

New
ENTERPRISE



Student's Book

Jenny Dooley



Express Publishing

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Legends & Festivals

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Try Polish 1)
 like pierogi from street food
 2)



See street 3)
 such as dancers and
 4)



Attend an open-air show
 featuring 5)
 and a huge flying dragon
 6)



Watch a 7) of
 people dressed in colourful
 8)

The City of Dragons

Every June, the people of Krakow, Poland, hold the Dragon Parade. Find out what Lisa Harris thought of it all as she meets a fire-breathing dragon and sees a legend brought to life.

At first, I thought it was just a dragon **sculpture** on the banks of the Vistula River. But while I was taking photos of it, it suddenly roared into life and blew flames into the sky! It nearly scared me to death! **1** Were they making a film? Kasia, my guide, just laughed, calmed me down and told me about the Wawel Dragon ...

Legend has it that in the days when Krakow used to be the main city of Poland, Wawel Castle was home to King Krakus and his daughter, the princess. These were dangerous times – a terrible dragon was living in a cave nearby and attacking Krakow's residents as well as their cattle and sheep. King Krakus offered his daughter in marriage to anyone who killed the dragon. The brave men of Krakow **set off** hoping to win the princess.

2 Near the castle, Skuba the shoemaker was working hard when he heard about the King's offer. He wasn't a fighter, but he was very clever, and he **came up with** a plan. He took the skin of a sheep, filled it with sulphur and left it outside the dragon's cave. The dragon ate it hungrily, but the sulphur made

the dragon extremely thirsty. **3** In fact, it drank so much that it burst – and with the dragon dead, the shoemaker married the princess!

Now that I knew the legend, I was ready to enjoy this amazing event. Everywhere I turned, there were different activities **celebrating** the culture of Krakow. **4** It was the start of the spectacular open-air show! Huge dragon-shaped balloons soared into the sky surrounded by smoke and colourful lasers. There were dragon boats on the river, too. I've never seen anything like it – it totally blew me away!

The day after, the Old Town parade took place. There was dancing and juggling, and local bands were playing folk music. **5** Many of them were marching through the town with handmade dragon puppets, each hoping to win the best dragon **contest!** There were also lots of street stalls selling pierogi. **6** They were absolutely delicious – one of the many highlights of my trip to this amazing city!



Check these words

legend, roar into life, flames, cave, residents, cattle, sulphur, burst, soar, juggling, march, highlight

Vocabulary Festivities

1 Look at the pictures and complete the gaps (1-8) with the words below.

- dishes • balloon • parade • fireworks • jugglers
- performers • stalls • costumes

Reading

2 What cultural event are the pictures about? What is the legend behind it? Read the text quickly to find out.

Study Skills

Missing Sentences

Read the text and the missing sentences. Look closely at the words before and after each gap. Look for hints, e.g. reference words (we, they, etc) or linking words. This will help you do the task.

3 Read the text again and fill in the gaps (1-6) with a correct sentence (A-G). One sentence is extra. Then explain the words in bold.

- A** But the dragon had each of them for dinner.
B Then, all of a sudden, the sky exploded as the fireworks display began.
C It's a traditional dish from Poland, similar to a filled dumpling.
D Also, the streets were packed with people dressed up in imaginative costumes like characters from the legend!
E No one knows where the legend came from.
F It was so thirsty that it drank all the water in the river.
G I couldn't believe my eyes!

4 COLLOCATIONS Find and complete the verbs in the text that describe the following. Complete the phrases (1-6) and then make sentences with them.

