

Icons

3



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The big picture: lunch at the top of a skyscraper

1 Look at the pictures. In pairs, answer the questions.

- 1 Do you recognize the photos?
- 2 Where are the people?
- 3 What are they doing?
- 4 What are the differences between the pictures?

2  3.1 Listen and check your answers.

3 In pairs, discuss the questions.

- 1 Would you have lunch at the top of a skyscraper?
- 2 What is the most unusual place you've eaten lunch?
- 3 Read the definition of *icon*. Can you think of another iconic photo? Describe it to your partner.

icon (noun) An *icon* can be an image, a person or a building that people recognize immediately. It usually represents something.

Vocabulary

1 Complete the jobs with the word endings.

V subjects and jobs

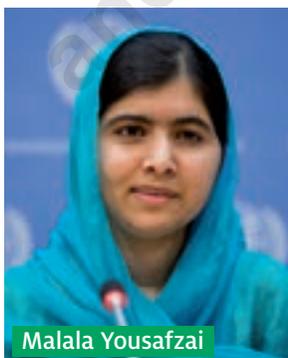
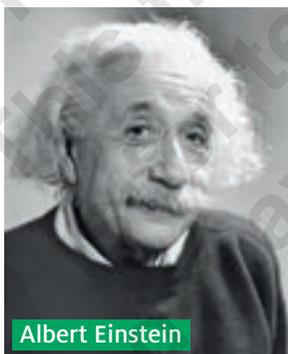
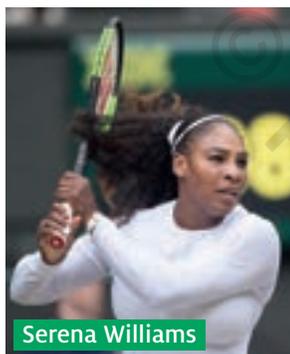
-ect -er -ete -ian -ist

Subject	Job
art	art.....
science	scient.....
athletics	athl.....
politics	politic.....
law	lawy.....
journalism	journal.....
architecture	archit.....
design	design.....
building	build.....
music	music.....
engineering	engine.....

3.2 Listen, check and repeat.

2 a **3.3** Look at the pictures and describe the people. Listen and check.

Serena Williams is an athlete from the USA.



b Do you think the people are icons? Why?

c In pairs, think of an iconic image, person or building for each of the subjects in exercise 1.

FRIDA KAHLO

Museum of Modern Art

4 MAY – 31 JULY

Listening

3 Look at the poster for an art exhibition. In pairs, answer the questions.

- 1 What do you know about Frida Kahlo?
- 2 How would you describe her paintings?
- 3 Would you like to visit the exhibition? Why/Why not?

4 **3.4** Listen to an interview about the exhibition. Why is Frida Kahlo an icon?

5 **3.4** Listen again. Are the sentences true (T) or false (F)?

- 1 It's easy to buy tickets for the exhibition today.
- 2 There are lots of products with Frida Kahlo's image on.
- 3 Frida Kahlo was a doctor before she was an artist.
- 4 She started painting because she couldn't walk.
- 5 A lot of her paintings are about her personal feelings.
- 6 The exhibition doesn't have any of her paintings.

Grammar

- 6 a Complete the questions with the auxiliary verbs in the box. In pairs, answer the questions.

are did do was can

- tickets for the exhibition selling well?
- Why people love Frida so much?
- What problems she have?
- What she planning to study?
- What you see in the exhibition?

b Which question has the answer *yes* or *no*? Look at the other questions again. Put the words in the box in the correct order.

auxiliary verb	main verb
question word	subject

- 3
- 4

- 7 a Choose the correct words to complete two more questions from the interview.

- Is / Does* she an icon?
- How old *she was / was she*?

b Choose the correct words to complete the rules.

- We *use / don't use* the auxiliary verb *do* with the verb *be* in questions.
- The subject comes *before / after* the verb *be* in questions.

G questions review

Wh- questions

Where do your parents live?

When did she learn to sing?

Why was he playing the guitar?

What can you say in Spanish?

Yes/No questions

Do you know any famous people?

Are you listening to me?

Did she take a photo?

Is he an artist?

