

Care ragazze e cari ragazzi,

spero che siate tutti in salute, voi e le vostre famiglie. In questa particolare situazione di prolungato isolamento forzato, nell'impossibilità di vedersi a scuola con la cadenza settimanale consueta, dobbiamo per forza attivare con mezzi alternativi per non interrompere l'apprendimento della lingua inglese. Vi viene chiesto di affrontare questo momento con fiducia e responsabilità, lasciandovi guidare nella preparazione che dovrete avere per affrontare le prove future. Mai come ora dovete dare segno di maturità nell'affrontare con impegno le attività e i compiti richiesti, in un clima di collaborazione reciproca.

Vi anticipo sin d'ora che vi verrà chiesto un riscontro di ciò che state facendo. Per cui, quando vi verranno comunicate le email dei singoli docenti, dovrete mandarmi, nella modalità che vi verrà indicata (probabilmente su un file di Word), i compiti svolti nel periodo che va dal 26 febbraio al 6 marzo (per quanto riguarda inglese, il periodo di riferimento è questo).

Vi ringrazio tutti per la collaborazione.

COMPITI – SETTIMANA 09 – 13 MARZO 2020

I compiti vanno eseguiti TUTTI come se doveste consegnarli per martedì 17/03. Vi verrà comunicato a breve quando e come inviarli.

Ricordo che PRIMA dovrete mandarmi quelli del periodo 26/02 – 06/03.

GRAMMATICA:

- **Ripassate/studiate bene il PRESENT PERFECT:** regole di formazione (su fotocopia + unità 3 – pp.106-107) e usi (su fotocopia).

- **Guardate / ascoltate** con attenzione le spiegazioni molto chiare relative a **forme e usi del Present perfect** sui **video di Youtube** di cui fornisco i link sotto e **prendete appunti** eventualmente per integrare il materiale che già avete da prima della sospensione delle attività didattiche.

§ Raccomando di guardare i video saltando gli eventuali annunci (pubblicitari) che interferiscono con la visione e di non iscriversi assolutamente a canali o siti suggeriti da chi tiene le lezioni su You Tube.

§ Guardando i video, qualcuno di voi noterà qualche errore ortografico da parte della speaker che non è italiana, per cui alcune doppie non sono rispettate, ma ciò che importa è la qualità delle lezioni, che sono di ottimo livello.

§ Seguite anche le indicazioni accanto ad ogni link relative a **quando fermare il video** perché, ciò che viene dopo, non interessa.

N.B. Fate un copia e incolla del link o cliccateci sopra (se possibile) e vi collegherete.

- INTRODUZIONE AL PRESENT PERFECT + BEEN / GONE

<https://www.youtube.com/watch?v=qovgSf9jGLA> stop dopo 6 minuti e 7 secondi

- PRESENT PERFECT con FOR/SINCE

https://www.youtube.com/watch?v=c1VIRMV_Doo stop dopo 5 min e 47 sec

- PRESENT PERFECT vs PAST SIMPLE

https://www.youtube.com/watch?v=MaJ990w_aW8 stop dopo 5 min e 50 sec

- PRESENT PERFECT con EVER/NEVER – JUST / ALREADY / YET / NOT-N'T ... YET

<https://www.youtube.com/watch?v=Uft8pknTzbg> stop dopo 5 min e 14 sec

Solo **dopo** aver ascoltato / guardato le video lezioni e preso gli appunti, eseguite le seguenti attività **sul libro**:

A. p.32 es.3; p.33 es.5,8; p.40 es.1,2,3; p.41 es.7,8.

B. Ascoltare (obbligatorio) e leggere dialogo p.38 n.1 e tradurre in italiano sul quad.

C. Rispondere sul quad. alle domande dell'es.2 a p.39.

Esercitazioni e simulazioni per l'Invalsi (e non solo):

1. Svolgere READING al link

https://www.engheben.it/prof/materiali/invalsi/invalsi_terza_media/2019-2020/invalsi_trees_2019-2020_on_line/invalsi_es_trees_2019-2020_terza.htm

2. Svolgere LISTENING al link

https://www.engheben.it/prof/materiali/invalsi/invalsi_terza_media/2019-2020/invalsi_es_inglese_metodo_ascolto_2019-2020_treza_on_line/invalsi_es_ing_metodo_2019-2020_terza.htm

CULTURE & CIVILIZATION

Leggete e traducete le parole non note dei testi relativi al razzismo e a due protagonisti della storia del '900 che hanno contribuito a cambiare le condizioni di vita degli Afro-Americani.

Poi, svolgete le attività (TASK) alla fine delle letture.

The origins of racism in the U.S.A.

The origins of racism in the U.S.A. go back to the 16th century when slave traders took African people from their continent to work on the large plantations of the southern states of America. The slaves were very cheap labour¹. They had to work for many hours a day, had no rights and were treated like animals. They belonged to the plantation owners. Slavery was abolished all over the U.S.A. by President Lincoln in 1865. By the 20th century, even if African Americans were no longer slaves, they weren't equal to white Americans yet. They were considered second-class citizens. They could not vote, they could not sit on the same buses or in the same restaurants or go to the same schools as white Americans.

