



PNU University

Geography and Rural Planning

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بسم الله الرحمن الرحيم

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

English language learning is essentially a must for the students of geography, particularly specialized English. Due to the fact that in the research background, students enjoy the studies of foreign researchers, it is highly important to master the common geographical terms used internationally. Likewise one of the important skills in the field of geography and rural planning is translating the original texts and articles prepared and released in English and accessing the results of plans and projects that are globally executed. The rural researchers can gain much experience out of these plans and consequently become acquainted with different outcomes and dimensions of planning. The focus on making use of modern texts and resources is one of the strong points for which there has been guidelines allocated to compilers via the geography departments. The present book is compiled based on the latest English texts related to rural planning. Although the original texts use a rather complicated language, attempts have been made to use more fluent and digestible texts for students and readers. To achieve this, the compiler has collected and brought her teaching experiences adapted to the level of the students; therefore, any student of geography can easily enjoy and befriend the process of learning new things with this book. On the other hand, the compiler avoided using repetitive texts and theories which can be easily found in any specialized textbook. The compilation of this book was never achievable but under the dedicated helps and guidelines of Tadvin office: Dr. Hasan Sadeghi, Mrs Ghotbi, Dr. Majid Javari and Dr. Nafiseh Marsousi, the revered head of the Geography department whose generous help is appreciated. I should also appreciate the compilation team for their help in preparing and compiling the book: Dr. Belgheis Roshan and especially ,Dr Alireza Gholi Famiyan that evaluate this book very carefully and present many useful points of view for promoting the book. I hope that students enjoy studying the book to the greatest extent and learn new concepts and approaches that are very necessary for every rural planner.

Guidelines

Most geographical contents have many words and concepts that are necessary for master students to learn. This book represents new contents for geography students, and helps them learn how to translate the sentences and do exercises for learning more. Every unit of the book has three parts:

A. Aims

Every unit has General aims and Behavioral Objectives.

B. Words

Words consist of general words and key words. These words reflect extract from each chapter. Students learn them with explanation of dictionary and example. Then, they should do exercises according to the words. Some words are very specific in every course; they should learn them.

C. Context

Students should read every context carefully, and do the related exercises. They are about rural planning subjects. Students should obtain the main idea of each lesson. In each text there are new approaches that familiarize students with the latest results of the research and theories of rural planning. Therefore, comprehension and translation of the texts for students is really helpful and strengthens their comprehension and grammar skills.

D. Exercises

Vocabulary exercises

These exercises are divided into two parts:

1) Fill in the blank and 2) Matching words.

Comprehension questions

Comprehension questions consist of three types:

True/ False Statements

These questions are about key points in each chapter. To answer them, students should refer to the texts and find the best answer.

Multiple - choice Items

These questions require understanding the meaning of sentences completely, which are related to the meanings of words.

Word Formation

This part consists of different forms of each word like: verb, adjective, and noun. Students examine their abilities in determining of each form of words, and they can improve the usages of words in the sentences.

Translation

One of the aims of this book is learning the ways of translation. In this part students can translate each section into Persian. Every rural planner should understand the meaning of new words and relations between them. Students can use their grammatical knowledge to determine the structures of sentences and function of words in each sentence, then, join each words as a Persian sentence. Following this part, there is an exercise that students should write Persian equivalents of words in a chart.

Appendixes

Appendix1: Students in a self-study system are supposed to do exercises by themselves. They must check their answers in the answer keys. In appendix1, they can match their answers with answer keys for each unit.

Appendix 2: Students need the Persian equivalents of words for translation, and understanding the meaning of each unit. In appendix 2, Persian equivalent of each word is represented.

Students can match their own equivalent with equivalents of the book.

UNIT 1

Geography and Rural Geography

A. Aims

A.1. General aims

In this unit, students learn new concepts about rural geography. There are two parts words such as: general words, and key words. The students should understand the sentences, words, and do exercises carefully.

A.2. Behavioral objectives

There are some aims for this unit:

- Students make familiar with some concepts.
- Determine key words, and general words.
- Do exercises in part 3.
- Translate relevant texts.

