



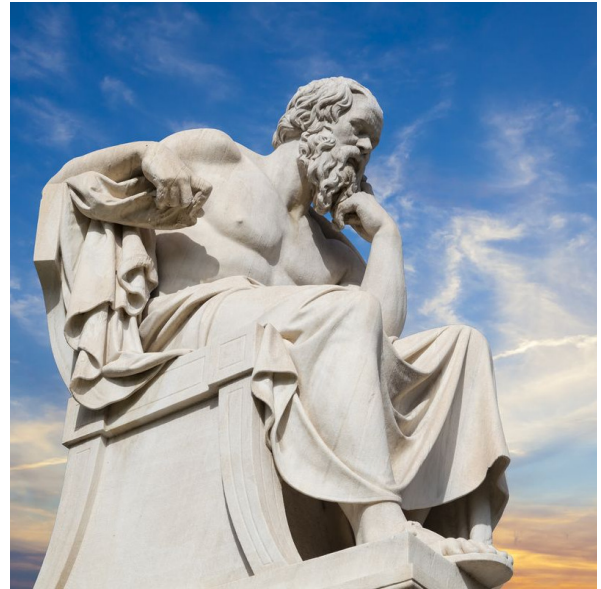
# IMPROVE YOUR CRITICAL THINKING



Scan to review worksheet

Expemo code:

193I-U3RF-9PNE



## 1

### Warm up

In the lesson today, you will be watching a video about Socrates, a man who asked many questions. Here are 6 types of questions he asked:

- A) Questions which make things **clearer**
- B) Questions which look at **assumptions**
- C) Questions which look at **reasons** and **evidence**
- D) Questions about someone's **viewpoint**
- E) Questions which look at the **results** of an **action**
- F) Questions which look at the **question**

Look at the following questions and decide which one of the above categories they belong to.

1. Why do you believe this is true?
2. What do we need to know to answer this question?
3. What are you assuming here?
4. What might be another way to look at this?
5. What is the worst-case scenario?
6. Can you say that in another way?

Now think of 1 or 2 more questions for each category.

In pairs, discuss the following questions.

- What kind of subjects do you think these questions would be useful for?
- Have you used these kinds of questions to ask people about a subject?
- Has anyone ever asked you these kinds of questions? What was the situation?



## 2

## Focus on vocabulary

Part A: Write the extracts from the definitions in the correct places.

aggressive or not  
it very clear

a specialist nurse  
political or religious

be thought of  
the reasons for

helps the enemy  
to steal objects

1. **explicit** (adj.): when something makes \_\_\_\_\_ what the meaning is, leaving no room for doubt
2. **pillage** (v): \_\_\_\_\_ from a place, usually during a battle or a war
3. **hostile** (adj.): when something is \_\_\_\_\_ friendly towards others
4. **constitute** (v): to \_\_\_\_\_ as being something or equal to something
5. **midwife** (n): \_\_\_\_\_ who is trained to help women deliver babies
6. **rationale** (n): \_\_\_\_\_ the decision to do something
7. **subversive** (adj.): trying to cause damage to a \_\_\_\_\_ system in a secretive way
8. **treasonous** (adj.): doing something that \_\_\_\_\_ of your country

Part B: Now put the words from Part A in the correct gaps in the following sentences. You may need to change the form of the word to fit the sentence.

1. The police were called after the man pulled out a gun and began exhibiting extremely \_\_\_\_\_ behaviour towards passers-by.
2. When they arrived, the police believed the man \_\_\_\_\_ a threat to public safety and shot him.
3. It is believed that the man was under the influence of drugs, with neighbours saying they knew of no \_\_\_\_\_ behind his violent behaviour.
4. I don't know why she doesn't understand. I was very \_\_\_\_\_ in my instructions.
5. She suddenly went into labour so we had to call the \_\_\_\_\_ to come to our home.
6. During the Second World War, the Nazis \_\_\_\_\_ thousands of priceless artefacts from France during their occupation.
7. The politician who sold the weapons codes is wanted by the authorities for his \_\_\_\_\_ acts.
8. The publishing house is under heavy criticism for the publication of, what many see as, politically \_\_\_\_\_ literature.

