

# Erasmus+ Blended Programme Curriculum



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Note: BP Curriculum (I02) and Course on English (I03) are two separate Intellectual Outputs (IOs) but both have been combined into one document as both part of the overall curriculum to be delivered to participants in order to achieve BP aims.

<b>Blended Programme (BP) Curriculum</b>	
<b>Aim</b>	<p>BP aims to facilitate cooperation of VET providers across international borders within the EU for the purpose of VET learners travelling to EU member states for short term (10 or 18 weeks) programmes including:</p> <ul style="list-style-type: none"> <li>• Providing VET modules in the host country that are relevant to the learners' field of education and carry recognition in the home country.</li> <li>• Providing VET work placement including on-site assessment by trained and recognized assessors.</li> <li>• Cultural integration to learn about their host country's culture, other international learners' cultures, and to become more aware of, and inform others of, their home country's culture.</li> <li>• Providing English for Specific Purpose (ESP) classes to assist VET learners with authentic discourse in the VET workplace.</li> <li>• Providing pre-departure programmes to prepare VET learners for the challenges of living independently in a new culture and work environment.</li> </ul>
<b>Target Group</b>	Young adult VET Learners.
<b>Outcomes</b>	<p><i>On completion of the programme learners will be better able to:</i></p> <ul style="list-style-type: none"> <li>• Produce written and spoken discourse specific to areas of VET modules (E.g. 'Human Growth and Development' for health and social care VET learners).</li> <li>• Compile reports monitoring work experience and reflect on professional development.</li> <li>• Return to their home country having completed parts of their exams through on-site assessments in the host country.</li> <li>• Conduct themselves professionally and competently in their specific field of VET education.</li> <li>• Apply VET knowledge in authentic 'real-life' situations in workplaces, communicating through L1 or L2.</li> <li>• Implement VET theory into workplace practice through authentic 'real-life' experience.</li> <li>• Tolerate and accept cultural differences with fellow VET learners and colleagues.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Develop personally and become more independent individuals.</li> <li>• Adapt to and work in a country other than their native country.</li> <li>• Communicate fluently initiating and maintaining casual conversations.</li> <li>• Communicate effectively and accurately in workplace situations.</li> <li>• Take responsibility for their own learning.</li> </ul>
Content	<p><b>Pre departure programme</b></p> <ul style="list-style-type: none"> <li>• Know before you go</li> <li>• English language</li> <li>• Cultural awareness</li> <li>• Meeting with parents of participants to ensure they are aware of everything that the programme entails.</li> </ul> <p><b>Vocational Training (10-18 weeks)</b></p> <ul style="list-style-type: none"> <li>• Develop a timeline and plan with workplace supervisor to achieve desired core tasks stipulated by sending VET organisation.</li> <li>• Review core tasks with workplace supervisor to ensure adequate capabilities.</li> <li>• Apply and practice new skills (acquired during VET Education) in the workplace.</li> <li>• Apply and practice skills previously acquired but performed in an alternative manner and environment.</li> <li>• Adhering to rosters (start time, break times, finish times).</li> <li>• Observe hierarchy of workplace.</li> </ul> <p><b>Work Place Language Development (English for Specific Purpose; 10-18 weeks)</b>  <i>Language for <b>Work Place</b> Communication.</i></p> <ul style="list-style-type: none"> <li>• Speak with grammatical accuracy: <ul style="list-style-type: none"> <li>○ Communicating messages effectively.</li> </ul> </li> <li>• Appropriate formal greetings: <ul style="list-style-type: none"> <li>○ Interpersonal: age sensitive greetings.</li> <li>○ Hierarchical: position sensitive greetings.</li> </ul> </li> <li>• Appropriate style for formal reports: <ul style="list-style-type: none"> <li>○ Precise verbs,</li> <li>○ Passive and active aspect,</li> <li>○ Non-contracted forms,</li> <li>○ Structure and layout.</li> </ul> </li> <li>• Register specific to the field of study.</li> <li>• Functions:</li> </ul>

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- Asking for clarification.
- Providing clarification.
- Answering questions directly and concisely.
- Imperatives: providing instruction.
- Imperatives: receiving instruction.

