



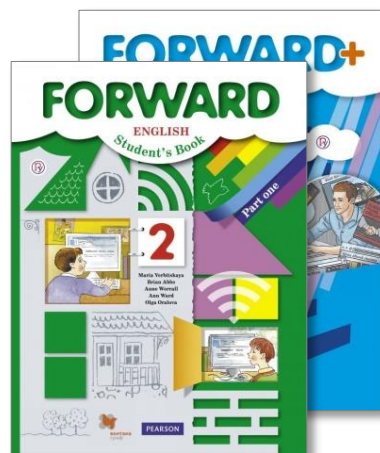
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российский  
учебник



# ИЗУЧАЕМ НОВЫЙ ФПУ. ИНОСТРАННЫЕ ЯЗЫКИ.

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# ИЗУЧАЕМ НОВЫЙ ФПУ. ИНОСТРАННЫЕ ЯЗЫКИ.



Первый иностранный язык. Английский язык 2 – 11

- обновленная линия УМК Enjoy English
- новая линия УМК Forward Plus, линия УМК Forward — новики шлейфа
- возможности работы по линии УМК Rainbow English — новинки шлейфа



Первый иностранный язык. Немецкий язык 2 – 11

- новая линия УМК Spectrum Deutsch



Вторые иностранные языки 5 – 11 (английский, немецкий, французский, итальянский, китайский)

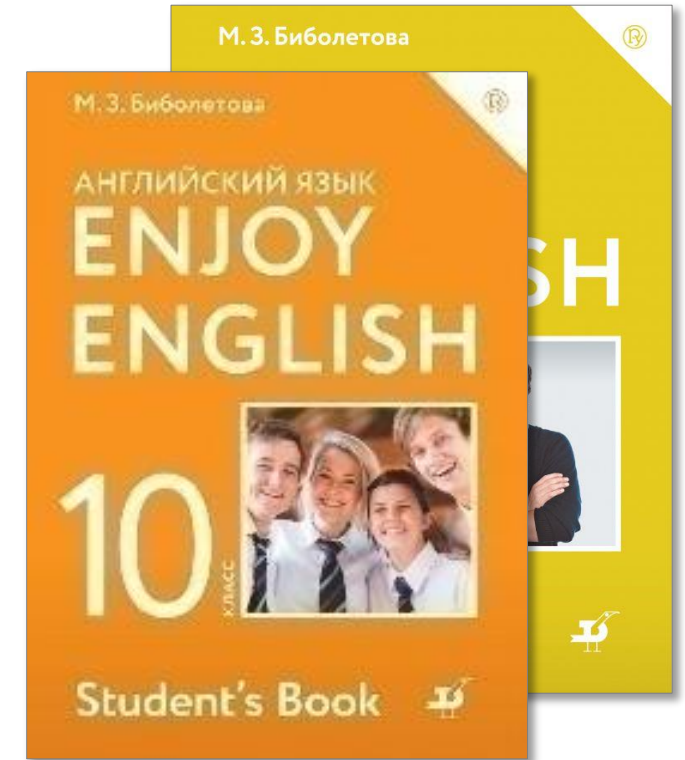
# АНГЛИЙСКИЙ ЯЗЫК. ОБНОВЛЕННАЯ ЛИНИЯ УМК ENJOY ENGLISH



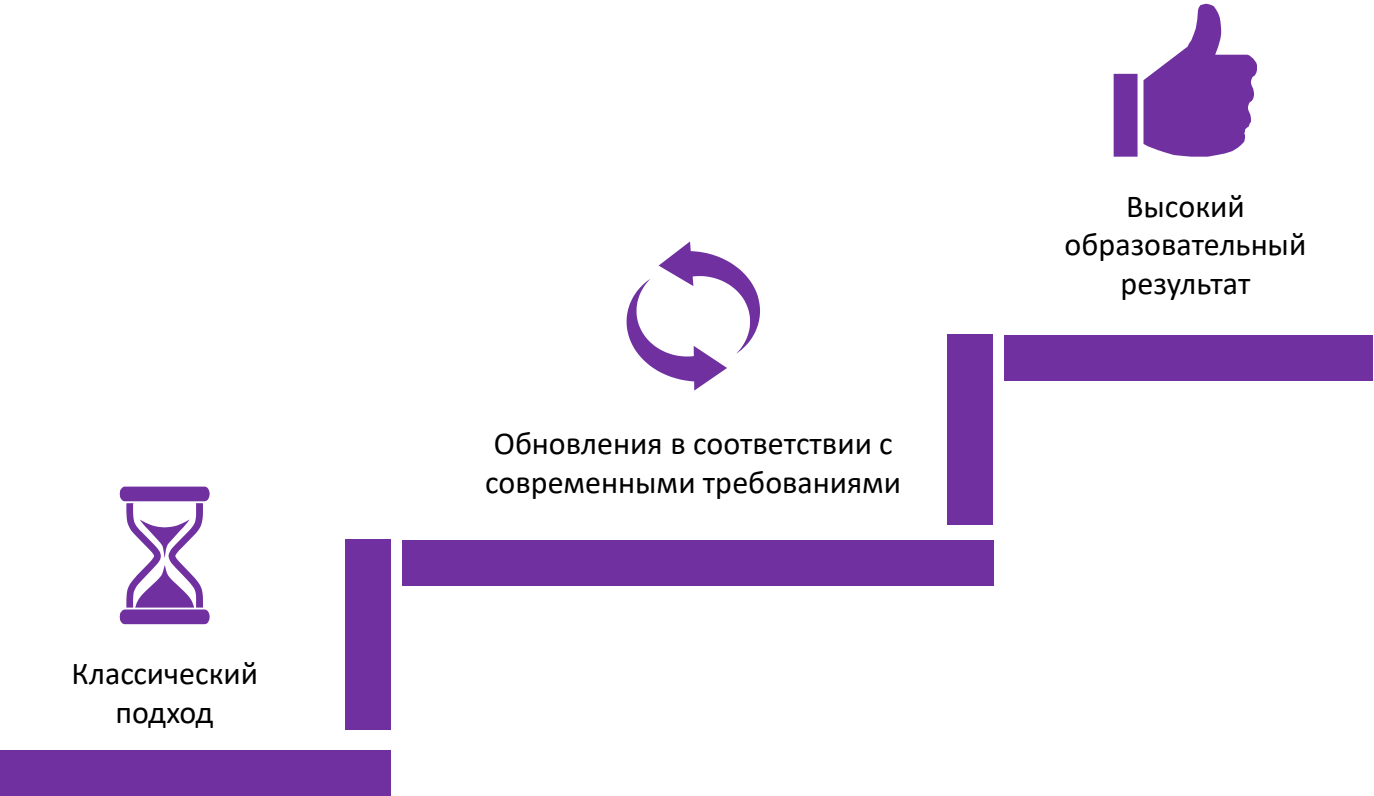
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**Линия УМК Enjoy English** — много лет популярна среди большого количества учителей, дает высокий и прочный результат, т.е. качество, проверенное временем.



**Обновленная линия УМК Enjoy English** — внесены добавления и изменения в соответствии с ПООП.



Учебники, вошедшие в ФПУ (для 2 – 4, а также 7, 9, 10 классов), можно использовать в одном классе с учебниками из предыдущих редакций не нанося ущерб учебному процессу.



- Обновление в соответствии с современными требованиями ГИА.
- Включены новые типы заданий и усилена метапредметная составляющая учебного процесса, например, формирование читательской грамотности.



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Автор Биболетова М.З. – кандидат педагогических наук, доцент, старший научный сотрудник Центра филологического образования Института стратегии развития образования РАО, руководитель группы разработчиков проекта концепции предметной области «Иностранные языки»



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Автор Трубанева Н.Н. – кандидат педагогических наук, доцент, старший научный сотрудник Центра филологического образования Института стратегии развития образования РАО, разработчик проекта концепции предметной области «Иностранные языки», разработчик контрольных измерительных материалов (КИМ) основного государственного экзамена (ФИПИ).

Вебинары: авторские принципы построения и особенности обновленного курса и прочие, см. на <https://rosuchebnik.ru>





# КЛАССИЧЕСКИЙ ПОДХОД: ЛИНЕЙНО-КОНЦЕНТРИЧЕСКОЕ ПОСТРОЕНИЕ КУРСА ОБЕСПЕЧИВАЕТ ВОЗМОЖНОСТЬ РЕГУЛЯРНОГО ЗАКРЕПЛЕНИЯ И ПОВТОРЕНИЯ УЧЕБНОГО МАТЕРИАЛА ENJOY ENGLISH

## SECTION 7 Your Free Time

133 Look at the photos and say how you usually spend your free time.

Example: I enjoy making model planes and playing football.  
I like taking care of my pet and reading books.



cycling

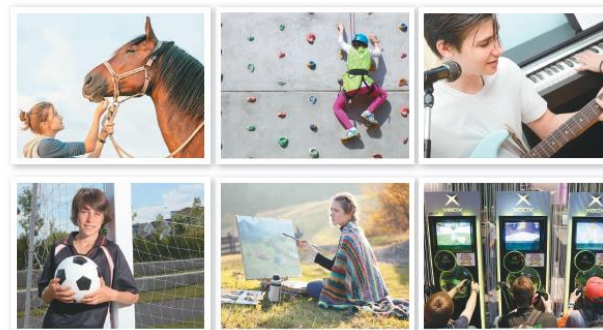
going karting

dancing

6 класс

123

## SECTION 2 Unusual Hobbies to Take Up



@ 24 In pairs read through the "Unusual Hobbies" websites. What hobbies do they describe?  
Which of the sites would you like to visit? Why? / Why not?

