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- Grammar: Conditionals, wishes & regrets
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Skills Extra lessons
- Extra vid
- Extra lyrics
- ‘In the Big Rock Candy Mountains’
- Ancient lives: the Maasai

4A Introduction Utopia

Lead in
1 Discuss the questions.
   1 What are the best and worst things about your country?
   2 Can a government make a better society? How?
   3 Are we more or less civilized than we were in the past? In what ways?

Vocabulary Society
2 Read the text and complete it with the words in the boxes in your notebook. What aspects of More’s Utopia impress you most and least?
3 Copy and complete the table in your notebook with blue words from exercise 2. Then add suffixes to the words in the box to form new words.

Utopia is a (7) … , but King Utopus believes in socialism. There is a welfare state with free (8) … . There is no private ownership or taxation on the island and there is no poverty because all of the land belongs to the people. Every (9) … learns about agriculture and must live and work in the countryside for two years at a time. There is full (10) … and everyone works, but only six hours a day. Those who have an aptitude for learning or leadership are chosen by the authorities to continue studying and become governors and (11) … . There are no lawyers as the laws are simple but strict.

King Utopus believes that money and religion cause many problems in society, so religious tolerance is important on Utopia and money isn’t used, as all (12) … is shared.

in 1516, the writer and philosopher Thomas More wrote a book which discusses the habits and (1) … of the people of a fictional island called Utopia. The name Utopia comes from the Greek ou (no) and topos (place). More didn’t consider Utopia to be a perfect (2) … , but used it to illustrate his ideas about society.

The island contains 54 cities, each with 6,000 (3) … consisting of several families. These households take turns to provide meals for their neighbourhood in big halls. If the (4) … of Utopia grows, people have to go to colonies. (5) … to travel is limited and Utopians need permission to leave their cities. (6) … is permitted and every household has two slaves, who are either criminals or captives from wars.
4 Imagine that you can change your society. Make notes about five of the points below in your notebook. Then exchange opinions.

- Who governs?
- Who votes and when?
- Slavery?
- New laws?
- Freedom of speech
- Communism? / Capitalism?
- What are fair taxes?
- A welfare state?
- Improving education
- Making happier communities

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Listening

5 1.25 Read the information about the TV programme. Then look at 1–8. Which society do you think the sentences refer to? Write North America, Maasai or Both for each sentence in your notebook. Then listen and check your answers.

1 Life can be hard.
2 Old people are a very important part of society.
3 Wealth makes people wasteful.
4 Animals are people’s wealth.
5 Families are nomadic.
6 Everyone has easy access to healthcare and education.
7 People live happily without mobile phones and laptops.
8 If you’re lazy, you won’t get anywhere.

6 1.25 Read the questions. Then listen again and choose the correct answers.

1 For Robin Wiszowaty, what is the main advantage of living in a small community?
   A People help and think about each other.
   B People are not wasteful.
   C There is respect for old people.

2 What do the speakers say about older people in the Maasai tribe?
   A They teach people in their community about respect.
   B They help when people disagree.
   C They have learned the laws.

3 Why did Joseph walk 80 kilometres?
   A He had to go to boarding school.
   B Because he was on holiday with his family.
   C His family had moved and he had to find them.

4 How did Joseph pay for his flight to the USA?
   A He had to sell cows.
   B He won a scholarship.
   C His tribe paid as a group.

5 What point does Joseph make to his students?
   A They need to work in order to succeed.
   B Life is harder for the Maasai.
   C People in modern societies are lazy.

7 Discuss the questions. Explain your opinions.

1 Would you like to live in a place where nobody is a stranger?
2 How would you entertain yourself if you didn’t have a mobile phone or laptop?
3 Do you think it’s true that if we had less, we’d appreciate things more?
4 Is it true that in modern society if you’re lazy you can’t succeed?
5 Do you ever wish that life was more simple?
4B Reading  Alternative lifestyles

1 1.26 Look at the title of the text and the photos. Discuss questions 1–4. Then read the text. Does it give any answers to the questions?
   1 Why do you think that people wanted to live in communes in the 1960s?
   2 What rules do you think they had in communes?
   3 What do you think were the advantages and disadvantages of living in a commune?
   4 Why would a commune fail?

