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ЭФФЕКТИВНАЯ КОММУНИКАЦИЯ НА ИНОСТРАННОМ ЯЗЫКЕ

Методические указания

Рекомендовано к изданию редакционно-издательским советом федерального государственного бюджетного образовательного учреждения высшего образования «Оренбургский государственный университет» для обучающихся по образовательной программе высшего образования по направлению подготовки 45.04.01 Филология

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Методические указания содержат программу дисциплины, планы практических занятий, методические рекомендации по работе с учебным пособием «Effective English Communication», а также образцы оценочных средств и критерии оценки.

Методические указания предназначены для студентов-магистрантов второго курса, обучающихся по образовательной программе высшего образования по направлению подготовки 45.04.01 Филология, профиль «Английский язык для бизнес-коммуникации» в 4 семестре.

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Введение

Настоящее издание предназначено для студентов-магистрантов второго курса, обучающихся по программам высшего образования по направлению подготовки 45.04.01 Филология, профиль «Английский язык для бизнес-коммуникации» в освоении дисциплины «Эффективная коммуникация на иностранном языке».

Основная цель курса – формирование у студентов техники и культуры речи, навыков профессионального поведения в соответствии с международным этикетом, позволяющих осуществлять эффективную коммуникацию на иностранном языке, обеспечивать успешное деловое взаимодействие.

Достижение поставленной цели предполагает развитие у студентов ОПК-1, а именно «готовности к коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке для решения задач профессиональной деятельности»; а также ОПК-2, предполагающей «владение коммуникативными стратегиями и тактиками, риторическими, стилистическими и языковыми нормами и приемами, принятыми в разных сферах коммуникации». По окончании курса студент должен знать и уметь применять принципы создания, редактирования, реферирования, систематизирования и трансформации текстов официально-делового и публицистического стилей (ПК-10); быть готовым к планированию и осуществлению межкультурной и межнациональной деловой коммуникации (ПК-11); владеть навыками квалифицированного языкового сопровождения международных форумов и переговоров (ПК-12).

Курс «Эффективная коммуникация на иностранном языке» состоит из пяти разделов, в которых рассматриваются нормы коммуникативного поведения, принятые в английской и международной культуре; особенности телефонной, письменной и онлайн коммуникации; основные тенденции трудоустройства и маркетинга в международном бизнесе.

Курс рассчитан на 144 часа, из которых 106 часов отводится на

самостоятельную проработку и повторение материалов учебников и учебных пособий, подготовку к практическим занятиям, рубежному контролю, экзамену. В целом курс предполагает выполнение студентами значительного объема самостоятельной работы. В этой связи данное издание включает содержание разделов и план практических занятий по дисциплине, методические рекомендации по работе с учебным пособием Е.Д. Платовой «Effective English Communication». Кроме того, в издании представлены критерии оценки студента по данной дисциплине, а также образцы оценочных средств для текущего контроля успеваемости, промежуточной и итоговой аттестации.

1 Содержание разделов дисциплины

Раздел 1. Norms of communicative behaviour. First impressions. Preparing for your presentation. Ethics. Awkward social situations. The way you come across in different countries. Guessing game “I’ve got a solution”. Incident analysis “What would you do about it?”. Jigsaw puzzle “Behave yourself”. Role-play “A night on the town”.

Раздел 2. Phone and on-line communication. Dealing with problems on the telephone. On-line business. Card game “Hold the line, please”. Jigsaw puzzle “Who’s calling, please?”

Раздел 3. Employment trends. Employment tendencies. Information search and role-play “Burnout”. Rating activity “Priority Pyramids”. Role-play “Situations vacant”. Rating activity “Job-hunting strategies”. Quiz “Amazing facts” (work and social situations). Matching and role-play “Headhunters”.

Раздел 4. Finance and marketing. Marketing vocabulary. Techniques of producing an impact in English. Finance vocabulary. Role-play “A difficult choice”. Corporate culture. A company profile. Negotiating an agreement. Sales contracts.

Раздел 5. Written business communication. Writing an e-mail: structure and basic rules. Business e-mail. Formal / Informal style. Tactful letter. Formal letter. Standard English phrases for correspondence. Business letter jigsaw.

2 План практических занятий

4 семестр

Seminar 1

1. Common good and bad manners.
2. Polite (rude) behaviour in different countries.

Seminar 2

1. Reading and discussion on problems of social behaviour.
2. Modal verbs: sounding formal or polite.

Seminar 3

1. Maintaining a conversation.
2. Sounding sympathetically.

Seminar 4

1. Listening to an expert on communication skills.
2. Reading and discussion on difficult personal problems.

Seminar 5

1. Role-play «I've got a solution».
2. Maze of politeness.

Seminar 6

1. Business ethics.
2. Role-play «A night on the town»

Seminar 7

1. Phone communication. Vocabulary.
2. Listening to telephone conversations.
3. Making up own telephone conversations.
4. Reading about Key Pals.

Seminar 8

1. Online business communication. Vocabulary.
2. Writing a business report.

Seminar 9

1. Employment trends. Vocabulary.
2. Grammar: -ing form or infinitive. Linkers.

Seminar 10

1. Cultural business peculiarities. The quiz “Amazing facts”.
2. Role-play “Head-hunters”.

Seminar 11

1. Guessing game “Talking about the boss”.
2. Role-play “Situations vacant”.
3. Rating activity “How to get that job”.

Seminar 12

1. Rating activity “Priority pyramids”.
2. Information search.
3. Role-play “Burn-out”.
4. Case-study “Choose the best candidate”.

Seminar 13

1. Finance and marketing. Vocabulary.
2. Grammar. Relative pronouns. Relative clauses.

Seminar 14

1. Finance and marketing. Vocabulary. Common business collocations and compounds.
2. Reading a business newspaper article.

Seminar 15

1. Reading a business text.
2. Writing a business report.
3. Role-play “A difficult choice”.

Seminar 16

1. Bar graph bingo.
2. Role-play “Setting up a new company”.

Seminar 17

1. Writing emails. Common standards and expectations.
2. Standard formal / informal English phrases for correspondence. Structure of emails.

