UNIT 1

URBAN PLANNING

SAFE CITIES

Unit Description

Content: This course is designed to familiarize the student with concepts in urban planning and design.

Skills: Main Ideas and Supporting Details
- Finding the main idea when reading quickly: skimming
- Finding details when reading: scanning
- Preparing for lectures in order to improve comprehension
-Listening for a speaker's main point(s)
- Listening for supporting details
- Writing a thesis statement
- Using parallel structure

Unit Requirements

- Readings: “From Eyes on the Street to Safe Cities” (from Places, G. Wekerle)
  “Reducing Neighborhood Crime through Urban Design” (model expository essay)
- Lecture: “Visions of the Modern City”
- Integrated Writing Task: Writing an expository essay about planning safe cities
- Assignments: www.MyAcademicConnectionsLab.com
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GRAMMAR CHART: Adverb Clauses

UNIT 1 ANSWER KEY
1 PREVIEW

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Previewing the Academic Content, page 2

Courses in urban studies and planning focus on solutions to the major problems that arise from the complexities of contemporary urban life, for example, increases in population growth, traffic patterns, and safety. In some universities, the Department of Urban Studies and Planning is part of the College of Art and Architecture, while in others, urban studies and planning is an interdisciplinary program. Students who major in urban studies and planning typically follow careers in public agencies or private firms that focus on urban development, urban problems, or community services in modern cities. In this unit, students will examine:

- underlying issues that inspired three prominent urban planners of the late nineteenth and early twentieth centuries
- the relationship between the concern for safety and urban design

Activating Background Knowledge

Before students read and study about urban planning, you may want to spend some time exploring the types of areas students come from:

- Are they primarily from urban, suburban, or rural areas or do they come from all three?
- What can they say about the layout and design of these areas?
- What are some advantages and/or disadvantages to living in a city, a suburb, or a rural area?

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.

Previewing the Academic Skills Focus, page 3

Highlight the purpose of this section, stated on the left. This unit focuses on strategies for:

- identifying main ideas and details in texts and lectures
- developing main ideas and using supporting details in writing
- developing effective thesis statements that use parallel structure
- skimming and scanning
The short paragraph in this section comes from *The Death and Life of Great American Cities*, written in 1961 by Jane Jacobs. Though Jacobs had no formal training as an urban planner, her book has been viewed as one of the most influential works in the field. Her main point in this excerpt is that a safe city will be successful, but a city that is not safe will fail. Another interesting idea in the paragraph is that a city is really made up of strangers.

Review the academic skills focus: Main Ideas and Supporting Details, page 4.

- Go to www.MyAcademicConnectionsLab.com for Comprehension.
- Go to www.MyAcademicConnectionsLab.com for Discussion Board.

2 BUILDING ACADEMIC READING SKILLS

- Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Highlight the purpose of this section, stated on the left. Tell students that they will discuss a number of questions concerning city life, work in groups, complete a chart, and read about safety in public places.

**Before You Read, page 4**

Examine the Key Words on page 5. This vocabulary will be helpful for comprehension of the text and useful for students as they complete the Integrated Writing Task.

As students discuss their responses to Exercise 2, page 5, record and tally them on the board or large sheets of paper. Was there consensus among the class?

Before students begin Exercise 3, page 5, examine the definition of *collocation* (a group of two or more words that commonly occur together) and elicit from students some collocations that they know. Then have them complete the exercise.
Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.

Global Reading, page 6

Students read a text about Jane Jacobs’s ideas about urban safety and learn to skim for the main idea of a reading passage.

Review the academic skills focus: Finding the Main Idea when Reading Quickly: Skimming.

Examine the Key Words on page 6 before students skim the text. This vocabulary will be helpful for comprehension of the text and useful for the Integrated Writing Task.

• Before students begin reading, you may want to review the present participle form of verbs and the two ways it is frequently used in this text:
  • As a gerund that functions as a noun
    Jacobs made an important contribution to our understanding of cities by emphasizing the link between the fear of crime and urban design. (paragraph 2)
  • As an adjective to modify a noun
    She discredited the prevailing myths about good design and expected behaviors. (paragraph 4)
• You may also want to contrast these two uses with the less complex use of present participles with be to form the present and past progressive.

  The author of this text is writing about Jane Jacobs’s thoughts on urban planning and design.

  Jacobs was commenting on the work of famous urban designers.

