

Philosophy and Thoughts

Overview

About the topic

This unit introduces the life and essential ideas of two great philosophers — Socrates and Confucius. The key is to help Ss discover the differences between the two philosophers and explore how the differences might have influenced the Western and Eastern philosophical traditions. One difference is that Socrates pursued wisdom by asking questions, while Confucius pursued a better world for the common people in his teaching, political career and journeys. The two texts have rich content covering diverse aspects of the two philosophers' life, so the T can encourage Ss to explore the two texts from different perspectives.

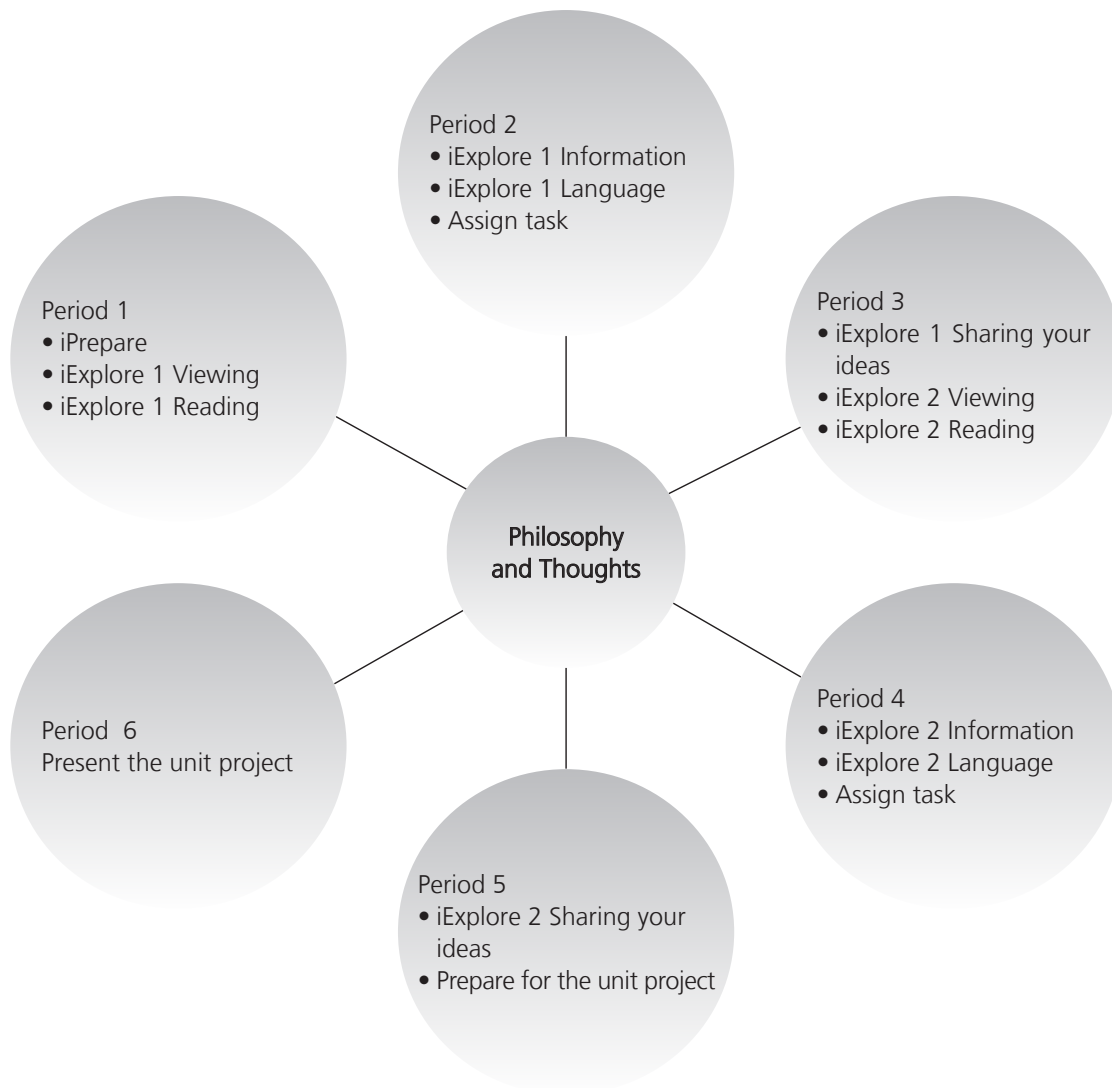
Teaching objectives

Upon completion of this unit, the T is expected to enable Ss to:

Objectives	Tasks
introduce Socrates and his major achievements	<ul style="list-style-type: none">• Viewing (iExplore 1)• Reading (iExplore 1)• Identifying and synthesizing information (iExplore 1)• Building your language (iExplore 1)• Preparing for the structure (iExplore 1)• Sharing your ideas (iExplore 1)
introduce Confucius and his essential ideas	<ul style="list-style-type: none">• Viewing (iExplore 2)• Reading (iExplore 2)• Identifying and synthesizing information (iExplore 2)• Building your language (iExplore 2)• Sharing your ideas (iExplore 2)
compare the two philosophers and their thoughts in a structured way	<ul style="list-style-type: none">• Unit project (iProduce)

Teaching plan

The following plan is designed for a six-period class. If there are only four periods, "Sharing your ideas" in iExplore 2 can be carried out online and the "Unit project" can be assigned in the end of Period 4 so that Ss can work out the project after class.



iPrepare

Additional scenarios

Scenario 1

One day, you and your foreign friends are having dinner together; they mention that many undergraduate and postgraduate courses in Western universities adopt the teaching method of Socratic seminar or Socratic questioning. Not knowing much about Socratic seminar, you remain silent on this topic. Thus you decide to do some research and gain a better understanding of this concept.

Scenario 2

You are taking a group of newly admitted international students around your campus and they are attracted by the statue of Confucius in front of the library. They ask you who the man is and why he is put in front of the library. How will you answer their questions?

Scenario 3

You are going to the cinema with your foreign friends to watch the movie *Confucius*. Your friends ask you to tell them something about Confucius so that they can understand the movie better. What will you tell them? In the movie, Confucius called himself a stray dog. How will you explain this to your friends?

Scenario 4

You are going to participate in the “FLTRP Cup” English Public Speaking Contest and the topic of this year is “When Socrates Meets Confucius.” What would you say in this speech? Why are Socrates and Confucius still important for us over 2,000 years after they passed away?

iExplore 1

VIEWING

Script

Ohas Upadhyay: He was a famous guy a long time ago.

