

STEP 3

GROUP WORK: read this extract from *Ulysses*

G 1-

Leopold Bloom ate with relish the inner organs of beast and fowls...-I am going round the corner. Be back in a minute... You don't want anything for breakfast? No she didn't want anything...On the doorstep he felt in his leap pocket for the latchkey. Not there. In the trousers I left off. Potato I have...He crossed to the bright side, avoiding the loose cellar flap of number seventy-five. The sun was nearing the steeple of George's church. Be a warm day I fancy. Specially in these black clothes feel it more. Black conducts, reflects (refracts is it?) heat. But I couldn't go in that light suit. Make a picnic of it. His eyelids sank quietly often as he walked in happy warmth. Makes you feel young. Somewhere in the east: early morning: set off at dawn, travel round in front of the sun, steal a day's march on him. Keep it up for ever never grow a day older technically. Walk along a strand, strange land, come to a city gate, sentry there, old ranker too. Wander through the streets. Wander all day...

-Poldy?

-What?

- Scald the teapot.

On the boil sure enough: a plume of steam from the spout. He scalded and rinsed out the teapot and put in four full spoons of tea, tilting the kettle then to let water flow in... then fitted the teapot on the tray. Everything on it? Bread and butter, four, sugar, spoon, her cream. He carried it upstairs, his thumb hooked in the teapot handle.

-What a time you were, she said...

- Who was the letter from? He asked

-Oh. Boylan, she said. He's bringing the programme.

- What are you singing?

- La ci darem I with J.C. Doyle... What time is the funeral?

- Eleven, I think, he answered. I didn't see the paper

G2

From Butler's monument house corner he glanced along Bachelor's walk...As he set foot on O'Connell bridge a puffball of smoke plumed up from the parapet...Looking down he saw flapping strongly, gulls...Live by their wits. They wheeled, flapping.

The hungry famished gull

Flaps o'er the water dull.

That is how poets write, the similar sounds. But then Shakespeare has no rhymes: blank verse. The flow of the language as it is. The thoughts. Solemn.

Hamlet, I am thy father's spirit

Doomed for a certain time to walk on the earth.

...He crossed Westmoreland street...walked on again easily, seeing ahead of him in sunlight the tight skullpiece, the dangling stick, umbrella, dustcoat...he passed the Irish Times...He stood at Fleet street crossing. Luncheon interval a sixpenny at Rowe's ? must look up that ad in the national library. He walked on past Bolton's Westmoreland house. Tea. Tea. Tea ...he crossed at Nassau street corner... Grafton street gay with housed awnings lured his senses...He entered Davy Byrne's. moral pub.

G3-

Art has to reveal us ideas, formless spiritual essences. The supreme question about a work of art is out of how deep a life does it spring. The words of Hamlet bring our mind into contact with the eternal wisdom. Plato's world of ideas...

-What is a ghost? One who has faded into impalpability through death, through absence, through change of manners. Elisabethan London lay as far from Stratford as corrupt Paris lies from virgin Dublin. Who is the ghost from *limbo partum*, returning to the world that has forgotten him? Who is king Hamlet?

- If you want to know what are the events which cast their shadow over the hell of time if king Lear, Othello, Hamlet, Troilus and Cressida, look to see when and how the shadow lifts. What soften the heart of a man, Shipwrecked in storms dire, Tried, like another Ulysses, Pericles, prince of Tyre?...
- He has hidden his own name, a fair name, William in the plays, a super here, a clown here... What's in a name? That is what we ask ourselves in childhood when we write the name that we are told is ours...
- The note of banishment, banishment from the heart, from home sounds uninterruptedly from The two Gentlemen of Verona to...Much Ado about nothing, The Tempest, Hamlet and in all the other plays I have not read

ACTIVITIES:

G 1:

- A) Circle the key words in the text and look for the literary “ topos “ they represent.
- B) How many Homeric parallels can you find in the text?
- C) What are the common elements between Bloom and Ulysses, and what the main differences?
Make two lists.
- D) Tell your classmates about the text you read. What do you think will it happen next?

Objectives: Identify the classical references, identify the archetypical value of character. Discussing events of a story. Retelling a story.

Time: 2 hours

G 2 :

- a) Looking at the map mark Bloom’s itinerary across Dublin making reference to the text you read
- b) Describe Bloom’s itinerary as you were a tourist guide
- c) Compare Ulysses journey and Bloom’s one . Draw them.
- d) Tell your classmates about the text you read? What do you think will it happen next?

Objectives: describing literary and real itinerary. Describing a map. Retelling a story. Predicting what happen next in a story

Time: 2 hours

G 3

- a) Which books and authors are quoted in this text? Which Shakespearean quotation did you recognize?
- b) What is the library like and above all what does it mean?
- c) What resemblances can you find between this text and the chapter “ Nell’antro “ from *Operazione Alaric*?
- d) Tell your classmates about the text you read. What do you think will it happen next?

Objectives. Looking for intertextual quotations. Discussing events in a text Comparing text. Identifying a literary topos. Retelling a story. Predicting what happen next in a story.

Time: 2 hours