

Talking to a Counselor



In this lesson, you will practice talking to a guidance counselor. You'll learn how to talk about grades and school subjects. This lesson will get you thinking about post-secondary school.

Pre-Reading

A. Warm-Up Questions

1. What does a guidance counselor do?
2. What are your best subjects?
3. Why is it important to have good grades in high school?

B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|--------------------------|---|
| ___ 1. a hand | a) the place where people review applications |
| ___ 2. application | b) to study one subject as a specialty |
| ___ 3. major in | c) a record of your academic grades |
| ___ 4. report card | d) a person who helps a student improve in a specific subject |
| ___ 5. average | e) assistance |
| ___ 6. admissions office | f) the middle point of your combined grades |
| ___ 7. pull up | g) to increase or raise |
| ___ 8. tutor | h) a written request for admission to a school, a job, etc. |

Dialogue Reading

Read the dialogue with your partner a few times. Take turns being each character. Practice your intonation and pronunciation. Circle any new words or phrases that you need to practice.

Student: Hello. **I need a hand with my university applications.**

Guidance Counselor: Okay. Have you picked some schools to apply to?

Student: Yes, I chose three schools. I just don't know which program to major in.

Guidance Counselor: **What are you interested in?** Arts, science, technology...

Student: I'd like to take computer programming. **I'm pretty good at math and computers.**

Guidance Counselor: Okay. Let's look at your marks. **What's your average this year?**

Student: **My first term report card wasn't bad.** I had an 85 average, not including English.

Guidance Counselor: That's pretty good. The admissions office will look at *all* of your marks, though.

Student: **I was afraid you'd say that.** I need to pull up my English mark.

Guidance Counselor: That's a good idea. Have you thought about getting a tutor?

Student: Yes, but I don't know how to find one.

Guidance Counselor: I can recommend one for you.
It will cost you a bit of money, but it will be worth it.

Student: Thank you! I really want to get into university in the fall.

Guidance Counselor: No problem. I'll contact the tutor for you tomorrow.

Practice

Work with your partner. Role-play the dialogue on page 2, substituting the different expressions below. Then switch roles.

1. **I need a hand with my university applications.**
 - I need some help with my applications.
 - I could use some help with my applications.
 - I need some advice about my applications.
2. **What are you interested in?**
 - What subjects interest you?
 - What do you enjoy doing?
 - Which subjects do you like best?
3. **I'm pretty good at math and computers.**
 - I get good marks in math and computer class.
 - I do well in math and computers.
 - I'm decent at math and computers.
4. **What's your average this year?**
 - What are your grades like?
 - What kind of marks are you getting?
5. **My first term report card wasn't bad.**
 - My marks weren't bad.
 - My marks were pretty good.
 - My grades are above average.
6. **I was afraid you'd say that.**
 - I was worried you'd say that.
 - I figured you would say that.
 - That doesn't surprise me.
7. **It will cost you a bit of money, but it will be worth it.**
 - It will be worth your money.
 - You'll get your money's worth.
 - You won't regret it.

Listening Practice

Listen to the recording of the dialogue from page 2. Fill in the missing words as you listen. Listen again. Now look back at page 2 and check your work. Did you fill in the correct words? Did you spell everything correctly?

Student: Hello. I _____ with my university applications.

Guidance Counselor: Okay. Have you picked some schools to _____ to?

Student: Yes, I chose three schools. I just don't know which program _____.

Guidance Counselor: What are you interested in? Arts, science, technology...

Student: I'd like to take _____. I'm pretty good at math and computers.

Guidance Counselor: Okay. Let's look at your _____.
What's your _____ this year?

Student: My first term report card wasn't bad. I had an 85 average, not including English.

Guidance Counselor: That's pretty good. The _____
office will look at *all* of your marks, though.

Student: I was afraid you'd say that. I need to _____ my English mark.

Guidance Counselor: That's a good idea. Have you thought about getting a _____?

Student: Yes, but I don't know how to find one.

Guidance Counselor: I can recommend one for you. It will cost you
a bit of money, but it will be _____ it.

Student: Thank you! I really want to _____ in the fall.

Guidance Counselor: No problem. I'll _____ the tutor for you tomorrow.

Review

Task 1

LISTEN & ANSWER

Listen to the conversation and answer the questions.
Your teacher will tell you if you have to write or say the answers.

1. What is the main reason for the student's visit to see the guidance counselor?

2. How does the guidance counselor describe the student's average?

3. What does the student need to do to improve her overall average?

4. Why might the student need to spend a little extra money this semester?

5. At the end of the conversation, what does the counselor offer to do?

Review cont.

Task 2

ACADEMIC GOALS

Demonstrate your ability to talk about academic goals.
Have a conversation with your teacher using
the following conversation prompts.

1. I'm good at _____ .
2. My grades right now are _____ .
3. I need to improve _____ .
4. I want to _____ in _____ .
(month / season / year)
5. My main academic goal is _____ .
6. In order to _____ , I need to _____ .

Answer Key

LESSON DESCRIPTION:

In this lesson, a student talks to a guidance counselor about applying for university. The counselor recommends getting a tutor. Students learn vocabulary and expressions to use when talking to a guidance counselor. This lesson is suitable for high school students.

LEVEL: Low Int – Int

TIME: 1.5 hours

TAGS: dialogues, guidance counselor, counselor, school, academics, college, university, post-secondary, application

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | |
|------|------|------|------|
| 1. e | 3. b | 5. f | 7. g |
| 2. h | 4. c | 6. a | 8. d |

Dialogue Reading

Give your students time to read the dialogue in pairs.

Practice

Have your students read the dialogue again and practice subbing in some of the different expressions.

Listening Practice

Have students complete the dialogue by listening to the recording or by having two students read the completed dialogue from page 2.

Write Your Own Dialogue

Encourage your students to use vocabulary from the model.

Review (Assessment Tasks)

The following tasks can be used for assessment purposes and/or review practice. You can save all of the tasks until the end or assess your students throughout the lesson.

TASK 1

Play the audio from this lesson. Then assign the questions. You can decide if you want your students to say or write the answers.

1. She needs help with her university applications.
2. She says the student's average is pretty good.
3. The student needs to pull up her English mark in order to improve her overall average.
4. The student may need to spend a little extra money by hiring an English tutor.
5. The counselor offers to recommend a tutor for the student.

TASK 2

Use the sentence frames to have a one-on-one conversation with your student about academic goals. Imagine that you are a guidance counselor. Encourage your learner to keep talking.

SPELLING NOTE:

This lesson shows the American spelling of the words *Counselor* and *Practice*. Most other English-speaking countries spell these words this way: *Counsellor* and *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find these words in the lesson and see if they know the alternate spellings.