2 Complete the sentences in your own words in your notebook using information from the text.
   1 Greed and selfishness …
   2 The music scene and the hippies' values …
   3 The idea of communities sharing resources …
   4 People worked hard on The Farm, contrary to …
   5 ‘Farmies’ were able to buy extra supplies by …

3 Choose the correct answers.
   1 The hippies thought that mainstream society …
      A was unfair.
      B encouraged people to share more.
      C didn’t help the homeless enough.
   2 People followed Stephen Gaskin because …
      A they were obliged to.
      B he led the caravan.
      C he was an influential character.
   3 The writer of the article thinks that …
      A hippie communes influenced the current generation.
      B hippies can change the world.
      C sustainability is not a hippie ideal.

4 Read the Key exam task and choose from options A–D in the example questions.

Key exam task

Finding synonyms
   • Decide what type of word you are looking for.
   Example 1 grew and developed successfully (paragraph A) is
      A a noun  C an adjective
      B a verb  D an adverb
   • Read through the text and underline possible synonyms which are the correct part of speech.
   • When you’ve chosen a synonym, replace it with the word or phrase in the exam task. Check that it makes sense in the text.
   Example 2 grew and developed successfully is a synonym for:
      A rejected  C competed
      B blossomed  D sought

5 Find words or phrases in the text with the following meanings.
   1 looked for or tried to obtain (paragraph A)
   2 came together or went somewhere in large numbers (paragraph B)
   3 with a powerful and attractive personality (paragraph C)
   4 basic structures built for protection against the weather (paragraph D)
   5 whose ideas are most accepted (paragraph E)
   6 something which is very difficult to achieve (paragraph F)

Vocabulary Phrasal verbs

6 Find the words in the box in the text and match them with definitions 1–8 in your notebook.
   come up against  hand over  move out
   put up  set off  set up  spring up  share out

   1 start a journey
   2 give something to someone officially
   3 divide something between people
   4 leave your home (for ever) for a new home
   5 establish / start something
   6 appear or develop quickly
   7 be faced with or opposed by something
   8 build or erect something

7 Complete the sentences in your notebook with the correct forms of the phrasal verbs in exercise 6.
   1 You’re not being fair with those sweets, George. … them … to me and I’ll … them … properly.
   2 I was sad when we … financial problems and we had to … … of the house in London.
   3 My parents had … … a new business on the coast, and as we … … on our new adventure, I felt excited.
   4 New apartment blocks seem to be … … everywhere at the moment, and it’s amazing how quickly the builders … them ….

8 Discuss the questions and explain your answers.
   1 If you had been young in the 60s, would you have been part of the hippie movement?
   2 What do you think are the advantages and disadvantages of living in a commune?
   3 Are you surprised that The Farm didn’t survive as a commune?

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Speak Workshop Page 117
In San Francisco in the 1960s, a colourful revolution was in the air. The hippie* movement blossomed there as young people became disenchanted with the government, the war in Vietnam and the materialistic values of society at the time. They rejected the greed and selfishness of capitalism. For them it seemed morally wrong that some people lived in mansions while others were homeless, and that people competed with each other rather than working together. Hippies sought a more sharing, peace-loving and spiritual way of life.

The hippie movement reached its peak in the summer of 1967, with events like the Monterey pop festival. In the song ‘San Francisco’, Scott McKenzie sang ‘if you're going to San Francisco, be sure to wear some flowers in your hair’, and an estimated 100,000 ‘flower children’ flocked to the city from all over the world, attracted by the psychedelic music scene and the hippies’ values of peace, love and freedom.

In the following years, many West Coast hippies headed for other parts of the USA to set up communes, inspired by the idea that communities should share their resources. One group of 320 people, led by a charismatic English professor called Stephen Gaskin, set off in a caravan of old school buses, vans and trucks. Putting together the money they had, the group bought rural land in Tennessee, and the commune they started became known as The Farm.

