



# **USE OF ENGLISH ACTIVITIES**



## **BACHELOR'S DEGREE IN PLASTIC AND DIGITAL ART**

### **LEVEL C1**



## **OBJETIVO GENERAL:**

Mejorar el uso del lenguaje y la comprensión de textos en inglés con contextos reales, por medio del estudio independiente del usuario en el Centro de Auto Acceso.

## **OBJETIVOS ESPECÍFICOS:**

1. Proporcionar al usuario material auténtico en inglés para identificar el uso correcto del lenguaje.
2. Practicar el uso del lenguaje con textos reales en inglés, los cuales contienen temas de interés común.
3. Entender información general y específica en artículos auténticos en inglés relacionados con temas de interés común.
4. Ampliar el vocabulario enfocado a temas con propósitos específicos.

## **JUSTIFICACIÓN:**

Se elaboró la carpeta “Use of English Activities”, nivel C1, por la demanda de los usuarios y falta de material relacionado con estos temas en el centro de Auto Acceso de la Biblioteca Central. Se enlazó con la habilidad lectora para que el alumno verifique el uso de estos temas dentro de un contexto real.



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## CONDITIONALS

- I. **INSTRUCTIONS:** Read the text carefully and fill in the blanks with the correct conditional: zero, first, second, third or mixed conditional. Use the correct form of the verbs in the box below.

get win vote be win continue achieve involve exist fine

### MEXICAN ELECTIONS

Mexican elections are around the corner and Mexican people are wondering what will happen. Who will win the elections? Here are some statements about the four candidates.

“If I (1) \_\_\_\_\_,” Meade said, “I **will seek** dialogue at all levels of government to preserve a relationship that is deeper than many believe and that goes beyond topics such as NAFTA.”

He also said he (2) \_\_\_\_\_ to work with the U.S. on security issues, a key part of the current bilateral relationship if he **won** the elections. In addition to this, Mead said security is a goal that (3) \_\_\_\_\_ if we **have** a sufficient police capacity. Nevertheless, If Mr. Peña Nieto (4) \_\_\_\_\_ in so many corruption scandals, people **would believe** in PRI.

On the other hand, Mr. López Obrador says Mexicans (5) \_\_\_\_\_ the chance to vote him out of office every two years, by referendum if he **wins** the elections.

Mr. Anaya has a more modest suggestion for establishing the rule of law. He said he (6) \_\_\_\_\_ institutions such as the attorney-general more independent If people **voted** for him. He is the only one of the three leading candidates to emphasize this. However, If a property scandal **didn't surround** Mr. Anaya, he (7) \_\_\_\_\_ in a position to lead an institutional reform.

And If Jaime Rodriguez “El Bronco” **hadn't raised** almost \$700,000 in illicit campaign funds, Mexico's electoral authority (8) \_\_\_\_\_ him.

Finally, If (9) \_\_\_\_\_ corruption in Mexican government, an authentic democracy (10) \_\_\_\_\_.



**II. INSTRUCTIONS:** Which of the candidates said this? Write the correct letter in front of each statement according to the text above: M (Meade), A (Andres Manuel), R (Ricardo Anaya) and J (Jaime, el Bronco).



Which of the candidates said...?:

1. Mexicans would vote him out of office every two years. \_\_\_\_
2. Security would be achieved if we had a sufficient police capacity. \_\_\_\_
3. He would make the attorney-general more independent. \_\_\_\_
4. He would continue working with U.S.A. on security issues. \_\_\_\_
5. He would preserve a deeper relationship. \_\_\_\_

## PHRASAL VERBS

- I. **INSTRUCTIONS:** Complete the text with the correct form of the following phrasal verbs: look upon, deal with, run for, take place, drop off, gear up, shake up, wake up, grow into and look like.

### Latest Sandy Hook Promise PSA gives nightmarish look at school shootings

[Olivia Sanchez](#), USA TODAY Published 8:00 a.m. ET Sept. 18, 2019 | Updated 2:16 p.m. ET Sept. 18, 2019

It's not your typical TV public service announcement.

In what 1. \_\_\_\_\_ a typical American middle school, a boy flaunts orange zippers on his backpack, flashing a smile full of braces. Then, somewhere down the hall – Pop. Pop. Pop. Students **run for** their lives. A young girl hides in a bathroom stall, crying silently as she types, “I love you mom” on her smartphone.

This 67-second ad, which debuted Wednesday, is the latest in a series of gut-wrenching videos by the school safety advocacy group Sandy Hook Promise. The video titled “Back to School Essentials” shows kids 2. \_\_\_\_\_ the threat of gun violence in everyday life.

Last year was the deadliest on record for school shootings – at least 83 died or were injured in active-shooter incidents. Since Columbine, at least 228,000 students have been exposed to gun violence at school.

Will shock videos work?



We try our best to prepare kids for back to school, but we don't always think of this. Some viewers may find this video disturbing. COURTESY OF SANDY HOOK

Dewey Cornell, an education professor at the University of Virginia, is uncertain how chilling images of the worst case scenario might affect students and parents.

“School shootings are terrifying events – they tug at our heartstrings. And we see images of them over and over again, which magnifies the perception that they’re pervasive,” Cornell said.

He hadn't seen the video, but he emphasized the statistical rarity of school shootings.