Alexandra Becker: It's a person who asked a lot of questions to people.

Miles McDuffie: Yeah, I've seen his picture. He is not even around right now. Though I haven't seen him.

Maggie Werner: I think Socrates was like, this guy, who ... um, he was very smart and he, I think he might have invented the Socratic seminar idea ... He was smart and he used it and so people kind of like ... like “Oh, that's a good idea” and so they started using it, too.

Connor Whitehill: Uh, he was a Greek philosopher, um, who had many ideas but the Greek just ... the Greek just didn't like him. They thought he was ruining the minds of young Greeks so they pretty much sentenced him to death, by drinking hemlock, which is a poisonous plant ... Pretty much what happens is you get a big group of people. And, uh we start with a main idea or topic. The teacher will ask a question. And the group has to uh, keep asking questions.

Maggie Werner: You get to relate with other people and what they think about it, too.

Ohas Upadhyay: So that you can know more stuff.

Interviewer: What do you want to know?

Ohas Upadhyay: Why do the people ... why do people wear clothes? Why do people ... What kind of house do you live in? Do you live in an apartment building? How to divide 100 and 120? How to do 2 minus 1? I want to know negatives. How to climb a building all the way up the air? How do you do that?

Reference answers

①

✓ 1

2 (Socrates lived in Athens.)

3 (The author of *The Republic* was Plato, the student of Socrates.)

4 (Socrates was not as interested in science as Plato and Aristotle did. Socrates was more interested in ethics and philosophy.)

✓ 5

✓ 6

②

Ss might share what they know about Socrates. The following points are for the T's reference.

- Socrates was ugly.
- His mother was a midwife.
- Socrates was said to be a henpecked husband.
- His student was Plato.
- Socratic questioning is named after him.
- Plato's dialogues are among the most comprehensive accounts of Socrates to survive from antiquity.

READING

Teaching suggestions

The T can approach this text in different ways. Here we suggest a question-based approach. By adopting this approach, the T can prepare Ss with questions before reading the text, so that they can read with a clear purpose — looking for information needed to answer the questions or complete the tasks.

Step 1: Since the title of the text describes Socrates as “the man who asked questions,” the T could ask Ss to brainstorm the questions they can ask about this title, and then ask them to read the text for answers to the questions.

- What questions did Socrates ask?
- How did he ask questions?
- Why did he ask questions?

Step 2: Call Ss' attention to the learning objective for reading iExplore 1, i.e. to introduce Socrates and his major achievements. Ask them to brainstorm essential information for introducing a person in general and for introducing a philosopher in particular. In other words, to introduce Socrates and his essential ideas, the author is supposed to answer the following questions. Then ask Ss to read the text again for information to answer the questions.

- Who was Socrates? (biographical information)
- What was Socrates like? (characteristics)
- What did people say about Socrates? (people's opinions)
- What was Socrates' philosophy, since he was a philosopher? (philosophy)

Additional activities

1 Conducting an interview

Following the style in the video, an interviewing activity can be designed to help Ss identify and synthesize information from the text. After reading the text, Ss could work in groups to design questions based on the text and prepare answers to the questions. After that, they take turns to play the role of interviewers and interviewees.

2 Who said this?

Who said this?	Socrates, Confucius or someone else?
1 The superior man understands righteousness; the inferior man understands profit.	(Confucius)
2 The unexamined life is not worth living.	(Socrates)
3 A man who reviews the old so as to find out the new is qualified to teach others.	(Confucius)
4 Virtue does not come from money, but from virtue comes money and all other good things for man ...	(Socrates)
5 Is it not a pleasure to learn and to repeat or practice from time to time what one has learned ...?	(Confucius)
6 The rest of the world live to eat, while I eat to live.	(Socrates)

The T could ask Ss to complete the table by deciding who said each quotation. Alternatively the T can develop it into a quick oral quiz with Ss divided in groups or teams.

Background information

This text is adapted from Chapter one of *A Little History of Philosophy*. In this book, Nigel Warburton introduces philosophy in a popular way. He breaks the development of philosophy up into 40 chapters, each focusing on one or two philosophers. Each chapter contains some brief biographical material of the philosophers and a discussion of one or two philosophical ideas associated with them. It is a great book to learn about Western philosophy and philosophers. The T could encourage Ss to read the book after class.

Notes

Socratic seminar: also known as Socratic method, Socratic questioning or Socratic debate. It is named after the classical Greek philosopher Socrates. It is a form of inquiry and discussion between individuals, based on asking and answering questions to stimulate critical thinking and to illuminate ideas. It remains a commonly used tool in a wide range of discussions, and is a type of pedagogy in which a series of questions is asked not only to draw individual answers, but also to encourage fundamental insights into the issue in hand.

The oracle of Apollo at Delphi: Delphi was an ancient town in Greece, known for the temple to worship Apollo, the God of the Sun. In ancient Greece, an oracle was a priest or priestess who made statements about future events or about the truth. Here, the oracle of Apollo was believed to be the messenger of Apollo. In other words, Apollo spoke through this person. The Greeks often came to the oracle for the instruction of Apollo.

(to be continued)

(continued)

The Sophists: In the second half of the fifth century BC, particularly at Athens, the “Sophists” referred to a class of intellectuals who taught courses in various subjects, speculated about the nature of language and culture and employed rhetoric to achieve their purposes, generally to persuade or convince others. Many Sophists taught their skills for a price. In comparison, Socrates accepted no fee; instead he professed a self-effacing posture, which he exemplified by Socratic questioning.

Language points

- 1 There were philosophers before him, but it was with Socrates that the subject really took off. (Para. 1, Sentence 2)

take off: to suddenly start being successful 突然成功; 开始走红
e.g. *In 1944, he met Edith Piaf, and his career took off.*

- 2 If philosophy has a patron saint, it is Socrates. (Para. 1, Sentence 3)

patron saint: *n.* [C] the protecting or guiding saint of a person or place 守护神
e.g. *Mother insisted that William and I each say a prayer to Saint Christopher, the patron saint of travelers.*

Here it means that Socrates laid the foundation of Western philosophy and made great contributions to it.

- 3 He saw himself as one of those horseflies that have a nasty bite — a gadfly. (Para. 2, Sentence 6)

gadfly: *n.* [C] a large fly that annoys livestock 牛虻
e.g. *Always a gadfly, he attacked intellectual orthodoxies.*

If you refer to someone as a gadfly, you believe that they deliberately annoy or challenge other people, especially people in authority. Socrates did that by asking people awkward questions.

