too theoretical.
3. Presentation B starts with a recommendation and leaves the theory until later.
4. If you use inductive reasoning, you start with the practical situation.
5. If you use deductive reasoning, you start with the theory.
6. The author of *The Culture Map* says that Anglo-Saxon cultures generally prefer to skip the theory and start with real-life examples.
7. If you choose a presentation style that is unfamiliar for your audience, it will probably have positive results.
8. Once you find an influencing style that works for you, you should stick to it.

www.britishcouncil.org/learnenglish

Ключи:

- 1 False (Different cultures can have different preferences for styles of persuasion)
- 2 True (Presentation A [...] start with the practicalities and go straight to real-life examples)
- 3 False (Presentation B [...] start with a theory)
- 4 True (you prefer inductive reasoning. You go to real-life examples, rather than theory)
- 5 True (you prefer deductive reasoning. You start with the theory before the practical situation)
- 6 True (In *The Culture Map*, Meyer suggests that Anglo-Saxon cultures [...] prefer an inductive

style of reasoning)

7 False (For best results, try to find out as much as possible about your audience and get to know their preferences)

8 False (your preferred influencing style might not be the same as your audience's preferred style)

Ролевая игра (задание на развитие диалогической речи)

РОПК-1.2, 2.2

Задача: уточняя и подтверждая детали, получить полную информацию о предстоящем мероприятии / путешествии

Продолжительность: 25 мин

Ход игры:

подготовительный этап – студенты актуализируют способы уточнения / подтверждения информации, заполняя пропуски в предложениях фразами, подходящими по смыслу;

основной этап – студенты работают в парах в две фазы; 1 фаза – студент А звонит студенту В, чтобы выяснить информацию о предстоящем мероприятии; 2 фаза – студент В звонит студенту А, чтобы выяснить информацию о предстоящей поездке

заключительный этап: студенты, работавшие в паре, представляют один из двух (на выбор) диалогов в аудитории.

Материалы:

<https://www.teach-this.com/>

Задание считается выполненным, если студент запросил и уточнил / предоставил всю необходимую информацию, используя адекватные речевые средства.

Задание на монологическое высказывание

РОПК-1.2, 2.2

Prepare a short talk on importance of passwords in the digital era.

You should talk about:

- the typical problems with passwords;
- how to create a strong password;
- how to ensure your security and prevent password cracking;

and if you try to stick to the recommendations provided in the video.

Лексический тест

РОПК-1.2, 2.2.

Fill in the gaps with the words from the list.

aggregate blog click clickstream consumption download figure streaming
target uploads

1. The company _____ news and information from a number of sources on its website.

2. If you have access to the _____, you can ascertain the content of everything that the target has read, viewed, or downloaded.

3. She writes a food _____ in which she shares recipes, tips, and restaurant reviews.

4. Internet _____ will play a growing role in your business.

5. NTV Sports now comes with free live _____ for mobile devices.

6. You can _____ some programs onto your computer for free.

7. If you _____ on the link you get taken to another website.

8. We need to _____ out what went wrong.

9. The new campaign aims to reach the _____ audience of consumers over 45.
10. Consumers are shifting their preferences towards digital media _____ as compared to traditional forms of media such as TV, print press, and radio.

Ключи: 1 aggregates, 2 clickstream, 3 blog, 4 uploads, 5 streaming, 6 download, 7 click, 8 figure, 9 target, 10 consumption

Грамматический тест

РОПК-1.2, 2.2

Fill in the gaps with the appropriate relative pronouns.

1. This is the programme _____ I'd like to apply for.
2. The students, _____ are over 21 and classed as "mature", tend to be quite focused on their studies.
3. That's the office _____ we started 4 years ago.
4. Brian's essay on Motivation, _____ he found quite difficult, got a really good mark in the end.
5. That's the lady _____ recommendations we took into account.
6. Is there any reason _____ they want to change the approach?
7. The students can take a year out before entering the university, _____ allows them to travel.
8. Why don't you call again at a time _____ I'm not as busy!

Ключи: 1. which 2. who 3. where 4. which 5. whose 6. why 7. which 8. when

Тест на аудирование

РОПК1.1, 2.2

Listen to the recording (<https://learnenglish.britishcouncil.org/skills/listening/b2-listening/design-presentation>) and identify the statements below as TRUE or FALSE.

1. They have redesigned an old product.
2. The product is aimed at men and women aged 18–40.
3. The new design means you don't need two hands to use it.
4. There's only one size now. Another one will follow in a few months.
5. They will make a Gantt chart for the project next month.
6. He finished the presentation with enough time to take some questions.

