

Министерство науки и высшего образования РФ

Федеральное государственное автономное образовательное учреждение  
высшего образования  
«СИБИРСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

Хакасский технический институт – филиал федерального государственного  
автономного образовательного учреждения высшего образования  
«СИБИРСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

### **ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине (модулю) Б1.О.02 Иностранный язык  
(индекс и наименование практики в соответствии с ФГОС ВО и учебным планом)

Направление подготовки 08.05.01 Строительство уникальных зданий и сооружений  
(код и наименование направления подготовки)

Направленность 08.05.01.01 Строительство высотных и большепролетных зданий и сооружений  
(код и наименование направленности)

## 1. Цель и задачи промежуточного контроля и аттестации студентов по итогам освоения дисциплины «Иностранный язык»

*Цель промежуточного контроля* – систематическая проверка степени освоения программы дисциплины «Иностранный язык», уровня сформированности соответствующих знаний, умений, навыков, компетенций.

*Задачи промежуточного контроля:*

1. определение уровня усвоения учебного материала;
2. определение уровня сформированности элементов универсальных компетенций.

## 2. Основное содержание промежуточного контроля и аттестации студентов

В процессе освоения программы дисциплины «Иностранный язык», у бакалавров должны сформироваться следующие компетенции:

### УК-4

Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

### 2.1. Основное содержание промежуточного контроля и аттестации.

Курс	Семестр (формы контроля по учебному плану)	Код и содержание компетенции	Результаты обучения	Оценочные средства
1	1 семестр (зачет)	<b>УК-4</b> Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	<b>Знать:</b> - лексический минимум иностранного языка общего характера; - грамматические основы, обеспечивающие коммуникацию общего характера без искажения смысла при письменном и устном общении. <b>Уметь:</b> - осуществлять перевод иноязычных текстов. <b>Владеть</b> - навыками разговорной речи на иностранном языке; - навыками решения коммуникативных задач.	1. Тестовые задания  2. Вопросы к зачету

2	2 семестр (зачет)	<p><b>УК-4</b> Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>	<p><b>Знать:</b> - лексический минимум иностранного языка общего и профессионального характера; - грамматические основы, обеспечивающие коммуникацию общего и профессионального характера без искажения смысла при письменном и устном общении; <b>Уметь:</b> - общаться с зарубежными коллегами на иностранном языке. <b>Владеть</b> - навыками разговорной речи на иностранном языке и профессионально-ориентированного перевода текстов, относящихся к различным видам основной профессиональной деятельности; - навыками работы с научно-методической литературой, отбора и систематизации культурно-исторических фактов и событий; - навыками решения коммуникативных задач; - навыками основ публичной речи (делать сообщения, доклады с предварительной подготовкой).</p>	<p>1. Тестовые задания  2. Вопросы к зачету</p>
	3 семестр (экзамен)	<p><b>УК-4</b> Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)</p>	<p><b>Знать:</b> - лексический минимум иностранного языка общего и профессионального характера; - грамматические основы, обеспечивающие коммуникацию общего и профессионального характера без искажения смысла при письменном и устном общении; - историю и культуру страны изучаемого языка, правила речевого этикета; - основные приемы аннотирования, реферирования на иностранном языке. <b>Уметь:</b> -общаться с зарубежными коллегами на иностранном языке; - осуществлять перевод профессиональных текстов. <b>Владеть</b> - навыками разговорной речи на иностранном языке и профессионально-ориентированного перевода текстов, относящихся к различным видам основной профессиональной деятельности; - навыками работы с научно-методической литературой, отбора и систематизации культурно-исторических фактов и событий; - навыками решения коммуникативных задач; - навыками основ публичной речи (делать сообщения, доклады с предварительной подготовкой); -навыками письма, необходимыми для подготовки публикаций, тезисов и ведения переписки, оформления деловых документов.</p>	<p>1. Тестовые задания  2. Вопросы к экзамену</p>

### **3. Оценочные средства для промежуточного контроля успеваемости по итогам освоения дисциплины**

Оценка текущей успеваемости и аттестации студентов по итогам освоения дисциплины «Иностранный язык» производится при помощи следующих оценочных средств: контрольные работы, вопросы к зачету, вопросы к экзамену.