### "Unusual Hobbies" Websites

#### 1 Mooing Competition

If you are good at imitating animals, you will enjoy competitive mooing. Join our club on the Internet or come to the next competition. It can sound ridiculous, but competitions are held in many rural areas and are becoming more and more popular.

#### 2 Dog Grooming

Those who like pets may take up the hobby that is becoming more and more popular! Do you want to take a lion or a tiger for a walk? Go for it! Groom your dog and take part in competitions. If you want your dog to look different, this is for you.

#### 3 Jigsaw Puzzles

Jigsaw puzzles are not for kids only! From a simple 6-piece game to a complicated 200-piece cut that a professional can enjoy. Fantastic puzzles for all ages are available online.

#### 4 Tape Art

This simple and elegant portrait is made of a cassette tape. Find some old-fashioned cassettes, pull out the magnetic tape and make a picture! A lot of impressive portraits have been made. Click here to find out more...

#### 5 Funny Names

Some names seem strange and funny, some really are... Find an old phone book and make a collection of amusing, interesting, strange and occasionally rude names.

#### 6 Paper Airplane Making

Paper airplane making is a popular hobby nowadays. It's not as easy and primitive as it may seem. Contact our expert who is ready to share secrets of this craft.

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11 класс



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# СОДЕРЖАНИЕ, ОТВЕЧАЮЩЕЕ ПОТРЕБНОСТЯМ СОВРЕМЕННОГО ОБЩЕСТВА

UNIT 2 Section 1

SE 13 Compare and contrast the pictures. Cover all the points in the table. You have 1,5 min to prepare and then you have to speak for two minutes. (see LS)

Points to cover	Language Help	Dos and donts
1 Briefly describe the pictures	The first picture shows ... In the second picture I can see ... They are ... (where?) They are ... (doing what?) They are ... (wearing what?) They look ... It must be ... (hard/boring/exciting/ smth they do every day/)	Do speak without long pauses Do use precise vocabulary (e.g. use <i>road workers</i> rather than <i>people</i> ; <i>farmer</i> rather than <i>man</i> ) Do say at least three sentences Don't speak for too long; you might not have time to cover all the points
2 Say in what way the pictures are similar	Both pictures show ... There is one obvious similarity: ... The farmer looks as ... as the road workers Another common point is that both jobs are seasonal/manual/hard/mostly for men	Do think of three similarities while preparing for speaking Do use comparative structure <i>as...as</i> Do go for more general ideas rather than visual details (e.g. compare jobs rather than clothes) Don't repeat the ideas you used in the 1st point
3 Say in what ways the pictures are different	However, there are some differences. First of all, the 1st job is done in the countryside whereas/but the 2nd ... Also, the farmer's job is ... than the road workers' Another difference is that, working in the countryside is a lot more ... And, finally, ...	Do go for some generalization Do think of at least three differences while preparing for speaking Don't use the ideas from the 1st point (e.g. Don't say: <i>In the first picture there is a farmer whereas in the second there are road workers</i> )
4 Say which of the jobs you would prefer to do	Honestly, I have never thought of doing any of these jobs but if I had to choose, I would definitely go for ... If you ask me, I'd choose ... Of course, I'd rather work as a ... than a ...	Do decide on one of the jobs Don't say: I don't know which job to choose
5 Explain your choice	... because I'm good at ... ... as I'm hopeless at ... The reason why I'd choose ... is that ... It's just not right for me	Do think of all the ideas while preparing for speaking Do say at least 12-15 sentences on the whole

Умение работать с информацией,  
представленной в формате  
многофункционального нелинейного текста

UNIT 3 Section 8

103 Now read and listen to the conversations again. What are the teenagers talking about? Who do you talk to if you have a problem?

1  
Steve: Hi, Penny! Hi, Albert!  
Penny: Hi, Steve, where are you going?  
Steve: Well, I was going to meet Matt and Gemma at the café, do you want to come?  
Penny: Sorry, I can't. I have to babysit this afternoon.  
Steve: OK, we're going to the cinema tomorrow to see "Titanic".  
Penny: Are you? I really want to see that.  
Steve: Great, we'll see you outside the cinema at 8.00 then, OK?  
Penny: Yeah, see you tomorrow.

2  
Tracy: Now listen, if you don't do it, you won't have any friends in the whole school. And if you tell anyone, you will be in big trouble. OK?  
Sue: What's the matter? Why are you so rude?  
Tracy: You know why. OK?

3  
Sally: Oh, dear, don't worry. Now what we'll do is talk to your parents this afternoon when they come to collect you. We'll explain to them exactly what happened. I think they'll understand it's not your fault.  
John: Thanks, Sally, I'm sure they'll believe you.

4  
Karen: Thanks for helping me, Julia. I was really having problems with that Maths homework. I thought I would never understand. And the test next week is very important.  
Julia: That's OK. You can help me with Biology next time. I never understand any of that homework.

104 Work in pairs. Imagine a similar situation and write a conversation between two people. Act it out. Use as many expressions as possible from the conversations above.

105 Work in groups. Discuss what you quarrel about with your friend. Make a list of things you quarrel about. Put your list into two columns:

Important things	Unimportant things
...	...

106 Work in pairs. Make up "a quarrel dialogue". Try to be polite even in these situations. You can use:

- Listen, we've got something to talk about. — Послушай, надо поговорить.
- Why? — В чем дело?
- What's the matter? — Что случилось?
- If you don't ..., you'll be in big trouble. — Если ты не... у тебя будут проблемы.
- Why should I ...? — Почему это я должен?.
- You know why. OK? — Сам знаешь почему. Ясно?
- It's not my fault. — Я не виноват.
- Don't worry. — Не волнуйся.

107 Here is a part of the quiz about an ideal friend. Choose the answer. Explain your choice: your friend is good at all the school subjects, but you aren't. What do you do?

You ask your friend to help you?
You want him / her to get a bad mark?
You copy what he / she writes during a test?
You don't care about it?
...

Mini-project:  
The ideal friend

108 Work in groups. Write your own quiz. Use the quiz in Ex. 107 as a model. Choose one of the topics.

- Your friend is in a bad mood today. Do you...?
- Your classmates laugh at your friend. Do you...?
- Your friend doesn't get along with his / her parents. Do you...?
- Any other.

Try out the questions of your group quiz on the students from other groups.

Включены выражения,  
используемые в современном  
английском языке



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# ОСОЗНАННОЕ ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА

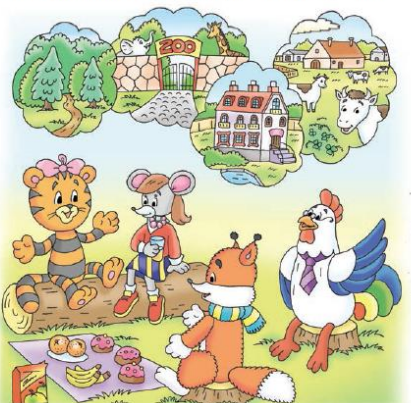


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**UNIT 3**

**LESSON 34**

1. Послушай и повтори, где живут артисты.



□ △ ○.  
I live in the house. / Я живу в доме.

He lives in the forest. / Он живёт в лесу.

2. Расскажи, где живут артисты.

66

**UNIT 3**

3. Посмотри на картинки и скажи, где живут эти животные.



4. Закрой книгу, вспомни и скажи, какого цвета животные (упр. 3).

5. Послушай и повтори стихотворение. Расскажи его самостоятельно.



6. Выполни в рабочей тетради упражнение 3 на странице 37.

7. Вспомни и назови слова, в которых есть эти звуки.  
[b], [d], [f], [k], [l], [m].

Домашнее задание

Выполни в рабочей тетради упражнение 4 на странице 37.

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**UNIT 1 Section 5**


**GRAMMAR FOCUS: PASSIVE VOICE**

104 Read, learn and remember\*.

	Simple	Continuous	Perfect
Present	Moscow <b>is visited</b> by millions of people every year.	I wake up very early now. A big house <b>is being built</b> just in front of my window, and they start working at 5 a.m.	I've got good news. We are moving soon. Our new house <b>has already been built</b> .
Past	Some researchers think that Moscow <b>was founded</b> much earlier than in the 12th century.	When we were here last month, this house <b>was being built</b> , remember? Look, now it's ready!	We applied to that building company because it had a good reputation. Lots of beautiful buildings <b>had already been built</b> by them.
Future	The newspapers say that several sports centres <b>will be built</b> in our city.	Don't call me tomorrow at 3 p.m. I <b>will be watching</b> TV as a new plan of the reconstruction of the city <b>will be being discussed</b> **.	I don't have a lot of opportunities to do sports now. But I hope that a big sports centre with a swimming pool <b>will have been built</b> ** not far from my place by the end of this year.

