

Reading, Writing
& Critical Thinking

UNLOCK

2

STUDENT'S BOOK
WITH DIGITAL PACK

THIRD EDITION

Deborah Hobbs, Michele Lewis,
Richard O'Neill, with Chris Sowton



CAMBRIDGE

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& Critical Thinking 2

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MAP OF THE BOOK

UNIT	VIDEO	READING	VOCABULARY	
1 PLACES Reading 1: Rise of the megacities (Geography) Reading 2: Homestay holidays: a home away from home (Travel and Tourism)	Destination Jakarta	<u>Key reading skill:</u> Scanning for numbers <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Scanning to find information Working out meaning from context Making inferences Synthesizing	Vocabulary to describe places (e.g. <i>cheap, expensive, modern, noisy</i>)	
2 FESTIVALS AND CELEBRATIONS Reading 1: Celebrate! (Sociology) Reading 2: Muscat Nights (Cultural Studies)	New Year celebrations across the UK	<u>Key reading skill:</u> Previewing a text <u>Additional skills:</u> Using your knowledge Understanding key vocabulary Reading for main ideas Reading for detail Recognizing text type Scanning to predict content Synthesizing	Vocabulary to describe festivals (e.g. <i>culture, highlight, history, lucky, traditional</i>)	
3 THE INTERNET AND TECHNOLOGY Reading 1: Internet cookies: the fight for your personal information (Information Technology) Reading 2: Video games for kids: good or bad? (Information Technology)	China's livestreamers	<u>Key reading skills:</u> Reading for main ideas Making inferences <u>Additional skills:</u> Understanding key vocabulary Scanning to predict content Reading for main ideas Reading for detail Using your knowledge Distinguishing fact from opinion Synthesizing	Vocabulary to describe the internet and technology (e.g. <i>a computer program, a smartphone</i>) Compound nouns	
4 WEATHER AND CLIMATE Reading 1: Living in the wettest place on Earth (Geography) Reading 2: Surviving the sea of sand: how to stay alive in the Sahara Desert (Environmental Science)	Unusual types of weather	<u>Key reading skills:</u> Reading for detail Using your knowledge to predict content <u>Additional skills:</u> Understanding key vocabulary Reading for main ideas Recognizing text type Synthesizing	Collocations with <i>temperature</i> Vocabulary to describe a graph	

	GRAMMAR	CRITICAL THINKING	WRITING
	<p>Nouns and adjectives:</p> <ul style="list-style-type: none"> • Adjectives • Countable and uncountable nouns • Articles: <i>a, an</i> or zero article <p>Quantifiers</p> <p><u>Grammar for writing:</u> Simple sentences 1: Subject + verb <i>There is / There are</i></p>	Evaluating positives and negatives	<p><u>Academic writing skill:</u> Capital letters and punctuation</p> <p><u>Writing task type:</u> Write descriptive sentences</p> <p><u>Writing task:</u> Describe the place where you live. Write about its positives and its negatives.</p>
	<p>Prepositions of time and place</p> <p>Adverbs of frequency</p> <p><u>Grammar for writing:</u> Simple sentences 2:</p> <ul style="list-style-type: none"> • Objects and extra information • Prepositional phrases 	Identifying important information	<p><u>Academic writing skill:</u> Organizing sentences into a paragraph</p> <p><u>Writing task type:</u> Write a descriptive paragraph</p> <p><u>Writing task:</u> Describe a festival or special event.</p>
	<p>Giving opinions</p> <p><u>Grammar for writing:</u> Connecting ideas:</p> <ul style="list-style-type: none"> • <i>And, also</i> and <i>too</i> • Compound sentences • <i>However</i> 	Identifying appropriate answers	<p><u>Academic writing skill:</u> Topic sentences</p> <p><u>Writing task type:</u> Write a one-sided opinion paragraph</p> <p><u>Writing task:</u> The internet wastes our time. It does not help us do more work. Do you agree or disagree?</p>
	<p><u>Grammar for writing:</u> Comparative and superlative adjectives</p>	Analyzing graphs	<p><u>Academic writing skills:</u> Topic sentences for descriptive paragraphs about a graph Supporting sentences Giving examples: <i>like, such as</i> and <i>for example</i></p> <p><u>Writing task type:</u> Write a paragraph describing data from graphs</p> <p><u>Writing task:</u> Compare the weather in two places, using information from graphs.</p>

UNIT	VIDEO	READING	VOCABULARY	
5 SPORTS AND COMPETITION Reading 1: Five unusual sports (Sports Science) Reading 2: Tough Guy: A race to the limit (Sports Science)	A 96-year-old bungee jumper	<u>Key reading skill:</u> Scanning to predict content <u>Additional skills:</u> Understanding key vocabulary Reading for main ideas Reading for detail Recognizing text type Previewing Working out meaning from context Synthesizing	Vocabulary to describe sport	
6 BUSINESS Reading 1: Are you ready for the world of work? (Human Resources) Reading 2: The story of ChatGPT and OpenAI (Business)	Circular businesses	<u>Key reading skills:</u> Working out meaning from context Annotating a text <u>Additional skills:</u> Understanding key vocabulary Skimming Reading for main ideas Reading for detail Identifying audience Scanning to predict content Making inferences Synthesizing	Collocations with <i>business</i> Business vocabulary	
7 PEOPLE Reading 1: Real-life superheroes (Sociology) Reading 2: More real-life superheroes (Sociology)	The gold prospector	<u>Key reading skill:</u> Skimming <u>Additional skills:</u> Understanding key vocabulary Reading for main ideas Reading for detail Working out meaning from context Identifying purpose Using your knowledge Synthesizing	Adjectives to describe people	
8 THE UNIVERSE Reading 1: The rise of commercial space travel (Space Science) Reading 2: Life on other planets (Space Science)	Going back to the moon	<u>Key reading skill:</u> Identifying the author's purpose <u>Additional skills:</u> Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Skimming Making inferences Distinguishing fact from opinion Synthesizing	Vocabulary for giving evidence and supporting an argument	

