

ESAME DI MATURITÀ

SCHEDA OPERATIVA PER LA PREPARAZIONE AL COLLOQUIO DI LINGUA E CULTURA INGLESE

In questo contributo proponiamo un **percorso operativo** (con *tasks* specifici e progressivi) come supporto alla preparazione al **Colloquio di lingua e cultura inglese** nell'ambito del nuovo **Esame di Maturità** con particolare attenzione alla diversa **tipologia di domande** che potrebbero essere poste in sede d'esame:

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- ❑ **'Report' questions:** domande che chiedono allo studente di **riferire una conoscenza** spesso di tipo fattuale.
 - ❑ **'Categorise' questions:** domande che aiutano a sondare la capacità dello studente di **individuare relazioni** tra fenomeni e/o caratteristiche proprie di un testo letterario.
 - ❑ **'Define' questions:** domande che richiedono la **definizione**, ad esempio, di una caratteristica tipica dello stile di un autore, di un'epoca, di un'opera ecc.
 - ❑ **'Describe' questions:** domande che richiedono la **descrizione** di un personaggio o della scena di un romanzo.
 - ❑ **'Explain' questions:** domande mirate a verificare la capacità dello studente di **stabilire dei nessi causa-effetto**.
 - ❑ **'Explore' questions:** domande utili a **stimolare ipotesi**, ad immaginare esiti o conclusioni diverse in una storia.
 - ❑ **'Evaluate' questions:** domande che danno allo studente la possibilità di dimostrare che è in grado di dare una **lettura personale** del testo in esame.
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La **scheda operativa** è articolata in **tre parti** che rispondono a quanto richiesto nel Colloquio:

- **Part A:** competenza comunicativa
- **Part B:** capacità critica
- **Part C:** collegamenti con attualità / Educazione civica.

Part A • Answering Questions: in questa parte si forniscono esempi delle varie tipologie di domande, secondo il percorso:

- **Question:** domanda d'avvio
- **Sample answer:** viene suggerita una possibile risposta alla domanda proposta
- **YOUR TURN!:** viene formulata una nuova domanda della stessa tipologia con suggerimenti (**TIPS**) e strategie per una corretta procedura e articolazione (**REVISION STRATEGIES**)
- **EXIT TICKET:** vengono attivate le **transfer skills** facendo applicare quanto appreso a un tema diverso.

Part B • Expressing Your Opinions: questa parte è mirata a stimolare il pensiero critico ed esprimere la propria opinione secondo il percorso:

- **Sample question:** domanda d'avvio
- **Model answer structure:** viene suggerita una possibile risposta articolata in CLAIM + ARGUMENT
- **PRACTICE:** viene richiesto allo studente di formulare la propria opinione argomentandola secondo la struttura appena vista.

Part C • Making Connections: in questa parte lo studente viene guidato a individuare e a formulare collegamenti con altre letterature / prospettive / temi contemporanei ecc., e con Educazione civica e/o SDG dell'Agenda 2030), sempre con il supporto di **TIPS** e **REVISION STRATEGIES**, e l'attivazione delle **transfer skills** nell'**EXIT TICKET**.

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James Joyce

Part A • Answering Questions

1. 'Report' questions

Question: Report on the critical reception of *Ulysses* when it was first published

Sample answer: When *Ulysses* was published in 1922, it faced censorship and controversy. It was banned in the UK and USA for obscenity, not legally available in America until 1934. Critics were divided: some recognised it as a masterpiece, while others found it incomprehensible or offensive. The novel gradually gained recognition as one of the century's greatest works.

YOUR TURN!

Report on the main biographical facts about Joyce



James Joyce (1882-1941)

TIPS!

Think about key dates, places, education, major life events, and publications.



REVISION STRATEGIES

For report questions, you need **accurate factual knowledge**:

- CREATE a timeline of each author's life and major publications
- NOTE key biographical facts that influenced their writing
- RESEARCH how their works were initially received (reviews, controversies, censorship)
- LEARN the historical and cultural context of their period
- PRACTISE presenting information clearly and objectively without interpretation
- MEMORISE key dates, titles, and publication details

EXIT TICKET

Transfer skill Create a brief biographical timeline for another author. Include the following points:

- AUTHOR
- BIRTH - DEATH
- KEY LIFE EVENT
- MAJOR WORKS (with dates)
- RECEPTION / CONTROVERSY

2. 'Categorise' questions

Question: Which literary movement does Joyce belong to? Give reasons.

