

Inglés 3

What we were, we share

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PROFESIONAL TÉCNICO

“Proyecta tu futuro”





Inglés 3

What we were, We share

First edition 2026

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ISBN: In process.

Printed in México

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Presentation

At Editorial Planea, we are committed to offering high-quality educational materials aligned with the New Educational Model for Upper Secondary Education. This model is based on the premise of developing, in you as a student, learning that is situated within your environment—learning that supports you in your daily life, helps you adapt to change, and provides continuous, inclusive, multicultural, collaborative, and equitable learning, grounded in the principles of the New Mexican School.

This book is 100% aligned with the study program based on formative purposes and content for the subject English 3. What We Were, We Share explores a basic threshold level, enabling you to understand common structures related to immediate needs and to function in everyday situations that require basic information exchange.

The way this proposal is organized is based on the reformulation of the MCCEMS, emphasizing diagnostic assessment at the beginning of the book in order to determine the student's cognitive level and skills in the subject.

Each learning objective is addressed by activating prior knowledge, followed by a teaching sequence structured into opening, development, and closing stages, and concluding with formative assessment.

This book is designed for you, with the purpose of helping you participate in basic social interactions, express ideas about personal experiences, and expand your communicative repertoire in everyday school and community contexts.



New Mexican School



The New Mexican School (NEM) is based on a diagnosis where education was seen as three disconnected cycles: basic education (preschool, primary, and secondary), upper secondary education, and higher education. Based on this diagnosis, a proposal is built with an education that should be understood as lifelong, under the concept of learning how to learn, continuous updating, adaptation to changes, and lifelong learning.

The NEM proposes a 23-year plan across different educational levels, interconnected with each other, where the comprehensive development of children, adolescents, and youth is enhanced, aiming to promote inclusive, pluricultural, collaborative, and equitable excellence in learning throughout their education.

To achieve well-being and prosperity, the NEM is based on the following principles:



Promotion of identity with Mexico. Love for the country, appreciation for its culture, knowledge of its history, and commitment to the values enshrined in the Political Constitution are the actions that form this principle.

Citizen responsibility. This principle involves the acceptance of personal and collective rights and duties. The respect for civic values by students educated in the NEM is essential to transmit the values of honesty, respect, justice, solidarity, reciprocity, loyalty, freedom, equity, and gratitude.



Honesty. This value is emphasized within the social responsibility of students, which allows the formation of a society based on trust and the foundation of truth in all actions, enabling a healthy relationship among citizens.

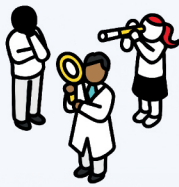
Respect for human dignity. Promoting the unrestricted respect for the dignity and human rights, based on the conviction of the opportunities, rights, and equal rights of all individuals.





Respect for nature and environmental care. Environmental awareness promotes the protection and conservation of the environment. The prevention of pollution and climate change begins with education on sustainable development.

Promotion of interculturality. The appreciation and understanding of cultural and linguistic diversity, as well as dialogue and cultural exchange, are driving forces for having an intellectual, emotional, moral, and spiritual life.



Participation in the transformation of society. Self-improvement by individual initiative is the foundation of this principle. The social purpose of education allows for the construction of close, supportive, and fraternal relationships that overcome indifference and apathy towards transforming society.

Promotion of a culture of peace. The objective of the 2030 Agenda promoting “Peace, Justice, and Strong Institutions” is based on promoting peaceful and inclusive societies that enable sustainable development, ensure access to justice for all, and build effective and inclusive institutions at all levels that are accountable.



Know your book

Within the book, the New Model of Upper Secondary Education is developed, which is based on a study program through learning progressions. These progressions are developed in three moments, which are:



Opening. In this first moment, the aim is to awaken the students' interest and motivation towards the topic that will be addressed.



Closing. In this final moment, the objective is to consolidate the learning and evaluate the process.



