

3 LUCKY BREAKS

OBJECTIVES

FUNCTIONS: giving encouragement to someone who's feeling nervous
GRAMMAR: mixed conditionals (review); alternatives to *if*
VOCABULARY: phrasal verbs; expressions with *luck*; expressions with *over*



READING

- 1 **SPEAKING** Look at the pictures. For each one:
- 1 describe what you think is happening / has happened.
 - 2 say what might happen next.
 - 3 say how each person could possibly be unlucky.
 - 4 say how each person could possibly be lucky.
- 2 Read the magazine article quickly.
- 1 Match the stories to the pictures (1–3).
 - 2 How does each writer think they were lucky?
- 3 1.14 Read again and listen and mark the statements T (true), F (false) or DS (the text doesn't say).
- 1 Amanda had never been in a play before. ☐
 - 2 The teacher was impressed when Amanda demonstrated that she knew the main character's lines. ☐
 - 3 Amanda went to drama school and then joined a local acting group. ☐
 - 4 Jason's father shouted at the taxi driver when he missed his plane. ☐
 - 5 None of the passengers survived the plane crash. ☐
 - 6 Janine's car swerved and hit a tree. ☐
 - 7 Roadside assistance arrived on the scene after 30 minutes. ☐
 - 8 Janine married the man who came to fix her car. ☐

- 4 **SPEAKING** Work in pairs and discuss the questions.
- 1 In your opinion, who was the luckiest person: Amanda, Jason's father or Janine? Who was the least lucky?
 - 2 Which story do you like the most / least? Why?
 - 3 Can you think of any other lucky breaks that you or people you know have experienced?

TRAIN TO THINK

Behaviour based on myths rather than facts

- 1 Work in pairs. Read this dictionary definition of a myth and answer the questions.

myth *noun* (FALSE IDEA)
a commonly believed but false idea:
*Statistics **disprove** the myth **that** women are worse drivers than men.*



1 Breaking into acting

At school, when I was 16, we started to rehearse the end-of-term play. The teacher gave me a small part and that was fine. As we started rehearsals, two things stood out for me. The first was that I really enjoyed this acting thing, even though it was my first go at it. I found memorising my lines really easy and I was able to remember other characters' lines, too. Secondly, I realised the girl who'd taken on the lead role couldn't act!

Anyway, about a week before the play opened, she fell over and broke her leg, poor thing. The teacher didn't know what to do. I told her I could step in. She was pleasantly surprised when I was able to recite the main character's lines off by heart at the next rehearsal and she gave me the part. The play was a huge success. Also, someone from a local theatre group came and invited me to join them. I did, and that really helped me get into drama school, which was the start of my acting career.

When that poor girl broke her leg, it was an unlucky break (ha, ha!) for her but a lucky one for me. If she hadn't broken her leg, I'd probably be in a run-of-the-mill office job or something now.

Amanda

My lucky break

We asked readers to write and tell us about a lucky break that changed their lives. Here are some of their replies.

2 A jammy escape

I know this was really my dad's lucky break, but from my perspective, it was mine too. About ten years ago, my dad had to go to a really important business meeting in another city, and he had to catch an early morning flight. He took a taxi but it got stuck in a horrendous traffic jam and by the time he got to the airport, his plane had already taken off. He was really angry because he knew he was going to be late for the meeting. They managed to get him on the next plane and off he went. When he landed and got through to arrivals, he was surprised by what he saw: there were TV cameras all over the place and crowds of people frantically waiting for news. It turned out that the plane he'd missed earlier that morning had crashed.

If it hadn't been for that traffic jam, my dad would probably no longer be here.