“If we can help troubled kids, we’re going to prevent more shootings in a community than in a school,” Cornell said.

The ad was released a week after Congress reconvened, following six weeks of recess. There is pressure on Senate Majority Leader Mitch McConnell, R-Ky., as many Democratic lawmakers have made gun control a legislative priority after a summer wrought with mass shootings.

“We don't have to accept this as the new normal,” said Nicole Hockley, co-founder of Sandy Hook Promise.



The group has made other intense videos – but this is the first one in which the viewer can hear gunshots and see blood.

“We have to compel ourselves to address this head-on and do something about it,” Hockley told USA TODAY.

Her 6-year-old son, Dylan, was killed in the Sandy Hook shooting in 2012 in Newtown, Connecticut. He would have started eighth grade this fall.

“It’s back to school time, and you know what that means,” a caption in the ad reads. “School shootings are preventable if you know the signs.”

Across the country in Texas, English teacher Sara Te is **3.**\_\_\_\_\_ to teach a new class of middle schoolers to identify signs that a student is struggling.

The video will be shown in small groups, so teachers can facilitate conversation and support students who may be **4.**\_\_\_\_\_ by its imagery.

“Our students – they have screens in their face all the time,” Te said. “They hear things on the news. I think they're all aware that gun violence is a problem.”

For people who don’t think daily about life in a classroom, “I think some of these PSAs (PUBLIC SERVICE ANNOUNCEMENTS) really drive home what it’s like to be in school right now,” she said.



Dorothy Espelage, an education professor at the University of North Carolina, Chapel Hill, said such videos can affect parents in a variety of ways.

“Parents are very anxious 5. \_\_\_\_\_ their kids \_\_\_\_\_ every day at school,” Espelage said. “Who would have ever thought that you might not see your kid at the end of the day?”

She hopes parents will be prompted to have tough conversations with their kids, but she's concerned the video may just increase parents' anxiety.

This anxiety – and the idea that schools aren't safe – turned 20 last spring. Although the first known school shooting 6. \_\_\_\_\_ at the University of Virginia in 1840, the Columbine massacre in 1999 in Colorado 7. \_\_\_\_\_ Americans \_\_\_\_\_ to the possibility of mass violence in schools.

This fall, some parents resorted to buying bulletproof backpacks. JT Lewis, 19, who lost his little brother Jesse in the Sandy Hook shooting, has one but doesn't wear it.

The backpacks create the illusion of safety, the University of Connecticut sophomore said. He said the focus should be on improving mental health services and hardening schools.

School security has 8. \_\_\_\_\_ a \$2.7 billion market, an estimate that doesn't include the billions of dollars spent on school resource officers or armed guards, which Lewis also advocates for.

“As long as national politicians are going to be bickering over this issue (of gun control) and not accomplishing anything, we have to take measures ourselves,” Lewis said. He's a Republican 9. \_\_\_\_\_ running for state Senate in Connecticut on a platform of school safety.

He hadn't seen “Back to School Essentials,” but he said, “Obviously, we need to do something to keep kids safe in schools because we have failed them to this point.”

Kristina Alzugaray, 17, a high school senior in Miami and a member of the Sandy Hook Promise National Youth Advisory Board, said the videos can be a good entryway into difficult conversations about school safety.





Although the obvious audience for these videos is students and parents, Alzugaray said, she hopes lawmakers will watch it, too.

The videos convey the worst possible outcome for school violence, but she wants political leaders **10.**\_\_\_\_\_ everyday school safety a priority.

Deborah Temkin, an education researcher at Child Trends, said preventing social isolation and creating trusting school environments – two of Sandy Hook Promise’s main initiatives – are the most productive ways to prevent violence.

“We have to recognize that we can harm our students in preparation for something that most likely is not going to happen,” Temkin said. “We have to balance that need for protection with the need to make sure that we are protecting students in the here and now.”

Taken from:

<https://www.usatoday.com/story/news/nation/2019/09/18/sandy-hook-promise-psa-gives-graphic-look-school-shootings/2301317001/>



II. Choose the correct option according to the article.

1. What's the article about?
  - a. A recent school shooting.
  - b. A video to prevent school shootings.
  - c. A group that has made videos.
  
2. What's Sandy Hook Promise?
  - a. It's a video which shows the threat of gun violence.
  - b. It's a video which lasts 67 seconds.
  - c. It's a school safety advocacy group.
  
3. How many people died or were injured in active-shooter incidents last year?
  - a. 83
  - b. 67
  - c. 228,000
  
4. What doesn't the video "Back to School Essentials" show?
  - a. Gunshots and blood.
  - b. Parents having tough conversations with their kids.
  - c. Kids dealing with the threat of gun violence.
  
5. What is the purpose of the video "Back to School Essentials"?
  - a. Prevent school shootings.
  - b. To buy bulletproof backpacks.
  - c. Improve mental health services and harden schools.
  
6. Some people don't agree with this video because
  - a. Students may not be shaken up by its imagery.
  - b. It can't affect parents.
  - c. It may increase parent's anxiety.
  
7. Which are Sandy Hook Promise's main initiatives to prevent violence?
  - a. Improve mental health service and harden schools.
  - b. Prevent social isolation and create trusting school environments.
  - c. Spend on school resource officers and armed guards.
  