Seminar 18

1. Ways of being tactful in emails.
2. Writing a formal to a book designer.
3. Writing an email to a friend about the experience of choosing a design.

Seminar 19

1. Writing a letter of complaint.
2. Summing up the main notions of the course.

3 Методические рекомендации по работе с учебным пособием «Effective English Communication»

Данное учебное пособие включает в себя пять разделов, соответствующих учебной программе по дисциплине «Эффективная коммуникация на иностранном языке». Каждый раздел включает ряд тематически-объединенных упражнений, направленных на развитие различных видов речевой деятельности. Ниже представлены ключевые слова для изучения, встречающиеся в упражнениях пособия, образцы написания письменных работ, лингвистические комментарии, а также источники аудиозаписей и дополнительные ресурсы для самостоятельной работы по темам курса.

Unit 1. Perfect behaviour

1 a) Key vocabulary to check: *to bang on about* (informal: to keep talking about something in a boring way), *inebriated* (usually formal, but here used for humorous effect drunk).

2 a) Key vocabulary check:

it's over the top (informal; meaning so exaggerated as to be stupid or offensive);

familiar (has a negative meaning in this context; being too friendly when you don't know someone well enough).

3 a) Key vocabulary to check:

to drop in (to visit informally);

to swear (to use offensive language);

to blaspheme (to use language which insults God or people's religious beliefs).

b) Examples of how to use the phrases in the speech balloons:

I think you might come across as being disrespectful (come across = give the impression);

A lot of people might feel that it's unprofessional.

4 b) Direct students to the questions in the text, ensuring they do not read the answers yet. Key vocabulary to check: *to deplore*; *aural*; *ghastly*; *nifty* (informal, meaning 'effective'); *interlocutor*; *flies* (in this context, zip or buttons on the front part of a pair of trousers).

f) Key vocabulary to check:

blunt (very honest and direct);

opinionated (expressing strong opinions – usually has a negative connotation).

5 c) Language notes:

obligation – 'must' suggests that the obligation is coming from the speaker, i.e. it is his / her opinion, whereas 'have to' suggests an externally imposed obligation, i.e. the time of the flight dictates the time they go to the airport.

'May' is also often seen as more formal than 'could'.

'Could' refers to general ability in the past, whereas 'managed to' refers to one specific occasion, e.g. *I could speak Japanese quite well when I was living there. I managed to say a few words in Japanese when I met my son's Japanese friend.* However, in the negative, 'couldn't' can be used to refer to a specific occasion: *I couldn't find a parking space anywhere!*

'Must' means 'I believe it's true' and 'can't' means 'I believe it's impossible' (*mustn't* is not generally used for this meaning in British English, but is possible in American English).

There is almost no difference in meaning between 'may' and 'might', although 'may' is sometimes seen as a little stronger.

8 a) You can find the recording Cutting Edge Advanced, recording 10.6.

9 a) Check the key word *sympathetic* and do not confuse it with 'generally nice or kind'. For example, a sympathetic person is someone who will listen to you, try to understand your feelings and help you when you're upset.

You can find the recording in Cutting Edge Upper-Intermediate, recording 2.3.

c) The key words to check: *spilled*, *row*, *hairstyle*.

Additional practice

Cutting Edge Upper–Intermediate, Workbook: Real life: Responding sympathetically, page 16. Improve your writing: Responding sympathetically in writing, page 17.

10 a) You can find the recording in New Cutting Edge Upper-Intermediate, recording 3.8.

Additional practice

New Cutting Edge Upper-Intermediate:

Teacher’s book: Resource bank: 3C Problems, problems! (language for responding to unexpected problems), page 126.

Workbook: Real life: Dealing with unexpected problems, page 27.

11 b) You can find the recording in New Cutting Edge Upper-Intermediate, recording 7.6.

Key phrases to check:

a tiny portion; I couldn’t possibly manage any more (=I can’t eat any more); *in the slightest; it doesn’t agree with me* (=it takes me a little ill); *to bring someone out in a rash; not able to make it* (=can’t come).

Additional practice:

New Cutting Edge Upper-Intermediate: Real life: Awkward situations, page 57.

12 b) Key vocabulary to understand: *to fancy someone* (to feel sexually attracted to someone); *light-hearted*.

c) NB: *slump* here means ‘not sitting up straight’.

13 a) Listen to the recording 3.1 in New Cutting Edge Advanced.

14 b) Key vocabulary to learn:

to fly off the handle (informal: to get angry suddenly about something that doesn’t seem very important);

to be at your wits end (to be very worried);

to land a job (informal: to succeed in getting a job that was difficult to get);

to be besotted with someone;

washed out (looking unhealthy);

to act as if someone owes you something;

to see the other side.

d) Some examples of how to complete the phrases:

One way to tackle it might be to get him away from the family for a while.

Speaking to his father wouldn't go down too well.

The main thing to get across is that it's her decision.

17 a) Listen to recording 3.2 in New Cutting Edge Advanced, recording 3.2.

casual – the woman talking to her partner.

18 a) New vocabulary to learn: accountability; fraudulent; sustainability; whistleblower; supply chain; stakeholders; nepotism; wrongdoing.

21. Useful language to use them while fulfilling the task.

I think you should/ought to ...

If I were you, I would...

If you....ed, you would be able to ...

You could try_ing .../to...

Why don't you...?

Have you thought of_ing?

The object of the game is to guess as exactly as possible what partner's problem is. Stand up, walk around and find a partner. Student A reads student B's problem and volunteers one solution. Now student B reads A's problem and likewise gives one piece of advice. The student hearing the possible solution is not allowed to ask any questions, only to listen. After hearing each other's advice, you should move on to new partners, tell them what you know about their problem so far, and ask for new advice. For example:

'I'm thinking of taking a course in communication skills. What else can I do?'

— 'You could try to meet more Americans!'

After hearing several pieces of advice, you should be able to guess their problem. After that, you can continue to go around giving the benefit of their good advice to others who are still guessing.

