UNLCCK

2

Reading, Writing & Critical Thinking

STUDENT'S BOOK

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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	*Key reading skill:* Scanning for numbers *Additional skills:* Understanding key vocabulary Using your knowledge Reading for main ideas Reading for detail Scanning to find information Scanning to predict content Working out meaning from context Making inferences Synthesizing	Vocabulary to describe places (e.g. *cheap, expensive, modern, noisy*)	
2 FESTIVALS AND CELEBRATIONS Reading 1: Celebrate! (Sociology) Reading 2: Muscat Festival (Cultural Studies)	New Year celebrations in the UK	*Key reading skill:* Previewing a text *Additional skills:* Understanding key vocabulary Reading for main ideas Reading for detail Recognizing text type Scanning to predict content Synthesizing	Vocabulary to describe festivals (e.g. *culture, highlight, history, lucky, traditional*)	
3 THE INTERNET AND TECHNOLOGY Reading 1: Someone's always watching you online ... (Information Technology) Reading 2: Video games for kids: win or lose? (Information Technology)	Predictive advertising	*Key reading skills:* Reading for main ideas Making inferences *Additional skills:* Understanding key vocabulary Scanning to predict content Reading for main ideas Reading for detail Using your knowledge Recognizing text type Synthesizing	Vocabulary to describe the internet and technology (e.g. *a computer program, a smartphone*) Compound nouns	
4 WEATHER AND CLIMATE Reading 1: Extreme weather (Geography) Reading 2: Surviving the sea of sand: how to stay alive in the Sahara Desert (Environmental Science)	Tornadoes	*Key reading skills:* Reading for detail Using your knowledge to predict content *Additional skills:* Understanding key vocabulary Reading for main ideas Recognizing text type Synthesizing	Collocations with *temperature* Vocabulary to describe a graph	

GRAMMAR	CRITICAL THINKING	WRITING
Nouns and adjectives: • Adjectives • Countable and uncountable nouns • Articles: *a, an*, zero article Quantifiers *Grammar for writing:* Simple sentences 1: Subject + verb *There is / There are*	Evaluating positives and negatives	*Academic writing skills:* Capital letters and punctuation *Writing task type:* Write descriptive sentences *Writing task:* Describe the place where you live. Write about its positives and its negatives.
Prepositions of time and place Adverbs of frequency *Grammar for writing:* Simple sentences 2: • Objects and extra information • Prepositional phrases	Identifying important information	*Academic writing skills:* Organizing sentences into a paragraph *Writing task type:* Write a descriptive paragraph *Writing task:* Describe a festival or special event.
Giving opinions *Grammar for writing:* Connecting ideas: • *And, also* and *too* • Compound sentences • *However*	Identifying appropriate answers	*Academic writing skills:* Topic sentences *Writing task type:* Write a one-sided opinion paragraph *Writing task:* The internet wastes our time. It does not help us do more work. Do you agree or disagree?
Grammar for writing: Comparative and superlative adjectives	Analyzing graphs	*Academic writing skills:* Topic sentences for descriptive paragraphs about a graph Supporting sentences Giving examples: *like, such as* and *for example* *Writing task type:* Write a paragraph describing data from graphs *Writing task:* Compare the weather in two places, using information from graphs.

