Reading
and
Thinking
in English

Discourse
in action

Oxford
University
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1980
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Unit 5  Using a textbook

Aim  This unit gives practice in a variety of activities involved in using a textbook as part of one's studies. Although the purpose of a textbook is normally to present an exposition of an area of knowledge, textbooks also stimulate enquiry and argument. The types of activities and discourse involved demand a wide range of strategies of interpretation. These have been practised throughout Phase One in the reading assignments. They are developed further in this unit in the context of a single, more extensive assignment involving a mainly expository passage.

Summary

Topic  Urbanization and industrialization.

Source  Oxford Geography Project Book 3: Contrasts in development, Chapter 6.

Context  Intended for students of geography in Britain.

Type of writing  The extract includes general principles, case studies and activities for students to perform.

Assignment  To use information from the source to make a report with a structure you have chosen. You are not expected to write the report in your own words but to select relevant extracts from the source. The title of your report will be 'Urbanization and industrialization in developing countries.' The assignment is divided into six steps:

- Step 1  Reading predictions
- Step 2  Extensive reading
- Step 3  Planning the assignment
- Step 4  Information collection
- Step 5  Carrying out the assignment
- Step 6  Follow-up
Unit 5 USING A TEXTBOOK

Step 1 Reading predictions

1 Make a cause-effect diagram (see Unit 2 Reading assignment page 27) to explain: a) industrialization; b) urbanization.

2 Which of the following relationships do you think exist between industrialization and urbanization?
   a cause-effect
   b problem-solution
   c simultaneous developments
   d enabling factor
   e influence
   f inverse proportion
   g direct proportion

Step 2 Extensive reading

Now read the extract, in order to carry out the following tasks:

1 Identify the sections that include: a) general principles and specific examples; b) classification of types; c) an activity for students to perform.

2 From the sections containing general principles, select information to make one key statement for each section. The statements will form a summary of the extract. Compare your summary with the summary on page 77 and decide which summary best indicates: a) the nature of the two processes; b) the relationship between them.

When you have completed this extensive reading, turn to Step 3 on page 78.

Urbanization

More and more of the world's population are living in towns or cities. As you will notice from Fig. 1, four out of every five or 80 per cent of the population of England and Wales live in cities of 100,000 or more.

1 (a) Draw the axes of a graph as shown in Fig. 2 and, using the table in Fig. 1, complete the lines for the ten countries.
   (b) Which of these countries would you regard as 'developed' and which as 'underdeveloped'?
   (c) What differences do you notice between the pattern of urbanization for those you have called 'developed' and those you called 'underdeveloped'?
   (d) What do you notice about the curve for England and Wales between 1950 and 1964? How do you think it can be explained? Do you think it can be explained? Do you think that the same thing is liable to happen in other countries?

As you will have seen, urbanization is simply an increase in the percentage of a country's population living in towns. As a country becomes more urbanized, eventually the rate of urbanization must slow down. Urbanization is not the same thing as the growth of cities, for cities can grow larger in size without the percentage of people living in cities increasing at all—as long as the rural population continues to increase at the same or a greater rate.

In Chapter 1 it was shown that a decline in the percentage of people working in agriculture is a feature of many countries. The graph you have drawn from Fig. 2 shows the urbanization that is largely the result of the drift to the towns, which provide a greater opportunity for work. Improvements to agriculture in India, such as increasing the size of individual farms, made 50 million peas-
Unit 5 USING A TEXTBOOK

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<th>Year</th>
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<th>U.S.A.</th>
<th>Japan</th>
<th>U.S.S.R.</th>
<th>Brazil</th>
<th>Egypt</th>
<th>Costa Rica</th>
<th>India</th>
<th>Dominican Republic</th>
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<td>17</td>
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<td>20</td>
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<td>—</td>
<td>—</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>1950</td>
<td>82</td>
<td>63</td>
<td>37</td>
<td>42</td>
<td>35</td>
<td>31</td>
<td>33</td>
<td>16</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>1964*</td>
<td>80</td>
<td>70</td>
<td>64</td>
<td>45</td>
<td>45</td>
<td>38</td>
<td>35</td>
<td>19</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

* When graphing this information watch out for 1964; can you suggest why?

Fig. 1 The progress of urbanization in ten countries of the world. Percentage of each country’s population living in cities of 100,000 people or more.