8. A caption in the ad reads:
  - a. School shootings are preventable if you know the signs.
  - b. We don't have to accept this as the new normal
  - c. We have to do something about it.



## MODAL AUXILIARIES

- I. INSTRUCTIONS:** Read the text carefully and fill in the blanks with the correct modal: can, could, may, might, should, must, have to.

### Information for Visitors to Mexico

- 1. Passport Validity.** The maximum period of time that a visitor \_\_\_\_\_ stay in Mexico without a formal visa is six months.
- 2.** Immigration authorities at the port of entry \_\_\_\_\_ allow or deny entry of any person into Mexico. If you have a passport that is valid for less than six months and you intend to stay in Mexico for vacation, the Immigration Officer \_\_\_\_\_ allow you entry.
- 3. Mexico Visitor's Permit (FMM).** For countries that don't need a visa, a Mexico Visitor's Permit (FMM) will \_\_\_\_\_ be filled out in place of a visa. This is a simple form: airlines pass these out aboard flights and \_\_\_\_\_ be filled out on the airplane before you land, or you \_\_\_\_\_ acquire one at all airports, land border crossings and sea ports of entry.
- 4.** A lost permit, especially if you only notice at the airport when you are ready to leave and tell the officer "I was looking for it, but I \_\_\_\_\_ find it", will delay your exit and \_\_\_\_\_ cause you to miss your flight.
- 5.** If you are planning to do a lot of shopping in Mexico, you \_\_\_\_\_ check at the information desk at (air) port of departure in your home country for the latest duty-free allowances.
- 6.** Most goods classed as art and craft work are free of import taxes and you \_\_\_\_\_ bring as many home as you like, provided the quantities would be considered 'for personal enjoyment'.
- 7.** Weather \_\_\_\_\_ change in Mexico from one day to another. So, you \_\_\_\_\_ bring warm clothes, too.
- 8.** You \_\_\_\_\_ buy items for personal use in Mexico as you are allowed to bring them from your country.
- 9.** You \_\_\_\_\_ arrive early at the airport so you don't miss the plane.
- 10.** You \_\_\_\_\_ drink water directly from the tap as you \_\_\_\_\_ get an infection. You \_\_\_\_\_ buy bottles of drinking water instead.

**II. INSTRUCTIONS:** Choose True or False according to the text.



1. A visitor without a formal visa stays in Mexico more than six months. \_\_\_\_\_
2. A Mexico Visitor's Permit (FMM) is required for countries that don't need a visa. \_\_\_\_\_
3. It's important to check the latest duty-free allowances before leaving your country if you plan to shop a lot in Mexico. \_\_\_\_\_
4. Art and craft goods pay taxes if they are for personal enjoyment. \_\_\_\_\_
5. Weather in Mexico is changeable. Bring all kinds of clothes. \_\_\_\_\_
6. You can bring items for personal use from your country. \_\_\_\_\_
7. You don't have to arrive early at the airport. \_\_\_\_\_
8. You can drink water directly from the faucet in Mexico. \_\_\_\_\_

## PASSIVE VOICE

- I. **INSTRUCTIONS:** Read the following text and fill in the blanks with the correct passive form of the verbs from the box.

load    heat    inject    reheat    join    cool    circulate    blow  
 squash    box up    add    make    use    place    measure    do

### How are plastic bottles made?

A plastic bottle is a common enough item and one with which you'll **be** well **acquainted!** But how **is** a plastic bottle **made**?

Many plastic bottles 1. \_\_\_\_\_ of a substance called PET – that's short for polyethylene terephthalate. It makes bottles that are lightweight and strong – useful when bottles 2. \_\_\_\_\_ for food and drinks.



Pellets of PET and recycled plastics 3. \_\_\_\_\_ into special ovens and 4. \_\_\_\_\_ to 260 degrees centigrade so that it melts.

This melted plastic 5. \_\_\_\_\_ then \_\_\_\_\_ into small moulds – that's like a hollow space that shapes the plastic into long thin tubes.

The tubes 6. \_\_\_\_\_ then \_\_\_\_\_ and 7. \_\_\_\_\_ in bottle shaped moulds – where high pressured air inflates them to fill the mould and to take their final shape.

Sometimes, to make sure that the bottom of each bottle has a flat shape to help it stand up straight, another piece of plastic 8. \_\_\_\_\_ to the bottle during the moulding process.

The bottles must 9. \_\_\_\_\_ instantly or they will lose their shape as the warm plastic will creep downwards.

Sometimes cold water or liquid nitrogen might 10. \_\_\_\_\_ around the moulds, or air 11. \_\_\_\_\_ at room temperature.

Like most manufacturing, it's important to test samples from the production line. Samples will 12. \_\_\_\_\_ to make sure they're the right shape and size. They'll also 13. \_\_\_\_\_ to see how strong they are. Once ready, the finished bottles will 14. \_\_\_\_\_, ready for dispatch.

The final step is putting a cap onto the bottle. This 15. \_\_\_\_\_ by the food company, after the drink or food 16. \_\_\_\_\_.



Whilst plastic is a very versatile material, it can take hundreds of years to decompose naturally. That's why it's really important to recycle any that you use!