- | | |
|------------------------|---------------------|
| 1 a parade | 5 the contest |
| 2 into life | 6 couldn't |
| 3 photos | my eyes |
| 4 sb in marriage | |

5 PHRASAL VERBS Fill in the correct particle.

blow sb away: to impress sb
blow into (a place): to arrive unexpectedly somewhere
blow sb off: to not meet sb at an arranged meeting
blow up: 1) to enlarge a photograph; **2)** (of a balloon, etc) to fill with air
blow sth out: (of a candle, etc) to extinguish using your breath

- 1 A: Check out this photo of Pawel blowing the candles on his birthday cake.
 B: And there's Anna in the background blowing some balloons.
 2 A: Guess what? Kelly's just blown town.
 B: Really! I haven't seen her in ages!
 3 A: I thought the art fair was amazing. It really blew me
 B: It's just a shame Tom wasn't there. I don't know why he blew us

6 PREPOSITIONS Fill in: of, into, in (x2), by, with, to.



Last week, I went on a trip to the small village of Njardarheimr near Oslo in Norway. It's home **1)** the Gudvangen Viking Market – a festival of all things Viking! The village itself is amazing – it's next to a river and surrounded **2)** snowy mountains. When I got there, the streets were packed **3)** people dressed **4)** Viking costumes. It was like stepping back **5)** time. There was an archery demonstration and people could have a go. I tried my best, but my arrow just went straight up **6)** the sky! Anyway, I had the time **7)** my life there and can't wait to go again next year.

7 WORDS EASILY CONFUSED Fill in culture, custom or tradition. Check in your dictionary.

- 1 Attending a festival abroad is a great way to experience the local
 2 It is the to take off your shoes when entering a house in Japan.
 3 It's a to wear something green on St Patrick's Day.

Speaking

- 8 **SPEAKING** **ICT** Listen to and read the text. Do more research about the legend of the Wawel Dragon and the Dragon Parade. Imagine you were at the event. Prepare a podcast about it.

Writing

- 9 **ICT** Research a legend in your country that is celebrated today. Make notes under the headings: legend – name of event – when/where – activities. Use your notes to write an article for an international culture magazine.

Grammar in Use

BLOG

SEARCH

Last summer, I **1) saw** a play at Shakespeare's Globe in London. As a child, I **2) went** to the theatre all the time, but this was my first time in the Globe. It's the theatre where actors performed Shakespeare's plays in the late 16th and early 17th century. The original theatre **3) burnt** down, but this one opened in 1997.

A cold wind **4) was blowing** on the evening of the play. I arrived at 7:45, but the doors were still closed. People **5) were standing** outside patiently and they **were chatting**. Then the doors **6) opened** and everyone **rushed** inside. As I **7) was walking** to my seat, I **noticed** that there was no roof! The stage was covered, but most of the audience had no shelter – just like in the original theatre!

The play was a comedy, *Much Ado about Nothing*, and we **8) were** all **enjoying** it. Then, after about an hour, I felt a drop of rain. Soon, it was pouring, but nobody in the audience left. We got soaking wet – but it was a great experience! I haven't returned to the Globe since then, but I've just bought tickets for next Wednesday evening. And one thing's for sure – I'll definitely bring a raincoat!



Past simple – Past continuous

pp. GR....

1 a) Read the blog entry. Identify the tenses in bold. Which past tense do we use for:

- background information in a story?
- an action which happened at a specific time (stated, implied or already known) in the past?
- past actions which happened one immediately after the other?
- two or more actions which were happening at the same time in the past?
- a past action which was in progress when another action interrupted it?
- past habits?
- an action which was in progress in the past?
- a past action which won't take place again?

b) Find examples of time expressions used with past simple or the past continuous in the blog entry.

2 Put the verbs in brackets into the past simple or the past continuous.

- A large crowd (**watch**) the parade when it (**start**) to rain.
- Jon and Jane (**not/go**) to the puppet show last night; they (**not/feel**) well.
- The judges (**crowd**) the king and queen at the end of the parade.
- (**people/sing**) along while the band (**play**)?
- Jane (**not/chat**) online at 5 pm yesterday; she (**rehearse**) for her role in the college play.
- The wind (**blow**) strongly and the rain (**pour**) when we got up that morning.
- When (**the event/first/take**) place? In the 17th century.

3 a) Complete the sentences with your own ideas.

