Lesson 1  CONTEXT: Expression

The First Artists

Long before Picasso, before Michelangelo, even before ancient Egyptian stone carvers, there were artists. We do not know their names, but we know some of their works and the time period in which these works were created. The first artists lived in the Paleolithic or Old Stone Age, which began in Africa around 2,000,000 B.C. Prehistoric art includes paintings on the walls of caves, sculpture, pottery, baskets, and textiles.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about prehistoric art. Below are ten Vocabulary Words that will be used in these exercises.

acquittal  condescend  elite  fortitude  mentor
assert  contemptuous  evolve  inarticulate  notoriety

EXERCISE 1  Wordbusting

Directions. Follow these instructions for this word and the nine words on the next page.
• Figure out the word’s meaning by looking at its context, its structure, and its sound. Fill in at least one of the three CSS boxes. Alternate which boxes you complete.
• Then, look up the word in a dictionary, read all of its meanings, and write the meaning of the word as it is used in the sentence.
• Follow this same process for each of the Vocabulary Words on the next page. You will need to draw your own map for each word. Use a separate sheet of paper.

1. acquittal

The museum accused the art dealer of stealing a prehistoric sculpture of a woman’s head. At the trial the jury found the dealer not guilty, and the judge announced an acquittal.

Context:  Structure:  Sound:

Dictionary:
2. **assert**

   The museum did not have any evidence that the art dealer took the sculpture, which was carved in France around 22,000 B.C. The art dealer **asserted** his right to a trial, and the museum could not deny his claim.

3. **condescend**

   The art dealer said that he was an honorable man who would not **condescend** to any form of dishonesty. Theft, he explained, was far beneath him.

4. **contemptuous**

   During the trial, museum officials were openly **contemptuous** of the art dealer's qualifications. The defense, however, produced witnesses who proved that the museum officials were quite wrong to show scorn for the dealer's expert knowledge.

5. **elite**

   "He is among the **elite** in the world of prehistoric art," one defense witness said. "Only a few select people know as much as this dealer knows about Paleolithic art and tools."

6. **evolve**

   The art dealer told how his interest in Paleolithic art had **evolved** over the last fifty years and also how his interest in the pottery of the Neolithic or New Stone Age (c. 8000-3000 B.C.) had gradually developed.

7. **fortitude**

   The newspaper article praised the art dealer's courage and moral strength during the trial. The article said he showed much **fortitude** in facing the charges from the museum.

8. **inarticulate**

   At one point in the trial, however, the art dealer became **inarticulate**. He was so filled with emotion that he was unable to speak clearly.

9. **mentor**

   The art dealer was emotional when telling about his **mentor**, whom he had accompanied on an archaeological dig in Turkey. "He was indeed a wise and trusted advisor," the dealer said, "and taught me many things."

10. **notoriety**

    Although the art dealer achieved an unwanted **notoriety** as a result of the trial, the museum's reputation suffered even more when it was discovered that the missing sculpture had been misplaced by an employee.
EXERCISE 2  Context Clues

Directions. Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided; then write the Vocabulary Word on the line preceding the definition.

