

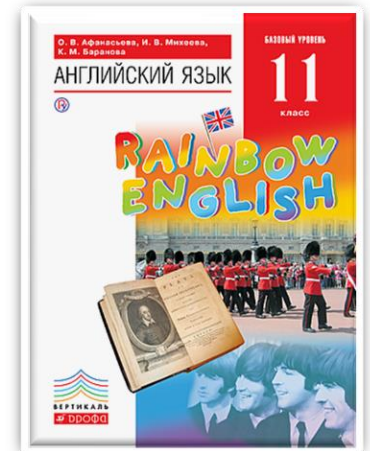
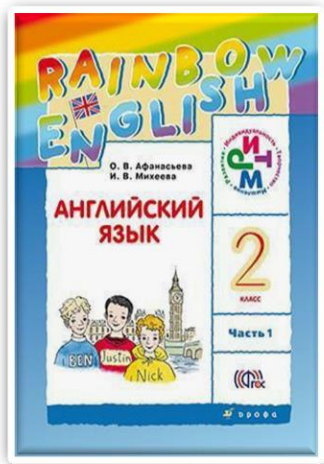


корпорация
**РОССИЙСКИЙ
учебник**



Компоненты УМК по английскому языку: необходимость и достаточность их использования в образовательном процессе (на примере УМК Rainbow English)

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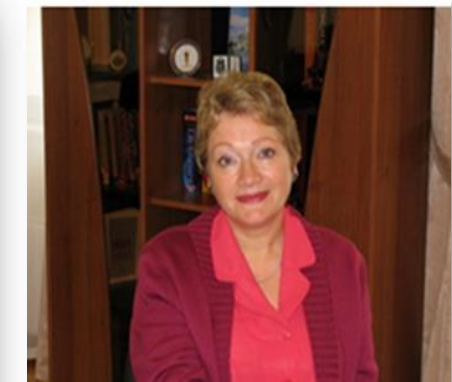
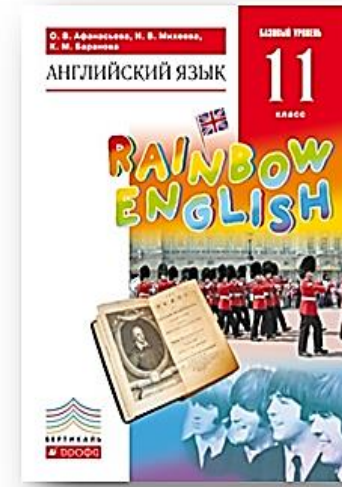
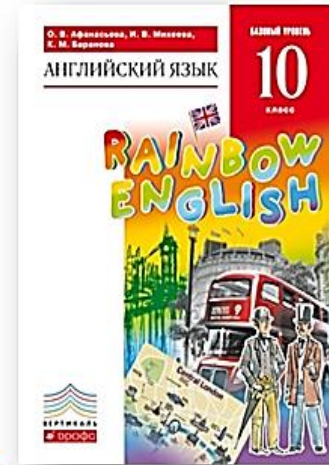
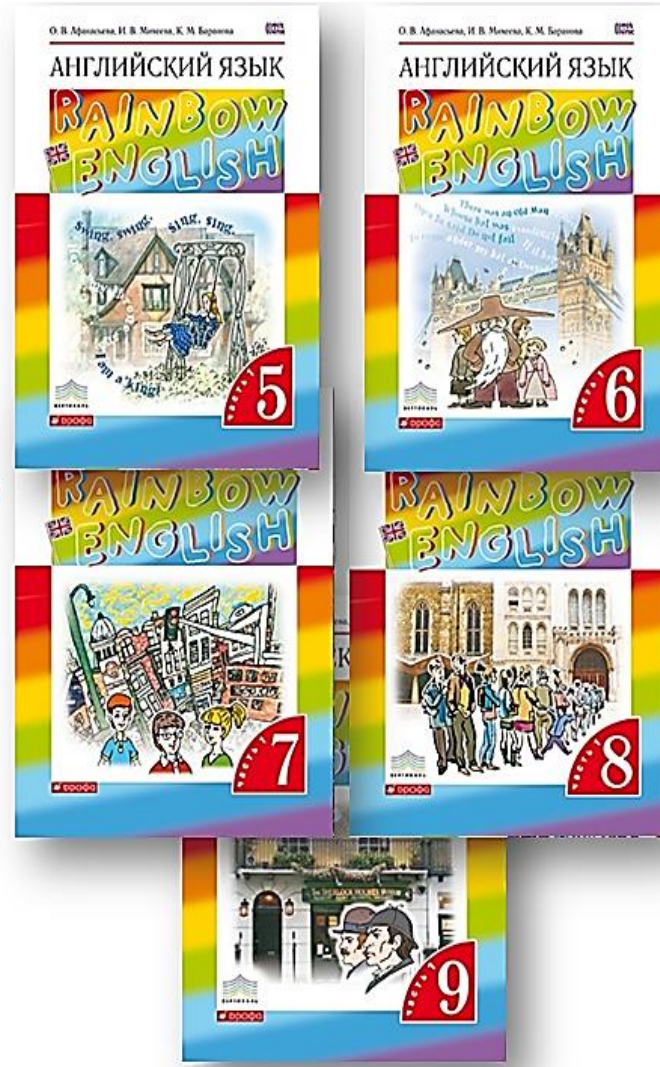


