

Verónica Real ♦ Belén Pascual



New English for **EARLY YEARS EDUCATION**

Student's Book

Primera edición, 2026

Autoras: Verónica Real Morte / Belén Pascual Lence

Maquetación: Verónica Real Morte

Edita: Educàlia Editorial

ISBN:

Depósito Legal:

Printed in Spain / Impreso en España

Todos los derechos reservados. No está permitida la reimpresión de ninguna parte de este libro, ni de imágenes ni de texto, ni tampoco su reproducción, ni utilización, en cualquier forma o por cualquier medio, bien sea electrónico, mecánico o de otro modo, tanto conocida como los que puedan inventarse, incluyendo el fotocopiado o grabación, ni está permitido almacenarlo en un sistema de información y recuperación sin el permiso anticipado y por escrito del editor.

Alguna de las imágenes que incluye este libro son reproducciones que se han realizado acogiendo al derecho de cita que aparece en el artículo 32 de la Ley 22/1987, del 11 de noviembre, de la Propiedad intelectual. Educàlia Editorial agradece a todas las instituciones, tanto públicas como privadas, citadas en estas páginas, su colaboración y pide disculpas por la posible omisión involuntaria de algunas de ellas.

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

<https://www.e-ducalia.com/libros-texto-fp-ciclos.php>

Verónica Real ♦ Belén Pascual



New English for **EARLY YEARS EDUCATION**

Student's Book

Contents

	Vocabulary	Reading	Grammar
Unit 1 Early Years Education	Subjects Early Years Education	Jobs in Education	Present simple Present continuous
Unit 2 Nurseries	Staff Facilities The classroom and the playground	Inside a Montessori Classroom	<i>There is / There are</i> <i>a / an, some / any</i> questions in present simple and present continuous
Review - Units 1-2			
Unit 3 Storytelling and Playtime	Playing Stories	Tradition vs Technology	Past simple Past continuous
Unit 4 Families	Parents Children	The First Years	Future: <i>will</i> , present continuous and <i>be going to</i>
Review - Units 3-4			
Unit 5 Health and Nutrition	Symptoms Health problems Childhood diseases	Eating Healthy	Modal verbs: <i>should / shouldn't</i> <i>must / mustn't</i> <i>may / may not</i>
Unit 6 The World of Work	Employment Skills and personal qualities Education and training	Job adverts	Present perfect
Review - Units 5-6			

Listening

Speaking

Writing

School routines	Meeting colleagues	An informal email	Song: The Wheels on the Bus
Ordering classroom supplies	An interview	A leaflet	Project: Presenting a nursery school
Traditional tales	Let's play!	Writing stories	Song: Family Finger
Parents' routines	Instructions	A letter to parents	Project: A storybook
Calling emergencies	Emergencies at school	A menu	Song: Old MacDonald Had a Farm
A job interview	A job interview	An email cover letter	Project: A video CV

Vocabulary: Parents. Children
Reading: The First Years

Grammar: The future
Listening: Parents' routines

Speaking: Giving instructions
Writing: A letter to parents

Vocabulary

Parents


 **1 Work in pairs. Ask and answer the following questions.**

- What were your parents like when you were a child?
- How would you like to be as a parent? Mention some qualities.



2 Read the following sentences and write T (True) or F (False). Correct the false sentences.

- A **strict** parent sets clear limits for children.
- A **supportive** parent ignores problems at school.
- A **loving** parent shows affection to children even when they make mistakes.
- A **caring** parent only helps children with schoolwork and marks.
- A **funny** parent tells jokes and makes children laugh.