B. Vocabulary in use

B.1. General words

bandwagon (n)

an activity that many people do

Politicians are always quick to jump on the latest bandwagon.

blurred (adj)

unclear in shape or making it difficult to see
shape

burgeon (v)

grow or develop very quickly

The economy of China burgeoned in short time.

delimit (v)

to describe or say exactly what the limits of something are

Maps delimit realms of countries.

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demise (n)

the end of something that used to exist
Destroying the Berlin war was the demise of the cold war.

encompass (v)

to include a wide range of ideas, subjects ,etc
His career encompassed television, radio, and newspapers.

ensue (v)

happen after something especially as a result of it
When police told them to leave, an argument ensued.

intervention (n)

the act of becoming involved in a difficult
situation in order to affect or change what happens
Early intervention (= early medical help) can save the lives of breast cancer patients.

milieu (n)

the things and people that surround you and
influence the way you live and think
His novels reflect his own social and cultural milieu.

momentum (n)

the ability to keep increasing, developing, or
being more successful.
She won the first match, then seemed to lose momentum.

resurgence (n)

the growth of a belief or activity that was
common in the past
There has been a resurgence of interest in his art.

satiate (v)

to completely satisfy a desire or need for
something such a food
Children satiate fast food.

stem (v)

to stop something from spreading or
developing
The government is trying to stem the flow of drugs into the country.

treasury (n)

a government department,that controls the

money that the country collects and Spends.

virtue (n)

a particular good quality in some one's character.
Patience is a virtue.

B.2. Key words

administrative unit (n)

relating to division of a area, country
District is an administrative unit.

delimitation (n)

to decide or say exactly what the limits of something are
He tried to determine the delimitation of a city.

density(n)

The relationship between the mass of something and its size.
The area has a high density of people.

dialectics (n)

a method of examining and discussing ideas in order to find the truth, in which two opposing ideas are compared in order to find a solution that includes them both.

dichotomy (n)

the difference between two things or ideas that are completely opposite.
The dichotomy between public and private should be considered by people.

generalization (n)

a statement that may be true in some or many situations but is not true all of the time.
You can't make generalizations about what men or women do.

malevolent (adj)

showing a desire to harm other people.
He gave me a malevolent look.

non-agricultural activities (n)

The activities in industry or service sector except agriculture
Urban inhabitants work in non-agricultural activities.

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head town (n)

an important city in hierarchy of urban settlement
Shiraz is a head town in Fars province.

industrial production (n)

The process of making or growing things to be sold,
especially in large quantities.

inhabitant (n)

one of the people who live in a particular place
Mashhad has 2 million inhabitants.

residence (n)

living in a place at a particular time.
The emperor was in residence at his summer palace.

seasonal migration (n)

when large numbers of people go to live in another area,
especially in order to find work in specific season.
Some people have seasonal migration to villages.

settlement(n)

a group of houses and buildings where people live,
especially in a place where few people have lived before:
The railway stations created new settlements.

town (n)

a large area with houses, shops, offices, etc. Where people
live and work, that is smaller than a city and larger than a
village: an industrial town in the Midland
There are many historical towns in Iran, like : Isfahan, Shiraz, and Mashhad.

C. Content

Geography and Rural Geography

The distinction between “rural” and “urban” is probably inescapable for descriptive purposes; however, it often implies a dichotomy which encompasses both spatial and sectoral dimensions. In censuses and other similar statistical exercises, rural and urban populations are usually defined by residence in settlements above or below a certain size; agriculture is assumed to be the principal activity of rural populations whereas urban dwellers are thought to engage primarily in industrial production and

services. In reality, however, things tend to be far more complex: the ways in which nations define what is urban and what is rural can be very different; the boundaries of urban settlements are usually more blurred than portrayed by administrative delimitations, especially when towns use of rural resources is considered; population movement, especially temporary and seasonal migration, is not usually reflected in census figures and can make enumerations of rural and urban populations unreliable; finally, a large number of households in urban areas tend to rely on rural resources, and rural populations are increasingly engaged in nonagricultural activities.

Demographic and economic criteria on which definitions of urban and rural areas are based can vary widely between different nations, making generalizations problematic. In the Philippines, urban areas are defined by the national census as all settlements with a population density of at least 500 persons per square kilometer. The urban status also applies to centres with the following infrastructure:

- a parallel or right-angled street pattern;
- at least six commercial, manufacturing or similar establishments;
- at least three of the following: a town hall, church or chapel; a public plaza, park or cemetery; a market place or building where trading activities are carried out at least once a week; and a public building such as a school, a hospital or a library.

