

### Slide 1

Intro slide. In this lesson, we carry on our work with past continuous verbs in Latin, sorting and translating single verbs. The culture segment again looks at Aristotle, but this time considering the philosopher's ideas about the nature of reality, and how our understanding of the world around us has been built up through our experiences.

### Slide 2

Roman register.

### Slide 3

Quick Fire Verbs. A familiar whiteboard game by now, but this time using four verbs:

**invito** - I invite

**clamant** - they shout

**consumimus** - we eat

**auditis** - y'all (you plural) hear

**clamo** - I shout

**audit** - he/she/it hears

**consumit** - he/she/it eats

**invitas** - you invites

### Slide 4

A recap of last week's learning on the distinction (in English) between two past tenses: the past perfect and the past continuous (past progressive). Mouse-clicks will highlight the difference between the two, and will restate the notion that the past continuous indicates a sense of ongoing action, whereas the past perfect conveys completion of an action ('perfectus' in Latin means 'completed' or 'totally done').

### Slide 5

First of all we look at Latin present tense endings (as represented by the cap) (mouse click). Next mouse-click will bring up the six personal pronouns.



You know these present tense endings! What are they [o, s, t, mus, tis, nt] (this will appear on mouse click)

Latin uses a slightly different set of endings to show that a verb is in the past continuous tense. Mouse click will reveal them as 'bam, bas, bat, bamus, batis, bant'.



- What two letters can you spot are in all these past continuous endings? ['ba']. What similarity can you see between the present and the past continuous tense endings in Latin? [apart from 'bam', all of the endings in the past continuous end the same way, they just have 'ba-' in front of them.]
- So, we know that the ending of a Latin verb can tell us who's doing it. Using what you've learned today, what other piece of information can a verb ending also tell us? [tense/when a verb happens]

### Slide 6

Quick Fire verbs: we know this game so well, but...



Look at the board: what do you think is going to be different here? [The endings are going to be past continuous].

This shows the PC endings in use! Before starting on the game, remind the class that they are looking for English translations that sound something like, “he was [verb]ing” or “they were [verb]ing”. To be kind, the endings appear (on mouse click) in the bottom left-hand corner. The verbs are:

**audiebam** - I was listening/hearing

**clamabant** - they were shouting

**invitabamus** - we were inviting

**clamabatis** - y’all (you plural) were shouting

**audiebat** - he/she/it was hearing

**invitabam** - I was inviting

**invitabat** - he/she/it was inviting

**clamabas** - you (singular) were shouting

### **Slides 7-8**



The class now gets a chance to practice their learning on past continuous endings with wk25\_PC\_verbs.pdf. The answers, for self-marking, are shown on slides 7 and 8, or there is an answer key for teacher marking (wk25\_PC\_verbs\_answerkey.pdf)

### **Slides 9-11**

A bit of a brain-break for the class, but one that feeds into today’s work on Aristotle. Either in pairs or individually, the class have to guess the object (which appears on mouse click) from a zoomed-in photo.



Slide 9: What’s this a close-up of? Look at the colour and texture. Where might you have seen this before? [A (fake!) snakeskin shoe]



Slide 10: What’s this object? Does it remind you of anything? Does it look manmade or natural? [an elephant]



Slide 11: Have a go at this one. What in the picture might give you a clue as to what it is? Have you looked closely at something like this before? [an eye] (Mouse click) What did you base your guesses on? [things I’d seen before, I just knew, my mum has a pair of shoes like that - all of these comments lead back to one idea: (mouse click) - experience!

Now hold that thought, as we digress a little bit to talk about Plato...

### **Slide 12**

What is reality? (mouse click) This is the Ancient Greek philosopher Plato



Remember him from anywhere? [We met him in our first term’s work, when we looked at the question, “Why be good?”]

(Mouse click) Plato thought that the things that were most ‘real’ were ideas that existed in our head and that things in real life were just mediocre copies of these. This idea is fleshed out in his Allegory of the Cave, where he uses the metaphor of humans chained in a cave thinking that the shadows of objects that they see are the real objects themselves.

(mouse click) This is the Ancient Greek philosopher Aristotle. We met him last week, when we looked at his ideas of how to be good. He was Plato's pupil. Most pupils agree with their teachers, right? So what do you think he thought of Plato's ideas about reality?

(mouse click) He disagreed. (mouse click) He believed that human beings construct or piece together 'reality' from things they've experienced in their lives.

Who do you agree with? Have a think back to that brain break game we just did.

(mouse click) Aristotle encouraged us to ask questions to understand reality better. Three critical questions are:

- What's the thing made of?
- How was it made?
- (most importantly) What's its point or purpose?

### **Slide 13**

This slide shows the handout wk25\_aristotle\_reality\_pdf. It's important to stress that with all matters philosophical, there are no right or wrong answers! Answers will depend on your perspective and experiences (and that's the point!).



Work with a partner to fill in this sheet.

Once the class have filled these in, review and discuss! Focus points for the discussion could include:

- How far down did you go in your 'what's it made of?' question? We're lucky that we understand today about atoms and chemical reactions, but these discoveries are relatively modern.
- Did you get more than one purpose for some of your things? Eating spaghetti bolognese stops hunger, provides nutrients to the body AND makes the eater happy because it's delicious (or maybe you disagree, it depends on your experience!)

### **Slide 14**

The plenary, three questions as usual:

1. What English word comes from the Latin 'clamare', meaning 'to shout'? [exclaim, clamor, exclamation]
2. What's the difference between the past perfect and the past continuous tenses? [past perfect is finished, past continuous is ongoing]
3. How does Aristotle say we understand about reality and the world around us? [through our experiences]