

UNIT OBJECTIVES

- discuss past actions and their present results
- react to past situations
- describe a negative experience; offer sympathy and reassurance
- write a short story based on a set of facts
- discuss and present an alternate history

IN HINDSIGHT

3



START SPEAKING



FIND IT

- A People often say “Hindsight is 20/20.” What does this mean? Use a dictionary or your phone to help you. Do you agree with the expression? Why or why not?
- B Now look at the picture. What is happening? Why do you think the man chose to do this? In hindsight, do you think he would make the same choice again? Why or why not?
- C Think of a time when you did something that didn’t end well. What were the consequences? Do you regret it? For ideas, watch Andrea’s video.

EXPERT
SPEAKER



Would you say hindsight has helped Andrea learn from this experience?



- discuss past actions and their present results

1 LANGUAGE IN CONTEXT

- A **PAIR WORK** Look at the meme. Do you think it's funny? In what kinds of situations are you likely to hear "I told you so"? When was the last time someone said it to you?
- B **1.21** Listen to part of a podcast about "hindsight bias." What is it? What are the dangers of it?



1.21 Audio script

"I told you so."

"Well, if you'd mentioned all this road work, I would've gone a different way."

"Well, if you'd been listening, you'd have heard me say that the highway is always better, and we wouldn't be sitting in this traffic jam right now!"

"I told you so" – one of the most annoying phrases in the English language, especially when it isn't true! Did she really **foresee** what was going to happen? No, she just got lucky. This is a classic example of "hindsight bias."

Humans have the ability to **review** and **reconsider** past experiences and **analyze** the decisions we made. This is how we learn from our mistakes. Hindsight bias interferes with this process, making it difficult to accurately **evaluate** past situations. If you're convinced you knew how something would eventually turn out, then you **dismiss** any doubts you might have had beforehand, you **reject** alternative scenarios that might have led to the same outcome, and you **fixate** on a single explanation.

Hindsight bias also makes it easy to **presume** you know what's going to happen in the future. If you're convinced there was only one way to **interpret** a past situation, you're less likely to **envision** creative solutions for new problems. You just go with the first idea that comes to you and **disregard** the advice of others. And soon, you're the one hearing "I told you so."

GLOSSARY

bleach (n) a chemical whitener used for laundry

2 VOCABULARY: Thought processes

- A **1.22** Look at the **bold** verbs in the script. How are they used in context? Match them to the categories. Listen and check.

- 1 thinking about the future: _____, _____
- 2 examining something: _____, _____, _____
- 3 re-examining something: _____, _____
- 4 not accepting something: _____, _____, _____
- 5 an unproductive way to think: _____, _____

- B **Now go to page 143. Do the vocabulary exercises for 3.1.**

- C **PAIR WORK** **THINK CRITICALLY** Which thought processes would you use to write a summary of a long text? To choose a vacation destination? To examine a friend's unusually bad behavior?

First, you need to analyze the text for main ideas and then evaluate which points support them.

3 GRAMMAR: Variations on past unreal conditionals

A Read the sentences in the grammar box. Complete the rules.


Variations on past unreal conditionals


Well, if you'd mentioned all this road work, I would've gone a different way.

Well, if you'd been listening, you'd have heard me, ...

... and we wouldn't be sitting in this traffic jam right now.

- 1 To refer to an unreal action in the past, use *if* + _____ + past participle. To describe an unreal action in progress in the past, use *if* + _____ + *been* + verb + *-ing*.
- 2 To describe the imagined reaction in the past, use _____ + *have* + past participle.
- 3 To describe the imagined reaction in the present, use _____ + verb OR + *be* + verb + *-ing*.
- 4 In these sentences, *'d* could be a contraction of *would* or _____.

B  Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.1.

C  1.23 **PAIR WORK** Listen to the story of someone who suffered as a result of hindsight bias. How could he have acted differently to change the outcome? Write three sentences using *if* to talk about possible alternative scenarios.

4 SPEAKING

A **GROUP WORK** What do you think is happening in each situation? Choose one of them and imagine the back story (the events that led up to it). Write three or four sentences to tell the story. Then give your paper to another group.



B Read the story from the other group. Discuss how things could have turned out differently. Write five sentences with *if*. Share them with the class. How many different scenarios did your group come up with?

If the woman hadn't left her purse in her car, ...

C **THINK CRITICALLY** Why is it important to consider multiple possible back stories? What are some different ways that doing so can be helpful?

