

Verónica Real ♦ Belén Pascual



New English for **EARLY YEARS EDUCATION**

Student's Book

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Autoras: Verónica Real Morte / Belén Pascual Lence

Maquetación: Verónica Real Morte

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Educàlia Editorial, S.L.

Avda. Jacarandas, 2, loft 327, 46100 Burjassot-Valencia

Tels. 960 624 309 - 963 768 542 - 610 900 111

E-mail: educaliaeditorial@e-ducalia.com

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Vocabulary: Subjects. Early Years Education
Reading: Jobs in Education

Grammar: Present simple and present continuous
Listening: School routines

Speaking: Meeting colleagues
Writing: An informal email

Vocabulary

Subjects

1 Carolina studies a vocational training course in Early Years Education in Spain. Have a look at her timetable and answer the following questions.

- What time does Carolina start and finish classes?
- What do you think is the most difficult subject? And the easiest one?
- Carolina is a VET student. What does VET stand for?

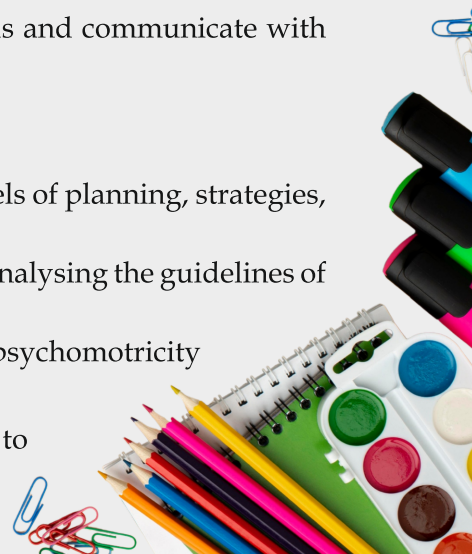


VET - EARLY YEARS EDUCATION

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 8:50	Personal autonomy and children's health	Cognitive and motricity development	Didactics in Early Years Education	Personal career path	Cognitive and motricity development
8:50 9:40				Professional English	
9:40 10:30					
10:30 11:00	BREAK				
11:00 11:50	Didactics in Early Years Education	Expression and communication	Personal autonomy and children's health	Expression and communication	Project
11:50 12:40					Personal career path
12:40 13:30					
13:30 14:20					

2 Write the name of the correct subject for each definition.

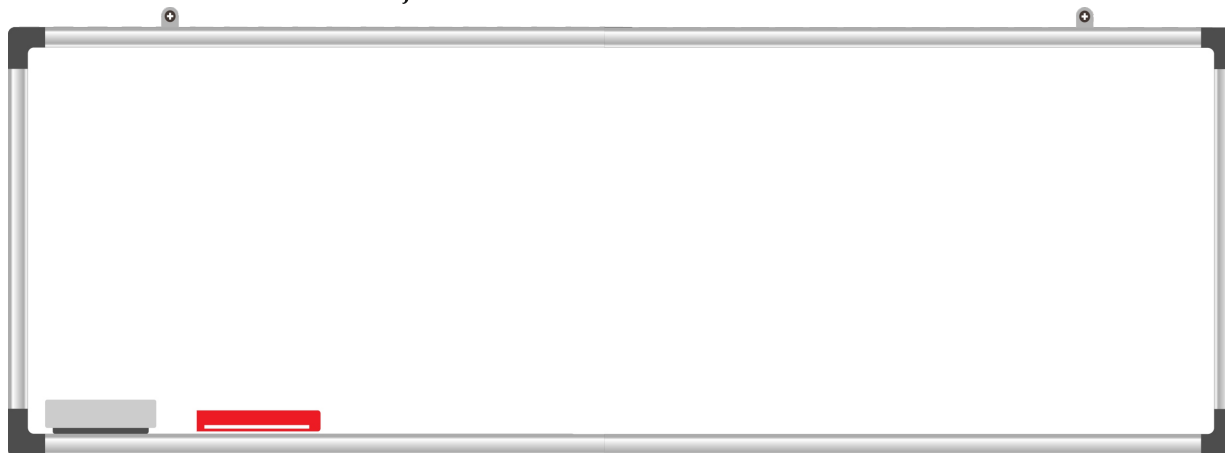
- You study a foreign language. It is necessary to understand specific words and communicate with foreign people.
- You learn things about the world of work: rights, payments or CV.
- You learn strategies to promote the oral expression of children.
- You determine the objectives of the educational intervention regarding levels of planning, strategies, didactics or resources.
- You plan and organise educational activities to meet children's basic needs analysing the guidelines of food, hygiene, rest and growth patterns.
- You plan strategies, activities and intervention resources within the sensory, psychomotricity and cognitive areas relating them to the psychomotor education.
- You design a project related to the competences of your studies and plan how to implement it.



