

Communication Skills for educators in English. Block 1





Index



01

Welcome meeting
and introductions

02

Professional greetings
and introductions in
educational settings

03

Sharing personal and
professional information

04

Communication
strategies for
initiating
conversations related
to education

05

Pronunciation
strategies to improve
clarity and mutual
understanding



Welcome and Introductions

First impressions!

Let's learn each other's names!

The Name Chain

- Everyone stands in a circle, facing outside.
- One person starts by saying his/her name out loud.
- Then the next person on his/her left repeats the previous person's name followed by his/her own name. And we keep going like this until the last person of the circle.



Welcome and Introductions

First impressions!

Let's learn each other's names!

Fun Facts

- Tell us an anecdote related to yourname. Why are you called like that?
- Go one by one and tell us thisinformation.



What are your fears and expectations?

Let's share our thoughts!

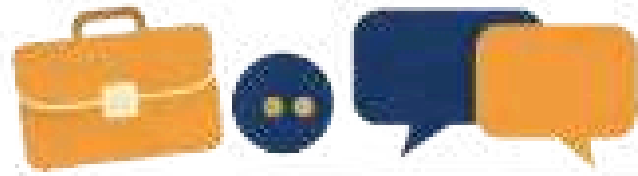


Let's learn each other's names!

Fun Facts

- Tell us an anecdote related to yourname. Why are you called like that?
- Go one by one and tell us thisinformation.

Greetings!



Basic Professional Greetings

- Hello, nice to meet you.
- Welcome, everyone.
- Thank you for coming.
- How may I assist you today?
- I appreciate your time.
- Have a nice day, everyone.



Introducing Yourself

- Hello, everyone.
- My name is _____.
- I am _____.
- I work in _____.
- I'm here to _____.
- Nice to meet you all.

Greetings in Educational Settings



Greeting Parents or Visitors

- Welcome to our school.
- Thank you for visiting us.
- We are happy to have you here.
- Please let me know if you need anything.
- It is a pleasure to meet you.
- Thank you for your time.



Greeting Students

- Good morning, everyone.
- How are you today?
- I hope you are doing well.
- Please take your seats.
- Let's begin.
- Welcome to the class.



Greetings in Meetings

- Hello everyone.
- Thank you all for coming.
- Let's get started.
- I appreciate your time.
- That was a great discussion.
- Have a nice day, everyone.

Giving personal information

Bianca

I am a student

I work as a teacher

25

I like music and football

English, Spanish and Italian

Italy

I take part in Erasmus projects.

I have experience in education

We are here to talk about possible collaboration

What are the questions to this answers?

1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine
10 ten

11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen
16 sixteen
17 seventeen
18 eighteen
19 nineteen
20 twenty

30 thirty
40 forty
50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 hundred
1,000 thousand
1,000,000 million



Getting to know each other



Talking Threads

- For this activity we will need a longstring of yarn.
- We will pass it around and everyone is going to take the amount they like, cut it and pass it to the next person.
- Now tie some knots up until 6



Getting to know each other



Talking Threads

Prompts

- A hobby or favorite activity.
- A place you want to visit.
- A favorite food.
- A favorite music genre.
- A word you know in English.
- Something you like about your country



English phrases for a small talk



With a friend:

- What's up?
- How's it going?
- What's new?

At a party or wedding, a work event...

- I don't think we've met – I'm _____
- So... how do you know Mary?

With colleagues:

- How are you doing?
- How was your weekend?

With a friend who you haven't seen in a long time:

- How have you been? Long time no see!
- What have you been up to lately?

With someone you have just been introduced to:

- Nice to meet you!
- How do you two know each other?
- So, what do you do for a living?

With a stranger in other situations

At an art gallery:

"That's an interesting painting. What do you think of it?"

At a bar:

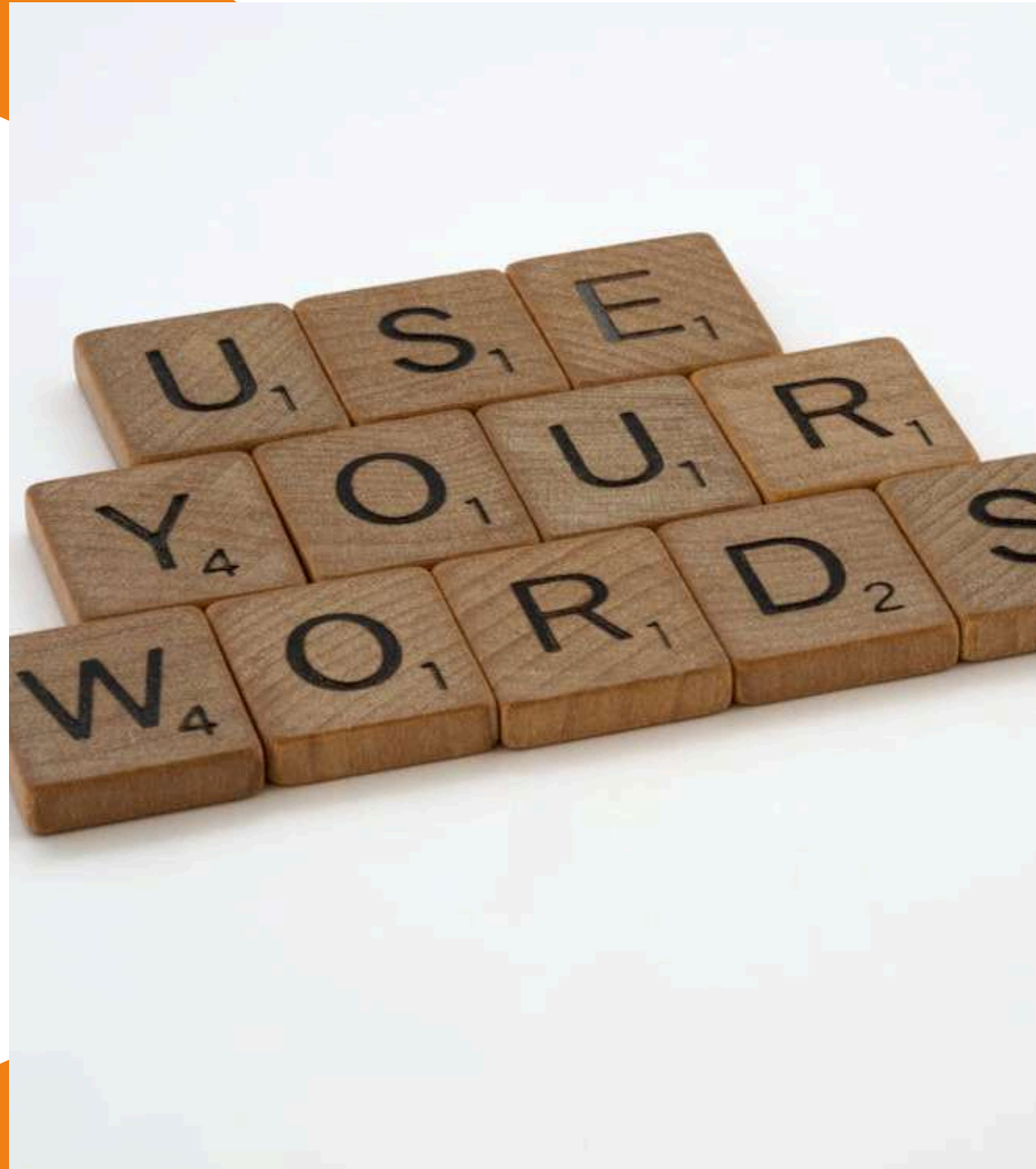
"This is a great song – I love Latin music. How about you?"

At a sports game:

"Wow, that was a great play! So, who's your favorite player?"

At a concert or event:

"What a great turnout! Have you ever been here before?"



Useful phrases to start a conversation ↗

Conversation starters with a friend:

With close friends, you can use informal conversation starters like these:

- What's up?
- How's it going?
- What's new?

The correct answer to “What’s up?” is “Not much.” You can then add a detail about what’s happening in your life at the moment. If someone says “How’s it going?” you can answer “Good” or “Not so good” and then say why.

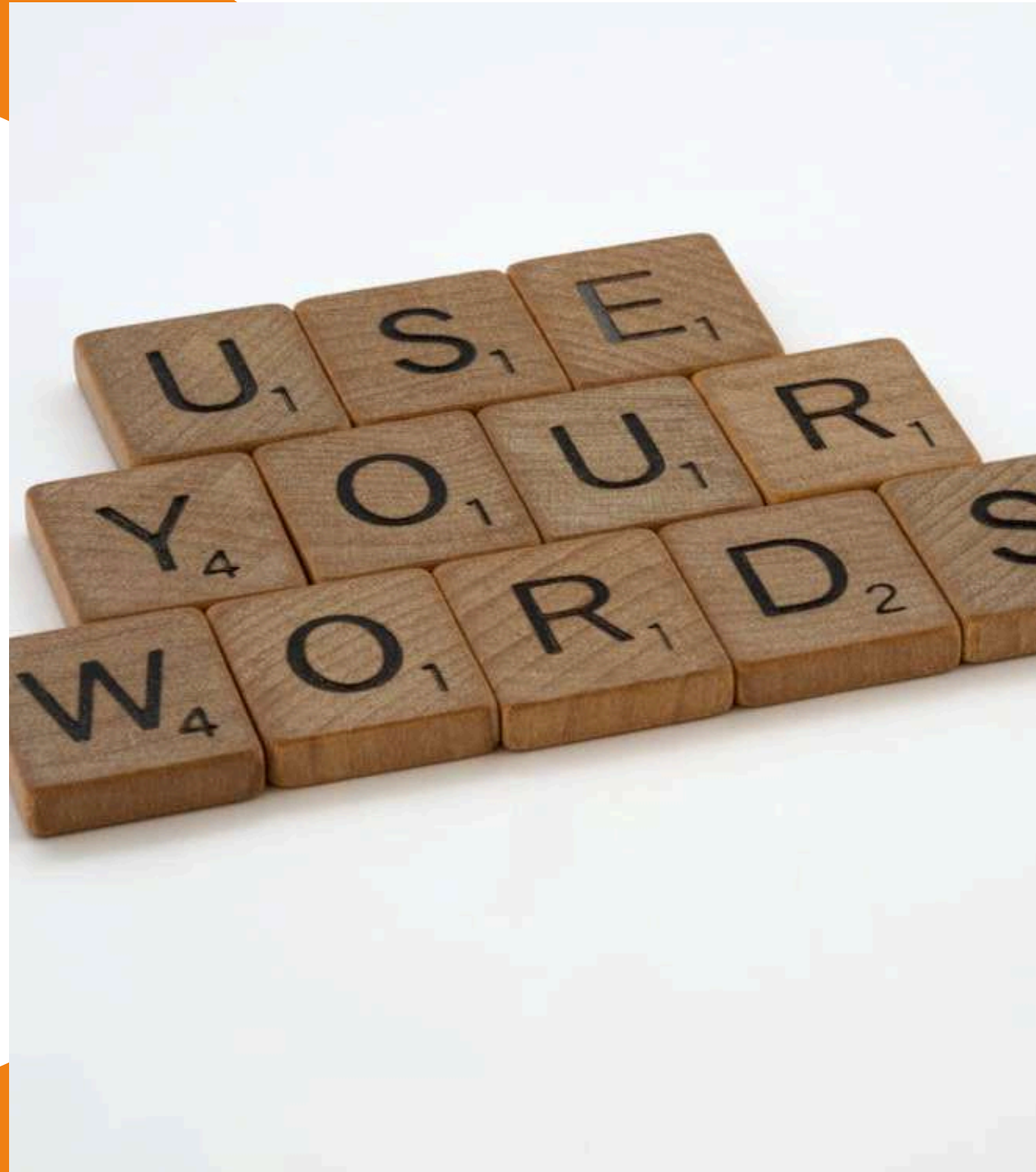


Useful phrases to start a conversation

Conversation starters with colleagues:

In the office, use slightly more formal English, like these common expressions:

- Hi, John. How are you doing?
- How's your day going?
- We're sure having a busy/slow day today.
- Have you heard the news about_____?
- (on Friday): Have you got any plans for the weekend?
- (on Monday): How was your weekend?
- I saw the funniest thing on social media...[then show or describe it]
- (for a more casual moment, like on a break from work)



Useful phrases to start a conversation in professional contexts


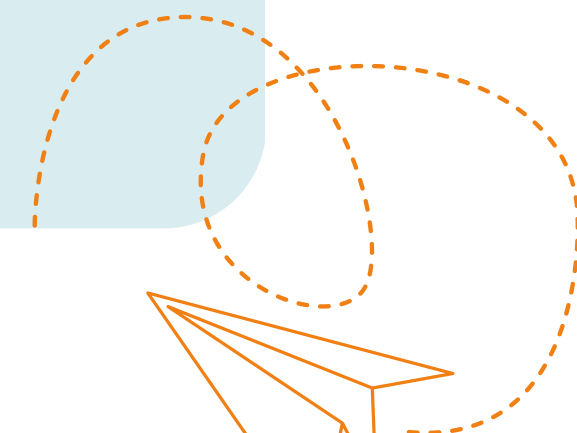


Start a conversation



- Good morning.
- Thank you for meeting with us today.
- Let me introduce myself. We really appreciate this opportunity to meet with you.
- It's nice to finally meet you in person.