Summary of the Reading

“From Eyes on the Street to Safe Cities,” by Gerda Wekerle, pages 6–8

Paragraphs 1–6
1. In The Death and Life of Great American Cities, Jane Jacobs examined the relationship between urban safety and design.
   a. At the time, her views were controversial and not well accepted.
   b. She ultimately helped develop a worldwide movement to create safe cities.
2. Jacobs emphasized the link between fear of crime and urban design.
   a. She argued that the concern should be about the day-to-day lives of people who live in the city rather than the property or the criminals.
   b. She emphasized that people have to feel safe on the streets. If they don’t, they stop using the streets, which become more and more unsafe.
3. Jacobs felt that ordinary people were the primary means of keeping the city safe.
   a. She recommended that “eyes on the street” come from people in stores, restaurants, bars, and other public places watching out for each other.
   b. She thought that bright street lights were critical to augment the role of people in keeping the streets safe.
4. She argued against open space in cities if it meant that parks were not used and dangerous. She noted that successful parks encouraged a range of activities and users.
5. She was critical of public housing projects designed for the poor.
   a. She said that the design of these projects created places for serious crimes.
   b. She noted that managers in public housing were often more focused on destruction of property than crimes against people.
6. Jacobs recommended that the design and management of public housing encourage interaction and commitment among members of the community.
   a. She thought that public housing should be placed in existing street patterns in order to cultivate street activity.
   b. She urged that businesses should also be included in these buildings.

Paragraphs 7–12
7. In the 1970s, a new movement, crime prevention through environmental design (CPTED), was built on Jacobs’s insights.
   a. CPTED simplified Jacobs’s vision.
   b. CPTED relied on experts rather than regular citizens to identify problems and provide solutions.
8. CPTED often ignored an important aspect of Jacobs’s views—the importance of fear of crime.
   a. CPTED focused more on crimes against property and crime rates, contrary to Jacobs’s focus on crimes against people.
   b. CPTED programs ignored differences in fear of crime between men and women and between white and minority urban residents.
9. CPTED programs emphasized hardware and design rather than the presence of people to achieve safety.
   a. They promoted the use of fences, gates, and other barricades to keep people out of residential areas.
b. They ignored Jacobs’s suggestion of mixed land use and activities to attract diverse groups of people to streets, neighborhoods, parks, and housing.

10. High security shopping malls illustrate CPTED principles. To ensure security they typically use:
   a. high-tech security equipment.
   b. security forces.

11. Dufferin Mall in Toronto was developed more in line with Jacobs’s principles.
   a. The mall provides funding for various youth programs and services.
   b. These have brought a broad range of activities and users into the mall, resulting in reduced crime rates.

12. From her experience as a wife, mother, and resident of New York City, Jacobs developed a vision of a city that was more human than the experts of her day did. Today, her ideas and insights are still valuable in understanding crime prevention and community safety.

For Exercise 2, page 7, the main point in paragraphs 1–6 of the reading is that in *The Death and Life of Great American Cities*, Jane Jacobs examined the relationship between urban safety and design.

For Exercise 3, page 8, the main point in paragraphs 7–12 is that a new movement, crime prevention through environmental design (CPTED), was built on Jacobs’s insights, but simplified her vision by a reliance on experts rather than regular citizens to identify problems and provide solutions.

Go to www.MyAcademicConnectionsLab.com for Reading Activities 1–4.

**Focused Reading, page 9**

Students learn to scan a text for specific information. They scan the text they have just read about Jane Jacobs, looking for specific details. They then identify the strategy they used to find each particular piece of information.

Review the academic skills focus: Finding Details When Reading: Scanning.

After students have completed Exercise 2, page 10, and discussed the strategies they used, have the groups share their answers with the whole class. If groups disagree, have them provide evidence from the text that supports their answers.

Go to www.MyAcademicConnectionsLab.com for Reading Activity 5.

Go to www.MyAcademicConnectionsLab.com for Checkpoint 1.
3 BUILDING ACADEMIC LISTENING SKILLS

Go to www.MyAcademicConnectionsLab.com for Vocabulary Check.

Highlight the purpose of this section, stated on the left. Tell students that they will learn strategies and do activities designed to develop their listening comprehension skills.

Before You Listen, page 10

Students read a paragraph about urban criticism from the 1820s to the 1940s and analyze its main idea and supporting details.

Review the academic skills focus: Preparing for Lectures in Order to Improve Comprehension, page 11.

The skills section provides students with some important tips for improving listening comprehension.

- Have students read the paragraph in Exercise 1, page 10, and answer the questions. This reading and the accompanying questions focus students’ attention on the central issue of living conditions in urban areas and asks them to identify the main idea and details.
  - The main idea is that from 1820–1940, cities were overcrowded, unhealthy places to live.
  - Details include things that concerned urban critics, such as overcrowding, short life expectancy, small family size, lack of sanitation, substandard housing, access to alcohol, low birth rates and high death rates, lack of a religious or moral center, crime and revolt, and ugliness.
- Review the skills section on page 11 and ask students which of these strategies they already use and which ones are new to them.
- After students have answered the three questions in Exercise 2, page 11, point out that predicting, or thinking about what to expect, requires them to use two of the strategies listed in the skills section: considering what they already know and reviewing what they have already read about the topic.
Global Listening, page 11

Students listen to a lecture about visions of the modern city in the late nineteenth and early twentieth centuries. They take notes about the main ideas and details.

Review the academic skills focus: Listening for a Speaker’s Main Points(s).