1 LANGUAGE IN CONTEXT

- A **PAIR WORK** Would you describe yourself as a relaxed or a nervous person? How would your closest friends describe you? Do the quiz. Do your answers support your self-description?

MELLOW OR MELODRAMATIC?

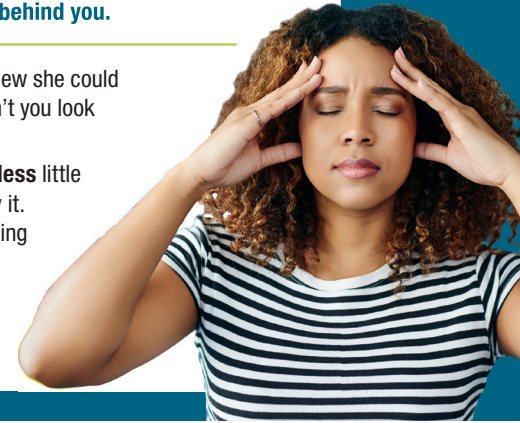
How good are you at handling awkward situations? When you've done something foolish, do you stay composed or do you get flustered? When someone offends you, are you gracious and forgiving, or are you spiteful and determined to get even? Take the quiz to find out your true temperament.

QUESTION 1: You arrive home and realize you left your house keys at work. What do you do?

- A You get **hysterical** and start to cry. You should have checked that you had your keys before you left! This is a complete disaster!
- B Ugh! You should have given an extra key to a neighbor. You call friends until one of them invites you to stay at their place.
- C You're **resourceful**; you can solve this problem. Ah-ha! You call a coworker who is working late and lives nearby. She drops off your keys an hour later. You feel **victorious**!

QUESTION 2: Over lunch, you tell some friends an embarrassing story about your new boss. As you're leaving, you see her sitting at the table right behind you.

- A You just want to crawl under a rock. You knew she could have been having lunch then, too! Why didn't you look around first?
- B You smile and say hello. It was just a **harmless** little story. She might not have been offended by it. She may have even liked that you were talking about her.
- C You walk away as if nothing happened. There's no reason to feel **defensive** or guilty. She may not have heard you.



- B Compare your answers as a class. Would you say that you generally go with the flow or blow things out of proportion? What are some other possible reactions to the situations in the quiz? For ideas, watch Andrea's video.

EXPERT SPEAKER

How are Andrea's answers different from the options in the quiz?

2 VOCABULARY: Describing emotional reactions

- A **1.24 PAIR WORK** Look at the **bold** words in the quiz. Write them in the correct category in the chart below. Look up any words that you're not sure about. Then listen and check.

Positive reaction	Negative reaction	Context dependent
mellow	melodramatic	

- B **Now go to page 143. Do the vocabulary exercises for 3.2.**
- C **PAIR WORK** Read the situations in the box. Choose one and prepare a short conversation to act out for another pair. Can they guess what emotional reactions you're expressing?

an accident that is your fault an argument with your parent(s)
a surprise party for you winning a prize



3 GRAMMAR: Commenting on the past

A Read the sentences in the grammar box. Complete the rules with words from the sentences.

Commenting on the past

You **should have checked** that you had your keys before you left.

You **should have given** an extra key to a neighbor.

You knew she **could have been having** lunch then, too.

She **might not have been offended** by it.

She **may not have heard** you.

- 1 You can use _____, _____, and _____ to discuss possible alternative scenarios in the past.
- 2 You can use _____ and _____ *not* to criticize a past action or lack of action.
- 3 To describe actions in progress, use *could/may/might/should* + _____ + _____ + verb + *-ing*.
- 4 You can also use the passive voice: *could/may/might/should* + _____ + _____ + past participle.

B Now go to page 131. Look at the grammar chart and do the grammar exercise for 3.2.

C Read question 3 from the quiz on page 24. Write three answer choices using *could have*, *may have*, *might have*, or *should have*. Check your accuracy. Share your answer choices with the class. Who came up with the best ones?



ACCURACY CHECK

Remember to use the past participle after *have* when talking about the past.

You should have ~~tell~~ her. X

You should have told her. ✓

QUESTION 3: You are about to go into an important meeting where several people are waiting for you. Your office phone rings, and you answer it without thinking. It's your mother. She doesn't sound upset, but she says she wants to talk to you about something important.