Breaking the ice

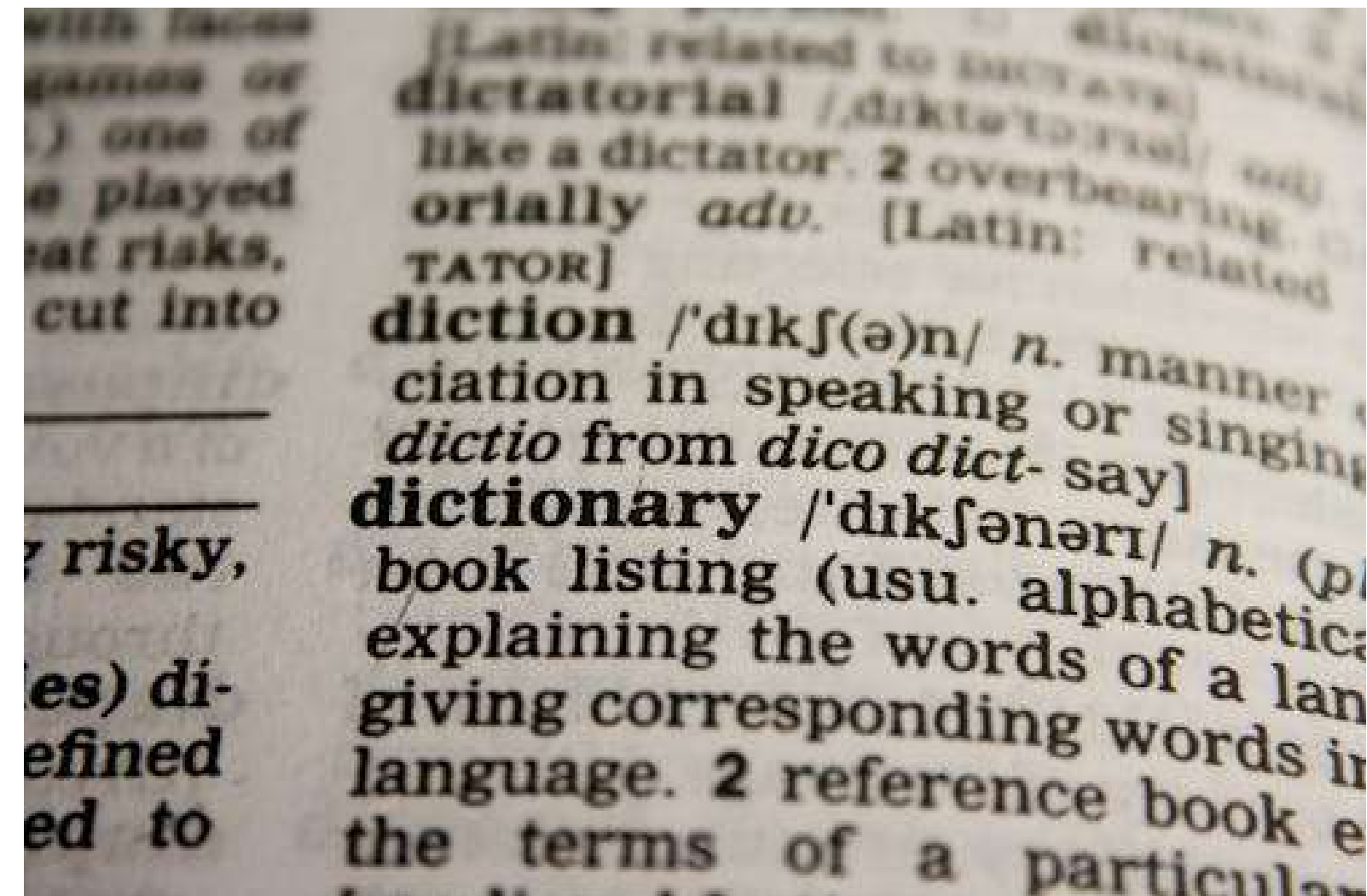
- How long have you been working here?
 - Could you tell us a little about your role?
 - What kind of work do you usually do?
 - What do you enjoy most about your work?
- 
- 

Pronunciation tips

Word stress in English

It's very important to understand how English language is pronounced and actually spoken

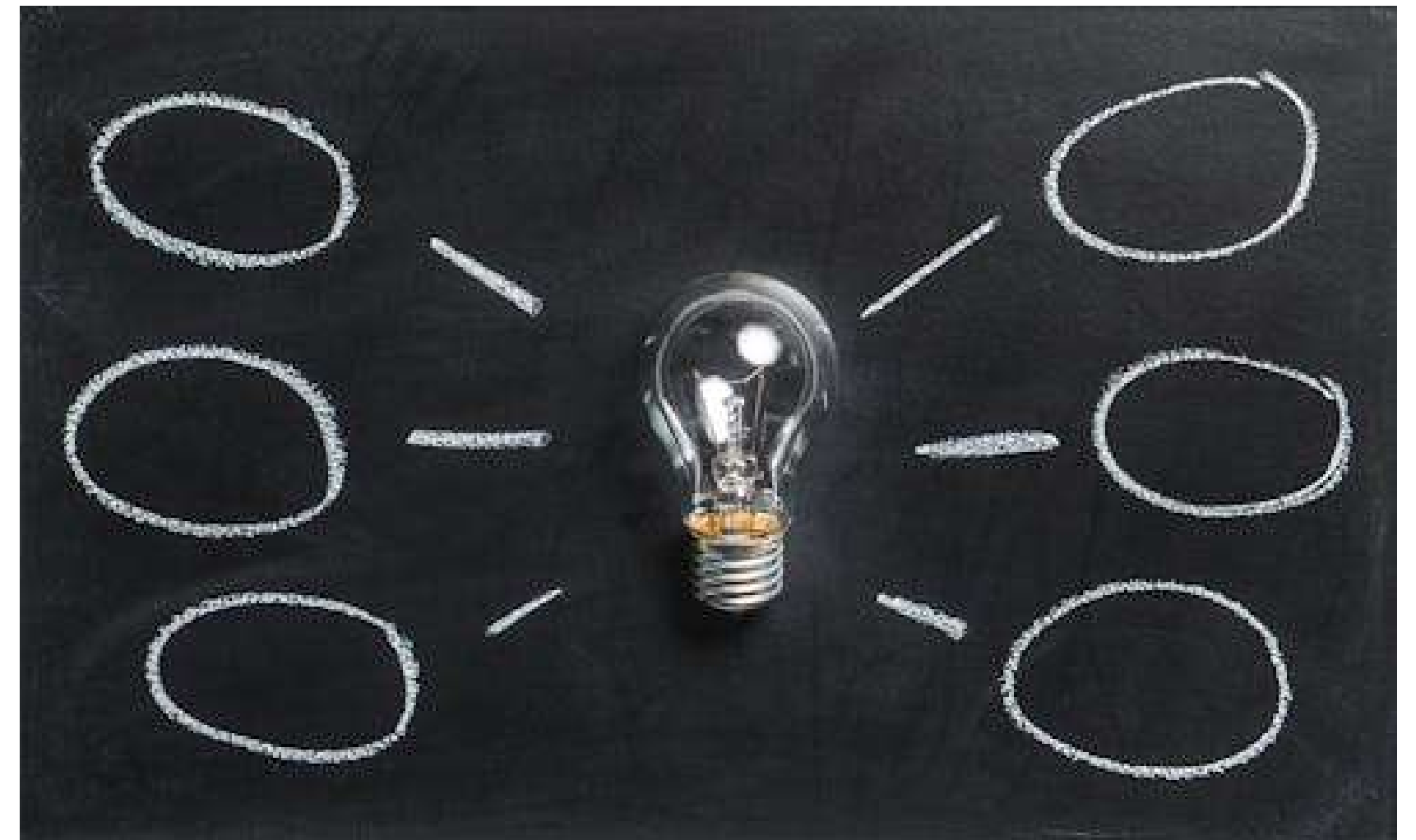
In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say one syllable very loudly (big, strong, important) and all the other syllables very quietly.



Pronunciation tips

/θ/ and /ð/ (e.g. think, this)

- Why it's hard: These sounds don't exist in Italian or Portuguese.
- /θ/ (voiceless): "Put your tongue between your teeth and blow air." (Like a quiet snake)
- Word examples: think, thanks, Thursday
- /ð/ (voiced): "Same tongue position but vibrate your voice."
- Word examples: this, that, mother



Pronunciation tips

/h/ (e.g. house, hello)



- Often dropped or mispronounced as a vowel
- Tip: “It’s like breathing onto a mirror – just air, no voice.”
- Try whispering hello, home, how.



Pronunciation tips

/ɪ/ vs /i: / (e.g. ship vs sheep)



- Why it's hard: Italian and Portuguese have fewer vowel distinctions.

Tip:

- /ɪ/ = short, relaxed (mouth less tense) → ship, bit
- /i: / = long, smiling (tense lips) → sheep, beat



Pronunciation tips

/æ/ (e.g. cat, man)



- Why it's hard:
 - This open front vowel doesn't exist in Italian or Portuguese.
 - Learners often replace it with a softer sound from their own language.
- Tip:
 - "Open your mouth wide like you're at the dentist. 'Aaaaaah!'"
- Extra help:
 - Keep your jaw relaxed and your mouth open.
 - The sound should be short and clear.
- Common mistake:
 - Do not make it too soft or too closed.

Pronunciation tips

/ʌ/ (e.g. cup, love)



- Why it's hard: Learners replace it with /a/ or /o/.
- Tip: It's a short, central sound. Mouth relaxed. Like a grunt: uh.
- Try: cup, luck, mother

Pronunciation tips

Word stress and weak forms

(e.g. record (noun) vs record (verb), or to, for in sentences)



h o w

- Why it's hard: Stress in English changes meaning and rhythm.
- Tip: Clap or tap the rhythm of words/sentences. Use rubber bands to stretch stressed syllables.
- Practice: I want to go → /tə/
I'm looking for it → /fə/

Pronunciation tips



Final consonants

(e.g. dog, big, stop)



- Why it's hard:
 - Portuguese sometimes adds a vowel (epenthesis), Italian often drops final consonants.
- Tip:
 - Practice “closing” the sound. Exaggerate and freeze at the end. Practice with minimal pairs: big vs bit, dog vs dock

Tongue twisters

A great tool to practice

- They target specific sounds: (like /θ/, /s/, /ʃ/, /r/, /l/).
- They improve clarity and articulation. Because they are hard to say fast, learners naturally slow down, open their mouths more, and enunciate more clearly.
- They build muscle memory.
- They're fun and engaging.

- Irish Wristwatch, Swiss Wristwatch.
- I wish to wash my Irish wristwatch
- Which wristwatches are Swiss wristwatches?



- She sells sea-shells on the sea-shore.
- The shells she sells are sea-shells, I'm sure
- For if she sells sea-shells on the sea-shore
- Then I'm sure she sells sea-shore shells.

- Betty Botter bought some butter
- But she said the butter's bitter
- If I put it in my batter, it will make my batter bitter
- But a bit of better butter will make my batter better

- How much wood would a woodchuck chuck if a woodchuck could chuck wood?
- He would chuck, he would, as much as he could, and chuck as much wood
- As a woodchuck would if a woodchuck could chuck wood

- Betty Botter bought a bit of butter.
- The butter Betty Botter bought was a bit bitter
- And made her batter bitter.
- But a bit of better butter makes better batter.
- So Betty Botter bought a bit of better butter
- Making Betty Botter's bitter batter better

- Peter Piper picked a peck of pickled pepper
- A peck of pickled peppers Peter Piper picked
- If Peter Piper picked a peck of pickled peppers
- Where's the peck of pickled peppers Peter Piper picked?



- Six sick hicks nick six slick bricks with picks and sticks.
- The sixth sick sheik's sixth sheep's sick.
- The sixth sitting sheet-slitte slit six sheets.

- Old Mother Hunt had a rough cut punt
- Not a punt cut rough,
- But a rough cut punt.
- Pad kid poured curd pulled cold.





Thank you



Communication Skills for educators in English. Block 2





Index



01

Describing daily routines and work schedules in educational centres

03

Core communication tools commonly used by educational staff

02

Communicating everyday activities in an educational environment

04

Asking and answering questions in professional contexts

Present simple

We use the present simple to talk about habits or routines or things that are always true.

Affirmative

I **play** football.
You **play** football.
He **play** football.
She **play** football.
It **play** football.
We **play** football.
You **play** football.
They **play** football.

Negative

I **do not play** football.
You **do not play** football.
He **does not play** football.
She **does not play** football.
It **does not play** football.
We **do not play** football.
You **do not play** football.
They **do not play** football.

Interrogative

Do I play football?
Do you play football?
Does he play football?
Does she play football?
Does it play football?
Do we play football?
Do you play football?
Do they play football?



Daily routines

Describe your day

Remember some time expressions: always, sometimes, never...

ON

days of the week

AT

time

IN

parts of the day,
months

On Mondays, I play
basketball.

I wake up **at** 7:00. In the
morning, I go to school.

In the afternoon, I do my
homework.