### **General Language Development (10-18 weeks)**

*Language for everyday use in and outside of the work place.*

- Local dialect:
  - Colloquialisms,
  - Idioms,
  - Fixed expressions,
  - Transactions.
- Fluency:
  - Maintaining conversation with native speakers by producing discourse that the listener can follow with ease.
- Grammatical accuracy:
  - Providing coherence to discourse.
- Initiating conversation:
  - Greetings appropriate to the locality.
  - Open questions; inviting responses.
- Maintaining conversation.
  - Turn taking.
  - Listening.
  - Responding accurately and fluently.

### **Vocational Education (10 weeks)**

*'Human Growth & Development' is used as a model for this curriculum but must be altered for other modules across other fields.*

#### ***Outcomes specific to 'Human Growth and Development'***

- To understand the concept of human growth and development from conception to old age.
- To become familiar with the normal patterns of holistic development from infancy to old age.
- To understand factors that can affect development throughout the lifespan.
- To develop interpersonal skills appropriate to responding to the needs of others.
- To develop a range of skills required for working in community and social care settings.
- To develop academic and vocational language, literacy and numeracy skills related to human growth and development.
- To take responsibility for his/her own learning.

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	<p><b>Content specific to 'Human Growth &amp; Development'</b></p> <ul style="list-style-type: none"> <li>• Differentiate between 'Growth' and 'Development'.</li> <li>• Patterns of development: early childhood; adolescence; young adult; middle age; and old age.</li> <li>• Developmental factors across lifespan.</li> <li>• Theorists: Ainsworth; Piaget; Vygotsky; Freud; Erikson; and Kubler Ross.</li> <li>• Normative Development.</li> <li>• Physical Development.</li> <li>• Emotional Development.</li> <li>• Social Development.</li> <li>• Cognitive Development.</li> <li>• Individual variation.</li> <li>• Disadvantages of normative measures.</li> <li>• Nature Vs. nurture.</li> <li>• Process of socialization.</li> <li>• Process of gender role development.</li> <li>• Holistic development factors: teratogens; family; social; culture; and environment.</li> <li>• Interpersonal skills.</li> <li>• Interactive skills.</li> <li>• Necessity for achievement.</li> <li>• Self-esteem.</li> <li>• Self-fulfillment.</li> <li>• Individuality.</li> <li>• Awareness of personal boundaries.</li> <li>• Sensitivity.</li> <li>• Understanding: listening and empathy.</li> <li>• Explore fear, anxieties and prejudices.</li> <li>• Inclusivity and anti-discriminatory practice.</li> <li>• Self-confidence</li> </ul>
Teaching/Learning Strategies	<p><b>Vocational Training (Experiencing an International Traineeship)</b></p> <ul style="list-style-type: none"> <li>• Task Based Learning through authentic practical activities on-site activities.</li> <li>• Demonstration of tasks by qualified or experienced workplace supervisors.</li> <li>• Practice and evaluation of tasks while supervised.</li> <li>• Unsupervised practice of tasks followed by evaluation of outcomes.</li> <li>• Scheduled evaluations with workplace supervisors.</li> <li>• Ongoing monitoring, guidance and support from workplace supervisor and other staff.</li> <li>• Assessment by fully trained assessors on-site in the workplace.</li> </ul>