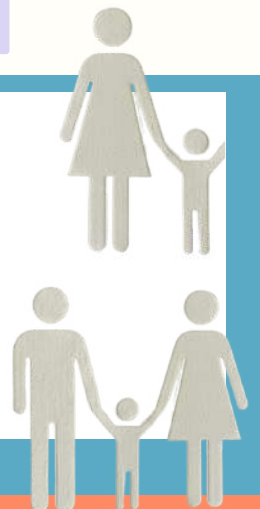
 **3 Order the qualities in exercise 1 from the most important to the least important and explain your reasons to your classmates. Then think of other qualities you consider important.**



4 Today, there are different types of parents and families. Complete the sentences with the words in the box.

same-sex · step-brother · adoptive · single · father

- Laura lives with her mother and It is a nuclear family.
- Steven's mother remarried and had a baby. Now, he has a
- Zian arrived from the Philippines when he was five. He has lived with his parents since that moment.
- Nicole's parents are both men. They are parents.
- Sylvia has been raised by her mum. Her mum is a parent.



Children

5 Look at the following adjectives. Circle the ones that describe you.

STUBBORN *kind* **PUNCTUAL** **WEEPY** *dynamic*
shy **BOSSY** **EASY-GOING** *optimistic* **CREATIVE**
extroverted **PATIENT** **moody** **curious** **lazy**
MESSY *self-confident* **clever** **FRIENDLY**

6 Look at the children below. How would you describe them? Choose a suitable adjective for each of them from the adjectives in exercise 5.



7 Match the adjectives in the box with the definitions.

sleepy · aggressive · cheerful · hard-working · rude · talkative

- a) Someone who likes to fight and gets involved in inappropriate situations.
- b) Someone who talks a lot.
- c) Someone who is usually happy and positive.
- d) Someone who is impolite.
- e) Someone who does a lot of work.
- f) Someone who is extremely tired and wants to rest.



Reading comprehension

1 Read the text and answer the following sentences.

- How often do babies eat? How many hours do they sleep?
- Can babies see like an adult when they are born?
- Why are changes in a baby shocking for parents?
- Are toddlers social? Provide examples.
- Which daily situations can be a routine for kids?



THE FIRST YEARS

- In the first year the baby undergoes an incredible transformation. Newborn babies change to toddlers in just 12 months and every month brings new and exciting developments. When babies are born they are fed every two or three hours by their mother and they sleep for 16-18 hours a day. They do not see like adults but they make basic distinctions in vision, hearing, smelling, tasting and touch.
- These basic capacities develop greatly throughout the first year and the baby turns 1 with better acquired senses. In a year, the baby learns to eat solid food, to crawl or walk, to pronounce the first words, to smile, to identify objects and many other things which are shocking for parents who cannot believe that their tiny helpless baby is now an independent and social little person. In this first year, babies also start to identify their parents. Some of them may even develop fear of strangers and fear of separation. This feeling will disappear as the baby grows up.

Development of toddlers aged 1-3 can be classified into several areas. Regarding motor skills, children improve their gross motor skills in walking, running and climbing. Fine motor skills, which involve smaller movements, imply holding a spoon, feeding themselves and drawing, among others. They also achieve complete sensory skills and start changing single words for longer sentences.


- Regarding the social area, children start playing with others, learn to take turns and do fantasy play, and develop their sense of humor. It is also a difficult time for parents since the child starts with temper tantrums, violent emotions or anger. Daily routines are a must when raising a child.

They help families get through everyday activities such as mealtimes, bath time, bedtime, greetings or goodbyes. Maintaining normal daily routines can make it easier for children to deal with stressful events.

- It is important to know that toddlers do not develop at the same rate. Children may be ahead in some areas and slightly behind at others. Therefore, do not worry if a child develops at a different pace. If something worries you enough to be troubled, always ask the paediatrician.



2 Read the text again and make a list of gross motor skills and fine motor skills. Add more examples to the list.

Gross motor skills	Fine motor skills
	

Vocabulary

3 Find words in the text for these definitions.

- a) Young children aged from 1 to 3.
- b) The five physical abilities to see, hear, smell, touch and taste.
- c) To move slowly with the body along the ground using hands and knees.
- d) Unable to care for himself or herself.
- e) A sudden period of extreme anger.
- f) A doctor with special training in medical care for children.

