**Worksheet 1: Introduction to Philosophy**

**Name:**………………………………………

**Skimming the text**

Read the text’s title (headings and subheadings) and

Write some of the text’s keywords in the following blanks.

................. .................. ..................... ..................

Write the names of some important people and places given in the

reading passage.

.................. .................. ..................... .....................

Read the first sentences of each paragraph. What do you think the

reading is probably about?

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**1.1 What Is Philosophy?**

(1) The word “philosophy” derives from ancient Greek, in which the philosopher is a lover or pursuer (philia) of wisdom (sophia). The earliest Greek philosophers were not known as philosophers; they were simply known as sages. The sage tradition is a largely prehistoric tradition that provides a narrative about how intellect, wisdom, piety, and virtue lead to the innovations central to the nourishment of ancient civilizations. Particularly in Greece, the sage tradition blends into a period of natural philosophy, where ancient scientists or philosophers try to explain nature using rational methods.

(2) Wilfrid Sellars emphasizes that philosophy’s goal is to understand a very wide range of topics—in fact, the widest possible range. That is to say, philosophers are committed to understanding everything insofar as it can be understood. A philosopher chooses to study things that are informative and interesting—things that provide a better understanding of the world and our place in it. To make judgments about which areas are interesting or worthy of study, philosophers need to cultivate a special skill. Sellars describes this philosophical skill as a kind of know-how. Philosophical know-how has to do with knowing your way around the world of concepts and being able to understand and think about how concepts connect, link up, support, and rely upon one another—in short, how things hang together.

**1.2 How Do Philosophers Arrive at Truth?**

(3) The goal of philosophy is to provide a coherent story of how the world as it appears to us can be explained in a way that also makes sense of what the sciences tells us. Given the influence of philosophy on world history, it is worthwhile to engage with the writings of past philosophers to inform our understanding of pressing philosophical questions of today.

(4) What philosophers today mean by intuition can best be traced back to Plato, for whom intuition (nous) involved a kind of insight into the very nature of things. This notion has had religious connotations, as if the knowledge gained through intuition is like catching a glimpse of divine light.

(5) When philosophers talk about common sense, they mean specific claims based on direct sense perception, which are true in a relatively fundamental sense. In other words, philosophical champions of common sense deny that one can be skeptical of certain basic claims of sense perception.

(6) Experimental philosophy is a relatively recent movement in philosophy by which philosophers engage in empirical methods of investigation, similar to those used by psychologists or cognitive scientists. Philosophers use experimental methods to find out what average people think about philosophical issues. Since common sense and intuition are already a source of evidence in philosophical reasoning, it makes sense to confirm that what philosophers ascribe to common sense or intuition aligns with what people generally think about these things.

(7) Logic attempts to formalize the process that we use or ought to use when we provide reasons for some claims. The first and most important move in logic is to recognize that claims are the product of arguments. In particular, a claim is just the conclusion of a series of sentences, where the preceding sentences (called premises) provide evidence for the conclusion. In logic, an argument is just a way of formalizing reasons to support a claim, where the claim is the conclusion and the reasons given are the premises.

(8) A set of beliefs or statements is coherent, or logically consistent, if it is possible for them to all be true at the same time. If it is not possible for statements or beliefs to be true at the same time, then they are contradictory. It seems unreasonable for a person to accept contradictory claims because a contradiction is a logical impossibility. If a person holds contradictory beliefs, then they must be wrong about at least some of their beliefs.

(9) One of the techniques that philosophers use to clarify and understand philosophical statements (either premises or conclusions) is conceptual analysis. Conceptual analysis involves the analysis of concepts, notions, or ideas as they are presented in statements or sentences. The term analysis has been a part of philosophical terminology and methodology since its beginning. In its most basic sense, analysis refers to the process of breaking apart complex ideas into simpler ones. Analysis also involves a cluster of related strategies that philosophers use to discover truths. Each of these techniques attempts to arrive at a clearer and more workable definition of the concepts in question.

**1.3 Socrates as a Paradigmatic Historical Philosopher**

(10) Most of what we know about Socrates is derived from Plato’s depiction of him as the primary questioner in most of the dialogues. The idea that a life which is “unexamined” is not worth living strikes at the heart of what Socrates tells us motivated him to live a philosophical life. The first form of examination that Socrates clearly advises is self-examination. Even though Socrates rarely claims to have knowledge about anything at all, the few instances where he does profess knowledge relate directly to morality. In particular, Socrates asserts a pair of moral principles that are quite controversial and may appear at first glance false. Socrates claims the following: 1) No one willingly chooses what is harmful to themselves; 2) When a person does harm to others, they actually harm themselves.

(11) Socrates engaged in a particular method of questioning, sometimes known as the “Socratic method,” which was characterized by his asking questions of others rather than explaining his own beliefs. The goal of Socratic questioning is to assist the person being questioned in discovering the truth on their own. By asking questions and examining the claims made by another person, Socrates allows that person to go through a process of self – discovery.

