

# Culture

## Iconic designs

### Warmer

- 1 Write *Italy*, *Britain* and *Spain* on the board. Ask students to work in groups and to choose one of the countries to brainstorm ideas and information about.
  - 2 Check the countries each group has chosen and make sure you have at least one group for each country. Give students three or four minutes to write down the first things they think of when they imagine that country.
  - 3 Elicit ideas from the class for each country.
- 1 Ask the students to look at the images and ask one or two students to describe what they can see. Then ask the students to match the items to the countries. If the ideas didn't come up in the feedback on the Warmer, ask the students if anyone had the items on their lists.

### Answers

1 b 2 a 3 c

- 2 Ask the students to work with a partner and to tell their partner what they know about 501 jeans and the Apple iPhone. Elicit ideas from the class and then ask the students to answer the questions in the book. When discussing how popular they are in the students' countries, you could extend the discussion to talk briefly about other popular phone and jean brands.

### Answers

501 jeans – a second back pocket was added, and there have also been changes in the shape.

iPhone – the screen and the camera have been improved, there have been software updates, and users can now download apps.

- 3 Ask students to work in groups to discuss the question before they read the sentences. After a few minutes, elicit some ideas from the class. Next ask the students to read the sentences to describe each product. Check the answers as a class.


### Answers

- 2 iPhone
- 3 iPhone
- 4 Both
- 5 501s
- 6 Both

### Extension activity

Ask the students to think of a well-known piece of technology or clothing. With a partner, ask the students to think of reasons why the product is iconic.

Ask the students to work in groups of six and describe the product they have discussed with their partner. In their groups they should decide which one of the three products is most iconic and why. Elicit the product, the description and the reasons from each group.

- 4 Tell the students to work in groups to discuss the questions. You could extend the first question by asking *Who are they popular with and why?* (For example, the iPhone tends to be more popular with older people nowadays.) Elicit answers for each question.
- 5 Ask the students to complete this task in pairs. Alternatively, you could ask students to rank them in order of importance. Elicit the most and least important qualities and students' reasons.
- 6  2.23 Ask the students to look at the picture of a Mini and ask students if they know anything about the car. As an alternative, ask students to brainstorm car brands. Give the students time to read the questions and then play the audio. Check the answers as a class.

### Answers

- 1 A small, budget car that would be cheap and easy on petrol.
- 2 Because Minis were getting more popular.
- 3 Celebrities started buying them and they appeared in successful films.
- 4 They started making special editions of the older models.
- 5 The New Minis aren't designed to be a simple, cheap, budget car.

## Audioscript

**Teacher:** Alright, everyone. Please take your seats, so we can start today's presentations. (noise settles down) The first presenters today will be Alan and Corinna, who will be talking about ... the Austin Mini, is that correct?

**Alan:** Yes, it is. Today, Corinna and I are going to talk about the history of the Austin Mini, and how it became an icon, and also how the car has changed over the years.

**Corinna:** The first Minis came out in 1959 – they were designed for the British Motor Company by an engineer named Alec Issigonis. They wanted him to design a small, budget car that would be cheap and easy on petrol.

**Alan:** Yes, you see, petrol was really expensive at the time, and lots of companies were selling cars like that. For example, there was the Volkswagen Beetle from Germany, and the Italian company Fiat had the 500 around that time, too. The idea was to mass-produce small cars, with really simple designs, so they'd be cheap to produce, and could be sold at a really low price.

**Corinna:** A lot of people just needed a really basic car, with room for four people and some luggage in the back, nothing more. Not like today, when everyone wants big cars with lots of extras, like electric windows, heating, air-conditioning, and all that.

**Alan:** As a result, the cheapest models of the Mini only cost about 500 pounds ... until Minis started getting more popular. Then they started making nicer, more expensive ones, called 'deluxe' models. Those are the ones that celebrities like the Beatles started buying, in the 1960s.

**Corinna:** The Mini also became famous when it started appearing in successful films, like *The Italian Job*. And the company also brought out the Mini Cooper – it was a faster, sportier version, and they made special models for races, like the Monte Carlo Rally, in Monaco.

**Alan:** Yes, that was how the Mini became famous. So famous, that they started making special editions of the older models. They did that during the 1990s, making Minis that had a classic, retro look.

**Corinne:** Yes, although by that time, the Mini brand didn't belong to the British Motor Company any more. It belonged to BMW, but then they stopped production in the year 2000.

**Alan:** Of course, they still sell Minis today, but now they're called New MINIs. They look a lot like the originals, with the same classic look, but they're not the same kind of car any more.

**Corinne:** New MINIs aren't designed to be simple, cheap, budget cars. Some of them are quite big, with more powerful engines, and expensive, modern gadgets.

**Alan:** The first Minis were supposed to be the cheapest, simplest car you could possibly buy, and they were really successful for that reason. They sold about 53 million of them between 1950 and 2000.

**Corinne:** Nowadays, people buy them because they're stylish and very fashionable. They're still iconic ... but not for the same reason any more!

## Extension activity

Ask students to discuss their favourite car or their dream car. Why do they like it more than other cars and what is special about it? Elicit ideas from the class.

## Cooler

Put students into pairs and give them a few minutes to write a list of as many products they can think of that we use every day. Ask the pairs to work in small groups. Tell students they have to explain the products to the other pair without mentioning them by name. In two minutes each pair has to explain and guess as many products as possible. Find out which group has explained and guessed the most products and elicit their list.

## Project

Put students into small groups and ask them to discuss the questions. Tell each group to choose a spokesperson to feed back their ideas to another group. Get students to prepare a short presentation on the product. After each group has presented their product, ask the class to hold a vote on the most iconic product from their country.