This is a Class 2 exam

Lebanon Evangelical School
for Boys and Girls
Loueizeh - Baabda

Stage Exam 05

07MAY2024

Do NOT write in this box. Your MARK will be placed here.

Subject :	English
Class :	7A, 7B, 7C and 7E
Teacher :	Mrs.Shirine Bejjani
Duration :	1 hour

Please answer on the same paper.
Use good handwriting or marks will be removed.

Your name :		*Time taken to complete exam*
Your Class :		
Exam Room :		
How many sheets, including cover sheet :		

- Do not open this paper until the teacher in charge instructs you to do so.
- The most important thing to remember in taking an exam is NEVER PANIC.
- If you are caught cheating in this exam, you will be awarded zero for ALL exams that are taken on this day.

Abolitionism in Rochester

Slavery began early in the **colonies** that later became the United States. The first African enslaved people were shipped to Virginia in 1619. Because the economy of Southern states came to depend on slave labor, most Southerners did not want slavery to end. However, all Northern states **abolished** slavery during the late 1700s and early 1800s. During that period, a group of people called abolitionists began advocating for an end to slavery in the United States.

Many big cities--- such as New York, Philadelphia, and Boston--- were connected with abolitionism prior to the Civil War (1861—1865). However, the smaller city of Rochester, New York, was also important in the abolition movement. Prominent abolitionists Frederick Douglass and Susan B. Anthony lived and worked there. In addition, a system called the Underground Railroad that helped enslave people who had escaped **operated** there.

New York abolished slavery in 1827, but the **fugitive** slave laws were still in effect across the United States. Under these laws, enslaved people who had run away could be returned to their owners. Abolitionists thought these laws were cruel and immoral. In response, they created the Underground Railroad.

The Underground Railroad was a group of people--- black and white, women and men, enslaved and free--- who led enslaved people from the South to safety in the North, especially Canada, where American fugitive-slave hunters could not follow them. "Stationmasters" (people in whose homes enslave people stayed) hid "Freight" (enslaved people) in "Stations" (businesses, churches, and houses). "Conductors" (people who traveled with enslaved people) transported them via "Lines" (routes) to freedom. From the 1830s, the Underground Railroad was very active in Rochester, partly because it was so close to the U.S. border with Canada. Conductors (who had often escaped slavery themselves) could take enslaved people in boats across Lake Ontario to freedom in Canada.

Participating in the Underground Railroad was very dangerous for enslaved people, conductors, and stationmasters. Enslaved people could be **recaptured**, sent back into slavery in the South, and harshly punished. Conductors and stationmasters faced heavy fines and jail time.

Abolitionist Frederick Douglass knew the dangers of life as a runaway slave because he had been one. After one failed attempt, in 1838, when he was in his early 20s, he escaped from his owner in Baltimore, Maryland. He eventually became a prominent agent of the Massachusetts Anti-Slavery Society, organizing, speaking, and writing for the abolitionist cause. In 1847, to remove the danger of recapture, Douglass bought his own freedom. That same year, he moved to Rochester and

started an Anti-Slavery newspaper called The North Star, which he published and edited until 1860. Douglass was also one of the main Rochester stationmasters on the Underground Railroad, using his home and office as stations. During the Civil War, he became an advisor to President Abraham Lincoln.

Susan B. Anthony, who is also known for her work in the women's **suffrage** (the right to vote) movement, was another prominent Rochester abolitionist. She moved to the city in 1845. Like Douglass, Anthony organized, wrote, and spoke against slavery. In 1856, Anthony became the main New York agent of the American Anti-Slavery Society. She also helped form the abolitionist women's National Loyal League. Abolitionists, including Douglass, often gather for meetings at Anthony's Rochester home, which was a station on the Underground Railroad.

After the end of the Civil War, which freed all enslaved people, Rochester remained an important city for activists, including Douglass and Anthony, who were working for the equality of all people.

Answer the following questions. (25pts.)

1. **Which State abolished slavery in the United States first? (2pts.)**
   a. The Southern state
   b. The Northern state
   c. Part of the Southern state
   d. None of the above
2. **What was the system of the Underground Railroad movement connected with? (2pts.)**
   a. It was connected with a law that encouraged slavery.
   b. It was connected with a law that enslaved people.
   c. It was connected with helping enslaved people who had escaped.
   d. It wasn't connected to any movement regarding slavery.
3. **Under what conditions was the Underground Railroad created? (2pts.)**
   a. The cruel laws of returning enslaved people to their owners that were immoral.
   b. The laws of creating equality.
   c. The Underground movement wanted to establish proper business connections.
   d. The Underground Railroad was connected with outlaws.
4. **Should Fredrick Douglass have risked being a part of the Underground Railroad? Use evidence from the text to support your answer. (4pts.)**

_____

_____

_____

5. **What is the author's purpose of writing this passage? (4pts.)**

6. **What is the genre of the text? (2pts.)**

7. **What is the main idea of the text? What details help you recognize the main idea? (4pts.)**

8. **Write numbers 1 through 5 on the lines to create an accurate summary of the passage. (5pts.)**

_____ A system called the Underground Railroad that helped enslaved people was created.

_____ Frederick Douglass and Susan B. Anthony were known in Rochester in the abolitionism movement.

_____All Northern states abolished slavery during the late 1700s.

_____ The end of the Civil War freed all enslaved people, and Rochester remained an important city for activists.

_____ Participating in the Underground Railroad was very dangerous for enslaved people.

Vocabulary in context (10pts. 2pts. Each)

A. Match the words from the text with their correct **synonym**.

1. Colonies _____ a. escapee
2. Abolished _____ b. recollected
3. Fugitive _____ c. eliminated
4. Recaptured _____ d. vote
5. Suffrage _____ e. Settlements

Grammar (29 pts.)

