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

- a person who trains a person or team in sport
- to know, recognize or understand something, especially something that is not obvious
- many in number; involving many different people or things
- to make something easier to do or understand
- clever and complicated in the way that it works or is presented
- always the same
- (of a statement or piece of writing) not clear and easy to understand, so that you have no doubt what is meant
- not clear in a person's mind

LIVEWORKSHEETS

multiple (adj):	
vague (adj):	
coach (noun):	
discern (verb):	
consistently (adv):	
inexplicit (adj):	
sophisticated (adj):	
simplify (verb):	

LIVEWORKSHEETS

DURING LISTENING

What problems do the speakers identify for this project?
Choose SEVEN answers from the box and write the letters, A-H, next to questions 24-30.

Sort elements

A. too vague C. too unreliable E. too long G. too complicated

B. too factual D. too noisy F. too short

Question 24: Background sounds	
Question 25: Answers of questions	
Question 26: One of the questions	
Question 27: Time of answering	
Question 28: too short	
Question 29: too noisy	
Question 30: Report on project	

LIVEWORKSHEETS

VOCABULARY PRACTICE

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

TUTOR: I see you **1** hard calling **2** and the head **3** to talk, so let's see what information you got.

BOBBY: Well, you have to listen **4** to the first call on the recording. It's really hard to hear because the background noise is louder than the person's voice.

TUTOR: Yes, it is a bit tough to **5** . I'm afraid the player's answer is too short as well. You will have to **6** him again and try to get him to give a better answer.

BOBBY: Okay. I thought that might happen. I will call him again tomorrow.

TUTOR: Moving on, let's look back at this question. You asked, "Tell me about a time when you **7** a major life lesson through playing football, and explain how that has **8** the person and player you have become now, and how you hope to pass on that lesson."It is a great idea for a question, but in an **9** interview it is far too complex. I would advise you to break it up into **10** parts to get a better response.

BOBBY: I guess you're right – I wouldn't want to have to provide an answer to a question like that. I will **11** it. I found that when I asked players this question, it took too much time because they were struggling to answer the question completely. In fact, this is the question Joe Billings was **12** when the tape ran out.

TUTOR: He did tend to ramble on all the questions, didn't he?

BOBBY: He sure did.

TUTOR: I would recommend that when you go back and interview **13** again that you use a more **14** recording

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device. This recording is spotty, which indicates that the equipment wasn't working **15** .

BOBBY: Okay. I guess it probably wasn't the best idea to use the sound recorder on my phone. Hey, could you give me some **16** on the content of the report itself?

TUTOR: Sure! Let's start by focusing on your topic. While I like that you chose to cover football, it seems **17** . The keys for success of a player and team is quite an interesting topic, but what is your **18** ? That is to say, what conclusions can you **19** from your research? I would suggest **20** up with a strong thesis statement and then shaping your report based on that.

BOBBY: Is it really too **21** **?** I put a whole lot of facts into it. I list the top 10 goal-scorers in football history, and later on provide **22** for a few of the most famous coaches and their records as coaches.

TUTOR: I think that's great that you included these facts, but I think you **23** too much on the facts and not enough on **24** these facts to make your point.

BOBBY: Ah, I see. Okay. So it looks like I have quite a bit of work to do before the **25** !

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