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Geography and Urban Planning

Student Book

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In the name of God

Preface

This book has been designed to develop reading skills of Geography students to expand their vocabularies as a step towards reading, understanding, and using other similar English textbooks.

The reading passages have been taken from “Urban and Regional Planning”, fourth edition written by Peter Hall (2002). Care has been taken to include various topics related to different branches of planning in order to acquaint students with a variety of passages. Effort has been made to provide short passages which should be translated into Persian.

Since this book is designed for self-instruction, the Appendix I provides answers to all the questions. This volume also includes the definitions of all important key and general words which are derived from Longman Dictionary of American English, new edition (2008) and Oxford Advanced Learner’s Dictionary, fourth edition (1995).

Study Guide

The purpose of this volume is to improve the reading skills of administration or management majors and to help them to become autonomous readers in their fields of study. This book is divided into 6 chapters and each chapter consists of three parts.

Part One: Vocabulary

A: Word Study

A.1. General Words

This part includes the definitions and examples of general words of the main passages. Students should read this part carefully, and then do the vocabulary exercises of each chapter.

The vocabulary exercises are designed to build students' knowledge of vocabulary in meaningful contexts.

A.2. Key Words

This part includes the definitions and examples of key words and phrases that are supposed to be necessary to review and learn before reading the main passages of each chapter.

Part Two: Reading

This part consists of a reading passage that has been selected from recent planning resources. Efforts have been made to include various topics related to different branches of planning in order to acquaint students with different kinds of related passages.

The chapters are built from relatively simple to more difficult, so students can develop their knowledge of vocabularies and concepts as they progress through the book.

Part three: Exercises

This part contains three subdivisions:

Part B: vocabulary Exercises

This part consists of two sections: B.1. fill in the blank part and B.2. Matching exercise

Part C: Comprehension Questions

This part consists of three sections:

C.1: 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 paragraphs, while others require a thorough comprehension of the passage.

C.2: True/False Statements:

These questions direct student's attention to key points in each passage, and student's understanding of the content.

C.3: Multiple Choice Items

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

Part D: Word Formation

This part consists of D.1: word formation Chart; and D.2. Fill in the blank section.

In Exercise D.1, The chart is presented in each chapter and includes different forms of the words in the reading passage. Exercise D.2 is aimed to increase students' vocabulary and to improve their ability in using the context clues.

Part E: Structure Review

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

Part F: Translation

There is an increasing demand for students to become familiar with the translation skills. Care has been taken to provide short passages which should be translated into Persian. The final part of each chapter serves this purpose. Students are supposed to read the passage carefully and then translate them into Persian. Following this part, some words and phrases are given for students to find the Persian equivalent for each to help them understand the main passage and translate the part F.

Appendixes

Appendix I: Answer Keys

Since this book is designed for self-instructional study, students must do the exercises themselves. But they can check the answers to all the questions in Appendix I.

Appendix II: Word List

The English-Persian word list at the end of the book includes the definitions of all the important key and general words used in this book.

UNIT 1

Planning, Planners and Plans

General Aims

This unit has been designed to help you learn a number of key words of planning and some of the general words in meaningful contexts to expand your reading comprehension skills, and to make you familiar with typical passages of planning.

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Define the meaning of the key words and general words, and do the vocabulary exercises B-1 and B-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.
2. Do comprehension exercises C-1, C-2, C-3 and C-4
3. Do word formation Chart exercise D
4. Do Structure Review Exercise E-1
5. Be able to perform the parts F and F.1

**Part 1: pre- Reading
Vocabulary List**

General Words:

achievement, accompany, affluent, ambiguous, appeal, appropriate ,
arise, arrangement, blueprint, blur, boom, bureaucracy, colossal,
combine, concerned, confusion, contingency, define, design,
deliberately, democratic, desire, dignity, diplomat, distinction,
elaborate, emphasis, enterprise, essential, evaluation, exact,
extremely, forethought, illustrate, incidentally, intend, involve,
locally, minimize, merely, misery, objective, orderly, particular,
predetermined, preparation, proceed, prospect, realize, readily,
representation, repute, require, sequence, slump, strike, statement,
swing, unemployment, vaguely, virtually

Key Words:

advance, assemble, civilization, disaster, earthquake, formulae,
foodstuff, lead, projection, quantify, supplement, target, trace

A. Word Study

Study the following definitions, synonyms, and examples.

A.1. General Words

Read through this selection and learn to recognize these words in sentences.

achievement

n

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

Getting a good mark in the exam was quite an **achievement** for him.

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accompany

v

to go somewhere with someone; go with; go along

Children under 12 must be **accompanied** by an adult.

affluent

adj

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

His parents were very **affluent**.

ambiguous

adj

confusing; not clear because it can be understood in more than one way

Their response was somewhat **ambiguous**.

appeal

v

to make an urgent public request for help, money, information, etc ; request; ask

The water company **appealed** to everyone to save water.

appropriate

adj

correct or good for a particular time, situation, or purpose; suitable; proper

It is a movie that is **appropriate** for all ages.

arise

v

to happen or appear

Some questions **arose** during the discussion.

arrangement

n

putting in order; plan; preparation

We have a special **arrangement** with the bank.

blueprint **n**
a plan for achieving something; detailed plan or
scheme

Plans have reached the **blueprint** stage.

blur **v**
to become unclear or indistinct; to make
difficult to see

Her eyes **blurred** with tears.

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

We have made a **colossal** mistake.

combine **v**
to join two or more things together; blend; unite

The two chemicals **combine** to form a powerful explosive.

concerned **adj**
involved in something or affected by it; worried
about something important

We're **concerned** about the results of the test.

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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

Be prepared for all possible **contingencies**.

define **v**
to explain the exact meaning of a particular
word or idea; specify

Please **define** what you mean by “democracy.”

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

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

deliberately **adv**
done in a way that is intended; intentionally;
purposefully; intentionally

Someone had set the fire **deliberately**.

democratic **adj**
organized by a system in which everyone has
the same right to vote, speak, etc

People asked a **democratic** way of making decisions in election.

desire **n**
strong hope or wish

I have no **desire** to meet her.

dignity **n**
the quality of being serious and formal;
nobleness of character

She spoke with courage and **dignity**.

diplomat **n**
someone who officially represents his/her
government in a foreign country

For avoiding the war, **diplomats** make contingency plans to keep the peace.

distinction **n**
a clear difference between things

There is one definition that combines the others and blurs the **distinction**, as when we talk about a 'plan' for a new building.

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.

emphasis **n**
special importance; special attention given to
something important

Jamieson's report puts/places an **emphasis** on the need for better working conditions.

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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**.

essential **adj**
important and necessary; vital
It's **essential** that you attend in all meetings.

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.

exact **adj**
correct and including all the necessary details;
precise; accurate
I don't know the **exact** size of the room.

extremely **adv**
to a very great degree; very
She's **extremely** clever.

forethought **n**
careful thought or planning before you do
something, wise planning for future
One might regret when perhaps things happened without **forethought**.

illustrate **v**
to explain or make something clear by giving
example
The following examples **illustrate** how the system works.

incidentally **adv**
used when giving additional information, or
when changing the subject of a conversation

Incidentally, Jenny's coming over tonight.

intend **v**
to have something in your mind as a plan or
purpose; plan; have in mind

I **intended** to do it, but I'm afraid I forget.

involve **v**
to 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.

minimize **v**
to make the degree or amount of something as
small as possible

To **minimize** the risk of getting heart disease, eat well and exercise
daily.

merely **adv**
simply; used in order to emphasize that an
action, person, or thing is very small, simple, or
unimportant, especially when compared to what
it could be

For Ken, a job is **merely** a way to make money.

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misery

n

great suffering or unhappiness; agony; distress

They suffer the **misery** caused by war.

objective

n

something that you are working hard to achieve; purpose; aim; goal

The company's main **objective** is to increase sales overseas.

orderly

adj

well arranged or organized in a neat way; regular; disciplined

Please put them in an **orderly** way so that you can find them immediately.

particular

adj

single and different from others; specific

Here's one **particular** song I've been trying to find.

predetermined

adj

decided or arranged before; decided in advance

The doors were unlocked at a **predetermined** time.

preparation

n

the act or process of preparing something; arrangement for future event

Flowers have been ordered in **preparation** for the wedding.

proceed

v

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

We will **proceed** with the negotiations.

prospect **n**
something that is possible or likely to happen in
the future; view; anticipation
I was excited at the **prospect** of going to Europe.

realize **v**
to know or understand the importance of
something that you did not know before;
become aware; comprehend
It was only later that I **realized** my mistake.

readily **adv**
quickly and easily; willingly
The information is **readily** available on the Internet.

representation **n**
the state of having someone to speak, vote, or
make decisions for you
There is no **representation** on the council for the Hispanic
community.

repute **n**
reputation; regard; credit
She is a pianist of great **repute**.

require **v**
to need something; request; ask; demand
The program **requires** 16 megabytes of memory.

sequence **n**
a group following each other in order; series;
following
Try to place the following pictures in **sequence**.

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slump

v

to suddenly go down in price, value, or number;
drop down suddenly

Car sales have **slumped** recently.

strike

v

to deliberately stop working for a time because
of a disagreement about pay, working
conditions, etc.

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

statement

n

something that you say or write officially and
publicly; report

The president gave a **statement** to the police.

swing

v

to 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.

unemployment

n

the condition of not having a job; jobless

The **unemployment** rate is falling.

vaguely

adv

not clearly

His statement was very **vaguely** worded.

virtually

adv

almost; very nearly

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

A.2. Key words

Read through this selection and learn to recognize these key words in sentences.

advance **n**
planning, etc. that is done before something else happens

Advance planning is necessary if students seek a certain sort of education.

assemble **v**
cause people or things to come together;
collect; gather

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

civilization **n**
a society that is well organized and developed;
making or becoming somebody civilized

The book looks at the relationship between religion and **civilization**.

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.

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formula **n**
a method or set of principles that you use in order to solve a problem; rule expressed in a short form by letters, numbers, etc.

The **formula** for water is H₂O.

foodstuff **n**
substance used as food

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

lead **v**
to guide; to direct

He **led** them to the station.

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.

quantify **v**
to measure something and express it as a number

The damage to the company is difficult to **quantify**.

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

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

target **n**
an aim or result that you try to achieve; goal,
It will take a lot of hard work to achieve our **target** this year.

trace **v**
find out something by following a course;
discover; follow;
He **traced** his family history (back) to the 17th century.

Part 2: Reading

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

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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

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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.

Unit 1 Part 3: Exercises

B. Vocabulary Exercises

B.1. Fill in the Blanks

Use the correct form of the words given to complete the sentences that follow. There are more words than needed.

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

B.2. Matching Items

Match each word or phrase in the left column with one of the words or phrases in the right column which has almost the same meaning.

.....	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

C. Comprehension Exercises

C.1. True/False Statements

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

..... 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.

C.2. Multiple Choice Items

Choose the best choices (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

3. According to the passage, which of the following choice(s) is/are true about the definition of verb 'to plan'?

- a) to realize the achievement of an objective
- b) to arrange the parts of an objective
- c) To draw up a physical plan or design on paper of the art
- d) a and b

4. Which of the following actions may **not** require a physical plan?

- a) cars or airplane production
- b) visiting a building or a new town
- c) a plan to make war or keep peace
- d) economic plans to reduce the misery of unemployment

5. Which of the following statements is **not** true according to the passage?

- a) some societies provide services for their people without planning
- b) it is regretful if we realize that things happened without forethought
- c) modern society is more complex and so needs more planning than previous societies
- d) industry today plans on a colossal scale

6. Without elaborate planning in today societies, we will encounter with some problems. Which of the following does not refer to those problems?

- a) supplies of foodstuffs would disappear
- b) essential water and power supplies would fail
- c) epidemics would rapidly break out
- d) major strikes by railway or power workers may occur

7. The prerequisite for any planning is

- a) tracing an orderly sequence of events
- b) written statements accompanied by tables of figures
- c) mathematical formulae, or diagrams

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d) fixing the goals at first

8. According to the passage, the first step for any planning is

- a) the making of an orderly sequence of action
- b) a careful projection which leads from the present to the future target
- c) the exact physical blueprints of objects
- d) achieving the predetermined goal

C.3. Open-ended Questions

Answer the following questions in Persian on the basis of the passage.

1. What is the major difference between 'plan' as a verb and 'planning' as a noun?

.....
.....
.....

2. What is the difference between a street 'plan' of a town and the plan of visiting that town in next year?

.....
.....
.....

3. Redefine planning as a general activity briefly.

.....
.....
.....

4. What is the main technique for planning?

.....

5. What is the main goal of any planning?

.....

C.4. Relation of the Words

What do the following pronouns refer to?

- 1. it (line 2)
- 2. they (line 3)
- 3. there (line 8)
- 4. that (line 16)
- 5. that (line 21)
- 6. they (line 32)
- 7. they (line 39)
- 8. its (line 56)
- 9. which (line 66)
- 10. them (line 85)
- 11. which (line 88)
- 12. its (line 96)

D. Word Formation

D.1. Word Formation Chart

Verb	Noun	Adjective	Adverb
achieve	achievement achiever	achievable	-
combine	combination	combinable	combinably

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define	definition	definable	definably
derive	derivation	derivative	derivatively
differ	difference	different	differently
	distinction	distinct distinctive	distinctly
emphasize	emphasis	emphatic	emphatically
intend	intention	intended	-
realize	realization	realized	-
represent	representation	representative	representatively
trouble	trouble	troubling	troublingly
summarize	summary	Summary	summarily

D.2. Fill in the blank Exercise

Use the correct form of the words in D.1 to complete the following sentences.

1. I prepared a two-page as my long report.
2. His parents told him the news
3. The medication should be taken in with vitamin C.
4. The sample of our research is of the total population.
5. It was only later that I my mistake.
6. John's suggestion was supported.
7. The of a goal is the major reason of planning.
8. May I you to speak louder?
9. I am talking about childhood as from adolescence.

E. Structure Review

Types of sentences

1. Simple sentence – contains one full subject and predicate:

- *He lives in New York.*
- *Please close the door.*

- *How old are you?*

2. Compound sentence – contains two or more sentences joined into one by:

- **punctuation alone (example a)**

- **punctuation and a conjunctive adverb (example b)**

- **a coordinate conjunction – and, or, but, yet, so, for- (example c)**

a. *John was sick; he didn't come to school.*

b. *The weather was very bad; therefore, all classes were canceled.*

c. *The new student was very shy, so the teacher didn't call on him.*

3-Complex sentence – contains one or more dependent clauses.

A dependent clause contains a full subject and predicate beginning with a word that attaches the clause to an independent clause (main clause). Dependent clauses are divided into three categories: adverbial clause, adjective clause, and noun clause.

a. adverbial clause

An adverbial clause consists of a subject and predicate introduced by a subordinate conjunction like **when, although, because, if**. Such a clause is usually used to modify the verb of the main sentence.

- *All classes were canceled because the weather was bad.*

- *If you study hard, you will pass the exam.*

b. adjective clause

An adjective clause consists of a subject and predicate that modifies a preceding noun or pronoun (its antecedent). Such a clause begins with the introductory words such as **who, whom, that, which, when, where, why and whose**.

- *Children who are under twelve years must be accompanied by their parents.*

- *This is the year when the Olympic Games are held.*

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A noun clause consists of a subject and predicate that function as a noun and begins with introductory words such as **that, whether, how, what, when**. Such a clause may function as the subject of the main verb, the object of the main verb or the complement of the sentence.

- *I can't understand why you did such a thing.*

- *How he gets the money is his own affair.*

- *My understanding is that you are a hard working student.*

E.1. Structure Exercise

Determine which one of the following sentences is simple, compound or complex and then write in front of each sentence.

1. Please open the door.
2. If we don't all eat the proper food, we'll get sick.....
3. This lesson is difficult.....
4. He will go straight home after he closes the store.
5. She lives in a large city.....
6. John was sick; he didn't come to school.....
7. Mr. Smith doesn't like his aunt; therefore, he won't invite her to his wedding.....
8. The tree which was planted last year already has blossoms.....

F. Translation

Translate the following passage into Persian.

In terms of community focus, the field of urban and regional planning is much more comprehensive in both subject matter and outcomes than is most tourism planning, as least as each is taught in higher education around the world. Tourism planning, however, draws upon a good portion of urban and regional planning methods, especially in the area known as rational planning. As such, the more narrow area of tourism planning could be considered a subfield of urban and regional

planning. One major shortcoming of tourism planning is an apparent lack of attention to the normative issues of (1) how planners should plan and (2) what issues planners should focus on in their planning efforts. These questions address the complexity of data and issues that planners deal with, including questions of what data or information is collected, how it is organized, and how the information will be used to make decisions.

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F.1. Persian Equivalents

Find the Persian equivalents of the following words and phrases used in the passage of part 2.

English Words	Persian equivalent		English Words	Persian equivalent
arrangement			merely	
benefit			labeled	
confusion			intend	
certainly			industry	
define			include	
discussing			vaguely	

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design			guide	
distinction			fail	
diplomat			economy	
detail			essential	
democratic			educational	
distinct			exact	
element			entity	
occasionally			require	
an orderly sequence			refer	
particular			readily	
physical			product	
preparation			production	
services			reduce	
symbol			reference	
repute			simultaneously	
sequence			sort	
security			society	

UNIT 2

Application to Urban and Regional Planning

General Aims

This unit has been designed to help you learn a number of key words of application to urban and regional planning and some of the general words in meaningful contexts to expand your reading comprehension skills, and to make you familiar with typical passages of regional planning.

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Define the meaning of the key words and general words, and do the vocabulary exercises B-1 and B-2, define the concept of planning application and regional planning, redefine the general objective of urban planning, recognize the difference between social planners and urban social planners, and explain the relationship between geography and other related social sciences.
2. Do comprehension exercises C-1, C-2, C-3 and C-4
3. Do word formation Chart exercise D
4. Do Structure Review Exercise E-1
5. Be able to perform the parts F and F.1

Part 1: pre- Reading
Vocabulary List

General Words

application, argue, assume, broadly, component, concentrate, constitute, controversy, coordination, curriculum, deny, description, disposition, evolving, harnessed, hotly, impact, lead, majority, neutral, obscured, output, pattern, peculiar, precise, process, reconversion, regional, spatial, stress, strictly, tautology

Key Words:

breakdown, consumption, culminate, distribution, division, household, location, mobility, phenomenon, region, statistics, suburb

A. Word study

Study the following definitions, synonyms, and examples.

A.1. General Words

application **n**
the use of a machine, idea, etc. for a practical purpose; usage

The research has many practical **applications**.

argue **v**
to disagree with someone, usually by talking or shouting in an angry way; quarrel; debate

Two men at the bar were **arguing** over/about politics.

assume **v**
believe without proof; suppose

Your light wasn't on so I **assumed** (that) you were out.

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broadly **adv**
in a general way; widely; extensively
I know **broadly** what to expect.

component **n**
one of several parts that make up a whole
machine or system; element
The **components** of an engine are essential for car production.

concentrate **v**
to think very carefully about something; direct
all one's attention
With all this noise, it's hard to **concentrate** on the matter.

constitute **v**
form when added together; establish; make
The rise in crime **constitutes** a threat to society.

controversy **n**
a serious disagreement among many people
over a plan; dispute; debate; argument
There is **controversy** over the proposed development.

coordination **n**
the organization of people or things so that they
work together well
More **coordination** between departments is needed.

curriculum **n**
a course of study in a school, college, etc.
The **curriculum** of Geography includes two ESP courses.

deny **v**
to say that something is not true; refuse to allow; oppose
The judge **denied** a request to close down the school immediately.

description **n**
a piece of writing or speech that gives details about what someone or something is like; explanation; illustration
Police have a detailed **description** of the missing child.

disposition **n**
the way someone tends to behave; person's natural character; tendency
There was a general **disposition** to ignore the problem.

evolving **v**
to develop and change gradually over a long period of time
He has **evolved** a new theory after many years of research.

harnessed **adj**
controlled and used by the natural force or power
One can argue that spatial planning is essentially human geography in the various aspects, **harnessed** or applied to the positive task of action.
They could produce power through **harnessed** river.

hotly **adv**
in an angry or excited way; angrily; eagerly
Recent reports in the press have been **hotly** denied.