Оценка планируемой иноязычной коммуникативной компетенции, которую требуется сформировать в рамках дисциплины «Иностранный язык», осуществляется по следующим результатам (формам контроля):

**1. Текущий контроль** определяет знание языкового материала, степень сформированности речевых умений за определенный период времени в рамках рабочей программы.

Текущий контроль реализуется на каждом занятии и включает в себя: письменные домашние задания, устные опросы и др. Текущий контроль призван обеспечить своевременную обратную связь, способствовать повышению качества образовательного процесса, выявить отклонения от рабочей программы в ходе учебного процесса и, при необходимости, своевременно внести коррективы. Текущий контроль по дисциплине «Иностранный язык» проводится преподавателями ИЯ по учебно-методическим материалам, используемым в образовательном процессе.

**2. Промежуточный контроль в форме зачета** проверяет уровень сформированности коммуникативных умений по видам речевой деятельности, а также навыки владения языковым материалом в рамках изученных тем за определенный отрезок времени по окончании 1, 2, 3 учебных семестров. Промежуточный контроль по дисциплине «Иностранный язык» проводится преподавателями ИЯ по материалам, разработанным преподавателями данной кафедры.

#### Требования к зачёту:

1. К зачету допускаются студенты, выполнившие предусмотренное программой количество работ и сдавшие тексты для домашнего перевода.

2. Для получения зачета необходимо:

а) перевести текст по профессиональной тематике;

б) высказаться по одной из тем, изученной в течение семестра.

**3. Промежуточный контроль в форме экзамена** проверяет сформированность уровня владения студентами иностранным языком в сфере профессионального общения и письменного перевода за весь период обучения.

Промежуточный контроль в виде экзамена проводится по окончании 3 семестра.

Объектом контроля является достижение студентами заданного рабочей программой уровня владения иноязычной коммуникативной компетенцией (A2 – B2).

Промежуточный контроль в виде экзамена проводится по всем тематическим разделам 1 - 3 семестров в форме устного экзамена, включающего задания, измеряющие степень сформированности иноязычной коммуникативной компетенции студентов по всем видам речевой деятельности, а также по владению языковым материалом.

#### Требования к экзамену:

1. К экзамену допускаются студенты, имеющие зачет за предыдущие семестры, выполнившие и защитившие контрольные работы и сдавшие учебный материал по домашнему переводу.

2. На экзамене проверяются умения:

а) читать и переводить со словарем незнакомый текст, содержащий изученный грамматический материал (500-600 печатных знаков за 30 минут подготовки);

б) отвечать на вопросы по содержанию текста;

в) умение вести монологическое высказывание по определенным темам.

Оценка освоения материала проводится в рамках комплексного уровня сложности в соответствии с универсальной шкалой, которая используется в вузе:

84 - 100 баллов – 5 «отлично»

67 - 83 балла – 4 «хорошо»

50 - 66 баллов – 3 «удовлетворительно»

0 – 49 баллов – 2 «неудовлетворительно».

**Оценочные средства для инвалидов и лиц с ограниченными возможностями здоровья выбираются с учетом их индивидуальных психофизических возможностей**

Категории студентов	Виды оценочных средств	Форма контроля и оценки результатов обучения
С нарушением слуха	Тесты	Преимущественно письменная проверка
	Вопросы к экзамену	
С нарушением зрения	Вопросы к экзамену	Преимущественно устная проверка (индивидуально)
С нарушением опорно-двигательного аппарата	Тесты	Преимущественно письменная проверка
	Вопросы к экзамену	

Проведение текущего контроля и промежуточной аттестации студентов-инвалидов и лиц с ограниченными возможностями здоровья при необходимости организуется с учетом особенностей психофизического развития, индивидуальных возможностей и состояния здоровья. Форма проведения промежуточной аттестации для студентов с ограниченными возможностями здоровья устанавливается индивидуально (устно, письменно на бумаге, письменно на компьютере, в форме тестирования и т.п.). При необходимости студенту с ограниченными возможностями здоровья предоставляется дополнительное время для подготовки ответа на зачете.