3 Is your timetable similar to the one in exercise 1? Answer these questions about yours.

- What time do you usually start and finish?
- What's your best and worst day? Why?
- What's your favourite subject? Why?
- What's the most important subject in your opinion?

4 What will your timetable be like next year? Search the Internet or ask one of your teachers to find out the names of the subjects.



Early Years Education

5 Discuss the following questions with your partner. Then, share the ideas with your classmates.

- Do you like working with children? Why?
- What qualities do you need to work with children?
- What's the best and the worst part of working with young learners?
- In your country, what are the requirements to work with preschoolers?

6 Read the following text and complete it with the words in the box.

crafts • Primary • development • nurseries • storytelling • Early Years Education • skills • practitioners



Nursery practitioners can also be called Early Years practitioners, nursery teachers or Early Years educators.

The teaching and care of young children is called (a)_____. This period involves any type of educational program aimed at children in their preschool years, before they enter (b)_____. Early Years (c)_____ work in (d)_____. The first years of a child are crucial for their (e)_____. Early Years Education helps children build their social and cognitive (f)_____. They also develop their self-esteem and critical awareness. Lessons in this type of education are creative and engaging for young learners. Arts and (g)_____, games or (h)_____ are daily activities that encourage children in their early learning stages.

Reading comprehension

1 Read the texts and match the names with their jobs (1-6) and the educational stages (a-f) like in the example.

Name	Job	Educational stage
Nina	1) VET teacher	a) Vocational Education and Training
Susan	2) Professor	b) Early Years Education
Vera	3) Practitioner	c) Special Educational Needs
Ann	4) Secondary school teacher	d) Secondary Education
Brent	5) Primary teacher	e) University
James	6) Special Education teacher	f) Primary Education



Nina

I got the certification some years ago. I started my career as a babysitter and now I work with children in a day nursery. I help them to learn basic academic skills but also to develop their interpersonal, social and behavioural skills.

JOBS IN EDUCATION



Susan

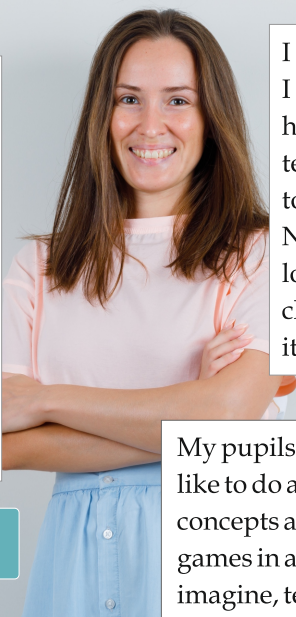
I mostly work in my office, where I prepare classes, mentor students and research for my PhD, but I also teach physics to a group of 80 future physicists three times a week. Sometimes I need to give presentations in other institutions too, both in England and abroad. My job can be stressful but I enjoy the variety of tasks that I do and I think I have a fair salary.



Vera

Teaching teens is very different to teaching other age groups. During this stage, students undergo a period of physical and personal change and sometimes they have to deal with issues which affect their behaviour in class. One way to try to avoid discipline problems is to make sure they are interested in the lesson. Therefore I always talk to them and try to find out what's cool in their lives. This helps me to prepare activities that motivate them.

