

Philosophy and Thoughts

iPrepare

Scenarios

Watch a video clip about the scenarios on the online course before class. Then think about what you need to learn from this unit in order to fulfill the tasks mentioned in the scenarios.



Learning objectives

Upon completion of this unit, you will be able to:

- introduce Socrates and his major achievements
- introduce Confucius and his essential ideas
- compare these two philosophers and their thoughts



1 iExplore

VIEWING

1 Are you familiar with the name Socrates? What do you know about him? Read the following descriptions and check (✓) the ones that you believe are right about him.



- 1 an ancient Greek philosopher
- 2 living in Rome
- 3 author of *The Republic*
- 4 was interested in science
- 5 was good at asking questions
- 6 was sentenced to death

2 Watch a video clip in which some primary school students in the United States share what they know about Socrates. Then work in pairs and share what you know about Socrates and his major contributions.



NEW WORDS

hemlock /'hem,lɒk/ *n.* 毒芹

negative /'negətɪv/ *n.* 负数; 负量

READING

Socrates and his pursuit of truth

The ancient Greek philosophers have played a pivotal role in the shaping of the Western philosophical tradition. They initiated investigations into how knowledge is acquired and what knowledge consists of. One of the most influential ancient Greek philosophers is Socrates. Below is a text on this great thinker. Read this text to gain a basic knowledge of Socrates and his pursuit of truth.

The man who asked questions

Nigel Warburton

- ¹ About 2,400 years ago in Athens a man was put to death for asking too many questions. There were philosophers before him, but it was with Socrates that the subject really took off. If philosophy has a patron saint, it is Socrates.
- ² Snub-nosed, podgy, shabby and a bit strange, Socrates did not fit in. Although physically ugly and often unwashed, he had great charisma and a brilliant mind. Everyone in Athens agreed that there had never been anyone quite like him and probably wouldn't be again. He was unique. But he was also extremely annoying. He saw himself as one of those horseflies that have a nasty bite — a gadfly. They're irritating, but don't do serious harm. Not everyone in Athens agreed, though. Some loved him; others thought him a dangerous influence.
- ³ As a young man he had been a brave soldier fighting in the Peloponnesian War against the Spartans and their allies. In middle age he shuffled around the marketplace, stopping people from time to time and asking them awkward questions. That was more or less all he did. But the questions he asked were razor-sharp. They seemed straightforward; but they weren't.
- ⁴ An example of this was his conversation with Euthydemus. Socrates asked him whether being deceitful counted as being immoral. Of course it does, Euthydemus replied. He thought that was obvious. But what, Socrates asked, if your friend is feeling very low and might kill himself, and you steal his knife? Isn't that a deceitful act? Of course it is. But isn't it *moral* rather than *immoral* to do that? It's



a good thing, not a bad one — despite being a deceitful act. Yes, said Euthydemus, who by now is tied in knots. Socrates by using a clever counter-example has shown that Euthydemus' general comment that being deceitful is immoral doesn't apply in every situation. Euthydemus hadn't realized this before.

⁵ Over and over again Socrates demonstrated that the people he met in the marketplace didn't really know what they thought they knew. A military commander would begin a conversation totally confident that he knew what "courage" meant, but after 20 minutes in Socrates' company would leave completely confused. The experience must have been disconcerting. Socrates loved to reveal the limits of what people genuinely understood, and to question the assumptions on which they built their lives. A conversation that ended in everyone realizing how little they knew was for him a success. Far better that than to carry

on believing that you understood something when you didn't.

⁶ At that time in Athens the sons of rich men would be sent to study with Sophists. The Sophists were clever teachers who would coach their students in the art of speech-making. They charged very high fees for this. Socrates in contrast didn't charge for his services. In fact he claimed he didn't know anything, so how could he teach at all? This didn't stop students coming to him and listening in on his conversations. It didn't make him popular with the Sophists either.

⁷ One day his friend Chaerophon went to the oracle of Apollo at Delphi. The oracle was a wise old woman, a sibyl, who would answer questions that visitors asked. Her answers were usually in the form of a riddle. "Is anyone wiser than Socrates?" Chaerophon asked. "No," came the answer. "No one is wiser than Socrates."