Jason



3 Breakdown and start-up

Just over two years ago, I was driving home fairly late one night on a quiet road when another car suddenly came hurtling towards me. I had to swerve off the road to avoid it and I almost hit a tree. I wasn't hurt, but I couldn't get my car to start. It had broken down. I felt quite anxious as it was late and there were hardly any other cars around. I phoned roadside assistance for help and they told me someone would be there in around half an hour. After about five minutes, a car pulled up and a friendly-looking man got out. He asked me if I was OK and I told him what had happened. He kindly offered to stay with me until help arrived. There was something very calm and soothing in his voice, so I took him up on his offer. We started talking and really hit it off. By the time the roadside assistance man turned up, we'd arranged to meet again. Two years on, he's now my husband and I wish I could thank the reckless driver who forced me off the road. If they were a better driver, I'd never have met the love of my life.

Janine

- 1 According to the dictionary entry, who are worse at driving, women or men?
- 2 If someone believes women are worse drivers than men, how might this affect their behaviour?

Sometimes we change our behaviour or make a decision because of a myth or false belief. These myths can range from culturally-shared false beliefs such as 'breaking a mirror means bad luck', to more personal ones, such as 'I wear my lucky T-shirt to every football match that my team plays in'.

Most of us are aware that such behaviour has no actual influence on the outcome of an event, but despite this, we still act as if the false belief we have is fact.

2 Which of these myths do you feel are personal beliefs and which are widely held ones?

- 1 I always put my left leg into the bath first.
- 2 If I spill salt accidentally, I throw it over my shoulder and make a wish.
- 3 I never walk under a ladder. It brings bad luck.
- 4 I never travel on Friday 13th. It's an unlucky day.
- 5 I tap my phone three times before I turn it on.
- 6 I always use the same pen to do my exams.

3 **SPEAKING** Discuss in pairs. Which myths do you or people you know have? How do these myths affect your / their behaviour?

GRAMMAR

Mixed conditionals (review)

1 Match the beginnings and endings of these sentences from the article. Then complete the rule with **present** and **past**.

- 1 If she hadn't broken her leg,

2 If it hadn't been for that traffic jam,

3 If they were a better driver,
- ☐

☐

☐
- a my dad would probably no longer be here.

b I'd never have met the love of my life.

c I'd probably be in a run-of-the-mill office job or something now.

RULE: Mixed conditionals are used:

- to connect an imaginary past (*had* + past participle) with a ¹_____ result (*would* + infinitive) as in sentences 1 and 2.
- to connect a hypothetical present (past simple) with a ²_____ result (*would have* + past participle) as in sentence 3.

Pronunciation

Unstressed words in connected speech

Go to page 120.

2 Choose the correct options.

- 1 My cousin lived in Chicago for five years as a child. If she *didn't live / hadn't lived* there, she *wouldn't speak / wouldn't have spoken* English as well as she does.

2 Yo-Yo Ma plays the cello exceptionally well. He *wouldn't be / wouldn't have been* as famous as he is if he *didn't learn / hadn't learned* from such a young age.

3 I don't feel very well. If I *hadn't eaten / didn't eat* two bars of chocolate, *I'd be / I'd have been* OK now.

4 I'm never on time. If I *wasn't always / hadn't always been* late, I *wouldn't get / wouldn't have got* in trouble with the teacher yesterday.

5 She was really rude to me. We *would still be / would still have been* friends now if she *didn't say / hadn't said* those things.

6 I'm not very good at football. If I *was / had been* a better player, I'm sure I *would have been chosen / would be chosen* for the school team last week!

3 Rewrite the sentences using a mixed conditional structure.

- 0 I'm tired today because I didn't sleep well last night.
If I'd slept well last night, I wouldn't be tired today.

1 I know how to play the game. My friend explained it to me yesterday.

2 I haven't got any money. I didn't buy a present for my mum.

3 My sister had an accident. She's in hospital.

4 He's a very talented tennis player. He won four tournaments last year.

5 I missed the train. I'm not in Manchester yet.

4 **WRITING** Write two mixed conditional sentences about yourself or someone you know.

- 1 If _____, I wouldn't be here now.

2 _____ if I'd had a bit more luck.