Membership of The Farm meant that you had to accept Gaskin as leader, sign a vow of poverty and hand over all money and possessions to the group. ‘Farmies’, as they sometimes called themselves, lived in their buses or put up tents or shelters. Later they built homes which often housed ten or twelve families each. Vegetarianism was compulsory and alcohol was banned. Clothes were all second-hand, and if you wanted a car, you borrowed one from the car pool.

Hippies have often come up against prejudice from mainstream society, who think they are workshy, but everybody worked hard on The Farm; teaching, painting, farming or looking after the animals, vehicles or the store. If you didn’t work, you were asked to leave. Some people did odd jobs in the nearby town to earn money for extra supplies, like sugar and oil, which they shared out equally. They taught themselves to work the land and mainly ate what they grew.

In the mid-70s the Farm was home to 1,500 people, but they were living below the poverty line and surviving on the equivalent of less than one dollar a day was a struggle. In 1983 residents voted to give up the communal experiment and many moved out. The exodus left fewer than 300 people on the farm and about 170 remain today, living happily but working for themselves.

Though few of the hippie communes still exist, their legacy remains. Large numbers of people are again choosing alternative lifestyles in eco-villages, cooperatives and other types of ‘intentional communities’ which are springing up around the globe. Despite the different names, these communities echo the hippie commune ideals of peace, sharing and sustainability. The hippies wanted to change the world, and who knows, maybe their grandchildren will finish the job.

* Hippie comes from the word ‘hipster’, which was the name given to someone who was ‘cool’ in the 60s.

(Revising) Irregular verbs
Write the past simple forms of these verbs and check your answers in the text. Then write the past participles and check your answers on pages 150 and 151.

- build
- buy
- eat
- grow
- lead
- leave
- put up
- seek
- set off
- sing
- teach
Grammar  Conditionals, wishes & regrets

A AS LONG AS, EVEN IF, PROVIDING THAT, UNLESS
Choose the correct forms. Then translate the sentences in your notebook.
1 Communes fail unless as long as everybody works.
2 She always works even if providing that she’ll ill.
3 We’ll help providing that unless you pay us.
4 We can build as long as unless we have the money.

B CONDITIONALS Match 1–4 with A–D in your notebook.
Which type of conditional is each sentence? Why isn’t there a comma in sentences 1 and 4?
1 I wouldn’t be happy if I didn’t have a laptop.
2 If you’re lazy, you won’t get anywhere.
3 If the population grows, people go to colonies.
4 I would have been a hippie if I’d lived in the 60s.
A a hypothesis about something which didn’t happen
B something possible and probable in the future
C an imaginary or improbable event in the present or future
D a fact or something which is always true

C CONDITIONALS WITH MODALS Choose the correct words in 1–4. Then answer A–D in your notebook.
1 If you’d lived here, you won’t / might have enjoyed it.
2 I could / can live in a tent if I had to / would have to.
3 If society is sick, we’ll must / have to cure it.
4 You should go to the party if you will be able to / can.
A What type of conditional is each sentence?
B Can we use will and would in the if clause?
C Can we use modal verbs in both clauses?
D Can must / can follow will / would?

D WISHES & REGrets Look at the examples and answer the questions in your notebook.
A I wish I could fly.
B If only she’d stop singing!
C I wish we hadn’t left the commune.
D If only I’d been born in the 1960s.
1 Which sentences describe:
A a regret about the past?
B a desire for the present?
2 Do we use would or could to talk about:
A an ability which someone doesn’t have?
B an annoying situation which we want to stop?
Note: we don’t use would to talk about our own situation.
I wish I wouldn’t / didn’t snore.

Practice

1 Match 1–4 with four of A–E. Then rewrite 1–4 in your notebook with new endings. Use your own ideas.
1 I wouldn’t live there even if …
2 The teacher will understand providing that …
3 We wouldn’t have done it unless …
4 Society functions as long as …
A it had been necessary.
B people obey the laws.
C the government hadn’t seen it.
D you paid me.
E you’ve got a good excuse.

2 Decide if the events in 1–6 are probable or hypothetical. Then write the questions in your notebook using the first or second conditional.
1 money / not exist / what / we / do?
2 what / you / do / you go out / this weekend?
3 you / old enough / you / vote in the next election?
4 president / walk / into class now / what / you / say?
5 you pass / Bachillerato / what / you / do?
6 who / you / invite / to dinner tonight / you / live / in Hollywood?