**Comprehension check**

*Read each statement and decide whether it is true or false. Write “T” before true statements and “F” before false ones.*

1. The earliest Greek philosophers were known as philosophers. **…**

2. A philosopher chooses to study things that are informative and interesting. **…**

3. When philosophers talk about common sense, they mean specific claims based on direct sense perception, which are true in a relatively fundamental sense. **…**

4. In logic, a conclusion is just a way of formalizing reasons to support a claim **…**

5. The term analysis is a new addition to philosophical terminology and methodology. **…**

6. The goal of Socratic questioning is to force the person being questioned in discovering the truth on their own. **…**

**Multiple choice questions**

*Read the reading passage carefully and select the most appropriate answer for each of the following multiple-choice test items. There can be more than one answer correct.*

**What does the word philosophy mean?**

1. Lover of wisdom
2. Hater of wisdom
3. Finder of wisdom

**What does the skill of know-how means for philosophers**

1. Be able to create something
2. Know how to write
3. Know how the concepts are connected

**What does intuition involves**

1. God
2. What humans are
3. Nature of things

**What does conceptual analysis involves**

1. Concepts
2. Notions
3. Ideas

**Sokrates claims**

1. No ones will harm them self
2. No one will kill others
3. Person who harm others, harm them self

**Synonym finding**

*Find a single word in the passage which means:*

1. Insight (para. 1) ………………..

2. Talent (para. 2) ………………..

3. Principles (para. 2) ………………..

4. Consistent (para. 3) ………………..

5. Instinct (para. 4) ………………..

6. Implications (para. 4) ………………..

7. Debate (para. 7) ………………..

8. Result (para. 7) ………………..

9. Detect (para. 9) ………………..

10. Conversations (para. 10) ………………..

11. Virtual (para. 10) ………………..

12. Statements (para. 11) ………………..

**Matching**

*Match the terms with their definitions.*

1. Argument …

2. Coherence …

3. Common sense …

4. Conceptual analysis …

5. Definite description …

6. Experimental philosophy …

7. Intuition …

8. Logic …

9. Philosophy …

10. Predicate …

11. Sage …

12. Socratic method …

13. Thought experiment …

1. the process of taking apart and making sense of sentences or claims by examining their component parts.
2. philosophy that uses methods from experimental science to test claims made in philosophy.
3. an imaginative scenario that tests some philosophical theory or concept by considering how it might apply in the imagined situation.
4. knowledge primarily derived from perception that seems clearly or obviously true.
5. a method of conceptual analysis that substitutes a descriptive phrase that uniquely identifies the object or thing named for an object term or proper name.
6. certain and evident cognition; the kind of knowledge that is so clear that it seems the portion of a sentence that provides the description or characterization of an object or name.
7. the “love of wisdom.” An academic discipline that attempts to grasp the broadest possible understanding of things. It is characterized by rational explanation and a willingness to a method of questioning used by Socrates (and named after him later) to help people understand what they were thinking and to arrive at some truth.
8. impossible for it to be false.
9. the formalization of reasoning.
10. a situation in which it is possible for a set of beliefs or statements to be true at the same time.
11. question assumptions.
12. a set of sentences, where some of those sentences (called premises) provide support for another sentence, called the conclusion.

m) a wise person. Many ancient cultures designated important wise Figures as “sages.”

**Cloze test**

*There are some missing words in the following text. Find the best choice for each blank*

Once there was a young boy. He was very lazy and reluctant to work and progress. His (1) ………. was negative toward life. One day someone told him to go and get some teachings from the great philosopher Socrates. Then a young boy found the way to reach Socrates and he asked Socrates how he could get wisdom, prosperity, and success. Socrates replied to him, ”Do you really want it and are you willing to (2) …… yourself for that?”. The young boy said to him, ”I want to be successful in my life and I can do anything for that”. Then, Socrates told him, “Ok, you have to come to me the next day.

Next day, He took the young boy to a river, and ordered him, ”Go under the water and stand straight in the river, until I will call you back”. The boy (3) ………. the order of Socrates. Then suddenly Socrates pushed and drowned the boy's head under the water with his full force, held it there until the boy gasped for air to breathe, then relaxed and released his head. The boy was (4) ……….. for some time. When the boy regained his composure, he asked him, “What did you desire most when you were under water?” “I badly wanted air to breathe”, said the boy. Socrates said to him, “When you want wisdom, and success as much as you wanted air when you were immersed in the water, you will receive it”. The boy was (5) ……… by Socrates' teaching, and now he knew that intensedesire is the important key to become successful in life.

1 A) mindsets B) thoughts C) feelings D) emotions

2 A) study B) devote C) search D) find

3 A) followed B) listened C) ignored D) executed

4 A) conscious B) dead C) unconscious D) blind

5 A) astonished B) uninterested C) interested D) confused

**Source:**

Smith, N. (2022). *Introduction to Philosophy*. Houstom, Texas: OpenStax.

Motivation Jet. *The story of Socrates and lazy boy-Short Inspirational Stories with Moral Lessons.* Dostupné z: <https://www.motivationjet.com/2017/10/short-motivational-stories-with-powerful-lessons.html> [citováno 2023-12-5]