Now in pairs, answer the following questions.

1. When was the last time someone acted in a **hostile** way towards you? What was your reaction?
2. What was your **rationale** behind studying English for as long as you have done?
3. Are you good at giving people **explicit** instructions? Or do you find it difficult? Why/Why not?
4. What books that you have read or films that you have seen do you consider to be **subversive**?
5. In your opinion, what **constitutes** the best city to live in? Why?



## 3

**Understanding the introduction**

Put the following sentences from the first part of the video script into the correct order from 1 - 7. The first one is done for you.

But through this process, Socrates probed their logic, revealing its flaws and helping both parties reach a more robust understanding. \_\_\_\_

However, Socrates wasn't feared for claiming to have all the answers, but rather, for asking too many questions. \_\_\_\_

In fact, the philosopher often claimed to know nothing at all, responding to his partner's answers only with further questions. \_\_\_\_

Many Athenians believed he was a dangerous enemy of the state, accusing the philosopher of corrupting the youth and refusing to recognise their gods. \_\_\_\_

Socrates, one of the founding fathers of Western philosophical thought, was on trial. 1

These discussions weren't debates, nor would Socrates offer explicit advice. \_\_\_\_

While he loathed formal lectures, the philosopher frequently engaged friends and strangers in lengthy conversations about morality and society. \_\_\_\_

Watch the video (00:00 - 01:03) to check your answers.



Now complete the following sentences with no more than three words from the script.

1. When it comes to Western Philosophy, Socrates is considered to be amongst the \_\_\_\_ .
2. He was on trial, accused not only of religious crimes but also of \_\_\_\_ .
3. The problem that people had with him was that he posed \_\_\_\_ , not that he asserted that he knew all the answers.
4. He enjoyed deep conversations with friends and strangers alike, but hated \_\_\_\_ .
5. He didn't debate or give advice during these conversations, but merely continuously questioned them, all the while professing that he had \_\_\_\_ in the way of knowledge about the subject.
6. This process gave a \_\_\_\_ of the subject to everyone involved in the conversation, as it showed up inconsistencies and errors in logic.



## 4

**Comprehension**

Watch the rest of the video (01:03 - 05:08) and answer the following questions.



1. What did his two students do?
  - a. They invented conversations that Socrates had to demonstrate his method of questioning.
  - b. They engaged Socrates in dialogue to further understand his method.
  - c. They studied his method and outlined it in a series of books which they published called *The Socratic Method*.
  - d. They wrote down the conversations Socrates had as examples of his method.
2. In the video, what is it that Euthydemus believes he understands?
  - a. He claims to understand the law and how to apply it.
  - b. He believes he understands morality and the nature of what is right.
  - c. He asserts that he deeply understands what is just and what is unjust.
  - d. He declares he fully understands corruption and how to prevent it.
3. What is the result of Socrates' conversation with Euthydemus?
  - a. Euthydemus is able to confidently categorise his ideas.
  - b. Euthydemus revises his ideas a little, but is clearer for having had the conversation.
  - c. Euthydemus rethinks his philosophy, which is more robust as a result of the conversation.
  - d. Euthydemus ends up feeling depressed, realising that his previous assertions were not as solid as he had thought.
4. What metaphor does Socrates employ to illustrate the method of his questioning?
  - a. He compares himself to a doctor, analysing ideas and finding what is wrong with them.
  - b. He compares himself to a midwife, enabling people to successfully give birth to their ideas.
  - c. He compares himself to a surgeon, carefully cutting away at thoughts and ideas to remove the excess.
  - d. He compares himself to a mechanic, fine tuning people's thoughts and helping them to flow more smoothly.
5. What was this method of questioning first used to teach?
  - a. Botany
  - b. Mathematics
  - c. Astronomy
  - d. Clinical Medicine
6. According to the video, what is the Socratic Method used for today?
  - a. For Protestants to discuss matters of faith.
  - b. To examine the potential unintended results of passing laws in the Supreme Court.
  - c. To further American students' understanding of their judicial system.
  - d. To examine political arguments in democracies around the world.



