COMPETENCE-BASED WEEKLY PROGRAM

IN-102 English II · A1.2

Code and name	IN-102 English II · A1.2
Academic term	III Academic Term 2026
Prerequisites	IN-101 English I
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)

- Understands and produces simple expressions about housing and accommodation, describing their home or room and making a basic hotel or online accommodation booking, giving and asking for simple information.
- Understands and uses simple expressions to describe their city or a known city, identifying its features, services and places of interest and expressing basic opinions or preferences about them.
- Understands and uses everyday expressions to ask for and give simple directions about the location of places and means of transport, understanding basic information about urban mobility and explaining how to get from one place to another with simple structures.
- Understands and uses everyday expressions to buy clothes and other products, asking about prices, sizes or colors, describing items simply and taking part in basic buying and selling interactions, politely and appropriately.

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 Sept. 14–17, 2026	**Induction (no graded activities).** Welcome and calendar reading; tour of the UNAH Virtual Campus and the course site; ungraded diagnostic test; activation of the SofIA assistants; start of the career glossary and career program in English.						

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 2 Sept. 18–24, 2026	**Unit I · Routes and Journeys in the City** **Lesson 1: Where is it?** *Where Is It? Locations on Campus and in the City* CEFR: Written reception · written production	Activation with campus maps; visual input; describing plans; SofIA Grammar (there is/are and prepositions).	**Continuous assessment (8 %)** • **Act. 1 · Forum**: My favorite place on campus: where is it? (2 %) — closes Sept. 24, 2026 • **Act. 2 · H5P**: Finding places on a map (1 %) — closes Sept. 24, 2026 • **Act. 3 · Assignment**: Mapping my campus or my workplace (3 %) — closes Sept. 24, 2026 • **Act. 4 · Quiz**: There is / there are and prepositions of place check (2	Grammatical accuracy: there is/are (+, −, ?) and prepositions of place (next to, between, opposite, behind, in front of).	Locates places on a map and describes their position accurately. I can say where places are on campus and in the city.	Annotated map of the campus or workplace (Canva + PDF), with Source card.	UNAH Virtual Campus; H5P class on the site; Canva; campus maps; SofIA Grammar and Vocabulary.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			%) — 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 · Routes and Journeys in the City** **Lesson 2: How do I get there?** *How Do I Get There? Directions and Transportation* CEFR: Oral and written interaction	Information gap; listening to directions; tourist–local role-play; authentic transport maps (focus of the period); SofIA Communication.	**Continuous assessment (8 %)** • **Act. 5 · Forum**: How I get to the university every day (2 %) — closes Oct. 1, 2026 • **Act. 6 · H5P**: Following directions on a city map (1 %) — closes Oct. 1, 2026 • **Act. 7 · Assignment**: Guide a visitor: a message with directions (3 %) — closes Oct. 1, 2026 • **Act. 8 · Quiz**: Directions, transportation and How do I get to...? check	Accuracy (interaction): imperatives, prepositions of movement, How do I get to...?, How far...?, How long...? and means of transport.	Asks for and gives simple directions and explains how to get to a place. I can ask for and give simple directions and talk about transport.	Message with directions and a map for a visitor.	H5P class on the site; official transport maps (focus of the period); Wordwall; SofIA Communication.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			(2 %) — closes Oct. 5, 2026				
Week 4 Oct. 2–8, 2026	**Unit I · Routes and Journeys in the City** **Lesson 3: Moving safely** *Moving Safely Around the City* · unit closing CEFR: Mediation · oral production	Integrative task; analysis of authentic signs; mediation (explaining a sign to someone); script and guided recording; SofIA Phonetics (intonation of imperatives).	**Continuous assessment (9 %)** • **Act. 9 · Forum**: Signs in Honduras and in the U.S. (2 %) — closes Oct. 8, 2026 • **Act. 10 · H5P**: What does this sign mean? (1 %) — closes Oct. 8, 2026 • **Act. 11 · Assignment**: My Safe Route: guided route video (6 %) — closes Oct. 8, 2026	Fluency and mediation: explains a route and its signs with can/can't, must/mustn't, imperatives (Don't...); intelligible pronunciation.	Integrates location, directions and city rules in a guided route. I can understand signs and rules to move safely in the city.	Video «My Safe Route».	UNAH Virtual Campus; YouTube video (Unlisted), link submitted on the UNAH Virtual Campus; official UK signs (Highway Code).

