



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

Ingelesa Inglés

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Choose between option A and option B. Specify the option you have chosen.

Please, don't forget to write down your code on each of your answer sheets.

OPTION A

JOB SHADOWING

Job shadowing is a type of on-the-job training that companies use, where a visitor learns about a job by following and observing a skilled employee, known as the host or mentor, through the working day as a shadow. By doing so, the visitor becomes familiar with the occupation and the skills necessary for that job. The length could range from a couple of hours to a few weeks.

Colleges and universities also hold these programmes, since job shadowing is an amazing way to get to know the field students aspire to work in. This process allows students ('shadows') to accompany a trained professional and gives them a chance to move beyond theoretical lessons to practical performance.

The kind of job shadowing might vary from observation to hands-on training. Observation is when the person taking part in the program just watches the mentor perform their day-to-day activities. This type of job shadowing is particularly useful for students, recent graduates and new employees wishing to gain a greater understanding of a certain role within a company.

In addition, there is hands-on shadowing, which is an interesting extension of the observation model. Here, 'shadows' can carry out some tasks after observing a senior employee, getting real experience of the work under the supervision of the host.

After the experience, students present a report, but some information learned during the job shadowing experience may be confidential and must not be revealed to outsiders. Additionally, shadowing reports should concentrate on how far the objectives were achieved and not report negative things that are unfavourable to the person being shadowed or the host company.

As a student, the main benefits of job shadowing are that it will help you gain an understanding of the workplace, it will build your network of contacts, and most of all, it will help you decide whether it is really the job you want. Furthermore, if students make a positive impression on the company, they may be opening the door to a job there one day.

But students are not the only ones to benefit from job shadowing. Job shadowing can also be positive for host companies because it provides them with potential employees who know how the business works and are trained to do the job.



OPTION A

I.- Answer 4 out of the following 6 questions according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (Choose 4 out of the 6 questions) (4 marks)

1. What does a visitor do during the shadowing period?
2. Why do colleges and universities hold job shadowing programmes?
3. What is hands-on shadowing?
4. What should a job shadowing report not include?
5. What are the main advantages of job shadowing for students?
6. Why do host companies benefit from job shadowing?

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (Choose 2 out of the 3 statements) (2 marks).

1. The duration of the job shadowing process can be flexible.
2. Observation shadowing is only useful for students.
3. The observation and hands-on shadowing models are completely different.

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

1. measurement or distance of something from one end to the other
2. to go somewhere with someone
3. achieve, accomplish, obtain
4. a written or spoken account of an event
5. made known or public
6. a system of things which are connected

IV.- Write a **composition** of about 130 words on **one** of these topics. Specify your option. (3 marks)

1. How important do you want your job to be in your life? Some people are quite happy with jobs that require long working hours. Others prefer a better work/life balance. Write an opinion essay on this topic.
2. Some people think that teenagers should be encouraged to work during holiday breaks, over the summer, or on weekends. Write a for and against essay on this topic.



Universidad del País Vasco
Euskal Herriko Unibertsitatea

UNIBERTSITATERA SARTZEKO
PROBAK

2023ko EZOHIOA

INGELESA

PRUEBAS DE ACCESO A LA
UNIVERSIDAD

EXTRAORDINARIA 2023

INGLÉS

OPTION B

MORE THAN RECYCLING: UPCYCLING

While we are all very familiar with recycling as a concept that is part of our daily lives, what do we know about upcycling?

Upcycling is taking something that is considered waste and giving it a new purpose. The upcycled item frequently becomes more functional or beautiful than what it previously was, and the value of the item increases.

The first mention of upcycling was in 1994 in the architecture and antiques magazine *Salvo*, in an interview with mechanical engineer Reiner Pilz. He stated, "I call recycling downcycling. What we need is upcycling, thanks to which old products are given a higher, not a lower, value."

Upcycling aims to support circular economy, which represents an incredible environmental benefit. Circular economy is the system in which goods are reused rather than being abandoned after one use.