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	*Key reading skill:* Scanning to predict content *Additional skills:* Understanding key vocabulary Previewing Reading for main ideas Reading for detail Recognizing text type Understanding discourse 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 Google (Business)	Amazon's fulfilment centre	*Key reading skills:* Working out meaning from context Annotating a text *Additional skills:* Understanding key vocabulary Skimming Scanning to predict content Reading for main ideas Reading for detail Identifying audience Making inferences Synthesizing	Collocations with *business* Business vocabulary	
7 PEOPLE Reading 1: Incredible people (Sociology) Reading 2: More incredible people (Sociology)	The gold prospector	*Key reading skill:* Skimming *Additional skills:* Understanding key vocabulary Reading for main ideas Reading for detail Working out meaning from context Identifying purpose Making inferences 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 to the International Space Station	*Key reading skill:* Identifying the author's purpose *Additional skills:* 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 *Grammar for writing:* Subject and verb agreement	Analyzing a diagram	*Academic writing skills:* Ordering events in a process Removing unrelated information *Writing task type:* Write a process paragraph *Writing task:* Describe the Sydney Triathlon.
Grammar for writing: The present simple and the past simple Time clauses with *when* to describe past events	Organizing events in time order	*Academic writing skills:* Adding details to main facts *Writing task type:* Write a narrative paragraph *Writing task:* Write a narrative paragraph about the history of a business.
Noun phrases with *of* *Grammar for writing:* Modals of necessity	Categorizing ideas	*Academic writing skills:* Concluding sentences *Writing task type:* Write an explanatory paragraph *Writing task:* Who do you think is a good role model? Why? Write a paragraph explaining the qualities that make that person a good role model.
Grammar for writing: *That* clauses in complex sentences Infinitives of purpose *Because* and *so*	Evaluating arguments	*Academic writing skills:* Essay organization *Writing task type:* Complete an opinion essay *Writing task:* 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 Second 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 100% new inspiring video on a range of academic topics.
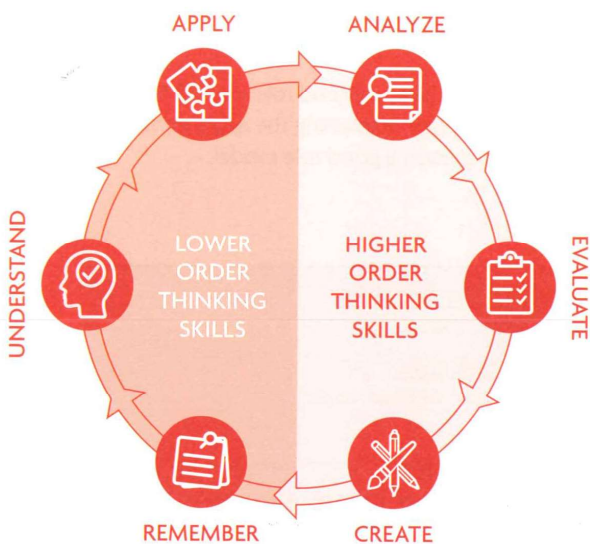
Confidence in teaching.
Joy in learning.

Better Learning WITH UNLOCK SECOND EDITION

Better Learning is our simple approach where insights we've gained from research have helped shape content that drives results. We've listened to teachers all around the world and made changes so that *Unlock* Second Edition better supports students along the way to academic success.

CRITICAL THINKING

APPLY — ANALYZE
UNDERSTAND — EVALUATE
REMEMBER — CREATE
LOWER ORDER THINKING SKILLS — HIGHER ORDER THINKING SKILLS

Critical thinking in *Unlock* Second 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

... so that students have the best possible chance of academic success.

INSIGHT

Most classroom time is currently spent on developing lower-order critical thinking skills. Students need to be able to use higher-order critical thinking skills too.

CONTENT

Unlock Second Edition includes the right mix of lower- and higher-order thinking skills development in every unit, with clear learning objectives.

RESULTS

Students are better prepared for their academic studies and have the confidence to apply the critical thinking skills they have developed.

CLASSROOM APP

The *Unlock* Second Edition Classroom App ...

- offers extra, **motivating** practice in speaking, critical thinking and language
- provides a **convenient** bank of language and skills reference informed by our exclusive Corpus research ◎
- is easily **accessible** and **navigable** from students' mobile phones
- is fully **integrated** into every unit
- provides Unlock-**specific** activities to extend the lesson whenever you see this symbol ▯

... so that students can easily get the right, extra practice they need, when they need it.
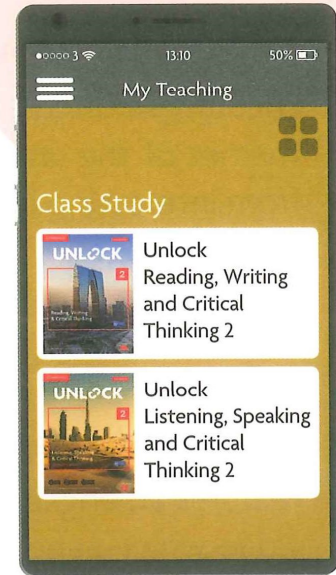
INSIGHT

The learning material on a Classroom app is most effective when it's an integral, well-timed part of a lesson.

CONTENT

Every unit of *Unlock* Second Edition is enhanced with bespoke Classroom app material to extend the skills and language students are learning in the book. The symbol ▯ shows when to use the app.

RESULTS

Students are motivated by having relevant extension material on their mobile phones to maximize their language learning. Teachers are reassured that the Classroom App adds real language-learning value to their lessons.

