

# 9

# Past regrets

**Focus**

wishes and regrets

**Grammar***If only/I wish* + past perfect  
*should have***Vocabulary**expressions with *to be*  
word formation (2)**Strategy**

showing sympathy

## 1 Warm-up

(Books closed.) Write the word *regret* on the board. Explain that the verb is the same as the noun, and ask students to tell you what it means. Then tell students to call out any words and phrases they think of (e.g., *be sorry for*; *be sad about something*, *be regretful*, *regret (not) doing something*, *regrettable*). Write their ideas on the board.

### a Discuss the pictures with a partner.

(Books open.) Ask students to open their books to page 56. Tell them to look at the pictures. Read aloud the questions and encourage students to call out possible answers. Then tell students to get into pairs and discuss the pictures. Explain they should talk about them in as much detail as they can, not only describing what they can see but also speculating about how the people feel, their character, what their relationship is, etc.

### b When was the last time you went to a party? Have you ever met anyone special at a party?

Ask students to raise their hand if they like going to parties. Encourage them to say how often they go to parties, and explain why they enjoy them. Then ask any students who do *not* like going to parties to explain their reasons. Ask students to get into pairs, and read aloud the questions. Tell them to ask and answer the questions.

## 2 Conversation

### a [2.17] Listen and read.

Explain to students that they are going to hear a conversation between two friends. Tell them to read along as they listen. Play the audio.

**Optional**

Ask students comprehension questions. 1 Why didn't Andrew go with his friends? (he had to visit his uncle) 2 What exciting thing happened at the balloon festival? (they had a ride in a hot air balloon) 3 Did Jung take any photos? (yes) 4 What does Andrew regret? (not going with his friends)

### b Practice the conversation with a partner.

Tell students to get into pairs and practice the conversation. When they finish, have them switch roles and practice again.

**Optional**

Before students practice the conversation, tell them to listen to the conversation again and notice the stress, rhythm and intonation each speaker uses. Play the audio again. If you wish, pause the audio to point out important stress, rhythm and intonation features.

### Challenge! Imagine Andrew calls his Uncle. With your partner role-play the conversation.

Ask students to stay in their pairs. Explain they are going to role-play a telephone conversation between Andrew and his Uncle. Tell them to choose which character to be, then read aloud the example. Encourage them to continue the conversation with their partner.

**Fast finishers**

Tell students that finish quickly to practice their conversation. When the rest of the class has finished, have them role-play their conversation for the class.

 [2.18] Language box

Ask students to look at the Language box. Play the example sentences. Explain to students that these are all common ways to express regrets. Write on the board *Andrew should have gone with his friends*. Then add *He wishes he'd gone with his friends*. Finally, add *If only he'd gone with his friends*. Draw students' attention to the form of each expression. If students need additional explanation, use the Grammar reference on page 110.

**Grammar reference, p.110**

Tell students to turn to page 110. Read aloud the explanation of when to use *If only* and *I wish*, and the example sentences. Emphasize that to express a regret in the present, the simple past tense is used, while to express a regret in the past, the past perfect tense is used. Point out that both *was* and *were* are used with the first person singular, so we can say *I wish/If only I was/were*. Then explain that we can use different modal verbs as well, and read aloud the example sentences.

Read aloud the explanation of when to use *should have*, and the example sentences. Explain that *should have* is followed by the past participle. Tell students to refer back to this page any time they are uncertain about the correct form or use of *If only/I wish* and *should have*.

### 3 Vocabulary

#### a Complete each sentence using the correct form of an expression with *to be*.

Ask students to turn to page 57. Read aloud the expressions with *to be*. Tell them to read the sentences (1–4) and complete each one with the correct form of an appropriate expression with *to be*. Add that they can use their dictionaries to find the meaning of any expressions they do not know. Tell students to begin and monitor, providing help as needed. Check answers as a class.