After you have reviewed the skills section, have students read the questions in Exercise 1 before they listen to the introduction of the lecture.

Play the introduction and have students answer the questions. (The main point of the introduction is that urban planners developed their visions because cities at that time were dirty and people were poor and often sick.)

Examine the Key Words on page 11. This vocabulary will be helpful for comprehension of the text and useful for the Integrated Writing Task.

Before students listen to the entire lecture, review the chart on page 12. Elicit from students that they are listening for three main ideas: the visions of three urban designers. Then play the entire lecture.

- Ebenezer Howard’s vision was the Garden City. His idea was to create a city in the country.
- Le Corbusier’s vision was the Radiant City, which brought the country into the city.
- Daniel Burnham’s vision was the City Beautiful. It was a city in which all the main buildings were on one central street.

Go over the directions for Exercise 3, page 12, and review the chart. Remind students that they can use information from the chart along with the accompanying photos to complete this exercise.

Summary of the Lecture

“Visions of the Modern City,” page 12 (For the complete audioscript, see Academic Connections 4, pages 185–186.)

This lecture focuses on the visions of three prominent city planners of the late nineteenth and early twentieth centuries, who were essentially responding to the often deplorable living conditions in urban areas in the late nineteenth century.
1. Ebenezer Howard, a British urban planner, designed the Garden City in 1898.
   a. First deliberate planning of suburbs
   b. Moves city residents into the country
   c. Groups industry, schools, housing, and cultural activities together, giving each function its own separate place
   d. Limits population to 32,000, thereby avoiding problems of big cities, such as London
   e. Examples: Stockholm and Vancouver
   f. Problems
      • Doesn’t account for growth or changes
      • Residential areas are separate from workplaces, so large suburban areas are empty during the day, becoming targets for property crime

2. Le Corbusier, a Swiss architect and urban designer, was famous for his design of the Radiant City in the 1920s.
   a. A vertical city, composed mainly of skyscrapers within a large park
   b. Designed for high density population with large areas for parks and recreation
   c. Brought the country into the city
   d. Examples: Toronto, Hong Kong, and São Paulo
   e. Problems
      • Not pedestrian friendly: emphasized large highways; few small streets
      • Residential areas are separate from workplaces, creating unsafe city zones

3. American Daniel Burnham was the designer of the City Beautiful in 1909.
   a. City slums are torn down
   b. Important buildings and monuments are arranged along a single grand boulevard
   c. The city was to be grand and impressive, the center for cultural and civic activity
   d. Examples: Brasilia, Paris, and Lisbon
   e. Problems
      • The main monument area of these cities did not always become busy city centers
      • Residential areas are separate from workplaces, creating unsafe city zones at night
The professor ends by asking students to think about whether or not it would be safe to live in each of these ideal cities.

Go to www.MyAcademicConnectionsLab.com for Key Words and Key Words: Practice.


**Focused Listening, page 13**

Students listen to the lecture again, focusing this time on supporting details. They are asked to listen for specific types of details, which are sometimes introduced by Key Words. Finally, students identify the strategy they used to find each particular piece of information.

Review the academic skills focus: Listening for Supporting Details.

- Review the information in the skills section and point out to students that they will listen to the lecture again. This time they will listen for supporting details.
- Play the introduction of the lecture again. Ask students if they heard the professor use any of the expressions listed in the skills section. (Answer: The professor uses *therefore* to link the twentieth century city planners’ reaction to the conditions that prevailed in cities at the time.)
- Go over the first PowerPoint slide on page 13, emphasizing the relationship of the main points on the left and the details on the right.
- After students have completed all of the slides in Exercise 2, pages 14–15, and compared their notes with a partner, you may want to play the lecture again. Have students fill in anything they missed from the first listening.

**Details and Problems about Each Ideal City**

- **Slide 2**
  - Details about the Garden City:
    1. Spread city residents out over the countryside
    2. Schools, housing, and cultural activities each have their own separate places
    3. Garden or public park in the middle of the city
    4. Population limited to 32,000
    5. Examples are Stockholm and Vancouver
  - Problem:
1. Once the town is built, it is not easy to make changes.
2. This model wouldn’t account for growth or any kind of change.
3. Large suburban areas are empty during the day and open to crime.

• **Slide 3**
  - Details about the Radiant City:
    1. Composed of skyscrapers set in parks
    2. High density population: crowded buildings in wide open parks
    3. Wide highways for cars and underground streets for heavy vehicles
    4. Examples are Toronto, Hong Kong, and São Paulo
  - Problem:
    1. Streets are not pedestrian friendly.
    2. The model gave rise to a “car culture.”
    3. It separated the functions of the city, creating unsafe city zones.

• **Slide 4**
  - Details about the City Beautiful:
    1. The model cleared away city slums and rebuilt the city center
    2. A central boulevard creates a grand impression
    3. Streets are gently curved, not arranged on a grid
    4. Residential areas are in suburbs
    5. Examples are Brasilia, Paris, and Lisbon
  - Problem:
    1. People are not drawn into the downtown core.
    2. Central boulevards often do not become busy city centers.

