

1 Protective Equipment



1. Match the pictures with the items (A) and the kind of protection (B) they offer.

| A-B | Picture |
|-----|---------|
| 1h | 7 |
| 2c | 3 |
| 3b | 2 |
| 4a | 1 |
| 5e | 9 |
| 6d | 4 |
| 7f | 5 |
| 8i | 6 |
| 9g | 8 |

2. Match the words with the pictures.

grinding

welding

sawing

nailing

cutting

chipping

3. Match the words relating to potential hazards at a construction site with the pictures.

slip

cut

fall

electric shock

scrape

burn

contamination

4. Read the adapted webpage of a protective equipment supplier and then, in pairs, choose the appropriate headings for each paragraph.

- Hard hats
- Foot protection
- Hand protection
- Work pants and work shirts
- Face and/or eye protection
- Hearing protection
- Reflective/high-visibility garments
- Respiratory protection

6. The following sentences appear in the text above. Underline the modal verbs and match them with the functions below.

- a. can: ability
- b. need: necessity can: possibility
- c. should: advice should not: advice
- d. must: obligation should: advice

7. Complete the sentences in the "Personal Protective Equipment Instructions" below choosing the correct modal verb. You can use the list to get some help.

- | | |
|----------------------|---------------------|
| 1. may | 5. can |
| 2. can | 6. may not – should |
| 3. should not | 7. must |
| 4. must/ <u>need</u> | 8. don't need to |

8. Match the verbs in bold to their meanings.

1 e 2 c 3 f 4 g 5 b 6 a 7 d

10. Watch a video - or listen to your teacher talking - about respiratory protection on construction sites and mark the following statements as true (T) or false (F).

You can turn on **subtitles** if you wish to make the video easier to understand.

TRANSCRIPT

(it is **also** available if you click on the link [View the transcript](https://www.osha.gov/video/respiratory_protection/construction.html) below the video picture https://www.osha.gov/video/respiratory_protection/construction.html)

"This video provides a brief overview and general information on respiratory hazards in construction and respiratory protection programme requirements. The federal Occupational Safety and Health Administration - also called "OSHA" - and State OSHA agencies require employers to have respiratory protection programmes, if their workers are required to wear respirators on the job.

This video does not cover all of the things that your employer must do under Federal OSHA or State OSHA respiratory protection standards. This video can be a part of the OSHA-required respiratory protection training, which includes many topics, like how to put on and take off a respirator and how to use, clean, and maintain your respirator. Your employer must also provide you with worksite-specific training.

While this video discusses some of your *employer's* responsibilities under OSHA's respiratory protection standard, it is important to remember that the purpose of a respirator is to protect *your* health and safety.

Gases, dusts, mists, and fumes may be present at construction worksites. Some of these can make you sick or kill you if you breathe them in. These gases, dusts, mists, and fumes are referred to as respiratory hazards. Some respiratory hazards act quickly, like carbon monoxide which can make you unconscious or kill you in minutes. Other respiratory hazards can take years to make you sick, like asbestos which can cause lung cancer decades after you breathe it in. More examples of respiratory hazards in construction include:

- lead dust and fumes from grinding, welding, cutting, or brazing surfaces coated with lead-based paint;
- silica dust from cutting concrete or sandblasting;
- solvent vapors from adhesives, paints, strippers, cleaning solvents, and spray coatings; and
- isocyanate vapors from spray foam insulation and certain spray paints or coatings.

When there are respiratory hazards at your jobsite, your employer must use several methods to reduce your exposure to them, including:

- engineering controls (such as local exhaust ventilation);
- work practice controls (such as using wet-cutting techniques); and
- administrative controls (such as minimizing the number of workers exposed to the hazard).

When you and your co-workers cannot be adequately protected from respiratory hazards through use of these methods, then your employer must provide you with an appropriate respirator to protect your health.

