

The Adventures of Odysseus



The story

This is an ancient Greek myth. Odysseus is the King of Ithaca, in Ancient Greece. The Greeks have defeated the people of Troy in a war. Odysseus is returning home and faces many challenges on the way. Odysseus and his men stop at an island where the Lotus Eaters live. These creatures like to cook a dish made of lotus flowers, which makes those who eat it forget their past life and long to stay with the Lotus Eaters. Some of Odysseus's crew fall under the spell of the Lotus Eaters and he has to tie them up and drag them back to the ship.

They set sail again, and reach another island where they find a huge cave filled with sheep and vast piles of food. A massive creature called Cyclops, with one eye in the middle of his forehead, lives in the cave. He imprisons the men in his cave but they eventually manage to escape.

Next they reach a floating island where King Aeolus lives. When Odysseus is ready to leave, he kindly traps the winds in a leather bottle to stop them from harming Odysseus's ship. But the crew, curious to know what is in it, open the bottle when Odysseus is asleep. The strong winds blow the ship back to the island, where Aeolus refuses to help them again and sends them away. After this, they reach an island inhabited by man-eating giants, from which they flee.

In Odysseus's long absence, his noblemen who have been left behind in Ithica, try to persuade Penelope, his wife, that he is dead and that she should marry one of them. Penelope puts them off by saying that she will make a decision when she has finished the tapestry she is weaving – but every night she unravels some of her work so that the task is never-ending.

Exploring the next island, Odysseus and his men come across a house surrounded by tame lions and wolves. The beautiful woman who lives here gives some of the men a strange drink, which turns them into goats! Odysseus rescues them by making her turn the goats back into men.

Next they pass the island of the Sirens, creatures with the heads of women and the bodies of birds. Odysseus knows that anyone who hears their song cannot resist: it makes them sail towards it, onto the rocks to their death. He makes the crew put beeswax in their ears, and orders them to tie him to the mast. In this way they sail safely past. The ship then sails into a terrible storm, and the men narrowly escape some fearsome sea monsters.

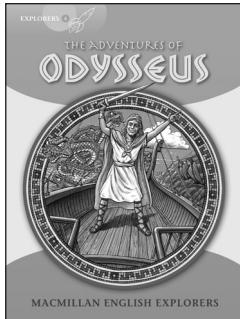
They run into another bad storm. The ship sinks and all its crew is lost. Odysseus escapes by making a raft. Ten days later he drifts ashore on an island. He is discovered by a beautiful girl called Calypso, who takes him home to her parents. They make him a small boat and he continues on his journey home.

Yet again, he hits a storm, his boat is wrecked and he swims ashore on another island. The king of the island sends him on one of his ships, crewed by his men, on the last part of his journey back to Ithica. Odysseus sleeps throughout the journey and is still asleep when the crew puts him ashore. He discovers what has been happening in his absence. His son, Telemachus, has been very worried, and is pleased when the old man reveals his true identity. They make a plan.

Not knowing what he will find at his palace, Odysseus disguises himself as a ragged beggar and joins the feast that night. After the feast, he and Telemachus remove all the noblemen's weapons while they sleep. Penelope tells the lazy 'guests' that she will marry the man who can shoot an arrow from the bow that Odysseus has left behind. The noblemen hold a shooting contest to determine which of them will marry Penelope. None succeeds in firing an arrow accurately from Odysseus's bow. Then the 'beggar' steps forward – and fires a perfect shot. The noblemen realise who he really is and try to attack him – but they find that their weapons have disappeared. They run away as fast as they can. Odysseus reveals himself to Penelope, and all ends well.

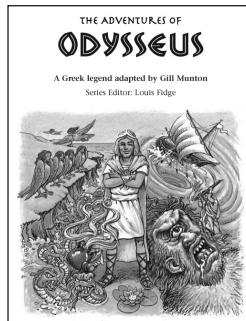
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class. Explain that Odysseus is a person's name.
- Talk about the picture. Ask *Is the story set in the present? How can you tell it happened at some time in the past? Where do you think it takes place?*
- Ask *What do you think the story is going to be about?*

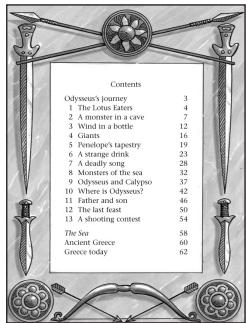
The title page



- Ask the children to turn to the title page. Explain that the story is a legend (an old story about imaginary people and events in the past) and that there are many Greek legends, most of which are exciting and full of adventure. Ask *Has anyone visited Greece? What do you know about it?* (If possible, locate it on a map.) Explain that the story has been adapted (made simpler).
- Hold up your own book and point to the man in the centre of the picture. Ask *What do you notice about the way Odysseus is dressed?* (He's wearing a tunic, a cloak, sandals, a metal headband and leather wrist guards.) *Do you think he lives in a cold or a hot climate? Why?* Draw attention to the rest of the picture. Ask *What do you think is the main setting for the story?* (the sea).

- Look at each part of the picture in turn and talk about it, starting with the whirlpool and continuing in a clockwise direction. Ask *What is a whirlpool? What is happening to the ship? Does the ship have an engine? (No, it has a single sail and oars). What does the monster look like? How many eyes does it have? How big do you think it is? What do you think Odysseus is going to do to the monster? What is the flower like? Why do you think it might be important in the story? How many heads does the snake have? Would you like to come face-to-face with this snake? What do you think is escaping from the bottle to the left of Odysseus? What do you notice about the women on the cliff? (They have the bodies of birds.) Do you think these creatures have any special powers?*

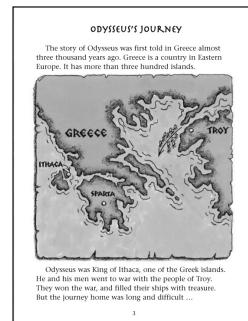
The contents page



- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes), including the fact that a lotus is a type of flower; Penelope is the name of Odysseus's wife and Calypso is the name of a female character. Ask the children what page each chapter starts on.

- Point out that at the end of the book there is a poem (on page 58) and some facts about The Ancient Greeks (beginning on page 60) and Greece today (beginning on page 62).
- Draw attention to the border pictures. Discuss and name each of the weapons illustrated.
- Ask questions about each chapter title to stimulate the children's interest, for example:
Chapter 1: *Why do you think people eat lotus flowers?*
Chapter 2: Show the title page again and point to the one-eyed monster. Ask *Where does the monster live?*
Chapter 3: Show the title page again and point to the bottle. Ask *What do you think is coming out of the bottle?*
- Tell the children to do the related activity on page 1 of their Workbook.

Odysseus's journey (Page 3)



- Ask the children to look at page 3. Read the text to and with the class. It gives a brief background to help the children understand the story and its setting better. Point out where Greece is on the map. Ask the children to find Troy, where Odysseus begins his journey home, and Ithica, his ultimate destination. (As you read the story, locate any places mentioned on the map.)

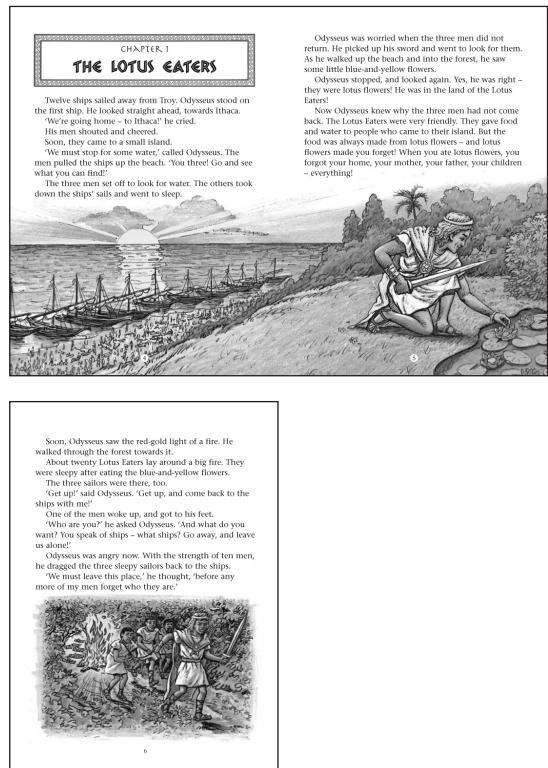


You can play the story on the audio cassette/CD at any time you choose.

Chapter 1

The Lotus Eaters

Pages 4 to 6



Active vocabulary

angry	change the 'a' to 'hu' and make a new word
beach	rhymes with teach and peach
cheer	think of some other 'ch' words
forget	a compound word: <i>for + get = forget</i>
friendly	the 'i' is not pronounced – we pronounce the word as 'frendly'
island	remember that: <i>an island is land surrounded by water!</i>
sailor	other 'or' words which indicate jobs are: <i>author, doctor, tailor</i>
straight	other 'str' words include: <i>string, strong, strange, stretch, stream, street</i>

sword the 'w' is a silent letter and is not pronounced

worried note how the spelling of the present tense *worry* is changed in the past tense

Passive vocabulary

dragged **lotus** **sails** **strength**

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Read the title of Chapter 1. Remind the children that a lotus is a type of flower. Ask *Who do you think the Lotus Eaters were? Why do you think people ate these flowers? Were the flowers magical?*
- Tell the children to look at the picture on pages 4 and 5. Ask *What does Odysseus look like? What is he wearing? Why do you think he is carrying a sword? What type of flowers do you think he has found? What are they like? How many ships are there in the sea? Why are the sails tied up? What can you see on the beach? What time of day do you think it is? Why? Is the sea calm or rough?*
- Tell the children to look at the picture on page 6. Ask *Why do you think Odysseus is pulling three men behind him? Why do you think he has tied them with a rope? How does Odysseus look? Is he happy? How do the three men look? Who do you think the three men are? Where do you think Odysseus is taking them? Where have they come from? What can you see behind them? What is the fire made of? Who do you think the people are who are sleeping around the fire?*

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline) the active vocabulary they have been introduced to.

During reading

- Read the chapter expressively to the class (or play the audio cassette/CD). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary, and any other unfamiliar words.
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activities on page 3 of their Workbook.

- 1 *How many ships sailed away from Troy?*
- 2 *Where was Odysseus's home?*

- 3 *Why did the ships stop at the small island?*
- 4 *Did two or three men set off to look for water?*
- 5 *What did Odysseus take with him when he went to look for the three men?*
- 6 *What sort of flowers did Odysseus see?*
- 7 *Were the Lotus Eaters friendly or fierce?*
- 8 *What happened when you ate food made from lotus flowers?*
- 9 *The fire that Odysseus saw was orange – true or false?*
- 10 *How many Lotus Eaters were there near the fire?*
- 11 *Were they wide awake or sleepy?*
- 12 *What did Odysseus tell his three sailors to do?*
- 13 *Why didn't the sailor remember who Odysseus was?*
- 14 *Was Odysseus angry or happy?*
- 15 *Where did Odysseus take the three sailors?*

- Ask the children to find examples of questions and exclamations in the chapter. Draw attention to their punctuation. Read each one aloud, and draw attention to how your tone of voice changes.
- Ask the children to find and read aloud any words containing 'ee', 'ea', 'oo', or 'ow'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

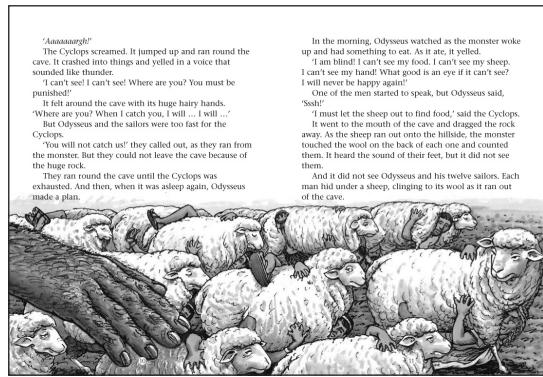
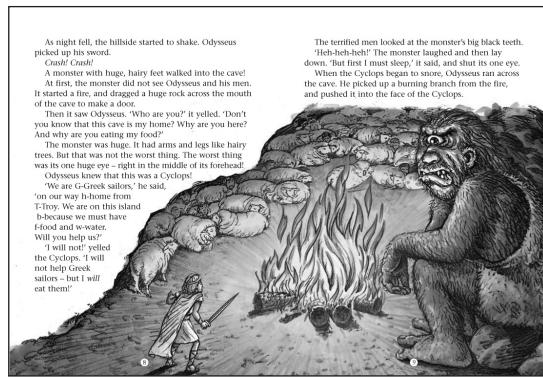
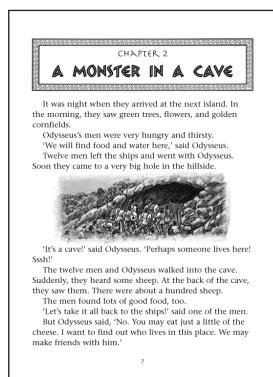
- 1 *Do you think Odysseus was pleased to be going home? Why?*
- 2 *How can you tell his men were happy?*
- 3 *Why do you think Odysseus decided to stop at the small island for water?*
- 4 *Why did the sailors take down the sails from their ships?*
- 5 *How can you tell that it was late in the day?*
- 6 *Why do you think Odysseus was worried when his three men did not return?*
- 7 *How did Odysseus know the flowers were lotus flowers?*
- 8 *What was the problem when you ate lotus flowers?*
- 9 *Was the fire on the beach or in the forest? How do you know?*
- 10 *Do you think Odysseus was scared of the Lotus Eaters when he saw them?*
- 11 *Why do you think the first sailor asked Odysseus who he was when he woke up?*
- 12 *Why do you think this made Odysseus angry?*
- 13 *How can you tell Odysseus was very strong?*
- 14 *Why did Odysseus decide to leave the island straight away?*
- 15 *Do you think the three sailors ever got their memories back?*