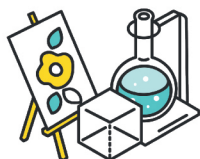
Development. The content is presented, and a clear and detailed explanation of key concepts is provided.

The sections also include:



Diagnostic evaluation. It is found at the book's beginning and helps identify strengths and weaknesses regarding the topics that will be addressed.

Previous knowledge. This is the knowledge, experiences, and beliefs that serve as a foundation for building meaningful learning by connecting the new with the familiar.



Cross-cutting practices.

These activities link the learning of sociocognitive resources with the disciplines of the knowledge areas.

Social-emotional practices.

The extended curriculum is linked to social-emotional resources and knowledge areas through the different domains of socioemotional resources that are present in these type of activities.





Learning practices. The best way to apply the knowledge and skills learned is through these type of practices, which are numbered, situated in a learning context, and enhance a principle of the NEM, as shown in the following example:



Learning practice



NEM Reading. It is a reading comprehension activity that addresses one of the principles of the New Mexican School (NEM).



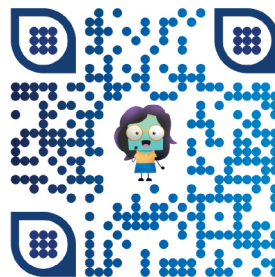
Educational purpose's evaluation. These are located in the upper right corner of the book, indicating the training purpose being addressed.

Formative assessment. It is the continuous process that allows collecting information about students' learning in order to provide feedback and adjust instruction.



Classroom-School-Community Project (PAEC). Through these QR codes, you will be able to complete the activities of the progressions that are part of the PAEC.

Master Iso. Every time you see Master Iso, he dynamically explains the progression by scanning the QR code.



Graduation profile


1. Develops a reflective attitude that allows them to understand, question, and argue about situations affecting their community, regional, and global environment, through dialogue and from a humanistic and scientific perspective.
2. Recognizes their historical and social condition in order to participate in shaping and transforming the political structures that organize the society in which they live.
3. Becomes involved in the pursuit of human well-being and environmental care through an ethical understanding of the sciences, humanities, and technologies as collective constructions that seek to explain the phenomena of their surroundings.
4. Understands, defends, and exercises their rights as a citizen to participate in the creation and development of alternatives that promote social justice, from an intercultural, human rights, and gender equality perspective.
5. Exercises digital citizenship through an ethical stance on the relevance of the development, distribution, and use of digital technologies.
6. Maintains overall health through healthy eating, physical activity, and the building of responsible interpersonal relationships based on respect for diversity, dignity, substantive equality, and human rights.
7. Uses oral and written tools for the clear and coherent expression of ideas and emotions.
8. Applies theories, methodologies, and algorithmic thinking from various fields of knowledge to understand, engage with, and solve everyday problems.
9. Recognizes, appreciates, and internalizes the aesthetic value of cultural heritage, as well as the different artistic expressions within their context.

Educational Goal:

- Participates in basic social interactions, expresses ideas about personal experiences, and expands their communicative repertoire in everyday school and community contexts.

Educational purposes

1. Talks about past and recent routines in everyday life (describes what they did in recent days or during the week).
 - Simple past (regular verbs)
 - Past time expressions (yesterday, last week)
 - Daily activities
 - School and home routines
2. Shares recent personal experiences (tells what they have done and with whom).
 - Present perfect (have/has + past participle)
 - Introduction to personal experiences
 - Activities with friends, family, or community
 - School or cultural events
3. Describes familiar places and activities that can be done there (provides information and basic recommendations).
 - There is/are (review)
 - Can express possibility (affirmative and negative forms)
 - Prepositions of place (between, next to, in front of, behind)
 - Public and natural places (city hall, forest, river, etc.)
 - Recreational activities
4. Talks about habits, frequency, and preferences in everyday life (compares what people do, choose, or prefer at different times or in different contexts).
 - Adverbs of frequency (review and expansion: often, sometimes, rarely)
 - Comparatives and superlatives
 - Use of like + noun / verb-ing (I like music; He likes playing football; They don't like studying at night)
 - Food, music, sports, use of free time