RESEARCH

We have gained deeper insights to inform *Unlock* Second Edition by ...

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

... so that you can be assured of the quality of *Unlock* Second Edition.

INSIGHT

- Consultation with global Advisory Panel
- Comprehensive reviews of material
- Face-to-face interviews and Skype™ calls
- Classroom observations

CONTENT

- Improved critical thinking
- 100% new video and video lessons
- Clearer contexts for language presentation and practice
- Text-by-text glossaries
- More supportive writing sections
- Online Workbooks with more robust content
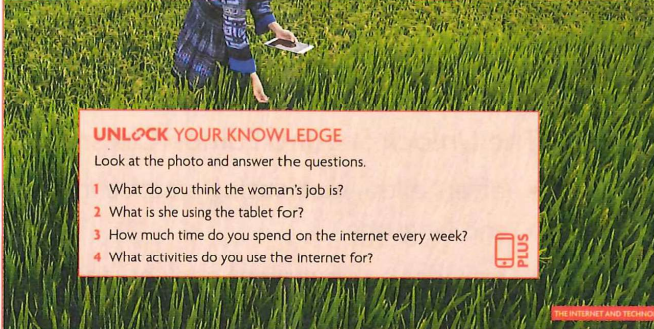- Comprehensive teacher support

RESULTS

"Thank you for all the effort you've put into developing Unlock Second Edition. As far as I can see, I think the new edition is more academic and more appealing to young adults."

Burçin Gönülsen,
Işık Üniversity, Turkey

HOW *UNLOCK* WORKS

Unlock your knowledge

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

UNLOCK YOUR KNOWLEDGE

Look at the photo and answer the questions.

1 What do you think the woman's job is?
2 What is she using the tablet for?
3 How much time do you spend on the internet every week?
4 What activities do you use the Internet for?

PLUS

THE INTERNET AND TECHNOLOGY

Watch and listen

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

WATCH AND LISTEN

ACTIVATING YOUR KNOWLEDGE

PREPARING TO WATCH

1 Work with a partner and answer the questions.

1 Why do people buy things from websites?
2 What kinds of adverts do you see online?
3 Do you ever worry when you use technology? Why / Why not?

READING

Reading 1

The first text 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

READING 1

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

1 Read the sentences (1–7) and write the words in bold next to the definitions (a–h).

1 People should always use a **secret** password on their smartphone. This helps to keep their information safe.
2 After I buy the correct **software**, I'll be able to make music and draw pictures on my computer.
3 Sarah has an **interest** in the newest technology, so she always learns about it very quickly.
4 The software allows teachers to **collect** information about how well

Reading 2

Presents a second text which provides a different angle on the topic and serves as a model text for the writing task.

READING 2

UNDERSTANDING KEY VOCABULARY

PREPARING TO READ

1 Read the definitions. Complete the sentences with the words in bold.

affect (v) to influence someone or something; to cause change
creative (adj) good at thinking of new ideas or creating new and unusual things
download (v) to copy programs, music or other information electronically from the internet to your device (e.g. a computer)
educational (adj) providing or relating to teaching and learning
imagination (n) the part of your mind that creates ideas or pictures of things that are not real or that you have not seen

Language development

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

LANGUAGE DEVELOPMENT

COMPOUND NOUNS

VOCABULARY

In English, you can put two or more words together to form a new word.
This is called a *compound noun*. Compound nouns are very common in English.
Some compound nouns are written as one word (e.g. keyboard = key + board).
Others are written as two or three separate words (e.g. computer program).
A **laptop** is a small computer that you can carry around with you.
A **touch screen** is a screen on a computer, smartphone or tablet that you

WRITING

Critical thinking

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

WRITING

CRITICAL THINKING

At the end of this unit, you will write a one-sided opinion paragraph. Look at this unit's writing task below.

> The internet wastes our time. It does not help us do more work. Do you agree or disagree?

Grammar for writing

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

GRAMMAR FOR WRITING

CONNECTING IDEAS

and, also and too

Use the conjunction *and* or the adverbs *also* or *too* to add information. Connecting ideas makes your writing better and easier to understand.

Use *and* to join two ideas in a single sentence.

My sister has a computer. She has a smartphone.
→ My sister has a computer **and** a smartphone.

Jessica texts her friends. She shares photos.
→ Jessica texts her friends **and** shares photos.

Academic writing skills

Practises all the writing skills needed for the writing task.

