



PNU University

ESP

(For Geography and Urban Planning Students)

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پیشگفتار ناشر

کتاب‌های دانشگاه پیام نور حسب مورد و با توجه به شرایط مختلف یک درس در یک یا چند رشته دانشگاهی، به صورت کتاب درسی، متن آزمایشگاهی، فرادرسی، و کمک درسی چاپ می‌شوند.

کتاب درسی ثمره کوشش‌های علمی صاحب اثر است که براساس نیازهای درسی دانشجویان و سرفصل‌های مصوب تهیه و پس از داوری علمی، طراحی آموزشی، و ویرایش علمی در گروه‌های علمی و آموزشی، به چاپ می‌رسد. پس از چاپ ویرایش اول اثر، با نظرخواهی‌ها و داوری علمی مجدد و با دریافت نظرهای اصلاحی و متناسب با پیشرفت علوم و فناوری، صاحب اثر در کتاب تجدیدنظر می‌کند و ویرایش جدید کتاب با اعمال ویرایش زبانی و صوری جدید چاپ می‌شود.

متن آزمایشگاهی (م) راهنمایی است که دانشجویان با استفاده از آن و کمک استاد، کارهای عملی و آزمایشگاهی را انجام می‌دهند.

کتاب‌های فرادرسی (ف) و **کمک درسی** (ک) به منظور غنی‌تر کردن منابع درسی دانشگاهی تهیه و بر روی لوح فشرده تکثیر می‌شوند و یا در وبگاه دانشگاه قرار می‌گیرند.

مدیریت تولید محتوا و تجهیزات آموزشی

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In the name of God

Preface

This book is designed on the basis of the demands of Geography and urban planning students for reading English textbooks in their field of study. The reading selections acquaint the students with a variety of reading skills. The purpose of the book is to enhance students' reading comprehension ability by increasing their vocabulary and helping them learn the skills involved in using grammatical points mentioned in each unit.

The reading passages are compiled from recent urban planning books and journals. Care was taken to include various topics related to different branches of planning in order to acquaint students with a variety of passages. Effort was made to provide short passages which should be translated into Persian.

This volume includes the definitions of some important key and general terms and their exemplifications. In addition, since this book is a self-study one, the answers to some questions are provided in Appendix I.

Study Guide

The purpose of this volume is to improve the reading skills of Geography majors and to help them to become autonomous readers in their fields of study. This book is divided into seven units and each unit consists of the following parts:

A. Vocabulary

B. Reading

C. Vocabulary Exercises

D. Comprehension Check

E. Word Formation

F. Structure Review

G. Translation

A. Vocabulary

This part includes the definitions and examples of general and key terms and expressions of the main passage. These definitions are supposed to be necessary to review and learn before reading the passages of each unit. Students should read this part carefully, and after reading the passage, do the vocabulary exercises of each unit.

B. Reading Passage

Each unit comprises a reading selection which functions as its main part. The exercises preceding and following the passage are related to it. This part is selected from recent planning resources. The passages are built from relatively simple to more difficult, so students can develop their knowledge of vocabularies and concepts as they progress through the book.

C: Vocabulary Exercises

This part consists of two sub-sections: C.1) Fill in the Blank and C.2) Matching Items. Exercise C.1 is a practice for improving students' skill in using the correct form of the given terms and expressions while using the context clues, and exercise C.2 checks students' ability in matching a term or expression with its definition.

D: Comprehension Check

This part consists of four sub-sections:

D.1: True/False Items:

These questions direct student's attention toward key points in each passage, and also improve student's understanding of its content.

D.2: Multiple-choice Items:

These questions check students' overall understanding of stated and implied facts and points in the passage.

D.3: Open-ended Questions:

These questions check students' understanding of the text. Some of these questions can be answered by direct reference to individual sentences of the passage, while others require a thorough comprehension of it.

D.4: Pronouns and their References:

One of the main difficulties of students in comprehending a reading passage is rooted in their inability in finding the references of some of pronouns. This part will help students overcome this difficulty by trying to find the reference of each given pronoun within the main passage.

E: Word Formation

This part consists of Word Formation Chart; and E.1) Fill in the blank Exercise. This chart is presented in each unit and includes different forms of the words in the reading passage. This part familiarizes students with prefixes and suffixes and valuable clues to the meanings of unknown words. Exercise E.1 is aimed to increase students' vocabulary and improve their ability in using the correct form of the words given in the chart.

