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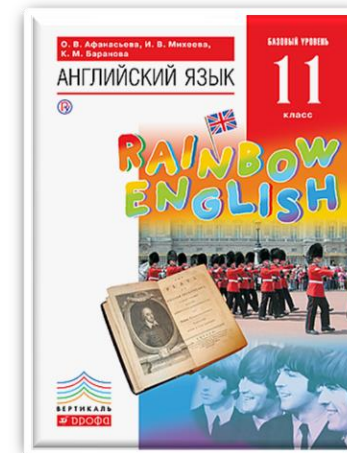
российский  
учебник



LESTA

## УМК Rainbow English: взаимосвязь учебника, рабочей тетради и других компонентов УМК

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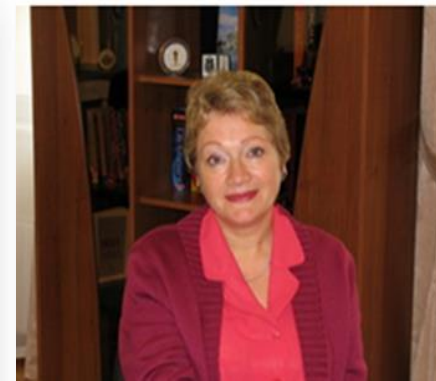


# ПРОБЛЕМАТИКА

1. УМК Rainbow English: позиции в ФПУ
2. Лингвистический и психологический компоненты содержания обучения в УМК Rainbow English
  - ✓ метод обучения иностранным языкам в УМК;
  - ✓ обучение грамматическим и лексическим аспектам английского языка, формирование навыков;
  - ✓ формирование речевых умений;
3. Компоненты УМК Rainbow English: необходимость и достаточность использования в образовательном процессе

# Линии преемственных УМК «RAINBOW ENGLISH»

**СНОВА В ФПУ !!! СУЩЕСТВЕННЫХ ИЗМЕНЕНИЙ НЕТ!!!**



**Возможность одновременного использования учебников, включенных в  
ФПУ с 2014 по 2019 гг.**



# УМК RAINBOW ENGLISH



№ \_\_\_\_\_ от \_\_\_\_\_ 20 \_\_\_\_ г.

Руководителям образовательных  
организаций  
Книготорговым структурам

Уважаемые коллеги!

Информируем вас о том, что **все учебники** издательств ООО «ДРОФА» и ООО Издательский центр «ВЕНТАНА-ГРАФ» **сохраняют свои позиции в федеральном перечне учебников**, утвержденном приказом Минпросвещения России от 28 декабря 2018 г. N 345.

Изменения, внесённые в федеральный перечень учебников в соответствии с приказом Минпросвещения России от 18.05.2020 N 249 «О внесении изменений в федеральный перечень учебников, рекомендуемых к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования, утвержденный приказом Минпросвещения России от 28 декабря 2018 г. N 345» связаны с **допущенными техническими ошибками и дублированием ряда учебников** в следующих двух приказах Минпросвещения России:

— от 28 декабря 2018 г. № 345 «О федеральном перечне учебников, рекомендуемых к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования»;

— от 22 ноября 2019 г. № 632 «О внесении изменений в федеральный перечень учебников, рекомендуемых к использованию при реализации имеющих государственную аккредитацию образовательных программ начального общего, основного общего, среднего общего образования, сформированный приказом Министерства просвещения Российской Федерации от 28 декабря 2018 г. № 345».

Информируем о произошедших изменениях:

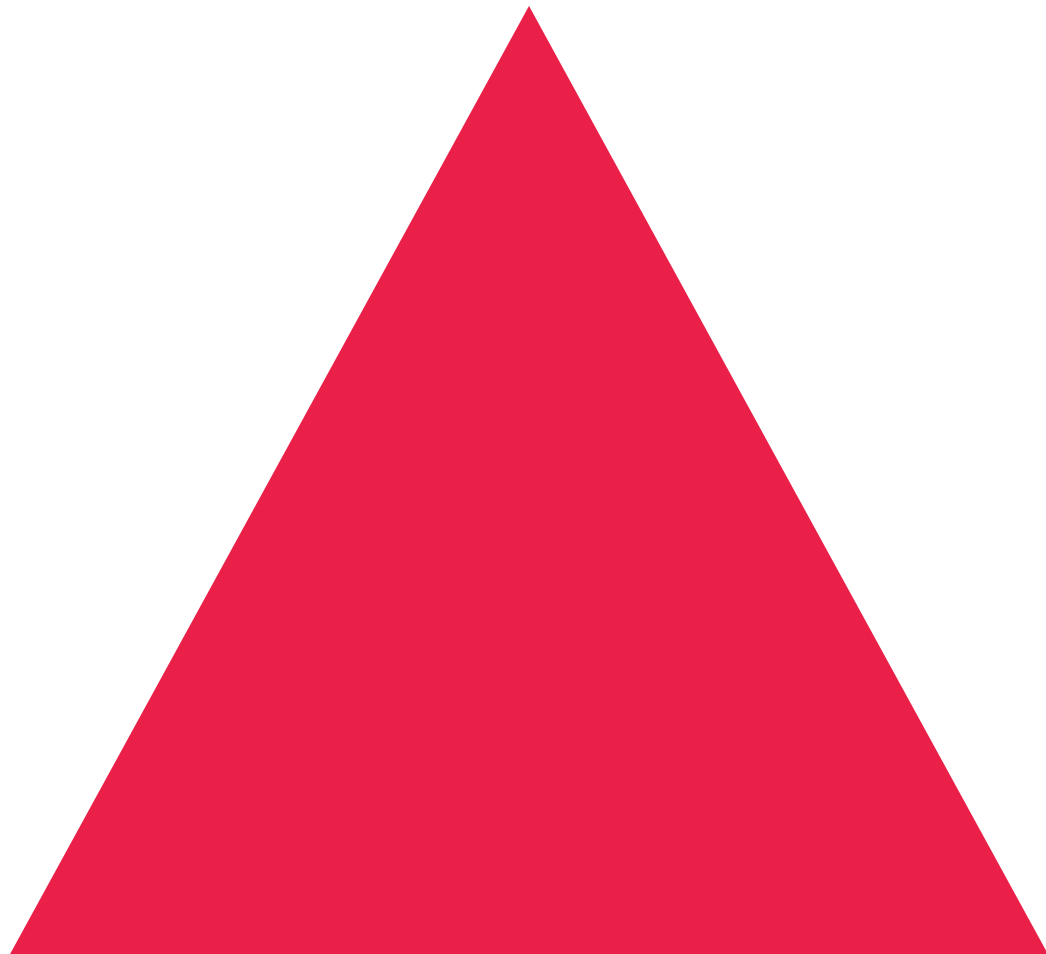
1. Ряд учебников был исключен приказом Минпросвещения России от 18 мая 2020 г. N 249 **во избежание дублирования**. Ранее, актуальные версии этих учебников были утверждены приказом от 22 ноября 2019 г. № 632 и являются **включёнными в действующий Федеральный перечень учебников**.

Список учебников, включённых в федеральный перечень на основании приказа от 22 ноября 2019 г. № 632 (порядковая нумерация соответствует указанному приказу)

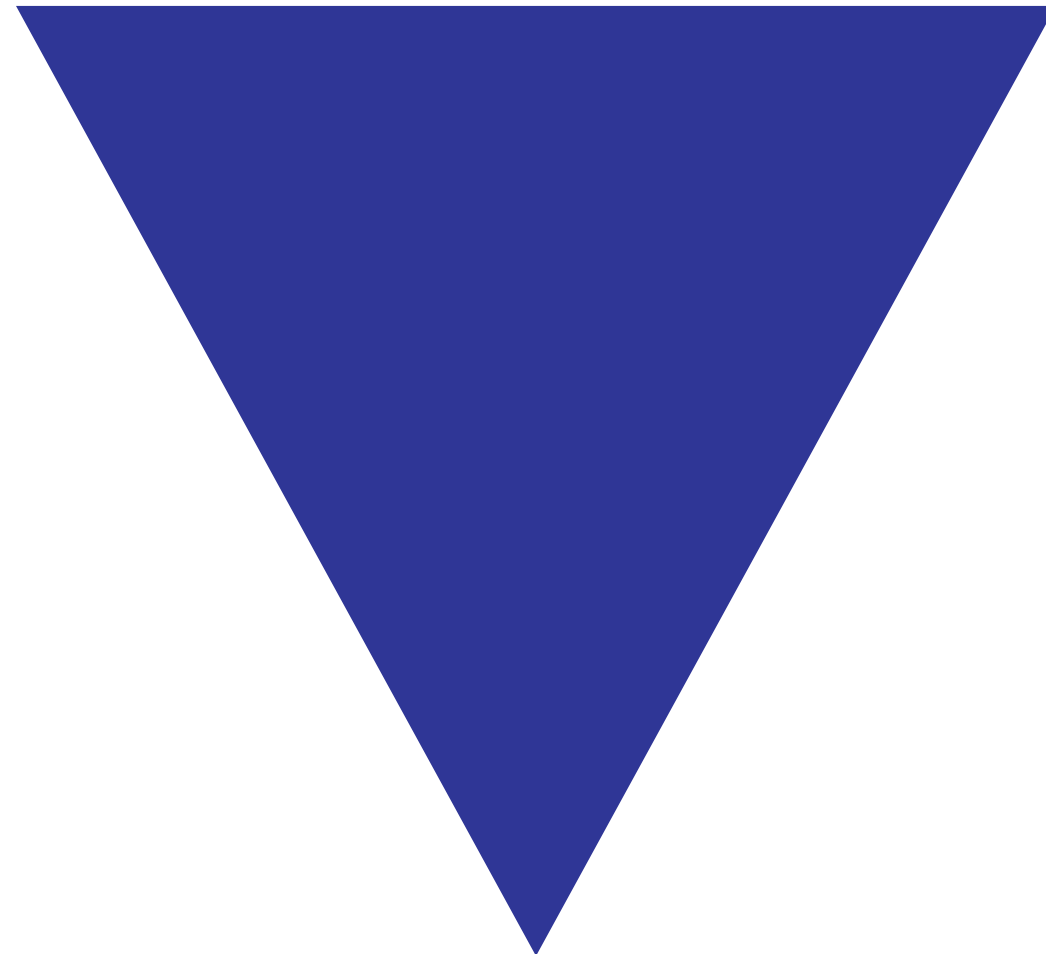
Порядковый номер учебника	Автор/авторский коллектив	Наименование учебника	Класс	Наименование издателя(ей) учебника
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1.1.2.1.16.1	Афанасьева О.В., Михеева И.В.	Английский язык (в 2 частях)	2	ООО "ДРОФА"
1.1.2.1.16.2	Афанасьева О.В., Михеева И.В.	Английский язык (в 2 частях)	3	ООО "ДРОФА"
1.1.2.1.16.3	Афанасьева О.В., Михеева И.В.	Английский язык (в 2 частях)	4	ООО "ДРОФА"

