**小猫钓鱼专项练习3**

**(A)**

A. statuses B. relevantly C. reserves D. highlighting E. population

F. estimated G. downgraded H. driving I. critically J. enforced K. reverse

Good news for giant panda lovers: the cute and cuddly creature has just been brought back from the edge of extinction.

The International Union for Conservation of Nature (IUCN) \_\_31\_\_the species from “endangered” to “vulnerable” as the union released its updated Red List on Sept. 4 at Hawaii with their \_\_32\_\_ growing by 17 percent in the decade leading up to 2014.

Chinese conservation efforts, including forest protection and reforestation, are considered to be the \_\_33\_\_ force behind the animal’s re-prosperity. The number of panda \_\_34\_\_ in China has also jumped to 67, from 13 in 1992. Nearly two-thirds of all wild pandas live there. Restoring the panda’s habitat has given them back their space with food available to them.

Apart from giant pandas, the Tibetan Antelope has also moved from “endangered” to “near threatened”. According to a statement from IUCN, the animal’s numbers have shrunk severely – dropping from around 1 million to a(n) \_\_35\_\_ 65,000–72,500 in the 1980s and early 1990s – due to commercial *poaching* (偷猎). Rigorous protection has since been \_\_36\_\_ to protect the beasts and the population is now likely to be between 100,000 and 150,000.

Despite the improved \_\_37\_\_, wild animals like the giant panda and the Tibetan Antelope still face great challenges. The IUCN warned, for example, that ongoing threats from climate change could eliminate more than 35 percent of the panda’s bamboo habitat in the next 80 years, which would \_\_38\_\_ the species recent gains.

Good progress has been made but there is still work to do. The IUCN Red List of Threatened Species is devoted to \_\_39\_\_ species from around the world and their statuses in relation to their risk of extinction. The list currently has eight categories, including extinct, extinct in the wild, \_\_40\_\_ endangered, endangered, vulnerable, near threatened, least concern and data deficient. These categories are based on criteria relating to population trends, size and structure, and geographic range.

31-35\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 36-40\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(B)**

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| A. resistant B. concentrating C. recognition D. resembling E. essential F. distinct  G. revealed H. approach I. appreciate J. creativity K. viewed |

In recent years, there has been a growing emphasis on developing stronger science, technology, engineering, and mathematics (STEM) curriculum(课程) and programs, as these disciplines are widely \_\_31\_\_as the means to help innovation and support national economies.

This trend reflects a shift in how school disciplines are being looked at; schools are \_\_32\_\_ on subjects that have traditionally been isolated from each other — science, mathematics, and art — in favor of deeper, interdisciplinary learning. K-12 education leaders are pioneering new methods for combining the arts with STEM activities, \_\_33\_\_ the ways in which subjects naturally connect in the real world. While this new movement is being discussed almost clearly and directly in an education context, its roots are planted across nearly every industry. In many ways, technology is the connective tissue. Similarly, engineering new transportation technologies requires artful design. The growing \_\_34\_\_ of the important unions between different skills is paving the way for STEAM in schools.

Some doubts of this movement have dismissed the \_\_35\_\_ as a mere fashion driven by artists who are concerned their profession is losing critical support in an increasingly technology-focused society. However, the Hilburn Academy argues that STEAM is not just a contemporary program of learning, but an important life philosophy — \_\_36\_\_ for higher education and career success. Schools should provide students plentiful opportunities to \_\_37\_\_ the complexities and complicated layers that include content knowledge. Early examples of STEAM learning include teaching students how mathematical concepts such as geometry(几何学) are rooted in artworks.

While the rise of STEAM learning is relatively new, there are already figures that prove that the integration of these seemingly \_\_38\_\_ disciplines is supporting student performance at school. A study conducted by the University of Florida \_\_39\_\_ that students who are engaged in music class do better in math. For example, female high school students enrolled in a music appreciation class scored 42 points higher on the math section of their SATs. Formal experience with the arts is proven to cultivate innovative thinking, adaptability, and other problem-solving skills that are necessary for mastering STEM abilities. In other words, \_\_40\_\_ is a pioneer for students to understand, use, and apply technologies in new ways.

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