Taken from: <http://www.funkidslive.com/learn/hows-it-made/plastic-bottles-made/#>

II. **INSTRUCTIONS:** Number the sentences according to the correct procedure to make bottles.

- \_\_\_ The bottles are cooled instantly so they don't lose their shape.
- \_\_\_ The melted plastic is shaped by long thin tubes.
- \_\_\_ Samples from the production line are tested.
- \_\_\_ These tubes are re-heated and placed in bottle shaped moulds.
- \_\_\_ They are measured for the right shape and size.
- \_\_\_ Pellets of PET are melted at 260 degrees centigrade.
- \_\_\_ High pressured air inflates the moulds to take their final shape.
- \_\_\_ A cap is put onto the bottle after the drink has been added.
- \_\_\_ After that, they are boxed up to dispatch.
- \_\_\_ Then they are squashed to check their strength.

## PREPOSITIONS 1

- I. **INSTRUCTIONS:** Read the following text related to migration carefully and fill in the blanks with the correct preposition.

### The migrant caravan could be weeks away from the US border

By [Catherine E. Shoichet](#), [Natalie Gallón](#) and [Patrick Oppmann](#), CNN

Updated 1857 GMT (0257 HKT) October 26, 2018

Caravan over 1,000 miles from US border 03:27

(CNN)US President Donald Trump has pointed (1) \_\_\_\_\_ a massive caravan of migrants trekking north through Mexico as a major issue (2) \_\_\_\_\_ the upcoming midterm elections.



But when Election Day rolls around (3) \_\_\_\_\_ November 6, the caravan could still be somewhere (4) \_\_\_\_\_ the middle of Mexico, depending on the group's current location, how fast it's been traveling and how long it's taken other groups of migrants to cross the country.

(5) \_\_\_\_\_ Friday morning, the caravan of thousands (6) \_\_\_\_\_ people left Pijijiapan, Mexico, about 110 miles (7) \_\_\_\_\_ the Mexico-Guatemala border, where many of the caravan's members skirted authorities and crossed (8) \_\_\_\_\_ rafts. The group is heading next (9) \_\_\_\_\_ the municipality (10) \_\_\_\_\_ Arriaga, about 60 miles away -- a journey that will likely take days.

It's still too soon to know exactly where along the vast US-Mexico border the bulk of this caravan will travel. But at the moment, they're heading west. After a vote Thursday night, members of the group decided to march toward Mexico's Oaxaca state rather than crossing to the eastern part of the country. (11) \_\_\_\_\_ there, organizers say, they'll travel on (12) \_\_\_\_\_ Mexico City, where the group hopes to push for the Mexican government to change immigration laws.

Organizers have told CNN they still don't know exactly which route they'll take to the border. Much depends (13) \_\_\_\_\_ the Mexican government and what routes the caravan is allowed to travel, whether its members are detained or held in certain areas and whether the group is provided with buses to speed their journey. There's a possibility some members will split off and try to make their own way to the US-Mexico border. Others have decided to stay in Mexico -- or return to their home countries.



The safest route would take them to Tijuana, across the US border from San Diego. A large caravan that crossed Mexico (14) \_\_\_\_\_ the spring -- and also drew fire from President --took more than 30 days to reach Tijuana from Tapachula, Mexico -- a city this caravan departed (15) \_\_\_\_\_ Monday. Right now the closest border crossing to this caravan would be between Matamoros, Mexico, and Brownsville, Texas, about 1,000 miles away from the group's current location. But heading that way is considered a more dangerous route. The group crossed (16) \_\_\_\_\_ Mexico a week ago, nearly a week after the caravan formed (17) \_\_\_\_\_ San Pedro Sula, Honduras.

Migrants in the caravan have told CNN they're fleeing poverty and violence -- and that they're not deterred (18) \_\_\_\_\_ the Trump administration's plans to deploy troops to the border. Military has no intention of shooting (19) \_\_\_\_\_ caravan, DHS chief says. And they may not be the only ones headed north: other caravans in Central America appear to be following (20) \_\_\_\_\_ their footsteps.

To date, the caravan trekking through Mexico has traveled about 20-30 miles a day, traveling largely (21) \_\_\_\_\_ foot and also hitching rides (22) \_\_\_\_\_ passing vehicles when possible. If it continues (23) \_\_\_\_\_ that rate, reaching Tijuana could take months, and reaching Matamoros could take weeks.

The Mexican government estimates about 3,600 people are heading north. The caravan's organizers and international aid groups, including UNHCR, \_\_\_\_\_ have said more than 7,000 people make (24) \_\_\_\_\_ the group.

Mexican authorities say they've begun processing asylum requests (25) \_\_\_\_\_ more than 2,700 Central Americans who arrived with this caravan. And nearly 500 more Hondurans have voluntarily agreed to return to their home country, Mexican officials said.