\* Влаго-временные формы глагола, выделенные полужирным шрифтом, входят в грамматический минимум 2–9 классов. Остальные формы даны в таблице для создания общего представления о системе времен английского глагола.

\*\* Данные формы малоупотребительны.



47

Обучение диалогической и монологической речи с опорой на логику, аналитику и визуальный ряд

# РАЗВИТИЕ СОВМЕСТНОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ



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1.2.2.1.3.5  
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1.3.2.1.3.2

**SECTION 4** Why the Internet?

**47 Work in groups. Look at the pictures. Discuss with your classmates the following questions.**

- For what purposes do people use the Internet?
- With people of what ages is the Internet popular nowadays?
- How can the Internet improve your life?
- In what way can the Internet be harmful?

**48 Talk about your experience of using the Internet. Say:**

- whether you are a skilled Internet user;
- what you use the Internet for;
- how the Internet helps you in your studies.

**49 Read and remember. Write your own sentences with the Internet and word combinations.**

**the Internet** — to browse the Internet; a website / nection

**information** — to find / for / to collect / to arrange; important / detailed / verbal / visual / audio

**world** — to change / to the world; the real / virtual

96

**UNIT 3 Section 4**

**50 Read the texts. Match the texts with the titles. You don't need to use one of the titles. Complete the table.**

- A Bank of Information
- Be Careful in the Virtual World
- The Internet Connects People
- The Multifunctional Internet
- The Slaves of the Internet

**A.** The Internet is a creation of the 20th century. All the existing means of communication were united together to create one — the Internet. Using the Internet you can send information like you would via a telegram, you can speak to people like you would on the phone and see images like you would on TV. You can shop, travel and talk to people living far away from you! It has become so easy to use the Internet that scientists believe that every day more and more people are becoming addicted to the computer.

**B.** What is the main purpose of the Internet? Evidently it is to extend the communication network. Using the Internet, lots of people can travel anywhere they like. These days we often have our friends and family living in different parts of the world. It's important to keep in touch with them. Using the Internet, we can write and talk to people who live on other continents, thousands of miles away from us. It's very important for elderly people who have a lot of free time but who cannot easily travel long distances. But it takes no time for them to reach their children living in other places via the Internet.

**C.** Have you ever thought of the dangers of using the Internet? Who will you meet in this virtual world? You can meet anyone there: smart and foolish, honest and dishonest people. When you meet somebody in the real world, you can look into their eyes, and see their body language — all these things help you to understand if this person is honest or not. Imagine that you decided to meet somebody in the virtual world. How could you be sure of their real age, appearance or interests? There are some criminals who use the Internet to involve young people in criminal activities. The virtual world can be as dangerous as the real one.

**D.** One of the most important purposes of the Internet is to collect, arrange, keep and share information — verbal, audio and visual. This way the Internet creates a virtual world, where we can find anything that interests us. It gives us the opportunity to learn about the past and the future, and gain new knowledge and skills. It is much easier to do research if you have an Internet connection. You need to take a few steps. First you have to type in key words. Then you select the information needed and arrange it according to the format of your research. Add pictures and photos to illustrate your paper — they can be taken from the Internet as well. However, remember that the Internet offers only information, and it's you who selects and develops it to express your ideas.

A	B	C	D

97

**UNIT 4 Section 1**

**4 Complete the text. Use the words from the box.**

musical, an interview, foreign, for, invited, her

Melinda Helford is a student of Maple Walk London School. Her school ... some Russian students to visit London during their spring holidays.

Melinda is responsible ... the arrangement of the English-Russian student exchange. Melinda gave ... to a correspondent of a school website "School friends". She told him about her hobbies, the ... instrument she can play, the ... languages she can speak and about ... friends.

**5 Work in pairs. Read Melinda's interview. Say where the Russian students are staying in London and what sights they have visited already.**

Correspondent: Melinda, could you answer some questions about the English-Russian student exchange?

Melinda: Yes, of course.

Correspondent: Where do Russian students stay?

Melinda: All Russian students have got a **host family** through their pen friends. It was arranged before their coming to London. For example, we offered Vika to stay with Linda's family. Tony offered Egor to stay with his family. And my pen friend Sveta is staying with my family, Charlie, my classmate, and his family are having a party for our guests at their place next weekend.

Correspondent: What are you going to show your Russian friends during these two weeks?

Melinda: We've planned a lot of things for our guests and have discussed our plans with our teacher Mrs Nelson. We want to make their stay in London an interesting and **unforgettable** experience.

Correspondent: What places have you visited already?

Melinda: We have been to the London Eye, Trafalgar Square, the Tower of London and the Science Museum. They say they've enjoyed the sightseeing.

Correspondent: Thank you very much. I am going to ask them some questions about their staying in London tomorrow morning.

**LOOK AND LEARN!**

an exchange [iks'tʃeɪŋdʒ] — обмен  
a host family — принимающая семья  
unforgettable — незабываемый

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Работа в парах  
и группе





# КОНТРОЛЬ, ОТВЕЧАЮЩИЙ ПОСЛЕДНИМ ТРЕБОВАНИЯМ СТАНДАРТОВ



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1.3.2.1.3.2

UNIT 4 Progress check

**PROGRESS CHECK**

1 Listen to the interview with Angela and choose the correct answer.

a) What sport does Angela do?  
1) Windsurfing  
2) Tennis  
3) Cycling


b) Why did Angela start doing her sport?  
1) She wanted to keep fit.  
2) Her friend did it.  
3) Her family are fans of it.

c) Where is Angela planning to spend her summer holidays?  
1) Abroad.  
2) In the country.  
3) At the seaside.

d) Why didn't Angela take part in the latest competition?  
1) She was ill in bed.  
2) She was taking an exam.  
3) She had injured her leg.

Points ☐ /8

2 Read the text and choose the correct answer.



**The Paralympic Games**

The history of the Paralympic Games started in 1948 in England. Sir Ludwig Guttman, a well-known doctor, organized a sports competition for British veterans who had taken part in World War II and became disabled. Ludwig Guttman was sure that sport was a perfect method of therapy for people with a physical disability. He believed in the power of sport to change lives. The doctor kept saying that sport improves physical

abilities and helps to stop depression. Four years later, competitors from Holland joined Guttman's competition. The international movement, now known as the Paralympic Movement, was born.

Little by little, the sports competition for athletes with a disability became popular. In 1960 the first Paralympic Games were held in Rome, Italy. They attracted 400 athletes from 23 countries. Nowadays the Paralympic Games are the second biggest sporting event in the world.

The name of the competition — *Paralympic Games* comes from the word 'parallel'. It means 'the games in addition to the Olympic Games'. Since 1988, the Paralympic Games are held regularly at the same place as the Olympic Games. As a rule, they begin at least three weeks after the end of the Olympics.

The Paralympic flag has a white background, with the Paralympic symbol (three "agitos" of different colours) in the centre. The agito ("I move" in Latin) is a symbol of movement, it looks like a moon. The agitos are red, blue and green because these three colours are most often used in national flags of countries.

In 2014, the eleventh Paralympic Winter Games were held in Sochi, Russia. 45 National Paralympic Teams took part in the Games. Russia hosted the Paralympics for the first time. The sportsmen competed in five sports. The Russian team had the best results. Russian athletes won 80 awards (30 gold, 28 silver and 22 bronze medals). This is a record for the number of medals won by a single country during a single Winter Paralympic Games.

1) Who arranged the first sport competition for disabled people?  
a) A doctor.  
b) An athlete.  
c) An officer.

2) Where were the first Paralympic Games held?  
a) In Great Britain.  
b) In Holland.  
c) In Italy.

3) What does the word *Paralympic* mean?  
a) a parallel game.  
b) for disabled people.  
c) two Olympic Games.

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UNIT 4 Progress check

**Окончание**

4) What does the Paralympic flag look like?  
a) A white flag with a picture in the middle.  
b) A three-coloured flag without any pictures.  
c) A three-coloured flag with a picture in the corner.

5) How many times has Russia organized the Paralympic Games?  
a) One.  
b) Two.  
c) Three.

Number	1	2	3	4	5
Letter					

Points ☐ /5

You have received a letter from your English-speaking friend, Steve.

... I have caught a bad cold. And I'm staying in bed now. I feel very bored...  
... What do you do when you are ill and have to stay at home? What books do you like to read? What do you do to stay healthy? ...

Write him a letter and answer his 3 questions.  
Remember the rules of letter writing.

Points ☐ /3

3 Talk about the Winter Olympic Games 2014. Use the information from the table.

The place where the 22nd Winter Olympic Games happened	Sochi, a resort city in the south of Russia; eleven world-class sports facilities constructed specially for the Games
--	---

Mark your score

For tasks 1–6, you can get 15 points.  
15–14 points — Well done!  
13–12 points — Good!  
11–9 points — You can do better!  
8 points or less — Revise and try again!