ACADEMIC WRITING SKILLS

TOPIC SENTENCES

A topic sentence tells you the main idea of a paragraph. It is usually the first or second sentence in a paragraph. A topic sentence has two parts: the *topic* and the *controlling idea*. The topic tells you what the paragraph is about. The controlling idea gives the topic a focus.

| topic | controlling idea |

The internet has many advantages. You can find information quickly

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.

WRITING TASK

> The internet wastes our time. It does not help us do more work. Do you agree or disagree?

PLAN

1 Look at the question above. Do you agree or disagree? Circle the answer that is true for you.

   1   2   3   4
1 = strongly disagree
2 = disagree more than agree
3 = agree more than disagree
4 = strongly agree

2 Look at the table in Exercise 4 of the Critical thinking section. Highlight the three ideas that best support your opinion.

3 Look at the paragraph planner.
  1 Write your topic sentence in the planner.
  2 Write your three supporting ideas in the planner.

Objectives review

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

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 advertising.   _____

read for main ideas.   _____

make inferences.   _____

identify appropriate answers.   _____

2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.

UNLOCK ONLINE

WORDLIST		
advert (n)	email address (n)	secret (adj) ⊙
affect (v) ⊙	free (adj) ⊙	security (n) ⊙
collect (v) ⊙	imagination (n) ⊙	smartphone (n)
computer program (n)	improve (v) ⊙	software (n) ⊙
creative (adj) ⊙	interest (n) ⊙	video game (n)
download (v)	keyboard (n)	website (n) ⊙
educational (adj) ⊙	record (v) ⊙	

⊙ = high-frequency words in the Cambridge Academic Corpus

Wordlist

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

Unlock offers 56 hours per Student's Book, which is extendable to 90 hours with the Classroom App, Online Workbook 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 provides access to the Classroom App and Online Workbook.

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

Resource	Description	Access

Student's Books	• Levels 1–5 come with Classroom App, Online Workbook, and downloadable audio and video
	   – Levels 1–4 (8 units)
	   – Level 5 (10 units)
	• *Unlock Basic Skills* comes with downloadable audio and video (11 units)
	• *Unlock Basic Literacy* comes with downloadable audio (11 units)
		• The Classroom App and Online Workbook are on the **CLMS** and are accessed via the unique code inside the front cover of the Student's Book
		• The audio and video are downloadable from the Resources tab on the **CLMS**

Online Workbook	• Levels 1–5 only • Extension activities to further practise the language and skills learned • All-new vocabulary activities in the Online Workbooks practise the target vocabulary in new contexts	• The Online Workbook is on the **CLMS** and is accessed via the unique code inside the front cover of the Student's Book
Classroom App	• Levels 1–5 only • Extra practice in speaking, critical thinking and language	• The app is downloadable from the **Apple App Store** or **Google Play** • Students use the same login details as for the **CLMS**, and then they are logged in for a year
Video	• Levels 1–5 and *Unlock Basic Skills* only • All the video from the course	• The video is downloadable from the Resources tab on the **CLMS**
Audio	• All the audio from the course	• The audio is downloadable from the Resources tab on the **CLMS** and from **cambridge.org/unlock**