Asia remains a predominantly rural continent, with two-thirds of its population living in rural areas in 1990. However, if both India and China were to change their definition of urban centres to one based on a relatively low population threshold - as used by many Latin American and European nations - a large proportion of their population would change from rural to urban. In many nations, all settlements above a certain threshold, often 2,000 or 2,500 inhabitants and in some countries, only a few hundred inhabitants, are considered urban. A large proportion of India's and China's rural population live in settlements which under such definitions would be reclassified as urban. Since India and China have a high share of Asia's population this, in turn, would significantly change Asia's level of urbanization - and even change the world's level of urbanization by a few percentage points.

Rural geography is the study of people, places and environments in rural areas, with special reference to society, economy, politics and culture in the world. Rural geographers have widely differing interests, and are often closely associated with interdisciplinary research in rural areas with sociologists, economists and agricultural specialists. Indeed, in the USA there is little evidence of a specific sub-discipline called 'rural geography'.

Rural areas have traditionally been important to geography. The studies of rural settlement patterns by Paul Vidal de la Blache and Albert Demangeon, and the ensuing concern for agricultural land use and settlement systems,

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stemming in part from the classical models of Von Thunen and Christaller, ensured that most human geographers would be familiar with aspects of rural space. With the demise of regionalism, however, rural areas were relatively neglected in geography until a distinctly demarcated subject area of 'rural geography' emerged in the 1970s. Prompted by Hugh Clout's (1972) book *Rural geography: an introductory survey*, the agricultural focus of rural work was expanded to cover aspects of society, economy and land, and the literature of rural geography burgeoned in the 1970s and 1980s; covering, for example, accessibility, agriculture, employment, housing, land use, recreation and rural planning. Initially, there was a phase of resurgence for rural geography, particularly in parts of Europe, Canada and Australasia, but by the 1980s the bandwagon was again losing momentum. The general appetite for new information on the changing rural milieu had been satiated, and new challenges were required in order to generate fresh energy. In particular, rural geographers were urged to be more policy-orientated and more theoretically informed.

During the early 1980s much of rural geography was characterized by a form of 'applied positivism', a cobbled-together theoretical package which both acknowledged virtues and discourses of political economy and permitted researchers to carry on with positivistic methods and results as before. In this way rural geographers began to tackle issues relating to problems of policy and planning in rural areas, and yet were unwilling to replace their technical role with one which engaged directly with politics and ideology. In some cases, rural geography was therefore seen to be 'broadly theory-free', while others saw the sub-discipline as 'tinkering with existing socio-economic conditions in order to weaken the impress of malevolent trends [while failing] to recognise that the processes which brought about current misdistributions are inherent in policy procedures.

D. Exercises

D.1. True/False Statements

Read each of the following statements and decide whether it is true or false. Write "T" before true statements and "F" before false ones. Justify your answers.

1. According to the writer, the boundaries of "rural" and "urban" societies is completely clear.
2. Some factors such as population movement cause confusion in defining urban and rural areas.
3. In all nations, criteria for defining urban and rural areas are identical.
4. In Philippine, just lack of modern life facilities is criterion for calling a society rural.

5. A large proportion of population in many Latin American and European nations would change from rural to urban.
6. Rural geographers study the rural areas from different aspects including politics, economic and agriculture.
7. After 1980, the appetite for new information on rural geography increased more.
8. 'Applied positivism' let the rural geographers involve in problems of policy and planning in rural areas.

D.2. Multiple choice tests

Choose the best answer for each question.

1. In censuses and other similar statistical exercises, what are two main factors for defining rural and urban populations?
 - a. number of households and public facilities
 - b. economical situation and public treasury
 - c. population density and kind of activity
 - d. natural resources and industrial establishments

2. In the sentence:

However, if both India and China were to change their definition of urban centres to one based on a relatively low population threshold - as used by many Latin American and European nations - a large proportion of their population would change from rural to urban.

