

Intercultural
ENGLISH Communication

purposes

Workbook 3

What We Were, We Share



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SPEAKING

Express your ideas
with confidence.



LISTENING

Understand words
and real messages.



READING

Explore diverse
texts and cultures.



WRITING

Create clear and
meaningful texts.

ENGLISH
III

(A2)



PRESENTATION

This workbook, Purposes 3 – English III (A2): What We Were, We Share, is part of the PURPOSES SERIES. It is designed for Upper Secondary Education students and corresponds to Level A2 of the Common European Framework of Reference. Its main goal is to develop the four communication skills — listening comprehension, speaking, reading, and writing — while encouraging the correct use of grammatical structures in everyday situations. The intercultural approach is not an end in itself, but a useful tool to make learning meaningful, helping students connect what they study with their own reality and environment.

This material follows the DgI•IA  methodology, with the focus *Intercultural Grammar Purpose & Ask IA*, and includes specific sections called ASK IA - GRAMMAR PURPOSE — features that set it apart through its structure and practical approach. It is divided into eight learning units based on updated educational objectives, and organized into three stages: *Imagine*, to activate prior knowledge and define learning goals; *Write*, to practice and apply new content step by step; and *Design*, to combine what has been learned and produce final work. All of this helps students describe routines, share experiences, express preferences, give directions, and understand rules in different contexts.

Progress is assessed through the Evidence Portfolio, where students collect their work, and using the traffic light system:  Outstanding,  Satisfactory,  Needs Reinforcement,  Review Required. This approach supports steady, consistent, and practical progress, guiding students to communicate clearly and confidently in English, both at school and in their community.

English III (A2): What We Were, We Share Learning Content

1. Talk about past and recent routines in daily life <i>(Describe what you did in recent days or during the week)</i>	a) Written list of completed activities b) Short dialogue about weekend routines c) Fill-in exercise using time expressions	Ev. a) Activity worksheet Ev. b) Recording or transcript of the dialogue Ev. c) Corrected exercise	1.1 Simple Past: regular verbs 1.2 Past time expressions 1.3 Vocabulary for daily activities	Didactic Sequence 1 1.1 Use the Simple Past to narrate completed actions 1.2 Identify and use time markers for the past 1.3 Describe past routines orally and in writing	7
2. Share recent personal experiences <i>(Talk about what you have done and with whom)</i>	a) Short text about a recent experience b) Presentation card for an activity completed c) Oral exchange of experiences with classmates	Ev. a) Written account of an experience Ev. b) Vocabulary and structure reference card Ev. c) Record of oral participation	2.1 Present Perfect: <i>have/has + past participle</i> 2.2 Activities with friends, family, or community 2.3 School or cultural events	Didactic Sequence 2 2.1 Introduce the Present Perfect to refer to life experiences 2.2 Distinguish basic uses between Simple Past and Present Perfect 2.3 Communicate personal experiences clearly	20
3. Describe familiar places and activities <i>(Give directions and basic recommendations)</i>	a) Map or drawing of a place with its features b) Guide with recommendations for visiting a location c) Location exercise using prepositions	Ev. a) Drawing and description of the place Ev. b) Guide of recommendations Ev. c) Location practice worksheet	3.1 <i>There is / There are</i> (review) 3.2 Prepositions of place 3.3 Public and natural places and recreational activities	Didactic Sequence 3 3.1 Describe the existence and location of places 3.2 Use prepositions to indicate position 3.3 Give simple recommendations about places and activities	33
4. Talk about habits, frequency, and preferences <i>(Compare actions, likes, and choices)</i>	a) Personal activity frequency chart b) Sentences and paragraph about personal tastes c) Comparison of preferences between two people	Ev. a) Frequency chart Ev. b) Written description of likes and dislikes Ev. c) Comparison table	4.1 Adverbs of frequency 4.2 Structure: <i>like + noun / verb-ing</i> 4.3 Comparative and superlative adjectives	Didactic Sequence 4 4.1 Indicate the frequency of daily actions 4.2 Express likes and preferences correctly 4.3 Compare characteristics and preferences in a simple way	42
5. Talk about responsibilities and rules <i>(Express obligation and prohibition)</i>	a) List of home and school rules b) Poster with coexistence guidelines c) Fill-in exercise using modal verbs	Ev. a) List of rules Ev. b) Poster with rules and explanations Ev. c) Modal verb application exercise	5.1 Modal verbs: <i>must / mustn't</i> 5.2 <i>Have to / don't have to</i> 5.3 Rules and responsibilities in different environments	Didactic Sequence 5 5.1 Express obligation and prohibition in everyday contexts 5.2 Distinguish between general and personal obligation 5.3 Write clear rules for respectful interaction	54
6. Ask for, give, and understand instructions <i>(Guide someone to do something or get to a place)</i>	a) Step-by-step guide for a simple activity b) Map with directions to reach a location c) Simulated question-and-answer dialogue	Ev. a) Procedure guide Ev. b) Map with written directions Ev. c) Transcript of the dialogue	6.1 Imperatives for giving directions 6.2 Sequencing connectors 6.3 Instructions for processes and routes	Didactic Sequence 6 6.1 Formulate clear directions using imperatives 6.2 Order actions using sequencing connectors 6.3 Follow and explain instructions step by step	68
7. Narrate daily events and their sequence <i>(Tell events using simple connectors)</i>	a) Written account of a short anecdote b) Timeline with events in order c) Oral presentation of a personal story	Ev. a) Short narrative text Ev. b) Ordered timeline Ev. c) Record of the oral presentation	7.1 Simple Past: basic irregular verbs 7.2 Narrative connectors 7.3 Structure of short stories	Didactic Sequence 7 7.1 Use irregular verbs in the Simple Past 7.2 Order events using narrative connectors 7.3 Build coherent and chronological narratives	81
8. Consolidate what has been learned <i>(Apply structures in integrated tasks)</i>	a) Integrative dialogue covering topics studied b) Short letter sharing personal experiences c) Summary of grammar structures used	Ev. a) Dialogue script Ev. b) Letter or narrative text Ev. c) Content review chart	8.1 Review of Simple Past and Present Perfect 8.2 Integrated use of connectors and modals 8.3 Production of short, coherent texts	Didactic Sequence 8 8.1 Integrate verb tenses and structures learned 8.2 Produce coherent oral and written texts 8.3 Reflect on the learning progress achieved	94