- 8 When Chaerophon told Socrates about this he didn't believe it at first. It really puzzled him. "How can I be the wisest man in Athens when I know so little?" he wondered. He devoted years to questioning people to see if anyone was wiser than he was. Finally he realized what the oracle had meant and that she had been right. Lots of people were good at the various things they did — carpenters were good at carpentry, and soldiers knew about fighting. But none of them were truly wise. They didn't really know what they were talking about.
- 9 The word "philosopher" comes from the Greek words meaning "love of wisdom." The Western tradition in philosophy spread from ancient Greece across large parts of the world, at times cross-fertilized by ideas from the East. The kind of wisdom that it values is based on argument, reasoning and asking questions, not on believing things simply because someone important has told you they are true. Wisdom for Socrates was not knowing lots of facts, or knowing how to do something. It meant understanding the true nature of our existence, including the limits of what we can know. Philosophers today are doing more or less what Socrates was doing: asking tough questions, looking at reasons and evidence, struggling to answer some of the most important questions we can ask ourselves about the nature of reality and how we should live.
- 10 What made Socrates so wise was that he kept asking questions and he was always willing to debate his ideas. Life, he declared, is only worth living if you think about what you are doing. An unexamined existence is all right for cattle, but not for human beings.
- 11 Athens as a whole didn't value Socrates. Many Athenians felt that Socrates was dangerous and was deliberately undermining the government. In 399 BC, when Socrates was 70 years old, he was sentenced to death. He was put to death by being forced to drink poison made from hemlock. Socrates said goodbye to his wife and three sons, and then gathered his students around him. If he had the choice to carry on living quietly, not asking any more difficult questions, he would not take it. He'd rather die than that. He had an inner voice that told him to keep questioning everything, and he could not betray it. Then he drank the cup of poison.

Source: Nigel Warburton, "The man who asked questions," *A Little History of Philosophy*. Yale University Press, 2011.



NOTES

Peloponnesian War (431 BC – 404 BC): an ancient Greek war fought by Athens and its empire against the Peloponnesian

League led by Sparta (斯巴达). After the defeat in the Peloponnesian War, Athens found itself completely devastated, and never regained its pre-war prosperity. The fighting engulfed virtually the entire Greek world, and it was properly regarded by Thucydides, whose contemporary account of it is considered to be among the world's finest works of history, as the most

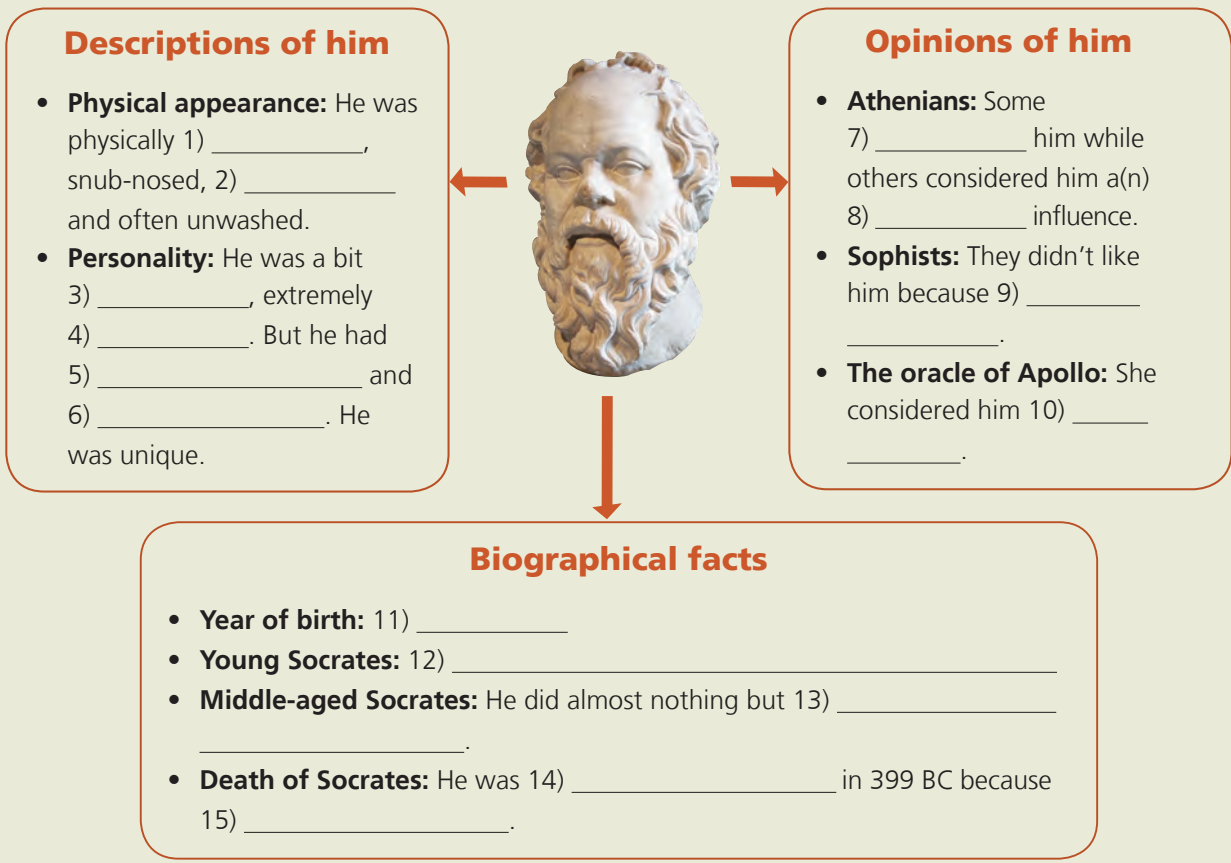
momentous war up to that time.