1.2.2.1.1.1	Афанасьева О.В., Михеева И.В.	Английский язык. Второй иностранный	5	ООО "ДРОФА"
1.2.2.1.2.1	Афанасьева О.В., Михеева И.В.	Английский язык. Второй иностранный	6	ООО "ДРОФА"
1.2.2.1.3.1	Афанасьева О.В., Михеева И.В.	Английский язык. Второй иностранный	7	ООО "ДРОФА"
1.2.2.1.4.1	Афанасьева О.В., Михеева И.В.	Английский язык. Второй иностранный	8	ООО "ДРОФА"
1.2.2.1.5.1	Афанасьева О.В., Михеева И.В.	Английский язык. Второй иностранный	9	ООО "ДРОФА"



Первоначально обучение идёт на широкой основе, затем объём материала сужается, но одновременно углубляется и интенсивно отрабатывается в деталях



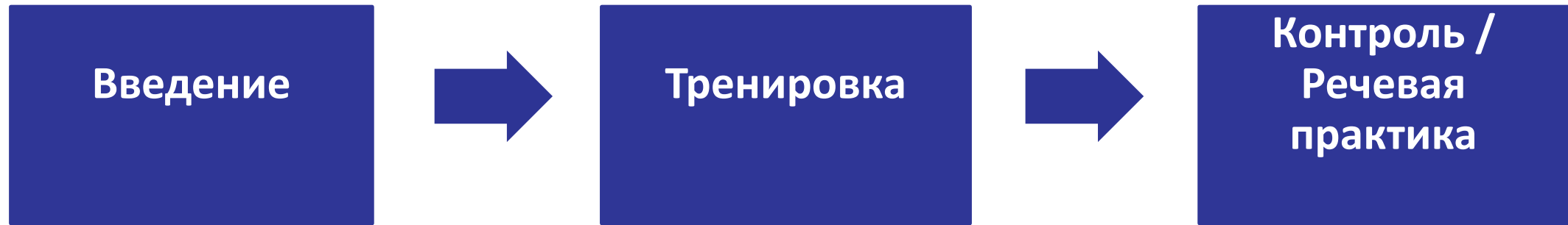
Отработка основных навыков и умений на небольшом объёме с постепенным его увеличением



## ЛИНГВИСТИЧЕСКИЙ И ПСИХОЛОГИЧЕСКИЙ КОМПОНЕНТЫ СОДЕРЖАНИЯ



# Этапы освоения материала / формирования навыков и умений





# Речевые умения

Умение говорить (излагать мысли в устной форме)

Умение читать (понимать речь в графическом исполнении)

Умение слушать (понимать речь в звуковом выражении)

Умение писать (излагать мысли в письменной форме)

# УМК серии «Rainbow English». Формирование навыков владения грамматической стороной речи



Хэрри часто путает предметы из мира людей. Эмили старается ему помочь. Какие вопросы задаёт эльф троллю и как тролль на них отвечает?



В английском языке есть *указательные местоимения*.

this — этот, эта, это  
that — тот, та, то

Эти местоимения помогают нам обозначить предмет, который находится рядом (this) и вдали (that).