Teacher components

Resource	Description	Access
Teacher's Manual and Development Pack	• One manual covers Levels 1–5 • It contains flexible lesson plans, lesson objectives, additional activities and common learner errors as well as professional development for teachers, *Developing critical thinking skills in your students* • It comes with downloadable audio and video, vocabulary worksheets and peer-to-peer teacher training worksheets	• The audio, video and worksheets are downloadable from the Resources tab on the **CLMS** and from **eSource** via the code inside the front cover of the manual
Presentation Plus	• Software for interactive whiteboards so you can present the pages of the Student's Books and easily play audio and video, and check answers	• Please contact your sales rep for codes to download Presentation Plus from **eSource**
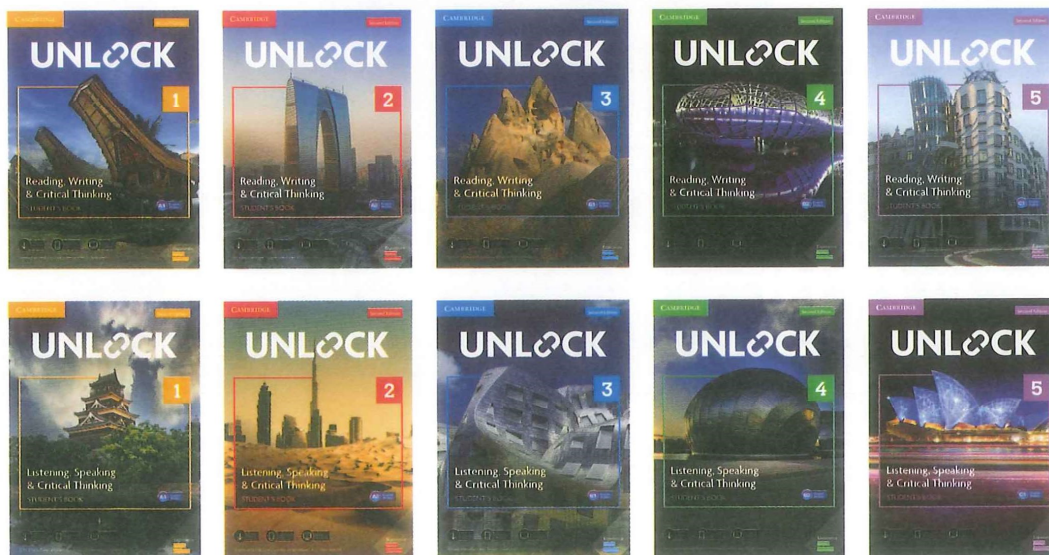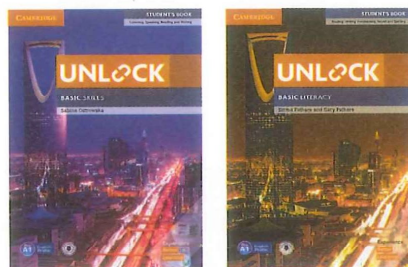
LEARNING OBJECTIVES	IN THIS UNIT YOU WILL ...
Watch and listen	watch and understand a video about Jakarta.
Reading skill	scan for numbers.
Critical thinking	evaluate positives and negatives.
Grammar	use nouns and adjectives; use countable and uncountable nouns; use quantifiers; write simple sentences; 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 and answer the questions.

1 Do you know this city? Which country do you think it is in?
   How do you know?

2 Is the city similar to or different from the place where you live?
   In what ways?

3 Would you like to live here? Why / Why not?

PLUS

PREPARING TO WATCH

ACTIVATING YOUR KNOWLEDGE

1 Work in a small group. 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?

PREDICTING CONTENT USING VISUALS

2 Look at the pictures. 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 / famous restaurants*.

GLOSSARY

destination (n) the place where someone 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 that 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
6 When is the fireworks display at Lagoon Beach?
   a every evening   b on New Year's Eve

5 ▶ Watch again. Work with a partner. Discuss the questions.

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 a small group. 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?

7 When you visit a new place, what is most interesting to you? Order the ideas from 1 (most interesting) to 6 (least interesting). Compare your answers with a partner.

_____ food and drink   _____ history   _____ shopping
_____ meeting people   _____ leisure activities _____ nature

READING

PREPARING TO READ

UNDERSTANDING KEY VOCABULARY

1 You are going to read an article about cities. Read the sentences (1–8). Write the words in bold next to the definitions (a–h).

1 More than 4 million people live in Riyadh. Riyadh has the largest **population** in Saudi Arabia.
2 The city hired an **expert** to help decide on the best place for the new shopping centre. He knows a lot about planning big cities.
3 People who live in big cities often visit the **countryside** so they can get away from the crowds and breathe some fresh air.
4 Studying in another country gives students the **opportunity** to learn about new cultures and see how other people live.
5 The sky was so grey with air **pollution** from cars and factory smoke that I couldn't see the sunset.
6 Shanghai is thousands of years old, but it is also a very **modern** city. It is filled with tall glass buildings and bright lights.
7 Big cities usually have a lot of **traffic**, especially when people drive to work in the morning and drive home in the evening.
8 London is the **capital** of the United Kingdom. It is where the UK's government is.

a _____ (n) the cars, trucks and other vehicles using a road
b _____ (n) land that is not in towns or cities and may have farms and fields
c _____ (adj) designed and made using the most recent ideas and methods
d _____ (n) the number of people living in a place
e _____ (n) damage caused to water, air and land by harmful materials or waste
f _____ (n) the most important city in a country or state; where the government is
g _____ (n) someone who has a lot of skill in or a lot of knowledge about something
h _____ (n) a chance to do or experience something good