Some geographers say that urbanization is a good thing because it relieves pressure on the land; and in many countries on the land there are too many people for the work available. Others consider that urbanization is a bad thing because a city depends very much on food being supplied from the surrounding countryside. In countries where there are already very great problems of food-supply this massive increase in the size of towns will place a tremendous strain on the surrounding agricultural areas. Moreover, it is generally the young and active members of the population who tend to migrate, leaving the old people, the children, and the infirm to run the farms, which is hardly likely to improve the efficiency of the farms. There is thus a decline in rural industries and food supply.

In the towns, meanwhile, the population is expanding at a rate which makes the normal planning of the town impossible. The results are the slum areas and shanty towns which are a feature of so many cities in the world.
Solving the squatter problem

A squatter is a person who settles on land or in buildings without having any legal right to do so. Governments are very sensitive about the impression their country gives to visitors and very often the first sight of a city consists of the slums of outlying shanty towns. But how should a government set about solving the problem of shanty towns?

The first idea that usually springs to mind is that of slum clearance, but simply demolishing the shanty towns has the effect of making people homeless. In Venezuela the city council of Caracas bulldozed thousands of shacks or 'ranchos' from their hillsides and built enormous blocks of flats to house the people who had lived in the shanty towns. Yet, at the end of the slum clearance, there were more ranchos than ever. A quarter of the people of Caracas live in shanty towns still.

Squatter settlements seem totally chaotic and unplanned, and yet such shanty towns are not the areas of total and abject misery that they might seem. Many people live in squatter shanty towns because it is better than the alternative. In Manila in the Philippines, it has been shown that the people in shanty towns earned ten times as much as they would earn if they had stayed in their rural villages. Manila has about 400,000 people living in shanty towns: 60 per cent are refugees from famine and typhoon in the Visaya Islands or from the countryside round Manila. 10 per cent are fishermen or 'foreshore people' camping on the river banks, and 20 per cent are squatting, hoping to save enough money for a legal house.

It has been proposed that rather than demolish the slums after they have been built, it would be better if the authorities laid out an area with a street pattern, water supply, drainage, electricity, and other facilities. Then they could either provide low-cost housing or supply suitable prefabricated building materials for the newcomers to build their own houses. The drawback is that such schemes are not spectacular or dramatic, and both the authorities and the people lending the money like to have a spectacular scheme for prestige or to convince people that something is being done. Also, as with gypsy camps in Britain, the city authorities do not want to encourage more people to move to their city. Helping to build new shanty towns for people who have not yet arrived is not likely to win a politician any votes from people who are already there.

Fig. 3 shows in diagram form a rural area and a shanty town at the edge of a Third World city. Select the most suitable solutions from the list and on a copy of the diagram insert them in the boxes to show how you would set about solving some of the problems described above. Compare your finished diagram with your neighbours.

All the solutions listed are being or have been tried in some developing countries.

Possible solutions
1. Better services - water, electricity, and drains - for shanty towns
2. Set up small-scale industries in rural areas
3. Build large blocks of flats and clear slums
4. Provide grants and training for farmers
5. Encourage industries that employ a lot of people in towns (labour intensive industry)
6. Encourage self-help groups to build better houses in towns
7. Rural land reform: encourage peasants to own and run small farms
8. Employ police and army to clear squatters by force

Fig. 3 Some solutions to the problems of shanty towns.
**Different types of industry**

The percentage of people living in cities used to be a good measure of how developed a country was; as we have seen it is becoming less reliable. Another way of measuring development is to look at the types of industries that are carried on there. Industries take many forms and include some occupations that are probably not thought of as industries at all by some people. Farming is an example, although with modern battery henhouses and machinery, many farms are looking more and more like factories.

There are three main types of work, the three sectors of industry:

1. **Farming**. Forestry, fishing, and mining provide most of the raw materials for other industries. These are called primary industries.
2. **Industries which use these raw materials to make other products** are called manufacturing or secondary industries. These include, for example, the car industry which uses iron and steel, rubber, and other raw materials to make cars.
3. **Occupations and industries which do not produce any goods or raw materials as products, but provide a service such as transport to other industries or to the community** are called service or tertiary industries.