- 4 But the questions he asked were razor-sharp. They seemed straightforward; but they weren't. (Para. 3, Sentences 4-5)

1) razor-sharp: *a.* extremely sharp, as sharp as a razor 锋利的; 犀利的
e.g. *Pick an argument with Lucy and you'll quickly find that she has a razor-sharp tongue.*

2) straightforward: *a.* uncomplicated and easy to do or understand 浅显的; 易懂的
e.g. *The system is perfectly straightforward.*

- 5 Socrates by using a clever counter-example has shown that Euthydemus' general comment that being deceitful is immoral doesn't apply in every situation. (Para. 4, Sentence 11)

counter-example: *n.* [C] an example that opposes or contradicts an idea or theory 反例
e.g. *As a counter-example, another firm in a similar situation abandoned their original plan.*

这个句子中有两个 that 从句，第一个是宾语从句，第二个是同位语从句，后者做 comment 的同位语。

- 6 Socrates loved to reveal the limits of what people genuinely understood, and to question the assumptions on which they built their lives. (Para. 5, Sentence 4)

assumption: *n.* [C] a thing that is accepted as true or as certain to happen, without proof 假定; 假设
e.g. *Perhaps you should question your own assumptions about that before you question mine.*

- 7 The Western tradition in philosophy spread from ancient Greece across large parts of the world, at time cross-fertilized by ideas from the East. (Para. 9, Sentence 2)

cross-fertilize: *vt.* to influence someone or something with ideas from other areas (与不同地区的观念接触) 使相互影响

e.g. The company is cross-fertilized by the expertise they've gained from other industries.

The original meaning of "cross-fertilize" is to combine the male sex cells from one type of plant with female sex cells from another. Here it means that the Western tradition in philosophy developed with an exchange of ideas or information from the East.

- 8 An unexamined existence is all right for cattle, but not for human beings. (Para. 10, Sentence 3)

unexamined: *a.* not thought about carefully 未经深思熟虑的

e.g. This theory is widely held but largely unexamined.

Here, Socrates means that we should examine our existence, or ask why we exist in the way we do, or why we live our life in the way we do. Animals don't have to examine their existence, but we human beings must think and ask about our life.

- 9 Many Athenians felt that Socrates was dangerous and was deliberately undermining the government. (Para. 11, Sentence 2)

undermine: *vt.* to gradually make someone or something less strong or effective 逐渐削弱; 逐渐损害

e.g. They might have to share power and that is dangerous because it would undermine their position of power.

Reference answers

Identifying and synthesizing information

①

- 1) ugly
- 2) shabby / podgy
- 3) strange
- 4) annoying
- 5) great charisma
- 6) a brilliant mind
- 7) loved
- 8) dangerous
- 9) Socrates didn't charge for his services
- 10) the wisest man in Athens
- 11) 469 BC
- 12) He fought as a soldier
- 13) stopping people in the marketplace and asking them questions
- 14) sentenced to death
- 15) many Athenians felt that he was deliberately undermining the government

②

- 1) shuffling around
- 2) straightforward
- 3) tough / razor-sharp
- 4) being deceitful
- 5) being immoral
- 6) counter-example
- 7) your friend is feeling very low and might kill himself and you steal his knife

- 8) knots
- 9) the general comment that being deceitful is immoral doesn't apply in every situation
- 10) revealed the limits of
- 11) questioned the assumptions
- 12) everyone realizing how little they knew
- 13) carry on believing that you understood something when you didn't

3

- 1 In Socrates' eyes, wisdom was not knowing lots of facts, or knowing how to do something. Rather, it meant understanding the true nature of our existence, including the limits of what we can know.
- 2 Socrates' questioning is valuable in that it represented human beings' pursuit of wisdom.
- 3 Socrates was wise because he never stopped questioning what seemed to be straightforward and he was always willing to debate his ideas.
- 4 Socrates would rather die than stop asking any more difficult questions. I think he did so because he valued questioning more than his life.

Building your language

1

- | | |
|--------------------|--------------------------|
| 1) charisma | 2) brilliant |
| 3) ugly | 4) awkward / razor-sharp |
| 5) straightforward | 6) tough |

2

- 1) Using a counter-example
- 2) debate their ideas
- 3) begin a conversation
- 4) question the assumption
- 5) reveal the limits
- 6) understand the nature

3

- | | |
|-----------|---------------|
| 1) in | 2) limits |
| 3) to | 4) nature |
| 5) debate | 6) assumption |

Preparing for the structure

Teaching suggestions

How do you organize a passage about a philosopher and his or her major achievements? Basically, three elements should be included: 1) a brief introduction to the philosopher; 2) a detailed description of the philosopher's thoughts; and 3) a statement of the philosopher's influence.

The sample passage has three paragraphs, each representing one of the three elements. Para. 1 provides a brief account of Diogenes and his philosophy. Since Cynicism is a key word for Diogenes' philosophy and might be a difficult word, this paragraph explains the meaning of this word. Para. 2 describes Diogenes and his philosophy in detail. It starts with a topic sentence, "Diogenes developed a reputation through his philosophy of practice." To illustrate his philosophy of practice, the writer in this paragraph provides much detail and several examples. Para. 3 states the influence of Diogenes and his philosophy.

The following are some useful expressions for introducing a philosopher, his or her philosophy and influence.

Useful expressions

Introducing a philosopher

- ... was one of the greatest Greek philosophers.
- ... was the most famous exponent of ...
- ... was a Greek philosopher and one of the founders of ...
- Also known as ..., he was born in ...

Describing a thinker's philosophy

- The doctrine of Cynicism holds that ...
- Diogenes maintained that ...
- Diogenes shared Socrates' belief that ...
- Diogenes taught by ...
- He tried to demonstrate that ...

Describing the influence

- ... not only influenced ... but also served as a source for ...
- Some scholars hold that he was deeply influenced by ...
- ... exercised a marked influence on ...
- ... quickly attained extensive influence, and many people began to follow him.

Answers

- 1) Describe the philosopher's thoughts in detail
- 2) State the philosopher's influence

Sharing your ideas

Teaching suggestions

Step 1: Assigning the task

The T could assign the task at the end of the first session, so that Ss have more time to prepare the report after class. Ss should pay attention to three aspects of the report: information, structure and language. They need to select the information to be included in the report. Then, the information should be organized in a clear structure. Also, they should be encouraged to use the expressions that they have learned from the text. However, they should not simply copy the sentences of the text but paraphrase them in their own reports. Ss should write down the scripts and rehearse their reports so that they can improve the accuracy and fluency of their language production. However, Ss should not read from their scripts; instead, they could be encouraged to present their reports without the scripts.