- Ask *What did the sailors do when they started their journey home?* (They cheered.) Discuss occasions when people cheer. Does a cheer normally indicate happiness or sadness?
- Discuss what it would be like to lose your memory and what problems this would cause.
- Write some of the words from the chapter on the board and ‘forget’ to put in the vowels. Leave spaces for them, for example s _ _ l _ d (*sailed*). Ask the children to supply the missing vowels. (You could ask the class to cheer when someone supplies the correct answer to each spelling.)
- Play a rhyming game. Write these words from the chapter on the board: *soon, small, stop, beach, see, look, right, land*. Brainstorm as a class, and write on the board, as many words that rhyme with each word as possible (for example, *soon*: *balloon/June/moon/spoon*).
- Elicit from the class the names of any flowers they know. Do a quick survey to find out what the children’s favourite flower is. Discuss when we give flowers to people.
- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2

A monster in a cave

Pages 7 to 11



Active vocabulary

<i>blind</i>	change the 'bl' to 'k' to make another word
<i>branch</i>	some other 'br' words are: <i>broom, brick, bring</i>
<i>cave</i>	rhyming words include: <i>save, wave, gave, shave</i>

<i>drag</i>	some other 'dr' words are: <i>drum, drop, drink</i>
<i>huge</i>	note how the pronunciation of <i>hug</i> is changed by the addition of 'e'
<i>hungry</i>	the 'y' at the end of <i>hungry</i> and <i>thirsty</i> sounds like 'ee'
<i>monster</i>	think of words beginning or ending with 'st'
<i>snore</i>	change the 'sn' to 'c', 'm', 'st', 'sh' to make some new words
<i>thirsty</i>	
<i>thunder</i>	contains a 'hidden' preposition (<i>under</i>)

Passive vocabulary

<i>clinging</i>	<i>cornfields</i>	<i>Cyclops</i>
<i>exhausted</i>	<i>hillside</i>	<i>wool</i>
<i>yelled</i>		

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Remind the children of the one-eyed monster on the title page and tell them that this is the monster that lives in the cave. Ask *Would you be afraid of this monster? Would you run away?*
- Tell the children to look at the picture on page 7. Ask *Where is the cave? How many men are outside it? Why do you think the men are going towards the cave? Do you think the men know what is in the cave? Why is it difficult to see inside the cave? What are the men carrying?*

- Tell the children to look at the picture on pages 8 and 9. Ask *Where is this? Is it a large cave? How big is the monster? What does it look like? Does it look friendly or fierce? What do you think it is thinking? Do you think it has made a fire to keep warm or to cook something? What animals are in the cave? Are they lying down or standing up? Who do you think they belong to? Why do you think they are there? Where are Odysseus and his men? What do you think the monster is going to do next?*
- Tell the children to look at the picture on pages 10 and 11. Ask *Where do you think the sheep are going? What's under each sheep? Why do you think this is? Do you think the sheep are inside or outside the cave? Where do you think the monster is?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

- 1 *At what time of day did they arrive at the next island?*
- 2 *What did they see in the morning?*
- 3 *How many men altogether went to look for food and water?*
- 4 *Where was the cave?*

- 5 *What did they see in the cave – sheep or goats?*
- 6 *The men also found lots of _____ in the cave.*
- 7 *What did the men eat?*
- 8 *Why did Odysseus want to stay in the cave?*
- 9 *What happened as night fell?*
- 10 *What came into the cave?*
- 11 *What were the monster's feet like?*
- 12 *What two things did the monster do before it saw Odysseus?*
- 13 *What did it yell at Odysseus?*
- 14 *Describe the monster.*
- 15 *The monster was a Cyclops – true or false?*
- 16 *The monster said, 'I will not help Greek sailors – but I will _____ them!'*
- 17 *What were the monster's teeth like?*
- 18 *What did Odysseus do with the burning branch that he picked up from the fire?*
- 19 *What did the Cyclops' voice sound like when it yelled?*
- 20 *Why couldn't the sailors leave the cave?*
- 21 *Why did Cyclops go to sleep again?*
- 22 *What did the monster yell when it woke up?*
- 23 *Why did Cyclops drag the rock away from the mouth of the cave?*
- 24 *What did Cyclops do as the sheep ran out of the cave?*
- 25 *How did Odysseus and his men get out of the cave?*

- Find examples of people speaking in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.

- Draw attention to the way the words on page 8 are written to show that Odysseus is scared when he is talking to the monster (letters are repeated to indicate stuttering).
- Draw attention to the way the words *Crash!* and *will* on page 8 are written (they are in italics). Re-read the sentences and explain that it means we should emphasise them when reading them.
- Ask the children to find and read any two-syllable words in the text. As they read them, ask them to tap out the syllables as they do so (for example, *thir-sty*).
- Ask children to find and read any words containing a double consonant (for example, *arrived, hillside, suddenly*).
- Ask the children to find and read aloud any verbs which end with ‘ed’ (the suffix which indicates that the verb has a ‘regular’ past tense).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think Odysseus was sensible to go into the dark cave?*
- 2 *Why did the hillside start to shake?*
- 3 *How do you think Odysseus felt when he saw the monster?*

- 4 *Why didn't the monster see Odysseus and his men at first?*
- 5 *Why do you think the monster dragged a huge rock across the mouth of the cave?*
- 6 *Why do you think the monster was angry when it saw Odysseus?*
- 7 *How can you tell that Odysseus was frightened when he spoke to Cyclops?*
- 8 *Why couldn't Odysseus and his men get out of the cave while Cyclops was asleep?*
- 9 *How could Odysseus tell the Cyclops was asleep?*
- 10 *Do you think Odysseus was brave or foolish to attack the Cyclops with the burning branch?*
- 11 *How can you tell the Cyclops could not see when it jumped up?*
- 12 *How can you tell the Cyclops chased Odysseus and his men around the cave for a long time?*
- 13 *How did the Cyclops feel when it woke up blind, in the morning?*
- 14 *Why do you think Odysseus told the sailor not to speak?*
- 15 *Why did the Cyclops want to let his sheep out of the cave?*
- 16 *How did the Cyclops know how many sheep went out of the cave?*
- 17 *What did you think of Odysseus's plan to get out of the cave?*

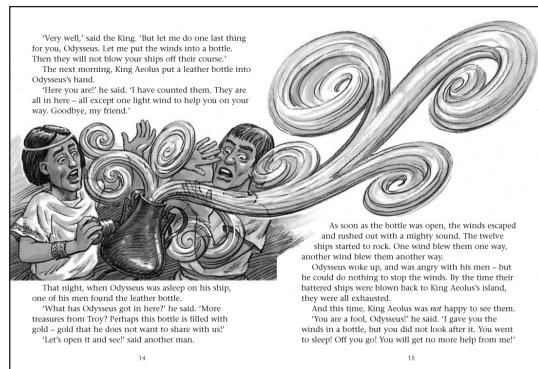
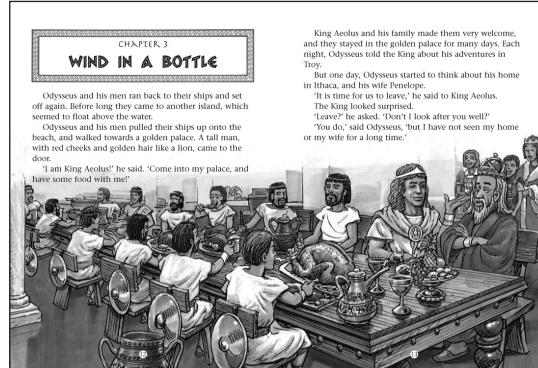
- Ask the class if they know any animals that live in caves. Discuss the advantages of living in a cave.
- Ask the children to tell you anything they know about sheep.

- Write the words *good* and *food* on the board and say them. Point out that the sound of the 'oo' is short in *good* and long in *food*. Write the words *head* and *eat* on the board. Point out that the sound of the 'ea' is short in *head* and long in *eat*. Explain that the same letter patterns are not always pronounced the same.
- Write the words *cornfield* and *hillside* on the board and show how each word is made of two separate words: *corn* and *field*, *hill* and *side*. Explain that these words are called compound words.
- Play the opposites game. Write the following words from the story on the board: *night*, *big*, *into*, *back*, *eat*, *hungry*, *friend*, *yelled*, *asleep*, *ran*. Divide the class into two teams. Explain that you will read out some words and each time they must decide what the opposite of each word is. Say each word in turn, allow a short time for the teams to discuss their answer, then select one person from each team to give you their team's answer. Award a point for each correct answer. The team with most points wins.
- Write the words *Cyclops*, *face* and *voice* on the board and read them. Discuss what sound the 'c' in each makes. Explain that when 'c' is followed by 'e', 'i' or 'y' it sounds like 's' and that we call this a soft 'c' sound. Now write these words on the board: *city*, *centre*, *icy*, *cinema*, *dance*, *difference*, *fence*. Ask the children to read them.
- Discuss what it would be like to be blind. Play a game to demonstrate the problems of blindness. Put a few chairs at the front of the room. Invite two children to the front. Tie a blindfold (a piece of material) around one child's eyes. The partner must then 'guide' the blindfolded child from one side of the room to the other using words only, without the blindfolded child walking into any of the chairs.
- Ask the children if they think it was right for Odysseus and his men to go into the cave and take the food that belonged to the Cyclops.
- Discuss some of the possible dangers of weapons like swords and sharp knives.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 3

Wind in a bottle

Pages 12 to 15



Active vocabulary

adventure	the 'ture' is pronounced 'cher'
cheeks	change the 'ks' to 'se' and see what food you make
escape	add 'e' to 'cap' and make another word
exhausted	the 'h' is a silent letter and is not pronounced
float	other 'oa' words are: <i>boat, coat, soap, road, cloak, loaf, coast</i>
golden	we add 'en' to change the noun <i>gold</i> into the adjective <i>golden</i>
leather	rhymes with <i>weather</i>
mighty	the 'igh' is pronounced as a long 'i' sound
palace	remove the first 'a' and make another word

wife

the plural of *wife* is *wives* – note the changes

Passive vocabulary

battered rushed

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What do you think the chapter is going to be about?* Tell the children to look back at the title page. Ask *Does the title now explain what the 'smoke' is that is coming out of the bottle? Why would there be wind in a bottle? Who could have put it there and why?*
- Tell the children to look at the picture on pages 12 and 13. Ask *Who is Odysseus talking to? Does the man look important? How is he dressed? What animal does he make you think of? What do you think the two men are discussing? Where are they? Who do you think all the other men at the table are? What food and drink can you see on the table? Where is the feast taking place? Whose palace do you think it is?*
- Tell the children to look at the picture on pages 14 and 15. Ask *Can you guess now what is coming out of the bottle? Who opened the bottle? How do the two men look? Why do the men look scared? Do you think the men can see the wind? Do you think they can hear the wind? What sort of noise do they think the wind is making?*

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

- 1 *The island Odysseus and his men came to, seemed to float above the _____.*
- 2 *What did Odysseus and his men walk towards when they got off their ships?*
- 3 *Who came to the door of the palace?*
- 4 *What did King Aeolus look like?*
- 5 *Did Odysseus stay in the palace for a few days or for many days?*
- 6 *Who was Penelope?*
- 7 *Odysseus said that he had not seen his wife for a long time – true or false?*
- 8 *What did the king put into a bottle? Why?*
- 9 *Was it a glass bottle or a leather bottle?*
- 10 *Which wind did the king NOT put in the bottle?*
- 11 *What did one of Odysseus's men think the bottle contained?*
- 12 *What happened as soon as the bottle was open?*

- 13 *Where did the winds blow the ships back to?*
- 14 *Was the king happy or angry to see Odysseus?*
- 15 *What did he say to Odysseus?*

- Ask the children to find some commas in the text. Discuss their purpose. Remind children that they tell the reader to pause briefly, to help you make more sense of the sentence. Read a few sentences again to demonstrate.
- Draw attention to the way the word *not* is written on page 15 (it is in italics). Re-read the sentence and explain that it means we should emphasise it when reading it.
- There are several examples in Chapter 3 of compound sentences which are joined using the conjunction *and*. Find and read some of these sentences out loud and discuss how they consist of two short sentences joined by the conjunction *and*, for example *Odysseus and his men ran back to their ships. They set off again.* become *Odysseus and his men ran back to their ships and set off again.*
- Find some adjectives in the text and discuss how they describe a particular noun and tell us more about it, for example *a golden palace, a tall man, a leather bottle.*
- Find ‘time marker’ words or phrases in the text and discuss how they indicate the passing of time in the story, for example *before long, for many days, each night, one day, a long time, the next morning, that night, and by the time.*
- Ask the children to find and read any words of more than eight letters in the chapter.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *What was unusual about the island?*
- 2 *Do you think the king's hair was long or short?*
- 3 *How can you tell the king was friendly?*
- 4 *Do you think the king enjoyed listening to Odysseus's adventures?*
- 5 *Why do you think Odysseus became sad?*
- 6 *Do you think it was helpful of the king to put the winds in a bottle?*
- 7 *Why didn't he put the light wind in the bottle?*
- 8 *What did you think of the two sailors who opened the bottle when Odysseus was asleep?*
- 9 *How can you tell the winds made a loud noise when they came out of the bottle?*
- 10 *How can you tell the winds were very strong?*
- 11 *Why was Odysseus angry when he woke up?*
- 12 *Why do you think the king was angry with Odysseus?*
- 13 *Was it Odysseus's fault that the men opened the bottle?*

- Write the word *gold* on the board and ask *What small word is 'hiding' inside it?* (old) Write the words *wind, ships, water, beach, lion, welcome, blow, leather, goodbye, treasure, share, escaped, started* and *island* on the board. Ask the children to find any smaller words 'hiding' inside each longer word.