Upcycling has a growing number of followers and is becoming a huge trend. The Instagram hashtag #upcycling has almost 5 million posts, and it is filled with amazing stories to give you inspiration to start upcycling goods on your own. Instagram upcycling examples include repainting old furniture to give it a new appearance or even using fabric from old clothes to make some boring lampshades look more attractive.

According to a recent study, *Generation Z* shoppers (people born between 1995 and 2010) demand sustainable shopping. Textile companies, which are rated as the second most polluting industries and produce a great deal of waste and emissions, fear losing their customers and are determined to demonstrate that sustainability and fashion can go hand in hand.

Furthermore, alternative materials have become a point of focus for the fashion industry, with major clothing brands working with companies that create new textiles. An example of such an innovative company is Renewcell, which has developed its characteristic product, Circulose®, a new material manufactured using recycled cotton clothing.

Nowadays, upcycling is an ethical choice. It is important to remember that even though our waste is picked up from our homes and businesses, that does not mean that it has disappeared forever. In fact, there is much we can do to help reduce textile waste. We can buy second-hand items, donate used goods, and take better care of the clothes that we already own. Many of our things, if not most, can be upcycled; it is merely a matter of imagination, skill, and motivation.



OPTION B

I.- Answer 4 out of the following 6 questions according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (Choose 4 out of the 6 questions) (4 marks)

1. What can often happen to an item when it is upcycled?
2. What is circular economy?
3. How can Instagram stories help us upcycle?
4. Why do textile companies want to show that they are concerned about sustainability?
5. Why is Renewcell considered an innovative company?
6. How can we help reduce textile waste?

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (Choose 2 out of the 3 statements) (2 marks).

1. Reiner Pilz preferred upcycling to recycling.
2. Upcycling is a very unpopular movement.
3. There are many things we own that can be upcycled.

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

1. happening, done, or produced every day
2. old and often valuable items
3. left and no longer wanted or used
4. tendency, movement
5. new, original, using new methods or ideas
6. to make something smaller

IV.- Write a **composition** of about 130 words on **one** of these topics. Specify your option. (3 marks)

1. Fashion designer Vivienne Westwood once said: "Buy less, choose well, make it last." Do you agree with this statement? Write an opinion essay on this topic.
2. The 3 'R's — Reduce, Reuse, Recycle — are all about decreasing the amount of waste we produce. Explain how you would help minimise waste considering these three 'R's.



INGELESA

I.- Answer 4 out of the following 6 questions according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (Choose 4 out of the 6 questions) (4 marks)

Atal honetan, **irakurriaren ulermenerako** eta **idatziaren adierazpenerako** ikasleen trebetasun maila neurtu nahi da, gai arrunteko testu bat aztertu eta lau galdera orokorre (wh-questions) erantzunez. Adierazpenari dagokionez, erantzunak sormenezkoak izango dira, osoak eta zuzenki eratuak, eta lotura sintaktikoak, modu egokian eginak. Edukiei dagokienez, testuan ongi oinarrituak izango dira, eta bertan era zuzenean edota era inferituan adierazitakoak.

Ariketa honetako puntuaziorik altuena **4** puntukoa izango da. Galdera bakoitzari **1** puntu emango zaio, ulermena **0.5** baloratuko da, eta adierazpena, **0.5**. Erantzunak nabarmen demostratzen baldin badu ikasleak ulertu duela testuaren alderdi hori, adierazpen akats garrantzitsuren bat eduki arren ere, **0.5** emango zaio ulermenean eta, horrez gain, **0.0** eta **0.5** arteko balioak esleituko zaizkio, adierazpeneko akatsen kopuru eta larritasunaren arabera.

Ikasleak, ariketaren argibideei kasurik egin gabe, testutik literalki kopiatuz erantzuten badio galderari, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idatzi dituen lehenengo laurak bakarrik zuzenduko dira.

II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (Choose 2 out of the 3 statements) (2 marks).