<table>
<thead>
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</tr>
</thead>
</table>
| 11. word: ____________________________  
   *n.* patient courage in facing pain or danger; moral strength; endurance |
| (A) One speaker **asserted** that the best Paleolithic cave paintings are at Lascaux, France; another firmly declared that the best are at Altamira, Spain. |
| 12. word: ____________________________  
   *v.* to stoop to do something you think is unworthy of you |
| (B) I accept the opinion of my **mentor,** who prefers the drawings of bison at Altamira. As an advisor, she has wise opinions and can be trusted. |
| 13. word: ____________________________  
   *v.* to develop gradually by process of growth and change |
| (C) I was glad that the main speaker was not **inarticulate** and could clearly discuss why prehistoric artists painted images of animals on cave walls. |
| 14. word: ____________________________  
   *n.* fame, usually in an unfavorable sense |
| (D) He explained that the skills of prehistoric artists **evolved,** just as their concepts of pictures as symbols gradually developed. |
| 15. word: ____________________________  
   *v.* to express or state positively; to defend or claim (one’s rights, for example) |
| (E) "Perhaps," he said, "the artist thought that painting a hunted animal’s image would give the hunters the **fortitude** that they would need to courageously endure the hunt.” |
| 16. word: ____________________________  
   *n.* a setting free by judgment of a court; a release from a duty, obligation, etc. |
| (F) Someone in the audience was **contemptuous** of the talents of prehistoric artists. Her disdain was directed at the cave paintings. |
| 17. word: ____________________________  
   *adj.* of or suitable for a select group; *n.* a group or part of a group regarded as the best, most skilled, most powerful, etc. |
| (G) The speaker felt that it was beneath him to respond to such criticisms. Nevertheless, he **condescended** to explain the primitive societies in which prehistoric artists lived and worked. |
| 18. word: ____________________________  
   *n.* a wise and trusted teacher; a counselor |
| (H) "Were the people who did the cave paintings a small, **elite** group, or could just anybody paint in the caves?" I asked. |
| 19. word: ____________________________  
   *adj.* unable to speak understandably or effectively or to use words; unable to say what one thinks |
| (I) The speaker said that to be an artist in a prehistoric society may have been an honor and that anyone with a bad reputation—any kind of **notoriety**—may not have been allowed to paint. |
| 20. word: ____________________________  
   *adj.* showing or feeling scorn |
| (J) The members of the audience listened intently to the speaker’s arguments. In the end, they agreed with him and refrained from asking any more questions. You might say they gave him an **acquittal** from any further discussion. |
EXERCISE 3  Sentence Completion

Directions. For each of the following items, circle the letter of the choice that best completes the meaning of the sentence or sentences.

21. Don't be _____ of prehistoric art; its beauty is worthy of respect, not scorn.
   (A) elite
   (B) inarticulate
   (C) assertive
   (D) fortitudinous
   (E) contemptuous

22. Techniques for firing pottery _____, or developed gradually, in Near East farming villages during the Neolithic Age.
   (A) asserted
   (B) articulated
   (C) acquitted
   (D) evolved
   (E) condescended

23. One author _____ that pottery is an important, visible record of a society's artistic skills. Other archaeologists have expressed that opinion, too.
   (A) evolves
   (B) condescends
   (C) asserts
   (D) represses
   (E) succumbs

24. Only the _____ of the Friends of the Art Museum collect Neolithic pottery because only the most wealthy and influential people can afford it.
   (A) acquittal
   (B) elite
   (C) mentor
   (D) notoriety
   (E) fortitude

25. Neolithic pottery figurines are especially valuable, according to my son's art professor, who is his trustworthy advisor, or _____, at college.
   (A) mentor
   (B) notoriety
   (C) assertion
   (D) acquittal
   (E) elite

26. Perhaps only the _____ of Neolithic metalworkers could afford to use gold and silver. At times, however, they may have _____ to use tin or other metals that they may have considered beneath them.
   (A) mentor . . . evolved
   (B) acquittal . . . asserted
   (C) elite . . . condescended
   (D) mentor . . . acquitted
   (E) notoriety . . . evolved

27. The speaker was so nervous that he was almost _____, but he finally was able to defend his _____ about the origins of Stonehenge.
   (A) contemptuous . . . acquittal
   (B) fortitudinous . . . notoriety
   (C) repressive . . . fortitude
   (D) contemptuous . . . elite
   (E) inarticulate . . . assertion

28. Maura's _____ at art school advised her not to make copies of Neolithic pottery. Copiers gain a bad reputation, or _____.
   (A) fortitude . . . elite
   (B) notoriety . . . mentor
   (C) elite . . . acquittal
   (D) mentor . . . notoriety
   (E) acquittal . . . fortitude

29. No one should be _____, or disdainful, of early prehistoric Chinese art: It is very sophisticated.
   (A) contemptuous
   (B) inarticulate
   (C) elite
   (D) whimsical
   (E) prophetic

30. The courageous woman wrongly accused of smuggling precious artifacts exhibited _____ during the trial. She was found innocent, and the trial ended with _____.
   (A) mentor . . . a notoriety
   (B) fortitude . . . an acquittal
   (C) elite . . . an assertion
   (D) acquittal . . . an evolution
   (E) notoriety . . . an acquittal
Lesson 2  CONTEXT: Expression

The Stagecoach Never Stops: Westerns

Just like the stagecoaches that rumble through them, westerns keep delivering. Like their cowboy heroes, westerns are dependable and plentiful. Stories about the western United States—those in novels, in movies, or on television shows—always have an audience. With clearly defined “good guys” and “bad guys” and simple conflicts over cattle, land, or love, westerns seem to express basic U.S. cultural concerns and interests.

