WORKING WITH THE TEXT

1.- Niamh is the student participating in the Erasmus project.

2.-

a.- "we should all apply for it." Recommendation that all students apply for the Erasmus project

b.- "we all were still grateful" they were grateful despite not getting what they wanted.

c.- "After filling out papers and forms" Completing the paperwork for the project

d.- "I would like to set up" she wants to begin the creation of something.

e.- "regardless of studying Spanish for a year." Despite studying Spanish during one year she knew none.

3.-

a.- It was good to know someone spoke English.

b.- They took him to the local farm.

c.- Because she gained experience and that would be useful in the future.

VOCABULARY

Remind the students that some of these words have different spelling in British English, such as cheque, enrolment, instalment.

a.- English language **requirements** are judged according to TOEFL scores.

b.- **Tuition fees** can be paid in full before the enrollment date.

c.- All students are required to pay a 100€ reservation **deposit.**

d.- You can pay by check or **bank draft** made payable to University of Sussex.

e.- Foreign students will have to pay the first **installment** immediately.

f.- An **accommodation** brochure is available at our office.

g.- A Doctorate consists of conducting independent research and writing a **dissertation**.

h.- The degree consists of 180 **ECTS (European Credit Points),** with one credit representing 28 hours of full-time studying.

i.- Mr. Garrido has been an Erasmus student doing an **internship** at our organization.

LANGUAGE FOCUS

According to a Discourse Analysis framework, there are intersentential and intrasentential logico-semantic relations. Many of these grammatical concepts (intersentential, intrasentential, conjunct, conjunction…) can be confusing for students, however, they can learn how to make complex discourse units without having deep knowledge of grammar. Most of the examples in the exercises deal with intrasentential relations since we would need larger discourse units to tackle intersentential relations. It is advisable to review some of the texts in the different chapters and focus on intersentential connectors.

1.-

Computer literacy is still underdeveloped **although** School Districts are spending a lot of money on technology,

Our chipset boosts your multimedia software **because/since** it has an integrated graphic engine.

You have to reconfigure your system **so that** the computer can record and recognize all the changes.

No further adjustments are necessary s**ince/because** the PC family and compatibles will send data to the parallel interface port by default.

Our lab requires that a report is first issued **in order to** have your computer repaired,

Your computer may become infected **despite** your best efforts.

2.-

Accept all correct answers.

REMEMBER

a.- I am currently living with four foreign students.

b.- I attended a lecture on malaware yesterday evening.

c.- I took five subjects last semester.

d.- I heard a piece of news/some news about Toshiba computers.

e.- I haven´t paid the registration fee yet.

f.- I have to go to the bookshop/bookstore to buy a book on Java Script.

ENGLISH IN CONTEXT:

RENTING AN APARTMENT

Trey: Hi, I saw an ad in the **newspaper** today in reference to an apartment that is for rent.

Bailey: Ok great. It **costs** $550 per month plus **utilities**: gas, electric and water. It's in a great **neighborhood** in the city's downtown area. It's in a quiet location, but still close to attractions downtown and you can use the public **transportation** easily.

Trey: Can I **rent** month to month or do I need to sign a contract?

Bailey: We require you to sign a **contract** for one year. If you break it, you will only get half of your **deposit** back.

Trey: How much is the deposit?

Bailey: It is equal to one month's rent. Of course, I will need this up front before you **move** in. You have one set of neighbors, so I do not permit loud parties.

Trey: Can you tell me anything else about the apartment?

Bailey: Sure. It's a 2 bedroom fully-equipped **apartment**, but we do not rent by the room. So, you are free to have a **roommate** to help pay the rent. Once that person moves in, you should contact me so we can put both of your names on the **lease** agreement.

Trey: That all sounds fine to me. Can you give me the **address** today so I can see the place before I agree to anything?

Devan: 77 5th Street. Are you **free** around 7 o'clock this evening?

Trey: That's perfect; I'll see you then!

LISTENING

TRANSCRIPTION

VET Charter

UK vocational education and training (**VET**) organisations with a proven track record in organising VET mobility projects for learners and staff are encouraged to apply for the **VET Mobility Charte**r.

Please note that you do not have to be a Charter holder in order to apply for Erasmus+ funding for VET projects.

A Call for Proposals for the award of the VET Mobility Charter is held annually. The Charter aims to reward and promote quality in mobility enabling sending organisations to further develop their international strategies. Charter holders benefit from streamlined procedures, including the application process, the organisation of mobility projects, and reporting activities.

The VET Charter aims to reward and promote organisations, as well as continuing to develop quality in mobility.

Previous applicants may have been familiar with the **Leonardo da Vinci Mobility Certificate**. Applicants who held this certificate can refer to this in the **VET Mobility Charter** application form to exemplify past experience through the Lifelong Learning Programme.

The **Erasmus+ VET Mobility Charter** is not compulsory. **VET** consortia may also apply for the Charter.

If awarded the Charter, you will be eligible to make simplified yearly applications and reports under general Erasmus+ Calls. Subject to continued satisfactory performance, this will last until 2020.

Teachers should Update the link when necessary:

https://erasmusplus.org.uk/vet-charter

1. It´s a Charter that aims to reward and promote quality in mobility enabling sending organisations to further develop their international strategies
2. No, you don´t
3. vocational education and training.
4. Charter holders benefit from streamlined procedures, including the application process, the organisation of mobility projects, and reporting activities.