Для осуществления процедур текущего контроля успеваемости и промежуточной аттестации обучающихся разработанный фонд оценочных средств может быть адаптирован для лиц с ограниченными возможностями здоровья, что позволит оценить достижение ими запланированных в основной образовательной программе результатов обучения и уровень сформированности всех компетенций, заявленных в образовательной программе.

## Типовые контрольные задания

### Заданиям к практическим занятиям

Задания к практическим занятиям содержатся:

Танков, Е. В. Деловой иностранный (английский) язык: метод. указания для практических занятий /Е.В. Танков; ХТИ - филиал СФУ. - Абакан: Ред.-изд. сектор ХТИ - филиала СФУ, 2014.

### ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

1. She \_\_\_\_\_ a new pair of gloves, as she \_\_\_\_\_ her old one.

- A) Had bought / lost
- B) bought / lost
- C) bought / had lost
- D) was buying / lose
- E) bought / has lost

2. Choose the right answer

I \_\_\_\_\_ no news from my family since I \_\_\_\_\_ to work here.

- A) Have had / began
- B) have / had begun
- C) have / will begin
- D) have / have begun
- E) has / has begun

3. The floor \_\_\_\_\_ by 6 o'clock yesterday.

- A) painted
- B) was painted
- C) had been painted
- D) was painting
- E) was being painted

4. Choose the right answer

We heard him \_\_\_\_\_ this story yesterday.

- A) To tell
- B) Tell
- C) Told
- D) Had told
- E) Has told

5. We saw \_\_\_\_\_ the paper.

- A) Them signing
- B) Them to sign
- C) They sign
- D) They to sign
- E) They signing

6. Choose the right answer

He wants the document \_\_\_\_\_ by the end of the working day.

- A) Is translated
- B) To translate
- C) To have translated
- D) Has been translated
- E) To have been translated

7. \_\_\_\_\_ very ill, she couldn't attend classes.

- A) To be
- B) Be
- C) Being
- D) Was
- E) Has been

8. Choose the right answer

He is still trying to make me \_\_\_\_\_ my mind.

- A) change
- B) to change
- C) changed
- D) changing
- E) to have changed

9. Choose the right answer

The music could \_\_\_\_\_ from far away.

- A) hearing
- B) hear
- C) to be heard
- D) be heard
- E) heard

10. Choose the right answer

I'd like \_\_\_\_\_.

- A) you join us
- B) you to join us

- C) you joining us
- D) your join us
- E) your joining us

11. She keeps \_\_\_\_\_ us what to do.

- A) tell
- B) to tell
- C) telling
- D) of telling
- E) be telling

12. Choose the right answer

Mr. Smith is said \_\_\_\_\_ a good lecturer.

- A) been
- B) being
- C) of being
- D) to being
- E) to be

13. The meeting is reported \_\_\_\_\_ next June.

- A) to open
- B) opened
- C) opening
- D) opens
- E) to have opened

14. Choose the right answer

She enjoyed the film \_\_\_\_\_ on TV yesterday.

- A) showing
- B) showed
- C) shown
- D) was shown
- E) being showed

15. While \_\_\_\_\_ the article he had to look up some words in the dictionary.

- A) reading
- B) read
- C) reads
- D) being reading
- E) being read

16. Choose the right answer

If you \_\_\_\_\_ some news let me know.

- A) to get
- B) will get
- C) would get
- D) got
- E) get

17. What \_\_\_\_\_ you do if you didn't know the examination material?

- A) did
- B) will
- C) would
- D) had
- E) shall

18. I wish she \_\_\_\_\_ more friends here.

- A) have
- B) had
- C) hadn't
- D) didn't have
- E) has

19. Choose the right answer

If I were you I \_\_\_\_\_ to convince your friend.

- A) will try
- B) tried
- C) didn't try
- D) would try
- E) try

20. I \_\_\_\_\_ there on condition that you accompany me.

- A) will go
- B) went
- C) would have gone
- D) would go
- E) have gone

21. Choose the right answer

Tom suggests that we \_\_\_\_\_ a little rest.

- A) will have
- B) should have
- C) could have
- D) had
- E) might have

22. The captain \_\_\_\_\_ the troops to open fire against the enemy.

- A) Was told
- B) Told
- C) Said
- D) Was said
- E) Telling

23. Choose the right answer

Helen \_\_\_\_\_ she will be away for ten days.

