No.: _____

Name: _____

Class: _____

# Final Exam of the 2022-2023 School Year First Term

## Beijing 21st Century International School

**(Subject: English Grade 11 Class 1-7)**
**(Time：90 minutes Total Score：90 points)**

**Part I-Listening (10*2'=20') Listen and answer the given questions in grammatically right sentences.**

1. List at least one example that the students guessed about forms of hearing and sight which cannot be sensed by humans.

2. What is the sense that the professor is going to talk about in this lecture?

3. How would we test whether some animals possess the ability to sense magnetism?

4. What animal can we use to do experiments?

5. How can the insect be trained to demonstrate that sensitivity?

6. Regardless of which variety, the insects could sense where the magnet was if they can detect_____.

7. What is cryptochrome?

8. Without cryptochrome, will this tested animal detect magnetism? Why?

9. What kind of light can a photo-receptor sense?

10. What happens to photo-receptor, when blue or ultraviolet light enters the eye of the tested animal?

**Part II-Reading (15*2'+ 10'=40') Read and answer the given questions in grammatically right sentences and finish the mind-map or summary part in a logical way.**

## Southwest Agriculture

**Paragraph 1**

After the arrival of hunter-gatherers in the southwestern region of North America, several alternative types of agriculture emerged, all involving different solutions to the Southwest's fundamental problem: how to obtain enough water to grow crops in an environment in which rainfall is so low and unpredictable that little or no farming is practiced there today. People experimented with alternative strategies for almost a thousand years in different locations, and many experiments succeeded for centuries, but eventually all except one succumbed to environmental problems caused by human impact or climate change.

1. What is the Southwest's fundamental problem?

2. What two factors caused environmental problems according to paragraph 1?

**Paragraph 2**

One strategy was to live at higher elevations where rainfall was higher, as did the Mogollon, the people at Mesa Verde, and the people of the early agricultural phase at Chaco Canyon known as the Pueblo I phase. But that carried a risk, because it is cooler at high than at low elevations, and in an especially cool year, it might be too cold to grow crops at all. An opposite extreme was to farm at the warmer low elevations, but there the rainfall is insufficient even for dryland agriculture. The Hohokam got around that problem by constructing the most extreme irrigation system in the Americas outside Peru. But irrigation entailed the risk that human digging of ditches and canals could lead to sudden heavy water runoff from rainstorms, digging further down into the ditches and canals and carving out deep channels called arroyos. In that case, the water level would drop below the field level, making irrigation impossible for people without pumps.

3. Where did the Mogollon, the people at Mesa Verde live?

4. How did the Hohokam cope with the problem of insufficient rainfall?

**Paragraph 3**

A more conservative strategy was to plant crops only in areas with reliable springs and groundwater tables. That was the solution initially adopted by the Mimbres and by people in the phase known as Pueblo II. However, **it** then became dangerously tempting to expand agriculture during wet decades with favorable growing conditions into marginal areas with less reliable springs and groundwater. The population multiplying in those marginal areas might then find itself unable to grow crops and might starve when the unpredictable climate turned dry again. That fate actually befell the Mimbres, who started by farming the floodplain and then began to farm adjacent land above the floodplain as their population came to exceed the floodplain's capacity to support it. They got away with their gamble during a wet climate phase, when they were able to obtain half their food outside the floodplain. However, when drought conditions returned, that gamble left them with a population double what the floodplain could support, and Mimbres society collapsed suddenly under the stress.

5. What does "it" refer to?

6. What was the cause of the collapse of the Mimbres society? (Use your own words to answer the question.)

**Paragraph 4**

Still another solution was to occupy an area only for a few decades, until the area's soil became exhausted, then to move to another area. That method worked when people were living at low population densities, when there were many unoccupied areas to move to, and when each occupied area could be left unoccupied again for sufficiently long after occupation so that its vegetation and soil nutrients had time to recover. However, the method of shifting sites after a short occupation became impossible at high population densities, when people filled up the whole landscape and there was nowhere left empty to move to.

7. What strategy is mentioned in Para 4?

8. When was the strategy effective?

9. What's the problem with the strategy?

**Paragraph 5**

One more strategy was to plant crops at many sites even though rainfall was locally unpredictable and then to harvest crops at whichever sites did get enough rain to produce a good harvest and to redistribute some of the harvest to the people still living at all the sites that did not happen to receive enough rain that year. But redistribution was not without risks because it involved a complex political and social system to integrate activities between different sites, so when that complex system collapsed, lots of people ended up starving.

10. What strategy is mentioned in Para 5?

11. According to the strategy mentioned in Para 5，how could people who lived in areas that didn't receive enough rain have enough food to eat?

12. What's the problem with the strategy?

**Paragraph 6**

The remaining strategy was to plant crops and live near permanent or dependable sources of water, but on landscape benches above the main floodways, so as to avoid the risk of a heavy flood washing out fields and villages, and to practice a diverse economy, exploiting ecologically diverse zones so that each settlement would be self-sufficient. That solution, adopted by people whose descendants live today in the Southwest's Hopi and Zuni villages, has succeeded for more than a thousand years.

13. What strategy is mentioned in Para 6?

14. What are the two benefits of the strategy?

15. What's the organization of the passage? Choose a correct answer and **explain why**.

    A. Comparison & contrast

    B. Problem-solution

    C. Cause-effect

    D. Definition-explanation

**16. Please summarize the main idea of the whole passage. You can choose one of the three following patterns. (10')**

(1) Use one or two sentences (about 20 words) to summarize the main idea of each paragraph.

(2) Use one paragraph to summarize the main idea of the whole passage, indicating the relationship between paragraphs (more than 100 words).

(3) Use a mind-map to summarize the main idea of the whole passage, including the key structure and important details.

If you choose option 2, you could get one extra point.

If you choose option 3, you could get two extra points.

**Part III- Writing (30')**

**Do you agree or disagree with the following statement?**

**Parents must have strict rules if they want their children to be successful in life.**

**Use specific reasons and examples to support your answer. A minimum of 300 words is required.**