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VOCABULARY

Phrasal verbs

1 Replace the words in bold with phrasal verbs from the list in the correct form, then read the magazine article again and check.

turn up | stand out | pull up | take up | break down
step in | take on | turn out

- 1 As we started rehearsals, two things above all else **became very clear**.

2 The girl who'd **accepted** the lead role couldn't act.

3 By the time the roadside assistance man **arrived**, we'd arranged to meet again.

4 It **finally became clear** that the plane he'd missed earlier that morning had crashed.

5 The car had **stopped working**.

6 After about five minutes, a car **approached and came to a stop**.

7 I **accepted** his offer.

8 The teacher didn't know what to do. I told her I could **help** (in a difficult situation).

2 **SPEAKING** Work in pairs and answer the questions.

- 1 What would you do if you were in a car that broke down?

2 Have you ever had to step in at the last minute? What happened?

3 Have you ever turned up far too late (or too early) for something? What happened?

3 **WRITING** Use phrasal verbs from Exercise 1 to write two more questions for your partner.

4 **SPEAKING** Work in pairs. Ask and answer your questions.

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3 LUCKY BREAKS



LISTENING

- 1 Can you name the people in the photos above? What's the connection between the famous people and the objects?
- 2 1.16 Listen and check your ideas from Exercise 1.
- 3 1.16 Listen again to Mark and Clare.
- Who believes in luck, and who doesn't?
 - Who thinks that having lucky objects or doing things to bring luck is outdated in the 21st century?
 - What happens to Clare at the end with the pen?
- 4 1.16 Listen again. Complete each sentence with between one and three words.
- When Mark travels anywhere, he always wears his _____.
 - Clare thinks that whether a plane will _____ or not doesn't depend on socks.
 - Mark's grandfather always had to put his _____ on the ship first.
 - According to Mark, it's common to have lucky numbers, _____ and _____.
 - Tennis player Serena Williams always bounces the ball _____ before serving.
 - Clare needs the pen to make a list of things she needs for the _____ on Saturday.

VOCABULARY

Expressions with *luck*

- 1 **SPEAKING** Read the sentences. What do the underlined phrases mean? Discuss in pairs.
- I paid £10 for this T-shirt and then I saw the same one in another shop for £8! It's just my luck.
 - He always wears those shoes when he plays. He thinks they bring him luck.
 - A Does the number 21 bus stop here?
B Yes – and you're in luck. Look, there's one coming now.
 - A I missed the last train by 15 seconds!
B Oh, bad luck. What did you do – walk home?
 - A I failed my driving test.
B Oh, sorry to hear that. Better luck next time.
 - A Did you get wet on your walk?
B No! As luck would have it, we got home just before the rain started.
 - A It was my first ever go at one of those competitions, and I won!
B Huh! Beginner's luck.
 - A Dad's agreed to drive me to football practice. I think I'll ask him if he can pick me up too. I don't feel like walking home.
B That might be pushing your luck. He'll be watching TV later.

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SPEAKING

Work in pairs and answer the questions.

- Have you ever had beginner's luck when playing a new sport or game? When / How?
- Do you or does anyone you know have any things that they do to bring them good luck?
- Give an example of a time when you've pushed your luck.

READING

- 1 Look at the title of the blog. Have you ever seen this word before? What do you think it means?
- 2 Read the blog quickly to check your ideas from Exercise 1.
- 3 Read again and answer the questions.

1 What was the wildlife photographer hoping to do?

2 What was lucky about the photo he took?

3 How do translators feel about the word 'serendipity'?

4 What example is mentioned of serendipity in science?

5 What example is given of serendipity in history?

6 What example of serendipity does the writer give from her own experience?

- 4 Are these things examples of serendipity or not? Why (not)? Put a tick or a cross in the box. Then compare with a partner.

1 ☐ You've lost a ring at home. You look everywhere for it. Then a family member comes in and says: 'Look! I found your ring in the car.'

2 ☐ A footballer tries to kick the ball to score a goal. He kicks it very badly, but accidentally passes it to another player in his team, who scores.