Euthydemus: a fleet commander for Athens during the Sicilian Expedition (西西里远征), which took place during the period from 415 BC to 413 BC

Chaerophon: an ancient Greek best remembered as a loyal friend and follower of Socrates. He is known only through brief descriptions by classical writers.

Identifying and synthesizing information

1 How much do you know about Socrates? Complete the following chart based on the information given in the text.



Descriptions of him

- **Physical appearance:** He was physically 1) _____, snub-nosed, 2) _____ and often unwashed.
- **Personality:** He was a bit 3) _____, extremely 4) _____. But he had 5) _____ and 6) _____. He was unique.

Opinions of him

- **Athenians:** Some 7) _____ him while others considered him a(n) 8) _____ influence.
- **Sophists:** They didn't like him because 9) _____.
- **The oracle of Apollo:** She considered him 10) _____.

Biographical facts

- **Year of birth:** 11) _____
- **Young Socrates:** 12) _____
- **Middle-aged Socrates:** He did almost nothing but 13) _____.
- **Death of Socrates:** He was 14) _____ in 399 BC because 15) _____.

2 Socrates has been called “the man who asked questions.” How and why did he keep asking questions? Answer the question by filling in the blanks with information from the middle part of the text.

How did Socrates ask questions?

- Socrates' way of questioning:
Socrates did almost nothing but 1) _____ the marketplace, stopping people and asking them seemingly 2) _____ questions that are actually 3) _____.
- An example of his questioning:
Socrates asked Euthydemus whether 4) _____ could be counted as 5) _____. Euthydemus said yes. Then Socrates used a clever 6) _____ in which he asked whether it is moral when 7) _____. Again, Euthydemus replied yes, but this time he felt that he was tied in 8) _____. Through the conversation, Socrates showed that 9) _____.

Why did Socrates ask questions?

- Through asking questions, Socrates 10) _____ what people really understood and 11) _____ on which people built their lives.
- He considered it a success when a conversation ended in 12) _____ and it is far better than to 13) _____.

3 Based on the last three paragraphs, answer the following questions.

- 1 What is wisdom in Socrates' eyes?
- 2 What is the value of Socrates' questioning?
- 3 What made Socrates so wise?
- 4 How did Socrates react to his death penalty? Why do you think he did so?

Building your language

Words and expressions

1 Complete the following sentences with appropriate words from the paragraphs indicated in the brackets. Change the form when necessary.

FUNCTION: Describing people

- 1 Leaders often have _____, an attractive quality that makes other people admire them and want to follow them. (Para. 2)
- 2 A person who has a(n) _____ mind can do extraordinary things that no one with a normal mind can imagine. (Para. 2)
- 3 It matters little whether people are physically beautiful or _____, because people's minds and souls are more important. (Para. 2)

FUNCTION: Describing questions

- 4 When faced with _____ questions in a conversation, we often get stuck. (Para. 3)
- 5 Unfortunately, this apparently _____ question turns out to be harder to answer than one might suppose. (Para. 3)
- 6 We cannot attempt to predict all the _____ questions children will ask. (Para. 9)

2 Complete the following sentences with appropriate expressions given in the boxes below. Change the form when necessary.

FUNCTION: Describing ways of asking questions

begin a conversation use a counter-example
debate (one's) ideas

- 1 _____ to a proposition or claim is to use an example that proves that the proposition or claim is not true.
- 2 In order to challenge others' opinions on one issue and make yours reasonable, you should _____.
- 3 When you have to _____ with nothing to talk about, you may try to ask brief questions, tell an interesting story or make some random comments.