	GRAMMAR	CRITICAL THINKING	WRITING
	Prepositions of movement <u>Grammar for writing:</u> Subject and verb agreement	Analyzing a diagram	<u>Academic writing skills:</u> Ordering events in a process Removing unrelated information <u>Writing task type:</u> Write a process paragraph <u>Writing task:</u> Describe the Sydney Triathlon.
	<u>Grammar for writing:</u> The present simple and the past simple Time clauses with <i>when</i> to describe past events	Organizing events in time order	<u>Academic writing skill:</u> Adding details to main facts <u>Writing task type:</u> Write a narrative paragraph <u>Writing task:</u> Write a narrative paragraph about the history of a business.
	Noun phrases with <i>of</i> <u>Grammar for writing:</u> Modals of necessity	Categorizing ideas	<u>Academic writing skill:</u> Concluding sentences <u>Writing task type:</u> Write an explanatory paragraph <u>Writing task:</u> Who do you think is a good role model? Why? Write a paragraph explaining the qualities that make that person a good role model.
	<u>Grammar for writing:</u> <i>That</i> clauses in complex sentences Infinitives of purpose <i>Because</i> and <i>so</i>	Evaluating arguments	<u>Academic writing skill:</u> Essay organization <u>Writing task type:</u> Complete an opinion essay <u>Writing task:</u> Should governments spend more money on space exploration? Give reasons and examples to support your opinion.

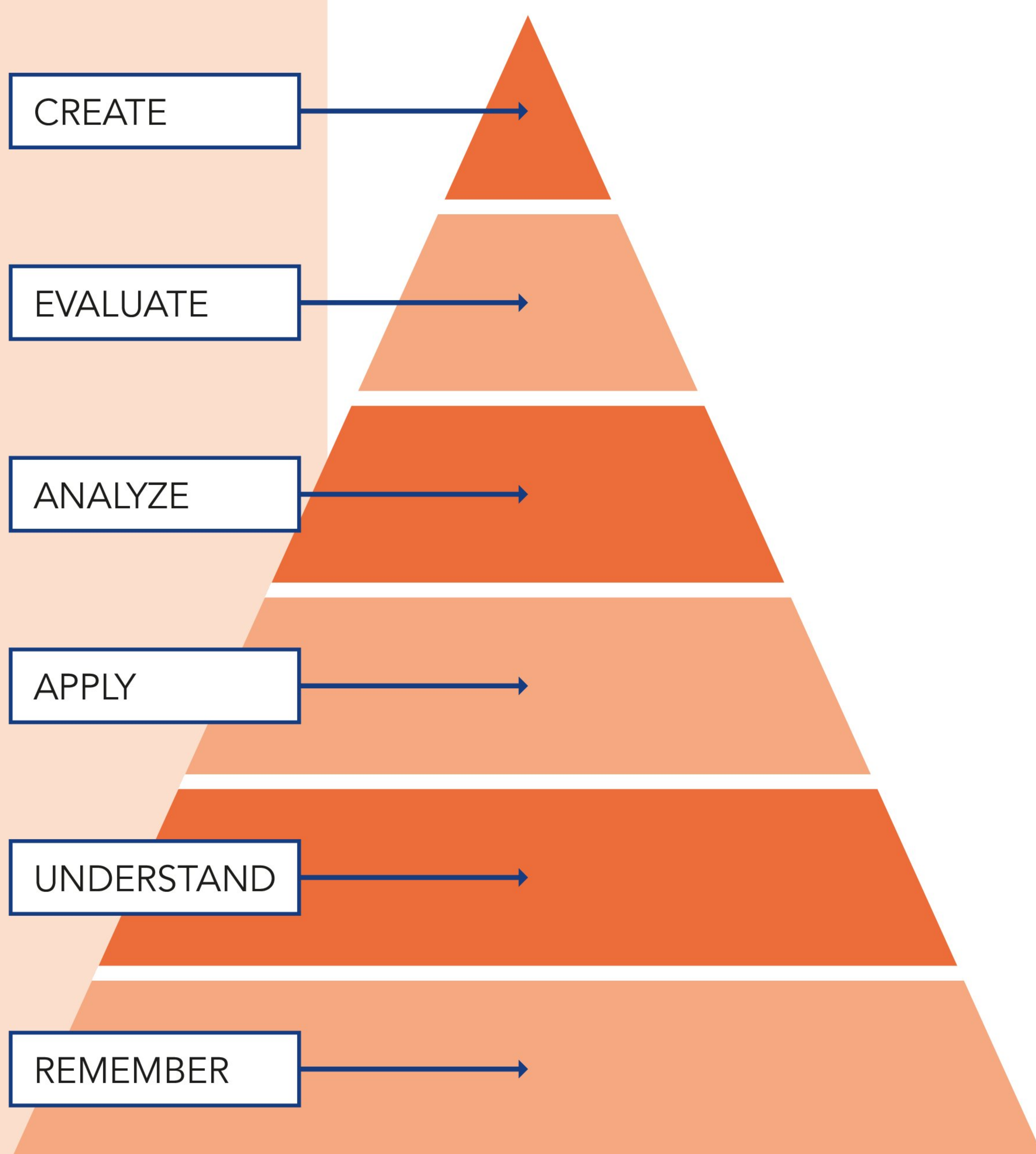
YOUR GUIDE TO UNLOCK

UNLOCK YOUR ACADEMIC POTENTIAL

Unlock Third Edition is a six-level, academic-light English course created to build the skills and language students need for their studies (CEFR Pre-A1 to C1). It develops students' ability to think critically in an academic context right from the start of their language learning. Every level has inspiring videos on a range of academic topics.

