COMPETENCE-BASED WEEKLY PROGRAM

IN-103 English III · A1.3

Code and name	IN-103 English III · A1.3
Academic term	III Academic Term 2026
Prerequisites	IN-102 English II
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 expressions about restaurants, food and diets, interacting in everyday contexts to order food in person or online, talk about typical recipes and representative dishes, and arrange meetings or bookings with friends and family.
- Identifies and uses basic expressions to interact in medical situations, describing symptoms, discomfort or illnesses, making appointments, understanding simple medical instructions and prescriptions, and communicating care needs clearly and respectfully.
- Describes vacation activities and experiences, mentioning places visited and personal situations, expressing opinions or preferences simply and coherently.
- Communicates orally and in writing about personal and professional plans, writing basic information for a CV and taking part in simple interviews, expressing goals, intentions, future plans and aims clearly.

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 · From the Menu to a Balanced Diet** **Lesson 1: What's on the menu?** *Restaurants and Food Choices* CEFR: Written reception · written production	Activation with photos of dishes; reading authentic menus; comparing types of restaurants and fast food; SofIA Vocabulary.	**Continuous assessment (8 %)** • **Act. 1 · Forum**: What is on the menu? My favorite place to eat (2 %) — closes Sept. 24, 2026 • **Act. 2 · H5P**: Understanding a real menu layout (1 %) — closes Sept. 24, 2026 • **Act. 3 · Assignment**: Recommending a restaurant and a balanced menu (3 %) — closes Sept. 24, 2026 • **Act. 4 · Quiz**: Menu vocabulary, countable /	Lexical range: food, drinks and menu sections; countable and uncountable nouns and some / any; a few / a little.	Understands a menu and recommends a restaurant and a balanced option. I can understand a menu and talk about food choices.	Written recommendation with a suggested menu and Source card.	UNAH Virtual Campus; H5P class on the site; authentic menus (declared); Wordwall; SofIA Vocabulary.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			uncountable and some / any check (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 · From the Menu to a Balanced Diet** **Lesson 2: What would you like?** *Ordering Food and Booking a Table* CEFR: Oral and written interaction (online)	Listening to restaurant dialogues; waiter–customer role-play; guided online order; organizing a dinner by message; SofIA Communication.	**Continuous assessment (8 %)** • **Act. 5 · Forum**: What would you like? Planning a meal with others (2 %) — closes Oct. 1, 2026 • **Act. 6 · H5P**: Listening to a short order and identifying details (1 %) — closes Oct. 1, 2026 • **Act. 7 · Assignment**: Ordering a meal or booking a table: role-play or online order (3 %) — closes Oct. 1, 2026 • **Act. 8 · Quiz**: Would like, could and will for	Sociolinguistic appropriateness: I'd like..., Could I have...?, Would you like...?; will for decisions (I'll have...).	Orders food and arranges a booking politely. I can order food and book a table politely.	Dialogue, online order or booking with fictional data.	H5P class on the site; UNAH Virtual Campus; order templates; SofIA Communication.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			decisions check (2 %) — closes Oct. 5, 2026				
Week 4 Oct. 2–8, 2026	**Unit I · From the Menu to a Balanced Diet** **Lesson 3: My recipe** *Typical Recipes and Dishes* · unit closing CEFR: Oral production · mediation	Integrative task; reading recipes; sequencing steps; intercultural presentation; script and rehearsal with SofIA Phonetics.	**Continuous assessment (9 %)** • **Act. 9 · Forum**: Food traditions in our communities (2 %) — closes Oct. 8, 2026 • **Act. 10 · H5P**: Reading a short recipe (1 %) — closes Oct. 8, 2026 • **Act. 11 · Assignment**: My Recipe: cooking video (6 %) — closes Oct. 8, 2026	Fluency and coherence: imperatives, sequence connectors, a few / a little; clear pronunciation of ingredients.	Explains a typical dish step by step, integrating the vocabulary of the unit. I can explain a simple recipe step by step.	Video «My Recipe».	UNAH Virtual Campus; 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 5 Oct. 9–15, 2026	**Unit II · Health and Well-being Lesson 4: Making an appointment** *Making a Medical Appointment* CEFR: Oral and written interaction	Listening to appointment calls; reading opening hours; patient–receptionist role-play; comparing appointment systems; SofIA Professional.	**Continuous assessment (8 %)** • **Act. 12 · Forum**: How can I make an appointment here and abroad? (2 %) — closes Oct. 15, 2026 • **Act. 13 · H5P**: Understanding appointment schedules (1 %) — closes Oct. 15, 2026 • **Act. 14 · Assignment**: Booking a simulated medical appointment: call or email (3 %) — closes Oct. 15, 2026 • **Act. 15 · Quiz**: Appointments,	Accuracy (interaction): need to; can / could to ask for an appointment; dates, times and days; fictional data.	Makes an appointment, confirms date and time and asks what to bring. I can make a medical appointment by phone or email.	Email or call script to make a medical appointment (optional audio).	H5P class on the site; UNAH Virtual Campus; sample opening hours; SofIA Professional.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			dates and need to check (2 %) — closes Oct. 19, 2026				