• **Slide 5**
  - More Details:
    1. These models all separated housing from business, industry, and cultural activities.
    2. Certain city areas are empty at certain times of the day, creating opportunities for crime.

Go to www.MyAcademicConnectionsLab.com for *Listening Activity 5*.

Go to www.MyAcademicConnectionsLab.com for *Checkpoint 2*. 
4 BUILDING ACADEMIC WRITING SKILLS

Make sure that students are familiar with the grammar point covered in MyAcademicConnectionsLab for this unit (adverb clauses) before they begin this section. Go to page 17 in these Teacher’s Notes for the grammar chart.

Go to www.MyAcademicConnectionsLab.com for Grammar Check.

Highlight the purpose of this section, stated on the left. Tell students that they will learn to write a thesis statement using parallel structure. They will also write an essay about designing safe cities.

Before You Write, page 15

Students read and analyze a model expository essay in preparation for the Integrated Writing Task.

For Exercise 1, page 15:
- Go over the elements of an essay: introduction, body, and conclusion. Elicit from students what they know about a thesis statement, topic sentences, and a concluding statement. You may want to list their ideas on the board.
- Have students read the model essay and complete the exercise.
- Give students several minutes to discuss the sentences they underlined in the model essay.

Have students discuss the questions in Exercise 2 as a class. In larger classes, you may want to have students work in small groups to discuss these questions.

Summary of the Essay

“Reducing Neighborhood Crime through Urban Design,” page 16

Introduction

Even though crime rates in cities are decreasing, crime is still a major issue. There is more demand for police on the streets and longer prison sentences for criminals. However, the public rarely thinks about how the design of a city might
reduce crime. Crime can be reduced through the use of target hardening, access control, and offender deflection.

Body

1. **Target hardening** describes things that can be done to make a target, such as a home, harder to break into.
   - The idea: Home owners make getting into a house difficult, thus causing criminals to think about how likely they are to be seen and perhaps choosing not to try to get into that house.
   - Methods: Home owners can have visible front doors, fenced yards and locked gates, and burglar alarms that are monitored by police.

2. **Access control** refers to communities that have limited access to outsiders because they have gates at the entrance to the neighborhood.
   - The idea: Discourage nonowners from coming in by using gates to visibly separate the community.
   - Methods: There may be fences around the community and security guards.

3. **Offender deflection** refers to planning development that turns away potential criminals.
   - The idea: Discourage potential criminals from coming into the neighborhood.
   - Methods: Move public bus stops away from the main entry point of a neighborhood. Avoid having a restaurant or bar in the neighborhood that attracts strangers late at night. In this way, criminals who hang around bus stops, bars, etc. to identify a potential target for crime won’t be near the neighborhood.

Conclusion
Statistics show that crime is decreasing, but fear of crime is still common. There are specific actions neighbors can take to decrease crime. Hardening targets, controlling access, and deflecting offenders are just a few things that can be done. It is hoped that urban designers will consider these methods as they plan communities.

Go to www.MyAcademicConnectionsLab.com for Comprehension.
Focused Writing, page 17

Students learn to write an effective thesis statement and practice using parallel structure.

Review the academic skills focus: Writing a Thesis Statement.

- Review the first skills section and compare what the students said earlier about a thesis statement to the three elements listed here.
- Have students complete Exercise 1, page 17.

Review the academic skills focus: Using Parallel Structure.

- Elicit from students what they know about parallel structure. List their ideas on the board.
- Review the second skills section. Compare what students said about parallel structure to the information here.
- Have students complete Exercises 2–6, pages 17–19.

Go to www.MyAcademicConnectionsLab.com for Writing Strategy.

Integrated Writing Task, page 20

The Integrated Writing Task requires students to apply the knowledge they have acquired in this unit in order to write a short expository essay.

- In preparation for the task, it might be helpful for you plan the following:
  - Provide students with the opportunity to listen to the lecture again.
  - Review the three main parts of an essay and their purposes: introduction, body, and conclusion.
  - Review the elements of an effective thesis statement. Emphasize that when expressing their opinions, students should avoid using phrases, such as I think or In my opinion.
  - Review the construction of an effective paragraph and topic sentence.
- Go over the Integrated Writing Task assignment on page 20.
- Review Step 1 and the chart on page 20. Remind students that they can refer to the reading on pages 6–7 and the notes they wrote on the PowerPoint slides on pages 13–15.
- Point out that the purpose of this activity is to help students develop vocabulary that they will use in writing their essays.
• Review Step 2 on page 20 and the chart on page 21. Point out to students that the chart will provide support for the prewriting stage of the writing process.
• Have students complete Steps 1–6. Before students begin Step 4, you may want to have them select partners with whom they can share their thesis statements.
• Provide the opportunity for peer review of the essays; students can use the checklist in Step 7 on page 22 to provide feedback to each other.
• Allow time for students to revise their essays, either in class or at home.