Sample answer: James Joyce is primarily categorised as a **Modernist** writer. His works belong to early 20th-century experimental literature. His narrative techniques can be categorised as stream of consciousness, interior monologue, and epiphanic writing.

YOUR TURN!

What type of narrative technique does Joyce use in *Ulysses*?



REVISION STRATEGIES

For each author you study:

- IDENTIFY their literary movement/period (Romantic, Victorian, Modernist, etc.)
- IDENTIFY their main themes and typical subjects
- IDENTIFY their distinctive stylistic features or techniques

TIPS!

Think about specific techniques and give examples.

EXIT TICKET

Transfer skill Choose an author and prepare a simple chart with this information.

3. 'Define' questions

Question: What is an "epiphany" in Joyce's work?

Sample answer: An epiphany in Joyce's work is a sudden moment of insight or revelation where a character (or reader) gains profound understanding about life, self, or reality. In *Dubliners*, these moments often reveal the spiritual and emotional paralysis of Dublin life. For example, in *Araby*, the boy experiences an epiphany when he realises the emptiness of his romantic idealism at the bazaar.

YOUR TURN!

What is meant by "paralysis" in Joyce's context?



REVISION STRATEGIES

For each author, make a list of their **special terms** or **concepts**:

- IDENTIFY the unique ideas or terms associated with this author
- DEFINE them in one clear sentence
- PROVIDE a concrete example from their work
- PRACTISE explaining these concepts aloud

EXIT TICKET

Transfer skill Choose another author and identify **one** key concept associated with them. Write:

- AUTHOR
- KEY CONCEPT
- DEFINITION (one sentence)
- EXAMPLE FROM TEXT

4. 'Describe' questions

Question: Describe Leopold Bloom as a character in *Ulysses*.

Sample answer: Leopold Bloom is the protagonist of *Ulysses*, a middle-aged Jewish man living in Dublin. He is an ordinary, unheroic figure, compassionate, curious, and thoughtful, yet also insecure and socially marginal. Bloom is characterised by his empathy and decency: he feeds a cat, helps a blind man cross the street, and shows kindness to strangers. However, he is also an outsider, i.e., Jewish in Catholic Dublin, cuckolded by his wife Molly, and isolated in his grief over his son's death. Joyce portrays him with both

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humour and sympathy, presenting him as dignified despite his ordinariness. Through Bloom's wandering thoughts, we see a complex inner life full of curiosity, memories, bodily concerns, and philosophical reflections. He represents Joyce's "common man" as modern hero.

YOUR TURN!

- Describe the setting of *Dubliners*. Think about time period, place, atmosphere, and what the setting reveals about the characters' lives.
- Describe Joyce's style in *Ulysses*. Think about sentence structure, language choices, and distinctive features of his prose.



REVISION STRATEGIES

When revising:

- PRACTISE DESCRIBING the typical settings of an author's works (time, place, social class)
- PRACTISE DESCRIBING the author's distinctive writing style
- PRACTISE DESCRIBING the types of characters that appear in their works
- USE sensory and specific language; avoid vague generalisations

EXIT TICKET

Transfer skill Pick an author and write a brief description (3-4 sentences) of either:

- OPTION A - THEIR TYPICAL SETTING
- OPTION B - THEIR WRITING STYLE

5. 'Explain' questions

Question: Explain why Joyce chose to set all his major works in Dublin.

Sample answer: Joyce set his works in Dublin because he believed that if he could capture the truth of one city completely, he would capture universal human experience. Despite living in exile for most of his adult life, Dublin remained his imaginative homeland and the source of his artistic material. This choice reflects his conviction that the particular contains the universal, that by depicting one specific place in intimate detail, he could reveal truths about all human life. Additionally, his distance from Dublin through exile gave him the perspective needed to examine it both critically and lovingly.

YOUR TURN!

Explain the significance of June 16th, 1904 in *Ulysses*. Think about the biographical significance and what it means for the novel's themes.



REVISION STRATEGIES

To explain well, you need to understand **cause** and **effect**, so:

- EXPLAIN why the author made certain choices (biographical, historical, artistic reasons)
- EXPLAIN the significance of specific details, dates, or settings
- PRACTISE starting answers with *because*, *in order to*, or *this is significant because...*
- GO BEYOND WHAT to WHY

EXIT TICKET

Transfer skill Choose one significant choice made by an author you've studied and explain:

- AUTHOR
- THEIR CHOICE (e.g., setting, narrative technique, ending)
- WHY THEY MADE THIS CHOICE

6. 'Explore' questions

Question: Explore Joyce's use of stream of consciousness as a narrative technique.