Erantzunak "TRUE" edo "FALSE" adierazpena sartu behar du lotuta era egokian eta gainera justifikazio bat eraman behar du lagun. Ikasleak, testuan oinarrituz, erantzuna bere hitzekin edo testuko esaldia era egokian aipatuz justifika dezake. Erantzunari dagozkion esaldiak osoak izan beharko dira, edota, kasuan kasu, behar bezala elkarlotuak, kakotx artean aipatu beharrekoa ondo txertatzeko.

Galdera bakoitzari **1** puntu emango zaio, ulermena **0.5** baloratuko da, eta adierazpena, **0.5**. Ez du baliorik izango TRUE edo FALSE soilik idazteak. Beraz, ariketa honen puntuaziorik altuena **2** puntukoa izango da.

Ikasleak, ariketaren argibideei kasurik egin gabe, testutik literalki kopiatuz erantzuten badio galderari, aipamena behar den moduan sartu gabe, erantzun bakoitzeko **0,25** puntuko balorazioa izango du.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idatzi dituen lehenengo biak bakarrik zuzenduko dira.

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

Ariketa honetan, ikasleak ingelesaren lexikoa edo terminologia noraino dakien neurtu nahi da. Lau hitz, definizio edo esaldi eskaintzen zaizkio, eta ikasleak horietako bakoitzak



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testuan esangura bera duen hitza edo esaera aurkitu behar du. Aditza bada, testuan ageri den bezala jokaturik jarri beharko du. Erantzun zuzen bakoitzak **0,25** puntuko kalifikazioa dauka. Beraz, lau erantzun zuzenek **1** puntu osatuko dute.

Ikasleak eskatzen direnak baino galdera gehiago erantzuten baditu, idazti dituen lehenengo laurak bakarrik zuzenduko dira.

IV.- Write a **composition** of about 130 words on **ONE** of the following two topics. Specify your option. (3 marks)

Ariketa honetan, ikasleak ingelesez ideiak egituratzeko eta adierazteko duen gaitasuna neurtu nahi da. Edukiak, berriz, ikasleak idazteko aukeratutako gaiaren arabera izango dira.

Ikasleak 80 hitzetik beherako testua idazten badu, azken puntuaziotik **0,5** puntuko penalizazioa ezarriko zaio., eta 200 hitzetik gorako testua idazten badu, ariketaren azken puntuaziotik **0,25** puntuko penalizazioa ezarriko zaio.

Positiboki jardun behar da atal hori zuzentzen. Balioetsi beharra dago ikasleak burutu ahal izan dituen gauza positibo guztiak, eta ez erreparatu edo begiratu alderdi negatiboei bakarrik (akats gramatikalak, testu tipoak, etab.).

Jarraian adierazten diren irizpideak orientagarriak dira zuzentzailearentzat, eta beraren iritzira geratzen da beste puntuazio dezimalik erabiltzea, beherago iradokitakoez gain, bi dezimal ere sartzeko aukerarekin. Ez da baloratuko ariketan proposatutako bi gaietako bati erantzuten ez badio. Horrek ez du esan nahi ikasleak bere argumentu-ildo propioak garatu ezin dituenik, baina betiere proposatutako gaiaren barruan.

Coherence and cohesion		Lexical richness		Overall correction	
1	The text is very well-structured and highly cohesive.	1	Very appropriate vocabulary and idiomatic expressions.	1	There are basically no significant mistakes.
0,8	The text is very cohesive and properly structured.	0,8	Vocabulary and idiomatic expressions are generally appropriate.	0,8	There are few mistakes and they do not affect text comprehension.
0,6	The text is basically cohesive and structured	0,6	Vocabulary and idiomatic expressions are generally appropriate but sometimes choices are not completely adequate.	0,6	There are some mistakes that may occasionally affect text comprehension.
0,4	The text is only partially structured and/or cohesive.	0,4	Vocabulary and idiomatic expressions are only partially adequate.	0,4	Several mistakes, some of them clearly affecting text comprehension.
0,2	The text has serious structural and cohesive problems.	0,2	Vocabulary and idiomatic expressions are frequently inadequate.	0,2	Numerous mistakes that clearly affect text comprehension.
0	The text is neither structured nor cohesive.	0	Vocabulary and idiomatic expressions are inadequate.	0	A huge number of errors that makes text comprehension impossible.