CRITICAL THINKING


Unlock Third Edition includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives. Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed. Critical thinking in *Unlock Third Edition*:



- is **informed** by a range of academic research from Bloom in the 1950s, to Krathwohl and Anderson in the 2000s, to more recent considerations relating to 21st Century Skills
- has a **refined** syllabus with a better mix of higher- and lower-order critical thinking skills
- is **measurable**, with objectives and self-evaluation so students can track their critical thinking progress
- is **transparent** so teachers and students know when and why they're developing critical thinking skills
- is **supported** with professional development material for teachers so teachers can teach with confidence


TEACHER RESOURCES

We've carried out research with teachers across the world to understand their needs and how we can better meet them with *Unlock*. All teacher resources can be accessed on our learning platform, Cambridge One cambridge.org/one.

- Fully interactive presentation software, **Presentation Plus**, with pop-up activities to type or automatically display answers.
- Downloadable **Model Answer Booklet** with model answers for all end-of-unit productive activities and example answers for all 'Answers may vary' activity types in the Student's Book.
- **Variations of unit tests, mid- and end-of-course tests** give teachers options when assessing student understanding and progress.
- **Teacher Manual and Development Pack** supports your teaching with flexible lesson plans with timings for every unit.
- **Digital Workbook with videos** to assign additional practice for your students whenever you see this symbol 

RESEARCH

Unlock Third Edition is informed by consulting with a global advisory panel and comprehensive review of the material so you can be assured of the quality of every lesson.

- **extensive market research** with teachers and students to fully understand their needs throughout the course's development
- consulting **academic research** into critical thinking
- refined vocabulary syllabus using our **exclusive Corpus research** 

HOW UNLOCK WORKS

UNLOCK YOUR KNOWLEDGE

1 Match the types of weather in the box to photos a–d.

cloud (adj) fog (n) snow (n) wind (n)

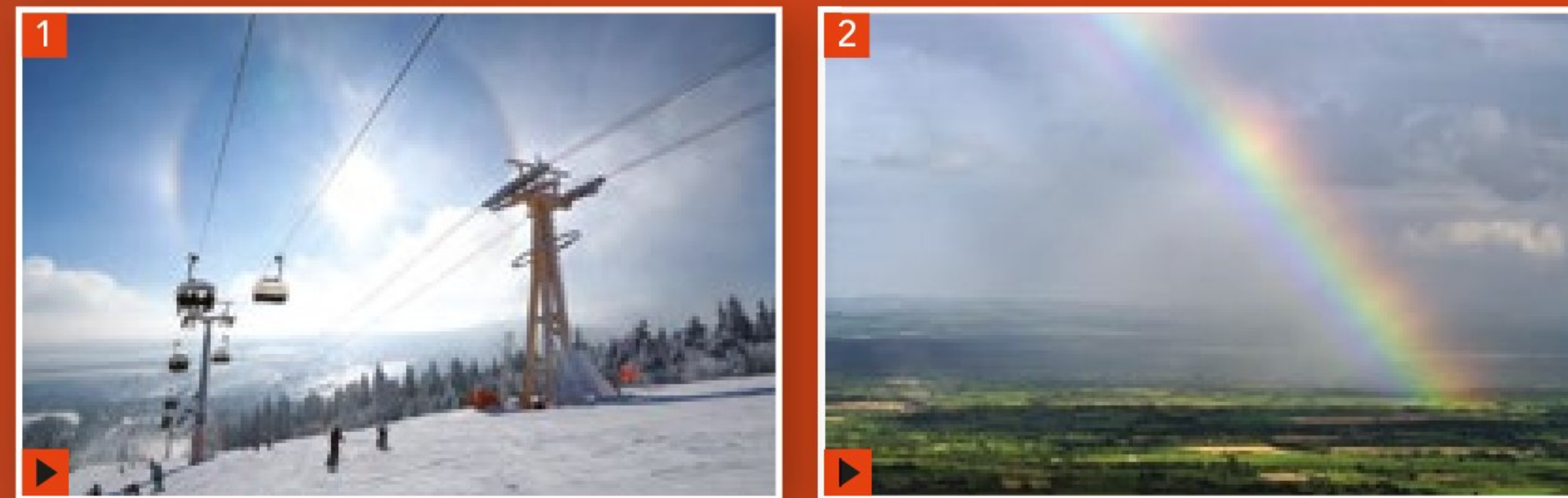


- 2 What is your favourite type of weather? Why?
- 3 What is your least favourite type of weather? Why?
- 4 Look at the large photo. What type of weather do you see?

Unlock your knowledge

Encourages discussion around the themes of the unit with inspiration from interesting questions and striking images.

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

- 1 Work with a partner. Discuss the questions below.
1 A tornado is a dangerous example of which type of weather?

Watch and listen

Features an engaging and motivating video which generates interest in the topic and develops listening skills.