In the following exercises, you will have the opportunity to expand your vocabulary by reading about westerns and their popularity. Below are ten Vocabulary Words that will be used in these exercises.

- analogy
- antiquity
- electorate
- excerpt
- paternal
- posthumous
- ethical
- heresy
- pauper
- prophetic

EXERCISE 1  Wordbusting ≤≥

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1.

**analogy**

“Hey, Mom, let’s talk about westerns. I just thought of an analogy that will interest you: Those westerns that you’ve been watching and reading all these years are like modern folk tales.”

<table>
<thead>
<tr>
<th>Context:</th>
<th>Structure:</th>
<th>Sound:</th>
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Dictionary:
2. antiquity
   “I don’t like the sound of ‘all these years,’ Jake. You make me sound ancient, like someone of great antiquity. I’m not older than the American West, you know.”

3. electorat
   “Mom, you’re part of the electorate, those who have the right to vote. If you had to vote for a western movie star for president, which one would you vote for?”

4. ethical
   “Well, John Wayne, of course—if he were alive—because the cowboy heroes he played always knew right from wrong. They were ethical. Do you remember him as Rooster Cogburn in True Grit?”

5. excerpt
   “Yeah, and I remember how you used to read to me your favorite excerpts from that book. I bet you can quote them by heart even now.”

6. heresy
   “All I know is that John Wayne was the best western actor. If anyone were to state otherwise, it would be pure heresy as far as I’m concerned. You don’t have a different opinion, do you?”

7. paternal
   “Well, Mom, John Wayne is a paternal figure because he’s strong and capable, as the traditional father is supposed to be. But I prefer a tougher hero, a loner, like some of the characters Clint Eastwood portrays.”

8. pauper
   “There’s room for all kinds of different heroes in westerns, you know, Jake. Some are paupers, and some are wealthy; some are shy, and some are outgoing; some are wanderers, and some are settlers.”

9. posthumous
   “Mom, since you’re such a John Wayne fan, I know you can answer this question: Did John Wayne receive a posthumous Academy Award®, or did he receive the award while he was alive?”

10. prophetic
    “He accepted an Academy Award® in 1969, ten years before his death. Months before the awards I predicted he would win, which shows how good my prophetic abilities are.”
**EXERCISE 2  Context Clues**

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided; then write the Vocabulary Word on the line preceding the definition.

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| _______ 11. word: ____________________  
  *n.* a person who is very poor, especially one dependent upon public charity | (A) “Mom, I guess your interest in westerns is a result of *paternal* influence since you learned so much about them from Grandfather.” |
| _______ 12. word: ____________________  
  *n.* a selected passage or scene from a literary work or piece of music; an extract; *v.* to take out or select passages; to quote | (B) “Well, Jake, westerns can teach you a great deal about morals. The cowboy heroes and lawmen usually take *ethical* stands and do a lot of good.” |
| _______ 13. word: ____________________  
  *n.* a likeness between different things; a similarity; a comparison | (C) “I know. Read an *excerpt* from just about any western novel, such as *Shane,* and you get an idea that good triumphs over evil in westerns.” |
| _______ 14. word: ____________________  
  *adj.* pertaining to right and wrong; conforming to certain rules or standards; moral | (D) “Westerns relive the frontier days of the 1800s. Don’t look to westerns for predictions of the future because they aren’t *prophetic*.” |
| _______ 15. word: ____________________  
  *adj.* relating to someone or something that foretells events | (E) “Westerns are sort of American epics, like Homer’s *Iliad* and *Odyssey* were to the Greeks. It’s an interesting *analogy,* don’t you think?” |
| _______ 16. word: ____________________  
  *n.* a belief different from accepted doctrine | (F) “Well, Jake, I’ve never thought of comparing westerns to stories of *antiquity,* but I’m sure people of ancient times had similar stories.” |
| _______ 17. word: ____________________  
  *adj.* inherited from or related through one’s father; fatherly | (G) “And westerns have a broad appeal, like a popular presidential candidate has to the general *electorate.*” |
| _______ 18. word: ____________________  
  *n.* ancient times; a thing or people of ancient times; the quality of being ancient | (H) “Westerns depict every kind of character: *paupers* who come to town for charity, wealthy ranchers, and mysterious loners.” |
| _______ 19. word: ____________________  
  *adj.* coming after death | (I) “Mom, do you recall a western movie about a clergyman who didn’t believe the teachings of his church and so was tried for *heresy*?” |
| _______ 20. word: ____________________  
  *n.* all persons having the right to vote | (J) “No, but I don’t think I could live long enough to see all the western movies that have been made. After I’m gone, there’ll have to be some *posthumous* showings!” |
EXERCISE 3  Sentence Completion

