



## Al-Balqa Applied English (2)

**English**

**Second Edition**  
LANGUAGE CENTER

**UNIT 4**

**Al-Balqa Applied University**

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"The goal of life is living in agreement with nature."

**Zeno**

### Learning Objectives

1. Distinguish between active and passive sentences.
2. Change sentences from active to passive.
3. Change sentences from passive to active.
4. Read and understand passages on topics introduced in this unit.
5. Converse using the new vocabulary from this unit's Word List.
6. By mastering intonation, students can enhance their ability to express nuances and emphasize key points during conversations and presentations.
7. Helps students sound more natural and fluent when speaking English.
8. Helps students grasp the dynamics of conversation.
9. Students can make their speech more comprehensible and easier to understand by native English speakers and other English learners.

## Vocabulary

### Activity 1

#### Write It!

#### Matching Synonyms

Write the words below in the spaces provided beside the words that are closest in meaning.

|                   |               |                |              |                 |
|-------------------|---------------|----------------|--------------|-----------------|
| <b>widespread</b> | <b>damage</b> | <b>save</b>    | <b>ample</b> | <b>shortage</b> |
| <b>damp</b>       | <b>steady</b> | <b>take in</b> |              | <b>refuse</b>   |

| <b>Words</b> | <b>Synonyms</b> |
|--------------|-----------------|
| ruin         |                 |
| stabilize    |                 |
| rescue       |                 |
| scattered    |                 |
| absorb       |                 |
| decline      |                 |
| moisture     |                 |
| poverty      |                 |
| adequate     |                 |

**Activity 2**  
**Write It!**  
**Anagrams**

Look at the anagrams below and arrange them into words that are related to each other.

1. **climate** -- eathwer \_\_\_\_\_
2. **wilderness** –orefst \_\_\_\_\_
3. **wreckage** –emairns \_\_\_\_\_
4. **tropical** –armw \_\_\_\_\_
5. **shelter** –dginglo \_\_\_\_\_
6. **deterioration** – seningwor \_\_\_\_\_
7. **purify** – ansecle \_\_\_\_\_

**Activity 3****Write It!****Wildlife**

Write the words in the box in the appropriate blanks to complete the sentences.

|          |                |         |               |
|----------|----------------|---------|---------------|
| shrubs   | Photosynthesis | longing | transpiration |
| poverty  | deforestation  | erosion | deterioration |
| wreckage | drought        |         |               |

1. \_\_\_\_\_ results from removal of trees without sufficient reforestation.
2. The evaporation of water from plants is called \_\_\_\_\_.
3. \_\_\_\_\_ is a series of enzyme-catalyzed steps for the conversion of light energy into chemical energy by living organisms.
4. There are millions of people in this country who are living in \_\_\_\_\_.
5. \_\_\_\_\_ has affected many countries in Africa.
6. The children were \_\_\_\_\_ to eat the cakes their mom baked.
7. Cigarettes had caused the \_\_\_\_\_ of her health.
8. There is a huge area behind that mountain that is covered with many green \_\_\_\_\_.
9. The \_\_\_\_\_ of the ship seemed far away in the sea after the storm.
10. The \_\_\_\_\_ of the coastline by the sea ruined was noticable.

**Activity 4****Write It!****Matching Game**

Write the words in the box next to their corresponding definitions.

|               |              |               |                      |
|---------------|--------------|---------------|----------------------|
| <b>rescue</b> | <b>flood</b> | <b>pit</b>    | <b>atmosphere</b>    |
| <b>reveal</b> | <b>ash</b>   | <b>purify</b> | <b>deforestation</b> |

| <b>Word</b> | <b>Meaning</b>   |
|-------------|--|
|             | to make something known                                  |
|             | to free someone or something from danger                 |
|             | to clear forests or trees                                |
|             | a great flowing or overflowing of water                  |
|             | the gaseous envelope surrounding the earth; the air      |
|             | a hole in the ground                                     |
|             | to make pure   |
|             | the powdery residue of matter that remains after burning |

**Activity 5****Multiple Choice****Complete the Sentences**

Circle the correct answer.

