

## 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

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

## 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	

## 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 short as well. You will have to 6 . I'm afraid the player's answer is too 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

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**!