INGLÉS

I.- Answer 4 out of the following 6 questions according to the information given in the text. WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT. (Choose 4 out of the 6 questions) (4 marks)

En esta sección se intenta comprobar la competencia en **comprensión lectora** y la competencia en **expresión escrita** por parte del/de la estudiante, a partir del análisis de un texto genérico y respondiendo a cuatro preguntas de tipo general (*wh-questions*). Las respuestas **serán de producción propia** en cuanto a la expresión y el contenido se basará en las ideas vertidas en el texto.

Se valorará el ejercicio con un máximo de **4** puntos. Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión. Si la respuesta demuestra evidentemente que el alumno ha entendido ese aspecto del texto, aunque tenga importantes errores de expresión, se le asignará el **0.5** de comprensión y, adicionalmente, se le adjudicarán valores entre **0.0 y 0.5** dependiendo del número y gravedad de los errores de expresión.

Si el/la alumno/a, ignorando las instrucciones del ejercicio, responde a la pregunta copiando literalmente del texto sólo será valorado con **0.25** puntos por respuesta.

En caso de que el/la alumno/a conteste a más preguntas de las que se piden, se corregirán solamente las cuatro primeras que haya escrito.

II.- Are these statements True or False? Justify your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (Choose 2 out of the 3 statements) (2 marks).

La respuesta debe introducir la expresión "TRUE" o "FALSE" enlazada de forma apropiada y además debe acompañarse de una justificación. El alumnado podrá justificar su respuesta con sus propias palabras tomando evidencia del texto o también citando adecuadamente la frase del texto. Las frases de la respuesta deben ser completas o, en su caso, debidamente enlazadas. En caso de que el alumno decida citar literalmente, debe hacerlo con la puntuación adecuada y acompañando la cita de las expresiones empleadas para introducir el estilo directo.

Cada una de las preguntas valdrá **1** punto, asignándose **0.5** puntos a la comprensión y **0.5** a la expresión. No se valorará un escueto TRUE o FALSE. Cada respuesta completa será valorada con **1** punto y, por tanto, la valoración máxima del ejercicio será de **2** puntos.

Si el/la alumno/a, ignorando las instrucciones del ejercicio, responde a la pregunta citando literalmente del texto sin insertar su cita adecuadamente, será valorado con **0.25** puntos por respuesta.

En caso de que el/la alumno/a conteste a más preguntas de las que se piden, se corregirán solamente las dos primeras que haya escrito.

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

En este ejercicio el/la alumno/a demostrará su competencia léxica. Se proporcionan cuatro palabras, definiciones, expresiones, etc. y el estudiante debe encontrar la palabra



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o expresión que tenga ese significado en el texto. Cada respuesta correcta tiene una puntuación de **0.25** y las cuatro respuestas correctas suman, por tanto, **1** punto.

En caso de que el/la alumno/a conteste a más preguntas de las que se piden, se corregirán solamente las cuatro primeras que haya escrito.

IV.- Write a **composition** of about 130 words on **ONE** of the following two topics. Specify your option. (3 marks)

En esta sección se pretende medir la capacidad del/de la estudiante para estructurar sus ideas y darles la expresión adecuada en inglés. El contenido debe ajustarse al tema elegido de entre los dos propuestos.

Si el/la alumno/a escribe menos de 80 palabras, se le penalizará descontándole **0.5** puntos de la puntuación total del ejercicio. Si, por el contrario, su escrito supera las 200 palabras, la penalización será de **0.25** puntos.

El acercamiento a la corrección de esta sección ha de hacerse desde una óptica positiva. Se ha de valorar cuanto de positivo haya podido llevar a cabo el o la estudiante, y no fijarse o anclarse solo en aspectos negativos (errores gramaticales, tipologías textuales, etc.).