One refers to:

- a. India and China
 - b. population
 - c. definition
 - d. nations
3. In the sentence : “Since India and China have a high share of Asia’s population, this, in turn, would significantly change Asia’s level of urbanization - and even change the world’s level of urbanization by a few percentage points.”

This refers to

- a. having a high share of Asia’s population
 - b. significant change in level of urbanization
 - c. change in percentage of population
 - d. being two important Asia’s countries
4. Using rural resources by urban population and population movement make enumerations of rural and urban populations
- a. changeable
 - b. unreliable
 - c. movable
 - d. unstable

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5. The structuring and experience of rural lifestyle differ according to
 - a. gender, age, ethnicity, localism
 - b. localism, density, age, economy
 - c. age, economy, gender, ethnicity
 - d. age, gender, density, ethnicity
6. Rural may be interpreted as a world of, and values in which rural dwellers participate.
 - a. social, cultural and economical
 - b. social, moral and economical
 - c. moral, cultural and economical
 - d. social, moral and cultural
7. With the demise of regionalism, however, rural areas were relatively neglected in geography_until
 - a. a distinctly demarcated subject area of 'rural geography' emerged in the 1970s.
 - b. the agricultural focus of rural work was expanded to cover aspects of society
 - c. rural geographers widely researched in rural areas
 - d. geographers got familiar with aspects of rural space.

D. 3. Vocabulary exercises

D. 3.1. Fill in the blanks with the appropriate words from the list. There are more words than needed.

urban, dichotomy, infrastructural, unreliable, occupied, density, disciplines, satiate, neglect, aspects, criteria

1. In Sweden and Denmark, a village of 200 people is counted as an population but it takes a city of 30,000 in Japan.
2. Her essay discusses the between good and evil in the author's novels.
3. Often the results are wrong, inadequate, untrustworthy,, and self-serving.
4. We were unable to move because of the of the crowd.
5. The traditional academic are less popular among students, who now prefer subjects such as business studies.
6. More than 27 shops and nine restaurants will your appetite for consumption.
7. Some teachers devote too much time to helping their slower students and the brighter ones.
8. We are focused on the financial, rather than social,of the problem.

D. 3.2. Match each word from Column A with one of the words or phrases in Column B which has approximately the same meaning.

- | | |
|--------------------|---|
| 1. boundary | a. to fill, exist in, or use a place or period of time |
| 2. blurred | b. effect that something has on a situation or person |
| 3. primarily | c. increasing again, or becoming popular again |
| 4. occupy | d. mainly |
| 5. classify | e. involved in something |
| 6. impact | f. to try to deal with something or someone |
| 7. tackle | g. difficult to see |
| 8. inherent | h. the edge or limit of something |
| | i. existing as a natural or basic part of something |
| | j. a way of training your mind |
| | k. to divide things into groups according to their type |

D.4.Word Formation Chart

D.4.1. Review the following words.

verb	noun	adjective	adverb
define	definition	definable	definitely
move	movement	movable moving	movingly
migrate	migration	migratory	-
interpret	interpretation	interpretative	-
permit	permission	permissive	
recognize	recognition	recognizable	recognizably
occur	occurrence	-	-
attract	attraction	attractive	attractively

D.4.2 . Choose the correct form of the word from the table. Change the words if it is necessary.

- Before I answer your question, could you your terms a little more.
- For a long time after the accident, he had no in his legs.

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3. There was a mass of poverty-struck farmers into the cities.
4. Different people might events differently.
5. You'll have to get from your parents if you want to come.
6. The project's benefits were to all interest groups.
7. Earthquakes are an unusual in England but are not totally unknown.
8. Their house is decorated.

D.5. Translation

At the end of the 1980s, human geography and the social sciences in general entered into what has been subsequently labeled the 'cultural turn'. This promoted a new understanding of culture as the product of discourses through which people signify their identity and experiences and which are constantly contested and re-negotiated, and cultural geographers started to explore spatial relations and the meaning of place through issues of identity, representation and consumption. As Cloke (1997a) observes, the cultural turn supports a resurgence of rural studies.

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D.6. Persian equivalents

Write Persian equivalent for each word.