- 
5. Talks about responsibilities and rules at home, school, or in the community (expresses obligation and prohibition).
 - Must / mustn't
 - Have to / don't have to
 - Classroom rules (more complex)
 - Household chores
 - Community coexistence
 6. Asks for, gives, and understands more complete instructions (guides another person to do something or get to a place).
 - Imperatives for giving directions (Walk straight until you see the park; Don't forget to bring your ID; Speak clearly)
 - Sequential connectors (first, then, after that, finally)
 - Simple instructions and processes** (recipes, digital instructions, practical tasks)
 - Everyday routines or school/community procedures** (how to register, how to recycle, how to use a school digital app)
 7. Narrates everyday events and their sequence (tells something that happened using simple connectors).
 - Simple past (basic irregular verbs)
 - Narrative connectors (then, after, later, suddenly)
 - Personal anecdotes
 - School experiences
 8. Consolidates learning through meaningful activities and guided production (applies key structures in contextualized oral and written tasks).
 - Review of present perfect and simple past
 - Integrated use of connectors, modal verbs, and descriptions
 - Short oral and written texts (experiences, descriptions, recommendations)
 - Integrative tasks (dialogues, letters, short stories)
 9. Expresses possession clearly and respectfully (asks and answers about ownership using the genitive and possessive pronouns).
 - Possessive pronouns (mine, yours, his, hers)
 - Saxon genitive ('s) with singular proper names (It's María's)
 - Questions with whose (Whose pencil is this?)
 - Personal and school objects
 - Colors and materials
 - Simple sentences to indicate possession (It's Ana's; It's mine)

Content

Educational purpose 1. Past and recent routines.

Simple past (regular verbs)
Past time expressions
Daily expressions
School and home routines

Educational purpose 2. Recent personal experiences.

Present perfect
Activities with friends, family or community
School or cultural events

Educational purpose 3. Familiar places.

There is / There are
Can
Prepositions of place
Public and natural places
Recreational activities

Educational purpose 4. Habits, frequency and preferences in life.

Adverbs of frequency
Comparatives and superlatives
Use of like
Food, music, sports, use of the free time

Educational purpose 5. Responsibilities and rules.

Must / Mustn't
Have to / Don't have to
Classroom rules
Households chores
Community coexistence



Educational purpose 6. Instructions and guidance.

- Imperatives for giving instructions
- Sequential connectors
- Indicators and simple processes
- Everyday routines or school / community procedures

Educational purpose 7. Everyday events.

- Simple past (irregular verbs)
- Narrative connectors
- Personal anecdotes
- School experiences

Educational purpose 8. Key structures in tasks.

- Present perfect and simple past
- Integrated use of connectors. Modal verbs and descriptions
- Short oral and written texts
- Integrative tasks

Diagnostic evaluation

By watching the video, can you guess the meaning of the following words?

Allow: _____

Wonder: _____

Trained: _____

Dug: _____

Collar: _____

Squirrel: _____

Master: _____

Radioactive: _____

Tracker: _____



Scan me!

Pack: _____

Up closer: _____

Prisoner: _____

Bark: _____

Howl: _____

Write examples with the "glottal t" in pronunciation:

It's very common to hear the ending -sion pronounced like "_____"

Examples: _____

Do you know how else can you ask this question?

"May I take your bird back to camp?"

- a) Can I take it?
- b) Should I take it?
- c) Would I take it?