Ключи: 1 True, 2 False, 3 True, 4 False, 5 False, 6 True

Задание для письменного высказывания

РОПК-1.2, 2.2

Writing a formal letter

A) *Put the elements of the formal letter in the correct order*

- a. name and surname of the sender;
- b. conclusion;
- c. introduction (reason for writing);
- d. formal final greeting;
- e. main body (paragraphs);
- f. formal greeting.

Ключи: f, c, e, b, d, a

B) *Match the emails to the opening lines*

Hairuddin Omar, a maths teacher, has written four emails this morning. Read the descriptions of the emails and then match them to the opening lines of the emails

I.

A. Hairuddin emailed a man called Norozan Bakar, the father of a pupil at the school. He wanted to know why Mr Bakar's son was absent from school.	1. Morning everyone, Just thought you might be interested to know that...
B. Hairuddin emailed all the maths teachers at his school about some training	2. Hi there Rahim, Hope you're well. Might be a bit late on Saturday...
C. Hairuddin wrote to his friend about their plans to play football at the weekend	3. Dear Sir or Madam, Could you please send me...
D. Hairuddin sent an email asking for more information about a conference. He did not know the name of the person who will read his email.	4. Dear Mr Bakar, I am writing to you because I am worried that...

Ключи: 1. B. 2. C. 3. D. 4. A

II. *Put the phrases in the right order to make sentences*

1. I / forward / meeting / you. / to / look
2. hearing / to / forward / look / you. / from / We
3. to / speaking to / soon. / forward / you / I / look
4. on / forward / to / seeing / We / look / Saturday. / you
5. look / possible. / your / to / receiving / as soon as / reply / forward / I

<https://learnenglish.britishcouncil.org/>

Ключи:

II. 1. I look forward to meeting you. 2. We look forward to hearing from you. 3. I look forward to speaking to you soon. 4. We look forward to seeing you on Saturday. 5. I look forward to receiving your reply as soon as possible.

C) *Writing*

Imagine, you have received a letter from your colleague, Mr. Stuart, who invites you to participate in the annual multimedia project competition, which is held in spring.

Write Mr. Stuart a response letter accepting the invitation. The letter should comprise about 140-190 words.

In your letter, please, give the details of:

- your experience in multimedia market,
- the contribution you can make to the project;

and ask to clarify the information as follows:

- the project team and your role;
- the completion dates and deadlines.

Use the appropriate style.

Задание считается выполненным, если студент в письме отразил все содержательные аспекты, указанные в задании; организовал текст в соответствии со структурой официального письма; использовал речевые средства, адекватные ситуации делового общения; допущенные лексические, грамматические, орографические и пунктуационные ошибки НЕ нарушают понимание текста (НЕ препятствуют коммуникации).

3. Оценочные материалы итогового контроля (промежуточной аттестации) и критерии оценивания

Промежуточная аттестация во 2 семестре (зачет) выставляется по результатам выполнения прогресс-тестов (соответствующих тематическим блокам и предполагающих выполнение как письменных, так и устных заданий). За выполнение каждого теста обучающийся может получить максимум 40 баллов, минимально необходимое число баллов за каждый тест – 24. Обучающийся считается аттестованным, если количество баллов суммарно за все прогресс-тесты составляет 72 и более баллов, не аттестованным – если количество баллов суммарно за все прогресс-тесты составляет 71 и менее баллов.

Примеры заданий прогресс-теста:

1. Watch the video (<https://learnenglish.britishcouncil.org/business-english/youre-hired/episode-06>). Identify the statements given below as TRUE or FALSE according to the information provided in the video. (10 points)

1. Daniel lacks self-confidence in his presentation.
2. Sarah has carefully studied the company's situation.
3. Sarah has some suggestions about what the company should do.
4. Daniel talks mainly about himself.
5. Daniel's presentation style is quite formal.
6. Sarah seems professional.
7. Sarah invites the interviewers to ask her questions about the presentation.
8. Both Daniel and Sarah make a good impression on the interviewers.

2. For each sentence, choose the correct option. (10 points)

1. I need to earn a lot more _____ before I can afford to buy that car.
salary wages payment money

2. I'd really like to find a _____ during the holiday.
job work profession career

3. I'm writing to complain about a recent problem I had with a member of your
company employees
staff workplace
... (всего 10 вопросов).

3. Complete sentences with the correct forms of the verbs in brackets – Infinitive or ING-form. (10 points)

1. I decided.....(do) a content management course.
2. I prefer(take) time working on my assignment.
3. This made us(work) even harder than before.

... (всего 10 вопросов).

4. Prepare a short talk (1,5-2 min) and record it on video (10 points)

Describe a **leader** who you admire.

You should say:

- who this person is and what he/she does as a leader;
- how he/she became a leader;
- how you know about this person;

and explain why this leader's qualities impress you.