Прочитай следующие словосочетания и предложения, сначала за диктором, а затем самостоятельно.

this book — that book  
this pen — that pen  
this desk — that desk  
this rose — that rose  
this shop — that shop

- 1) This book is red and that book is green.
- 2) This pen is black and that pen is red.
- 3) This desk is big and that desk is not big.
- 4) This shop is good and that shop is bad.
- 5) This bag is old and that bag is not old.
- 6) This student is good and that student is bad.

Введение  
грамматического  
материала

Тренировка  
грамматического  
материала

Речевая практика

# УМК серии «Rainbow English». Формирование навыков владения лексической стороной речи

Тренировка лексического материала

Введение лексического материала

3 Listen, (8), and read.

A.

age [eɪʒ] — возраст  
break [breɪk] — перемена  
college ['kɒlɪdʒ] — колледж  
education [ˌedʒuˈkeɪʃn] — образование  
pay [peɪ] — платить  
subject ['sʌbdʒɪkt] — учебный предмет  
term [tɜ:m] — четверть  
uniform ['ju:nɪfɔ:m] — форма  
primary ['praɪməri] school — начальная  
secondary ['sekəndəri] school — средняя школа  
be over [ˈəʊvə] — заканчивать(ся)

B.

age: an early age, an old age, at the age of five. In Russia children go to school at the age of six. At what age does school begin in England?  
break: a long break, a lunch break, a coffee/tea break, to take a break, to work with a break. At one o'clock we had a lunch break.  
college: to go to college, to be at college. Nansy is a student at the College of Music.

4 Which of these words can come together?

Example: a short term

A. easy	early	coffee
difficult	long	tea
free	lunch	the first
short		school

5 What does Grace have to pay for in the shop?

Example: Grace has to pay for the felt-tip pens and rubbers.

DO IT ON YOUR OWN

8 Complete the sentences with the new words and write them down.

age, college, break, education, subjects, uniforms, terms, school

6 A. What are these school uniforms like? Which of them



B. Do you wear uniforms in your school? What is your uniform like?

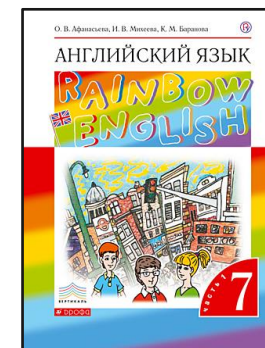
7 A. Read the text and give names to its parts.

## Schools in England and Wales

1. In England and Wales children start schooling when they are five. A lot of them leave school when they become sixteen. Some of them can find jobs, some can go to different colleges and some stay at school for two more years and then go to universities. Most children go to state schools which are free. It's interesting that English schools have no numbers, they have names, for example Green Park School.



Контроль





# Анализ лингвистической составляющей раздела учебника. Этап введения

## Grammar Points

1. Present simple (revision)
2. Past simple of regular verbs (revision)
3. Irregular verbs in past simple
4. *Going to* (revision)
5. Future simple (revision)
6. Adjectives: degrees of comparison (revision)
7. *As ... as, not as ... as, not so ... as* to compare objects

2 Read the text and put its parts in a logical order.

## Our Weekend

A. We decided to spend our weekend near the lake. We were up early on Saturday morning. The weather was beautiful. The sun was not hot. The sky was blue. It was nice and dry, a true summer day. At eleven o'clock we were near the lake. We were tired, hungry and thirsty but we were happy. The place was wonderful and the water in the lake was warm and clean. We decided to put up the tent<sup>1</sup>.



## Step 2

### DO IT TOGETHER

1 Listen, (2), and say what the Barkers did yesterday morning.

Example: John played football with some friends.

- |             |                                       |
|-------------|---------------------------------------|
| 1) John     | a) enjoyed his morning sleep.         |
| 2) Sally    | b) listened to music.                 |
| 3) Margaret | c) watched the news on television.    |
| 4) Richard  | d) washed the plates after breakfast. |
| 5) George   | e) worked in the garage.              |
| 6) Chase    | f) played football with some friends. |
| 7) Smokey   | g) joined Sally in the kitchen.       |



3 Read out the verbs in past simple from the text of Exercise 2.



Помимо глаголов, которые образуют прошедшее время при помощи окончания **-ed** (их по традиции называют *правильными*), в английском языке есть целый ряд так называемых *неправильных* глаголов<sup>2</sup>, форму которых в прошедшем времени надо заучивать. Вот некоторые из них, (3).

go — went  
see — saw

have — had  
run — ran

take — took  
meet — met

B. Suddenly the sky was dark. There were a lot of clouds in the sky. It was windy and rainy. It was very cold too. Soon it rained hard<sup>1</sup>. That was the end of our weekend.

C. Last weekend was not very happy. My friends and I decided to go out of town and spend two or three days in the country. We wanted to live in a tent, to cook food on the fire and play games. Charles and Fred wanted to fish. You know they enjoy it very much. But I don't think they are very good at it. They usually come home with two or three fishes, but they say they can fish very well.