I work in a school in the mornings where I teach future nursery practitioners about the cognitive and motricity development of babies. I love to see how creative my students are. Most of them are real artists! In the afternoons I attend training courses to keep updated about didactics.



Ann

I have a younger sister with Down syndrome. I remember I used to have a very good time helping her with her homework when I was a teenager. That is when I decided that I wanted to help kids with special needs in the future. Now I work in a special education school and I love my job. It is really hard to see young children suffering from serious problems but it is challenging to help them reach their goals.



Brent

My pupils are children aged 10, and I teach them science. I often like to do activities in the playground to introduce kids to new concepts about nature. What children like the most is to play games in a garden play station that we have. As you can imagine, teaching and maintaining a school garden makes me feel really tired at the end of the day.



James

2 Read the text and answer the questions according to the information in the text. Use your own words.

- What part of her work does Susan do in her office?
- What does Vera do before preparing activities for her students?
- How does Ann keep informed about the latest trends in didactics?
- What was the reason why Brent became a special education teacher?
- Why is James tired at the end of the day?

3 Read the texts again and decide if the following sentences are true (T) or false (F). Copy the information that supports your answers.

- a) Nina doesn't have any formal qualifications.
- b) Susan thinks she should earn more money.
- c) Ann only works in the mornings.
- d) When teenagers are interested in the lesson, they usually behave better.
- e) James teaches science outside the classroom.

Vocabulary

4 Find words in the texts to complete the definitions.

- a) A is a proof or a document proving that someone is qualified for a job.
- b) To is to study a subject in detail to discover new information.
- c) stands for Doctor of Philosophy, the highest university degree.
- d) Something is something that is currently very popular or trendy.
- e) A is an outdoor place where children play and have fun.

5 Find synonyms in the texts for these words.

- a) Abilities, talents
- b) Wage
- c) Difficult
- d) Objectives
- e) Students



6 Discuss with your partner. Ask and answer the following questions about the texts.

- What type of teacher would you like to be? Why?
- What do you think is the most difficult job?
- What are the necessary qualities to be a good teacher?
- In your opinion, which educational stage is the most important for a child?

7 Order the educational stages in exercise 1.



Present simple and present continuous

1 Read the rules.



PRESENT SIMPLE

We use the present simple to talk about:

- Facts

The school *has* a canteen and a playground.

- Routines

The teacher *starts* her classes at 9 a.m.

Some verbs are often used in the present simple rather than in the present continuous, for example, want, like, know, need, understand.

The baby *wants* to eat. (NOT: The baby is wanting to eat.)

PRESENT CONTINUOUS

We use the present continuous to talk about:

- An action happening at the time of speaking

The student *is reading* out loud.

- A temporary situation

Miss Ettinger *is teaching* French this week because Mr Medina is sick.

- A future arrangement

We *are travelling* to Rome next week.

2 Complete the text with the correct form of the verbs in brackets. Use the present simple.

At 7:30 I (a)..... (drive) to school. It is not a long drive because it only (b)..... (take) me 15 minutes but before getting there, I usually (c)..... (stop) at the best bakery in town to buy some delicious croissants. I (d)..... (not like) cooking so I always buy food to take away. The first thing I do when I arrive at school is meet my colleague Rita. Rita is also a practitioner but she (e)..... (not have) much experience yet. She (f)..... (learn) very quickly and (g)..... (work) very well with the children. She (h)..... (be) very motivated and (i)..... (improve) every day. We get along very well and we (j)..... (prepare) classes together. School (k)..... (start) at 9 a.m. and children (l)..... (arrive) at 8:45 with their parents. We (m)..... (take) a deep breath and (n)..... (welcome) our students with our best smile.



3 Complete the sentences with the correct form of the verbs in brackets. Use the present continuous.

- We (write) an abstract for the project.
- My partner Robert (not come) to class tomorrow.
- I (not listen) to the teacher right now.
- (our teachers, organise) a school trip to London?
- Hundreds of students (sit) an exam to enter university.