3 LISTENING & SPEAKING OPTION Ask and answer the questions in exercise 2. Then listen to people doing the exercise. What are their answers?

4 Look at the example. Then rewrite 1–5 in your notebook using the third conditional.

What would have happened if history had been different?

Rome had a strong army. It invaded other countries.
If Rome hadn’t had a strong army, it wouldn’t have invaded other countries.
1 A giant asteroid hit the Earth. Dinosaurs became extinct.
2 A lot of African Americans lived in freedom because President Lincoln banned slavery.
3 Hitler came to power. The Second World War started.
4 European countries exploited their colonies, so many African nations suffered poverty.
5 Many communist governments changed in the 1990s because their citizens protested.

Complete all activities in your notebook.
5. Complete the sentences in your notebook with your own ideas using different types of conditionals. Then compare your answers.
   1. I think I’m probably free at the weekend. If …
   2. I’m really glad that I met you. Just imagine – if …
   3. I didn’t win the lottery this weekend. If …
   4. I think we’re going to go to the USA on holiday. If …
   5. It’s a pity I’m not invisible. If …
   6. Fortunately I wasn’t born in the Stone Age. If …

6. Complete the sentences in your notebook with five of the words and phrases in the box.

   - be able to
   - been able to
   - can
   - could
   - couldn’t
   - have to
   - might have

   1. We … try to stop corruption if we want a better society.
   2. If I hadn’t practised, I wouldn’t have … play in the concert.
   3. People … live in safety if there weren’t any laws.
   4. You … won the prize if you’d entered the competition.
   5. People won’t … go to university if all the courses are online.

7. Express sentences 1–6 as wishes or regrets in your notebook. Use *I wish* or *if only*.
   1. Our neighbours are noisy.
   2. I can’t vote in the next election.
   3. We don’t live in a fair society.
   4. My brother won’t stop annoying me.
   5. I didn’t listen to my friend’s advice.
   6. She didn’t know their customs when she travelled there.

8. Rewrite the sentences in your notebook. Include the words in bold.
   1. You won’t have a place in the commune if you don’t work. *(providing that)*
   2. It wouldn’t have been fair if you hadn’t shared. *(unless)*
   3. I arrived late so I missed the meal. *(if)*
   4. I feel bad that I didn’t visit my grandfather. *(wish)*
   5. You can put up the tent if there’s space. *(as long as)*
   6. They didn’t like the place, so they moved on. *(if)*

9. Choose the correct words to complete each quotation in your notebook.

   1. ‘If everyone *will / demand / demanded* peace instead of another television set, then *there / there’ll / there’d* be peace.’ (John Lennon, songwriter)
   2. ‘If I *would / had* asked people what they wanted, they would *say / have said* faster horses.’ (Henry Ford, founder of Ford Cars)
   3. ‘I’ll *try / tried* anything once, twice if I *will like / would like / like* it, three times to make sure.’ (Mae West, actress)
   4. ‘I wish I *will / would / could* shut up, but I can’t and I *will / won’t / wouldn’t*.’ (Desmond Tutu, rights activist)
   5. ‘I / I’ll let you be in my dreams if I can / could be in yours.’ (Bob Dylan, songwriter)
   6. ‘If a free society cannot *help / have helped* the many who are poor, it cannot / *could not* save the few who are rich.’ (John F. Kennedy, US president)
   7. ‘Nothing will work *unless / provided that / if you do.*’ (Maya Angelou, author)
   8. ‘What a wonderful life I’ve had! I only wish I *realize / I’ll realize / I’d realized* it sooner.’ (Sidone Gabrielle Collette, novelist and performer)
2 Copy and complete the table in your notebook with the blue words or phrases from the text. Then add the words in the box. Which words can be added to two categories? Why?

<table>
<thead>
<tr>
<th>Crime</th>
<th>Punishment</th>
<th>People</th>
<th>Police and court procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>a life sentence</td>
<td>a suspect</td>
<td>arrest someone</td>
<td>burglary</td>
</tr>
<tr>
<td>go to prison</td>
<td>mugging</td>
<td>murder</td>
<td>police officer</td>
</tr>
</tbody>
</table>

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1 Read the text and match eight of the blue words and phrases to definitions 1–8 in your notebook. Why do you think that teen courts are successful?

