


After you read


Work in groups. Discuss the question: What do you think the girl had to do after she discovered that the money she had taken from the boy's bag was not hers?

B. SPEAKING

 **Task 1. Work in pairs.** Match the things you might have done or experienced in box A with how the experience might have affected you in box B.


Example: *1 – d*

A	B
1. speaking English to a native English speaker	a. makes you love your country more
2. being seriously ill	b. teaches you a lesson and makes you study harder
3. travelling to other parts of the country	c. makes you appreciate your health more
4. failing an exam	d. makes you more interested in learning English
5. talking to a famous pop star	e. changes your attitude to pop stars

 **Task 2. Work in pairs.** A student is talking to her friend about one of her past experiences and how it affected her. The lines in their conversation are jumbled. Put them in the correct order, then practise the dialogue.



- ☐ a) I was walking along Trang Tien Street when an English girl came up to me and asked me the way to Hoan Kiem Lake. I told her, then we started talking about the lake.
- ☐ b) Have you ever spoken English to a native speaker?
- ☐ c) How did the experience affect you?
- ☒ d) Yes. I talked to an English girl last summer.
- ☐ e) What did you talk about?
- ☐ f) Well, it made me more interested in learning English.
- ☐ g) Everything about the lake: its name, the great turtles in it, etc.
- ☐ h) How did you meet her?

 **Task 3. Work in pairs.** Underline the structures used to talk about past experiences in the dialogue in Task 2, then use the structures and the ideas in Task 1 to make similar dialogues.

Useful structures:

- Have you ever ...?
- How did it happen?
- When did it happen?
- How did the experience affect you?