4 Choose the correct option.

- a) Mary **checks** / **check** / **is checking** her email account twice a day.
- b) We **are updating** / **update** / **updates** the school's website every week.
- c) Frank always **using** / **use** / **uses** online translators for Italian classes. That isn't right!
- d) Rebecca and Lis **are reading** / **read** / **reads** a novel for literature class.
- e) The headteacher **give** / **are giving** / **is giving** a talk for parents next month.

5 Fill in the blanks with the correct form of the verbs in brackets. Use the present simple or the present continuous.

Susie: Hey Luke, what (a)..... (you, do)?

Luke: Hi! I (b)..... (study) for my final exams.

Susie: Oh... And which subject (c)..... (you, think) is the most difficult?

Luke: Philosophy. I (d)..... (not like) writing. I (e)..... (prefer) more technical and scientific contents.

Susie: Like...

Luke: Biology. I (f)..... (love) it. We (g)..... (not study) theory and we (h)..... (do) many practical things. For example, this week, we (i)..... (analyse) real blood in the lab. It's so interesting!

Susie: Blood? Uhhh... Well... I (j)..... (be) more interested in languages. This month in Spanish class we (k)..... (create) a tale that we (l)..... (sell) at the Christmas street market next month.

Luke: That (m)..... (sound) great!



6 Write questions using the prompts.



a) you / usually / read / after dinner

.....?

b) the children / play / in the park / right now

.....?

c) your son / like / this song

.....?

d) the baby / sleep / at the moment

.....?

e) Brenda / go to the gym / tomorrow

.....?

f) Andy / work / at weekends

.....?

g) your twins / sleep / all night

.....?

1 LISTENING

School routines

 **1** Listen to the conversation between Brian and Rachel and write the correct names.

- a) is in a new school.
- b) 's campus is small.
- c) 's classmates are not very sociable.
- d) eats in the cafeteria.
- e) finishes classes at 6 p.m.
- f) doesn't take the bus to go to school.
- g) usually has a lot of homework.
- h) plays sports twice a week.
- i) 's teachers aren't very flexible.



 **2** Listen again and choose the correct answer -a, b or c.

1. Rachel's school has...

- a) two classrooms and a conference room
- b) a conference room and two libraries
- c) a library and a big campus

2. Brian eats...

- a) in the cafeteria
- b) his packed lunch
- c) at home

3. Rachel stops for lunch...

- a) for one hour
- b) for half an hour
- c) at 4 p.m.

4. Rachel plays rugby...

- a) on Tuesdays and Wednesdays
- b) on Mondays and Thursdays
- c) on Tuesdays and Thursdays

5. In Rachel's school, one student...

- a) forgot the books
- b) lost the books
- c) called her parents

 **3** Work in pairs. Discuss the differences and similarities between Rachel's school routine and yours.





- When was the last time you met someone for the first time?
- What type of information did you exchange?
- Do you shake hands when you meet a person? What do you do in your country? Is it different in other countries?

Meeting colleagues

1 Use the words in the box to complete the conversation below.

sick leave · healthy · headteacher · pleased · about · staff room · retire

Scott: Hi. **My name's** Scott; it's my first day at this school. Do you know where the headteacher's office is?

Pauline: Hi, Scott! **Nice to meet you!** I'm Pauline, the caretaker. This is Alice, the cook.

Alice: Hello! (a)..... **to meet you,** Scott.

Scott: I'm the new secretary. Brian is on a (b)..... and I'll be here for a couple of months.

Pauline: Great! Is it your first time working as a secretary?

Scott: No, I've been a secretary for about five years. I really enjoy it.

Alice: **What exactly do you do at the school?**

Scott: I organise all the information of the students, manage the school's finances and work with databases. What (c)..... you? What do you do?

Alice: I work in the canteen. I cook the meals for the students and prepare balanced menus to make sure they eat (d)..... Our food is delicious!

Pauline: My job is stressful. I make thousands of photocopies, I take phone calls and messages and I handle correspondence. I also help teachers and students if they have problems or questions.

Alice: **How old are you,** Scott? You look so young!

Scott: Oh, really? I'm 35 years old.