# Анализ лингвистической составляющей раздела учебника. Этап тренинга

4 Listen to what the children did after school, (4). Read the sentences.

- 1) Andrew went to the cinema. Alice went to the park. John went to the zoo. Harry went to the lake.
- 2) Andrew had soup for dinner. Alice had vegetables. John had chicken and rice. Harry had pizza and an ice cream.
- 3) Andrew took his dog to the park. Alice took her cat to the garden. John took his pet to the pond. Harry took his pet out into the street.
- 4) Andrew and his dog ran in the park. Alice and her cat ran in the garden. John and his pet ran near the pond. Harry and his pet ran in the street.
- 5) Andrew saw a lot of birds in the park. Alice saw a lot of flowers in the garden. John saw a lot of fish in the pond. Harry saw a lot of cars in the street.
- 6) Andrew met his parents in the park. Alice met her sister in the garden. John met his friends near the pond. Harry met his teacher in the street.

5 Look at the pictures and say:

a) where the children went last Thursday;



Lizzy

Ron

Betty

Roy

b) what the children saw;



c) who the children met;



her friends

his granny

cousin Rachel

his brother

d) where the children ran;



zoo

park

street

garden

e) what the children had for lunch.



fish salad

chicken salad

vegetables

pizza

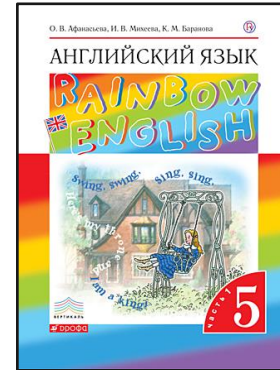


# Анализ лингвистической составляющей учебника. Этап контроля

**6** Complete the sentences and speak about your weekend.

- |                                     |   |
|-------------------------------------|---|
| 1) My weekend was                   | very good.<br>not very good.<br>very bad.<br>...    |
| 2) On Saturday morning<br>I went to | school.<br>the shop(s).<br>the sports club¹.<br>... |

- |                        |   |
|------------------------|---|
| 3) I had lunch         | at home.<br>at school.<br>at the café.<br>...   |
| 4) For lunch I had     | soup.<br>fish.<br>meat.<br>...  |
| 5) Then I              | met my friends.<br>went out with my parents.<br>helped my mum (dad, sister,<br>brother).<br>... |
| 6) In the evening I    | watched TV.<br>read a good book.<br>played computer games.<br>...                               |
| 7) On Sunday I went to | the park.<br>the shop(s).<br>the cinema.<br>...   |



Речевая практика.  
Устная речь.

**7 A.** Speak about your weekend.

Where did you go?  
Who did you meet?  
Who or what did you see?  
What did you have for breakfast (lunch, dinner)?  
What did you do in the evening?  
Did you enjoy your weekend?

**B.** Work in pairs. Talk about your weekend. Ask and answer questions about:

- where you were;
- what you did;
- what was good and bad about your weekend.



# Анализ лингвистической составляющей раздела учебника. Этап введения, тренинга и контроля

## Step 3

5 Say what Colin is going to do at the weekend.

*Example:* Colin is going to ... to the sea.  
Colin is going to go to the sea.

- 1) Colin is going to ... a lot in the sea.
- 2) He is going to ... some new friends.
- 3) He is going to ... volleyball.
- 4) He is going to ... a good film in the evening.
- 5) He is going to ... some nice food in the café.
- 6) He is going to ... breakfast in bed.
- 7) He is going to ... his car to the sea and back home.
- 8) Colin is going to ... his weekend at the sea very much.



6 Say what you are going to do at the weekend. These are some ideas<sup>2</sup>.

meet my friends	help about the house
do my lessons	go to the shop(s)
read a good book	watch a good film
play computer games	talk to my friend on the phone
go to the museum	work in the garden
eat some nice food	ride my bike
visit my grandparents	play with my brother/sister
sleep a lot	

7 Match the questions with the answers.

### Questions

- 1) Are you going to play football with us?
- 2) When are you going to visit your grandparents?
- 3) Who is going to show him the town?
- 4) What are you going to do on Saturday evening?
- 5) How are you going to help me?
- 6) What are you going to watch in the evening?
- 7) Where is Mary going to have her birthday party?
- 8) Why is Sam going to go to Scotland?

### Answers

- a) My favourite comedy, I think.
- b) His granny.
- c) He loves it there.
- d) Yes, I am.
- e) I'll meet my friends or go to the cinema.
- f) At the weekend or on Monday.
- g) I'll cook dinner for you.
- h) She'd like to have a garden party.

10 Write 5 sentences about what you are going to do tomorrow.



корпорация  
российский  
учебник



# Анализ лингвистической составляющей раздела учебника. Этап введения, тренинга и контроля

## Step 4

- 2 Read the dialogue and say where Kate is going for her holidays. What name would you like to give to the dialogue?

