

## Wishes and Regrets in the Past, Present and Future



This is Scott who has been with his girlfriend, Tracy, for 3 years. They met when Scott was having a relationship with Sharon, Tracy's best friend.

It was love at first sight, so he decided to finish his relationship with Sharon and start one with Tracy.

In the beginning, they spent most of their time together and got along perfectly.

About a year ago, however, Tracy got promoted at work and since then she has been spending more time at the office and less time with him. It has resulted in a lot of problems and arguments.

Even though Scott finished with Sharon to be with Tracy they decided to keep in touch as friends and have been in regular contact over the last few years.

About a month ago Scott spent the evening with Sharon, while Tracy was working overtime, and ended up telling her about the difficulties he and Tracy were experiencing. Sharon confessed that she wasn't upset to hear that their relationship wasn't as perfect as she'd imagined and admitted that she was still in love with Scott.

Scott spent the night with Sharon, but the next day woke up and instantly regretted it. He realised that Tracy is definitely the one he wants to be with, despite their problems. For the last month Scott has been worrying himself sick about his actions, so much so that it's been affecting his job and his boss has warned him that if his work doesn't improve soon he will be fired.

This is Tracy who has been with her boyfriend, Scott, for 3 years.

Scott was having a relationship with her best friend, Sharon, when they met. She's sorry that she caused the split of their relationship, and has felt too guilty to keep being friends with Sharon, but felt instantly attracted to Scott.

Tracy and Scott couldn't see enough of each other at the start of their relationship but recently they've been spending less and less time together and have been having more and more arguments.

She got promoted to office manager at work about a year ago and since then has had to spend a lot more time at the office. She loves her new position and the challenges it brings and doesn't understand why Scott isn't more supportive of her.

Tracy has noticed that within the last month Scott has become more distant and irritable. If she asks him any questions about where he was or what he was doing he loses his temper and accuses her of not trusting him.

She doesn't know why but her intuition tells her that it has something to do with Sharon. She hopes that she is wrong.

Read the information about Scott and Tracy and answer the questions below.

Questions

- 1 – How long have Scott and Tracy been going out?
- 2 – How did they meet?
- 3 – Why do you think Tracy’s promotion caused problems between them?
- 4 – How does Scott feel now about his cheating?
- 5 – Why does Tracy suspect that Sharon may be involved?

Complete the speech bubbles below with Scott’s possible wishes and regrets.

I wish I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I wish I had \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

I wish Tracy would \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

I regret \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

If only I hadn't \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Now do the same for Tracy.

**Imagine a conversation between Scott and Tracy where they finally decide to sit down and talk honestly to each other about their feelings, their wishes and their regrets.**



Tracy: *Scott, can you sit down? I think it's about time we discussed a few things, don't you?*  
Scott: *Well, I suppose you're right. There's something that I think I really need to get off my chest.*  
Tracy:  
Scott:  
Tracy:  
Scott:  
Tracy:  
Scott:  
Tracy:  
Scott:  
Tracy:  
Scott:  
Tracy:  
Scott:  
Tracy:  
Scott:  
Tracy:  
Scott:  
Tracy:  
Scott:  
Tracy: So, now what shall we do?

## Teacher's Page

**AIM:** The main aim of this lesson is to practice expressing *wishes* and *regrets*

**SUB-AIMS:** Reading for specific info, dialogue building and fluency

**STUDENT AGE / LEVEL:** Young Adult / Upper Intermediate

**SUPPLEMENTARY MATERIALS:** I used this in conjunction with *Inside Out*, Upper Intermediate, Unit 5 and 5A from the Resource Pack.

**MATERIALS:** Dice, photocopies of the attached worksheets

**WARMER** – Write the following on the board:

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1 – Yourself                | 1 – I wish I could ...             |
| 2 – Your friends and family | 2 – I wish (someone) had ...       |
| 3 – Your hometown           | 3 – I regret (doing) ...           |
| 4 – Your country            | 4 – I wish I had ...               |
| 5 – The world               | 5 – Do you wish you could ...?     |
| 6 – Free choice             | 6 – Free choice (any of the above) |

Put the students into small groups and give them 2 dice each. Students take it in turns to roll the dice. The first dice represents the topic (e.g. *Your hometown*) and the second represents the language that must be used (e.g. *I regret doing ...*) The students must complete the sentence with a wish or regret (e.g. *I regret leaving my hometown whenever I feel homesick* or *I regret not spending more time with my family when I lived in my hometown.*) You could add a competitive element by getting the students to award points to the others in their group if they complete the sentence successfully.

**READING** – Give each student a copy of the first and second pages and ask them to read the information about Scott and Tracy. Then answer the 5 questions that follow at the top of page 2. Class feedback.

**GAP FILL** – Get the students to complete the speech bubbles for Scott. Ask for a few examples from the students and make any corrections where necessary, focusing on the structure if the students are making errors. When the students are familiar with the grammar rules ask them to complete Tracy's speech bubbles. Put the students into groups to tell each other their ideas. Circulate and monitor, taking note of any errors that can be addressed to the class as a whole at the end of the exercise.

**DIALOGUE BUILDING** – Put the students into pairs and give each pair a copy of page 3. Ask them to work together completing the conversation between Scott and Tracy. Encourage them to include references to the wishes and regrets they mentioned on page 2. Monitor and help with any questions. **DIALOGUE READING** – After the pairs have finished completing their conversations give them a few minutes to practice performing them. Encourage them to think about stress, intonation and the mood of the characters. Either get each pair to perform their dialogue in front of the whole class or divide the class into 2 groups, depending on the size. Take note of any errors that can be used to highlight typical problems.