ПРОБЛЕМАТИКА

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**, утверждённом 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, утверждённый 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:

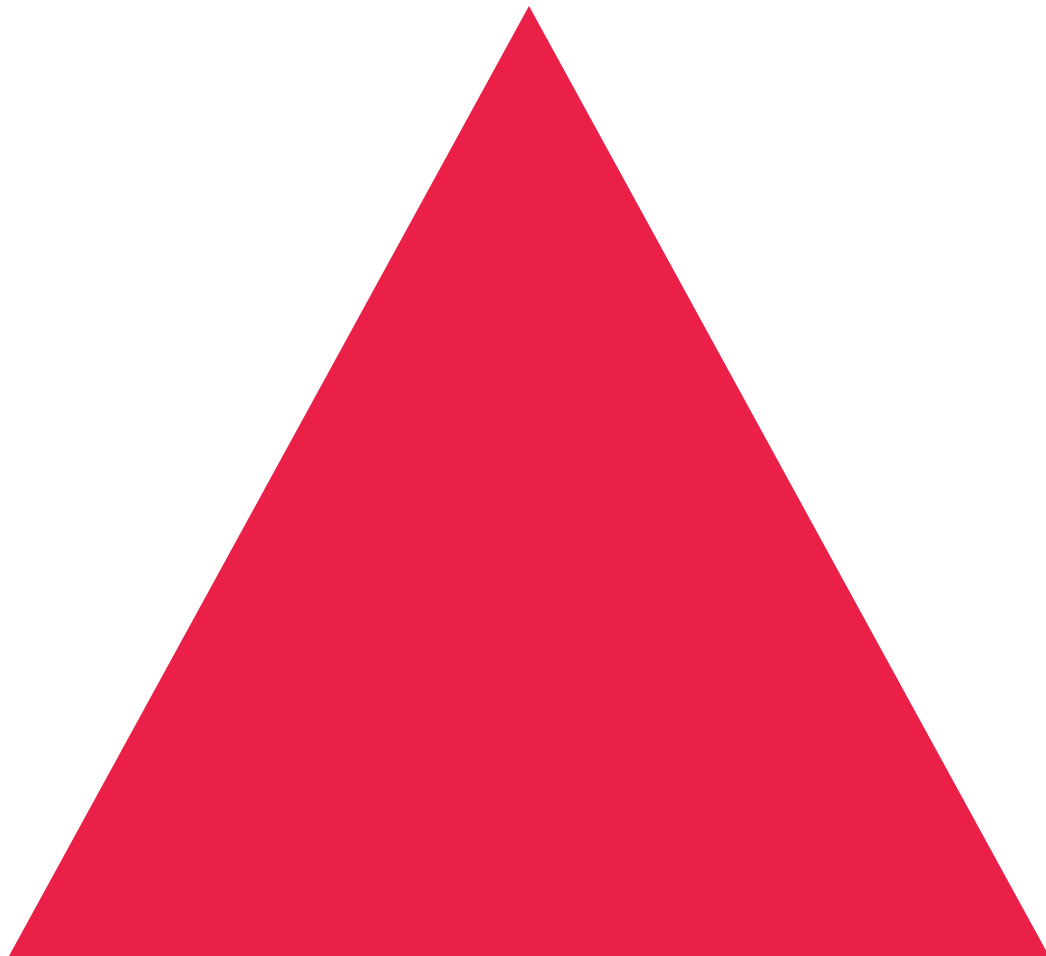
1. Ряд учебников был исключен приказом Минпросвещения России от 18 мая 2020 г. N 249 **во избежание дублирования**. Ранее, актуальные версии этих учебников были утверждены приказом от 22 ноября 2019 г. № 632 и являются **включёнными в действующий Федеральный перечень учебников**.