*CNN's Cynde Strand, Leyla Santiago, Bill Weir and Julian Quinones contributed to this report.*

Taken from: <https://edition.cnn.com/2018/10/23/americas/caravan-location-map/index.html>



**II. INSTRUCTIONS:** Answer the questions according to the information in the text. Match the columns.

1. What's the most important issue for the next midterm elections in the USA?	a. In San Pedro Sula, Honduras.
2. When will the elections take place?	b. To push for the Mexican government to change immigration laws.
3. How far is Pijijiapan from the Mexico-Guatemala border?	c. From Tapachula to Tijuana
4. Why will the caravan travel to Mexico?	d. On November 6, 2018.
5. Will all the members of the caravan go to the USA?	e. They're fleeing poverty and violence.
6. Which would be the safest route to get to the U.S.A?	f. From Tapachula to Matamoros
7. Where was the caravan formed?	g. More than 7,000.
8. Why are the migrants going to the U.S.A.?	h. A massive caravan of migrants trekking north through Mexico.
1. Which is the nearest route?	i. Some have decided to stay in Mexico and some have returned home.
10. How many people make up the caravan?	j. It's about 110 miles.

## PREPOSITIONS 2

- I. **INSTRUCTIONS:** Complete the text with the correct preposition: in, by, of, to, about, out, with, for, on.

### ALZHEIMER'S DISEASE

#### Overview



Alzheimer's disease is a progressive disorder that causes brain cells to waste away and die. Alzheimer's disease is the most common cause of dementia — a continuous decline (1) \_\_\_\_\_ thinking, behavioral and social skills that disrupts a person's ability to function independently.

The early signs of the disease may be forgetting recent events or conversations. As the disease progresses, a person with Alzheimer's disease will develop severe memory impairment and lose the ability to carry (2) \_\_\_\_\_ everyday tasks.

Current Alzheimer's disease medications may temporarily improve symptoms or slow the rate of decline. These treatments can sometimes help people with Alzheimer's disease maximize function and maintain independence for a time. Different programs and services can help support people (3) \_\_\_\_\_ Alzheimer's disease and their caregivers.

There is no treatment that cures Alzheimer's disease or alters the disease process in the brain. In advanced stages of the disease, complications from severe loss of brain function — such as dehydration, malnutrition or infection — result in death.

#### Symptoms

At first, a person with Alzheimer's disease may be aware (4) \_\_\_\_\_ having difficulty with remembering things and organizing thoughts. A family member or friend may be more likely to notice how the symptoms worsen.

**Brain changes associated with Alzheimer's disease lead (5) \_\_\_\_\_ growing trouble with:**

#### Memory

Everyone has occasional memory lapses. It's normal to lose track (6) \_\_\_\_\_ where you put your keys or forget the name of an acquaintance. But the memory loss associated (7) \_\_\_\_\_ Alzheimer's disease persists and worsens, affecting the ability to function at work or at home.

People with Alzheimer's may:



- Repeat statements and questions over and over
- Forget conversations, appointments or events, and not remember them later
- Routinely misplace possessions, often putting them in illogical locations
- Get lost in familiar places
- Eventually forget the names of family members and everyday objects
- Have trouble finding the right words to identify objects, express thoughts or take part (8) \_\_\_\_\_ conversations

### Thinking and reasoning

Multitasking is especially difficult, and it may be challenging to manage finances, balance checkbooks and pay bills on time. These difficulties may progress to an inability to recognize and deal (9) \_\_\_\_\_ numbers.

### Making judgments and decisions

The ability to make reasonable decisions and judgments in everyday situations will decline. For example, a person may make poor or uncharacteristic choices in social interactions or wear clothes that are inappropriate for the weather. It may be more difficult to respond effectively (10) \_\_\_\_\_ everyday problems, such as food burning on the stove or unexpected driving situations.

### Planning and performing familiar tasks

Once-routine activities that require sequential steps, such as planning and cooking a meal or playing a favorite game, become a struggle as the disease progresses. Eventually, people with advanced Alzheimer's may forget how (11) \_\_\_\_\_ perform basic tasks such as dressing and bathing.

### Changes in personality and behavior

Brain changes that occur in Alzheimer's disease can affect moods and behaviors. Problems may include the following:

<ul style="list-style-type: none"> <li>• Depression</li> <li>• Apathy</li> <li>• Social withdrawal</li> <li>• Mood swings</li> <li>• Distrust in others</li> </ul>	<ul style="list-style-type: none"> <li>• Irritability and aggressiveness</li> <li>• Changes in sleeping habits</li> <li>• Wandering</li> <li>• Loss of inhibitions</li> <li>• Delusions, such as believing something has been stolen</li> </ul>
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## Preserved skills

Many important skills are preserved (12) \_\_\_\_\_ longer periods even while symptoms worsen. Preserved skills may include reading or listening (13) \_\_\_\_\_ books, telling stories and reminiscing, singing, listening to music, dancing, drawing, or doing crafts.

These skills may be preserved longer because they are controlled (14) \_\_\_\_\_ parts of the brain affected later in the course of the disease.

## When to see a doctor

A number of conditions, including treatable conditions, can result (15) \_\_\_\_\_ memory loss or other dementia symptoms. If you are concerned about your memory or other thinking skills, talk (16) \_\_\_\_\_ your doctor for a thorough assessment and diagnosis.

If you are concerned (17) \_\_\_\_\_ thinking skills you observe in a family member or friend, talk (18) \_\_\_\_\_ your concerns and ask about going together to a doctor's appointment.

## Causes

Scientists believe that for most people, Alzheimer's disease is caused (19) \_\_\_\_\_ a combination of genetic, lifestyle and environmental factors that affect the brain over time. Less than 1 percent of the time, Alzheimer is caused by specific genetic changes that virtually guarantee a person will develop the disease. These rare occurrences usually result in disease onset in middle age.