Tasks 7 and 8 should be evaluated by your teacher.

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Задания для проверки и самопроверки результатов

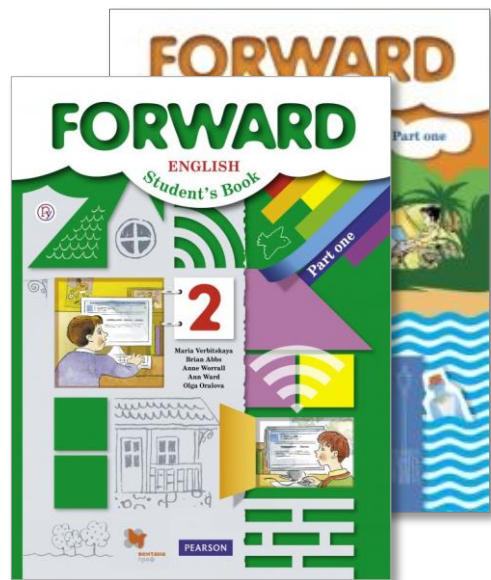


# КОМПОНЕНТЫ УМК ENJOY ENGLISH

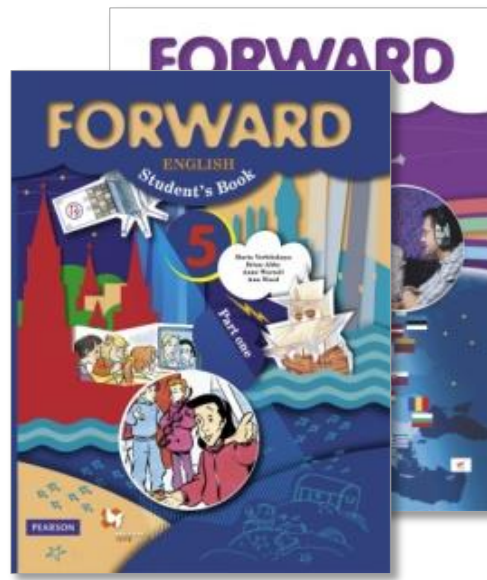
	2 класс	3 класс	4 класс	5 класс	6 класс	7 класс	8 класс	9 класс	10 класс	11 класс	
Учебник											 
Рабочая тетрадь											 
Программа											 
Книга для учителя											 



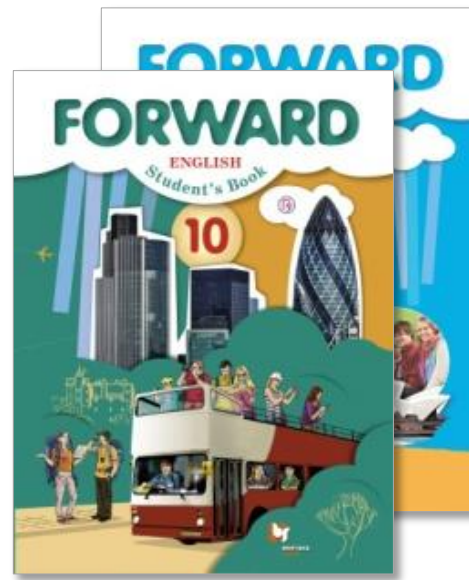
# ЗАВЕРШЕННАЯ ЛИНИЯ УМК FORWARD, FORWARD PLUS



ФП № 1.1.2.1.6.1 –  
1.1.2.1.6.3



ФП № 1.2.2.1.5.1 –  
1.2.2.1.5.5



ФП № 1.3.2.1.4.1 –  
1.3.2.1.4.2




НОВИНКА

ФП № 1.3.2.2.3.1 –  
1.3.2.2.3.2


# ВЫСОКИЙ УРОВЕНЬ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ И КАЧЕСТВЕННАЯ ПОДГОТОВКА К ОГЭ/ЕГЭ



ФП № 1.1.2.1.6.1  
1.2.2.1.5.1  
1.2.2.1.5.5  
1.3.2.1.4.1  
1.3.2.2.3.1  
1.3.2.2.3.2

  
Ученики с **высоким уровнем мотивации** изучения английского языка



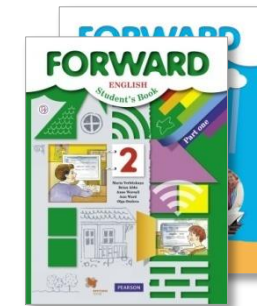
  
**Высокий уровень подготовки к итоговой аттестации**

# ЗАВЕРШЕННАЯ ЛИНИЯ УМК FORWARD, FORWARD PLUS



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Вебинары: авторские принципы построения и особенности курса см. на <https://rosuchebnik.ru>



ФП № 1.1.2.1.6.1

1.2.2.1.5.1

1.2.2.1.5.5

1.3.2.1.4.1

1.3.2.2.3.1

1.3.2.2.3.2

# ЗАВЕРШЕННАЯ ЛИНИЯ УМК FORWARD, FORWARD PLUS



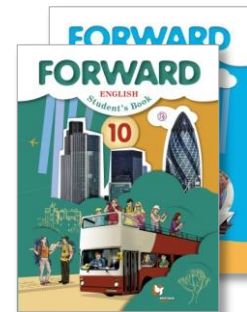
**Новинка Forward 10-11 PLUS для углубленного изучения** для передовых учителей и современных учащихся, для лучших гимназий и лицеев, особое внимание уделяется формированию компетенций XXI века: основам финансовой грамотности и межкультурному диалогу.

**Особенности линии УМК Forward 10-11 PLUS для углубленного изучения:** Формирование коммуникативных умений, способности и готовности свободно общаться на языке, в том числе в разделах «Деловое общение»/ “Business Communication” и «Перевод»/”Translation and Interpreting”.

**ФП № 1.3.2.2.3.1 –  
1.3.2.2.3.2**



# ОПТИМИЗАЦИЯ И ГАРАНТИЯ ПОДГОТОВКИ К УСПЕШНОЙ СДАЧЕ ОГЭ И ЕГЭ



ФП № 1.3.2.1.4.1 –  
1.3.2.2.4.2

## ЕГЭ Подготовка к устной части

**Task 1** Imagine that you are preparing a project with your friend. You have found some interesting material for the presentation and you want to read this text to your friend. You have 1.5 minutes to read the text silently, then be ready to read it out aloud. You will not have more than 1.5 minutes to read it.

You don't see many birds in winter. Most have left your area. Those that stay are not as active. Activity uses energy that is needed to keep warm.

The worst problems for birds in winter are getting enough heat and holding on to the heat once it is made. These are problems for all birds. But it is especially true for very small ones. They cannot find enough food. The weather stays so cold for so long that they cannot eat enough to keep alive. But birds have many ways of fighting the cold.

You shiver to keep warm. The heat that you make is made mostly in your muscles. The muscles make more heat when they are active. So one way of keeping warm is to move about, use your muscles. Another way is to shiver. When your body needs heat, the muscles tighten and loosen quickly. They become active. Just as you shiver to keep warm, so do birds.

**Task 2** Study the advertisement.

You are considering visiting the city and now you are calling to find out more information. In 1.5 minutes you are to ask five questions to find out the following:

- 1) dates for departures
- 2) hotel facilities
- 3) if breakfast is included
- 4) number of city tours
- 5) discounts

## Marvelous holiday in the heart of Europe!

4 days in Budapest, hotel, guided tours



**Task 3** Imagine that while travelling during your holidays you took some photos. Choose one photo to present to your friend. You have one minute to think it over.



You will have to start speaking in 2 minutes and will speak for not more than 2 minutes. In your talk remember to speak about:

- when you took the photo
- what/who is in the photo
- what is happening
- why you took the photo
- why you decided to show the picture to your friend

You have to talk continuously.

**Task 4** Study the two photographs. In 2 minutes be ready to compare and contrast the photographs:

- give a brief description of the photos (action, location)
- say what the pictures have in common
- say in what way the pictures are different
- say which of the meals presented in the pictures you'd prefer
- explain why

You will speak for not more than 2 minutes. You have to talk continuously.



## ЕГЭ. Раздел 1. Аудирование

**1** Вы услышите 6 высказываний. Установите соответствие между высказываниями каждого говорящего **A–F** и утверждениями, данными в списке **1–7**. Используйте каждое утверждение, обозначенное соответствующей цифрой, **только один раз**. В задании есть **одно лишнее утверждение**. Вы услышите запись дважды. Занесите свои ответы в таблицу.

- 1 Discussion forum gives time to think and respond.
- 2 Discussion forum enables students to cite research.
- 3 Discussion forum develops students' intellectual skills.
- 4 Discussion forum develops stronger class community.
- 5 Discussion forum is an important part of online education.
- 6 Discussion forum gives students flexibility and convenience.
- 7 Discussion forum is stress-free for all students.