22. Each group of students should consist of four to six students. Get your role-cards and the local material and work out your group's evening plans, beginning with the evening meal. Individuals should communicate their likes and dislikes (as described on the role-card) to the group, but should practice polite forms of making suggestions. When your groups have reached consensus, present your plans to the class. Make sure you use the appropriate grammatical form for expressing future intentions.

Unit 2. Phone and on-line communication

2 a) Listen to the recording 10.4 in New Cutting Edge Upper-Intermediate. and Key vocabulary to understand: *lose someone* ('be unable to hear someone on the telephone because of a bad signal'); *you're breaking up*; *put you through*.

b) New Cutting Edge Upper-Intermediate, recording 10.5

3. Key vocabulary to check: *to hang up*; *to get cut off*; *problems on the line*.

Additional practice

New English File Upper-Intermediate: Workbook: Real life: Dealing with problems on the telephone, page 79.

6. Sample answer

The aim of this report is to summarize the changes in the proportion of households with Internet access in France, Germany, Sweden and the UK between 2007 and 2009. In 2007, Sweden was in the lead, with over three-quarters of households having access to the Internet. In second position came Germany, with 71 percent, followed by the UK (67 per cent) and France (49 per cent).

By 2009, the four countries under scrutiny still occupied the same positions, but the percentage of households with Internet access had risen noticeably, most particularly in France, where a 14 per cent increase was recorded, and in the UK, with a 10 per cent increase. In Germany and in Sweden, the figure increased by 8 and 7 per cent respectively.

Unit 3. Employment Trends

1. b) Language notes:

end / terminate, fire / dismiss, quit / leave are synonyms, they are different in style; *end, fire* and *quit* are much more informal than *terminate, dismiss* and *leave*);

3 c) *Sample answers*

2. Staff morale is relatively good even though they have to deal with a lot of abusive calls.

Despite having to deal with a lot of abusive calls, staff morale is relatively good.

3. Even though he had been promised promotion, he decided to hand in his notice.

He decided to hand in his notice in spite of having been promised promotion.

4. Employee loyalty was good although working conditions were appalling.

In spite of the appalling working conditions, employee loyalty was good.

5. Although the company has a formal grievance procedure, staff hardly ever voice their complaints.

Staff hardly ever voice their complaints even though the company has a formal grievance procedure.

6. They failed to find a mutually acceptable solution although they were both quite flexible.

Even though they were both quite flexible, they failed to find a mutually acceptable solution.

6.

Get one of the twenty small talk cards, making sure that the Bs receive corresponding small talk cards.

Go over the role-card texts, make sure you understand the task, which is to find the person who is chatting about the same topic, see if the passwords go together, and then go on to role – play a job offer. Then think about your small talk topics and

prepare a few questions or comments. When everyone is ready, stand up and mingle until you have found your partner and completed the role-play.

7.

Decide if they want a male or a female boss in the game. Get a role-card which names your relationship to the boss. Think of one sentence that the person on your role-card might say about the boss. At the same time, this sentence should give some clue as to the identity of the person speaking. (For example, the son might say “She doesn’t give me enough spending money!”). You say your sentence to the class. Go around a second time, hearing the sentences once more and letting the class guess the relationships.

8.

Half of the class gets CV sheets and the other half, job description sheets.

Fill in the sheets with information about a fictitious person or fictitious job. The object of the game is for the job applicants to try to find jobs and for employers to find appropriate employees. The employers must hire someone, even if no candidate is ideal. After filling out the sheets, mingle, interviewing or being interviewed as many times as possible in the course of the game. Then employers announce which person they would like to hire and why. This game leads naturally into a discussion of appropriate preparation for job interviews and strategies for impressing the interviewer.

9.

You can work in pairs or groups of three or four. Evaluate the job-hunting strategies and put them in three groups accordingly: one group for good, one for bad, and one for neutral strategies. Afterwards, discuss the results with the whole class.

10.

Step 1: You work individually. Sort the ten job factors according to their importance to you, and then put them in a resulting pyramid form that reflects your personal priorities.

Step 2: Work in pairs. compare your arrangements of job factors, looking for differences and similarities and explaining your choices.

Useful language:

X is not as important to me as Y, because...

X is more important than Y

...really matters to me.

My priorities are...

11 a) and b)

Step 1. Walk around the room, asking each other questions from the worksheet in the second person. (Example: 'Do you work from dawn to dusk?') If you get an affirmative answer, you should note the name of the student who said 'yes'.

Step 2. Work in groups of four to six and get one of the six role-cards. Make sure that you have a boss (role-card 1) in each group.

Read your texts, and then the 'bosses' begin the role-play by opening the meeting. The role-play ends when all sides have been heard and the boss has made and given the reasons for his or her decision. Then compare the outcomes of the role-plays as a class.

12.

Check the meaning of: *employment agency, to recruit, staff, nanny, an applicant, an application form, an interview, suitable, child-minder, remote*. Read about Jean-Luc and Marion.

Find the information about *size / location of the hotel; hotel duties; childcare duties; information about the children; essential qualifications; other useful qualifications*.

Work in groups of five and choose a candidate. (If you don't have the correct number of students, work in pairs). Read the notes about the candidates. Think about what you will say about your candidate. Then work in groups. Close your books and speak about your candidate. Others make notes and ask questions about anything that is not clear. In groups choose the best candidate for the job and explain your choice.

Unit 4. Finance and Marketing

Key vocabulary to learn: pop-up adverts; mailshots; cold calling; relationship management; door-to-door; catalogues; social media; word-of-mouth; consumer spending; earnings gap; mass market; viral marketing; customer loyalty; market share; sustainable; liquidity; bust; deposited; interest; shareholders; equity; rate; stake; venture capitalist; bridging loan; tax evasion; debt funding; overdraft facilities; business angel; pension fund; savings account.

1. d) Language notes: in formal English we often use whom instead of who as the object of the verb in the relative clause, especially in writing.

5. Sample answer

The chart shows the trends in banking concentration in five countries over the decade 2001-2010. The top five banks significantly increased their market share in all countries except Japan, where there was a slight decrease from 32 to 29 per cent.