F. Structure Review

Students' reading comprehension is often affected by their unfamiliarity with certain grammatical points used in a passage. The dominant or complex structural patterns of each unit are briefly discussed in this part. Exercise F.1 embraces other examples of the patterns already discussed and used in the passage of each unit.

G. Translation

There is an increasing demand for students to become familiar with the translation skills. The final part of each unit serves this purpose. Students are supposed to be able to read part G.1 and translate the passage of each unit carefully. Following this section, some words and phrases are given in part G.2 so that students can have an effort to find the Persian equivalent.

UNIT 1

Planning, Planners and Plans

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Define the meaning of some important terms and expressions.
2. Define the concept of planning, planners and plan, redefine planning as a general activity, realize the main technique for planning, and explain the main goal of any planning activity.
3. Do the vocabulary exercises C.1 and C.2.
4. Do comprehension exercises D.1 to D.4.
5. Read word formation Chart, and do Exercise E.1.
6. Understand Structure Review part, and do Exercise F.1.
7. Be able to translate parts G.1 and G.2.

A. Vocabulary

Study the following terms and their definitions and synonyms. Each term is presented in a sentence to help you learn how it is used in context.

achievement

n

something good and impressive that you succeed in doing/success in doing or getting what you worked for

Accepting their plan in building the new town is considered as an **achievement** for them.

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affluent

adj

having a lot of money, nice houses, expensive things, etc; rich; wealthy

The new habitants of the city are very **affluent** and can afford rebuilding the old museum.

assemble

v

cause people or things to come together; collect; gather

A crowd had **assembled** in front of the White House.

blueprint

n

a plan for achieving something; detailed plan or scheme

Plans have reached the **blueprint** stage.

blur

v

become unclear or indistinct; to make difficult to see

The discussion about the lecture of the professor **blurred** the problem more than before.

boom

n

a sudden increase in business activity or the popularity of something

The oil market is enjoying a **boom**.

bureaucracy

n

in a government or business who are employed rather than elected

Every detail of every class has to be planned by some **bureaucracy**.

colossal

adj

very large; huge; enormous

The planners have made a **colossal** mistake in planning the bridge.

concerned

adj

involved in something or affected by it; worried about something important

We're **concerned** about the results of our new plan of making a new machine.

confusion

n

a state of not understanding what is happening or what something means; ambiguity; a state of uncertainty

The changes in the schedule have created **confusion**.

contingency

n

an event that may or may not occur; events that happens by chance

They have prepared themselves for all possible **contingencies**.

design

n

the way that something has been planned or made; plan; drawing

We're working to improve the **design** of the computer.

dignity

n

the quality of being serious and formal; nobleness of character

She spoke with courage and **dignity** about her plan.

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disaster

n

a sudden serious accident that causes great harm or damage; misfortune

The 1889 flood was the most spectacular natural **disaster** the state had ever seen.

earthquake

n

a sudden violent shaking of the earth's surface that often causes a lot of damage

In geography, scientists deal with natural phenomena such as **earthquakes**, flood, and etc.

elaborate

adj

having a lot of small details or parts that are connected together in a complicated way; carefully

Please give an **elaborate** description for your plan.

enterprise

n

a company, organization, or business; the activity of starting and running businesses

He got the job because he showed the spirit of **enterprise**.

evaluation

n

the act of judging something or someone, or a document in which this is done; assessment

Evaluation refers to systematic gathering of information for the purpose of making decisions.

foodstuff

n

substance used as food

The word **foodstuff** is used especially when we talk about the business of producing or selling food.

forethought

n

careful thought or planning before you do something, wise planning for future

One might regret when things happened without **forethought**.

involve

v

include or affect someone or something; cause to become concerned; entangle

The scheme **involves** computers and other technological instruments.

locally

adv

in or near the area where you are or the area you are talking about; nearby; in the neighborhood

They sell **locally** grown apples in their stores so they planned to make a new system of transporting their products to the shopping centers.

misery

n

great suffering or unhappiness; agony; distress

The people of the small town suffer the **misery** caused by war.

planning

n

thinking about something you are going to make or build, and decide what it will look like

Planning a small garden is often difficult.

predetermined

adj

decided or arranged before; decided in advance

The doors of the central museum were unlocked at a **predetermined** time.

proceed

v

continue to do something that has already been planned or started; progress

We will **proceed** with the negotiations about preparing the syllabuses for both urban and rural planning.

projection **n**
guess of future possibilities based on known facts; prediction

Whatever the aim, the first step will be a careful **projection** which leads from the present to the future.

prospect **n**
something that is possible or likely to happen in the future; view; anticipation

What the modern computing setting has opened up is the **prospect** that any kind of function can be formed in any kind of software.

slump **v**
suddenly go down in price, value, or number; drop down suddenly

Car sales have **slumped** recently.

strike **v**
deliberately stop working for a time because of a disagreement about pay, working conditions, etc.