- \_\_\_\_\_ is considered to be a natural disaster.
  - Drought
  - Vicinity
  - Photosynthesis
- You can use a \_\_\_\_\_ to catch fish instead of a fishing rod.
  - plain
  - leak
  - spear
- When I entered my room, I found my clothes \_\_\_\_\_ all around the place.
  - scattered
  - adequate
  - tropical
- All the family's secrets were \_\_\_\_\_ in the family reunion.
  - rescued
  - revealed
  - conserved
- Many \_\_\_\_\_ live in rainforests.
  - ecosystems
  - tribes
  - mounds

**Reading**

"In all things of nature there is something of the marvelous."

- Aristotle

**Activity 1****Multiple Choice****Camping in the Wilderness**

Read the following article and then circle the multiple choice questions that follow.

**Camping in the Wilderness**

Tina and Jennifer had taken survival classes and now they wanted to see if they could really survive on their own in the wilderness. So, one weekend, they drove to a remote part of British Columbia in Canada. In the midst of the Rocky Mountains, surrounded by forest, they were ready to put their survival skills to the test.

The first task was to find a source of drinkable water. Animals would head towards fresh water so they followed animals' tracks and sure enough they found a stream of fresh mountain water. Once they found water, they had to purify it so that they could drink it. If they boiled the water for ten minutes, it

would be safe to drink. Even if it looked safe before boiling, for all they knew a dead animal could be in the water up the stream and this would make it dangerous to drink. So, once they found their source of water, they had to build a fire. For this purpose, they brought matches and a lighter. Not only could the fire be used to purify the water, it would also keep animals and mosquitoes away. Animals are afraid of fires.



First, they made sure that the land next to the stream was dry, so they started digging a pit 4 – 6 inches deep and 3 feet across. Second, they collected firewood. They collected timber because timber is easy to ignite. After that, they tried to find larger branches and logs for fuel. They gathered as much wood as they needed and then they doubled that amount because they didn't want to run out in the middle of the night.

After starting the fire, they decided it was time to build a shelter for the weekend. They gathered lots of leaves so that they wouldn't be sleeping directly on the ground. Then they made a 'lean to' by putting a large fallen branch between two trees approx. 6-8 feet apart. As soon as they had that in place, they placed some sticks on a downward angle and dug them slightly into the ground to avoid movement and sliding. Then they used branches, leaves and scattered rocks as building materials and tools. They wanted to build a shelter that would protect them from the sun, wind, rain and heat. Within a few short hours, Tina and Jennifer managed to find water, start a fire and build a shelter. They felt so proud of themselves.

After working hard for several hours, both Tina and Jennifer were hungry. They decided that it was time to fish for dinner. They found a couple of sticks that they sharpened and used as spears to fish with. They rolled up their jeans, went into the stream and tried to catch fish. Those fish were much faster than Tina or Jennifer realized, but it wasn't long before they caught a nice big salmon. They couldn't wait to clean it and cook it so that they could just sit down and enjoy their evening in the wilderness.

The evening was perfect. There wasn't a cloud in the sky and the stars had never appeared more brilliant. The air smelled of trees and leaves and the camp fire provided just enough warmth to make them comfortable. Tina and Jennifer ate their dinner and thought back to their first survival class. They both grew up in a big city and, when they began, they didn't know anything about surviving in the wilderness. Only six short months later, there they were, surviving on their own and enjoying nature.

1. Tina and Jennifer had taken survival classes because:
  - a. they wanted to be prepared if one day they got lost on an island.
  - b. they wanted to see if they could really survive on their own in the wilderness.
  - c. a + b
  
2. The first task was:
  - a. to find a source of drinkable water.
  - b. to start a fire.
  - c. to catch fish.
  
3. The fire could be used to:
  - a. purify the water.
  - b. Keep animals and mosquitoes away.
  - c. a + b
  
4. "They didn't want to run out in the middle of the night" means:
  - a. they were very afraid.
  - b. they wanted the branches and logs to last for the whole night.
  - c. they didn't want to run away alone in the forest.
  
5. They decided to follow animals' tracks because:
  - a. they realized that animals would head towards fresh water.
  - b. they wanted to hunt them for meat.
  - c. a + b
  
6. Tina and Jennifer were able to catch fish by using:
  - a. fish food.
  - b. a spear.
  - c. a fishing rod.

## **Activity 2**

### **True or False**

#### **Natural Medicines**

Read the text below and decide whether the following statements are true or false.