Step 2: Pair-work

Before Ss make the report to the class, ask them to work in pairs and make the report to each other. Provide Ss a checklist so that they can help each other improve their reports.

Step 3: Making the report

The T could invite some Ss to present their reports to the class. To avoid repetition, after the first student makes the report, other Ss can present parts of their reports which have not been covered by other reporters.

Sample report

Socrates was one of the greatest philosophers in Greece. He was considered the patron saint of Western philosophy. In other words, he laid down the foundation of Western philosophy.

Socrates was born in 469 BC in Athens. As a young man he fought as a brave soldier in the war, but in his middle age he did nothing but shuffling around the marketplace and asking people awkward questions. By doing this, Socrates tried to reveal the limits of what people knew and challenge the assumptions held by people. According to Socrates, wisdom meant the understanding of the true nature of our existence, including the limits of what we knew.

Socrates showed the importance of questioning and pursuing truth and wisdom. He would rather die than give up asking questions. Even today, philosophers are still doing what Socrates did: asking questions about the nature of reality, looking at reasons and evidence, and trying to answer these questions.

iExplore 2

VIEWING

Script

One cannot talk about Chineseness, even today, 2,500 years later, without reference to this particular man — Confucius.

Confucius is one of China's greatest philosophers. Born 550 years before Christ, he believed in education, hard work and the capacity for every human being to succeed. His world was filled with poverty and war. China's feudal lords battled throughout the provinces, and most men were fighters, not thinkers.

Confucius believed that people become better by being educated.

So he started a school and urged his students to become men of character. His fame spread and in 501 BC at the age of 50, he became a governor. His policies included feeding the poor and elderly at the state's expense.

He somehow developed a vision of learning to be human as a series of concentric circles. You start with the person, then to the family, then to the neighborhood, to the society, to the nation, to the country, to the world and beyond.

The warlords did not like his reforms and he was forced from his home into exile. For almost 14 years, he walked Eastern China, talking reform and peace to local leaders.

Confucius was a man with a vision. The rulers of his time were not individuals with visions. They were trying to enjoy themselves as much as they could in their private lives. And they were trying to expand their territory or their power as much as they could.

At the age of 67, Confucius was invited back to his home province but never again held office.

Confucius died perceiving himself to be a failure. And ... so he died believing himself to ... to have not really had much influence on China, which is paradoxical, 'cause Confucianism has become the dominant mode of thought and the dominant philosophy of China and the surrounding regions for so many centuries.

Reference answers

- 1 Confucius believed in education, hard work and capacity for every human being to succeed; Confucius believed that people become better by being educated. Thus, Confucius pursued the “common welfare.”
- 2 His world was filled with poverty and war. China’s feudal lords battled throughout the provinces, and most men were fighters, not thinkers.
- 3 He started a school to educate people. He worked as a governor. He also walked Eastern China to talk to local leaders.
- 4 It is paradoxical. Confucius perceived himself to be a failure, but after his death, his philosophy has become the dominant philosophy of China and the surrounding regions.

READING

Teaching suggestions

The T can approach this text in different ways. Here we provide a question-based approach. The previous Viewing section lays the foundation for the reading in iExplore 2 by creating an information gap. For the four questions in the “Viewing” section, the video provides either insufficient information or very general descriptions. The T could ask Ss to read the text to find more information and answer the questions:

- What did Confucius pursue?
- Why did he pursue it?
- How did he pursue it?
- Did he accomplish his mission?

To answer the four questions, Ss need to identify and synthesize relevant information from the text. Each question is related to several paragraphs:

- What did Confucius pursue? (Paras. 5–7)
- Why did he pursue it? (Paras. 1–4)
- How did he pursue it? (Paras. 5–9)
- Did he accomplish his mission? (Paras. 9–11)

Additional activities

Reading based on the charts

Another reading activity can be designed based on the charts on Pages 16–17. First, ask Ss to read the text and complete the charts on Pages 16–17. As a variation, before Ss complete the chart on Page 17, the T could ask Ss to read Paras. 4–11 and use one word to summarize the major point of each paragraph.

When Ss have completed the chart on Page 17, ask them to work in pairs to talk through as many points as possible from the chart when they only look at the headings. For example, A can cover the first box so that only the heading “His times” is visible while B tries to give the main points about Confucius’ times; then B covers the second box while A gives points under “His response,” and so on for the whole chart.

Background information

About the author: This article is adapted from a chapter of the book *Confucius: The Man and the Myth*, written by Herrlee G. Creel. The author, who is usually known as H. G. Creel and 顾立雅 in Chinese, was an American sinologist and philosopher who specialized in Chinese philosophy and history, and was a professor of Chinese at the University of Chicago for nearly 40 years.

Early life of Confucius: Para.1 alludes a quotation of Confucius, "When young, I was without rank and so I was able to do many menial tasks." ("吾少也贱，故多能鄙事。") It is taken from the *Analects* (《论语》). Confucius was born into the class of *shi* (士), between the aristocracy and the common people. He is said to have worked in various government jobs during his early 20s, and also worked as a caretaker of sheep and horses.

Confucius' teaching of "common welfare": Paras. 5–6 mention Confucius' teaching of "common welfare." Confucius described his ideal world of common wealth in "The World of Da-tong" (《礼运大同篇》). In that world, there is no war and people stay in harmony, enjoying a well-off life.

Language points

1 Tradition says that he came of noble ancestry and was the descendant of kings. (Para. 1, Sentence 2)

1) ancestry: *n.* [C, U] one's family or ethnic descent 祖先; 血统

e.g. He was proud of his Irish ancestry.

2) descendant: *n.* [C] someone who is related to a person who lived a long time ago, or to a family, group of people, etc. that existed in the past 后代; 后裔

e.g. She's a descendant of Charles Darwin.

2 ... no creed formulated by another person can excuse any man from the duty of thinking for himself. (Para. 2, Sentence 2)

creed: *n.* [C] a set of beliefs or aims which guide someone's actions 信条; 教条

e.g. Liberalism was more than a political creed.

This sentence can be paraphrased like this: *Everyone should think independently, rather than use the set of beliefs developed by others as an excuse.*

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. (Para. 3, Sentences 1-2)

1) reactionary: *n.* [C] a person opposing political or social progress or reform 反动分子; 保守派

e.g. He later became an extreme reactionary.