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

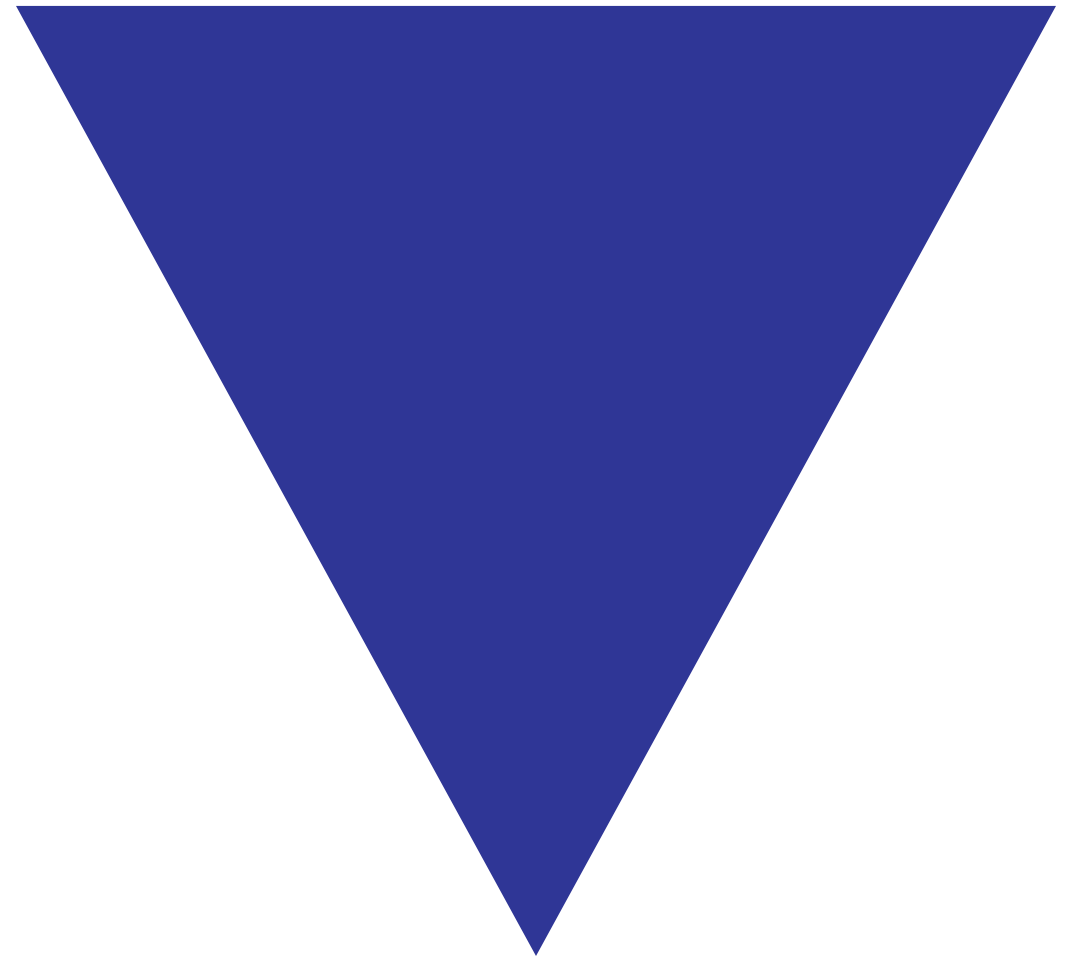
Порядковый номер учебника	Автор/авторский коллектив	Наименование учебника	Класс	Наименование издателя(ей) учебника
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1.1.2.1.16.1	Афанасьева О.В., Михеева И.В.	Английский язык (в 2 частях)	2	ООО "ДРОФА"
1.1.2.1.16.2	Афанасьева О.В., Михеева И.В.	Английский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

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

рабочая тетрадь

1. Обеспечивает сформированность лексико-грамматического навыка
2. Дополняет и расширяет область речевого контроля.

практикум

1. Обеспечивает сформированность лексико-грамматического навыка

учебник

Виды чтения

Из характеристики протекания психических процессов

аналитическое/синтетическое

чтение с полным /частичным пониманием содержания текста

Из функций чтения как вида речевой деятельности

Ознакомительное, Изучающее, Просмотровое

Из характера материала для чтения

Полностью / частично снятые трудности

Темп чтения

Интенсивное/ экстенсивное

и т.д.

Оценка читательской грамотности (Г.А. Цукерман)

Извлечение информации – это процесс выбора искомого сообщения. *Поиск информации* – это процесс определения места, где эта информация содержится.

Трудность **поиска и извлечения** информации из текста определяют следующие факторы:

- число единиц информации, которые читателю надо найти,
- количество «зияний» в тексте, которые читателю надо мысленно восстановить,
- объем и однозначность единиц информации, между которыми читателю предстоит сделать выбор,
- объем и сложность текста.

Интеграция или *связывание* отдельных сообщений текста в единое целое свидетельствует о том, что читатель понимает, что соединяет элементы текста – от отдельных предложений или абзацев до частей составных текстов. В каждом случае связать единицы информации означает определить их общую роль в тексте, к примеру, показать сходство или различие, обнаружить причинно-следственные связи и т.п.