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 5 Oct. 9–15, 2026	**Unit II · Portraying Cities Lesson 4: My city** *My City: Describing Cities* CEFR: Oral and written production	Presentation with photos; word cloud; reading official tourism sites (focus of the period); comparing cities; SofIA Vocabulary.	**Continuous assessment (8 %)** • **Act. 12 · Forum**: My city in five words (2 %) — closes Oct. 15, 2026 • **Act. 13 · H5P**: Describing cities: adjectives and superlatives (1 %) — closes Oct. 15, 2026 • **Act. 14 · Assignment**: City profile card (3 %) — closes Oct. 15, 2026 • **Act. 15 · Quiz**: Adjectives, comparatives and superlatives check (2 %) — closes Oct. 19, 2026	Lexical range: adjectives for places; comparatives and superlatives (the biggest, the most interesting, the best).	Describes a city and compares it with their own city. I can describe and compare cities.	City profile card (Canva + PDF) with description and Source card.	Official UK tourism sites; Canva; H5P class on the site; SofIA Vocabulary.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 6 Oct. 16–22, 2026	**Unit II · Portraying Cities** **Lesson 5: Places to visit** *Places to Visit* CEFR: Written production · written interaction	Reading official tourism sites; planning itineraries in pairs; reasoned recommendation; SofIA Professional.	**Continuous assessment (8 %)** • **Act. 16 · Forum**: A must-see place in my city (2 %) — closes Oct. 22, 2026 • **Act. 17 · H5P**: Reading about tourist attractions (1 %) — closes Oct. 22, 2026 • **Act. 18 · Assignment**: One-day itinerary for a visitor (3 %) — closes Oct. 22, 2026 • **Act. 19 · Quiz**: Can, suggestions and dates check (2 %) — closes Oct. 26, 2026	Coherence: can for possibilities; suggestions (Let's..., Why don't we...?); prepositions of time with dates and times.	Recommends places and activities and designs a visit itinerary. I can recommend places to visit and suggest a plan.	One-day itinerary with times, places and Source card.	H5P class on the site; official tourism sites; Google Maps (declared); Canva.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 7 Oct. 23–29, 2026	**Unit II · Portraying Cities Lesson 6: Life in the city** *Life in the City: Public Spaces, Customs and Services* · unit closing CEFR: Oral production (monologue)	Integrative task; describing photos and videos (What are people doing?); intercultural comparison of customs and services; script and rehearsal with SofIA Phonetics.	**Continuous assessment (9 %)** • **Act. 20 · Forum**: City life here and there: customs and services (2 %) — closes Oct. 29, 2026 • **Act. 21 · H5P**: What are people doing? Public spaces (1 %) — closes Oct. 29, 2026 • **Act. 22 · Assignment**: My City Guide: video (6 %) — closes Oct. 29, 2026	Oral production: presents their city coherently; present continuous vs present simple; opinions (I think…); intelligible pronunciation.	Presents their city, its spaces, services and pace of life, with opinions and recommendations. I can describe what people are doing in public spaces.	Video «My City Guide».	UNAH Virtual Campus; H5P class on the site; 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 8 Oct. 30, 2026 – Nov. 5, 2026	**Unit III · Personal Spaces and Accommodation** **Lesson 7: My home, my space** *My Home and Living Spaces* CEFR: Written and oral production	Presentation with floor plans; drag the words; describing study and work spaces; SofIA Vocabulary (furniture and equipment of their career).	**Continuous assessment (8 %)** • **Act. 23 · Forum**: My favorite room or study space (2 %) — closes Nov. 5, 2026 • **Act. 24 · H5P**: Rooms and furniture: where is it? (1 %) — closes Nov. 5, 2026 • **Act. 25 · Assignment**: Describing my home or my workspace with a floor plan (3 %) — closes Nov. 5, 2026 • **Act. 26 · Quiz**: There is / are, some / any and possessive	Lexical range and accuracy: rooms and furniture; there is/are with some / any / no; possessive pronouns (mine, yours).	Describes their home or workspace in an orderly and precise way. I can describe my home or my study space.	Described floor plan of their home or workspace (Canva + PDF).	H5P class on the site; Canva (simple floor plan); UNAH Virtual Campus glossary; SofIA Vocabulary.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			pronouns check (2 %) — closes Nov. 9, 2026				