Adverbs of frequency

100% ALWAYS

USUALLY/TYPICALLY

OFTEN/FREQUENTLY

SOMETIMES

OCCASIONALLY

SELDOM/RARELY

0% NEVER

Order

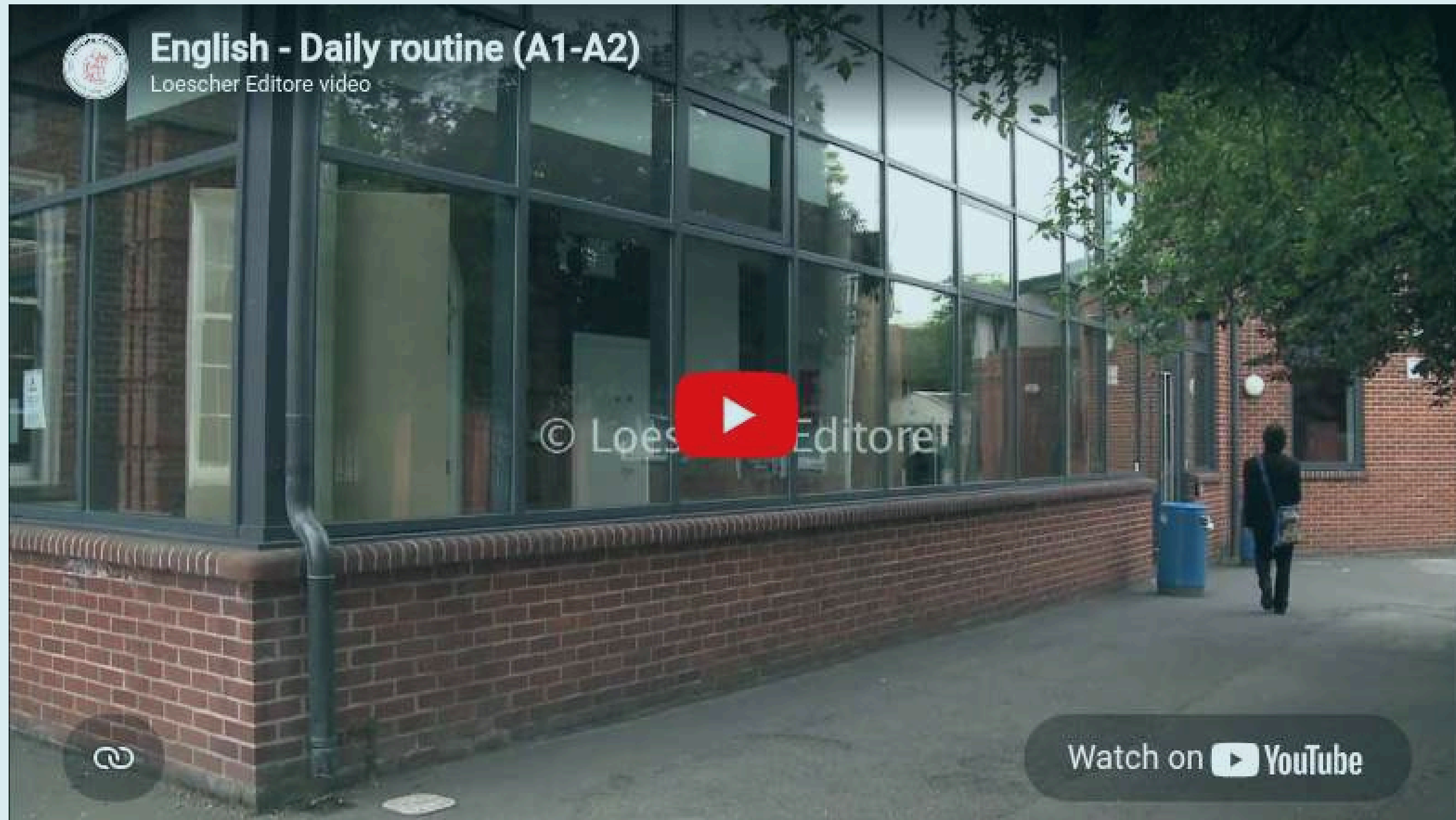
adverbs of frequency

Subject + Adverb + Main Verb

Subject + Be + Adverb

%	adverb	frequency
100	always	I always study for an exam.
90	usually	I usually walk to work.
80	normally/generally	She normally gets good marks.
70	often/frequently	They are often partying until 3 am.
60	generally	It generally takes an hour to get to work.
50	sometimes	I sometimes sing in the shower.
30	occasionally	We occasionally go to bed late.
10	seldom	I seldom put salt on my food.
5	hardly ever/rarely	He is hardly ever angry.
0	never	Vegetarians never eat meat.

Describe your day



Let's do a
LISTENING

activity!



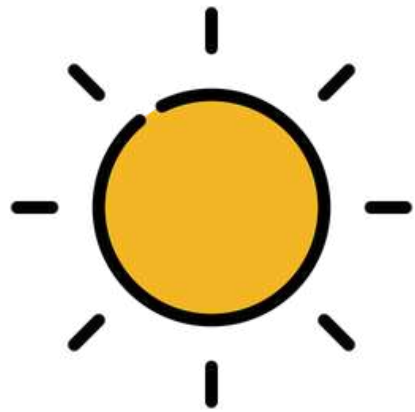
Describe your day



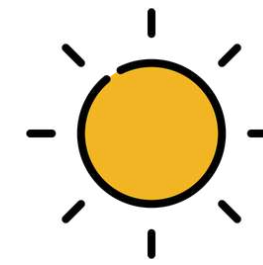
- 1. Start with when you wake up and your initial actions.
- 2. Describe your breakfast and any morning routines
- 3. Mention how you travel to work or school



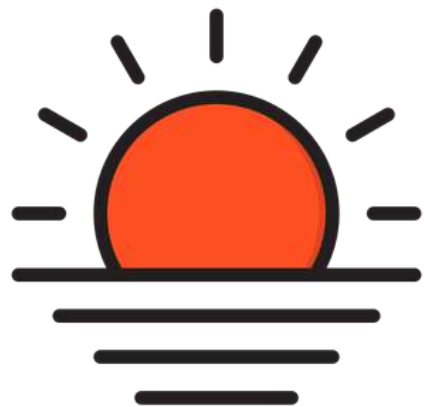
In the morning
I **usually** wake up at 7:00. First, I wash my face and get dressed. Then, I have breakfast.
I **normally** drink coffee and eat toast.



- 1. Describe your work or school activities
- 2. Mention your lunch break
- 3. Include any afternoon activities or errands



In the afternoon
I work and answer emails. I **sometimes** have lunch with my colleagues at 2:00.



- 1. Describe your commute back home
- 2. Talk about your evening routine and activities
- 3. Mention when you go to bed



In the evening
I go back home at 6:00. I often feel tired after work, but I **always** feel happy when I get home and see my family.

A close-up photograph of a hand holding a pen, writing in a spiral-bound notebook. The notebook is open, showing several pages with horizontal lines. The hand is positioned over the top page, and the pen is in contact with the paper. The background is slightly blurred, focusing attention on the writing process.

ROUTINES GAME

- Write down 3 routines in 3 different pieces of paper
- Put all of them in the bag
- Divide into 2 teams
- Each team has 1 minute turn each item.
- A member reads a routine; they can then definewhat it is in English. If your team gets it, you win.
- In the second round, we'll do the same with only oneword.
- Third round will be related to gestures!

Common verbs - Collocations II



Educational context



- Do
- Keep
- Set
- Make
- Take
- Give


Then, I will start dictating adjectives and verbs that you have to collocate in the right column.

When you find out which of the previous nouns it is, write it down on the other side of the paper and raise your paper in silence.



Useful expressions Or funny ones!



- 
- **Idioms**
 - **Wordplay jokes**
 - **Sarcasm**
 - It's raining a bit, isn't it?
 - **Understatement**
 - Do you know any?

Let's check some more

HERE

Useful idioms

Educational context



Learn by heart

Teacher's pet

To ace a test/an
exam

To be on the
same page

Hit the books

Pass with flying
colours



Useful idioms

Educational context



Learn by heart

memorize information

Teacher's
pet

a student in a class who is liked best by the teacher and therefore treated better than the other students

To ace a test/an
exam

To perform exceptionally well

To be on the
same page

means to share the same understanding, agreement

Hit the books

To study hard

Pass with flying
colours

To achieve something exceptionally well

For everyday activities...

Present Simple		
Affirmative	Negative	Question
I like	I don't like	Do I like...?
you like	you don't like	Do you like...?
he likes	he doesn't like	Does he like...?
She likes	she doesn't like	Does she like...?
it likes	it doesn't like	Does it like...?
we like	we don't like	Do we like...?
they like	they don't like	Do they like...?

Affirmative	Negative	Question
I like	I don't like	Do I like...?
you like	you don't like	Do you like...?
they like	they don't like	Do they like...?

For current activities...

Present Continuous		
Affirmative	Negative	Question
I am working	I am not working	Am I working?
you are working	you are not working	Are you working?
he is working	he is not working	Is he working?
she is working	she is not working	Is she working?
it is working	it is not working	Is it working?
we are working	we are not working	Are we working?
you are working	you are not working	Are you working?

Affirmative	Negative	Question
I am working	I am not working	Am I working?
you are working	you are not working	Are you working?
they are working	they are not working	Are they working?




Familiar situations



Daily routines at school

- arrive at school
- check emails
- prepare lessons
- teach a class
- take attendance
- correct homework
- supervise the playground
- attend a meeting
- talk to parents
- write reports
- upload materials
- finish work

Work schedules

- timetable
 - lesson
 - break
 - lunch break
 - free period
 - staff meeting
 - parent-teacher meeting
 - playground duty
 - office hours
 - after-school activity
- 

Speaking role play



Asking about the timetable

Teacher A

You are new at the school. Ask your colleague about your timetable.

Use:

- What time does...?
- Where is...?
- When do I...?

Teacher B

Answer your colleague's questions.

Use:

- Your first lesson starts at...
- The meeting is in...
- You have playground duty on...

Arranging a meeting

Teacher A

You need to arrange a meeting with another teacher.

Use:

- Are you available...?
- Can we meet...?
- What time is good for you?

Teacher B

Answer and suggest a time.

Use:

- I'm available at...
- I'm not available then.
- We can meet after...

Using communication tools

Teacher A

You need help with the school platform.


Use:

- How do I access...?
- Where can I upload...?
- Can you help me?

Teacher B

Explain what to do.

Use:

- You need to log in.
 - Click on "students".
 - Upload the document there.
 - Let me show you.
- 



Speaking roleplay

It's your turn

It's time to do a role-play with your partner based on what we have studied.

Work in pairs and create a short professional dialogue in an educational context.

- Use English during the activity.
- Prepare your dialogue, practise it with your partner and then perform it for the class.
- Try to speak clearly, use polite language and include vocabulary from the session.

Modal verbs



CAN

Ability; Request

COULD

Past ability; Suggestion;
Future possibility

MAY

Permission or Future Possibility

MIGHT

Present or Future Possibility

MUST

Necessity or Obligation

OUGHT TO

What's Right & Correct

SHALL

Offer or Suggestion

SHOULD

Advice or Uncertain Prediction

WILL

Willingness; Certain Prediction
or Promise

WOULD

Request; Invitation or Making
Arrangements

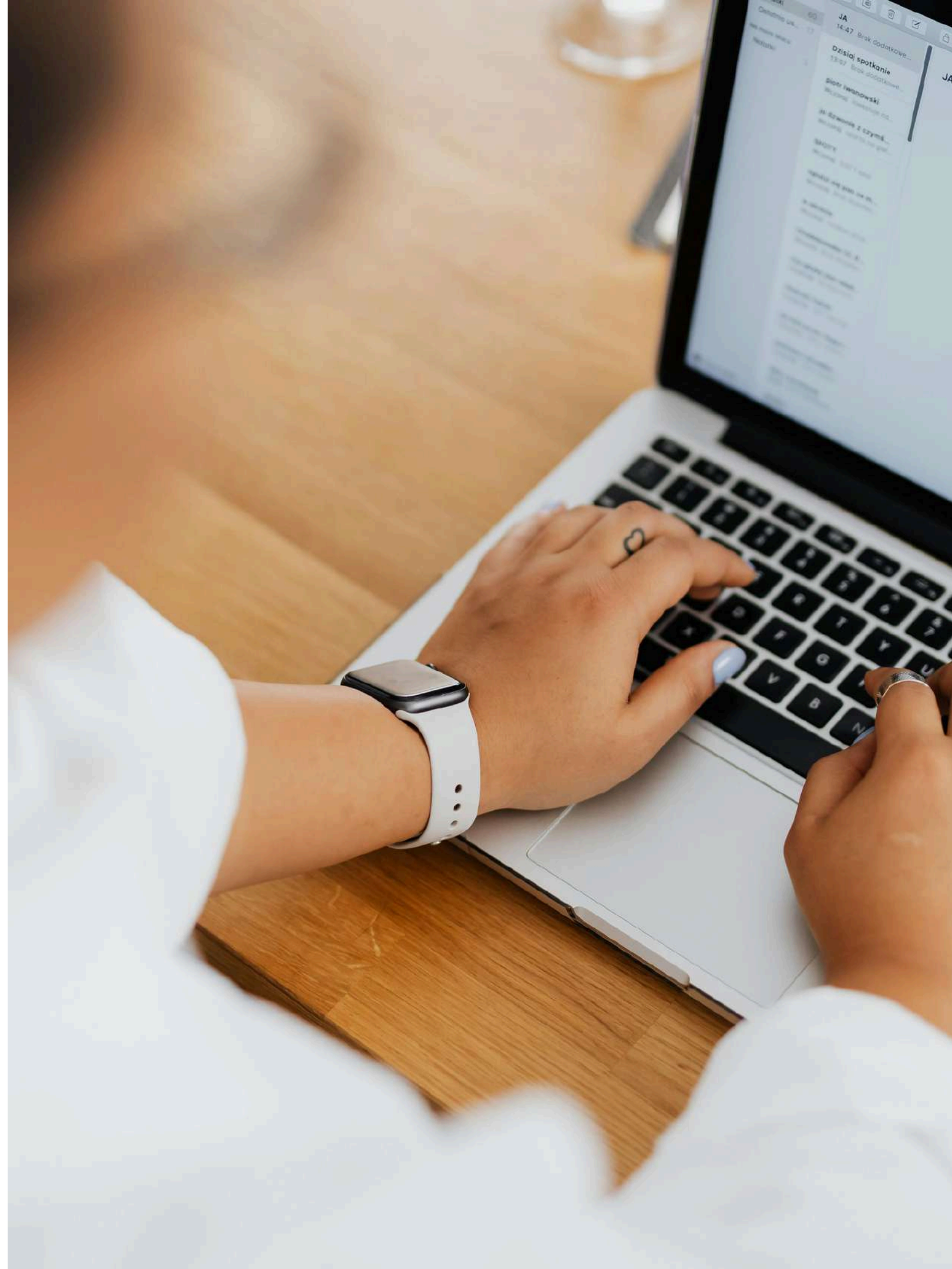
Subj + modal + inf

Tools

What kind of language do we use?