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	<p><b>Professional and General Language Development</b></p> <ul style="list-style-type: none"> <li>• One-to-one tuition.</li> <li>• Group teaching.</li> <li>• Group/pair work.</li> <li>• Authentic language use.</li> <li>• Task based activities.</li> <li>• Class discussions, debates and role-plays.</li> <li>• Materials from course books.</li> <li>• Materials from online lesson plans.</li> <li>• Audio-visual facilities.</li> <li>• Integration activities.</li> </ul> <p><b>Vocational Education (Completing VET Modules in a Host Country)</b></p> <ul style="list-style-type: none"> <li>• One-to-one tuition.</li> <li>• Group teaching.</li> <li>• Group/pair work.</li> <li>• Task based activities.</li> <li>• Reflection and evaluation journals.</li> <li>• Material from course books.</li> <li>• Audio-visual materials.</li> <li>• Case studies.</li> </ul> <p><b>Team Building</b></p> <ul style="list-style-type: none"> <li>• Qualified youth workers do ice-breaking activities with the students on their arrival in the host country.</li> <li>• Youth workers on hand throughout the programme to provide team-building activities should they be required.</li> </ul> <p><b>Cultural Activities</b></p> <ul style="list-style-type: none"> <li>• Students learn the traditional music and dance of the host country, or region, through classes with qualified instructors.</li> <li>• Students participate in cultural integration days in the host city informing on their own culture and learning about others.</li> </ul> <p><b>Exploring the host country</b></p> <ul style="list-style-type: none"> <li>• Students are given tourist and travel information and time to explore the host country.</li> <li>• This is important for students' so they return feeling they have fully explored the host country.</li> </ul> <p><b>Volunteering</b></p> <ul style="list-style-type: none"> <li>• Students are given the opportunity to volunteer at</li> </ul>
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	<p>local organisations during their stay in the host country.</p> <ul style="list-style-type: none"> <li>• This proves an enriching experience for students' and one they all enjoy.</li> <li>• Volunteering activities may include: talking to elderly people in elderly homes, handing out leaflets with information on various charities, fundraising for charities etc.</li> </ul> <p><b>Post BP Week</b></p> <ul style="list-style-type: none"> <li>• De-briefing.</li> <li>• Feedback on programme.</li> <li>• Suggestions for improvement.</li> </ul> <p><b>Ambassadors post participation</b></p> <ul style="list-style-type: none"> <li>• Past students will assist with providing information for students considering participating in the Blended Programme.</li> <li>• Provide further information to students about to embark on the programme.</li> <li>• Assist at events providing information on Blended Programme.</li> <li>• Assist in disseminating information on Blended Programme as required.</li> </ul> <p><b>Training of the assessors</b></p> <ul style="list-style-type: none"> <li>• Prove-2-move qualification as is required for the Dutch education system.</li> <li>• Certified trainers travel to host country to train assessors.</li> <li>• This enables them to assess students in their workplaces so they complete their assignments and do not fall behind in their education.</li> </ul> <p><b>Soft Skills/21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>• Language skills.</li> <li>• Cultural knowledge.</li> <li>• Independence.</li> <li>• Initiative.</li> <li>• Tolerance.</li> <li>• Productivity.</li> <li>• Resilience.</li> <li>• Curiosity.</li> </ul>
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**Suggested course content and material for General English Language Development lessons. Teachers should tailor suggested content and source additional materials where required to accommodate differences in learning preferences and styles.**

<p><b>A2</b></p>	<p><b>Content and Lexis:</b> Expressing &amp; Requesting opinions &amp; impressions, Likes &amp; dislikes, Daily Routine &amp; activities, Preferences &amp; opinions, Sport &amp; Leisure, Describing a person's physical appearance, Appearance, Making arrangements with a friend, Travel, on the move, Memories &amp; Recollections.</p>	<p><b>Grammar:</b> Zero &amp; First Conditionals if &amp; when, time clauses, would; Time clauses, would, making suggestion; if sentences; Adjectives describing character; Present continuous tense for future use; Going to &amp; will, Present Continuous; Different uses for present continuous; Modals for above functions; Will for prediction; if sentences with will, may or might; if sentences with would &amp; might; Will - Make general predictions about the future.</p>	<p><b>Textual Resources (possible, teachers to locate own resources, based on class needs):</b> Page 5, Total English, Pre Intermediate; Page 19, True to life, Inter; Page 65, Total English, Pre Intermediate; Page 76, New Headway, Intermediate; Page 102, True to life, Pre Inter; Page 30, Total English, Pre Intermediate; Page 45-47 New Headway, Intermediate; Page 6, True to life, Inter; Page 6, True to Life, Inter; Page 74, True to life, Inter; Page 86, True to life, Inter; Page 55, Total English, Pre Intermediate.</p>
<p><b>B1</b></p>	<p><b>Content and Lexis:</b> Expressing obligation &amp; necessity; Requests &amp; Offers, Obligation &amp; Permission; Travel, Sign reading; Rules, Arguments; Overseas experience; On the Beach; Relationships; Money &amp; business; Talk about people who influenced you; Wildlife; People. Giving advice and highlighting advantages &amp; disadvantages; Imagining; what to say in hypothetical situation; Money; Media; Media; Journeys; Regular events</p>	<p><b>Grammar:</b> Can/ have to/ be allowed to/must/ Should; Expressing certainty &amp; uncertainty; Will, may, might for prediction; Might &amp; Will: modal verbs for possibility; Probability, So do I - neither do I; Prefixes &amp; word building; Can, have to &amp; allowed to; Modals to express obligation &amp; permission; Modals of probability could, might, can't (Present &amp; Past); Common Phrasal Verbs; Second Conditional; Verb tenses; Second Conditional and would; I wish; The Passive; The 'agent/doer in passive sentences; Present simple passive; Passive</p>	<p><b>Textual Resources (possible, teachers to locate own resources, based on class needs):</b> Page 35 New Headway, Intermediate; Page 40, Clockwise, Intermediate; Page 24, Language in use, Intermediate; Page 38, OK 1, Elementary; Page 102, True to life, Pre Inter; Page 116, Cutting Edge, Elementary; Page 86, New Headway, Intermediate; Page 35 New Headway, Intermediate; Page 39 New Headway, Intermediate; Page 86 New Headway, Intermediate; Page 95,</p>