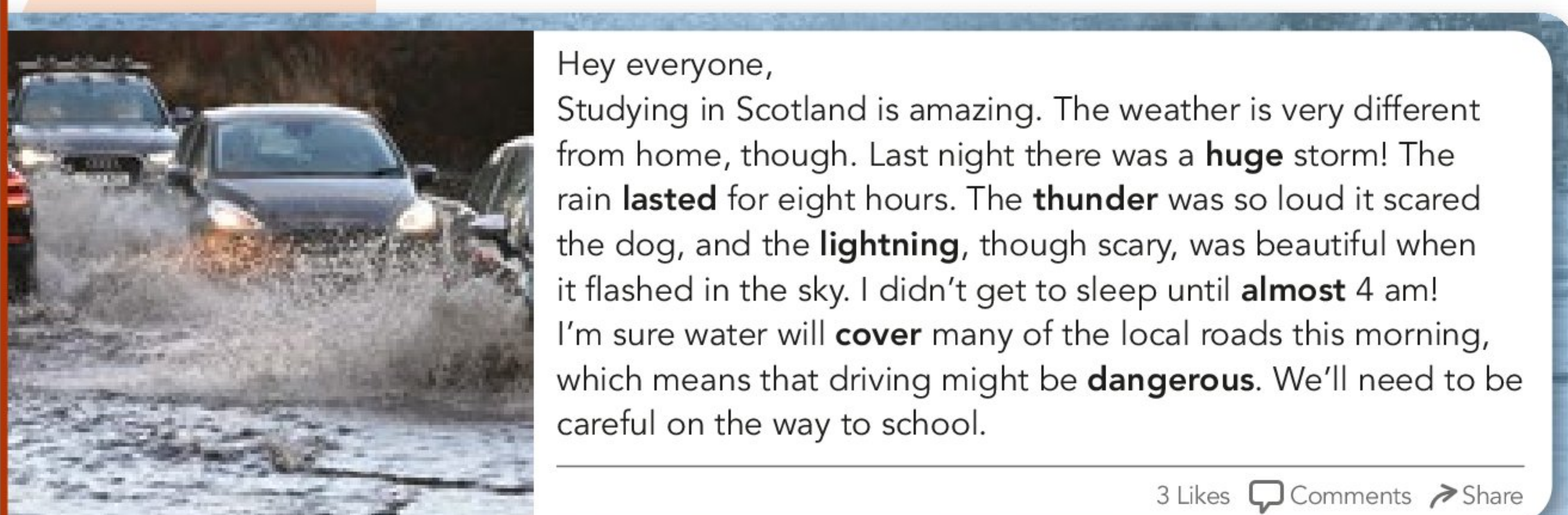
READING

READING 1

PREPARING TO READ

1 You are going to read a text about weather. Before you read, look at your friend's update on social media. Then match the bold words to the definitions below (1–7).

UNDERSTANDING KEY VOCABULARY



Reading 1

Offers students the opportunity to develop the reading skills required to process academic texts, and presents and practises the vocabulary needed to comprehend the text itself.

READING 2

PREPARING TO READ

Using your knowledge to predict content

You can understand something better if you connect it to what you already know. Before you read something, first think about what you already know about the topic.

SKILLS

1 You are going to read about the Sahara Desert. Before you read, try to answer the questions.

- 1 Where is the Sahara Desert – South Africa or North Africa?
- 2 Is the weather there hot and dry, or cold and wet?

USING YOUR KNOWLEDGE

2 Write the words in bold next to the definitions (a–f).

- 1 It was sunny all day, so it was a **shock** when it started to rain.
- 2 The temperature will **rise** in the summer and **drop** in the winter.
- 3 Let's wait and see what the weather is like tomorrow. Then we'll