4 SPEAKING

A **PAIR WORK** Think of another situation with different possible reactions and create QUESTION 4 for the quiz along with three answer choices.

How about, you're walking your dog and it scares a little boy and makes him cry?

That's a good one. The mellow answer could be "You're not flustered by it. The little boy could have been crying about something else."

B **GROUP WORK** Share your quiz question with two other pairs of students. Do they like your answer choices? What other reactions might they have had?



- describe a negative experience;
- offer sympathy and reassurance

1 LISTENING

- A **PAIR WORK** Look at the picture at the bottom of the page. What has just happened? How do you think the person feels? What problems do you think this might cause?
- B **1.25 LISTEN FOR ATTITUDE** Listen to two conversations in which Ruben tells two different coworkers a story. Answer the questions.
- 1 What exactly happened with the coffee?
 - 2 What else went wrong?
 - 3 How does Ruben feel about the situation?
 - 4 Do you think he might be exaggerating?
- C **1.25 THINK CRITICALLY** Listen again. In what ways are the two versions of the story different? Why do you think that is? Who is more supportive, Claire or Amelia?
- D **PAIR WORK** Have you ever found yourself in a similar situation? Were your friends supportive? What did they say?

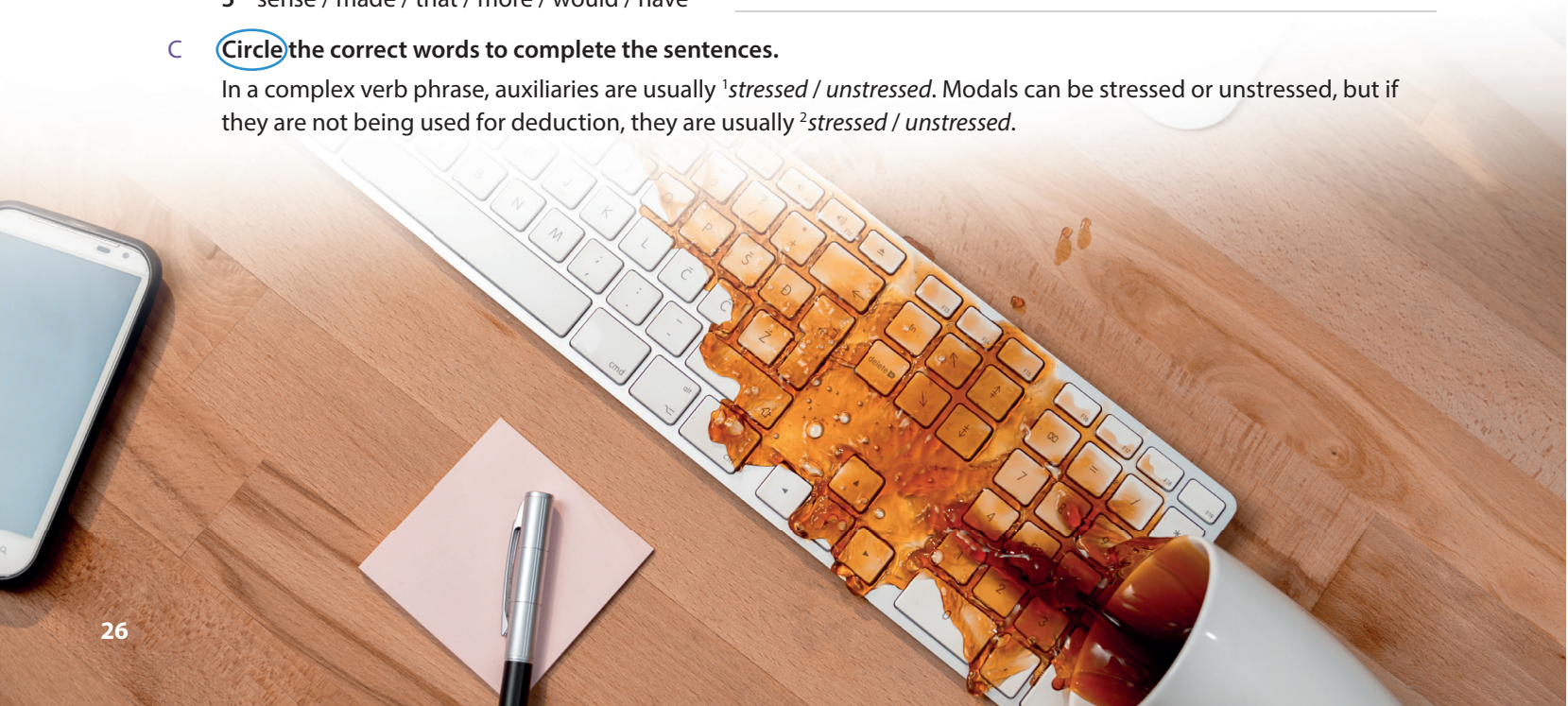
2 PRONUNCIATION: Listening for weak forms in complex verb phrases