- Write the word *float* on the board and read it aloud. Rub out the 'fl' and replace it with 'b', 'c', 'g' and ask the class to read the new words you make. Do the same with the words *wife*, changing the 'w' to 'l', 'kn', and *found*, changing the 'f' to 'gr', 'r', 's', 'p', 'ar'.
- Ask the children to find the prepositions *above, onto, towards, into, in* in the text and read the sentences that contain them. Discuss their meanings. Check that the children know the meaning by using them in sentences of their own.
- King Aeolus was very kind to Odysseus. Ask the class to suggest ways in which they can show kindness to others such as their friends, their parents, teachers and old people.
- King Aeolus made Odysseus welcome. Discuss how the children could make a new child welcome in your class.
- Ask *Do you think it was right or wrong of the men to open the bottle? What made them do it?* Discuss how, in this case, their curiosity led to disaster – if they really wanted to know what was in the bottle, what should they have done?
- Discuss occasions when the children have been given wrapped presents and whether they have ever tried to guess what's in it before unwrapping it. Play a game with the class. Put something unusual in a box and close the lid. Have the children try to guess what's in it before opening it. Can anyone guess correctly?
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 4

Giants

Pages 16 to 18

CHAPTER 4
GIANTS

For six days and six nights, Odysseus's twelve ships were battered by stormy seas. The winds from the bottle blew with all their strength, and the men had to take down the sails and use the oars.

Odysseus was angry with himself.
Why was I such a fool? Why did I go to sleep? Now we will all die – all of us!

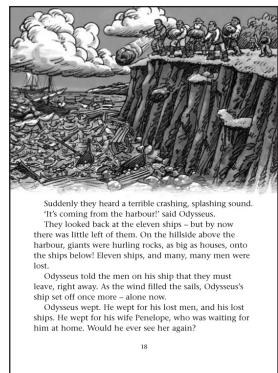
But on the seventh day, the water was calm. One of the men called, 'I can see land! Look, Odysseus! We are not going to die after all!'

They found a harbour. Odysseus sent eleven of the sailors to land and see what they could go and look round the island. Odysseus stayed in his own ship, out on the open sea. He was exhausted.

Three men set off to explore. After several hours, one of them returned to Odysseus with terrible news:

'We saw a girl who was filling a water bottle with a little stream. She seemed friendly. Odysseus! We had no reason to fear her. But there was one strange thing about the girl – she was so tall! She showed us the way to a royal palace.'

16



stream change the 't' to 'c' to make a loud word

terrible the 'ible' is quite a common ending, as in *horrible, impossible*

Passive vocabulary

fear **wept**

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. *What is a giant? Do you think the giants will be friendly or unfriendly?*
- Tell the children to look at the picture on page 17. Ask *How can you tell that the man and woman are giants? Who do you think the two men are that the man is holding in his hand? How do you think the small men feel? What do you think the giant is going to do to them? How tall do you think the giant man is if one small man is 1 metre 80 cm tall? How can you tell the giant man is a king and the woman is a queen? What are the giants wearing?*
- Tell the children to look at the picture on page 18. Ask *What are the giants at the top of the cliffs doing? Why do you think they are doing this? Whose ships are below the cliffs? Do you think any of the ships will escape?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

Active vocabulary

calm	the 'l' is a silent letter and the 'a' is long – we pronounce the word as 'carm'
explore	change the 'r' to 'd' to make a word that goes bang!
giants	the 'g' is a soft 'g' and sounds like 'j'
harbour	the 'our' sounds like 'er'.
hurling	the phonemes 'ur', 'ir' and 'er' all have the same sound
oars	the 'a' is silent – we pronounce the word as 'orz'
sails	change the first 's' to 't', 'r', 'f' to make some other words
stormy	we add 'y' to change the noun <i>storm</i> into the adjective <i>stormy</i>

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

- 1 *How long were Odysseus's ships battered by stormy seas?*
- 2 *The men took down the oars and used the sails – true or false?*
- 3 *On the _____ (sixth, seventh) day, the water was calm.*
- 4 *Odysseus and his men found a _____ (cave, harbour).*
- 5 *How many of his ships did Odysseus send into the harbour?*
- 6 *Where did Odysseus stay?*
- 7 *How many men set off to explore the island?*
- 8 *How many men came back after several hours?*
- 9 *The man said the girl they saw seemed friendly – true or false?*
- 10 *What was strange about her?*
- 11 *Where did the girl take the three men?*
- 12 *How tall were the king and queen?*
- 13 *What did the king do to two of the men?*
- 14 *What did the third man do?*
- 15 *How did the third man reach Odysseus's ship?*
- 16 *What did Odysseus and his men hear coming from the harbour?*

17 *They saw some _____ standing on the hilltop, and hurling _____ onto the ships below.*

18 *How many ships were lost?*

19 *Were any of Odysseus's men lost, too?*

20 *Did Odysseus leave right away or later?*

21 *What made Odysseus weep?*

- Ask the children to find any examples of exclamation and question marks in the text. Read the sentences in which they appear and talk about when we use them.
- Re-read the sentence *The king picked up my two friends, and opened his mouth ...* Point out that the man did not finish the sentence. The ellipsis (...) at the end of the paragraph indicates this. Discuss why the man did not finish what he was saying. Ask the children to find another example of this type of punctuation mark on page 17.
- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb.
- Ask the class to look through the chapter and find and read any words with two vowels together (for example, *harbour*, *friend*, *sea*, *queen*).
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell the seas were rough?*
- 2 *How can you tell the winds were strong?*
- 3 *Why was Odysseus angry with himself?*
- 4 *Why did Odysseus think all the men were going to die?*
- 5 *Why do you think Odysseus was exhausted?*
- 6 *Which word tells you that the news the man brought back was not good?*
- 7 *Why do you think the girl seemed friendly? What do you think she did?*
- 8 *Why do you think the men went to the palace with the girl?*
- 9 *How can you tell the king and queen were very tall?*
- 10 *What do you think the king did with the two men that he picked up?*
- 11 *Why did the man say that he ran away from ‘that terrible place’?*
- 12 *Why was there ‘little left’ of the eleven ships?*
- 13 *How can you tell the rocks that the giants were hurling were big?*
- 14 *Do you think it was right or wrong of Odysseus to sail away in his ship right away?*
- 15 *How can you tell Odysseus was very sad?*

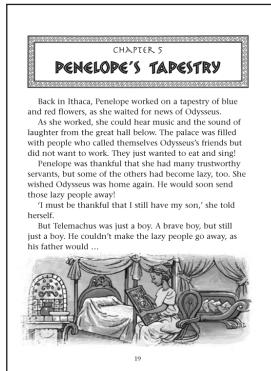
- Write the word *calm* on the board and underline the ‘l’. Write the word *exhausted* on the board and underline the ‘h’. Say the words. Point out that the ‘l’ and ‘h’ are not pronounced. Tell the class that they are called silent letters.

- Write the word *girl* on the board, say it and underline the ‘ir’. Write these words on the board: b_ _d, f_ _st, sh_ _t, sk_ _t, s_ _, th_ _sty. Ask the children to complete each with ‘ir’ and read the words they have made. Now write the word *hurl* on the board, say it and underline the ‘ur’. Write these words on the board: h_ _t, t_ _n, b_ _n, n_ _se, p_ _se, Sat_ _day, Th_ _sday. Ask the children to complete each with ‘ur’ and read the words they have made. Point out that the ‘ir’ and ‘ur’ sound the same.
- Write the word *palace* on the board and read it aloud. Rub out the first ‘a’ and ask *What word is left? (place)* Do the same with the words *stormy*, rubbing out the ‘m’ (*story*); *open*, rubbing out the ‘o’ (*pen*); *mouth*, rubbing out the ‘u’ (*moth*); *stream*, rubbing out the ‘r’ (*steam*); *below*, rubbing out the ‘e’ (*blow*).
- Discuss the advantages and disadvantages of being a giant.
- Discuss why harbours are important for ships for providing shelter and calm sea.
- Find out if any of the children have ever been exhausted. Ask them to recount their experiences.
- At the end of the chapter Odysseus is very sad. Discuss the reasons for this. What makes the children sad?
- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 5

Penelope's tapestry

Pages 19 to 22



The door to Penelope's little room opened with a crash.
'Mother!'
Penelope turned round to see her son Telemachus standing in the doorway.

'What is it, my love?'
Those men in the great hall! I don't like them! They push me, and laugh at me - and now two of them want to speak to you! What do they want?'
Penelope dropped her needle and touched his hand.

'Let them come up,' she said. 'It will be all right.'

There was the sound of footsteps on the stairs. Two men came into the room.

'I am Odysseus's wife,' she said. 'Marry me! Our marriage will make me the happiest man in the world!'

'Don't listen to him, Penelope! I am the man for you! You must be my wife!' said the second man.

Penelope turned to the other man.

'But I am Odysseus's wife,' she said.

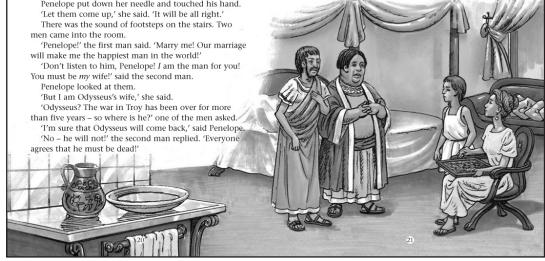
'Odysseus? The war in Troy? He is not here for more than five years now. Is he not?' one of the men asked.

'That Odysseus will come back,' said Penelope.

'No - he will not!' the second man replied. 'Everyone agrees that he must be dead!'

Penelope began to work on her tapestry again. She was afraid to think that Odysseus was dead - five years was a long time. But she could not give up hope. Quickly she thought of a plan to make the men stay.

'Do you hear me?' she said. 'While I am working on it, I will think about what you have said. And when it is finished, I will give you my answer.'



The two men laughed and went back down the stairs. They were happy to wait until the tapestry was finished. Penelope worked on it for many months. 'Now go and play for a while before you go to bed.' Telemachus did not really understand what the men and his mother had talked about. But as he played, he soon forgot about the men, and began laughing again.

Later that night, when Telemachus was asleep in bed, Penelope picked up her tapestry and her needle. By the light of a candle, she unpicked a big red flower - all the work she had done that day.

'I will sew that flower again tomorrow,' she said to herself. 'I will blow out her candle. And then I will unpick another. Those men will have to wait a very long time for my answer!'

22

Active vocabulary

agrees	make this word mean the opposite by adding the prefix 'dis' (<i>disagrees</i>)
answer	the 'w' is a silent letter and is not pronounced
fear	contains the 'hidden' word ear

hope	add 'e' to hop and see what a difference it makes
lazy	there are relatively few words in English that contain 'z'
plan	think of some other 'pl' words, such as <i>play, please</i>
servants	there are small insects 'hidden' in this word (<i>ants</i>)
tapestry	we can get water from the beginning of this word! (<i>tap</i>)
thankful	note that there is only one 'l' in 'ful'
trustworthy	the 'or' sounds like 'er' in this word

Passive vocabulary

unpicked

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Remind the children that Penelope is Odysseus's wife and that she is at home in Ithica, waiting for him to return. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 19. Ask *Who is this? What does she look like? What is she wearing? What do you think she is doing?* Explain how some ladies passed time by making tapestries. Ask *What do you think the picture on Penelope's tapestry is? What furniture can you see in Penelope's room?*

- Tell the children to look at the picture on pages 20 and 21. Ask *Who do you think the boy next to Penelope is? What is he wearing? How old do you think he is? Why do you think Penelope has her hand on his wrist? Who is Penelope talking to? Do they look like nice people? Does Penelope look pleased to see them?*
- Tell the children to look at the picture on page 22. Ask *What time of day is it? How can you tell? Is Penelope sewing or is she taking some of the thread out of the tapestry? Why do you think she is doing this?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

- 1 *Where was Penelope?*
- 2 *What did she do as she waited for news of Odysseus?*
- 3 *Did she live in a palace or a house?*
- 4 *Were there many people in the palace?*
- 5 *Did Odysseus's 'friends' work?*
- 6 *What did they do all day?*
- 7 *Did Penelope have any trustworthy servants?*
- 8 *Who was Telemachus?*
- 9 *Was he old or young?*

- 10 *What did the men in the great hall do to Telemachus?*
- 11 *What was Penelope holding in her hand?*
- 12 *How many men came to see Penelope?*
- 13 *Did both the men want to marry Penelope?*
- 14 *How long had Odysseus been away from home?*
- 15 *Penelope said, 'I'm _____ Odysseus will come back.'*
- 16 *Did the second man think Odysseus was alive or dead?*
- 17 *Did Penelope want the two men to stay or to go away?*
- 18 *When did Penelope say she would give the men her answer?*
- 19 *Were the men happy with Penelope's answer?*
- 20 *What did Penelope tell Telemachus to do before going to bed?*
- 21 *What light did Penelope have in her room?*
- 22 *What did she unpick on her tapestry? Why?*

- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- Find examples of regular past tenses in the text, for example *worked, waited, wanted*. Discuss how they are made by adding 'ed' to the end of the verb: *work + ed = worked*. Now find some irregular past tenses in the text, for example *was, ran, put, said, thought, went, forgot*. Point out that these do not end with 'ed', and talk about how the spelling of these has changed in the past tense.
- Ask the children to find and read aloud any words containing 'ai' or 'oy'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell the palace was a noisy place?*
- 2 *Why do you think Penelope liked to work on her tapestry?*
- 3 *Do you think the people in the palace were really Odysseus's friends?*
- 4 *How can you tell they were lazy?*
- 5 *Why couldn't Telemachus make the lazy people go away?*
- 6 *How can you tell Telemachus did not come into the room quietly?*
- 7 *How do you know Telemachus was afraid?*
- 8 *Were the men kind to Telemachus?*
- 9 *How did Penelope know someone was coming up the stairs to her room?*
- 10 *Why do you think the men wanted to marry Penelope?*
- 11 *Is it true that everyone agreed Odysseus was dead?*
- 12 *What did Penelope promise the men? Do you think she wanted to make the promise?*
- 13 *Do you think the men thought that Penelope would soon finish the tapestry?*
- 14 *Why would the men have to wait a long time for Penelope's answer?*