Sample answer: Joyce's stream of consciousness technique is complex and serves multiple, sometimes contradictory purposes. On one level, it creates unprecedented realism by mimicking how human minds actually work, the constant flow of thoughts, memories, sensory impressions, and half-formed ideas that occur simultaneously and without logical transitions. When we read Bloom's thoughts jumping from advertising slogans to memories of his dead son to what he'll have for lunch, we experience the authentic texture of consciousness.

However, this technique is also highly artificial and constructed. Joyce carefully orchestrates what appears spontaneous and every seemingly random thought is actually purposeful, symbolic, and connected to the novel's larger patterns. **Furthermore**, the technique has paradoxical effects: while it creates intimacy by giving us direct access to characters' minds, it can also create distance, as the difficulty of following fragmented thoughts reminds us we're reading a highly wrought literary text, not simply "overhearing" thoughts.

YOUR TURN!

Explore the theme of exile in Joyce's work. Think about different types of exile (literal, spiritual, artistic). Reflect on the contradictions associated with it and on how it can represent both liberation and loss.

**REVISION STRATEGIES**

Explore questions require **depth** and **nuance**:

- IDENTIFY the main themes for each author you study
- CONSIDER the complexity of their stylistic and structural choices, why they made them, what effects they create, what contradictions emerge
- LOOK AT different dimensions of themes (personal, social, philosophical) and techniques (realistic vs. artificial, accessible vs. difficult)
- LOOK FOR complexity and contradiction rather than simple answers
- USE phrases like *on one hand... on the other hand*, *this operates on multiple levels*, *the author presents a complex view*, *paradoxically*, *this creates tension between*
- SUPPORT your exploration with specific textual examples

EXIT TICKET

Transfer skill Choose either a theme or a stylistic choice from an author you've studied and explore its complexity:

- AUTHOR
- THEME OR TECHNIQUE
- COMPLEXITY – DIFFERENT DIMENSIONS
- ON ONE HAND – ON THE OTHER HAND
- PARADOXES OR TENSIONS
- TEXTUAL EXAMPLE

7. 'Evaluate' questions

Question: Evaluate Joyce's importance to 20th-century literature.

Sample answer: Joyce revolutionised the novel by demonstrating that ordinary life could be the subject of high art, that consciousness itself could be represented through language, and that narrative need not follow linear conventions. He expanded what was possible in literature, showing that a character's inner life was as worthy of attention as external action. However, his experimental style remains controversial. While supporters argue that the difficulty is necessary to capture the complexity of consciousness and modern experience, critics contend that extreme experimentation (as in *Finnegans Wake*) creates barriers between text and reader. A balanced evaluation recognises that Joyce's innovations opened new possibilities for literature while acknowledging that accessibility was sometimes sacrificed for artistic ambition.

YOUR TURN!

Evaluate whether Joyce's experimental style enhances or obscures meaning. Consider both arguments and reach a balanced judgment.



REVISION STRATEGIES

Evaluation requires **critical judgment**, not just description:

- PREPARE arguments FOR and AGAINST an author's techniques, themes, or importance
- CONSIDER different perspectives
- THINK ABOUT: literary influence, innovation, accessibility, lasting relevance, social impact
- PRACTISE using evaluative language: *successfully, fails to, remarkably, limited by, ground-breaking, problematic...*
- SUPPORT always judgments with reasons and evidence

EXIT TICKET

Transfer skill Evaluate one aspect of an author's work (technique, theme, or influence):

- AUTHOR
- WHAT YOU'RE EVALUATING
- STRENGTHS
- WEAKNESSES - LIMITATIONS
- YOUR OVERALL JUDGMENT

A FINAL TIP!

In an oral exam, it's better to say something thoughtful about one aspect of the author than to try to cover everything superficially. Choose what you know best and develop it with specific examples and clear reasoning.

Part B • Expressing Your Opinions

Sample question: What is your opinion of Joyce's experimental writing style?

Model answer structure:

CLAIM: I believe Joyce's experimental style, while challenging, successfully captures aspects of human consciousness that traditional narrative cannot express.