##### Answers

1 been up to 2 was into 3 are out of  
4 are down to

#### b Circle the expressions with *to be* in these sentences. Match each expression with a meaning.

Tell students to read each sentence (1–4) and explain they should identify and circle each expression that uses *to be*. Tell them to match each expression they find with a meaning (a–d). Give students time to do the activity, then ask them to get into pairs and compare their answers. Finally, check answers as a class.

##### Answers

1 What's up (be up) – d 2 I'm all for (be all for) – a 3 Tim's up (be up) – c 4 Peter is on (be on) – b

##### Optional

Tell students to call out all the expressions with *to be* from exercises a and b. Write them on the board. Ask students to get into pairs. Tell them to choose four expressions and to write one sentence using each expression. Monitor and check for accuracy. When students have finished, ask them to make groups and read aloud their sentences to each other.

### 4 Exchange

#### a Before you listen, complete the conversation using a verb in the correct form. Work with a partner.

Tell students that they are going to listen to a conversation between two people. Ask them to get into pairs and explain that before they listen, they should read the conversation and try to complete each blank. Point out that they might need to use *should have* + past participle, or simply a verb in the correct form (e.g., after *I wish* and *If only*).

#### b [2.19] Listen and check. Then practice the conversation with your partner.

When students have had enough time to guess the missing words, play the audio. Then check answers as a class. Finally, tell students to practice the conversation, switching roles so they practice twice.

##### Answers

1 had told 2 should have said 3 had known  
4 would have stayed 5 should have asked

##### Optional

Before students practice the conversation, play the audio again. Pause the audio after each sentence and point out the main stress, and any rising or falling intonation. Then play the audio once more. Pause after each sentence and have students repeat it. Encourage them to stress the same words, and use the same intonation, as each speaker.

#### Strategy: Showing sympathy

#### a Match each regret with a response.

Tell students to match each regret (1–3) with a response (a–c). When they have finished, ask them to get into pairs and compare their answers.

#### b [2.20] Listen and check. Then practice the conversations with a partner.

Tell students to listen and check their answers. Play the audio. Then ask them to get into pairs and practice the conversations.

##### Answers

1 b 2 c 3 a

#### c Underline the expressions you can use to show sympathy.

Tell students to underline each expression used to show sympathy. When they have finished, ask them to get into pairs and compare their answers. Point out that *Never mind* is a general term of sympathy. Add that *Try not to let it get you down* means “try not to be depressed,” and that *Don't blame yourself* is used specifically when someone seems to be holding themselves responsible for something. Finally, explain that *It won't do any good to keep thinking about it* is used to tell someone that they will feel better if they stop thinking about the thing that they regret.

##### Answers

a Never mind. Don't blame yourself. b Try not to let it get you down. c It won't do any good to keep thinking about it.

### Optional

Ask students to get into pairs and take turns expressing a regret. Their partner should reply showing sympathy. Demonstrate the activity by telling the class *I should have remembered my best friend's birthday* and encouraging students to show sympathy, e.g., *Try not to let it get you down*. Then tell students to begin.

### Grammar activities, p.110

Tell students to turn to page 110. If necessary, review the examples on the left side of the page. Tell students to do the exercises, then compare with a partner. Check answers as a class. (**Challenge!**) Tell students to write three regrets about their life. Point out they should use *If only*, *I wish* or *should have*. Explain the regrets can refer to the present or past. Give students time to complete the task. Monitor and check for accuracy. Then ask students to get into pairs and tell each other about their regrets.

### Answers

**a** 1 I hadn't been afraid of flying when I was a child. 2 Kevin hadn't lied to me. 3 I hadn't missed my train. 4 I hadn't failed my driving test. 5 it hadn't rained all weekend. 6 my best friend and I hadn't had a fight last week. 7 I hadn't forgotten my father's birthday. 8 I had saved more money.

**b** 1 You shouldn't have come home so late last night. 2 You shouldn't have left your job. 3 You shouldn't have forgotten your best friend's birthday. 4 You shouldn't have shouted at your friend. 5 You shouldn't have left home without an umbrella.