The exact causes of Alzheimer's disease aren't fully understood, but at its core are problems with brain proteins that fail to function normally, disrupt the work of brain cells and unleash a series of toxic events. Neurons are damaged, lose connections to each other and eventually die.

The damage most often starts in the region of the brain that controls memory, but the process begins years before the first symptoms. The loss of neurons spreads (20) \_\_\_\_\_ a somewhat predictable pattern to other regions of the brains. By the late stage of the disease, the brain has shrunk significantly. Researchers are focused (21) \_\_\_\_\_ the role of two proteins: Plaques and Tangles.

## Risk factors

### Age

One study, for example, found that annually there were two new diagnoses per 1,000 people ages 65 to 74, 11 new diagnoses per 1,000 people ages 75 to 84, and 37 new diagnoses per 1,000 people age 85 and older.



### Family history and genetics

Your risk (22) \_\_\_\_\_ developing Alzheimer is somewhat higher if a first-degree relative — your parent or sibling — has the disease. Most genetic mechanisms of Alzheimer among families remain largely unexplained, and the genetic factors are likely complex.

One better understood genetic factor is a form of the apolipoprotein E gene (APOE). A variation of the gene, APOE e4, increases the risk of Alzheimer's disease, but not everyone with this variation of the gene develops the disease.

Scientists have identified rare changes (mutations) in three genes that virtually guarantee a person who inherits one of them will develop Alzheimer's. But these mutations account (23) \_\_\_\_\_ less than 1 percent of people with Alzheimer's disease.

### Down syndrome

Many people with Down syndrome develop Alzheimer's disease. This is likely related (24) \_\_\_\_\_ having three copies of chromosome 21 — and subsequently three copies of the gene for the protein that leads to the creation of beta-amyloid. Signs and symptoms of Alzheimer's tend (25) \_\_\_\_\_ appear 10 to 20 years earlier in people with Down syndrome than they do (26) \_\_\_\_\_ the general population.

### Sex

There appears to be little difference in risk between men and women, but, overall, there are more women with the disease because they generally live longer than men.

### Mild cognitive impairment

Mild cognitive impairment (MCI) is a decline in memory or other thinking skills that is greater than what would be expected for a person's age, but the decline doesn't prevent a person from functioning in social or work environments.

People who have MCI have a significant risk of developing dementia. When the primary MCI deficit is memory, the condition is more likely to progress to dementia due to Alzheimer's disease. A diagnosis of MCI enables the person to focus on healthy lifestyle changes, develop strategies to compensate for memory loss and schedule regular doctor appointments to monitor symptoms.

### Past head trauma

People who've had a severe head trauma have a greater risk of Alzheimer's disease.



### Poor sleep patterns

Research has shown that poor sleep patterns, such as difficulty falling asleep or staying asleep, are associated with an increased risk of Alzheimer's disease.

### Lifestyle and heart health

Research has shown that the same risk factors associated (27) \_\_\_\_\_ heart disease may also increase the risk of Alzheimer's disease. These include:

- Lack of exercise
- Obesity
- Smoking or exposure to secondhand smoke
- High blood pressure
- High cholesterol
- Poorly controlled type 2 diabetes

These factors can all be modified. Therefore, changing lifestyle habits can to some degree alter your risk. For example, regular exercise and a healthy low-fat diet rich in fruits and vegetables are associated with a decreased risk of developing Alzheimer's disease.

### Prevention

Alzheimer's disease is not a preventable condition. However, a number of lifestyle risk factors for Alzheimer's can be modified. Evidence suggests that changes in diet, exercise and habits — steps to reduce the risk of cardiovascular disease — may also lower your risk of developing Alzheimer's disease and other disorders that cause dementia. Heart-healthy lifestyle choices that may reduce the risk (28)\_\_\_\_\_ Alzheimer's include the following:

- Exercise regularly
- Eat a diet of fresh produce, healthy oils and foods low in saturated fat
- Follow treatment guidelines to manage high blood pressure, diabetes and high cholesterol
- If you smoke, ask your doctor (29)\_\_\_\_\_ help to quit smoking

Studies have shown that preserved thinking skills later in life and a reduced risk of Alzheimer's disease are associated with participating (30)\_\_\_\_\_ social events, reading, dancing, playing board games, creating art, playing an instrument, and other activities that require mental and social engagement.

