

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

**45.04.01 Филология**

Направленность (профиль) подготовки:  
**Русский язык как иностранный**

Форма обучения  
**Очная**

Квалификация  
**Магистр**

Год приема  
**2025**

СОГЛАСОВАНО:  
Руководитель ОП  
М.М. Угрюмова

Председатель УМК  
Ю.А. Тихомирова

Томск – 2025

## **1. Цель и планируемые результаты освоения дисциплины (модуля)**

Целью освоения дисциплины является формирование следующих компетенций:

– УК-4 – способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия.

Результатами освоения дисциплины являются следующие индикаторы достижения компетенций:

ИУК-4.1. Обосновывает выбор актуальных коммуникативных технологий (информационные технологии, модерирование, медиация и др.) для обеспечения академического и профессионального взаимодействия.

ИУК-4.2. Применяет современные средства коммуникации для повышения эффективности академического и профессионального взаимодействия, в том числе на иностранном (ых) языке (ах).

ИУК-4.3. Оценивает эффективность применения современных коммуникативных технологий в академическом и профессиональном взаимодействиях.

## **2. Оценочные материалы текущего контроля и критерии оценивания**

Элементы текущего контроля:

	Индикаторы формируемых компетенций	Пояснение
Тест	ИУК-4.1,ИУК-4.2, ИУК-4.3	Тесты проводятся по мере прохождения тем с целью закрепления материала и проверки его усвоения.
Контрольная работа	ИУК-4.1,ИУК-4.2, ИУК-4.3	Контрольная работа проводится после изучения каждого раздела дисциплины. В состав контрольной входят задания на все виды речевой деятельности.
Написание части статьи на английском по результатам собственного исследования	ИУК-4.3	
Выступление с докладом	ИУК-4.2, ИУК-4.3	
Участие в ролевых и деловых играх	ИУК-4.1,ИУК-4.2, ИУК-4.3	

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

Порядок проведения и критерии оценивания промежуточной аттестации:

**Зачет во втором семестре** проводится методом комплексной оценки (взаимного рецензирования всеми сокурсниками) участия магистранта в организации, проведении и выступлении в групповой научной конференции (с использованием метода проектов). Помимо подготовки к конференции, выполнения роли в конференции (модератор, председатель в секции, президент конференции, руководитель культурной программы и т.д.), студент представляет научный доклад на английском языке по теме своего

исследования, отвечает на вопросы других участников, участвует в дискуссии, а также представляет для публикации в сборнике трудов конференции текст научной статьи, оформленный по требованиям оргкомитета конференции. Таким образом, комплексно проверяется способность студента представлять свои профессиональные идеи, коммуницировать в академической и профессиональной среде, оценивать эффективность коммуникации (ИУК-4.1, ИУК-4.2, ИУК-4.3).

Результаты зачета определяются оценками «зачтено» и «не зачтено». Во время отчетной конференции студентам предлагается форма оценки участия соурсников в мероприятии (форма разрабатывается совместно в ходе подготовки к конференции). Максимальное количество баллов, которое студенты могут получить за участие в конференции – 100. Участие студента оценивается как среднее арифметическое оценок всех рецензирующих участников. «Зачтено» выставляется, если средний балл студента превышает 70 баллов.

Поскольку обучение в этой дисциплине построено по методу проектов, работа магистранта в течение семестра над проектом «Международная научная конференция», включающая планирование и организацию групповой конференции, является обязательным условием допуска к зачетному заданию. Необходимо участие магистранта как минимум в 70% мероприятий по планированию и организации конференции:

- Планирование конференции: тема, структура, ключевые докладчики, критерии отбора;
- Написание деловых документов, сопровождающих конференцию: информационное письмо, приглашение ключевому докладчику, письмо-запрос информации, письмо-ответ на запрос информации и т.д.;
- Планирование секций, участие в создании и публикации PDF-программы конференции;
- Планирование и проведение культурной программы: «поход» в музеи (виртуальный), «поездка» по городу (виртуальная).
- Подготовка и выполнение роли в конференции: председатель оргкомитета, председатель/секретарь секции и т.д.

#### **4. Оценочные материалы для проверки остаточных знаний (сформированности компетенций)**

##### **Тест (ИУК-4.1)**

1. *Make up collocations, phrasal verbs, and set phrases from the following words (Use one from line 1, and another from line 2). Some words can be used more than one time.*  
1) Employ, enhance, academic, mooked, subject, mobile, set, crowd  
2) learning, up, opportunities, progress, matter, pace, devices, fast, objectives, learning

Ключи:

employ → opportunities, enhance → learning, mooked → up, academic → progress, subject → matter, fast → pace, mobile → devices, set → objectives, crowd → learning.

##### **2. Give an English equivalent for the following collocations. (ИУК-4.1)**

- 1) непрерывное образование (образование через всю жизнь)
- 2) определять/устанавливать цели
- 3) распространять знания
- 4) массовый открытый онлайн курс
- 5) подать заявку на грант

Ключи: 1) lifelong learning, 2) to set objectives, 3) to disseminate knowledge, 4) Massive open online course, 5) to apply for a grant.