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impact

n

the effect that an event or situation has on someone or something; effect; influence

Every decision at work has an **impact** on profit.

lead to

phv

to make something happen or exist as a result of something else; result in

Opening the new lumber mill has **led to** the creation of 200 jobs.

majority

n

most of the people or things in a particular group

The **majority** of people support the president.

neutral

adj

not supporting either side in an argument, competition, or war;

Switzerland was **neutral** during World War II.

obscured

adj

difficult to know or understand; unclear; indistinct

Recent successes have **obscured** the fact that the company is still in trouble.

output

n

the amount of work, goods, etc. produced by someone or something ; production; outcome

Economic **output** is down 10% this year.

pattern **n**
the regular way in which something happens,
develops, or is done; design
Romantic novels tend to follow a similar **pattern**.

peculiar **adj**
strange and a little surprising; mysterious, odd
;mysterious
The new manager in the office seems a little **peculiar**.

precise **adj**
exact or correct in every detail; definite;
accurate
The **precise** location of the ship is still unknown.

process **n**
a series of actions, developments, or changes
that happen naturally; method for producing
goods; procedure
Grady is in the **process** of collecting data for the study.

reconversion **n**
the act of reconverting; rechanging to another
form
Reconversion to gas control heating will save you a lot of money.

regional **adj**
relating to a particular region
Regional economic planners will look at the same things, but always
from the different point of view.

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spatial **adj**
relating to the position, size, or shape of things;
concerning or existing in space
The **spatial** qualities of the new concert hall are sufficient.

stress **v**
to emphasize a statement, fact, or idea;
highlight; underline
She **stressed** the need for more health education.

strictly **adv**
in a way that must be obeyed; completely;
rigidly; severely
Smoking is **strictly** forbidden.

tautology **n**
unnecessary repeating of the same idea in
different words
Tautology means saying the same thing more than once in different
ways without making one's meaning clearer or more forceful.

A.2. Key words

breakdown **n**
the failure of a system or relationship; fail;
collapse
Negotiations between the two sides have **broken down**.

consumption **n**
consuming; using; amount consumed
The **consumption** of alcohol is not permitted on these places.

culminate (in) **v**
to end with a particular event, especially a big or important one; the last and highest point
Her career **culminated** in her appointment as director.

distribution **n**
the act of giving something to each person in a large group;
The **distribution** of wealth has become more unequal.

division **n**
the act of separating something into two or more parts; separation
The **division** of areas into specific parts in the map needs a technical skill.

household **n**
all the people who live together in one house
Today **household** expenses rise in a high degree.

location **n**
a particular place or position; site; spot
His apartment is in a really good **location**.

mobility **n**
ability to move or be moved easily
Elderly people with limited **mobility** need more help.

phenomenon **n**
something that happens or exists in society, science, or nature that is unusual or difficult to understand; event; incident
Homelessness is not a new **phenomenon**.

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region

n

a fairly large area of a state, country, etc., usually without exact limits; area; zone; district; neighborhood

The development of cities and **regions** could be controlled by an appropriate plan.

statistics

n

a collection of numbers which represents facts or measurements

Statistics show that the crime rate is falling.

suburb

n

an area away from the center of a city, where a lot of people live; area; region; neighborhood

We moved to the **suburbs** last year because living there is easier than living in the city.

Unit 2. Part 2: Reading

Application to Urban and Regional Planning

The difficulty now comes when we try to apply this description to the particular sort of planning that is the subject matter of this book: urban and regional planning (or, as it is often still called, town and country planning). In many advanced industrial countries, such as Britain, the United States, Germany or Japan, the phrase 'urban planning' or 'town planning' is strictly a tautology: since a great majority of the population are classed in the statistics as urban and live in places

defined as urban, 'town planning' seems simply to mean any sort of planning whatsoever. In fact, as is well known, 'urban' planning conventionally means something more limited and precise: it refers to planning with a spatial, or geographical, component, in which the general objective is to provide for a spatial structure of activities (or of land uses) which in some way is better than the pattern that would exist without planning. Such planning is also known as 'physical' planning; 'spatial' planning is perhaps a more neutral and more precise term.

If such planning centrally has a spatial component, then clearly it makes sense only if it culminates in a spatial representation. Whether this is a very precise and detailed map or the most general diagram, it is to some degree a 'plan' in the first, more precise meaning of the term. In other words, it seems that urban planning (or regional planning) is a special case of general planning, which does include the plan-making, or representational, component.

Broadly, in practice this does prove to be the case. It is simply impossible to think of this type of planning without some spatial representation – without a map, in other words. And whatever the precise organizational sequence of such planning, in practice it does tend to proceed from very general (and rather diagrammatic) maps to very precise ones, or blueprints. For the final output of such a process is the act of physical development (or, in some cases, the decision not to develop, but to leave the land as it is). And physical development, in the form of buildings, will require an exact design.

A great deal of discussion and controversy in recent years tends to have obscured this fact. In most countries spatial or urban planning as practiced for many years – both before the Second World War and after it – was very minute and detailed: the output tended to consist of very precise large-scale maps showing the exact disposition of all land uses and activities and proposed developments. During the 1960s such detailed plans were much attacked: planning, it was argued, needed to concentrate much more on the broad principles rather than on details;

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it should stress the process, or time sequence, by which the goal was to be reached, rather than present the desired end state in detail; it should start from a highly generalized and diagrammatic picture of the spatial distributions at any point of time, only filling in the details as they needed to be filled in, bit by bit. This, as we shall see later, is the essential difference in Britain between the system of local town and country planning introduced by the historic Town and Country Planning Act of 1947, and the system which replaced it under the Town and Country Planning Act of 1968.

The central point, though, is that this type of planning is still essentially spatial whatever the scale and whatever the sequence. It is concerned with the spatial impact of many different kinds of problem, and with the spatial coordination of many different policies. Economic planners, for instance, are concerned with the broad progress of the economy, usually at national and sometimes at international level: they look at the evolving structure of the economy, in terms of industries and occupations, at the combination of the factors of production which brings forth the flow of goods and services, at the income thus generated and its reconversion into factors of production, and at problems of exchange. Regional economic planners will look at the same things, but always from the point of view of their particular spatial impact: they consider the effect of the variable, geographical space and distance, on these phenomena. Similarly, social planners will be concerned with the needs of the individual and the group; they will be concerned with the changing social structure of the population, with occupational mobility and its effect on lifestyles and housing patterns, with household and family structure in relation to factors like age and occupation and educational background, with household income and its variation, with social and psychological factors which lead to individual or family breakdown. Social planners in the urban planning office share the same interests and concerns, but see them always with the spatial component: they are concerned, for instance, with the effect of occupational mobility on the inner city

– as against the new suburb – on changing household structure as it affects the housing market near the centre of the city, on household income in relation to items like travel cost for the low-income family whose available employment may be migrating to the suburbs.

The relationship between urban and regional planning and the various types of specialized planning, in these examples, is interestingly like the relationship of geography, as an academic subject, to other, related social sciences. For geography also has a number of different faces, each of which stresses the spatial relationship in one of these related sciences: economic geography analyses the effect of geographic space and distance on the mechanisms of production, consumption and exchange; social geography similarly examines the spatial impact upon patterns of social relationship; political geography looks at the effect of location upon political actions. One can argue from this that spatial planning, or urban and regional planning, is essentially human geography in these various aspects, harnessed or applied to the positive task of action to achieve a specific objective.

Many teachers in planning schools would hotly deny this. They would argue that planning, as they teach it, necessarily includes many aspects which are not commonly taught in geography curricula – even those that stress the applications of the subject. The law relating to the land is one of these; civil engineering is another; civic design is another.

This is true, though many would argue – both inside the planning schools, and out – that not all these elements are necessary to the planning curriculum. What does seem true is that the central body of social sciences which relate to geography, and whose spatial aspects are taught as parts of human geography – economics, sociology, politics and psychology – does form the core of the subject matter of urban and regional planning. By ‘subject matter’ I mean that which is actually planned. It is, however, arguable that there is another important element in planning education, not covered in this body of

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social science: that is the study of the process of planning itself, the way we assume control over physical and human matter, and process it to serve defined ends. According to this distinction, 'planning method' would be what is common to the education of all kinds of planners – whether educational, industrial, military or any other; geography and its related social sciences would constitute the peculiar subject matter of that particular division of planning called urban and regional.

Unit 2. Part 3: exercises

B. Vocabulary Exercises

B.1. Fill in the Blanks

Use the correct form of the words given to complete the sentences that follow. There are more words than needed.

application, output, precise, coordination, argue, peculiar, culminates, phenomena, division, assume, concentrate

1. The average of the factory were 20 cars a day last year, but it has risen to 30 cars a day this year.
2. We must him to be innocent until he is proved guilty.
3. Building the campuses of a university needs a planning beforehand.
4. In geography, scientists deal with natural such as earthquakes, flood, and etc.
5. More between departments and staff is needed to improve the quality of the organization.
6. They had a(n) about the planning of the city.
7. Their negotiations finally in an agreement.
8. One of the in geography is urban and regional planning study.
9. Tiredness results in a lack of on what you're reading.

B.2. Matching

Match each word or phrase in the left column with one of the words or phrases in the right column which has almost the same meaning.

.....	1	constitute	a.	the use of a machine, idea, etc. for a practical purpose
.....	2	mobility	b.	element
.....	3	pattern	c.	design
.....	4	impact	d.	district; neighborhood
.....	5	obscured	e.	ability to move or be moved easily
.....	6	harnessed	f.	controlled and used by the natural force or power
.....	7	component	g.	incident
.....	8	phenomena	h.	form when added together
.....	9	region	i.	the effect of an event or situation
.....	10	application	j.	result in
.....	11	lead to	k.	difficult to know or understand
			l.	collapse

C. Comprehension Exercises

C.1. True/False Statements

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

..... 1. 'Urban planning' or 'town planning' is different from 'spatial planning'.

..... 2. The main objective of 'urban planning' is to supply spatial structure activities.

..... 3. Physical planning is the other name for 'urban planning'.

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..... 4. During the 1960s detailed plans were accepted strongly.

..... 5. Regional planning is essentially spatial planning but economic planners are different from regional economic planners.

..... 6. Urban and regional planning are the same as geography.

..... 7. According to some scholars' civil engineering is not the same as civic design.

C.2. Multiple Choice Items

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

1. In advanced industrial countries the concept of 'urban planning'

-
- a) is different from 'town planning'
 - b) means any sort of planning
 - c) is a planning with a spatial component
 - d) is better than physical planning

2. Which sentence is **not** correct about 'urban planning'?

- a) It includes the plan-making or representational component.
- b) It is a special case of general planning.
- c) It can be done without spatial representation or a map.
- d) It tends to proceed from very general maps to very precise ones.

3. Regional economic planners are different from economic planners in that.....

- a) They concerned with the broad progress of the economy.
- b) They look at the evolving structure of the economy.
- c) They concerned with the combination of the factors of production which brings forth the flow of goods and services.

- d) They both consider the effect of the variable, geographical space and distance.
4. The difference of the point of view of urban social planners with the social planners is
- a) They are concerned with the changing physical structure of the population
 - b) They do not consider occupational mobility and its effect on lifestyles and housing patterns
 - c) They are not concerned with social and psychological factors
 - d) They concerned with the effect of occupational mobility on the inner city – as against the new suburb.
5. According to the passage, which of the following sentences is **not** true?
- a) Many teachers agree that spatial planning is essentially the same as human geography
 - b) Civil engineering is not the same as civic design in planning schools
 - c) The central body of social sciences which relate to geography forms the core of the subject matter of urban and regional planning
 - d) The important element in planning education is the study of the process of planning itself

C.3. Open-ended Questions

Answer the following questions in Persian on the basis of the passage.

1. In advanced countries why is the meaning of urban planning the same as town planning?

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2. What is the general objective of 'urban planning'?

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3. What was the output of 'urban planning' before and after the Second World War?

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4. During the 1960s why were detailed plans much attacked and what was the reasoning?

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5. What is the difference between social planners and urban social planners?

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6. What is the relationship between geography and other related social sciences?

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7. What does the writer mean by 'subject matter' in the passage?

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.....

C.4. Relation of the Words

What do the following pronouns refer to?

- 1. it (line 10)
- 2. which (line 11)
- 3. It (line 23)
- 4. It (line 35)
- 5. which (line 46)
- 6. they (line 54)
- 7. its (64)
- 8. Which (line 80)
- 9. This (line 94)
- 10. its (line 108)

D. Word Formation

D.1. Word Formation Chart

Verb	Noun	Adjective	Adverb
apply	application	applied	
assume	assumption	assumed	-
broaden	broadness	broad	broadly
constitute	constitution	constitutional	constitutionally
distribute	distribution distributor	distributed	-
exchange	exchange	exchangeable	exchangeably
locate	location	located	
migrate	migration	migrant	-
-	region	regional	regionally
-	statistic	statistical	statistically

D.2. Fill in the blank exercise

Use the correct form of the words in D.1 to complete the following sentences.

1. The teacher Arnold to be able to read.
2. You should your experience by traveling more.
3. Fifteen people for the job before all the other people.
4. Their job is the production and of goods around the country.
5. I cannot find the of the city in the map.
6. The researchers have to test their hypothesis and prove it
7. The rise in crime a threat to society.
8. John is a(n) worker who was born in France.

E. Structure Review

Adjective Clauses

Look at these sentences:

- a. The doctor came to see the sick woman. He gave her some medicine.
- b. The doctor **who** came to see the sick woman gave her some medicine.

Two sentences in 'a' can be combined to form a new sentence like 'b' by an adjective clause. In 'b', *who came to see the sick woman*, is an adjective clause used as an adjective, because it describes the noun phrase *the doctor*.

An adjective clause is usually placed after the noun it modifies.

As it was mentioned in chapter one, an adjective clause begins with introductory words **who, whom, which, that, where, when, why and whose**. These introductory words are known as relative pronouns. Keep in mind that the relative pronoun **who** or **that** and **whom** refer to person, **which** and **that** to a thing, **when** to a time, **where** to a place, **why** to a reason and **whose** to possession.

Examples

- a. The rains came too late to save the crops. The farmers were expecting them.
- b. The rains *which the farmers were expecting* came too late to save the crops.
 - a. The boy is John's friend. You borrowed his book.
 - b. The boy *whose book you borrowed* is John's friend.

- a. The house is very big. The Taylors live in the house.
- b. The house *where the Taylors live in* is very big.

E.1. Structure Exercise

Combine each pair of sentences in 'a's to form a new sentence. Use the second sentence as an adjective clause.

- 1. a. The police finally arrested the thieves. The thieves had participated in the great bank robbery.
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.....

- 2. a. The French pianist turned out to be a great disappointment. They had heard him praised very highly.
.....
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.....

- 3. a. He picked up the toy. His son was playing with the toy.
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.....

- 4. a. The street is a very busy one. Our store is located on that street.
.....
.....

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5. a. The president will see here on Saturday. On this day he will have more time to spend with you.

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6. a. It seems that urban planning is a special case of general planning. It does include the plan-making, or representational, component.

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F. Translation

Translate the following passage into Persian

The rapid growth of cities around the world is now seen as a major contributor to global biodiversity loss and many governments include biodiversity conservation as an explicit policy goal. To help prevent further loss of biodiversity, there is an urgent need for more strategic approaches to conservation planning in urban environments based on a scientific understanding of landscape patterns, species requirements and development pressures.

In Australia, the responsibility for protecting biodiversity rests with all levels of government. The Federal Government and all Australian State and Territory Governments are signatories to the National Strategy for the Conservation of Australia's Biological Diversity (Department of Environment, Sport and Territories, 1996). The Federal Government also has the power to restrict activities (including urban development) that may have a significant impact on threatened species and communities through the *Environment Protection and Biodiversity Conservation (EPBC) Act 1999*. Despite these commitments, conflicts between biodiversity conservation and the development of land for population and economic growth are acute (Bekessy and Gordon, 2007).

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F.1. Persian Equivalents

Find the Persian equivalents of the following words and phrases used in the passage of part 2.

English Words	Persian equivalent		English Words	Persian equivalent
description			the broad principles	
subject matter			rather than	
urban and regional planning			occupations	
conventionally			combination of the factors	
advanced industrial countries			low-income family	
to some degree			migrating	
makes sense			distinction	
spatial representation			particular	
centrally			political actions	
blueprints			political geography	
controversy			disposition	
obscured			concentrate	
consist of				

UNIT 3

‘Planning’ as an Activity

General Aims

This unit has been designed to help you learn a number of key words of ‘Planning’ as an activity and some of the general words in meaningful contexts to expand your reading comprehension skills, and to make you familiar with planning.

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Define the meaning of the key words and general words, and do the vocabulary exercises B-1 and B-2, define the concept of planning as an activity, explain the planning education and the term cybernetic planning.
2. Do comprehension exercises C-1, C-2, C-3 and C-4
3. Do word formation Chart exercise D
4. Do Structure Review Exercise E-1
5. Be able to perform the parts F and F.1

Part 1: pre- Reading

Vocabulary List

General Words:

account, apparently, automation, comprise, core, corporate, curiously, cybernetic, debate, formerly, intense, interpretation, fundamental, harness, liberate, manifestation, mundane, modify, obtain, profoundly,

raise, refine, remarkable, replicate, sophisticated, succinctly, reveal, transform

Key Words

analog, evolve, simulate, spectrum, trend

A. Word Study

Study the following definitions, synonyms, and examples.

A.1. General Words

account **n**
a written or spoken description of an event or situation; report; description
Can you give us an **account** of what happened?

apparently **adv**
clearly; obviously
Apparently, the meeting went really well.

automation **n**
use of machine that need no human control
Such systems were only a development of earlier experiments in **automation**.

comprise **v**
consist of; include
The World Trade Organization **comprises** more than 100 nations.

core **n**
the central or most important part of something
The **core** of the proposal is a tax credit.

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corporate **adj**
shared by a whole group
She works in a **corporate** planning in the American business schools.

curiously **adv**
oddly; strangely
Curiously, she left without saying goodbye.

debate **n**
discussion ; argument
After much **debate**, the committee decided to raise the fees.

formerly **adv**
in earlier times
New York was **formerly** called New Amsterdam.

intense **adj**
very extreme or having a very strong effect
The department's researchers have been under **intense** pressure.

interpretation **n**
an explanation for an event, someone's actions,
etc.
They were listening to the one scientist's **interpretation** of the data on
the subject.

fundamental **adj**
basic; essential; central
The **fundamental** problem is a lack of resources.

harness **v**
to control and use the natural force or power of
something

Management education **harnessed** the thinking of a number of social sciences.

liberate **v**
set free; release

These gadgets **liberated** housewives from many hard chores.

manifestation **n**
a very clear sign that a particular situation or feeling exists; expression; revealing

The latest objection in the institution was a clear **manifestation** of growing unhappiness.

mundane **adj**
ordinary and not interesting or exciting

Initially, the job was pretty **mundane**.

modify **v**
to make small changes to something in order to improve it; adapt; adjust

The car's been **modified** to use less fuel.

obtain **v**
to get something; acquire; gain; earn

Information about passports can be **obtained** from the embassy.

profoundly **adv**
greatly; importantly; strongly

Their lives had been **profoundly** affected by the war.

raise **v**
pose; mention; introduce something; bring up

The article **raises** questions about the fairness of the trial.