This situation gradually changed in the 1950s-60s due to leaders like Martin Luther King.

Before reading the text about M.L. King, watch this YouTube video.

https://www.youtube.com/watch?v=iED_05R5MOg

MARTIN LUTHER KING Jr. (1929-1968)

He was a Baptist minister from Alabama, who was raised² in a comfortable middle-class home where he received strong values. He also had a very good schooling, he went to college and got a degree.

He became a peaceful leader of the Civil Rights Movement, one of the largest twentieth-century movements against racial segregation and discrimination between blacks and whites.

On 28 August 1963, about 250,000 people took part in the March for Jobs and Freedom to Washington D.C. The march was successful in asking the administration of John F. Kennedy for a civil rights bill from Congress (the US Parliament). During this event, M.L. King delivered³ his memorable speech called "I Have a Dream".

He went to prison several times for his beliefs. Finally, he was shot in 1968 but, before his assassination, he saw the abolition of racial discrimination laws by Congress in 1964-1965 and he won the Nobel Peace Prize in 1964.

As a leader of the Civil Rights Movement, he encouraged non-violence following Gandhi's teachings. He believed that peaceful demonstrations and arguments could help blacks to achieve full equality with whites. He was for integration between blacks and whites as he felt that they could live together in peace.

¹ *cheap labour* = manodopera a basso costo

² *raised* = allevato

³ *delivered* = fece

Before reading the text about Malcolm X, watch this YouTube video.

<https://www.youtube.com/watch?v=oqKVKp96fEA>

MALCOLM X

He was a contemporary to M.L. King and another protagonist of the Civil Rights Movement.

Born Malcolm Little (1925-1965), he is considered one of the greatest, controversial African American leaders in the twentieth-century struggle for the rights of African Americans and human rights. Malcolm X emerged as a leader of a radicalized wing of the Civil Rights Movement during the 1950s and 1960s, presenting an alternative to Martin Luther King's vision.

Malcolm X was brought up in a violent environment and had a troubled youth. He was an intelligent student, but he soon dropped out⁴ of school because of his anger. At 21, he committed a series of robberies and was arrested. In prison, he began his transformation. He started reading books and became a self-educated man.

When he got out of prison, he joined the Nation of Islam (NoI)⁵ and became an Islamic minister. He gave up⁶ his surname, "Little", a slave name, which his ancestors inherited from a slave owner. Instead, he chose the letter "X" as a symbol of his lost identity and to signify that he rejected slavery.

As a minister, he preached about separatism between blacks and whites, and black nationalism. He exhorted blacks to set free from racism "by any means necessary", including violence. For most of his life he believed that revolution and force could be the only means for blacks to attain⁷ their rightful place in society. So he was known to many as an extremist. But, when he left the black Muslim party (the NoI) because of clashes with some of its leaders, he became more moderate. He was assassinated by three members of the NoI in 1965 while he was giving a speech.

CONCLUSION

Both M. Luther King and Malcolm X became icons of African-American culture in the 1950s-1960s and they had a great influence on black Americans. But they had different attitudes and visions in facing racism and this was largely due to their socio-cultural backgrounds, the environment where they grew up, and the teachings they received. They were also different in addressing their messages about black pride and respect, but they both had the same goal in mind: to achieve⁷ brotherhood.

⁴ *dropped out* = abbandonò

⁵ The Nation of Islam was an organization which thought that all blacks were originally Islamic and had to go back to Islamic religion because it could break down all barriers and forms of racial discrimination.

⁶ *gave up* = rinunciò a

⁷ *attain / achieve* = raggiungere

TASK A.

CREATE A TABLE LIKE THE ONE BELOW ON A Word document AND THEN WRITE IN THE APPROPRIATE COLUMNS THE SIMILARITIES AND DIFFERENCES BETWEEN MALCOLM X AND M.L. KING.

(Create una tabella simile a quella sotto in file di Word e inserite nella colonna opportuna le affinità e le differenze tra i due personaggi storici).

Look at the example:

Similarities	Differences	
Malcolm X + M.L. King	Malcolm X	M.L. King
1. Icons of African American culture in the 1950-'60	1. Dropped out of school early	1. Went to college and....
2.	2.	2.

TASK B.

ANSWER THE QUESTIONS ABOUT **RACISM** in the U.S.A.

- 1) What are the origins of racism in the U.S.A.?
- 2) Why did the US landowners use African slaves on their plantations?
- 3) How did the slaves live on the plantations? – Why?
- 4) Who abolished slavery and when?
- 5) How did the situation of African Americans change by the 20th century?

§ Successivamente, vi invierò altre attività relative ai 2 testi su M.L King e Malcolm X.