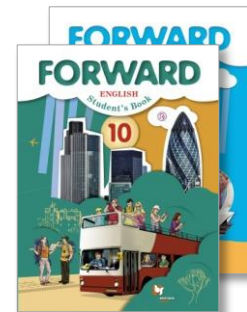
Говорящий	A	B	C	D	E	F
Утверждение						

**2** Вы услышите диалог. Определите, какие из приведённых утверждений **A–G** соответствуют содержанию текста (**1 – True**), какие не соответствуют (**2 – False**) и о чём в тексте не сказано, то есть на основании текста нельзя дать ни положительного, ни отрицательного ответа (**3 – Not stated**). Занесите номер выбранного Вами варианта ответа в таблицу. Вы услышите запись дважды.

- A** Alice watched a TV programme about teenagers preferring junk food.  
1) True 2) False 3) Not stated
- B** Alice is a vegetarian.  
1) True 2) False 3) Not stated
- C** Kevin finds little difference between fast food and homemade food.  
1) True 2) False 3) Not stated
- D** Kevin's sister likes McDonald's.  
1) True 2) False 3) Not stated
- E** There are few vegetarians in Britain.  
1) True 2) False 3) Not stated
- F** Kevin's mother prefers convenience food.  
1) True 2) False 3) Not stated
- G** Alice invites Kevin to try homemade Italian pizza.  
1) True 2) False 3) Not stated

Утверждение	A	B	C	D	E	F	G
Соответствие диалогу							

ЕГЭ



ФП № 1.3.2.1.4.1 –  
1.3.2.2.4.2

## 9 Where is the capsule? FORWARD! Magazine Sam's stories

**Listening and reading**

1 **TOSS** Look at the pictures and answer the questions: Where are Kate and Sam? Whom do they see on TV? Then listen to the story and follow it in the book.

Two days later, Kate, Sam and Josie were at Paul's house. The capsule was lost. They wondered what to do next.

What are we going to do now? How can we find the capsule?

Look! It's Rik Morell.

We could look for that truck.

**Vocabulary**  
stage  
to be mad about sth/sb  
maybe

Not now, Kate.

Look, everybody! Please, look!

Kate's mad about Rik Morell.

No, look! It's the capsule. There! On the stage.

Maybe we could send a message on the radio.

Where's the concert? We could go there.

We could go to Los Angeles. Where does Rik Morell live?

It's in Los Angeles.

Listen and repeat.

He's got houses all over the world. Look!

2 In pairs, read the text. Talk to your friend about the story.

**Listening and reading**

**LANGUAGE FOCUS: Модальный глагол could для обозначения возможности**











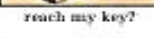
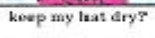
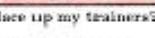

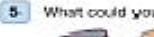
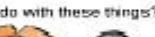
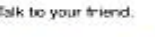
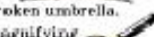
3 **TOSS** Listen and read.  
Paul: Where is the concert? We could go there.  
Kate: It's in Los Angeles.  
Josie: We could go to Los Angeles.  
Listen and repeat.

**Speaking**

4 Read and match. Then talk to your friend.

**Problems and...**  
How can I...

**solutions**  
You could use...

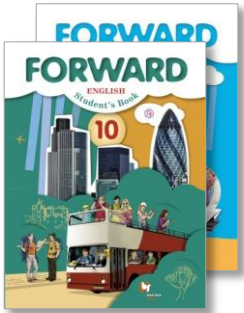
				a piece of string
light a fire?	get my ball back?	carry these balloons?		a coat hanger
				a tray
reach my key?	keep my hat dry?	lace up my trainers?		a broken umbrella
				a magnifying glass
				a sack

5 What could you do with these things? Talk to your friend.





# ФОРМИРОВАНИЕ СПОСОБНОСТИ И ГОТОВНОСТИ СВОБОДНО ОБЩАТЬСЯ НА ЯЗЫКЕ



ФП № 1.3.2.1.4.1 –  
1.3.2.2.4.2

read/6176-61

## Quiz

### What are my multiple intelligences?

 1. <b>Intelligence</b> You relate to and understand other people – strong in salespeople, politicians and teachers.	 4. <b>Intelligence</b> You use reason, logic and numbers – often found with doctors, accountants and scientists.
 2. <b>Intelligence</b> You use words and language – something lawyers, writers and comedians are good at.	 5. <b>Intelligence</b> You control body movements and handle objects skillfully – something found in athletes, dancers, actors and builders.
 3. <b>Intelligence</b> You appreciate and produce music – strong in singers, composers and musicians.	 6. <b>Intelligence</b> You think in pictures – something artists, designers and architects are particularly good at.

**Do our quiz and find out your strongest intelligence.**  
Choose the statements which are true for you. Then work out your score on page 135.

1 I have no trouble reading maps and navigating.	14 I can often be heard humming, whistling or singing when I'm in the shower.
2 People often seek me out to ask for advice.	15 I feel comfortable when dealing with words.
3 I remember things best by seeing them.	16 I need to categorise and group things in order to see their relevance.
4 I am often asked to explain the meaning of the words I use.	17 I often see patterns and relationships between numbers faster than other people.
5 There is a powerful link between music and my moods.	18 A rhyme is an effective way of helping me remember something.
6 I have a good sense of balance and coordination.	19 Having a good social life is important to my happiness.
7 I like to work with calculators and computers.	20 I find it irritating when someone says something illogical.
8 I find it easy to say what I think in an argument or a debate.	21 I often touch things because I am curious to know how they feel.
9 I work best in an organised work area.	22 I like to have background music when I'm working.
10 I understand how different colours work well together.	23 I'm quite an artistic person.
11 I get restless if I have to sit still for long.	24 I enjoy taking the lead and being responsible for other people.
12 I have a strong preference for group activities rather than ones I do alone.	
13 I often use gestures and other body language to express myself.	

Leopards are very beautiful. They are in danger because some people kill them for their fur. This frog lives in trees. It uses suckers on its feet to hold on to the leaves.

2. Animals of the rain forest.  
Listen and point.

3. Why? Because ...  
Read the questions and find the answers. Listen and check.

Why do some people kill leopards?  
Why are people looking after the baby orangutans?  
Why do hunters catch birds in the rain forest?  
Why do some squirrels 'fly'?  
Why do some frogs have special feet?

Because they need to hold on to the leaves.  
Because the babies haven't got any mothers.  
Because they want their fur.  
Because they want to sell them.  
Because they need to move from tree to tree.

4. A project.  
What animals are in danger in Russia? Write about them. Draw pictures and collect photos for your project.

A-Z fur — мех  
sucker — присоска  
kill — убивать

R Why ...  
Because ...  
grow up  
they are in danger ...

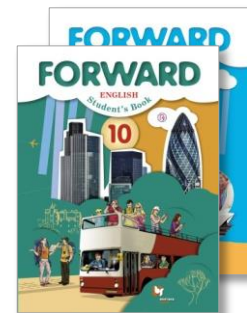
**\*Project idea**

'Teens should be seen and heard.'  
Search the Internet for sites that may help you to learn more about youth activist groups around the world and the variety of activities that young people from different regions of the globe are a part of. Compare them with the issues that are of primary importance for youth participation in social change in your area. In what way technology and digital media has changed the way young people participate in activism globally?

## TEENS SHOULD BE SEEN AND NOT HEARD!

95

# ДИАЛОГ КУЛЬТУР ПОМОГАЕТ РАСШИРИТЬ ОБРАЗ МИРА В СОЗНАНИИ РЕБЕНКА



ФП № 1.3.2.1.4.1 –  
1.3.2.2.4.2

## DIALOGUE OF CULTURES (3)

**1** Do the quiz with your friend and then discuss difficult questions with the class.

### The Paralympics

- How many countries took part in the 2014 Sochi Winter Paralympics?  
a) 15 b) 19 c) 25
- How many sets of medals were awarded to Paralympians in Sochi?  
a) 72 b) 53 c) 34
- How many athletes took part in the 2014 Sochi Paralympics?  
a) 803 b) 692 c) 550
- When and where was the first sports competition for disabled people held?  
a) Ancient times, Greece  
b) 1948, England  
c) 1960, Rome
- What was that first competition called?  
a) The Paralympics  
b) The Disabled People Games  
c) The Stoke Mandeville Games
- In the first competition for disabled people there was one kind of sport. What was it?  
a) archery b) swimming c) table tennis
- When did the games become international?  
a) 1960 b) 1948 c) 1952
- When and where were the first Winter Paralympics held?  
a) Rome, 1960 b) Sweden, 1976 c) Russia, 2014
- In how many sports did the athletes compete in the Sochi Winter Paralympics?  
a) 4 b) 5 c) 6
- How many Paralympic medals does the most decorated competitor in the history of the Games have? In what sport?  
a) 55 b) 53 c) 11  
A. swimming B. archery C. skiing
- How old was the youngest individual gold medalist at the Paralympics? In what sport?  
a) 17 b) 15 c) 13  
A. swimming B. archery C. skiing

### Medal count

Russia earned 30 gold medals and 80 overall medals. Russia's overall medal count set a new record in the Paralympic Games. Here is the final medal count for the 2014 Sochi Paralympics:

Rank	Nation	Gold	Silver	Bronze	Total
1	Russia (RUS)	30	28	22	80
2	Germany (GER)	9	5	1	15
3	Canada (CAN)	7	2	7	16
4	Ukraine (UKR)	5	9	11	25
5	France (FRA)	5	3	4	12
6	Slovakia (SVK)	3	2	2	7
7	Japan (JPN)	3	1	2	6
8	United States (USA)	2	7	9	18
9	Austria (AUT)	2	5	4	11
10	Great Britain (GBR)	1	3	2	6

**2** Read the short names of the countries in the table aloud. Can you give their official names?

**3** Did you know ...  
... what is the Paralympic motto?  
The Paralympic motto is "Spirit in Motion." It shows the courage and determination of disabled people and the victory of spirit over the disabilities of the body. The symbol for the Paralympic Games contains three colours: red, blue and green, which are the colours you see most often in national flags.