Go to www.MyAcademicConnectionsLab.com for Internet Activity and Academic Words Puzzle.
**GRAMMAR CHART: Adverb Clauses**

<table>
<thead>
<tr>
<th>Adverb Clauses</th>
<th>1. Adverb clauses of <strong>time</strong> specify when something happens. They are introduced by <em>after, as, as soon as, before, by the time, once, since, until, when, whenever, while.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Before new visions of modern cities emerged</strong>, cities were considered evil, unsafe, and offensive to nature.</td>
</tr>
<tr>
<td></td>
<td><strong>Correct</strong>: Parks will be successful <strong>when they encourage a range of activities and users.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Incorrect</strong>: Parks will be successful <strong>when they will encourage a range of activities and users.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Note</strong>: Do not use the future tense in the dependent clause to show future time.</td>
</tr>
<tr>
<td></td>
<td><strong>2. Adverb clauses of <strong>place</strong> specify where something happens. They are introduced by <em>anywhere, everywhere, where, wherever.</em></strong></td>
</tr>
<tr>
<td></td>
<td>**CPTED principles are often applied <strong>wherever there are high crime rates.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>3. Adverb clauses of <strong>reason</strong> specify why something happens. They are introduced by <em>as, because, now that, since, due to the fact that, etc.</em></strong></td>
</tr>
<tr>
<td></td>
<td><strong>Because the residential areas are separate from the workplaces, large suburban areas are empty during the day.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Since / As the residential areas are separate from the workplaces, large suburban areas are empty during the day.</strong> <em>(reason: since / as = because)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Many new visions of the modern city have been created since the late 19th century.</strong> <em>(time: since = from that point)</em></td>
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<tr>
<td></td>
<td><strong>The house was broken into as the residents were sleeping.</strong> <em>(time: as = while)</em></td>
</tr>
</tbody>
</table>
4. **Adverb clauses of condition** specify under what conditions something happens. They are introduced by *even if, if, only if, unless*.

*Even if* means that the result will be the same, no matter the condition. *If* and *only if* mean that only the condition will produce the result. *Unless* means *if . . . not . . .*

<table>
<thead>
<tr>
<th>Clause</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even if</td>
<td>A city will fail <strong>if its residents don’t feel safe</strong>. A house might still be broken into <strong>even if an alarm system is installed</strong>. A city will be successful <strong>only if its residents feel safe</strong>. A city will fail <strong>unless its residents feel safe</strong>.</td>
</tr>
</tbody>
</table>

5. **Adverb clauses of comparison** show similarity between two ideas. They are introduced by *just as, in the same way that*.

<table>
<thead>
<tr>
<th>Clause</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just as / In the same way that Jacobs focused on the relationships between urban design and crime, Oscar Newman and others focused on crime prevention through environmental design.</td>
<td></td>
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</tbody>
</table>

6. **Adverb clauses of contrast** make a contrast with the idea expressed in the independent clause. They are introduced by *although, despite the fact that, even though, though, whereas, while*.

<table>
<thead>
<tr>
<th>Clause</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even though people live closely together, they are often strangers. Some neighbors are friends, whereas others are strangers. While most planners prefer parks and open spaces, Jacobs argued against open space in cities. (contrast while = although) Two city residents were attacked while they were walking their dog in a park. (time: while = when)</td>
<td></td>
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</tbody>
</table>

**Note:** *While* is used to introduce both a clause of contrast and a clause of time.
7. Adverb clauses of **result** present the result in a situation that is stated in the first clause. They are introduced by: *such* + noun / noun phrase + *that* + clause of result and *so* + adjective / adverb + *that* + clause of result

*Note*: *Such* and *so* can be placed at the beginning of the sentence. In such cases, word order is inverted.

<table>
<thead>
<tr>
<th>This area of the city was <strong>such a dangerous place</strong> that people were afraid to walk there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This area of the city was <strong>so dangerous</strong> that people were afraid to walk there.</td>
</tr>
<tr>
<td><strong>Such</strong> a dangerous place <strong>was</strong> this area of the city that people were afraid to walk there.</td>
</tr>
<tr>
<td><strong>So</strong> dangerous <strong>was</strong> this area of the city that people were afraid to walk there.</td>
</tr>
</tbody>
</table>
UNIT 1 ANSWER KEY

1 PREVIEW

Previewing the Academic Content

Exercise 1, page 2
suburban, urban / metropolitan, rural

Exercise 2, page 2
Answers may vary. Suggested answer:
Victimization rates are going down in almost all areas; urban, suburban, and rural. The exception is violent crime rates in rural and suburban areas of the U.S., which show a slight increase. Property crimes are highest in suburban areas and lowest in rural areas; violent crime rates are highest in urban areas and lowest in rural areas.