3 ☐ You're looking for a book in your room. You look on a shelf and see a DVD that you thought you'd lost.
- 5 **SPEAKING** Work in pairs. Discuss your answers to the questions.

1 How would you translate the word 'serendipity' into your language?

2 Do you know of any examples of serendipity from a film / book / TV show?

3 Have you experienced serendipity in your own life (or has someone you know)?

> JANET'S 'ODD WORD' BLOG. This week: 'serendipity'.

Serendipity



A wildlife photographer was waiting, hoping to get a shot of a relatively rare bird, a particular kind of heron. He'd waited several frustrating hours with no luck at all. He needed a photo soon, otherwise it would be too dark. Suddenly, to the photographer's delight, a heron settled on a branch right in front of him. The photographer raised his camera, focused in and took the shot just before the heron flew away. Feeling particularly pleased with himself, the photographer looked at the image. To his astonishment, he saw that behind the heron, his photograph had also captured a very, very rare woodpecker flying past. He hadn't seen it, but without even trying, he'd photographed an even rarer bird than the one he was aiming for.

This is an example of serendipity – a word which, according to some translators, is among the ten most difficult English words to define and translate. It means something like 'the fact of finding interesting or valuable things by chance'. The key thing is that if you come across something fortuitous by chance, it's serendipity, provided that you weren't consciously trying to find that thing at the time.

Cases of serendipity can be found in numerous fields, such as science. Back in the 1800s, a man called Wells was at a demonstration of laughing gas (ether and nitrous oxide). After being given the gas, the patient started laughing, as expected. But then he suddenly fell over and cut his leg rather badly. To everyone's surprise, the man reported that he couldn't feel any pain. Wells hadn't been looking for it, but he'd made a medical discovery – certain gases reduce and can even almost eradicate pain. Had Wells not been there that night, anaesthesia might have taken longer to be discovered.

History offers further examples. In 1492, Columbus set out from Portugal to try to find an alternative route to India. What he found was the land we now know as America. He was looking for one thing and found another.



Most of us can probably think of at least one example of serendipity in our own lives. A friend of mine was trying to come up with an idea for an online article but got completely stuck. Frustrated, she decided to go out to a local café. She sat there and as she was sipping her coffee, she heard two people talking behind her. A man was telling a story that sounded so unbelievable that she knew it had to be true. She asked the people if she could interview them for the article – unless she got their permission, she wouldn't be able to use their story. They agreed and her article turned out to be one of the top trending articles of the week.

GRAMMAR

Alternatives to *if*

1 Complete the sentences from the blog on page 34 by writing one word in each space.

- 1 He needed a photo soon, _____ it would be too dark.
- 2 If you come across something fortuitous by chance, it's serendipity, _____ you weren't consciously trying to find that thing at the time.
- 3 _____ she got their permission, she wouldn't be able to use their story.

2 Read these sentences. Underline the word(s) that could be replaced with *if*. Then complete the rule with *unless*, *otherwise*, *as long as* and *suppose*.

- 1 You can borrow it as long as you're very careful with it.
- 2 Suppose you were on holiday – what would you be doing now?
- 3 Imagine you could live anywhere in the world – where would you live?

RULE:

- There are many alternatives to *if*, including *provided that*, *as long as*, *unless*, *otherwise*, *suppose* and *imagine*.
- We use *provided that* and ¹_____ in the same way as *if*, but they make the main clause even more dependent on the condition.
- The word ²_____ is used after an order or suggestion to indicate what the result will be if the order or suggestion isn't followed.
- When we use the word ³_____ instead of *if*, it gives the verb that follows a negative meaning.
- *Imagine* and ⁴_____ are often followed by a second or third conditional clause.