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 9 Nov. 6–12, 2026	**Unit III · Personal Spaces and Accommodation Lesson 8: Hotel, hostel or rental?** *Accommodation Options* CEFR: Written reception · written production	Reading authentic ads; comparison table; justifying the choice; SofIA Professional (work trip).	**Continuous assessment (8 %)** • **Act. 27 · Forum**: Hotel, hostel or rental? My choice (2 %) — closes Nov. 12, 2026 • **Act. 28 · H5P**: Reading accommodation ads (1 %) — closes Nov. 12, 2026 • **Act. 29 · Assignment**: Comparing three accommodation options (3 %) — closes Nov. 12, 2026 • **Act. 30 · Quiz**: Would like, comparatives and uncountable nouns check (2	Comprehension and coherence: would like; comparatives for options; uncountable nouns (information, advice, furniture).	Compares types of accommodation and chooses one according to preferences and needs. I can compare accommodation options and say what I'd like.	Comparison table with a justified choice and Source card.	Official tourism sites; H5P class on the site; comparison templates.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			%) — closes Nov. 16, 2026				
Week 10 Nov. 13–19, 2026	**Unit III · Personal Spaces and Accommodation Lesson 9: Booking and check-in** *Booking Accommodation* · unit closing CEFR: Oral and written interaction (online)	Integrative task; guided writing of a booking (fictional data); front-desk simulation with an unexpected problem; SofIA Communication.	**Continuous assessment (9 %)** • **Act. 31 · Forum**: What I need in a good hotel (2 %) — closes Nov. 19, 2026 • **Act. 32 · H5P**: At the front desk: polite requests (1 %) — closes Nov. 19, 2026 • **Act. 33 · Assignment**: Booking and Check-in: role-play video (6 %) — closes Nov. 19, 2026	Oral interaction: asks, offers and confirms politely (I'd like…, Could you…?, I'll…); dates and numbers; fictional data.	Books accommodation and completes check-in expressing preferences and needs. I can book accommodation and make polite requests.	Video «Booking and Check-in» with the written booking attached.	UNAH Virtual Campus; YouTube video (Unlisted), link submitted on the UNAH Virtual Campus; booking email template.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 11 Nov. 20–26, 2026	**Unit IV · Shopping and Consumption** **Lesson 10: Shopping for clothes** *Shopping for Clothes* CEFR: Oral interaction	Visual input; online catalogue; shop dialogues; customer–assistant role-play; SofIA Vocabulary.	**Continuous assessment (8 %)** • **Act. 34 · Forum**: What I wear to class and to work (2 %) — closes Nov. 26, 2026 • **Act. 35 · H5P**: Clothes, colors and sizes (1 %) — closes Nov. 26, 2026 • **Act. 36 · Assignment**: Shopping list for my work outfit (3 %) — closes Nov. 26, 2026 • **Act. 37 · Quiz**: Demonstratives, object pronouns and present continuous check (2 %) —	Lexical range: clothes, colors and sizes; this / that / these / those; object pronouns (I'll take it / them); present continuous (I'm looking for...).	Asks for clothes by size and color and says what they are looking for. I can talk about clothes, sizes and what people are wearing.	Justified shopping list for their work outfit (Canva + PDF).	H5P class on the site; Wordwall; UK online catalogues (declared); SofIA Vocabulary.

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 IV · Shopping and Consumption** **Lesson 11: The best product for me** *Describing and Choosing Products* CEFR: Written reception · written production	Analysis of authentic product cards; comparing two products; guided writing; SofIA Professional (suppliers and materials).	**Continuous assessment (8 %)** • **Act. 38 · Forum**: The best product for my career (2 %) — closes Dec. 3, 2026 • **Act. 39 · H5P**: Product descriptions: comparatives and superlatives (1 %) — closes Dec. 3, 2026 • **Act. 40 · Assignment**: Product card for an online catalog (3 %) — closes Dec. 3, 2026 • **Act. 41 · Quiz**: Describing and comparing products check	Coherence: describes material, shape, size and price; comparatives and superlatives; one / ones.	Describes and compares products clearly and chooses the most suitable one. I can describe, compare and choose products.	Product card for an online catalogue (Canva + PDF), with Source card.	Canva; H5P class on the site; reference online stores or suppliers (declared).

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			(2 %) — closes Dec. 7, 2026				
Week 13 Dec. 4–10, 2026	**Unit IV · Shopping and Consumption** **Lesson 12: At the store and the market** *Shopping at Stores and Markets* · unit closing CEFR: Oral interaction · mediation	Integrative task; shopping simulation at a store and a market; cultural comparison (market, mall and online store); SofIA Communication.	**Continuous assessment (9 %)** • **Act. 42 · Forum**: Shopping in Honduras and abroad: markets, malls and online stores (2 %) — closes Dec. 10, 2026 • **Act. 43 · H5P**: How much? How many? Prices and quantities (1 %) — closes Dec. 10, 2026 • **Act. 44 · Assignment**: At the Store: shopping role-play video (6 %) — closes Dec. 10, 2026	Fluency and accuracy: countable and uncountable nouns; how much / how many; some / any; prices; politeness.	Completes a purchase asking about prices, quantities and features. I can ask about prices and quantities when I shop.	Video «At the Store».	UNAH Virtual Campus; YouTube video (Unlisted), link submitted on the UNAH Virtual Campus; SofIA Communication.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
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

Unit I · Routes and Journeys in the City	25 %
Unit II · Portraying Cities	25 %
Unit III · Personal Spaces and Accommodation	25 %
Unit IV · Shopping and Consumption	25 %
Total	**100 %**

By type of activity

Type	Number	Weight
Forums	12	24 %
Graded H5P	12	12 %
Assignments	8	24 %
Monday quizzes	8	16 %
Integrative video assignments (YouTube, Unlisted)	4	24 %
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

- Acar, A., & Puren, C. (2024). The Social Action-Oriented Approach in language teaching. From Social Goals to Practice. Cambridge Scholars Publishing.
- 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.
- Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge University Press.
- 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