ARGUMENT: Traditional narrative with linear chronology and clear authorial voice cannot represent how our minds actually work—the constant flow of thoughts, memories, sensations, and associations that occur simultaneously. Joyce’s stream of consciousness technique in *Ulysses*, despite being difficult to read, authentically recreates this mental experience. When we read Molly Bloom’s unpunctuated soliloquy, for instance, we experience thought as it actually occurs rather than as it is conventionally represented. The difficulty is the point: consciousness is complex, and literature that attempts to represent it honestly must reflect that complexity.

PRACTICE

Practise formulating your own opinions on the following:

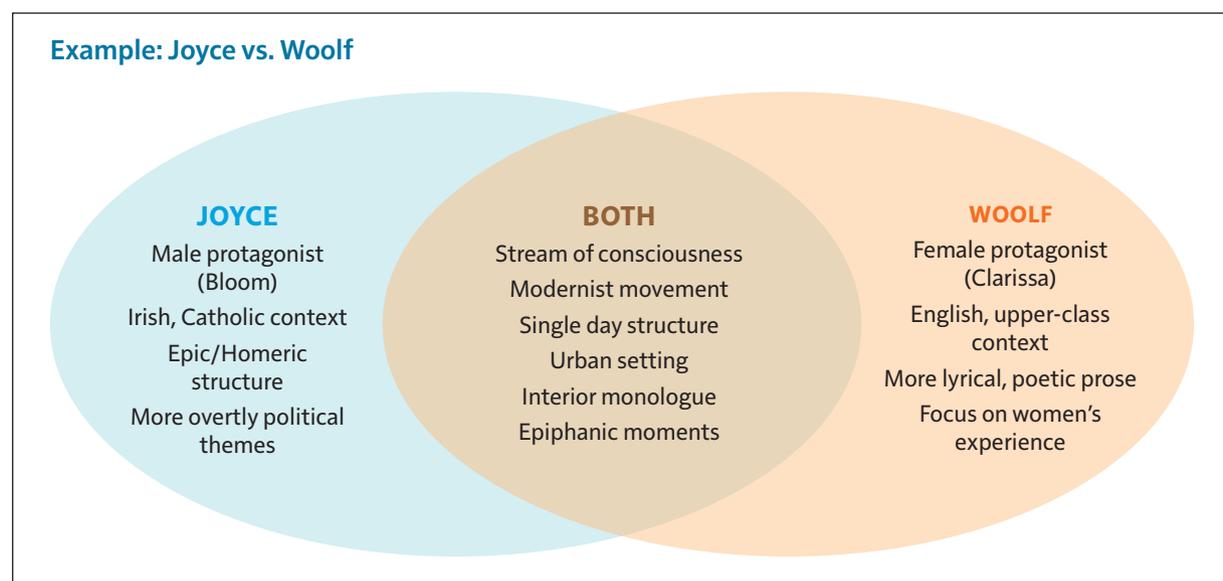
1. Is Joyce’s portrayal of Dublin fair or too negative?
CLAIM: _____ **ARGUMENT:** _____
2. Should Joyce be criticised for the difficulty of his works?
CLAIM: _____ **ARGUMENT:** _____
3. Is Stephen Dedalus’s rejection of Ireland, family, and religion justified?
CLAIM: _____ **ARGUMENT:** _____

Part C • Making Connections

C1. Connections with other authors

In the oral exam, you can be asked to compare and contrast authors or to find connections with authors you have studied in other literatures or periods. A good way to be prepared for this type of question is to use a **Venn diagram** as a visual tool for exploring literary connections.

A Venn diagram helps you organise similarities (in the overlapping section) and differences (in the separate circles), making it easier to develop nuanced comparisons in your oral exam responses.



EXIT TICKET

Transfer skill Choose an author you’ve studied and create a Venn diagram to compare and contrast with another author.



REVISION STRATEGIES

- ❑ CREATE a *visual mind map* with your author in the centre and branches connecting to: other authors (same period), authors from different periods, literary movements, specific texts that share themes/ techniques
- ❑ MAKE a *comparison chart*: Choose 2-3 authors and compare their themes, techniques, historical context, and influences
- ❑ USE a *timeline*: Place your author on a literary timeline and identify who came before (influences) and after (those influenced by them)
- ❑ PRACTISE the “bridge sentence”: For any two authors, practice saying: *both X and Y... however, while X..., Y...* This forces you to find both similarities and differences

C2. Connections with the present

How Joyce remains relevant today:

- **Identity and belonging:** Joyce’s exploration of national, religious, and personal identity resonates in our globalised world where many people navigate multiple cultural identities or feel alienated from their origins.
- **Urban alienation:** The isolation and anonymity Joyce depicted in Dublin persists in modern cities.
- **Censorship and artistic freedom:** Joyce’s battles with censorship prefigure ongoing debates about free expression, offensive content, and who determines what can be published or read.
- **The ordinary as significant:** Joyce’s conviction that ordinary lives matter, that a day in the life of an ordinary man is worthy of epic treatment challenges hierarchies of whose stories deserve telling. This resonates with contemporary movements to amplify marginalised voices.