Directions. For each of the following items, circle the letter of the choice that best completes the meaning of the sentence or sentences.

21. “I remember how good it felt when my father watched western movies with me. I really appreciate his _____ interest now. I wish I could tell him.”
   (A) prophetic
   (B) posthumous
   (C) ethical
   (D) paternal
   (E) analogous

22. “Mom, you can’t have _____ talks with your Dad; he’s been dead for ten years.”
   (A) ethical
   (B) prophetic
   (C) posthumous
   (D) paternal
   (E) heretical

23. “Jake, I may seem like a survivor from _____ to you, but I prefer the old westerns, which probably seem ancient to someone your age.”
   (A) analogy
   (B) excerpt
   (C) electorate
   (D) heresy
   (E) antiquity

24. “Well, I know you think it’s _____, but I guess I do go against your belief that old westerns are superior to newer ones.”
   (A) antiquity
   (B) analogy
   (C) pauper
   (D) heresy
   (E) excerpt

25. “I guess I’m _____ after all, Jake. I predicted a long time ago that you would eventually like westerns.”
   (A) ethical
   (B) paternal
   (C) posthumous
   (D) pompous
   (E) prophetic

26. “Mom, just because you sometimes feel as old as someone from _____ doesn’t mean that you are _____ and can predict the future.”
   (A) electorate . . . posthumous
   (B) pauper . . . prophetic
   (C) antiquity . . . prophetic
   (D) analogy . . . ethical
   (E) heresy . . . paternal

27. “Now, don’t get upset like a member of the _____ throwing a candidate out at election time. Say, that’s a good _____!”
   (A) heresy . . . antiquity
   (B) antiquity . . . pauper
   (C) electorate . . . analogy
   (D) pauper . . . electorate
   (E) electorate . . . heresy

28. “Mom, if I ever write an autobiography, a number of _____ from it will be about you. I don’t want to tell you that I love you _____; I want to tell you while you’re still alive.”
   (A) excerpts . . . posthumously
   (B) analogies . . . patronally
   (C) heretics . . . ethically
   (D) electorates . . . heretically
   (E) paupers . . . patronally

29. “You know, Jake, many of my moral values came from _____ ideas in westerns. These values helped me rise from a poor background—we were practically _____—to become a successful judge.”
   (A) paternal . . . electorates
   (B) ethical . . . analogies
   (C) posthumous . . . antiquities
   (D) ethical . . . paupers
   (E) prophetic . . . excerpts

30. “Well, I guess I’m guilty of _____ because I don’t hold your belief about the ethical value of westerns. But I can recite a few _____ and quotes from famous westerns.”
   (A) antiquity . . . electorates
   (B) heresy . . . excerpts
   (C) electorate . . . heresies
   (D) analogy . . . excerpts
   (E) excerpt . . . heresies
Lesson 1  ANALOGIES

Directions. For each of the following items, choose the lettered pair of words that expresses a relationship that is most similar to the relationship between the pair of capitalized words. Write the letter of your answer on the line provided before the number of the item.