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 6 Oct. 16–22, 2026	**Unit II · Health and Well-being** **Lesson 5: How are you feeling?** *Describing Health Problems* CEFR: Oral interaction	Visual input of the body; short symptom dialogues; reading official health sources with a level-appropriate task; advice in pairs; SofIA Vocabulary.	**Continuous assessment (8 %)** • **Act. 16 · Forum**: How are you feeling? Staying healthy at the university (2 %) — closes Oct. 22, 2026 • **Act. 17 · H5P**: Identifying common symptoms in short dialogues (1 %) — closes Oct. 22, 2026 • **Act. 18 · Assignment**: Describing symptoms in a simulated consultation (3 %) — closes Oct. 22, 2026 • **Act. 19 · Quiz**: Symptoms,	Lexical range and accuracy: body parts, symptoms and illnesses; have + symptom; should / shouldn't; zero conditional.	Describes symptoms, talks about common illnesses and gives simple advice. I can describe common symptoms and give simple advice.	Consultation dialogue (patient or professional role) with fictional data.	H5P class on the site; official health sites of Canada with a level task; SofIA Vocabulary.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			should and zero conditional check (2 %) — closes Oct. 26, 2026				

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 7 Oct. 23–29, 2026	**Unit II · Health and Well-being Lesson 6: At the clinic** *Medical Instructions and Treatments* · unit closing CEFR: Mediation · oral interaction	Integrative task; reading fictional labels; mediation (explaining the treatment to a relative); simulated consultation with SofIA Communication.	**Continuous assessment (9 %)** • **Act. 20 · Forum**: Understanding simple medical instructions (2 %) — closes Oct. 29, 2026 • **Act. 21 · H5P**: Reading fictional medication labels (1 %) — closes Oct. 29, 2026 • **Act. 22 · Assignment**: At the Clinic: consultation and treatment video (6 %) — closes Oct. 29, 2026	Interaction and mediation: describes symptoms, understands instructions (don't, every 8 hours, three times a day) and passes them on; fictional data.	Handles a simple medical consultation and explains the treatment to someone else. I can understand simple medical instructions and labels.	Video «At the Clinic» (fictional data).	UNAH Virtual Campus; YouTube video (Unlisted), link submitted on the UNAH Virtual Campus; fictional medication labels.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 8 Oct. 30, 2026 – Nov. 5, 2026	**Unit III · Travel Experiences and Memories** **Lesson 7: Where did you go?** *Talking About Past Vacations* CEFR: Written and oral production	Presentation with a timeline; travel photos; regular past verbs; guided writing; SofIA Grammar.	**Continuous assessment (8 %)** • **Act. 23 · Forum**: Where did you go? My last vacation in three photos (2 %) — closes Nov. 5, 2026 • **Act. 24 · H5P**: Recognizing past events in travel notes (1 %) — closes Nov. 5, 2026 • **Act. 25 · Assignment**: My last trip: a short written and oral account (3 %) — closes Nov. 5, 2026 • **Act. 26 · Quiz**: Was / were, past simple and time expressions	Grammatical accuracy: was / were (+, −, ?); regular past simple (-ed); yesterday, last..., ...ago.	Tells simply about a past trip or vacation. I can talk about a past trip or vacation.	Written account (100 words) and 1-minute audio (Campus or Vocaroo).	H5P class on the site; UNAH Virtual Campus glossary; forum with photos; SofIA Grammar; Vocaroo.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			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 · Travel Experiences and Memories Lesson 8: What did you do there?** *Places and Activities in the Past* CEFR: Written production · written interaction	Reading travel diaries and blogs; irregular verbs; did questions in pairs; SofIA Communication.	**Continuous assessment (8 %)** • **Act. 27 · Forum**: What did you do there? (2 %) — closes Nov. 12, 2026 • **Act. 28 · H5P**: Reading a simple travel diary (1 %) — closes Nov. 12, 2026 • **Act. 29 · Assignment**: Creating a short illustrated travel log (3 %) — closes Nov. 12, 2026 • **Act. 30 · Quiz**: Irregular past, did questions and places check (2 %) — closes Nov. 16, 2026	Accuracy and lexical range: irregular past; did questions and negatives; places and activities.	Describes places visited and activities done and answers questions about them. I can describe places I visited and activities I did.	Illustrated travel log (Canva + PDF), with Source card.	H5P class on the site; Canva; official tourism sites of Canada.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
Week 10 Nov. 13–19, 2026	**Unit III · Travel Experiences and Memories Lesson 9: Which trip did you prefer?** *Travel Memories and Comparisons* · unit closing CEFR: Oral production	Integrative task; reading travel reviews; feelings adjectives; comparing destinations; video script with SofIA Phonetics.	**Continuous assessment (9 %)** • **Act. 31 · Forum**: Which trip did you prefer? (2 %) — closes Nov. 19, 2026 • **Act. 32 · H5P**: Understanding travel reviews and feelings (1 %) — closes Nov. 19, 2026 • **Act. 33 · Assignment**: My Travel Story: comparison video (6 %) — closes Nov. 19, 2026	Oral production: narrates in the past coherently; feelings adjectives (-ed / -ing); compares destinations; because / so.	Narrates a travel experience, expresses feelings and compares destinations. I can compare trips and say how I felt.	Video «My Travel Story».	UNAH Virtual Campus; 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 IV · Plans and Aspirations Lesson 10: What are you going to do?** *My Future Plans* CEFR: Oral and written production	Personal timeline; going to / will contrast; simple goals; plans forum; SofIA Grammar.	**Continuous assessment (8 %)** • **Act. 34 · Forum**: What are you going to do? (2 %) — closes Nov. 26, 2026 • **Act. 35 · H5P**: Identifying future plans in a short interview (1 %) — closes Nov. 26, 2026 • **Act. 36 · Assignment**: Talking about three future plans (3 %) — closes Nov. 26, 2026 • **Act. 37 · Quiz**: Going to, will and future expressions check (2 %) —	Grammatical accuracy: going to for plans; will for predictions and decisions; next..., in five years.	Expresses personal and academic plans clearly. I can talk about my plans and future intentions.	Text with three plans and audio (Campus or Vocaroo).	H5P class on the site; Canva; UNAH Virtual Campus; SofIA Grammar; Vocaroo.