Mini quiz

1. What does it mean when something is **not allowed**?
 - a) To have permission
 - b) To be a prisoner
 - c) It is forbidden
2. In this context what is a **pack**?
 - a) A master
 - b) The leader of a group
 - c) A group of dogs
3. If you are a good **tracker**, that means you can...
 - a) Follow a smell
 - b) Follow a trace
 - c) Learn tricks



Educational purpose 1

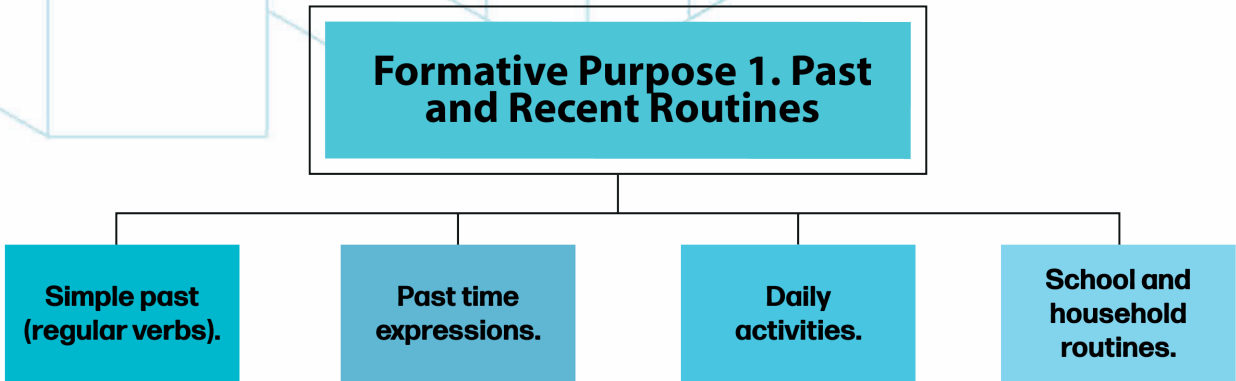
Past and recent routines

Oral expression about past and recent routines in everyday life is aimed at developing the ability to describe actions carried out in previous days or during the week using appropriate linguistic structures. This objective involves recognizing verb forms that allow learners to recount experiences, organize information coherently, and select relevant vocabulary to communicate habitual activities or specific events. The integration of these elements strengthens communicative competence, promotes interaction in personal and academic contexts, and contributes to the construction of clear and understandable messages in everyday communication situations.

Learning objective 1 is defined as:

- Talks about past and recent routines in everyday life (describes what they did in recent days or during the week).

The formative contents for this purpose can be observed in the following diagram:





Previous knowledge

Time to color!!

Cut, follow the instructions and seal in plastic. You have to color the following parts of the sentences with the color indicated:

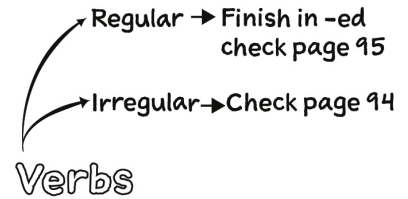
Affirmative	Negative	Interrogative	Subject	Verb to be	Question mark
Verb	Complement	not	did	Verb in past	

Simple past



Usage:

- ☛ To express completed action in the past
- ☛ To describe a series of completed actions in the past
- ☛ To express habits in the past



To be

-Affirmative-



Subject + was/were + Complement

They were my friends

-Negative-



Subject + was/were + not + Complement

I was not a doctor

-Interrogative-



was/were + Subject + Complement + ?

Were they students?

With what subjects
can I use the verb to be?

He, She, It, I > Was
We, You, They > Were

Common time expressions

Last week/year...
2 years ago
Yesterday

Verbs

-Affirmative-



Subject + Verb in simple past + Complement

They traveled to London in 2013

She swam in the pool yesterday

-Negative-



Subject + did + not + Verb in base form + Complement

They did not travel to London in 2013

She didn't swim in the pool yesterday

-Interrogative-



Did + Subject + Verb in base form + Complement + ?

Did they travel to London in 2013?

Did she swim in the pool yesterday?