4 Complete the tables with a real example of a child's tantrum. Share it with your partners.

Situation

Child's reaction (physical and emotional)

Parents' reaction



FUTURE



The future

1 Read the box below to learn how *will*, *be going to* and the present continuous are used to talk about the future.

WILL	BE GOING TO
<p>Predictions based on an opinion. <i>I think I will live in London in the future.</i></p> <p>Spontaneous decisions at the moment of speaking. <i>It's very hot here. I'll open the window.</i></p> <p>Promises. <i>We'll look after Peter at the weekend. I won't tell anybody.</i></p>	<p>Plans and intentions. <i>I'm going to make a cake for my brother's birthday.</i></p> <p>Predictions based on evidence. <i>Look out! You are going to fall.</i></p>
	PRESENT CONTINUOUS
	<p>Fixed arrangements. <i>I'm visiting the doctor this evening at 7:30.</i></p>

The future: *will*

2 Avril asks a fortune teller about her future. Complete the text with the correct form of *will* and the verbs in the box.

work · adopt · find · live · not have · not study · move · not stay · have · go · do · meet

Avril: Tell me, what a)..... I when I finish this vocational course? b)..... I to university? c)..... I as an early years practitioner? Where d)..... I

Fortune teller: Let me see your right hand, Avril. Well, I can see that you e)..... a very exciting life. You definitely f)..... at university after this vocational course. When you finish it, you g)..... to Dublin to study English. But you h)..... there for a long time because you i)..... a job as an early years practitioner in a nursery in Manchester. There you j)..... and marry Sam, a computer technician. You k)..... any children but you l)..... two dogs.



3 What do you think you will do when you finish this vocational course? Ask questions to your partner and keep a conversation to find out about their predictions. Use the following ideas:

- Go to university.
- Earn a lot of money.
- Live abroad.
- Have your own business.
- Get married.
- Have children.



Useful expressions

- I will definitely...
- I definitely won't...
- I will probably...
- I probably won't...
- Perhaps I will...
- Maybe I will...
- I think I will...
- I don't think I will...

Present continuous with future meaning

4 Complete the notes with the correct form of the the verbs in brackets. Use the present continuous.

visit · stay · celebrate · move · not travel · go

a

Dear Miss Prescott,
Chloe _____
at home the whole week
because she has chickenpox.
Mr Morley

b

Dear Mr Norton,
Ted and Nick must leave
school at 2 today. They
_____ to
the dentist.
Mrs Fulton

c

Dear parents,
Due to the bad weather we
_____ to Oxford
next Wednesday. We will inform
you of the new date shortly.
SPA school

d

Remember that we

Saint Patrick's Day on
March 16th. Everybody
must wear something
green that day.

e

Dear parents,
We _____
Chesthunt's fire station next
Tuesday. All children must bring
their packed lunches and a bottle
of water.
Mrs Bing

f

Dear Mrs Stiller,
As you know, my _____
family and I _____
to Cork tomorrow. Thank
you for being such a great
teacher. I'll never forget you.
Charlotte

The future: *be going to*

5 Match the situations (1-8) with what is going to happen (a-h). Then write the complete sentences using *be going to* like in the example.

- | | |
|---|------------------------------------|
| ___ d ___ 1. I haven't studied for the test. | a) buy some food and drinks |
| ___ 2. Sue has an appointment for this afternoon. | b) have a backache |
| ___ 3. We want to improve our level of English. | c) rain |
| ___ 4. The air conditioning doesn't work. | d) fail |
| ___ 5. There are big black clouds in the sky. | e) go to a job interview next week |
| ___ 6. Rebecca is writing her CV. | f) take private lessons |
| ___ 7. Phillip is lifting very heavy boxes. | g) get a massage |
| ___ 8. Ellen and Bob are having a party tomorrow. | h) call a technician |

