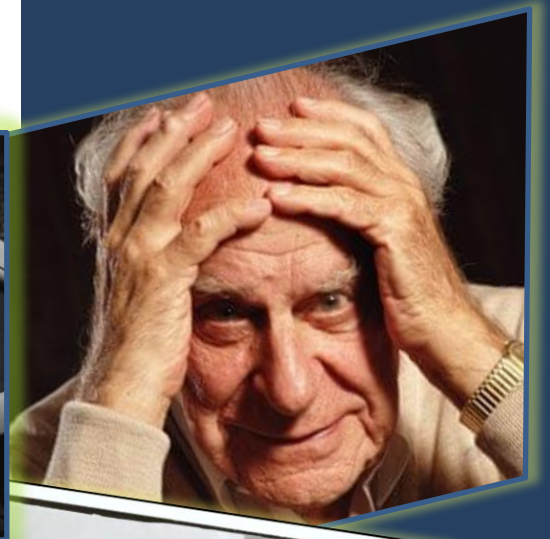


Unit 2

IT IS NOW NO MYSTERY THAT SOME
QUITE INFLUENTIAL 'PHILOSOPHERS'
WERE 'MENTALLY' ILL



(Alfred Korzybski)

[No es un misterio que algunos
"filósofos" influyentes
los considerasen "locos"]

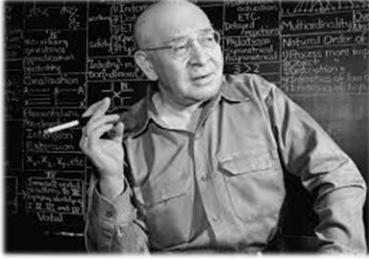


Imagen 1. Alfred Korzybski
(Mathias Weise, 2019)

Alfred Habdank Skarbek **Korzybski** was the chemical engineer and psychologist who developed the General Semantics. He was born in Warsaw, in 1879. As an avid reader, he came to idolize Albert Einstein, mathematicians Cassius J. Keyser and Henri Poincaré, psychologists Ivan Pavlov, and Sigmund Freud, and philosophers Bertrand Russell, and Aristotle.

At the rising of World War I, Korzybski enrolled the Second Russian-Polish Army. As an Officer, he led an attack stepping into a deep pit which was not shown on any map; they found the Prussians there and the disaster occurred. It is said, that this experience inspired his famous quotes: "the map is not the territory" and "whatever you say a thing is, it isn't."

Korzybski passed away on March 1, 1950, little before the International Society for General Semantics (founded by a group of his students in 1942) published the first issue of its own journal, the General Semantics Bulletin. Two years later, an annual Alfred Korzybski Memorial Lecture was established.

INTRODUCTION

This unit is about philosophers. You will describe past events reporting biographies and identify specific information of relevant philosophers through the interpretation of biographical texts in English to promote communication skills and philosophy appreciation, and to foster critical reflection.

You will learn how to:

- describe past events.
- describe the sequence in which past events happened.
- describe past events highlighting certain characters and elements.
- identify the characteristics of biographical texts.
- classify information in relation to characters, places and dates of a biography in a synoptic table.

UNIT 2 OVERVIEW



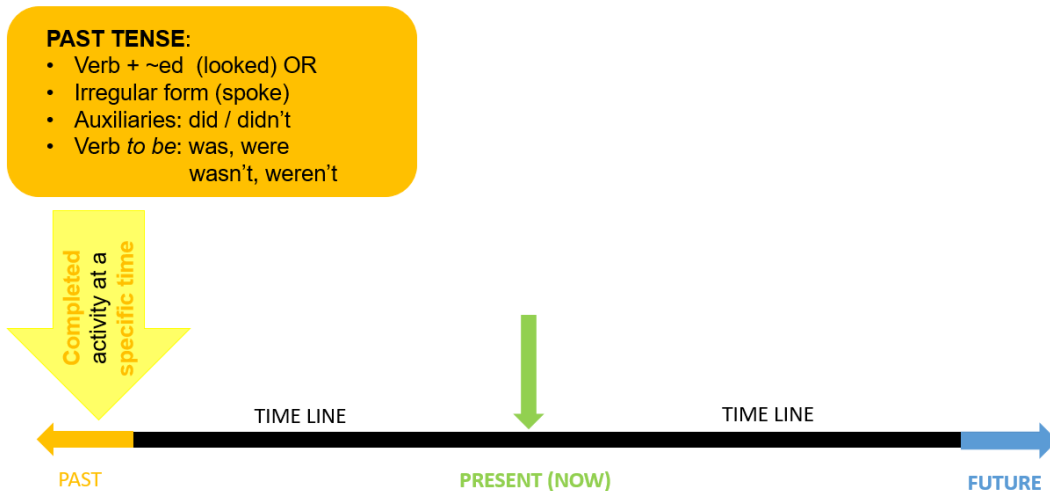
2.6 Description of past events

2.7 Description of the sequence in which past events happened

2.1 Past events

2.2 Time and sequence of past

2.1 Past events





Remember that we **use** this tense when we wish to show that:

- An action occurred **once at a stated time** in the past, often with a definite time expression.
She joined the Association of School Students in 1835.
- It occurred **generally or repeatedly** during a period in past time or that we did regularly in the past.
They learnt about great philosophers last year.
- One thing happened one after another in the past; that is in **chronological order**.
He studied epistemology, graduated at Stanford University and earned a PhD on Philosophy.

Activity 2.1 👁 Watch this video to review the Past Tense:

<https://qr.go.page.link/zFm8w>



Activity 2.2 Now,  read the statements below and  answer if they are TRUE or FALSE, according to the video or any other Past Tense explanation from a Grammar Book.

- a. _____ In the English language we have regular and irregular verbs.
- b. _____ Regular verbs take the ending **~ed** to form their conjugation in past simple.
- c. _____ Verbs ending in a consonant + 'y', change it to 'i' and add the **~ed** as in 'study' = 'studied'.
- d. _____ Irregular verbs have common past simple forms.
- e. _____ We need the auxiliary did to form questions in the past tense.
- f. _____ Past simple in negations use didn't + verb in simple form.

Activity 2.3  Go to <https://qrqo.page.link/Miygx> and  read the article "Simple Past Tense: Definition and Examples"





Activity 2.4 Now,  complete the following charts based on what you read.

PAST FORM OF THE VERB 'TO BE'		
Affirmative form	Negative form	Interrogative form
I _____ a baby 14 years ago. (to be)	I wasn't at home last weekend. (to be)	_____ I right? (to be)
He was my classmate at kinder. (to be)	He _____ here yesterday. (to be)	_____ he your friend? (to be)
They _____ in my group last year. (to be)	They _____ with me this morning. (to be)	Were they in class 2 hours ago? (to be)

PAST FORM OF THE REGULAR VERBS		
Affirmative form	Negative form	Interrogative form
I _____ soccer yesterday. (to play)	I didn't play chess last week. (to play)	Did I play anytime? (to play)
He finished his report this morning. (to finish)	He _____ the drawing last class. (to finish)	_____ he _____ his homework? (to finish)
They _____ here 2 years ago. (to study)	They _____ French this year. (to study)	Did they study arts last week? (to study)

PAST FORM OF THE IRREGULAR VERBS		
Affirmative form	Negative form	Interrogative form
I _____ my degree last month. (to get)	I _____ the job yesterday. (to get)	_____ I _____ your attention? (to get)
He _____ a taxi this morning. (to take)	He didn't take his lunch to school. (to take)	Did he take the class yesterday? (to take)
They _____ a baby this year. (to have)	They didn't have a good childhood. (to have)	_____ they _____ a scholarship? (to have)

2.2 Time and sequence of past events

Activity 2.5  First, read Karl Popper's biography. Then,  underline those expressions pointing a past time.

