

Part 3

Read the article on Rainforest and answer Questions 26 - 45.

Rainforest

According to the United Nations, tropical rainforests have been lost at an alarming pace. One thousand football fields of rainforest are being destroyed every forty minutes, which is about the length of a typical classroom term. Since rainforests are often and vividly covered in the media, youngsters may have established independent views about rainforests — where they are and what they are, why they are essential, what ends them. Certain assumptions might be incorrect, as well.

A number of studies have revealed that students have erroneous ideas about what constitutes 'pure' academic science in schools. Incorporating these beliefs into a diverse yet organized conceptual framework makes them more solid and open to correction. Children exposed to popular media may be the ones who come up with these concepts. Some of this data may be incorrect. A lack of opportunities for youngsters to test and enhance their ideas in the classroom may be a contributing factor.

While rainforest devastation has received widespread attention in the popular media, little academic research exists on children's perspectives on the subject. As a result, there are a lot of misunderstandings about environmental studies. This study aims to give instructors the knowledge they need to construct their educational techniques based on ethical concepts and to replace those myths with facts.

Children's scientific understanding and attitudes around rainforests are examined in the research. Five open-ended questions were given to students in grades 9 through 12. The most common answers to the first question were self-evident descriptions of a rain forest. Several youngsters characterized them as moist, humid, or sweltering. We were asked about rain forests' geographic location in the second question. Children's most popular answers were Africa (43 percent), South America (30 percent), and Brazil (both 30 percent) (25 percent). More generic descriptions, such as being near the equator, were given by a few youngsters.

Question three elicited responses are focusing on the value of rainforests. Sixty-four percent of the students favored the premise that rainforests provide animals homes. In their responses, less than half of the pupils mentioned the indigenous communities of rainforests. More females suggested the concept of rainforests being animal homes than boys (70 percent to 60 percent).

Girls were more likely than males to say that rainforests offer habitat for humans, although the difference was negligible. Our previous investigations of students' perspectives on rainforest usage and conservation showed that females were more empathetic to animals and voiced views that seem to put an inherent value on non-human animal existence, which is consistent with our findings.

For the fourth topic, we asked about the causes of rainforest loss. It's reassuring that more than half of the students (59 percent) recognized that human actions are harming rainforests, some by using

phrases such as "we are" to express their guilt. In addition, approximately 17% of students expressly mentioned keeping a journal of their activities.

About 10% of the students believed that acid rain was to blame for the devastation of the rainforests, whereas a comparable percentage thought pollution was to blame. These variables are causing youngsters to confuse the destruction of rainforests with the destruction of forests in Western Europe. In other instances, students gave facts that rainforests provide oxygen. Still, this answer accepted the assumption that rainforest destruction would limit atmospheric oxygen, making Earth's atmosphere unsuitable for human existence.

When asked about the significance of rainforest protection in the last question, most youngsters simply said that rainforests are essential to our survival as humans. According to just 6% of the students, destroying rainforests may contribute to global warming. Given the amount of media attention this problem has received, it's astonishing that this is the case. Some of the younger members of the audience thought it was unimportant to protect the rainforests.

According to the findings of this research, children's perceptions of rainforests are skewed. In addition, students' replies reveal specific errors in fundamental scientific knowledge of rainforest ecosystems, such as their notions about rainforest homes for animals, plants, and people and the link between climate change and rainforest degradation.

Students did not come up with any suggestions that indicated an understanding of the complexities involved in destroying the rainforest. That is to say; they offered no evidence that they were aware of the variety of reasons rainforests are vital or of the complex social, economic, and political forces that drive the activities that destroy rainforests. Nevertheless, it is encouraging to know that older children seem to be able to appreciate, respect, and assess different viewpoints incomparable research on other environmental challenges. As future decision-makers, these youngsters will need to acquire these abilities in ecological education.

Questions 26 - 30

Read the statements below. Decide whether they are TRUE, FALSE or NOT GIVEN according to the text.

Mark a cross for the correct answer ☒. If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

True

False

Not Given

- | | | | | |
|-----------|--|--------------------------|--------------------------|---------------------------------|
| 26 | According to the UN, tropical rainforests situation is alarming that requires immediate attention. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>
(1) |
| 27 | The main reason children have incorrect ideas about pure science is that they are not allowed to investigate the ideas in class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>
(1) |
| 28 | The main target of this study is young students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>
(1) |
| 29 | More than half of the students, when asked of its value, say a rain forest provides a shelter for animals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>
(1) |
| 30 | Those believing that the cause of rainforest devastation is acid rain and pollution are equivalent in numbers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>
(1) |

(Total for Questions 26 - 30 = 5 marks)

Questions 31 - 40

Complete the following sentences using no more than THREE words that must be taken from one point in the text.

31	Because of the media that often spreads vivid images of rainforests, youngsters have about what and where they might be. (1)
32	When children are taught with a variety of conceptual frameworks, their knowledge of nature would become more solid and they would be more (1)

33	Many students understand that rainforests are valuable for animals but not for <p style="text-align: right;">(1)</p>
34	According to the research, it is shown that female students were more than their counterparts. <p style="text-align: right;">(1)</p>
35	In certain part of the answers when students used “we are”, it suggests that these students were expressing for the destruction. <p style="text-align: right;">(1)</p>
36	Only 6% of the students blame for the cause of the reduction in rainforests. <p style="text-align: right;">(1)</p>
37	Even though the scientists were satisfied with the data collected, they found that the student’s replies show in the knowledge of rainforests. <p style="text-align: right;">(1)</p>
38	The research shows that students were able to provide the answers to specific questions but failed to come up with regarding the topic. <p style="text-align: right;">(1)</p>
39	One of the findings is that becomes more appreciative of the issue. <p style="text-align: right;">(1)</p>
40	It is suggested in the end that the youngsters is going to need so that they could make the right decision about nature. <p style="text-align: right;">(1)</p>

(Total for Questions 31 - 40 = 10 marks)

Questions 41 - 45

Complete this summary of the text using words from the box below. Each word may be used once or not used at all

According to the research, the scientists examine the scientific knowledge and (41)..... of grade-9-to-12 children about rainforests. One of the tasks is to allow them to provide (42) of a rain forest to which many (43) it as a hot and wet place. Once they were questioned about the location a rain forest would normally be found, their most (44) answers is Africa. Some students who are more knowledgeable would mention that a rain forest is located near the (45)

descriptions research equator generic speech
popular educational self-evident attitudes first

(Total for Questions 41 - 45 = 5 marks)

TOTAL FOR PART 3 = 20 MARKS