FUNCTION: Describing purposes of asking questions

reveal the limits understand the nature
question the assumption

- 4 In order to _____ of Aristotle that the heavier object has a higher falling speed, Galileo did an experiment in the Leaning Tower of Pisa.
- 5 A paper published in *Physics Today* challenges how physics is taught and states that teaching fails to _____ of our understanding.
- 6 In London, where the family was reduced to poverty, Karl Marx continued writing his theories to explore and _____ of society.

3 Complete the following sentences by choosing the right words from the ones given in the brackets.

- 1 Huxley was at first an opponent of any evolutionary change at all, but after reading the *Origin of Species* he got tied (on, in) knots and his reaction was "How stupid of me not to have thought of that."
- 2 Dr. Dewdney looked closely at eight problems that reveal the (limitations, limits) of human understanding in his new book.

- 3 As Socrates' prized student, Plato came under Socrates' spell at about 20, deciding to devote himself (for, to) philosophy.
- 4 Freudian scholar Donald Levy argues that some critics fail to understand the (nature, feature) and importance of the concepts of resistance and transference (移情), and that their critique of Freud's scientific credibility is incoherent.
- 5 The role of the newly-built center is to provide a cross-disciplinary forum wherein scholars gather to exchange and (dispute, debate) ideas generated from the areas of philosophy, history, politics, sociology as well as international and cultural studies.
- 6 Unlike those who came before him, Kepler questioned the (conception, assumption) that planets moved in uniform circular motion, replacing it with elliptical (橢圓形的) motion.

Extended box

Read the following sentences that might be useful for you to complete the tasks in this unit. Pay special attention to the structures and expressions in bold.

FUNCTION: Giving a person's biographical information

- **About 2,400 years ago** in Athens a man was put to death for asking too many questions.
- **As a young man** he had been a brave soldier fighting in the Peloponnesian War against the Spartans and their allies.
- **In middle age** he shuffled around the marketplace, stopping people from time to time and asking them awkward questions.
- The philosopher **came from** one of the wealthiest and most politically active families in Athens.
- He was a French lawyer, man of letters, and political philosopher **who lived during** the Age of Enlightenment.

FUNCTION: Introducing a person's contributions

- There were philosophers before him, but **it was with Socrates that** the subject really took off.
- If philosophy has **a patron saint**, it is Socrates.
- Philosophers today are **doing more or less what Socrates was doing** ...
- Along with his teacher Socrates and his most famous student, Aristotle, Plato **laid the foundations of** Western philosophy and science.
- Hegel's idealist account of reality **revolutionized European philosophy** and **was an important precursor to** Continental philosophy and Marxism.

Preparing for the structure

How to organize a brief account of a great thinker and his or her major achievements? Below is a short introduction to Diogenes, an ancient Greek philosopher, and his contributions to the Western philosophical tradition. Read the following passage and figure out its structure by filling in the blanks in the right column.



<p>Diogenes was a Greek philosopher and the most famous exponent of Cynicism. The doctrine of Cynicism holds that the purpose of life is to live a life of virtue in agreement with nature. This means rejecting all conventional desires for health, wealth, power, and fame, and living a life free from all possessions and property.</p>	<p>Introduce Diogenes and his philosophy</p>
<p>Diogenes developed a reputation through his philosophy of practice. He lived in great poverty, and rejected all forms of luxury. For example, he discarded eating utensils, drank from his hands, and lived like a dog. In winter, he walked barefoot in the snow; in summer, he rolled in the hot sand. Once, a disciple asked him if he was overdoing it. He replied that he was like a teacher of choruses, who had to sing louder than the rest so that they may get the right note.</p>	<p>1) _____</p>
<p>Diogenes proved to his followers that happiness has nothing to do with a person's material circumstances. He not only influenced his contemporaries, but also served as a source for the development of Stoicism, which is one of the most enduring schools of Greek philosophy.</p>	<p>2) _____</p>

Sharing your ideas

After learning about Socrates and his contributions to the Western philosophy, do you feel confident in joining the conversation about Socrates and his philosophy with your international friends as mentioned in “Scenario One”? Please prepare a two-minute oral report introducing this great thinker and his contributions. Try to make full use of what you’ve learned from this section by selecting relevant information from the text, modeling the structure of the passage in “Preparing for the structure,” and using words and expressions in “Building your language” exercises.



YOU CAN REFER TO THE ONLINE COURSE FOR MORE EXERCISES.



2

iExplore

VIEWING

Watch a short biography of Confucius and answer the following questions.

- 1 While Socrates strived for wisdom by asking questions, what did Confucius try to pursue?
- 2 Why did he pursue it?
- 3 How did he pursue it?
- 4 Did he accomplish his mission during his lifetime?