Respiratory protection must be selected based on the hazard you will be exposed to on the job. Not every respirator will protect against every hazard, so it's important for your employer to select the right one. For example, filtering facepiece respirators may protect you against particulate hazards, such as dusts. However, a filtering facepiece respirator will not protect you against gas and vapor hazards, like solvent vapors. If you are exposed to gases and vapors, you will need a different type of respirator. For example, you could use an air-purifying respirator with chemical cartridges or a supplied-air respirator, such as an airline respirator or self-contained breathing apparatus. In addition, supplied air respirators are the only respirators that will protect you against hazardous atmospheres, such as carbon monoxide and lack of oxygen. Selecting an appropriate respirator is your employer's responsibility.

When respirators must be used on your job site, your employer must have a respiratory protection programme. This programme must meet the requirements of either the Federal OSHA or your State OSHA respiratory protection standard.

The standard requires your employer to do the following:

- develop and implement a written respiratory protection programme;
- evaluate the respiratory hazards in the workplace;
- select and provide appropriate respirators;
- provide worker medical evaluations and respirator fit testing;
- provide for the maintenance, storage and cleaning of respirators;
- provide worker training about respiratory hazards and proper respirator use;
- evaluate workers' use of respirators and correct any problems; and
- provide you with access to specific records and documents, such as a written copy of your employer's respiratory protection programme.

Some of these requirements, such as training and fit testing, can be provided by an outside party, including a union, an apprenticeship programme, a contractor's association, or a past employer, provided they were conducted within the last twelve months. However, it is still

your current employer's responsibility to ensure that all of the requirements of the standard have been met.

Because each workplace is different, it is very important that your employer's respiratory protection programme address the conditions found in your specific workplace. For example, workplaces may differ in the following ways:

- the types and amount of respiratory hazards present;
- the people who manage the programme;
- the policies and procedures for tasks such as respirator selection, maintenance, and use; and
- other methods for controlling exposure, such as using wet-cutting techniques to reduce airborne dusts.

Since construction work settings change over time, the written programme must be updated as necessary to account for those changes in workplace conditions that affect respirator use. For example, changes in workplace conditions could include:

- new work processes or techniques, such as introducing sandblasting into an area;
- the use of new or different building materials or chemicals;
- changes in the amount of a respiratory hazard in the workplace; or
- changes in the types of respirators being used.

Notify your supervisor if something changes in your workplace that conflicts with, or may not be covered by, your respirator training or established workplace policies or procedures.

Your employer's respiratory protection programme must be managed by a qualified, trained programme administrator. This person must monitor the programme and make sure that you and your co-workers are adequately protected. The programme administrator will know a lot about your workplace respiratory protection programme, and should be able to answer any questions you may have about respirator use. The programme administrator must know about the requirements of the OSHA Respiratory Protection Standard and must periodically evaluate the programme, and make any necessary changes.

This video has provided you with a brief overview of respiratory hazards in construction and respiratory protection programme requirements. There are many other things that you must know and do before you can safely use a respirator in a hazardous work environment. While this video may be a part of your respiratory protection training, your employer must also provide you with additional training on respirators, including worksite-specific training. Remember, if you don't know if a respirator is needed for the task you will be doing, or if you are unsure about how to properly use a respirator or which filter or cartridge to use, talk to your supervisor before entering the hazardous area.”

True or False ?