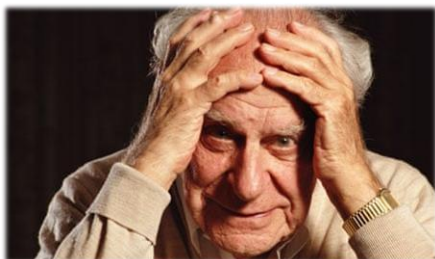


Imagen 2. Karl Popper. (David Levenson, 2012)

Sir **Karl Popper** (1902-1994) was an Austrian-born philosopher of science. All of his family was Jewish but he

received a Lutheran baptism. His father Simon Siegmund Carl Popper was a lawyer from Bohemia while his mother Jenny Schiff was of Hungarian descent.

His father was a bibliophile who had 12,000–14,000 volumes in his personal library and took an interest in philosophy, the classics, and social and political issues. Popper inherited both the library and the disposition from him. So, that he used to describe

the atmosphere of his upbringing as "decidedly bookish."

Popper left school at the age of 16 and attended lectures in mathematics, physics, philosophy, psychology and the history of music as a guest student at the University of Vienna. In 1919, he worked in street construction for a short amount of time but was unable to cope with the heavy labour. From 1920 to 1922, he continued to attend university as a guest student and started an apprenticeship as a cabinetmaker, which he completed as a journeyman. He was dreaming at that time of starting a daycare facility for children, for which he assumed the ability to make furniture might be useful. However, he completed his examination as an elementary teacher in 1924 and started working at an after-school care club for socially endangered children. Around that time, he started courting Josefina Anna Henninger, who became his wife later in 1930, two years after he earned a doctorate in Psychology. Popper and his wife did not have children because of the circumstances

of war in the early years of their marriage. He even once commented that their decision was perhaps a cowardly but, in a way, a right decision.

Popper won many awards and honours in his field, including the Lippincott Award of the American Political Science Association. He made contributions in epistemology, philosophy of mind and social and political philosophy. He also introduced the distinction between open and closed societies. Open societies welcome and foster critical discussion and change whereas closed societies, which are usually tribal societies, are based on unchanging social custom and ritual.

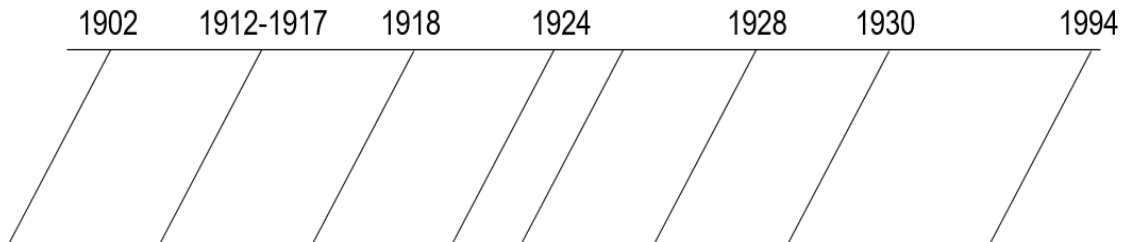


Imagen 3. Bibliophile. (Gellinger, 2018)

Popper died of "complications of cancer, pneumonia and kidney failure" in Kenley at the age of 92 on 17 September 1994. After cremation, his personal assistant took his ashes to Vienna and buried them at Lainzer Cemetery next to his wife Josefina Anna Popper (called 'Hennie').

Activity 2.6 ✎ Write the main events of Popper's life to complete the timeline on the following page. Use the previous text as a reference.

Karl Popper's Timeline



2.6 Description of past events

📁 Keep in mind that to describe a past event you need to know the verbs in past tense (regular and irregular ones) and to use some time expressions as time markers.

Activity 2.7 📖 Read Karl Popper's biography again and ✎ circle those verbs expressing a past event.

Activity 2.8 ✓ Tick the statements that are true based on Karl Popper's biography.

- a. ___ Popper was Lutheran.
- b. ___ He didn't inherit anything from his father.
- c. ___ He studied at the university at the age of 16.
- d. ___ He was a good hard worker.
- e. ___ He was keen on working with children.
- f. ___ He became a teacher in 1924.
- g. ___ His wife was unable to have children.
- h. ___ He wrote about different types of societies.

2.7 Description of the sequence in which past events happened

When we refer about the “**sequence**” in which past events happened, we are talking about their order. That means that we need to know what happened first, what next and so on until the last event. Then, we can set the events in the correct **chronological order**.

Activity 2.9 ✍️ Order the sequence of the following 16 past events in Jean-Paul Sartre's life.

- _____ During his early life, his father died. He was only 2 years old.
- _____ In his final years, Sartre said he didn't ask for more but only to be remembered by some of his plays and essays.
- _____ As a teenager in the 1920's, Sartre became attracted to philosophy upon reading Henri Bergson's essay *Time and Free Will: An Essay on the Immediate Data of Consciousness*.
- _____ Shortly after this, he got married to Simone de Beauvoir in 1945.
- _____ He finally died in 1980.
- _____ Next, he taught at the Lycée de Laon.
- _____ In 1929 at the École Normale, he met Simone de Beauvoir, who studied at the Sorbonne and later went on to become a noted philosopher, writer, and feminist.
- _____ After, he gave classes at the Lycée Pasteur and finally, at the Lycée Condorcet.
- _____ First, he worked at the Lycée de Le Havre.
- _____ From 1931 until 1945, Sartre taught at various lycées.
- _____ Since the end of the Second World War, Sartre lived as an independent writer.
- _____ He studied at the École Normale Supérieure at a young age and became Professor of Philosophy at Le Havre in 1931.
- _____ Many years later, Sartre concluded that Literature functioned ultimately as a bourgeois substitute for real commitment in the world.
- _____ His grandfather, Charles Schweitzer, a teacher of German, taught him mathematics and introduced him to classical literature at a very early age.
- _____ Jean-Paul Sartre was born in 1905 in Paris as an only child.
- _____ Months later, in 1964, he government of Sweden awarded him with the Nobel Prize in Literature which he declined.



Imagen 4. Enigma. (qimono, 2016)

Activity 2.10 ✍️ Write a list with those time markers or expressions that helped you order Sartre's biography.

Study this time markers and expressions. Remember they tell you the sequence in which past events happened.