- The sun was shining and
- She entered the shop and
- He was walking down the road when
- It started raining, but
- She was sitting on a bench when

b) **SPEAKING** Choose one of the sentences in Ex. 3a and continue the story.

Past simple vs Present perfect

pp. GR....

4 Look at the underlined verbs in the blog entry in Ex. 1. How is the present perfect different from the past simple? When do we use it?

5 Choose the correct tense. Give reasons.

- We **didn't attend/haven't attended** a theatre performance since 2010.
- The graduation ceremony **started/has started** at 1 pm; it's nearly over now.
- At what time **did they let off/have they let off** the fireworks last night?
- The twins **won/have won** the best costume competition three times.
- Did you ever fly/Have you ever flown** in a hot-air balloon?
- They **booked/have booked** their tickets online and then **made/have made** reservations at a hotel.

6 Put the verbs in brackets into the past simple, the past continuous or the present perfect.

Hi everyone!

1) (any of you/ever/be) to Scotland? Well, I'm here now for the Loch Ness Marathon. I 2) (arrive) in the Highlands capital, Inverness last night. While my taxi 3) (take) me to my hotel, I noticed signs and pictures around the city that 4) (show) a strange creature like a sea serpent. The driver 5) (tell) me why.

Scottish folklore says there is a creature in Loch Ness called the Loch Ness Monster. There is no real proof that it exists, but the local people 6) (take) it to their hearts and call it 'Nessie'. The first sighting was in the 1870s by D. Mackenzie, but the monster first 7) (attract) national attention in the 1930s when lots of people reported seeing it. However, scientists believe the sightings were hoaxes and there 8) (not/be) any reports lately.

Nevertheless, the Loch Ness Marathon attracts 8,000 runners every year and the event 9) (raise) a lot of money for good causes since it 10) (begin). Also, Nessie makes a great mascot. Click [here](#) for photos.

used to – would – be/get used to

▶ pp. GR....

7 Study the theory. Then cross out the incorrect item in the sentences.

- We use **used to/would/past simple** for past habits. *James **used to travel/would travel/travelled to Melbourne every year when he was younger.***
- We use **used to/past simple** for past states. *They **used to be/were big fans of folk music when they were kids.** (NOT: They would be ...) BUT He left last week. (past action – we can't use **used to**)*
- We use **be used to + noun/pronoun/-ing form** to show that we are accustomed to (doing) sth. *Sam **isn't used to flying.***
- We use **get used to + noun/pronoun/-ing form/to** show that we are getting accustomed to sth gradually. *Mark **got used to living in York.***

- 1 Dave **was going/would go/used to go** to a lot of music performances when he was a teenager.
- 2 Richard **didn't use to/wouldn't/didn't** like fireworks until he went to New York for July 4th.
- 3 Ben **isn't used to/didn't use to/hasn't got used to** eating Polish food yet, so he still prefers fast food.
- 4 **Did you use to go/Would you go/Did you go** to Winterlude when you lived in Canada?

8 **SPEAKING** Think of various celebrations/cultural events. Say which of the activities in the list you/your family members used to/didn't use to do when you were 8 years old. Use the prompts below and your own ideas.

- put up decorations • send greeting cards • prepare/special meal • take part in/town procession • watch special TV programmes • light bonfires • exchange gifts • watch/fireworks display

*On my birthday, my family used to **put up decorations** all over our house.*

*I used to **send greetings cards** to all of my relatives for New Year.*

9 Complete the second sentence so that it means the same as the first. Use between two and five words.

- 1 Ben started wrapping gifts at 9:00 and he finished at 10:30. **WAS**
Ben at 9:45.
- 2 Sarah called during our dinner. **EATING**
While Sarah called.
- 3 The last time I watched a parade was in 2017. **NOT**
I since 2017.
- 4 When I was younger, I didn't like poetry. **USE**
When I was younger, I
..... poetry.
- 5 Jon doesn't mind eating spicy food anymore. **GOT**
Jon
spicy food.