2) revolutionary: *n.* [C] a person who joins in or supports a political or social revolution 革命者; 革命家

e.g. The revolutionaries are the prophets and martyrs of social and political changes.

A reactionary aims to bring back the traditions, while a revolutionary aims to bring about reforms. Although he was called a reactionary, Confucius supported and promoted social and political changes.

4 As a young man he had to earn his living at tasks that bordered on the menial. (Para. 4, Sentence 1)

border on: to be very near to a particular quality, feeling, state, etc. 接近; 濒临

e.g. Sam arrived in a state of excitement bordering on hysteria.

- 5 The feudal lords acknowledged only nominal allegiance to the king. (Para. 4, Sentence 5)

nominal: *a.* (of a role or status) existing in name only 名义上的

e.g. *The government plays a nominal role in dictating policy because it cannot monitor local fisheries or enforce fisheries regulations.*

This sentence can be paraphrased like this: *The feudal lords only supported and were loyal to the king in name.*

- 6 Yet they could not be called independent, for some of them were no more than puppets in the hands of their own swashbuckling underlings. (Para. 4, Sentence 6)

puppet: *n.* [C] a person or organization that is not independent but is controlled by someone else 受他人操纵的人(组织); 傀儡

e.g. *A former revolutionary hero, he is now a puppet of the state.*

This sentence can be paraphrased like this: *Actually, the feudal lords themselves were not totally independent, because some of them were controlled by those lords of a even lower rank.*

- 7 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. (Para. 4, Sentence 8)

save: *prep.* except or other than 除了

e.g. *What we say is subject to no regulation save our own sensibilities.*

The expression "his own right arm" is a metonymy (借代), referring to the commands that a man could make with his right arm. Therefore, this sentence can be paraphrased like this: *There was little law and order except what each man could order his followers to do with military force in a secret plan.*

- 8 To the young Confucius these conditions seemed intolerable, and he resolved to devote his life to trying to right them. (Para. 5, Sentence 1)

right: *vt.* to restore to a normal or correct state 纠正(恢复)到正常状况

e.g. *Righting the economy demanded major cuts in defence spending.*

- 9 At best they must have thought him a harmless eccentric, but one who could become dangerous if given power. (Para. 7, Sentence 4)

eccentric: *n.* [C] a person of unconventional and slightly strange views or behavior 怪人

e.g. *He's seen as a local eccentric.*

This sentence can be paraphrased like this: *The rulers did not value Confucius and considered him as a harmless strange person, but they worried that if they gave Confucius power he would become dangerous.*

- 10 There was no climax and no martyrdom. (Para. 9, Sentence 4)

martyrdom: *n.* [U] death as a martyr 殉难; 殉道; 殉教

e.g. *The persecutions and martyrdom seemed to have solidified the believers' faith.*

If someone suffers martyrdom, they are killed or made to suffer greatly because of their religious or political beliefs. Here it means that Confucius' life was not very dramatic.

- 11 The doctrine was changed and elaborated until Confucius himself would scarcely have recognized it ... (Para. 10, Sentence 2)

elaborate: *vi.* to give more details or new information about something 详尽说明; 阐述

e.g. *The theory was proposed by David and elaborated by Samuel.*

This sentence can be paraphrased like this: *The doctrine of Confucius was changed and developed to such a great extent that even Confucius himself would have been unable to recognize the doctrine.*

- 12 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. (Para. 11, Sentence 5)

- 1) impulsion: *n.* [*singular, U*] the motive or influence behind an action or process 影响; 推动
e.g. Attitudes changed under the impulsion of humanitarian considerations.
- 2) abolish: *vt.* to officially end (a system or a tradition) 废止; 废除
e.g. Slavery has not been abolished in some remote areas of the world.

This sentence can be paraphrased like this: *In France and in England, when people attacked the hereditary privilege, they used China as an example, because in China hereditary aristocracy had been ended under the influence of Confucianism.*

Reference answers

Identifying and synthesizing information

①

- | | | |
|---------------|-----------------|-------------------|
| 1) ancestry | 2) descendant | 3) rank |
| 4) humble | 5) pedant | 6) precise rules |
| 7) duty | 8) creed | 9) reactionary |
| 10) antiquity | 11) authority | 12) revolutionary |
| 13) reforms | 14) destruction | |

②

- | | | |
|--------------------------------------------------------------------------------|-------------------------------------------------------|---------------|
| 1) collapsed / broken down | 2) little allegiance / nominal allegiance | 3) puppets |
| 4) law and order | 5) ruined or assassinated | 6) tragic |
| 7) they had no power | 8) virtual pawns | 9) taxed |
| 10) intolerable | 11) devote his life to trying to right the conditions | |
| 12) study his doctrines | 13) natural state | 14) cooperate |
| 15) the common welfare | | |
| 16) bring about the welfare and happiness of his people | | |
| 17) amassing wealth and power for himself | | |
| 18) direct the government of a state | | |
| 19) come to life | 20) putting real power into his hands | |
| 21) he was given power | 22) authority | |
| 23) resigned his post | 24) a ruler who would use his Way | |
| 25) he could accomplish nothing | | |
| 26) that he was willing to undergo great hardship and abuse for his principles | | |
| 27) his chief ambitions | 28) failure | |

③

- 1 (Confucius' doctrine was handed down with great changes.)
- 2 (Confucius' principle that the true end of government is the welfare and happiness of the people made Confucianism popular with the common people.)
- √ 3
- 4 (This is not given in the text.)

5 (The fact that China abolished hereditary aristocracy was used to attack the hereditary privilege in France and England.)

✓ 6

Building your language

①

- 1 been painted as
- 2 is counted among
- 3 known as
- 4 reforms; brought about
- 5 laid down the rules
- 6 formulate the creed
- 7 under the impulsion of
- 8 played a role of some importance
- 9 grown in size and influence

②

- 1 Many descendants of Confucius were identified and honored by successive imperial governments with titles of nobility and official posts.
- 2 Sima Niu, one of Confucius' disciples, came of noble ancestry from the Song state.
- 3 As a member of the craft or artisan class, Mozi lived in humble circumstances and his philosophy was distinctively anti-aristocratic.
- 4 Jiang Taigong was more than 70 years old, but the ruler did not give him an office and people all referred to him as a mad fellow.
- 5 After Confucius resigned his post 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, and real power was put into the hands of various local rulers.

Sharing your ideas

Teaching suggestions

Step 1: Assigning the task

To make the task more authentic, the T can collect all the email addresses of Ss and send them an email in the name of David. Then Ss can reply this email to introduce Confucius and his main thoughts. When assigning the task, besides the content, the T can also call Ss' attention to the format of emails, including the subject, address term, greeting, main body, closing statement and signature.