The most remarkable increase in concentration occurred in Sweden, where the top five banks controlled 85 per cent of the market in 2010 against 62 per cent in 2001. In the Netherlands too, the top five controlled over 80 per cent of the market at the end of the period under consideration, which represents an increase of nearly 10 per cent.

Finally, the market share of the top five in Germany and Italy increased from 16 to 18 and from 25 to 38 per cent respectively in the ten-year period.

6.

Work in groups of three to four. Each student in a group should have a bingo sheet. There are four different bingo sheets: A, B, C and D. Each student gets a different sheet. You need one word sheet and one bar graph information sheet for each group.

The aim of the game is to complete the bar graph as quickly as possible. Shuffle the cut-out word cards and put them face down in the middle of the table. You can also make a pile face down of the bar graph information cards. Take turns turning up the word cards and read them out. Each student decides individually what

the correct answer is. If you have the correct answer on your word sheet, you may cross the word out. When you have crossed out three words in a row, either horizontally, vertically, or diagonally, you call out 'bingo!'. Each time a student gets a bingo, he or she may take one of the bar graph information cards. When member of a group have a total of six bingos and have drawn all the information cards, you may stop the bingo game and begin to complete the graph. The group to complete the graph first is the winner.

Variation

You can skip the bar graph phase of the game and just play a straightforward bingo game with the whole class instead of groups. You can just read all the definitions on your word sheet to the class until everyone in the class has had at least one bingo.

8.

Work in groups of four to six. Half of each small group will be customers and the other half suppliers. Get your customers and suppliers role-cards. Look at your customers' and suppliers' sheets . Each 'customer' will need at least two of the negotiation points from the customers' sheet and each 'supplier' will need at least two from the suppliers' sheet.

You are particularly responsible for bringing up the points mentioned on your sheets and for fighting for these conditions. Role-play the situation in your small groups simultaneously. The object of the game is for each side to try to negotiate a sales contract that is advantageous to them, while using appropriate language and strategy. Then discuss the results of the negotiations as a class. As a home task write a brief written statement about the sales agreement.

9.

Every student gets a role-card and an information-card. Work in groups of six or more. Six of the students in the group will need the role-cards describing their position in a fictitious company; any extra students are observers with the task of listening for the proper use of exponents.

Read the information on your role-cards; make some notes to formulate your arguments and to study the exponents. When everyone is ready, the Managing Director in each small group calls the meeting to order. The Managing Director should listen to each individual's opinion as well as expressing his or her own. The aim of the game is to try to convince the others that the option you've chosen is the best. However, the group must ultimately reach consensus.

Compromise will be necessary to make a decision. In a second round, every company member may cast a final vote, based on the arguments that convinced them most during the simulation. You do not have to vote for the product you argued for! The product with the most votes wins. If the observers are also given a vote, there is less danger that the result will be undecided. If the result is still a tie, the Managing Director may make the final decision. Compare the results and experiences of the small groups as a class. Ask any observers for their comments.

Variation

Six students carry out this role-play in front of the rest of the class, with all the watching students listening for the proper use of exponents. Then the whole class vote on their favourite product.

Unit 5. Writing a business letter

5

Alternative suggestion

Instead of writing about the brochure designs you could write one of the following tactful letters:

- a letter from an employer to a job applicant, explaining why they were not offered the job;
- a letter from a head teacher to the parents of a badly-behaved teenager;
- a letter from the editor of a magazine or newspaper to a writer, explaining why their article / story is not being published;

- a letter from an art gallery to an artist explaining why their paintings / photographs have not been chosen for an exhibition.

6 a) You could listen to the advertisement - recording 4.3 Cutting Edge Upper Intermediate.

c) Answers and language notes

The grammar and vocabulary of the letter are more formal, as indicated below:

You told me / I was told that (active becomes passive);

I'd / I would (no contraction);

get / receive (a Latin-based word is used);

it in forty-eight hours, but actually / the course within forty-eight hours whereas in fact (no colloquial phrasing);

it took nearly three weeks / it took almost three weeks to arrive (more detail);

your ad / your advertisement (no abbreviation);

said / promised (vocabulary with more specific meaning);

that the exercises / that the necessary exercises (more detail);

only take / would be enjoyable and take only (more detail; changed word order);

ten minutes a day, but / ten minutes a day to complete. However, (longer, more complex sentences, here broken up by a new sentence);

I've worked out / I have calculated (no contraction; a Latin-based word is used);

that they take / that in order to complete the exercises suggested, it would take (more detail);

more like two hours a day / closer to two hours a day (no colloquial phrasing);

And another thing - / Furthermore, (no colloquial phrasing);

I just cannot / I totally fail to (exaggeration of meaning);

understand / comprehend (a Latin-based word is used);

how you can say / how you can describe (vocabulary with more specific meaning);

these boring exercises / these tedious exercises (exaggeration of meaning, through use of a less common word);

are enjoyable! / as enjoyable, or suggest that they will ‘open up your imagination’ (more detail).

Additional practice

New Cutting Edge Upper-Intermediate: Workbook: Improve your writing: A formal letter of apology, page 34.