Listening & Writing

10 Listen to Paul narrating a legend and put the events in the order they happened (1-8).

- A The two men went to a secret cave.
- B The bag of gold turned into sand.
- C The blacksmith replaced a horse's shoe.
- D The stranger gave the blacksmith a bag of gold.
- E The stranger asked him to make a horseshoe.
- F The blacksmith told everyone the secret.
- G The blacksmith promised not to tell anyone what he saw.
- H A strange man walked into a blacksmith's shop.


11 **WRITING** Use the ideas in Ex. 10 to write a summary of the legend.

Skills in Action

Types of holidays

UK Celebrations & Customs

- 1 a) Match the UK celebrations (1-6) to the customs (a-f). Make sentences, as in the example. Do you celebrate these events in your country?



1 Burns' Night (25th January)

2 Mother's Day or Mothering Sunday (one Sunday in March)

3 May Day (1st May)

4 Bonfire Night (5th November)

5 Remembrance Day (11th November)

6 New Year's Eve (31st December)

a let off fireworks at midnight and sing Auld Lang Syne

b light a huge bonfire, let off fireworks and eat toffee apples


c gather flowers and follow a procession led by the May Queen

d buy flowers or prepare breakfast for her


e read Burns' poems aloud, listen to traditional music on the bagpipes and eat haggis

f wear poppies and hold a two-minute silence

On New Year's Eve, people in the UK let off fireworks at midnight and sing Auld Lang Syne.

- b)  Think of two important celebrations in your country. How do you celebrate them?


Listening

- 2  You are going to hear five people talking about their experiences at different events. Read the sentences below. Match the sentences (A-E) to the speakers (1-4). There is one extra sentence.


- | | |
|--|-----------|
| A Another person's actions made me feel embarrassed. | Speaker 1 |
| B The disappointment I felt taught me an important lesson. | Speaker 2 |
| C A small change made an annual event more memorable. | Speaker 3 |
| D I was surprised when a custom was introduced to me. | Speaker 4 |
| E A small mistake changed my day in a big way. | |

Everyday English

Describing an event

- 3 Read the first two exchanges. What event did Steve attend?
 Listen and read to find out.


- P: Hey, Steve. I haven't seen you in a while.
 S: Hi, Paul. I've just come back from Scotland. I was there for ten days.
 P: Wow! What was it like?
 S: I had the time of my life. The highlight was on my last day when I celebrated Burns' Night with a Scottish friend in Edinburgh.
 P: I haven't heard of that. What's it about?
 S: It's a fantastic event where people read Burns' poems aloud and play traditional music on the bagpipes. I also tried the national dish, haggis!
 P: Really? What did you think of it?
 S: I liked it! Haggis is very tasty.
 P: It sounds like you had a wonderful time. I haven't experienced anything like that.
 S: Well, why don't you come with me next year? I enjoyed it so much that I'm definitely going back.
 P: Hmm, maybe I will. In fact, count me in!

- 4  Imagine you attended a celebration. Use the phrases in the language box to act out a dialogue similar to the one in Ex. 3.

Describing an event	Asking about an event
<ul style="list-style-type: none"> • The highlight was ... • It's a wonderful event/ evening, etc. where ... • I had a great time. 	<ul style="list-style-type: none"> • What was it like? • What's it about? • What did you think of it? • It sounds like you ...

Intonation: Stress-shift

Some words have the same noun and verb forms. These nouns have strong first syllables while the verbs have strong second syllables.

- 5 Identify the forms in bold in the sentences.
 Listen and repeat. Use the words in bold in sentences of your own.

- 1 a I'd like a **refund**, please.
 b They refused to **refund** our tickets.
- 2 a **Update** me on how preparations are going.
 b There is no **update** on the venue.
- 3 a Let me **present** Mr Harris.
 b I hope you like my **present**.

Reading

- 6 Read the email and complete the gaps with the word that derives from the word in bold. What is each paragraph about?

INBOX

Hi Ed,

A How's things? Last weekend, I went to the Robin Hood Festival near Nottingham, England. It's a **1** (**celebrate**) of the legend of Robin Hood! It takes place every year in Sherwood Forest.

