



# ODYSSEY

A JOURNEY INTO ADVENTURE



Educational  
Theatre

**ArtSpot**

## GENERAL ORGANIZATION OF THE BOOKLET

The booklet is organized in three main levels: **Level 1** for beginners of the English Language, **Level 2** for an intermediate class and **Level 3** for advanced students. There is a special Level prepared for **Native Speakers** of the language for those countries in which English is spoken as a mother tongue.

Besides, each level has been divided into **three sessions** in which learners might have an approach to the story, plot, characters and they would have the possibility to solve creative activities before and after the play.

The **duration** of either session would take between **30 and 50 minutes** with a final task to write/stick on the posters given.

IN ARTSPOT WE STRONGLY BELIEVE THAT THE USE OF THE BOOKLET IN CLASS WILL ENRICH STUDENTS' EXPERIENCE BY HELPING THEM TO COMPREHEND THE STORY DEEPLY. WIDENING THEIR LANGUAGE AND PROVIDING THE CONDITIONS TO EXPLORE ENGLISH WITHIN AN INGENIOUS AND INNOVATIVE CONTEXT.

### Sessions

**1. Name: Getting ready to sail!**

Duration: 30-40 minutes

Skills: getting to know the story, meeting the characters, reading comprehension.

**2. Name: The Journey**

Duration: 40-50 minutes

Skills: Organizing the plot, learning/putting into practice useful expressions and vocabulary.

**3. Name: Arrival**

Duration: 40-50 minutes

Skills: anticipating the play, role-playing the characters, creative writing.

**SpeakingSpots** encourage cooperative learning by debating in small or big groups, discussing about specific topics or sharing thoughts with the whole class.

**PosterSpots** provide students the possibility to make their learning visible by adding summarized information or solving creative thinking tasks on the posters designed for the classrooms.

 THE PLOT

Queen Penelope and King Ulysses lived in Greece on the Island of Ithaca.

Our story begins while Ulysses trains with his men as they are about to go off and fight in the Trojan War. He is so in love with his wife, Penelope, that he asks her to wait for him until his return. Ulysses gives Penelope his unique golden bow so she has something to remember him every day. Ulysses asks his best friend, Antinous, to care for his beloved. Penelope promises to wait for him and watches as her brave husband departs.

Ulysses goes to war and, after a long and cruel fight, defeats the enemies. Ulysses then writes a letter to his best friend Antinous commanding him to inform Penelope that he is on his way back home.

Back in Ithaca, we see Antinous receiving Ulysses' letter and secretly tearing it into pieces. He calls Cleia, Penelope's faithful servant, and announces to her that Ulysses has died in war. Antinous asks Cleia to go and notify Penelope of Ulysses' death, and orders her to convince Penelope to take him as her new husband.

Inside the palace, Penelope is weaving a veil while she waits for her husband. Cleia, her servant, tells her that Ulysses has died in battle and that she will now have to marry Antinous. Penelope doesn't believe the sad news and claims that she will only marry again once she has finished weaving her veil.

In her heart, she knows Ulysses is alive, so she comes up with this plan. Meanwhile, on his journey back home, Ulysses faces many different obstacles and writes a second letter to Penelope.

Back in Ithaca, Antinous reads the second letter and tears it into pieces. He calls Cleia and orders her to spy on Penelope, as he doesn't understand why the veil isn't finished yet. Cleia looks through the queen's window and sees Penelope undoing the veil she has weaved during the afternoon. Cleia goes and tells Antinous about what she saw. He enters the palace and forces Penelope to marry him the next day. Ulysses is still sailing the Open Sea and Penelope is about to make the most relevant decision in her life.

# INSTAODYSEY

- A. READ THE PLOT AND HIGHLIGHT THE NAMES OF THE CHARACTERS.
- B. CHOOSE ONE OF THE CHARACTERS (ULYSSES, PENELOPE, ANTINOUS, CLEIA).
- C. THINK ON THE THREE MOST IMPORTANT PARTS OF THE STORY FROM YOUR CHARACTER'S POINT OF VIEW.
- D. IMAGINE THAT CHARACTER HAS AN INSTAGRAM ACCOUNT. DRAW THE THREE MOMENTS YOU CHOSE AND WRITE A DESCRIPTION OF WHAT IS HAPPENING, OR THE THOUGHTS OF THAT PERSON. INCLUDE TWO #HASHTAGS PER PICTURE.