Exercise 3, page 3
1. Crime rates are higher in urban areas because there are more people in urban areas; there is more crowding and poverty.
2. Typical answers for not feeling safe in certain areas of a city may include the following: the areas are too crowded, too empty, too open, too enclosed, too narrow, too dark, etc.
3. To help lower crime rates, urban planners might create spaces that can handle the number of people who will use them so that crowds of people don’t get too tightly packed together (from housing to stadiums to parks); provide enough lighting; provide a mix of uses so that there are “eyes on the street.”

Previewing the Academic Skills Focus

Exercise, page 3
1. The main point in this paragraph is that if a city is unsafe, it will fail. If a city is safe, it will be successful. Another important idea in the paragraph is that a city is composed of strangers.
2. Answers will vary.
3. People won’t want to do business, socialize, go out, or participate in any cultural activities.
Exercise, page 4
Strategies for finding the main idea in this paragraph are a) finding the topic sentence of the paragraph, b) reading the first and last sentences, and c) looking for repeated words and synonyms.

2 BUILDING ACADEMIC READING SKILLS

Before You Read

Exercise 3, page 5
1. provide
2. project
3. area
4. area
5. busy / thriving
6. urban
7. prevailing
8. internship

Global Reading

Exercise 2, page 7
b

Exercise 4, page 8
b

Focused Reading

Exercise 1, pages 9–10
1. Answer: Jane Jacobs wrote *The Death and Life of Great American Cities*. 
   Strategy: B—Look for capitalized letters to answer a “who” question.
2. Answer: According to Jacobs, the key to a successful city was that people must feel personally safe and secure on the street among strangers. Fear of crime makes people stay off the streets, which makes the streets even more unsafe.
   Strategy: C—Read quotes.
3. Answer: Jacobs recommended that stores, bars, and restaurants be spread along the street so that people would be on the streets at all times. She also recommended bright lighting. She thought that parks should encourage a range of activities and users. In public housing, she recommended bringing stores and workshops into buildings, encouraging people to invest in their communities, and hiring women tenants to be elevator attendants.
   Strategy: E—Look for the first and last sentences in a paragraph to see if the answer is likely contained in that paragraph.

4. Answer: Jacobs felt that public housing could be very dangerous.
   Strategy: A—Look for synonyms of key words used in questions.

5. Answer: The CPTED movement was created in the 1970s.
   Strategy: B—Look for capitalized letters and acronyms or D—Look for numbers.

6. Answer: The movement used fences, buzzers, gates, and barriers to create territories, reduce vandalism, and keep people out.
   Strategy: B—Look for capital letters and acronyms or E—Look at the first and last sentences in a paragraph to see if the answer is likely contained in that paragraph.

7. Answer: Dufferin Mall in Toronto is an example of Jacobs’s urban design ideals. It has a youth theater, sports organizations, youth internships, teen services, a teen drop-in center, and a clothing exchange. The diversity of activities has reduced crime rates.
   Strategy: F—Look for key words shopping mall and transition words in contrast.

8. Answer: Jacobs’s views are respected. She is considered an expert. She was a visionary and her viewpoint is still valuable today.
   Strategy: E—Look at the first and last sentences in a paragraph to see if the answer is likely contained in that paragraph.

3 Building Academic Listening Skills

Before You Listen

Exercise 1, page 10
1. The main idea of the paragraph is that from 1820–1940, cities were overcrowded, unhealthy places to live.

2. Urban critics were concerned about:
   - Overcrowding
   - Short life expectancy
   - Poor health of city residents
   - Lack of sanitation
• Substandard housing
• Access to alcohol
• High death rates
• Low birth rates
• Lack of religious or moral center
• Vice, crime, and revolt
• Ugliness
3. Students may come up with answers that include these possible solutions:
   • Reduce number of people who live so closely together (reduce population density)
   • Move people into suburbs
   • Improve health conditions by improving waste systems and water quality
   • Improve housing quality (possibly through regulation)
   • Make cities more attractive (beautification)

Exercise 2, page 11
Answers will vary. Possible answers:
1. One possible topic is life in modern cities.
2. One possible answer is that early cities (1820–1940) were dirty and dangerous.
3. Hopefully students will be motivated to know what solutions urban planners used to combat these problems.

Global Listening

Exercise 1, page 11
1. Urban planners developed new visions for “modern” cities because cities were very dirty and the people who lived in cities were very sick and impoverished. Urban planners wanted to change this situation.
2. The professor will probably talk about visions of the modern city in the rest of the lecture.