B According to the legend, Robin Hood was a **2** (**hero**) outlaw in 12th-century England. He hated the way the King treated the people, so he decided to do something about it. He stole money from **3** (**wealth**) people and gave it to poor people. The King tried to arrest him, but Robin escaped to Sherwood Forest where he lived **4** (**happy**) with other outlaws.

C The festival was wonderful! When I entered, **5** (**magic**) were doing tricks and experts were giving demonstrations of archery. There were also **6** (**perform**) of medieval music and free samples of **7** (**taste**) medieval food. The whole event was like stepping back in time!

D The Robin Hood Festival is a must for anyone who's **8** (**fascinate**) by history. It's a pity you missed it. Why not come with me next year?

Kevin



Writing Tip

Using appropriate tenses

We use **present tenses** to give general information about a celebration and **past tenses** to describe the preparations and the activities on the actual day of the celebration we attended.

- 7 Read the Writing Tip. Find examples in the email in Ex. 6.

Recommending

- 8 a) **Fill in:** *miss, must, waste of time, well worth, disaster.*
- The International Kite Festival is a for anyone who likes kites.
 - If you get the chance to visit Japan, don't it!
 - It was a complete; I can't believe I spent so many hours there.
 - It was a huge; I was so disappointed.
 - It's visiting this festival. You won't regret it.

- b) **How has Kevin recommended the celebration in the email in Ex. 6?**

Writing (an email about a celebration you attended)

- 9 Read the task. Underline the key words. What are you going to write? Who is it for? What should it be about? What style should you use?

You have received an email from your penfriend.



Our English teacher has asked us to write about cultural celebrations in various countries that are based on a legend or a historical event. Have you attended one recently? What legend is it based on? How did people celebrate it? Would you recommend it?



Write back and tell me all about it.

Ben

Write your **email** (120-180 words).

- 10 **LISTENING FOR IDEAS** Listen to Pat's podcast and complete the gaps.

LEWES BONFIRE NIGHT

Place: Lewes, **1**

Date: 5th November

Numbers taking part: 5,000 locals and **2** visitors

Before bonfires: **3** of locals in costumes and marching bands

Number of bonfires and fireworks displays: **4**

Food: toffee apples, burgers and **5** potatoes

- 11 Imagine you attended the Lewes Bonfire Night last week. Use your notes from Ex. 10 to write your email. Follow the plan.

Plan

Hi + (your friend's first name)

Para 1: opening remarks; details of the festival

Para 2: legend/historical event behind the festival

Para 3: activities during the celebration

Para 4: feelings; recommendation; closing remarks

VALUES

Traditionalism

A people without the knowledge of their past history, origin and culture is like a tree without roots.

Marcus Garvey



Culture

Listening & Reading

1 Which of the following do you think people say bring bad luck in the UK?

- a building having a 13th floor
- finding money
- a black cat crossing your path
- black birds living in a castle
- saying the title of a play

Listen and read to find out.

2 Read the text and answer the questions.

- 1 How many people in the UK believe in superstitions?
- 2 What should actors do if they say the name 'Macbeth' by mistake?
- 3 How do high buildings avoid the number 13?
- 4 What can tourists see in the Tower of London?
- 5 What do people say will happen if the ravens leave the Tower of London?