.....

.....

.....

.....



.....

.....

.....

.....



.....

.....


.....

.....


# THE CHARACTER'S PROFILE

- A. READ THE PLOT AGAIN AND SELECT SPECIFIC INFORMATION ABOUT THE CHARACTERS. COMPLETE THEIR PROFILES.
- B. IN YOUR OPINION, WHAT ADJECTIVES DESCRIBE THE CHARACTERS? THE WORDS IN THE BOX BELOW MAY HELP YOU.


INTREPID- OBLIGING -SINISTER- BRIGHT- SMART- STRONG  
 ADAPTABLE- DOCILE - DETERMINED- OBSTINATE  
 WICKED-POWERFUL


	RELATIONSHIP STATUS
	HOBBY
	PERSONALITY

NAME:

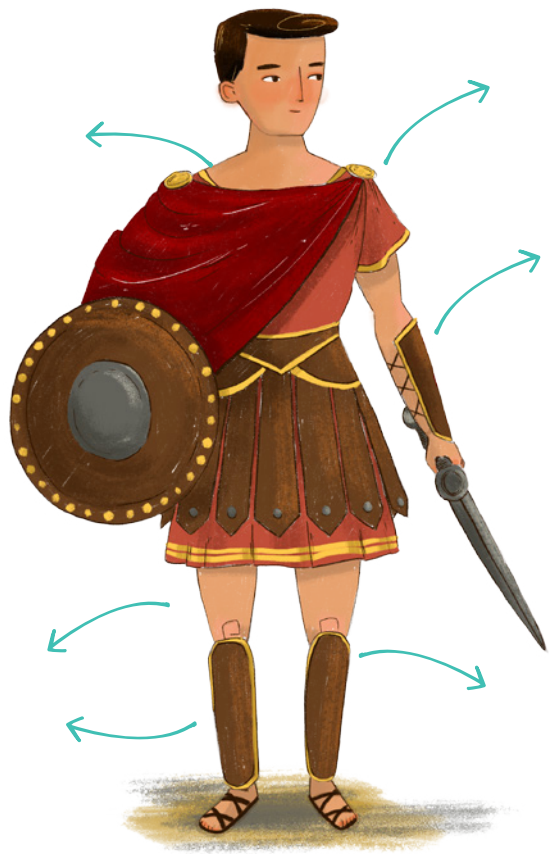
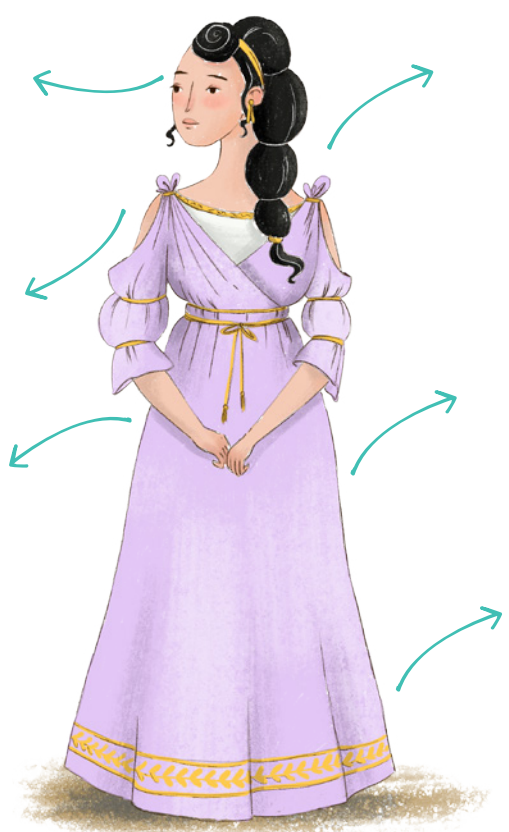
	RELATIONSHIP STATUS
	MISSION
	PERSONALITY

NAME:

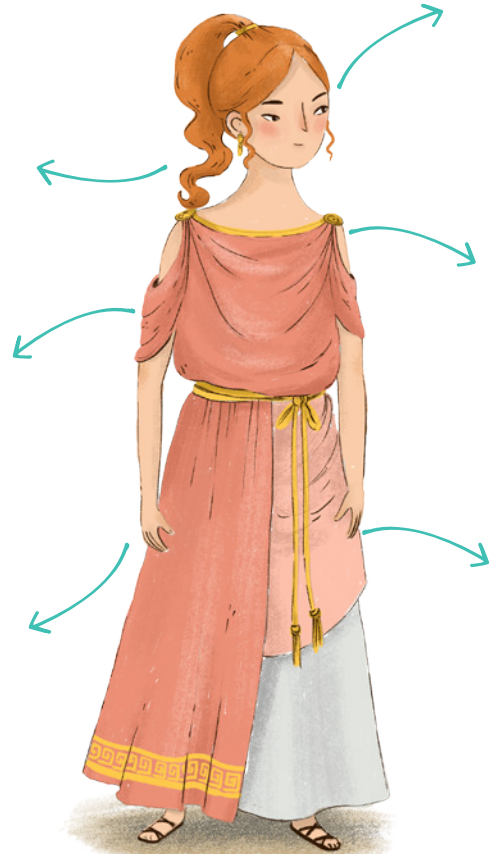
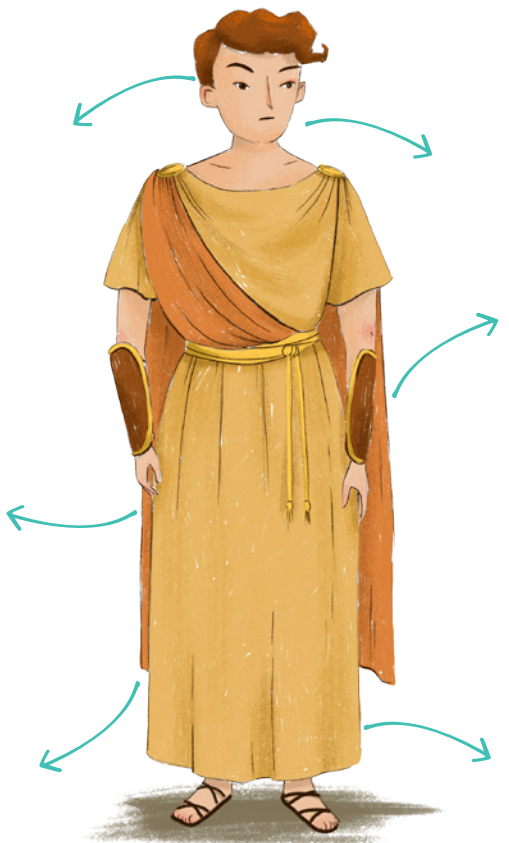
	RELATIONSHIP STATUS
	JOB
	PERSONALITY
NAME:	

	RELATIONSHIP STATUS
	FRIENDS
	PERSONALITY
NAME:	

**PosterSpot:**  
Share the adjectives that best describe the characters by writing them around their pictures on the poster.



STICK THE PICTURES ON THE POSTER





## THE FAREWELL MOMENT

IN ODYSSEY, THE TWO MAIN CHARACTERS, PENELOPE AND ULYSSES, ARE DEEPLY IN LOVE.

BEFORE LEAVING FOR WAR, THE YOUNG COUPLE HAS A LAST CONVERSATION.

WHILE PENELOPE IS TERRORIZED BY THE IDEA OF ULYSSES NEVER COMING BACK, HE FEELS CONFIDENT AND ASSURES HER HE WILL BE HOME SOON.

LOOK AT THE GRAMMAR BOX BELOW AND COMPLETE THEIR LAST CONVERSATION.

### First conditional

We use the first conditional when we talk about real and possible situations.

***I'll go to the club after class if I don't have homework.  
If it's a nice day tomorrow, we'll go to the beach.***

In first conditional sentences, the structure is usually **if + present simple** and **will + infinitive**.

### Second conditional

The second conditional is used to talk about 'unreal' or impossible things.

***If I won a lot of money, I'd buy a wonderful car.  
Where would you live if you could live anywhere in the world?***

The structure is usually **if + past simple** and **would + infinitive**.