#### **Natural Medicines**

Many people may be allergic to the medicines that we use in hospitals or the prescription drugs given by doctors. Fortunately, there are alternatives to these medicines and all of them are natural. Many different plants have been found to have powerful healing properties that can relieve symptoms and cure ailments and diseases. Not only that, many of them don't have the same

negative effects as traditional medication used nowadays. Take a look at the list below to learn more about some different plants and natural remedies to treat different ailments and diseases:

- The inner bark of the small palm tree contains chemicals that help prevent infection or pain.
- Ginger is used to treat indigestion, gas pains, stomach aches and colds. You just have to boil the root to make tea to treat all of these ailments.
- Aloe Vera treats rashes, wounds and sunburns and speeds up the healing time of wounds. It also treats hair loss!
- Lemon grass is made into tea to treat fevers, colds and coughs.
- Coco beans contain chemicals that treat asthma and caffeine.
- Banana leaves can be applied directly to a wound or burn.
- The trumpet flower may be used to open the airway in an asthma attack, but an overdose may also cause hallucinations.
- Rosy periwinkle is the basis for a new medication that is used to treat childhood leukemia.
- Cranberry juice is useful in the treatment of urinary tract infections.
- The gumbo limbo tree bark can be used to treat rashes and snakebites.
- Garlic contains allicin, which has been shown to reduce cholesterol levels, which in turn reduces the risk of heart attacks and strokes.
- Lemon balm has been shown to be effective in treating the herpes virus.
- Willow cures headaches and prevents and cures malaria.
- Marshmallow soothes sore throats.
- Chamomile teas treat upset stomachs and very high fevers.

1. Natural medicines can treat many common ailments and diseases.

**T F**

2. Ginger contains chemicals that help prevent infection pain.

**T F**

3. Garlic is useful in the treatment of urinary tract infections.

**T F**

4. Willow cures headaches and prevents and cures malaria.

**T F**

5. Cranberry juice is useful in the treatment of urinary tract infections.

**T F**

6. Garlic reduces the risk of heart attacks and strokes.

**T F**

7. Banana leaves heals wounds and burns.

**T F**

8. Upset stomachs and very high fevers are cured by Chamomile teas.

**T F**

## Grammar

### The Passive Voice:

Passive verbs and active verbs are counterparts of different forms. The following table summarizes this difference:

| <u>Tense</u>              | <u>Active</u>           | <u>Passive</u>               |
|---------------------------|-------------------------|------------------------------|
| <b>Present Simple</b>     | break/ breaks           | am/is/ are broken            |
| <b>Present Continuous</b> | am/ is/ are breaking    | am/ is/ are being broken     |
| <b>Present Perfect</b>    | has/ have broken        | has/ have been broken        |
| <b>Past Simple</b>        | broke                   | was/ were broken             |
| <b>Past Continuous</b>    | was/ were breaking      | was/ were being broken       |
| <b>Past Perfect</b>       | had broken              | had been broken              |
| <b>Modals</b>             | can/ must/ will...break | can/ must/ will... be broken |

### The Passive Voice:

Obviously, the passive forms are completely different from the active forms; they are formed with: **be+ past participle (pp)**

### How to Change Active Sentences into Passive?

1- The object becomes a subject

Passive verbs and active verbs are counterparts of different forms. The following table summarizes this difference:

- 2- Use a suitable form of **BE** (according to the new subject)
- 3- Use **pp**
- 4- Add **by+ agent** where necessary

**Examples:**

- The wind **has broken** the window.  
The window **has been broken** by the wind.
  
- The wind **has broken** the windows.  
The windows **have been broken** by the wind.

**Why using the passives?**

Actives and passives have similar tense functions. Speakers however tend to change from active to passive and visa versa to change the focal point of the sentence.

**Activity 1****Write It****Active to Passive**

Instructions:

Change the following sentences into passive. You don't have to use the agent.

1. Someone is helping her with the housework.  
\_\_\_\_\_
2. The mail-order company sent Mrs. Green a parcel.  
\_\_\_\_\_
3. Someone will pay you within the next few days.  
\_\_\_\_\_
4. You can improve your health with more exercise.  
\_\_\_\_\_
5. The farmer is building a new barn.  
\_\_\_\_\_
6. Mrs. Jones has sent the letter.  
\_\_\_\_\_
7. Someone had broken our door down.  
\_\_\_\_\_
8. People must obey the law.  
\_\_\_\_\_
9. The teacher explained the lesson to the students.  
\_\_\_\_\_
10. The volcano burnt many houses.  
\_\_\_\_\_

**Activity 2**  
**Type It**  
**Passive to Active**

Instructions: Change the following sentences into active.