A n n: When are you going to have your holidays?

K a t e: In the autumn. I think I'll have them in November.

A n n: Are you going to your country<sup>1</sup> house near Moscow?

- 3 Read out the true sentences. (See exercise 2.)

- 1) Kate is going to spend her holidays near Moscow.
- 2) Kate's family are going to have holidays in September.
- 3) Kate lives in Russia.
- 4) Kate is not going to Greece.
- 5) Kate and her family are going to a very interesting place in Italy.
- 6) Kate is going to Rome.
- 7) The weather is usually pleasant and nice in Rome.
- 8) Rome stands on a river.
- 9) Rome has a lot of interesting places.



Запомни формы прошедшего времени следующих неправильных глаголов, (8).

begin — began

eat — ate [et]

write — wrote

read — read [red]

drink — drank

give — gave

do — did

- 4 Listen, (9), and repeat the sentences about Andrew's and Alice's Sunday.

- 1) Andrew began his day early. Alice began her day late.
- 2) Andrew ate cornflakes with milk in the morning. Alice ate porridge.

- 5 Look at the pictures and say:

a) when the girls' classes began;



Emma's classes ... . Betty's classes ... . Lizzy's classes ... .

- 7 Say what you did or didn't do yesterday. Use the verbs from the box.

*Example:* I went to school yesterday. I didn't run near the pond yesterday.

go, run, eat, have, read, write, drink, see, give, meet,  
begin, take, be, do

### III. Use of English+

14 Complete the sentences using the verbs on the right in past simple.

- |   |             |
|---|-------------|
| 1) We <u>had</u> dinner at a café and _____ | have, take  |
| vegetable pizza. My friend Al _____         | drink       |
| tomato juice, but I didn't.                 |             |
| 2) After lunch we _____ to the park         | go          |
| where we _____ and _____ foot-              | run, play   |
| ball.                                       |             |
| 3) Yesterday I _____ a lot of things.       | do          |
| I _____ a letter, _____ my mum              | write, help |
| to cook dinner, _____ a book to my          | read        |
| little brother and _____ my cousin at       | meet        |
| the cinema.                                 |             |

15 Complete the text using past simple of the verbs in brackets.

Last Sunday we saw <sup>(1see)</sup> a very interesting film. It \_\_\_\_\_ <sup>(2be)</sup> on at the "Rossia" cinema. We \_\_\_\_\_ <sup>(3decide)</sup> to go there by bus and \_\_\_\_\_ <sup>(4meet)</sup> in the square. There \_\_\_\_\_ <sup>(5be)</sup> five of us. At eleven o'clock we \_\_\_\_\_ <sup>(6be)</sup> at the cinema. The film soon \_\_\_\_\_ <sup>(7begin)</sup>. We \_\_\_\_\_ <sup>(8enjoy)</sup> it very much. After the film we \_\_\_\_\_ <sup>(9go)</sup> to a café and \_\_\_\_\_ <sup>(10eat)</sup> some ice cream. We \_\_\_\_\_



16 Circle the right form of the verbs in brackets to complete the sentences.

- 1) I get up early and always (have/has/had) a cup of coffee in the morning.
- 2) We usually (meet/met) at 9 o'clock but yesterday we (meet/met) at half past nine.
- 3) Yesterday the film (begin/began) at 7.30.
- 4) I never (eat/ate) pizza. I don't like it.
- 5) I never (eat/ate) pizza when I lived with my grandparents in the country.
- 6) Mother always (takes/take/took) my brother Ed to school on Friday, but yesterday I (takes/take/took) him to school.
- 7) They (write/wrote) a letter to you last December.
- 8) Three days ago my cousin (gives/give/gave) me this book to read.
- 9) My classes are over at 2 o'clock. My mother always (meets/meet/met) me after classes.

17 Use the right forms of the verbs from the box to complete the sentences.

cook, have, help, run, travel, visit, walk

- 1) We stayed at hotels when we travelled in Italy.
- 2) We \_\_\_\_\_ and \_\_\_\_\_ a lot in the park last summer.
- 3) Mike always \_\_\_\_\_ his parents in the garden in summer and in autumn.
- 4) They \_\_\_\_\_ a lot of interesting places in Glasgow when they were there.
- 5) We lived in a tent and \_\_\_\_\_ our food on an open fire in summer.
- 6) My granny always \_\_\_\_\_ in the park in the evening.
- 7) My grandad never \_\_\_\_\_ by plane.



## II. Speaking+

- 9 Choose one of the items (a—c) and say how you are going to spend the coming weekend.

n

- a) to go to the country, to have a good time, to help your (grand)parents, to work in the garden, to walk to the sea (lake, pond), to play games, to enjoy the weekend;
- b) to go to a big city, to do the city, to to have lunch in a café ['kæfeɪ], to go walk in the streets and squares of the city;
- c) to stay at home, to help the parents at home, to do the room, to do your homework, to play computer games, to watch television, to meet your friends.