| | T/F | Extract from the Transcript |
|---|-----|---|
| 1. Employers must provide workers too with worksite-specific training. | T | Your employer must also provide you with worksite-specific training. |
| 2. Asbestos makes you unconscious or kills you in minutes. | F | Some respiratory hazards act quickly, like carbon monoxide which can make you unconscious or kill you in minutes. Other respiratory hazards can take years to make you sick, like <u>asbestos which can cause lung cancer decades after you breathe it in.</u> |
| 3. A good respirator will protect you against every hazard. | F | Respiratory protection must be selected based on the hazard you will be exposed to on the job. <u>Not every respirator</u> will protect against every hazard, so it's important for your employer to select the right one. |
| 4. According to the standards, the workers themselves are responsible for correcting any problems they may have with their respirators. | F | The standard requires <u>your employer</u> to do the following: <ul style="list-style-type: none"> ▪ <u>evaluate workers' use of respirators and correct any problems</u> |
| 5. It is the workers' union's responsibility to ensure that all of the requirements of the standard have been met | F | Some of these requirements, such as training and fit testing, can be provided by an outside party, including a union, an apprenticeship programme, a contractor's association, or a past employer, provided they were conducted within the last twelve months. <u>However, it is still your current employer's responsibility</u> to ensure that all of the requirements of the standard have been met. |
| 6. It is necessary for the written protection to remain stable and unchanged over time in all workplace conditions. | F | Since construction work settings change over time, <u>the written programme must be updated as necessary</u> to account for those changes in workplace conditions that affect respirator use. |
| 7. The respiratory protection must be managed by a qualified, trained administrator. | T | Your employer's respiratory protection programme must be |

managed by a qualified, trained programme administrator.

11. Watch and listen carefully again and answer the following questions in pairs.

a. What does OSHA stand for?

The federal Occupational Safety and Health Administration - also called "OSHA"

b. Give an example of what you can learn in a respiratory protection training.

This video can be a part of the OSHA-required respiratory protection training, which includes many topics, like how to put on and take off a respirator and how to use, clean, and maintain your respirator.

c. Name some respiratory hazards.

Gases, dusts, mists, and fumes may be present at construction worksites. Some of these can make you sick or kill you if you breathe them in. These gases, dusts, mists, and fumes are referred to as respiratory hazards. Some respiratory hazards act quickly, like carbon monoxide which can make you unconscious or kill you in minutes. Other respiratory hazards can take years to make you sick, like asbestos which can cause lung cancer decades after you breathe it in. More examples of respiratory hazards in construction include:

- lead dust and fumes from grinding, welding, cutting, or brazing surfaces coated with lead-based paint;
- silica dust from cutting concrete or sandblasting;
- solvent vapors from adhesives, paints, strippers, cleaning solvents, and spray coatings; and
- isocyanate vapors from spray foam insulation and certain spray paints or coatings.

d. What kinds of controls must an employer introduce when there are respiratory hazards at the job site?

When there are respiratory hazards at your jobsite, your employer must use several methods to reduce your exposure to them, including:

- engineering controls (such as local exhaust ventilation);
- work practice controls (such as using wet-cutting techniques); and
- administrative controls (such as minimizing the number of workers exposed to the hazard).

e. Does every respirator protect you against every hazard? Why / why not?

Because each workplace is different, it is very important that your employer's respiratory protection programme address the conditions found in your specific workplace. For example, workplaces may differ in the following ways:

- the types and amount of respiratory hazards present;
- the people who manage the programme;
- the policies and procedures for tasks such as respirator selection, maintenance, and use; and
- other methods for controlling exposure, such as using wet-cutting techniques to reduce airborne dusts.

12. Watch and listen carefully again and complete the missing words in the following sentences.

1. If you are exposed to **gases and vapours**, you will need a different type of respirator.
2. The standard requires your employer to evaluate the respiratory **hazards** in the workplace.
3. Some of these requirements, such as training and fit testing, can be provided by an **outside party**, including a union, or an apprenticeship programme.
4. Since construction work settings change over time, the written programme must be updated as necessary to account for those changes in **workplace conditions**.
5. Notify your supervisor if something changes in your workplace that conflicts with your **respirator training**.
6. This video has provided you with a brief overview of respiratory hazards in **construction** and respiratory protection programme requirements.

2 Public Works



Before you read the text, answer the following questions.