## DIALOGUE OF CULTURES 1

### SUMMER – MAGIC AND MADNESS

**Glossary** risk life and limb steep slope date back to sprained ankle venue launch flyer be renowned for overwhelming fire up cracked rib scrapes and bruises live up to put sb off stick to all walks of life get caught up in the buzz

#### Cheese Rolling

**Full title:** The Cooper's Hill Cheese Rolling and Wake.

**What:** One of the strangest and most spectacular of all Britain's weird and wonderful traditions. People risk life and limb in a 200-yard race down a steep slope, trying to catch a seven-pound, round Double Gloucester cheese!

**When:** every year on Spring Bank Holiday Monday.

**Where:** on Cooper's Hill near Gloucester, England.

**Origins:** The tradition is at least 200 years old, but may date back to an ancient pagan ritual at the return of Spring.

**Key facts**

- There are five downhill and four uphill races.
- 3-4000 spectators from far and wide attend the event.
- Competitors rarely catch the cheese since it reaches speeds of up to 70 mph.
- Paramedics attend the event since there are usually a number of injuries, ranging from sprained ankles to broken bones.

**IN A NUTSHELL:**  
"It was madness. Cheese was won, shoes were lost, people were knocked out – but no deaths. What more could you want?"

**Double Gloucester cheese winner!**

#### The Fringe

**Full title:** Edinburgh Festival Fringe.

**What:** The biggest arts festival in the world. Especially numerous are theatre and comedy performances.

**When:** every year in the month of August.

**Where:** anywhere there's a space to perform in Edinburgh, Scotland.

**Origins:** When the Edinburgh International Festival was launched in 1947, its main focus was on classical music. Eight British theatre companies decided to put on their own, more alternative work. The Fringe was born.

**Key facts**

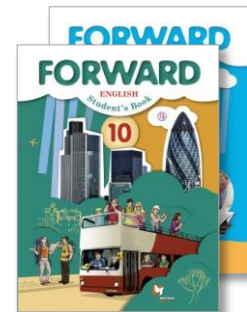
- Nearly 1.94 m tickets sold for Fringe 2013, which was a new record after 2011.
- Fringe 2013 hosted more than 45,000 performances and 2,671 shows including 1,500 world premieres; about 45 different countries represented.
- Renowned for staging shows in unusual venues, such as a Ford Escort, a public toilet or a lift.
- Many popular entertainers like Hugh Grant and Jude Law launched their careers there.

**IN A NUTSHELL:**  
"If you wanted to see every performance, one after the other, it would take over four years!"

**Pringe street performers**

**The Fringe hits the Royal Mile, Edinburgh**






ФП № 1.3.2.1.4.1 –  
1.3.2.2.4.2

## I Greetings and introductions

**Listening and reading**

1 Look at the picture. Do you know the people in the picture? Where are they? What are they doing?



2 Listen to a part of a sightseeing tour. What places of interest did the tourists visit?

Robert: Hello, guys. My name's Robert and I'm your guide for this tour of London...



3 Listen to the conversation. Who is Robert?

Robert: Now the tour's over. Your questions, please, if any.

Vera: I've got a question but it's not about London. Could I ask you about ...?

Robert: Yes, sure.

Vera: You've got a badge with the word 'RAP' and the same word is on your T-shirt...

Robert: The RAP is an electronic journal for teenagers. I work part-time for it. It's popular with young people from all over the world.

Vera: Is it in London?

Robert: No, it's in Bristol. I live in Bristol. And where are you from?

Nikita: We're from Russia.

Robert: Russia? That's great! We've got correspondents in Russia. Their names are Ruslan and Dinara. They live in Kazan on the Volga river.

Dasha: We live in Moscow. Do you need correspondents in Moscow?

Robert: Sure. Fill in the application form and send it to The RAP office.

## GRAMMAR AND SPEAKING


1 In pairs, think of a risky situation related to each of the topics.  
business relationships sport travel money

2 Do the quiz. Choose the best answers for **you**. Then compare your answers with your partner. How similar/different are you?

3 **Think Back!** Match conditionals a–d with their types and meanings 1–4. Then find one more example of each in the quiz.

a I wouldn't do it if you paid me!  
b If I meet someone in a situation like that, I get very nervous.  
c If I'd been able to afford it, I'd have gone with them.  
d I'll lend you the money, provided that you pay it back by the end of the month.

1 Zero Conditional: a situation that is always true.  
2 First Conditional: a possible situation in the future.  
3 Second Conditional: an unlikely or imaginary situation in the present or future.  
4 Third Conditional: an imaginary situation in the past.



1 Would you go on a blind date?  
a No – if I meet someone in a situation like that, I tend to get very nervous.  
b I'd go as long as I could take a friend with me.  
c Yes – who knows, I might meet the love of my life!

2 A friend invites you to go parachuting. How do you reply?  
a If I'd had more time to prepare myself for it, I'd go.  
b Why not? I'll never know what it's like unless I try it.  
c I wouldn't do it if you paid me!

3 Some friends have gone on a boat trip in Antarctica. How do you feel about it?  
a If I'd been able to afford it, I'd have gone with them.  
b I can't imagine why they went there. It's not my idea of a holiday.  
c If I didn't get seasick, I'd have gone too.

4 What is your opinion about people who start up 'dotcom' companies?  
a Too many 'dotcom' companies have gone bankrupt: it's very risky.  
b Companies like Google and eBay might never have existed if those people hadn't taken the risk.  
c If you get proper financial advice, it can be a good investment.

5 What do you think about singers who insure their voices for millions of dollars?  
a Why do they need to insure their voices: haven't they got enough money already?  
b Well, if I had a really great voice, I'd have done the same.  
c I don't think anyone's voice is worth that much!





# ЛУЧШЕЕ ОТ РОССИЙСКИХ И ЗАРУБЕЖНЫХ МЕТОДИК ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

**Natural treasures**

**Vocabulary**

16 Find the pictures of these things.

gold	cocoa	oil	silk	pearls	gas	diamonds
rubber	honey	cotton	wood	amber	wool	

**Speaking and listening**

17 Where do these things come from? In pairs, answer the questions.

Which come from trees? Which are found under the sea?  
Which of these things are made by insects? Which are found in the ground?

▶▶▶ Listen and check your answers.

**THINK ABOUT GRAMMAR:**  
**Сложные предложения с условным придаточным**

Когда мы говорим о том, какие реальные последствия возникают в настоящем, если выполняются определённые условия, используются *if-sentences*, или условные предложения (conditional sentences) с союзом *if* и глаголами в формах Present Simple.

Придаточная часть (условие)	Главная часть (следствие)
1. <i>If you go to school by bicycle,</i> <i>Если вы едете в школу на велосипеде,</i>	you enjoy the journey more. поездка вам <i>нравится</i> больше.
2. <i>If Peter brings his guitar to the party,</i> <i>Если Пётр принесёт гитару на вечеринку,</i>	we can sing some songs. мы <i>сможем</i> попеть песни.

В этих английских предложениях придаточная часть с союзом *if* выражает реальное условие, а главная часть — реальное следствие, при этом глаголы в обеих частях предложения используются в формах Present Simple.

Придаточная часть таких предложений отделяется запятой, если стоит перед главной частью.

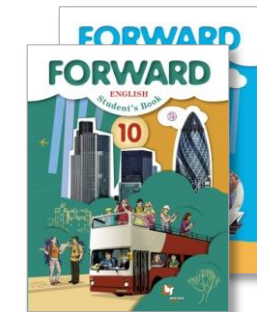
Главная часть (следствие)	Придаточная часть (условие)
1. We can go to the park Мы <i>сможем</i> пойти в парк,	if the weather <i>is</i> fine tomorrow. <i>если</i> завтра <i>будет</i> хорошая погода.

ФП № 1.3.2.1.4.1 –  
1.3.2.2.4.2

**LANGUAGE FOCUS: Talking about consequences**

▶▶▶ Listen and read.

If you go to school by bicycle, it's quicker than going by bus.  
If you go to school by bus, it's quicker than going by bicycle.  
If you go to school by bicycle, you *enjoy* the journey more.