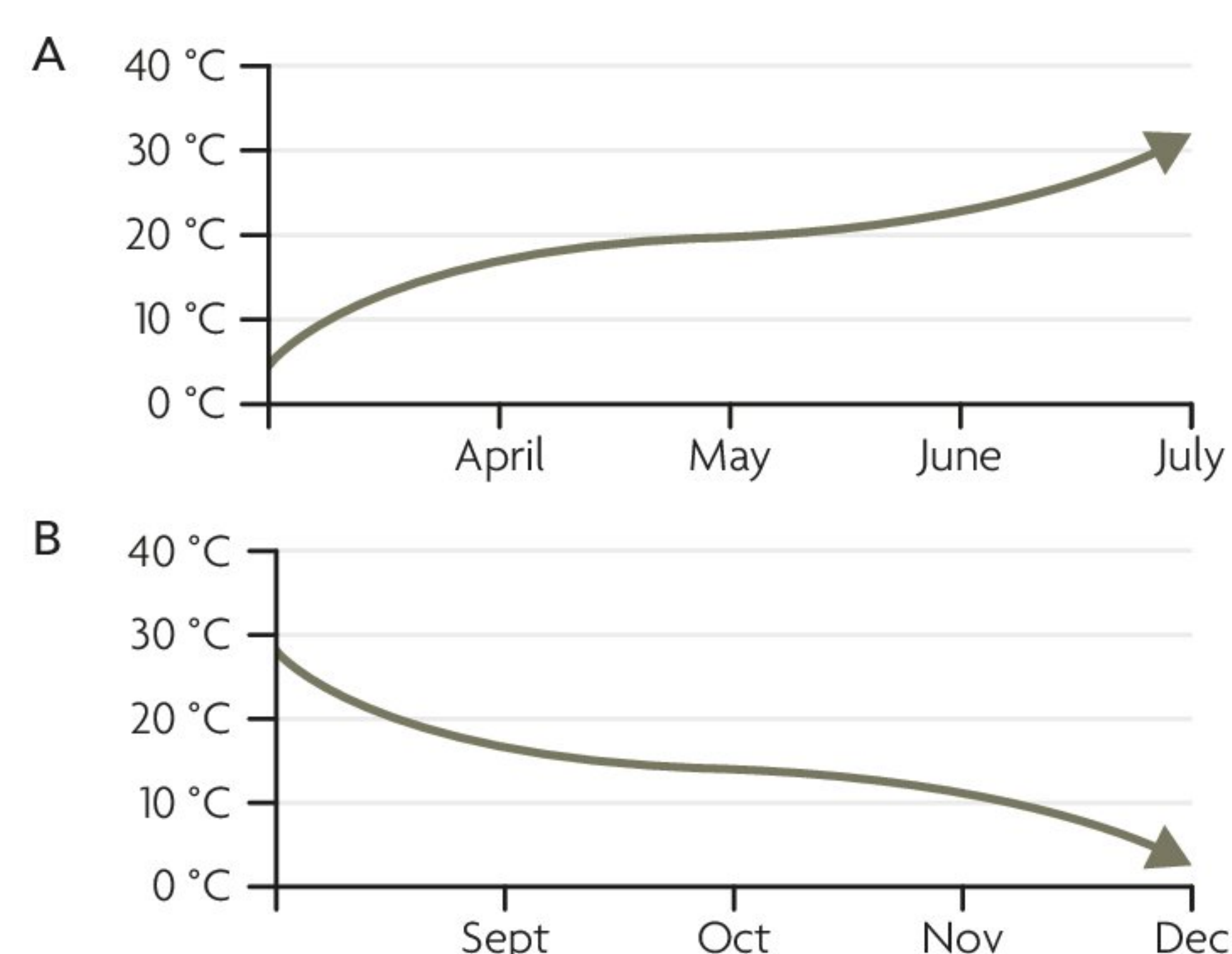
UNDERSTANDING KEY VOCABULARY

Reading 2

Provides a different angle on the topic and serves as a model text for the writing task.

LANGUAGE DEVELOPMENT

COLLOCATIONS WITH TEMPERATURE



Language development

Consolidates and expands on the language presented in preparation for the writing task.

Living in the wettest place on Earth

- 1 Every year the people living in the state of Meghalaya, in north-east India, spend many months preparing for heavy rain. The rains, called the summer monsoon¹, can **last** for days or weeks
- 4

QR codes

Allows students to easily access the audio of the reading passages.

WRITING

CRITICAL THINKING

At the end of this unit, you will write a paragraph describing data from graphs. Look at this unit’s writing task below.

Compare the weather in two places, using information from graphs.

SKILLS

Analyzing graphs

You can use graphs to show numbers or data. When you look at a graph, you can see the most interesting information quickly and easily. When you write about graphs, look at the highest and lowest numbers and then choose the most interesting information to write about.

UNDERSTAND

1 Look back at the graph in Reading 2 on page 89 and answer the questions.

1 What do the numbers on the left side of the graph show?

2 What do the numbers at the bottom of the graph show?

Critical thinking

Develops the lower- and higher-order thinking skills required for the writing task.

ACADEMIC WRITING SKILLS

TOPIC SENTENCES FOR DESCRIPTIVE PARAGRAPHS ABOUT A GRAPH

SKILLS

When writing about a graph, use the phrase *the graph shows* in the topic sentence to describe the information in the graph.

The graph shows the temperature in degrees Celsius over 24 hours in the Sahara Desert.

Notice how the following order is used:

The graph shows + what is measured + time period + place.

1 Complete the topic sentences about graphs A and B on page 92 in the Critical thinking section.

1 Graph A shows the _____ in millimetres over one _____ in _____.

2 Graph B shows the _____ in degrees Celsius over one _____.

Academic writing skills

Practises all the writing skills needed for the writing task.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I can ...

watch and understand a video about unusual types of weather. _____

read for detail. _____

use my knowledge to predict content. _____

analyze graphs. _____

use comparative and superlative adjectives. _____

write topic sentences for descriptive paragraphs about a graph. _____

Objectives review

Allows students to evaluate how well they have mastered the skills covered in the unit.

GRAMMAR FOR WRITING

COMPARATIVE AND SUPERLATIVE ADJECTIVES

GRAMMAR

Comparative adjectives

Use comparative adjectives to compare two or more things. Use *than* to compare one thing with another.

For one-syllable adjectives, add *-er*.

Spain is warmer than Norway.

For one-syllable adjectives which end in one vowel and one consonant, double the consonant and add *-er*. Do not double the consonant *w*.

For one-syllable adjectives ending in *-y*, remove the *-y* and add *-ier*.

London is wetter than Rome.

Precipitation in July is lower than in March.

Rome is drier than London.

Use two comparatives and *and* to describe how somebody or something increases or decreases in a particular way.

Grammar for writing

Presents and practises grammatical structures and features needed for the writing task.

WRITING TASK

Compare the weather in two places, using information from graphs.

PLAN

1 Read the information about writing topic sentences about a graph on page 96 again. Then look back at the graphs for the places in the Critical thinking section on pages 92–93. Write a topic sentence to describe the data in the graphs.

2 Work with a partner. Share your topic sentences. Does your topic sentence describe the information in the graphs? Make changes to your topic sentence if necessary.


3 Work with a partner. Discuss the most interesting fact about _____.


Writing task


Uses the skills and language learned throughout the unit to support students in drafting, producing and editing a piece of academic writing. This is the unit’s main learning objective.


2 Use the *Unlock Digital Workbook* for more practice with this unit’s learning objectives.

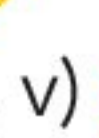
WORDLIST


almost (adv) 


careful (adj) 


cover (v) 


dangerous (adj) 


decide (v) 


decrease (n, v) 

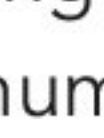
drop (v) 


fall (v) 


huge (adj) 

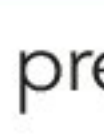
increase (n, v) 


last (v) 

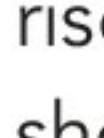
lightning (n) 

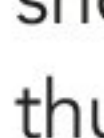
maximum (adj) 


minimum (adj) 


precipitation (n) 

reach (v) 

rise (v) 


shock (n) 

thunder (n) 

 = high-frequency words in the Cambridge Academic Corpus

UNLOCK DIGITAL WORKBOOK

Wordlist

Lists the key vocabulary from the unit. The most frequent words used at this level in an academic context are highlighted with this icon .

11

COMPONENTS

Unlock offers 70–90 hours per Student’s Book, which is extendable with the Digital Pack, and other additional activities in the Teacher’s Manual and Development Pack.