3 Match the words in bold to their synonyms below.

- one of a kind
- ordinary
- infrequent
- kept
- careful
- fascinating

4 Match the underlined words/phrases to their opposites below.

- depressed
- add
- denying
- on purpose
- enter
- normal

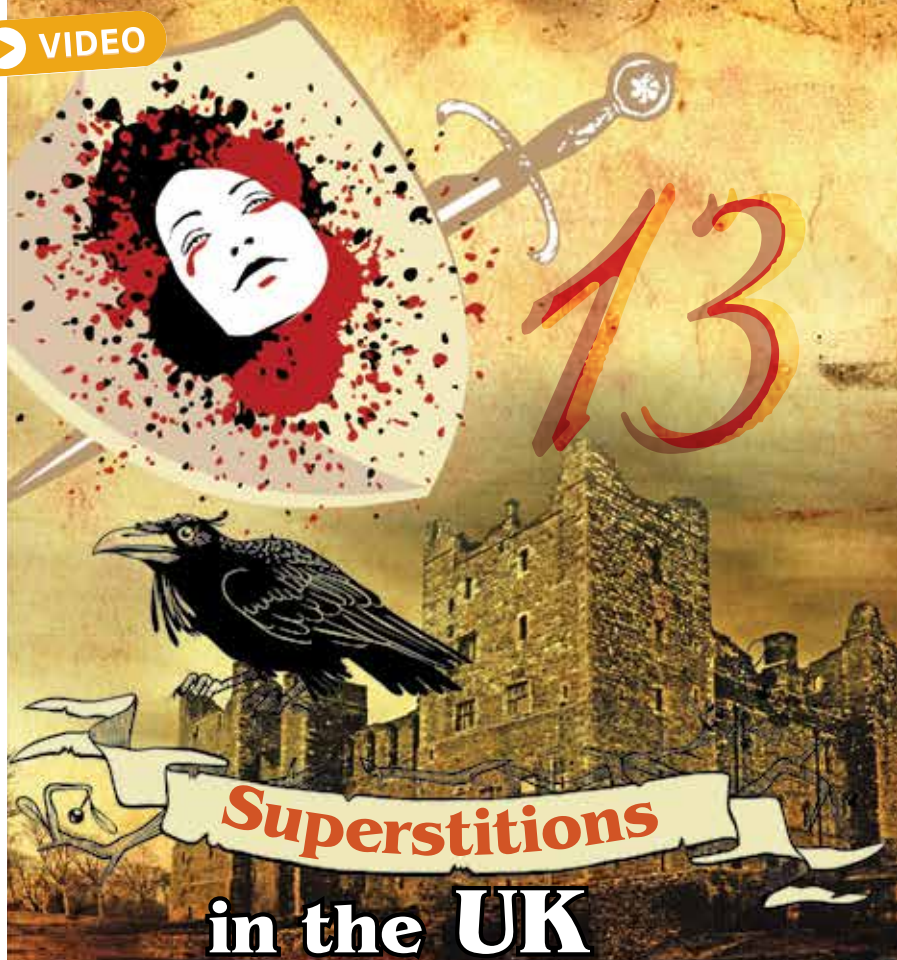
Speaking

5 **THINK** Read the following sayings about luck. What do they mean? Do you agree with any of them? Discuss.

*It is better to be born lucky than rich.
You make your own luck.
Bad luck comes in threes.*

Writing

6 **ICT** Find out information about superstitions and/or sayings about good/bad luck in your country or in other countries. Present them to the class.



*'Find a penny, pick it up and all day long, you'll have good luck' is just one of the many sayings about luck that UK citizens have. With over half of them admitting they get at least a little worried if a black cat crosses their path, it is no surprise that they have some **interesting** and, in some cases, **unique** superstitions.*

William Shakespeare was as one of the world's greatest playwrights. One of his most popular plays is *Macbeth*, and people have been performing it all over the world since then. Its name, though, is not popular at all with actors, who believe that saying it will bring bad luck: they call it 'the Scottish play' instead. If an actor accidentally says 'Macbeth', they will try to get rid of the bad luck by reciting a line from one of Shakespeare's other plays. If they are in the theatre at the time, they will exit the theatre, spin around and say 'Macbeth' three times before returning. It seems strange, but, after all, 'the show must go on!'

One of the most **common** superstitions in the UK is the fear of the number 13. There's even a word for it: triskaidekaphobia. Friday 13th is a day to be **cautious** and some people even stay at home to avoid disaster. 13 is not just about Fridays. Lots of blocks of flats and hotels miss out the thirteenth floor; the lift going from the 12th floor directly to the 14th. The London Eye may have 32 capsules for tourists to take in the sights of London, but they have the numbers 1 to 33, without, of course, the number 13.