- A **1.26** Listen and underline the complex verb phrases.
- 1 Don't you think you could be overreacting?
 - 2 I must have brought the wrong one.
 - 3 I'd emailed it to myself.
- B **1.27 PAIR WORK** Unscramble the sentences. Circle any words in the complex verb phrases that should be stressed. Listen and check.
- 1 day / been / it / had / a / terrible _____
 - 2 could / been / worse / have / things _____
 - 3 me / had / wish / listened / I / you / to _____
 - 4 have / hurt / could / someone / been _____
 - 5 sense / made / that / more / would / have _____

! You can use *literally* to exaggerate a description.
I literally froze!

- C Circle the correct words to complete the sentences.

In a complex verb phrase, auxiliaries are usually ¹*stressed / unstressed*. Modals can be stressed or unstressed, but if they are not being used for deduction, they are usually ²*stressed / unstressed*.



3 SPEAKING SKILLS

A Read the expressions in the chart from the conversations in exercise 1B. Match each heading from the box to the correct column and write them in.

Describing a bad experience	Offering sympathy and reassurance
It can't have been that bad. I'm sure it just felt that way. I'll bet no one even noticed. We've all been there. Everybody (goes blank) now and then. I think you're blowing it out of proportion. Things are never as bad as you think they are. You'll see – everything'll be just fine.	It was a total/unmitigated disaster! I wish I'd just stayed in bed today. I just couldn't believe this was happening! It was the worst presentation ever! You haven't heard the worst part yet. Everything that could possibly go wrong did go wrong.

B **PAIR WORK** Imagine that Claire and Amelia just told you about Ruben's "disaster." You go and talk to him and reassure him. Act out the conversation two times, taking turns as Ruben.

4 PRONUNCIATION: Using intonation to show emphasis

A **1.28** Listen to the sentences and notice intonation. Does it fall or rise at the end?

- I just couldn't believe this was happening!
- It was the worst presentation ever!

B **1.29 PAIR WORK** Listen. Which reading has more emphasis? Check (✓) A or B. Practice the ones you checked with a partner.

- | | | | | | |
|-------------------------------|----------------------------|----------------------------|--------------------------------|----------------------------|----------------------------|
| 1 It was such a mess! | <input type="checkbox"/> A | <input type="checkbox"/> B | 5 We got there two hours late! | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 2 Nice try! | <input type="checkbox"/> A | <input type="checkbox"/> B | 6 It was broken, I'm | | |
| 3 I can't believe it! | <input type="checkbox"/> A | <input type="checkbox"/> B | telling you, totally broken! | <input type="checkbox"/> A | <input type="checkbox"/> B |
| 4 I wish I'd never bought it! | <input type="checkbox"/> A | <input type="checkbox"/> B | | | |

C **PAIR WORK** Take turns giving details of what went wrong in the situations below. Be creative and use intonation to show emphasis.

- You forgot your best friend's birthday.
- You borrowed your roommate's sweater and got ink on it.
- You stayed in a terrible hotel.

5 SPEAKING

A **PAIR WORK** Read the situations. Choose one to act out. Take turns explaining what happened (add as many details as you want) and reassuring your partner. Then act out the other one.

- You just damaged your father's car. (Think about how and where it happened and the extent of the damage.)
- You just forwarded a personal email to the whole office by mistake. (Think about what was in the email.)

B **GROUP WORK THINK CRITICALLY** Tell the class about the situations and your partner's response. Whose situation was the most awful? Who gave the best advice? In a situation like this, what's more important, sympathy or honesty? Why do you think so?