- ✓ *What service does each of these constructions provide?*
- ✓ *Who is responsible for the construction of these structures in a country?*

(Suggested answers adapted from Wikipedia)

Bridges are mostly useful for crossing rivers, valleys, or roads by vehicles but people have also used bridges for walking. Bridges are structures built over railroad tracks, roads, rivers or some other obstacle. They allow people or vehicles to cross from one side to another. There are many different designs that each serve a particular purpose and apply to different situations. Bridge designers or civil engineers must consider a number of factors such as the weather, strong winds and earthquakes when designing bridges. All bridges consist of piers that hold up the center of the bridge and abutments that support the end of the bridge. Most likely the earliest bridges were fallen trees and stepping stones.

Airports play a considerable role in economic development, and the most important cargo they move is people. Airports are much more than places to catch planes, attend an in-transit business meeting, or do some duty-free shopping; they are among the largest investments a city and region make. An efficient transportation system becomes a significant factor in attempts to develop the nation and provide services to its residents. The money used to pay for construction can come from the government budget, government bonds, national government grant funds, and (once the airport begins to function) from fees and rents paid by users.

School buildings are organized spaces purposed for teaching and learning. They are designed for various activities in a primary or secondary educational system. The classrooms, where teachers teach and students learn, are of central importance. Classrooms may be specialized for certain subjects, such as laboratory classrooms for science education. Typical schools have many other rooms and areas, which may include:

- canteen where students buy snacks.
- Athletic field, playground, gym, where students participate in sports or physical education practice
- School yards, often made of concrete, although some are being transformed into environmentally friendly teaching gardens.

- Auditorium or hall where student theatrical and musical productions can be staged and where all-school events such as assemblies are held
- Office where the administrative work of the school is done
- Library where students check out books and magazines, and often use computers
- Computer labs where computer-based work is done and the internet accessed

Usually schools are state buildings (owned or funded by the state) but there are also non-government schools, called private schools. Private schools usually rely on fees from families whose children attend the school for funding; however, sometimes such schools also receive government support. Many private schools are affiliated with a particular religion.

Railways are central to the formation of modernity and ideas of progress. The process of modernization in the 19th century involved a transition from a spatially oriented world to a time oriented world. Railways are used for transferring passengers and goods on wheeled vehicles running on rails, which are located on tracks. Tracks usually consist of steel rails. Railways contribute to social vibrancy and economic competitiveness by transporting thousands of customers and workers to city centres and inner suburbs.

Railroads financing provided the basis for a dramatic expansion of the private (non-governmental) financial system. Construction of railroads was far more expensive than factories. Funding may come from the government or from financiers (private companies etc.)

✓ ***What other kinds of buildings or infrastructures can you think of?***

The basic facilities and installations that help a government or community run, including roads, highways, ports, phone lines, sewage treatment plants and power generation - power lines. The basic physical systems of a nation (transportation, communication, sewage, water, and electric systems), as well as public **buildings** that house courts, libraries, community centers and affordable housing etc.

Examples of infrastructure (by category):

- recreation (parks, beaches)
- aesthetics (trees, green space)
- economy (goods and people movement, energy)
- law (police and courts)
- neighbourhood (community centres, social services buildings)
- public buildings (municipal buildings, schools, hospitals)
- transport infrastructure (highways, bridges, ports, airports)
- public spaces (public squares, parks)
- public services (water supply, sewage, dams, electrical grid)
- other physical assets and facilities.
- Municipal infrastructure, urban infrastructure, and rural development
- public infrastructure or critical infrastructure - includes public works (dams, waste water systems, bridges, etc.) - facilities like hospitals, banks, and telecommunications systems
- digital public infrastructure projects

- hard infrastructure (physical networks necessary for the functioning of a modern industry)- includes roads, bridges, railways, etc.
- Soft infrastructure (all the institutions that maintain the economic, health, social, and cultural standards of a country) -includes educational programmes, official statistics, parks and recreational facilities, law enforcement agencies, and emergency services.