Step 2: Sharing ideas

The T can sign up a public email address and provide the address and password to all Ss. Then pair Ss and ask them to review each other's work with the help of a checklist. If time permits, the T can present their work in class by showing the emails on the projector so that all Ss can see the emails. Choose the work of one or two Ss and give comments in class.

Sample writing

Dear David,

I hope you are doing well with your new semester.

In your last email, you asked about Confucius and his ideas. When I received your email, I thought I knew Confucius well because this name is so familiar to us. However, what a shame when I realized I didn't know much about his ideas! Then I read some books about him.

Confucius was born in 551 BC. Tradition says that he was the descendant of kings, but actually he was born in humble conditions and in his early life did much menial work to earn a living. In Confucius' time, there was little law and order. Common people suffered a lot from the lords and the wars.

Confucius couldn't tolerate these conditions and decided to right them. He advocated that in a normal state of society, people should cooperate and promote the common welfare and the rulers should be measured by the ability to bring about the happiness of his people.

To achieve his dream, Confucius taught young people, worked in the government and travelled in many states, but he did not fulfill his ambitions and died perceiving himself as a failure. After his death, however, his doctrines were handed down and developed and became the dominant philosophy in Chinese politics and society.

I hope with this information you can get a clearer picture of Confucius. In your country, what is people's impression of Confucius? Or are there any British philosophers who had similar ideas to Confucius'? I am very curious.

Best wishes,

Allen

iProduce

Teaching suggestions

The T can help Ss prepare for the project in three aspects: structure, content and language.

1 Structure

There are two patterns for comparison and contrast: the block pattern and the point-by-point pattern. For example, to examine two things in three aspects, the block pattern examines one thing thoroughly and then starts the other:

- A1, A2, A3; B1, B2, B3

The point-by-point pattern examines the two things at the same time, discussing them point by point:

- A1, B1; A2, B2; A3, B3

The structure on the Student Book follows the point-by-point one focusing on three points, i.e. life, philosophy and influence. Then, each point needs a topic sentence, followed by details about Socrates and then details about Confucius. Therefore, the main body of the speech might have a structure like this:

Point 1: Life	Topic sentence
	Details about Socrates
	Details about Confucius
Point 2: Philosophy	Topic sentence
	Details about Socrates
	Details about Confucius
Point 3: Influence	Topic sentence
	Details about Socrates
	Details about Confucius

2 Content

After knowing the structure, Ss need to select the aspects in which they compare Socrates and Confucius. The Student Book provides three points, i.e. life, philosophy and influence. The two philosophers might also be compared in other aspects, e.g. educational style and attitude to the government. Therefore, the T can ask Ss to brainstorm all the possible aspects in which they can compare Socrates and Confucius.

3 Language

For language, Ss need to be prepared in two aspects: expressions they've learned from the two texts and expressions for making comparison and contrast. The T should encourage Ss to make full use of the expressions they have learned from the two texts. However, when quoting sentences, Ss should paraphrase rather than simply copy them.

Besides, Ss should also learn to use the expressions for comparison and contrast, which can help make the speech more cohesive.

The following are some common expressions for describing similarities and differences.

Describing similarities	Describing differences
<ul style="list-style-type: none"> • Similarly ... • Likewise ... • In the same way ... • In like manner ... • ... the same as ... • ... also ... • In common with ... • X is similar to Y in that (they) ... • X and Y are similar in that (they) ... • One way in which X is similar to Y is (that) ... • Another way in which X is similar to Y is (that) ... 	<ul style="list-style-type: none"> • Nevertheless ... • However ... • In contrast ... • By contrast ... • On the other hand ... • On the contrary ... • Unlike ... • Even though + [sentence] • Although + [sentence] • Whereas + [sentence] • While + [sentence]

Class organization

Procedure	Suggestions
Preparations	Prepare Ss for the project in three aspects: structure, content and language.
Developing and organizing ideas	Complete Step 1 and Step 2 on the Student Book. These two steps can be completed through group discussion. After these two steps, Ss should decide on three aspects to compare Socrates and Confucius. Ss can follow the outline provided on the Student Book, but they can also compare in three other aspects.
Writing the script	Ss draft their speech after class.
Rehearsal and review	Ss rehearse making the presentation.
Giving the presentation	<ul style="list-style-type: none"> • In case of an in-class demonstration, Ss are encouraged to speak based on an outline rather than read out of their script. • Questions are welcomed from the audience. • As an alternative to an in-class demonstration, Ss could record and upload their presentations.

Suggestions for evaluation

Evaluation could be done by making comments or completing a checklist.

Checklist	Score
1 My speech has a clear structure, i.e. a beginning, a body with clear points, and a conclusion.	
2 I have connected the parts with cohesive devices.	
3 I have used the expressions I've learned from the texts.	
4 I do not use difficult expressions, and if I do, I try to explain them in simple words.	
5 I know my speech well enough to speak fluently.	
6 I am speaking to the audience rather than reading out the script or reciting the script.	
7 I try to involve the audience in my speech, i.e. attracting their attention with questions, eye contact, body movement, etc.	
8 I have prepared for possible questions from the audience.	

Sample presentation

Great minds think alike?

Good morning, ladies and gentlemen. Today I'm going to talk about two great thinkers, Socrates and Confucius, two men with great minds. Both English and Chinese have a saying about great minds, "Great minds think alike" and "英雄所见略同." Then do Socrates and Confucius think alike? I will try to compare the two great minds in terms of their lives, thoughts and influence. Now let's get started.

Both Socrates and Confucius seemed to lead a meaningful and colorful life. As a young man, Socrates had been a brave soldier fighting in a war. Confucius' early life seemed to be equally difficult, since he had to earn his living at menial tasks. After that, it seems that Socrates and Confucius followed different ways in their lives. In middle age, Socrates did nothing but ask people questions in the marketplace. By contrast, Confucius tried all possible ways to achieve his dream. For example, he had been a teacher, gathering young men to study his doctrines. He was also given an office in the

government, although he did not have real power. When he saw that he could accomplish nothing, he resigned his post and set off on travels to advocate his Way in other states. After that, he resumed his teaching.

Socrates and Confucius spent their lives in different ways, because they had different pursuits. Socrates spent his whole life pursuing wisdom by asking questions. For Socrates, wisdom meant understanding the true nature of our existence, including the limits of what we can know. He declared that if we do not think about what we are doing, then life is not worth living. Therefore, he kept asking questions to himself and to others. By doing this, he helped people understand such concepts as moral and courage and realize what they knew and what they didn't. Socrates would die rather than give up his pursuit of wisdom and truth.

