COMPETENCE-BASED WEEKLY PROGRAM

IN-101 English I · A1.1

Code and name	IN-101 English I · A1.1
Academic term	III Academic Term 2026
Prerequisites	None
Credits · hours	4 · 1 hour a day, 4 hours a week
Modality	Virtual: all activities and assessments on the UNAH Virtual Campus; contents and classes on the course site.
Teacher · email	According to the section · institutional email @unah.edu.hn

Specific competences (official program)

- Recognizes linguistic and cultural diversity, drawing on prior knowledge of plurilingualism and pluriculturalism, in order to build an overall view of how spoken and written English works and to support the understanding of simple texts, using the similarities and differences between English and the mother tongue as a reference.
- Interacts in basic social situations, using simple expressions to greet, say goodbye, introduce themselves and others, giving essential personal information (name, nationality, profession, place of origin) and applying the politeness norms of the target culture.
- Describes people and family relationships in a simple way, using basic vocabulary about physical appearance, personality and family ties, showing sensitivity to cultural and social diversity in how people are represented.
- Speaks and writes about daily life, household activities and personal habits, and expresses likes, preferences and frequency, using language resources and time expressions suited to the communicative context.

For the 12 teaching weeks of the term, the 16 topics of the official program are organized in 12 lessons; no topic is removed. English I: an introductory unit and three units (Lesson 1 lasts two weeks). English II and III: week 1 for induction and four units of 25%.

Weekly schedule

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 1–2 Sept. 14–24, 2026	**Introductory Unit · Discovering a New Language Lesson 1: Hello, English! Words I already know** *Discovering English Together* CEFR: Written and oral reception · plurilingual mediation · initial oral production	Activation of prior knowledge; audiovisual input; intercomprehension; guided production («I am…»); activation of the SofIA assistants.	**Continuous assessment (7 %)** • **Act. 1 · Forum**: Sharing languages I already know (2 %) — closes Sept. 24, 2026 • **Act. 2 · H5P**: Spotting cognates: words I already know in English (1 %) — closes Sept. 24, 2026 • **Act. 3 · Assignment**: My first words: "I am…" + classroom expressions (2 %) — closes Sept. 24, 2026 • **Act. 4 · Quiz**: Check-in: sounds,	Plurilingual comprehension (cognates); oral reception; initial oral production.	Identifies cognates and sounds; understands instructions; produces basic personal information with support. I can recognize words I already know and say who I am.	Languages forum; cognates H5P; «I am…» sentences; quiz.	UNAH Virtual Campus; URA L1; H5P class on the site; SofIA Phonetics and Vocabulary; audio on the Campus or Vocaroo.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			cognates and classroom language (2 %) — closes Sept. 28, 2026				

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 3 Sept. 25, 2026 – Oct. 1, 2026	**Unit I · First Communicative Encounters Lesson 2: Hi, Hello, Good morning!** *Greetings and Farewells* CEFR: Oral interaction	Comprehensible input; listening to dialogues; informal and academic greeting role-play; SofIA Communication.	**Continuous assessment (7 %)** • **Act. 5 · Forum**: Global Greetings: how we greet in Honduras and abroad (2 %) — closes Oct. 1, 2026 • **Act. 6 · H5P**: Listening to greetings in real life (1 %) — closes Oct. 1, 2026 • **Act. 7 · Assignment**: Using formal and informal greetings (2 %) — closes Oct. 1, 2026 • **Act. 8 · Quiz**: Formal or informal?	Sociolinguistic appropriateness: distinguishes formal and informal greetings and uses basic politeness.	Identifies and uses greetings according to formality. I can greet people and say goodbye, formally and informally.	Intercultural greetings forum and formal/informal greetings assignment.	URA L2; detailed H5P class on the site; UNAH Virtual Campus forum and glossary.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			Greetings check (2 %) — closes Oct. 5, 2026				