1. The garage ought to be painted by our neighbors.

---

2. He was presented a medal by the queen.

---

3. The man is being chased by a dog.

---

4. Ted has been sold a second-hand car by Bob.

---

5. You will be given some advice by Dr. Brown.

---

6. The hotel will be redecorated by a famous designer.

---

7. He has been brought up to be polite by his parents.

---

8. That film is being remarked by someone.

---

9. The email was sent by the company.

---

10. The railroad was fixed by the workers after the earthquake.

---

**Activity 3****Circle It****Are these sentences active or passive?**

Instructions:

Circle the 'active' button if the sentence is in the active voice, and circle the 'passive' button if the sentence is in the passive voice.

1. The helmsman stopped the boat only a few yards from an enormous iceberg.

**Active**

**Passive**

2. The titanic sank in 1912.

**Active**

**Passive**

3. Male passengers were not allowed to get in the lifeboats.

**Active**

**Passive**

4. Someone stole my pen.

**Active**

**Passive**

5. The trip was arranged by the Gordons.

**Active**

**Passive**

6. Larry is going to send a letter to Tom.

**Active**

**Passive**

7. Da Vinci painted the Mona Lisa.

**Active**

**Passive**

8. The product will be advertised on television.

**Active**

**Passive**

9. The pictures were captured by the photographer.

**Active**

**Passive**

10. The girl twisted her ankle while she was playing basketball.

**Active**

**Passive**

## Listening

### Activity

#### Write It

#### Positive or Negative

Listen to the effects of different natural phenomena. Then, decide whether the effects of that phenomenon are positive or negative by writing it next to the effect.

#### Positive or Negative?

#### Volcano

Houses, buildings and fields get covered with ash. As long as people can get the ash off, their houses may not collapse, but often people leave their houses because of the ash since they are not always around to continually clean off their roofs. If the ash fall is really heavy, it can make it impossible for people to breathe.

#### Greenhouse

One of its effects is that heat emitted from the Earth is trapped in the atmosphere, providing us with a comfortable average temperature.

#### Air Pollution

It is dangerous to human health because it affects the body's respiratory system.

#### Water Pollution

It is dangerous to human health. It may cause diseases such cholera, diarrhea or typhoid.

#### Global Warming

Its main effect centers on an increase in the global average temperature. For humans, these changes in climate are dangerous to the people who live near the ocean shore or who already suffer from drought, flooding and poverty.



## Pronunciation

### Pronunciation Focus: INTONATIONS

**Intonation:** There are several types of English intonation. Intonation performs several important functions that determine the type of intonation. Falling intonation and rising intonation are the two basic types used in different types of sentences.

#### **Falling Intonation**

Standard falling intonation is the most common type of intonation in English. It is used in statements (declarative sentences), special questions, commands (imperative sentences), exclamatory sentences, in the first part of disjunctive questions and in the last part of alternative questions.

#### Statements

- She is ten years old.
- He doesn't have a car
- I don't want to call her.
- They left for London yesterday.

#### Wh- questions

- Where do you live?
- When did you call him?
- What are you reading?

#### **Rising Intonation**

English rising intonation is a rather complicated phenomenon. It can express various emotions, such as non-finality, incompleteness, question, surprise, etc.

#### Yes, NO questions

- Do you go there often?
- Have you read this book?

#### Direct address

- Tom, could you help me, please?
- Sir, you dropped your notebook.
- Liz, Are you ready to start?

**Pronunciation****Activity 1**

Give the type of the intonation used in each of the following structures.

1. How much is it?
2. We live in Moscow.
3. I haven't read this book.
4. Who wants to go there?
5. Mr. smith, your papers are ready.
6. I'd like a sandwich and a cup of coffee, please.
7. Was she glad to see him?

## Speaking

### Activity 1 Offline Activity Presentations

1. Form teams of four.
2. With your team members, think about the positive and negative effects of any natural phenomenon that comes to your mind. How can you use the positive effects in your lives and how can you reduce the negative ones?
3. Share your ideas among your team.
4. Your instructor will call on you to express your ideas in front of the rest of your class.