1. CONDESCEND : SNOB ::
   (A) offend : manner
   (B) pluck : string
   (C) eat : food
   (D) help : assistant
   (E) march : ballerina

2. CONTEMPTUOUS : SCORNFUL ::
   (A) careful : cautious
   (B) brotherly : fatherly
   (C) majestic : maternal
   (D) awkward : spry
   (E) confused : changed

3. ELITE : SUPERIOR ::
   (A) pedestrians : few
   (B) inferiors : proud
   (C) heroes : brave
   (D) poor : wealthy
   (E) fantasy : real

4. EVOLVE : CHANGE ::
   (A) swing : slide
   (B) spin : twirl
   (C) slip : rise
   (D) read : lecture
   (E) recall : forget

5. EXCERPT : SELECTED ::
   (A) poem : hummed
   (B) symphony : run
   (C) quotation : understood
   (D) play : performed
   (E) creation : destroyed

6. FORTITUDE : WEAKNESS ::
   (A) forgetfulness : memories
   (B) anxiety : calm
   (C) relaxation : rest
   (D) tension : strain
   (E) forethought : meditation

7. MENTOR : ADVISE ::
   (A) physician : honor
   (B) map : travel
   (C) employer : argue
   (D) critic : review
   (E) chord : strike

8. NOTORIETY : FAME ::
   (A) expense : money
   (B) song : singer
   (C) merit : worth
   (D) celebrity : celebration
   (E) fortune : publicity

9. PAUPER : IMPOVERISHED ::
   (A) emotion : sarcastic
   (B) newspaper : heavy
   (C) convict : imprisoned
   (D) trip : automated
   (E) attack : vigorous

10. PROPHETIC : PREDICTIVE ::
    (A) prosperous : poor
    (B) propelled : poured
    (C) remarkable : outstanding
    (D) remote : remodeled
    (E) dangerous : scared
Lesson 1  CONTEXT: Expression

The passage gives you an opportunity to expand your vocabulary. Below are twenty Vocabulary Words that are used in the passage and in the exercises that follow it.

acquittal  contemptuous  excerpt  notoriety
analogy  electorate  fortitude  paternal
antiquity  elite  heresy  pauper
assert  ethical  inarticulate  posthumous
condescend  evolve  mentor  prophetic

Why Socrates Died

Socrates (c. 470 – 399 B.C.) is considered one of the greatest philosophers of antiquity (1). However, was this philosopher of ancient times as intelligent and wise as most people think he was? At his trial in Athens in 399 B.C., Socrates presented a defense that resulted in his being sentenced to death. Was this the outcome he wanted? Was his death necessary? An examination of his life, beliefs, and trial suggests that Socrates knew exactly what he was doing: By accepting death, he was remaining true to his principles.

Socrates’ Goals and Methods

Socrates was born around 470 B.C. into a middle-class Athenian family. His father was a stonecutter; his mother was a midwife. He followed his father’s profession for a time but then decided to devote his life to teaching philosophy. Socrates did not charge his students for his teaching. He and his wife and three sons evidently lived on a modest paternal (2) inheritance made possible through his father’s success as a stonecutter. However, Socrates apparently lived in near poverty much of the time. Compared to most of his students, who were from wealthy families, he was a pauper (3).

Teaching independent thinking was one of Socrates’ primary goals. His method of teaching, the now-famous Socratic method, was to ask questions. By pretending ignorance of a subject, he would draw answers from his students. The students already knew the answers, he said; they just had to think clearly and formulate their thoughts. Socrates maintained that virtue is knowledge and that ignorance causes wickedness. He said people should concentrate on distinguishing between right and wrong. Such ethical (4) matters were of great concern to him.

Much of Socrates’ thinking went against the accepted teachings of his society, and his heresy (5) angered many prominent people. The sons of some of these people were Socrates’ students, and these students considered the philosopher their mentor (6)—a wise and trusted advisor. Although Socrates achieved a good reputation among his students, their high regard was by no means shared by everyone: Socrates gained notoriety (7) throughout Athens. At the age of seventy, Socrates was brought to trial on charges of not believing in the state’s gods and of “corrupting” the youth of Athens.