[By Mayo Clinic Staff](#)



**II. INSTRUCTIONS:** After reading the article, choose the correct option according to the text.

1. What's Alzheimer's disease?
  - a. It's a disease which has several symptoms and treatments.
  - b. It's a progressive disorder which develops severe memory disability.
  - c. It's a disease with no medications to improve symptoms.
2. Which are the symptoms for Alzheimer's disease?
  - a. Forget conversations and remember them later.
  - b. Repeat statements and questions once in a while.
  - c. Forget recent events or conversations and get lost in familiar places.
3. People with Alzheimer's disease have trouble:
  - a. Managing finances and paying bills on time.
  - b. Responding to expected driving situations.
  - c. Making unreasonable decisions or judgments.
4. People with Alzheimer's disease may have these changes in personality and behavior:
  - a. Putting possessions in illogical locations.
  - b. Forgetting how to dress and take a bath.
  - c. Delusions, apathy, depression, irritability and aggressiveness.
5. These skills are preserved for longer periods because they are affected later.
  - a. Multitasking and inability to recognize and deal with numbers.
  - b. Reading books, singing, dancing, drawing, listening to music, or doing crafts.
  - c. Planning and performing familiar tasks.
6. Which are the causes of Alzheimer's disease?
  - a. Specific genetic changes that will develop the disease.
  - b. Problems with the proteins Plaques and Tangles that fail to function normally.
  - c. Genetic, lifestyle and environmental factors.
7. These are NOT risk factors for Alzheimer's disease:
  - a. Age, family history and genetics.
  - b. If your parent or sibling has the disease.
  - c. If your uncles or aunts have the disease.
8. Which of the following statements is FALSE?
  - a. Many people with Down syndrome develop Alzheimer's disease.
  - b. There are more men with Alzheimer's disease because they live longer.
  - c. People with a serious head trauma have an increased risk of Alzheimer's disease.
9. Which of the following statements is TRUE?
  - a. Poor sleep patterns aren't associated with an increased risk of Alzheimer's disease.
  - b. The risk factors associated with heart disease may not increase the risk of this disease.
  - c. Lack of exercise, obesity and high cholesterol may increase the risk of Alzheimer's.
10. Which heart-healthy lifestyle choices may NOT reduce the risk of developing Alzheimer's?
  - a. Quit smoking and exercising regularly.
  - b. Avoid eating a diet of fresh produce, healthy oil and foods low in saturated fat.
  - c. Participating in social events and other activities that require mental engagement.



# ANSWER KEY

## Use of English Activities Level C1

<p><b>1. Mexican Elections (Conditionals)</b></p> <p>I.</p> <ol style="list-style-type: none"> <li>win</li> <li>would continue</li> <li>will be achieved</li> <li>hadn't been involved</li> <li>will get</li> <li>would make</li> <li>didn't surround</li> <li>hadn't raised</li> <li>there is</li> <li>doesn't exist</li> </ol> <p>II.</p> <ol style="list-style-type: none"> <li>A</li> <li>M</li> <li>R</li> <li>M</li> <li>M</li> </ol>	<p><b>2. Latest Sandy Hook Promise PSA gives nightmarish look at school shootings (Phrasal Verbs)</b></p> <p>I.</p> <ol style="list-style-type: none"> <li>looks like</li> <li>dealing with</li> <li>gearing up</li> <li>shaken up</li> <li>to drop__off</li> <li>took place</li> <li>woke__up</li> <li>grown into</li> <li>running for</li> <li>to look upon</li> </ol> <p>II.</p> <ol style="list-style-type: none"> <li>b</li> <li>c</li> <li>a</li> <li>b</li> <li>a</li> <li>c</li> <li>b</li> <li>a</li> </ol>	<p><b>3. Information for Visitors to Mexico (Modals)</b></p> <p>I.</p> <ol style="list-style-type: none"> <li>may</li> <li>may, might</li> <li>have to, should, can</li> <li>couldn't, may</li> <li>should</li> <li>can</li> <li>may, should</li> <li>don't have to</li> <li>must</li> <li>mustn't, may, should</li> </ol> <p>II.</p> <ol style="list-style-type: none"> <li>false</li> <li>true</li> <li>true</li> <li>false</li> <li>true</li> <li>true</li> <li>false</li> <li>false</li> </ol>	<p><b>3. How are plastic bottles made? (Passive)</b></p> <p>I.</p> <ol style="list-style-type: none"> <li>are made</li> <li>are used</li> <li>are loaded</li> <li>heated</li> <li>is injected</li> <li>are re-heated</li> <li>placed</li> <li>is joined</li> <li>must be cooled</li> <li>might be circulated</li> <li>is blown</li> <li>be measured</li> <li>be squashed</li> <li>be boxed up</li> <li>is done</li> <li>has been added</li> </ol> <p>II.</p> <p>5, 2, 6, 3, 7, 1, 4, 10, 9, 8</p>	<p><b>5. The migrant caravan could be weeks away from the US border (Prepositions 1)</b></p> <p>I.</p> <table border="0"> <tr><td>1. to</td><td>13. On</td></tr> <tr><td>2. in</td><td>14. In</td></tr> <tr><td>3. on</td><td>15. On</td></tr> <tr><td>4. in</td><td>16. into</td></tr> <tr><td>5. on</td><td>17. in</td></tr> <tr><td>6. of</td><td>18. by</td></tr> <tr><td>7. from</td><td>19. at</td></tr> <tr><td>8. in</td><td>20. in</td></tr> <tr><td>9. to</td><td>21. on</td></tr> <tr><td>10. of</td><td>22. on</td></tr> <tr><td>11. from</td><td>23. at</td></tr> <tr><td>12. to</td><td>24. Up</td></tr> <tr><td>25. for</td><td></td></tr> </table> <p>II.</p> <table border="0"> <tr><td>1. h</td><td>6. c</td></tr> <tr><td>2. d</td><td>7. a</td></tr> <tr><td>3. j</td><td>8. e</td></tr> <tr><td>4. b</td><td>9. f</td></tr> <tr><td>5. i</td><td>10. g</td></tr> </table>	1. to	13. On	2. in	14. In	3. on	15. On	4. in	16. into	5. on	17. in	6. of	18. by	7. from	19. at	8. in	20. in	9. to	21. on	10. of	22. on	11. from	23. at	12. to	24. Up	25. for		1. h	6. c	2. d	7. a	3. j	8. e	4. b	9. f	5. i	10. g
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**6. Alzheimer's disease (Prepositions 2)**