2.8 Description of past events highlighting certain characters and elements

2.3 Characters and highlights in a biography

2.3 Characters and highlights in a biography

From your experience, besides the subject or person studied in a biography, who else is usually mentioned in it? Think about it.

Activity 2.11 Now, cross out those you think are almost never mentioned in a biography.

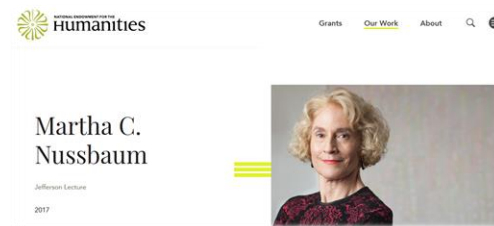
Mother
 Father
 Siblings

Relatives
 Wife/husband
 Friends

Teachers
 Colleagues
 Pets

These people are considered **characters**. They are as important as certain events in a biography like historical events (like wars and epidemics), the awards received or the loss of a relative. Both, people and this kind of events help recreate the different situations in a person's life. That is why they are called **highlights**.

Activity 2.12 Go to <https://qrqo.page.link/eVuxC> and read Martha Nussbaum's biography. As you read, try to identify the following characters and highlights:



- The variety of her studies
- Her parents
- Her experience of acting in Greek tragedies
- Her husband, Alan
- Her career in Cambridge
- Her encounter with John Rawls at Harvard.
- Bernard Williams influence on her
- Her divorce

2.8 Description of past events highlighting certain characters and elements

Activity 2.13 Now, ✍ relate some of the characters and highlights in Nussbaum's biography on the following chart with the 'information' provided that explains their relevance on the right column.

- Bernard Williams influence on her
- Her career in Cambridge
- Her divorce
- Her encounter with John Rawls at Harvard
- Her experience of acting in Greek tragedies
- Her husband, Alan
- Her father
- The variety of her studies

INFORMATION

- () Breadth is a signature feature of her work and sometimes disguise the underlying unity or purpose.
- () He made her think of writing for a broad nonacademic public as a moral duty.
- () He taught her that discipline, hard work and pleasure all ran together.
- () She realized she wanted to write about that instead.
- () She received a malice note of congratulations from an eminent classicist.

2.9 Identification of the characteristics of biographical texts

2.10 Classification of information in relation to characters, places and dates in a synoptic table

2.4 Biographical texts

2.5 Specific information

2.4 Biographical texts

Activity 2.14 📄 Go to <https://qrqo.page.link/Tvn2a> and 📖 read Richard Nordquist's work about *Biographies*. Then, ✍ answer the following questions.



- What is a biography?
- How is the writer of a biography called?
- How is the person written about known?
- What are two usual characteristics of a biography?
- What are the differences between a biography and a creative non-fiction work, such as a biographical essay or in the case of memoirs?

Let's sum up.

A **biography** is a literary form, usually *nonfictional*. It is also a *recreation* in words of the life of a human being. It is sometimes considered a historical document because we use it to study the life of an individual. And as a study, a biography must *include as much evidence* as possible—including that retained in memory as well as written, oral, and pictorial material.



Imagen 5. Ideas. (Sony-Ilce 5000, 2017)

Keep in mind these concepts and elements about biographies. You can even make a vocabulary list or take notes.

2.9 Identification of the characteristics of biographical texts

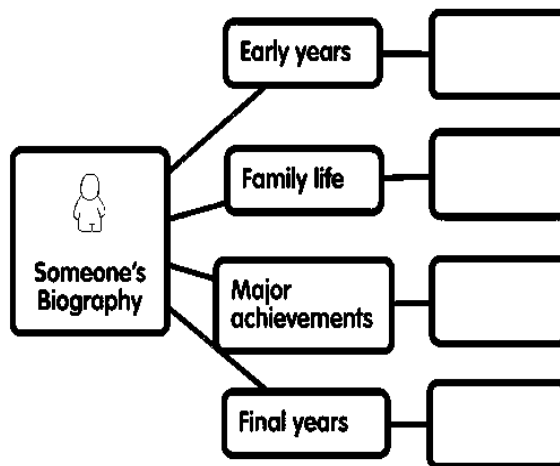
Please, think of the biographies you have read before.

Activity 2.15 ✍️ Now, answer the following questions.

- What do those biographies have in common?
- What kind of **factual information** do biographies include?

Even when there are no rules about how to write a biography, it is usually written in chronological order due to the sequence of events and it is divided into different segments where characters and highlights are included, such as:

- Early years
- Family life
- Major achievements
- Final years



Activity 2.16 📱 Go to <https://qrqo.page.link/dsDr2> and 📖 read more about other characteristics in a biography. As you read, ✓ tick from the characteristics below the ones you find in the site.



A biography...

- ___ describes and discusses the life of a real person.
- ___ develops a person as a real and interesting person not a persona or stereotypical member of a particular group.
- ___ develops an understanding of the places, times, events, and other people when the person lived.
- ___ uses incidents, dialogue, and people that are accurate and from a reliable source using first person accounts when available.
- ___ information is based on facts.
- ___ tells the story in a style and tone that the reader/listener can relate to the person and believe in their humanness.
- ___ the person's life story is told with respect to other people and events of the time in which they lived.

2.5 Identification of specific information

When we talk about **specific information**, we refer to that exact, precise fact or description of something mentioned in a text.

Something important for you to know is that reading for specific information means firstly, understanding what information or what kind of information you're looking for. Secondly, finding it. And thirdly, reading carefully to get a complete and clear understanding. Remember that sometimes, the specific information found not always will be what we are looking for.

This is why you previously learnt about the characteristics, characters and highlights in a biographical text. Imagine you need to read about the biographee's contributions to Philosophy. Now, you know that you can skip his early years and family segments and start reading a little below.

But now the question is: how do you read that part? For this kind of purpose -looking for specific information-, we normally use **scanning**. This is a very fast ocular movement over the text while you ignore unknown vocabulary and focus on

key words, phrases or ideas related to the specific information you are looking for. And when you think you are finally there, then you read carefully again to analyze your findings.

Activity 2.17 👁 Watch this video <https://qrgo.page.link/acWJU> to understand the difference between scanning and skimming as reading techniques.



Now that you know what scanning is, let's be sure that you understand how it works. If you need a piece of information from a text, you need to scan for it. You do this just without reading. Let your eyes run over the pages. Do not read the words nor the sentences. If you do not do this quickly, you are reading but not scanning. For example, if you are looking for a name, you will discard numbers and stop only if you think you find a name; if you are looking for a quantity, you will look only for numbers and stop to check if those numbers are what you are looking for. This means that the information you need usually has a determined format (bold, italics, block capitals) or characteristics (letters, numbers, names, adjectives). You will probably need a lot of practice before scanning well.

Activity 2.18 Scanning is more helpful than you think, especially when looking for a lot of things. Can you think of other uses? 📖 Read the list below and ✕ cross out those tasks in which you would not use scanning for.