Tool	Use
email	formal communication
video call	online meetings
newsletter	information for families





Email

Parts

- Subject
 - Greeting
- Opening sentence
- Main message
 - Request / action
 - Closing sentence
- Sign-off

Email



Greetings

Formal

- Dear Sir/Madam,
- Dear Mr/Ms [surname],
- Dear [name]

Semi-formal

- Hello [name],
- Good morning,
- Good afternoon,

Opening sentence

- I am writing to inform you about...
- I am writing to ask about...
- I am writing to confirm...
- I am writing to remind you that...
- I would like to let you know that...

Main message

- The purpose of this email is to...
- I would like to explain...
- Please note that...
- I would like to give you some information about...
- The meeting/activity/event will take place on...

Closing sentence

- Thank you for your help.
- Thank you for your time.
- Thank you in advance.
- Please let me know if you have any questions.

Example

Dear Mr and Mrs Johnson,

I am writing to arrange a meeting to discuss your child's progress this term.

Over the past few weeks, **I have noticed that** Daniel has been participating more actively in class and has shown a positive attitude towards learning. **However**, I would also like to talk about some areas where he could improve, especially homework completion and classroom organisation.

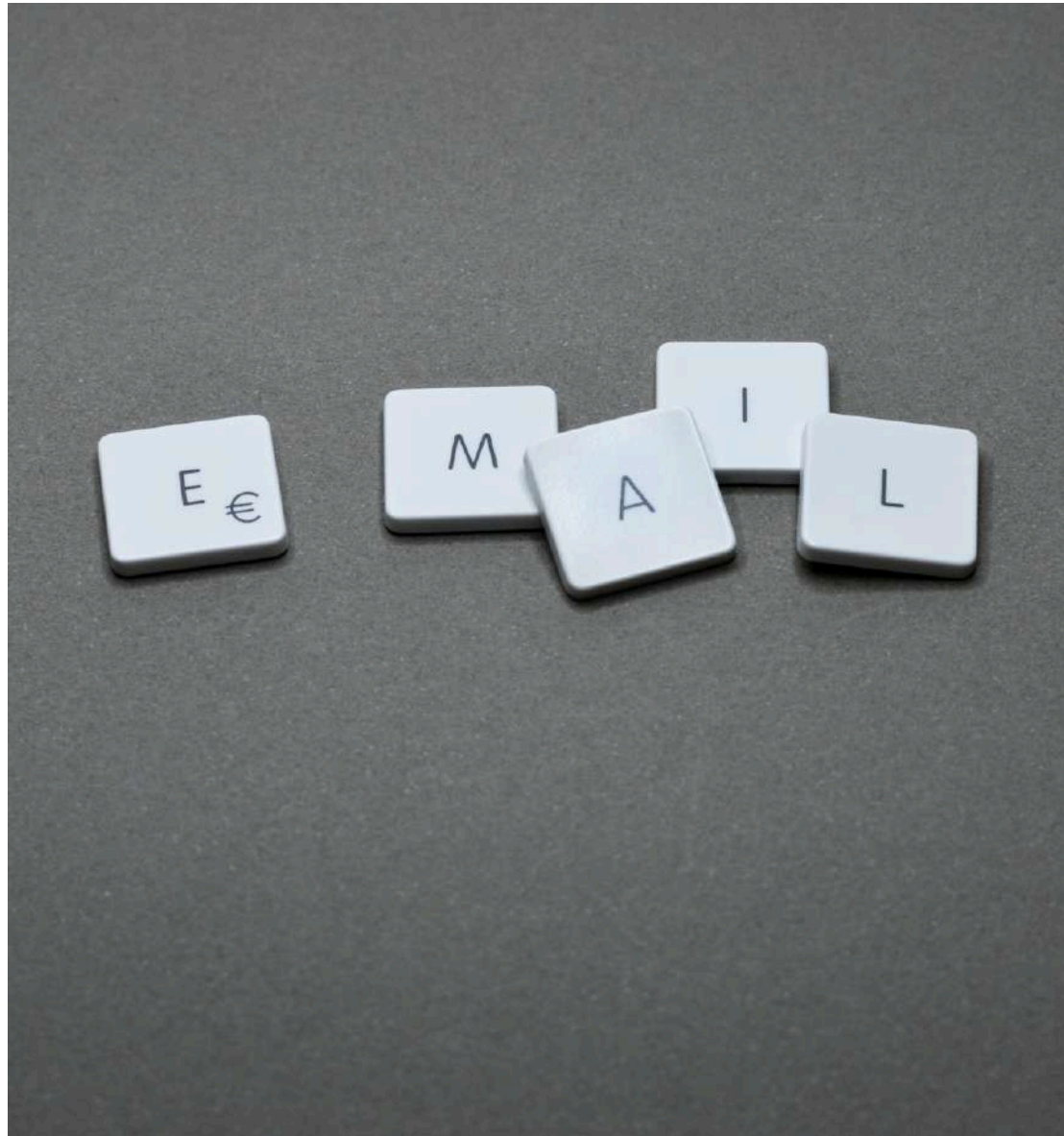
The purpose of the meeting is to share information, review his current performance and discuss possible strategies to support him both at school and at home. I believe that working together will help Daniel make good progress and feel more confident in his learning.

I am available next Tuesday at 4:00 p.m. or Thursday at 3:30 p.m. **Could you please confirm which time is more convenient for you?**

Please let me know if you have any questions or if you need a different meeting time.

Thank you for your time and cooperation.

Kind regards,





Write a short email

It's your turn

It's time to write your own short formal email. Imagine you are a teacher and you need to contact a family, a student, a colleague or the school coordinator.

You can choose one of these situations:

1. Arrange a parent-teacher meeting.
2. Ask a colleague for information.
3. Inform families about a school activity.



Thank you



Communication Skills for educators in English. Block 3





Index



01

Sharing past professional experiences in international settings

02

Question-forming strategies for effective communication (QUASM technique)

03

Overview and analysis of the Spanish education system

04

Follow-up project: comparing educational contexts and communication styles across countries

PAST SIMPLE FORM

test-english.com



Past simple Forms

POSITIVE

I
You
He
She
It
We
They

worked

NEGATIVE

I
You
He
She
It
We
They

did not work
didn't work

QUESTION

Did

I
you
he
she
it
we
they

work?

SHORT ANSWER

Yes,

I
you
he
she
it
we
they

did.

No,

I
you
he
she
it
we
they

did not.
didn't.

! NEGATIVE

He didn't went.
 He didn't go.

! QUESTION

Did she worked?
 Did she work?

Past simple

Verbs

	PRESENT TENSE	PAST TENSE		PRESENT TENSE	PAST TENSE		PRESENT TENSE	PAST TENSE
1	be	was/were	35	give	gave	69	shake	shook
2	become	became	36	go	went	70	shine	shone
3	begin	began	37	grow	grew	71	shoot	shot
4	bend	bent	38	hang	hung	72	shut	shut
5	bet	bet	39	have	had	73	sing	sang
6	bite	bit	40	hear	heard	74	sink	sank
7	bleed	bled	41	hide	hid	75	sit	sat
8	blow	blew	42	hit	hit	76	sleep	slept
9	break	broke	43	hold	held	77	slide	slid
10	bring	brought	44	hurt	hurt	78	speak	spoke
11	build	built	45	keep	kept	79	speed	sped
12	buy	bought	46	know	knew	80	spend	spent
13	catch	caught	47	lead	led	81	spin	spun
14	choose	chose	48	leave	left	82	spread	spread
15	come	came	49	lend	lent	83	stand	stood
16	cost	cost	50	let	let	84	steal	stole
17	cut	cut	51	light	lit	85	stick	stuck
18	deal	dealt	52	lose	lost	86	sting	stung
19	dig	dug	53	make	made	87	strike	struck
20	do	did	54	mean	meant	88	sweep	swept
21	draw	drew	55	meet	met	89	swim	swam
22	drink	drank	56	pay	paid	90	swing	swung
23	drive	drove	57	put	put	91	take	took
24	eat	ate	58	quit	quit	92	teach	taught
25	fall	fell	59	read	read	93	tear	tore
26	feed	fed	60	ride	rode	94	tell	told
27	feel	felt	61	ring	rang	95	think	thought
28	fight	fought	62	rise	rose	96	throw	threw
29	find	found	63	run	ran	97	understand	understood
30	fly	flew	64	say	said	98	wake	woke
31	forget	forgot	65	see	saw	99	wear	wore
32	forgive	forgave	66	sell	sold	100	win	won
33	freeze	froze	67	send	sent	101	write	wrote
34	get	got	68	set	set			

PRESENT PERFECT – FORM

test-english.com

POSITIVE

I

You

We

They

He

She

It

have seen her.

've seen her.

has seen her.

's seen her.

NEGATIVE

I

You

We

They

He

She

It

have not seen her.

haven't seen her.

has not seen her.

hasn't seen her.

QUESTION

Have

I

you

we

they

seen her?

Has

he

she

it

SHORT ANSWER

Yes,

I

you

we

they

have.

he

she

it

has.

No,

I

you

we

they

have not.

haven't.

he

she

it

has not.

hasn't.

Present perfect

Forms



V1 Base Form	V2 Simple Past	V3 Past Participle
Be	was, were	been
Beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid	bid	bid
bite	bit	bitten
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught

V1 Base Form	V2 Simple Past	V3 Past Participle
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
sell	sold	sold

V1 Base Form	V2 Simple Past	V3 Past Participle
dig	dug	dug
do	did	done
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard

V1 Base Form	V2 Simple Past	V3 Past Participle
send	sent	sent
shut	shut	shut
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
teach	taught	taught
tear	tore	torn
tell	told	told
wake	woke	woken
wear	wore	worn

How to make questions

Affirmative	Question	Question
I am late	Am I late?	Why are you late?
She is sleeping	Is she sleeping?	Where is she sleeping?
We have met before	Have we met before?	When have we met?

QUASM for forming questions



QUASM

Question

- Auxiliary verb (helping verb)
- Subject
- Main verb



Exceptions

YES/NO questions

- Auxiliary verb
- Subject
- Main verb

BE as a main verb

- “Are you thirsty?”
- “Is she a teacher?”



Complex exceptions

- Reported questions
- Subject questions
- Indirect questions

They belong to more difficult levels



QUASM for forming questions



QUASM

Question

- What time do you start work?
- When does the staff meeting start?
- Where can I check the timetable?



Exceptions

YES/NO questions

- Can we meet after school?
- Do you use the school platform?

BE as a main verb

- “Are you thirsty?”
- “Is she a teacher?”



Complex exceptions

Reported questions

- What time does the meeting start?
- She asked what time the meeting started.

Subject questions

- Who do you teach?

Indirect questions

- Could you tell me what time the meeting starts?