English word	Persian equivalent	English word	Persian equivalent
encompass		blurred	
delimit		burgeon	
ensue		bandwagon	
demise		milieu	
resurgence		dichotomy	
momentum		malevolent	
satiate		intervention	
delimitation		generalization	
virtue			

UNIT 2

The Importance of Rural Planning

A. Aims

A.1. General aims

In this unit, students learn the concept of rural planning, and procedure of planning. There are two parts words such as: general words, and key words. The students should understand the sentences, words, and do exercises carefully.

A.2. Behavioral objectives

There are some aims for this unit:

Students make familiar with some concepts.

Determine key words, and general words.

Do exercises in part 3.

Translate relevant texts.

B. Vocabulary in use

B.1. General words

agency (n)

an organization or department, especially within a government,
that does a specific job:

A UN agency responsible for helping refugees the Environmental Protection
agency

alleviate (v)

to make something less painful or difficult to deal with.

Alleviation (n)

The new road was supposed to alleviate the congestion problem.

allocation (n)

the amount or share of something that has been allocated for a
particular purpose:

Twelve hours a week seemed a generous allocation of your time.

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apparatus (n)

the way in which a lot of people are organized to work together to do a job or control a company or country

SYN(synonym) ; machinery

The tax will require a massive administrative apparatus.

The state apparatus has become corrupt.

assume (v)

assume control/responsibility etc formal to start to have control, responsibility, etc. Or to start in a particular position or job:

Whoever they appoint will assume responsibility for all financial matters.

Jim Paton will assume the role of managing director.

audit (n)

an official examination of a company's financial records in order to check that they are correct:

The annual audit

authority (n)

the authorities [plural] the people or organizations that are in charge of a particular country or area:

An agreement between the US and Colombian authorities

concentrate (v)

to give most of your attention or effort to one thing; SYN focus on:

Doctors are aiming to concentrate more on prevention than cure.

I'm concentrating my efforts on writing my autobiography.

conflict (v)

if two ideas, beliefs, opinions etc conflict, they cannot exist together or both be true

New evidence which conflicts with previous findings.

coordination (n)

the organization of people or things so that they work together well

The coordination of our economic policies

cover (v)

to include or deal with a particular subject or group of things:

to include or deal with a particular subject or group of things:

We need more time to cover so much ground (=include so many things).

Pollutants that are not covered by the Kyoto agreement.

contribute (v)

to help to make something happen

Stress is a contributing factor in many illnesses.

deal with (v)

to take the necessary action, especially in order to solve a problem SYN handle:

a strategy for dealing with disruptive pupils

Don't worry, I'll deal with this.

The council has failed to deal with the problem of homelessness in the city.

discrete (adj)

clearly separate:

The change happens in a series of discrete steps.

diversify (v)

to change something or to make it change so that there is more variety

User requirements have diversified over the years.

emphasis (n)

special attention or importance

a change of emphasis in government policy

entrepreneurs (n)

someone who starts a new business or arranges business deals in order to make money, often in a way that involves financial risks.

Entrepreneurs have creativity in their activities.

equate (v)

to consider that two things are similar or connected

Most people equate wealth with success.

equity (n)

(formal) a situation in which all people are treated equally and no one has an unfair advantage OPP inequity:

A society run on the principles of equity and justice

genuine (adj)

something genuine really is what it seems to be SYN real:

genuinely adverb:

The boy seemed genuinely interested.

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generate (v)

to produce or cause something; SYN *create*:

A useful technique for generating new ideas.

The program would generate many new jobs.

identify (v)

to recognize something or discover exactly what it is, what its nature or origin is, etc:

Scientists have identified the gene that causes abnormal growth.

They identified a number of problem areas.

implement (v)

to take action or make changes that you have officially decided should happen

We have decided to implement the committee's recommendations in full.

implementation (n)

the implementation of the peace plan

inequity (n)

lack of fairness, or something that is unfair

OPP(opposite): equity

The inequities of the legal system

Some news report about racial inequity in the UK

maintain (v)

to make something continue in the same way or at the same standard as before

How can we maintain control of spending?

Britain wants to maintain its position as a world power.

motive (n)

the reason that makes someone do something, especially when this reason is kept hidden:

What do you suppose the killer's motive was?

The police believe the motive for this murder was jealousy.

rarely (adv)

not often

She very rarely complains.

This method is rarely used in modern laboratories.