### Pronunciation, p.115

#### [2.21] Unit 9 Elision

Ask students to turn to page 115. Point out that in spoken English the final /t/ sound at the end of a word may disappear if it is followed by a consonant (or a consonant sound). This is very common in connected speech because it allows words to be linked together smoothly. Tell students to listen to the examples and play the audio. Then play the audio again, pausing after each sentence for students to repeat it. Finally, ask students to get into pairs and practice.

### Communication activity, p.91

**Play the game with your partner. Take turns to choose a square and use *I wish* or *If only* to express a regret. Listen to your partner's regrets and respond using *You should(n't) have .../If only you had(n't) ...***

Tell students to turn to page 91. Ask them to get into pairs and look at the game. Explain that they should take turns choosing a square. They

should read the information on the square they choose, and make a regret using *I wish* or *If only*. Their partner must listen to the regret and respond using *You should(n't) have ...* or *If only you had(n't) ...*. Emphasize that they should show sympathy by using the expressions from the **Strategy** section wherever possible. Read aloud the example, then tell students to begin. Monitor and check for accuracy.

## 5 Language in action

**a With a partner, look at the pictures (A-E) and talk about the mistakes Tom has made in his life. What does he wish he had/hadn't done? What should/shouldn't he have done?**

Ask students to turn to page 58. Tell them to look at the pictures and explain these all relate to the character in the center, Tom. Point out that Tom feels very unhappy, and the pictures explain why he feels so unhappy. Ask students to get into pairs and explain they should take turns looking at each picture and making statements about why Tom feels so unhappy. Read aloud the three example phrases and emphasize that they should use these in their statements. Monitor and help as needed. If you feel your students need more help to do this activity, refer to **Extra support** below before they begin.

### Extra support

Demonstrate the activity by drawing students' attention to A in the top left corner. Encourage them to call out statements using the target language, e.g., *He shouldn't have fallen asleep in class.* / *He should have studied harder at school.* / *He wishes he had studied harder.* / *If only he had studied harder he wouldn't have failed all his exams.* / *If only he had passed his exams he would have been able to go to college.* Write their suggestions on the board. Then tell them to begin.

**b Tell your partner about ...**

Ask students to stay in their pairs. Read aloud the statements and explain they should take turns telling each other about each statement. Draw students' attention to the three phrases and emphasize they should use these to express their regrets. Monitor and help as needed.

**Challenge! Discuss with your partner what you think this saying means: *There's no use crying over spilled milk*. Do you agree?**

Ask students to stay in their pairs. Read aloud the saying and tell them to discuss with their partner what they think the saying means. When students are ready, ask them to call out their ideas and accept anything along the lines of "there's no

point in feeling bad about something you can't change." Ask the class if they agree with this idea, and encourage them to discuss any differences of opinion.

## 6 Listening

a  [2.22] Listen to Terri, from Australia, talk about some regrets in her life. Answer the questions.

Explain to students that they are going to listen to an Australian woman talk about some regrets she has in her life. Draw students' attention to the two questions and read aloud each one. Explain that they should listen and answer each question. Play the audio, then check answers as a class.

### Answers

1 a waitress in a bar 2 34 years old

b  [2.22] Listen again and write T (true) or F (false) for each statement.

Tell students to read each statement and explain that they should listen again and mark each statement T (true) or F (false). Play the audio. Check answers as a class.

### Answers

1 T 2 T 3 F 4 F 5 T 6 T 7 T 8 F

### Audioscript

Interviewer = I Terri = T

I: So, Terri, tell me ... do you have any regrets about anything you have done or said in the past?

T: Regrets? Oh, yes, I have a lot!

I: Well, good! At least, I think it's good ... Can you give me an example?

T: Sure. Well, I got married very young ... at seventeen.

I: Wow. That is young.

