

1 Follow the prompts and write the dialogue in your notebook. Change words where necessary. Then act it out in pairs.

- A: Says he/she met someone called Jesus at the party yesterday.
B: Is surprised and asks where he's from.
A: Think / he / somewhere / Spain.
B: Wonders why they called him Jesus.
A: Not know. Bet / everyone / remember / name.
B: Might / common name / Spain.
A: Maybe. No one / I / know / called Jesus, but I know a lot of girls called Mary.
B: The name Mary is common everywhere.
A: Yes, everyone / know / someone called Mary.
B: Mary or Maria.

2 Follow the prompts and write the dialogue in your notebook. Then act it out in pairs.

- A: Asks how B remembers things.
B: Well, if I have to remember new information, I sometimes invent stories to remind me of all the things in the right order.
A: Says B probably has a lot of verbal intelligence.
B: What / you? How / learn things?
A: I imagine pictures. I think I have more visual intelligence.
B: Asks what interpersonal intelligence is.
A: It /when / good / talking to / working with other people.
A: I think I / good / that. You / better / playing musical instruments / singing than me.
B: Says he/she forgets the words of songs.
A: Suggests B should sing when he/she studies for exams.

3 Follow the prompts and write the dialogue in your notebook. Change words where necessary. Then act it out in pairs.

- A: Asks what B's worst subject at school is.
B: French. Have to really concentrate / understand it, and I / no good / remembering vocabulary. Luckily, I / not have to / do it next year.
A: Asks if B is going to give it up.
B: Yes, I / more interested / Maths and Physics / languages.
A: Says it is obligatory to study one language. Everyone is obliged to do one language.
B: Yes, but it / not have to / French. I prefer German.
A: I want to leave school and find a job.
B: Advises A strongly not to do that. School's important if you want to find a good job. Tells A he/she has a good brain. Strongly advises A not to waste it.

4 Follow the prompts and write the dialogue in your notebook. Change words where necessary. Then act it out in pairs.

- A: Asks if B has read that story about the girl who went to university at the age of fifteen.
B: Confirms. Thinks it's great. Her parents / be / really proud / her.
A: Doesn't think it's healthy. Everyone / university / older / her. She / not lived / adolescence.
B: Disagrees. She / normal interests: she likes / do sports / cook. And she / friends.
A: I suppose so. But everything's easy for her. I don't know if that's a good thing.
B: Just imagine, she / not have to / study hard.
A: Wonders what she / do / when / finish university.
B: She / probably / a university professor.