***PIZZINI***

***1°-2° slide:*** Following our school mates we are going to present now our contribution, mainly

focused on the encounter between cultures. We understood that to be able to manage with the

present complex world you need to live in “in-betweenness”.

***MISURI***

***3° slide:*** We generated a video that may give some hints about the core of our work.

***4° slide:*** To carry out our task we followed the learning steps you can see here. In particular,

identifying intercultural themes and learning about the different cultural contexts proved relevant to

the conclusions we have drawn so far.

***FLORITTO-ZANON ALICE***

***5° slide:*** As you can see, we have explored all the different resources provided by Miss Beltramini and Mrs. Giolo, together with the film version by Mira Nair. (Show PPT , Fundamentalism - Diritto Islamico; Interview to the novelist)

***MISURI***

***6° slide:*** We’ll show you just some of them because time travels quickly.

We carried out a structural analysis that we allowed us to understand the relevant matters and themes of the novel and now we will show you one example. (PPT Misuri)\*\*

*Zocca*: In a few words I will summarise the content of the novel.

***ALIC***

*Chapter seven*: In chapter seven the reader comes across the crucial moment in the plot and since then Changez, the Pakistani protagonist, has been compelled to reconsider his initial love/inflation for New York and American technology and economic fundamentals.

***LENARDUZZI - TOLLOI***

***7° slide:*** The intercultural themes we have recognized as particularly significant are the one listed in the present slide. As you can see among the many, identity and multiple identities together with

in-betweenness and human nature facing fear and tragedy are the most interesting.

***8° slide:*** The task we carried out allowed us to reach our objectives and this was possible thanks to comparative analysis of language quotations and cultural signs. We will focus our attention mainly on the cultural aspects because the focus on language has just been illustrated by our school mates from 5ALS

***ALIC – MISURI –PALIAGA***

***9° slide:*** We will therefore spend only one minute to illustrate a short sample of our comparative analysis.

***ALTOBELLI – ZANON G:***

***10° slide:*** The most significant similarities and dissimilarities are the ones listed in the slide.

(provide two examples with references to the text)

***CASOLA-PIZZO***

***11° slide:*** The aspects of our reflection included problems like the need to decenter from one’s

single self and be ready to listen to the Other and the willingness to go beyond stereotypes.

We also realized that too often religion becomes a pretext for different interests. As the study of Italian poetry on 09/11 taught us, whatever the religion or faith professed the integrity of the person comes first.

***DEGRASSI - CRODA***

***12° slide:*** In a nutshell the sense of our class reflection is well expressed in David Lodge’s

quotation “Signs are never innocent”.

***ZANON A. - BORDIGNON***

***13° slide:*** So far, the project covered most of our lessons but at the same time it has been rewarding because it has given us the occasion to learn much or to learn how to learn.

This is our last slide from which we’ll now read you what we have learnt.

Thank you for your attention.

**P.S. TUTTI DEVONO SAPER ESPORRE TUTTO**