Pauline: Oh, we're much older than you! We're going to (e)..... soon!

Scott: Well, **it was great to meet you** two. I have to meet the (f)..... now!

Alice: Of course! His office is next to the (g)..... It's the second door on the left.

Pauline: See you around!

Scott: Bye!



2 Work in pairs. Turn to page 72 and role-play a similar situation with your partner. Use the expressions in bold in exercise 1.





1 Read the email and explain the meaning of the words in bold.

New message

To margaret_tg@mail.com

Subject Hi there!

Hi Margaret,

Thank you for your email. I'm studying Secondary Education and I find it very different. I'm 11 years old but most of my **classmates** are 12. I go to school every day from Monday to Friday. I start classes at 9 a.m. and finish at 4:30 p.m. I have lunch in the cafeteria but I don't like the food very much. Sometimes, my mum prepares a **packed lunch** for me.

My best friend is Jay. He's really **good at** history because his grandfather tells him a lot of war stories. As he is very interested in historical **facts** and **events**, he would like to be a **historian**.

I prefer science. To me, maths and biology are easy subjects. I'm getting good **marks** but I don't like studying. I prefer spending time with my friends or playing basketball with my team. I love sports.

Now, we're preparing a project for Halloween in art class. Our teacher is Elsa. She's **caring** and responsible. I really like her. She motivates us and plans fun lessons. The school isn't very big but we have a big sports hall where we play football in our free time.

Well, that's all from me.

Take care,

Liam

Send

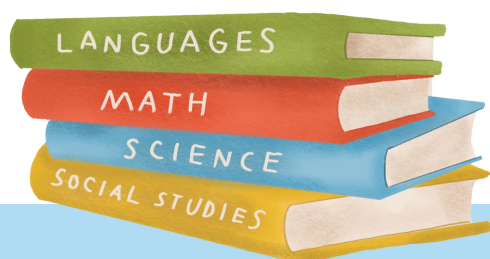
2 Read the text again and answer the questions.

- What does Liam think about the food at the school?
- Why does Jay want to be a historian?
- Is Liam a good student?
- Why does he think Elsa is a good teacher?

3 Where can you find the following expressions in an email? Write *Opening* or *Closing*.

- I hope to hear from you soon.
- Thank you very much for your email.
- How's your family?
- All the best,
- Dear Albert,
- Well, that's all for now.
- Best wishes,
- I have some good news.
- Give my regards to your brother.
- It was great to hear from you.
- Hi Leyla,

4 Write an email to your friend about your routine at school. Use the present simple and the present continuous.



Nursery rhyme

The Wheels on the Bus

The wheels on the bus go round and round.
Round and round, round and round.
The wheels on the bus go round and round.
Round and round.

The _____ on the bus go up and down.
Up and down, up and down.
The _____ on the bus go up and down.
Up and down.

The _____ on the bus goes open and shut.
Open and shut, open and shut.
The _____ on the bus goes open and shut.
Open and shut.

The _____ on the bus go waa, waa, waa.
Waa, waa, waa, waa, waa, waa.
The _____ on the bus go waa, waa, waa.
Waa, waa, waa.

The _____ on the bus go swish, swish, swish.
Swish, swish, swish, swish, swish, swish.
The _____ on the bus go swish, swish, swish.
Swish, swish, swish.

The _____ on the bus go shh, shh, shh.
Shh, shh, shh, shh, shh, shh.
The _____ on the bus go shh, shh, shh.
Shh, shh, shhhhhh.

The _____ on the bus goes beep, beep, beep.
Beep, beep, beep, beep, beep, beep.
The _____ on the bus goes beep, beep, beep.
Beep, beep, beep.



1 Listen to the nursery rhyme twice and fill in the gaps with the missing words. Then, match the words with the pictures.

2 Think of a pre-listening and a post-listening activity you would do with your students in class to work with this song. Role-play it with your classmates.



a



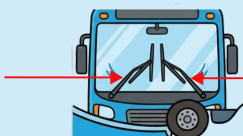
b



c



d



e



f



g