<p>I.</p> <table border="0"> <tr><td>1. in</td><td>8. in</td><td>15. in</td><td>22. of</td><td>29. for</td></tr> <tr><td>2. out</td><td>9. with</td><td>16. to</td><td>23. for</td><td>30. in</td></tr> <tr><td>3. with</td><td>10. to</td><td>17. about</td><td>24. to</td><td></td></tr> <tr><td>4. of</td><td>11. to</td><td>18. about</td><td>25. to</td><td></td></tr> <tr><td>5. to</td><td>12. for</td><td>19. by</td><td>26. for</td><td></td></tr> <tr><td>6. of</td><td>13. to</td><td>20. in</td><td>27. with</td><td></td></tr> <tr><td>7. with</td><td>14. by</td><td>21. on</td><td>28. of</td><td></td></tr> </table>	1. in	8. in	15. in	22. of	29. for	2. out	9. with	16. to	23. for	30. in	3. with	10. to	17. about	24. to		4. of	11. to	18. about	25. to		5. to	12. for	19. by	26. for		6. of	13. to	20. in	27. with		7. with	14. by	21. on	28. of		<p>II.</p> <table border="0"> <tr><td>1. b</td><td>2. c</td><td>3. a</td><td>4. c</td><td>5. b</td><td>6. c</td><td>7. c</td><td>8. b</td><td>9. c</td><td>10. b</td></tr> </table>	1. b	2. c	3. a	4. c	5. b	6. c	7. c	8. b	9. c	10. b
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## SELF-EVALUATION TABLE

*INSTRUCTIONS: Count your correct answers in each exercise and check your grade in the table.*

	GRADE			
	AMOUNT OF CORRECT ANSWERS			
AMOUNT OF QUESTIONS IN THE EXERCISE	 <b>EXCELLENT!</b> Your grammar and reading comprehension skills are really good	 <b>GOOD!</b> Continue doing exercises like this to improve your grammar and reading comprehension skills	 <b>FAIR!</b> You only need to practice more. Don't give up!	 <b>POOR!</b> If you want, you can improve your grammar and reading comprehension skills.
1	1	-	-	0
2	2	-	-	0-1
3	3	-	2	0-1
4	4	-	3	0-2
5	5	4	3	0-2
6	6	5	4	0-3
7	7	6	5	0-4
8	8	7	5-6	0-4
9	9	7-8	5-6	0-4
10	9-10	8	6-7	0-5
11	10-11	9	7-8	0-6
12	11-12	10	9-8	0-7
13	12-13	11	8-10	0-7
14	13-14	12	9-11	0-8
15	14-15	12-13	9-11	0-8
16	15-16	13-14	10-12	0-9
17	16-17	14-15	11-13	0-10
18	17-18	15-16	11-14	0-10
19	18-19	16-17	12-15	0-11
20	18-20	16-17	12-15	0-11
21	19-21	17-18	13-16	0-12
22	20-22	18-19	14-17	0-13
23	21-23	19-20	14-18	0-13
24	22-24	20-21	15-19	0-14
25	23-25	20-22	15-19	0-14
26	24-26	21-23	16-20	0-15



## SUGGESTIONS

- ❖ If your grade is “fair or poor”, you need to practice more grammar and reading skills which will help you improve your grammar and reading comprehension. Some of the books suggested for this purpose are:
  - **Craven**, Miles (2003). *Developing Reading Keys*. Thailand. Macmillan.
  - **Craven**, Miles (2003). *Introducing Reading Keys*. Thailand. Macmillan.
  - **Douglas**, Nancy (2009). *Reading Explorer 1*. Canada. Heinle Cengage Learning.  
Heinle Cengage Learning.
  - **Murphy**, Raymond (2006). *Basic Grammar in Use*. New York. Cambridge University Press.
  - **Murphy**, Raymond (2007). *Grammar in Use Intermediate*. New York. Cambridge University Press.
  - **Schramper**, Betty (2003). *Fundamentals of English Grammar*. New York. Longman.
  - **Tarver Chase**, Becky / **Johannsen**, Kristin L. (2011). *Reading Explorer Intro*. Mexico.
  
- ❖ Read different texts so you can see how the language is used.
  
- ❖ Do not translate word by word.
  
- ❖ Use a dictionary to look up the unknown repeated words in the text.
  
- ❖ Do not use “translators” to translate paragraphs because the translation is often wrong.
  
- ❖ You should understand the main ideas.
  
- ❖ You can practice the use of English at <https://agendaweb.org/>



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## ***Use of English Activities***

Secretaría de Docencia

Dirección de Aprendizaje de Lenguas

Red Institucional de Centros de Auto Acceso

**CAA BIBLIOTECA CENTRAL**

**Level C1**  
**Semester 2019 B**