- A) say
- B) tell
- C) says
- D) tells
- E) said

24. I've \_\_\_\_\_ you the truth.

- A) Said
- B) Say
- C) Tell
- D) Told
- E) Been saying

25. Choose the right answer

My mother \_\_\_\_\_ the noise and busy traffic of Moscow.

- A) Used to
- B) Use to
- C) Is not use to
- D) Is not used to
- E) Get used to

26. Everybody \_\_\_\_\_ Jack is ready to start working.

- A) Except
- B) Accept
- C) Besides
- D) Despite
- E) And

27. Choose the right answer

He came home after \_\_\_\_\_ holiday in the Crimea.

- A) a month



- B) a month's
- C) month
- D) month's
- E) months

28. We're \_\_\_\_\_ an excursion to London next weekend.

- A) Leaving
- B) Doing
- C) Getting on
- D) Going on
- E) going

29. Choose the right answer

It \_\_\_\_\_ longer and longer to get from one place to another.

- A) Needs.
- B) uses
- C) used
- D) takes
- E) demands

30. Choose the right answer

The speaker pointed out that the building of the house \_\_\_\_\_ by the end of May.

- A) Will be finished
- B) Would be finished
- C) Will have been finished
- D) Would have finished
- E) Would have been finished

31. I \_\_\_\_\_ Helen for 6 years.

- A) Know
- B) Am knowing
- C) Have known
- D) Have been knowing
- E) Knew

32. Choose the right answer

I haven't been to Moscow since we \_\_\_\_\_ to Kiev.

- A) Moved
- B) Have moved
- C) Had moved
- D) Were moving
- E) Was moving

33. The boss will have signed the documents by the time you \_\_\_\_\_.

- A) Will return
- B) Return
- C) Returned
- D) Had returned
- E) Has returned

34. Choose the right answer

What's wrong with Tony? He \_\_\_\_\_ so stressed and nervous lately.

- A) Is being
- B) Have been
- C) Is
- D) Has been
- E) Was

35. – I haven't seen her for a long time.

– \_\_\_\_\_.

- A) So am I
- B) Neither do I
- C) So have I

- D) Neither have I
- E) Either have I

36. Choose the right answer

He \_\_\_\_\_ the play before he saw it at the theatre.

- A) Read
- B) Was reading
- C) Was read
- D) Has read
- E) Had read

37. Choose the right answer

He said that he \_\_\_\_\_ all his exams by the 25<sup>th</sup> of June.

- A) Passed
- B) Will pass
- C) Will have passed
- D) Would pass
- E) Would have passed

38. Choose the right answer

When we arrived in London, this hotel \_\_\_\_\_.

- A) built
- B) was built
- C) was being build
- D) was being built
- E) was building

39. Choose the right answer

A lot of new books \_\_\_\_\_ at present.

- A) Publish
- B) are publish
- C) are being published
- D) have published
- E) have been published

40. We have to come back at 9. Nelly \_\_\_\_\_ for us at home.

- A) will wait
- B) waiting
- C) will waiting
- D) will be waiting
- E) will be waited

Ключ:

1.	C	11.	C	21.	D	31.	C
2.	A	12.	E	22.	B	32.	A
3.	C	13.	A	23.	C	33.	B
4.	B	14.	C	24.	D	34.	D
5.	A	15.	A	25.	D	35.	D
6.	E	16.	E	26.	A	36.	E
7.	C	17.	C	27.	B	37.	E
8.	A	18.	B	28.	D	38.	C
9.	D	19.	D	29.	D	39.	C
10.	B	20.	A	30.	E	40.	D

## ЛЕКСИКО-ГРАММАТИЧЕСКИЙ ТЕСТ

1. Last week Justin said 'I'll do it tomorrow'. He said he would do it . . .
  - a) the next day
  - b) the previous day
  - c) tomorrow
  - d) yesterday
  - e) the day before yesterday
  
2. I don't know why Nancy didn't go to the meeting. She . . . definitely going.
  - a) be
  - b) was
  - c) is
  - d) would
  - e) will
  