- a. ___ reading instructions
- b. ___ finding a person in your contacts list
- c. ___ finding out who an email is from
- d. ___ reading a book
- e. ___ finding a street on a map
- f. ___ studying your notes for an exam
- g. ___ finding a word in a dictionary
- h. ___ looking up for the closest subway station on your GPS
- i. ___ looking for the place a book was published
- j. ___ finding a specific ingredient in a recipe

2.10 Classification of information in relation to characters, places and dates in a synoptic table



Activity 2.19  First, read Sören Kierkegaard's biography. Then,  underline those expressions pointing a past time.



Imagen 6. Sören Kierkegaard (Royal Danish Library, 2013)

Sören Kierkegaard, hunchbacked by birth, was a Danish poet, social critic, religious author, philosopher, and father of the Existentialism. Son of the second marriage of Michael Pedersen Kierkegaard, a wealthy merchant of strict religiosity, and Ane Sörensdatter, a maid who served in the household before marrying his father, he was the youngest of seven brothers.

At a very early age, his father introduced him not only to the severity of Lutheranism, the dialectic and philosophy, but to the concept of sin. His father thought that he deserved God's anger for his sins, such as cursing God's name in his youth and getting Sören's mother pregnant out of wedlock. He even believed that as a punishment to him all his children would not survive him and would die before the age of 33, Jesus's age. That was not completely true. Many years later, when Michael Kierkegaard died on 9 August 1838, Sören had lost both his parents and all his brothers and sisters except for Peter who later became Bishop of Aalborg in the Danish State Lutheran Church.

Before Sören's father passed away, he asked Sören to become a pastor. Shortly after this, and due to the profound influence of his father's religious life on him, Sören felt obliged to fulfil his wish affecting his love life irreparably.

Sören met Regina Olsen in 1837. It is said that both were instantly attracted to each other. Her relationship with Kierkegaard exerted a crucial influence over his intellectual development, philosophy and theology. After, in 1840 he proposed to her. However, one year later he broke off their engagement. Nobody knows exactly his reasons. Some believe it was the oppressive religious education received and the promise made to his father before dying, or his conception of pleasing God and his melancholy. Despite this, it is known that he regretted this rupture for the rest of his life.




Imagen 7. Religiosity (Free-Photo, 2018)

During his adulthood, the education received at his paternal house became the base of his anguished temperament and his tormented religiosity. However, it is known that he maintained a libertine social life, in which he distinguished himself by the brilliance of his irony and sense of humor.

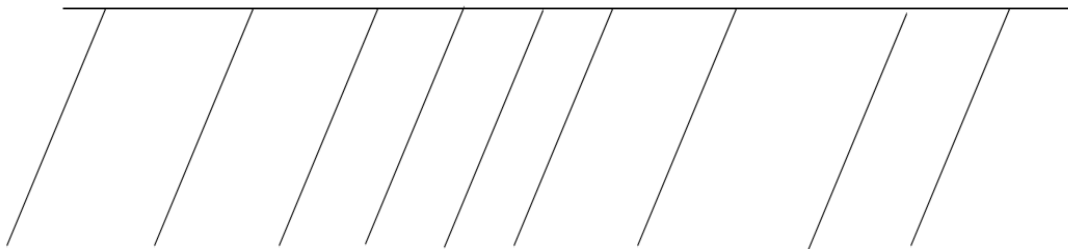
Kierkegaard liked to write under various pseudonyms, including Johannes de Silentio for *Fear and Trembling*, as well as A, B and Judge William in various parts of *Either/Or*. His use of pseudonyms was not to deny his authorship, however, but to represent different points of view and separate his own philosophical views from other explorations.

Kierkegaard also approached the religious theme in a heterodox way. He did not research about the nature of faith from the premise of the existence of God but from the subjectivity of the individual, who, through the inevitable exercise of freedom, sees in the religious feeling the only way of living a dignified existence, not so much in the eyes of God but as his own.

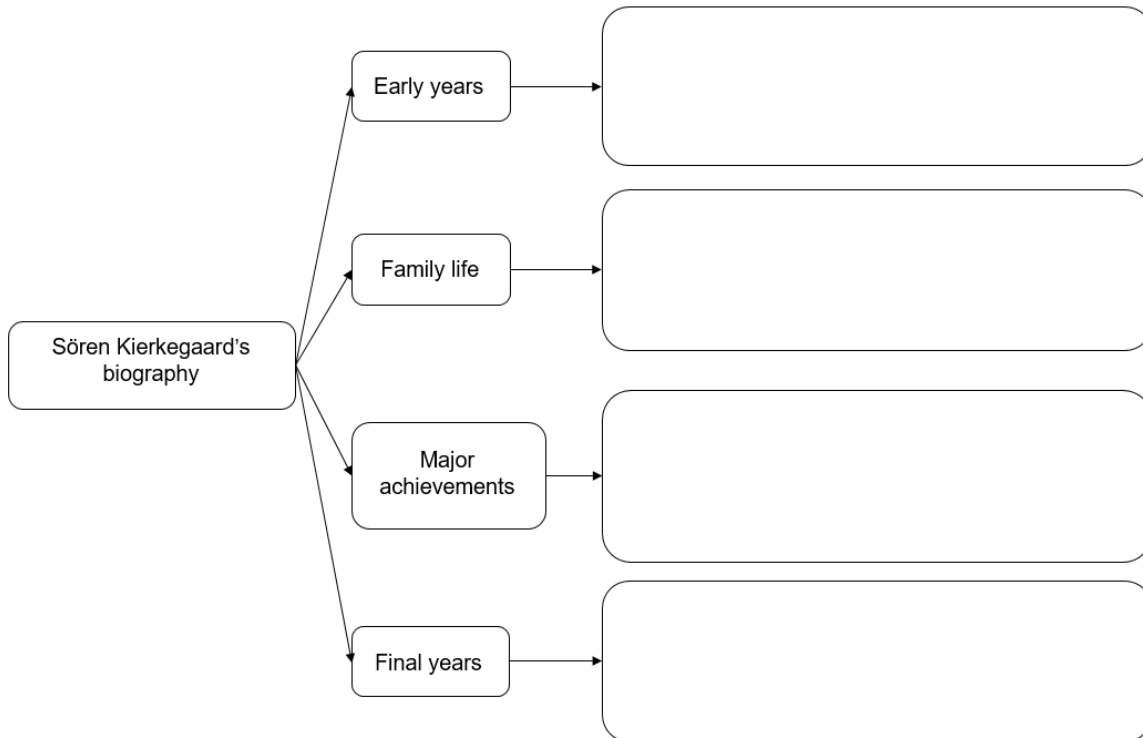
In his final years, it was the harshness of this controversy with the State Church which ended up ruining Søren's weak nervous system. He fell on the pavement of a Copenhagen street in October 1855. A passerby took him to the nearest hospital where he entered a slow agony which lasted until November of that same year when he finally died at the age of 42.

Activity 2.20 Use the past time expressions from the previous exercise  to write the main events of Søren's life in a timeline. Use activity 6 as a reference.

Søren Kierkegaard's Timeline



Activity 2.21 📖 Read Kierkegaard's biography again and use the information in the timeline you created ✍️ to complete the following synoptic chart. 🙌 Pay attention to its elements.