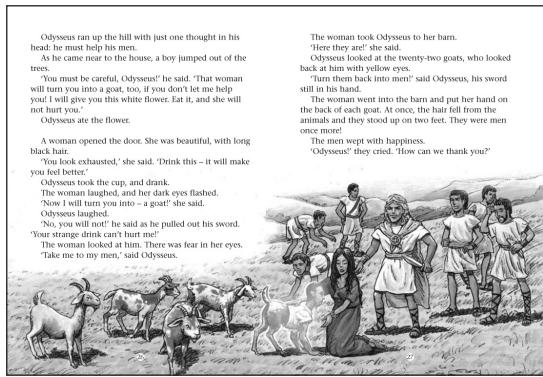
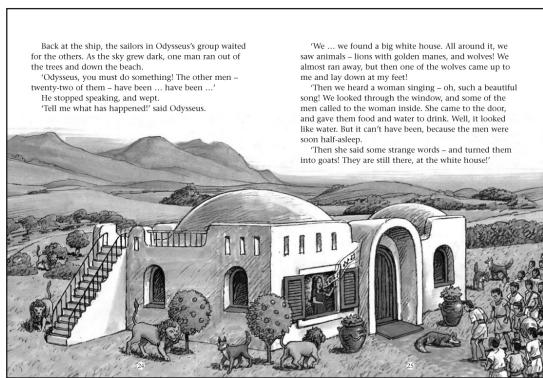
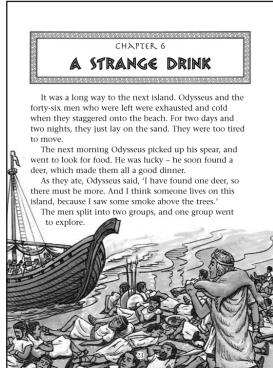
- In her room above the great hall, Penelope heard a lot of sounds from below. Play one of these games:

- the ‘Do you know this sound?’ game A. If possible, record some everyday sounds such as a car, a mobile phone, children talking. Play them to the class and ask them to identify each.
- the ‘Do you know this sound?’ game B. Ask the children to shut their eyes while you make different sounds, such as closing a book, shutting the door, writing on the board, tapping your desk. Ask the class to identify each sound.
- the ‘How many sounds can you hear?’ game. Ask children to close their eyes and listen to all the sounds around them for a minute. See who can remember the most sounds.
- the ‘What noise do they make?’ game. Name different animals and ask children to say what sound each one makes.
- Write *thankful* on the board and explain that the suffix ‘ful’ means ‘full of’. Write the words *use, care, hope, pain, power, help, colour* on the board. Ask the children to add ‘ful’ to each word, and use the words correctly in sentences of their own.
- Point out that the ‘ch’ in ‘Telemachus’ is pronounced ‘ck’. Write the words *anchor, school, character* and *stomach* on the board and ask children to read them.
- Write these pairs of homophones on the board: *sun/son, flower/flour, blue/blew, stair/stare*. Ask the children to explain the difference between the words in each pair.
- If appropriate, try some Extension Activities (see the Teacher’s Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 6

A strange drink

Pages 23 to 27



Active vocabulary	
beautiful	an unusual word because it has three vowels together
careful	note that there is only one 'l' in 'ful'
group	some other 'gr' words are: <i>grass, green, grab</i>

lucky	we add 'y' to change the noun <i>luck</i> into the adjective <i>lucky</i>
smoke	change the 'sm' to 'j', 'p' 'ch' to make more words
spear	note what happens to the pronunciation when we take the 's' off the word
split	some other 'sp' words are: <i>splash, speak, spear, spell, spend, spin</i>
strange	the 'g' is a soft 'g' and pronounced 'j'
tired	arrange the letters another way and you can spell <i>tried</i>
wept	the past tense of the verb 'to weep'; note also 'to sleep – slept'

Passive vocabulary

barn deer flashed manes

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Ask *What do you think the strange drink will be? What will it do to people who drink it?*
- Tell the children to look at the picture on page 23. Ask *Where is Odysseus's ship – is it at sea or on a beach? What are the men from the ship doing on the beach? What is Odysseus carrying on his shoulders? Is the deer dead or alive? Where do you think he got the deer? What is Odysseus carrying in his right hand? Why do you think Odysseus caught the deer?*

- Tell the children to look at the picture on pages 24 and 25. Ask *Who is at the window of the house? What is the woman doing? What animals can you see around the house? Do they look fierce or friendly? Where are Odysseus's men? How do they look? What do you think they are going to do?*
- Tell the children to look at the picture on pages 26 and 27. Ask *Why do you think Odysseus is standing behind the woman with a sword in his hand? Does he look serious? What is the woman doing? (She is stroking the 'goat'.) What is strange about the 'goat'? What is strange about the men behind Odysseus and the woman? What do you think is happening?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

- 1 *Was it a long or short way to the next island?*
- 2 *How many men were left?*
- 3 *The men were _____ and _____ when they staggered onto the beach.*
- 4 *How long did they lie on the sand? Why?*

- 5 *Did Odysseus take a sword or spear with him when he went to look for food?*
- 6 *What did Odysseus find for dinner?*
- 7 *How did Odysseus know someone lived on the island?*
- 8 *Where did Odysseus and his group wait while the other men went to explore?*
- 9 *Was it light or dark when a man from the other group returned?*
- 10 *The man stopped speaking and _____.*
- 11 *The man said they found a big white _____.*
- 12 *What was all around the house?*
- 13 *Were the wolves friendly or fierce?*
- 14 *What was the woman in the house doing?*
- 15 *What did the woman give to the men?*
- 16 *What happened after the men drank it?*
- 17 *What did the woman turn the men into?*
- 18 *Who jumped out of the trees as Odysseus came near the house?*
- 19 *What did the boy give Odysseus? Why?*
- 20 *Describe what the woman looked like.*
- 21 *Did the woman give Odysseus a drink or food?*
- 22 *Did the woman turn Odysseus into a goat, too?*
- 23 *What did Odysseus tell the woman to do?*
- 24 *What did he have in his hand?*
- 25 *Where did the woman take Odysseus?*
- 26 *How many goats were there in the barn?*
- 27 *How did the woman turn each goat back into a man again?*

- Find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.

- Ask the children to find and read any words ending with the suffix 'ful'.
- Ask the children to find and read any words ending with a consonant plus 'y' (for example, *lucky, twenty, my*).
- Ask the children to find the names of all the animals mentioned in the text.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell the men were very tired when they reached the beach?*
- 2 *Do you think Odysseus was a good hunter?*
- 3 *Why did the smoke make Odysseus think someone lived on the island?*
- 4 *Do you think it was sensible that some men remained on the ship when the others went to explore?*
- 5 *How do you know it was getting late when one man ran down the beach?*
- 6 *Why do you think he can't speak very well when he starts to say what has happened?*
- 7 *Why do you think the men almost ran away when they saw the animals around the house?*
- 8 *What do you think the woman gave the men to drink?*
- 9 *Why do you think the man who ran back to the ship did not turn into a goat?*

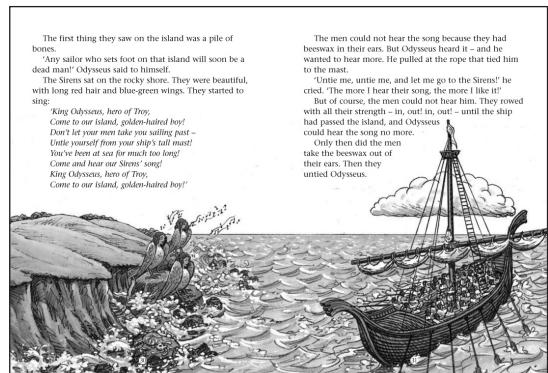
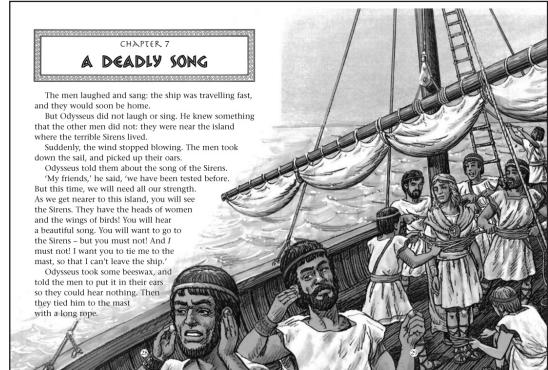
- 10 *Why do you think Odysseus went on his own to try to help his men?*
- 11 *Who do you think the boy was?*
- 12 *Why did he want to help Odysseus?*
- 13 *How did he know that the white flower would stop the woman hurting Odysseus?*
- 14 *Why did the woman laugh after she gave Odysseus the drink?*
- 15 *Why did Odysseus laugh at the woman?*
- 16 *Why do you think Odysseus pulled out his sword?*
- 17 *How can you tell the woman was afraid of Odysseus?*
- 18 *How can you tell the men were happy when Odysseus made the woman turn them back into men again?*

- Write this sentence from the text on the board: *Odysseus caught the deer with his spear.* Ask the children to read it and identify the two rhyming words in it. Write these sentences on the board: *The man from the boat was turned into a _____. She gave them something to drink – it was water, I _____. Ask the children to suggest a suitable rhyming word for each space.*
- Write the word *wolf* on the board. Now write the plural, *wolves*. Ask the children to identify the rule. Now write the words *loaf, shelf, thief, leaf* and *half* on the board. Ask the children to read them and change them into the plural form using the same rule.
- Discuss what magical powers the woman had. Ask the children what animals they would turn people into if they could.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 7

A deadly song

Pages 28 to 31



Active vocabulary

bones	change the 'b' to 'ph' or 'st' to make new words
dead	rhymes with a part of the body (<i>head</i>)
mast	the opposite of <i>slow</i> rhymes with this
pile	change the 'i' to 'a' and 'o' and see what words you make
rocky	we add 'y' to change the noun <i>rock</i> into the adjective <i>rocky</i>
rope	change the 'r' to 'h' to make another word
shore	this sounds like <i>sure</i>
strength	this abstract noun is related to the adjective <i>strong</i>

travelling note that we double the 'l' when we add 'ing' here: *travel* – *travelling*

wing think of a noise we make with our mouths that rhymes with *wing*

Passive vocabulary

beeswax **hero**

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on pages 28 and 29. Ask *How many men are around Odysseus? What are they doing to him? Why do you think they are doing this? What are the two men at the front of the picture doing? (putting something in their ears) Why do you think they are doing this? What is the man in the background doing? (putting up or taking down the sail)* Use the picture to talk about and name parts of a ship, for example *mast*, *sail*, *deck*, *boom*, *rigging*.
- Tell the children to look at the picture on pages 30 and 31. Ask *Is Odysseus still tied to the mast? What are the men doing? Is there a wind? How can you tell? Is the ship sailing past the island, or towards it? Why do you think this is? What do the creatures on the cliffs look like? What are they doing? How can we tell? Why do you think they are singing?*

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

- 1 *The men laughed and _____ (smiled, sang).*
- 2 *Was the ship travelling quickly or slowly?*
- 3 *Why didn't Odysseus laugh and sing?*
- 4 *Who lived on the island that was near?*
- 5 *Suddenly, the wind stopped _____ (howling, blowing).*
- 6 *The men picked up the sail – true or false?*
- 7 *What did Odysseus say the Sirens looked like?*
- 8 *What did Odysseus say happens when you hear the song of the Sirens?*
- 9 *Why did Odysseus tell his men to tie him to the mast?*
- 10 *Why did Odysseus tell the men to put beeswax in their ears?*
- 11 *What was the first thing they saw on the island?*

- 12 *Where were the Sirens sitting?*
- 13 *How did they look?*
- 14 *Finish the second line of their song:
King Odysseus, hero of Troy,
Come to our island, _____.*
- 15 *Did the men hear the Sirens' song?*
- 16 *When Odysseus heard the song, what did he tell his men to do?*
- 17 *Why didn't the men do as Odysseus told them?*
- 18 *The men _____ with all their strength.*
- 19 *What did the sailors do after the ship passed the island?*

- Ask the children to find a word in the first sentence of the chapter that means 'quickly'.
- Ask the children to find a word that begins with 'un' (*untie*) and discuss how adding the prefix 'un' to a word makes it mean the opposite.
- Ask the children to find and read aloud any words containing 'sh', 'ch', 'th' or 'wh'.
- Ask the class to find any verbs using *will* to show the future tense, for example *we will need all our strength*. Read each sentence and explain how it shows a prediction about the future.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Why were the men so happy?*
- 2 *Do you think the men thought it was strange that Odysseus wasn't happy, like them?*
- 3 *Why did the men take down the sail and pick up their oars when the wind stopped blowing?*
- 4 *Why do you think the Sirens' song made people want to go to them?*
- 5 *Why do you think Odysseus asked his men to tie him to the mast?*
- 6 *Why do you think he did not put beeswax in his ears?*
- 7 *Whose bones do you think were on the island?*
- 8 *What do you think Odysseus meant when he said, 'Any sailor who sets foot on that island will soon be a dead man!'?*
- 9 *What did you think of the Sirens' song?*
- 10 *How do you think Odysseus felt when he heard the song?*
- 11 *Why did the men row with all their strength?*
- 12 *Do you think Odysseus was pleased with his men?*

