



# OLD FRIENDS



Scan to review worksheet

Expemo code:  
149M-Q3AB-6SS8

1

## Warm up

The vocabulary in bold relates to life events. Answer the questions about each pair of items.

**start work / go to college**

1. Can you do these things at the same time?

**have kids / get married**

2. Which of these things do people often do first?

**buy a car / move to a new house**

3. How can these things make it easier to do your job?

**start a new business / open a store**

4. What's the difference between these?

Quickly add 3 events to a timeline of your life. Include past, present, and future. Work in pairs to compare timelines.





**2** Reading

The Old Friends website helps people find classmates from their school or college. Read the messages on the next page between Louise and Nora and decide which words in the word cloud relate to Louise and which words relate to Nora.



Can you remember? Work in pairs to explain how these words relate to each person.

Read the messages again and say what happened in these years.

- 1. 2010 \_\_\_\_\_
- 2. 2013 \_\_\_\_\_
- 3. 2015 \_\_\_\_\_
- 4. 2016 \_\_\_\_\_
- 5. this year \_\_\_\_\_

**B L O G**: *OldFriends***CHAT:**

(Louise) Hi everybody! I am looking for friends from Longshore University, class of 2010. Do you remember me - Louise Davies?

(Nora) Hi Louise! I remember you. I was in your Business classes. I'm Nora Rennison. I haven't seen you for ages! What are you doing these days?

(Louise) Well, like you, I finished college in 2010. I spent three years traveling and volunteering in Australia, and then I started work at Goodtogo, the online travel company. I've worked there for almost ten years. What about you?

(Nora) After university, I started a new business, selling flowers. At first, I worked from home, but then I opened my own store. I've had the store since 2016.

(Louise) Great! Are you still with your boyfriend, Craig?

(Nora) Yes, I am. We've been married for nine years now.

(Louise) That's wonderful! Say hi to Craig for me. I've been married since 2015. My husband Bill is a teacher. Do you have any kids?

(Nora) Yes, three. And you?

(Louise) Yes, we have four kids! So, we moved to a bigger house in the countryside. We've lived there for two years now. I love it.

(Nora) We want to move to a bigger house, but we don't have the money. But we've just bought a new car, so we can take the kids out to the beach.

(Louise) Let's meet up at the beach!

(Nora) Great idea!



### 3 Language point

First, study these sentences.

1. (Louise) Then I **started** work at Goodtogo, the online travel company. I've **worked** there **for almost ten years**.
2. (Nora) At first, I **worked** from home, but then I **opened** my own store. I've **had** the store **since 2016**.

Now, choose the best option to complete the information.

1. In the first sentences, we know that Louise **is / isn't** working at Goodtogo now.
2. In the second sentences, we know that Nora **works / doesn't work** from home now.
3. In the second sentences, we know that Nora **has / doesn't have** her own store now.
4. We use the past simple to talk about past actions or states that are **finished / unfinished**.
5. We use the present perfect simple to talk about past actions or states that are **finished / unfinished**.

- We've been married for nine years now.
- I've been married since 2015.

Choose the correct option:

1. In sentences with present perfect forms, we use **for + a time when the action started / for + a length of time**.
2. In sentences with present perfect forms, we use **since + a time when the action started / since + a length of time**.

Quick check: decide if these time expressions go with *for* or *since*.

1. 1999
2. months
3. 9 o'clock
4. November
5. six weeks
6. Tuesday
7. two days
8. ages/a long time
9. I started my new job

Think of one more time expression to use with *for* and one to use with *since*.



**4 Practice**

Read the sentences. Use the present perfect form of the verb in brackets and *for* or *since* to write new sentences with the same meaning.

Example: Louise met Bill seven years ago. (know) Louise has known Bill for 7 years.