### ThinkingSpot:

Discuss the following questions with the person next to you.

Will Penelope use the first or second conditional in the conversation? What makes you say that? How about Ulysses?





If you never **(come back)** \_\_\_\_\_ to Ithaca  
 this **(be)** \_\_\_\_\_ the last 'goodbye'.  
 What **(happen)** \_\_\_\_\_ if I never **(see)** \_\_\_\_\_  
 you again in my life?  
 If your men **(leave)** \_\_\_\_\_ you alone you **(will)**  
 \_\_\_\_\_ lose and die in the field.  
 Who **(help)** \_\_\_\_\_ with the Palace issues if you  
**(be)** \_\_\_\_\_ not here to do so?  
 If I profoundly **(miss)** \_\_\_\_\_ you what I **(do)** \_\_\_\_\_?  
 If I **(not get)** \_\_\_\_\_ any letter who **(tell)** \_\_\_\_\_?

If we **(sail)** \_\_\_\_\_ tonight I **(say)** \_\_\_\_\_ 'goodbye'  
 just for now. You **(not)** \_\_\_\_\_ have to be afraid because  
 I **(be)** \_\_\_\_\_ back home soon.  
 If we **(fight)** \_\_\_\_\_ together we **(win)** \_\_\_\_\_ the war.  
 Don't worry!  
 I **(ask)** \_\_\_\_\_ Antinous to take care of you when I  
**(be)** \_\_\_\_\_ not at home.  
 I **(write)** \_\_\_\_\_ to you when I **(have)** \_\_\_\_\_ free time  
 during the journey.  
 I **(tell)** \_\_\_\_\_ Cleia to go to the post office if you **(not)**  
 \_\_\_\_\_ receive the letters.



## SpeakingSpot:

Look for a person in the classroom whose name starts with the same letter as yours.  
 Get together and role play the dialogue!

 **LET'S HYPOTHESIZE!**

IT'S TIME FOR YOU TO IMAGINE. COMPLETE THE SENTENCES WITH A PARTNER. WHAT WOULD HAPPEN IF...?

• IF PENELOPE WENT TO WAR WITH ULYSSES. SHE...  
.....  
.....

• IF ANTINOUS DIDN'T RECEIVE THE LETTERS. HE...  
.....  
.....

• IF CLEIA DIDN'T SEE PENELOPE UNWEAVING THE VEIL. SHE...  
.....  
.....

• IF ULYSSES DIDN'T GO TO WAR. HE...  
.....  
.....

• IF PENELOPE WASN'T BUSY WITH HER VEIL. SHE...  
.....  
.....

• IF ULYSSES BROKE HIS PROMISE OF COMING BACK HOME SOON, PENELOPE...  
.....  
.....

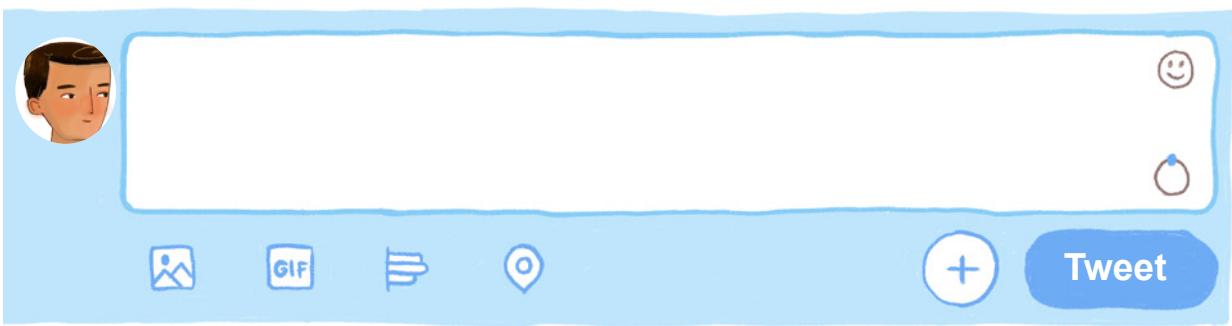
**PosterSpot:** Share one of the sentences and the many possible answers your class thought. Make a list on your classroom poster.