3. The librarian asked us . . . so much noise.
  - a) don't make
  - b) not make
  - c) not making
  - d) not to make
  - e) didn't make
  
4. He has been living . . . ten years.
  - a) ago
  - b) since
  - c) for
  - d) during
  - e) by
  
5. The train . . . when we arrived at the station.
  - a) has left
  - b) left
  - c) is leaving
  - d) had left
  - e) was left
  
6. I have not looked through the documents . . .
  - a) just
  - b) ever
  - c) already
  - d) yet
  - e) still
  
7. This time tomorrow I . . . an exam on History of Kazakstan.
  - a) will take
  - b) will be taking
  - c) would take
  - d) took
  - e) is taking
  
8. He . . . for three hours when I met him.
  - a) is walking
  - b) has walked
  - c) has been walking
  - d) had been walking
  - e) will walk
  
9. My house . . . at the moment.
  - a) is being repaired
  - b) is repaired

- c) repaired
- d) was repaired
- e) is repairing

10. 'Don't write on this page'. He told me . . . write on it .

- a) not
- b) don't
- c) not to
- d) to not
- e) didn't

11. The thief . . . by the time Mr and Mrs Smith returned from holiday.

- a) was arrested
- b) is arrested
- c) had arrested
- d) arrested
- e) had been arrested

12. Do you like art? There is a nice art . . . near here.

- a) café
- b) library
- c) gallery
- d) department store
- e) cinema

13. I need to buy a dictionary. Is there a good . . . around here?

- a) theatre
- b) museum
- c) cinema
- d) library
- e) bookstore

14. Prices are very high in New York City. Everything is pretty . . . there.

- a) cheap
- b) expensive
- c) huge
- d) beautiful
- e) crowded

15. Some parts of the city are fairly dangerous. They are not very . . . late at night.

- a) safe
- b) noisy
- c) quiet
- d) crowded
- e) clean

16. In a restaurant, customers usually leave . . . for the waiter or waitress.

- a) menu
- b) order
- c) service
- d) tips
- e) checks

17. Where . . . these photographs . . .? In London?

- a) is taking
- b) did take
- c) were taken
- d) are taken
- e) was taken

18. Tim is away at the moment. He is . . . holiday.

- a) on
- b) at

- c) in
- d) for
- e) by

19. 'How did you get there? . . . the bus?' – 'No, . . . car'.

- a) on / on
- b) \_\_\_ / \_\_\_
- c) by / on
- d) in / in
- e) by / by

20. We went . . . the theatre last night. We had seats . . . front row.

- a) to / in
- b) in / to
- c) at / at
- d) \_\_\_ / \_\_\_
- e) in / in

21. If you use pictures and slides your report will be much . . . .

- a) interesting
- b) more interesting
- c) most interesting
- d) the most interesting
- e) the least interesting

22. We . . . by a loud noise during the night.

- a) woke up
- b) are woken up
- c) were woken up
- d) were waking up
- e) are waking up

23. 'How long . . . English?' – 'For six months'

- a) do you learn
- b) are you learning
- c) you are learning
- d) have been learning
- e) have you learned

24. Thank you for giving me the guide book. It was full . . . useful information.

- a) of
- b) in
- c) on
- d) by
- e) for

25. Brian has been doing the same job . . . five years.

- a) since
- b) for
- c) in
- d) from
- e) \_\_\_

26. I don't understand this sentence. What . . . ?

- a) does mean this word
- b) does this word mean
- c) means this word
- d) this word means
- e) this word does mean

27. Tom . . . his hand when he was cooking the dinner.

- a) burnt

- b) was burning
- c) were burning
- d) burns
- e) is burning

28. We are good friends. We . . . each other for a long time.

- a) know
- b) knew
- c) have known
- d) has known
- e) have been knowing

29. Sally . . . here for two months.

- a) works
- b) is working
- c) worked
- d) have been working
- e) has been working

30. We are late. The film . . . by the time we get to the cinema.

- a) will start
- b) will be started
- c) start
- d) starting
- e) will have been started

31. “How . . . ?” – “Nobody knows”

- a) happened the accident
- b) did happen the accident
- c) did the accident happened
- d) the accident happened
- e) was the accident happened