Unlock is a paired-skills course with two separate Student’s Books per level. For levels 1–5 (CEFR A1 – C1), these are **Reading, Writing and Critical Thinking** and **Listening, Speaking and Critical Thinking**. They share the same unit topics so you have access to a wide range of material at each level. Each Student’s Book includes access to the Digital Pack.

Unlock Basic has been developed for pre-A1 learners. **Unlock Basic Skills** integrates reading, writing, listening, speaking and critical thinking in one book to provide students with an effective and manageable learning experience. **Unlock Basic Literacy** develops and builds confidence in literacy. The Basic books also share the same unit topics and so can be used together or separately, and **Unlock Basic Literacy** can be used for self-study.

STUDENT COMPONENTS

All material in the Student’s Digital Pack (Levels 1–5) can be accessed on Cambridge One, our learning platform using the unique code printed on the inside front cover of the Student’s Book.

Resource	Description
Student’s Book with Digital Pack	<ul style="list-style-type: none">• 8 units per level (Levels 1–4); 10 units (Level 5)• QR codes for students to easily access the Class Audio• Levels 1–5 includes access to the Digital Pack:<ul style="list-style-type: none">– Interactive eBook with videos– Digital Workbook– Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)– Downloadable audio for reading passages (Reading and Writing strand)• <i>Unlock Basic Skills</i> comes with downloadable audio and video (11 units)• <i>Unlock Basic Literacy</i> comes with downloadable audio (11 units)
Interactive eBook with videos	<ul style="list-style-type: none">• Levels 1–5• Digital version of the Student’s Book with auto-graded activities• Student’s Book videos for students to watch on their own
Digital Workbook with videos	<ul style="list-style-type: none">• Levels 1–5• Extension activities to further practise the language and skills learned• Additional video comprehension and extension activities that are different from the activities in the Student’s Book.

TEACHER COMPONENTS

All teacher components can be accessed on Cambridge One, our learning platform. Teachers can access the Digital Workbook with videos by creating an account. To access the Teacher’s Resources and Presentation Plus, please request an access code from your local Cambridge representative.

Resource	Description
Audio	<ul style="list-style-type: none">• Downloadable audio for listening activities and pronunciation (Listening and Speaking strand)• Downloadable audio for reading passages (Reading and Writing strand)
Teacher’s Manual and Development Pack	<ul style="list-style-type: none">• Flexible lesson plans with timings, lesson objectives and lesson observation templates• Downloadable Model Answer Booklet with model and example answers for productive skills• Supplementary classroom materials for Levels 1–4• Common student errors• <i>Developing critical thinking skills in your students</i>, a teacher development material with clear objectives, in-practice activities and opportunities for review and self-evaluation.
Teacher Development Resources	<p>Additional materials which can be used for professional development:</p> <ul style="list-style-type: none">• Peer-to-peer training workshop materials with PowerPoint presentations• In-session worksheets, trainer’s notes• Pre- and post- workshop quizzes
Presentation Plus	<ul style="list-style-type: none">• Fully interactive presentation software, with pop-up activities to type or automatically display answers• Embedded audio and video for easy access to play in class
Tests	<ul style="list-style-type: none">• Unit, mid- and end-of-course tests for the assessment of student understanding and progress

TEACHING WITH UNLOCK THIRD EDITION

This online training course gives you a thorough knowledge of how *Unlock* works, what it includes and acquaints teachers with the methodological principles behind the course.

UNIT 1

PLACES

LEARNING OBJECTIVES

Watch and listen

Watch and understand a video about Jakarta.

Reading skill

Scan for numbers.

Critical thinking

Evaluate positives and negatives.

Grammar

Use nouns and adjectives; use countable and uncountable nouns; use quantifiers; write simple sentences; use *there is / there are*.