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 4 Oct. 2–8, 2026	**Unit I · First Communicative Encounters** **Lesson 3: Nice to meet you** *Introducing Yourself and Others* CEFR: Oral and written production	Controlled production; «Profile Card»; reading profiles; SofIA Grammar (to be).	**Continuous assessment (8 %)** • **Act. 9 · Forum**: Meeting my classmates online (2 %) — closes Oct. 8, 2026 • **Act. 10 · H5P**: Learning about people through profiles (1 %) — closes Oct. 8, 2026 • **Act. 11 · Assignment**: Creating my personal profile card (3 %) — closes Oct. 8, 2026 • **Act. 12 · Quiz**: Introducing someone in English (2 %) —	Grammatical accuracy: affirmative and contracted to be; possessives my / your / his / her.	Introduces themselves and others accurately. I can introduce myself and other people.	Profile card (Canva + PDF) and introduction in the forum.	URA L3; Canva; H5P class on the site.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			closes Oct. 12, 2026				

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 5 Oct. 9–15, 2026	**Unit I · First Communicative Encounters** **Lesson 4: My personal information** *Basic Personal Information* CEFR: Oral and written interaction	Guided interaction; quick interviews; number flashcards; spelling with SofIA Phonetics.	**Continuous assessment (8 %)** • **Act. 13 · Forum**: Asking and answering personal questions (2 %) — closes Oct. 15, 2026 • **Act. 14 · H5P**: Understanding questions about personal information (1 %) — closes Oct. 15, 2026 • **Act. 15 · Assignment**: The Interview: personal data of 3 classmates (3 %) — closes Oct. 15, 2026 • **Act. 16 · Quiz**: Numbers and Wh- questions	Accuracy in interaction: asks Wh- questions and uses cardinal numbers.	Asks and answers personal information questions (with fictional data). I can ask and answer simple questions about personal information.	Data table of 3 classmates.	URA L4; Wordwall; H5P class on the site.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			check (2 %) — closes Oct. 19, 2026				
Week 6 Oct. 16–22, 2026	**Unit I · First Communicative Encounters Lesson 5: Please and thank you around the world** *Courtesy and Everyday Contexts* · unit closing CEFR: Oral interaction · mediation	Integrative task; simulation of everyday situations; intercultural comparison of politeness; rehearsal with SofIA Communication.	**Continuous assessment (8 %)** • **Act. 17 · Forum**: Communication in different cultures (2 %) — closes Oct. 22, 2026 • **Act. 18 · H5P**: Using English in everyday situations (1 %) — closes Oct. 22, 2026 • **Act. 19 · Assignment**: My first conversation — video (5 %) — closes Oct. 22, 2026	Fluency; cultural appropriateness; pronunciation (intonation).	Keeps a short, coherent and culturally appropriate social interaction. I can use polite expressions in everyday situations.	Video «My first conversation».	URA L5; YouTube video (Unlisted), link submitted on the UNAH Virtual Campus.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 7 Oct. 23–29, 2026	**Unit II · Personal Portraits and Family** **Lesson 6: Who is this person?** *Describing People* CEFR: Oral and written production	Scaffolding (presentation); interactive video; word cloud; SofIA Vocabulary.	**Continuous assessment (7 %)** • **Act. 20 · Forum**: Guess the person: describing people in my life (2 %) — closes Oct. 29, 2026 • **Act. 21 · H5P**: Identifying physical and personality traits (1 %) — closes Oct. 29, 2026 • **Act. 22 · Assignment**: Describing people using simple sentences (2 %) — closes Oct. 29, 2026 • **Act. 23 · Quiz**: Adjectives and word order	Lexical range: adjective order, to be and has to describe.	Describes their own and others' features coherently. I can describe people with simple adjectives.	Description of people with simple sentences.	URA L6; H5P class on the site; UNAH Virtual Campus glossary.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			check (2 %) — closes Nov. 2, 2026				