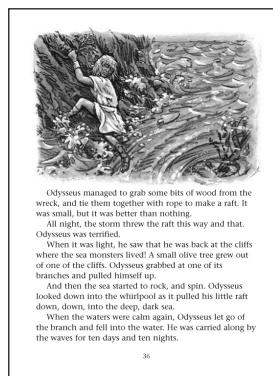
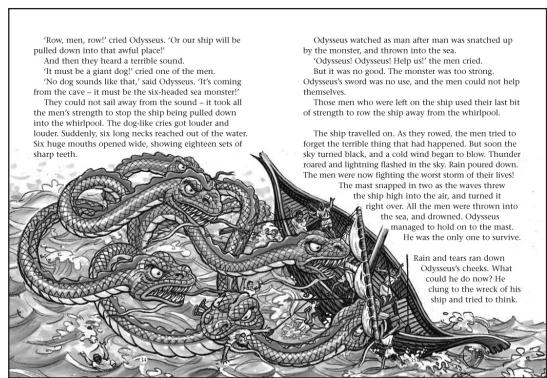
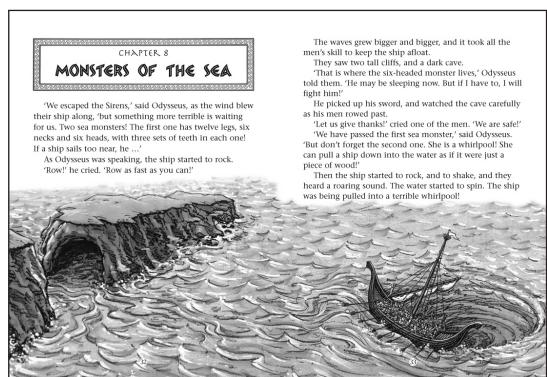
- Write *a pile of bones* on the board. Explain that this is a collective noun (a group of something). Ask the children to suggest other things that could be in a pile (*stones, rocks, books, rubbish*). Write some other collective noun phrases on the board and ask children to suggest words to complete them: *a flock of ... (sheep, goats), a library of ... (books), a team of ... (footballers, doctors), a class of ... (children, students), a packet of ... (matches, cereals).*
- Write the word *cry* on the board and the past tense *cried*. Ask children to explain the difference in spelling. Now write the verbs *try, fry, reply, multiply* on the board. Ask children to spell the past tense of each and make up sentences using them.
- Discuss the type of music the children like. Do a quick survey to find out their favourite songs.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

- Write the word *beeswax* on the board and show how it is made of two separate words, *bees* and *wax*. Write the first word of some other compound words and ask children to suggest the second words to complete them, for example *foot (ball, step), hair (brush), sun (shine, light), sea (side, shore, shell), bath (room), book (case, shop), rain (fall, drop).*

Chapter 8

Monsters of the sea

Pages 32 to 36



Active vocabulary

awful	note that there is only one 'l' in 'ful'
cliff	note the 'ff'
drowned	the 'ow' sounds like the 'ou' in sound

grab	think of two colours that also begin with 'gr' (green, grey)
lightning	this word often goes with thunder
row	the 'ow' sounds like the 'ow' in grow
snapped	note how the 'p' doubles when we add 'ed': snap – snapped
survive	other words that begin with 'sur' are: surface, surname, surprise
waves	this word can have two meanings
whirlpool	a compound word: whirl + pool = whirlpool

Passive vocabulary

cheeks	clung	managed
olive tree	poured	raft
roaring	skill	snatched
spin	thunder	

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on pages 32 and 33. Ask *What is happening to the ship? What are the sailors doing? (rowing hard) Why? (To try and avoid being drawn into the whirlpool.) What do you think will happen if the ship cannot get away? Does anyone know how whirlpools are formed? What can you see on the left of the picture?*

- Tell the children to look at the picture on pages 34 and 35. Ask *What does the monster look like? Does it look friendly or fierce? How many heads does it have? What are its teeth like? What is it doing to the ship? How do you think the men on the ship are feeling? Are all the men on the ship? Where are the others? What's happening to them? What has happened to the ship's mast? Do you think anyone will escape?*
- Tell the children to look at the picture on page 36. Ask *What is Odysseus holding onto on the cliff? How do you think he got there? How does Odysseus look? Is there any sign of his ship or his men? What do you think has happened to them? What is the sea below Odysseus like? Do you think Odysseus will survive?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

- 1 *The ship started to rock – true or false?*
- 2 *Odysseus told the men, ‘Run as fast as you can!’ – true or false?*
- 3 *Did the waves get bigger or smaller?*
- 4 *What did the men see?*

- 5 *Where did Odysseus say the monster lived?*
- 6 *Why did Odysseus pick up his sword?*
- 7 *Did the ship pass the first monster safely?*
- 8 *What did Odysseus say the second monster was?*
- 9 *Why was the second monster dangerous?*
- 10 *What did they hear when the ship started to rock and shake?*
- 11 *What happened to the water?*
- 12 *What did one of the men think the terrible sound was?*
- 13 *Why couldn't the men sail away from the sound?*
- 14 *What suddenly reached out of the water?*
- 15 *What did the monster do to some of the men on the ship?*
- 16 *How did the men get away from the monster and the whirlpool?*
- 17 *Soon the sky turned _____ (blue, black).*
- 18 *Thunder _____ (roared, flashed) and lightning _____ (roared, flashed).*
- 19 *What happened to the mast of the ship?*
- 20 *The waves threw the ship high into the air, and _____.*
- 21 *(All, Some, One) _____ of the men were drowned.*
- 22 *Who was the only one to survive?*
- 23 *What did Odysseus manage to hold on to?*
- 24 *What did Odysseus make with bits of wood from the wreck?*
- 25 *Where was the raft when it got light?*
- 26 *What grew out of one of the cliffs?*
- 27 *How did Odysseus escape from the whirlpool?*
- 28 *What did he do when the waters were calm again?*

- Ask the children to find examples of exclamation marks in this chapter. Read the sentences in which they appear. Talk about their purpose and the effect they have on the way you read these sentences.
- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- Point out the use of ellipsis (...) after *he* on page 32 and explain that it shows that Odysseus did not finish what he was saying. Ask the children why this was.
- Write some words from the chapter on the board and ask the children to find any smaller words ‘hiding’ inside each longer word (for example, *skill, monster*).
- There are several examples of compound sentences in the text which are joined using the conjunctions *and* or *but*, for example *The waves grew bigger and bigger, and it took all the men’s skill to keep the ship afloat*. Ask children to find and read some of these sentences and identify the two shorter sentences within each longer sentence and the conjunction that is used to join each pair of shorter sentences.
- Ask the children to find and read aloud sentences containing verbs that show movement, for example *rock, shake, spin, pull, travelled, opened, snatched*. Discuss their meanings.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell it was quite windy at the beginning of the chapter?*
- 2 *How do you think the men felt when Odysseus described the first monster?*
- 3 *Why do you think the waves grew bigger as Odysseus talked about the monsters?*
- 4 *What do you think the men were thinking as they sailed past the cave?*
- 5 *How can you tell that Odysseus was brave in this part of the story?*
- 6 *Were you surprised that the second monster was a whirlpool? Did you expect it to be like the first monster?*
- 7 *What do you think would happen if the ship was pulled into the centre of the whirlpool?*
- 8 *What do you think made the six-headed monster wake up and appear?*
- 9 *How did it know Odysseus and his men were passing his cave?*
- 10 *Why do you think it made such a terrible noise?*
- 11 *What did you think the monster would do with the men? Were you surprised that it picked them up and threw them into the sea?*
- 12 *What do you think the monster ate?*
- 13 *Do you think the monster ever got lonely?*
- 14 *Why was Odysseus’s sword ‘no use’?*
- 15 *How do you think the remaining men felt after they escaped from the monster and the whirlpool?*

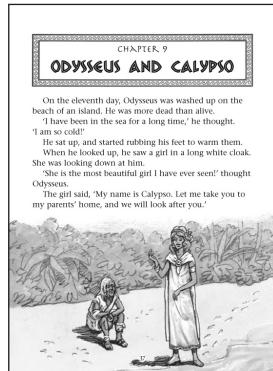
- 16 *How do you think they felt when the storm hit them?*
- 17 *Do you think Odysseus was lucky to survive the storm?*
- 18 *Was it a good idea to make a raft?*
- 19 *How do you think he felt when he discovered he was back at the monster's cave again?*
- 20 *Odysseus had a 'narrow escape' at the end of the chapter. What do you think this means?*

- Write the word *sword* on the board and ask the children to read it. Point out that the 'w' is not pronounced. It is a silent letter. Write these words on the board: *ans_er, _rist, _rong, _reck, _rite*. Ask the children to complete each with a 'w' and read the words they have made. Ask children to use each word in a sentence of their own to show they know what it means.
- The monster made a terrible sound. Play one of the sound games detailed in the notes for Chapter 5 on page 19.
- Ask the children if they have ever been in any really dangerous situations. Ask them to recount their experiences.
- Discuss whether Odysseus survived because he was lucky or because he was quick thinking.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 9

Odysseus and Calypso

Pages 37 to 41



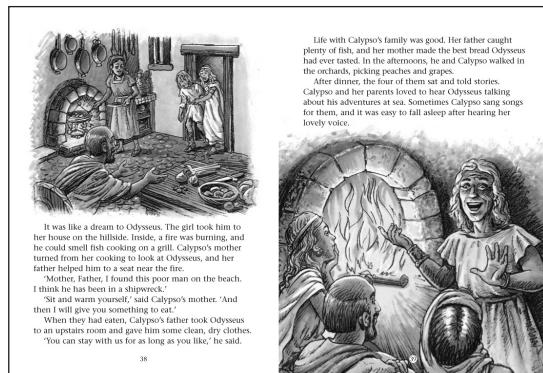
CHAPTER 9
ODYSSEUS AND CALYPSO

On the seventh day, Odysseus was washed up on the beach of an island. He was more dead than alive.
‘I have been in the sea for a long time,’ he said.
He sat up, and started rubbing his feet to warm them.
When he looked up, he saw a girl in a long white cloak.
She was sitting down at him.
‘She is the most beautiful girl I have ever seen!’ thought Odysseus.

The girl said, ‘My name is Calypso. Let me take you to my parents’ home, and we will look after you.’

Odysseus agreed.

The girl said, ‘My name is Calypso. Let me take you to my parents’ home, and we will look after you.’



Life with Calypso’s family was good. Her father caught plenty of fish, and her mother made the best bread Odysseus had ever tasted. In the afternoons, he and Calypso walked in the woods, picking wild flowers. They also did all the fun of them set and told stories.

Calypso and her parents loved to hear Odysseus talking about his adventures at sea. Sometimes Calypso sang songs for them, and it was easy to fall asleep after hearing her lovely voice.

It was like a dream to Odysseus. The girl took him to her house on the hillside. Inside, a fire was burning, and he could smell fish cooking on a grill. Calypso’s mother turned from her cooking to look at Odysseus, and her father helped him to a seat near the fire.

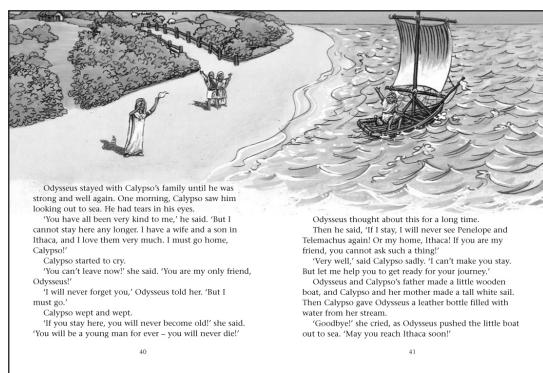
‘Mother, I need a place to sleep,’ he said.

‘Sit and warm yourself,’ said Calypso’s mother. ‘And then I will give you something to eat.’

When they had eaten, Calypso’s father took Odysseus to an upstairs room, and then some clean, dry clothes.

‘You can stay with us for as long as you like,’ he said.

38



Odysseus stayed with Calypso’s family until he was strong and well again. One day, when Calypso saw him holding hands with her, he lost his eyes.

‘You have all been very kind to me,’ he said. ‘But I cannot stay here any longer. I have a wife and a son in Ithaca, and I love them very much. I must go home, Calypso.’

Calypso started to cry.

‘You can’t leave now,’ she said. ‘You are my only friend, Odysseus!’

‘I will never forget you,’ Odysseus told her. ‘But I must go.’

Calypso wept and wept.

‘If you stay here, you will never become old!’ she said.

‘You will be a young man for ever – you will never die!’

40

41

Active vocabulary

alive alive and dead (see below) are opposites

dead

dream change the ‘d’ to ‘c’ to make something made from milk

journey the ‘our’ sounds like ‘er’

orchard contains the ‘hidden’ words *or*, *hard*

parents we usually have a pair of parents!

tasted change the ‘a’ to ‘e’ to make another word

tears pronounced ‘teers’

warm the ‘ar’ sounds like ‘or’

young the ‘o’ is not pronounced – we pronounce the word as ‘yung’

Passive vocabulary

grill **seat** **shipwreck**

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Explain that Calypso is the name of a girl.
- Tell the children to look at the picture on page 37. Ask *Where is Odysseus now? How does he look? What are his clothes like now? What is his hair like? Does he look strong? What is he doing? Who is he talking to? What does the girl look like?* Point out that she appears to be beckoning to Odysseus to follow her.
- Tell the children to look at the picture on page 38. Ask *Where do you think the girl has taken Odysseus? Why is she almost carrying him? Who do you think the man and woman are? What is the woman doing over the fire? Does the man look friendly or unfriendly? Why do you think he’s friendly? What can you see on the table?*

- Tell the children to look at the picture on page 39. Ask *What time of day is it? How does Odysseus look now? Is he wearing new, clean clothes? How does his hair look? Does he look better or worse? What do you think he is telling the girl and her parents about? Are they interested in what he is saying?*
- Tell the children to look at the picture on pages 40 and 41. Ask *How can you tell that Odysseus is leaving the island? Does the girl look happy or sad? How does Odysseus look? Where do you think the boat has come from? Is the boat as big as his ship was?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

- 1 *On the _____ (tenth, eleventh) day, Odysseus was washed up on the beach of an island.*
- 2 *He was more _____ than _____.*
- 3 *Was Odysseus hot or cold?*
- 4 *What did he do when he sat up?*
- 5 *Who did he see when he looked up?*
- 6 *What did he think?*
- 7 *What was the girl's name?*
- 8 *Where did she take Odysseus?*

- 9 *Who was in the house?*
- 10 *What was Calypso's mother doing?*
- 11 *Calypso's father helped Odysseus sit near the _____ (fire, table).*
- 12 *What did Odysseus eat?*
- 13 *What did Calypso's father give Odysseus upstairs?*
- 14 *What are some of the things Odysseus, Calypso and her parents did each day while Odysseus was staying with them?*
- 15 *Odysseus stayed with Calypso and her family until he was _____ and _____ again.*
- 16 *One morning Calypso saw Odysseus looking _____ (under the bed, out to sea).*
- 17 *Why did Odysseus tell Calypso he had to go home?*
- 18 *Why didn't Calypso want Odysseus to leave?*
- 19 *Calypso tried to persuade Odysseus to stay. What did she say to him?*
- 20 *How did Calypso and her family help Odysseus get ready for his journey?*

