

## 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

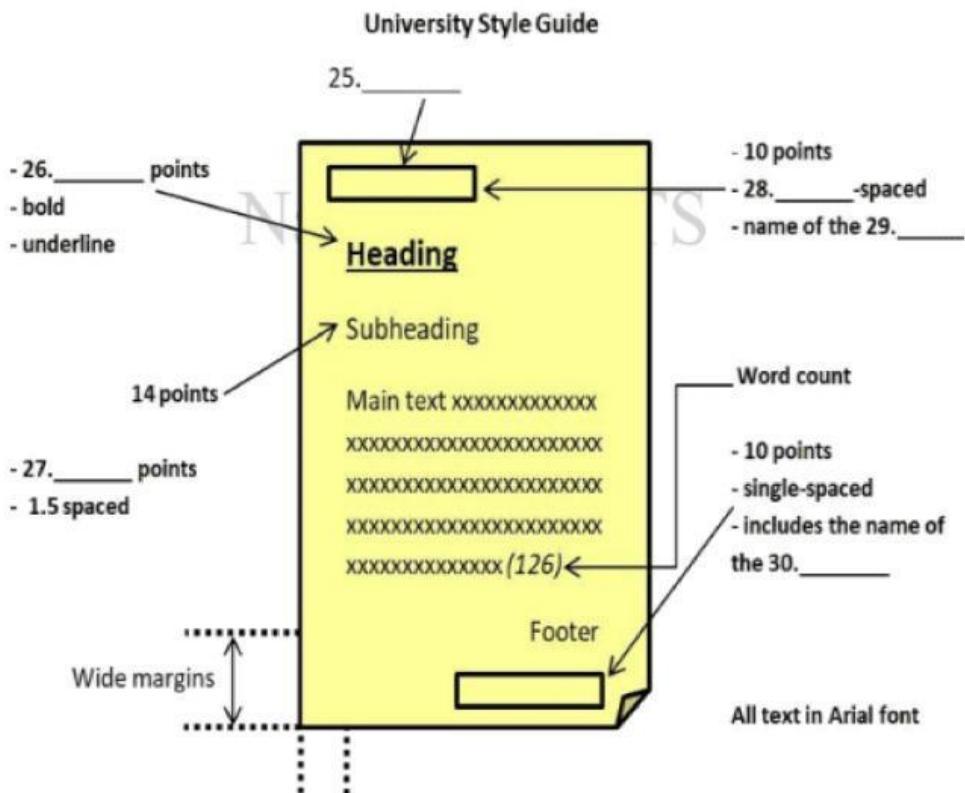
to put something into something else or between two things

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.