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refine v
to make pure; to improve a method, plan, system, etc. by making small changes to it
The plans should be continuously **refined** during the cycles of the planning process.

remarkable adj
unusual ; noticeable
Josephine was a truly **remarkable** person.

replicate v
to do or make something again; copy exactly
Scientists are trying to **replicate** Hudson's experiment.

sophisticated adj
highly developed; advanced; made or designed well, and often complicated
He invented a highly **sophisticated** alarm system.

succinctly adv
clearly expressed in a few words; briefly; shortly
The plan might be **succinctly** described as goals–continuous information–projection.

reveal v
show something; make facts etc known
The report **revealed** that many children do not grow up in appropriate environment.

transform v
change, alter, adapt, adjust

They've completely **transformed** the downtown area.

A.2. Key Words

analogy **n**
degree of likeness, similarity

We can make an **analogy** between the brain and a computer.

evolve **v**
to develop and change gradually

In our country, we have **evolved** legal structures to protect people's rights.

simulate **v**
to make or do something that is not real but
looks as though it is real

Computer models have **simulated** conditions on Mars.

spectrum **n**
a complete or very wide range of opinions,
ideas, people, etc.

The policy appeals to a wide **spectrum** of voters.

trend **n**
general direction or course of development;
inclination; tendency

There's a **trend** toward more part-time employment.

Unit 3. Part 2: Reading

'Planning' as an Activity

What then would this core of planning education – the study of planning process – comprise?

This is a basic question, and one which ought to have been the subject of intense debate in schools of planning. But curiously, for a long time it was avoided – the reason being, apparently, that planning education was seen as education in making physical plans, not education in planning method. The first people to raise the question seriously were not teachers of physical planning, but teachers of industrial or corporate planning in the American business schools. There, down to about 1945, education in management was usually based on a rather narrow spectrum of skills in applied engineering and accounting; the aim was to obtain maximum efficiency in plant operation, both in an engineering sense and in an accounting sense, and little attention was given to the problems of decision-taking in complex situations. But during the 1950s, partly as the result of the work of such fundamental thinkers as Chester Barnard, Peter Drucker and Herbert Simon, management education was transformed. First, it developed into a science of decision-making, which borrowed freely from concepts in philosophy and politics; and second, it harnessed the thinking of a number of social sciences, such as economics, sociology and psychology. It was this new tradition in corporate planning which began, after about 1960, to affect the direction and content of education for physical planning.

By this time, however, management education had further evolved. With the development of computerization in management and planning of all kinds, there was increasing interest in the development of sophisticated control systems which would automatically control machinery. Such systems, of course, were only a development of earlier experiments in automation, which can be dated right back to the origins of the Industrial Revolution; but progress in

this field took a big leap forward with the rapid development of more complex computers during the 1950s. Yet even before this, a remarkable original thinker, Norbert Wiener of Harvard, had anticipated the development and much more. In a book published in 1950, *The Human Use of Human Beings*, he had suggested that automation would liberate the human race from the necessity to do mundane tasks. But further, he proposed that the study of automatic control systems was only part of a much larger science of cybernetics*¹ which he defined in the title of a book published in 1948 as the science of 'control and communication in the animal and the machine'. According to Wiener, animals and especially human beings have long possessed extremely complex communication and control mechanisms – the sort of thing the computer was then replicating. Human societies, Wiener suggested, could be regarded as another manifestation of this need for communication and control.

Thus a new science was born. Rapidly developing in the late 1950s and 1960s, it had a profound influence on research and education in management, and particularly in planning.

For if human arrangements could be regarded as complex interrelating systems, they could be paralleled by similar systems of control in the computer which could then be used to monitor developments and apply appropriate adjustments.

The best analogy, much quoted at that time, was manned space flight. In an expedition to the moon, most of the adjustments to the spacecraft are made not by the astronauts but by an extraordinarily complex computer control system on earth at Houston, Texas. Similarly, it is argued, the development of cities and regions could be controlled by a computer which received information about the course of development in a particular area, related to the objectives which had been laid down by the planners for the development during the

¹ The word is derived from an ancient Greek word meaning 'helmsman' or 'oarsman'.

next few years and thus produced an appropriate series of adjustments to put the city or the region 'on course' again.

In practice this insight has been very useful for the way we think about physical or spatial planning. Information systems are now used very widely in the planning process. And, as we shall see in later chapters of this book, it has profoundly affected the way planners think about their job and the way they produce plans. In essence it has led to a swing from the old idea of planning as production of blueprints for the future desired state of the area, and towards the new idea of planning as a continuous series of controls over the development of the area, aided by devices which seek to model or simulate the process of development so that this control can be applied. This in turn has led to a complete change in the sequence of planners' work. Formerly, at any time from about 1920 until 1960, the classic sequence taught to all planning students was survey–analysis–plan.

The terms were self-explanatory. First the planner made a survey, in which s/he collected all the relevant information about the development of the city or region. Then s/he analyzed the data, seeking to project them as far as possible into the future to discover how the area was changing and developing. And third, s/he planned: that is, s/he made a plan which took into account the facts and interpretations revealed in the survey and analysis, and which sought to harness and control the trends according to principles of sound planning. After a few years – the British Planning Act of 1947 laid down that the period should be every five years – the process should be repeated: the survey should be carried out again to check for new facts and developments, the analysis should be reworked to see how far the projections needed modifying, and the plan should be updated accordingly.

The new planning sequence, which has replaced this older one as orthodoxy, reflects the approach of cybernetic planning. It is more difficult to represent in words because it is a continuous cycle; more

commonly, it is represented as a flow diagram. But, to break into the flow for purposes of exposition, it can be said to start with the formulation of goals and objectives for the development of the area concerned. (These should be continuously refined and redefined during the cycles of the planning process.) Against this background the planner develops an information system which is continuously updated as the region develops and changes. It will be used to produce various alternative projections, or simulations, of the state of the region at various future dates, assuming the application of various policies. (The aim is always to make this process as flexible and as varied as possible, so that it is possible to look at all sorts of ways of allowing the region to grow and change.) Then the alternatives are compared or evaluated against yardsticks derived from the goals and objectives, to produce a recommended system of policy controls which in turn will be modified as the objectives are re-examined and as the information system produces evidence of new developments. Though it is difficult to put this new sequence into a string of words like the older one, it might be succinctly described as goals–continuous information–projection and simulation of alternative futures–evaluation–choice–continuous monitoring.

Something like this sequence, with some differences in words and in ordering, can be found in several important and well known accounts of the planning process written in the 1960s and early 1970s

Unit 3. Part 3: exercises

B. Vocabulary Exercises

B.1. Fill in the Blanks

Use the correct form of the words given to complete the sentences that follow. There are more words than needed.

comprise, debate, intense, replicate, remarkable, transform, obtain, reveal, corporate, analogy, trend

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1. This organization 15 separate departments.
2. The teachers of industrial or planning in the American business schools were the first people to do the research.
3. We can draw an between the new market and the old one.
4. The new plan of the town did not the detail of the city.
5. She a good knowledge of Geography in two years.
6. The researcher decided to the project in the other country.
7. They were which person to hire for the marketing management.
8. The worldwide tourism is changing nowadays.
9. The town planner has a characteristic, it means that it is very unusual and deserves attention and praise.
10. The city was not prepared for thephysical development.

B.2. Matching

Match each word or phrase in the left column with one of the words or phrases in the right column which has almost the same meaning.

.....	1	account	a.	shared by a whole group
.....	2	comprise	b.	briefly
.....	3	fundamental	c.	to make small changes
.....	4	trend	d.	noticeable
.....	5	apparently	e.	acquire
.....	6	profoundly	f.	strongly
.....	7	modify	g.	tendency
.....	8	succinctly	h.	essential
.....	9	evolve	i.	clearly
.....	10	remarkable	j.	report
.....	11	obtain	k.	to develop and change gradually
			l.	consist of

C. Comprehension Exercises

C.1. True/False Statements

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

..... 1. Planning education was considered as studying making physical plans as well as studying planning method.

..... 2. The concept of management education and planning was the same until 1945.

..... 3. After 1950 in management education borrowed in some way from concept of philosophy and politics.

..... 4. Management education never uses the concepts of economics, sociology and psychology.

..... 5. The development of computerization was effective in development of cities and regions.

..... 6. Information systems were very useful for planners in the way they produce plans.

C.2. Multiple Choice Items

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

1. Before 1945, management education

- a) was based on skills of planning
- b) did not pay attention to applied engineering
- c) was only based on accounting skills
- d) had given little attention to decision-making in complex situations

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2. According to Wiener
- a) animals unlike human beings have not possessed complex communication
 - b) the computer cannot replicated complex communication and human behavior
 - c) computers have not possessed control mechanisms
 - d) human sciences could be regarded as a kind of manifestation of the need for communication and control
3. Which of the following is **not** correct about the influence of information systems on the way planners thought about their job?
- a) It led to a new idea of planning for the future desired state of the area
 - b) It led towards the new idea of planning as a continues series of controls over the development of area
 - c) A complete change in the sequence of planners' work
 - d) It obeyed the old idea of planning as the production of blueprint
4. Information systems developed by planners
- a) is fixed during the development of regions
 - b) is continuously updated during the development of regions
 - c) will be used to produce only one projection
 - d) will apply limited policies

C.3. Open-ended Questions

Answer the following questions in Persian on the basis of the passage

1. What does the study of planning process comprise?
.....
.....

2. Why was debating about the concept of planning avoided in schools of planning?

.....
.....

3. What was the difference between management education before and after 1950?

.....
.....

4. What was the major effect of development of computerization in management development?

.....
.....
.....

C.4. Relation of the Words

What do the following pronouns refer to?

- 1. this (line 3)
- 2. there (line 9)
- 3. it (line 17)
- 4. which (line 21)
- 5. which (line 26)
- 6. this (31)
- 7. which (37)
- 8. it (45)
- 9. they (48)
- 10. their (64)
- 11. which (75)
- 12. s/he (76)
- 13. it (90)

D. Word Formation**D.1. Word Formation Chart**

Verb	Noun	Adjective	Adverb
replicate	replication	replicated	-
manifest	manifestation	manifest	manifestly
modify	modification modifier	modified	-
formulate	formulation formula	-	-
apply	application	applied	-
refine	refinement	refined	-
simulate	simulator simulation	simulated	-
transform	transformation transformer	-	-

D.2. Fill in the Blank Exercise

Use the correct form of the words in D.1 to complete the following sentences.

1. The latest riots are a clear of growing unhappiness.
2. We've made a few to the original design.
3. What role does he have in foreign policy?
4. Fifteen people for the job.
5. We've added a number of to the design.
6. Computer models have conditions on Mars.

E. Structure Review**Adverb Clause**

1. **a.** It is more difficult to represent in words.
b. It is more difficult to represent in words **because it is a continuous cycle.**

2. a. They could be paralleled by similar systems of control in the computer.

b. **If human arrangements could be regarded as complex interrelating systems**, they could be paralleled by similar systems of control in the computer.

An adverb clause is used as an adverb to modify the verb of main sentence.

An adverb clause may begin with *because, when, before, whether, unless, if*, etc. such a clause may be used before the main clause or after it. If an adverb clause appears before the main clause, a comma is usually used after the adverbial clause.

There are many forms of adverb clauses that are classified on the basis of the type of relationship they express. For example, the subordinate conjunctions such as **when, after, before** and **until** are used at the beginning of an adverbial clause for indicating the time of occurring the main verb, **where** for place, **if** for condition, **because** and **since** for cause and **although** or **though** for contrast.

E.1. Structure Exercise

Write the adverb clauses in the following sentences in blank spaces given below each sentence.

1. We moved to the suburbs last year because living there is easier than living in the city.

.....
.....

2. The difficulty now comes when we try to apply the description to the particular sort of planning.

.....
.....

3. Before the Second World War, it was very minute and detailed.

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.....
.....

4. Although people realize that planning has this more general meaning, they tend to remember the idea of the plan.

.....
.....

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

.....
.....

6. Advance planning is necessary if students seek a certain sort of education.

.....
.....

7. 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.

.....
.....
.....

8. 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.

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.....

F. Translation

Translate the following passage into Persian

A variety of information systems have been presented in the urban planning literature in the form of decision support tools. The full benefits of such tools continue to go unrealized. This paper suggests means for improving the effectiveness of urban information systems. This is accomplished by shifting emphasis from the computerized tools developed to support urban planning to true urban knowledge systems. Such systems are designed within the context of knowledge management where the technical, computerized aspects of the systems comprise one attribute among many integrated factors for providing urban planning support.

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F.1. Persian Equivalentents

Find the Persian equivalentents of the following words and phrases used in the passage of part 2.

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English Words	Persian equivalent		English Words	Persian equivalent
decision-taking			survey-analysis-plan	
complex situations			self-explanatory	
anticipated			relevant information	
mundane tasks			laid down	
profound influence			update	
interrelating systems			orthodoxy	
expedition			exposition	
insight			yardsticks	
in essence			redefine	
blueprints			cybernetic	
extraordinarily			spacecraft	
cybernetic planning			planning education	
spatial planning			physical planning	
British Planning Act				

UNIT 4

Objectives in planning—Simple and Complex

General Aims

This unit has been designed to help you learn a number of key words of objectives in planning and some of the general words in meaningful contexts to expand your reading comprehension skills, and to make you familiar with typical passages of objectives in planning.

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Understand the objectives in planning, explain the basic difficulty in development of computerization in planning, recognize the difference between region and urban planning as spatial planning, and distinguish planning from the work of many other professions.
2. Define the meaning of the key words and general words, and do the vocabulary exercises B-1 and B-2
3. Do comprehension exercises C-1, C-2, C-3 and C-4
4. Do word formation Chart exercise D
5. Do Structure Review Exercise E-1
6. Be able to perform the parts F and F.1

Unit 4. Part 1: pre- Reading
Vocabulary List

General Words

absurd, achieve, adequate, articulate, attribute, compatible, contradictory, controversy, daunting, diminish, distinguish, encompass, exhaustive, explicit, feasible, frame, inherently, intolerable, logical, obviously, oriented, pitfall, precise, regular, reliable, resemble, sanitary, skeptical, tedious, tempting

Key Words

aviation, cohesion, constitute, demolition, expertise, stability, territory, voyage

A. Word study

Study the following definitions, synonyms, and examples.

A.1. General Words

absurd

adj

completely unreasonable or silly; unwise; irrational

It's **absurd** to pay all that money for something you're only going to use once.

achieve

v

accomplish; fulfill; gain

You'll never **achieve** anything if you don't work harder.

adequate

adj

enough; plenty; sufficient

We have not been given **adequate** information.

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articulate **v**
speak or say clearly
It's hard to **articulate** what I'm feeling.

attribute **n**
characteristic, feature, quality, property
Kindness is just one of her many **attributes**.

compatible **adj**
able to exist or work together Two things that
are **compatible** are able to exist or be used
together without problems.

contradictory **adj**
in contrast, opposite
These objectives may not be readily compatible, and may indeed be
contradictory.

controversy **n**
argument; debate; dispute
There is **controversy** over the proposed development.

daunting **adj**
frightening or worrying; discouraging
The computer system constitutes an impossible specification and a
daunting task for the educationalist.

diminish **v**
decrease, decline
The show's audience has slowly **diminished**.

distinguish **v**
differentiate; separate; discriminate
Young children often can't **distinguish** between TV programs and commercials.

encompass **v**
include; surround; enclose
A national park **encompassing** 400 square miles

exhaustive **adj**
extremely thorough; complete
They found the results through an **exhaustive** enquiry.

explicit **adj**
clear; plain; precise
The whole planning process is more clearly articulated, more logical and more **explicit**.

feasible **adj**
possible, and likely to work
They prefer to work on a **feasible** plan.

frame **v**
structure on which something is built
He **framed** his response to the question carefully.

inherently **adv**
as a naturally or permanently feature or quality of sb/sth
Their plan was **inherently** weak so the manager immediately refused it.

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intolerable **adj**
too difficult, bad, or painful for you to bear;
unbearable; unendurable

It is **intolerable** to wait for hours in desert.

logical **adj**
reasonable ; sensible

It's the **logical** place to build a new supermarket.

obviously **adv**
clearly; evidently; apparently

Patrick is **obviously** a good teacher.

oriented **adj**
giving attention to a particular type of person or
thing

Because of the increasing influence of the general methods, it is
oriented towards process rather than towards the production.

pitfall **n**
problem or difficulty that is likely to happen

The alternative system has created many new problems and **pitfalls** of
its own.

precise **adj**
exact or correct in every detail; definite

The **precise** location of the ship is still unknown.

regular **adj**
usual; ordinary; normal; orderly

Planes were taking off at **regular** intervals.

reliable **adj**
dependable; trustworthy

We need a more **reliable** babysitter.

resemble **v**
to look like; to be similar to

The new plan of the town **resembles** the old one in many ways.

sanitary **adj**
concerned with protecting health, esp. by removing dirt

When **sanitary** engineers consider a sewer plan, their work certainly has a spatial component.

skeptical **adj**
doubting or not believing something

Voters are highly **skeptical** about/of the proposal.

tedious **adj**
boring; dull; not interesting

Removing the wallpaper was a long, **tedious** task.

tempting **adj**
attractive; inviting

That cake looks very **tempting**.

A.2. Key Words

aviation **n**
the science or activity of flying or making aircraft

Space travel or, indeed, commercial **aviation** presents many technical problems.

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cohesion **n**
the ability to fit together or stay together well;
unity

One of the reasons why they didn't accept the plan was the lack of **cohesion** within the plan.

constitute **v**
form when added together; establish; make

The rise in crime **constitutes** a threat to society.

demolition **n**
destruction of a building

One possible line for the motorway goes through a slum district due for early **demolition** and rebuilding.

expertise **n**
a special skill or knowledge that you learn by
experience or training

The amount of necessary information and specialized **expertise** is so much greater than in most other planning activities.

stability **n**
the condition of being strong, steady, and not
changing; strength

Their country experienced a long period of political **stability**.

territory **n**
land; province; region; country; domain

The plane was flying over enemy **territory**.

voyage **n**
a long trip; travel; journey

Columbus's **voyage** across the ocean led to discovery of America.

Unit 4. Part 2: Reading

Objectives in Planning – Simple and Complex

In practice, as I have said above, this is a great improvement. It means that the whole planning process is more clearly articulated, more logical and more explicit. It is obviously better that planners should start with a fairly exhaustive discussion about what they are seeking to achieve and that they should go on having this discussion during the whole planning process. It is better, too, that different alternatives for the future should be developed, so that they can be openly discussed and evaluated. And the emphasis on specific evaluation, using certain fixed criteria, is an advance. Planning is now much more flexible, working with much greater information. And it is more rational – at least potentially so.

Nevertheless, the alternative system has created many new problems and pitfalls of its own. The development of computerization does not make planning easier, in the sense that it somehow becomes more automatic. There may be many automatic aids to smooth out tedious processes, such as detailed calculations; but they do not diminish the area of human responsibility – the responsibility to take decisions. And the basic difficulty is that it is harder, and finally just less feasible, to apply cybernation to most urban planning problems than it is to apply it to the job of getting human beings on the moon. At first sight this may seem absurd: nothing could be more complex than space travel.