Past and recent routines



Opening



Reading

As you listen underline the verbs you can identify then read and compare with your group.

I set out on a journey to explore the world's most iconic constructions and monuments. My adventure began in Egypt, where I marveled at the Great Pyramid of Giza. It was even more magnificent in person than in photographs.

From there, I traveled to Rome, where the Colosseum stood as a testament to ancient gladiator battles. I walked through its ancient corridors, imagining the roar of the crowd.

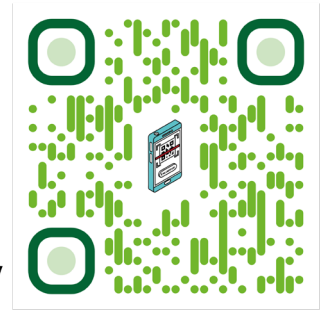
My next destination was Paris, where the Eiffel Tower dominated the skyline. I took an elevator to the top and looked at the breathtaking view of the City of Light.

Afterward, I visited the Taj Mahal in India, a majestic symbol of love. The marble shined in the sun as I explored the details of the monument.

In China, the Great Wall snaked through the countryside. I hiked along the historic fortification, reflecting on pure determination that built this marvelous piece of history.

Finally, I explored the ancient city of Tenochtitlan in Mexico, walking through the narrow streets and emerging to see the magnificent Pyramid of the Sun.

My journey was full of history and architecture, each monument representing a unique chapter in our world's story. I returned home with a greater appreciation for the beauty and meaning of these world treasures.



Scan me!



Writing

Which verbs did you find? Write only the verbs that end in **-ed** and write a sentence with each of them.

Verb

Sentence



Development

Grammar

Spelling rules for regular verbs

Spelling rules	Examples
Ending in e add d	live → lived live → lived
Ending in vowel + y add ed	stay → stayed play → played
Ending in consonant + y change y to i and add ed	try → tried carry → carried
One syllable, single vowel and ending in single consonant double the final consonant and add ed	nod → nodded rip → ripped
Two-syllable, stress on second syllable and ending in single consonant double the final consonant and add ed	commit → committed prefer → preferred



Writing

Complete the sentences using the correct form of the verb in past simple. Scan the QR to find an online exercise.

- You _____ (arrive) in England last week.
- My mum _____ (study) Russian at university.
- I _____ (phone) you yesterday, but you weren't at home.
- Last night, Marga and Alice _____ (plan) their holiday.
- Tom _____ (invite) us to his birthday party.
- The children _____ (carry) the books to the classroom.
- We _____ (finish) the exam at half past three.
- I _____ (chat) to Jane about films and fashion.
- She _____ (wash) her hair.
- The car _____ (stop) at the traffic lights.

 **Reading**

Read as you listen then make teams of 3 and read the conversation

Amid the academic challenges and the bittersweet farewells, the memories we created in junior high remain a treasure.