NEW WORDS

feudal /'fju:dl/ *a.* 封建的; 封建制度的

concentric /kən'sentrik/ *a.* (圆) 同心的

paradoxical /,pærə'dɒksɪkl/ *a.* 自相矛盾的



READING

Confucius and his pursuit of common welfare

Socrates was one of the key figures in the Western philosophical tradition. Meanwhile, in Chinese philosophy, the equally influential figure was Kong Qiu, better known as Confucius. He was the founder of the philosophical school of thought, Confucianism, which had been the official imperial philosophy of China during a number of dynasties, particularly the Han, Tang and Song dynasties. During his lifetime, he was dedicated to advocating social and political reforms that could promote the welfare of the common people. Read the following text and learn more about Confucius' life and teachings.

The greatest sage in China

H. G. Creel

- ¹ Twenty-five hundred years ago there was born in China a child whose life was to influence human history as few have done. Tradition says that he came of noble ancestry and was the descendant of kings. At his birth, it is related, dragons and "spirit maidens" hovered in the air. But Confucius himself said, "When young, I was without rank and in humble circumstances."
- ² Tradition paints him as a strict pedant, laying down precise rules for men to follow in their conduct and their thinking. The truth is that he carefully avoided laying down rules, because he believed that no creed formulated by another person can excuse any man from the duty of thinking for himself.
- ³ He is often called a reactionary, whose primary aim was to restore the ways of antiquity and to bolster the authority of the hereditary aristocracy. In fact, he advocated and helped to bring about such sweeping social and political reforms that he must be counted among the great revolutionaries. Within a few centuries after his death hereditary aristocracy had virtually ceased to exist in China, and Confucius had contributed more than any other man to its destruction.
- ⁴ As a young man he had to earn his living at tasks that bordered on the menial. From this he gained, and never lost, a deep sympathy for the common people.

Their problems and sufferings were many. Centralized government had broken down. The feudal lords acknowledged only nominal allegiance to the king. Yet they could not be called independent, for some of them were no more than puppets in the hands of their own swashbuckling underlings. Public and private wars raged unchecked. There was very little law and order save what each man could enforce by his own right arm, his armed followers, or his powers of intrigue. Even the greatest noble could not be sure that he would not be ruined and perhaps assassinated. The position of the common people was tragic. Whoever won the wars, they lost. Even when there was peace they had no security, for they had no power. They were virtual pawns of the aristocrats, whose principal interests had come to be hunting, war, and extravagant living. To pay for these pastimes they taxed the people beyond what the traffic could bear, and suppressed all protest ruthlessly.

- 5 To the young Confucius these conditions seemed intolerable, and he resolved to devote his life to trying to right them. He talked to others about the way in which the world might be made a better place to live in. Gradually he gathered about himself a group of young men to study his doctrines, and so he became known as a teacher.
- 6 The essentials of his teachings were simple. Everywhere about him he saw men struggling against each other, but he refused to believe that that was the natural state of society. He thought it was normal for men to cooperate; to strive, not to get the better of each other, but to promote the common welfare. In his opinion a ruler's success should be measured by his ability, not to amass wealth and power for himself, but to bring about the welfare and happiness of his people.
- 7 Yet for Confucius it was not enough to be a teacher. He wanted to direct the government of a state and to see the world of which he dreamed come to life under his hand. It is clear, however, that the rulers of the day cannot have seriously considered putting real power into his hands. At best they must have thought him a harmless eccentric, but one who could become dangerous if given power. They did, however, give rather high posts to some of his disciples. It was doubtless at the insistence of these students that Confucius was finally given an office, in his native state of Lu, which carried a respectable title but probably involved no real authority.
- 8 When he saw that he could accomplish nothing he resigned his post, and set off on travels which took him to a number of states, in search of a ruler who would use his Way. He never found one. These journeys lasted a decade or more. They accomplished little, but they did prove that he was willing to undergo great hardship and abuse for his principles.
- 9 Returning to Lu he resumed his teaching. Five years later he died. His life had had about it very little of the dramatic. There was no climax and no martyrdom.

None of his chief ambitions had been fulfilled. There is little doubt that when he died everyone considered him a failure. Certainly he himself did.