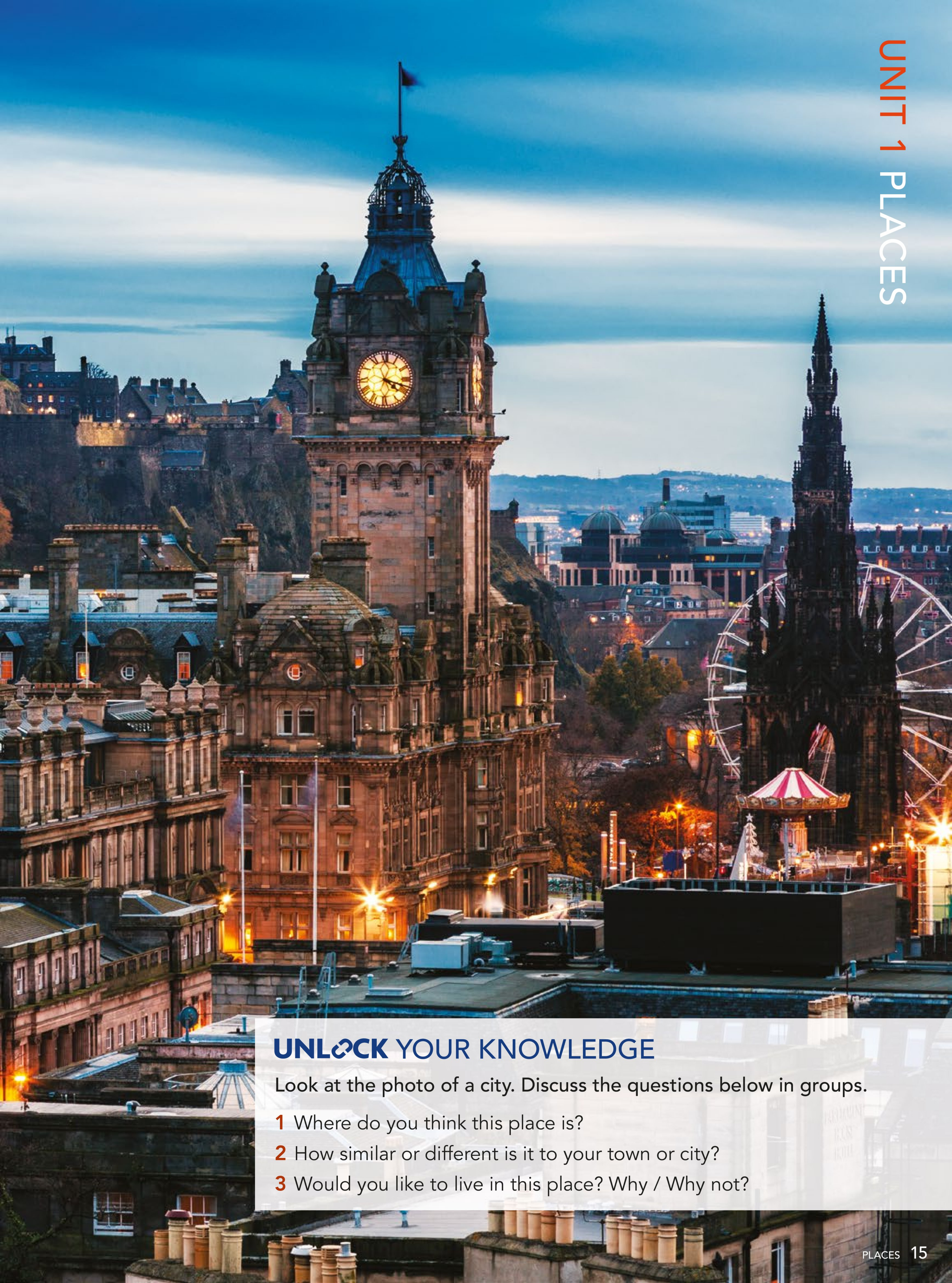
Academic writing skill

Use capital letters and punctuation.

Writing task

Write descriptive sentences.





UNLOCK YOUR KNOWLEDGE

Look at the photo of a city. Discuss the questions below in groups.

- 1 Where do you think this place is?
- 2 How similar or different is it to your town or city?
- 3 Would you like to live in this place? Why / Why not?

WATCH AND LISTEN



ACTIVATING YOUR KNOWLEDGE

PREDICTING CONTENT USING VISUALS

PREPARING TO WATCH

1 Work in small groups. Discuss the questions.

- 1 What is the capital city of your country? Is it a popular destination for tourists? Why / Why not?
- 2 Do you know what a megacity is? What do you think the three biggest megacities in the world are?
- 3 Which big cities in your country have a harbour? Why are harbours important to cities?

2 Look at the photos. Circle all the words you think are true. Compare your answers with a partner.

- 1 I think this is a city in *Europe* / *Asia* / *Africa*.
- 2 I think the city is a *megacity* / *popular destination* / *capital city*.
- 3 I think this city has *an old town* / *a harbour* / *beautiful parks*.

GLOSSARY

destination (n) the place where somebody or something is going

harbour (n) an area of water by the coast used to keep ships safe

tower (n) a very tall, thin building or part of a building

monument (n) a special building to make people remember an event in history or a famous person

goods (n) things that people sell

fireworks (n) small objects which explode to make a loud noise and bright colours in the night sky



WHILE WATCHING

- 3** ▶ Watch the video. Check your ideas in Exercise 2.
- 4** ▶ Watch again. Choose the best answer to each question.
- 1 How many people live in Jakarta?
a 9 million b 11 million
 - 2 What style of buildings can you see in the old town?
a Indonesian b European
 - 3 What can you see at Sunda Kelapa harbour?
a ships from Europe, China and India b Indonesian ships
 - 4 What is under the national monument?
a a golden flame b the National Museum
 - 5 What is soto?
a meat and vegetable soup b a fried rice dish
- 5** ▶ Watch again. Work with a partner. Discuss the questions below.
- 1 Why does Jakarta have very busy roads?
 - 2 Why did Jakarta grow into a big city?
 - 3 Why are there European-style buildings in Jakarta?
 - 4 How long have people lived in Indonesia?
 - 5 Who is the video for – tourists or business people? Why?