1. Read the adapted text about public works and then do the tasks that follow.

In groups, draw a mindmap like the one below to classify words from the text that relate to public works. You can also add any other relevant words you know.

Students' own answers

2. Complete the table below with words from the text.

| | |
|--|--|
| The public works sector is responsible for: | planning, reviewing, coordinating, and supervising public construction projects in a country, in accordance with regulations concerning sustainability, high-quality, efficiency and reliability. |
| Main types/ kinds of infrastructure: | <ul style="list-style-type: none"> • public buildings • transport infrastructure • public spaces • public services • physical assets and facilities • municipal infrastructure, urban infrastructure, rural development • public infrastructure or critical infrastructure • digital public infrastructure • hard infrastructure • soft infrastructure |
| Ways of funding: | publicly, privately or through public-private partnerships |

3. Work in pairs and make a poster with the different services public works provide to citizens (e.g. education, cleaning etc.). Then make a presentation to your classmates.

A **service** is a transaction in which no physical goods are transferred from the seller to the buyer. Public services are those that society as a whole pays for. Examples of public services are the fire brigade, police, air force, and paramedics.

Sectors

- Courts
- Electricity
- Education
- Emergency services
- Environmental protection
- Health care
- Military
- Public transportation

- Public buildings
- Social services
- Telecommunications
- Urban planning
- Transportation infrastructure
- Waste management
- Water supply network

➤ Students can use their own ideas and classification to make the poster.
For example:

| | |
|--|--|
| Health care Hospitals, health care centers, community centres, social services buildings, ambulances | Recreation Parks, beaches, public squares |
| Transport highways, bridges, railways, ports, airports, fuel supply | Water supply water supply network, sewage, dams |
| Security Police, military | Environment waste management, sewage system, drainage system |

4. Read the following sentence and answer the questions below.

The public works sector, which is responsible for planning, reviewing, coordinating, and supervising public construction projects in a country, acts in accordance with specific regulations.

- ✓ **What does the word *which* refer to?** “the public works sector”
- ✓ **What is its function in the sentence?** It’s a non-defining relative pronoun: it provides additional information, not necessary to the meaning of the main sentence.
- ✓ **Which other words are used for the same function?** Relative pronouns (who, where, when, whose)

5. Compare the above sentence with the captions below. What do the relative pronouns refer to?

- ***This cement, which is lumpy, is not suitable for the pavement.*** Non-defining
- ***The man who is wearing a helmet is the project manager.*** Defining
- ***The area where the project was carried out was a poor one.*** Defining
- ***The construction company, whose name is well-known, is responsible for building the water dam.*** Non-defining

7. Complete the sentences using the correct relative pronoun/adverb. Then write D for defining and ND for non-defining sentences and whether the relative can be omitted or not.

1. which ND/ cannot be omitted
2. who D/cannot be omitted

3. when D/ cannot be omitted
4. where ND/ cannot be omitted
5. why D/can be omitted
6. whose ND/ cannot be omitted
7. where D/ cannot be omitted
8. who ND/ cannot be omitted
9. which ND/ cannot be omitted
10. where ND/ cannot be omitted

8. Complete the sentences below so they are true for you using relative pronouns/adverbs.

Students' own answers

10. Watch and listen carefully and mark the following statements as true (T) or false (F).

(8 minutes of the video/listening are enough)

TRANSCRIPT

https://www.ted.com/talks/jeanne_gang_buildings_that_blend_nature_and_city

00:01

When people think about cities, they tend to think of certain things. They think of buildings and streets and skyscrapers, noisy cabs. But when I think about cities, I think about people. Cities are fundamentally about people, and where people go and where people meet are at the core of what makes a city work. **So even more important than buildings in a city are the public spaces in between them.** And today, some of the most transformative changes in cities are happening in these public spaces.