REVISION STRATEGIES

For *Present-Day Connections*, when reading:

- ❑ NOTE DOWN *this reminds me of...* and connect passages to current events.
- ❑ ASK: *what hasn’t changed?* Human nature, power dynamics, love, death, identity crises... these are timeless.
- ❑ CREATE comparison tools: Make a two-column visual: Left = quote from 1920s Joyce | Right = 2026 news headline or social media screenshot showing the same issue
- ❑ WATCH modern film/TV adaptations: they often highlight contemporary relevance, analyse what they emphasise and why

EXIT TICKET

Transfer skill Choose an author you’ve studied and explain how their work connects to the present:

AUTHOR:

• **CONTEMPORARY RELEVANCE 1:**

- ◇ What aspect of their work
- ◇ How it connects to today
- ◇ Specific current example (e.g. a news item)

• **CONTEMPORARY RELEVANCE 2:**

- ◇ What aspect of their work
- ◇ How it connects to today
- ◇ Specific current example (e.g. a news item)

C3. Connections with Citizenship Education and Global Goals

Question: How does Joyce connect to citizenship themes?

Freedom of expression (SDG 16): Joyce's censorship struggles illustrate why protecting artistic freedom matters for democratic societies. This connects to ongoing debates about free speech, cancel culture, and who decides what can be said or published.

- **Gender equality (SDG 5):** Joyce's portrayal of women (Molly Bloom, especially) was progressive for his time; studying his work prompts discussion about gender representation in literature and media.
- **Reduced inequalities (SDG 10):** Joyce's focus on ordinary, marginalised people (Jewish Bloom in Catholic Dublin) connects to contemporary movements to amplify voices of those excluded from mainstream narratives.
- **European citizenship:** Joyce's exile and multilingual writing reflect European cosmopolitanism; he lived across Europe and incorporated multiple languages into his work.

TIPS!

- a. When discussing an author, you can strengthen your response by showing how their work connects to broader citizenship values:

Example structure: Joyce's treatment of [theme/character/technique] is relevant to contemporary citizenship because it addresses [SDG/citizenship theme]. In his work, we see [specific example], which connects to today's debates about [current issue]. This shows that literature isn't just about the past, it helps us think critically about [citizenship value] in our own society.

- b. Practise sentence starters:

- ◇ *The theme of [X] connects to the UN Sustainable Development Goal of...*
- ◇ *This relates to citizenship education because it encourages us to...*
- ◇ *In a democratic society, this text is important because...*

EXIT TICKET

Transfer skill Choose an author you've studied and connect their work to citizenship/global themes:

AUTHOR:

• **CITIZENSHIP CONNECTION 1:**

- ◇ Which SDG or citizenship value it relates to
- ◇ How it appears in the author's work
- ◇ Why it matters today

• **CITIZENSHIP CONNECTION 2:**

- ◇ Which SDG or citizenship value it relates to
- ◇ How it appears in the author's work
- ◇ Why it matters today



REVISION STRATEGIES FOR CITIZENSHIP CONNECTIONS:

- ❑ **CREATE** an SDG matching chart: List the 17 UN Sustainable Development Goals and match each author you've studied to 2-3 relevant goals. Write one sentence explaining each connection.
- ❑ **USE** a *Literature & Citizenship* grid: Make columns for Author | Theme | Citizenship Value | Contemporary Example | Why it matters
- ❑ **RESEARCH** one SDG deeply: Choose one goal (e.g., Gender Equality) and find connections to it across the authors you've studied.
- ❑ **CREATE** a "So What?" list: For each author, write down *This matters today because...* and list 3-5 contemporary issues their work illuminates.
- ❑ **FOLLOW** current events: When you see news about censorship, identity politics, migration, social justice, etc., ask yourself: *Which author dealt with this theme?*
- ❑ **USE** a double-entry journal: Left = quote or theme from the text | Right = connection to a current citizenship issue
- ❑ **PRACTISE** your "bridge sentences": *This connects to citizenship because... | In terms of democratic values, this shows... | This relates to SDG [number] because...*