But this is to mix up levels of complexity. Space travel (or, indeed, commercial aviation) presents many technical problems, but there are two features that make it basically simple. First, the objective is clearly understood. Second, the processes involved are nearly all

physical: they are subject to laws of physics, which are much better understood, and which appear to be more regular in their application, than laws of human behavior. (There are human beings involved, of course, but in practice they are reduced to little more than biological units for most of the voyage.) The kind of planning that most resembles space travel is transportation planning, and it is significant that this was where computerized systems planning had its earliest and most successful applications. Elsewhere, it has proved harder.

That is because it is inherently more complex. First, the basic objective is not well understood; there is clearly more than one objective, and perhaps dozens (economic growth, fair distribution of income, social cohesion and stability, reduction of psychological stress, a beautiful environment – the list seems endless). These objectives may not be readily compatible, and may indeed be contradictory. Second, most of the processes which need controlling are human processes, which are less well understood and work with much less certainty than laws in the physical sciences. Anyone who has studied any of the social sciences such as economics, sociology, psychology or human geography is familiar with this fact. Just as in these sciences we have to work with laws of statistical tendency rather than with laws which are constantly reliable in producing experimental results, so it will be in much of spatial or physical planning.

One point made in the last paragraph is relevant for our understanding of the particular nature of spatial planning. Earlier, I said that its method was shared with other sorts of planning activity; its subject matter was distinctively spatial, so that at some time, in some sense, it would produce spatial representations of how activities should be ordered on the ground. We now see that spatial planning, as we are using the term in this book – urban and regional planning, as it is conventionally termed – has another feature: it is multidimensional and multi-objective planning. It is necessary to specify these two linked attributes, because there are many types of planning which are

'spatial' in the sense that they are concerned with spatial arrangements on the earth's surface, but have only a single dimension and a single objective. When sanitary engineers consider a sewer plan, their work certainly has a spatial component, but it is neither multidimensional nor multi-objective. (Or, to be more precise, even if the engineer thinks s/he has more than one objective, these are all engineering objectives within the same basic dimension.)

This engineer, or colleagues like the highway engineer or telephone engineer, are doubtless all working with plans which are spatial representations of their territory. But none of them will be trying (for instance) to balance the advantages of preserving a long-established inner-city society against the advantages of building better housing on an estate some distance away, or the problem of reconciling higher car ownership with the preservation of public transport for those who have no access to cars and the preservation of a decent urban environment, or the merits of segregating factory zones versus the merit of having local factories nearer to people's homes – all of these, and many more, being considered as part of the same planning process, and having finally each to be considered *vis-à-vis* all the others. This task of reconciliation is the essence of the job of the urban and regional planner; this is why, compared with most other sorts of job regarded as planning, it is so difficult.

It is difficult in two ways. First, the amount of necessary information and specialized expertise is so much greater than in most other planning activities: it covers almost the whole of human experience. The ideal urban and regional planner would have to be a good economist, sociologist, geographer and social psychologist in his or her own right, as well as having several other necessary physical-scientific skills, such as a good understanding of civil engineering and of cybernetics. To judge the quality of the information s/he was receiving, s/he would need to be a sophisticated (and even slightly skeptical) statistician. And s/he would need to be a highly competent systems analyst in order to develop the relationships with the

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computer control system with which s/he related. All of which, of course, constitutes an impossible specification – and a daunting task for the educationalist.

But second, and even more problematically, there is the need to frame and then weigh up different objectives. Consider a very typical (and very topical) type of planning controversy, repeated almost daily: the line of a new urban motorway. Some critics say that it would be quite unnecessary if public transport were adequate; some that the line should be shifted. The fact is that car ownership is rising, and this seems outside the planner's control; it is set by the political or social framework within which s/he acts.

The projections (which may not be entirely reliable) suggest that the traffic will overwhelm the present road network, giving an environment to many thousands of people which, by current standards, is judged intolerable. The quality of public transport is declining, but the available evidence shows that better quality would not have much result in tempting people back from their cars and reducing the case for the motorway.

One possible line for the motorway goes through a slum district due for early demolition and rebuilding; some sociologists say that the community should be rehoused *in situ*; others argue that many of the people would lead happier lives in a new town.

Another line goes through open space which contains playing fields as well as the nesting grounds of several species of birds; local sports clubs and nature conservationists are united in opposing this line. The costs to the public purse are known in the two cases, but the benefits are dependent on the valuation of travel time for the likely motorway users, on which two groups of economists are hotly disputing. And the costs, or disbenefits, for different groups of the public affected by the building of the motorway are almost incalculable.

There are many varying interests and special academic skills, some of the practitioners of which cannot agree among themselves;

the only person who seems competent to take any decision at all is someone whose training and thinking are supposed to encompass them all. This, of course, is the general urban and regional planner. This is not the point at which to discuss the resolution of the problem just mentioned; in fact, there simply is no clear resolution, and the most the planner can do is to try to reach a decision within a clear and explicit framework – which, one hopes, the new style of planning helps him or her to do.

The example has been given simply to illustrate the unique quality, and the unique difficulty, of the sort of planning that is the subject matter of this book. To sum up: urban and regional planning is spatial or physical: it uses the general methods of planning to produce a physical design. Because of the increasing influence of these general methods, it is oriented towards process rather than towards the production of one-shot (or end-state) plans. Its subject matter is really that part of geography which is concerned with urban and regional systems; but the planning itself is a type of management for very complex systems. And further, it is necessarily multidimensional and multi-objective in its scope; this is what distinguishes it from the work of many other professionals whose work can fairly be described as planning with a spatial component.

Unit 4. Part 3: exercises

B. Vocabulary Exercises

B.1. Fill in the Blanks

Use the correct form of the words given to complete the sentences that follow. There are more words than needed.

obviously, feasible, diminish, precise, pitfall, stability, reliable, constitute, expertise, encompass, distinguish, adequate

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1. Ecological studies the interrelationships between all forms of life and the natural environment.
2. Someone or something that is can be trusted or depended on.
3. The committee is of members of all three parties.
4. Union membership from 30,000 at its height to just 20 today.
5. The cause of the accident is unknown.
6. It is not to follow your plan.
7. Tom does not know what the two research projects.
8. This text presents many for the translator.
9. Her income is hardly to pay the bills.

B.2. Matching

Match each word or phrase in the left column with one of the words or phrases in the right column which has almost the same meaning.

.....	1	voyage	a.	dependable
.....	2	stability	b.	thorough
.....	3	tedious	c.	boring
.....	4	reliable	d.	strength
.....	5	exhaustive	e.	domain
.....	6	cohesion	f.	a long trip
.....	7	constitute	g.	usual
.....	8	territory	h.	reasonable
.....	9	resemble	i.	establish
.....	10	logical	j.	to be similar to
.....	11	regular	k.	unity
			l.	attractive

C. Comprehension Exercises

C.1. True/False Statements

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

..... 1. Planning is now much more flexible, but less rational.

..... 2. The development of computerization makes planning easier.

.....3. Computerization does not remove human responsibility to make decisions.

..... 4. Urban and regional planning is oriented towards the production of one plan rather than towards the process.

..... 5. Planning is multidimensional and multi-objective in its scope.

C.2. Multiple Choice Questions

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

1. The kind of planning that most resembles space travel is

- a) transportation planning
- b) computerized systems planning
- c) law of physics
- d) biological unit

2. Planning is now much more, and it is more

- a) flexible – informative
- b) informative – flexible
- c) flexible – rational
- d) rational- informative

3. Which of the following is **not** mentioned as the characteristic of an ideal regional planner?
- a) s/he has to be a good geographer
 - b) s/he has to be an economist
 - c) s/he has to be a philosopher
 - d) all of them
4. In order to judge the quality of the information of a regional planner, s/he should be a(n)
- a) economist
 - b) sophisticated sociologist
 - c) statistician
 - d) psychologist
5. One of the basic difficulties of the job of regional planners is
- a) the amount of necessary information and specialized expertise is less than in most other planning activities
 - b) the ideal urban and regional planner should be only an economist
 - c) the need to frame and then weigh up different objectives
 - d) a little understanding of civil engineering and of cybernetics

C.3. Open-ended Questions

Answer the following questions in Persian on the basis of the passage

1. What is the basic difficulty in development of computerization in planning?
-
-
-
2. What is the difference between region and urban planning as spatial planning with other sort of planning?

.....
.....
.....

3. What distinguishes planning from the work of many other professions?

.....
.....
.....

4. What are the two major difficulties in the job of the urban and regional planners?

.....
.....
.....

C.4. Relation of the Words

What do the following pronouns refer to?

- 1. they (line 15)
- 2. which (line 25)
- 3. their (line 26)
- 4. which (line 39)
- 5. who (line 41)
- 6. which (line 44)
- 7. its (line 49)
- 8. which (line 56)
- 9. their (line 59)
- 10. s/he (line 61)
- 11. his (line 83)
- 12. s/he (line 86)
- 13. this (line 97)
- 14. which (line 100)

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- 15. themselves (line 120)
- 16. whose (122)

D. Word Formation

D.1. Word Formation Chart

Verb	Noun	Adjective	Adverb
achieve	achievement	achievable	-
develop	development	developed developing	-
-	explicitness	explicit	explicitly
flex	flexibility	flexible	flexibly
reduce	reduction	reducible	-
stabilize	stability	stable	stably

D.2. Fill in the Blank Exercise

Use the correct form of the words in D.1 to complete the following sentences.

- 1. A healthy diet can prevent the of heart disease.
- 2. Employing part time staff gives companies greater they can easily change to suit new conditions.
- 3. The number of staff was from 40 to 25.
- 4. Be careful - the ladder doesn't look
- 5. It is not advisable to spend our time and energy on goals that are not
- 6. He gave me directions on how to go to the downtown.
- 7. The place has from a fishing part into a thriving tourist center.

E. Structure Review

Noun Clause

Look at these sentences:

1. Some critics say that it would be quite unnecessary if public transport was adequate.
2. What does seem true is that the central body of social sciences is taught as parts of human geography.
3. It seems that urban planning is a special case of general planning.

A noun clause is a dependent clause or subordinate clause. It functions as a noun in the sentence.

The noun clauses may be introduced by the following words:

Who, what, which, whom, whose, whoever, whichever, whatever, where, when, how, why, whether, that

Since a noun clause may be used in the same way in which a noun is used, it can occur anywhere in the sentence where a noun can occur. In sentence 1 and 3, the noun clause 'that it would be quite unnecessary if public transport was adequate' and 'that urban planning is a special case of general planning' are both objects of the sentences. In sentence 2, the noun clause 'What does seem true' is the subject of the sentence.

E.1. Structure Exercise

Find the noun clauses in the following sentences and write them in the spaces provided.

1. Planners of all kinds think that they know what planning means.
.....
.....
2. One dictionary definition, in fact, refers to what planning does; the other, to how planning does it.
.....
.....
3. Those in the less affluent world are in much less doubt that they want the security and dignity that planning can bring.

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.....
.....

4. Rachel didn't mention names, but everyone knew who she was referring to.

.....
.....

5. The difficulty is that they do all sorts of different things.

.....
.....

6. There you find that the noun 'plan' and the verb 'to plan' have several distinct meanings.

.....
.....

7. Thus they imagine that planning must include the preparation of such a design.

.....
.....

F. Translation

Translate the following passage into Persian

Spatially explicit urban expansion models that can trace urban development in the past and predict the expansion scenarios in the future are indispensable for examining urban planning policies. Urban expansion is a complicated process that is determined by the interactions of biophysical factors and human factors in space and time at different scales (Barredo, Kasanko, McCormick, & Lavalley, 2003; Lambin & Geist, 2001). Modeling is a valuable way to understand a process (Costanza & Ruth, 1998). There still lacks spatially explicit urban expansion models that can effectively trace the urban development in the past and predict possible expansion scenarios in the future so that related urban planning policies can be

examined. Since land use models are useful tools to understand the land use process and support land use planning and policy making (Verburg, Veldkamp, de Koning, Kok, & Bouma, 1999), further development of urban land model to effectively describe the complicated process of urban expansion is still indispensable (Chen, Gong, He, Luo, & Tamural, 2002).

.....

F.1. Persian Equivalent

Find the Persian equivalents of the following words and phrases used in the passage.

English Words	Persian equivalent		English Words	Persian equivalent
alternative system			weigh up	
smooth out			projections	

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responsibility		slum district	
commercial aviation		incalculable	
transportation		practitioners	
in some sense		resolution	
distinctively		explicit framework	
multidimensional		professionals	
conventionally		segregating factory	
multi-objective planning		preservation	
sewer plan		vis-à-vis	
colleagues		multidimensional planning	
reconciling		multi-objective planning	
conservationists		transportation planning	
public purse			

UNIT 5

The Origins: Urban Growth from 1800 to 1940

General Aims

This unit has been designed to help you learn a number of key words of urban growth and some of the general words in meaningful contexts to expand your reading comprehension skills, and to make you familiar with typical passages of the origin of urbanization.

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Understand the solutions to the economic and social problems, and explain the major problems of London after Industrial Revolution
2. Define the meaning of the key words and general words, and do the vocabulary exercises B-1 and B-2
3. Do comprehension exercises C-1, C-2, C-3 and C-4
4. Do word formation Chart exercise D
5. Do Structure Review Exercise E-1
6. Be able to perform the parts F and F.1

Part 1: pre - Reading
Vocabulary List

General Words

bypass, corresponding, corruption, draconian, dweller, immense, inertia, inherit, medieval, penalty, radical off, trigger, uppermost

Key words

ban, chariot, provision

A. Word study

Study the following definitions, synonyms, and examples.

A.1. General Words

bypass **v**
to avoid a place by going around it
If we **bypass** the town, we'll save time.

corresponding **adj**
relating or similar to something
The workers demand a promotion and a **corresponding** increase in salary.

corruption **n**
dishonest or immoral behavior; demoralization
Violence on TV led to the **corruption** of young people.

draconian **adj**
very strict and severe
For avoiding chaos, they establish **draconian** laws in their country.

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dweller **n**
person or animal that lives in a city, town, etc.;
inhabitant

They estimated that the **dwellers** of the city are the same as those in ten years ago.

immense **adj**
extremely large, huge, enormous

We still have an **immense** amount of work to do.

inertia **n**
a tendency to remain unchanged

Because of the sheer **inertia** of the system many badly needed reforms were never introduced.

inherit **v**
receive something from someone after s/he has
died

They **inherited** the house from their uncle.

medieval **adj**
relating to the Middle Ages

His mother used to read **medieval** poetry for the family every weekend.

penalty **n**
a punishment for not obeying a law, rule, or
legal agreement

The maximum **penalty** for the crime is five years in prison.

radical **adj**
thorough and complete; fundamental; essential

She is **radical** in her demands.

trigger off **v**
to make something happen; bring about; result
in; cause

The incident **triggered** off a wave of violence.

uppermost **adj**
most important; in the highest position

Your safety is **uppermost** in my mind.

A.2. Key words

ban **v**
forbid; not allow; prohibit

The city council **banned** smoking in public areas.

chariot **n**
a vehicle with two wheels pulled by a horse,
used in ancient times in battles and races

Rome banned **chariot** movement at night to deal with the first
recorded case of urban noise pollution.

provision **n**
act of providing; supplying

He has made **provisions** for his wife in his will

Unit 5. Part 2: Reading

The Origins: Urban Growth from 1800 to 1940

Modern urban and regional planning has arisen in response to specific social and economic problems, which in turn were triggered off by the Industrial Revolution at the end of the eighteenth century. It is important to notice that these problems did not all come at once, in the same form; they changed in character, and in their relative importance, so that the questions uppermost in the minds of city-dwellers in the 1930s were by no means the same as those experienced by their great-grandfathers in the 1840s. As problems were identified, solutions were proposed for them; but because of the inertia of people's minds, and still more the inertia of social and political processes, these solutions – especially the more radical ones – might not be put into action until decades afterwards, when the problem itself had changed in character and perhaps also in importance.

Planning before the Industrial Revolution

There were important cities before the Industrial Revolution: ancient Rome had an estimated population of 1,000,000 by the year AD 100; Elizabethan London numbered about 200,000 people. Correspondingly, these cities had problems of economic and social organization: Rome had to be supplied with water brought over considerable distances by aqueduct (the word itself is Roman in origin), and the city developed immense problems of traffic congestion – which unfortunately have been inherited by the modern city two thousand years later. London by the fourteenth century had to draw on coalfields by the River Tyne, 270 miles (430 km) away, for fuel, and on distant countries for more specialized provisions, such as

dyestuffs or spices; by the seventeenth century it, too, was drawing water from 35 miles (56 km) away by aqueduct. (The New River, which runs through north London, is part of it.) These problems in turn brought forth a host of regulations for the better ordering of the city, sometimes dealing with strangely modern problems: Rome banned chariot movement at night to deal with the first recorded case of urban noise pollution; in London in the fourteenth century a man was hanged for burning 'sea coal' – a somewhat draconian penalty for medieval air pollution. Furthermore, many cities in both the ancient and the medieval world were planned, at least in the sense that their existence and their location were laid down consciously by some ruler or some group of merchants; and among this group, a large proportion even had formal ground plans with a strong element of geometric regularity. In Britain the group of medieval planned towns is larger than many people think: a small town like Baldock, on the Great North Road (A1) before it was bypassed, was actually a creation of the Knights Templar, and the name itself is a corruption of Baghdad; modern urban and regional planning has arisen in response to specific social and economic problems, which in turn were triggered off by the Industrial Revolution at the end of the eighteenth century. It is important to notice that these problems did not all come at once, in the same form; they changed in character, and in their relative importance, so that the questions uppermost in the minds of city-dwellers in the 1930s were by no means the same as those experienced by their great-grandfathers in the 1840s. As problems were identified, solutions were proposed for them; but because of the inertia of people's minds, and still more the inertia of social and political processes, these solutions – especially the more radical ones – might not be put into action until decades afterwards, when the problem itself had changed in character and perhaps also in importance.

Unit 5. Part 3: Exercises

B. Vocabulary Exercises

B.1. Fill in the blanks

Use the correct form of the words given to complete the sentences that follow. There are more words than needed.

provision, ban, uppermost, trigger off, inherit, immense, bypass

1. The country's government has foreign journalists from the area.
2. Heavy rain may mudslides.
3. Suzy her mother's good looks.
4. We have made a/nmistake in that plan.
5. He the complaints procedure and wrote straight to the chairman.
6. The children's future is always in my mind.

B.2. Matching

Match each word or phrase in the left column with one of the words or phrases in the right column which has almost the same meaning.

.....	1	provision	a.	demoralization
.....	2	draconian	b.	supplying
.....	3	corruption	c.	result in
.....	4	ban	d.	enormous
.....	5	medieval	e.	forbid
.....	6	immense	f.	fundamental
.....	7	radical	g.	severe
.....	8	trigger off	h.	relating to the Middle Ages
			i.	enormous

C. Comprehension Exercises

C.1. True/False Statements

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

..... 1. Modern urban and regional planning has not been related to any social and economic problems.

..... 2. The social and economic problems in 1930s were not the same as ones in 1940s.

..... 3. The population of London was more than ancient Rome before Industrial Revolution.

..... 4. Elizabethan London had economic problems before Industrial Revolution.

..... 5. Baldock is a medieval planned town in Britain.

C.2. Multiple Choice Items

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

1. Modern urban and regional planning has arisen in response to

- a) economic problems before Industrial Revolution
- b) Industrial Revolution problems
- c) Social problems before Industrial Revolution
- d) Economic and social problems after Industrial Revolution

2. The problems of London before Industrial Revolution were

- a) the supply of water over considerable distances by aqueduct
- b) traffic congestion which have been inherited by the modern city

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- c) formal ground plans with a strong element of geometric regularity
- d) the large amount of water and fuel in the city

3. The estimated population of ancient Rome was

- a) less than the Elizabethan London's in that time
- b) was more than Elizabethan London's before Industrial Revolution
- c) was the same before and after Industrial Revolution
- d) was the same as Elizabethan London by the year AD 100

4. Which of the following is **not** among the medieval planned towns in Britain?

- a) Baldock
- b) Winchelsea
- c) Baghdad
- d) Caernarfon

5. In London in the fourteenth century a man was hanged for burning 'sea coal' because of

- a) the lack of fuel in that days
- b) the difficulty of supplying 'sea coal'
- c) a penalty for medieval air pollution
- d) the much more population in that days

C.3. Open-ended Questions

1. Why solutions to the economic and social problems were not put into actions for decades?

.....
.....
.....