- ¹⁰ After his death, as his teachings were handed down from one generation of disciples to another, the Confucian group gradually grew in size and influence. The doctrine was changed and elaborated until Confucius himself would scarcely have recognized it, yet two principles remained: the insistence that those who govern should be chosen not for their birth but for their virtue and ability, and that the true end of government is the welfare and happiness of the people. This latter principle made Confucianism popular with the common people, as war and oppression increased and life became more and more difficult.
- ¹¹ In the 17th and 18th centuries, a number of the Jesuit missionaries entered China and became scholars and even officials at the Chinese court. In letter after letter to Europe they told of Confucius. Thus Confucius became known to Europe just at the beginning of the philosophic movement known as the Enlightenment. A large number of philosophers, including Leibniz, Wolff, and Voltaire, as well as statesmen and men of letters, used his name and his ideas to further their arguments, and they themselves were influenced in the process. Both in France and in England the fact that China, under the impulsion of Confucianism, had long since virtually abolished hereditary aristocracy, was used as a weapon in the attack on hereditary privilege. The philosophy of Confucius played a role of some importance in the development of democratic ideals in Europe and in the background of the French Revolution. Through French thought it indirectly influenced the development of democracy in America.

Source: H. G. Creel, "Tradition and truth," *Confucius: The Man and the Myth*. Kessinger Publishing, 2007.

NOTES

the Enlightenment: a European intellectual movement of the 17th and 18th centuries in which cultural and intellectual forces in Western Europe emphasized reason, analysis and individualism rather than traditional lines of authority. This era is characterized by dramatic revolutions in science, philosophy, society, and politics. These revolutions swept away the medieval world view as governed by God and introduced the modern secular view of the world as dominated by humankind and the principles of reason.

Leibniz (Gottfried Wilhelm Leibniz) (1646 – 1716): German mathematician and philosopher. As a mathematician, he developed calculus and also contributed to the development of the binary number system.

Wolff (Christian Wolff) (1679 – 1754): German philosopher. He was the first philosopher who produced his works in German. He also played a significant role in the spread of Confucianism in Europe.

Voltaire (1694 – 1778): French writer, historian and philosopher. He enjoyed widespread fame for his attack on the monarchy and Catholicism of his day and his support for freedom, equality and the separation of church and state.



Identifying and synthesizing information

1 What is true of Confucius? Read Paras. 1-3 and complete the following table.

Tradition	Truth
Confucius came of noble 1) _____ and was the 2) _____ of kings.	Confucius was born without 3) _____ and in 4) _____ circumstances.
Confucius was a strict 5) _____ who laid down 6) _____ for men to follow.	Confucius believed that one had the 7) _____ of thinking for himself rather than following others' 8) _____.
Confucius was a(n) 9) _____ who strove for the ways of 10) _____ and supported the 11) _____ of the hereditary aristocracy.	Confucius was a(n) 12) _____, because he helped to bring about the socio-political 13) _____ that led to the 14) _____ of hereditary aristocracy in the end.



2 How much do you know about Confucius' life and teachings? Read Paras. 4-9 and complete the following chart.

His times

- The centralized government had 1) _____.
- The feudal lords showed 2) _____ to the king and some of them were only 3) _____ of their underlings.
- There was little 4) _____.
- The greatest noble would worry about being 5) _____.
- The common people's position was even 6) _____: They had no security because 7) _____; they were 8) _____ of the aristocrats who 9) _____ them beyond what they could bear.

In all, the conditions of his times were 10) _____.



His response

- He decided to 11) _____.
- He gathered a group of young people to 12) _____, and soon he became known as a teacher.



His teachings

The essentials of his teachings were simple.

- He never believed men's struggling was the 13) _____ of society. On the contrary, he thought that men should 14) _____ to promote 15) _____.
- He believed a successful ruler should 16) _____ instead of 17) _____.



His dream and his actual condition

- For Confucius, it was not enough to be a teacher. He wanted to 18) _____ so that his dream would 19) _____. Unfortunately, he was in a difficult position.
- The rulers never considered 20) _____ because they thought he could become dangerous when 21) _____.
- The rulers gave high posts to some of his students. Eventually, at the insistence of these students, he was offered an office in his native state of Lu, but with no real 22) _____.



His journeys

- He 23) _____ and started his travels in search of 24) _____ when he realized 25) _____.
- Although he didn't get what he wanted during his journeys, these journeys did suggest 26) _____.



His death and opinions of him

He returned to Lu from his journeys and died five years later. During his lifetime, he never achieved 27) _____ and was regarded as a 28) _____ by everyone including himself.

3 What is the influence of Confucius and his philosophy on Europe and America? Read the last two paragraphs and check (✓) the true statements.