Los criterios que a continuación se expresan son orientativos para el corrector/a, queda a su criterio el uso de otras puntuaciones decimales distintas a las abajo sugeridas, incluyendo hasta dos decimales. No se valorará un ejercicio que no responda a ninguno de los dos temas propuestos. Esto no significa que el alumno/a no pueda desarrollar sus propias líneas argumentales, pero siempre dentro de la temática propuesta.

Coherence and cohesion		Lexical richness		Overall correction	
1	The text is very well-structured and highly cohesive.	1	Very appropriate vocabulary and idiomatic expressions.	1	There are basically no significant mistakes.
0,8	The text is very cohesive and properly structured.	0,8	Vocabulary and idiomatic expressions are generally appropriate.	0,8	There are few mistakes and they do not affect text comprehension.
0,6	The text is basically cohesive and structured	0,6	Vocabulary and idiomatic expressions are generally appropriate but sometimes choices are not completely adequate.	0,6	There are some mistakes that may occasionally affect text comprehension.
0,4	The text is only partially structured and/or cohesive.	0,4	Vocabulary and idiomatic expressions are only partially adequate.	0,4	Several mistakes, some of them clearly affecting text comprehension.
0,2	The text has serious structural and cohesive problems.	0,2	Vocabulary and idiomatic expressions are frequently inadequate.	0,2	Numerous mistakes that clearly affect text comprehension.
0	The text is neither structured nor cohesive.	0	Vocabulary and idiomatic expressions are inadequate.	0	A huge number of errors that makes text comprehension impossible.



OPTION A

**NOTE: THERE MAY BE DIFFERENT ALTERNATIVES TO THE GIVEN ANSWERS.
STUDENTS DON'T HAVE TO WRITE THE PARAGRAPHS/LINES WHERE THEY HAVE
TAKEN THEIR ANSWERS FROM.**

I.- Answer 4 out of the following 6 questions according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (Choose 4 out of the 6 questions) (4 marks)

1. What does a visitor do during the shadowing period?

During the shadowing period, a visitor follows an [experienced] employee [called the host or mentor] and watches what that worker does during the day, [to learn about that/the job]. (p.1)

(Also acceptable if students answer: "During the shadowing period, a visitor follows an [experienced] employee and watches the mentor/host/employee working/doing his/her/their job.") (p.1)

2. Why do colleges and universities hold job shadowing programmes?

Colleges and universities hold/have job shadowing programs because job shadowing is an excellent way to see/realize what the job that students want to do is like. (p.2)

(Also acceptable if students answer: "Colleges and universities hold/have job shadowing programmes because they are excellent ways to see what the job that students want to do is like.") (p.2)

3. What is hands-on shadowing?

Hands-on shadowing is a type of job shadowing in which shadows/visitors can do some work/tasks after watching the host/mentor [while the employee/host/mentor is supervising them]. (p.4)

(Also acceptable if students answer: "Hands-on shadowing is a type of job shadowing which allows shadows/visitors to perform some work/tasks after watching the host, which gives/giving them [the opportunity to gain] real work experience under supervision.") (p.4)

4. What should a job shadowing report not include?

A job shadowing report should not include any negative aspects/information about the employee or the host company/business. (p.5)

(Also acceptable if students mention that it should not include confidential/sensitive information that must not be known outside the company). (p.5)

5. What are the main advantages of job shadowing for students?

The main advantages of job shadowing for students are that they get to know the workplace, they can make contacts and it helps them decide if they like the job. (p.6)

(Also acceptable if students add that if students/they do it well/leave a good impression, they could [even] get a job there in the future). (p.6)



6. Why do host companies benefit from job shadowing?

Host companies benefit from job shadowing because it helps them find (enables them to find) new/potential employees who already know [the company and] [how to do] the job. (p.7)

II.- Are these statements True or False? Justify your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (Choose 2 out of the 3 statements) (2 marks).