→ Grammar reference: page 134

notice

Prepositions usually go at the end of questions:

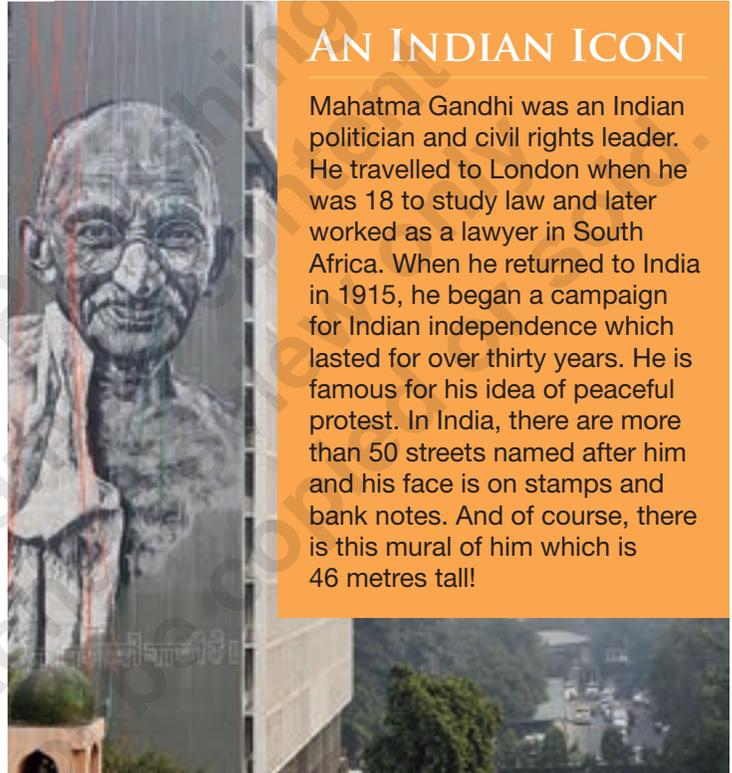
What's the exhibition **about**?

What are you waiting **for**?

- 8  3.5  **intonation in questions**  Listen to a Yes/No question and a *Wh-* question. Does the intonation go up or down at the end? Listen again and repeat.

- Are tickets for the exhibition selling well?
- Why do people love Frida so much?

- 9 Look at the picture. Who is the mural of? Why is he an icon? Read the text and check.



AN INDIAN ICON

Mahatma Gandhi was an Indian politician and civil rights leader. He travelled to London when he was 18 to study law and later worked as a lawyer in South Africa. When he returned to India in 1915, he began a campaign for Indian independence which lasted for over thirty years. He is famous for his idea of peaceful protest. In India, there are more than 50 streets named after him and his face is on stamps and bank notes. And of course, there is this mural of him which is 46 metres tall!

- 10 a Put the words in the correct order to make questions.

- study / South Africa / he / law / did / in / ?
- in / what / South Africa / he / doing / was / ?
- campaign / last / did / how / the / for / long / ?
- famous / is / for / what / he / ?
- can / where / face / you / his / see / ?
- mural / how / is / tall / the / ?

b In pairs, ask and answer the questions. Remember to use the correct intonation in the questions.

Speaking

- 11 a Think of a famous person, alive or dead, but don't say who it is.

b In pairs, ask and answer the questions. Try to guess your partner's famous person.

Is he/she alive or dead?

Is he/she a man or a woman?

What is/was his/her job?

What is/was he/she famous for?

Vocabulary

1 Look at the pictures. Match them with the words in the box. Do you recognize any of them?

V buildings and structures

bridge castle cathedral mosque
palace ruins skyscraper stadium
statue tower

- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

3.6 Listen, check and repeat.

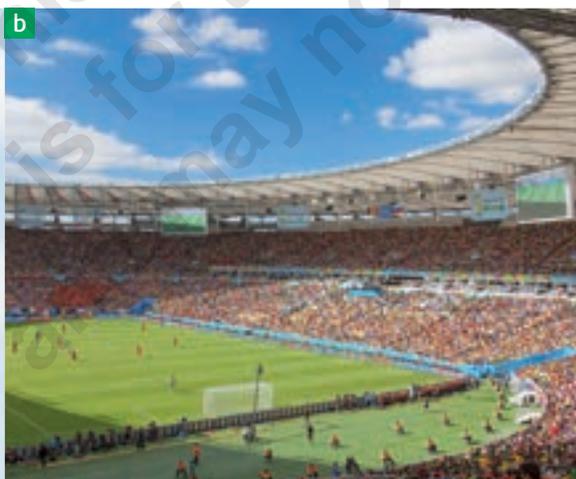
2 Choose five buildings or structures from the Vocabulary box and think of an example of each in your country. In pairs, compare your answers.