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 · Plans and Aspirations** **Lesson 11: My CV** *My CV and Professional Profile* CEFR: Written production	Analysis of Canadian CV models; skills vocabulary; writing by sections; SofIA Professional (CV norms).	**Continuous assessment (8 %)** • **Act. 38 · Forum**: My professional strengths (2 %) — closes Dec. 3, 2026 • **Act. 39 · H5P**: Recognizing sections in a sample CV (1 %) — closes Dec. 3, 2026 • **Act. 40 · Assignment**: Writing a basic CV and professional profile (3 %) — closes Dec. 3, 2026 • **Act. 41 · Quiz**: CV vocabulary, can for skills and past simple check (2 %) —	Text appropriateness: CV sections; can for skills; past simple for experience; no sensitive data.	Writes their CV in English with relevant information. I can write a basic CV and a short professional profile.	CV and professional profile in English (PDF or Word).	CV templates in Canva or Google Docs; H5P class on the site; Job Bank (Canada); SofIA Professional.

WEEK	UNIT / LESSON	TEACHING AND LEARNING STRATEGIES	ASSESSMENT	ASSESSMENT CRITERIA	LEARNING OUTCOMES	EVIDENCE	RESOURCES
			closes Dec. 7, 2026				
Week 13 Dec. 4–10, 2026	**Unit IV · Plans and Aspirations Lesson 12: My first interview** *Job Interviews and Career Goals* · unit closing CEFR: Oral interaction	Integrative task; common interview questions; cultural norms; simulation with SofIA Professional (voice or text); recording.	**Continuous assessment (9 %)** • **Act. 42 · Forum**: What are your career goals? (2 %) — closes Dec. 10, 2026 • **Act. 43 · H5P**: Understanding basic interview questions (1 %) — closes Dec. 10, 2026 • **Act. 44 · Assignment**: My First Interview: career-focused role-play video (6 %) — closes Dec. 10, 2026	Fluency and interaction: answers interview questions; presents goals with going to and will; sociocultural appropriateness.	Takes part in a simple interview and presents their professional goals. I can answer simple job interview questions and talk about my goals.	Video «My First Interview».	UNAH Virtual Campus; YouTube video (Unlisted), link submitted on the UNAH Virtual Campus; SofIA Professional.
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 · From the Menu to a Balanced Diet	25 %
Unit II · Health and Well-being	25 %
Unit III · Travel Experiences and Memories	25 %
Unit IV · Plans and Aspirations	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