

МИНИСТЕРСТВО ОБРАЗОВАНИЯ АРХАНГЕЛЬСКОЙ ОБЛАСТИ

государственное бюджетное профессиональное образовательное учреждение

Архангельской области «Архангельский государственный многопрофильный колледж»

**СГ.02 Иностранный язык в профессиональной деятельности**

**Практическое занятие №6**

**At the Kindergarten**

в детском саду

1. *В данной практической работе вам предлагаются несколько мини-текстов по теме занятия. Общее задание – выбрать для письменного перевода один любой текст, английский вариант записывать не надо. Задания к каждому тексту обязательны к выполнению.*

*NB! Kindergarten teacher/teacher – в данном контексте «воспитатель детского сада»*

1. *Прочитайте и устно переведите текст.*

teaching kindergarten

Section 2.0: The First Day

The first day of school is your chance to establish rules and expectations.

It’s important to make a good first impression. Rehearse what you want to say to the parents and students. When you greet everybody you will seem confident and organized.

Try to get the parents to depart as quickly as possible. Don’t drag out this part. If parents stay too long, children are more likely to have separation anxiety.

It’s good to engage students in something fun early on. Introduce yourself and the students by doing a name game. Encourage students to participate. Remember, excitement is good but keep your students from getting too loud.

Next, begin with a short learning activity. It’s important for your students to have a routine. Make sure you begin with this activity every day.

Finally, take the students on a tour of the kindergarten. Show them the cafeteria, the library, the gym, and the restrooms.

* 1. *Прочитайте предложения. В каждом выберите из двух предложенных слов подходящее по смыслу. Формат записи: цифра-слово. Переведите полученные предложения.*

1. Be sure to **greet/routine** the students when they enter the classroom.
2. Give the students a **rehearse/tour** of the school.
3. There is not a lot of time, so don’t **depart/drag out** the introduction.
4. Two of the students had **show/separation** anxiety when their parents left.
5. Some teachers use games to **establish/engage** students in a lesson.
6. The teacher gave his students stickers to **encourage/excitement** them to do well.
7. *Прочитайте и устно переведите текст.*

THE IMPORTANCE OF PLAY

Play is a very important part of a child’s learning experience. It is just as crucial as formal education. Play helps the development of creativity and communication. Many childhood friendships are made during play.

Play can be divided into two categories. Unstructured play is play without rules. Playing with building blocks and dolls are examples of this. Many children enjoy being independent at times. By playing without rules, they can be truly imaginative.

Structured play is play with rules. Games and sports are forms of structured play. Games involving teams are especially good for young children. If many players are needed for teams, children aren’t left out. Participation is important for all children. They need to learn to work with others.

There is much to teach young children at kindergarten. But don’t forget about play. It gives them a chance to teach each other. Make it a part of every day.

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1. **Crucial/play** is fun and important for children
2. Playing with dolls is a form of **involve/unstructured** play.
3. Everyone should play, so no one will be **participation/left out**.
4. This **game/independent** has a lot of rules.
5. Since sports have rules, they are a form of **development/ structured play**.
6. Those two children seem to have a great **friendship/imaginative.**
7. *Прочитайте и устно переведите текст.*

SUCCESSFUL PARENT-TEACHER CONFERENCES

Preparation is the key to successful conferences. Have notes on hand for each child. Greet the parents at the door. Start by praising their child. Describe an incident when the child did well. Then make it clear that this is a dialogue. You want to collaborate with parents.

Review the child’s progress. This is the time to mention any issues. Ask the parents if they have any concerns. Then draw up a plan to resolve any problems. The teacher should work with parents to provide the child with support. At the end, recap any decisions made. Praise the child once more. Then close the meeting.

* 1. *Заполните пропуски подходящими словами из рамки. Формат записи: цифра-слово Переведите предложения.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| collaborate | dialogue | issue | reviewed | successful |

1. The teacher wanted the meeting to be a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
2. Overall, the parent-teacher conference was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
3. Simon’s mother brought up a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that upset her.
4. The teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the student’s academic progress.
5. The students had to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the group project.
6. *Прочитайте и устно переведите текст.*

STANDARD MATH 2: MEASUREMENT AND DATA

**Math. 2A:** This standard requires students to name measurable attributes of objects. These include length, weight, and temperature.

**Math. 2B**: Students should be able to compare objects with different attributes. For example, a student should be able to identify which of two different objects weighs more and which weighs less. When comparing two people, they should identify who is taller and who is shorter.

**Maths.2C**: To meet this standard, students must understand temperature as a measurement of heat. They should understand that colder and hot areas have lower or higher temperatures, respectively. Students should be able to compare two temperature readings. They must identify which comes from hot and hot locations.

**Maths.2D:** Students should be able to collect data related to object attributes. This includes using rulers to measure length and scales to measure weight. Thermometers should be used to measure temperature when available.

**Maths.2E:** Students must be able to classify objects by their attributes. For example, students should be able to sort a group of items by colour. They should then be able to count the number of objects that fall into each category.

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|  |  |  |  |
| --- | --- | --- | --- |
| more | less | taller | shorter |
| length | sort | temperature |  |

1. Please \_\_\_\_\_\_\_\_\_\_\_\_ the objects by colour.
2. The five-pound cat weighs \_\_\_\_\_\_\_\_\_\_\_\_\_ than the twenty-pound dog.
3. Students should use a ruler to measure an object’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in centimeters.
4. Please use a thermometer to determine the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the water.
5. The heavy bowling ball weighs \_\_\_\_\_\_\_\_\_\_\_\_\_than that light feather.
6. Students can use a ruler to determine which pencil is longer and which is \_\_\_\_\_\_\_\_\_.
7. Since Mr. Smith is six feet tall and Lacey is three feet tall, Mr. Smith is \_\_\_\_\_\_\_\_\_\_\_ .