Example: *I haven't studied for the test. I'm going to fail.*

will, be going to and present continuous

6 Complete these sentences with the verbs in brackets. Use the appropriate future tense in each case.

- We (buy) a new blackboard for the classroom because it's broken.
- They are very excited because they (have) a baby.
- Don't worry, we (not tell) anybody. We
..... (keep) the secret.
- I don't think robots (replace) teachers in the future.
- She (present) her new project tomorrow at 4 p.m.
- I have a headache.
- Sit down and I (get) you an aspirin.
- What are you doing this weekend?
- I (take) my niece to the fun fair.
- Look at those clouds! It (rain)!
- I have already decided. I (quit) my job to travel around the world.



Parents' routines

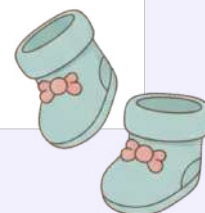
1 How much do you know about babies? Decide if the following statements are true (T) or false (F). Then, explain your answers.

- a) Breastfeeding and formula-feeding are two options to feed a baby.
- b) You can buy nappies only in a pharmacy.
- c) Maternity leave in Spain is 12 weeks with full pay.



2 Two parents are talking in a radio programme about their daily routine with their children. Listen to the conversation with the presenter and answer the following questions.

- a) How old are the children?
- b) Where does Hilary breastfeed her baby at 5 a.m.?
- c) Which products does Hilary buy in a pharmacy?
- d) At what time does Matt take a nap?
- e) What does Ted do in the afternoon?
- f) What does Paul do while Hilary is bathing the baby?
- g) What time do the children go to bed?



3 Listen again and complete the sentences with the correct names -Hilary or Paul.

- a) helps Ted to get dressed.
- b) takes Ted to nursery.
- c) goes to the supermarket in the morning.
- d) makes dinner.
- e) baths Ted.
- f) puts Ted to bed.

4 Read the script at the end of the book and find all the baby items that they mention. Then classify them into the correct categories.

FOOD	BABY CARE	CLOTHING	TOYS



Giving instructions

1 Read this table to learn expressions that you can use to give instructions.



IMPERATIVE	SEQUENCING WORDS
<p>Affirmative <i>Use a thermometer to measure your body temperature.</i> <i>Clean the thermometer after using it.</i></p> <p>Negative <i>Don't open your mouth while the thermometer is in.</i> <i>Do not use a thermometer if it is dirty.</i></p>	<p><i>First, turn on the thermometer.</i> <i>Second, place it under your tongue.</i> <i>Then, close your lips.</i> <i>After that, wait until it beeps.</i> <i>Finally, read the temperature.</i></p>
BY + -ING	TO + INFINITIVE
<p>Turn on the thermometer <i>by pressing</i> the button.</p>	<p><i>To clean</i> the thermometer, use water and soap.</p>

2 Complete the instructions. Use the imperative and the structures *by + -ing* or *to + infinitive*.

How to change a nappy

- 1) First, (raise) the baby's legs.
- 2) Then, (remove) the used nappy, fold it up and put it aside.
 (not forget) to cover the baby with the nappy if you are changing a baby boy.
- 3) Use some wipes (clean) the baby's bottom.
- 4) (slide) a clean nappy under the baby's legs.
- 5) After that, close the nappy (adjust) the sticky tabs.
- 6) Finally, dress the baby and (not throw) the dirty nappy away until you



3 What do first-time parents need instructions for? Think of examples and share them with your classmates.



4 Choose an example from the exercise above and role-play the situation. Bring any prompts you need to class.

Student A: Give clear instructions to your partner using the expressions in exercise 1.

Student B: Listen carefully and follow your partner's instructions.



A letter to parents

1 Read the letter and complete it with the correct verbs from the box. What is the purpose of the letter?

attend · inform · sign · leave · enclose · bring



Describe a school trip you went on when you were a child.

- Where did you go?
- What activities did you do?
- What did you learn?
- Did you enjoy it?