Exercise 2, pages 11–12

<table>
<thead>
<tr>
<th>Urban Planner</th>
<th>Name of Modern City Vision</th>
<th>Main Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ebenezer Howard</td>
<td>Garden City</td>
<td>Move the city into the country.</td>
</tr>
<tr>
<td>Le Corbusier</td>
<td>Radiant City</td>
<td>Bring the country into the city</td>
</tr>
<tr>
<td>Daniel Burnham</td>
<td>The City Beautiful</td>
<td>Have all the main buildings—the cultural center—on a central street.</td>
</tr>
</tbody>
</table>
Exercise 3, page 12

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Plan A: Garden City</th>
<th>Plan B: City Beautiful</th>
<th>Plan C: Radiant City</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are the streets organized? (in a grid, in a wavy pattern, or in a curved pattern?)</td>
<td>Not sure—probably curving</td>
<td>Straight and wide to create a grand impression</td>
<td>Straight and wide for cars People could not walk along the streets.</td>
</tr>
<tr>
<td>Could people walk along the streets?</td>
<td>Yes, people could walk along the streets.</td>
<td>People could probably walk along the streets.</td>
<td>People could not walk along the streets.</td>
</tr>
<tr>
<td>What are the sizes and shapes of the buildings?</td>
<td>Buildings appear small.</td>
<td>Buildings appear small or medium-sized.</td>
<td>Tall skyscrapers</td>
</tr>
<tr>
<td>Are the places where people live, work, and play close together or far apart?</td>
<td>They appear far apart.</td>
<td>They appear far apart.</td>
<td>Far apart</td>
</tr>
<tr>
<td>What is the correct name of each Modern City vision?</td>
<td>Garden City</td>
<td>The City Beautiful</td>
<td>Radiant City</td>
</tr>
</tbody>
</table>

Focused Listening

Exercise 2, pages 14–15

Slide 2

- Details about the Garden City:
  - A solution to big city problems
  - Spread city residents around the countryside
  - Population limited to 32,000 people
  - e.g. Stockholm, Vancouver
- Problem:
  - Not easily adaptable to changes in population or industry
  - Suburban areas are empty during the day, which is ideal for property crime

Slide 3

- Details about the Radiant City:
  - Composed of skyscrapers set in “parks”
  - High density population: crowded buildings in wide open parks
  - Wide highways for cars and underground streets for heavy vehicles
  - e.g. Toronto, Hong Kong, São Paulo
- Problem:
  - Streets are not pedestrian friendly
  - Gave rise to a “car culture”
• Separated the functions of the city, creating unsafe zones

Slide 4
• Details about the City Beautiful:
  • Clear away city slums and rebuild
  • Central boulevard creates a grand impression
  • Streets are gently curved, not built on a grid pattern
  • e.g. Brasilia, Paris, Lisbon
• Problem:
  • People weren’t drawn into the downtown core
  • Central boulevards did not become busy city centers

Slide 5
• More Details:
  • These visions all separated housing from business, industry from cultural activities, etc.
  • Certain city areas are empty at certain times of the day, creating opportunities for crime

4 BUILDING ACADEMIC WRITING SKILLS

Before You Write

Exercise 1, page 15

Introduction
As crime statistics clearly show, crime rates in urban areas are decreasing. However, concern about crime is still a major public issue. Every day, newspapers print stories about personal violations, property damage, and school invasions. There are regular calls for increased police presence on the streets and longer prison sentences for convicted criminals. But rarely does the public stop to consider what design features might reduce neighborhood crime. In fact, urban planners can significantly reduce neighborhood crime through the use of target hardening, access control, and offender deflection.
Target hardening is a term that describes measures taken to make a “target” (for example, a home) more difficult to break into. Research indicates, not surprisingly, that criminals planning to break into a house consider how likely they are to be seen breaking in. If homeowners have made some effort to make their homes look like “hard targets,” criminals may decide to pass them by. Some methods of target hardening include making the front door visible to neighbors and drivers, fencing backyards and locking the gates, and installing a burglar alarm that is police-monitored. Even the presence of a dog can make burglars think twice about breaking in. Target hardening is a practical method to reduce the chances that criminals will be active in your neighborhood.

Some neighborhoods use access control to keep criminals out. These communities are often called “gated communities,” and the people who live there are generally wealthy. Gated communities can be identified by pillars or gates at the entryway to the neighborhood. Even though the gates are not closed or locked, they still provide a visible separation, discouraging non-owners from entering. These communities may also have a security guard patrolling the neighborhood, as well as fenced exteriors. People who choose to live in gated communities rely on these measures of access control to prevent criminals from entering.

Other neighborhoods may try to reduce crime by planning land use that deflects, or turns away, potential offenders. For example, bus stops may be moved away from the main entry into a neighborhood. While this makes accessing public transit more difficult for people living in the community, it means that potential criminals who might linger at a bus stop to identify possible targets will be further away from the neighborhood. Similarly, some communities will fight the establishment of a bar or restaurant that may bring more traffic or encourage strangers to enter their neighborhoods late at night. Criminal deflection reduces crime by discouraging possible burglars from entering the neighborhood.