4 Критерии оценивания студента по дисциплине «Эффективная коммуникация на иностранном языке»

Система оценивания

Оценочные средства	Коэффициент значимости (вес)	Система оценивания (оценки)
ОС1 (тестирование)	0,1	2,3,4,5
ОС1 (терминологические диктанты)	0,1	2,3,4,5
ОС2 (опросы / собеседования)	0,1	2,3,4,5
ОС3 (типовые практические задания)	0,1	2,3,4,5
ОС4 (творческие задания)	0,2	2,3,4,5
ОС5 (зачет/экзамен)	0,4	2,3,4,5
Сумма коэффициентов значимости (весов)	1	2,3,4,5

Критерии оценивания

Оценочные средства	Критерий для оценки «5»	Критерий для оценки «4»	Критерий для оценки «3»	Критерий для оценки «2»
А.1 Тестирование	Процент правильных ответов составляет 86% и более	Процент правильных ответов составляет от 71% до 85%	Процент правильных ответов составляет от 55% до 70%	Процент правильных ответов составляет менее 55%
А.2 Терминологический диктант	Процент правильных определений составляет 80% и более	Процент правильных определений составляет от 70% до 79%	Процент правильных определений составляет от 50% до 69%	Процент правильных определений составляет менее 50%

Оценочные средства	Критерий для оценки «5»	Критерий для оценки «4»	Критерий для оценки «3»	Критерий для оценки «2»
А.3 Устный опрос и собеседование	<ul style="list-style-type: none"> - свободное владение пройденным материалом; - умение оперировать терминологией; - присутствие элементов творческого подхода; - ответ логичен, содержателен и аргументирован; - речь соответствует грамматическим, лексическим и фонетическим нормам английского языка. 	<ul style="list-style-type: none"> - хорошее владение пройденным материалом; - достаточное использование терминологии; - незначительные элементы творческого подхода; - ответ логичен, содержателен, но недостаточно полон и аргументирован ; - в речи есть случаи нарушения грамматических, лексических и фонетических норм английского языка. 	<ul style="list-style-type: none"> - ограниченное владение пройденным материалом; - затруднения в использовании терминологии; - отсутствие элементов творческого подхода; - ответ недостаточно последователен и логичен, отсутствует полнота и аргументированность; - в речи часто присутствуют случаи нарушения грамматических, лексических и фонетических норм английского языка. 	<ul style="list-style-type: none"> - не владеет практическим материалом; - испытывает существенные затруднения в использовании терминологии; - ответ не последователен и нелогичен; - в речи присутствует большое число грамматических, лексических и фонетических ошибок.
Практические задания/задачи	Процент правильных ответов составляет 85% и более.	Процент правильных ответов составляет от 70% до 84%	Процент правильных ответов составляет от 50% до 69%	Процент правильных ответов составляет менее 50%
Творческие задания	<ul style="list-style-type: none"> - коммуникативная цель достигнута; - глубокое знание обсуждаемой проблемы; - умение оперировать терминологией учебной дисциплины, выражать и отстаивать свою точку зрения, 	<ul style="list-style-type: none"> - достаточное знание обсуждаемой проблемы, - в меньшей степени проявлено умение оперировать терминологией учебной дисциплины; - ответ по форме логичен, 	<ul style="list-style-type: none"> - ограниченное знание пройденного материала; - определенные затруднения в использовании терминологии учебной дисциплины; - ответ по форме недостаточно последователен и логичен, 	<ul style="list-style-type: none"> - несоответствие задания поставленным целям; - отсутствие логики в изложении материала и формулировке выводов; - наличие многочисленных ошибок.

Оценочные средства	Критерий для оценки «5»	Критерий для оценки «4»	Критерий для оценки «3»	Критерий для оценки «2»
	соблюдая языковые, культурные и этические нормы; -- ответ по форме логичен, содержателен и обоснован (аргументирован). - высказывания соответствуют грамматическим, лексическим и фонетическим нормам английского языка; - присутствуют элементы творческого подхода к изложению материала.	содержателен, но недостаточно полон и аргументирован; - присутствуют отдельные случаи нарушения грамматических, лексических и фонетических норм английского языка; - содержит незначительные элементы творческого подхода к изложению материала.	отсутствует полнота и аргументированность суждений; - присутствуют случаи нарушения грамматических, лексических и фонетических норм английского языка; - отсутствуют элементы творческого подхода к изложению материала.	
Экзамен	К _{экз5}	К _{экз4}	К _{экз3}	К _{экз2}

Шкала оценок экзамена:

- **Кэкз5** -- «отлично» - оценка ставится за знание фактического материала по дисциплине, владение понятиями системы знаний по дисциплине, личную освоенность знаний, умение объяснять сущность понятий, умение выделять главное в учебном материале, выполнение практического задания, умение использовать знания в стандартных и нестандартных ситуациях, логичное и доказательное изложение учебного материала, владение точной речью, умение аргументировано отвечать на вопросы; вступать в диалоговое общение.

- **Кэкз4** -- «хорошо» - оценка ставится за владение лексическим и грамматическим материалом по дисциплине, умение обобщения,

умозаключения, за осмысление проблемной ситуации, умение выполнять практическое задание, владение языковыми средствами для ответа на вопрос.

- **Кэкз3** -- «удовлетворительно» ставится за неполное знание лексического и грамматического материала по дисциплине, неполное владение материалом, за неумение обобщать, делать вывод, за неполное выполнение практического задания, неполное владение языковыми средствами, односторонний ответ на предложенный вопрос.

- **Кэкз2** -- «неудовлетворительно» оценка ставится за отсутствие знаний по дисциплине, представления по вопросу, непонимание материала по дисциплине, невыполнение практического задания, наличие коммуникативных «барьеров» в общении, отсутствие ответа на предложенный вопрос.

Методика оценивания

Интегральный показатель уровня учебных достижений (аддитивная свертка оценок с учетом коэффициентов значимости)

$$I = \sum_{i=1}^n b_i * O_i ,$$

где b_i – коэффициент значимости (вес);

O_i – оценка обучающегося по i -му оценочному средству.

Таким образом, оценка по дисциплине формируется из оценок работы студента в течение семестра по всем типам контроля, указанных в таблице 1.2., а также оценки, полученной студентом при сдаче дифференцированного зачета.

Результирующая оценка за дисциплину рассчитывается следующим образом:

$$O_{результ} = 0,1 * O_{тесты} + 0,2 * O_{контрольные работы} + 0,2 * O_{творческие задания} + 0,5 * O_{экзамен}.$$

Шкала для определения итоговой оценки

Интервалы значений интегрального показателя уровня учебных достижений	Итоговая оценка
$4,5 \leq I \leq 5$	5 (отлично)
$3,5 \leq I < 4,5$	4 (хорошо)
$2,5 \leq I < 3,5$	3 (удовлетворительно)
$I < 2,5$	2 (неудовлетворительно)

Порядок процедуры оценивания:

- Сбор и подготовка информации по каждому обучающемуся за анализируемый период в разрезе отдельной дисциплины;
- Расчет интегрального показателя уровня учебных достижений (качества освоения дисциплины);
- Определение итоговой оценки по дисциплине для всех обучающихся;
- Ранжирование обучающихся по значению интегрального показателя уровня учебных достижений;
- Подготовка аналитического отчета по дисциплине для комплексной оценки достижений обучающихся.