3. Choose the correct form of the verb (ИУК-4.2).

There are critics who \_\_\_\_\_ destroying a writer's reputation.

- a. seems to enjoy
- b. seem to enjoy
- c. are seeming to enjoy
- d. seem to be enjoyed

Ключ: b. seem to enjoy

4. Establish the correlation between the type of conditional sentences and the sample of its use. (ИУК-4.3).

1. If these changes in language had occurred due to chance there wouldn't have appeared such a wide range of them in the modern language.
2. If we look at this phenomenon from another angle we'll see that the comparison is not the write method of dealing with this matter.
3. Were he a little more careful he would pay more attention to his writing style.

A – first type

B – second type

C – third type

Ключи: 1C, 2A, 3B.

5. Among the following official discourse clichés find those that you would use in a motivation letter, and mark them Y. Mark others as N. (ИУК-4.3).

- 1) At the university I focused more on the ...
- 2) I started my career path as...
- 3) I am writing to apply for...
- 4) Write back soon and tell me what you think
- 5) Should you have any questions, please feel free to contact me or my referees.
- 6) Thank you in advance for considering my application.
- 7) I believe that I will be positive addition to your team, fit well in your organization and be a useful member of the community.
- 8) I am writing in support of G.D. who is currently seeking a post in your company.
- 9) I'm writing regarding the situation that took place ...
- 10) I look forward to your decision.

Ключи:

- 1) Y, 2) Y, 3) Y, 4) N, 5) Y, 6) Y, 7) Y, 8) N, 9) N, 10) Y.

6. Закончите утверждение. (ИУК-4.1).

«В английской академической речи большей частью применяются \_\_\_\_\_ предложения, которые употребляются для передачи типичных для научного изложения логических отношений между объектами, действиями, событиями и фактами.»

Ключи: сложные/сложноподчиненные/ сложные

7. Закончите утверждение одним словом. (ИУК-4.2).

**В английском языке инфинитив в функции определения стоит \_\_\_\_\_ определяемого слова.**

Ключи: после.

8. Закончите утверждение. (ИУК-4.1).

**Если инфинитив или инфинитивная конструкция стоит в начале английского предложения, то он используется в функции \_\_\_\_\_ или обстоятельства цели.**

Ключи: подлежащего.

9. Закончите утверждение.

However, also, again, now, thus, alternatively, on the other hand являются примером наречий, являющиеся элементами \_\_\_\_\_ логического рассуждения.

Ключи: развития.

10. Закончите утверждение одним словом. (ИУК-4.1).

“I watched **them** **discuss** something that really important, as I have guessed.”

Английское предложение (пример выше), содержащее конструкцию с неличной формой глагола в функции сложного дополнения (Complex Object), по синтаксической структуре является \_\_\_\_\_ предложением.

Ключи: простым.

11. *Which of the following are examples of distancing? Choose the numbers of sentences.* (ИУК 4.3).

- 1) He distanced himself from the opinion of the rest by saying something about the necessity to revise the issue.
- 2) There appears to be at least one issue that needs to be discussed urgently.
- 3) The scholar is reported to have completed his experiment before the due date.
- 4) Successful completion of the project may be due to the wise and experienced leadership.
- 5) Then there was a long period of alienation from modernist poetics, to which he returned much later, when the rest were about to abandon it.

Ключи: 2), 3), 4).

12. *Which of the following are the features of an academic review?* (ИУК-4.1)

- 1) Has a rigid and inflexible structure;
- 2) Contains academic vocabulary;
- 3) Avoids any use of terms;
- 4) Contains optional appraisal as a part of the text structure;
- 5) Contains recommendation as an integral part of the text structure;

- 6) Contains critique rather than criticism;
- 7) Focus on summarizing content rather than evaluate strengths and weaknesses of the text under discussion.

Ключи: 2), 4), 5), 6).

### **13. Read the model text of describing an object and give the paragraph plan (ИУК-4.1)**

Eg.     Paragraph 1 – the importance of the object  
          Paragraph 2 – its general description, etc.

*Last year, having embarked on an attempt at an attic clear-out, I came across an old family album. It was buried under a pile of junk and had probably been there for at least ten years. I dug it out from under all the odds and ends that had accumulated and took it downstairs to have a closer look.*

*On wiping it over with a cloth, I found that the album was beautifully bound in leather and even had the family crest embossed on the cover in gold leaf. Its corners had become slightly tatty, but on the whole it was in surprisingly good condition. As I opened the cover, the leather creaked under the strain and I breathed in the faint scent of lavender.*

*The first page of faded old sepia prints was dated 1900, and the stiff figures wore blank expressions as they stared into the lens. I browsed through the pages of unfamiliar names and faces until I found my grandparents' wedding photos. There was my grandfather, immaculately dressed in his tailored suit and my grandmother, who looked stunning in a flowing white wedding gown. As I turned the pages, I saw my grandfather going off to the War, smiling bravely in his smart uniform. My own father's infancy and youth followed, his childhood expression showing the playful twinkle in his eye which he still has to this day.*