Bill is a teacher. He became a teacher after he finished college. (be)

1. \_\_\_\_\_

Bill works at the local high school. He started his job there in 2016. (work)

2. \_\_\_\_\_

Bill cycles to work every day. He bought a new bike six weeks ago. (have)

3. \_\_\_\_\_

Louise's last contact with her classmate Craig was in 2010. (see)

4. \_\_\_\_\_

Craig was born in London, but he moved to Longshore when he started college. (live)

5. \_\_\_\_\_

Craig and Nora met in 2007. (know)

6. \_\_\_\_\_

Craig joined the local football team three months ago. (play)

7. \_\_\_\_\_

Louise wanted to speak German, so she joined an evening class in 2019. (study)

8. \_\_\_\_\_



# 5 Speaking

Imagine that you finished college in 2018 and that you used the Old Friends website to make contact with your old classmates. You have found an old friend and have arranged to meet up with them.

First, complete the table to make notes about yourself. Use your imagination. You should have at least six things to talk about with your classmate. Write when the events happened and any details you want to include, like this:

*Example: started work 2018, family restaurant, I love it*

Then speak in A/B pairs, like this:

- A: Hi! I haven't seen you for ages! What are you doing these days?
- B: Well, after university, I started work at my family's restaurant, and I've worked there for three years. What about you?
- A: After university I traveled all over India. And then I moved back here. I've lived with my parents since 2020. Where do you live now?

	about you	about your partner
name:		
subject studied at college:		
finished college:	2018	
started work:		
traveled:		
moved to a new house:		
got married:		
had kids:		
bought a car:		
started a business:		
opened a store:		

What's the same about your and your partner's lives?



## 6 Extra practice/homework

Find and correct the mistakes with these sentences. If the sentence is correct, put a checkmark next to it.

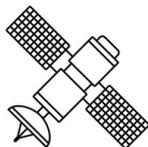
1. I haven't seen you since ages.
2. He knows his girlfriend since June.
3. We've lived here for 6 months.
4. I had this coat for the last 10 years.
5. We were studied English since we were ten years old.
6. My parents been married for 30 years.
7. I've worked for the same company since I left school.
8. She's been a nurse for 2020.

## 7 Optional extension

How long have these things been around? Match each item with one of the time phrases.

- |                               |                           |
|-------------------------------|---------------------------|
| 1. color photography          | a. for around 100 years   |
| 2. satellites in space        | b. for around 120 years   |
| 3. the ballpoint pen          | c. for around forty years |
| 4. commercial airplane travel | d. for around ten years   |
| 5. laptop computers           | e. since 1928             |
| 6. Mickey Mouse               | f. since 1938             |
| 7. cell phones                | g. since 1957             |
| 8. Zoom meetings              | h. since the early 1970s  |

Are you surprised by any of this information?





## 8

## Appendix

## Irregular verbs.

infinitive	past simple	past participle
be	was/were	been
become	became	become
blow	blew	blown
break	broke	broken
burn	burned	burned
buy	bought	bought
choose	chose	chosen
cut	cut	cut
do	did	done
fall	fell	fallen
forget	forgot	forgotten
get	got	gotten (UK got)
go	went	gone
have	had	had
hit	hit	hit
hurt	hurt	hurt
know	knew	known



OLD FRIENDS

make	made	made
meet	met	met
put	put	put
ride	rode	ridden
run	ran	run
see	saw	seen
sing	sang	sung
shoot	shot	shot
spend	spent	spent
spill	spilled	spilled
swim	swam	swum
take	took	taken
tell	told	told
throw	threw	thrown



# Key

## 1. Warm up

5 mins.

Call attention to the header image to help explain the concept of life events. Work with the whole class to answer the questions about each pair of items. This vocabulary is probably familiar to students, but this activity helps to focus their attention on the context of the listening which is to follow. Set the follow-up timeline task and give students just a couple of minutes to make simple notes of three major life events. They can compare ideas in pairs.