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 8 Oct. 30, 2026 – Nov. 5, 2026	**Unit II · Personal Portraits and Family** **Lesson 7: My family, my people** *Family and Relationships* CEFR: Written production · written reception	Scaffolding (comprehension); family tree or «people who inspire me» tree; SofIA Grammar (possessives).	**Continuous assessment (8 %)** • **Act. 24 · Forum**: Talking about my family (2 %) — closes Nov. 5, 2026 • **Act. 25 · H5P**: Understanding a family tree (1 %) — closes Nov. 5, 2026 • **Act. 26 · Assignment**: My Family Tree infographic (3 %) — closes Nov. 5, 2026 • **Act. 27 · Quiz**: Possessive adjectives and family words check (2 %) — closes Nov. 9, 2026	Grammatical accuracy: possessives and family words.	Explains family ties and possession. I can talk about my family or the people important to me.	Infographic «My Family Tree» (Canva + PDF; real or fictional data, or people who inspire them).	URA L7; Canva; H5P class on the site.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 9 Nov. 6–12, 2026	**Unit II · Personal Portraits and Family** **Lesson 8: I like, I don't like** *Likes and Preferences* CEFR: Oral and written interaction	Scaffolding (practice); interests forum; I like / I don't like; SofIA Communication.	**Continuous assessment (7 %)** • **Act. 28 · Forum**: Common Interests: what I like and don't like (2 %) — closes Nov. 12, 2026 • **Act. 29 · H5P**: Understanding hobbies and personal interests (1 %) — closes Nov. 12, 2026 • **Act. 30 · Assignment**: Describing my preferences in more detail (2 %) — closes Nov. 12, 2026 • **Act. 31 · Quiz**: Likes and preferences	Interaction: expresses preferences and responds to others'.	Communicates interests interacting with classmates. I can say what I like and don't like.	Forum thread with replies to 2 classmates and a preferences text.	URA L8; UNAH Virtual Campus forum; Wordwall; H5P class on the site.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			check (2 %) — closes Nov. 16, 2026				
Week 10 Nov. 13–19, 2026	**Unit II · Personal Portraits and Family** **Lesson 9: Taller, faster, better** *Comparing People and Characteristics* · unit closing CEFR: Oral production	Scaffolding (communication); comparing people, subjects and celebrations; rehearsal with SofIA Phonetics.	**Continuous assessment (8 %)** • **Act. 32 · Forum**: Comparing people I know (2 %) — closes Nov. 19, 2026 • **Act. 33 · H5P**: Understanding how to compare people in English (1 %) — closes Nov. 19, 2026 • **Act. 34 · Assignment**: The Best Portrait — video (5 %) — closes Nov. 19, 2026	Oral production: comparatives; appropriate intonation.	Makes comparisons integrating the functions of the unit. I can compare two people or things.	Video «The Best Portrait».	URA L9; YouTube video (Unlisted), link submitted on the UNAH Virtual Campus.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 11 Nov. 20–26, 2026	**Unit III · Daily Life and Personal Organization Lesson 10: A day at home** *Daily and Household Activities* CEFR: Written reception · written production	Presentation; action verbs and household vocabulary; listening to routines; SofIA Vocabulary.	**Continuous assessment (8 %)** • **Act. 35 · Forum**: Talking about my daily activities (2 %) — closes Nov. 26, 2026 • **Act. 36 · H5P**: How people talk about daily routines (1 %) — closes Nov. 26, 2026 • **Act. 37 · Assignment**: Multimedia glossary of daily activities (3 %) — closes Nov. 26, 2026 • **Act. 38 · Quiz**: Daily verbs and household words check (2	Lexical range and spelling: verbs and household objects.	Identifies everyday actions and household vocabulary. I can talk about daily and household activities.	Illustrated multimedia glossary with 3 verbs of their profession (Canva + PDF).	URA L10; H5P class on the site; Canva.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			%) — closes Nov. 30, 2026				

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 12 Nov. 27, 2026 – Dec. 3, 2026	**Unit III · Daily Life and Personal Organization Lesson 11: My week, my habits** *My Week, My Habits: Daily Schedule and Healthy Habits* CEFR: Written production · written and oral interaction	Reading schedules; prepositions of time (at, in, on); third person; frequency adverbs; habits forum; SofIA Grammar.	**Continuous assessment (12 %)** • **Act. 39 · Forum**: Organizing my week: routines and healthy habits (2 %) — closes Dec. 3, 2026 • **Act. 40 · H5P**: Understanding schedules and frequency (1 %) — closes Dec. 3, 2026 • **Act. 41 · Assignment**: My Planner & Habits: weekly schedule with frequency adverbs (5 %) — closes Dec. 3, 2026	Grammatical accuracy: prepositions of time, third person present simple and position of frequency adverbs.	Organizes and describes routines with times and says how often they do their habits. I can describe my schedule and say how often I do things.	Weekly planner «My Planner & Habits» (Canva + PDF).	URA L11; Canva or Google Slides; H5P class on the site.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			• **Act. 42 · Quiz**: Time expressions, present simple and frequency adverbs check (4 %) — closes Dec. 7, 2026				

