

PRE-LISTENING

There are some vocabularies that will appear on the recording. Let's guess the meaning of each vocabulary by dragging its meaning equivalent to the vocabulary.

Sort elements

to state something, especially by giving an exact measurement, time, exact instructions, etc.

a task or piece of work that somebody is given to do, usually as part of their job or studies

a measurement in space, for example how high, wide or long something is

seeming natural, reasonable or sensible

(of a book, an article, etc.) that is easy, interesting and enjoyable to read

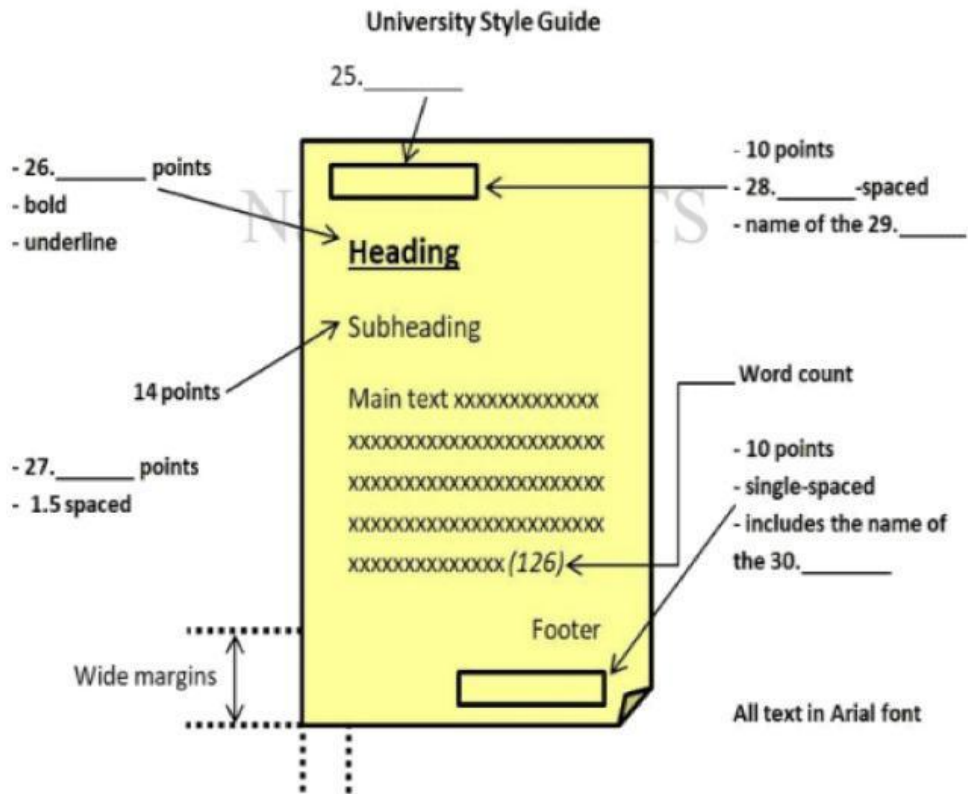
to put something into something else or between two things

a change that makes something more accurate than it was before

| | |
|-----------------------|--|
| dimension (noun): | |
| readable (adj): | |
| specify (verb): | |
| insert (verb): | |
| correction (noun): | |
| logical (adj): | |
| assignment (noun): | |

DURING LISTENING

Complete the labels. Write ONE WORD OR A NUMBER for each answer.



| | |
|------|--|
| (25) | |
| (26) | |
| (27) | |
| (28) | |
| (29) | |
| (30) | |

VOCABULARY PRACTICE

Let's listen to the recording again and fill in blanks below

Sam: Guess what Liz? There's another interesting thing in this orientation booklet, and it looks important -about a 'style guide'.

Liz: What's that?

Sam: Take a look yourself. It seems to be a set of rules regarding how to present written work – essays, and that sort of thing – to the lecturers. They want a uniform style of presentation.

Liz: I can see. So, everything we hand in must have a header and a footer.

Sam: A what?

Liz: A header and a footer. The footer is at the bottom of the page, and the Q25 header is at the very top. That's why they call it a 'header', you know, that little bit of writing giving details about the work. And they also want the word count. Why do they need that?

Sam: I guess because the lecturers will 1 the number of words they want for their 2 , and they want to be sure students 3 this.

Liz: And even the 4 on the page has to be a specific 5 . 16 points, and bold print, and 6 .

Sam: And 7 are 14 points, and the font has to be Arial for everything.

Liz: Yes, the main text is Arial, too, as you said, and the size is 12 8 , with the header and 9 being slightly smaller, at 10 points each. Well, it seems 10 . The size of everything is in 11 to its 12 , but why do they need the spacing of the main text to be one and a half? The header and footer are 13 . They're only single-spaced.

Sam: Probably to allow the teacher to 14 comments, or 15 , or just to make it all more 16 , I suppose.

Liz: And we need wide 17 on the left, right, top, and bottom, probably for the same reason. Lots of space to allow the 18 of comments. That's a bit 19 , actually. It seems to 20 we will be making mistakes.

Sam: And look what they want in the header and footer. The header has the name of the work.

Liz: Not the name of the teacher?

Sam: No, the work, but surely the teacher's name must go somewhere. Ah, here it is. It goes in the footer.

Liz: Okay, I'd say this is all logical. If a page is lost, say, 21 to the floor, then with all this information, it can always be 22 back to the teacher 23

Sam: Right – as you say, all very logical.