- 1 After Confucius' death, his doctrine was handed down from one generation to another with minor changes.
- 2 Confucius insisted that governors should be chosen not for their birth but for their virtue and ability, and this principle made Confucianism popular with the common people.
- 3 Europeans knew nothing about Confucius until the beginning of the Enlightenment.
- 4 Jean-Jacques Rousseau, a great philosopher in the 18th century in France, used Confucius' ideas to further his arguments.
- 5 The fact that China was under the impulsion of Confucianism was used to attack hereditary aristocracy in France and England.
- 6 Confucianism has contributed to the development of democracy in both Europe and America.

Building your language

Words and expressions

1 Complete the following sentences with appropriate expressions given in the boxes below. Change the form when necessary.

FUNCTION: Describing a person's reputation

be counted among be known as be painted as

- 1 René Descartes was one of the key figures in the scientific revolution and has _____ an example of genius.
- 2 Aristotle, a classical Greek philosopher, _____ the founders of the Western philosophy.
- 3 John Locke was an English philosopher and physician, well _____ the "Father of Classical Liberalism."

FUNCTION: Describing a person's accomplishments

lay down rules formulate the creed bring about reforms

- 4 Confucius believed that _____ should be _____ by persuasion rather than violence.
- 5 The Zhou Dynasty first _____ of "rites" and "music."
- 6 Benjamin Franklin helped _____ that Americans would be better off, personally and economically, if they embraced an attitude of tolerance.

FUNCTION: Describing a thinker's influence

play a role of some importance grow in size and influence
under the impulsion of

- 7 Europe was _____ humanism during the Renaissance.
- 8 The book of *Zhuangzi* has historically _____ in the advocacy of
reclusion.
- 9 The Buddhist group has quickly _____ since Buddhism was
introduced into China in the Han Dynasty.

2 Rewrite each of the following sentences by paraphrasing the underlined part with an expression given in the boxes below. Change the form when necessary.

FUNCTION: Describing a person's background

come of noble ancestry in humble circumstances the descendant of

- 1 Many of Confucius' offsprings were identified and honored by successive imperial governments with titles of nobility and official posts.
_____.
- 2 Sima Niu, one of Confucius' disciples, was born in a noble family from the Song state.
_____.
- 3 As a member of the craft or artisan class, Mozi lived in poor conditions and his philosophy was distinctively anti-aristocratic.
_____.

put real power into one's hands give sb. an office resign one's post

- 4 Jiang Taigong was more than 70 years old, but the ruler did not give him an official post and people all referred to him as a mad fellow.
_____.
- 5 After Confucius gave up his office in the state of Lu, he began a series of journeys around the small kingdoms of northeast and central China, including the states of Wei, Song, Chen, and Cai.
_____.
- 6 By Confucius' age, the Zhou kings had been reduced to mere figureheads (有名无实的领袖), and various local rulers kept a hold on the reins of power.
_____.

Extended box

Read the following sentences that might be useful for you to complete the tasks in this unit. Pay special attention to the structures and expressions in bold.

FUNCTION: Describing the context of philosophical thoughts

- As a young man he had to **earn his living at tasks that bordered on the menial**. From this he **gained**, and never lost, **a deep sympathy for** the common people.
- Centralized government had **broken down**. The feudal lords **acknowledged** only **nominal allegiance to** the king.
- They were **virtual pawns of the aristocrats** ... They taxed the people beyond what the traffic could bear, and **suppressed all protest ruthlessly**.
- To the young Confucius these conditions **seemed intolerable**, and he **resolved to devote his life to** trying to right them.
- During the sixth century BC, competing Chinese states **undermined the authority** of the Zhou Empire, which had **held supreme rule** for over 500 years. Traditional Chinese principles **began to deteriorate, resulting in a period of moral decline**. Confucius **recognized an opportunity** — and an obligation — to reinforce the societal values of compassion and tradition.

FUNCTION: Explaining philosophical thoughts

- **He thought it was normal for men to** cooperate; to strive, not to get the better of each other, but to promote the common welfare.
- **In his opinion a ruler's success should be measured by** his ability, **not to** amass wealth and power for himself, **but to** bring about the welfare and happiness of his people.
- The doctrine was changed and elaborated ..., yet **two principles remained: the insistence that those who govern should be chosen not for** their birth **but for** their virtue and ability, and that **the true end of government is** the welfare and happiness of the people.
- For Confucius, *de* **came to mean** something like "moral charisma" — a property that any good person could cultivate and have. It **retained the connotation of** having a "magnetic" capacity to draw, influence and inspire others that was **part of the earlier notion of** "Royal Virtue."
- **Literally, Junzi means** "son of a lord," and hence **originally referred to** someone possessing a particular social status. However, Confucius **emphasized** living up to the ethical implications of this social role, so that being a genuine gentleman is **a goal to strive for**, rather than something simply bestowed by noble birth.