3 Choose the correct options.

- 1 Everything will be fine *as long as* / *suppose* / *unless* you're very careful.
- 2 *Imagine* / *Provided that* / *Unless* you could meet someone famous – who would you choose?
- 3 We'll arrive before eleven o'clock *provided that* / *unless* / *otherwise* the traffic is bad.
- 4 Go to bed early, *unless* / *as long as* / *otherwise* you'll be tired tomorrow.
- 5 *Unless* / *Suppose* / *As long as* we left now – what time would we get there?
- 6 *Imagine* / *Provided that* / *Unless* you practise hard, you'll play the guitar well in a few months.

4 Rewrite the sentences using the word in brackets.

- 0 Could you survive if you had no Internet for a day? (Suppose)
Suppose you had no Internet for a day – could you survive?
- 1 I always enjoy eating out in restaurants if the food's good. (as long as).
- 2 I never work at the weekend if I don't have to. (unless)
- 3 Everyone deserves some good luck. If not, it's not fair. (otherwise)
- 4 I don't mind working hard if I get good exam results. (provided that)

5 **SPEAKING** Which of sentences 1–4 in Exercise 4 do you agree with? Why?

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THINK VALUES

How do we feel about luck?

1 Make notes on how you'd feel in each of these situations.

- 1 You know someone who, in the past, said things about you that you didn't like. You hear that they had some bad luck – they slipped and broke their right arm just before an important exam.
- 2 You hear that someone you like very much has just won a competition and the prize is a week's holiday in a wonderful place.
- 3 You take a multiple-choice test. You don't know many of the answers at all but you guess them. You discover that you got a score of 17 out of 20.

2 **SPEAKING** Work in pairs. Compare your answers to Exercise 1 and then discuss these questions.

- 1 What would be the best response to each situation?
- 2 Is this a true reflection of how you really feel?
- 3 What, if anything, would be an inappropriate response?

WRITING

A story

You are going to write a story. It must begin or end with this sentence:

It was the luckiest day of my life.

- 1 Decide whether to base this on a true story or an invented one. But make sure that there's some luck involved.
- 2 It's important to plan before you begin writing. Think about and make notes on the following:
 - the background (where you were, what was happening, etc). Use a range of narrative tenses.
 - how the event proved to be lucky and changed things in your life. Try to use conditionals and some of the 'luck' vocabulary in the unit.

Write your story (250–300 words).

PHOTOSTORY: episode 1

The talisman

1 Look at the photos and answer the questions.

- Where are Jack and his mum? How do you think Jack is feeling?
- What is Jack's mum giving him and why?

2 1.17 Now read and listen to the photostory. Check your ideas.



1

MUM Hi, Jack. How was your final driving lesson?

JACK OK, I guess.

MUM You must be quite a good driver now, overall. Just about ready for your test, I'd say.

JACK Just about ready? I'd better be more than just about ready. After all, the test is just over a week from now!

MUM True. How do you feel about it?

JACK Honestly, I'm terrified. I just keep going over all the things that could go wrong. What if I forget to use the indicator? Or what if I get a really strict examiner, or other drivers start beeping at me? What if a dog runs out into the road or what if I go too fast ...

MUM Jack, Jack, calm down. I'm sure you'll be fine. You've been practising quite a lot, and your instructor says you handle yourself and the car very well. You're going to be fine.

JACK I'm just really nervous. Passing this test is really important for me, you know? When I get my licence, well, if I get my licence, it'll mean I can be a lot more independent. Assuming you lend me the car now and again, of course.

MUM Oh, we'll sort something out. I'm sure I can let you have it sometimes at the weekend – as long as I don't need it, that is.

JACK And that's another thing. You really need your car. What if I do something to it, like, break it or damage it?

MUM Jack, stop that. You can't worry yourself sick every time you get in the driver's seat. Confidence is a big part of being a good driver.

JACK Then I'm really in trouble! I'm not feeling confident at all! Oh, Mum, I don't know. Maybe I'm not ready for this.



2

MUM Jack, come and sit down a minute. I think I can help you.

JACK What do you mean?

MUM I think it's time to give you the talisman.

JACK The talis- what?