- Ask the class to find a word on page 37 that rhymes with: *head (dead), teach (beach), whirl (girl), song (long), soak (cloak), cook (look).*
- Ask the children to identify some adjectives in the text and to say which noun each adjective describes, for example *He saw a girl in a long white cloak*, where both *long* and *white* describe the cloak.
- Ask the children to find and read aloud any words containing '*au*', '*ay*', '*ea*' or '*ou*'.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

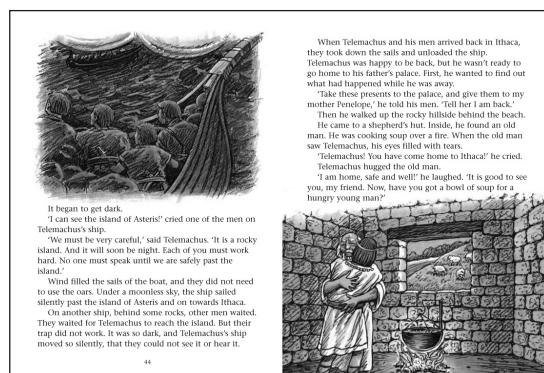
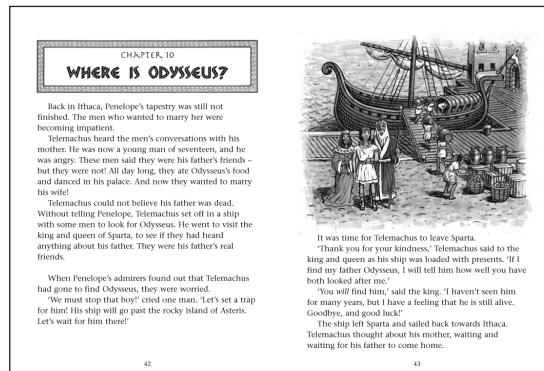
- 1 *What do you think it means when it says Odysseus was 'more dead than alive'?*
- 2 *Do you think Calypso was more beautiful than Penelope, Odysseus's wife?*
- 3 *Why do you think 'it was like a dream' to Odysseus?*
- 4 *What did Odysseus see and smell when he went into the house?*
- 5 *How can you tell Calypso and her parents were kind people?*
- 6 *What sort of things were Calypso, her mother and her father good at?*
- 7 *Why do you think Calypso and her family loved to hear about Odysseus's adventures?*
- 8 *How can you tell Odysseus was sad when he was looking out to sea?*
- 9 *How can you tell Calypso was lonely on the island?*
- 10 *Why do you think Calypso told Odysseus, 'You will never become old if you stay on the island.'? Do you think this was true? Why do you think she said it?*
- 11 *What thoughts do you think were going through a) Odysseus's, and b) Calypso's heads as they said goodbye to each other?*

- Write c__ght on the board and ask the children to fill in the missing vowel sound. Now write: d__ghter, exh__sted, __thor; __tumn; s__cer; n__ghty and ask children to complete each with 'au', read the words they have made, and explain their meanings.
- Odysseus picked peaches and grapes. Ask the children to name other fruit that grows on trees or bushes.
- Ask *How can you tell Calypso was lonely? Do you think anyone else lived on the island with her and her parents? When do you feel lonely?*
- It must have been very difficult for Odysseus to leave the island. Some decisions are hard to make. Ask if anyone has ever had to make a really difficult decision.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 10

Where is Odysseus?

Pages 42 to 45



Active vocabulary

conversation many words end in 'tion', such as *education, station, information*

dark think of other words that rhyme with *dark*, such as *bark, mark, park*

fire this word can be a noun or a verb

hut note the pronunciation difference between *hut* and *put*

impatient the prefix 'im' gives the word *patient* the opposite meaning

presents the 's' in the middle sounds like 'z'

shepherd the second 'h' is a silent letter and is not pronounced

soup contains a 'hidden' preposition (*up*)

trap change the 'a' to 'i' and you will fall over!

visit the 's' sounds like 'z'

Passive vocabulary

loaded **moonless** **rocky** **set off**

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 43. Ask *Who do you think the king and queen in the picture are? Who is the young man standing between them? How can you tell that they are by a harbour? Whose ship do you think is behind them? Does it look as if the ship has just arrived or is it getting ready to leave? What clues are there? What do you think is being loaded onto the ship?*
- Tell the children to look at the picture on page 44. Ask *What time of day is it? How many boats can you see? Who do you think the men in the nearer boat are? Are they standing up? Do you think they are talking? Have they got weapons? What do you think they are doing? Who do they think is in the other boat?*

- Tell the children to look at the picture on page 45. Ask *What are the two men doing? Do they look happy to see each other? How can you tell? Who do you think the old man is? Where are they? Who do you think lives there? What do you think he is cooking? What animal can you see on the hill? What do you think the old man's job is?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activities on page 21 of their Workbook.

- 1 *Why were the men who wanted to marry Penelope becoming impatient?*
- 2 *How old was Telemachus now?*
- 3 *Why was Telemachus angry?*
- 4 *Did Telemachus think his father was dead?*
- 5 *Why did Telemachus set off in a ship with some men?*
- 6 *Where did he go to first?*
- 7 *Why did Penelope's admirers set a trap for Telemachus at the island of Asteris?*
- 8 *What did the king and queen of Sparta give Telemachus when he left?*

- 9 *The king of Sparta thought Odysseus was dead – true or false?*
- 10 *Was it light or dark when Telemachus approached the island of Asteris?*
- 11 *Why did Telemachus say they must be careful?*
- 12 *Why didn't the men row the ship past the island?*
- 13 *Did the ship make any noise as it passed the island?*
- 14 *Why couldn't the other men see or hear Telemachus' ship?*
- 15 *What did Telemachus and his men do when they arrived back in Ithica?*
- 16 *Why didn't Telemachus go straight back to the palace?*
- 17 *Who did he go to see?*
- 18 *Where did the shepherd live?*
- 19 *What was the shepherd cooking?*
- 20 *Was the old man pleased to see Telemachus?*
- 21 *What did Telemachus do to the old man?*

- Ask the children to find and read a number of words. As they read them, ask them to tap out the syllables in each word (for example, I-thi-ca, fin-ished).
- Ask the children to find and read aloud any words containing double consonants or double vowels.
- Read some of the sentences from the chapter again, omitting the verbs. Ask the children to supply the missing verbs. Remind children that every sentence must have at least one verb in it.
- Ask the children to find the words *safely* and *silently* on page 44. Read out the sentences in which they appear. Explain that they tell us more about the verb in each sentence. Explain that these words are called adverbs.

- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- Why do you think Penelope's tapestry was still not finished?*
- Why were the men becoming impatient?*
- How can you tell the men at the palace were not really Odysseus's friends?*
- Why do you think Telemachus did not tell his mother what he was planning?*
- Why do you think he went to Sparta first?*
- Why do you think Penelope's admirers were worried when they discovered Telemachus had gone?*
- Why do you think they chose to wait for him at the island of Asteris?*
- Who do you think the presents were for that the king and queen of Sparta gave Telemachus?*
- Did Telemachus know the other men were planning to stop him at the island of Asteris?*
- Why do you think he said, 'We must be very careful.'*
- How can you tell there was no moon that night?*
- How did Telemachus manage to go past the island without being seen or heard?*

- Why do you think Telemachus went to see the shepherd to find out what had happened while he was away? Why didn't he go straight home and ask his mother, Penelope?*
- Why do you think the old man's eyes filled with tears when he saw Telemachus?*
- How do you think Telemachus knew the old man so well?*

- Have a class competition. See how many words the children can think of that end with 'old' (for example *cold, gold, told, sold, bold, fold, hold*) and 'and' (for example *band, hand, land, sand, grand*).
- Write the words *unloaded* and *impatient* on the board. Note that both words begin with a prefix ('un' and 'im'). Discuss how adding the prefix to each word changes its meaning and makes it mean the opposite (for example, *loaded – unloaded*). Ask the children to add 'un' or 'im' to each of these words to make the opposite: *well, fair, pack, cover, do, wrap, mature, proper, perfect*.
- Write *hug* and the past tense *hugged* on the board. Ask the children what happens to *hug* when we add 'ed'. (We double the final consonant and add 'ed'.) Ask the children to use the same rule to write the past tense of these verbs: *wag, hop, stop, skip, tug, tip, rob, beg, drum*.
- The men looked hard to find Telemachus. Play a looking game in class. Send two children out of the room and hide a small object somewhere in the classroom. Invite the two children in and see which of them can find the hidden object first.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 11

Father and son

Pages 46 to 49



The wind started to blow, and Odysseus's little boat was thrown about on the blue-black waves. At last, he reached the island – but the cliffs were high, and there was nowhere to land. He had to turn, smashed the boat against the cliffs, and it broke into pieces.

Odysseus swam for two days and two nights. Then he found a sandy beach, and swam ashore. He made a bed from olive leaves next to a little stream, and went to sleep.

'Who are you?' Odysseus rubbed his eyes and sat up. A boy was looking down at him.

'I am your father on my way home,' said Odysseus.

'My father is king of this island,' the boy said. 'He and my mother will help you.'

The boy took Odysseus to meet his father. The king liked Odysseus. He gave him dinner, and then he said,

'There is no more room for my friend. My sailors will take you home in their ship.'

When the ship was ready, the queen brought some food and clothes for Odysseus. Soon, he was back at sea. He was very tired after his adventures. Before long he fell fast asleep.

46



Odysseus was still asleep when the ship reached Ithaca and the sailors put him on the beach. He was so tired that he did not wake up. The sailors left him on the sand and sailed away.

'What is happening?' he thought, when he woke up. Then he remembered. 'The king's sailors must have put me here.'

He was on a rocky hillside behind the beach. He saw a little shepherd's hut.

'Will you tell me... Where am I?' Odysseus asked the old man who sat inside.

'You are in Ithaca, of course!' the shepherd replied.

'Ithaca? He was here?' the old man went on sadly.

'The world has changed!' the old man said with a sad smile. 'Years ago, King Odysseus went away to war, and now his palace is full of lazy guests. Day and night, they sing and dance and eat the king's food. His wife, Penelope, is still hoping that her husband is not dead and will come home!'

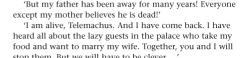
A tall strong man came out of the hut. He was carrying a basket of wood for the fire.

'Put the wood over there, Telemachus. How strange!

I have had wood in every day!' laughed the old man.

'But we have started at the young end.' Was this his son Telemachus? In the time Odysseus had been away, this boy had become a man! Odysseus saw that Telemachus had big, dark eyes, just like Penelope.

48



The old man went off to gather his sheep. As soon as he and Telemachus were alone, Odysseus said, 'My son! I am your father. Odysseus is back!' Was this his son Telemachus? But the old man has been away for many years! Everyone except my mother believes he is dead.

'I am alive, Telemachus. And I have come back. I have heard all about the lazy guests in the palace who take my food and want to marry my wife. Together, you and I will stop them. But we will have to be clever ...'

49

Active vocabulary

alone	pronounced 'a-lone' (like 'a-live' in Chapter 9)
basket	contains a three-letter 'hidden' word (ask)
clever	some other 'cl' words are: <i>clock, climb, clothes</i>
guests	the 'u' is a silent letter and is not pronounced
nowhere	other similar words beginning with 'no' are: <i>no one, nobody, nothing</i>
pieces	remember the spelling by the phrase: <i>a piece of pie, please</i>
reached	the past tense of <i>reach</i> is <i>reached</i> , but the past of <i>teach</i> is <i>taught</i>
remembered	there are four 'e's in this word!

smashed some other 'sm' words are: *smile, smell, smoke*

visitors other 'or' words are: *sailor, author, doctor, professor, inspector, actor*

Passive vocabulary

asleep **gather** **rubbed**
stared

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 22 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *Who do you think the father and son in the title are?*
- Tell the children to look at the picture on page 47. Ask *What is Odysseus doing? Why do you think he is sleeping? Whose boat do they think it is? Where do they think it is going?*
- Tell the children to look at the picture on page 49. Ask *Who is Odysseus talking to?* (Remind children of the chapter title.) *Does he look pleased to see his son? Telemachus was just a small boy when Odysseus left Ithica. What changes do you think he can see in Telemachus? Where are Odysseus and Telemachus? (the old shepherd's hut). What is different about Odysseus' face? (He has a beard.)*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 23 of their Workbook.

- 1 *What colour were the waves?*
- 2 *Why didn't Odysseus land at the island he came to?*
- 3 *What happened to Odysseus's boat?*
- 4 *How long was Odysseus in the sea?*
- 5 *Where did he swim ashore?*
- 6 *How did Odysseus make a bed? Where did he go to sleep?*
- 7 *Who woke Odysseus up?*
- 8 *Who was the boy's father?*
- 9 *The king did not like Odysseus – true or false?*
- 10 *The king said, 'My _____ will take you home in my best ____.'*
- 11 *What did the queen give Odysseus when the ship was ready?*
- 12 *Why did Odysseus fall asleep on the ship?*
- 13 *Where did the sailors put Odysseus when they reached Ithica?*
- 14 *Why didn't Odysseus wake up?*
- 15 *Where did Odysseus go first when he woke up?*
- 16 *What did Odysseus ask the old man?*
- 17 *Did the old man know he was talking to King Odysseus?*

- 18 *How, according to the old man, had Ithica changed since Odysseus had left?*
- 19 *Who came into the hut?*
- 20 *He was carrying a sword – true or false?*
- 21 *What did Odysseus notice about Telemachus' eyes?*
- 22 *Where did the old man go?*
- 23 *When Telemachus and Odysseus were alone, what did they say to each other?*

- Ask the children to find and read aloud any words containing 'ow' or 'igh'.
- Ask the children to find all the pronouns in the chapter and say who each pronoun refers to.
- Ask the children to find these nouns in the text: *boy, father, king, queen, sailors, shepherd, man, wife, son*. For each noun, ask the children whether it is masculine (male) or feminine (female).
- Ask the class to try and find a word beginning with each letter of the alphabet.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How can you tell the sea was very rough?*
- 2 *Do you think Odysseus was tired when he swam ashore on the sandy beach?*

- 3 Why do you think he made a bed near a stream?
- 4 Why do you think Odysseus told the boy that he was 'just a sailor on his way home' and not King Odysseus?
- 5 How can you tell the king and queen liked Odysseus? How were they kind to him?
- 6 Do you think it was strange that Odysseus did not wake up when the sailors left him on the sandy beach in Ithica?
- 7 Do you think it was sensible for Odysseus to go to the shepherd's hut?
- 8 Do you think the shepherd thought it was strange when Odysseus asked him where he was?
- 9 What do you think Odysseus thought when the shepherd told him what changes there had been in Ithica?
- 10 Why didn't Odysseus recognise Telemachus immediately?
- 11 Why do you think Odysseus stared at the young man when the shepherd spoke to him?
- 12 Why do you think Odysseus waited until the shepherd went out before he told Telemachus who he was?
- 13 How do you think Telemachus and Odysseus felt?
- 14 Do you think Odysseus had a plan to stop the lazy guests in his palace?