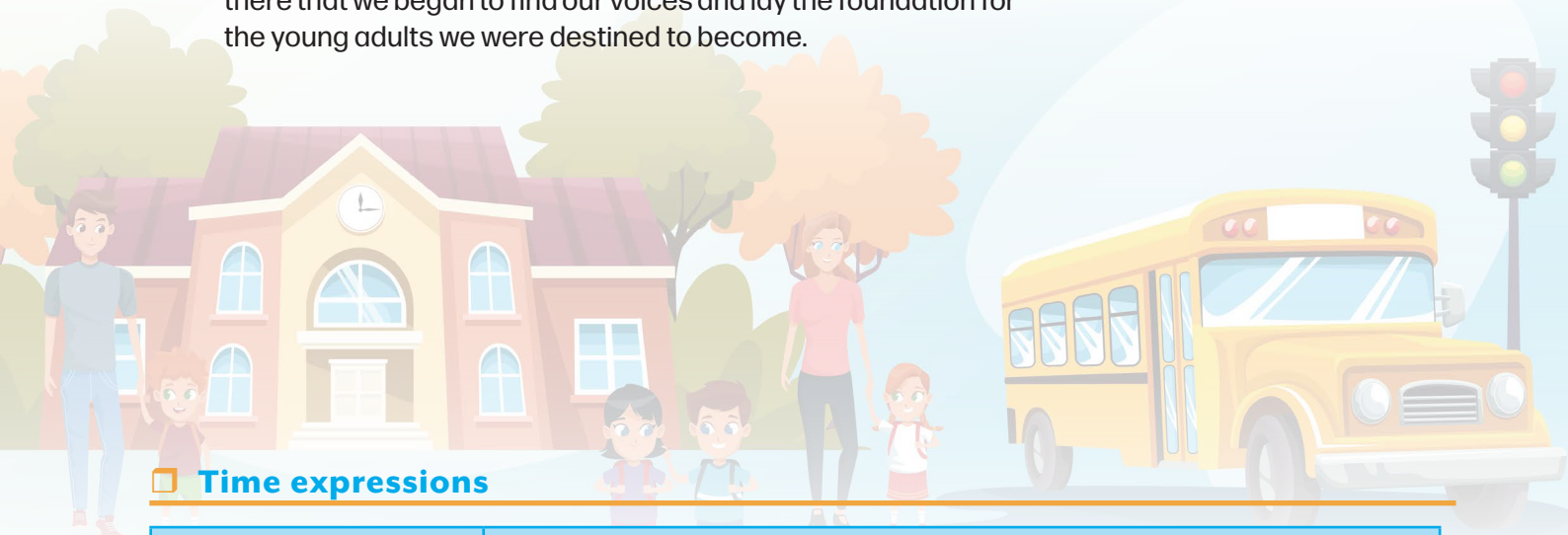
The embarrassing moments, the victories in the school's basketball team, the jokes, and the shared lunches in the patio – all of them are saved in our minds.

As we moved on to high school, the friendships formed in junior high remained as a support. The lessons we learned in those three short years extended far beyond textbooks, teaching us about resilience, empathy, and the value of lasting friendships.

Junior high, with its mix of innocence and growing independence, is a chapter in our lives that we will always cherish, for it was there that we began to find our voices and lay the foundation for the young adults we were destined to become.



Scan me!



 **Time expressions**

Time expressions	Example
Yesterday	I went to the museum yesterday.
Last week	We visited the zoo last week.
Last night	She watched a movie last night.
Two years ago	They traveled to Paris two years ago.



These adverbs of time are used to provide information when an action or event occurred in the past. They help to establish a specific time.



Speaking

Ask your classmates about their activities last week. Remember to use 'do' as an auxiliary verb in your questions.



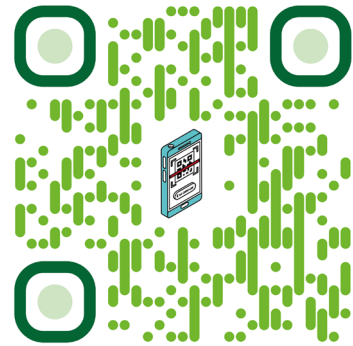
Listening

One sunny morning, I walked through the park and I noticed a little girl sad with her kite. Intrigued, I approached her and asked, "Did you fly your kite high in the sky yesterday?" The girl beamed with excitement and replied, "Yes, I did! But today I didn't, because there was no wind for flying a kite!"

After a while, I came across an elderly man sitting on a bench. I asked him, "Didn't you visit your grandchildren last weekend?"

The man shook his head sadly and answered, "No, I didn't. Unfortunately, they live far away."

As I continued my walk, I realized how the park was a place where stories of the past, both joyful and sorrowful, intersected, in the lives of the people I encountered that day.