MUM The talisman.

JACK What on earth is that, Mum?

MUM A talisman is like a lucky charm, or a protector. This is our family talisman. My grandmother got it when she went to Spain a long, long time ago. She never went anywhere without it. She gave it to her daughter – my mother – when she left her home and immigrated to England, to bring her good luck. And my mother gave it to me when you were born. It's always protected our family and brought us good fortune. Take this with you to the driving test, and you're bound to pass.

JACK Tell me you're not serious, Mum. Do you honestly think having that is going to affect my test? I don't believe in lucky charms.

MUM Oh, Jack. Be careful! That talisman is very powerful. Don't say anything against it. But even if you don't believe in it, carrying it can't do you any harm, can it? What have you got to lose?

JACK OK, Mum, if it makes you happy.

MUM That's the spirit. You'll thank me when you pass.

DEVELOPING SPEAKING

3 Work in pairs. Discuss what you think happens next. Write down your ideas.

We think that Jack passes and then thanks his mum for the talisman.

4  EP1 Watch the video to find out how the story continues.

5 Answer the questions.

- 1 What does Amanda say about the talisman?
- 2 How many times has Ethan taken his driving test before today?
- 3 Why does Ethan think he's failed?
- 4 Why doesn't Mr Schultz do Jack's driving test?
- 5 Does Jack pass or fail the test?
- 6 What is Jack's view of the talisman at the end?

PHRASES FOR FLUENCY

1 Find these expressions in the story. Who says them? How do you say them in your language?

- 1 After all
- 2 now and again,
- 3 ..., that is.
- 4 What have you got to lose?
- 5 Assuming ...
- 6 we'll sort something out.

2 Use the expressions in Exercise 1 to complete the dialogues.

- 1 A Do you go there very often?
B No, only _____.
- 2 A You should ask Janine to go to the cinema with you. _____?
B Well, nothing I guess, _____
I ask her and she says yes!
- 3 A Your French is amazing!
B Not really. My mum is French, _____.
- 4 A You've invited 50 people to the party? We can't provide food for 50 people!
B Oh, don't worry – _____!
- 5 A Are we going to have dinner now?
B Yes – if it's OK with you, _____.

WordWise

Expressions with over

1 Look at these sentences from the unit so far. Complete them with the words and phrases from the list.

all over | all over again | fell over
overall | just over | going over

- 1 She _____ and broke her leg, poor thing.
- 2 _____ two years ago, I was driving home fairly late one night on a quiet road.
- 3 I've got ink _____ my hands now! Just my luck!
- 4 You must be quite a good driver now, _____.
- 5 I just keep _____ all the things that could go wrong.
- 6 So you fail, and you have to take it _____.

2 Choose the correct options.

- 1 It rained a bit, but we had a good weekend *overall* / *all over*.
- 2 We weren't listening, so the teacher had to tell us *overall* / *all over again*.
- 3 It was really windy last night and a lot of trees *went over* / *fell over*.
- 4 I understand the instructions really well because we've *fallen over* / *gone over* them four times!
- 5 Look at this mess! There are books and clothes *all over* / *just over* the floor.
- 6 It took us *just over* / *all over* five hours to drive home.

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FUNCTIONS

Giving encouragement to someone who's feeling nervous

1 Complete what Jack's mother says when he tells her he's feeling nervous about his test.

Mum: 'Jack calm down. I'm sure _____.'

2 Which of these expressions could also be used to give someone encouragement when they're feeling nervous?

- You've got this!
- What a nightmare!
- Take a deep breath.
- I've got my fingers crossed for you.

3 **ROLE PLAY** Work in pairs. Student A: Tell student B something that you feel nervous about. Student B: Give encouragement to student A using and expanding on the expressions in Exercises 1 and 2. Then switch roles. Who did the best job of encouraging their partner?

Possible topics:

- you're about to sing in front of the whole school
- you're about to take a university entrance exam
- you're about to play in a crucial football or basketball match