Socrates wrote nothing himself, but we know much about his life from the writing of two of his students, Plato and Xenophon. In the Apology, Plato, Socrates’ most famous student, describes Socrates’ defense at his trial. Speaking confidently to the jury, Socrates asserts (8) that there is “nothing real of which to accuse me.” He also firmly
declares that he will not submit to any compromise that will go against his beliefs. He clearly explains his life's work, as this excerpt (9) from the Apology shows: "I do nothing but go about persuading you all, old and young alike, not to take thought for your persons or your properties, but first and chiefly to care about the greatest improvement of the soul. . . . This is my teaching, and if this is the doctrine which corrupts the youth, I am a mischievous person." He describes his role as that of a "gadfly which God has attached to the state." These clearly formulated statements show that Socrates was far from an inarticulate (10) speaker.

Was Socrates Undemocratic?
That Socrates was tried in a democratic society for charges involving freedom of speech puzzles some people. Weren't the Athenians being undemocratic by denying Socrates free speech? In his book The Trial of Socrates, I. F. Stone declares that it was Socrates, not the Athenians, who was undemocratic. Stone says that Socrates was contemptuous (11) of the democratic form of government and frequently demonstrated scorn and disdain toward Athenian society. According to Stone, Socrates did not think that people should be self-governing; he rejected the power of the electorate (12). He believed, instead, that people should be governed by an absolute, knowledgeable ruler. Socrates used several analogies (13) to support his view. For example, he compared a country to a ship. Aboard a ship, Socrates pointed out, all obey one ruler, "the one who knows."

Stone also says that Socrates did not use the issue of free speech in his defense because he did not believe in free speech for everyone. He believed in free speech only for an elite (14) group, not for the masses. According to Stone, Socrates would not have stooped to do anything beneath his dignity; he would not have condescended (15) to defend himself with a principle in which he did not actually believe.

Socrates calmly accepted the guilty verdict—he had not expected an acquittal (16) anyway—and his punishment to die by drinking hemlock, a poison. Friends offered to help him escape, but Socrates refused to break the law. He did not fear death, as he believed that "no evil can happen to a good man, either in life or after death." He obviously had much fortitude (17), or moral strength.

After the sentencing, Socrates predicted that many others would soon come forth to condemn evil ways and to urge people to improve themselves. Socrates proved, indeed, to have prophetic (18) powers, for various schools of philosophy gradually developed, or evolved (19), from his teachings. In fact, Socrates' posthumous (20) influence became greater than the influence he had while he was alive. Stone says Socrates' death was a triumph for the philosopher's mission.

EXERCISE 1 Finding Synonyms

Directions. Reread the preceding passage. Then write on the line provided a synonym for each of the words in boldface. If you cannot think of an exact synonym, you may write a brief definition of the word.

1. antiquity

2. paternal

3. pauper

4. ethical

5. heresy

6. mentor

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EXERCISE 2  Reading Strategically

Directions. Now that you have read the passage and thought about the words in boldface, circle the letter of the correct answer to each of the following items. The numbers of the items are the same as the numbers of the boldface Vocabulary Words in the passage.

1. In the passage, antiquity means
   (A) modern times
   (B) the future
   (C) ancient times
   (D) great philosopher
   (E) Athenian trial

2. In the passage, why did Socrates have a modest paternal inheritance?
   (A) He was a teacher and philosopher and made a great amount of money.
   (B) His father was successful enough to leave him a little money.
   (C) He and his wife and children lived far below the poverty level.
   (D) Socrates’ work as a stonemason enabled him to support his family.
   (E) His mother made a lot of money, but she spent it before she died.
3. How does the writer provide a clue to the meaning of pauper?
   (A) The writer relates being a pauper to teaching.
   (B) The writer gives a synonym for pauper.
   (C) The writer provides examples of paupers.
   (D) The writer contrasts being a pauper with being wealthy.
   (E) The writer defines pauper.

4. We can infer from the passage that ethical matters are concerned with
   (A) distinguishing right from wrong
   (B) recognizing ignorance and stupidity
   (C) providing questions and answers
   (D) distinguishing faith from reason
   (E) maintaining students' interests

5. What strategy does the writer use to tell us that heresy is defined as “a controversial or unorthodox opinion”?
   (A) The writer explains that Socrates could not get along with most people in Athens.
   (B) The writer defines heresy along with other words in the sentence.
   (C) The writer describes Socrates' thinking as being similar to that of others in Athens.
   (D) The writer uses figurative language to illustrate the meaning of heresy.
   (E) The writer states that Socrates' thinking went against accepted teachings.