- write a short story based on a set of facts

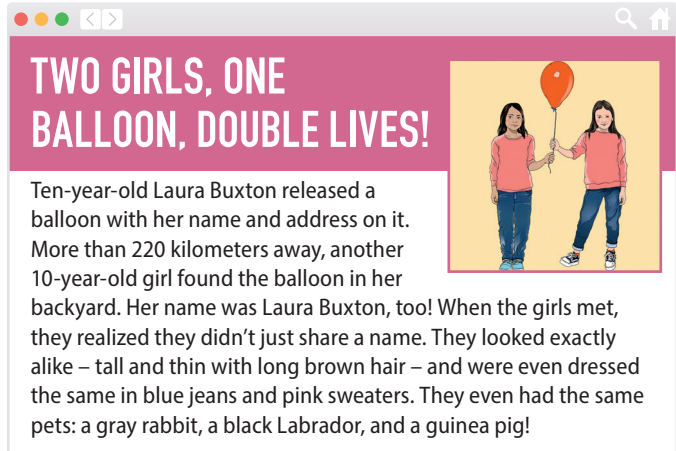
1 READING

- A **PREDICT CONTENT** Read the headlines of the two “clickbait” news stories. What do you think happened in each one? Read the stories to check your ideas.



MAN SAVES BABY – AGAIN!

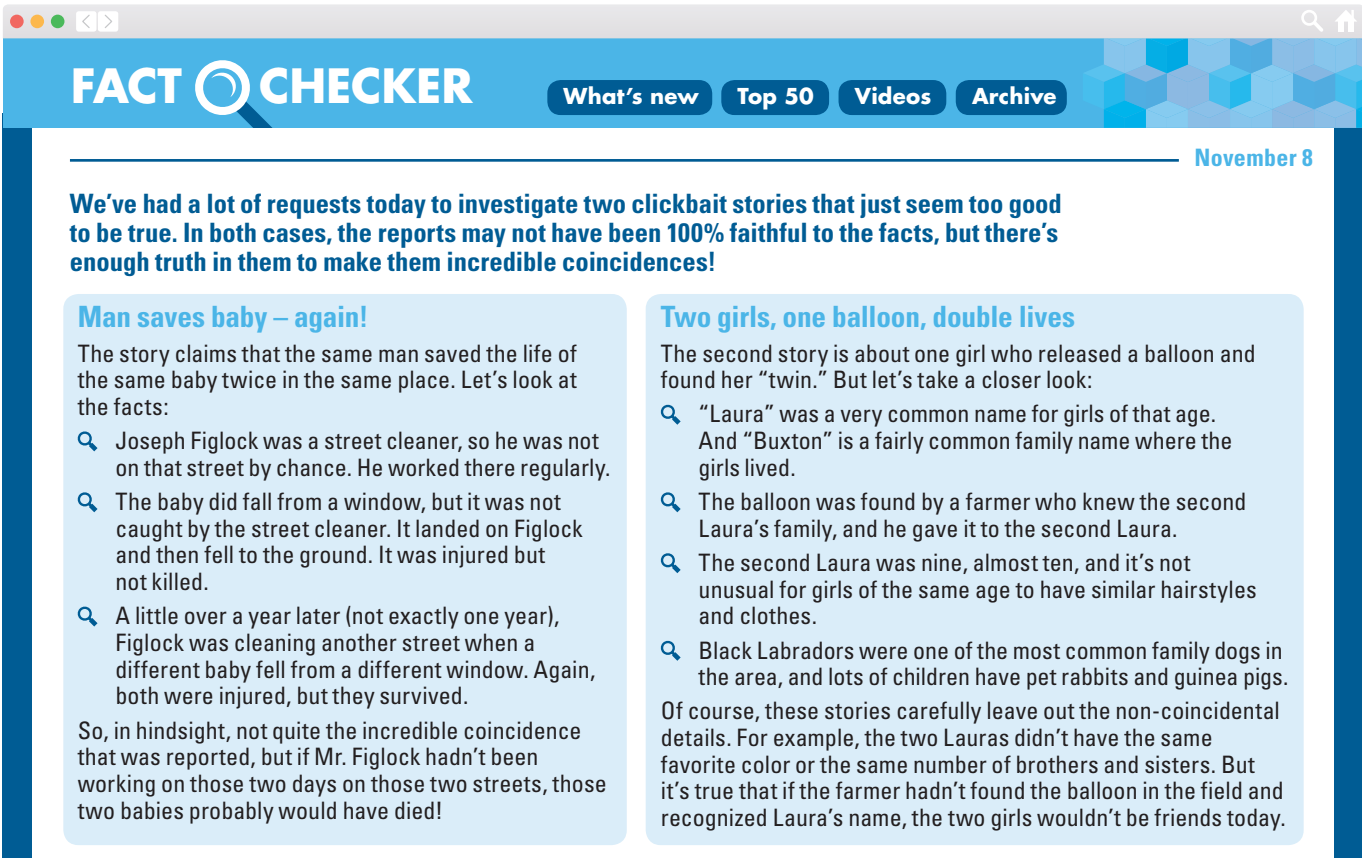
One day in the 1930s, in Detroit, Michigan, Joseph Figlock was walking down the street when a baby fell from a window in the building he was passing. He caught the baby and saved his life. One year later, on the exact same street, the exact same baby again fell out of the exact same window. And yes, you guessed it – our hero, Joseph Figlock, just happened to be there! Figlock again caught the baby and saved his life for a second time.