# КОМПОНЕНТЫ УМК FORWARD, FORWARD PLUS



	2 класс	3 класс	4 класс	5 класс	6 класс	7 класс	8 класс	9 класс	10 класс	11 класс	
Учебник											
Учебник для угл. изучения											
Программа											
Книга для учителя											



# КОМПОНЕНТЫ УМК FORWARD, FORWARD PLUS

	2 класс	3 класс	4 класс	5 класс	6 класс	7 класс	8 класс	9 класс	10 класс	11 класс	
Рабочая тетрадь											 
Практикум, устная часть											 
Практикум, лексика и грамматика											 
Сервис «Классная работа», «Контроль» 											



# ЛИНИЯ УМК «RAINBOW ENGLISH»



ФП № 1.1.2.1.2.1 -  
1.1.2.1.2.3

# ЛИНИЯ УМК «RAINBOW ENGLISH» КОМФОРТНОЕ ОБУЧЕНИЕ И ПРОЧНЫЕ УМЕНИЯ И КОМПЕТЕНЦИИ НА БАЗОВОМ УРОВНЕ



Ученики с разными способностями и разным уровнем мотивации к изучению иностранного языка



Доступный и посильный уровень учебного материала



Комфортный процесс усвоения программы



Лучшие традиции отечественной методики



Прочие языковые знания на базовом уровне



# ЗАКОН ПОЗВОЛЯЕТ ЗАКУПАТЬ УЧЕБНЫЕ ПОСОБИЯ ЗА БЮДЖЕТНЫЕ СРЕДСТВА

## Статья 18, пункт 4 ФЗ «Об образовании в Российской Федерации» №273-ФЗ:

**Организации**, осуществляющие образовательную деятельность...  
**для использования** при реализации указанных образовательных программ **выбирают**:

- 1) учебники из числа входящих в федеральный перечень учебников...  
;
- 2) **учебные пособия**, выпущенные организациями, входящими в перечень организаций, осуществляющих выпуск учебных пособий...»

## ГОСТ 7-60.2003, раздел 3.2.4.3.4. Учебные издания:

**Учебник:** Учебное издание, содержащее систематическое изложение учебной дисциплины, ее раздела, части, соответствующее учебной программе, и официально утвержденное в качестве данного вида издания.

**Учебное пособие:** Учебное издание, дополняющее или заменяющее частично или полностью учебник, официально утвержденное в качестве данного вида издания.

## Статья 18. Печатные и электронные образовательные и информационные ресурсы

1. В организациях, осуществляющих образовательную деятельность, в целях обеспечения реализации образовательных программ формируются библиотеки, в том числе цифровые (электронные) библиотеки, обеспечивающие доступ к профессиональным базам данных, информационным справочным и поисковым системам, а также иным информационным ресурсам. Библиотечный фонд должен быть укомплектован печатными и (или) электронными учебными изданиями (включая учебники и учебные пособия), методическими и периодическими изданиями по всем входящим в реализуемые основные образовательные программы учебным предметам, курсам, дисциплинам (модулям).

2. Нормы обеспеченности образовательной деятельности учебными изданиями в расчете на одного обучающегося по основной образовательной программе устанавливаются соответствующими федеральными государственными образовательными стандартами.

3. Учебные издания, используемые при реализации образовательных программ дошкольного образования, определяются организацией, осуществляющей образовательную деятельность, с учетом требований федеральных государственных образовательных стандартов, а также примерных образовательных программ дошкольного образования и примерных образовательных программ начального общего образования.

4. Организации, осуществляющие образовательную деятельность по имеющим государственную аккредитацию образовательным программам начального общего, основного общего, среднего общего образования, для использования при реализации указанных образовательных программ выбирают:

- 1) учебники из числа входящих в федеральный перечень учебников, рекомендуемых к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования;
- 2) учебные пособия, выпущенные организациями, входящими в перечень организаций, осуществляющих выпуск учебных пособий, которые допускаются к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования.

Полный текст документа [здесь >>>](#)



корпорация  
**российский  
учебник**







# ЗАКОН ПОЗВОЛЯЕТ ЗАКУПАТЬ УЧЕБНЫЕ ПОСОБИЯ ЗА БЮДЖЕТНЫЕ ДЕНЬГИ

Статья 35, пункт 2 ФЗ «Об образовании в Российской Федерации» №273-ФЗ:

*Обеспечение учебниками и учебными пособиями...  
осуществляется за счет бюджетных ассигнований  
федерального бюджета, бюджетов субъектов  
Российской Федерации и местных бюджетов»*

## Статья 35. Пользование учебниками, учебными пособиями, средствами обучения и воспитания

1. Обучающимся, осваивающим основные образовательные программы за счет бюджетных ассигнований федерального бюджета, бюджетов субъектов Российской Федерации и местных бюджетов в пределах федеральных государственных образовательных [стандартов](#), образовательных стандартов, организациями, осуществляющими образовательную деятельность, [бесплатно предоставляются](#) в пользование на время получения образования учебники и учебные пособия, а также учебно-методические материалы, [средства](#) обучения и воспитания.

2. Обеспечение учебниками и учебными пособиями, а также учебно-методическими материалами, средствами обучения и воспитания организаций, осуществляющих образовательную деятельность по основным образовательным программам, в пределах федеральных государственных образовательных стандартов, образовательных стандартов осуществляется за счет бюджетных ассигнований федерального бюджета, бюджетов субъектов Российской Федерации и местных бюджетов.

3. Пользование учебниками и учебными пособиями обучающимися, осваивающими учебные предметы, курсы, дисциплины (модули) за пределами федеральных государственных образовательных стандартов, образовательных стандартов и (или) получающими платные образовательные услуги, осуществляется в порядке, установленном организацией, осуществляющей образовательную деятельность.

Полный текст документа [здесь >>>](#)



# КОМПОНЕНТЫ УМК RAINBOW ENGLISH



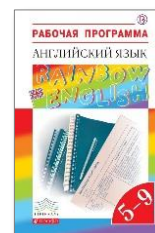
Учебник



Книга для учителя



Программа





# КОМПОНЕНТЫ УМК RAINBOW ENGLISH



2 класс

3 класс

4 класс

5 класс

6 класс

7 класс

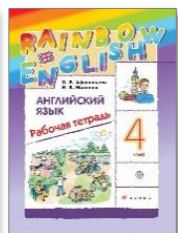
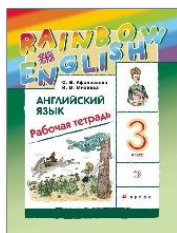
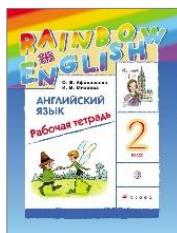
8 класс

9 класс

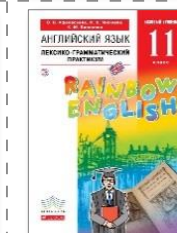
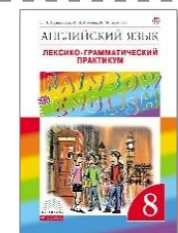
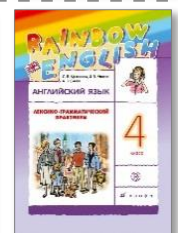
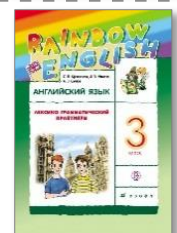
10 класс

11 класс

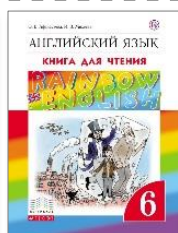
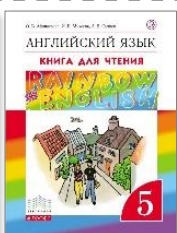
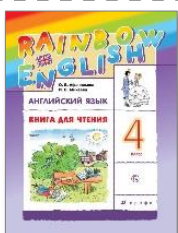
Рабочая тетрадь



Практикум



Книга для чтения



Сервис  
«Классная работа»







# КОМПОНЕНТЫ УМК RAINBOW ENGLISH



	2 класс	3 класс	4 класс	5 класс	6 класс	7 класс	8 класс	9 класс	10 класс	11 класс	
Диагностические работы											
Контрольные работы											
Подготовка к ВПР	 <b>НОВИНКА</b>			 <b>НОВИНКА</b>				 <b>НОВИНКА</b>			
Сервис «Контроль»											

Сервис  
«Контроль»

корпорация  
**русский**  
учебник



Линия УМК Н. А. Артемовой. Немецкий язык. "Spektrum Deutsch"



ФП № 1.1.2.1.9.1 –  
1.1.2.1.9.3

**НОВИНКА**



Учебное пособие



Учебное пособие

# SPECTRUM DEUTSCH — НОВЫЙ СОВРЕМЕННЫЙ КУРС ДЛЯ ТЕХ, КТО ХОЧЕТ УСПЕШНО ОВЛАДЕТЬ НЕМЕЦКИМ ЯЗЫКОМ



ФП № 1.1.2.1.9.1 –  
1.1.2.1.9.3



Позволяет сформировать коммуникативные умения, способность и готовность свободно общаться на современном немецком языке



Дает учителю возможность работать как на базовом, так и на углублённом уровне



Сюжетная линия с участием героев германского фольклора делает изучение немецкого языка увлекательным