6. In the passage, a mentor is a
   (A) revolutionary student
   (B) mentally unstable teacher
   (C) wise and trusted advisor
   (D) person of good reputation
   (E) person who gives poor advice

7. When we read in the passage that Socrates gained notoriety, we should realize that
   (A) notoriety means old age
   (B) Socrates was virtually unknown
   (C) Socrates gained many followers
   (D) Socrates wrote several books
   (E) notoriety is a poor reputation

8. In the passage, when Socrates asserts, he _____ declares.
   (A) firmly
   (B) quietly
   (C) timidly
   (D) angrily
   (E) wrongly

9. What strategy does the writer use to tell us that excerpt is defined as “a passage or scene from a speech or a book”?
   (A) The writer uses a synonym for excerpt.
   (B) The writer uses an example of an excerpt.
   (C) The writer defines excerpt.
   (D) The writer describes ways to use excerpt.
   (E) The writer contrasts excerpt with an antonym.
10. In the passage, **inarticulate** means
   (A) clearly understandable
   (B) glad to speak in public
   (C) able to quote literature
   (D) guilty of serious crimes
   (E) unable to speak clearly

11. The writer provides a clue to the meaning of **contemptuous** by
   (A) referring to the word **undemocratic**
   (B) linking **contemptuous** with the words **scorn** and **disdain**
   (C) relating **contemptuous** to a democratic government
   (D) implying that **contemptuous** means “self-governing”
   (E) explaining freedom of speech

12. We can infer from the passage that if the **electorate** has power, then
   (A) the society does not govern itself
   (B) the society is not democratic
   (C) no one in the society is allowed to vote
   (D) the society is self-governing
   (E) an absolute ruler governs the society

13. To illustrate Socrates’ use of **analogies**, the writer cites Socrates’ comparison of a
   (A) ruler to a country
   (B) ship to a ruler
   (C) country to a ship
   (D) leader to a country
   (E) country to a view

14. When we read in the passage that Socrates believed in free speech only for an **elite** group, we
   should realize that he
   (A) wanted everyone to have the right of free speech
   (B) was totally committed to a democratic government
   (C) thought free speech should be defined by voters
   (D) believed in free speech for only selected people
   (E) thought only he was worthy of the right to free speech

15. The writer provides a clue to the meaning of **condescended** by
   (A) earlier using the phrase “stooped to do anything beneath his dignity”
   (B) saying “to defend himself with a principle in which he did not actually believe”
   (C) relating **condescended** to the principle of free speech
   (D) implying that **condescended** means “presented arguments about”
   (E) saying that Socrates would stoop to anything to save himself

16. According to the passage, what does it mean to have an **acquittal**?
   (A) It means to defend yourself before a judge.
   (B) It means to receive a verdict of not guilty.
   (C) It means to be sentenced to life in prison.
   (D) It means to receive a verdict of guilty.
   (E) It means to accept a verdict without complaining.
17. In the passage, why is Socrates described as having much fortitude?
   (A) He wanted to escape from prison.
   (B) He always planned ahead.
   (C) He possessed great physical strength.
   (D) He was sentenced to die by poison.
   (E) He exhibited much moral strength and courage.

18. In the passage, Socrates' prophetic powers were proven by his ability to
   (A) help people improve themselves
   (B) predict what would happen
   (C) understand new philosophies
   (D) condemn evil ways of doing things
   (E) die without being critical

19. In the passage, evolved means
   (A) quickly developed
   (B) suspiciously appeared
   (C) gradually developed
   (D) was prophesied
   (E) disappeared suddenly

20. How does the writer provide a clue to the meaning of posthumous?
   (A) The writer relates posthumous to the word influence.
   (B) The writer defines posthumous as "lively."
   (C) The writer implies that posthumous means "great."
   (D) The writer contrasts posthumous with the word alive.
   (E) The writer refers to posthumous as a triumph.