1. times when someone is not allowed to leave their home
2. people who saw something happen and can give evidence
3. violent or noisy behaviour in public
4. groups of people who listen to court cases and decide verdicts
5. person in court who has authority to decide a punishment
6. places where criminals are judged
7. say that you committed a crime
8. say officially what punishment someone will receive

3 Complete the questions in your notebook with words or phrases from exercises 1 and 2. Then ask and answer the questions.

1. What do you think of the idea of teen … ?
2. Would you like to do … ? Why? / Why not?
3. Which of these crimes are most and least serious? … , … , … and … .
4. What kind of thing do people have to do if their … includes community service?
5. Would you prefer to be a judge, a … or a … ?
6. Have there been any court cases in the news recently? What were the crimes? Was anybody sent … ?

Teen courts have the power to sentence someone to community service or order them to pay a fine or attend counselling sessions. They can also impose a curfew and all defendants have to do jury service as part of their rehabilitation. If there is a victim they usually have to write an apology as well. If they carry out the sentence within 90 days, they will not get a criminal record.

The system has been a huge success. Young offenders who go to teen courts commit fewer repeat offences than those who go to normal juvenile courts. But why could this be?
4 1.28 Watch or listen to a re-enactment of a case in a teen court. How many sections are there in the video? What happens in each section?

5 1.28 Watch or listen again and answer the questions in your notebook.
1 What crime did the defendant commit?
2 How does she explain her actions?
3 Do the jury all agree when they discuss the case? Why? / Why not?
4 What is the final sentence?
5 How does the defendant react to the sentence?

Pronunciation  Linking

6 1.29 Listen to the Key phrases and focus on the sounds of words which link together. Then practise saying the phrases.
What do you think? /wɒt də ju θɪŋk/

Key phrases

Reaching a decision
1 What do you think?
2 Yes I know _what_ you mean, but
3 I know where you’re coming from, (but … )
4 Do we agree on that then?
5 So we agree that …
6 I think … In my opinion …
7 We also have to consider the fact that ..
8 We mustn’t forget that …

Speaking

7 Look at the three cases. Decide a punishment for each and be prepared to explain and justify your decision.

1 Thirteen-year-old Pauline admitted stealing a pair of sunglasses from a shop. She wanted to get a present for a friend, but had no money. It’s her first offence.

2 Fifteen-year-old Bradley was arrested and pleaded guilty to disorderly conduct. After an argument with his neighbours, he woke them several times in the night by playing loud music outside. He also damaged their car. It’s his second offence and he has had anger management counselling.

3 Fourteen-year-old Madison admitted underage drinking when she was found with alcohol at school. She is having problems at home but is known to be a bully at school. This is her first offence.

8 Compare your opinions about the punishment for each case and try to reach an agreement. Use some of the Key phrases.
Model text

1 Read the model text and answer the questions in your notebook.
   1 Why is the writer optimistic? Explain in your own words.
   2 How does the writer explain inequality?
   3 What's the writer's final opinion about the question in the task?

2 Answer the questions in the Text analysis in your notebook.

Text analysis

Paragraph 1
1 Which of these things does the writer do in this paragraph?
   A Agree or disagree with the statement in the task.
   B Talk about the present situation.
   C Rephrase the statement in the task.

Paragraph 2
2 Are the commas in this paragraph used for pauses or for lists?
3 Which two words or phrases can replace As a result in the text?
   A Therefore  C So
   B Despite this D As

Paragraph 3
4 Which three words or phrases can replace What's more in the text?
   A Moreover  D In addition
   B Nevertheless  E Therefore
   C Also

Paragraph 4
5 Which phrase introduces an opinion and how could you replace it?

'\textbf{A perfect society could never exist. There is no such thing and there never will be.' Discuss.}

These days we live in a world where there are different types of society. These often function very well, but there are also problems and imperfections. The question is, will we ever be able to create a perfect society?