2. Why Rome banned chariot movement at night?

.....
.....
.....

3. What was/were the major problems of London after Industrial Revolution?

.....

C.4. Relation of the Words

What do the following pronouns refer to?

- 1. which (line 2)
- 2. they (line 5)
- 3. those (line 7)
- 4. them (line 8)
- 5. which (line 21)
- 6. it (line 25)
- 7. their (line 35)
- 8. itself (line 41)
- 9. which (43)
- 10. their (line 46)

D. Word Formation

D.1. Word Formation Chart

Verb	Noun	Adjective	Adverb
achieve	achievement	achievable	-
condition	conditioning	conditioned	-
distinguish	-	distinguishable	-
mean	meaning	meaningful	meaningfully
measure	measurement	measurable	measurably
solve	solution	soluble	-
specify	specification	specific	specifically

D.2. Fill in the Blank Exercise

Use the correct form of the words in D.1 to complete the following sentences.

1. Nobody in the classroom could answer the problem, but she could easily it.
2. Accurate is very important in geography and physics.
3. Mary's problems got her into trouble.
4. The red light that you must stop.
5. Mentally retarded people are by their low IQ scores.

E. Structure Review

Pronoun

Look at these sentences:

1. It is more difficult to represent in words because it is a continuous cycle.
2. First the planner made a survey, in which s/he collected all the relevant information about the development of the city or region
3. It is difficult to put this new sequence into a string of words like the older one.
4. As problems were identified, solutions were proposed for them.

In sentence 1, 'it' refers to 'to represent in words because it is a continuous cycle'. 'It' is a pronoun. In sentence 2, 'which' refers to 'a survey'. 'which' is a pronoun. In sentence 3, 'it' refers to 'to put this new sequence into a string of words like the older one'. 'It' is a pronoun. In sentence 4, 'them' refers to 'problems'. 'Them' is a pronoun.

Most pronouns function like nouns or noun phrases. Pronouns share several characteristics, most of which are not found in nouns. Their name implies that they *replace* nouns, but this is to a great extent far from true.

E.1. Structure Exercise

Find the pronouns in the following sentences and write their references in the spaces provided.

1. Social planners in the urban planning office share the same interests and concerns, but see them always with the spatial component: they are concerned, for instance, with the effect of occupational mobility on the inner city.

.....
.....
.....

2. This engineer, or colleagues like the highway engineer or telephone engineer, are doubtless all working with plans which are spatial representations of their territory.

.....
.....
.....

3. It was argued that they imposed an increasingly insufferable burden on their inhabitants.

.....
.....
.....

4. 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.

.....
.....
.....

.....

F.1. Persian Equivalents

Find the Persian equivalents of the following words and phrases used in the passage in part 2.

English Words	Persian equivalent		English Words	Persian equivalent
afterwards			coalfield	
estimated population			congestion	
ancient Rome			spice	
regulations			inertia	
laid down			draconian	
consciously			penalty	
geometric regularity			afterwards	

UNIT 6

Planning before the Industrial Revolution

General Aims

This unit has been designed to help you learn a number of key words of Planning before the Industrial Revolution and some of the general words in meaningful contexts to expand your reading comprehension skills, and to make you familiar with typical passages of Industrial Revolution.

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Explain the development of public transport system of London during 1870s to 1900s; understand the meaning of 'the early public transport city' in the development of London, recognize the economic forces affected on the suburban movement in London between the two world wars, and define development of technology in transportation.
2. Define the meaning of the key words and general words, and do the vocabulary exercises B-1 and B-2
3. Do comprehension exercises C-1, C-2, C-3 and C-4
4. Do word formation Chart exercise D
5. Do Structure Review Exercise E-1
6. be able to perform the parts F and F.1

Unit 6. Part 1: pre- Reading

Vocabulary List

General Words

absolute, affluent, aspire, border, charming, clerical, commute, conscious, deploy, depression, dominate, deserve, equaled, extraordinary, enthusiasm, imitation, mortgage, penetrate, regal, scattered, speculative, warfare

Keywords

accelerate, aristocracy, commentator, colonize, contribute, density, erect, radius, spread, subsidy, tram

A. Word Study

Study the following definitions, synonyms, and examples.

A.1. General Words

absolute **adj**
complete or total

I have **absolute** confidence in you.

affluent **adj**
rich; wealthy; having a lot of money

They moved to an **affluent** suburb of Baltimore.

aspire **v**
to have a strong desire to achieve something

Milligan **aspires** to be Governor of the state.

border **v**
to share a border or edge with another country

Spain **borders** Portugal.

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charming **adj**
very pleasing or attractive
They live in a **charming** house.

clerical **adj**
relating to office work
It is now easier for the average clerical or skilled manual worker to buy a house by using a bank loan.

commute **v**
travel regularly in order to get to work
Jerry **commutes** from Scarsdale to New York every day.

conscious **adj**
noticing or realizing something; aware
I became **conscious** of the fact that someone was watching me.

deploy **v**
arrange for effective action; use something effectively
Nuclear missiles were being **deployed** in Europe.

depression **n**
a feeling of sadness and a loss of hope;
recession
During the **depression**, many young people were unable to find any work at all.

dominate **v**
to have power and control over someone or something
Five large companies **dominate** the auto industry.

deserve **v**
 be worthy of
After all that work, you **deserve** a rest.

equaled **adj**
 to be the same; balanced; equivalent
He has **equaled** the Olympic record!

extraordinary **adj**
 unusual and surprising
He spends an **extraordinary** amount of money on clothes.

enthusiasm **n**
 a strong feeling of interest and enjoyment
The new students were full of **enthusiasm**.

imitation **n**
 a copy of someone's speech, behavior, etc;
 reproduction
Harry does an excellent **imitation** of Elvis.

mortgage **n**
 borrowed money from the bank
We took out a bigger mortgage to pay for the work on the house.

penetrate **v**
 to enter or pass through something which is
 difficult
Explorers **penetrated** deep into unknown regions.

regal **adj**
 like a king or queen; very splendid
These were nearly all expressions of absolute **regal** or paper power in
18th century.

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scattered **adj**
spread over a wide area or over a long period of
time

The weather forecast is for **scattered** showers (short periods of rain).

speculative **adj**
based on guessing, not facts; subjective

His major problem caused by a **speculative** investment.

warfare **n**
fighting in a war; conflict; combat

One thousand people have died during the chemical **warfare**.

A.2. Key Words

accelerate **v**
quicken; hasten; hurry

We tried to **accelerate** the process by heating the chemicals.

aristocracy **n**
the people in the highest social class

The **aristocracy** and the new merchant class dominated the growth of cities.

commentator **n**
someone on television or radio describes an
event

She married with a news **commentator** last week.

colonize **v**
to control a country or area

Argentina was **colonized** by Spain.

contribute **v**
to help make something happen; cooperate
Several hundred people **contributed** articles, photographs, and cartoons.

density **n**
(of the area)very crowded
They live in a high **density** neighborhood in this town.

erect **v**
build; construct
Officials plan to **erect** a monument in Lindbergh's honor.

radius **n**
the distance from the center to the edge of a circle; within a distance of 10 miles, etc. in all directions from a particular place
Radius is the distance from the center to the edge of a circle, or a line drawn from the center to the edge.

spread **v**
open; expand; extend; stretch
The population is evenly **spread** across the state.

subsidy **n**
money that is paid by a government or organization in order to reduce the cost of something
Government **subsidies** for small farmers help them to expand their productions.

tram

n

electric bus that runs on metal lines set in the road; streetcar

It took a long time to use **tram** in the city in order to reduce the traffic.

Unit 6. Part 2: Reading

Planning before the Industrial Revolution

The greatest flowering of formal town planning before the Industrial Revolution, though, came in what is known in continental Europe as the Baroque era: the seventeenth and eighteenth centuries. There it produced such masterpieces of large-scale architectural design as the reconstruction of Rome during the late sixteenth and early seventeenth centuries; or the great compositions of the Toiletries gardens and the Champs-Élysées, in Paris; or the palace of Versailles and its bordering planned town; or the completely planned town of Karlsruhe, in Germany; or the seventeenth-century quarters of Nancy, in the province of Lorraine in eastern France; as well as many other smaller, but fine, examples. These were nearly all expressions of absolute regal or paper power, and some commentators have claimed to see in them the expression of a new style of warfare; instead of the medieval walled town, cities must now be planned along broad formal avenues along which mobile armies could deploy themselves. Britain, after Cromwellian times, had no such absolute monarchy; here the aristocracy and the new merchant class dominated the growth of cities and determined their form. The result was a different but equally distinctive form of town planning: the development of formal residential quarters consisting of dignified houses built in terraces or

rows, generally on a strongly geometrical street plan which was modified by charming squares with gardens.

The original development of many of the quarters of London's West End, now sadly much damaged by later reconstruction – areas like St James's, Mayfair, Marylebone and Bloomsbury – still provides the best examples in Britain of this type of planning attached to an existing major city; Edinburgh's New Town, facing the medieval city across the deep cut now occupied by the railway, is another. But perhaps the best example of eighteenth-century British town planning is the development of Bath, up to then a small medieval town, as the result of a new enthusiasm for spa cures among the aristocracy at that time.

All these examples, and many other imitations, have great interest for the student of architecture or the origins of planning. And similarly, the creation of the rural landscape of Europe – a process which involved much more conscious planning than most people, looking at the result casually, would imagine – is important for the planner, understanding how previous generations adjusted to the opportunities and the limitations the region presented. But the subject deserves much fuller treatment than it can receive here; and it is excellently written up in the book *The Making of the English Landscape* by W.G. Hoskins. Our main concern now is a subject that has little relation with the past: the unprecedented impact of modern industrialism on urban development and upon consequent urban planning problems.

The phenomenon of urban spread

But by and large, the period after 1870 marks a significant change in the development of British cities – and, as far as can be seen from international studies by the economist Colin Clark, in other countries' cities too. In fact, the trend is quite marked for London after the 1861 census. Up to that time, as we noted earlier, densities were actually rising within a radius of about 3 miles (4.8 km) from the centre of

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British cities – the radius within which people could walk to their work within about an hour, there being no effective public or private transport of any kind for most of the population. If we look at a town like Preston (Plate 1.6), which had changed little in the hundred years or so between the time when most of the buildings were erected and the time of the photograph (about 1935), we should realize that most of the people living in these gardenless houses, without public parks, nevertheless could walk to open fields within about twenty minutes. (This was as true in 1935 as in 1835) And since the cotton mills – then, the chief and almost the sole source of work for many – were scattered fairly evenly across the town, journeys to work on foot were quite extraordinarily short: an average mill hand could walk to and from work four times a day, coming home for a midday meal, in rather less time than the average modern commuter spends on his or her outward morning journey. Even the biggest European city, London, grew relatively little in area as it doubled in population from 1 to 2 million people between 1801 and 1851.

But then, between about 1870 and 1914, virtually all British cities rapidly acquired a cheap and efficient public transport system – first (in the 1870s and 1880s) in the form of horse trams and buses, then (at about the turn of the century) of electric trams, and lastly (just before the First World War) in the form of motor buses. In very large cities like London there were also commuter trains. The early railways had neglected the possibilities of suburban traffic, even in London, but most of them awoke to the possibilities after 1860; and one, the Great Eastern, serving north-east London, was compelled by Parliament to run cheap trains for workmen, allowing them to live in suburbs as distant as Edmonton and Leytonstone. London even had a steam-operated underground railway, the world's first, by 1863; its first electric tube railway opened in 1890 and its first electrified suburban lines in 1905–9.

The impact on urban growth was profound, as can clearly be seen in the series of maps for London at different dates (Figure 1.6). London in 1801, with 1 million people, was still a remarkably compact city, mainly contained within a radius about 2 miles (3.2 km) from the centre; and by 1851, with double the number of people, the radius had not increased to much more than 3 miles (4.8 km), with higher densities in the inner areas. Then the city began to spread in all directions, but particularly to the south and north-east – as seen in the map for 1880 and, even more clearly, for 1914. This last represents the apogee of what can fairly be called the early public transport city.



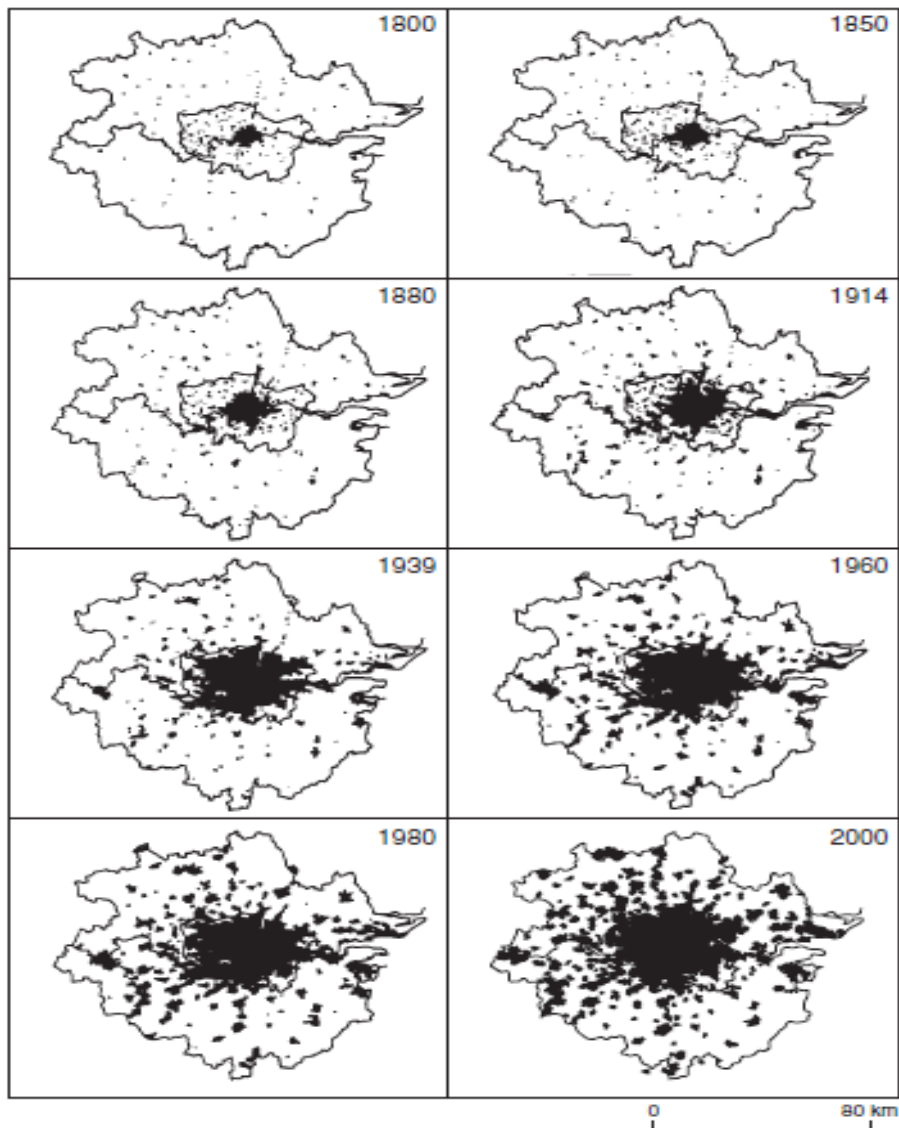
(Plate 1.6) Aerial photograph of Preston in the 1930s. This demonstrates the high density and closely built-up nature of the early industrial town. Though open space is lacking, the town is small, and open countryside is not far away (though not visible here); and, with factories scattered among houses, the journey to work is short. Today the cotton mills are all derelict. Much of the housing in the picture has been replaced. Many of the inhabitants' doubtless travel further to work, for many of Preston's jobs are on the town's periphery; and many of the new owners have cars.

The steam trains gave fairly easy and rapid access to middle-class commuters (and, in east London, the working class too) at distances up to 15 miles (24 km) from the centre. But they accelerated

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and decelerated poorly; stops tended to be widely spaced; and feeder services, in the form of horse buses or trams, were poorly developed, or slow. The result is a typically tentacular form of growth, with development taking the form of blobs (or beads on a string, to change the metaphor) around each station.

Between the two world wars the whole process of suburban growth and decentralization began to speed up; in doing so it changed its form. The forces behind the suburban movement during those years were partly economic, partly social, and partly technological. Economic forces in the world outside – world depression between 1929 and about 1934, a general depression in the prices of primary products – meant that both labor for construction and building materials were cheap. Social changes, too, were produced by economic development: more and more workers were becoming white-collar employees in offices or shops or other non-factory occupations, enjoying regular salaries which allowed them to borrow money on credit, and regarding themselves as members of an enlarging middle class. In large numbers, these people began to aspire to buy a house of their own with the aid of a mortgage.



(Figure 1.6) The growth of London, 1800–2000. Until 1850 London’s extent was constrained by walking distances. Steam trains from 1850 to 1914, and electric trains, tubes and buses from 1914 to 1939, allowed suburban spread – but then the green belt stopped it.

Lastly, and perhaps most fundamentally, further developments in transport technology extended the effective commuting range:

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electric trains in London, motor buses elsewhere, allowed the effective area of the city to extend up to four or five times the previous limits. Such growth was particularly well marked in London. In 1914 London had a population of about 6½ million; by 1939, 8½ million. Yet in that period the capital's built-up area extended about three times. The underground railways before 1914 had barely extended beyond the existing developed area; but after 1918 they began to colonize new territory, extending quickly above ground on to previously undeveloped areas. The result was as predicted: a vast flood of speculative building, cheaply built for sale. Plate 2.3 shows the result around just one station: Edgware in Middlesex, some 12 miles (19 km) from central London, in 1926 – two years after the line was opened – and 1948 – a quarter of a century later.

The precise impact of this sort of development upon the urban structure can be well seen by comparing the maps of London in 1914 and 1939 respectively in Figure 1.6.