- 12 Say what your holidays were like. Speak about:

n

- the weather you had in June, July and August;
- where you went;
- what places you visited;
- how much time you stayed at home;
- what you did at home;
- what games you played;
- what books you read;
- what films you saw;
- if you went to the cinema;
- if you enjoyed your holidays.

## IV. Writing+

**25** Write an e-mail to your pen friend and tell him/her:

- where you were in summer;
- what places you visited;
- with whom you travelled;
- how many photos you took;
- where you lived/stayed;
- how many books you read;
- how many interesting films you saw;
- what games you played.



**26** Write about the weather in your home town. Answer the questions.



- 1) What is the weather like in autumn, winter, spring, summer?
- 2) Is it usually windy (foggy, cloudy) in these seasons?
- 3) How many days a year does the sun shine?
- 4) Is it very cold in winter? Is it very hot in summer?
- 5) Can you swim in the river (lake, sea) in late spring or early autumn?
- 6) Do you usually enjoy the weather in the place where you live?

**27** Write 8—10 sentences about your last Sunday.



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What do you usually do:

- ) on a rainy day?
- ) on a cold day?
- ) on a warm day?
- ) on a hot day?

# Steps 1—10

## I Grammar Section

1 Write the verbs in the past forms.

a) to travel — travelled      b) to have — \_\_\_\_\_

to decide — \_\_\_\_\_      to run — \_\_\_\_\_

to try — \_\_\_\_\_      to eat — \_\_\_\_\_



4 Write what Dan is going to do in Italy next week.

1. Dan is going to stay at a hotel.

2. He is going to \_\_\_\_\_ a lot in the sea.



2 In these boxes find the past forms of the verbs and write them down.

dah

nar

nrade

1. had

2. \_\_\_\_\_

3. \_\_\_\_\_

3 Write what your brother/sister/friend did or didn't do last week. Use the verbs from the box.

drink, read, run, give, met, begin, take, do, eat,  
have, go, see

1. My brother drank white tea last week./My brother  
drink white tea last week.

2. \_\_\_\_\_

5 Write general questions to the following sentences.

1. Susan takes her brother to the cinema every week.

Does Susan take her brother to the cinema every week?

2. Bob goes to the sea every summer.

6 Complete the verb chart.

Translation	Present	Past
пить	drink	drank
		ate
встречать		

7 Choose and write the appropriate forms of the verbs to complete the sentences.

1. Every summer the Barkers (go/goes/went) go to Glasgow.

2. My pet Missy (sleep/sleeps/slept) \_\_\_\_\_ on the bed yesterday.



**8** Make up questions using these words and write them down.

1. is/the/usually/pleasant/Rome/in/weather?

Is the weather usually pleasant in Rome?

2. early/day/Mike/his/begin/did?

3. yesterday/were/Ann/morning/at/and/alone/Mary/home?

4. o'clock/at/lunch/we/12/did/have?



**9** Choose and write the appropriate forms of the verbs and complete the sentences.

1. Sarah didn't (meet/met) meet her cousin in the yesterday.

2. Joan (see/saw) \_\_\_\_\_ some funny dogs in the street.

3. The Greens (write/wrote) \_\_\_\_\_ some letters to their son's teacher last week.

**10** Use the necessary forms of the verbs on the right to complete the sentences.

1. Susan met her teacher in the street last week.

meet

2. Last summer they didn't go to England by plane, they \_\_\_\_\_ there by train.

go

3. Tim \_\_\_\_\_ porridge for breakfast the day before yesterday.

have

- 11** Use the necessary forms of the verbs on the right to make the letter complete.

Dear Sally,

Last July we (1) went to England by train. There we (2) \_\_\_\_\_ a lot.

We (3) \_\_\_\_\_ London, York and Manchester. It was great! As it

go  
travel  
see

(4) \_\_\_\_\_ a long journey, we  
(5) \_\_\_\_\_ games and (6) \_\_\_\_\_  
to music on our way. We (7) \_\_\_\_\_  
a lot of museums and picture galleries.

On our way back we (8) \_\_\_\_\_ with  
my grandparents. We lived on the farm and  
(9) \_\_\_\_\_ some days there. We  
(10) \_\_\_\_\_ our granny:  
(11) \_\_\_\_\_ the flowers and  
(12) \_\_\_\_\_ the animals. It was

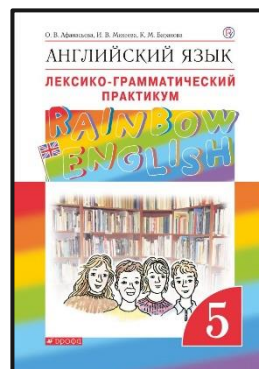
be  
play, listen  
visit  
stay  
spend  
help  
water  
feed

real fun!