USING YOUR KNOWLEDGE

2 Read the title of the article. What do you think *mega* means?

a very busy   b very good   c very big

3 Read the article and check your answer.

Rise of the MEGACITIES

Megacity: a city with more than ten million people
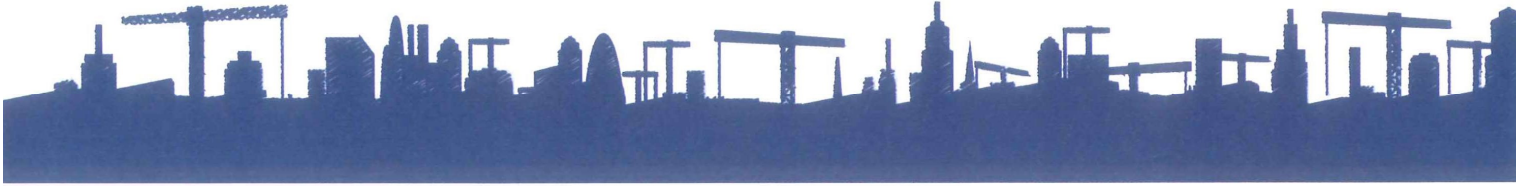
1 The number of megacities is growing very quickly. In the 1950s, there were only two megacities in the world.
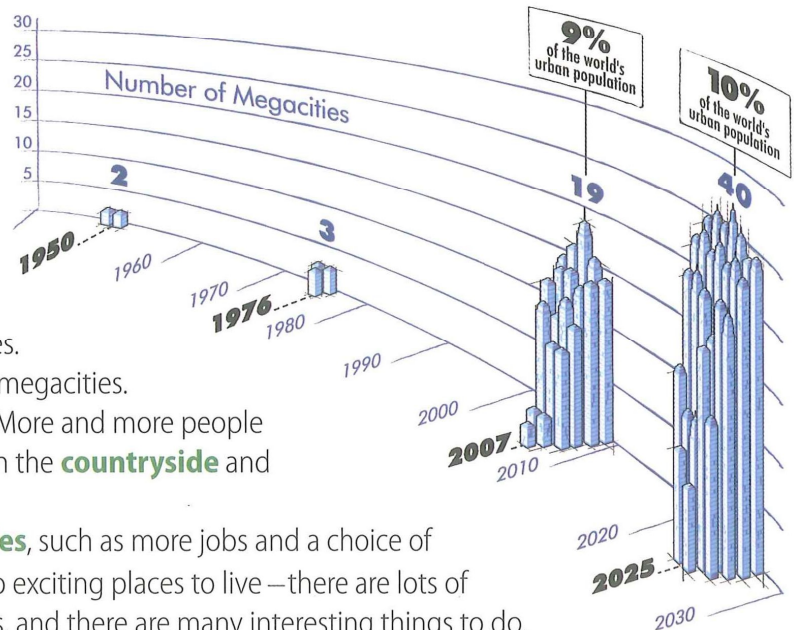
2 Today, 12% of the world's urban[1] **population** lives in megacities. Studies show that there will be eight billion people in the world in 2025. **Experts** say that there will be 40 megacities.

3 Today, more than 35 cities in the world are megacities. 75% 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 housing[2].

Number of Megacities

1950 — 2
1960
1970
1976 — 3
1980
1990
2000
2007 — 19 — 9% of the world's urban population
2010
2020
2025 — 40 — 10% of the world's urban population
2030

Tokyo, Japan
37.8 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 – 20% of Japan's universities are in the city. However, Tokyo is very busy and the **traffic** is very bad. More than 8.7 million people use the trains every day.

Delhi, India
25 MILLION

7 Delhi is in the north of India. It has many beautiful monuments[3], 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
18.3 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
[3]**monuments** (n) old buildings or places that are important in history

WHILE READING

4 Write *T* (true) or *F* (false) next to the statements. Then correct the false statements.

_____ 1 There are more megacities now than in 1950.

_____

_____ 2 There are many opportunities to study in megacities.

_____

_____ 3 Many people leave the countryside and move to a city.

_____

_____ 4 Almost 35 cities in the world are megacities.

_____

_____ 5 Most megacities are in Europe.

_____

_____ 6 Finding a nice place to live is easy in megacities.

_____

5 Read the article again. Write the words from the box in the correct place in the table. Some words may fit in more than one place.

> busy trains   good place to study   housing problem
> important industries   interesting places to visit
> lots of jobs   mix of different people   bad traffic

Tokyo	
Delhi	
Cairo	