T: Yeah, so I never went to college or anything like that. That's something I wish I had done.

I: I guess if you had better qualifications, you would have gotten a better job.

T: Than waiting on tables in a bar? Yes, I think you're right! I'm sure I would have found something better, but actually I am quite happy here. I wouldn't want to do anything else.

I: Oh, right. OK. So, what other regrets do you have?

T: Well, I had kids when I was nineteen – twins. Here's a picture.

I: Oh yes. They're really cute. How old are they now?

T: Hey! That would be telling my age! Just kidding, I don't mind. They're fifteen now. Anyway, I don't regret having them of course – they're adorable – but I do wish I had waited until a little later in life, you know. I had dreams of, like, backpacking around the world and everything. I've never achieved those, of course. Not with two kids!

I: Well, there's still time.

T: Maybe, but I can't afford anything like that. Maybe if I had put a little aside each month, you know, as a travel fund ... but I didn't! It's too bad.

I: But despite these regrets, you seem very cheerful.

T: Oh yeah, I am. I'm very happy with life, actually. There's very little I would have done differently, in fact.

### Video

Explain that this is a good point in the unit for students to go online and watch the video for this unit. Teaching notes, video transcripts and the answer key are also online or on pages 99–112 of this book.

## 7 Speaking

a Think about your past and complete these sentences. Then tell a partner, giving more information where possible.

Tell students to think about their own life. Draw their attention to the sentences in *What do you regret?* Explain they should quickly complete each sentence with true information about things they themselves regret. Read aloud the two example sentences, and point out that they can add a sentence of their own at the end. Monitor and help as needed. When students have finished, ask them to get into pairs and take turns reading each sentence to their partner, giving more information wherever possible.

b Make a group and share your ideas. Respond to your classmates' regrets.

Tell students to make groups. Explain they should take turns telling each other about some of their regrets. Encourage them to use *I wish/If only* wherever possible. Explain that they should respond to each regret their classmates tell them about, showing sympathy where appropriate and using *should(n't) have*. Read aloud the example, then tell students to begin.

## EXPANSION

### Reading

#### Skill: Identifying reference

 [2.23] Read the blog and the comments. Then find these phrases. Who or what do the words in *italics* refer to?

Tell students that they are going to read a blog by a man called Jack. Explain that he is writing about something he did in his childhood that he regrets doing. Ask them to read the blog quickly to find out what he did (he pushed a boy into a pond and denied doing it). Tell students to read the phrases (1–8), and then to read the blog again, together with the comments. Put students into pairs and ask them to decide who or what the words in *italics* refer to.

#### Answers

1 in the park 2 Jeremy 3 pushing him in the pond 4 Jack's parents 5 Jeremy's parents and Jack's parents 6 returning the money 7 find Jeremy and ask for his forgiveness, and tell Jack's parents the truth 8 the cute guy in high school

**Challenge!** Which opinions expressed in the comments do you agree with? What do you think Jack should do? Tell a partner.

Ask students to stay in their pairs, and to talk about each of the comments. Give them time to have a discussion, then have a class vote to see which comment they most agree with.

### Listening

#### Skill: Listening for the main idea

a  [2.24] Listen to four people talk about past regrets. Write the number of each regret (1–4) next to the correct person.

Tell students they are going to listen to four people each talk about a past regret. Explain they should listen and match each person with a regret. Point out that they should write the number of each regret (1–4) in the box provided next to each person. Read aloud each regret. Explain that listening for the main idea in this way is a useful skill. When students are ready, play the audio. Check answers as a class.

#### Answers

Vanessa – 3, Steve – 2, Leah – 1, Miguel – 4

b  [2.24] Listen again and write down the words and phrases that helped you decide.

Tell students to listen again. Explain that they should note down any words or phrases that helped them to decide which past regret each person is talking about. Play the audio, then ask students to get into pairs and compare their answers. If necessary, play the audio again, then check answers as a class.