Использование игровой методики, соответствующей возрасту младших школьников



Разнообразные задания благотворно влияют на становление когнитивной и эмоциональной сферы детей, а также на развитие их творческих способностей





# КОМПОНЕНТЫ УМК 2-4 SPECTRUM DEUTSCH



	2 класс	3 класс	4 класс	5 класс	10 класс	
Учебник						 
Рабочая тетрадь						 
Книга для учителя						 
Программа						 
Контроль  LECTA						

# АНГЛИЙСКИЙ, НЕМЕЦКИЙ, ФРАНЦУЗСКИЙ, ИТАЛЬЯНСКИЙ, КИТАЙСКИЙ

## ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК

### Английский язык



Линия УМК  
О. В. Афанасьевой,  
И. В. Михеевой  
для 5–9 классов

ФП № 1.2.2.2.1.1 –  
1.2.2.2.1.5

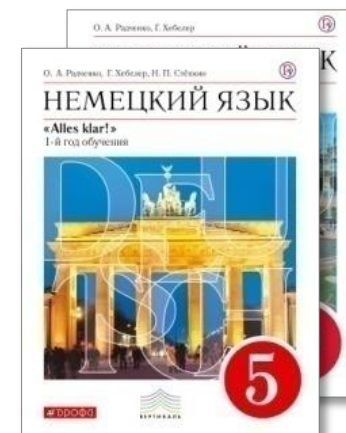
### Французский язык



Линия УМК  
В. Н. Шацких и др.  
для 5–11 классов

ФП № 1.3.2.1.8.1

### Немецкий язык



Линия УМК  
О. А. Радченко,  
Г. Хебелер и др.  
для 5–9 классов

ФП № 1.2.2.1.11.1 –  
1.2.2.1.11.5

### Итальянский язык



Линия УМК  
Н. С. Дорофеевой,  
Г. А. Красовой  
для 5–11 классов

ФП № 1.2.2.2.7.1 –  
1.2.2.2.7.5;  
1.3.2.3.5.1 –  
1.3.2.3.5.2

### Китайский язык



Линия УМК  
М. Б. Рукодельниковой и др.  
для 5–9 классов

ФП № 1.2.2.2.8.1 –  
1.2.2.2.8.5

НОВИНКА

корпорация  
русский  
учебник



### Основное общее образование



ФП № 1.2.2.2.1.1



ФП № 1.2.2.2.1.2



ФП № 1.2.2.2.1.3



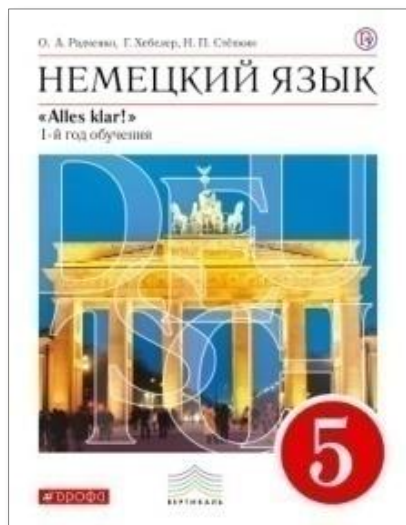
ФП № 1.2.2.2.1.4



ФП № 1.2.2.2.1.5



### Основное общее образование



ФП № 1.2.2.1.11.1



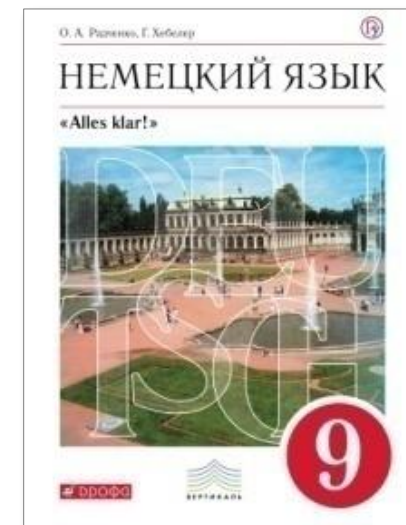
ФП № 1.2.2.1.11.2



ФП № 1.2.2.1.11.3



ФП № 1.2.2.1.11.4



ФП № 1.2.2.1.11.5

### Основное общее образование



ФП № 1.2.2.2.7.1



ФП № 1.2.2.2.7.2



ФП № 1.2.2.2.7.3



ФП № 1.2.2.2.7.4



ФП № 1.2.2.2.7.5

### Среднее общее образование



ФП № 1.3.2.3.5.1



ФП № 1.3.2.3.5.2



# КОМПОНЕНТЫ УМК ИТАЛЬЯНСКИЙ ЯЗЫК

ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК

	5 класс	6 класс	7 класс	8 класс	9 класс	10 класс	11 класс	
Учебник								
Рабочая тетрадь								
Книга для учителя								
Программа								



### Основное общее образование



ФП № 1.2.2.2.8.1



ФП № 1.2.2.2.8.2



ФП № 1.2.2.2.8.3

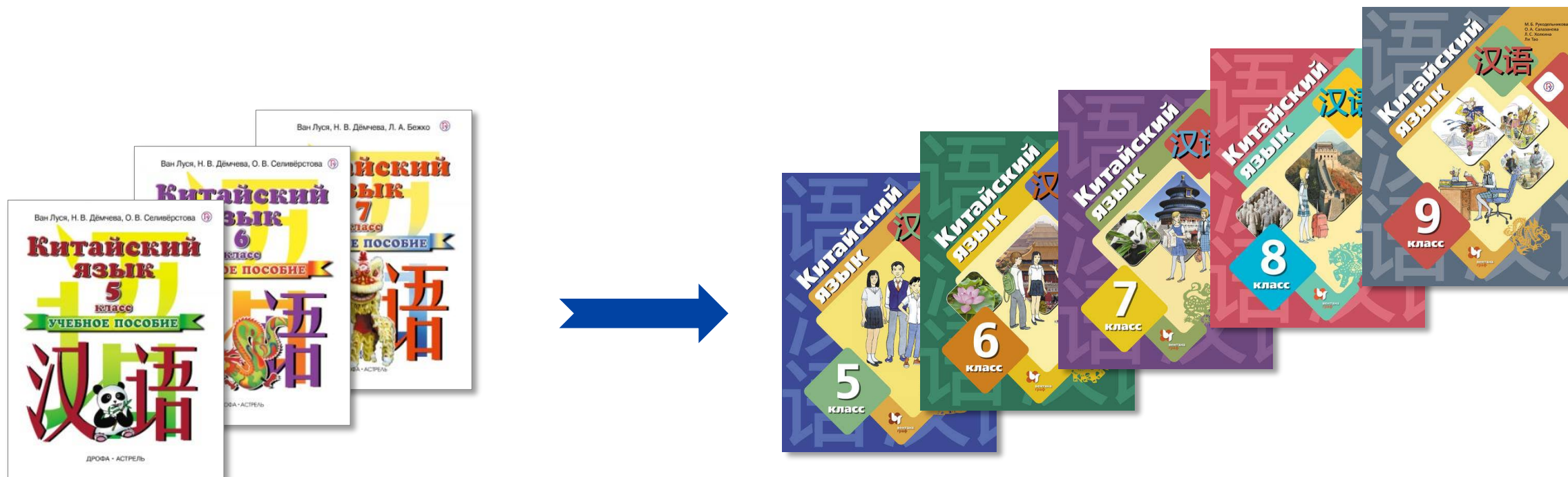


ФП № 1.2.2.2.8.4



ФП № 1.2.2.2.8.5

Переход с незавершенной линии УМК «Китайский язык» (5-7 классы) под редакцией Ван Луся (не включен в ФПУ) на новую завершенную линию УМК «Китайский язык. Второй иностранный язык» (5-9 классы) авторов М.Б. Рукодельниковой и др.



Линия УМК М.Б. Рукодельниковой:

- завершенная линия для основной школы (5-9 классы),
- создана коллективом российских и китайских авторов специально для российских школьников,
- учтены все требования ФГОС и Примерной образовательной программы по иностранному языку,
- успешно прошли научную, педагогическую и общественную экспертизы,
- в УМК включены задания в формате ГИА,
- учтен лексический и грамматический объем знаний, необходимый для успешной сдачи государственных экзаменов.




Переход на линию УМК М. Б. Рукодельниковой гарантирует полноценную подготовку обучающихся к сдаче ЕГЭ, который повсеместно вводится с 2019 года.





# КОМПОНЕНТЫ УМК КИТАЙСКИЙ ЯЗЫК

ВТОРОЙ ИНОСТРАННЫЙ ЯЗЫК

	5 класс	6 класс	7 класс	8 класс	9 класс
Учебник					
Рабочая тетрадь					
Прописи					
Книга для учителя					
Программа					

[rosuchebnik.ru](http://rosuchebnik.ru), [росучебник.рф](http://росучебник.рф)

Москва, Пресненская наб., д. 6, строение 2  
+7 (495) 795 05 35, 795 05 45, [info@rosuchebnik.ru](mailto:info@rosuchebnik.ru)

### Нужна методическая поддержка?

Методический центр  
8-800-2000-550 (звонок бесплатный)  
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