32. The police officer stopped us and asked where . . . .

- a) were we going
- b) are we going
- c) we are going
- d) we going
- e) we were going

33. I don't like stories . . . have unhappy ending.

- a) that
- b) who
- c) what
- d) \_\_\_\_\_
- e) it

34. This article deals with the problem of our country's economic . . . .

- a) politics
- b) political
- c) politician
- d) policy
- e) police

35. Is it still raining? No, it . . . already.

- a) was stopped
- b) has stopped
- c) is stopped
- d) have stopped
- e) has been stopped

36. We have business \_\_\_\_\_ with foreign countries.

- a) hour

- b) sale
- c) relations
- d) material
- e) travel

37. I suddenly remembered that I . . . my purse.

- a) have forgotten
- b) forget
- c) had forgotten
- d) forgot
- e) was forgotten

38. I don't take . . . with my coffee, I prefer it black.

- a) sugar
- b) milk
- c) tea
- d) bread
- e) water

39. The meeting is . . . held on the first of Monday of the month. It never changes.

- a) sometimes
- b) always
- c) often
- d) usually
- e) never

40. We must go now. Would you mind asking the waiter for . . . ?

- a) account
- b) price
- c) charge
- d) bill
- e) cost

Ответы к тестовым заданиям

11.	A	110.	E	21.	B	31.	C
12.	B	111.	C	22.	C	32.	E
13.	D	112.	E	23.	D	33.	A
14.	C	113.	B	24.	A	34.	D
15.	D	114.	A	25.	B	35.	B
16.	D	115.	D	26.	B	36.	C
17.	B	116.	C	27.	A	37.	C
18.	D	117.	A	28.	C	38.	B
19.	A	118.	E	29.	E	39.	B
20.	C	20.	A	30.	A	40.	D

Образец задания к зачету

1. Read and translate the following text with the dictionary
2. Speak on the topic

Task 1. **INTERNATIONAL STYLE MODERNISM**

The center of modern architecture in Europe was the Bauhaus, a design school in Germany established in 1919 by architect Walter Gropius. In 1932 an exhibition held at the new Museum of Modern Art in New York featured the work of Gropius and other European architects who had defined the modernist design philosophy, including Mies Van der Rohe and Le Corbusier. The organizers of the exhibition, museum curator Philip Johnson and architectural historian Henry Hitchcock, prepared a small book to accompany it. Both the book and the exhibition were entitled “The International Style: Architecture Since 1922”. They introduced the American public to the new European approach to design. Although the initial public reaction to the International Style was not overly enthusiastic, the power of Johnson and Hitchcock's arguments in its favor gradually gained it broader acceptance. In the book they defined International Style modernism, discussing its rejection of historical styles and applied ornament and its emphasis on pure utilitarian functionalism. International Style architects favored enclosed spatial volumes over opaque enclosing materials, smooth industrial finishes (especially metals and glass), and open, nonsymmetrical plans without any dominant

#### Task 2.

Speak on the topic: «My Family»



## Образец экзаменационного билета

УТВЕРЖДАЮ:  
Зав. кафедрой ПИЕиГД

\_\_\_\_\_ Папина О.В.  
«\_\_» \_\_\_\_\_ 202\_ г.

Министерство  
образования и науки РФ  
ФГАОУ ВО  
«Сибирский федеральный университет»  
ХТИ – филиал СФУ

**ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 2**  
по дисциплине **Иностранный язык (английский)**  
направление **08.05.01 Строительство уникальных**  
**зданий и сооружений**  
курс 2

1. Read and translate the following text with the dictionary
2. Read the text without dictionary and retell it
3. Speak on the topic

### Task 1: **ENVIRONMENTAL IMPACT ASSESSMENT**

Environmental assessment (EA) is the term used for the assessment of the environmental consequences (positive and negative) of a plan, policy, program, or project prior to the decision to move forward with the proposed action. In this context, the term 'environmental impact assessment' (EIA) is usually used when applied to concrete projects and the term 'strategic environmental assessment' applies to policies, plans and programmes.

Environmental assessments may be governed by rules of administrative procedure regarding public participation and documentation of decision making, and may be subject to judicial review.