Wednesday, 2nd May, 2027

Happy Kids Day Nurse

EXCURSION TO GREEN VALLEY FARM

Dear Parents/Caregivers,

As we have been learning about farm animals this week, we are planning a visit to Green Valley Farm in Eastwood on Friday 1st June, 2027 with the 5-year-old group "Ducks". Five members of our staff will accompany the children and there they will have a tour to see how farm animals live.

We will (a) the nursery building at 9 a.m. by coach and will return at 4:30 p.m. Children must wear full school uniform, trainers and a cap. In addition, you must apply sunscreen to your child in the morning. They also need to (b) a morning snack and a packed lunch in two separate bags marked with their names and "Snack" or "Lunch" in each of them. Please do not bring a lunch box and ensure drinks are in plastic bottles. If your child needs medication or suffers from travel sickness, please (c) your child's teacher by writing a note with all the details. In case of emergency you can contact Sheila (07700 802277).

The cost of the trip will be £31. Families must (d) the permission note and return it together with the money before Friday 18th May.

Yours sincerely,

Sheila Woods

Miss Sheila Woods
Teacher

PERMISSION NOTE

I give permission for my child *Daniel Peter Stammers* to (e) the excursion to Green Valley Farm on Friday 1st June, 2027. I (f) £31 to cover the costs.

Parent/Caregiver:

Barbara Ann Stammers

(full name and signature)

Emergency contact details:

Barbara Ann Stammers 07700 900454

(full name and telephone numbers)

2 Read the letter again and complete the following information about the school trip:

- a) Destination:
- b) Educational purpose:
- c) Departure and return details:
- d) Travel arrangements:
- e) Supervising staff:
- f) Cost:
- g) Food requirements:
- h) Equipment needed:
- i) Emergency contact:



3 What school trips do you think are suitable for a group of toddlers? Write some examples.

4 Write a letter to your students' parents explaining a school trip that you are organising. Include all the important information.

PROJECT

CREATING A STORYBOOK



Storytelling and reading aloud are essential in early childhood because they support children's language development, imagination, communication skills and reading comprehension. Regular reading also helps children develop a love for books, so it is recommended to read to them for at least 15 minutes every day and to keep this habit once they learn to read independently.

1 Work in pairs. Ask and answer these questions.

- Do you like creating stories? Have you ever written a story for children?
- What was your favourite children's story when you were a child?
- Do you like telling stories aloud?
- Do you like reading now? What type of books?

PROJECT

1 TASK

You are going to create a storybook for 5-year-old children.

2 RESEARCH AND PLANNING

Invent a story for young children using basic vocabulary and simple grammar structures.

Divide the content into different scenes.

Create a storybook using different materials to make it visually attractive.

Rehearse telling the story, paying attention to intonation, rhythm and clarity.

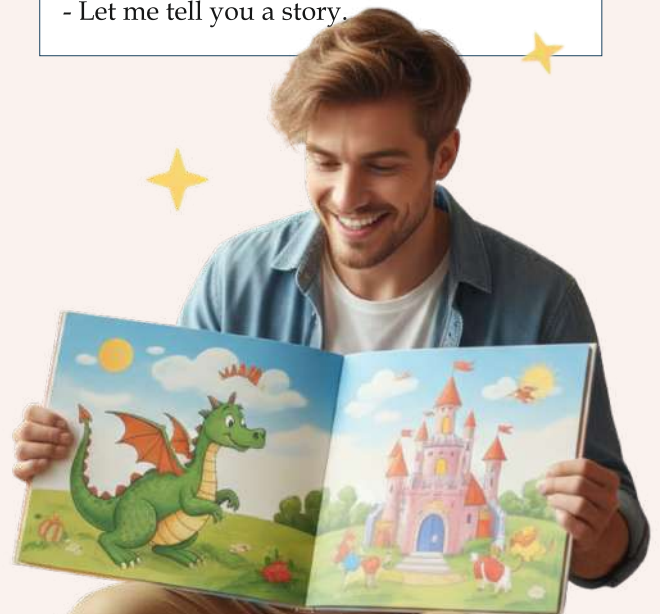
3 ACTION!

