

Positive value



Socrates (470-399 BCE) was an ancient Greek philosopher from Athens. He was credited as a founder of Western philosophy. Although he did not publish any books, his conversations with other people, mostly in the style of questions and answers, were recorded by his students Plato and Xenophon. These records are now the only way for people nowadays to understand and learn from Socrates.

Watch the [video](#)

(https://crse.eduhk.mers.hk/player.php?file=video%2Fedu%2Fle_animate_a10_can_sd.mp4) about the life of Socrates and complete the following tasks.

Vocabulary in the video

1. **Ancient (adj.)** /'eɪn.jənt/ – of or from a long time ago; used to refer to the period of Greece and Rome in European history
2. **Athens (n.)** /'æθ.ənz/ – a city in Greece
3. **Evidence (n.)** /'ev.ɪ.dəns/ – material that is presented to a court of law to help find the truth about something
4. **Greek (n.)** /gri:k/ – a person born, raised, or living in Greece
5. **Humble (adj.)** /'hʌm.bəl/ – not proud or not believing that you are important
6. **Judgement (n.)** /'dʒʌdʒ.mənt/ – an opinion or decision that is based on careful thought
7. **Knowledgeable (adj.)** /'nɒl.ɪ.dʒə.bəl/ – knowing a lot
8. **Law-abiding (adj.)** /'lɔː.ə.baɪ.dɪŋ/ – someone who is law-abiding obeys the law
9. **Sloppy (adj.)** /'slɒp.i/ – not taking care or making an effort
10. **Studious (adj.)** /'stjuː.di.əs/ – a studious person enjoys studying or spends a lot of time studying
11. **Thoughtful (adj.)** /'θɔːt.fʊl/ – carefully considering things
12. **Philosopher (n.)** /fɪ'lɒs.ə.fə/ – a person who studies ideas about knowledge, truth, the nature and meaning of life, etc.
13. **Pursuit of (noun phrase)** /pə'sjuːt əv/ – the act of trying to achieve a plan, activity, or situation, usually over a long period of time
14. **Record (v.)** /rɪ'kɔːd/ – to write something down so that it can be used or seen again in the future
15. **Record (n.)** /'rek.ɔːd/ – a written document that gives proof of something or talks about past events
16. **Sentence (n.)** /'sen.təns/ – the punishment given by a court of law

Language focus: Relative clause

Apart from simple sentence (e.g., *My name is Sally*), it is very often to use different clauses in your presentation when you are sharing your ideas or reporting what you have searched. Using **subordinate clauses** effectively can make your presentation sound more connected and advanced. There are three types of subordinate clauses in English. They are *relative clause*, *adverbial clause*, and *noun clause*. Let's learn more about *relative clause*.

What is *relative clause*?

Relative clause is used when you want to join two simple sentences or to give more information about something. We use relative pronouns – **which** (for *things*), **who** (for *people*) and **that** (for *things* and *people*) – to serve as the subject or object of the clause.

Example 1: I like the chair. It is less expensive. → I like the chair which is less expensive.

Example 2: She is my best friend, Judy. I meet her at Drama Club. → She is my best friend, Judy who I meet at Drama Club.

Example 1 shows how to use a relative clause to join two simple sentences and how the relative pronoun, *which*, serves as the subject of the clause. Example 2 shows how to use a relative clause to give more information and how the relative pronoun, *who*, serves as the object of the clause.

Practice: Rewrite the following sentences by using relative clause.

1. The police arrested a man. Jill worked with the man.

2. I really love the new Chinese restaurant. We went to the new Chinese restaurant last night.

Language focus: Discourse markers

Whether you are having an individual presentation or participating in a group discussion, you may use words such as *I think*, *in my opinion*, *first*, *second* and *however* to tell your listeners the order or relationship of your ideas. These words allow them to understand the message that you want to tell more clearly. As these words serve as a 'mark' in your sentences (*discourse*), we thus call these words **discourse markers**. Here are some of the common ones:

Related to order or sequence:

Firstly | Secondly | To begin with | In addition to | On one hand | On the other hand | To conclude

Related to your attitude:

Actually | Certainly | As a matter of fact | I think | I agree | To be honest

Giving examples:

For example | Such as | In other words

Practice: Complete the following paragraph with proper discourse markers.

Hello, everyone. My name is Kay. Today I would like to talk about tips for handling stress. _____, I will share one of my experiences in facing stress. _____, I will explain the methods I used at that time to solve the problem. _____, tips about handling stress will be listed out.

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Task 1: Individual presentation (35 minutes)

What kind of person do you think Socrates is? Share your ideas with your classmates.

(Teacher's note: Allow 5 minutes for students to think and invite 5-6 students to share their ideas.)

I think Socrates is a ... person, because ...

Have you ever faced any situation that made you feel stressed in your life, such as the upcoming exam? Imagine Socrates were facing the same situation – how would he handle it? Share your thoughts with your classmate.

(Teacher's note: Allow 10 minutes for students to think and invite 5-6 students to share their ideas.)

The situation that made me feel stressed was ...

Socrates would handle it ...

Task 2: Group discussion (30 minutes)

If you were Socrates, would you accept the sentence of death? Pair up with your classmates and brainstorm some *for* and *against* opinions before the discussion.

(Teacher's note: Allow 10 minutes for students to brainstorm.)

For: Accept the sentence of death	Against: Do not accept the sentence of death
<i>Example: everyone needs to follow the rules and law of the country</i>	<i>Example: The judgement was based on false evidence</i>

Now, form a group of four with two classmates hold the *for* standpoint and the other two hold the *against* standpoint. Discuss and reach a mutual agreement for your group.

(Teacher's note: Allow 10 minutes for students to discuss and invite all groups to share their conclusion.)

Our group agrees that Socrates should / should not* accept the sentence of death, because ...

**Please delete whichever is inappropriate.*

Evaluation Form

Name of speaker: _____

Name of marker: _____

Content	😊	😐	☹️	NA
Content				
Task completion				
Clear ideas				
Logical organization (Introduction – Body – Conclusion)				
Grammar				
Use of coordinate clause				
Use of complex structures (e.g., relative clause)				
Limited number of errors (e.g., wrong tense)				
Fluency				
Limited number of pausing				
Limited number of repetitions				
Appropriate pace and length				
Use of proper discourse markers & connectives				
Vocabulary				
Use of new words (e.g., new adjectives)				
Appropriate word choice				
Appropriate collocation				
Proper paraphrase				
Pronunciation				
Correct pronunciation				
Proper rhythm (word stress and sentence stress)				
Proper intonation (e.g., rising tone for Yes/No question)				
Suggestions for improvement:				

Tips for teachers:

- For students of lower proficiency:
 - In **task 1**, teacher may go through the adjectives related to personality with the students again. Teacher may pause the video at 00:55, 01:44, 02:39 and 04:12 for students to get the personality of Socrates and the way he handles stress.
 - In **task 2**, teacher may re-play the video (02:41-04:12) to remind students what Socrates and his friends and students said regarding the sentence of death.

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