A. Change the tense of the following according to the time expression given. Follow the examples provided. Complete the phrase or rewrite it to form the tense needed. (15pts.)

1. **They often play cards.**

a) When I saw them, ***they were playing cards.***

b) For two hours: ..... ***They have been playing cards for two hours.*** .....

c) While we were studying math, _____

d) Three hours ago: _____

e) On Saturday nights, _____

f) At the moment, _____

2. **John copies two cassettes every day.**

a) Since 8 o'clock: _____

b) At present: _____

c) Next Saturday: _____

d) Already: _____

e) Yesterday: _____

3. **Kathy is writing a letter now.**

a) Every two weeks, _____

b) While we were playing, _____

c) When she is alone, _____

d) Just: _____

e) Next month, _____

f) Last week, _____

B. Use the correct form of the verbs: All tenses are possible. (14pts.)

The Bartons ..... (go) to the mountains last weekend. While they ..... (have) lunch, a man ..... (fall) down the tree. They ..... (take) him to the hospital in their car. They ..... (visit) him twice in the hospital since that time. The man ..... (be) better now and the doctors say he ..... (leave) the hospital soon. When The Bartons .....

(visit) him yesterday, they ..... (take) him a bunch of flowers. The man ..... (be) very happy and ..... (thank) them. Mr. Barton now says he ..... (spend) the next weekend at the seaside and he ..... (hope) there ..... (not / be) any more accidents.

Writing (6pts.)

On the lines provided write only a Thesis Statement that might be suitable for the Causes of Pollution.

Thesis Statement:

_____

_____

Best Of Luck

Abolitionism in Rochester

Slavery began early in the **colonies** that later became the United States. The first African enslaved people were shipped to Virginia in 1619. Because the economy of Southern states came to depend on slave labor, most Southerners did not want slavery to end. However, all Northern states **abolished** slavery during the late 1700s and early 1800s. During that period, a group of people called abolitionists began advocating for an end to slavery in the United States.

Many big cities--- such as New York, Philadelphia, and Boston--- were connected with abolitionism prior to the Civil War (1861—1865). However, the smaller city of Rochester, New York, was also important in the abolition movement. Prominent abolitionists Frederick Douglass and Susan B. Anthony lived and worked there. In addition, a system called the Underground Railroad that helped enslave people who had escaped **operated** there.

New York abolished slavery in 1827, but the **fugitive** slave laws were still in effect across the United States. Under these laws, enslaved people who had run away could be returned to their owners. Abolitionists thought these laws were cruel and immoral. In response, they created the Underground Railroad.

The Underground Railroad was a group of people--- black and white, women and men, enslaved and free--- who led enslaved people from the South to safety in the North, especially Canada, where American fugitive-slave hunters could not follow them. "Stationmasters" (people in whose homes enslave people stayed) hid "Freight" (enslaved people) in "Stations" (businesses, churches, and houses). "Conductors" (people who traveled with enslaved people) transported them via "Lines" (routes) to freedom. From the 1830s, the Underground Railroad was very active in Rochester, partly because it was so close to the U.S. border with Canada. Conductors (who had often escaped slavery themselves) could take enslaved people in boats across Lake Ontario to freedom in Canada.

Participating in the Underground Railroad was very dangerous for enslaved people, conductors, and stationmasters. Enslaved people could be **recaptured**, sent back into slavery in the South, and harshly punished. Conductors and stationmasters faced heavy fines and jail time.

Abolitionist Frederick Douglass knew the dangers of life as a runaway slave because he had been one. After one failed attempt, in 1838, when he was in his early 20s, he escaped from his owner in Baltimore, Maryland. He eventually became a prominent agent of the Massachusetts Anti-Slavery Society, organizing, speaking, and writing for the abolitionist cause. In 1847, to remove the danger of recapture, Douglass bought his own freedom. That same year, he moved to Rochester and

started an Anti-Slavery newspaper called The North Star, which he published and edited until 1860. Douglass was also one of the main Rochester stationmasters on the Underground Railroad, using his home and office as stations. During the Civil War, he became an advisor to President Abraham Lincoln.

Susan B. Anthony, who is also known for her work in the women's **suffrage** (the right to vote) movement, was another prominent Rochester abolitionist. She moved to the city in 1845. Like Douglass, Anthony organized, wrote, and spoke against slavery. In 1856, Anthony became the main New York agent of the American Anti-Slavery Society. She also helped form the abolitionist women's National Loyal League. Abolitionists, including Douglass, often gather for meetings at Anthony's Rochester home, which was a station on the Underground Railroad.