Tell the story to your classmates. If possible, try telling it to a small group of children.



USEFUL LANGUAGE

- Once upon a time...
- Long, long ago...
- This is the story of...
- Do you know the story of...?
- Let me tell you a story.



Vocabulary



1 Match the type of play to the description.

1. Children play alone.
a) onlooker b) associative c) solitary
2. Children make random movements.
a) open-ended b) unoccupied c) parallel
3. Children look and observe.
a) onlooker b) associative c) play-acting
4. Children role-play a different person.
a) solitary b) play-acting c) unoccupied
5. Children are near but do not play with each other.
a) parallel b) associative c) open-ended



2 Complete the names of the types of stories and characters with the missing vowels.

- a) 'Goldilocks and the Three Bears' is a **f _ l k t _ l _**.
- b) Darth Vader is the **v _ ll _ _ n** of the Star Wars films.
- c) A **f _ bl _** is a short moral story with animals as characters.
- d) The **h _ r _ _ n _** is the main female character in a story.
- e) A **b _ ddy** is a creature that the hero of a story must overcome.

3 The words in bold are in the wrong sentences. Write the correct word for each sentence.

- a) Brian is very **weepy**. He never says 'please' or 'thank you'.
- b) I get nervous when I have to meet new people. I'm really **rude**.
- c) We have a **kind** baby. He's crying all the time.
- d) Mona is an **aggressive** person. I love to work with her.
- e) We can't accept Lisa's behaviour. She is very **easy-going** and all her classmates are afraid of her.
- f) Our teacher is a good person. She is very generous and **shy**.

Grammar

4 Complete the sentences using the correct form of *will* or *be going to*.

- a) Oh, look! The doll's leg is broken. I (repair) it.
- b) Be careful, Jim! You (fall)!
- c) We (buy) a ride-on car for Emma.
- d) Perhaps she (become) a writer in the future.
- e) Can I borrow your electronic computer? I promise I (not lose) it.
- f) Why are you carrying all those books? Because I (put) them on the bookshelf.
- g) '..... (you/publish) a book with all your tales?' 'Yes, I am.'



Complete the story with the verbs in brackets.

5 Use the past simple and the past continuous.

Hansel and Gretel

Once upon a time there were a brother and a sister whose names a)..... (be) Hansel and Gretel. One day, their step-mother b)..... (leave) them in the forest. It c)..... (be) dark, and the two siblings d)..... (walk) when suddenly they e)..... (see) a cottage made of chocolate, candy, and cake. They f)..... (eat) some bricks when an old woman g)..... (come) out of the house. She h)..... (take) the children and i)..... (lock) them in a cage. She j)..... (decide) to make a soup out of Hansel, but while she k)..... (boil) some water, Gretel l)..... (push) her into the pot. The woman m)..... (fall) into the water and n)..... (die). Before leaving the house, Hansel and Gretel o)..... (find) a treasure. They took it and p)..... (go) back home.



Translate the words into your language.

Unit 3

PLAYING

Types of play

associative	play-acting
onlooker	solitary
open-ended	unoccupied
parallel	

Toys and games

abacus	games console
blocks	jigsaw
chess	ludo
electric piano	play dough

STORIES

Types of stories

fables	myths
fairy tales	sagas
folktales	

Characters and roles

baddy	reader
goody	supporting character
hero / heroine	villain
main character	
monster	

Story elements

genre	plot
moral	setting

Unit 4

PARENTS

adoptive
caring
father
funny
loving
single
step-brother
supportive
strict
same-sex

CHILDREN

aggressive	messy
bossy	moody
cheerful	optimistic
clever	patient
creative	punctual
curious	rude
dynamic	self-confident
easy-going	shy
extroverted	stubborn
friendly	sleepy
hard-working	talkative
kind	weepy