**Fig. 4 Single product countries: main exports as a percentage of total exports.**

<table>
<thead>
<tr>
<th>Country</th>
<th>Product</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algeria</td>
<td>Crude oil</td>
<td>61.5</td>
</tr>
<tr>
<td>Egypt</td>
<td>Cotton</td>
<td>50.0</td>
</tr>
<tr>
<td>Israel</td>
<td>Diamonds</td>
<td>37.0</td>
</tr>
<tr>
<td>Syria</td>
<td>Cotton</td>
<td>51.0</td>
</tr>
<tr>
<td>Iran</td>
<td>Crude oil</td>
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</tr>
<tr>
<td>Kenya</td>
<td>Coffee</td>
<td>46.0</td>
</tr>
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<td>Ghana</td>
<td>Cocoa</td>
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</tr>
<tr>
<td>Senegal</td>
<td>Vegetable</td>
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<tr>
<td>Zambia</td>
<td>Copper</td>
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</tr>
<tr>
<td>India</td>
<td>Textile</td>
<td>34.0</td>
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<tr>
<td>Indonesia</td>
<td>Rubber</td>
<td>36.0</td>
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<tr>
<td>Colombia</td>
<td>Coffee</td>
<td>72.0</td>
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<tr>
<td>Chile</td>
<td>Copper</td>
<td>59.5</td>
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</table>

**Single product countries**

Many less developed countries specialize in the production of one primary product as shown in Fig. 4. Traditionally specialization in one product has been said to have advantages. After all, if you have a large number of people doing the same thing, there is a good chance that they will become very good at it and very efficient. But single product economies have all the disadvantages of monoculture. A bad harvest, a slump in world prices of the goods produced by a nation, or the invention of an artificial substitute can have a disastrous effect on a nation’s economy if it has no other industry to fall back on.

Faced by this problem such countries with a single product have had two alternatives. Some have tried to establish a wider range of industries to diversify their economies, while others have clubbed together and arranged not to lower the price of their product by producing too much. This is the main aim of such organizations as OPEC (Organization of Petroleum Exporting Countries): they have found, however, that if the price of oil is raised too high, the demand for oil falls. In this way the amount of profit obtained from the oil actually falls as a result of increasing the price. Oil is in limited supply so that at least this has the effect of making resources of crude oil last longer. Some countries have tried both ways to solve the problem.

Many developing countries depend very heavily on imported oil for their economic growth as can be seen in Fig. 5. The increase in oil prices since 1973 has hit the less developed countries that have no oil of their own very badly. Not only do they have to pay high prices for oil, so that their goods cost more to make, but the high price of oil has caused other countries to import fewer goods from the less developed countries.
Industrialization in less developed countries

Fig 6 shows how income per head and industrial development may be connected; this diagram is based on the ideas of an economist called W. W. Rostow. Stage one is the traditional society with a mainly agricultural economy and few scientific inventions. In stage two extractive primary industry such as mining is set up with new roads and other transport improvements. Scientific inventions and new ideas enable improvements in agriculture; people begin to drift to the towns. In stage three, take-off, some kind of manufacturing industry develops and grows very rapidly, helped by the developments in stage two. On its own the manufacturing industry is not enough to make a country fully developed. In stage four, the drive to maturity involves spreading the effects of development to all or most parts of the economy so as to increase the production of goods. Finally, in stage five production is at such a high level and goods are produced so fast that, instead of concentrating on increasing production, industry concentrates on encouraging customers or consumers to buy more and more goods to use them up. As a result, in this stage of high mass consumption a larger proportion of industry moves into the tertiary sector in advertising, market research, and distribution of goods.

It is important to remember that this is only a theory, but it is one way of looking at the pattern of economic development that has occurred in the past. Fig. 7 shows Rostow’s ideas about when various countries entered each stage of his theory. As you can see, Britain entered the stage of take-off much earlier than the other countries but took longer to reach the stage of high mass consumption, according to Rostow. Many countries have still not reached this stage, including the U.S.S.R., where the government has concentrated on the development of primary and secondary industry and has left the production of consumer and luxury goods such as transistor radios, cosmetics, and tights and stockings very low on their list of priorities.

Other countries have not yet reached the stage of maturity, in that not only a few of their secondary industries have really developed, and those at the bottom of the list are still at the stage of take-off, perhaps with no guarantee of ever reaching the next stage. Many people have criticized Rostow’s ideas as too rigid; they say that just because the countries which are now developed went through these stages, there is no certainty that countries which are developing at present will do so. The European countries developed their secondary industries at a time when there was no competition; they were the first. Present-day developing countries have to set up their industries at a time when competition is intense and as we have seen, there are many other difficulties facing today’s developing world.