The purpose of the assessment is to ensure that decision makers consider the environmental impacts when deciding whether or not to proceed with a project. The International Association for Impact Assessment (IAIA) defines an environmental impact assessment as "the process of identifying, predicting, evaluating and mitigating the biophysical, social, and other relevant effects of development proposals prior to major decisions being taken and commitments made." EIAs are unique in that they do not require adherence to a predetermined environmental outcome, but rather they require decision makers to account for environmental values in their decisions and to justify those decisions in light of detailed environmental studies and public comments on the potential environmental impacts.

Engineering and consulting companies work hand in hand as contractors for mining, energy, oil&gas companies executing EIAs. Companies operating globally such as Arcadis, Royal HaskoningDHV, Golder Associates, Amec Foster Wheeler, Schlumberger Water Services (an Schlumberger company) are an example of a much bigger pool of expertise globally. These contractors are the ones not only in charge of preparing an EIA study but most importantly getting these studies approved by each country government offices prior to the execution of a project. Each country will also have its own local contractors offering the same kind of service hence breaking out monopolies by increasing the supply of EIAs execution consultants.

## Task 2: **BRITAIN'S IMMIGRANTS: THEY'RE NOT ALL THE SAME**

How much do we know about Britain's immigrants? Not as much as we should.

A new report by the IPPR highlights considerable heterogeneity amongst immigrant groups. It makes clear that many - though not all - immigrants have done well. Many are hard working and make few claims on the state. These immigrant groups include Australians, the French, Canadians and Poles (see chart from the Daily Mail). But other groups have very high levels of economic inactivity and/or claims on the state.

The IPPR report says (emphasis in the original): It is clear that there is considerable variation between the economic characteristics of immigrant groups. The heterogeneity of immigrant groups makes any discussion of the average or overall impact of immigration highly problematic. What we can say, however, is that based on the relatively simple ranking system employed in the tables presented above, it is clear that on most criteria, most immigrant groups do better in economic terms than the UK-born population. Overall, when we take into account the relative size of the groups studied in this report, it would seem that the average immigrant has better economic characteristics than the average UK-born person.

However, this observation should not lead to complacency for those interested in promoting the socio-economic integration of immigrant communities. There are some immigrant communities who rank consistently lower on most indicators than the UK average. In some cases, these relatively low-ranking communities are predominantly made up of people who have come to the UK for non-economic reasons (for example, to join family members who are already in the UK, or to seek asylum). In other words, these communities may be made up of large numbers of people whose admission into the UK is not based on their potential economic contribution to the UK.

While the Mail on Sunday story highlights the poor performers such as the Somalis, the IPPR authors argue that account must be taken of their circumstances: It is essential to look beyond the statistics to look at the reasons for groups' differential contributions. The relatively low rankings of Somalis, for example, may be down to the fact that many newcomers came to the UK as asylum seekers (and probably did not have the right to work while their claim was/is being processed), may not speak English, have few easily transferable skills, and have been housed in deprived areas.

Similarly, at the other end of the rankings, Americans may be doing very well because they are mostly elite business people and professionals who are often here to work for short periods. It is therefore important to consider the reasons why migrants are here before we decide whether to judge their contribution solely in economic terms. It may also be the case that groups with relatively poor economic characteristics are directly supporting those with better characteristics – for example, low-paid cleaners and security guards from countries such as Poland working in the offices of American bankers. It is important to recognise the broader economic contribution of these low-paid essential staff. Also, groups who are concentrated in relatively lowskilled, low-paid jobs can be ranked highly on other measures, such as incidence of public service employment.

Valid points - though these findings surely raise the issue of whether Britain's immigrant mix is optimal? Compared with Canada and Australia, for example, Britain seems to have a higher proportion of low skilled and non-working immigrants.

(Source: New economist, Sunday, September 30, 2007 adapted from [http://neweconomist.blogs.com/new\\_economist/2007/09/britains-immigr.html](http://neweconomist.blogs.com/new_economist/2007/09/britains-immigr.html))

Составил \_\_\_\_\_

канд.филол.наук, доцент Танков Е.В.

Утверждено на заседании кафедры протокол № от 202