Confucius, however, pursued common welfare, that is, the well-being of all the common people. During his times, the common people lived a miserable and tragic life. Confucius could not tolerate these conditions and resolved to devote his life to trying to right them. According to Confucius, in a natural and normal state of society men should cooperate and the rulers should aim to bring about the welfare and happiness of all the common people. As I have mentioned, he tried all possible methods to achieve this goal. He taught young men to promote his doctrines; he worked in the government to put his teachings into practice; he also travelled around many states to find a ruler who would use his Way.

Socrates and Confucius pursued different things, but both had great influence. Socrates laid the foundation of Western philosophy. With him the subject really took off. However, the two thinkers have influenced the Western tradition and the Chinese tradition in different ways. Following Socrates' pursuit of truth and wisdom, Western thinkers seemed to be more interested in studying the physical world. After Confucius, Chinese thinkers paid more attention to interpersonal relationships.

Then, do great minds think alike? Well, they may have different pursuits, but they have the same devotion to their pursuits. That is what I have learned about Socrates and Confucius. Thank you.

Comments

Content: Generally, this is a well-prepared report with rich content. The speaker has made good use of the information from the two texts. The speaker introduces the topic with a well-known saying, "Great minds think alike," which can help attract the audience's attention and organize the structure of the report. The three main parts are all supported with details and examples (e.g. what Confucius did to achieve his goal). In the end, the speaker concludes with a restatement of the saying.

Language: The speaker has managed to use the words and expressions from the two texts, e.g. "earn his living at menial tasks," "study his doctrines," "give an office," "accomplish nothing," "resign his post," "resume his teaching," "the true nature of our existence," "pursue common welfare," and "the subject really took off." The speaker has also paraphrased some sentences from the text rather than simply copying them. For example, "To young Confucius, these conditions were intolerable" is rephrased as "Confucius could not tolerate these conditions."

Structure: This report has a clear structure, which basically follows the outline provided by the textbook. The cohesive devices within each paragraph are used skillfully. One way to improve this report is to make better use of discourse markers between paragraphs. For example, the three major points (their lives, their philosophy and their influence) are not markedly overtly, although the speaker has clear topic sentences.

Translation

曾经的提问者

奈杰尔·沃伯顿

- 1 大约是2,400年以前，在雅典，有一个人因为问了太多问题被判了死刑。在他之前，也有许多哲学家，可哲学这门学科却是从他——苏格拉底开始，才进入一个真正腾飞的阶段。苏格拉底之于哲学，就是一位引路和守护的圣人。
- 2 塌鼻子，矮胖身材，衣着破旧，有一点奇怪，苏格拉底显得格格不入。虽然其貌不扬，且常常不修边幅，他却有着超凡的魅力和智慧。雅典人都觉得以前从未有过像他这样的人，以后也许也不会有。苏格拉底确实出类拔萃，但同时也招人讨厌。他将自己比作是会叮咬的牛虻，搅得对方没有安宁，却又没什么严重危害。但并不是所有雅典人都认同他的自我评价。一些人爱戴苏格拉底，另一些人则认为他是危险的。
- 3 年轻时的苏格拉底曾是一名勇敢的战士，参与了伯罗奔尼撒战争，抵御斯巴达人及其盟军。到了中年，他在市集随处走动，时不时拦下路人，问他们一些难以回答的问题。他差不多就只干这个。但他的问题都很犀利，看似简单直白，实际却不好回答。
- 4 其中一个例子是他与欧西得莫斯的对话。苏格拉底问欧西得莫斯，“不诚实是否就意味着不道德？”“当然。”欧西得莫斯这样回答，他认为答案再明显不过了。“那如果，”苏格拉底又接着问，“你朋友情绪低落，想寻短见，而你偷了他的刀。这难道不是一种欺骗的行为吗？毫无疑问。可是这么做却比无所作为有道义得多，除了偷刀行为本身不诚实，这件事却是好事，而非坏事。”“是啊。”欧西得莫斯回答道。他已经落进了苏格拉底的圈套里。苏格拉底运用一个巧妙的例子，向欧西得莫斯展示了“不诚实就是不道德”这样的惯常评价并不适用于所有情况，而欧西得莫斯之前并未意识到这一点。
- 5 一次又一次，苏格拉底用这种方法向市集上的人展示，他们其实并不真正知晓以为已经知晓的事物。一位军官自信满满地要和苏格拉底展开对话，他认为自己完全明白“勇气”是什么，但和苏格拉底对话20分钟之后，只能带着困惑离去。这样的经历肯定令人不安。苏格拉底倾向于揭示人们真正洞察的事物的边界，以及去质问人们将生活建立在其上的一些假设。一段对话以人们意识到自己实际所知甚少结束，对于苏格拉底来说便是成功。这样远比人们继续认为自己了解一些东西而实际是不了解的要好。
- 6 那个时候的雅典，有钱人家的男孩都送去跟随智者（古希腊时期有偿教授哲学与修辞的诡辩学者）学习。智者是思维敏捷的老师，培养和辅导学生们演说的技艺。他们对教学的收费很高。相反，苏格拉底不收钱。他称自己什么都不知道，因此怎么能进行教学？但这并不妨碍学生来找他旁听他与别人的对话；这样自然也没有让“智者”对他有所青睐。
- 7 一天，苏格拉底的朋友凯勒丰去拜见特尔斐阿波罗神庙里的神谕者。那位神谕者是个智慧的老太太，一位女预言家，她会回答来访者提出的问题，答案通常以谜语的形式给出。“有比苏格拉底还有智慧的人吗？”凯勒丰问道。“没有，”女预言家的答案脱口而出，“没有人比苏格拉底更有智慧了。”
- 8 凯勒丰将这个情况告诉苏格拉底时，苏格拉底起初并不相信。他非常疑惑。“我知道的这么少，怎么会是雅典最有智慧的人呢？”苏格拉底很纳闷。他花了几年的时间专门问人问题，想看看有没有人比他更具智慧。最终，他明白了神谕者所言何意，并且相信了她的话。许多人都擅长于他们所做之事——