PAST PERFECT – FORM & USE

test-english.com

FORM

POSITIVE

I	You	He	She	It	} had worked
We	You	They	} 'd worked		

QUESTION

Had	}	I	You	He	She	It	} worked?
		We	You	They			

NEGATIVE

I	You	He	She	It	} had not worked
We	You	They	} hadn't worked		

ANSWER

Yes,	}	I	You	etc.	}	had
No,						had not

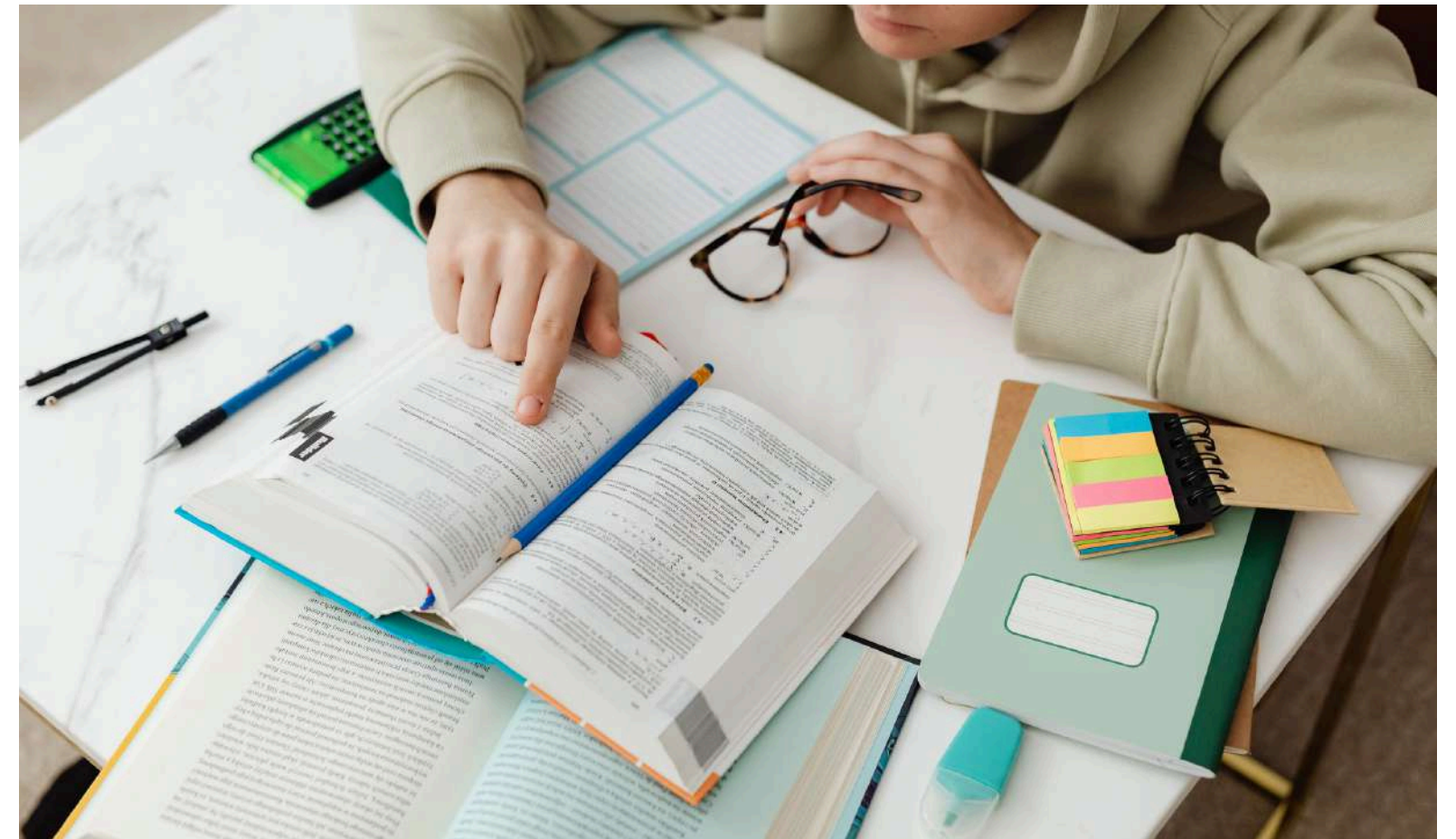
test-english.com

Past perfect Forms

Education words

What do I know?

- Find words related to education that you both know.
- Let's see if they are the same.
- Write them down in an idea web.



Listening

- Using colours to do homework



Reading and comprehension



School in Spain

In Spain, children start school when they are six years old. Primary school lasts from six to twelve years old. After that, students continue their education at secondary school. At secondary school, they study many different subjects such as Maths, Science, History, English, and others.

The school year begins in September and finishes in June. Students usually attend classes from Monday to Friday, mostly in the morning. Some schools also have classes in the afternoon.

During lessons, students read books, write exercises, listen to the teacher, and speak in class. They have a break in the middle of the day to eat snacks and rest. At home, students complete their homework to practice what they learned.

Teachers guide and support students in their learning. Students can ask questions, work individually or in groups, and sometimes they do projects or go on educational trips.

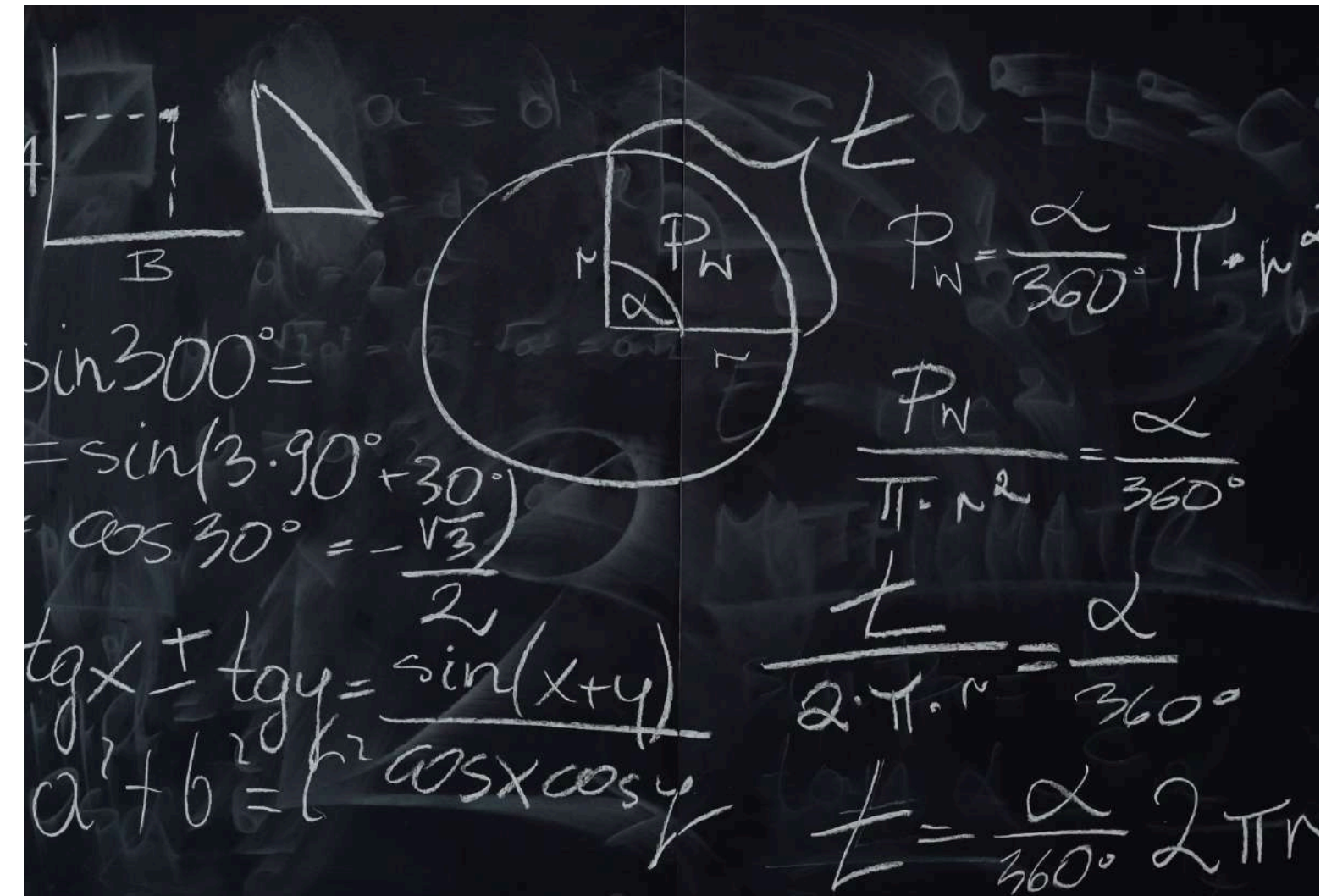
After secondary school, many students decide to continue their studies at high school or university, while others may choose to learn a job or vocational skills.

Education is very important in Spain because it helps children develop knowledge, skills, and new friendships.

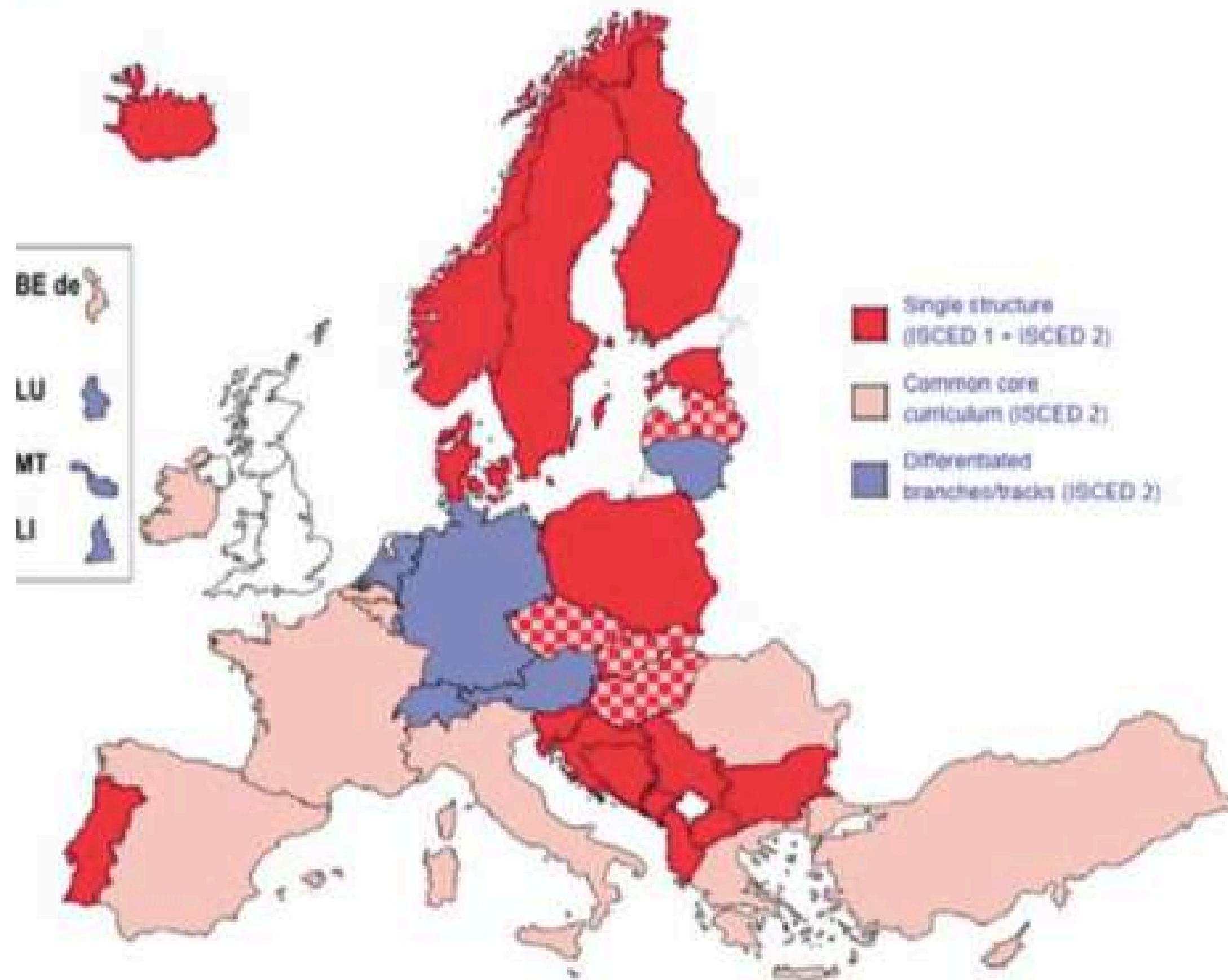
Spanish education system

The Spanish education system is like a big building with different floors. First, there's preschool (educación infantil), which is not mandatory, but many kids go from 0 to 5 years old. Then comes primary school (educación primaria), which is mandatory, and everyone goes from age 6 to 12. After that, you have secondary school (educación secundaria), also mandatory, from 12 to 16 years old. After secondary school, you can choose to go to a vocational school or prepare for university (Bachillerato). Finally, university is where you go if you want to study for a long time and get a degree.

Or you do a vocational training - at vocational school.



Main models of primary and lower secondary education (ISCED 1-2) in Europe, 2022/2023

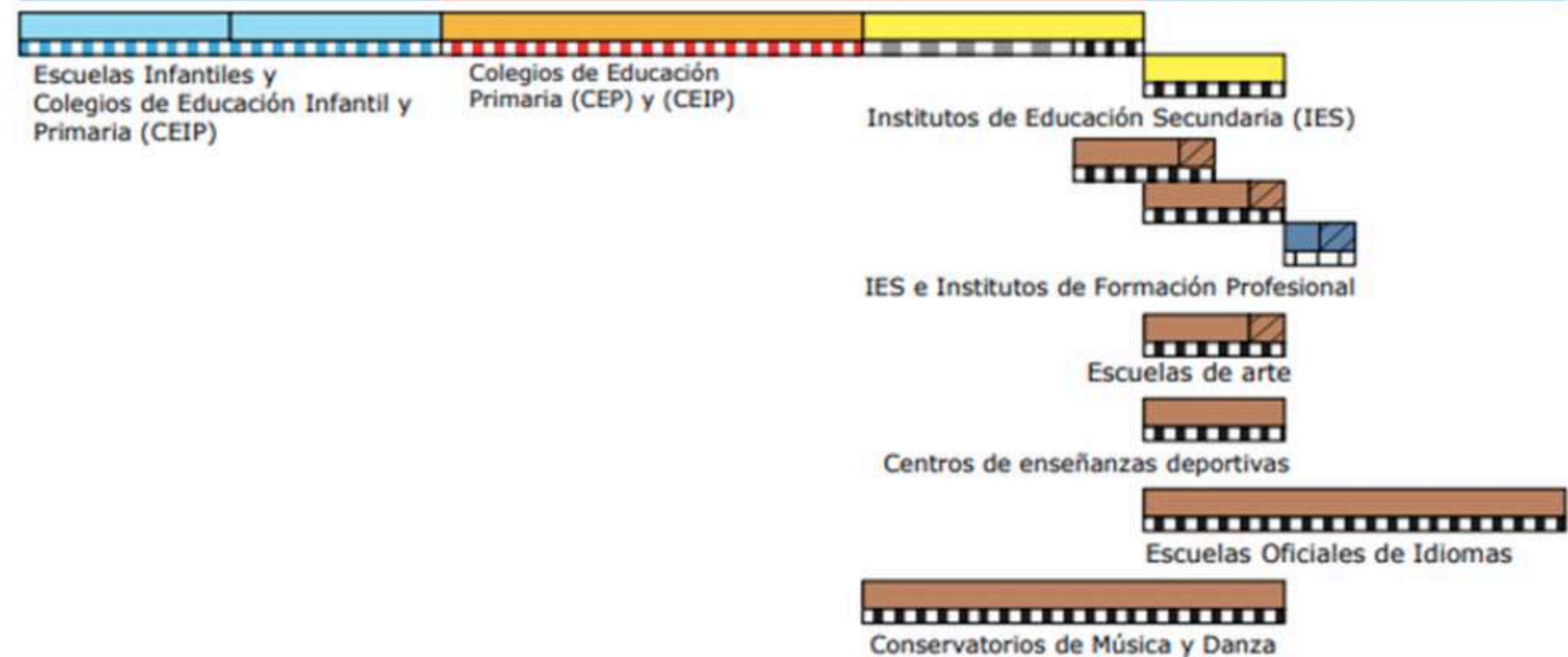


Source: Eurydice

Note: in Czechia, Latvia, Hungary and Slovakia, compulsory education is organised in a single structure up to the age of 14, 15, and 16 depending on the country. However, from the age of 10, 11 and 13 (depending on the country), students can enrol in separate educational institutions providing lower and upper secondary education.