On the one hand, we should be optimistic about creating a better society. Looking back through history, there have been great civilizations which have left a legacy of culture, laws and systems of government. As a result, our quality of life has improved over the years, and society has a strong base which it can build on.

On the other hand, despite the progress which we make over time, human beings often act as individuals who only want the best for themselves or their own social groups rather than society as a whole. For this reason there have always been wars, there has always been poverty and there has always been inequality. What's more, it appears that human nature doesn't seem to change much over time, so a lot of the problems that societies have faced in the past are still problems today.

On balance I therefore believe that, even though we are making progress and we may want to create a better world, it will be impossible to have a perfect society whilst humans themselves are imperfect.
4 Complete 1–4 in your notebook with information from the model text.
When you’re planning and writing a discussion essay, it’s a good idea to think of some facts and consider their consequences / results. For example:

<table>
<thead>
<tr>
<th>Fact</th>
<th>Result / Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced civilizations have existed in the past.</td>
<td>1</td>
</tr>
<tr>
<td>People want to have better lives.</td>
<td>2</td>
</tr>
<tr>
<td>Individuals are selfish.</td>
<td>3</td>
</tr>
<tr>
<td>People haven’t changed.</td>
<td>4</td>
</tr>
</tbody>
</table>

5 LINKERS Copy and complete the table in your notebook with the grey words in the text. Then think of more linkers to add to the table.

<table>
<thead>
<tr>
<th>Adding points</th>
<th>Result</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 KEY PHRASES Complete the Key phrases in your notebook with words from the model text.

**Key phrases**

Discussion essays
- On the one / other hand, …
- These (1) … / Nowadays, …
- The question is …
- It seems / appears that …
- (2) … balance …
- I therefore think / (3) …
- One advantage is that …
- Another thing to consider is that …

**Speaking** Preparing to write

7 Look at task A in the writing guide and prepare answers for 1–6 in your notebook.
- How is modern society different from primitive societies?
- What would life have been like in the Stone Age?
- In what ways was life simpler then?
- What are the problems with modern society?
- What are the advantages of modern society?
- How can we improve modern society?

8 Compare your answers to the questions in exercise 7.

9 **LISTENING OPTION** Listen to two students discussing the questions in exercise 7 and answer 1–3.
1. Who thinks modern society is better?
2. Who would like to have lived in the Stone Age?
3. Who is persuaded to change their mind?

**Writing**

10 Follow the steps in the Writing guide.

**Writing guide**

**Task**
A ‘Life was simpler and easier in the Stone Age than it is in modern societies.’ Discuss.
OR
B What are the advantages and disadvantages of prison as a punishment?

**Think and plan**
1 If you are doing task A, decide whether you agree or disagree with the statement. Do you agree / disagree with all of it or part of it?
   - If you are doing task B, think of the advantages and disadvantages of prison as a punishment.
2 Look at the paragraph plan and make notes in your notebook. If you chose task A, use your answers from exercise 7.

**Paragraph plan**

**Paragraph 1: Introduction**
What’s the situation today?
What question will this essay answer?

**Paragraph 2: One side of the argument**
- In what ways is the statement true?
   - OR
   - What are the advantages?

**Paragraph 3: The other side of the argument**
- In what ways is the statement not true?
   - OR
   - What are the disadvantages?

**Paragraph 4: Conclusion**
What is your personal opinion? Why?

**Write and check**

Write a rough version of your essay using notes from your plan. Then check these points and write a neat version.
- Are your arguments clear?
- Is there a logical connection between the facts and the consequences / results which you describe?
   - OR
   - Are the advantages and disadvantages clear?
- Have you included linkers and used them correctly?
- Have you used commas to indicate pauses?
Lyrics
Harry McClintock: ‘In the Big Rock Candy Mountains’

1. Read the Context. Then think of three things which might be in a ‘hobo heaven’. Compare your answers.

Context: ‘In the Big Rock Candy Mountains’
This is an extract from a song which was first recorded by Harry McClintock in 1928. It describes what paradise would be like for a ‘hobo’. Hobos were poor, often homeless migratory workers, who travelled around the USA looking for employment. They travelled illegally in the boxcars (freight wagons) of trains. McClintock himself had been a hobo and knew what it was like to travel around the country in boxcars, sleep in barns and be stopped constantly by the police. The song was probably based on other folk songs of the time, such as ‘Hobo Heaven’. It has been sung by many different artists over the years, and there are several versions online.