After the end of the Civil War, which freed all enslaved people, Rochester remained an important city for activists, including Douglass and Anthony, who were working for the equality of all people.

Answer the following questions.

1. **Which State abolished slavery in the United States first?**
   a. The Southern state
   b. The Northern state
   c. Part of the Southern state
   d. None of the above
2. **What was the system of the Underground Railroad movement connected with?**
   a. It was connected with a law that encouraged slavery.
   b. It was connected with a law that enslaved people.
   c. It was connected with helping enslaved people who had escaped.
   d. It wasn't connected to any movement regarding slavery.
3. **Under what conditions was the Underground Railroad created?**
   a. The cruel laws of returning enslaved people to their owners that were immoral.
   b. The laws of creating equality.
   c. The Underground movement wanted to establish proper business connections.
   d. The Underground Railroad was connected with outlaws.
4. **Should Fredrick Douglass have risked being a part of the Underground Railroad? Use evidence from the text to support your answer.**
   Fredrick Douglass wanted to achieve equality and moral laws for enslaved people especially that he was enslaved himself and understood the harsh life of slavery. The dangers of being caught as an escaped slave meant that there would be a harsh punishment since he

experienced it himself. For in the text, it is said that abolitionist Frederick Douglass knew the dangers of life as a runaway slave because he had been one. After one failed attempt, in 1838, when he was in his early 20s, he escaped from his owner in Baltimore, Maryland.

5. **What is the author's purpose of writing this passage?**
   The author's purpose of writing this passage is to educate and inform the reader about how slavery was abolished in the United States and to recognize some influential people who helped establish equal laws and removed slavery.
6. **What is the genre of the text?**
   The genre of the text is nonfiction narrative.
7. **What is the main idea of the text? What details help you recognize the main idea?**
   The main idea of the text is abolishing slavery in the United States and the establishment of an Underground Railroad to help enslaved people who escaped from harsh and immoral laws. Some details from the text may state that a group of people called abolitionists began advocating for an end to slavery in the United States. Moreover, abolitionists thought these laws were cruel and immoral. In response, they created the Underground Railroad.
8. **Write numbers 1 through 5 on the lines to create an accurate summary of the passage.**

   _____3_____ A system called the Underground Railroad that helped enslaved people was created.

   _____2_____ Frederick Douglass and Susan B. Anthony were known in Rochester in the abolitionism movement.

   _____1_____All Northern states abolished slavery during the late 1700s.

   _____5_____ The end of the Civil War freed all enslaved people, and Rochester remained an important city for activists.

   _____4_____ Participating in the Underground Railroad was very dangerous for enslaved people.

Vocabulary in context

A. Match the words from the text with their correct **synonym**.

1. Colonies ___e___	a. escapee
2. Abolished ____c____	b. recollected
3. Fugitive ____a____	c. eliminated
4. Recaptured ____b____	d. vote
5. Suffrage _____d_____	e. Settlements

Grammar

A. Change the tense of the following according to the time expression given. Follow the examples provided. Complete the phrase or rewrite it to form the tense needed.

1. **They often play cards.**

a) When I saw them, ***they were playing cards.***

b) for two hours: ..... ***They have been playing cards for two hours***. .....

c) While we were studying math, they were playing cards.

d) three hours ago: They played cards three hours ago.

e) On Saturday nights, they play cards.

f) At the moment, they are playing cards.

2. **John copies two cassettes every day.**

a) since 8 o'clock: John has copied two cassettes since 8 o'clock.

b) at present: John is copying two cassettes at present.

c) next Saturday: John is going to copy two cassettes next Saturday.

d) already: John has or had already copied two cassettes.

e) yesterday: John copied two cassettes.

3. **Kathy is writing a letter now.**

a) Every two weeks, Kathy writes a letter.

b) While we were playing, Kathy was writing a letter.

c) When she is alone, Kathy writes a letter.

d) just: Kathy has just written a letter.

e) Next month, Kathy will/ is going to write a letter.

f) Last week, Kathy wrote a letter.

B. Use the correct form of the verbs: All tenses are possible.

The Bartons ...went..... (go) to the mountains last weekend. While they ...were having..... (have) lunch, a man ...fell..... (fall) down the tree. They ...took..... (take) him to the hospital in their car. They ...have visited..... (visit) him twice in the hospital since that time. The man ...is..... (be) better now and the doctors say he ...will leave..... (leave) the hospital soon. When The Bartons .....visited..... (visit) him yesterday, they

.....took..... (take) him a bunch of flowers. The man ...was..... (be) very happy and .....thanked..... (thank) them. Mr. Barton now says he ...is going to spend..... (spend) the next weekend at the seaside and he .....hopes..... (hope) there .....will not be..... (not / be) any more accidents.

Writing

On the lines provided write only a Thesis Statement that might be suitable for the Causes of Pollution.

Thesis Statement:

Toxic wastes, factory fumes, and littering are some direct and among the major causes of pollution.

Best Of Luck