Age of students

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22



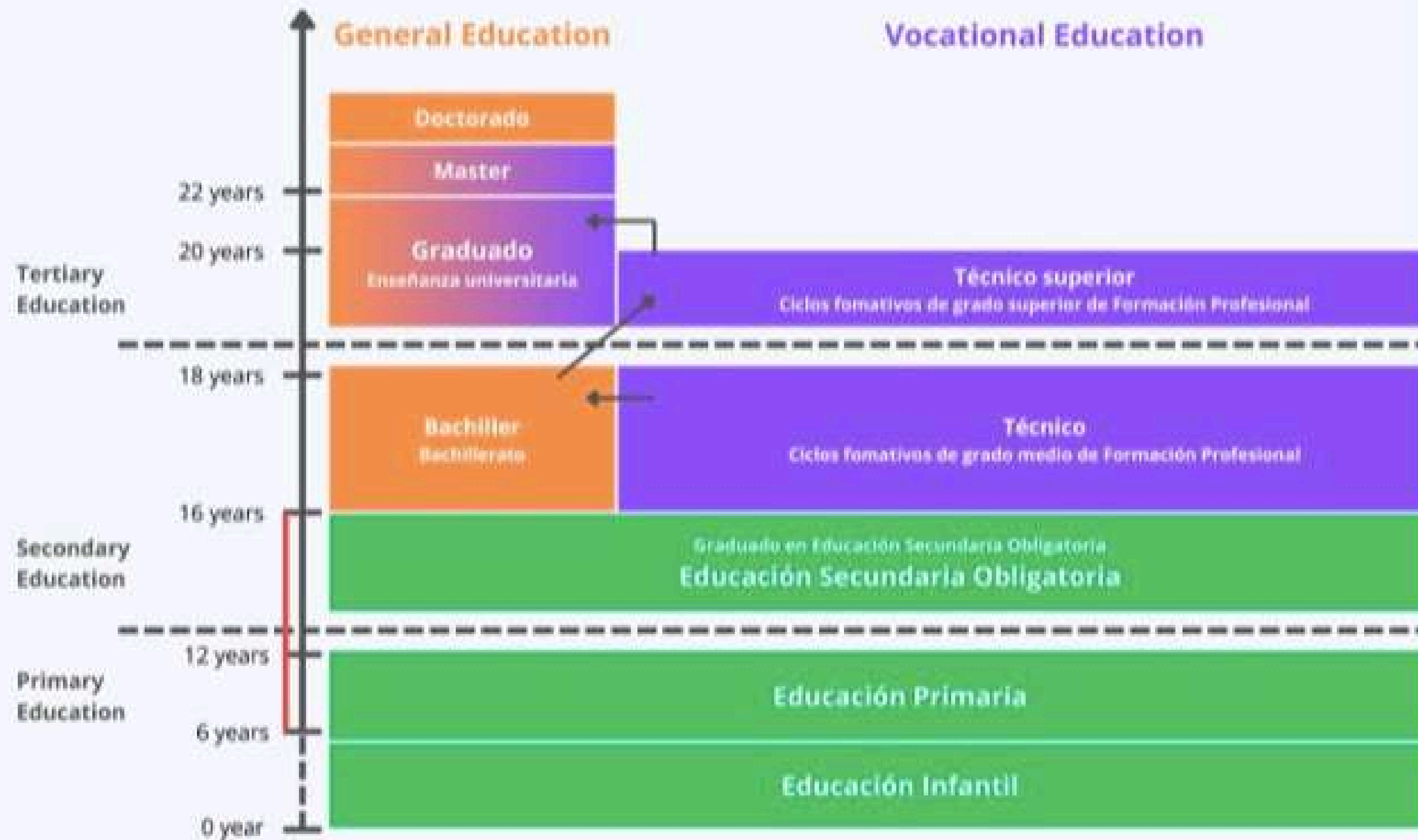
Programme duration (years)

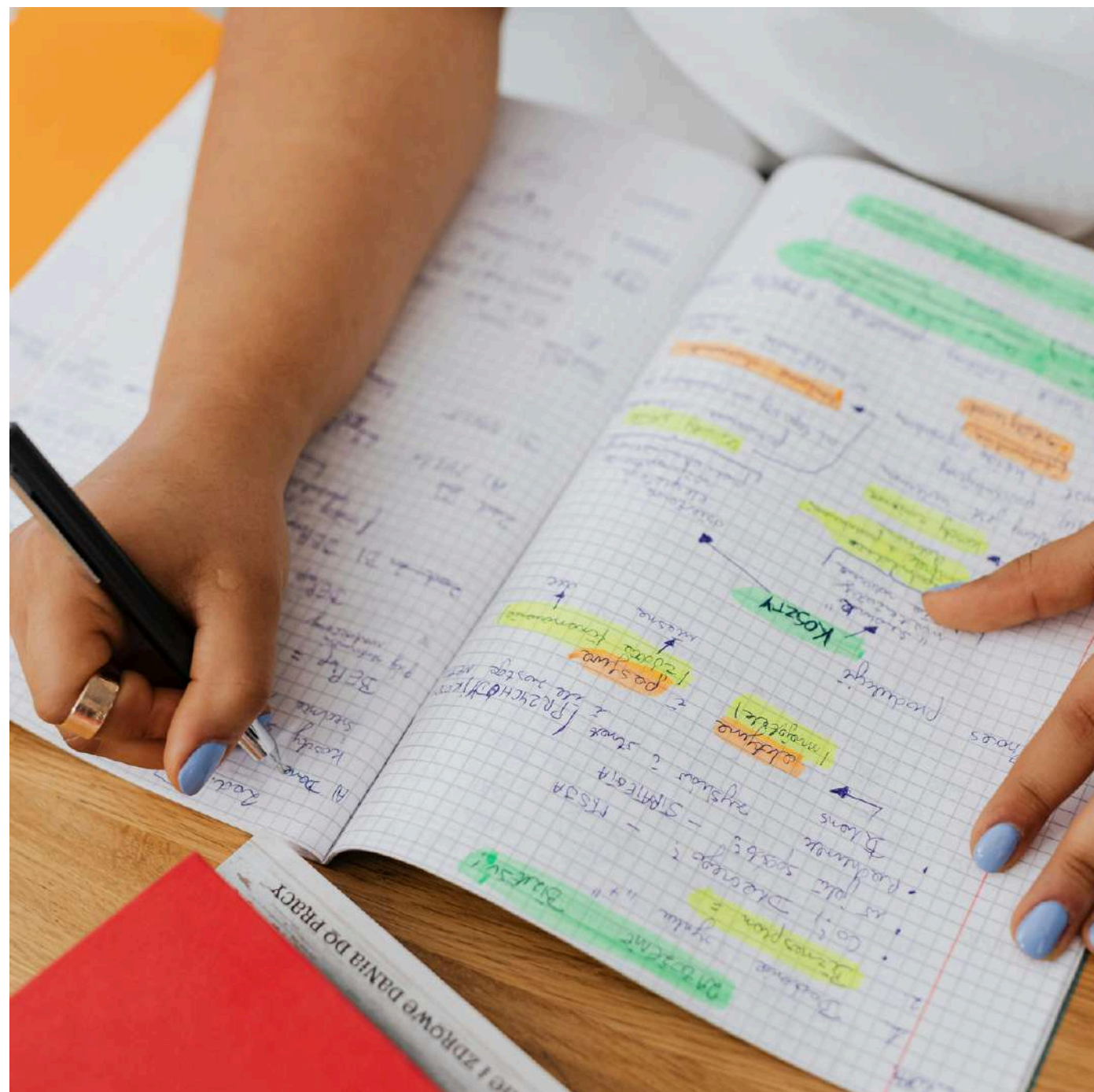
0 1 2 3 4 5 6 7 8



Note. *Escuelas oficiales de idiomas* offer language courses that may last for 11 years.
 Some of the education provision of *Conservatorios* can be recognised/validated in full-time mainstream education programmes and contribute to obtaining the *Bachillerato* certificate, *Bachiller artístico*.

Spanish Education System





1. My country

→ I am from _____.

2. Starting school

→ Children start school at age _____.

3. Primary education

→ Primary school is from _____ to _____ years old.

→ In primary school, students study: _____.

4. Secondary education

→ Secondary school is from _____ to _____ yearsold.

→ In secondary school, students study:_____.

5. Subjects

→ Common subjects are: Maths, Science, History,_____.

6. School timetable

→ School starts at _____ and finishes at _____.

→ There are _____ students in a class.

7. Personal information (optional)

→ I am a _____ teacher. (e.g., History, Art,Science)

→ I teach in a _____ school. (e.g., primary,secondary)

→ I like teaching because _____.





Follow-up Project

It's your turn

Now it's time to do a role-play based on the situations we have studied.

Work with a partner and choose one everyday situation.

Prepare your dialogue with your partner, practise it, and then perform it for the class.



Thank you



Communication Skills for educators in English. Block 4





Index

01

Everyday communication in social settings:
interaction in hospitality contexts

02

Spanish food culture as a tool for
social and cultural interaction

03

Interpersonal communication, social
conventions and cultural awareness in
everyday situations

At the hotel



Check in

- Good afternoon. I have a reservation.
- My name is...
- I booked a room for three nights.
- Could I check in, please?
- What time is breakfast?
- Is Wi-Fi included?
- Where is the breakfast room?

Reporting a problem

- Excuse me, there is a problem with my room.
- The Wi-Fi isn't working.
- The key card doesn't work.
- There is no hot water.
- Could you help me, please?



Check out

- I'd like to check out, please.
- Could I have the invoice, please?
- Can I leave my luggage here for a few hours?
- Thank you for your help.

At the restaurant



Asking for a table

- Hello. A table for two, please.
- Do you have a table available?
- We have a reservation.
- The reservation is under the name...

Ordering

- Could I see the menu, please?
- I'd like the chicken, please.
- I'll have a coffee, please.
- Could I have some water?

Asking for the bill

- Could we have the bill, please?
- Can I pay by card?
- Can we pay separately?
- Thank you. That was lovely

At the shop



Shop assistant

- Of course. How can I help you?
- The notebooks are over there.
- The markers are next to the pens.
- This one costs...
- We have a cheaper option here.

Customer

- Excuse me, could you help me?
- Do you have notebooks?
- Where can I find markers?
- How much is this?
- Do you have a cheaper option?



Roleplay

It's your turn



It is time to compare educational contexts and communication styles in different countries. Work individually or in small groups. Choose one country and compare it with your own educational context.

You can choose a country you have visited, a country you know through an Erasmus+ experience, or a country you would like to learn more about.

Foods and drinks

Vocabulary

Visit the website and go through vocabulary.
What words are new for you?
Do you understand all of them?



Expressing likes and dislikes



LIKES

- I like...
- I love...
- I adore...
- I'm crazy about...
- I'm mad about...
- I enjoy...
- I'm fond of...
- I'm passionate about...
- I have a soft spot for...
- I'm really into...
- I'm keen on...
- I'm a big fan of...



DISLIKES

- I don't like...
- I dislike...
- I hate...
- I can't bear...
- I can't stand...
- I detest...
- I loathe...
- I'm not keen on...
- I'm not a fan of...
- I have an aversion to...
- I'm not particularly fond of...
- I find it unpleasant...
- It's not my cup of tea...
- I'm not crazy about...



What do you prefer?

Check the menu:

Dinner Options:

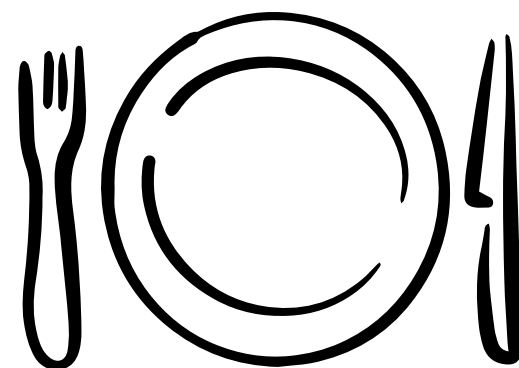
1. Margherita Pizza
2. Buffalo Wings
3. Mac and Cheese
4. Garden Salad

Desserts:

1. Chocolate Cake
2. Cheesecake



Let's do some activities



At the restaurant

Let's practice

- Imagine you are at a restaurant.
- Divide in groups; one of you is the waitress and the rest are the clients.
- Take the menu and roleplay.
- What useful sentences have we used?
- What vocabulary is specific from this context?