Visitors to the UK should not miss the Tower of London, where the Crown Jewels are safely **stored**. Another attraction at the Tower is the seven (six plus one spare) coal-black ravens who live there. People call them the Guardians of the Tower. People say that if the ravens ever fly off and leave, then that marks the end of the UK! This may just be a superstition, but it seems British people aren't taking any chances! The ravens' carers keep them content with a diet of raw meat as well as the **occasional** treat – a special biscuit.



Check these words

penny, saying, path, admit, playwright, recite, spin around

Vocabulary

1 Fill in: stalls, dishes, costumes, performers, parades.

- We tried some delicious Maori at the festival.
- Have you seen the Susan made for her children to wear?
- There are two through the city; one at 10 am for children and one at 6 pm.
- We can buy something to eat from one of the food in the square.
- The street we saw at the Edinburgh Festival were very talented.

(5 x 3 = 15)

2 Choose the correct word.

- The **flame/highlight** of the event was the dragon contest.
- A **local/traditional** man told us about the festival.
- We **set/hold** a two-minute silence.
- That was an amazing fireworks **display/show**!
- All the **jugglers/puppets** you can see in the parade are handmade.
- Lots of people followed the **procession/march** through the town.
- The king **gathered/offered** his daughter in marriage to the prince.
- It's the **culture/custom** in my country to kiss people three times when you meet them.
- The event really **brings/takes** history to life.
- I couldn't **believe/show** my eyes when the fireworks display started.

(10 x 2 = 20)

3 Choose the correct item.

- They were all dressed **in/on/up** dragon costumes.
- Jake came **across/over/up** with a fantastic plan.
- Can you help me blow **into/out/up** these balloons?
- The Old Town is always packed **for/in/with** people during the festival.
- Please, blow **away/out/off** all the candles before you go.

(5 x 3 = 15)

Grammar

4 Put the verbs in brackets into the past simple, the past continuous or the present perfect.

- We were watching the band live on stage when the lights (**go out**).
- (**they/arrive**) at the festival yet?
- I (**learn**) to ice-skate when I was six.
- Penny (**not/eat**) Polish food since she left Krakow three months ago.
- (**you/drive**) back to your hotel when the storm started?
- Mary was taking pictures while we (**walk**) through the festival grounds.
- The event (**start**) an hour ago.
- Steve paid for a ticket and then (**enter**) the theatre.
- At 7:30 yesterday evening, they (**watch**) a fireworks display.
- I (**not/attend**) the event since I was a young boy.

(10 x 2 = 20)

5 Choose the correct item.

- When I was a child, I **would/used to** have a pet rabbit.
- Getting up early is hard for me, but my dad **is/gets** used to it because he's been a postman for 12 years.
- Did you **use/used** to go skating when you were young?
- Alice couldn't **get/be** used to the hot weather in Dubai.
- Tom **wouldn't/didn't use to** like traditional music, but now he enjoys it.

(5 x 2 = 10)

Everyday English

6 Match the sentences.

- | | |
|---|---|
| 1 <input type="checkbox"/> What's it about? | a Really? |
| 2 <input type="checkbox"/> I took part in an archery competition. | b I did. |
| 3 <input type="checkbox"/> What was it like? | c Count me in! |
| 4 <input type="checkbox"/> Why don't you come? | d It's a day when people celebrate Burns' poetry. |
| 5 <input type="checkbox"/> It sounds like you had fun. | e I had the time of my life! |

(5 x 4 = 20)

Total 100

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Lexical Competence

understand words/phrases related to:

- festivities
- celebrations & customs

Reading Competence

- understand texts related to festivities (read for key information – missing sentences; comprehension questions)

Listening Competence

- listen to and understand monologues related to celebrations (multiple matching)

Speaking Competence

- describing an event

Writing Competence

- write an article
- write a summary of a legend
- write an email about a celebration you attended