*Since discovering the album I have felt closer to my family, having witnessed, through the photographs, occasions in their lives which I would never have known about otherwise I gained a real feeling of how one generation adds to the next, and could see that all of the qualities of past generations survive in each and every member of the family.*

*Leafing through this album also gave me a strong sense of the realities of history. The clothes, houses and vehicles depicted in the photos all looked so strange and old-fashioned that it was easy to assume that the people were very different as well. But having actually known some of these people, I knew that they were much the same as I am and that, while external things may change, humans remain fundamentally the same throughout history.*

*I would like to think that maybe one day, one of my descendants will cherish the album's value. Then they, too, will be able to recapture those long-forgotten moments preserved in these pictures, which are indeed worth more than a thousand words.*

#### **Model answers:**

- Paragraph 1 – where, when and how the album was found
- Paragraph 2 – general description of the album
- Paragraph 3 – details on its content
- Paragraph 4 – why the album is important / sentimental value of the album
- Paragraph 5 – more evidence of its importance
- Paragraph 6 – comments and afterthoughts

**14. Skim the model text below describing an annual event and put the paragraph plan in a logical order (ИУК-4.1, ИУК-4.3)**

Eg. Paragraph 1 – a  
Paragraph 2 – b, etc.

*About four years ago I was invited to a Halloween party at the home of a friend. I was reluctant at first but I decided to go to help out with the arrangements.*

*On the afternoon of the party, I drove to my friend's house with a huge box of materials which I thought might be useful for the preparations. The children were full of enthusiasm as they worked on their masks and costumes. But the best part of all was making the lanterns. I was amazed at the imagination that the children showed when cutting grotesque faces out of the hollowed-out pumpkins. The mood of anticipation was so intense that, by the time the last costume had been made, I was as excited as the children.*

*By six o'clock, the party was well under way and the house was full of screaming children, with me running around in a mask trying to scare them. At one point during the evening, prizes were awarded to the children who had made the best costumes. Games were organised, including one where the children had their hands tied behind their backs while they tried to pick apples out of a barrel of water using only their teeth. When the party finally ended, the children left in a noisy group, running ahead of their parents and doing their best to scare any unfortunate passers-by.*

*Rediscovering what it is like to have fun without feeling embarrassed was a fantastic experience. My initial hesitation disappeared once I had decided to get involved. Helping with the children's games enabled me to enter into the party spirit. I saw it as an opportunity to experience the sheer joy that comes so naturally to children.*

*Another thing that made it a particularly enjoyable occasion was that it brought back memories of my own childhood experiences. I remembered my own excitement when we were dressing up in scary costumes, and the thrill of going from house to house, bags held open for whatever goodies would be put in when we shouted, "Trick or treat!" I also remembered the lime we had been chased by a stingy neighbour after spraying his windows with shaving foam.*

*Since those days I had nearly forgotten about Halloween, but this party gave me so much pleasure that now it is a regular fixture in my diary. I think everyone should have the chance to feel like a child at least once a year.*

Options:

- a) Reasons to attend the event, explanation of the opportunities it gives
- b) The name and the place of the event, the main reason to attend it
- c) Afterthoughts and concluding comments
- d) Preparations for the event
- e) Description of the actual event
- f) Explanations of the feelings the author had at the event

**Answer:**

- Paragraph 1 – b
- Paragraph 2 – d
- Paragraph 3 – e

Paragraph 4 – a

Paragraph 5 – f

Paragraph 6 – c

**15. Choose one option in every sentence which fits best (a, b, c or d) (ИУК-4.1):**

1. Disloyal sailors often ..... their ship.

(a) give over      (b) give up      (c) desert      (d) depart

2. Roger spent more than three months all alone in an open boat during his ..... across the Pacific.

(a) journey      (b) tour      (c) traffic      (d) voyage

3. Look! The attic window is broken; the ..... probably got inside this way.

(a) criminal      (b) burglar      (c) thief      (d) bandit

4. Sorry, I didn't mean to say that; it was a(n) ..... of the tongue.

(a) slip      (b) mistake      (c) fault      (d) error

5. He didn't say ..... word to defend himself.

(a) a single      (b) a lonely      (c) a solitary      (d) an alone

6. When she saw him, her heart began to .....

(a) hit      (b) strike      (c) pound      (d) whip

7. Stop ..... up and down like that! Are you nervous?

(a) strolling      (b) pacing      (c) striding      (d) wandering

8. Don't ..... the blame onto your brother!

(a) change      (b) shift      (c) transform      (d) exchange

9. Be careful please, you can easily ..... in the dark and lose the way.

(a) stray      (b) walk      (c) wander      (d) stagger

10. This plan ..... me quite well.

(a) matches      (b) accommodates      (c) fits      (d) suits

**Answers:**

1. (c) desert

2. (d) voyage

3. (b) burglar

4. (a) slip
5. (a) a single
6. (c) pound
7. (b) pacing
8. (b) shift
9. (a) stray
10. (d) suits

### **Информация о разработчиках**

Тихомирова Ю. А., к. филол. наук, доцент, доцент кафедры романо-германской и классической филологии ФилФ НИ ТГУ.