Table manners around the world



True or false?



- 1.If your fork falls on the floor, pick it up, clean it with your napkin, and continue using it.
- 2.When you have finished eating, refold your napkin to the way it was before and put it next to your plate.
- 3.You should excuse yourself if you must leave the table during a meal.
- 4.You should stand up to get the salt if it is out of your reach.
- 5.Don't burp because it is considered rude.
- 6.Always use the water glass to your right.
- 7.Keep your elbows off the table, especially when you are eating.
- 8>Your bread and butter plate is located towards the left of an imaginary line across your service plate.
- 9.Go to the bathroom to remove food caught in your teeth.
- 10.If the dessert spoon and fork are already on the table, they should be above your plate.



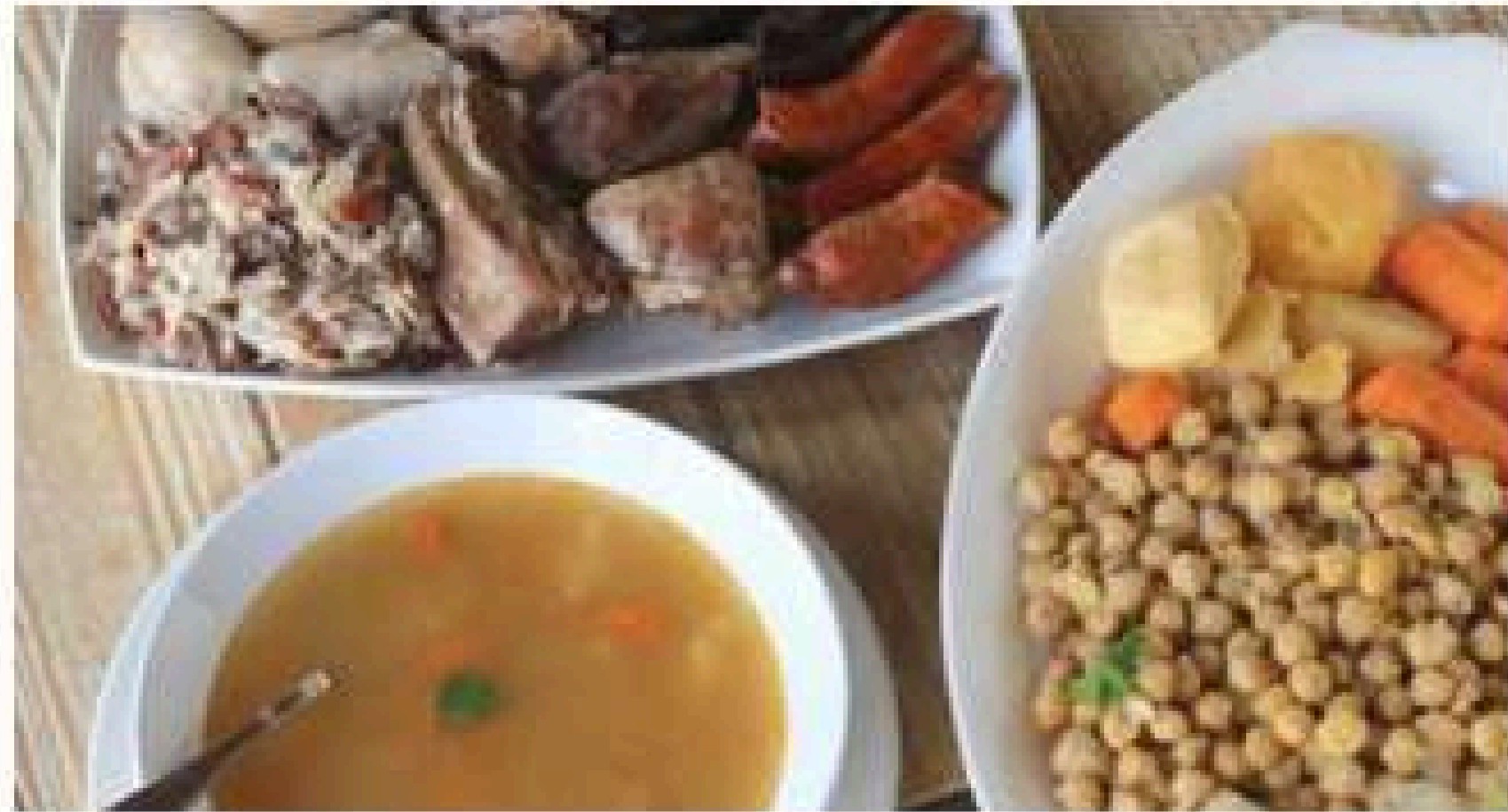
Typical Spanish



- Rich cultural heritage from Ancient Greeks and Romans, Moors, Jews, Phoenicians and what Spanish explorers brought from America.
- Typical components of the Mediterranean diet are plant foods (fruits, vegetables, cereals, legumes, tree nuts, olives, and seeds) and olive oil. The Spanish diet includes moderate consumption of fish and seafood, dairy products (yogurt, cheese), poultry, eggs, and a moderate intake of alcohol.
- Two concepts are very particular from Spain: sobremesa and merienda.







Imperative Mood

a verb form that makes a command (including orders, requests, advice, instructions, and warnings)

to make an order

Leave now!



2 to make a request

Please **print** me a copy.



to give advice

Try before you buy.



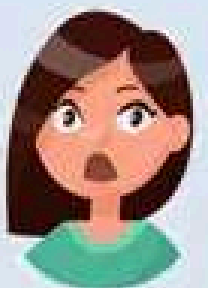
4 to give instructions

Turn left then right.



to issue a warning

Duck!



! = strong command

. = mild command

Imperative mood

The imperative can take two forms:

1. Positive: bare form verb → Jump, eat, cut, chop...
2. Negative: don't + bare form verb → Don't forget, don't throw...



How to write a recipe

What is a recipe?

What are some words you might see in a recipe?

We're going to talk about cooking verbs. What is a verb? Can you give me some examples of a cooking verb?

- See some cooking instructions verbs [in this link](#)
- Watch a vegetable soup recipe.
- Do some of the activities.

Could you write your own recipe?

Write your own recipe



The Ingredient List

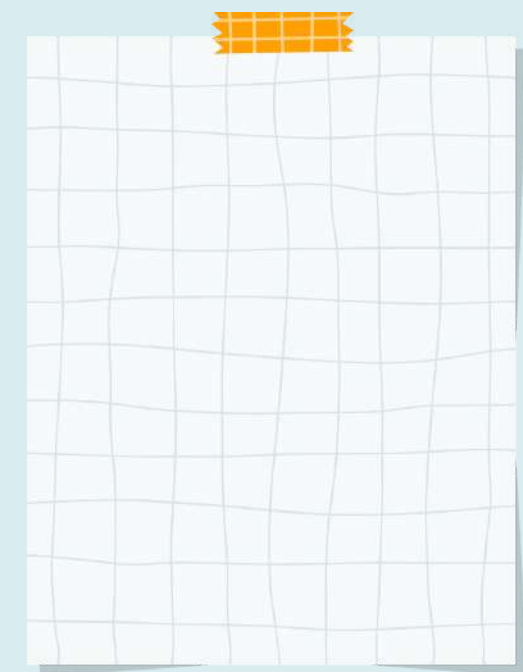
- Use generic names (not brands)
- Always put the amount first .
- List ingredients in order,depending on when you will use them during the recipe.
- If you are making two preparations, detail that in the ingredients list.

The Preparation Method

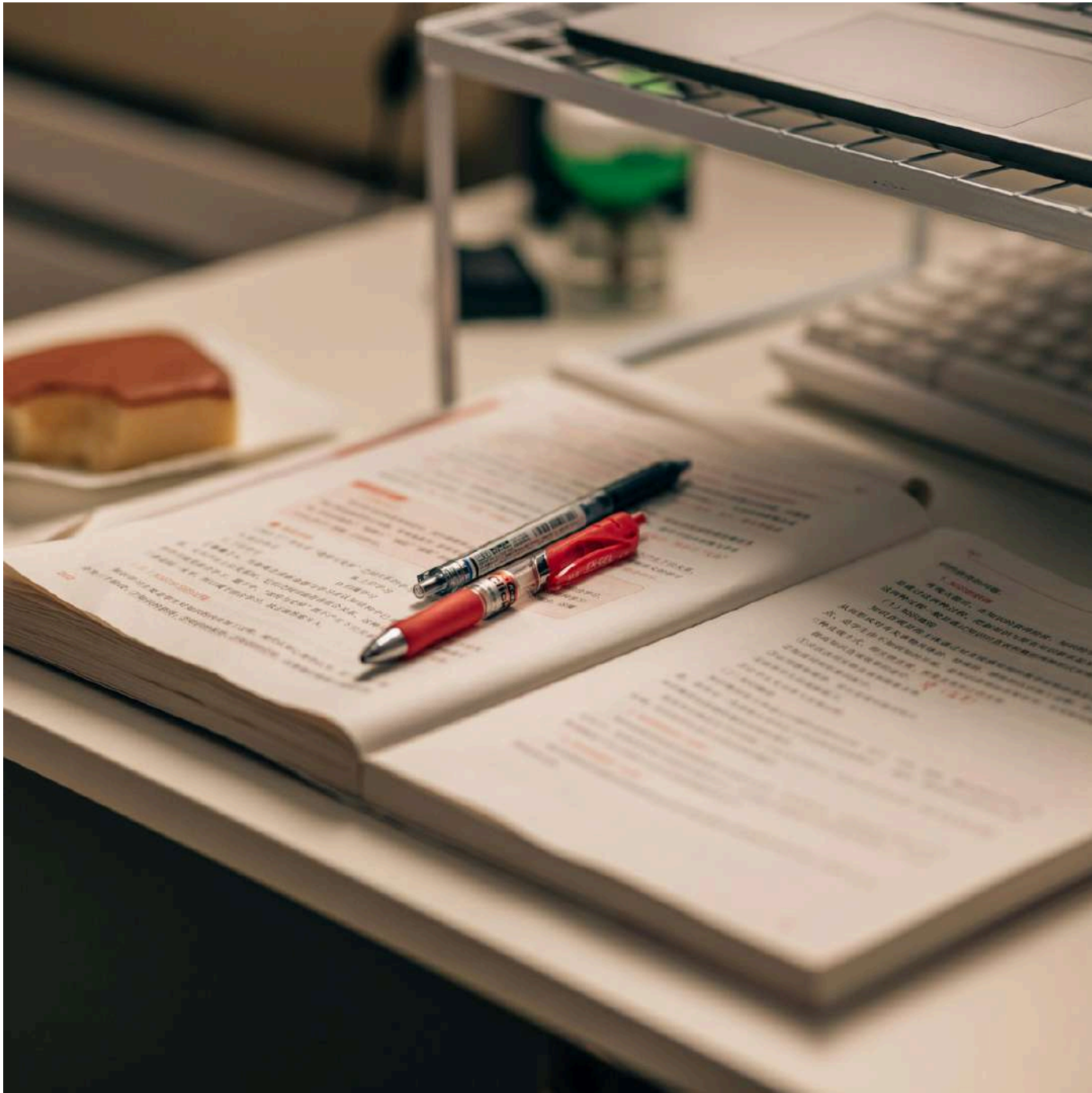
- Be as short and concise as possible.
- With instructions for the stove-top,indicate level of heat.
- State exact or approximate cooking times.
- Separate each step into a different paragraph.
- The last instruction should be regarding storage

A Final Note

Test your recipes to make sure they work!!



Would like + infinitive VS Like



WOULD LIKE

Do you want...?

- ▶ *Would you like some cake?*
(=Do you want some cake?)
- ▶ *Would you like to go to the beach?*
(=Do you want to go to the beach?)

I want...?

- ▶ *I'd like some tea.*
(=I want some tea.)
- ▶ *I'd like to watch TV.*
(=I want to watch TV.)

I'd = I would

would like +
to-infinitive

LIKE

Do you think...is good? Do you enjoy...?

- ▶ *Do you like cake?*
(=Do you think cake is good?)
- ▶ *Do you like going to the beach?*
Do you like to go to the beach?
(=Do you enjoy going to the beach?)

I think...is good. / I enjoy...