13 What difficulties do today’s less developed nations face which the more established developed countries did not
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Fig. 8 How a country's use of energy changes as the country develops.

Fig. 7 Rostow's ideas about when different nations entered the various stages of his theory.

Fig. 9 Changes in the use of energy by various countries 1965–75.

have when they were developing? Compare your answers with other members of your class; can we be definite about which stage a country has reached in Rostow's theory?

15 Is there really much advantage in progressing all the way through Rostow's stages? Will more people be happy when their country reaches the stage of maturity than they were in the stage of take-off?

Fig. 8 shows a graph of the way a country's use of energy changes as the country develops. In the early stage of development before industry begins to grow there is very little increase in the amount of energy used. In the second stage the growth of industry in developing countries causes a rapid increase in the use of energy until, as we have seen in Chapter 1, the more developed countries use very large amounts of energy in proportion to their economic development; this is stage three. In stage four, however, the developed countries become much more efficient in their use of energy, so that even if they are becoming more developed all the time, their rate of increased use of energy slows down. If they are very concerned about waste or pollution their use of energy might even be reduced.

16 (a) Using Fig. 7, which stage of Rostow's theory has been reached by each of the countries in Fig. 9?
(b) Look at Fig. 9. This shows how a number of countries' use of energy has changed from 1965 to 1975. Estimate which stage of the graph in Fig. 8 each country has reached.
(c) What other feature on Fig. 9 explains the decreased use of energy after 1973?

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<td>Africa</td>
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<td>90</td>
<td>99</td>
<td>110</td>
<td>109</td>
<td>120</td>
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| Price of Kuwait oil per tonne (£) | 3.00 | 3.50 | 4.00 | 5.00 | 10.00 | 80.00 |

75
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<tr>
<th>Country</th>
<th>Income per person (£)</th>
<th>Percentage in secondary schools</th>
<th>Road density per km²</th>
<th>Electricity kWh per person</th>
<th>Average temperature in main towns</th>
<th>Percentage urban population</th>
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<td>72</td>
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<td>55</td>
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<td>0.16</td>
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<td>Paraguay</td>
<td>110</td>
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<td>1.4</td>
<td>3.0</td>
<td>24°C</td>
<td>25</td>
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</table>

Setting up an industry in a less developed country

You have been appointed to the Board of Directors of a firm which manufactures cheap transistor radios. The company has decided to set up a branch factory to assemble the radios in one of the countries of South America using lightweight parts which have been manufactured in Japan. You have to decide in which of the thirteen countries of South America to locate your factory. You have also to decide on a name for the South American branch of your factory.

The class should split up into a number of Boards of rival firms; each Board should have:

- A Personnel Manager who is responsible for assembling the best workforce he can obtain.
- A Transport Manager who is in charge of transporting the parts from Japan to the factory and distributing the transistor radios to the South American market.
- A Production Manager who will be in charge of supplying power to the factory and making sure that the rate of production is kept as high as possible.
- A Sales Manager who will be looking for a large and dense population which will provide the best market.

A Chairman whose aim is to coordinate the work of the other members of the Board and to foresee and plan for the difficulties that will inevitably arise.

Role details

17 1. Personnel Manager: The main advantage of the countries of South America as a location for a factory is the large supply of cheap labour, as the incomes column in Fig. 10 shows. The lower a country appears on that list, the lower your wages bill will be. On the other hand, quite a large percentage of your labour force will need to have been to secondary school.

Using the table in Fig. 10, rank the thirteen countries in order of income per person—the lowest should rank as 1, the next lowest as 2, and so on. Then rank them again in order of percentage in secondary schools with the highest first. Add the two numbers for each country together. The country with the lowest total should be the best from your point of view.

You now need to write a short report for the next Board Meeting justifying your decision.

2. Transport Manager: Using your atlas or better still a globe, work out the shortest distance from Tokyo, Japan to the largest city in each of the countries of South America. Rank them in order of distance with the shortest distance first.

Then look at the table in Fig. 10 and rank the countries in order of network density of roads, highest first, for this will greatly help in the distribution of your transistor radios.

Add the two numbers you have obtained for each country; this should mean that the best country from your point of view has the lowest total.

Write a short report for the next Board meeting justifying your decision.