Трудность **интеграции и интерпретации** сообщений текста определяют следующие факторы:

- число единиц информации, которые читателю надо связать в единую картину,
- тип связи между единицами информации, который требуется установить (например, найти сходство, как правило, легче, чем найти различие),
- наличие конкурирующих единиц информации, между которыми читателю предстоит сделать выбор,
- характер текста: чем он длиннее, чем более абстрактен, чем меньше читатель знаком с предметом обсуждения, тем труднее соединить сообщения текста в общую картину.

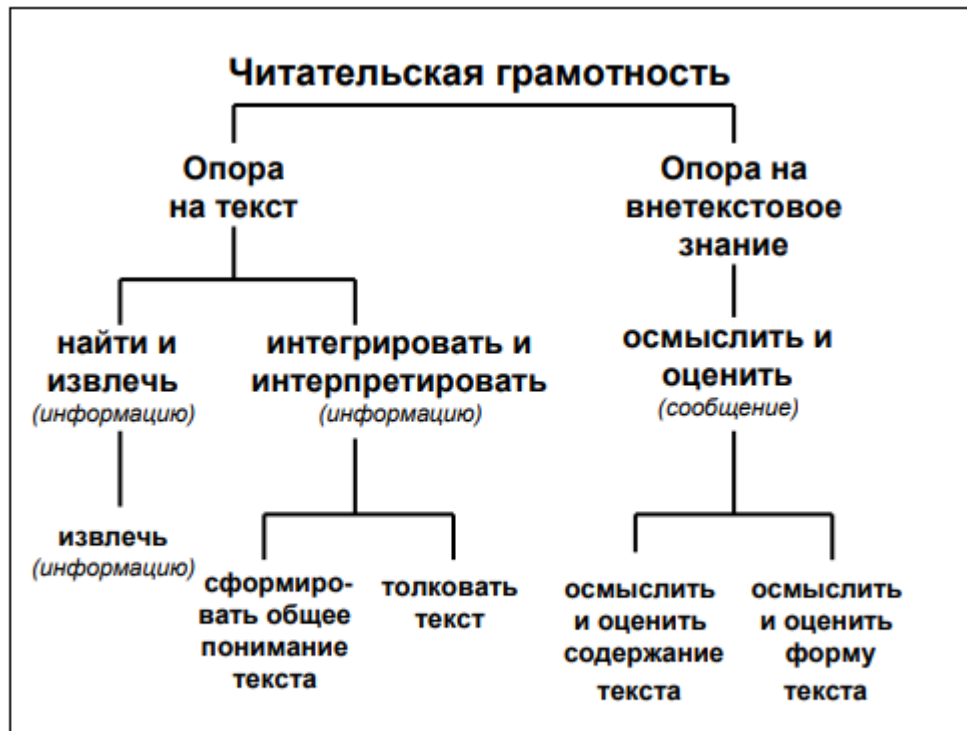


Рис. 3. Связи читательских умений.

Сплошные / несплошные тексты

Трудность вопросов к **сплошным текстам** определяют следующие факторы:

- размер текста,
 - четкость и прозрачность его структуры,
 - ясность связи отдельных частей текста с его общей темой,
-
- наличие таких формальных характеристик текста, как абзацы, подзаголовки и другие знаки, структурирующие изложение.

Трудность вопросов к **несплошным текстам** определяют следующие факторы:

- объем информации в тексте,
- тип связи между частями текста (например, с простыми списками легче иметь дело, чем со сложноорганизованными реестрами),
- наличие формальных характеристик связи между частями текста (например, специальное форматирование),
- место расположения искомой информации (например, в основном тексте ее легче найти, чем в сноске).

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

The Barkers' Holidays

A. Their life on the farm was interesting. They often played games with their friends. There were a lot of animals on the farm — horses, cows, sheep and goats.

¹ holidays are over — каникулы закончились

² Если тебе трудно понять задание, см. с. 135—137 учебника (часть 2).



The children helped their grandparents with the animals. They watered granny's flowers in the garden too.

B. In August John and Sally were in York. They were there with their parents. They all liked York with its green streets and old beautiful houses. They stayed¹ at a hotel and liked it very much. The food was good, the rooms were comfortable, the people were nice.



The Barkers' holidays were wonderful.



C. In summer the Barkers travelled a lot. In July John and Sally were in Scotland. They stayed with their grandparents on the farm. The children travelled to Scotland by train. The weather was wonderful. It was sunny and very warm.

6 Read the texts. Say where these people were in summer. Did they like it?

Example: Roy was in Italy in summer. He enjoyed it.

1) ... it was very interesting. We visited a lot of wonderful places. I loved them. Italy is a very beautiful country.
Love, Roy

2) ... don't like the food. The days are hot and the nights are hot too. India in summer is not good for me. I'd like to be at home with you.
Justin

3) ... a wonderful place. I'm enjoying my Russian holidays. I meet a lot of boys and girls. Now I have some very good friends. Yesterday we visited an old town near Moscow. I'll show you some photos of it when I come back home. You'll like them.
Jess

4) ... I'm writing to you from Spain. The weather is wonderful. The sky is blue and clear. I walk a lot and see many beautiful places. Sometimes I take my cousin with me. We think our holidays are very interesting. I'll see you very soon.
Love, Polly

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 tent¹.