Activity 2.22 Finally, ✍️ answer the following questions about Søren's life.

22.1 Choose the option that provides the correct chronological order of the following past events:

- I. At the age of 25, Peter was the only relative he still had alive.
- II. Søren was born in 1813 and was hunchbacked by birth.
- III. Shortly after this, he broke off his engagement.
- IV. At a very early age, his father introduced him to the concept of sin.

- A) II, IV, I, III
- B) IV, I, II, III
- C) IV, II, I, III
- D) III, IV, I, II

22.2 Choose the option that provides the correct chronological order of the following past events:

- I. Sören proposed to Regina and broke off their engagement the following year.
- II. Sören met Regina Olsen.
- III. Sören's father died.
- IV. Sören's father asked him to become a pastor.

- A) II, IV, I, III
- B) IV, I, II, III
- C) IV, II, I, III
- D) III, IV, I, II

FURTHER PRACTICE

Do you want to practice a little more? 📄 Go to <https://qrgo.page.link/D3zXM> or scan this QR code and you will find more exercises.



SELF-EVALUATION

✓ Tick this checklist to check your progress.

Now, I can...

- _____ describe past events.
- _____ describe the sequence in which past events happened.
- _____ describe past events highlighting certain characters and elements.
- _____ identify the characteristics of a biographical text.
- _____ classify information in relation to characters, places and dates of a biography in a synoptic table.

2.23 Which sentence describes a past event?

- A) As a girl, Martha Nussbaum attended the Baldwin School where she learnt Latin and Greek, and studied drama.
- B) Nussbaum is the author of more than twenty books and numerous essays and articles.
- C) She has received honorary degrees from fifty-six colleges and universities in the US and abroad.
- D) As a philosopher, she has found time to examine matters as gender equality and international development.

2.24 Which sentence describes a past event?

- A) As a teenager, Habermas was profoundly affected by World War II.
- B) As a famed teacher and mentor, he has received more than 15 awards and prizes.
- C) He has been considered the seventh most-cited author in the humanities.
- D) Habermas considers his major contribution to be the communicative rationality theory.

2.25 Choose the option that provides the correct chronological order of the following past events.

- I. Many years later, he published his first book, “The Origin of Tragedy”.
- II. At a young age, he started his studies at Bonn University.
- III. In his final years, Nietzsche suffered dementia.
- IV. As a child, Nietzsche lost his father, brother and grandma.

- A) IV, II, I, III
- B) II, I, IV, III
- C) IV, I, III, II
- D) IV, II, III, I

2.26 Choose the option that provides the correct chronological order of the following past events.

- I. Next, he asked to be removed from the Nobel nominees.
- II. Shortly after World War II, Sartre was awarded twice in spite of him.
- III. In his final years, he wanted to be remembered by his philosophical works.
- IV. First, he refused the award *Légion d'honneur*.

- A) II, IV, I, III
- B) IV, I, II, III
- C) IV, II, I, III
- D) III, IV, I, II

2.27 First, read the abstract of a biography. Then, choose the statement that is true according to it.

“Carl E. Sagan was an American astronomer, cosmologist, astrophysicist, astro-biologist and author. He developed interest in astronomy quite early at the age of five when he first learned that the sun was actually a star and all stars are as big as the sun. Much later, while studying in Chicago University, he came to know that astronomers make good money.”

- A) Sagan learnt that the sun was a star before becoming interested in astronomy.
- B) Sagan learnt that astronomers make good money at the early age of five.
- C) Sagan become interested in astronomy while studying in Chicago University.
- D) Sagan made good money as astronomer before studying in Chicago University.

2.28 First, read the abstract of a biography. Then, choose the statement that is true according to it.

“By 1835, Marx studied law and philosophy at university in Germany. A year after this, at the age of 18, he got engaged to Jenny von Westphalen and didn’t marry her until in 1843. Next, due to his political publications, Marx lived in exile with his wife in London for decades. During that time, only three of his seven children survived to adulthood because of their life poor conditions.”

- A) Marx left Germany after getting married.
- B) Marx’s children died before the exile.
- C) Marx went to London before studying at university.
- D) Marx got married at the age of 18.

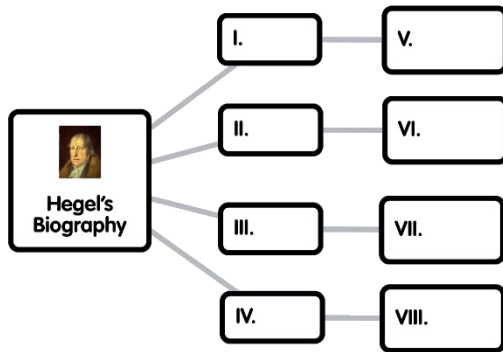
2.29 Which excerpt (option) belongs to a biographical text?

- A) Born in Cárdenas, Cuba, Ernest Sosa earned his Ph.D. from the University of Pittsburgh in 1964 and currently holds the title of Professor of Philosophy at Rutgers University.
- B) My husband used to beat me. That was how I ended up out there that evening behind our house in front of the pipelines.
- C) Soft kitty, warm kitty, little ball of fur. Happy kitty, sleepy kitty, purr, purr, purr.
- D) After a party, two cats see a piece of cake and start fighting for it. A monkey sees this as an opportunity for and offers to help them.

2.30 The name of the person, an account of their early life, the person's family life, the major achievements of the person, the person’s date and place of birth and death, are characteristics of a _____.

- A) biography
- B) fable
- C) drama
- D) fairy tale

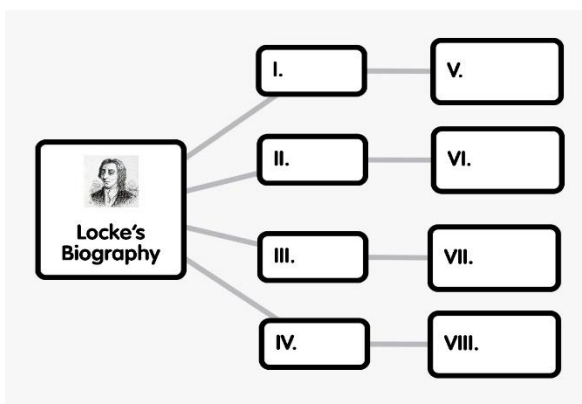
2.31 Complete the following synoptic chart with the information that corresponds to Hegel's biography.