木匠擅长做木工，士兵熟悉如何打仗。但是他们中没有人是智慧的。他们并不知道自己在说什么。

- 9 “哲学家”一词（philosopher）来源于希腊语，意思是“对智慧的热爱”。西方哲学的传统正是从古希腊发迹，传播到了世界的绝大多数地方，期间在历史上也曾若干次吸纳东方思想。西方传统哲学重视的是论点、推理与提问，而不是简单地相信权威人士如何说。智慧在苏格拉底看来不是知道多少事实，也不是了解如何做事。智慧是了解我们存在的本质，包括我们能洞悉的事物的界限。现今的哲学家差不多和苏格拉底做的事一样：提出难以回答的问题，检验推理和证据，试图解答我们针对自身提出的最重要的一些问题，这些问题关乎现实的本质，关乎我们如何生活。
- 10 苏格拉底之所以获得如此智慧，是因为不断地提问，而且始终愿意与人辩论自己的观点。他说，生活，未经思考是不值得过的。未经推敲的存在对于一头牛来说没什么，但对于人却是不能接受的。
- 11 总体来看，雅典并未给予苏格拉底应有的重视。许多雅典人感到苏格拉底是种威胁，认为他有意削弱政府。公元前339年，苏格拉底70岁时，被判了死刑，被迫喝下毒芹药而死。临刑前，苏格拉底先与妻子和三个儿子道别，然后将学生召集到跟前。即使苏格拉底能够选择今后安静地生活，不再问艰涩的问题，他也不会接受。他情愿选择结束生命。对一切保持质疑并提问是他内心的呼喊，不可违背。他将毒药一饮而尽。

（蒋珂 译）

中国最伟大的圣贤

顾立雅

- 1 两千五百年前，一个孩子诞生在中国，他对人类历史产生的影响少有人能够匹及。传说他出身贵族，并且是王室的后裔。在他出生时，龙和仙女都盘旋在空中。但孔子本人说“吾少也贱。”
- 2 传统上人们将孔子描绘成一个恪守教规的夫子，他制定了人们在行为和思想上都要遵守的精确规则。但事实是他会小心地避免制定规则，因为他认为由别人制定的信条并不能免除人们独立思考的职责。
- 3 他常被称为反动者，反动者的主要目的是恢复古旧方式，加强世袭贵族的权力。事实上，他提倡并且促成了大规模的社会和政治改革，因此他绝对称得上是伟大的革命者。在他死后的几个世纪里，世袭贵族已彻底走向了消亡。对于世袭贵族统治的瓦解，孔子做出了比其他任何人都多的贡献。
- 4 在年轻的时候，他不得不做一些近乎粗活的苦工谋生。由此，他对老百姓有了深切的怜悯之情，从未改变。百姓有不少的困难和疾苦。当时，中央集权政府已经土崩瓦解，封建地主们也只是名义上效忠皇帝。然而他们也算不上独立，因为他们中的一些人只不过是木偶罢了，受制于他们自己手下那些好斗的党羽。春秋争霸战争肆虐泛滥。除了凭借武装的追随者和谋划之力强制而来的法律和秩序之外，几乎没有法律和秩序可言。即使是最伟大的贵族成员也无法确保自己不被毁灭或暗杀。老百姓的处境是悲惨的，因为无论谁赢得战争，他们始终是失败的一方。甚至即便有和平存在，他们也没有安全保障，因为他们没有权力。贵族们醉心于打猎、发动战争和享受奢侈的生活，而老百姓们就成了受他们控制与利用的棋子。为了负担起这些娱乐消遣，他们向老百姓征收的税收远远超过了老百姓的承受能力，并且他们无情地镇压一切抗议。
- 5 对于年轻时的孔子来说，这些状况似乎是无法容忍的，他决心要用自己的一生来改变现状。他和人们谈论着如何让这个世界成为一个更好的居住地。渐渐地，他聚集了一群年轻人来学习他的学说，从此

他成为了一名为人称道的老师。

- 6 孔子教学的要领很简单。随处都可以看到人们争斗的场面，但是他并不认为这是社会的自然状态。他认为合作才是正常的。要奋争，不是为了打败对手，而是为了促进共同的利益。在他看来，统治者的成功应是靠他的能力来衡量的，不是为自己积聚财富和权力的能力，而是为他的人民带来福祉和幸福的能力。
- 7 然而，对于孔子来说，成为一名老师是不够的。他想引导一国的政府，并且希望看到梦想的世界能够在自己的手中成为现实。但是，很显然，当时的统治者不可能考虑把实权交到他手里。他们充其量会把他当成一个无伤大雅的怪人，他们认为一旦给予他权力，他就会成为危险人物。然而，统治者们给予了孔子的部分弟子相当高的职位。毫无疑问，在弟子们的坚持下，最终孔子在自己的家乡鲁国任职，有了一个体面的头衔，但并无实权。
- 8 当他发现自己一无所成时，他辞去了职务，动身去游历。他周游列国就是想寻找愿意使用他的治国方法的统治者。但是他一无所获。这些游历持续了十年甚至更久，虽然没能成就什么，但却证明了孔子为了他的信条愿意承受巨大的苦难和折磨。
- 9 回到鲁国后，他重新开始教学。五年后他去世了。他的一生没有什么戏剧性，既没有巅峰时刻，也没有以身殉道。他的重要抱负一个都没有实现。几乎可以确定，在他死的时候每个人都认为他是失败的。当然他自己也是这样认为的。
- 10 孔子死后，他的学说被弟子一代一代地传承下去，儒家的规模和影响逐渐扩大。孔子的学说经历了详尽阐述后，也发生了很大变化，几乎到了孔子自己都认不出来的地步。但是有两个信条没有改变：坚持选择统治者要看他们的德行和能力，而非看他们的出身；政府的最终目标是人民的福祉和幸福。后者使儒家思想受到了老百姓的欢迎，因为战争和压迫愈演愈烈，百姓生活变得越来越困难。
- 11 在十七和十八世纪，许多耶稣会传教士进入中国，并且成为学者，甚至是中国宫廷的官员。在一封又一封寄往欧洲的信件中，他们谈到了孔子。因此，就在被称为“启蒙运动”的哲学运动开始时，孔子周知于欧洲。包括莱布尼兹、伍尔夫和伏尔泰在内的很多哲学家、政治家以及学者都使用孔子的名字以及他的思想进一步论证他们的观点，在这个过程中，他们自己也受到了影响。在儒家思想的推动下，中国早已废除了世袭贵族，而这一事实成为了法国和英国攻击世袭特权的武器。孔子的哲学对欧洲和法国大革命背景下的民主思想的发展发挥了重要的作用。对法国思想产生影响的同时，它也间接地影响了美国民主的发展。

（赵博艺 译）