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 13 Dec. 4–10, 2026	**Unit III · Daily Life and Personal Organization Lesson 12: My Typical Day · final project** *My Life, My Routine – Final Project* · unit closing CEFR: Oral production	Communication; connectors (First, Then, After that, Finally); final production; rehearsal with SofIA Communication and Phonetics.	**Continuous assessment (12 %)** • **Act. 43 · Forum**: How people describe their daily life (2 %) — closes Dec. 10, 2026 • **Act. 44 · H5P**: Organizing my day with sequence connectors (1 %) — closes Dec. 10, 2026 • **Act. 45 · Assignment**: My Typical Day — video (9 %) — closes Dec. 10, 2026	Fluency: oral account with logical order and intonation suited to the level.	Produces a fluent and coherent oral description of their typical day. I can present my typical day in order.	Video «My Typical Day» and final version of the career program.	URA L12; YouTube video (Unlisted), link submitted on the UNAH Virtual Campus.
Closing	End of classes for students: Dec. 13, 2026. Grade entry: Dec. 14–16, 2026. Make-up: request Nov. 25, 2026 – Dec. 1, 2026, exam Dec. 3, 2026.						

Assessment by unit

Introductory Unit · Discovering a New Language	7 %
Unit I · First Communicative Encounters	31 %
Unit II · Personal Portraits and Family	30 %
Unit III · Daily Life and Personal Organization	32 %
Total	**100 %**

By type of activity

Type	Number	Weight
Forums	12	24 %
Graded H5P	12	12 %
Assignments	9	25 %
Monday quizzes	9	20 %
Integrative video assignments (YouTube, Unlisted)	3	19 %
Total		**100 %**

Continuous, 100% virtual assessment on the UNAH Virtual Campus; no face-to-face exams. Assignments are graded with a 20-point rubric converted to each activity's weight. Make-up: request with justification and payment receipt; excuses endorsed by VOAE.

References

Core references

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- American Council on the Teaching of Foreign Languages. (2015). World-readiness standards for learning languages.
- Ansarian, L. & Mei Lin, T. (2018). Problem-based language learning and teaching: an innovative approach to learn a language. Springer.
- Byram, M. (2021). Teaching and Assessing Intercultural Communicative Competence: Revisited (2nd ed.). Multilingual Matters.
- Chen, S., & Le, T. T. (2019). Teaching of Culture in English as an International Language: An Integrated Model. Routledge.
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- Council of Europe. (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume. Council of Europe.
- Candelier, M. (Coord.). (2010). Framework of Reference for Pluralistic Approaches to Languages and Cultures (CARAP) – Version 3. European Centre for Modern Languages.
- Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.
- Harmer, J. (2004). How to teach writing. Pearson Education.
- Harmer, J., & Lethaby, C. (2005). Just Reading and Writing: Upper Intermediate. Marshall Cavendish.
- Kelly, G. (2000). How to teach pronunciation. Longman.
- Nunan, D. (2004). Task-based language teaching. Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2010). Longman Dictionary of Language Teaching and Applied Linguistics (4th ed.). Routledge.
- Thornbury, S. (2005). How to teach speaking. Pearson Education.
- Willis, D., & Willis, J. (2007). Doing Task-Based Teaching. Oxford University Press.
- Wilson, J. J. (2008). How to teach listening. Pearson Education.

Further reading

- Cook, A. (2017). American accent training (4th ed.). Barron's Educational Series.

- Marks, J. (2007). English Pronunciation in Use: Elementary. Cambridge University Press.

Additional resources

- Writing: https://learnenglishteens.britishcouncil.org/skills/writing/a1-writing
- Reading: https://lingua.com/es/ingles/lectura/wonderful-family/
- Listening: https://learnenglish.britishcouncil.org/skills/listening/a1-listening
- Speaking: https://www.talkenglish.com/
- Grammar: https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/group-nouns