Listening

3 a Look at the pictures. In pairs, answer the questions.

- 1 What types of building are they?
- 2 Which countries are they in?
- 3 Why are they famous?

b **3.7** Listen to a podcast and check. Which building do you think is the most interesting? Why?



Grammar

- 4  **3.8** Complete the sentences from the podcast with the numbers in the box. Listen and check.

200,000 20,000 1211 200 1831 1950

- Brazil played Uruguay in the World Cup. This was at a time **when** everyone thought Brazil were the best team in the world.
 - Unfortunately for most of the people **that** were in the stadium, Uruguay won 2–1!
 - People became more interested in the cathedral in, the year **when** *The Hunchback of Notre Dame* was published.
 - You soon see why it gets its name – because of the blue tiles **which** cover the walls.
 - In 2001, it was declared safe for another years by the engineers **who** fixed it.
 - But what if I tell you that this castle, built in, is the place **where** Count Dracula lived?
- 5 Look at the words in **bold** in the sentences in exercise 4 again. Complete the rules with the words in the box.

that when where which who

- Use or to talk about things.
- Use or to talk about people.
- Use to talk about places.
- Use to talk about times.

G relative clauses

This is the bridge **which/that** joins Denmark and Sweden.

This is the book **which/that** I bought from the shop at the castle.

She's the architect **who/that** designed the new skyscraper.

Is this the stadium **where** Arsenal won the FA cup?

Wednesday was the day **when** we went to the cathedral.

→ Grammar reference: page 134

- 6  **3.9**  **relative pronoun stress** Listen to the questions and sentences. When is the underlined word stressed? Listen again and repeat.

- a Who do you live with?
b This is the friend who I live with.
- a When did you buy this?
b I bought this when I started my new job.
- a Where did you park the car?
b It's on the street where Jon lives.
- a Which hotel did you stay in?
b That's the hotel which we stayed in.

- 7 a Look at the picture below of Bristol in the UK. What buildings can you see?

b Choose the correct words to complete the questions and answers. In pairs, practise asking and answering the questions with the correct stress.

- Do you know a place *where / who* I can get a good view of the city?
The place *where / when* you can see the whole of Bristol is the top of Cabot Tower.
- Is there a cinema *who / which* shows foreign films?
Yes, the place *that / when* shows the best variety of films is the Watershed.
- Are there any special days *that / when* everyone gets together to celebrate something?
Yes, the Harbour Festival is a time *when / which* the streets are full of people.
- Are there any famous people *who / where* live here?
Not many, but the one person *which / who* everyone wants to see is Banksy, the graffiti artist.
- What is the one thing *that / who* every visitor must see?
The one thing *who / that* most tourists love is walking across the famous Clifton Suspension Bridge.

c In pairs, take turns to ask the questions again. Give answers about where you live.

Speaking

- 8 a Complete the circles with examples which are important to you.

a name
.....

a date
.....

a place
.....

an object
.....

an activity
.....

b In pairs, take turns to guess why each word is important to your partner.

Is 9 February 2015 the day when you got married?

No, it isn't. It's the day my son was born.

Reading

- Look at the pictures. In pairs, answer the questions.
 - How many signs and symbols do you recognize?
 - Where do you normally see them?
 - What do they mean?



- Read the text and match pictures a–f to the first five paragraphs.
- Choose the best summary of the text.
 - Pictures are more useful than words.
 - Using symbols is part of human nature.
 - Most symbols are very old.

- Read the Skill box. Then in pairs, find pronouns 1–8 in **bold** in the text. Underline what they refer to.

pronoun referencing

Writers often use pronouns to avoid repeating names, objects and ideas. It's important to understand what they refer to when you read.

- Personal pronouns: *The lawyer read **the contract** yesterday. **It** was thirty pages long.*
- Demonstrative pronouns: *The skyscraper is **500 m tall**. **This** is more than the Empire State building.*
- Possessive adjectives: *I like **the company**, but **their** prices are too expensive.*

- Are the sentences true (T) or false (F)? Use your answers to exercise 4 to help you.
 - Humans started using symbols a very long time ago.
 - Scientists were looking for one of the most important historical sites in the world.
 - The cave paintings of people and animals are examples of complex ideas.
 - People in most countries understand the word 'OK'.
 - Spoken words are not really symbols.
 - Logos are symbols which represent businesses.
 - Most people don't recognize the Nike logo.
 - Humans need symbols in many different areas of our lives.
- In pairs, think of other signs and symbols that you see every day.