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		describing what happened to you; Present simple passive	Total English, Pre Intermediate; Page 73, Total English, Elementary. ESL-Library.com, see resources; Page 78, New Headway, Intermediate; Page 45, Language in Use, Intermediate; Page 115, Total English, Pre Intermediate; Page 63, Cutting Edge, Intermediate; Page 60 true to Life; Page 75, Total English, Pre Intermediate; Page 60, Clockwise, Intermediate; Page 10, Language in use, Intermediate.
<b>B2</b>	<p><b>Content and Lexis:</b> Making Suggestions; shopping; shopping; Requests, suggestions &amp; arrangements; Making lists; Describing past habits; Habitual actions in the past; Talking about when things happened, past events, actions; Personal achievements; Remembering school days; Using the phone; communications; Stages of life. Things you can't live without; Law &amp; the legal system; Expressing possibility &amp; uncertainty; Future Society; Talking about films; Future plans; Expressing agreement &amp; disagreement; Accepting/refusing invitations; speculating, explaining &amp; disagreeing; Belief &amp; chance; Optimism &amp; Pessimism; A change of image; Money &amp; business; Offers and Requests.</p>	<p><b>Grammar:</b> Past and Present; used to; should, can, have to Relative clauses; Expressing possibility &amp; uncertainty; there is/are; there is/are; Modals &amp; phrases used to express possibility; would &amp; might.</p>	<p><b>Textual Resources (possible, teachers to locate own resources, based on class needs);</b> Page 85, New Headway, Intermediate; Page 116, True to life, Pre Intermediate; Page 36, Language in Use, Intermediate; Page 18, Language in Use, Intermediate; Page 15, Total English, Pre Intermediate; Page 16, Cutting Edge, Intermediate; Page 70-71, True to life, Intermediate; Page 50, Total English, Pre intermediate; Page 45, Total English, Pre Intermediate. Page 80, Cutting Edge, Intermediate; Page 86, True to life, Intermediate; Page 92, Cutting Edge, Intermediate; Page 25, Total English, Pre Intermediate; Page 48, OK1, Intermediate; Page 64, Clockwise, Intermediate; Page 28, Clockwise, Intermediate; Page 104, True to life; Page 122, True to life,</p>

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			Pre Intermediate.
<b>C1</b>	<p><b>Content and Lexis:</b> Developing an argument, expressing beliefs, expressing opinions, criticising behaviour, hobbies, personal interests, expressing abstract ideas, hypothetical situations past and present, getting together, describing degrees of need, climate and geography, mixed conditionals, applying for jobs, imagining, infinitive and gerund forms, fame and fortune, verb patterns, health.</p> <p>Summarising information, ideas and arguments, idiomatic expressions and colloquialisms, describing feelings, personal qualities, modifying words, expressing regrets, wishes and hopes, excuses, transport, making associations, holiday arrangements, the mind, complex forms of passive with modals, arts.</p> <p>Intensifiers (E.g., absolutely, totally, etc.), tentative expressions, deducing, asking tactful questions, meeting people, should and would, would and might, law, making predictions, the future, past events and actions, around the house.</p>	N/A	<p><b>Textual Resources (possible, teachers to locate own resources, based on class needs):</b>  Page 13, Reward, upper intermediate; Page 116, Cutting Edge, Upper intermediate; Page 80, True to Life, Intermediate; Page 70, New Headway, 4<sup>th</sup> ed., Intermediate; Page 143, True to Life, Intermediate; Page 45; Language in Use, Intermediate; Page 84, Cutting Edge, Upper Intermediate; Page 62, New Headway, 4<sup>th</sup> ed., Intermediate.  Page 90, Reward, upper intermediate; Page 93, True to Life, Intermediate; Page 44, Language in Use, Intermediate; Page 144, True to Life, Intermediate; Page 40, Cutting Edge, Upper Intermediate; Page 17, New Headway, 4<sup>th</sup> ed.; Page 136, True to Life, Intermediate.  Page 4, Clockwise, Advanced; Page 86, True to Life; Page 50, Language in Use, Intermediate; Page 12, Language in Use, Intermediate.</p>