3. Production Manager: Your factory will need to use a lot of electricity and you will need to choose a country which has plenty available. Look at Fig. 10 and rank the countries in order of electricity available per person with the highest first.

It will also be a great help if you locate your factory in a relatively cool climate, for then productivity will be higher without the need for expensive air conditioning apparatus. Using the table in Fig. 10, rank the countries in order of temperature with the coolest first.

Add the two ranks for each country together; the country with the lowest total will be the best from your point of view.

Write a short report for the next Board Meeting to justify your decision.
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4. Sales Manager: You will be looking for a large population in a relatively small space so as to ease the job of your salesmen in coming into contact with as many potential customers as possible. Look at Fig. 10 and rank the countries in order of the urban population percentage with the highest first, the next highest second, and so on. You will also wish to find as many people who can afford your product as possible and so you will be looking for a country with a relatively high income per head. Using Fig. 10 rank the countries in order of income per person with the highest first, the next highest second and so on.

Now add the two figures for each country together; the country with the lowest total is the best from your point of view.

Write a short report for the next Board Meeting to justify your decision.

5. Chairman: You will need to write a preliminary report on the difficulties you expect the company to face as a result of their decision to set up a factory in a less developed country. You should include problems of: (i) labour, (ii) power supply, (iii) transport, (iv) sales. You will also need to consider whether the ideas of the other four members of your Board will be equally important.

At the next Board Meeting the five reports should be read; after discussing them, a vote should be taken on which country should be chosen as the location of your factory. The Chairman has the casting vote. At the end of the meeting, a policy statement should be prepared for release to the press, justifying the Board's decision. Board members who are particularly dissatisfied can write a minority report expressing the reasons for their displeasure and perhaps tendering their resignation.

Appropriate technology

Many people doubt whether large-scale schemes of industrialization are the best way to develop a country's industry. Setting up the radio factory will require a lot of money and will directly benefit only a few people employed in the factory. In many countries small workshop industries are being encouraged, and people are trained and provided with the ability to make and use their own simple ladles and forges made from easily obtained materials. A very useful forge, for example, can be constructed from an oil drum, suitable insulation material, and a few component parts which can be easily made or obtained. Such a forge can produce agricultural tools very cheaply for the local community besides other articles both useful and ornamental.

We shall see, in the next chapter, how important small industries are in planning, for they provide a way of earning a living for many more people than the same amount of money invested in a large-scale scheme would do.

Summary

Urbanization is a growing problem in most countries of the world and slum suburbs are a feature of most cities in less developed countries. The poorer areas are growing at a faster rate than normal planning can cope with and many of the people who flock to the towns find it impossible to find work. Industrialization may help to provide an answer and some ideas have been considered of the kind of pattern this may take. Finally, we studied the difficulties and decisions to be faced by firms setting up factories in developing countries.

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Oxford Geography Project BOOK 3: CONTRASTS IN DEVELOPMENT, Neville Greyner, John Rolfe, Rosemary Dearden, Ashley Kent, Clive Rowe; OUP 1979 (2nd edition)
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Step 3 Planning the assignment

Select a report structure based on the following list of paragraph topics.

Brief description of a city to draw attention to some problems
Historical and future developments
Current trends
Reasons for and consequences of
Definition
Discussion of advantages and disadvantages
Discussion of different theories
List of problems
Solutions—desirable/possible/which have been adopted, with discussion of advantages and disadvantages
Comparison with reference to different countries
General statement of problems with specific illustrations
Case study of problems, solutions, reasons for success/failure
Relationships between the two phenomena
Classification of different types

For example:
Definition—Classification into different types—List of problems—Reasons for and consequences of—Comparison with reference to different countries—Recommended solutions

Step 4 Information gathering

1 Locate the sections which contain information useful to your report. Study these intensively. Then select information from the chapter to make a report with the structure you have chosen. If necessary, modify your structure once you have read the chapter intensively.

2 In order to evaluate the information given, make brief notes to answer the following questions:
   a Does the first section emphasize the beneficial or harmful consequences of urbanization?
   b What does the second section imply about the authorities in developing countries?
   c How does a country move from one stage of development to the next?

3 If necessary use other sources to complement or replace the information you have collected.

Step 5 Carrying out the assignment

Write the information you have collected in the form of one or more paragraphs. Check that you have covered the structure you selected.

Step 6 Follow-up

Choose two of the activities in the extract and complete them as directed.