- 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 hard¹. 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.

Step 5

DO IT TOGETHER

- 1** **A.** Read the text and the sentences after it. Which of them are true? What name can you give to the text?


Hi! My name is Bob, Bob Wilson. My holidays began yesterday. It was a wonderful day. I was up early in the morning. The weather was wonderful. I was happy! I went to the bathroom and had a shower. I dressed and went to the kitchen. My mother gave me breakfast — some salad, porridge and a ham sandwich. I drank coffee with milk and was ready for my morning walk with my friends. We were all free¹ — no school, no classes.



- 1) Bob was up early.
- 2) The weather was nasty.
- 3) The boy's mother gave him breakfast.
- 4) Bob had porridge for breakfast.
- 5) Bob had breakfast with his friends.
- 6) Bob and his friends met at the cinema.
- 7) The friends walked to the cinema.
- 8) After the film the friends were hungry.
- 9) They had lunch at a café.
- 10) After lunch they went home.

Аудирование как средство – Чтение как цель

2

Listen to the text,  (6). Was the Barkers' weekend interesting? Give the text a name.



Last summer the Barkers decided to visit William and Beatrice Barker and their children — Ann, Mary, Charley. On Friday John, Sally and their parents took a four o'clock train from London and travelled to Glasgow. William met them and helped with their bags. They took a bus to the Barkers' house near Glasgow. Beatrice cooked a wonderful supper of nice things and they had a wonderful supper.

Step 3

3

Read the text (exercise 2) again and say which facts are true and which are false'. Correct the false sentences.

- 1) The Barkers went to Glasgow on Friday.
- 2) They went to Glasgow at two o'clock.
- 3) They travelled to Glasgow by bus.
- 4) Beatrice met them in Glasgow.
- 5) Beatrice cooked a wonderful supper.
- 6) The weather on Saturday was cold and foggy.
- 7) On Sunday the Barkers went to a park.
- 8) The Barkers went home by car.

Чтение как цель

Holidays Are Over

I. Reading+

- 1 Read the text and complete the sentences after it. Circle the right items¹ (a—c).

Nina's Holidays

Hi! My name is Nina. I can say that my summer holidays were wonderful. I went to some places in Russia and travelled abroad. I'd like to tell you about Sochi. We went to Sochi all together — my mum, my dad and I. We travelled from Moscow by plane. My mum doesn't like trains and my dad hates them. A lot of people come to Sochi for their holidays. The city is very green and beautiful. It has comfortable hotels. Some of them are old and some are new. Our

- 1) There are _____ people in Nina's family.
a) three b) four c) five
- 2) There are a lot of _____ in Sochi.
a) trees b) shops c) cars
- 3) Nina's hotel was not _____.
a) small b) good c) old
- 4) Nina's family enjoyed _____ in the evenings.
a) their dinners
b) swimming
c) watching interesting films
- 5) Nina _____ visit Sochi in September.
a) can b) likes to c) would like to

Чтение как цель

2 A. Read the text and say why the girl liked her summer holidays.

Last summer my friend's family went to the Black Sea by car and they took me with them. Kate is my best friend and it was really wonderful to travel together. Our way to the sea was not short. We visited a lot of small Russian towns and some big cities before we got there. We met a lot of interesting people. We began to understand how big and beautiful our country is. The sea was wonderful but it was not black. It was blue in the morning and dark green in the afternoon. The weather was sunny and hot. We lived in a tent and had a good time. Sometimes we played volleyball, read books and helped Kate's mother to cook. I think they were the best holidays in my life.

M B. Read the sentences. Which facts are true, false or not stated in the text?

- 1) They visited some Russian towns and cities.
- 2) They went shopping.
- 3) They read a lot of books.
- 4) They wrote letters to their friends.
- 5) They met interesting people.
- 6) They ran near the sea in the morning and in the evening.
- 7) The Black Sea was black in summer.

True: _____ False: _____ Not stated: _____

Чтение как цель

3 Read what the children (a—d) say and match their words with the statements (1—4).

M

- 1) This person would like to travel abroad.
- 2) This person was abroad in summer.
- 3) This person did some things together with his/her
- 4) This person did some things together with his/her



a) I'm Alina. I like to go to the country on holidays. My grandparents live near a lake. I often go to the lake with my friends and Lucy. My friends and I swim in the clean water. When we are tired, we sit down and talk, read books and eat our sandwiches. The best thing about holidays is that I can do what I want.

b) My name is Slava. My parents like travelling and I often go to different places with them. Last summer we went abroad and visited some big cities in England. I liked Liverpool best. Liverpool is the place where *The Beatles*¹ were born. I love their songs very much. There is a museum² of *The Beatles* in Liverpool. I went there on the first day of our visit. It was very interesting.