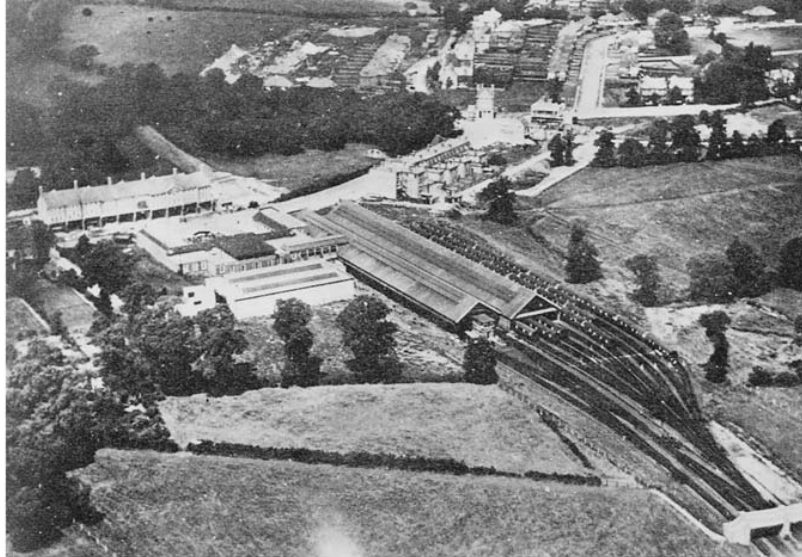
London in 1914, as we have already noted, had the characteristically tentacular shape associated with the early public transport city – the city of the steam train and the horse bus. By 1939 it had assumed a completely different shape: growth was much more even in any direction, producing a roughly circular city with a radius about 12 to 15 miles (19 to 24 km) from the centre. The basic reason for this was a change in the technology of transportation. First, electric trains were more efficient carriers than the steam trains had been: accelerating and decelerating rapidly, they could serve more frequently spaced stations. Second, and even more importantly, the motor bus allowed a fairly rapid urban transport service to penetrate in any direction from these stations, along existing roads, without the need for elaborate capital investment on the part of the operator; it therefore served as a highly efficient feeder service. These changes altered the pattern of accessibility within the urban area. The isochrones (lines of equal accessibility to the centre, in terms of time) were in 1914 very irregular; they fingered out a long way along the

railway lines. By 1939 they had become more even and circular (or concentric) in form; and the development of the urban area followed accordingly. This form we can call typical of the later public transport city; it was not at all a creation of the private car, since in London by 1939 only about one family in ten owned one.

The same process was repeated around the provincial cities too, though on a smaller scale, and dependent on the tram or bus rather than the train. In some of the bigger cities – Manchester, Liverpool and Leeds – the local authorities themselves contributed to the process. They re-housed many thousands of slum-dwellers and other people in need of public housing by developing new estates of single-family homes – 110 generally at distances from 4 to 7 miles (7–11 km) from the city centre, in the case of the biggest cities, and connected to it by rapid, frequent and cheap public transport. Like the private housing, this was cheaply built (and, unlike most of the private housing, it was aided by central government subsidy as the result of a 1919 Housing Act). It was also of a standard never before reached in public housing: equipped with basic facilities like bathrooms, and with generous private garden space around. These authorities built fairly faithfully according to the recommendations of an influential official report, the Tudor Walters Report, which had been published at the end of the First World War in 1918; it had recommended development of single-family homes at about 12 per net residential acre (30/hectare), or about one-quarter the density of the old by-law housing.

This also was the density of much of the private housing developed around London and other big cities; many private estates were built at even lower densities: 10 or 8 or even 6 houses to the acre (15–24/hectare). For the general feeling was that more spacious housing standards were a healthy reaction to the cramped terraces of the Nineteenth - century industrial town; the bus and the electric train had liberated the manual workers in their rented council houses and the white-collar workers in their mortgaged semi-detached houses alike.

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(Plate 2.6) Edware, north-west London: (a) 1926; (b) 1948, showing the impact of the extension of the underground railway (station in centre of pictures) on suburban development. Typical are the uniform rows of semi-detached housing, built at about 12 dwellings to the acre (30/hectare), with generous gardens. Better transportation allowed the city to spread.

And because the improved transportation made so much land potentially developable, the price of land was low. Indeed, it is clear from later research that land prices and house prices, which are always so closely related, reached a low point in relation to income in the 1930s that has never been equaled before or since (Figure 1.7). It was actually easier for the average clerical or skilled manual worker to buy a house in the 1930s than it is in the more affluent Britain of seventy years later.

Unit 6. Part 3: Exercises

B. Vocabulary Exercises

B.1. Fill in the Blanks

Use the correct form of the words given to complete the sentences that follow. There are more words than needed.

absolute, affluent, deploy, imitation, accelerate, colonize, depression, erect, spread, warfare

1. I can't give you any promises in doing the task.
2. The infantry began to at dawn.
3. He sat with books and papers over the table.
4. Britain many parts of Africa.
5. It took five years to the skyscraper.
6. After her son died she went into a long period of
- 7..... refers to the activity of fighting in a war especially when talking about particular methods of fighting.
8. It's not an antique; it's an

B.2. Matching

Match each word or phrase in the left column with one of the words or phrases in the right column which has almost the same meaning.

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.....	1	spread	a.	fighting in a war
.....	2	absolute	b.	Use something effectively
.....	3	erect	c.	extend
.....	4	regal	d.	complete
.....	5	depression	e.	build
.....	6	density	f.	recession
.....	7	tram	g.	very crowded
.....	8	warfare	h.	streetcar
			i.	splendid

C. Comprehension Exercises

C.1. True/False

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

..... 1. The greatest flowering of formal town planning has been taken place after Industrial Revolution.

..... 2. The development of Bath town was as the result of eighteenth – century British town planning.

..... 3. The first public transports system in Britain cities developed during 1801 and 1851.

..... 4. The first public transport system in London was commuter trains.

..... 5. The suburban growth in London began to step up after the First World War.

..... 6. The development in transport technology was not effective in decentralization in London.

..... 7. The basic reason for development of London in 1939 was a change in the technology of transportation.

C.2. Multiple Choice Items

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

1. The first public transport system in Britain was
 - a) in the form of electric trams
 - b) in the form of motor buses
 - c) in the form of horse trams and buses
 - d) commuter trains

2. The suburban growth in London began to speed up between the two world wars because of
 - a) economic forces
 - b) social forces
 - c) technological factors
 - d) all of them

3. Which of the following expressions is **not** correct in suburban growth of London according to the passage?
 - a) economic changes were produced by social development
 - b) workers were able to own a house with the aid of a mortgage
 - c) electric trains in London was a form of development in transport technology
 - d) the low prices of both labour and building materials was the economic force in development

4. The change in the technology of transportation was the basic reason of development of London by 1939 because
 - a) electric trains were more efficient than the steam trains
 - b) the motor buses allowed a rapid urban transport service to penetrate in any direction
 - c) electric buses served as a highly efficient feeder service

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d) both a and b

5. According to the passage, the price of land in London and other big cities was low because

- a) the improved transportation made so much land potentially developed
- b) land prices and housed prices are so closely related
- c) the rate of income in the 1930s was low
- d) it was easier for skilled manual workers to buy a house

C.3. Open-ended Questions

Answer the following questions in Persian on the basis of the passage.

1. How was the development of public transport system of London during 1870s to 1900s.

.....
.....
.....

2. What does the writer mean by 'the early public transport city' in the development of London?

.....
.....
.....

3. How did economic forces affect on the suburban movement in London between the two world wars?

.....
.....
.....

4. Why was the development of technology in transportation the basic reason of circular development of London by 1939?

.....

5. Why was the price of land in London low in 1930s?

.....

C.4. Relation of the Words

What do the following pronouns refer to?

- 1. which (line 14)
- 2. which (20)
- 3. when (53)
- 4. them (75)
- 5. its (77)
- 6. which (105)
- 7. them (105)
- 8. their (109)
- 9. they (118)
- 10. it (129)
- 11. this (132)

D. Word Formation

D.1. Word Formation Chart

Verb	Noun	Adjective	Adverb
aspire	aspiration	aspiring	
colonize	colonization	colonial	-

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	colonist		
contribute	contribution contributor	contributory	-
deploy	deployment	deployed	-
elaborate	elaboration	elaborate	elaborately
erect	erection	erect	
deserve	-	deserved deserving	deservedly

D.2. Fill in the Blank Exercise

Use the correct form of the words in D.1 to complete the following sentences.

1. The Mayo Clinic has made important to cancer research.
2. The spokesman would not on the investigation.
3. The end of rule in India was the beginning of their independency.
4. Nuclear missiles were being in Europe.
5. They contributed in the of the new church.
6. A young man with political was elected as the leader.

E. Structure Review

Gerunds

Look at the following sentences:

1. All these examples, and many other imitations, have great interest for the student of architecture or the origins of **planning**.
2. The precise impact of this sort of development upon the urban structure can be well seen by **comparing** the maps of London in 1914 and 1939.
3. **Planning** education was seen as education in **making physical plans**, not education in planning method.

4. It harnessed the **thinking** of a number of social sciences, such as economics, sociology and psychology.

Gerunds are participial forms used in noun function. A gerund is a noun that is derived from a verb. A verb can be turned into a gerund by adding *-ing* to the simple form of the verb. Although gerunds function as nouns, they are similar to verbs, i.e. they can take an object, a complement, and other modifiers. Whenever a gerund has its objects and adjectival or adverbial modifiers, it is called a *gerund phrase*. As they function as a noun, they can appear in any places in the sentence that nouns are used.

In the sentence '1' and '2' *planning* and *comparing* are used as the *prepositional phrase* (after the preposition **of** and **by**). In sentence '3' *planning education* is a gerund phrase that is used as the subject of the sentence. And in sentence '4' *the thinking of a number of social sciences* is a gerund phrase and functions as the object of the sentence.

E.1. Structure Exercise

Find the gerunds in the following sentences and write them in the spaces provided.

1. In practice this insight has been very useful for the way we think about physical or spatial planning.

.....
.....
.....

2. In essence it has led to a swing from the old idea of planning as production of blueprints for the future desired state of the area.

.....
.....
.....

3. The analysis should be reworked to see how far the projections needed modifying, and the plan should be updated accordingly.

.....
.....
.....

4. They look at the evolving structure of the economy, in terms of industries and occupations.

.....
.....
.....

5. It is obviously better that planners should start with a fairly exhaustive discussion about what they are seeking to achieve and that they should go on having this discussion during the whole planning process.

.....
.....
.....
.....

6. Planning is now much more flexible, working with much greater information. And it is more rational – at least potentially so.

.....
.....
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.....

F. Translation

Translate the following passage into Persian

Uncontrolled economic growth and urbanization can lead to adverse environmental impacts in peri-urban areas due to the rapid increase in urban land use. Understanding the changing patterns and driving forces of urban sprawl becomes crucial given that urbanization will

continue to be one of the major causes of global environmental change in the foreseeable future (Seto and Fragkias, 2005). Kearney and Macleod (2006) also assert that peri-urbanization is of particular concern, possibly causing greater impacts than the land uses that it supplants. Since peri-urban areas have their own unique set of socioeconomic, political, and ecological characteristics, the effects of conversion of rural areas to urban land is likely.

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F.1. Persian Equivalents

Find the Persian equivalents of the following words and phrases used in the passage of part 2.

English Words	Persian equivalent		English Words	Persian equivalent
masterpieces			unprecedented	

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walled town			census	
monarchy			sole source	
landscape			densities	
casually			feeder services	
previous generations			metaphor	
adjusted			white-collar employees	
limitations			slum-dwellers	
tentacular			spacious	
treatment			cramped terraces	
excellently			decelerated	
apogee			accessibility	
decentralization			slum-dwellers	
mortgage			facilities	
speculative building			generous	
elaborate				

UNIT 7

The Reaction against Sprawl

General Aims

This unit has been designed to help you learn a number of key words of application to urban and regional planning and some of the general words in meaningful contexts to expand your reading comprehension skills, and to make you familiar with typical passages of regional planning.

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Define the concern of town planners and rural conversations, recognize the bad effects of town developments without control of any effective planning, know the reason of ribbon development in London, explain the bad effect of uncontrolled town development on town's people, and describe the effect of vocal movement on the limiting of urban growth
2. Define the meaning of the key words and general words, and do the vocabulary exercises B-1 and B-2
3. Do comprehension exercises C-1, C-2, C-3 and C-4
4. Do word formation Chart exercise D
5. Do Structure Review Exercise E-1
6. Be able to perform the parts F and F.1

UNIT 7. Part 1: pre- Reading

Vocabulary List

General Words

arterial, authority, coalition, conservation, conservationist, gravel, incorporate, instrumental, lock, persuasive, relieve, remain, represent, vocal, scheme,

Key Words

congestion, inhabitant, retrace, preservation, ribbon, development, span, sprawl

A. Word Study

Study the following definitions, synonyms, and examples.

A.1. General Words

arterial

adj

related to main road, railroad line or river

New **arterial** roads were built to relieve traffic congestion on the old radial arteries out of the city.

authority

n

the power someone has because of his/her official position; power to command

She has the **authority** to sign checks.

coalition

n

a union of separate political parties or people for a special purpose; alliance; confederacy

The two parties have decided to form a **coalition**.

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conservation **n**
protection of natural things such as animals,
plants, forests, etc.

The **conservation** of wildlife is a typical issue today's.

conservationist **n**
person who is interested in conservation

She is a **conservationist**.

gravel **n**
small stones used in order to make a surface for
paths or roads

incorporate **v**
include something as part of a group, system,
etc. or in sth larger

Several safety features have been **incorporated** into the car's design.

instrumental **adj**
important in making something happen; helpful

Helen has been **instrumental** in organizing the festival.

lock **v**
fastened with a lock; become fixed or blocked

Most inhabitants were **locked** into a cycle of poverty and unemployment

persuasive **adj**
able to influence other people to believe or do
something; influencing

It was not a very **persuasive** argument.

relieve **v**
make a pain or bad feeling less severe; educe;
ease; lessen

The county is building a new school to **relieve** overcrowding.

remain **v**
stay in the same place or condition; stay; last

Many questions **remained** to be answered.

represent **v**
act or speak officially for someone else; denote;
stand for

The talks **represent** a significant step toward peace.

scheme **n**
plan, plot, design

He created an elaborate **scheme** to steal from his employer.

vocal **adj**
expressing ones opinion strongly or loudly

They all supported the vocal critic of the president.

A.2. Key words

congestion **n**
density; the quality of being too full or blocked

New arterial roads were built to relieve traffic **congestion** on the old radial arteries out of the city.

inhabitant **n**
person or animal living in a particular place;
dweller

The village has fewer than 1000 **inhabitants**.

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preservation **n**
the act of keeping something unharmed or
unchanged; protection
The painting was in a good state of **preservation**.

retrace **v**
go back over
The ships **retraced** Columbus's route.

ribbon development **nph**
(of building) houses along main out of city
Ribbon development was partially controlled by an Act of 1935.

span **v**
to include all of a particular area
The Internet **spans** the globe.

sprawl **v**
lie, sit, fall, or spread out ungracefully
As the suburbs **sprawled** farther and farther, it was argued that the
large cities imposed an increasingly insufferable burden on their
inhabitants.

Unit 7. Part 2: Reading

The Reaction against Sprawl

A minority of thinking people, however, were alarmed at the result. They included both town planners, who by then existed as a profession – the Town Planning Institute had been incorporated in 1914 – and rural conservationists. They were concerned at the fact that the development was uncontrolled by any sort of effective planning. Though Acts of Parliament had provided for local authorities to make town planning schemes for their areas – in 1909, in 1925 and then, most decisively, in 1932 – basically these Acts gave them no power to stop development altogether where such development was not in the public interest; developers could build almost wherever they liked, provided they followed the general lines of the local town planning scheme. And this, the planners and conservationists argued, had two bad effects.

First, development was using up rural land – the great majority of it agricultural land – at an unprecedented rate. By the mid-1930s, as subsequent research showed, some 60,000 acres (24,000 hectares) each year (out of 37 million acres (15 million hectares) in all) were being taken from agriculture in England and Wales for all forms of urban development. Because the development was completely uncontrolled, it was no respecter of the quality of agricultural land: the suburban spread of London, for instance, took much of the finest market gardening land in all England, on the gravel terrace-lands west of the capital (ironically, later on, Heathrow Airport took much of the rest) (Plate 1.7). The result, critics argued, was a major loss of home food production – a loss Britain could ill afford in times of war. And in the late 1930s, with war threatening, this seemed an important argument.

Second, the critics argued that the effect on townspeople was equally bad. Homes were being decentralized at greater and greater distances from the city centre, but jobs were not being decentralized nearly as rapidly. In London and in some of the bigger provincial cities, between the two world wars some factory industry was moving outwards to the suburbs in search of space: new factory estates were developed, like Park Royal and the Lea Valley in London, Slough just outside it, Witton Park in Birmingham, or Trafford Park in Manchester. But much industry remained in inner urban locations, and the growing volume of so-called tertiary industry – service occupations like work in offices and shops – seemed to be firmly locked in city centers.

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STUDY THE PLAN. NOTE SIZE OF ROOMS.

Also following specification: Concrete foundations. Double slate damp course. All lead flashings. No zinc used. Crissall steel windows. Close boarded roof. English tiles. Kitchenette large and modern, tiled and fitted with Ideal Boiler, gas copper and Easiwork dresser. Delfest sink, chromium plated taps. Tiled bathroom, pedestal wash basin. Decorations to choice.

MULTIPLY GUARANTEES. Should any latent defective material or workmanship appear in the said dwellings we hereby agree to be held within twelve months from the date said for completion the vendors will at their own expense make good such defective materials or workmanship.

FIRST FLOOR
FULLY FURNISHED SHOW HOUSE ON VIEW.

(Figure 1.7) A house-agent's advertisement of the early 1930s. At this time house prices, aided by cheap labor and materials, were probably cheaper in relation to white-collar salaries than ever before or since. Commuting on the new electric lines round London was easy. There was a striking contrast with the poverty in the depressed industrial areas of the north. (Plate 1.7) The Great West Road, London, in 1951: ribbon development of the 1920s and 1930s alongside an interwar arterial road. This consumed some of the best agricultural land in southern

England, and aided the movement in the 1930s for more effective controls on urban growth. It also compromised the original purpose of the road as a through route, so that by the mid-1960s a replacement motorway was needed.

As a result, traffic congestion in the cities appeared to be growing; and journeys to work, it was assumed, must be becoming longer all the time. As cities grew larger and larger, as their suburbs sprawled farther and farther, it was argued that they imposed an increasingly insufferable burden on their inhabitants. And as new arterial roads were built to relieve traffic congestion on the old radial arteries out of the city, so these in turn were lined by ribbon development of new housing, compromising their function and reducing their efficiency. Ribbon development was partially controlled by an Act of 1935, but the real answer to the problem – motorways for through traffic, with limited access, of the kind already being opened in Italy and Germany – was not introduced to Britain until the Special Roads Act of 1949. Thus a small, but powerful and vocal, movement built up to limit urban growth through positive planning. Essentially, it represented a working coalition between people interested in town planning – some, but not all of them, professional planners – and rural preservationists, who had been instrumental in organizing the Council for the Protection of Rural England (CPRE) in 1925. One strong figure spanned both camps and united them: Patrick Abercrombie, Professor of Planning in the University of London and founder of the CPRE. Though they were persuasive, they might not have been so effective if they had not been joined by a third group: the representatives of the depressed industrial areas of northern England, south Wales and central Scotland. Meanwhile, we need to retrace our steps in time, to look at some of the most important ideas circulating among urban planners, and others interested in the subject, at this time.

Unit 7. Part 3: Exercises

B. Vocabulary Exercises

B.1. Fill in the Blanks

Use the correct form of the words given to complete the sentences that follow. There are more words than needed.

coalition, incorporate, instrumental, relieve, remain, scheme, sprawl, inhabitants, persuasive

1. urban areas means the growth in the size of a town or city.
2. The three countries have decided to form a in The Second World War.
3. Aspirin is effective at headaches.
4. The others left the village while my family and continued planting.
5. Authorities have been in organizing the international conference.
6. The large migration during two last year's led to increasing of in large cities.
7. Several safety features have been into the car's design.
8. We had to adjust the for construction.

B.2. Matching

Match each word or phrase in the left column with one of the words or phrases in the right column which has almost the same meaning.

.....	1	coalition	a.	lessen
.....	2	relieve	b.	alliance
.....	3	retrace	c.	stay
.....	4	incorporate	d.	include something

.....	5	scheme	e.	plan
.....	6	instrumental	f.	stand for
.....	7	persuasive	g.	influencing
.....	8	remain	h.	important
	9	represent	i.	spread out ungracefully
			l.	go back over

C. Comprehension Exercises

C.1. True/False Statements

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

..... 1. The development of towns was uncontrolled by any sort of effective planning.