The dock workers are **striking** for shorter work days.

supplement **n**
additional amount to supply what is needed; addition; extension

The money I get from planning is a useful **supplement** to my ordinary income.

swing **v**
move backward and forward while hanging from a particular point, or to make something move in this way; wave; vibrate

Soldiers **swing** their arms as they march.

trace

v

find out something by following a course;
discover; follow;

He **traced** his family history (back) to the 17th century.

urban

adj

in or relating to a town or city

The new planners employed by the Mayer try to plan a new design for the growth of **urban** areas.

virtually

adv

almost; very nearly

He was **virtually** unknown until the elections.

B. Reading

Study the following passage carefully before answering comprehension questions.

Planning, planners and plans

Planning is an extremely ambiguous and difficult word to define. Planners of all kinds think that they know what it means; it refers to the work they do. The difficulty is that they do all sorts of different things, and so they mean different things by the word; planning seems to be all things to all people. We need to start by defining what exactly we are discussing. The reference in the dictionary gives one clue to the confusion. Whether you go to the *Oxford English Dictionary* or the *American Webster's*, there you find that the noun 'plan' and the verb 'to plan' have several distinct meanings. In particular, the noun can either mean 'a physical representation of something' – as for instance a drawing or a map; or it can mean 'a method for doing something'; or 'an orderly arrangement of parts of an objective'. The first meaning, in particular, is quite different from the others: when we

talk about a street ‘plan’ of London or New York, we mean something quite different from when we talk about our ‘plan’ to visit London or New York next year. But there is one definition that combines the others and blurs the distinction, as when we talk about a ‘plan’ for a new building. This is simultaneously a physical design of that building as it is intended to be, and a guide to realizing our intention to build it. And it is here that the real ambiguity arises.

The verb ‘to plan’, and the nouns ‘planning’ and ‘planner’ that are derived from it, have in fact only the second, general group of meanings: they do not refer to the art of drawing up a physical plan or design on paper. They can mean either ‘to arrange the parts of’, or ‘to realize the achievement of’, or, more vaguely, ‘to intend’. The most common meaning of ‘planning’ involves both the first two of these elements: planning is concerned with deliberately achieving some objective, and it proceeds by assembling actions into some orderly sequence. One dictionary definition, in fact, refers to what planning does; the other, to how planning does it.

The trouble arises because although people realize that planning has this more general meaning, they tend to remember the idea of the plan as a physical representation or design. Thus they imagine that planning must include the preparation of such a design.

Now it is true that many types of planning might require a physical design, or might benefit from having one: planning often is used in the production of physical objects, such as cars or airplanes or buildings or whole towns, and in these cases a blueprint of the desired product will certainly be needed. But many other types of planning, though they will almost certainly require the production of many symbols on pieces of paper, in the form of words or diagrams, may never involve the production of a single exact physical representation of the entity which is being produced.

For instance, the word ‘planning’ is today applied to many different human activities – in fact, virtually all human activities. One almost certainly needs a plan to make war; diplomats make contingency plans to keep the peace. We talk about educational planning: that does not mean that every detail of every class has to be

planned by some bureaucracy (as happens, by repute, in France), but merely that advance planning is necessary if students are to find classrooms and libraries and teachers when they arrive at a certain age and seek a certain sort of education. We talk about planning the economy to minimize the swings of boom and slump, and reduce the misery of unemployment; we hear about a housing plan and a social services plan. Industry now plans on a colossal scale: the production of a new model of a car or a personal computer has to be worked out long in advance of its appearance in the shops. And all this is true whatever the nature of the economic system. Whether labeled free enterprise or social democratic or socialist, no society on earth today provides goods and services for its people, or schools and colleges for its children, without planning. One might regret it and wish for a simpler age when perhaps things happened without forethought; but if that age ever existed, it has gone forever.

