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Ielts upgrade practice test 3 reading answers

The old test, favorable to the impressionSection 1Adults and children are frequently faced with statements about the alarming rate of loss of tropical rainforests. For example, a graphic illustration that children could easily relate to is the estimate that tropical forests are destroyed at a rate equivalent to a thousand football fields every forty minutes - about the length of a normal class period. In the face of frequent and often lively media coverage, it is likely that children will have formed ideas about tropical forests — what and where they are, why they are important, which puts them at risk — regardless of any official school fees. It is also possible that some of these ideas are wrong. Numerous studies have shown that children have misconceptions about the pure science of the curriculum. These misconceptions do not remain isolated but are incorporated into a multifaceted but organized conceptual framework, which makes them and the ideas of components, some of which are erroneous, more robust but also accessible to modification. These ideas can be developed by children who absorb ideas through popular media. Sometimes this information can be wrong. It seems that schools may not offer children the opportunity to re-express their ideas and that they are being tested and refined by teachers and their peers. Despite extensive coverage in the popular media of the destruction of tropical forests, little formal information is available on children's ideas in this area. The objective of this study is to begin providing such information, to help teachers design their educational strategies to build on correct ideas, and to move misconceptions and plan environmental curriculum in their schools. The study examines children's scientific knowledge and attitudes towards tropical rainforests. High school students were asked to complete a questionnaire containing five open-ended questions. The most common responses to the first question were self-evident descriptions of the term rainforest. Some children described them as wet, humid or warm. The second question concerned the geographical location of tropical rainforests. The most common responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%). Some children also gave more general locations, such as being near Ecuador. Answers to question three were about the importance of tropical forests. The prevailing idea, raised by 64% of students, was that tropical forests provide habitats for animals. Fewer students responded than tropical forests plant habitats, let alone indigenous populations of tropical rainforests. More girls (70%) boys (60%) raised the idea of the rainforest as animal habitats. Similarly, but at a lower level, more girls (13%) boys (5%) said that tropical forests provided human habitat. These observations are generally consistent with our previous studies of students' views on the use and conservation of tropical, tropical, girls were more supportive of animals and expressed opinions that seem to have an intrinsic value on non-human animal life. The fourth question concerned the causes of the destruction of tropical rainforests. Perhaps encouraging, more than half of students (59%) identified that it is human activities that destroy tropical forests, some personalizing responsibility through the use of terms such as we are. About 18% of students specifically referred to forestry activity. A misconception, expressed by about 10% of students, was that acid rain is responsible for the destruction of tropical forests; a similar proportion said that pollution destroys tropical rainforests. Here, children confuse the destruction of tropical forests with the damage caused to forests in Western Europe by these factors. While two-fifths of the students provided information that tropical forests provide oxygen, in some cases, this response Earth.In also adopted the misconception that the destruction of the rainforest would reduce atmospheric oxygen, making the atmosphere incompatible with human life on an answer to the last question about the importance of rainforest conservation, the majority of children simply said that we need tropical forests to survive. Only a few of the students (6%) that the destruction of tropical forests can contribute to global warming. This is surprising given the high level of media coverage on this issue. Some children have expressed the idea that the conservation of tropical forests is not important. The results of this study suggest that some ideas predominate in children's thinking about tropical rainforests. The students' responses point to some misconceptions in the basic scientific knowledge of tropical rainforest ecosystems, such as their ideas about tropical forests as habitats for animals, plants and humans and the relationship between climate change and the destruction of tropical rainforests. The students did not come up with ideas that suggested that they appreciated the complexity of the causes of tropical forest destruction. In other words, they gave no indication of an appreciation of the range of ways in which tropical forests are important or of the complex social, economic and political factors that drive activities that destroy tropical forests. One encouragement is that the results of similar studies on other environmental issues suggest that older children appear to have the ability to appreciate, value and evaluate conflicting views. Environmental education offers an area in which skills can be developed, which is essential for these children as future decision makers. Questions 1-8 Do the following statements agree with the information contained in reading passage 1? In boxes 1-8 on your answer sheet, write true if the statement agrees with the information FACT if the statement contradicts the information NO DATA if there is no information on what1 The fate of tropical forests has been largely ignored by the media. TrueFalseNo given 2 Children only accept opinions about the tropical forests they encounter their classrooms. TrueFalseNo given 3 It has been suggested that children have erroneous views on the pure science they study at school. TrueFalseNot given 4 The fact that children's ideas about science are part of a broader framework of ideas means that it is easier to change them. TrueFalseNo given 5 The study involved asking children a number of yes/no questions such as Are there tropical forests in Africa? TrueFalseNo given 6 Girls are more likely than boys to have erroneous views on the destruction of tropical forests. TrueFalseNot given 7 The study reported here follows a series of studies that examined children's understanding of tropical rainforests. TrueFalseNo given 8 A second study was planned to study the ideas of primary school children on tropical rainforests. TrueFalseNot givenQuestions 9-13 The box below provides a list of A-P responses to the questionnaire discussed in Reading Passage 1. Answer the following questions by choosing the right A-P answers. Write your answers in boxes 9-13 of your answer sheet.9 What was the most common response of children when asked where the rainforests were? ABCDEFGHIJKLMNOP 10 What was the most common answer to the question about the importance of tropical forests? ABCDEFGHIJKLMNOP 11 What have most children given as the reason for the loss of tropical forests? ABCDEFGHIJKLMNOP 12 Why did most children think it was important for tropical forests to be protected? ABCDEFGHIJKLMNOP 13 Which of the answers is cited as surprisingly rare, given the time spent on the issue by newspapers and television? ABCDEFGHIJKLMNOPA There is a complicated combination of reasons for the loss of tropical rainforests. B Tropical forests are being destroyed by the same things that are destroying the forests of Western Europe. C Tropical forests are located near Ecuador. D Brazil is home to tropical forests. E Without tropical forests, some animals would have nowhere to live. F Tropical forests are important habitats for many plants. G People are responsible for the loss of tropical rainforests. H Tropical forests are a source of oxygen. I Tropical forests are consequent for a number of different reasons. J As tropical forests are destroyed, the world is warming. K Without tropical forests, there would not be enough oxygen in the air. L There are people for whom tropical forests are at home. Tropical forests M are found in Africa. N Tropical forests are not really important to human life. O The destruction of tropical forests is a direct result of forest activity. P Humans depend on tropical forests for their continued existence. Question 14 The right letter, A, B, C, D or E Write your answer in box 14 on your answer sheet. Which of the following titles is most suitable for reading passage 1? A The development of an environmental studies program as part of a scientific program B Children's Ideas on Tropical Forests and the Implications for The Design of Courses C The extent to which children have been misled by the media Tropical Forests D How to collect, collect and describe the ideas of high school students The importance of tropical forests and the reasons for their destructionFor this task: Answers with explanations :: Vocabulary Vocabulary