Why humans need symbols



- These days, symbols are everywhere, from the icons on our phones which we tap to open an app, to the road signs we see on our way to work. But using symbols is nothing new. In fact, ⁽¹⁾**it's** as old as human life itself.
- In 1970, when a team of scientists discovered a natural cave in southern Italy, ⁽²⁾**they** didn't know they had found one of the most important historical sites in the world. Inside the cave, the walls were covered with drawings made over 5,000 years ago. Among the pictures of people and animals, there were also strange symbols – spiral shapes, for example, which scientists believe represent life. ⁽³⁾**This** showed that using symbols to represent complex ideas is natural to humans.
- We use symbols a lot more than you may realize. Think about the words you're reading right now. Each word, and even the individual letters that we use to make the words, are symbols. Take just two letters, for example – OK. ⁽⁴⁾**These** are seen on buttons around the world and speakers of almost any language understand that they mean 'acceptable' or 'good'. Even the words we speak are a type of symbol because ⁽⁵⁾**they're** noises which represent something else.
- Words are not the only symbols that are used around the world. Imagine you're at an airport in a foreign country. You need the toilet, but where do you go? The airport will almost definitely have signs of a man and a woman standing together which you can follow.
- Companies have realized how important symbols are, too. Almost every business has a picture (often called a logo) that represents ⁽⁶⁾**it**. Their aim is for people to see them and immediately think of the company. Once the connection between the logo and the company is clear, a company can even stop using their name and simply show the logo, such as the sports company Nike, which just uses ⁽⁷⁾**its** famous 'swoosh' logo on its products and adverts.
- From prehistoric art to everyday language, from airport signs to company logos, symbols have many different functions. Humans have used them for a very, very long time. ⁽⁸⁾**They're** not just useful, but they're actually necessary in almost every aspect of human life.

Grammar

- 7 a Choose the correct words to complete the sentences. Check your answers in the text.
- 1 Imagine you're at *a / an* airport in *a / an* foreign country. *An / The* airport will almost definitely have signs.
 - 2 Think about *the words / words* you're reading right now.
 - 3 *The words / Words* are not the only symbols that are used around *the world / world*.
- b Look at the sentences again. Complete rules 1–5 with *the, a, an* or no article.
- 1 We use or to talk about a person or thing for the first time.
 - 2 We use to talk about a person or thing we have already mentioned.
 - 3 We use to talk about people and things in general.
 - 4 We use to talk about specific people and things.
 - 5 We use for things where only one exists or it's clear which one we mean.

G articles: *a/an, the, no article*

I have **a** new phone and I downloaded **an** app yesterday.

The app helps me organize my time.

I'm interested in cave paintings.

The cave paintings in southern Italy are very important.

I used **the** internet to find out about **the** company.

→ Grammar reference: page 134

- 8 Choose the correct options to complete the blog post. Do you agree with the writer?

There are lots of ⁽¹⁾*the / –* icons used in ⁽²⁾*the / –* technology that are clever and creative. I like ⁽³⁾*a / the* house icon on the internet that represents the homepage of ⁽⁴⁾*a / the* website. It looks just like a child's drawing of ⁽⁵⁾*a / –* house! I like ⁽⁶⁾*a / the* bin, too – that's ⁽⁷⁾*a / the* place where you put ⁽⁸⁾*a / –* things that you don't want. It's ⁽⁹⁾*a / the* very clear icon. ⁽¹⁰⁾*The / –* symbols that Facebook and Twitter use are also fine because they're attractive and everyone recognizes them. But there is one icon which just doesn't work these days: ⁽¹¹⁾*– / the* floppy disk icon for 'save' because ⁽¹²⁾*the / –* computers don't use ⁽¹³⁾*– / the* floppy disks any more. They stopped using them in 2002! Most ⁽¹⁴⁾*the / –* young people don't know what they are. I think someone should design ⁽¹⁵⁾*a / the* new icon. There must be ⁽¹⁶⁾*an / –* icon out there that's more modern. Here are some ideas I came up with. What do you think? Which do you like best? Or do you have ⁽¹⁷⁾*the / a* better idea?