### Activity 2 Offline Activity Your Country's Main Environmental Problem

1. Form teams of four.
2. With your team members, discuss the main environmental problem you have in your country. For instance, it can be air pollution, water pollution, drought, etc.
3. As a citizen in your country, how can you help reduce or prevent that natural problem? Are you willing to make a difference or would you rather prefer not to be involved?
4. Your instructor will check with each team to listen to your conversations.

**Activity 3****Circle It!****Pick and Choose**

- a. Form teams of four.
- b. Click on one of the cards shown on the screen to make a question appear.
- c. With your team members, discuss possible replies to these questions.
- d. Form five proper sentences to express your thoughts.
- e. Each team will be called upon to present their answers to the class.
- f. Select one team member to present your team's answers.

**First Card's Question:**

Which decision would you make if you were the one to decide between deforestation for the sake of civilization and reforestation for the sake of the environment? Why?

**Second Card's Question:**

Have you ever healed a wound or recovered from a disease using natural medicines? What do you think about them? Are you with natural medication or against? Why?

**Third Card's Question:**

Are you trying to save water? If yes, mention how. If not, why not?

**Writing**

**"After you have exhausted what there is in business, politics, conviviality, and so on - have found that none of these finally satisfy, or permanently wear - what remains? Nature remains."**

**Walt Whitman**

**Activity 1****Write It!****All about Nature!**

- \* In MS Word, write the first draft of a paragraph that answers one of the following questions:
  - Do you feel human beings are interconnected with nature?
  - Do you feel involved in improving the environment around you? If yes, how?
- \* What do you do to keep your environment clean and healthy?
  - Check the first draft with a classmate and correct any mistakes.
  - Save your second draft.
  - You will receive instructions in class about how to submit the assignment.

Note: Try to include words from the Word List provided for this unit.

## Activity 2

### Write It

#### Cause and Effect

- In MS Word, write the first draft of one paragraph about the following:

Everyone living on this planet relies on fossil fuels which are a source of energy. However, this source of energy is non-renewable, therefore; scientists started to search for new renewable sources of energy, such as windmills. Write some ideas about how we can use alternative sources of energy to help us survive in the future.

- Check your notes with a classmate and correct any mistakes.
- Save your notes.
- You will receive instructions in class about how to submit the assignment.

**Note:** If you need more information in order to write about this topic, simply go to the internet to find it.

| <b>Word List</b>          |   |
|---------------------------|---|
| <b>wilderness (n.)</b>    | a wild and uncultivated region, as of forest or desert, uninhabited or inhabited only by wild animals; a tract of wasteland                     |
| <b>wreckage (n.)</b>      | remains or fragments of something that has been destroyed   |
| <b>rescue (v.)</b>        | to free someone or something from danger, violence or evil  |
| <b>vicinity (n.)</b>      | the area or region near or about a place; surrounding district; neighborhood  |
| <b>purify (v.)</b>        | to make pure; free from anything that pollutes  |
| <b>pit (n.)</b>           | a naturally formed or excavated hole or cavity in the ground  |
| <b>reveal (v.)</b>        | to make something known   |
| <b>scattered (adj.)</b>   | distributed or occurring at widely spaced and usually irregular intervals   |
| <b>driftwood (n.)</b>     | wood floating on a body of water or cast ashore by it   |
| <b>mound (n.)</b>         | an artificial elevation of earth, as for a defense work or a dam or barrier; an embankment  |
| <b>adequate (adj.)</b>    | fully sufficient, suitable, or fit  |
| <b>spear (n.)</b>         | a long, stabbing weapon for thrusting or throwing, consisting of a wooden shaft to which a sharp-pointed head, as of iron or steel, is attached |
| <b>longing (n.)</b>       | strong, persistent desire or craving, esp. for something unattainable or distant  |
| <b>advocate (n.)</b>      | a person who speaks or writes in support or defense of a person, cause, etc   |
| <b>conserve (v.)</b>      | to use or manage (natural resources) wisely; preserve; save   |
| <b>shrub (n.)</b>         | a woody plant smaller than a tree, usually having multiple permanent stems branching from or near the ground                                    |
| <b>leak (n.)</b>          | an unintended hole, crack, or the like, through which liquid, gas, light, etc., enters or escapes   |
| <b>plain (n.)</b>         | unobstructed, clear, or open ground   |
| <b>erosion (n.)</b>       | the process by which the surface of the earth is worn away by the action of water, wind or waves  |
| <b>deforestation (n.)</b> | to clear forests or trees   |