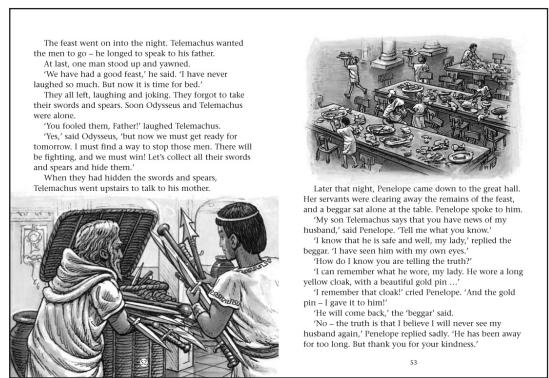
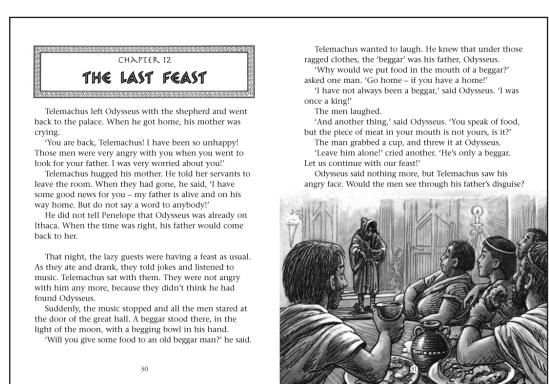
- Write the words *piece* and *believe* on the board and underline the 'ie'. Tell the class the rule: 'i' always comes before 'e' except after 'c'. Write these words on the board: th_ _ f, f_ _ ld, f_ _ rce, rec_ _ ve, c_ _ ling, sh_ _ ld, n_ _ ce. Ask the children to complete each word correctly:
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

- Ask children to recount times when they have met relatives that they haven't seen for many years. What did their relatives say about the way they had changed?
- Write the words *sailor* and *visitor* on the board. Point out the suffix 'or'. Ask the children to think of the names of any other jobs that end with 'or', for example, *doctor*, *professor*, *author*, *actor*, *editor*, *director*, *tailor*, *inspector*.

Chapter 12

The last feast

Pages 50 to 53



Active vocabulary	
beggar	other ‘ar’ words are: <i>grammar, cellar, burglar, sugar, pillar, vinegar</i>
bowl	take off the ‘b’ and note the difference in pronunciation of ‘owl’
collect	note the ‘ll’
disguise	the ‘u’ is a silent letter and is not pronounced
feast	change the ‘f’ to ‘b’ and make something we don’t want to meet
husband	the ‘s’ is pronounced ‘z’ in this word
joke	change the ‘j’ to ‘p’ and ‘sm’ to make some new words
ragged	pronounced ‘rag-ged’,

truth this abstract noun is related to the adjective *true* and rhymes with *tooth*

yawn other ‘aw’ words are: *crawl, paw, draw, straw, dawn, awful*

Passive vocabulary

grab	kindness	pin
remains	see through	

Before reading

- Pre-teach the active vocabulary (see the Teacher’s Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 24 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 12. Ask *What do you think this chapter is going to be about?*
- Tell the children to look at the picture on page 51. Ask *Where do you think the feast is taking place? What time of day is it? How do you know? Who are the men all looking at? Why do you think this is? How is the beggar dressed? What is he carrying? Is it possible to see his face? Why not? What do you think he is saying? Do you have any idea who he is?*
- Tell the children to look at the picture on page 52. Ask *What is Odysseus wearing? Can you guess now who the beggar is? What are Odysseus and Telemachus carrying? Where do you think these weapons came from? Why do you think Odysseus and his son are putting the weapons into a big basket?*

- Tell the children to look at the picture on page 53. Ask *Where do you think all the guests at the feast have gone? Has the feast finished? How can you tell? What are the servants doing? Who is sitting at one of the tables? Is it possible to see his face? Who is talking to him? Do you think Penelope has recognised Odysseus? What do you think they are talking about?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 25 of their Workbook.

- 1 *Did Telemachus and Odysseus return to the palace together?*
- 2 *What was his mother doing when Telemachus arrived home?*
- 3 *Why did Penelope say she was so unhappy?*
- 4 *What did Telemachus tell the servants to do?*
- 5 *What was the good news Telemachus told his mother?*
- 6 *Telemachus told Penelope where Odysseus was – true or false?*
- 7 *What did the lazy guests do that night?*
- 8 *Why weren't they angry with Telemachus any more?*
- 9 *Why did the music suddenly stop?*

- 10 *What was the beggar holding in his hand?*
- 11 *Who was the 'beggar' really?*
- 12 *The beggar said that he had once been a _____.*
- 13 *What did a man throw at Odysseus?*
- 14 *Did the men recognise Odysseus?*
- 15 *How long did the feast go on?*
- 16 *What did the men forget to take with them when they left the feast?*
- 17 *What did Telemachus and Odysseus do with all the swords and spears?*
- 18 *Who came down to the great hall later that night?*
- 19 *Did Penelope know the beggar was really Odysseus?*
- 20 *The beggar said Odysseus was dead – true or false?*
- 21 *What did the beggar say Odysseus was wearing when he saw him?*
- 22 *Why did Penelope remember the yellow cloak and the gold pin?*
- 23 *Did Penelope think she would ever see Odysseus again?*

- Find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person. Elicit that these are the words that go inside the speech marks.
- Ask the children to find and read the words *disguise* and *guest*. Ask *Which two letters appear together in both words? Is the 'g' a hard or soft sound when it is followed by 'u'?*
- Ask the class to find a word on page 51 that rhymes with: *chew (knew, threw), fly (why), south (mouth), sing (king, thing), beast (feast), snore (more).*

- Ask the children to find a word on page 53 that means the opposite of: *day (night), up (down), wife (husband), short (long), happily (sadly)*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- Why do you think Odysseus did not go back to the palace with Telemachus?*
- Why do you think Telemachus told the servants to leave the room?*
- Why do you think Telemachus told Penelope not to tell anyone that Odysseus was alive?*
- Do you think Penelope believed Telemachus?*
- Why do you think the guests all stared at the 'beggar' when he appeared?*
- How could they tell it was a beggar and not an important guest?*
- In what ways were the guests unkind to the 'beggar'?*
- Why do you think they allowed the beggar to stay at the feast and did not throw him out?*
- Do you think Odysseus's disguise was a good one?*
- How can you tell that one guest was getting tired?*
- How can you tell the guests enjoyed the feast?*

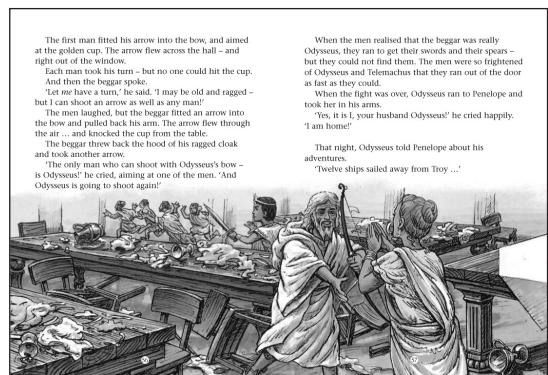
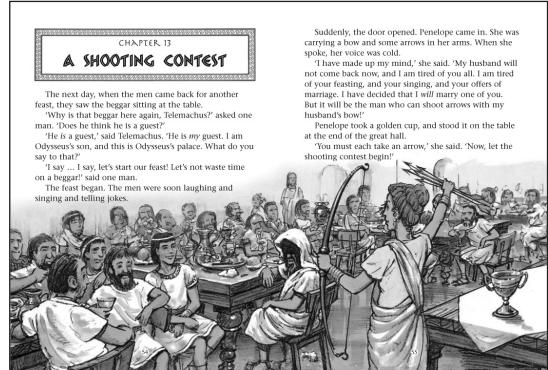
- Why do you think the guests forgot to take their swords and spears with them?*
- Why do you think Telemachus and Odysseus hid the guests' swords and spears?*
- Were you surprised that Penelope did not recognise Odysseus?*
- Why do you think Odysseus did not tell her who he really was?*

- Write the word *beggar* on the board, say it and underline the 'ar'. Write these words on the board: gramm_ _; cell_ _; burgl_ _; sug_ _; popul_ _. Ask the children to complete each with 'ar', read the words they have made and explain their meaning.
- Write the word *yawn* on the board, say it and underline the 'aw'. Write these words on the board: j_ _; p_ _; str_ _; cl_ _; d_ _n; cr_ _l; _ _ ful. Ask the children to complete each with 'aw', read the words they have made and explain their meaning.
- Write the word *alone* on the board and ask the children to read it. Rub out the 'al', replace it with 'st', 'b' and 'ph' and ask the class to read the new words you have made.
- Ask if anyone has ever worn fancy dress. Ask them to recount their experiences.
- Discuss what it would be like to be a beggar.
- Ask if the children enjoy parties. Discuss what they like to do at them, what games they play, and what they eat and drink.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 13

A shooting contest

Pages 54 to 57



Active vocabulary

aim	other 'ai' words include: <i>paint, wait, afraid, rain, tail, pain, claim</i>
arrow	bow (see below) and arrow go together and rhyme, too
bow	pronounced as in <i>grow</i>
contest	some other words that begin with 'con' are: <i>continue, contain, conduct</i>
frightened	contains the words <i>fright, right, ten</i>
hall	think of words that rhyme with <i>hall</i> , such as <i>small, ball, call, fall</i>
make up your mind	rhymes with <i>find and kind</i>
marry	note the 'rr'

realise pronounced 're-a-lise' (the 's' sounds like 'z')

shoot change the 'sh' to 'f' and note the difference in the pronunciation of 'oo'

Passive vocabulary

guest **ragged**

Before reading

- Pre-teach the active vocabulary (see the Teacher's Notes Introduction on page 13 and the Glossary). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 26 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 13. Ask *Who do you think will take part in the shooting contest?*
- Tell the children to look at the picture on pages 54 and 55. Ask *Where is this? What are all the men doing? Why do you think Penelope is standing at the front? Why do you think she is holding a bow and some arrows? What do you think she is saying to the men? Are they interested in what she's saying? How can you tell? What is on the table next to Penelope? Why do you think it is there? Can you see Telemachus? Is Odysseus here as himself or disguised as the beggar?*
- Tell the children to look at the picture on pages 56 and 57. Ask *What does the great hall look like now? What do you think happened? Where are the lazy guests? What are they doing? How do they look? Why are they running away? Do they have any weapons? Who is chasing them? What is he holding? Who is at the front of the picture? How do you think Penelope feels when she sees Odysseus? How does Odysseus look? Why do you think he is holding a bow in his hand?*

- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 5) to help the children read and understand the text. Use the audio cassette/CD, if you wish.

Stage 1 comprehension (literal)

Ask these questions orally, or set them as a written activity. You can also ask the children to do the activity on page 27 of their Workbook.

- 1 *When did the guests have another feast?*
- 2 *Where was the beggar?*
- 3 *Who invited the beggar to the feast?*
- 4 *Who suddenly came in the door?*
- 5 *What was Penelope carrying?*
- 6 *Whose bow was it?*
- 7 *What was her voice like when she spoke?*
- 8 *What did Penelope say she was tired of?*
- 9 *Who did Penelope say she would marry?*
- 10 *Where did Penelope stand a golden cup?*
- 11 *Penelope said, 'Let the _____ (football match, shooting contest) begin!'*
- 12 *What happened when the first man fired an arrow?*
- 13 *Did any of the men hit the golden cup?*
- 14 *What did the men do when the beggar asked to have a turn?*

- 15 *Did he hit the cup or not?*
- 16 *What did the beggar throw off?*
- 17 *What did he do then?*
- 18 *What did the men run to get?*
- 19 *What did the men do?*
- 20 *Who won the fight?*
- 21 *What did Odysseus do when the fight was over?*

- Find and point out some pronouns in the text. Ask the children who or what each pronoun refers to.
- There are several examples in Chapter 13 of compound sentences. Ask children to find and read some of these sentences and identify the two shorter sentences within each longer sentence and the conjunction that is used to join each pair of shorter sentences, for example *The beggar took off his ragged cloak* (sentence 1) *and* (conjunction) *(he) took another arrow* (sentence 2). Point out that the pronoun *he* is implicit in sentence 2.
- Ask the children to find and read aloud any words containing 'ar', 'ai', 'ow' or 'oo'.
- Ask the children to find and read any three-syllable words in the text. Ask them to tap out the syllables as they read them.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think the men were surprised when they saw the beggar at the feast the next day?*
- 2 *Penelope never came to any of the feasts, so what do you think the guests thought when she came into the great hall?*
- 3 *Do you think Penelope really wanted to marry one of them?*
- 4 *Why do you think she arranged a shooting contest?*
- 5 *Did she believe one of the guests would be able to win?*
- 6 *Did she know that only Odysseus could shoot his bow?*
- 7 *Why do you think no one was able to hit the cup? Was it because they were no good or was it because there was something special about Odysseus's bow?*
- 8 *Why didn't the men think the beggar would be able to win?*
- 9 *How did the guests realise the 'beggar' was really Odysseus?*
- 10 *Why couldn't they find their own swords and spears?*
- 11 *How can you tell Odysseus and Telemachus were good fighters?*
- 12 *What do you think Penelope was thinking as she watched her husband and son fighting the men?*

13 *Do you think Odysseus was able to tell Penelope all his adventures in one night?*

14 *Do you think there were some things that Odysseus did not tell Penelope?*

- Write the word *why* on the board and say it. Ask *What sound does the 'y' make?* ('igh') Write the word *marry* on the board and say it. Ask *What sound does the 'y' make in this word?* ('ee') Now write these words on the board: *my, lady, by, baby, try, cry, only, lorry, sky, sunny*. Ask the children to read the words and decide whether the 'y' sounds like 'igh' or 'ee'.
- Write the word *marry* on the board again. Now write the past tense *married*. Ask the children what has happened to the spelling. (The 'y' changes to 'i' and we add 'ed'.) Write the verbs *carry, hurry, worry* on the board and ask the class what the past tense of each is.
- There were many different sounds in the great hall during the chapter. Ask the class to suggest sounds that might have been heard that night.
- Odysseus is Penelope's husband. Ask the children to name as many different family relations as possible and say whether each is masculine or feminine.
- Have a class competition. Either see how many words the children can think of that contain a particular phoneme (for example, 'oo', 'ea') or have a throwing competition. For example, put a rubbish bin on one side of the room and ask individuals to try and throw a ball into it.
- If appropriate, try some Extension Activities (see the Teacher's Notes Introduction page 19).