🔍 5 ❤️ 20 🔄 9

- 9  3.10  /ðə/ and /ði:/  Listen to the phrases. Notice how *the* is pronounced differently before vowel and consonant sounds. Listen again and repeat.

- | | |
|-------------------|---------------------|
| 1 the icons /ði:/ | 3 the airport /ði:/ |
| 2 the words /ðə/ | 4 the logos /ðə/ |

Writing

- 10 a Complete the sentences with *a, an, the* or – (no article).



ICONIC LANDMARKS ... AT THE WRONG TIME?

This is ⁽¹⁾..... picture of Piazza San Marco. It is ⁽²⁾..... popular place for ⁽³⁾..... tourists in Venice, Italy. There is ⁽⁴⁾..... man and ⁽⁵⁾..... woman in the picture and they are looking at ⁽⁶⁾..... beautiful building in ⁽⁷⁾..... piazza. I think they are ⁽⁸⁾..... tourists. ⁽⁹⁾..... funniest thing in ⁽¹⁰⁾..... picture is that ⁽¹¹⁾..... people are standing in water because, unfortunately, Venice often floods.

- b In pairs, write a short description of the picture below.



The big picture: the Moai heads

- 1 Look at the picture of an iconic place. In pairs, think of three adjectives to describe the statues.
- 2  3.1 In pairs, guess the answers to the questions. Watch the video and check.
 - 1 What are the two names of the island?
 - 2 Where is this island?
 - 3 Why are the statues famous?
 - 4 Why did people build them?
- 3  3.1 Watch the video again and complete the sentences with the correct words.
 - 1 The statues are of years old, and there are almost statues on the island.
 - 2 The of the statue is buried seven to eight metres underground.
 - 3 The film made on the island in the 1990s was called
 - 4 The statue for the film is still underwater because it was and
 - 5 The statues are iconic because they're one of the world's last great
- 4 In pairs, discuss the questions.
 - 1 How do you think the people built the statues?
 - 2 How would you describe the landscape on the island?
 - 3 Would you like to visit the island? Why/Why not?
 - 4 What other iconic statues do you know? Where are they? Which would you most like to visit?
- 5  3.2 Watch Rob and Lou talking about the video. Who is more interested in the statues? Why?
- 6  3.2 Watch the video again. Do Rob and Lou agree (A) or disagree (D) about the opinions? Do you remember any phrases they used to agree and disagree?
 - 1 A trip to Rapa Nui is much better than looking at photos.
 - 2 The statues are iconic because they are mysterious.
 - 3 The statues were built to protect the people on the island.
 - 4 Lou will need a lot of money to visit Rapa Nui.





Functional language

7 3.11 Look at the pictures. Match them with the questions. Listen and check.

- 1 What's the most famous photo in the world?
- 2 What's the most beautiful statue in the world?
- 3 Who's the most iconic musician of all time?

8 a 3.11 In pairs, match the sentences with the responses. Listen again and check.

- 1 I think it has to be a photo of a famous person, like Kim Kardashian or Justin Bieber.
- 2 I think the Little Mermaid in Denmark is really beautiful.
- 3 Now this is an easy question to answer. It's Elvis Presley.
- 4 I think it's probably the first man on the moon.

a **True, but actually** it doesn't look that great when you see it in real life.

b **I'm not sure I agree with that.** It's a cool photo, but you can't see his face!

c **No way!** Those photos aren't iconic. They're just photos of celebrities!

d **I totally agree.** He really is an icon.

b Look at the phrases in **bold**. Which do we use to agree, disagree or partly agree?

FL agreeing and disagreeing

Agreeing	Disagreeing	Partly agreeing
<i>That's a good point.</i>	<i>I'm not sure I agree with that.</i>	<i>I see your point, but ...</i>
<i>I totally agree.</i>	<i>I'm afraid I disagree.</i>	<i>I know what you mean, but ...</i>
<i>That's (so) true.</i>	<i>I don't think so.</i>	<i>True, but actually ...</i>
<i>Absolutely!</i>	<i>I completely disagree.</i>	
<i>I suppose so.</i>	<i>No way!</i>	

9 3.12 Listen to the statements. Do they express strong (S) or weak (W) agreement or disagreement? Listen again and repeat.

- 1 Absolutely! I totally agree.
- 2 I'm not sure I agree with that.
- 3 No way! I completely disagree.
- 4 I suppose so.

10 a Read the sentences. Do you agree strongly (AS), agree weakly (AW), disagree strongly (DS) or disagree weakly (DW)?