- a. Hegel's son died while serving with the Dutch army. Early the following year, his sister committed suicide.
- b. An account of his early life
- c. German-born in August in 1770 in Stuttgart, Hegel became an important figure of German idealism.
- d. His major achievement
- e. Hegel's contribution to philosophy was his development of the absolute idealism.
- f. His family life
- g. At the age of 18, Hegel wanted to make philosophy accessible to a wider public.
- h. His date of birth

- A) I h, II b, III f, IV d, V c, VI g, VII a, VIII e
- B) I f, II h, III d, IV b, V e, VI a, VII g, VIII c
- C) I d, II f, III b, IV h, V g, VI e, VII d, VIII a
- D) I b, II d, III h, IV f, V a, VI c, VII e, VIII g

2.32 Complete the following synoptic chart with the information that corresponds to Locke's biography.



- a. Soon after his birth, the family moved to the market town of Pensford into a rural Tudor house.
- b. An account of his early life
- c. England-born in August in 1632 in Bristol, Locke's parents baptised him the same day of his birth.
- d. His major achievement
- e. Locke's contribution to philosophy were his theories of religious tolerance.
- f. His family life
- g. At the age of 20, Locke found modern philosophers more interesting than the classical ones taught at the university.
- h. His date of birth

- A) I h, II b, III f, IV d, V c, VI g, VII a, VIII e
- B) I f, II h, III d, IV b, V e, VI a, VII g, VIII c
- C) I d, II f, III b, IV h, V g, VI e, VII d, VIII a
- D) I b, II d, III h, IV f, V a, VI c, VII e, VIII g

ANSWER KEY

Activity 2.2

- TRUE
- TRUE
- TRUE
- FALSE
- TRUE
- TRUE

Activity 2.4

Past form of the verb 'to be'.

Affirmative form	Negative form	Interrogative form
I was a baby 14 years ago. (to be)	I wasn't at home last weekend. (to be)	Was I right? (to be)
He was my classmate at kinder. (to be)	He was here yesterday. (to be)	Was he your friend? (to be)
They were in my group last year. (to be)	They were with me this morning. (to be)	Were they in class 2 hours ago? (to be)

Past form of the regular verbs.

Affirmative form	Negative form	Interrogative form
I played basketball yesterday. (to play)	I didn't play chess last week. (to play)	Did I play anytime?
He finished his report this morning. (to finish)	He didn't finish the drawing last class. (to finish)	Did he finish his homework? (to finish)
They studied here 2 years ago. (to study)	They didn't study French this year. (to study)	Did they study arts last week? (to study)

Past form of the irregular verbs.

Affirmative form	Negative form	Interrogative form
I got my degree last month. (to get)	I didn't get the job yesterday. (to get)	Did I get your attention? (to get)
He took a taxi this morning. (to take)	He didn't take his lunch to school. (to take)	Did he take the class yesterday? (to take)
They had a baby this year. (to have)	They didn't have a good childhood. (to have)	Did they have a scholarship? (to have)

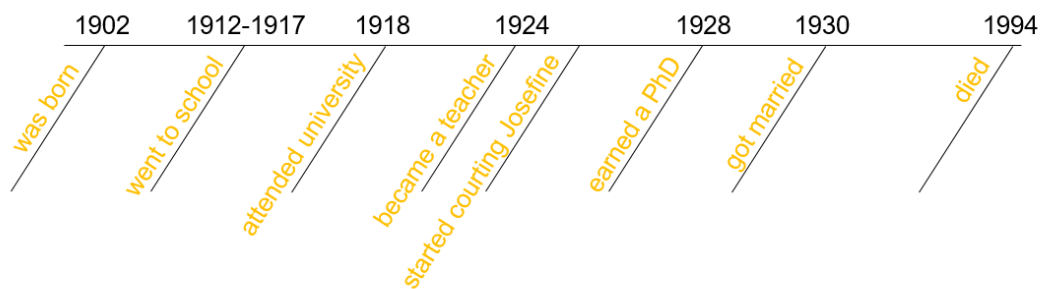
Activity 2.5

Popper left school at the age of 16 and attended lectures in mathematics, physics, philosophy, psychology and the history of music as a guest student at the University of Vienna. **In 1919**, he worked in street construction for a short amount of time but was unable to cope with the heavy labour. **From 1920 to 1922**, he continued to attend university as a guest student and started an apprenticeship as a

cabinetmaker, which he completed as a journeyman. He was dreaming at that time of starting a daycare facility for children, for which he assumed the ability to make furniture might be useful. However, he completed his examination as an elementary teacher in 1924 and started working at an after-school care club for socially endangered children. Around that time, he started courting Josefina Anna Henninger, who became his wife later in 1930, two years after he earned a doctorate in Psychology. Popper and his wife did not have children because of the circumstances of war in the early years of their marriage. He even once commented that their decision was perhaps a cowardly but, in a way, a right decision. Popper died of "complications of cancer, pneumonia and kidney failure" in Kenley at the age of 92 on 17 September 1994. After cremation, his personal assistant took his ashes to Vienna and buried them at Lainzer Cemetery adjacent to where his wife Josefina Anna Popper (called 'Hennie').

Activity 2.6

Karl Popper's Timeline



Activity 2.7

Sir Karl Popper (1902-1994) was an Austrian-born philosopher of science. All of his family was Jewish, but he received a Lutheran baptism. His father Simon Siegmund Carl Popper was a lawyer from Bohemia while his mother Jenny Schiff was of Hungarian descent.

His father was a bibliophile who had 12,000–14,000 volumes in his personal library and took an interest in philosophy, the classics, and social and political issues. Popper inherited both the library and the disposition from him. So, that he used to describe the atmosphere of his upbringing as "decidedly bookish."

Popper left school at the age of 16 and attended lectures in mathematics, physics, philosophy, psychology and the history of music as a guest student at the University of Vienna. In 1919, he worked in street construction for a short amount of time but was unable to cope with the heavy labour. From 1920 to 1922, he continued to attend university as a guest student and started an apprenticeship as a cabinetmaker, which he completed as a journeyman. He was dreaming at that time of starting a daycare facility for children, for which he assumed the ability to make furniture might be useful. However, he completed his examination as an elementary teacher in 1924 and started working at an after-school care club for socially endangered children. Around that time, he started courting Josefina Anna Henninger, who became his wife later in 1930, two years after he earned a doctorate

in Psychology. Popper and his wife did not have children because of the circumstances of war in the early years of their marriage. He even once commented that their decision was perhaps a cowardly but, in a way, a right decision.

Popper won many awards and honours in his field, including the Lippincott Award of the American Political Science Association. He made contributions in epistemology, philosophy of mind and social and political philosophy. He also introduced the distinction between open and closed societies. Open societies welcome and foster critical discussion and change whereas closed societies, which are usually tribal societies, are based on unchanging social custom and ritual.

Popper died of "complications of cancer, pneumonia and kidney failure" in Kenley at the age of 92 on 17 September 1994. After cremation, his personal assistant took his ashes to Vienna and buried them at Lainzer Cemetery next to his wife Josefina Anna Popper (called 'Hennie').

Activity 2.8

- a. ✓
- b. ____
- c. ✓
- d. ____
- e. ✓
- f. ✓
- g. ____
- h. ✓

Activity 2.9

- 2
- 15
- 4
- 12
- 16
- 9
- 5
- 10
- 8
- 7
- 11
- 6
- 13
- 3
- 1
- 14

Activity 2.10

After	From 1931 until 1945	In his final years	Since the end of
As a teenager	In 1905	In the 1920's	Shortly after this
At a very early age	In 1929	Many years later	
During his early life	In 1931	Months later	
First	In 1980	Next	

Activity 2.11

X Pets

Activity 2.13

- (h) Breadth is a signature feature of her work and sometimes disguise the underlying unity or purpose.
- (d) He made her think of writing for a broad nonacademic public as a moral duty.
- (g) He taught her that discipline, hard work and pleasure all ran together.
- (e) She realized she wanted to write about that instead.
- (b) She received a malice note of congratulations from an eminent classicist.