TWO GIRLS, ONE BALLOON, DOUBLE LIVES!

Ten-year-old Laura Buxton released a balloon with her name and address on it. More than 220 kilometers away, another 10-year-old girl found the balloon in her backyard. Her name was Laura Buxton, too! When the girls met, they realized they didn't just share a name. They looked exactly alike – tall and thin with long brown hair – and were even dressed the same in blue jeans and pink sweaters. They even had the same pets: a gray rabbit, a black Labrador, and a guinea pig!

- B **EVALUATE CONTENT** Do you believe the stories are true? Why or why not? Read the report on the two stories from a fact-checking site. Did the stories happen exactly as they were reported?



FACT CHECKER What's new Top 50 Videos Archive

November 8

We've had a lot of requests today to investigate two clickbait stories that just seem too good to be true. In both cases, the reports may not have been 100% faithful to the facts, but there's enough truth in them to make them incredible coincidences!

Man saves baby – again!

The story claims that the same man saved the life of the same baby twice in the same place. Let's look at the facts:

- Joseph Figlock was a street cleaner, so he was not on that street by chance. He worked there regularly.
- The baby did fall from a window, but it was not caught by the street cleaner. It landed on Figlock and then fell to the ground. It was injured but not killed.
- A little over a year later (not exactly one year), Figlock was cleaning another street when a different baby fell from a different window. Again, both were injured, but they survived.

So, in hindsight, not quite the incredible coincidence that was reported, but if Mr. Figlock hadn't been working on those two days on those two streets, those two babies probably would have died!

Two girls, one balloon, double lives

The second story is about one girl who released a balloon and found her “twin.” But let's take a closer look:

- “Laura” was a very common name for girls of that age. And “Buxton” is a fairly common family name where the girls lived.
- The balloon was found by a farmer who knew the second Laura's family, and he gave it to the second Laura.
- The second Laura was nine, almost ten, and it's not unusual for girls of the same age to have similar hairstyles and clothes.
- Black Labradors were one of the most common family dogs in the area, and lots of children have pet rabbits and guinea pigs.

Of course, these stories carefully leave out the non-coincidental details. For example, the two Lauras didn't have the same favorite color or the same number of brothers and sisters. But it's true that if the farmer hadn't found the balloon in the field and recognized Laura's name, the two girls wouldn't be friends today.

- C **THINK CRITICALLY** Do you think it's important to fact-check stories like these? Why or why not? In what other situations do you think it is or isn't important to fact-check details and sources? How can you do that?

2 WRITING

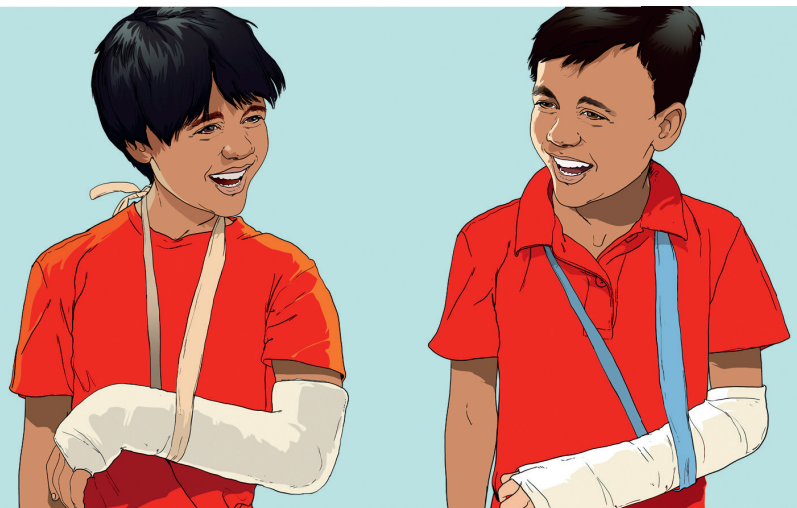
- A Read the story about another strange coincidence. Compare it with the notes on the right. Which pieces of information from the notes did the writer leave out of the story? Why?