4 Read the dialogue and circle the true statements after it.

Julie: What about your holidays, Ann? Did you go to the Black Sea with your parents?

Ann: No, I didn't. I lived with my grandparents in the country in June and July and in August my cousin Lucy took me to Greece.

Statements

- 1) Ann is going to Greece and Italy next summer.
- 2) Ann was abroad last July.
- 3) Ann was abroad last August.
- 4) Julie travelled in Italy three years ago.
- 5) Ann visited Greece with her parents.
- 6) Lucy took her cousin to Greece.
- 7) Ann and Lucy are cousins.
- 8) Ann didn't have a room in the hotel when she was in Greece.
- 9) Ann loved Italy more than Greece.
- 10) Julie would like to visit Greece and Italy.



Чтение как средство

6 Read the word combinations with adjectives out loud.

good cities
better cities
the best cities

good books
better books
the best books

an old square
an older square
the oldest square

a beautiful thing
a more beautiful thing
the most beautiful thing

bad hotels
worse hotels
the worst hotels

bad films
worse films
the worst films

a long letter
a longer letter
the longest letter

an interesting photo
a more interesting photo
the most interesting photo

7 Read the word combinations with the verbs in past simple out loud.

began to write
met his parents
did the city
drank milk
had a pet
went home

took her sister abroad
saw the new hotel
gave me the book
ate his lunch
read the text
ran in the park

8 Read the sentences with the verbs in past simple out loud.

She wrote a letter.
They wrote a text.
We met Jill in the street.
He met me in the garden.
She saw me.
They saw us.

John read the text.
Bill read the line.
We went to school.
They went home.
We took them to the zoo.
They took us to the cinema.

Аудирование как цель

Step 1

1 Listen, (1), and say² what John and Roy didn't talk about.

- John's friend
- the weather in Paris
- the parks and gardens in Paris
- photos of Paris
- a present from Paris



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. |

Step 4

DO IT TOGETHER

1 Listen, (7), and match the texts with the pictures.



1.



2.



3.

Аудирование как средство

Step 2

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 garden. John and Harry and his pet **ran** in the garden.
- 5) Andrew **saw** a lot of birds in the garden. John **saw** a lot of flowers in the garden. Harry **saw** a lot of cars in the street.
- 6) Andrew **met** his parents in the garden. John **met** his teacher in the street.

Step 3

DO IT TOGETHER

1 Listen, (5), and say which [wɪʃ] sentences you can hear.

- 1) a) Sue has a lot of wonderful books.
b) Sue had a lot of wonderful books.
- 2) a) Betty usually travels by train.
b) Betty usually travelled by train.
- 3) a) Jessie meets her friends at the weekend.
b) Jessie met her friends at the weekend.
- 4) a) Stuart and Jack run in the park together.
b) Stuart and Jack ran in the park together.
- 5) a) My cousin plays basketball very well.
b) My cousin played basketball very well.
- 6) a) My father sometimes takes me to his office.
b) My father sometimes took me to his office.
- 7) a) They wash their cars in the garage.
b) They washed their cars in the garage.

Step 4

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.
- 3) Andrew drank tea with milk. Alice drank coffee.
- 4) Andrew read a very interesting long book. Alice read two short books.
- 5) Andrew wrote a wonderful song. Alice wrote a song too.
- 6) Andrew gave a call to his friend. Alice gave a call to her parents.
- 7) Andrew did his room. Alice did her room.

Говорение

Step 1

3 John and Sally think summer is better than autumn. Do you know why? Continue as in the example.

Example 1: In autumn the weather is rainy. In summer it wasn't rainy.

- 1) In autumn it is often cold.
- 2) In autumn nights are long and dark.
- 3) In autumn the sky is often grey.
- 4) In autumn the wind is cold and strong.
- 5) In autumn trees are red and yellow.
- 6) In autumn schoolchildren are at school.

4 Work in pairs. Ask and answer questions about your last summer as in the example.

Example: swim in the lake
— Did you swim in the lake?
— Yes, I did./No, I didn't.

- 1) travel a lot
- 2) stay at a hotel
- 3) visit your grandparents
- 4) help your parents
- 5) read Russian and English books
- 6) go to the cinema (zoo)
- 7) play games (football, volleyball, etc.)
- 8) walk in the park
- 9) work in the garden
- 10) enjoy your holidays

Говорение

B. Say all you can about this place in summer. Part **A** can help you.
It was summer



5

A. Say all you can about this place in autumn.

It is autumn now. What can you say about the sky, the sun, the clouds, the trees, the grass, the flowers, the weather, the boats, the children?