5 Образцы оценочных средств по дисциплине «Эффективная коммуникация на иностранном языке»

5.1 Образцы тестовых заданий

Тестовые задания составлены по разделам 1-5.

Методика проведения контроля:

при проведении контроля полученных знаний студенту предъявляется 25 тестовых заданий закрытого типа, которые он должен выполнить в течение 80 минут.

В тестах присутствуют вопросы с выбором одного или нескольких вариантов ответа из предложенного множества, а также задания на установление соответствия. За каждый правильный ответ начисляются 1 балл.

Вопросы для тестирования по разделу 1 – Norms of Communicative Behaviour

1. Match the informal phrases with their formal equivalents:

1. Because of	3. Please, find enclosed...(17%)
2. Can you tell us more about..... ?	5. Please, let us know your exact requirements... (17%)
3. Here are	4. We regret to inform you that....(17%)
4. I've got some bad news.	1. Owing to(15%)
5. what exactly do you need?	6. We're pleased to inform you that ... (17%)
6. I've got some good news.	2. We would be grateful if you could send us further information about ... (17%)

2. Match the words and phrases to their definitions:

1. crass	6. the person gets the message (10%)
2. presumptuous	9. sense of shame (10%)
3. excessive	1. rude and insensitive (10%)
4. go into the ins and outs	7. make someone feel stupid or inferior (10 %)
5. dodgy	10. at a low point (10%)
6. the penny drops	4. discuss all the details (10%)
7. put someone down	8. make a joke of it (10%)
8. make light of it	5. not to be relied on (10%)
9. stigma	3. too much (10%)
10. at a low ebb	2. assuming more than you should (10%)

3. Find the word or phrase suitable for definition:

“A trading partnership based on dialogue, transparency and respect that seeks greater equity in international trade”

- fairtrade;
- accountability;
- supply chain;
- nepotism.

4. Find the word suitable for definition:

“the fact of being responsible for one’s actions and ready to explain them if required”

- fairtrade;
- accountability;
- sustainability;
- nepotism.

5. Find the word suitable for definition: “methods or actions intend to deceive people, often in order to gain money illegally”

- nepotism;
- wrongdoing;
- fraudulent;
- stakeholders.

6. Find the word or phrase suitable for definition:

“the quality of being strong enough to continue existing or happening for a long time”

- sustainability;
- supply chain;
- nepotism;
- accountability.

7. Find the word or phrase suitable for definition:

“someone who informs the public that the company they work for has engaged in illegal practices”

- stakeholder;
- whistleblower;
- newsman;
- law manager.

8. Find the phrase suitable for definition:

“the series of people or organizations that are involved in passing products from the manufacturers to the public”

- supply chain;
- retail chain;
- trade network;
- store chain.

9. Find the word or phrase suitable for definition:

“the people who are considered to be an important part of an organization or society because they have responsibility within it and receive advantages from it”

- managers;
- stakeholders;
- whistleblowers;
- managing directors.

10. Complete the sentence: “I into the old friend at the conference. I hadn’t seen him for ages.”

- fell;
- crashed;
- bumped;
- flowed.

Вопросы для тестирования по разделу 2. Phone and Online Communication

1 Find the word suitable for definition:

“the skill of finding and following a path through Internet websites”

- software;
- navigation;
- mapping;
- orientation.

2. Complete the sentence: “There are signs that in the next few years, the Google _____ monopoly may become even more apparent in more countries.”

- search;
- net;
- software;
- navigation.

3 Complete the sentence: “These days, with a single _____ you can order practically anything online.”

- button;
- call;
- click;

- push.

4 Complete the sentence: “Internet users can now easily swap music files _____ on their computers”.

- downloaded;

- uploaded;

- saved;

- stored.

5. Complete the sentence: “Social networking websites are often used by companies to communicate with their customers, to solve problems or to _____ a brewing crisis”.

- defuse;

- turn on;

- erupt;

- slow down.

6 Complete the sentence: “Some companies have used social media such as Twitter to _____ out public relations fires before they spread.”

- take;

- throw;

- put;

- keep.

7. Complete the sentence: “The company’s social media team attempts to track down dissatisfied customers and then contacts them in order to _____ amends for poor service or faulty products.”

- give;

- make;

- hold;

- do.

8. Complete the sentence: “By _____ discount alerts on Twitter, Dell has generated more than \$1000000 in sales.”

- emitting;

- activating;
- broadcasting;
- spreading.

9. Complete the sentence: “The company’s blog resolution team _____ the Web for comments, both positive and negative, on our products and services.”

- trawl;
- click;
- tweet;
- study.

10. Complete the sentence: “All our staff have an intimate familiarity with social media, which enables them to be _____ to the needs and wants of our customers.”

Вопросы для тестирования по разделу 3. Employment Trends

1. In which country does the working day start early and finish at lunchtime?

- Spain;
- Greece;
- Russia;
- China.

2. Which country has mostly open-plan offices (also for senior staff)?

- Japan;
- Portugal;
- USA;
- Spain.

3. Which European workers work the shortest hours?

- British;
- German;
- Italian;
- French.

4. Which European country has the highest number of foreign – owned companies?

- Italy;
- Portugal;
- Ireland;
- Finland.

5. In which EU country is the smallest spread of earnings between the highest and the lowest-paid employees?

- Ireland;
- Germany;
- Sweden;
- Norway.

6. Which country has the largest proportion of people over 65 in the world ?

- Turkey;
- Sweden;
- Hungary;
- Poland.