New	World	Science	Technology	Entertainment
<p>One Christmas, twin sisters Lorraine and Levinia, who lived about ten minutes apart by car, each suddenly decided, on the spur of the moment, to deliver the other her Christmas present. It was cold and snowy, and the country roads between their two houses were dangerously icy. Neither of the sisters had snow chains on their tires, and both ended up sliding on the ice and crashing head-on into another car. And guess who was in the other car? Yes, that's right. They crashed into each other! They were both taken to the hospital, where they were both found to have broken their left leg. And of course, they ended up spending Christmas together in the same hospital!</p>				

- Twin sisters, Christmas
- Heading to each other's house to deliver presents
- One in large SUV, other in small sports car
- One coming from work, the other from shopping
- One on her own, other with her kids
- Snow/ice; both no chains on tires
- Crash happened about 8 p.m.
- One broke left arm and leg, other just left leg
- One stayed overnight, other had surgery, stayed two weeks

- B **CREATE COHESION** Look at the **bold** words and phrases in the story in exercise 2A. Notice how they are used to highlight the coincidences. Use them to complete the story below.

¹ _____ nine-year-old twin brothers, Mitch and Toby, were playing ² _____ in their backyard. They were racing each other down the slide. Suddenly, they ³ _____ fell, Mitch from the top of the slide and Toby at the base. The ⁴ _____ of them were taken to the hospital. They were ⁵ _____ very brave, and ⁶ _____ of them cried. However, the doctors found that ⁷ _____ of them had broken their left arm in exactly the ⁸ _____ place. The brothers went home with their arms in casts, and ⁹ _____ of them was allowed to play on the slide again until they'd ¹⁰ _____ gotten better!



WRITE IT

- C **PAIR WORK** Student A: Go to page 157. Student B: Go to page 159. Read about a strange coincidence.
- D **PLAN** You're going to write a short story of about 100 words based on the set of facts you read in exercise 2C. Look again at the stories in exercises 2A and 2B.
- How does each story begin?
 - In what order are the events of the story presented?
 - How are the coincidences emphasized?
- Think about how to organize the facts of your story and emphasize the coincidences similarly. Then write your short story.
- E **PAIR WORK** **THINK CRITICALLY** Read each other's stories. Which story is more believable? Why? What improvements can you suggest for your partner's story?

TIME TO SPEAK

The ripple effect

LESSON OBJECTIVE

- discuss and present an alternate history



A DISCUSS With a partner, look at the picture of ripples on water. What do you think “the ripple effect” means when talking about our lives? Think of something that has caused ripples in your life recently. What was it and how did it affect you? What could you have done differently? How would that have changed things?

B Think about the ripple effect on a larger scale. Read the “what if” scenarios. Choose one of them and discuss possible ripples that would have or might have resulted. Take notes as you go.

- What if the internet had never been invented? How would your childhood have been different?
- What if you had lived 100 years ago? How would your life have been different? What choices would you have had? What options wouldn't you have had?
- What if you had been born in a different country (choose one)? What would your childhood have been like there? Would you have made the same choices? *Could* you have made the same choices?

No internet – would have played outside more, probably would have become interested in science, might have chosen to study biology instead of math, ...

C DECIDE Join two other pairs to form a group of six. Present your ideas and decide which scenario is the most interesting in terms of the changes it might have caused in life today. Choose one scenario to tell the class about.

D PRESENT Share your scenario and at least three ripple effects with the class. Listen to the other groups. Ask questions to explore more possible ripple effects.

E AGREE Discuss the scenarios presented and decide which one would have the greatest ripple effect – on your own lives and on society as a whole.

▶▶ To check your progress, go to page 153. ▶▶

USEFUL PHRASES

DISCUSS

If that were the case, I probably wouldn't have ...

My whole world would have been different.

DECIDE

We explored the second scenario, and we figured ...

We should present your scenario because ...

PRESENT

It would have been a disaster because ...

We might have stopped ... before it happened.