00:37

So I believe that **lively, enjoyable public spaces are the key to planning a great city.** They are what makes it come alive. But what makes a public space work? What attracts people to successful public spaces, and what is it about unsuccessful places that keeps people away? I thought, if I could answer those questions, I could make a huge contribution to my city. But one of the more wonky things about me is that I am an animal behaviorist, and I use those skills not to study animal behavior but to study how people in cities use city public spaces.

01:22

One of the first spaces that I studied was this little vest pocket park called Paley Park in midtown Manhattan. **This little space became a small phenomenon, and because it had such a profound impact on New Yorkers, it made an enormous impression on me.** I studied this park very early on in my career because it happened to have been built by my stepfather, so I knew that places like Paley Park didn't happen by accident. I saw firsthand that they required incredible dedication and enormous attention to detail. But what was it about this space that made it special and drew people to it? Well, I would sit in the park and watch very carefully, and first among other things were the comfortable, movable chairs. People would come in, find their own seat, move it a bit, actually, and then stay a while, and then interestingly, people themselves attracted other people, and ironically, I felt more peaceful if

there were other people around. And it was green. **This little park provided what New Yorkers crave: comfort and greenery.** But my question was, **why weren't there more places with greenery and places to sit in the middle of the city where you didn't feel alone,** or like a trespasser? Unfortunately, that's not how cities were being designed.

02:55

So here you see a familiar sight. This is how plazas have been designed for generations. They have that stylish, Spartan look that we often associate with modern architecture, but it's not surprising that people avoid spaces like this. They not only look desolate, they feel downright dangerous. I mean, where would you sit here? What would you do here? But architects love them. They are plinths for their creations. They might tolerate a sculpture or two, but that's about it. And for developers, they are ideal. There's nothing to water, nothing to maintain, and no undesirable people to worry about. But don't you think this is a waste? **For me, becoming a city planner meant being able to truly change the city that I lived in and loved.** I wanted to be able to create places that would give you the feeling that you got in Paley Park, and not allow developers to build bleak plazas like this. But over the many years, **I have learned how hard it is to create successful, meaningful, enjoyable public spaces.** As I learned from my stepfather, they certainly do not happen by accident, especially in a city like New York, where public space has to be fought for to begin with, and then for them to be successful, somebody has to think very hard about every detail.

04:31

Now, open spaces in cities are opportunities. Yes, **they are opportunities for commercial investment, but they are also opportunities for the common good of the city,** and those two goals are often not aligned with one another, and therein lies the conflict.

04:50

The first opportunity I had to fight for a great public open space was in the early 1980s, when I was leading a team of planners at a gigantic landfill called Battery Park City in lower Manhattan on the Hudson River. And this sandy wasteland had lain barren for 10 years, and we were told, unless we found a developer in six months, it would go bankrupt. So we came up with a radical, almost insane idea. **Instead of building a park as a complement to future development, why don't we reverse that equation and build a small but very high-quality public open space first,** and see if that made a difference. So we only could afford to build a two-block section of what would become a mile-long esplanade, so whatever we built had to be perfect. So just to make sure, I insisted that we build a mock-up in wood, at scale, of the railing and the sea wall. And when I sat down on that test bench with sand still swirling all around me, the railing hit exactly at eye level, blocking my view and ruining my experience at the water's edge.

06:06

So you see, details really do make a difference. **But design is not just how something looks, it's how your body feels on that seat in that space, and I believe that successful design always depends on that very individual experience.** In this photo, everything looks very finished, but that granite edge, those lights, the back on that bench, the trees in planting, and the many different kinds of places to sit were all little battles that turned this project into a place that people wanted to be.

06:46

Now, this proved very valuable 20 years later when Michael Bloomberg asked me to be his planning commissioner and put me in charge of shaping the entire city of New York. And he said to me on that very day, he said that New York was projected to grow from eight to nine million people. And he asked me, "So where are you going to put one million additional New Yorkers?"

