

The counsellor

Task type: Roleplay interviews

Preparation: You will need one copy of the worksheet for each pair of students.

1 Lead in by writing *counsellors* on the board and asking in what situations people seek the advice of a counsellor. Elicit a few ideas (marital breakdown, job loss, health problems, etc.).

2 Hand out the worksheets. Put students in pairs. Set the scene by introducing students to Diane the Counsellor. Ask how she is feeling at the start of her day. Ask students to briefly discuss what problem situations they can see in the next seven pictures. In feedback, elicit what's happening, and ask how Diane feels at the end of the day after advising everybody. Make sure students are clear about the problems in the seven situations (see below) but if students are creative and come up with a more interesting interpretation, accept it.

Situations

Picture 2: Tom and Barbara are constantly arguing after ten years of marriage.
 Picture 3: Susie and Jim have just lost their jobs. They were highly-paid executives at a major company.
 Picture 4: Jo and Jake have been told that they can't work as acrobats in the circus anymore because they make too many mistakes.
 Picture 5: Becky is a learner driver who has failed ten times and Len is her driving instructor who is stressed and close to a nervous breakdown because of Becky.
 Picture 6: Sue and Sam are sixteen and have been told that they aren't good enough to play for Manchester United

Picture 7: Louise and David are two young people who have been expelled from school for bad behaviour.

Picture 8: Dan and Debbie have just lost a TV talent show.

3 Once students have a clear idea what the situations are about, divide the pairs into counsellors and people with problems. You want twice as many people with problems as counsellors, so, for example, in a class of eighteen, six pairs should be people with problems, and three pairs should be counsellors. Hand out the Student Cards. Pairs who are counsellors prepare advice. The other pairs must choose to be one of the pairs of people in the pictures, and must follow the guidance on their Student Card to prepare their role. Make sure pairs don't choose the same role.

Extra activity: Revise the language of recognising others' feelings (*Life Advanced Student's Book* page 136), or prompt students to remember and use the language when conversing.

4 When students are ready, ask counsellors to stand up. Each counsellor should join a pair with problems and must then find out how the people feel and offer them advice. Set a time limit of five minutes. After five minutes, ask each counsellor to move to a different pair. Continue until counsellors have spoken to three to five pairs (depending on how much time you have, and how interesting students find the activity).

5 At the end, ask pairs with problems to say which counsellor offered the best advice.