7. In which country is it most difficult to work your way from a junior position to a top one in a company?

- Germany;
- the USA;
- France;
- the UK.

8. Which of the following countries has the lowest proportion of unionized workers?

- the USA;
- Germany;
- France;
- Italy.

9. In which European country do people have the most positive attitude to life?

- Netherlands;
- Ireland;

- Greece;
- Italy.

10. In which country is it very important to start a presentation with a joke or humorous anecdote?

- France;
- Greece;
- UK;
- Sweden.

Вопросы для тестирования по разделу 4. Finance and Marketing.

1. What do you get when sales are higher than production costs?

- benefit;
- profit;
- income;
- expenditure.

2. A document that shows you've paid for something.

- certificate;
- receipt;
- refund;
- bill.

3. The money you get back when you're not satisfied with the product.

- interest;
- refund;
- retail;
- loan.

4. Money spent on goods or services

- taxes;
- expenditure;
- salary;
- budget.

5. The money a bank charges for a loan

- interest;
- percentage;
- profit;
- benefit.

6. A bill listing the products delivered

- programme;
- invoice;
- content;
- purchase list.

7. Money borrowed from a person or bank

- mortgage;
- bribe;
- loan;
- refund.

8. A person who's bought parts or shares of company

- dealer;
- partner;
- colleague;
- shareholder.

9. The total sales of company

- turnover;
- profit;
- assets;
- liabilities.

10. Money that people or companies have to pay to their government

- loan;
- salary;
- tax;
- income percentage.

Вопросы для тестирования по разделу 5. Written Business Communicaton

1. Choose the English informal phrases used in business letters:

- Dear Sir or Madam;
- Thank you for your letter of June;
- I'm writing to enquire about ...;
- Could you possibly ...?;
- Please find enclosed ...;
- Could you please tell me ...?;
- I am sending you ...;
- I would be grateful if you could ...;
- With reference to your letter of June 1, ...;
- Dear Ms Jones / Dear Mary.

2. Choose the English formal phrases used in business letters:

- I was sorry to hear about ...;
- Regards;
- Please let me know if I can be of assistance;
- I'm pleased to tell you ...;
- I wish to inform you ...;
- Let me know if I can help you in any way;
- I look forward to your reply;
- Yours faithfully;
- I hope to hear from you soon;
- I regret that ... has happened.

3. Choose the English informal phrases used in business letters:

- I was sorry to hear about ...;
- Regards;
- Please let me know if I can be of assistance;
- I'm pleased to tell you ...;

- I wish to inform you ...;
- Let me know if I can help you in any way;
- I look forward to your reply;
- Yours faithfully;
- I hope to hear from you soon;
- I regret that ... has happened.

4. What is unacceptable in business letters?

- a friendly, conversational style;
- simple expressions, short sentences and paragraphs;
- usage of formal clichés (e.x. please, find attached herewith; please, be advised;)

- planning and details.

5. What is unacceptable in business letters?

- simple expressions, short sentences and paragraphs;
- filling in the “Subject” line;
- a friendly, conversational style;
- exclamation marks.

6. What can you refer to standards of business writing?

- abbreviations;
- much punctuation;
- writing in capitals;
- the clichés of greeting and sign off.

7. What is unacceptable in business letters?

- vocabulary with more specific language;
- changed word order;
- contraction;
- Latin-based word.

8. What is unacceptable in business letters?

- vocabulary with more specific meaning;
- passive constructions;

- writing in capitals;
- complex sentences.

9. What can you refer to standards of formal writing?

- planning and details;
- vocabulary with more specific meaning;
- passive constructions;
- writing in capitals;
- complex sentences;
- changed word order;
- contractions;
- Latin-based word;
- abbreviations;
- much punctuation;
- the clichés of greeting and sign off;
- filling in the “Subject” line;
- exclamation marks.

10. What is unacceptable in formal writing?

- planning and details;
- vocabulary with more specific meaning;
- passive constructions;
- writing in capitals;
- complex sentences;
- changed word order;
- contractions;
- Latin-based word;
- abbreviations;
- much punctuation;
- the clichés of greeting and sign off;
- filling in the “Subject” line;
- exclamation marks.

5.2 Список слов для изучения к рубежному контролю

1 модуль

Inebriated	The traffic is solid
It's over the top	Unequivocally
It's revolting	Sympathetic
It's unhygienic	Voice mail
To drop into (someone's house)	To give undivided attention to ...
Blaspheming	A dodgy notion
To cuddle	The penny drops
Small talk	A stigma
A query	Commiseration
In uneasy silence	At a low ebb
Overdue	Finances are stretched
Out of the blue	Take smb's word for ...
A ghastly invitation	Short of ... = кроме как ...
To end up doing smth	What a nuisance!
A nifty formula	To move an appointment to ...
An interlocutor	Bureau de change
An open fly	I cannot manage any more = I'm full
Crass (adj.)	(some food) does not agree with me
Presumptuous	To stumble over words
A nod of the head	To dry up=замолчать
To play for time	On-off relationship
To go into ins and outs of ...	Be besotted with...
To make light of ...	To look washed out
Opinionated	To drop hints
Blunt	To see another side of smb\smth
	To fly off the handle

2 модуль

To run an errand for smb

To reprimand smb

To reconcile with ...

To beat about the bush

To seek equity

Fraudulent actions

A whistleblower

Nepotism

A fancy –dress party

To juggle family and work

To overlook an order

To clinch a deal

A feeble excuse

Your voice is very faint

To return a call

Sorry, you're breaking up

To put smb through to ...

To get cut off

Viral marketing

To defuse a brewing crisis

To put out fires

To make amends for ...

To be attuned to the needs of ...

Cut-throat competition

To make money hand over fist

To live up to smb's expectations

To sap confidence\trust

Absenteeism

Portfolio worker

Gigonomics

To lay off staff

Work-life balance

Redundancy package

Attrition rate

A fraudster

A meager wage

To be on call

To do bits and pieces

The overriding factor

A linear career path

To rise up the ranks

To step off the corporate treadmill

A high-flier

Commensurate with...

