UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
LECTURA DE TEXTOS ACADÉMICOS EN INGLÉS
READING COMPREHENSION ACTIVITY

Name: _____

Code: _____ **Date:** _____

CONTESTAR EN ESPAÑOL DE ACUERDO CON EL TEXTO
Fabrics that clean themselves

I. HAVE / HAS
    Look for the different forms of the verb to have (have, has) and tell if they work as auxiliary verbs (*verbo haber*) or main verbs (*verbo tener*)

II. REFERENTS
    Identify them in the reading and tell in Spanish what each bold-faced expression refers to

III. CONNECTIVES
    Identify them in the reading and tell in Spanish the two linked ideas
    Primera idea:

    Conector: (clasificación)

    Segunda idea:

IV. NOUN PHRASES
    Give their Spanish equivalents and underline their head nouns

V. SCANNING / INTENSIVE READING
    Answer in Spanish according to the indicated text
    A. Define titanium dioxide. How does it work?
    B. How do self-cleaning materials work?
    C. Compare Daoud's research vs Youngblood's research
    D. Why could titanium dioxide use be interesting for hospitals and other medical settings?
    E. Describe the process to manufacture self-cleaning keratins
    F. Compare the process of manufacturing self-cleaning fabrics when using cotton and silk
    G. Is it possible to make self-cleaning windows? Explain
    H. Is it possible to have self-cleaning pans? Explain
    I. Do self-cleaning materials have any limitation? Explain
    J. What are the advantages of self-cleaning materials?
    K. Why do unmodified nanocrystal-coated fibers show some stains after 20 hours (Figure 1)?
    L. Why is the boy still dirty? Explain

Please help to save a tree. For your answers use the blank spaces in this worksheet!
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ANSWERS
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