Sharing your ideas

After learning about Confucius and his teachings in this section, are you ready to write to David about Confucius and his philosophy as mentioned in “Scenario Two”? Please write a short introduction of around 300 words to introduce Confucius and his essential ideas. Try to make full use of what you’ve learned from this section by selecting relevant information from the text, and using words and expressions in “Building your language” exercises.



YOU CAN REFER TO THE ONLINE COURSE FOR MORE EXERCISES.



iProduce

UNIT PROJECT

Giving a presentation: Socrates and Confucius: A comparison

From “iExplore 1” of this unit, you’ve learned about Socrates’ life and philosophy, especially his way of asking people questions to push them to understand the true nature of our existence. From “iExplore 2,” you’ve gained a basic knowledge of Confucius, his teachings, and his failed search for a ruler who would adopt his ideas. Both Socrates and Confucius are considered to be key figures in the history of philosophy. Then what are the similarities and differences between these two great thinkers?

This is exactly the question you’re now considering for the assignment in the World Civilization course as mentioned in “Scenario Three.” You’re going to explore both similarities and differences between Socrates and Confucius, including their lives, philosophies and influences. In the end, you’ll present your findings in a five-minute oral report.

To help you complete this project, we suggest that you take the following steps.



1
STEP

Develop your ideas

Work in groups. List Socrates' and Confucius' lives, philosophies and influences respectively according to what you've learned from this unit. Draw the similarities and differences between them. You may also search the university library or the Internet after class for more information.

A Their lives

Socrates: _____

Confucius: _____

Similarities: _____

Differences: _____

B Their philosophies

Socrates: _____

Confucius: _____

Similarities: _____

Differences: _____

C Their influences

Socrates: _____

Confucius: _____

Similarities: _____

Differences: _____

2
STEP

Organize your ideas

After you've explored the similarities and differences between the two thinkers, you should spend some time considering how to organize your oral report. You may find the following outline useful.

Outline	
●	Beginning:
●	1 Address the topic.
●	2 Show the outline.
●	Body:
●	1 Compare Socrates' and Confucius' lives.
●	2 Compare Socrates' and Confucius' philosophies.
●	3 Compare Socrates' and Confucius' influences.
●	Ending:
●	1 Summarize the main points.
●	2 Thank the audience and invite questions.

3

STEP

Write the script

When you begin writing your script, make sure you write your sentences in a way that you can speak them out easily. You can also add to your writing some expressions frequently used in oral presentations as listed below.

Useful expressions for presentations

Beginning

- Good morning, ladies and gentlemen.
- Today I would like to talk about ...
- Right, let me get started.
- Just to give you a brief overview.
- I've divided my presentation into three main parts.

Body

- There's an important point to be made here.
- I'd like to look at this in more detail.
- Perhaps I should expand on that a little.
- I'll be saying more about this in a minute.
- OK, let's move on.
- To go back to what I was saying earlier ...

Ending

- So, to sum up, ...
- In a word, ...
- That brings me to the end of my talk.
- Thank you for listening.
- Thank you. I'm sure you all have lots of questions.

4

STEP

Rehearse and give the presentation

When your script has been prepared, you should rehearse it. The more you know your script, the better. Also, you may consider using PowerPoint as a visual prompt. Make sure it's well written with clear and concise points.

Now, are you ready to give the presentation? Present your report to one or more classmates. You may refer to the following checklist to prepare for the presentation and after the presentation to assess your performance.

CHECKLIST



OK Needs
work

- | OK | Needs work | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | 1 I have given an outline of my talk in the beginning. |
| <input type="radio"/> | <input type="radio"/> | 2 The comparison is clearly organized. |
| <input type="radio"/> | <input type="radio"/> | 3 The comparison is based on information from reliable sources. |
| <input type="radio"/> | <input type="radio"/> | 4 I have summarized my main points in the ending. |
| <input type="radio"/> | <input type="radio"/> | 5 My voice is loud enough. |
| <input type="radio"/> | <input type="radio"/> | 6 I have maintained effective eye contact with the audience. |
| <input type="radio"/> | <input type="radio"/> | 7 I have made good use of visual prompts. |

YOU CAN
UPLOAD YOUR
PRESENTATION
VIDEO OR
MATERIAL TO
THE ONLINE
COURSE AFTER
FINISHING IT.