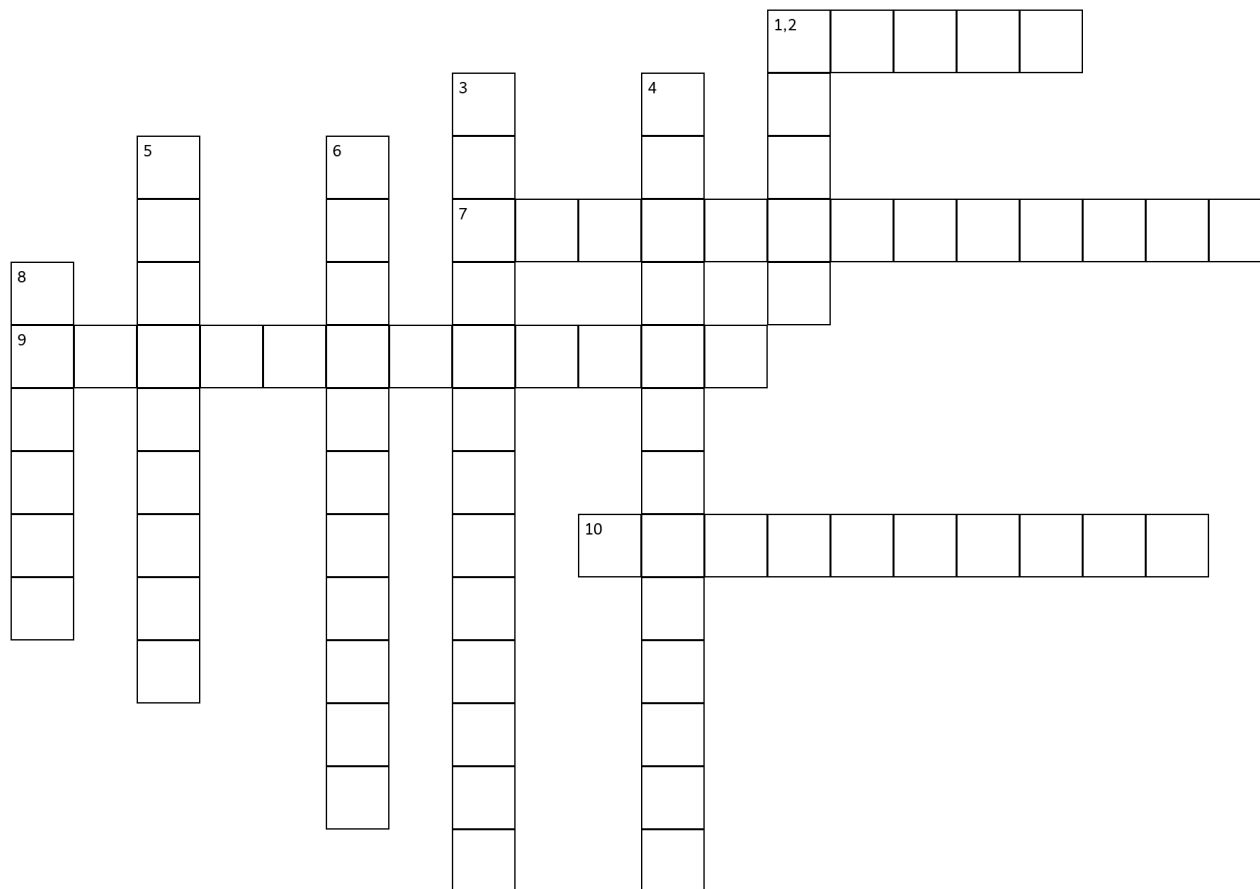
Writing

Write the new vocabulary words you did not understand and make an example using them.



Vocabulary

Complete the crossword with daily activities, school and home routines.



HORIZONTAL

1. Cleaning a surface with a brush or broom, moving rapidly or forcefully over an area, or winning all games in a competition.
7. To be physically or virtually present at scheduled educational sessions.
9. To verbally or writtenly request information, answers, or clarification to satisfy curiosity, gain knowledge, or test understanding.
10. To put on clothes, specifically the act of changing from a state of undress into clothes, usually to prepare for the day or an event.