Here are some photos. I hope you'll like them.

All the best,

Tom



- 12** Use the necessary forms of the verbs on the right to complete the joke.



One day, a man (1) saw a boy in the street.  
The boy (2) \_\_\_\_\_ very small and  
he (3) \_\_\_\_\_ to the doorbell.  
The man (4) \_\_\_\_\_ across and  
(5) \_\_\_\_\_ to help the boy.  
He (6) \_\_\_\_\_ the doorbell. "Now,  
what?" the man (7) \_\_\_\_\_. "Now,  
we run!" (8) \_\_\_\_\_ the boy.

see  
be  
not, get  
walk  
decide  
press  
ask  
answer

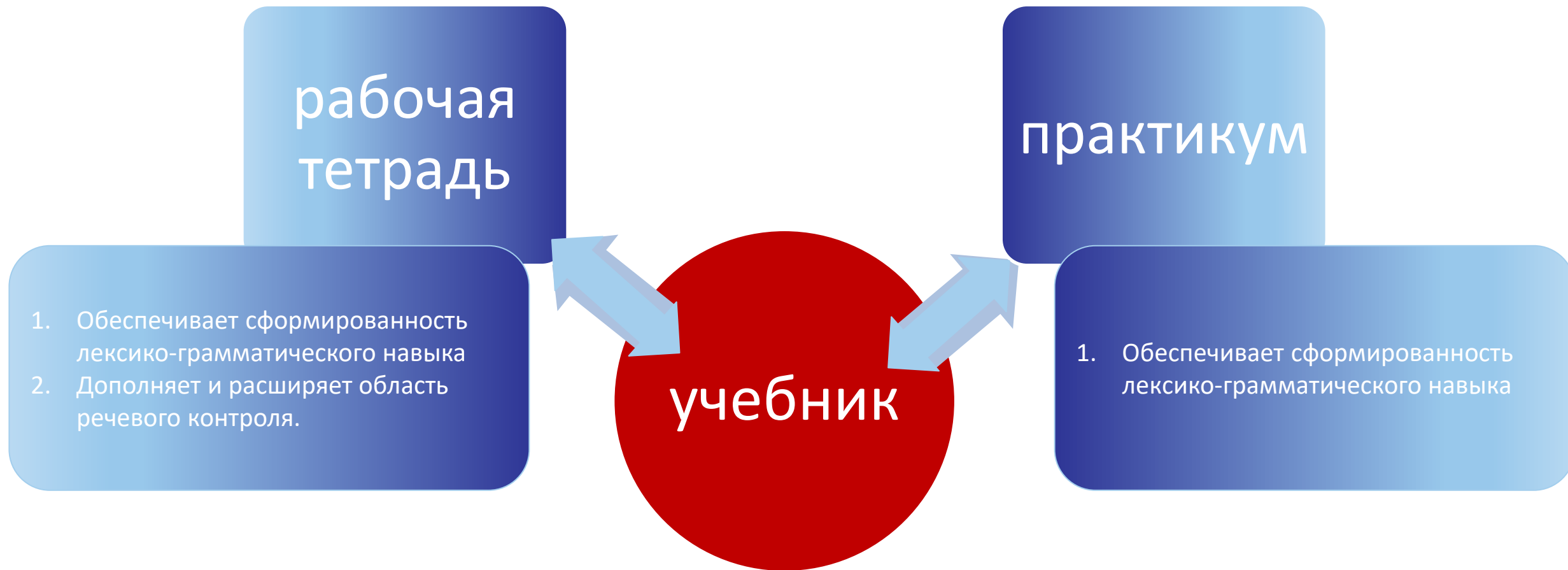
- 13** Use the necessary forms of the verbs on the right to complete the story.

### John's Saturday

Last weekend my morning began late  
as it (1) was Saturday. At 11 o'clock  
I (2) \_\_\_\_\_ breakfast —  
I (3) \_\_\_\_\_ porridge, a ham  
sandwich and (4) \_\_\_\_\_ a cup of  
black coffee. Then I (5) \_\_\_\_\_  
some newspapers and (6) \_\_\_\_\_  
to the news on the radio. At one o'clock  
I (7) \_\_\_\_\_ to the cinema. There  
I (8) \_\_\_\_\_ my friends and we  
(9) \_\_\_\_\_ an interesting film.  
We (10) \_\_\_\_\_ at home at 7 o'clock.  
I (11) \_\_\_\_\_ my day a lot.

be  
have  
eat  
drink  
read  
listen  
go  
meet  
watch  
be  
enjoy

# Компоненты УМК: необходимость и достаточность их использования в образовательном процессе (лингвистический аспект)



# ЦЕНТР ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ КОРПОРАЦИИ «РОССИЙСКИЙ УЧЕБНИК»

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