1. The duration of the job shadowing process can be flexible.

The statement is true because, according to the text, "The length could range from a couple of hours to a few weeks." (p.1)

2. Observation shadowing is only useful for students.

The statement is false because the text says that observation shadowing "is particularly useful for students, recent graduates and new employees". (p.3)

(Also acceptable if students add: "wishing to gain a greater understanding of a certain role within a company.") (p.3)

3. The observation and hands-on shadowing models are completely different.

The statement is false because the text states, "there is hands-on shadowing, which is an interesting extension of the observation model." (p.4)

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

- | | |
|---|-----------------------------|
| 1. measurement or distance of something from one end to the other | <i>length (p1, l.4)</i> |
| 2. to go somewhere with someone | <i>accompany (p.2, l.3)</i> |
| 3. achieve, accomplish, obtain | <i>gain (p.3, l.4)</i> |
| 4. a written or spoken account of an event | <i>report (p.5, l.1)</i> |
| 5. made known or public | <i>revealed (p.5, l.2)</i> |
| 6. a system of things which are connected | <i>network (p.6, l.2)</i> |



OPTION B

NOTE: THERE MAY BE DIFFERENT ALTERNATIVES TO THE GIVEN ANSWERS. STUDENTS DON'T HAVE TO WRITE THE PARAGRAPHS/LINES WHERE THEY HAVE TAKEN THEIR ANSWERS FROM.

I.- Answer 4 out of the following 6 questions according to the information given in the text. **WRITE COMPLETE SENTENCES USING YOUR OWN WORDS WHENEVER POSSIBLE. DO NOT COPY FROM THE TEXT.** (Choose 4 out of the 6 questions) (4 marks)

1. What can often happen to an item when it is upcycled?

When an item is upcycled, it can often become better than [it was] before, and its value increases/can increase. (p.2)

(Also acceptable if students answer: "When an item gets upcycled, it often improves and gains value" or "it becomes more useful or more attractive and...") (p.2)

2. What is circular economy?

Circular economy is the system in which products/ items can be used more than once instead of being used once and thrown away. (p.4)

(Also acceptable if students answer: "Circular economy is an economic system in which products are used again rather than just once and then thrown away.") (p.4)

3. How can Instagram stories help us upcycle?

Instagram stories help us upcycle by providing us [with] ideas on how to begin upcycling things by ourselves/on our own. (p.5)

(Also acceptable if students add: "... and also ideas like painting old furniture to give it a new look/make it look different or using clothes to make lampshades more beautiful.") (p.5)

4. Why do textile companies want to show that they are concerned about sustainability?

Textile companies want to show that they are concerned about sustainability because they are considered highly/very polluting industries, and they do not want to lose their [young/Generation Z/environmentally friendly] clients. (p.6)

5. Why is Renewcell considered an innovative company?

Renewcell is regarded as/considered an innovative company because it has created an alternative/new material called Circulose, made from/with recycled cotton clothes. (p.7)

6. How can we help reduce textile waste?

We can help reduce textile waste by buying/purchasing second-hand/used clothes, giving/donating the ones we don't use to others, and taking good care of the clothes we [already] have/own. (p.8)



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II.- Are these statements **True** or **False**? **Justify** your answers based on information from the text, rewriting the original sentences in your own words or quoting properly. (Choose 2 out of the 3 statements) (2 marks).

1. Reiner Pilz preferred upcycling to recycling.

The statement is true because the text states, "I call recycling downcycling. What we need is upcycling." (p.3)

2. Upcycling is a very unpopular movement.

The statement is false because the text says, "Upcycling has a growing number of followers and is becoming a huge trend." (p.5)

3. There are many things we own that can be upcycled.

The statement is true because, according to the text, "Many of our things, if not most, can be upcycled." (p.8)

III.- Find the words or expressions in the text that mean: (Choose 4 out of the 6 questions) (1 mark)

1. happening, done, or produced every day

daily (p.1, l.1)

2. old and often valuable items

antiques (p.3, l.1)

3. left and no longer wanted or used

abandoned (p.4, l.3)

4. tendency, movement

trend (p.5, l.1)

5. new, original, using new methods or ideas

innovative (p.7, l.3)

6. to make something smaller

reduce (p.8, l.3)