Activity 2.14

- a. A biography is a story of a person's life, written by another author.
- b. The writer of a biography is called a biographer.
- c. The person written about is known as the subject or biographee.
- d. Biographies usually take the form of a narrative, proceeding chronologically through the stages of a person's life.
- e. That biographies are specifically about one person's full life story -- from birth to death -- while creative non-fiction can focus on a variety of subjects, or in the case of memoirs certain aspects of an individual's life.

Activity 2.15

- a. Common biographies tell factual information about someone's life.
- b. Biographies may include factual information about the biographee's birth and death date, birthplace, family, childhood, important events, personality, characteristics, impact on the world, etc. and maybe people who knew the subject or were related to.

Activity 2.16

- ✓ describes and discusses the life of a real person.
- ✓ develops a person as a real and interesting person not a persona or stereotypical member of a particular group.
- ✓ develops an understanding of the places, times, events, and other people when the person lived.
- ✓ uses incidents, dialogue, and people are accurate and from a reliable source using first person accounts when available.
- ✓ information is based on fact.
- ✓ tells the story in a style and tone that the reader/listener can relate to the person and believe in their humanness.
- ✓ the person's life story is told with respect to other people and events of the time in which they lived.

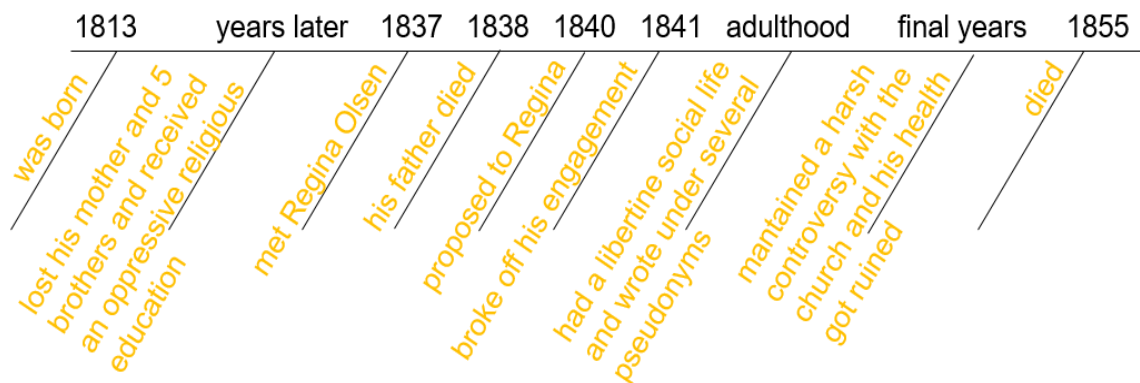
Activity 2.18

- a. ✗
- b. ___
- c. ___
- d. ✗
- e. ___
- f. ✗
- g. ___
- h. ___
- i. ___
- j. ___

Activity 2.19

At a very early age
Many years later
On August 1838
In 1837
In 1840
During his adulthood
In his final years
In October 1855
Activity 2.20

Sören Kierkegaard's Timeline



Activity 2.21

Early years: His father introduced him to the severity of Lutheranism, the dialectic, philosophy, and the concept of sin under a very oppressive religious education. He met Regina Olsen, proposed to her and broke off their engagement; something he always regretted.

Family life: Son of the second marriage of Michael Pedersen Kierkegaard and Ane Sörensdatter. He was the youngest of seven brothers. He lost his parents and 5 siblings before he turned 25 years old.

Major achievements: Father of Existentialism, poet, social critic and religious author. He used different pseudonyms to represent different points of view and separate his own philosophical views from other explorations.

Final years: He kept a harsh controversy with the State Church which ruined his health until he died.

Activity 2.22

22.1 A

22.2 A

Mock Exam

2.23 Which sentence describes a past event?

A) **Correcta.** Es un enunciado en pasado simple que describe un hecho pasado de la infancia de Martha Nussbaum.

B) **Incorrecta.** Es un enunciado en presente simple que habla de su trabajo como autora de numerosos libros y ensayos.

C) Incorrecta. Es un enunciado en antepresente o 'present perfect' que relata el número de grados con los que ha sido embestida.

D) Incorrecta. Es un enunciado en antepresente o 'present perfect' que describe otros intereses de estudio que ha tenido.

2.24 Which sentence describes a past event?

A) **Correcta.** Es un enunciado en pasado simple que describe un hecho pasado de la adolescencia de Jürgen Habermas.

B) Incorrecta. Es un enunciado en antepresente o 'present perfect' que relata el número de reconocimientos otorgados a Habermas.

C) Incorrecta. Es un enunciado en antepresente o 'present perfect' que menciona que tan citado es Habermas en los estudios de humanidades.

D) Incorrecta. Es un enunciado en presente simple que habla de lo que Habermas considera su mayor contribución a la filosofía.

2.25 Choose the option that provides the correct chronological order of the following past events.

I. Many years later, he published his first book, "The Origin of Tragedy".

II. At a young age, he started his studies at Bonn University.

III. In his final years, Nietzsche suffered dementia.

IV. As a child, Nietzsche lost his father, brother and grandma.

A) **Correcta.** Las expresiones de tiempo marcan cronológicamente la infancia, juventud, años posteriores y últimos años de vida de Nietzsche.

B) Incorrecta. No se establece el orden cronológico desde que su infancia se ubica como el tercer evento de los cuatro.

C) Incorrecta. No se establece el orden cronológico pues antepone sus últimos años de vida a su juventud.

D) Incorrecta. No se establece el orden cronológico pues no ubica sus últimos años de vida como último evento.

2.26 Choose the option that provides the correct chronological order of the following past events.

I. Next, he asked to be removed from the Nobel nominees.

II. Shortly after World War II, Sartre was awarded twice in spite of him.

III. In his final years, he wanted to be remembered by his philosophical works.

IV. First, he refused the award *Légion d'honneur*.

A) **Correcta.** Las expresiones de tiempo marcan cronológicamente una serie de eventos en la vida de Sartre posteriores a la Segunda Guerra Mundial que son el ser reconocido con la Legión de Honor y con el Nobel, y su rechazo primero a uno y luego al otro, respectivamente.

B) El marcador 'First' no significa que sea lo que ocurrió primero. Sólo indica que de los reconocimientos obtenidos, ese es el primero que rechaza. 'Next' indica cual es el segundo. Pero el primer evento es que le fueron otorgados poco después de la Segunda Guerra Mundial.

C) Primero debió recibir los reconocimientos para poder luego rechazar uno y otro. Esta opción implica que primero rechaza un premio, luego recibe los dos y después rechaza el segundo.