### IT'S TWITTER TIME!

**ULYSSES** IS ON THE BOAT WHILE HIS CREW IS ROWING. HE STARTS THINKING ABOUT PENELOPE. THE UNEXPECTED AMOUNT OF TIME THE WAR MAY LAST AND THE FEAR OF NEVER COMING BACK. THERE IS STILL SOME INTERNET SIGNAL FOR HIM TO TWEET IN 50 CHARACTERS WHAT HE IS CURRENTLY THINKING.

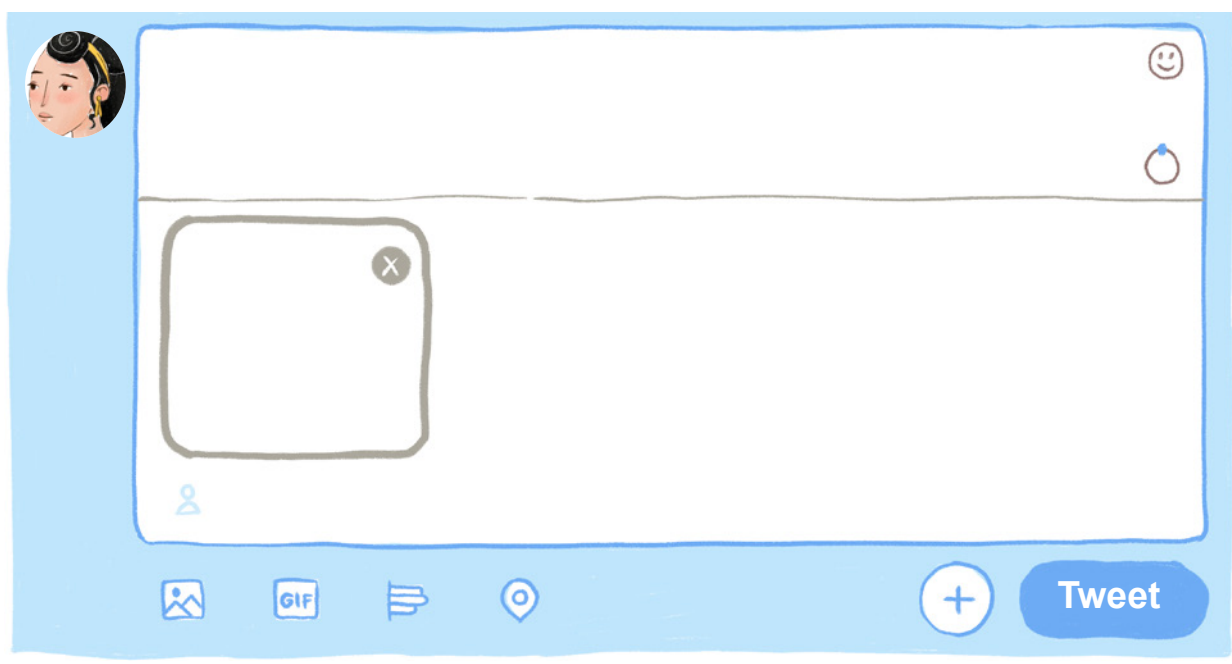
- IF YOU WERE ULYSSES. WHAT WOULD YOU WRITE?

REMEMBER TO INCLUDE, AT LEAST, TWO #HASHTAGS



**PENELOPE** IS IN THE PALACE LOOKING AT THE VEIL AND SADLY THINKING ABOUT HER BELOVED MAN ULYSSES. SHE DECIDES TO UPLOAD A PICTURE OF HERSELF AND A TWEET EXPRESSING HER FEELINGS.

- IF YOU WERE PENELOPE. WHAT WOULD YOU WRITE?
- CAN YOU IMAGINE HER SELFIE?





3- 2- 1

- A. GET TOGETHER IN GROUPS OF THREE PEOPLE.
- B. THINK AND DISCUSS THE FOLLOWING STATEMENTS.

**3 situations you expect to see in the play**  
**2 things that can't be missing in the performance**  
**1 question you are still wondering about**



### PosterSpot:

Write the last question on your classroom poster.  
Let's see if you can answer it after watching the play!

**End of Session 3! Good job! Next step: Odyssey Show!**