Unequivocally

Sidelined

A gender pay gap

To be shortlisted for interview

To incur a financial penalty

An open-plan office

A unionized worker

The waistband pinches

Invigorating

To alleviate stress

A toolkit

To hinder development

Employee turnover

Shift work

Rat race

Unsolicited letter

To work from dawn to dusk

Holiday entitlement

To take a shortcut

Common ground

To rub along together

5.3 Образец экзаменационного билета

Итоговой формой контроля знаний, умений и навыков по дисциплине является экзамен. Экзамен проводится по билетам, которые включают четыре практических вопроса:

- Выполнить практическое задание по пройденному материалу.
- Пересказать текст на английском языке и выполнить задания по тексту.
- Написать e-mail на заданную тему.
- Высказаться по данной ситуации.

Образец практического задания к экзамену.

1. Define the following terms:

accountability, transparency, diversification, joint venture, stakeholders.

2. Write the opposite of the following adjectives.

fair - **unfair**

responsible-

legal -

ethical -

moral -

prudent-

honest-

accountable-

convincing-

direct-

3. For each sentence, indicate in which of the underlined items there is a mistake and correct it.

1 Although a lot of customers still lacking confidence (a) in Internet security, there is no denying that (b) online shopping is growing in popularity in many Western countries (c).

2 Not only does e-business enable (a) companies to present their goods (b) in a more attractive fashion and to handle orders online but they also result (c) in improved margins for them.

3 The authorities have its reasons (a) for stopping on line gambling advertisements and blocking people from using (b) credit cards to bet online (c).

4 The use of e-mail has spread so rapidly (a) since the last 15 years (b) that it is hard to imagine (c) life without it.

Образец текста для пересказа и вопросов к нему.

Read and complete the text with the items a-h. You will only need six of the eight sentences given. Then retell the text.

The puzzle of the lost women

Sari Baldauf did it at Nokia, Brenda Barnes at PepsiCo and Penny Hughes at Coca-Cola ...f....¹.

They are the headline-grabbing tip of an iceberg. Women graduates enter many companies and professional firms in nearly equal numbers to men but they drop out as they rise up the ranks. How to hold on to this talent and increase women 's representation in senior jobs has become a serious concern.

Is discrimination to blame?² Or are women less ambitious, less willing to play power games and more susceptible to demands outside work? All of these elements play a part, as several new studies reveal. A recent survey shows that 58 per cent of highly qualified women in the US have non-linear careers, spending part of them in jobs with

reduced hours or responsibility, for example. Nearly four in ten take a complete break from work averaging just over two years.

For companies that lose talented women , the survey contains worrying news. None of those who left jobs in business, banking or finance wanted to return to their former employer.³

In career terms, stepping off the corporate treadmill is no bad thing for some high-fliers. Ms Barnes rose to the top of PepsiCo North America in her 22-year career there and then spent the best part of seven years with her children , while taking some directorships⁴

Meanwhile Ms Hughes, who was president of Coca-Cola in Britain and Ireland before taking time out for her family, now holds prestigious non-executive directorships at companies including Gap, Reuters and Vodafone.

.....⁵ Even highly qualified women can have difficulty finding a job commensurate with their skills or getting any work at all after taking a break. The US survey demonstrates unequivocally that these women do not lose interest in their careers but they do lose out financially⁶

This is partly because many choose to return to more flexible work. Those who opt for reduced hours can end up being sidelined. But it does not have to be this way. Jobs involving reduced hours can benefit employee and employer provided both are committed and can be flexible.

- a) None of this means women are necessarily less effective leaders.
- b) Those who take a break from business and finance forfeit on average 28 per cent of their earning power.
- c) In fact, the overriding factor in their decision to take a career break was not family as people might assume, but lack of job satisfaction.
- d) Is corporate culture at fault by favouring the linear career path traditionally taken by men?
- e) Last month, she became chief executive of Sara Lee, the consumer goods company, she joined only last year.
- f) All three women quit top jobs at the height of their careers to pursue outside interests and responsibilities.
- g) Equally, women must learn to manage their careers more effectively.
- h) But such cases are unusual.

Примерные ситуации для написания e-mail.

- You have seen a job advertised on the Internet. Decide what the name of the company and what the advertised position is. Write an email showing interest in the position and asking for more information about it.

- An old school friend who you have not seen for several years has invited you to a school reunion. Write an email asking for more information about the reunion (e.g. Will there be other guests? How formal is it? Are partners allowed?) and offering to help with the preparations in some way.

- You have an important meeting (decide the day and the time), but you have realized that you won't be able to make it. Write an email to your colleague, asking if the meeting can be rescheduled and suggesting another time/day.

Примерные вопросы для монологического высказывания.

1. Is there a kind of rude behaviour that infuriates you?
2. What are the six most important things a child should be taught about manners?
3. What are the good manners between men and women?

4. Are there any social taboos in your country that a foreigner should know about?

5. How has people's concept of good manners changed since your parents' and grandparents' generation?

6. Is there any particular 'etiquette' attached to using modern technology, such as cash dispensers, mobile phones, computers, email, etc.?

6 Литература, рекомендуемая для изучения дисциплины

Основная литература

Платова, Е. Д. Effective English Communication [Электронный ресурс] : учебное пособие для обучающихся по образовательным программам высшего образования по направлениям подготовки 45.03.01, 45.04.01 Филология / Е. Д. Платова; М-во образования и науки Рос. Федерации, Федер. гос. бюджет. образоват. учреждение высш. образования "Оренбург. гос. ун-т". - Электрон. текстовые дан. (1 файл: 13179 Кб). - Оренбург : ОГУ, 2017. - 137 с. - Загл. с тит. экрана. - Adobe Acrobat Reader 6.0 - ISBN 978-5-7410-2066-1.

Дополнительная литература

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4. Emmerson, P. Business English Handbook Advanced / P. Emmerson // Macmillan Publishers Limited, 2007. – 130 p.

5. Rogers, J. Advanced Market Leader. Business English Practice File / J. Rogers // Pearson Education Limited, 2011. – 97 p.