7. What traits should a teacher who uses the Socratic method have?
  - a. They should have innate curiosity and modesty and be supportive of their students.
  - b. They should have a thorough understanding of their subject and a superior intellect.
  - c. They should be curious about the Socratic Method and want to master it.
  - d. They should be disciplined, thoughtful and cunning.
8. What ultimately happened to Socrates?
  - a. He was elected as a head of state and died with much wealth.
  - b. He was sentenced to death.
  - c. He was murdered by one of his students.
  - d. He died of old age.

**5****Rephrasing**

**Part A: Read the following sentences and choose the best substitute for the word in bold.**

1. I **loathed** the last Star Wars film.
  - a. loved
  - b. appreciated
  - c. hated
2. The detective **probed** the crime scene for clues.
  - a. examined
  - b. watched
  - c. photographed
3. When we went to view the house for the first time, we noticed it had a number of **flaws**.
  - a. levels
  - b. problems
  - c. rooms
4. It turned out that parts of his CV were **fabricated**.
  - a. made up
  - b. impressive
  - c. legitimate
5. When he'd finished reading the book, he wasn't sure how to **categorise** it.
  - a. understand
  - b. interpret
  - c. label
6. He was **well-versed in** classical music.
  - a. ignorant of
  - b. able to play
  - c. knowledgeable about

**Part B: Now complete the following questions with the correct form of the words from Part A.**

1. Have you ever \_\_\_\_\_ a story to impress someone? What was it?
2. What personality trait in other people do you \_\_\_\_\_ the most?
3. If you could \_\_\_\_\_ into the life experiences of any famous person, living or dead, who would you choose and why?
4. Which subject(s) do you consider yourself to be \_\_\_\_\_ ?
5. What would you say are your personal \_\_\_\_\_ ?
6. How do you \_\_\_\_\_ the important elements of your life?

**Now in pairs, discuss the completed questions.**



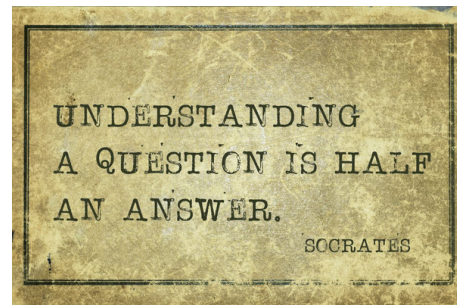
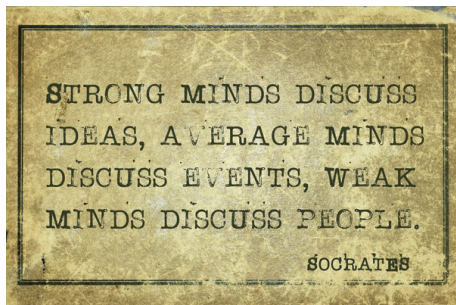
## 6

**Talking point**

You are going to have a discussion using the Socratic Method.

Part 1:

What do you think the following quotes by Socrates mean? Explain using examples.



Part 2:

Now, you need to write down a belief that you have which you would be happy to examine. Perhaps it is something like:

*Honesty is always the best policy.*

or

*Success comes from hard work.*

or

*Travel is the best way to educate yourself.*

With your partner, you need to follow these steps.

1. Person A states their belief.
2. Person B asks questions about the belief with the aim of understanding it. They must focus on the evidence and the reasons for this belief and find any contradictions or inconsistencies with what Person A is saying. However, Person B should aim to understand, not to prove the other person wrong.
3. If a contradiction or an inconsistency is found, Person A either has to abandon the belief or change it so that it is correct.
4. If both parties can accept the belief, the conversation is over. If not, then the process needs to be repeated until it is.

**Remember the 6 categories of questions from the Warm up. Use these types of questions to examine the belief carefully. You may want to record your conversation for reference later.**



## 7

**Extended exercise/homework**

Write down the conversation, or a section of the conversation, you had with your partner. You may want to shorten and simplify it to focus on the main points, rather than record every word.

Write an assessment of the conversation answering the following questions.

- What was the result of the conversation?
- What did you learn?
- What went well?
- What could you have done better?