#### Answers

Vanessa: rushed out, busy intersection, lights, nobody was badly hurt; Steve: very emotional and hurt, you say things you don't mean, we never spoke to each other after that; Leah: saw it lying there on the side of the road, good brand, very expensive, mine was broken, I picked it up, took it home, I still have it; Miguel: far behind everyone else, impossible to catch up, the big day, a tiny notebook, nobody noticed

#### Audioscript

##### Vanessa

It was my fault. I mean, I shouldn't have rushed out like that at a busy intersection, and I should certainly have had lights. Fortunately nobody was badly hurt, but it was my fault, and I've never forgiven myself.

##### Steve

Yes, it was very sad. At the time, I was feeling very emotional and hurt, and so, you know, you say things you don't mean. I wish I hadn't said the things I did, but we never spoke to each other after that, and I've always felt bad about it.

##### Leah

Well, it was years ago, and I was on my way home when I just saw it lying there on the side of the road. It was a very good brand, very expensive, and I should have taken it to the police station, but mine was broken, and in those days I didn't have much money, so instead I picked it up and took it home. I still have it actually, although I often think I did the wrong thing.

##### Miguel

It was wrong of me, I know. I shouldn't have done it. The problem was that I was so far behind everyone else – it was impossible to catch up – so, yes, when the big day came, I took a tiny notebook in with me, and luckily nobody noticed. I've never felt right about it, though.

# Vocabulary

## Word formation (2)

### a Complete the chart.

Tell students to look at the chart. Point out that there are three columns, each headed with a different part of speech: *Adverb*, *Noun* and *Verb*. Draw students' attention to *correctly* and *predictably* and point out that these are adverbs. Add that many adverbs end in *-ly*. Then point out that *help* and *sympathy* are nouns, and that *regret* and *apologize* are verbs. Explain to students that they should complete the chart with the missing adverbs, nouns and verbs. Check students have understood, then tell them to begin. When they have finished, ask them to get into pairs and compare their answers. Finally, check answers as a class.

#### Answers

Adverb	Noun	Verb
regretfully	regret	regret
correctly	correction	correct
apologetically	apology	apologize
predictably	prediction	predict
helpfully	help	help
sympathetically	sympathy	sympathize

### b With a partner, add more words to the chart.

Ask students to get into pairs and explain they should think of some more words to add to the chart. Give an example, such as *pleasingly*, *pleasure*, *please*, then tell students to begin. When students are ready, have them write their ideas on the board in three columns.

#### Optional

Ask students to get into pairs and take turns saying a word from the chart in exercise a or on the board from exercise b. Their partner should say the part of speech (e.g., *adverb*, *noun*, *verb*).

### Challenge! Look at the words in the chart. With your partner, mark the stress on each word.

Write on the board *correctly*, and ask students how many syllables it has (three) and where the main stress is (in the middle). Draw a circle above each syllable, with a larger circle above the middle syllable that has the main stress. Ask students to stay in their pairs. Tell them to read aloud each word in the chart in exercise a, identify the number of syllables, and mark the main stress. When students have finished, ask them to call out their ideas and check the stress is correct.

# Writing

## Write about something you regret. Look at the Study guide to help you.

Read aloud the points in the **Study guide** as students read along. Tell students they should follow the steps to write a paragraph about something they regret in the past. Emphasize they should use *I wish/If only* and *should have* wherever possible, and review the form and use of the language of regret if necessary. Refer students to the example beginning, then monitor and help as needed. You may want to collect students' work to grade.

#### Example answer

I wish I hadn't given up baseball after high school. I used to like it because all my friends played it. I was good at baseball, too. If only I had continued to play baseball in college, I might have become a famous baseball player. Instead, I took up tennis, but I wish I hadn't because I didn't enjoy it so much. I really think I should have continued with baseball.

#### Optional

Ask students to make groups and read aloud their work to each other. Encourage their classmates to respond with sympathy.