..... 2. According to the Acts of Parliament in 1909 and 1925, developers could not build wherever they liked.

..... 3. Rural conservationists concerned that agricultural land were being changed to the forms of urban development.

..... 4. The good effect of suburban development was that homes were decentralized at greater distances from the city center.

..... 5. The Act of 1935 was run to control traffic congestion

C.2. Multiple Choice Items

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

1. The concern of town planners and rural conservationists was that
- a) Acts of Parliament gave them no power to stop development
 - b) They followed the general lines of the local town-planning scheme.
 - c) the development of towns was not controlled by effective planning
 - d) Such development was not in the public interest
2. The changing of agricultural lands to the forms of urban development had the bad effect on
- a) uncontrolled development
 - b) the suburban spread of London
 - c) the major loss of home food production
 - d) war threatening
3. According to the passage, the vocal movement was built up
- a) to limit urban growth through positive planning
 - b) to represent a working coalition between people
 - c) to organize the Council for the protection of Rural England
 - d) to develop urban growth more rapidly

C.3. Open-ended Questions

Answer the following questions in Persian on the basis of the passage.

1. What was the concern of town planners and rural conversations?
.....
.....
.....

2. What was/were the bad effect/s of town developments without control of any effective planning?

.....
.....
.....

3. What was the reason of ribbon development in London?

.....
.....
.....

4. What was the bad effect of uncontrolled town development on town's people?

.....
.....

5. What was the effect of vocal movement on the limiting of urban growth?

.....
.....
.....

6. Who was Patrick Abercrombie?

.....
.....
.....

C.4. Relation of the Words

What do the following pronouns refer to?

- 1. they (line 1)
- 2. who (line 2)
- 3. them (line 7)
- 4. this (line 10)
- 5. they (line 37)

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6. some (line 47)
7. then (line 47)
8. who (line 48)
9. they (line 51)

D. Word Formation

D.1. Word Formation Chart

Verb	Noun	Adjective	Adverb
authorize	authority	authoritative	authoritatively
charm	charm charmer	charmed charming	charmingly
deserve		deserved	deservedly
incorporate	incorporation	incorporated	-
organize	organization	organizational organized	-
persuade	persuasion	persuasive	persuasively

D.2. Fill in the Blank Exercise

Use the correct form of the words in D.1 to complete the following sentences.

1. The captain spoke in calm and voice.
2. Dr. Ballard is a leading on tropical diseases.
- 3..... your ideas on paper before you write your essay.
4. Anne is responsible for the of the reception.
5. With a little, Debbie agreed to come with us.
6. This town has a you couldn't find in a big city.

E. Structure Review

Look at the following sentences:

Passive voice

- When we use an active verb, we say what the subject does:

- a. The critics *argued* that the effect on townspeople was equally bad.
- b. It's a big company. It *employs* two hundred people.

- When we use a passive verb, we say what happens to the subject. In other words, when we use passive verbs, who or what causes the action is often unknown or unimportant or less important than the action:

a. A minority of thinking people, however, *were alarmed* at the result.

- In passive voice, If we want to say who does or what causes the action, we use *by* before the main subject after the passive verb:

a. Ribbon development *was controlled***by** an Act of 1935.

The passive is formed in the following way according to the tense of the active voice:

be + past participle

For example:

Active: Careless driving *causes* many accidents **every year**.

Passive: Many accidents *are caused* by careless driving **every year**..

Active: Careless driving *caused* many accidents **last year**.

Passive: Many accidents *were caused* by careless driving **last year**.

E.1. Structure Exercise

Change the following active sentences to passive voice.

1. They cancelled all flights because of fog.

.....
.....

2. People don't use this road much.

.....
.....

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3. Somebody has accused him of stealing money.

.....
.....

4. Development was using up rural land at an unprecedented rate.

.....
.....

5. It represented a working coalition between people in the town.

.....
.....

6. Somebody warned us not to go out alone.

.....
.....

F. Translation

Translate the following passage into Persian

Urbanization in developing countries is proceeding exceptionally fast (United Nations, 2002). Likely mega-cities, or urban areas with populations of more than 10 million, will sprout from several urban centers of the developing countries in Asia (Ngand Hills, 2003). This rapid urbanization has been described mainly from a socioeconomic point of view (McGee, 1991, 1995), whereas micro-scale spatial development patterns are not investigated sufficiently. In particular, shifting process and patterns from previous agricultural land uses to current urban land uses are not yet fully understood, and the consideration of the natural condition of lands as the base of cities is also neglected. Many Asian mega-cities are located on deltas (Yeung, 2001) that formed during global sea level changes in the late Quaternary period (Tanabe et al.,2003). The deltaic environment continues to change rapidly, not only because of the natural sediment supply process, but also as a result of human action (Ojalaand Louekari, 2002)

.....

F.1. Persian Equivalent

Find the Persian equivalents of the following words and phrases used in the passage of part 2.

English Words	Persian equivalent		English Words	Persian equivalent
acts of Parliament			ribbon development	
conservationists			essentially	
majority			preservationists	
agricultural land			meanwhile	
unprecedented rate			circulating	
terrace-lands			minority	
insufferable			profession	
radial arteries			decisively	
townspeople			ironically	

Appendix I

Answer Key

Answer Key: Unit 1

B.1. Fill in the Blanks

- | | | | |
|----------------|------------------|----------------|--------------|
| 1. achievement | 2. appealed | 3. target | 4. elaborate |
| 5. extremely | 6. boom | 7. illustrates | 8. disaster |
| 9. arouse | 10. deliberately | | |

B.2. Matching Items

- | | | | | | | | |
|------|-------|-------|------|------|------|------|------|
| 1. g | 2. j | 3. e | 4. d | 5. a | 6. h | 7. i | 8. f |
| 9. b | 10. k | 11. l | | | | | |

C.1. True/False Statements

- | | | | | | |
|------|------|------|------|------|------|
| 1. f | 2. f | 3. t | 4. f | 5. t | 6. f |
|------|------|------|------|------|------|

C.2. Multiple Choice Items

- | | | | | | | | |
|------|------|------|------|------|------|------|------|
| 1. a | 2. c | 3. d | 4. c | 5. a | 6. d | 7. d | 8. b |
|------|------|------|------|------|------|------|------|

C.4. Relation of the Words

1. planning
2. planners
3. oxford English dictionary and American Webster's
4. one definition
5. the noun planning and planners
6. people
7. other types of planning
8. a new model of a car of a personal computer

9. a few well-understood rules
10. p plans
11. sequence of events
12. planning

D.2. Fill in the blank Exercise

- | | | | |
|-------------|-----------------|----------------|-------------------|
| 1. distinct | 2. differently | 3. combination | 4. representative |
| 5. realized | 6. emphatically | 7. achievement | 8. trouble |
| 9. summary | | | |

E.1. Structure Exercise

- | | | | |
|-----------|-------------|-------------|------------|
| 1. simple | 2. complex | 3. simple | 4. complex |
| 5. simple | 6. compound | 7. compound | 8. complex |

F. Translations

براساس تاکید اجتماع، رشته برنامه‌ریزی شهری و منطقه‌ای در مقایسه با برنامه‌ریزی جهانگردی، هم از نظر موضوعی و هم نتایج حاصله جامع‌تر هستند، حداقل تا زمانی که به‌عنوان رشته درسی در سطوح آموزش عالی تدریس می‌شوند. با این حال برنامه‌ریزی جهانگردی سهم به‌سزایی در روش‌های برنامه‌ریزی منطقه‌ای و شهری ایفا می‌کنند، مخصوصاً در زمینه‌هایی که به برنامه‌ریزی منطقی شناخته شده باشند. در واقع بخش محدودی از برنامه‌ریزی جهانگردی زیرشاخه‌ای از رشته برنامه‌ریزی شهری و منطقه‌ای قلمداد می‌شود. یکی از نقایص عمده برنامه‌ریزی جهانگردی عدم توجه به موضوعات زیربنایی زیر است: ۱. چگونه برنامه‌ریزان باید برنامه‌ریزی کنند و ۲. برنامه‌ریزان در فعالیت برنامه‌ریزی، بر چه موضوعاتی باید تمرکز کنند. این پرسش‌ها به اطلاعات پیچیده و موضوعاتی که برنامه‌ریزان با آن سروکار دارند می‌پردازند، از قبیل پرسش‌هایی مانند: چه داده‌ها یا اطلاعاتی باید جمع‌آوری شوند و چگونه این اطلاعات سازماندهی شوند و چگونه در تصمیم‌گیری مورد استفاده قرار گیرند.

F.1 Persian Equivalent

English Word	Persian equivalent	English Word	Persian equivalent
arrangement	ترتیب	merely	صرفاً
benefit	فایده	labeled	برچسب‌دار
confusion	سردرگمی	intend	قصد داشتن
certainly	مطمئناً	industry	صنعت
define	تعریف کردن	include	شامل بودن
discussing	بحث	vaguely	به‌طور مبهم
design	طرح ، نقشه	guide	راهنمایی کردن
distinction	تمایز	fail	موفق نشدن
diplomat	سیاستمدار	economy	اقتصاد
detail	جزئیات	essential	ضروری
democratic	دموکراتیک	educational	آموزشی
distinct	متمايز کردن، تشخیص دادن	exact	دقیق
element	عنصر، رکن	entity	وجود
occasionally	گهگاه	require	مستلزم بودن
an orderly sequence	یک مرحله منظم	refer	اشاره کردن
particular	خاص	readily	به سادگی
physical	فیزیکی	product	محصول
preparation	آمادگی، تدارکات	production	تولید
services	خدمات	reduce	کاهش یافتن
symbol	نماد	reference	مرجع
society	جامعه	simultaneously	همزمان
sequence	مرحله	sort	نوع
security	امنیت		

Answer Key: Unit 2

B.1. Fill in the Blanks

- | | | | |
|-----------------|------------|--------------|-------------|
| 1.output | 2.assume | 3.precise | 4.phenomena |
| 5.coordination | 6.argument | 7.culminated | 8.divisions |
| 9.concentration | | | |

B.2. Matching Items

- | | | | | | | | |
|------|-------|-------|------|------|------|------|------|
| 1. h | 2. e | 3. c | 4. i | 5. k | 6. f | 7. b | 8. g |
| 9. d | 10. a | 11. j | | | | | |

C.1. True/False Statements

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. f | 2. t | 3. t | 4. f | 5. t | 6. t | 7. t |
|------|------|------|------|------|------|------|

C.2. Multiple Choice Items

- | | | | | |
|------|------|------|------|------|
| 1. b | 2. c | 3. d | 4. d | 5. a |
|------|------|------|------|------|

C.4. Relation of the Words

1. urban planning
2. a spatial or geographical component
3. to think of this type of planning
4. the Second World War
5. the system
6. planners
7. occupational mobility
8. a number of different faces
9. civil engineering is another; civic design is another
10. geography

D.2. Fill in the blank Exercise

- | | | | |
|------------|-----------------|---------------|----------------|
| 1.assumed | 2.migrant | 3.applied | 4.distribution |
| 5.location | 6.statistically | 7.constitutes | 8.broaden |

E.1. Structure Exercise

1. The police finally arrested the thieves who thieves had participated in the great bank robbery.
2. The French pianist, whom they had heard praised very highly, turned out to be a great disappointment.
3. He picked up the toy with which his son was playing.
4. The street where our store is located on is a very busy one.
5. The president will see here on Saturday when he will have more time to spend with you.
6. It seems that urban planning is a special case of general planning which does include the plan-making, or representational, component.

F. Translation

اکنون رشد سریع شهرهای جهان عامل عمده‌ای در تغییرات محیط زیست جهان به‌شمار می‌آیند و بسیاری از کشورها حفاظت محیط زیست را یک خط‌مشی صریح قلمداد می‌کنند. برای کمک به جلوگیری از نابودی بیشتر محیط زیست نیاز مبرمی به رویکردهای راهبردی در برنامه‌ریزی حفاظتی در محیط‌های شهری است که بر مبنای شناخت علمی الگوهای دورنمایی، نیازهای گونه‌ها و فشارهای توسعه باشند.

در استرالیا مسئولیت حفاظت محیط زیست در کلیه سطوح برعهده دولت است. دولت مرکزی و دولت‌های منطقه‌ای و تمام ایالت‌های استرالیا صاحب امضای راهکار ملی برای حفاظت محیط زیست استرالیا هستند (دایره محیط زیست، ورزشی و ناحیه‌ای، ۱۹۹۶). همچنین دولت فدرال برای محدود کردن فعالیت‌هایی همچون توسعه شهری که با وجود قانون مصوب سال ۱۹۹۹ حفاظت محیط زیست، تأثیر مهمی در به خطر انداختن گونه‌ها و جامعه دارند نیز صاحب اختیار است. علی‌رغم این تعهدات، تضاد بین حفاظت محیط زیست و توسعه زمین برای رشد جمعیت و اقتصاد جدی است.

F.1 Persian Equivalent

English Words	Persian equivalent	English Words	Persian equivalent
description	توصیف	the broad principles	اصول کلی
subject matter	موضوع مطلب	rather than	در عوض
urban and regional planning	برنامه ریزی شهری و منطقه ای	occupations	اشتغال
conventionally	قراردادی، به طور سنتی	combination of the factors	ترکیب عوامل
advanced industrial countries	کشورهای توسعه یافته صنعتی	low-income family	خانواده کم درآمد
to some degree	تا حدودی	migrating	مهاجرت
make sense	به مفهوم	distinction	تمایز
spatial representation	ارائه فضایی	particular	خاص، ویژه
centrally	عمدتاً، اساساً	political actions	فعالیت های سیاسی
blueprint	طرح، نقشه	political geography	جغرافیای سیاسی
controversy	مشاجره	disposition	میل، گرایش
obscured	میهم، نامعلوم	concentrate	تمرکز کردن
consist of	شامل		

Answer Key: Unit 3

B.1. Fill in the Blanks

- 1.comprises 2.corporate 3.analogy 4.reveal
 5.obtained 6.intense 7.debating 8.trend
 9.remarkable 10.replicate

B.2. Matching Items

1. j 2. l 3. h 4. g 5. i 6. f 7. c
 8. b 9. k 10. d 11. e

C.1. True/False Statements

1. f 2. t 3. t 4. f 5. t 6. t

C.2. Multiple Choice Items

1. d 2. d 3. d 4. b

C.4. Relation of the Words

1. What then would this core of planning education – the study of planning process – comprise?
2. in the American business schools
3. management education
4. this new tradition in corporate planning
5. the development of sophisticated control systems
6. the rapid development of more complex computers during the 1950s
7. science of cybernetics
8. a new science
9. human arrangements
10. planners
11. a survey
12. the planner
13. the new planning sequence

D.2. Fill in the blank Exercise

- 1.manifestation 2.modifications 3.formulating 4.applied
5.simulated 6.refinements

E.1. Structure Exercise

- 1- because living there is easier than living in the city.
- 2- when we try to apply the description to the particular sort of planning.

3- Before the Second World War

4- Although people realize that planning has this more general meaning

5- because he showed the spirit of enterprise

6- if students seek a certain sort of education.

F. Translation

سیستم‌های اطلاعاتی گوناگونی در ادبیات برنامه‌ریزی شهری به شکل ابزار پشتیبانی تصمیم‌گیری ارائه شده‌اند. فایده کامل چنین ابزاری هنوز ناشناخته است. این مقاله ابزاری برای افزایش تأثیر سیستم‌های اطلاعات شهری پیشنهاد می‌کند. این امر با تغییر تأکید بر ابزار کامپیوتری توسعه‌یافته جهت پشتیبانی برنامه‌ریزی شهری به سیستم‌های اطلاعات واقعی شهری تحقق می‌یابد. چنین سیستم‌هایی در درون بافت مدیریت اطلاعات طراحی می‌شوند. در اینجا جنبه‌های فنی و رایانه‌ای سیستم‌ها شامل یک ویژگی میان عوامل درهم آمیخته بسیاری جهت تأمین پشتیبانی برنامه‌ریزی شهری است.

F.1 Persian Equivalent

English words	Persian equivalent	English Words	Persian equivalent
decision-taking	تصمیم‌گیری	survey-analysis-plan	برنامه تحلیل بررسی
complex situations	شرایط پیچیده	self-explanatory	بیان خود
anticipated	پیش‌بینی شده	relevant information	اطلاعات مرتبط
mundane tasks	اموردنیوی	laid down	
profound influence	تأثیر عمیق	update	به روز، روزآمد
interrelating systems	سیستم‌های به‌هم‌مرتبط	orthodoxy	دین پرستی
expedition	هیأت اعزامی، ماموریت	exposition	شرح، تفسیر

insight	بینش	yardsticks	
in essence	اساساً	redefine	دوباره تعریف کردن
blueprints	طرح، برنامه	cybernetic	فرمان شناسی
extraordinarily	فوق العاده، خاص	spacecraft	فضاپیما
cybernetics planning	برنامه ریزی فرمان شناسی	planning education	تخصیلات برنامه ریزی
spatial planning	برنامه ریزی فضایی	physical planning	برنامه ریزی کالبدی

Answer Key: Unit 4**B.1. Fill in the Blanks**

- 1.encompass 2.reliable 3.constituted 4.diminished
 5.precise 6.feasible 7.distinguishes 8.adequate
 9.pitfalls

B.2. Matching Items

1. f 2. d 3. c 4. a 5. b 6. k 7. i 8. e
 9. j 10. h 11. g

C.1. True/False Statements

1. f 2. f 3. t 4. f 5. t

C.2. Multiple Choice Items

1. b 2. c 3. d 4. b 5. c

C.4. Relation of the words**D.2. Fill in the blank exercise**

- 1.development 2.flexibility 3.reduced 4.stable
 5.achievable 6.developed 7.explicit

E.1. Structure Exercise

1. that they know what planning means.
2. what planning does to how planning does it.
3. that they want the security and dignity that planning can bring.
4. that urban planning (or regional planning) is a special case of general planning.
5. who she was referring to.
6. that they do all sorts of different things.
7. that the noun 'plan' and the verb 'to plan' have several distinct meanings.
8. that planning must include the preparation of such a design.

F. Translation

از نظر فضا، نمونه‌های روشن گسترش شهری که بتوانند توسعه شهری را در گذشته دنبال و برنامه‌های توسعه آینده را پیش‌بینی کنند برای ارزیابی سیاست‌های برنامه‌ریزی شهری الزامی هستند. توسعه شهری یک فرایند پیچیده است که با تبادل عوامل زیست فیزیکی و انسانی در فضا و زمان و در مقیاس‌های مختلف تعیین می‌شود. الگوبرداری یک روش ارزشمند برای شناختن یک فرایند است. با این وجود الگوهای واضح توسعه شهری که بتوانند به‌طور مؤثر گسترش شهری را در گذشته پیگیری کنند و طرح‌های توسعه آینده را به نحوی پیش‌بینی نمایند که سیاست‌های برنامه‌ریزی شهری مرتبط ارزیابی شوند بسیار نادر هستند. از آنجا که نمونه‌های کاربرد زمین ابزار مفیدی برای شناختن این فرایند هستند و این گونه برنامه‌ها و سیاست‌ها را پشتیبانی می‌کنند، توسعه بیشتر الگوهای زمین شهری برای توصیف مؤثر فرایند پیچیده گسترش شهری نیز اجتناب‌ناپذیر است.