Говорение. Монолог/Диалог

Step 1

7 A. Say what your holidays were like. These questions can help you.

- 1) Did you stay at home?
- 2) Did you travel?
- 3) Did you visit your grandparents?
- 4) Did you play games? What games?
- 5) Did you roller-skate or skateboard?
- 6) Did you work on the computer or play computer games?
- 7) Did you visit museums?
- 8) Did you walk in the park?
- 9) Did you help your parents?
- 10) Did you enjoy your holidays?

B. Work in pairs. Talk about your summer holidays. Ask and answer questions about:

- where you were;
- what you did;
- what you enjoyed.

Step 2

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.

Step 5

10 Ask your parents or friends in Russian and write in English:

- what they ate for breakfast yesterday;
- what they saw in the street;
- who they met in the street;
- where they had lunch;
- when they drank tea;
- what they read or wrote in the evening.

Говорение

10 Read the word combinations and compare autumn in Moscow and in London.

M

Moscow

- a nice season
- fine weather in early autumn
- wet, nasty and cold weather in late autumn
- rain often
- stay at home more often than in summer
- not spend much time in the parks and gardens

London

- a very nice season
- early autumn: as warm as in summer
- late autumn: not so cold as in Moscow
- a lot of sunny days
- be foggy, rainy and cloudy sometimes
- spend a lot of time in the parks and gardens
- enjoy one of the most beautiful seasons

11 **Work in pairs.** One of you is from Moscow, the other¹ is from London. Talk about autumn in these places. Discuss:

- usual weather in early autumn;
- usual weather in late autumn;

- cold, warm, hot, rainy, cloudy, nasty days;
- walks and games in the parks and gardens;
- autumn — a wonderful season.



12 Say what your holidays were like. Speak about:

- л**
- 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.

- п**
- 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.

п

What do you usually do:

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

Условность выполнения упражнений

- Понимание мысли (аудирование, чтение), выражение мысли (говорение, письмо), развитие речевых умений



- Речевые действия



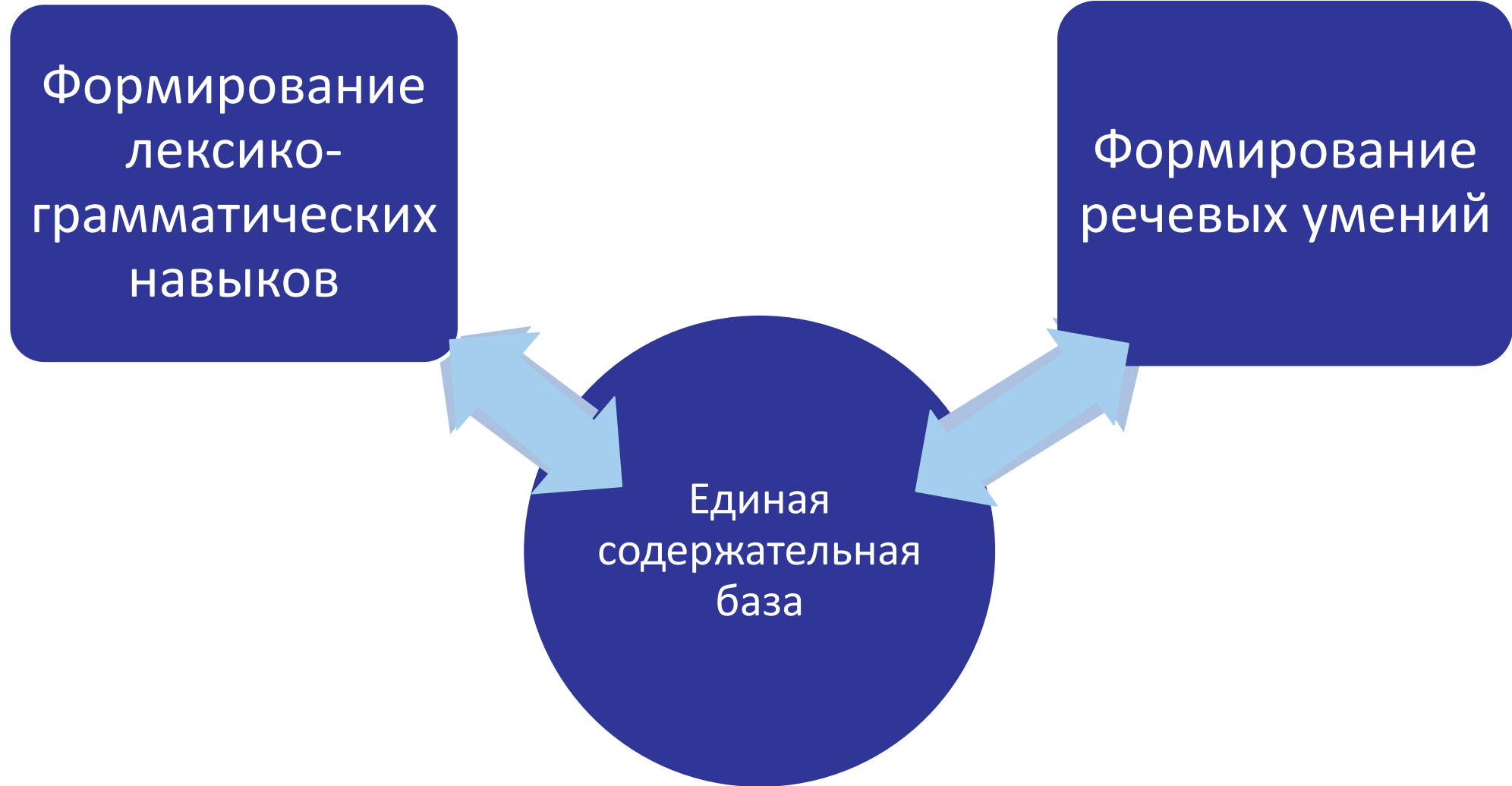
- Внимание учащегося на содержание, смысл