The reason is the fact of life everybody knows: that modern society is immeasurably more complex, technically and socially, than previous societies. Centuries ago, when education involved the simple repetition of a few well-understood rules which were taught to all, and when books were non-existent, the setting up of a school did not involve much elaborate plant or the training of specialized teachers. The stages of production were simpler: wood was cut in the forest, people wrought it locally into tools, and the tools were used by their neighbors, all without much forethought. But today, without elaborate planning, the complex fabric of our material civilization would begin to crack up: supplies of foodstuffs would disappear, essential water and power supplies would fail, and epidemics would rapidly break out. We see these things happening all too readily after natural or human disasters like earthquakes or wars or major strikes by railway or power workers. Though some of us may decide to opt out of technological civilization for a few years or for good, the prospect does not seem likely to appeal to the great mass of humankind even in the affluent world. Those in the less affluent world are in much less doubt that they want the security and dignity that planning can bring.

The point is that the sorts of planning which we have been discussing in these last two paragraphs either may not require physical plans at all, in the sense of scale blueprints of physical objects, or may require them only occasionally or incidentally. They are more likely to consist, for the most part, of written statements accompanied by tables of figures, or mathematical formulae, or diagrams, or all these things. The emphasis throughout is on tracing an orderly sequence of events which will achieve a predetermined goal. The goal has first to be fixed. It may be given externally, as a situation which has to be met. Or there may be a more positive, active goal for instance.

Whatever the aim, the first step will be a careful projection which leads from the present to the future target date, year by year. To summarize, then: planning as a general activity is the making of an orderly sequence of action that will lead to the achievement of a stated goal or goals. Its main techniques will be written statements, supplemented as appropriate by statistical projections, mathematical representations, quantified evaluations and diagrams illustrating relationships between different parts of the plan. It may, but need not necessarily, include exact physical blueprints of objects.

C. Vocabulary Exercises

C.1. Fill in the Blanks

Fill in each blank with one of the words given. The number of words may be more than the blanks.

achievement, appeal, arise, bureaucracy, combine, define, deliberately, extremely, elaborate, objective, boom, civilization, disaster, evaluation, illustrate, target

1. The purpose of final exam is that teachers want to evaluate their students'
2. The government to everyone to save energy.
3. Whatever the aim, the first step will be a careful projection which leads from the present to the future date, year by year.

4. They need a(n) design in order to complete their plan appropriately.
5. Planning is an ambiguous and difficult word to define.
6. We talk about planning the economy to minimize the swings of and slump, and reduce the misery of unemployment.
7. Prof. Smith's book his opinions and feelings towards revolution.
8. The 1376 earthquake in Bam was the most spectacular natural the country had ever seen.
9. He encountered with many problems that from losing his job.
10. He told the teacher that he had pushed him

C.2. Matching Items

Match the terms in Column A with their definitions in Column B.

	A			
.....	1	deliberately	a.	request
.....	2	affluent	b.	comprehend
.....	3	blueprint	c.	in the neighborhood
.....	4	accompany	d.	to go somewhere with someone
.....	5	require	e.	detailed plan or scheme
.....	6	colossal	f.	to hit someone or something
.....	7	emphasis	g.	intentionally
.....	8	strike	h.	very large
.....	9	realize	i.	special importance
.....	10	supplement	j.	having a lot of money, nice houses, expensive things
.....	11	seek	k.	addition
.....			l.	search for

D. Comprehension Check

D.1. True/False Items

Read each statement and decide whether it is True or False. Write "T" before True statements and "F" before False ones.

..... 1. The initial definition of planning is easy and not confused.

..... 2. The verb 'to plan' and the nouns 'planning' and 'planner' have different meanings.

..... 3. Planning can mean achieving some objective by gathering actions into orderly sequence.

..... 4. Very few types of planning might require a physical design.

..... 5. Planning may be varied according the aim of it.

..... 6. All sort of plans require exact physical blueprint of objects.

D.2. Multiple-choice Items

Choose the best choice (a, b, c or d) for each statement.

1. Which of the following definitions is **Not** mentioned for the noun 'plan' in the passage?

- a) the work the planners do
- b) a physical representation of something
- c) a method for doing something
- d) an orderly arrangement of parts of an objective

2. When we talk about a street 'plan' of London or New York, actually we mean

- a) our plan to visit there next year
- b) a physical representation of their buildings
- c) a drawing or map of them as a physical representation
- d) a plan for a new building