F.1 Persian Equivalent

English words	Persian equivalent	English words	Persian equivalent
alternative system	سیستم جایگزین	weigh up	سنجیدن
smooth out	آرام کردن	projections	طرح‌ها، نقشه‌ها
responsibility	مسئولیت	slum district	محله‌های پست

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commercial aviation	هوانوردی تجاری	incalculable	بیش از اندازه، بی‌شمار
transportation	حمل و نقل	practitioner	پزشک
in some sense	به مفهومی	resolution	حل مشکل، قطعنامه
distinctively	به طور متمایز	explicit framework	چارچوب واضح
multidimensional	چندجانبه	professionals	متخصصان
conventionally	سستی، قراردادی	segregating factory	کارخانه تفکیک‌کننده
multi-objective planning	برنامه‌ریزی چندمنظوره	preservation	حفاظت
sewer plan	برنامه فاضلاب	vis-à-vis	در مقایسه با
colleagues	همکاران	conservationists	طرفداران حفظ محیط زیست
reconciling	سازش، تطبیق	public purse	پاداش عمومی

Answer Key: Unit 5

B.1. Fill in the Blanks

- 1.banned 2.trigger off 3.inherited 4.immense
5.bypassed 6.uppermost

B.2. Matching Items

1. b 2. g 3. a 4. e 5. h 6. i 7. f 8. c

C.1. True/False Statements

1. f 2. t 3. f 4. t 5. f

C.2. Multiple Choice Items

1. d 2. a 3. b 4. d 5. c

C.4. Relation of the Words

1. specific social and economic problems

2. problems
3. questions
4. problems
5. immense problems of traffic congestion
6. London
7. cities
8. the name
9. specific social and economic problems
10. problems

D.2. Fill in the blank exercise

- 1.solve 2.measurement 3.specific 4.means
- 5.distinguishable

E.1. Structure Exercise

1. them : the same interests and concerns they : Social planners
2. which: plans
3. It: that they imposed an increasingly insufferable burden on their inhabitants.
4. that: the nouns 'planning' and 'planner' It: The verb 'to plan' they : the nouns 'planning' and 'planner'

F. Translation

هدف از انتخاب «محدوده طراحی شده غیر شهری» حفاظت از مناطق حساس زیست محیطی و زمین‌های روستایی است. تغییر کاربری زمین در «محدوده‌های برنامه‌ریزی شده غیر شهری» با یک مجوز و تحت لایحه برنامه‌ریزی منطقه‌ای اجرا می‌شود. در «مناطق برنامه‌ریزی شهری» حکومت شهری (شهرداری) کنترل کاربری زمین را از طریق احکام منطقه‌بندی سخت و خشک کنترل می‌کند. در «مناطق برنامه‌ریزی غیر شهری» هر تکه زمین برای کاربری منطقه‌ای با فشردگی کمتر از مناطق برنامه‌ریزی شهری انتخاب می‌شود. صاحبان زمین‌ها در این مناطق می‌توانند از میان فهرست زمین‌های دارای مجوز یک قطعه زمین را انتخاب کنند. اگرچه مناطق

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برنامه‌ریزی شده غیرشهری ممکن است دوباره به مناطق برنامه‌ریزی شهری منطقه‌بندی شوند اما تفاوت در مجوزهای انعطاف‌پذیر و سخت برای توسعه زمین در مناطق برنامه‌ریزی شده شهری و غیرشهری منجر به تفاوت‌های تجاری قالب‌بندی فضایی الگوهای کاربری زمین شده است. تحقیقات بسیاری تغییرات اجتماعی - اقتصادی را در مناطق شهری بررسی کرده‌اند، با این حال مطالعات درباره فرایندهای فیزیکی مرتبط با تغییرات کاربری زمین شهری و عوامل بنیادی اجتماعی، اقتصادی و سیاسی که بتوانند منجر به قالب‌بندی‌های فضایی خاص و تغییر کاربری زمین بشوند، در سابقه تحقیقات کمتر مورد توجه واقع شده‌اند.

F.1 Persian Equivalent

English Words	Persian equivalent	English Words	Persian equivalent
afterwards	پس از آن	coalfield	حوزه زغال سنگی
estimated population	جمعیت برآورد شده	congestion	تراکم، ازدحام
ancient Rome	روم باستان	spice	ادویه، چاشنی
regulations	مقررات	inertia	رخوت، جمود
laid down	وضع کردن	geometric regularity	نظم جغرافیایی
consciously	آگاهانه، عمدی	penalty	مجازات، کیفر

Answer Key: Unit 6

B.1. Fill in the Blanks

- | | | | |
|-------------|---------------|------------|--------------|
| 1. absolute | 2. deploy | 3. spread | 4. colonized |
| 5. erect | 6. depression | 7. warfare | 8. imitation |

B.2. Matching Items

1. c 2. d 3. e 4. i 5. f 6. g 7. h 8. a

C.1. True/False statements

1. f 2. t 3. f 4. f 5. t 6. f 7. t

C.2. Multiple Choice Items

1. c 2. d 3. a 4. d 5. b

C.4. Relation of the words

1. broad formal avenues
2. geometrical street plan
3. the time
4. workmen
5. London
6. regular salaries
7. employees
8. people
9. The underground railways
10. London
11. producing a roughly circular city with a radius about 12 to 15 miles (19 to 24 km) from the centre

D.2. Fill in the blank Exercise

1. contributions 2. elaborate 3. aspirations 4. deployed
5. erection 6. colonial

E.1. Structure Exercise

1. planning 2. swing, planning 3. modifying 4. evolving
5. having , planning 6. working , Planning

F. Translation

رشد بی‌رویه اقتصادی و توسعه شهری می‌تواند به خاطر افزایش سریع در کاربر زمین‌های شهری، منجر به تأثیرات زیست محیطی نامطلوبی در مناطق پیرامون شهرها بشود. شناخت الگوهای تغییر و نیروهای محرک در بی‌نظمی شهرها تبدیل به این فرض اساسی شده است که توسعه شهری یکی از عوامل عمده تغییرات زیست محیطی جهانی در آینده نزدیک است. کرنی و مک لود همچنان ادعا می‌کنند که توسعه شهری حومه یک دغدغه خاص است که احتمالاً

موجب تأثیرات عمده‌ای بیشتر از کاربر زمین که جایگزین آن است می‌شود. از آنجا که مناطق حومه شهری مجموعه منحصربه فردی از ویژگی‌های اجتماعی - اقتصادی، سیاسی و زیست‌محیطی است، تأثیرات تغییر مناطق روستایی به زمین‌های شهری احتمالاً دلالت بر تطبیق تغییر محیط زیست جهان دارد.

F.1 Persian Equivalent

English Words	Persian equivalent	English Words	Persian equivalent
masterpieces	شاهکار هنری	unprecedented	بی سابقه، بی نظیر
walled town	شهر دیوارکشی شده	census	سرشماری
monarchy	سلطنتی، پادشاهی	sole source	منبع انحصاری
landscape	دورنما، چشم‌انداز	densities	فشردگی‌ها، تراکم‌ها
casually	برحسب اتفاق	feeder services	خدمات مواد غذایی
previous generations	نسل‌های گذشته	metaphor	استعاره
adjusted	تعدیل شده، سازگار شده	white-collar employees	کارکنان با یقه‌های سفید آهاردار
limitations	قید و بندها	slum-dwellers	فقیرنشینان
tentacular		spacious	وسیع، جادار
treatment	راه علاج	cramped terraces	تراس‌های باریک
excellently	به صورت فوق‌العاده	decelerated	آهسته، کند شده
apogee	نقطه اوج	accessibility	دستیابی، دسترسی

decentralization	تمرکززدایی	elaborate	مشروح، پرشاخ و برگ
mortgage	رهن	facilities	تسهیلات، امکانات
speculative building	ساختمان ذهنی	generous	فراوان، بیش از حد

Answer Key: Unit 7

B.1. Fill in the Blanks

- 1.sprawling 2.coalition 3.relieving 4.remained
 5.instrumental 6.inhabitants 7.scheme 8.incorporated

B.2. Matching Items

1. b 2. a 3. 1 4. d 5. e 6. h 7. g 8. c
 9. f

C.1. True/False statements

1. t 2. f 3. t 4. f 5. t

C.2. Multiple Choice Items

1. c 2. c 3. a

C.4. Relation of the words

1. thinking people
2. town planners
3. local authorities
4. developers could build almost wherever they liked
5. cities
6. people interested in town planning
7. people interested in town planning
8. rural preservationists
9. Patrick Abercrombie, Professor of Planning in the University of London and founder of the CPRE

D.2. Fill in the blank exercise

- 1.authoritative 2.authority 3.organize 4.organization
5.charm 6.persuasion

E.1. Structure Exercise

1. All flights were cancelled by them because of fog.
2. This road isn't used by people much.
3. He has been accused of stealing money by somebody.
4. Rural land was being used at an unprecedented rate by development.
5. A working coalition was represented between people in the town.
6. We were warned not to go out alone by somebody.

F. Translation

توسعه شهری در کشورهای در حال توسعه به طور فوق العاده‌ای به سرعت در حال رشد است. احتمالاً به زودی ابرشهرها، یا شهرهایی با جمعیتی بیش از ده میلیون نفر از بسیاری از مراکز شهری کشورهای در حال توسعه در آسیا به وجود خواهند آمد. این توسعه سریع شهری عمدتاً از نقطه نظر اقتصادی - اجتماعی تعریف شده است و در این درحالی است که الگوهای توسعه فضایی با مقیاس کوچک به طور مناسب بررسی نشده‌اند. به خصوص فرایند در حال تغییر و الگوهای کاربری زمین‌های کشاورزی به کاربری زمین شهری فعلی هنوز به طور کامل شناخته شده نیستند و ملاحظات شرایط طبیعی زمینها به عنوان بنیاد شهرها هنوز نادیده گرفته می‌شوند. بسیاری از ابرشهرهای آسیایی بر روی دلتاهایی واقع شده‌اند که در طول تغییرات سطح دریاهای جهان در دوره چهارم زمین‌شناسی شکل گرفته‌اند. این مکان‌های دلتایی همچنان به سرعت در حال تغییر هستند، البته نه تنها به خاطر فرایند رسوب‌گذاری، بلکه در نتیجه فعالیت‌های انسانی هنوز دستخوش تغییر هستند.

F.1 Persian Equivalent

English Words	Persian equivalent	English words	Persian equivalent
acts of Parliament	قوانین مجلس شورا	ribbon development	خانه‌های دم دروازه، حومه شهر
conservationists	طرفداران حفظ	essentially	اساساً

	محیط زیست		
majority	اکثریت	preservationists	محافظان محیط زیست
agricultural land	زمین کشاورزی	meanwhile	در عین حال، در این میان
unprecedented rate	میزان بی سابقه	circulating	گردش، جریان
terrace-lands	زمین‌های تراسی یا پلکانی	minority	اقلیت
insufferable	غیرقابل تحمل	profession	شغل، حرفه
radial arteries	شاهرگ‌های بازویی	decisively	قاطعانه
townspeople	شهروندان	ironically	طعنه آمیز، عجیب

Appendix II

Word List

Unit 1

achievement	موفقیت، دستیابی	define	تعریف کردن، تعیین کردن
accompany	همراهی کردن	distinction	تمایز، تفاوت
advance	ارتقاء یافتن، افزایش یافتن	disaster	مصیبت، فاجعه
affluent	ثروتمند، غنی	deliberately	عمداً، آگاهانه
ambiguous	مبهم	democratic	مردمی
appeal	خواهش، تمنا	dignity	اعتبار، بزرگی
appropriate	اختصاص دادن، تخصیص دادن	desire	آرزو کردن، خواستن
arise	پدید آمدن، ایجاد شدن	diplomat	نماینده سیاسی
assemble	انباشته شدن، گرد آوردن	earthquake	زمین‌لرزه، زلزله
arrangement	ترتیب کار، برنامه‌ریزی	elaborate	مفصل، مشروح
benefit	مزیت، فایده	emphasis	تأکید، اهمیت
blueprint	طرح، نقشه	enterprise	کار مهم، کارآفرینی

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bureaucracy	دیوانسالاری، تشریفات اداری	essential	لازم، ضروری
boom	ترقی، شکوفایی	evaluation	ارزیابی
blur	مبهم کردن، تیره‌وتار کردن	exact	دقیق، صحیح
civilization	تمدن، مدنیت	extremely	بی‌اندازه، بی‌نهایت
colossal	بزرگ، عظیم	forethought	عاقبت‌اندیشی، دوراندیشی
combine	به هم پیوستن، ترکیب شدن	foodstuff	ماده غذایی
concern	به موضوعی پرداختن، نگران بودن	formulae	فرمول، راه حل
confusion	سرگردانی، سردرگمی	illustrate	توضیح دادن، مصورکردن
contingency	پیشامد احتمالی، تصادف	incidentally	ضمناً، راستی
intend	قصد داشتن، تصمیم داشتن	supplement	ضمیمه، متمم
involve	مستلزم بودن، درگیر بودن	swing	چرخاندن، تاب دادن
lead	هدایت کردن، راهنمایی کردن	unemployment	بیکاری
locally	در محل، در مبدا	target	هدف، مقصود
minimize	به حداقل رساندن، دست کم گرفتن	trace	دنبال کردن، تعقیب کردن
merely	صرفاً، فقط	vaguely	به طرز مبهم، نامعلوم
misery	بدبختی، بیچارگی	virtually	عملاً، واقعاً
objective	هدف، قصد		
orderly	مرتب، منظم	Unit 2	
particular	ویژه، خاص	application	تقاضا نامه
predetermined	از پیش تعیین شده	argue	بحث کردن، مشاجره کردن
preparation	آمادگی، تدارکات	assume	فرض کردن
proceed	مبادرت کردن، ادامه دادن	breakdown	نقص، ایراد
projection	پیش‌بینی، برآورد	broadly	غالباً، عمدتاً
prospect	جستجو کردن	consumption	میزان مصرف
quantify	کمیت کردن، تعیین کردن مقدار	component	جزء سازنده، مؤلفه

realize	درک کردن، دریافتن	concentrate	تمرکز کردن
readily	به سادگی، بی درنگ	constitute	ساختن، تشکیل دادن
refer	اشاره کردن، رجوع کردن	controversy	مشاجره، جرو بحث
representation	نماینده‌گی، وکالت	coordination	هماهنگی
repute	شهرت، اعتبار	culminate	منجر شدن به
require	نیاز داشتن، لازم داشتن	curriculum	برنامه درسی
seek	جستجو کردن	deny	انکار کردن
sequence	توالی، زنجیره	description	توصیف
slump	تنزل کردن، سقوط کردن	disposition	سرشت، گرایش
strike	اصابت کردن، تصادم کردن	distinction	تمایز، تفاوت
statement	گزارش، گفته	division	تقسیم‌بندی

evolving	تحول، تکامل	Unit 3	
exchange	تبادل کردن، معاوضه کردن	account	گزارش، بیان علت
harnessed	مهار شده	analogy	شباهت، قیاس
hotly	با جوش و خروش، مشتاقانه	apparently	از قرار معلوم، ظاهراً
household	اهل خانه، خانوار	automation	دستگاه خودکار
impact	تأثیر، نفوذ	comprise	متشکل بودن از
lead to	منجر شدن به	core	هسته، مرکز
location	مکان، موضع	corporate	شرکت، مشترک
majority	اکثریت	curiously	کنجکاوانه
mobility	جاب‌جایی، حرکت	debate	مناظره، مباحثه
neutral	خنثی	evolve	تکامل یافتن، شکل گرفتن
obscured	نامفهوم، مبهم	formerly	قبلاً، سابقاً
output	برون داد، محصول	fundamental	اساسی، عمده
pattern	الگو	intense	شدید، سخت
peculiar	غیرعادی، عجیب	interpretation	تفسیر
phenomena	پدیده	harness	مهار کردن

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precise	دقیق	liberate	رهانیدن، آزاد کردن
process	فرایند، جریان	manifestation	ظهور، تجلی
reconversion	تغییر	mundane	عادی، روزمره
regional	منطقه‌ای، ناحیه‌ای	modify	اصلاح کردن، تعدیل کردن
region	منطقه، ناحیه	obtain	کسب کردن، بدست آوردن
spatial	فضایی، مکانی	profoundly	بی‌اندازه، به شدت
statistics	آمار و ارقام	raise	افزایش دادن، برافراشتن
stress	فشار روحی، تنش	refine	پاک کردن
strictly	مطلقاً، اکیداً	remarkable	چشمگیر، استثنایی
suburb	حومه	replicate	کپی کردن، تکثیر کردن
tautology	تکرار مکررات	reveal	فاش کردن، آشکار کردن
sophisticated	پیچیده	corruption	فساد، تباهی
simulate	شبیه‌سازی کردن	draconian	خیلی جدی و سخت
spectrum	محدوده، طیف	dweller	ساکن، مقیم
succinctly	به‌طور موجز و فشرده	immense	بی‌اندازه، قابل ملاحظه
transform	دگرگون کردن، تغییر شکل دادن	inertia	جمود، بی‌حالی
Trend	گرایش، تمایل	inherit	وراثت
Unit 4		medieval	قرون وسطایی
intolerable	غیرقابل تحمل	penalty	مجازات، کیفر
logical	منطقی	provision	تدارکات
obviously	ظاهراً	radical off	بنیادی
oriented	متمایل به کسی یا چیزی	trigger	جریان انداختن، شروع کردن
pitfall	اشکال، خطر	uppermost	بالای همه، درجه اول اهمیت
precise	دقیق	Unit 6	
regular	مرتب، منظم	absolute	کامل، مطلق

reliable	موثق	accelerate	شتاب گرفتن، تسریع شدن
resemble	شباهت داشتن به	affluent	ثروتمند، غنی
sanitary	بهداشتی	aristocracy	طبقه اشراف
skeptical	شکاک، بدبین	aspire	اشتیاق داشتن، آرزو داشتن
stability	پایداری، دوام	border	مهم مرز، مجاور
tedious	ملال آور، خسته کننده	charming	زیبا، جذاب
stability	پایداری، دوام	clerical	مربوط به روحانیت
tedious	ملال آور، خسته کننده	colonize	مستعمره کردن
		commentator	مفسر، گزارشگر
Unit 5		commute	تردد کردن
ban	ممنوع کردن، تحریم کردن	conscious	هشیار، آگاه
bypass	جاده فرعی	contribute	سهیم شدن، مشارکت کردن
chariot	ارابه	density	غلظت، فشردگی
corresponding	مطابق، همانند	deploy	به کار گرفتن
depression	رکود اقتصادی، دلتنگی	development	رشد و توسعه
deserve	سزاوار بودن، استحقاق داشتن	gravel	سنگ ریزه
dominate	تسلط داشتن، کنترل داشتن	incorporate	ترکیب کردن، آمیختن
equaled	برابر، مساوی	inhabitant	ساکن، مقیم
erect	برپا، افراشته، قائم	instrumental	مفید، سودمند
enthusiasm	اشتیاق، شور و شوق	lock	قفل، ضامن
extraordinary	شگفت انگیز، استثنایی	persuasive	مؤثر، متقاعد کننده
imitation	تقلید، پیروی	preservation	حفاظت، نگهداری
mortgage	رهن گذاشتن، رهن، گرو	relieve	تسکین دادن، راحت کردن
penetrate	رخنه کردن، راه یافتن	retrace	عدول کردن، برگشتن
radius	شعاع، فاصله	ribbon	نوار، روبان
regal	باشکوه، با عظمت	span	فاصله معین
scattered	پراکنده	sprawl	پراکنده شدن
speculative	ذهنی، نامطمئن	vocal	آوایی
spread	گسترده شدن، منتشر کردن		
subsidy	یارانه، کمک مالی		

Unit 7

arterial	راه اصلی
authority	اختیار، قدرت
coalition	ائتلاف، اتحاد موقت
congestion	تراکم، شلوغی
conservation	محافظت، نگهداری
conservationist	طرفدار محیط زیست