Усвоение языковой формы, развитие языковых навыков

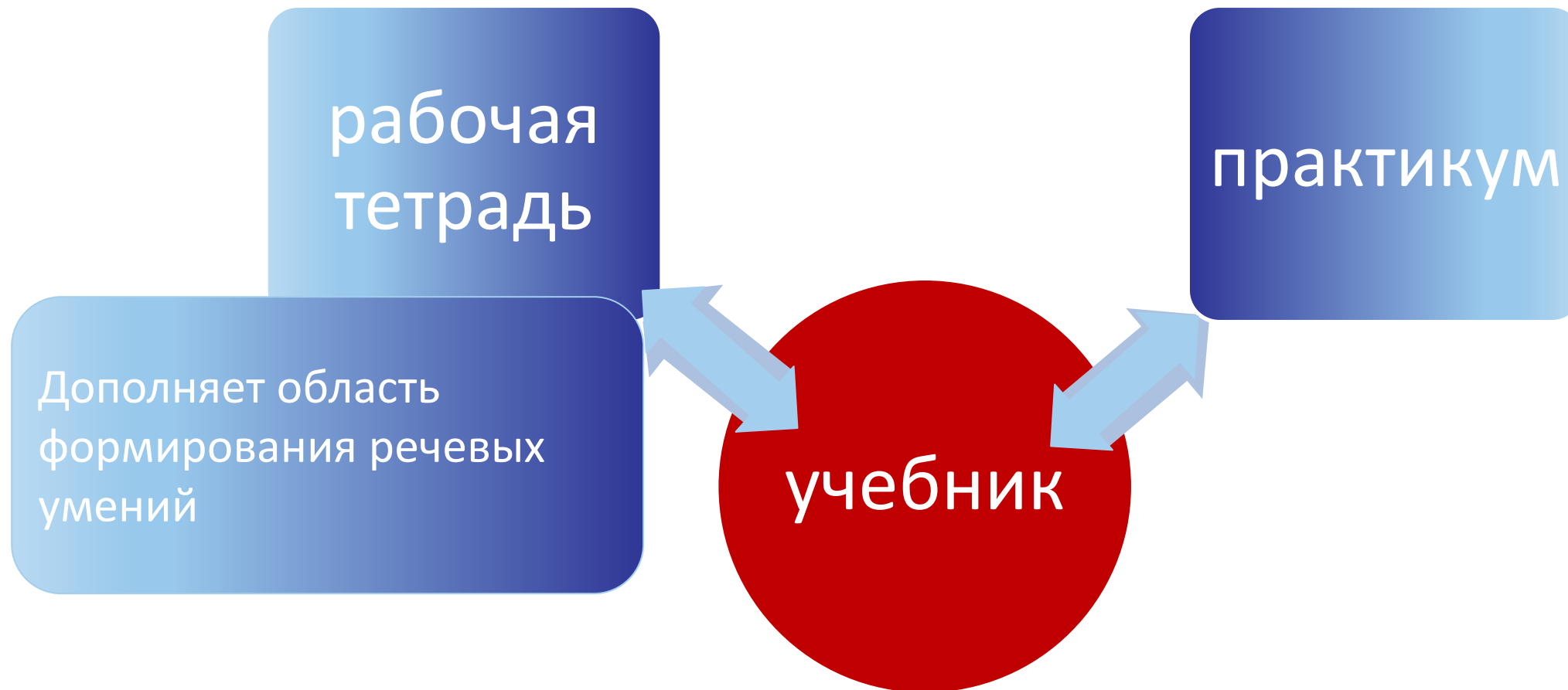


- Внимание учащегося на языковую форму

УМК Rainbow English



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



ЦЕНТР ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ КОРПОРАЦИИ «РОССИЙСКИЙ УЧЕБНИК»

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