1. Yes, some people work and study at the same time; they may study or work part-time.
2. People often get married before they have kids. (There are cultural variations.)
3. You can drive to work if you have a car, and you might want to move to a new house to be closer to work.
4. A new business could be online or run from home or an office, while a store is a type of business and a physical place where people go to buy things.

## 2. Reading

10 mins.

Explain the context and go over the instructions for the first reading activity. Check answers and then put students in pairs to recall and discuss exactly how each item relates to Louise or Nora. When you check answers, encourage students to use full sentences to explain their ideas. For the second reading activity, students will recover more detailed information. They can work alone, check answers in pairs, and then check with the whole class, again using full sentences. If you have time after you check answers, students could read the transcript out loud in pairs.

Answers:

Louise (new) house, (her husband is a) teacher, (her company is) online, four (kids), (after college, she went traveling and volunteering in) Australia; Nora (new) car, (her husband is named) Craig, (she has her own) store, (she sells) flowers, three (kids).

1. Nora and Louise finished college.
2. Louise started work at Goodtogo.
3. Louise got married.
4. Nora opened her own store.
5. Nora bought a new car.

## 3. Language point

10 mins.

In this lesson students are introduced to another aspect of the present perfect simple verb forms. This lesson is the third in a block of four in this course plan dealing with different uses of the present perfect. In this lesson, students encounter the use of the present perfect for unfinished past actions and states and the use of *for* and *since*. Note: for this usage of present perfect, American English and British English are the same.

Go through the examples and questions in the first and second stages with students. Then complete the quick check activity so students can demonstrate their understanding. Drill all the example sentences with the students.

1. is
2. doesn't work
3. has
4. finished
5. unfinished

Choose the correct option:

1. for + a length of time



2. since + a time when the action started

For or since:

1. since    2. for    3. since    4. since    5. for    6. since    7. for    8. for    9. since

#### 4. Practice

10 mins.

Go over the instructions and the example with the class. Students can consult the irregular verb table in the Appendix if they need support with past participles. Students work alone and check answers in pairs and then with the whole class. Note: where X appears in the answers, you should use whatever number is correct for the year when you are teaching this lesson.

If you have time, students could read the sentences out loud in pairs.

NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

1. Bill has been a teacher since he finished college.
2. Bill has worked at the local high school for X years.
3. Bill's had a new bike for six weeks.
4. Louise hasn't seen Craig for ages/a long time/X years.
5. Craig has lived in Longshore since he started college.
6. Craig has known Nora since 2007.
7. Craig has played football for the local team for three months.
8. Louise has studied German since 2019.

#### 5. Speaking

13 mins.

In this stage, students will activate the language from the lesson in a roleplay activity. Make sure students understand the aim of the activity is to practice grammar and vocabulary from the lesson and that they will have to use their imagination.

Set up A/B pairs and go over the instructions and examples with the class. Give students a couple of minutes to look through the options on the table and make notes, as in the example.

Set up pairs and give students a few minutes to ask and answer their questions (as in the example dialogue) and record some key points in the table. Monitor and support as necessary. Early finishers can extend the activity by continuing the conversation to include future plans and intentions.

Then round off the activity by asking a few students to report back to the group about any similarities between themselves and their partner. You could also offer error correction, including pronunciation.

#### 6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the writing activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

1. I haven't seen you for ages.
2. He's known his girlfriend since June.
3. correct
4. I've had this coat for the last 10 years.



5. We've studied English since we were ten years old.
6. My parents have been married for 30 years.
7. correct
8. She's been a nurse since 2020.

## 7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students match inventions with time phrases. Go over the introductions, calling attention to the useful informal phrase *have been around*, meaning that something new was introduced to people and became normal for them. Check the list of inventions first, eliciting/explaining the meaning of any unknown items. Then ask students to work in pairs to match each item with the time phrase. Check answers and, at the same time, you could ask students to translate between the *for/since* forms (*for around* 120 years to *since around* 1900). Pose the follow-up question.

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