Conclusion
Despite crime statistics that indicate urban crime is falling, fear of crime is as prevalent as ever. When neighbors come together to discuss what they can do to help reduce crime, there are certain measures they can take. The “hardening” of targets, controlling access, and offender deflection are a few approaches homeowners and communities can use to reduce criminal activity. Hopefully, urban planners will keep these methods in mind as they plan the communities of the future.
Exercise 2, page 15
1. Main point of body paragraph 1: “Target hardening” is anything you do to make your home more difficult to break into.
   Main point body of paragraph 2: “Access control” is any kind of barrier that is used to keep criminals out of your neighborhood.
   Main point of body paragraph 3: “Offender deflection” is planning land use that moves criminals away from your neighborhood.
2. The main point of each paragraph is contained in the topic sentence. The rest of the paragraph contains the details.

Focused Writing

Exercise 1, page 17
Essay topic: reducing neighborhood crime
Author’s opinion: urban planners can significantly reduce neighborhood crime
Main points: target hardening, access control, offender deflection

Exercise 2, page 17
These sentences all list items. At this point, students may or may not know the items are listed in parallel form.

Exercise 3, page 18
1. Personal safety depends on lifestyle, location, wealth, and awareness. (Listed items are all one-word nouns.)
2. Parking barriers, fenced yards, and entry phones are used to discourage modern criminals. (Listed items are all adjective-noun combinations.)
3. Airport security planners use metal detector equipment, X-ray baggage screening, and explosive trace detection to control crime on airplanes. (Listed items are all adjective + adjective + noun combinations.)
Exercise 4, page 18

1. All public buildings—art galleries, museums and hospitals—should be built with safety in mind. (Delete “art” so that all items are one-word nouns.)

2. City features that people enjoy, such as walking paths, public parks, and businesses may encourage crime. (Add “thriving” before “businesses” so that all items are adjective + noun combinations.)

3. Improved street lighting, front doors that have high visibility, and increased traffic flow are factors that can decrease crime in neighborhoods. (Change to “visible front doors” so that all items are adjective + adjective + noun combinations.)

Exercise 6, page 19

1. • Problem: A thesis is a statement, not a question
   • Improved thesis: The growth in automobile use, the car industry, and the road network all contributed to the development of the modern suburb in the United States.

2. • Main points in a thesis should be written in parallel structure so they are easier to understand.
   • Improved thesis: Automobile use, the car industry, the road network, and suburban housing all developed together.

3. • Problem: There is no need to state “I think.”
   • Improved thesis: Urban planners do not have much influence on the crime rate simply through urban planning.

4. • Problem: This thesis is a statement of fact. A thesis should express an opinion.
   • Improved thesis: The building of “Levittowns” in the late 1940s and early 1950s created ideal suburban areas for people to live in.

5. • Problem: The statement is too general; there is no clear topic.
   • Improved thesis: Most countries maintain good highways to encourage the growth of business and the movement of people.

6. • Problem: Most effective thesis statement
   • Improved thesis: n/a
### Integrated Writing Task

**Step 1, page 20**

<table>
<thead>
<tr>
<th><strong>Words for Large Cities</strong></th>
<th><strong>Words for People Who Live in Large Cities</strong></th>
<th><strong>Words to Express Poverty</strong></th>
<th><strong>Words for Different Areas Within a City</strong></th>
<th><strong>Words to Describe Urban Safety</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>metropolis</td>
<td>residents</td>
<td>impoverished</td>
<td>residential areas</td>
<td>eyes on the street</td>
</tr>
<tr>
<td>urban area</td>
<td>inhabitants</td>
<td>public housing</td>
<td>industrial areas</td>
<td>motion sensors / buzzers</td>
</tr>
<tr>
<td>urban setting</td>
<td>citizens</td>
<td>slum</td>
<td>cultural areas (civic centers)</td>
<td>security forces</td>
</tr>
<tr>
<td></td>
<td>urbanites</td>
<td></td>
<td></td>
<td>police patrols</td>
</tr>
</tbody>
</table>

**Step 2, page 20**

<table>
<thead>
<tr>
<th>Urban Planner</th>
<th>Vision</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Jacobs</td>
<td>“eyes on the street”</td>
<td>Mixed use urban planning is best: business, housing, and parks should be integrated. Street lighting should be bright. Open spaces can be dangerous if they are empty.</td>
</tr>
<tr>
<td>Oscar Newman</td>
<td>Crime Prevention through Environmental Design (CPTED)</td>
<td>“Hardware solutions,” such as traffic barriers fences buzzer gates police patrols</td>
</tr>
<tr>
<td>Ebenezer Howard</td>
<td>The Garden City</td>
<td>Move the city into the country Limited population City functions separated, not integrated</td>
</tr>
<tr>
<td>Le Corbusier</td>
<td>The Radiant City</td>
<td>Bring the country into the city Skyscrapers surrounded by parks Wide highways created a “car culture” City functions separated, not integrated</td>
</tr>
<tr>
<td>Daniel Burnham</td>
<td>The City Beautiful</td>
<td>Destroy city slums Locate all important buildings along a single boulevard Creates a “grand” impression City functions separated, not integrated</td>
</tr>
</tbody>
</table>

No specific planner | Urban design that reduces neighborhood crime | Target hardening Access control Offender deflection |