DISCUSSION

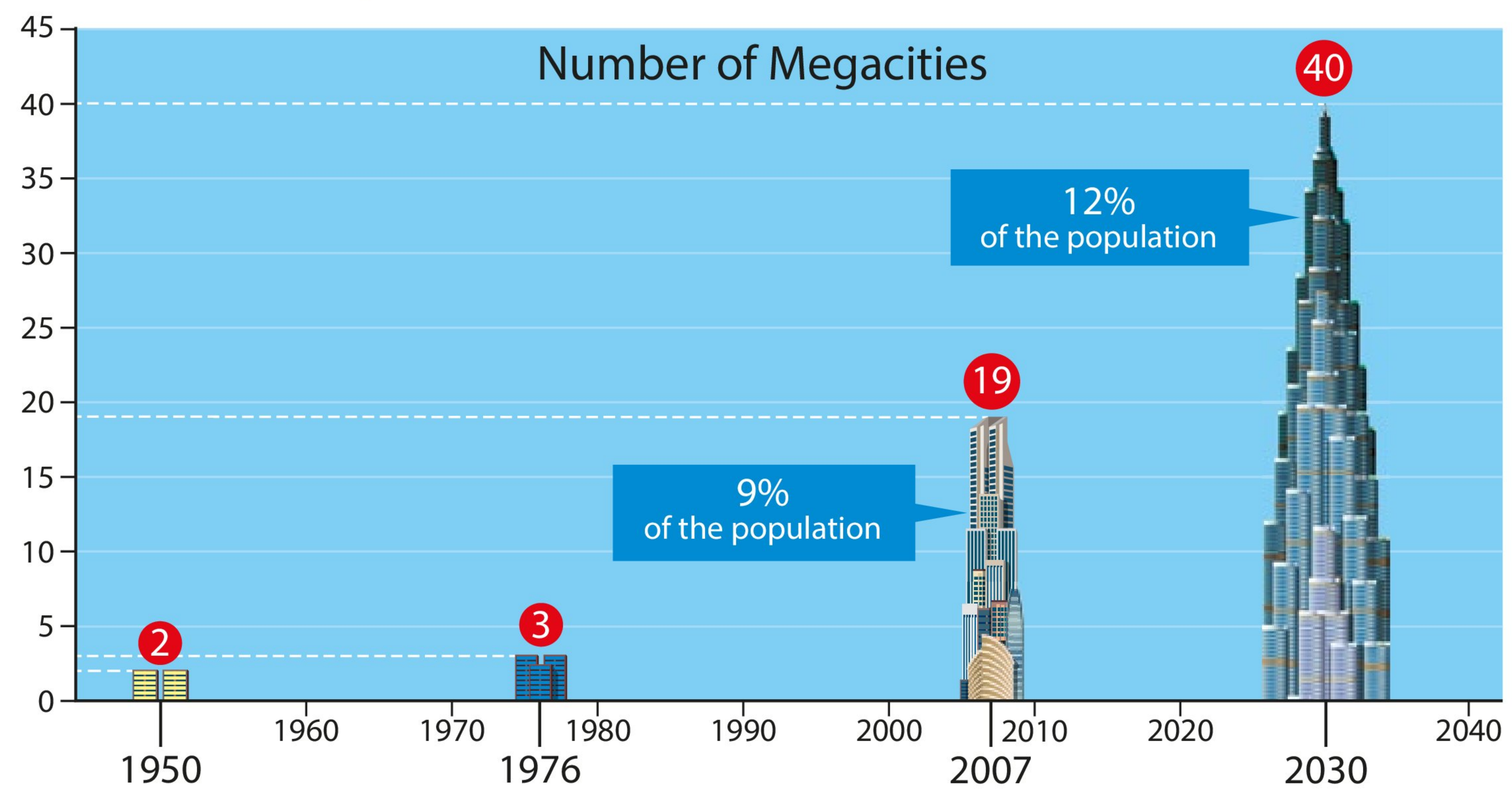
- 6 Work in small groups. Discuss the questions.**
- 1 Compare Jakarta to another city you know well. How is it similar or different?
 - 2 Imagine you are making a video about your capital city for tourists. What information and places would you include?
 - 3 What different information would you include in a video for business people?

UNDERSTANDING MAIN IDEAS

UNDERSTANDING DETAIL

MAKING INFERENCES

READING 1



PREPARING TO READ

USING YOUR
KNOWLEDGE

UNDERSTANDING
KEY VOCABULARY

1 You are going to read an article. Look at the information in the infographic. Tell a partner what you think the article is about.

2 Read the definitions. Complete the statements (1–6) with one of the words in bold. (There are two words you do not need.)

population (n) the number of people living in a place

expert (n) somebody who has a lot of skill in or knowledge about something

countryside (n) land that is not in towns or cities and may have farms and fields

opportunity (n) a chance to do something

pollution (n) damage caused to water, air and land by harmful materials or waste

modern (adj) designed and made using the most recent ideas and methods

traffic (n) the cars, lorries and other vehicles using a road

capital (n) the most important city in a country or state; where the government is

1 In some modern cities there is a lot of _____ from cars and factory smoke. This is a big problem for the world today.

2 Living in the _____ is boring. It is better to live in a city or town.

3 A city is planning a new road. The city does not need to ask an _____ to help them plan the new road.

4 Studying in another country gives students an _____ to learn about a new culture and speak a new language.

5 There are lots of ways to reduce heavy _____ in capital cities like Riyadh and London. The best way is to stop people driving to work in the morning and home in the evening.

6 Cities that have a _____ of over 10 million are very exciting places to live.

Rise of the MEGACITIES



Megacity: a city with more than 10 million people

- 1 The number of megacities is growing very quickly. In the 1950s, there were only two megacities in the world.
- 2 Today, 12% of the world's urban¹ **population** lives in megacities. Studies show that there will be 8.5 billion people in the world in 2030. **Experts** say that there will be 40 megacities.
- 3 Today, more than 35 cities in the world are megacities. The majority are in Asia, South America and Africa. More and more people around the world are leaving their homes in the **countryside** and moving to the city.
- 4 Many megacities have better **opportunities**, such as more jobs and a choice of schools and universities. Megacities are also exciting places to live – there are lots of different people, languages and restaurants, and there are many interesting things to do.
- 5 However, megacities have problems, too. The cities are very big and this can cause problems like **pollution** or poor housing².

Tokyo, Japan
37.4 MILLION

- 6 Tokyo is an exciting, **modern** city in the east of Japan. There are lots of jobs because most big companies in Japan are in Tokyo. It is also an excellent place to study – 18% of Japan's universities are in the city. However, Tokyo is very busy and the **traffic** is very bad. More than 7.5 million people use the Tokyo Metro every day.

Delhi, India
29.4 MILLION

- 7 Delhi is in the north of India. It has many beautiful monuments, interesting museums and modern restaurants. There is an exciting mix of different cultures in the city, and there are four official languages: Hindi, Urdu, Punjabi and English. However, there are not enough houses in some parts of Delhi. This means that many people live in large slums in the city.

Cairo, Egypt
20.5 MILLION

- 8 Cairo is the **capital** of Egypt and is the second-largest city in Africa. Cairo has important car and film industries. The city is the centre of many government offices and has many universities, one of which is over 1,200 years old.

¹**urban** (adj) relating to towns and cities

²**housing** (n) places to live, such as apartments or houses