07:10

Well, I didn't have any idea. Now, you know that **New York does place a high value on attracting immigrants, so we were excited about the prospect of growth**, but honestly, where were we going to grow in a city that was already built out to its edges and surrounded by water? How were we going to find housing for that many new New Yorkers? And if we couldn't spread out, which was probably a good thing, where could new housing go? And what about cars? Our city couldn't possibly handle any more cars.

07:47

So what were we going to do? If we couldn't spread out, we had to go up. And if we had to go up, we had to go up in places where you wouldn't need to own a car. So that meant using one of our greatest assets: our transit system. But we had never before thought of how we could make the most of it. So here was the answer to our puzzle. If we were to channel and redirect all new development around transit, we could actually handle that population increase, we thought. And so here was the plan, what we really needed to do: **We needed to redo our zoning - and zoning is the city planner's regulatory tool - and basically reshape the entire city, targeting where new development could go and prohibiting any development at all in our car-oriented, suburban-style neighbourhoods.** Well, this was an unbelievably ambitious idea, ambitious because communities had to approve those plans.



1. True
2. False
3. True
4. True

11. Watch and listen carefully again and then answer the following questions in pairs.

1. What do people usually have in mind when they think about cities? What does Amanda Burden think?

When people think about cities, they tend to think of certain things. They think of buildings and streets and skyscrapers, noisy cabs. But when I think about cities, I think about people. Cities are fundamentally about people, and where people go and where people meet are at the core of what makes a city work.

2. What is the key to planning a great city and why?

Lively, enjoyable public spaces are the key to planning a great city. They are what makes it come alive.

3. Why did Paley Park in midtown Manhattan become a small phenomenon? What is special about it?

First among other things were the comfortable, movable chairs. People would come in, find their own seat, move it a bit, actually, and then stay a while, and then interestingly, people themselves attracted other people, and ironically, I felt more peaceful if there were

other people around. And it was green. This little park provided what New Yorkers crave: comfort and greenery.

4. Trying to find housing for one million additional New Yorkers and at the same time deal with the problem of traffic in the city, they came up with an ambitious solution.

What was that?

They thought that if they couldn't spread out, they had to go up in places where you wouldn't need to own a car. So that meant using one of their greatest assets: their transit system. So, they decided to redo their zoning and basically reshape the entire city, targeting where new development could go and prohibiting any development at all in our car-oriented, suburban-style neighbourhoods.

12. Watch and listen carefully again and complete the missing words in the following sentences.

1. Even more important than buildings in a city are the **public spaces** in between them.
2. This little space became a small phenomenon, and because it had such a profound **impact** on New Yorkers, it made an enormous impression on me.
3. This little park provided what New Yorkers crave: **comfort and greenery**.
4. For me, becoming a **city planner** meant being able to truly change the city that I lived in and loved.
5. Open spaces in cities are opportunities for commercial investment, but they are also opportunities for the **common good** of the city.
6. Instead of building a park as a complement to future development, why don't we reverse that equation and build a small but very **high-quality** public open space first.
7. New York does place a high value on attracting immigrants, so we were excited about the prospect of **growth**.
8. We needed to redo our zoning and basically reshape the entire city, targeting where **new development** could go.

13. Brainstorm specific public works which you consider user-friendly.

“User-friendly” places entail providing shelter from bad weather (rain, wind etc), pleasant paths and sidewalks, nice and comfortable seating areas or gathering areas, clean, comfortable and easily accessible facilities (toilets, water and utility services), good lighting to ensure good visibility and safety, safe areas for children to play, recreation facilities etc. Students can describe specific places they know which satisfy the above-mentioned criteria.

Write down examples of public works in your area which you classify as user-hostile.

Students may provide examples of places that are not safe or not clean, not easily accessible to older people, children or people with special needs etc.

For the rest of the activities (14-17) students can use what they have learnt so far or search the internet to get more ideas.