D) Una biografía para estar en orden cronológico no puede empezar con "en sus últimos años", independientemente de que también ubica la entrega de los reconocimientos como último evento, cuando en realidad éste es el primero.

2.27 First, read the abstract of a biography. Then, choose the statement that is true according to it.

“Carl E. Sagan was an American astronomer, cosmologist, astrophysicist, astrobiologist and author. He developed interest in astronomy quite early at the age of five when he first learned that the sun was actually a star and all stars are as big as the sun. Much later, while studying in Chicago University, he came to know that astronomers make good money.”

A) **Correcta.** Descubrir que el sol era una estrella fue lo que lo interesó en la astronomía.

B) **Incorrecta.** A los cinco años es cuando apenas se interesa por la astronomía. Años después se entera que la astronomía es bien pagada.

C) **Incorrecta.** Por su interés en la astronomía es que ingresa a estudiar a la Universidad de Chicago. No viceversa.

D) **Incorrecta.** No pudo haber ganado dinero como astrónomo hasta no terminar sus estudios en la Universidad de Chicago.

2.28 First, read the abstract of a biography. Then, choose the statement that is true according to it.

“By 1835, Marx studied law and philosophy at university in Germany. A year after this, at the age of 18, he got engaged to Jenny von Westphalen and didn’t marry her until in 1843. Next, due to his political publications, Marx lived in exile with his wife in London for decades. During that time, only three of his seven children survived to adulthood because of their life poor conditions.”

A) **Correcta.** Marx se va al exilio de Alemania a Londres tras casarse.

B) **Incorrecta.** Los hijos de Marx mueren durante su exilio debido a las malas condiciones de vida.

C) **Incorrecta.** Marx se va a Londres hasta después de estudiar en la universidad.

D) **Incorrecta.** Marx se casa a la edad de 25 años, hasta 1943.

2.29 Which excerpt (option) belongs to a biographical text?

A) **Correcta.** Este tipo de texto se refiere a datos biográficos de una persona: lugar de nacimiento, nombre, estudios, etc.

B) **Incorrecta.** Este texto pertenece a una novela y narra una historia.

C) **Incorrecta.** Este texto es una canción de cuna.

D) **Incorrecta.** Este texto es una fábula donde los personajes principales son animales.

2.30 A setting, the name of the person, an account of their early life, the person's family life and the major achievements of the person, are characteristics of a _____.

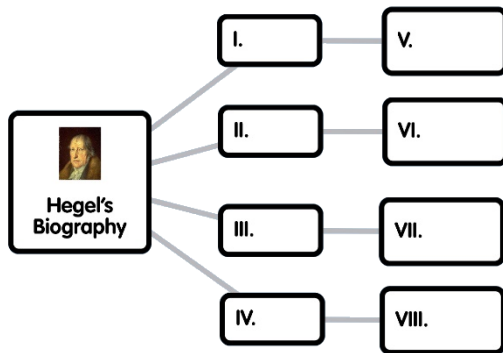
A) **Correcta.** Género que se centra en la historia de vida de personas reales y la plantea de forma veraz y usualmente en orden cronológico.

B) **Incorrecta.** Narración que muestra una enseñanza, especialmente con animales que hablan como humanos.

C) **Incorrecta.** Diálogos con fines teatrales donde el conflicto y la emoción se expresan a través de la acción.

D) **Incorrecta.** Historias sobre hadas y otras criaturas mágicas para una audiencia infantil.

2.31 Complete the following synoptic chart with the information that corresponds to Hegel's biography.



- a. Hegel's son died while serving with the Dutch army. Early the following year, his sister committed suicide.
- b. An account of his early life
- c. German-born in August in 1770 in Stuttgart, Hegel became an important figure of German idealism.
- d. His major achievement
- e. Hegel's contribution to philosophy was his development of the absolute idealism.
- f. His family life
- g. At the age of 18, Hegel wanted to make philosophy accessible to a wider public.
- h. His date of birth

I h, II b, III f, IV d, V c, VI g, VII a, VIII e

I f, II h, III d, IV b, V e, VI a, VII g, VIII c

I d, II f, III b, IV h, V g, VI e, VII d, VIII a

I b, II d, III h, IV f, V a, VI c, VII e, VIII g

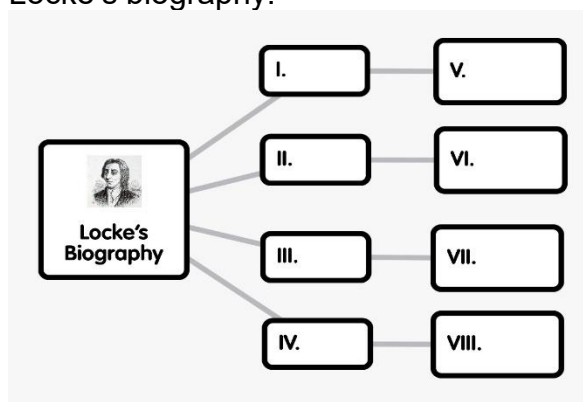
A) **Correcta.** Una biografía trata de la vida de una persona y trata los eventos en orden cronológico. En este caso, la fecha de nacimiento, un relato de su vida temprana, su vida familiar y su mayor contribución.

B) Incorrecta. Inicia con su vida familiar en lugar de la fecha de nacimiento, etc.

C) Incorrecta. Inicia con su mayor contribución en lugar de la fecha de nacimiento, etc.

D) Incorrecta. Inicia con un relato de su vida temprana en lugar de la fecha de nacimiento, etc.

2.32 Complete the following synoptic chart with the information that corresponds to Locke's biography.



- a. Soon after his birth, the family moved to the market town of Pensford into a rural Tudor house.
- b. An account of his early life
- c. England-born in August in 1632 in Bristol, Locke's parents baptised him the same day of his birth.
- d. His major achievement
- e. Locke's contribution to philosophy were his theories of religious tolerance.
- f. His family life
- g. At the age of 20, Locke found modern philosophers more interesting than the classical ones taught at the university.
- h. His date of birth

I h, II b, III f, IV d, V c, VI g, VII a, VIII e

I f, II h, III d, IV b, V e, VI a, VII g, VIII c

I d, II f, III b, IV h, V g, VI e, VII d, VIII a

I b, II d, III h, IV f, V a, VI c, VII e, VIII g

A) **Correcta.** Una biografía trata de la vida de una persona y trata los eventos en orden cronológico. En este caso, la fecha de nacimiento, un relato de su vida temprana, su vida familiar y su mayor contribución.

B) **Incorrecta.** Inicia con su vida familiar en lugar de la fecha de nacimiento, etc.

C) **Incorrecta.** Inicia con su mayor contribución en lugar de la fecha de nacimiento, etc.

D) **Incorrecta.** Inicia con un relato de su vida temprana en lugar de la fecha de nacimiento, etc.

LIST OF IRREGULAR VERBS

For verbs and its conjugation in Past Tense you can click the previous title and go to the list of verbs provided for this Unit.

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MARCADORES



Answer



Read



Study



Write



Listen



Pay attention



Underline/Circle



Watch



Keep in mind



Go to



Cross out



Tick