- ▶ *I like tea.*
(=I think tea is good.)
- ▶ *I like watching TV.*
I like to watch TV.
(=I enjoy watching TV.)

like + -ing or
to-infinitive

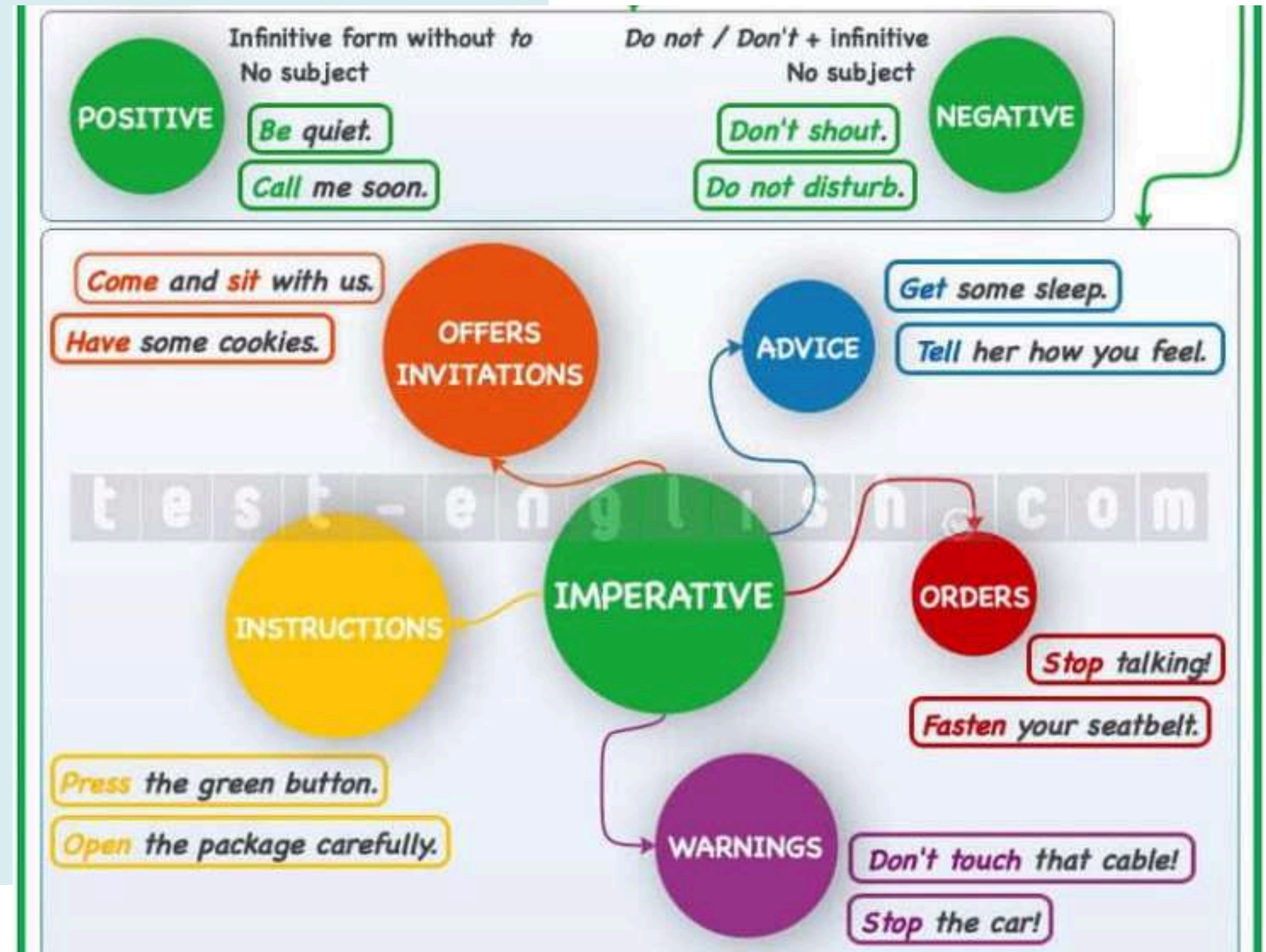
Imperatives

Use the base form of the verb without to.

- Open your book.
- Listen carefully.
- Sit down.

Use don't + base verb.

- Don't talk.
- Don't open the door.
- Don't worry





What would you say?

It's your turn

Think about what you would say in that moment. Then share your answer with your partner or your group. Listen to the different options and talk about which one sounds more appropriate and why.

Pay attention to polite language, tone of voice, social conventions and cultural differences.



What would you say?

It's your turn

- Ask for help politely.
- Respond to an invitation.
- Make a suggestion.
- Apologise for being late.
- Ask someone to repeat information.
- Disagree politely.

What would you say?



Ask for help politely.

- Could you help me with this activity, please?
- Could you give me a hand with this task, please?
- Would you mind helping me with these instructions?
- Could you explain this part to me, please?

Respond to an invitation

- I'd be happy to join you.
- Thanks for the invitation. I'd love to come.
- Sorry, I can't make it this time.
- I'd love to, but I already have plans.

Make a suggestion

- Why don't we work in pairs?
- Let's start with this activity.
- Shall we discuss this together first?
- How about using a different approach?
- We could try this with our students.

What would you say?



Apologise for being late.

- I'm sorry I'm a few minutes late.
- I apologise for the delay.
- Sorry, I was delayed on the way.
- I'm sorry for the inconvenience.

Ask someone to repeat information

- Could you go over that again, please?
- Would you mind repeating that, please?
- Could you explain that again, please?
- Sorry, could you speak a little more slowly?

Disagree politely.

- I see your point, but I think there may be another option.
- I understand what you mean, but I'm not sure I completely agree.
- That's an interesting idea, but I would suggest a different approach.
- You may be right, but I think we should also consider another perspective.



Thank you



Communication Skills for educators in English. Block 5





Index

01

Discussing plans and future professional activities

02

Consolidation of communication competences developed throughout the training

03

Practice-based activities to support effective interaction in real-life situations

04

Guided debate on current events and contemporary issues





will

predictions (we think something will happen)

- ➔ He **will be** a good doctor.
- ➔ I believe they **will win** this match.

instant decisions (taken while speaking)

- ➔ A: "We don't have sugar"
- B: "I'll **buy** some then."

promises and refusals

- ➔ I **will help** you but I **won't lend** you any money.

offers

- ➔ I'll carry your bag. / **Shall I carry** your bag?

suggestions

- ➔ **Shall we eat out** today?

requests

- ➔ **Will you open** the door please?

be going to

predictions (we see - present evidence)

- ➔ Slow down! **We're going to have** an accident!
- ➔ Look at the clouds. It's **going to rain**.

decisions (taken before now - intentions/plans)

- ➔ **Are you going to watch** the game tonight?

present continuous

plans (arrangements have been made)

- ➔ I'm **flying** to New York tomorrow morning.
- ➔ I'm **seeing** the dentist at 6.
- ➔ We **are getting** married next week.

present simple

timetabled events

- ➔ The train **leaves** at 4 o'clock.
- ➔ The exams **start** next week.

future time clauses (when/ as soon as/until, etc.)

- ➔ I'll retire when I **am** 70. (NOT **when I'll be 70**).
- ➔ Call me as soon as you **arrive**.

may / might

Use **may** or **might** to talk about future possibility

- ➔ I **might go** to the party tomorrow; I'm not sure.
- ➔ Temperatures **might go up** next week

Future forms

We use the future to talk about actions, events or situations that will happen after now.

For example, we use it for:

- predictions about the future
- plans and intentions
- decisions made at the moment of speaking
- arrangements and future actions





Future expressions



Present Simple	Present Continuous	Will	Be going to
on Monday	this evening	probably	soon
at 10:00	tomorrow morning	perhaps	later
after the break	tonight	maybe	in the future
when the course ends	next Saturday	I think	next year
at the end of the session	this weekend	I'm sure	in the coming months
before the meeting starts	on Tuesday afternoon	I hope	one day





Conditionals



 Type	 Structure	 Use	 Example
1 Zero Conditional	If + present simple, present simple	General truths, facts, routines	If you heat water to 100°C, it boils.
2 First Conditional	If + present simple, will + infinitive	Real or possible future situations	If it rains, we will stay at home.
3 Second Conditional	If + past simple, would + infinitive	Hypothetical or unlikely present/future situations	If I had more time, I would learn German.
4 Third Conditional	If + past perfect, would have + past participle	Imaginary past situations and regrets	If she had studied, she would have passed the exam.
5 Mixed Conditional	If + past perfect, would + infinitive	Past condition with a present result	If I had gone to bed earlier, I would feel better now.

I wish / If only



 Expression	 Structure	 Use	 Example
1 Present wishes	I wish / If only + past simple	to express that we want a present situation to be different	I wish I had more free time.
2 Past regrets	I wish / If only + past perfect	to express regret about a past situation	If only I had studied harder.
3 Complaints	I wish + would + infinitive	to complain about annoying actions or situations we want to change	I wish you would stop talking.
4 Stronger emphasis	If only ...	If only is more emphatic than I wish	If only it would stop raining!



Future project

It's your turn



You are going to work in pairs. Imagine that you are teachers from the same school and you are planning a future class project for your students. The project can be related to education, healthy habits, food and recipes, culture, languages or a special school event.

You must discuss your ideas together and decide what you are going to organise, how you will do it, what materials you will need, what students are going to learn, what happened in previous similar activities, and the planning of the project, including its stages, timing and organisation.

Steps to follow



It's your turn



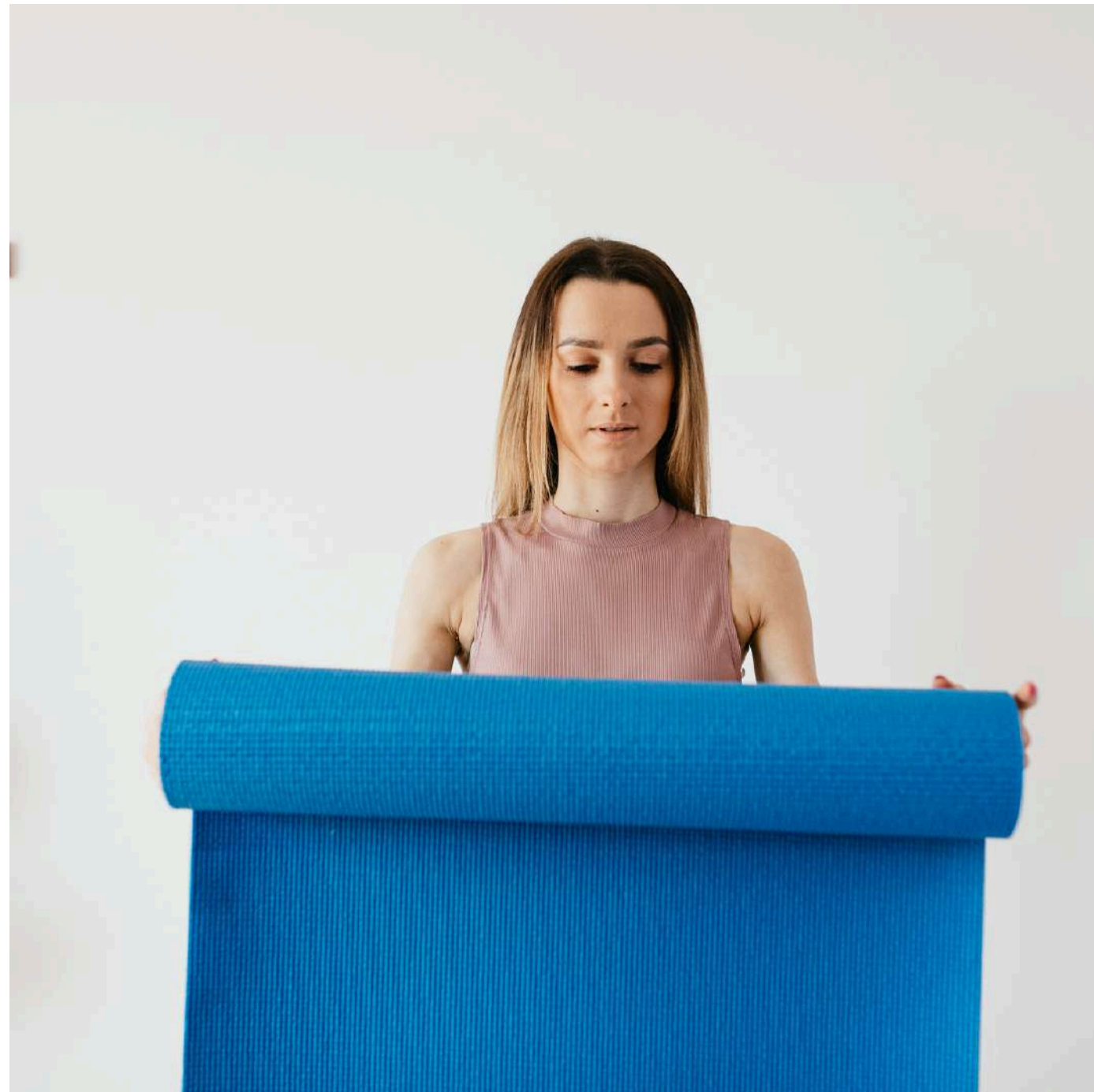
1. **Choose the type of project** you want to organise.
2. **Discuss the main idea** and explain why it is suitable for your students.
3. **Decide the objectives** and what students are going to learn.
4. **Talk about the materials** and resources you will need.
5. **Discuss the budget** and decide how much money you are going to need for the project.
6. **Explain the different stages** of the project and the order of the activities.
7. **Decide the timing** and how long each stage will take.
8. **Discuss the organisation of the project**, including the roles of teachers and students.
9. **Prepare a short explanation** of your project to share with the class.



Debate

You are going to take part in a classroom debate on current topics related to education. During the activity, you will share your opinions.

- The impact of technology in the classroom: help or distraction?
- Should mobile phones be banned in schools?
- Mental health support in schools: is it enough?
- The lack of resources in public schools
- Teacher authority and student behaviour in today's classrooms
- Parental involvement in education: too little or too much?
- Education for employment: are schools preparing students for real life?
- The impact of poverty on academic performance



How to give your opinion



In favour

- I believe this is a positive idea because...
- In my opinion, this could be beneficial for students and teachers.
- One advantage is that...
- This may help to improve...
- I agree with this point of view because...
- From my perspective, this would have a good impact on education.
- It is a useful solution since...

Against

- I do not completely agree because...
- In my opinion, this could create some problems.
- One disadvantage is that...
- This might have a negative effect on...
- I see your point, but I think that...
- I am not sure this is the best solution because...
- This could be unfair for some students because...
- Another problem is that..

Add arguments

- First of all, ...
- Moreover, ...
- In addition, ...
- On the one hand, ... on the other hand, ...
- For example, ...
- This means that...



Thank you