Тест

Вопрос 1 (РОПК-1.2)

Просмотрите правила составления и оформления делового письма и соотнесите их с соответствующими аспектами письма:

Capital letters	
Attachments	
Length	
Addressee	
Proofreading	

Rule 1:

Always check you've got the right name in the 'To' box. And make sure your email only goes to the people who need to read it. Remember that if you reply to all, then everyone will get your email. Does the whole sales team really need to read your email to one person about something unimportant?

Rule 2:

This sounds obvious, but don't forget to attach them! A word of advice – attach the file you want to send before you start writing. That way, you can't forget to attach it!

Rule 3:

No. If you write 'CAN YOU LET ME KNOW THIS WEEK?' you are basically shouting at your reader. They will think you are very rude. So just don't do it.

Rule 4:

Short emails sometimes sound rude. People won't read very long emails. Keep emails short, but remember to be polite and friendly, too

Rule 5: This is important, especially if it's a work email. If you make mistakes in your email, people will think you also make mistakes in your work. So always check everything carefully. Ask a colleague to read and check it before you hit 'Send'.

Ключи: Rule 1 – Addressee, Rule 2 – Attachments, Rule 3 – Capital Letters, Rule 4 – Length, Rule 5 – Proofreading

Вопрос 2 (РОПК-2.2)

Просмотрите варианты переговоров (A, B, C) и соотнесите их с соответствующими переговорными стратегиями (1, 2, 3):

- 1 - win-win negotiations
- 2 - independent advantage
- 3 - win-lose negotiations

- A. This type of negotiations is founded on gaining the best deal possible for your side. This means each team think only about its own interests: a seller typically seeks to sell a product but is less concerned about repeat business.
- B. This is negotiation to resolve a conflict, for example in a contractual dispute. Here, it is possible that each party regards the other party as an opponent and seeks to win the argument.
- C. This is an agreement-based negotiation in which two parties have a shared objective: to work together in a way which is mutually beneficial. Proposals and counter-proposals are discussed until agreement is reached. Both sides hope for repeat business.

Ключи: 1 – C, 2 – A, 3 – B

Вопрос 3 (РОПК-1.2)

В ответе на письмо заполните пропуски фразами, подходящими по смыслу:

Letter of invitation to training consultant

I was delighted to talk to you after your presentation at the Bridging the Culture Gap conference in Frankfurt last week, and I would like to thank you for the interest you expressed in our company.

As I explained to you briefly when we met, our engineers often spend periods of up to three months in India, Malaysia or the Philippines. Many of them frequently request practical information about various aspects of those cultures.

We would therefore like to invite you to run a one-day training seminar on cultural issues for a group of twelve staff due to leave for the Philippines mid-April.

I very much hope that your schedule will allow you to accept our invitation.

Reply letter

A Further to your letter

B I look forward to

C as you suggested

D owing to previous engagements

E As you probably know

F convenient for you

G if you could let me know

H I would be delighted

(1) _____ of 10 January, I would like to thank you for your kind invitation.

(2) _____ to run a one day seminar for your staff.

(3) _____, I have first-hand experience of the Far East, and it is always a great pleasure for me to run seminars focusing specifically on that region.

However, (4) _____, I'm afraid that I could not possibly run a workshop in March

(5) _____.

I would be grateful (6) _____ whether late February or early April would be (7) _____.

(8) _____ hearing from you in due course.

Ключи: 1 A 2 H 3 E 4 D 5 C 6 G 7 F 8 B

Вопрос 4 (РОПК-2.2)

Для каждого из предложений выберите лексическую единицу, наиболее подходящую по смыслу:

1. If you want to know whether your presentation was interesting, ask the audience for their _____.

A) information B) introduction C) feedback D) summary

2. The speaker tried to _____ how important it is for people to learn foreign languages

A) emphasize B) gesture C) identify D) imply

3. Preparing your presentation, choose the material which is _____ for your audience

A) perfect B) memorable C) appropriate D) argumentative

4. In win-win negotiations two parties have a shared objective: to work together in a way which is mutually _____.
A) unacceptable B) beneficial C) contradictory D) exclusive

5. He isn't here at the moment. Would you like to _____ a message?
A) take B) get C) speak D) leave

6. Can you _____ your name, please.
A) leave B) spell C) call D) speak

7. When making a presentation, it is important to _____ the audience; so share a personal experience or relate to a recent event.
A) involve B) introduce C) identify D) indicate

8. Would you like to _____ our next video conferencing session?
A) enter B) join C) share D) see

Ключи: 1 C 2 A 3 C 4 B 5 D 6 B 7 A 8 B

Информация о разработчиках

Стрельникова Анна Борисовна, к.ф.н., доцент, доцент кафедры истории русской литературы XX–XXI веков и литературного творчества филологического факультета НИ ТГУ.