VERTICAL

2. The act of applying the mind to acquire knowledge.
3. The active, purposeful process of engaging with comprehensive, structured educational material to acquire knowledge in a specific field.
4. Tidying and sanitizing a home.
5. The process of preparing food for consumption by applying heat to turn raw ingredients into a dish ready to be eaten.
6. Specialized plants that thrive in, on, or near water environments, including freshwater (lakes, rivers) and saltwater.
8. To stop sleeping or to become conscious.



Writing

Write the daily activities, school and home routines that you do during the week.



WEEKLY PLANNER



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Closing



Learning practice



Writing

a) Write a short paragraph (8 to 10 sentences) about your last week. Include:

- ✓ At least 5 regular verbs in simple past (-ed)
- ✓ Past time expressions (yesterday, last week, last Monday, etc.)
- ✓ Daily activities, school and home routines

b) Underline all the verbs in -ed and circle the time expressions.

c) Tell your partner about your week (without reading if possible). Your partner must:

- Listen carefully
- Ask 2 follow-up questions

d) Tell the class one thing your partner did last week.



Formative assessment

1. Write the past simple from the following verbs

- Clean → _____
- Study → _____
- Watch → _____
- Cook → _____
- Play → _____

2. Write five sentences using time expressions.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

3. Write a short paragraph (6 to 8 sentences) about your routines last week.

4. Choose a partner and ask him/her the following questions:

- a) What did you do yesterday? _____

- b) What did you do at school last week? _____

- c) What did you do at home? _____

5. Now report to the class. Example: "My partner cleaned the house and studied English."

Notes:



What plants were here before I was

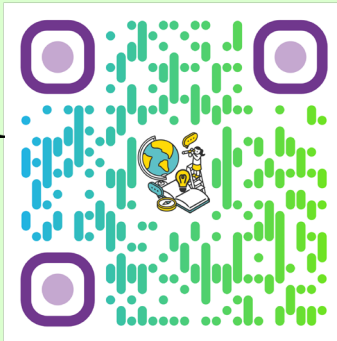
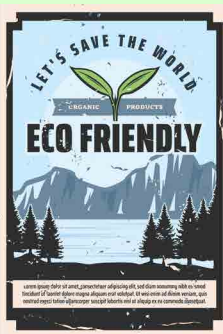
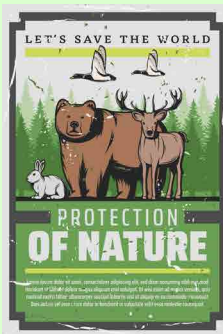
Research the internet and look for flowers, fruits or plants that were here before we were born, then draw it.

Talk about the places where they can be found and write about a school project for growing some of these plants

Flower

Fruit

Plant



Paec



Inglés 3

What we were, we share

Editorial Planea's mission is to create high-quality educational materials with appropriate content that positively impacts students' development by strengthening their knowledge, skills, and attitudes. These materials aim to transform them into young people capable of understanding their environment and influencing it, learning independently throughout their lives, recognizing their problem-solving skills and taking on challenges that help them achieve their goals. They are also encouraged to be sensitive to art and its expressions, to actively participate as citizens in ways that reinforce their civic and ethical awareness, and to foster a respectful attitude toward interculturality and the diversity of beliefs, values, and ideas—embracing critical thinking that contributes to the sustainable development of their community.

The book **Inglés 3. What we were, we share** is developed under the principles of the New Mexican School, with the New Educational Model for Upper Secondary Education as its guiding framework, as well as a curriculum based on purposes and formative content. This approach proposes the following learning goal:

- To participate in basic social exchanges, express ideas about personal experiences, and expand one's communicative repertoire in everyday school and community contexts.

At Editorial Planea, we are committed to developing materials that meet the expectations of educational communities.

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