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<b>Suggested course content and material for Professional English Language Development lessons. Teachers should tailor suggested content and source additional materials where required to accommodate differences in learning preferences and styles.</b>			
A2	<b>Content and Lexis:</b> The changing world of business. Working out meaning from context. Scanning to Vocabulary to describe business (e.g. set up, a business partner, an employee, employ, a product). Academic writing skills: Adding detail, narrative paragraph, creating timelines to organize events. Understanding key vocabulary, pronouncing numbers, multi-word verbs, phrases to give advice.	<b>Grammar:</b> Collocations with business-business vocabulary, Grammar for writing, past and present tenses, clauses with when. Review of comparatives	<b>Textual Resources (possible, teachers to locate own resources, based on class needs):</b> Unlock, Reading and Writing skills, p.140-158, Unlock, Listening and Speaking skill, p. 140-158
B1	<b>Content and Lexis:</b> Collocations with pay, save and money (e.g. pay in cash, save energy, borrow money). Academic vocabulary (e.g. economy, finance, industry), synonyms (e.g. purchase and buy, domestic and household). Understand and interpret visual information, analyse a graph, academic writing-writing a description of a graph	<b>Grammar:</b> Conditional sentences, grammar for writing; describing graphs, noun phrases, verb phrases, using prepositions and conjunctions to add data, writing approximations of numerical data (e.g. nearly, more than, approximately)	<b>Textual Resources (possible, teachers to locate own resources, based on class needs):</b> Unlock, Listening and Speaking skill p. 158-176, Unlock, Reading and Writing skills, p.158-176,
B2	<b>Content and Lexis:</b> Introducing your presentation, preparing and delivering presentation, clarifying key terms, drafting essay introduction, language for writing: common knowledge, working with colleagues, generating ideas and reporting, pronunciation: dividing speech into units, making predictions, reaching a consensus in group work, using paraphrases and quotations in your writing.	<b>Grammar:</b> Avoiding repetition: that (of) and those (of), word families: linking parts of texts, verb-noun collocations, complex noun phrases, countable and uncountable nouns, adjectives meaning large or important, prefixes, impersonal it-clauses, reporting verbs, linking parts of a text: conjunctions and sentence connectors, articles: zero article and the complex prepositions, person people, peoples	<b>Textual Resources (possible, teachers to locate own resources, based on class needs):</b> Cambridge Academic English, p.14-70, Academic vocabulary in use, p. 1-30, Complete IELTS Bands 4-5, p.8-48

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C1/C2	<p><b>Content and Lexis:</b> Organizing information for an essay, skimming and scanning texts, taking notes and explaining what you have read, collocations, language for essay writing, writing your essay, understanding descriptions in a process, summarizing information, understanding specialized terms, comparing and contrasting information</p>	<p><b>Grammar:</b>  Avoiding repetition: expressions with so, Wh-noun clauses, using viewpoint adverbs to restrict what is said, verb/adjective + preposition combinations, adding information about nouns: relative clauses, abstract nouns +of +ing/to-infinitive, passive voice, past perfect-ing nouns, non-finite relative clauses, adverbials used to comment. Referring to quantities, evaluative adjectives and adverbs, phrases connecting sentences: this/these.</p>	<p><b>Textual Resources (possible, teachers to locate own resources, based on class needs):</b>  Cambridge Academic English, p. 82-p150, Academic Vocabulary in use, p. 30-50, Complete IELTS Bands 4-5, p.48-97</p>
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