2. Complete the lyrics with the words in the box in your notebook. Check the meaning of any words which you don’t know. Then compare your answers.

Glossary
- head for – go towards
- candy – sweets
- handouts – money given by the government
- cops – police officers
- ain’t – is not
- jerk – idiot
- fall – autumn

One evening as the sun went down
And the jungle fires were burning,
Down the track came a hobo hiking
And he said, ‘Boys, I’m not for turning,
I’m headed for* a land that’s far away
Besides the crystal (1) … ,
So come with me, we’ll go and see
The Big Rock Candy* Mountains.
‘In the Big Rock Candy Mountains,
There’s a land that’s fair and bright,
Where the handouts* grow on bushes
And you sleep out every (2) … .
Where the boxcars all are empty
And the sun shines every day
And the birds and the bees
And the cigarette (3) …
The lemonade springs
Where the bluebird (4) …
In the Big Rock Candy Mountains.
‘In the Big Rock Candy Mountains
All the cops* have wooden legs
And the bulldogs all have rubber teeth
And the hens lay soft-boiled (5) … .
The farmers’ trees are full of fruit
And the barns are full of (6) … ;
Oh I’m bound to go
Where there ain’t* no (7) …
Where the rain don’t fall
The winds don’t blow
In the Big Rock Candy Mountains.
‘In the Big Rock Candy Mountains,
The jails are made of (8) …
And you can walk right out again,
As soon as you are in.
There ain’t* no short-handled shovels,
No axes, saws nor picks,
I’m bound to stay
Where you sleep all (9) … ,
Where they hung the jerk*
That invented (10) …
In the Big Rock Candy Mountains.
‘I’ll see you all this coming (1) …
In the Big Rock Candy Mountains.’

3. Look again at the lyrics and find 1–5.

1. The type of weather which a hobo would like.
2. The type of food that a hobo might eat while travelling.
3. What a hobo would like to find in the vegetation, other than food.
4. What a hobo would probably avoid if possible.
5. Tools that a hobo might have to use in prison.

4. Complete the sentence in five different ways in your notebook. Then compare your answers.

Paradise is a place where …
1 What do you already know about the Maasai tribe? Look at the four photos. What can you guess or say about them from the photos?

2 Read extracts A–D and match them with headings 1–4 in exercise 1 in your notebook. Then watch the video and check your answers.

A 'This has made their high-leaping dance and beaded jewellery famous throughout the world.'
B 'The men belong to a series of age classes including warriors and elders.'
C 'The Maasai take good care of them. Ticks are removed, they’re kept safe within the village at night, and they’re helped when they give birth.'
D 'The bride leaves her home village to live with her husband and his family. She may never see her own mother and sisters again.'

3 Read the notes for each section of the video. Then watch each section again and correct the errors in the notes in your notebook.

Section 1
The Maasai are pastoralists who only herd cattle. They share common land between villages, and they live in Kenya.

Section 2
Warriors have to shave their heads and can only marry girls from their own village. They show off their dancing and jumping skills to the girls.

Section 3
A Maasai man is considered rich if he has plentiful cattle, a wife and children. Each wife and family need around 20 cows. Traditionally the Maasai subsisted on milk and blood from the herd, but they do not need this any more.

Section 4
In the past, any coming of age ritual was used as an excuse for a party, but these days the Maasai only sing and dance for tourists.

4 Work in pairs or groups. Imagine that you are travelling to a school in the Maasai Land. Make notes for a mini-presentation about your own culture and society. Consider these questions and think of images which you could use to illustrate them.

- People and place
  Where did people migrate from and when?
  What different races or people live in your country?
  What languages do they speak?

- Character
  Is there a ‘national character’?
  What are people like?

- Celebrations
  How and when do people like to celebrate?

- Differences
  What are some of the main differences between your society and that of the Maasai?

5 Practise your presentation and then record it or give it to the class.