- 1 You must always tell the truth to your friends.
- 2 Learning English is a lot of fun!
- 3 Money is more important than love.
- 4 Music is better now than it was 30 years ago.
- 5 Breakfast is the most important meal of the day.
- 6 Watching football is boring.
- 7 Travelling alone is dangerous.
- 8 Dogs are better pets than cats.

b In pairs, read out the sentences and agree or disagree with them. Remember to express if it is strong or weak agreement or disagreement.

Speaking

11 In groups of three, discuss the topics. Give your opinion, then your classmates will agree or disagree and give their opinions. Continue the conversations for as long as possible.

a good film

a restaurant or café that you like

an actor that you don't think is good

a food that you really like

a country that you want to visit

a music group that you don't like

I think Black Panther is a great film.

I'm afraid I disagree. The story is really silly!

That's true, but the action is amazing! And the actors are brilliant.

No way! They're awful.

Vocabulary

Subjects and jobs

1 a Look at the subjects and write the correct words for the jobs.

- | | |
|----------------------|-------------------|
| 1 architecture | 4 athletics |
| 2 science | 5 politics |
| 3 design | 6 music |

b In pairs, think of people for the jobs. Write sentences to describe them.

Winston Churchill was a famous British politician.

Buildings and structures

2 Complete the sentences with the words in the box.

bridge palace ruins skyscraper statue

- Every day in Sydney, thousands of cyclists use the to cross the harbour.
- The Sphinx is a giant in Egypt with the body of a lion and the head of a person.
- Buckingham is the home of the British Queen, but she doesn't live there all the time.
- The Burj Khalifa in Dubai is over 800 metres high and the tallest in the world.
- No one knows who built the ancient at Stonehenge, but they are thousands of years old.

3 In pairs, think of a famous building or structure in your country. Describe it to your partner.

Grammar

Questions review

4 a Put the words in the correct order to make questions.

- do / do / you / what / weekend / the / at ?
.....
- live / you / parents / do / with / your ?
.....
- moment / what / you / studying / the / are / at ?
.....
- work / who / with / do / you ?
.....

b In pairs, ask and answer the questions.

Relative clauses

5 Tick (✓) the sentences which are correct. Correct the incorrect relative pronouns in **bold**.

- It's a famous painting **who** is in the Louvre in Paris.
- He's the architect **that** designed the new museum.
- Is this the cathedral **which** William and Kate got married?
- It was 1985 – the year **when** he wrote his first book.
- Was that the day **where** you moved house?

6 Write four sentences describing famous people or places. In pairs, try to guess your partner's people or places.

*It's the bridge that ...
She's the athlete who ...*

Articles: a/an, the, no article

7 Choose the correct articles to complete the sentences: a, an, the or – (no article).

- Sam Maxwell is *an* / *a* engineer. He's *the* / *a* person who designed this bridge.
- Mum's at *the* / – restaurant I told you about. She's having *a* / *the* meal with – / *the* friends.
- We're buying *a* / *the* new table and – / *the* chairs. *The* / – chairs are very comfortable.
- A** Where are *the* / – keys to *a* / *the* garage?
B They're on *the* / *a* kitchen table.
- Look at *the* / – moon. It's beautiful. I love *the* / – nights like this.

Functional language

Agreeing and disagreeing

8  3.13 Complete the conversation with the words in the box. Listen and check.

mean point suppose sure totally true

- A** I don't think students should use mobile phones in class.
B I ⁽¹⁾ agree. I think that they stop students from concentrating.
C I know what you ⁽²⁾, but actually, mobile phones can be quite useful.
B How?
C Well, there are some really good apps for learning languages, and you can find so much information on the Web.
A Yes, that's ⁽³⁾, like online dictionaries.
B I see your ⁽⁴⁾, but they can make students lazy. They look up words on their phones and don't try to learn vocabulary.
C I'm not ⁽⁵⁾ I agree with that. I learn lots of words by using the dictionary on my phone.
A I ⁽⁶⁾ so.

9 In pairs, read out the sentences and use expressions to agree or disagree. Try to explain why.

- Students mustn't use their mobile phones in class.
- Online dictionaries are better than printed dictionaries.
- Learning Chinese is more useful than learning English.
- Writing in English is more difficult than speaking.

Looking back

- Think of three things you learned in this unit.
- Is there anything you want to look at again?
- Tell a partner about your favourite famous person/place.