The Sea

Pages 58 and 59

Before reading

- Explain that much of the story of Odysseus takes place on or near the sea and that this poem is about the good and the bad qualities of the sea.
- Read the title. Tell the children to look at the picture that accompanies the poem. Ask the class to describe in detail everything they can see. Encourage them to use both their imaginations and their senses: *What sounds would you hear? What would you smell? What things could you touch? How would you feel?*
- Explain that the poem says the sea is like a dog – sometimes it is hungry, sometimes it is noisy, sometimes it is calm and quiet.

During reading

- Read the entire poem to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

Vocabulary notes

<i>bounds</i>	jumps up
<i>clashing</i>	crashing together
<i>dune</i>	a sandy hill near a beach

<i>gnaws</i>	chews
<i>greasy</i>	covered in grease (like a thick oil)
<i>hollos</i>	makes a loud noise
<i>reedy</i>	squeaky
<i>rumbling</i>	a continuous deep sound
<i>scarcely</i>	almost not at all
<i>shaggy</i>	hairy
<i>snuffs and sniffs</i>	breathes noisily
<i>tumbling</i>	rolling and falling

- Ask the class to read the poem together.
- Ask groups or individuals to read a verse of the poem each.

After reading

- Ask questions to check the children's understanding.
- Ask the children to give (and explain) their opinions of the poem.
- Ask about features of the poem – the title, the name of the poet, the number of verses, the words that rhyme, the pattern of the rhyming words (variable).
- Discuss whether the poet was successful in using metaphorical language and describing the sea as a dog.

Ancient Greece and Greece today

Pages 60 to 63

Before reading

- Brainstorm what children already know about Ancient Greece or Greece today. Ask if anyone has ever been to Greece and encourage them to tell the rest of the class about it.

During reading

- Read the information text about Ancient Greece. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read sections of the text.

- Now read the information text about Greece today. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying pictures to clarify the meaning of the text.
- Ask individuals to read sections of the text.

After reading

- After reading the section about Ancient Greece, ask the children to close their books. Ask them some simple questions about the text to see what they can remember.
- After reading the section on Greece today, ask the children to comment on any similarities between modern-day Greece and their own country.

After reading the book

These questions are intended for oral use in class, but you may ask children for written responses if you feel it appropriate. There are written after-reading activities (a Book Summary and Character Profiles) on pages 28 to 31 of the Workbook.

Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask *Did you like the author's style? Do you think she wrote well? Did she use exciting words?*

Characters

- Ask the children about the main story characters: *Did you think Odysseus was brave? In what way? Did he treat his son and wife well? Was he right to leave them for such a long time? Did you think Penelope was brave? Do you think she was clever? How?* (See the activity on page 30 of the Workbook.)

Plot

- Encourage the class to re-tell the basic story, in their own words. (See the activity on page 28 of the Workbook.)

Settings

- Ask *Where did the story take place?* Go through the book with the class and ask

them to identify the setting of each chapter.

Moral issues

- Use any of these themes from the story as a basis for a class discussion:
 - *Fairness:* Was it fair that Odysseus went away for such a long period, leaving his wife and child all alone?
 - *Sacrifice:* Many men lost their lives as a result of the war Odysseus went to fight and during the journey home. Is this justifiable?
 - *Persistence and courage:* Odysseus faced many trials and dangers on the way home – but he never gave up! Penelope also faced many difficulties but she never gave up hope either!
 - *Greed and laziness:* Odysseus's 'friends' took advantage while he was away. Was this right?
 - *Kindness:* There were many examples of people being kind to Odysseus on his travels, like Calypso and her parents.
 - *Justice:* It all worked out all right in the end!

Vocabulary check-up

- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meaning of all the words.

Follow-up ideas

Drama The story lends itself well to dramatisation: each chapter is a self-contained mini-adventure in its own right. Also, most chapters involve quite a number of people, which is ideal for involving all the children in the class. Give individuals a role to play, then ask them to mime their character's actions as you read the story, or play the audio cassette/CD. You can help the class make and paint simple props, and sound effects could be suggested. Alternatively, you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props, etc.

Art 1. Monsters and strange magical creatures occur throughout the story. Ask the children to make large pictures of them or invent and draw their own monster pictures of other imaginary beasts.
2. Draw and paint life-size pictures of Odysseus, Penelope and Telemachus. Draw round the outlines of children on large sheets of paper to make the figures the correct size and in proportion. Then assign a group of children to each outline to draw and colour the details.
3. Ask each child to paint a picture of Odysseus's ship.
4. Ask each child to paint a picture of a storm at sea.

Celebration During the story there were lots of feasts and celebrations. There was probably a big celebration to welcome Odysseus home after all his adventures. Why not have your own party to celebrate finishing the book?

Writing Ask the children to imagine that Odysseus had even more adventures on his way home that are not included in the book. Brainstorm some possible things that could have happened. Ask the children to write another chapter with their own story.

Weapons Ask the class to do some research and see what they can find out about the types of weapons mentioned in the story.

Contests Odysseus took part in a shooting contest. Have a class contest:

1. Draw a target on the playground floor. Have the children stand behind a line a distance from the target. Ask them to take turns throwing a rubber ring or a shoe towards the target. The person who gets nearest the centre of the target is the winner.
2. Play a fishing game. Cut out some simple fish shapes and write a word from the active vocabulary lists on each fish. Pin a paper clip to the each fish's mouth. Put the fish in a large box or bowl. Make a fishing rod with a ruler or stick and some string with a magnet on the end. Children take it in turns to 'catch' a fish. They must read the word on the fish correctly. If they do so, they keep the fish. If they do not, they put the fish back. The winner is the child with the most fish at the end.

Glossary of Vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *The Adventures of Odysseus*. Active vocabulary items are shown in *italic print*.

- adventure** an exciting, unusual and sometimes dangerous experience
- agrees** thinks the same as everyone else
- aim** to point something at a person or thing
- alive** living and not dead
- alone** no one else is with you
- angry** very annoyed
- answer** to open the door when someone knocks or rings the bell; a reply to a question
- arrow** a weapon: a thin straight stick with a point at one end and feathers at the other
- asleep** sleeping; not awake
- awful** very bad
- barn** a large building on a farm where
- animals** are kept
- basket** a container for carrying things, made from thin pieces of wood
- battered** hit many times; in a poor condition
- beach** an area of sand or small stones beside the sea
- beautiful** very attractive
- beeswax** the greasy substance that bees make to keep their honey in
- beggar** someone who lives by asking people for food or money
- blind** unable to see
- bones** the hard parts of the body that form the skeleton
- bow** a weapon made of curved wood, for shooting arrows
- bowl** a round container you put food or liquid in
- branch** one of the parts of a tree that grows out of the trunk
- calm** calm water does not move much; not rough

- careful** thinking about what you do so you don't make mistakes
- cave** a large hole in the side of a hill
- cheeks** the soft parts on the sides of the face below the eyes
- cheer** to give a loud shout of happiness
- clever** good at learning or understanding things; skilful
- cliff** the steep side of a high area of land
clinging holding onto tightly
- cling** holding on tightly
- clung** hung on tightly (past tense of 'cling')
- collect** to bring things together and keep them
- contest** a competition
- conversation** a talk between two or more people
- cornfields** fields in which corn is grown
- Cyclops** a monster with one eye in the middle of its forehead
- dark** with little or no light
- dead** not living
- deer** large brown mammals with long legs which live in forests
- disguise** something that someone wears to change their appearance, so that others will not recognise them
- drag** to pull something along with difficulty
- dream** imaginary events you see when you are asleep
- drowned** sank under water and died
- escape** to get away from a dangerous or unpleasant place
- exhausted** extremely tired
- explore** to travel around an area to find something out or to look for something
- fear** to be afraid of
- feast** a large meal
- fire** flames and heat from something that is burning
- flashed** suddenly showed a strong emotion, especially anger
- float** to rest or move slowly on the surface of water or in the air
- forget** to be unable to remember something

friendly	always pleasant and helpful	lucky	if you are lucky, something good happens to you
frightened	feeling or showing fear; scared	make	up your mind to decide something
gather	to collect together	managed	succeeded in doing something
giants	people who are much bigger than normal	mane	the long hair on the neck of a horse or a lion
golden	bright yellow in colour	marry	to become someone's husband or wife
grab	to take hold of something in a rough way	mast	a tall pole that a ship's sails hang on
grill	to cook something by putting it close to heat, for example a fire	mighty	powerful, strong
group	several people together	monster	a large, ugly, frightening creature
guest	someone you have invited to your home; a person who is staying in a hotel	moonless	when there is no light from the moon
hall	a large room	nowhere	with no place to go; not in any place
harbour	an area of water next to the land, where ships can stop	oars	long pieces of wood used for rowing a boat
hero	a man who is admired by many people for doing something brave	olive tree	a tree on which olives grow
hillside	the side of a hill	orchard	a place where fruit trees are grown
hope	something you wish for; to want something to happen	palace	a large building where someone important, for example a king, lives
huge	very big; enormous	parents	your mother and father
hungry	the feeling you have when you need food	pieces	parts of something that has been broken or cut up
hurling	throwing something with a lot of force	pile	a number of things that are put on top of one another
husband	the man that a woman is married to	pin	a small thin piece of metal with a sharp point
hut	a small, simple shelter	plan	an idea about what you will do in the future
impatient	annoyed because something is not happening as quickly as you want it to	poured	came down heavily
island	land surrounded by water	presents	things that you give to someone; gifts
joke	something you say to make people laugh	raft	a simple flat boat made by tying long pieces of wood together
journey	when you travel from one place to another, often far away	ragged	old and torn (of clothes)
kindness	kind behaviour	reach	to move your hand towards something to pick it up; to arrive somewhere
lazy	not willing to work or do anything	realise	to know and understand something
leather	made of animal skin	remains	what is left after the rest has been finished, used or destroyed
lightning	bright flashes of light that appear in the sky during a storm	remember	to be able to bring information back into your mind
loaded	put something onto a vehicle or into a container	roaring	making a loud deep noise
lotus	a plant that grows in water	rocky	covered with rocks
		rope	a type of thick string that is used for

tying or pulling things	
row to use oars to move a boat through water	
rubbled moved your hands firmly over the surface of something	or dangerous situation
rush to hurry; to go or move quickly	sword a metal weapon with a handle and a sharp blade
sailor someone who works on a boat or a ship	tapestry a thick heavy cloth on which you sew pictures or patterns
sails large pieces of strong cloth fixed to the mast of a boat	tasted eaten or drunk
seat something to sit on	tears drops of liquid that come from your eye when you cry
see through to understand when someone is trying to deceive or trick you	terrible very bad
servant someone who works in another person's home	thankful grateful for or pleased about something
set off started a journey	thirsty needing something to drink
shepherd someone whose job is to look after sheep	thunder the loud noise you hear in the sky during a storm
shipwreck an accident in which a ship is destroyed during a journey	tired needing to rest or sleep
shoot to fire an arrow to try and hit something or someone	trap a trick to try and catch or deceive someone
shore the land that is on the edge of the sea	travelling moving from one place to another
skill the ability to do something	trustworthy can be trusted
smashed broke something into pieces	truth the real facts about something
smoke a grey, black or white cloud that comes from a fire	unpicked undid some sewing
snapped broke suddenly	visit to go and see someone and spend some time with them
snatched quickly took something	visitors people who visit a person or place
snore to make a loud noise when asleep	warm between hot and cold; to heat something
soup a liquid food that is made by cooking meat, fish or vegetables with water	waves raised lines of water on the top of the sea
spear a weapon: a long stick with a sharp point at one end	wept cried sadly (past tense of 'weep')
spin to turn round and round quickly	whirlpool an area where the water moves round in
split to divide into parts or groups	wife the woman a man is married to
stare to look at something directly for a long time	wing the part of a bird that moves up and down and helps it to fly
stormy with a lot of rain and very strong winds	wool thick hair that grows on sheep
straight without a bend or a curve, directly	worried nervous and upset, anxious
strange unusual	yawn to open your mouth wide and take a big breath because you are tired
stream a small, narrow river	yelled shouted loudly
strength the physical energy you have to be able to lift or move heavy things	young someone who is young has lived for only a short time; not old
survive to continue to live, despite a difficult	



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The Wonderful World of Words



Name _____ Date _____



Book Title _____ Chapter _____



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