

La Odisea

A Bilingual Spanish-English
Retelling for Young Readers

The Odyssey



La Odisea / The Odyssey

A Bilingual Spanish–English Retelling for Young Readers

(American English Edition)

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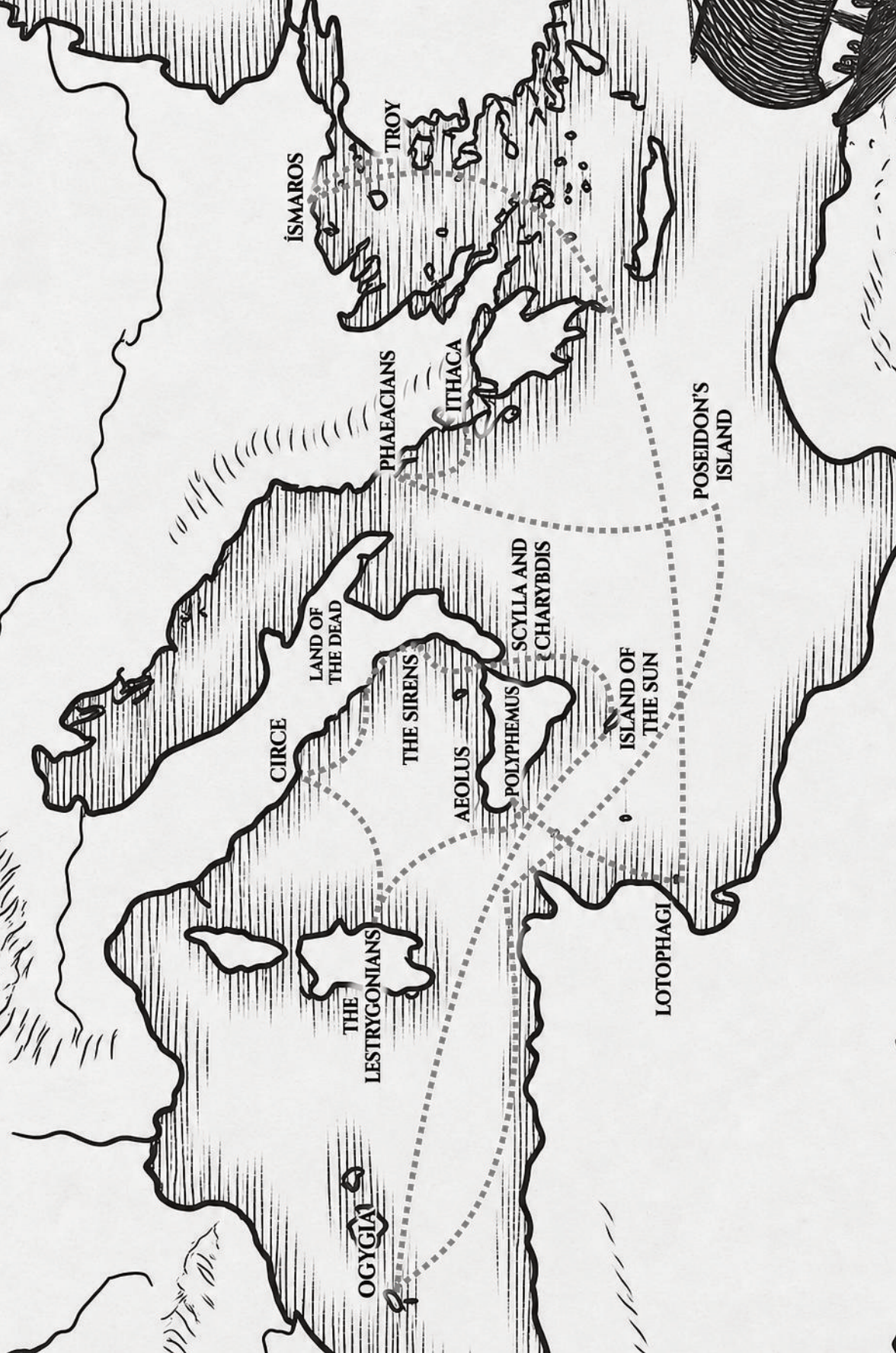
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Prólogo / Prologue

Ulises y la guerra de Troya / Odysseus and the Trojan War

Hace muchos años, cuando los dioses aún caminaban entre los hombres y el mar escondía monstruos en sus profundidades, vivía un rey llamado Ulises.

Gobernaba una pequeña isla llamada Ítaca, con montañas verdes, playas doradas y un puerto seguro. Allí, su esposa Penélope hilaba junto al fuego y su hijo Telémaco crecía soñando con ver regresar a su padre.

Pero Ulises estaba lejos. Acampaba frente a los muros de Troya, una ciudad tan orgullosa y fuerte que ningún ejército había logrado someter.

Noche tras noche, durante diez largos años de guerra, miraba al horizonte mientras el humo y los lamentos llenaban el aire.

Long ago, when the gods still walked among men and the sea hid monsters in its depths, there lived a brave king named Odysseus.

He ruled a small island called Ithaca — a land of green hills, golden beaches, and a safe harbor. There, his wife Penelope wove by the fire, while their son Telemachus grew up dreaming of the day his father would come home.

But Odysseus was far away. He camped before the tall walls of Troy — a city so proud and strong that no army had ever conquered it.

Night after night, through ten long years of war, he gazed at the horizon as smoke and cries filled the air.

Su corazón estaba en Ítaca, pero sabía que no podía regresar hasta que la guerra terminara

Ulises no era el guerrero más poderoso ni el más veloz. Su verdadera arma era la astucia: donde otros solo veían muros, él buscaba puertas. Y en aquellas llanuras polvorientas, rodeado de soldados cansados, empezó a imaginar un plan que lo cambiaría todo.

Mientras tanto, en Ítaca, los salones del palacio estaban ocupados por hombres codiciosos que pretendían casarse con Penélope y adueñarse del trono de Ulises. Bebían su vino y devoraban su ganado, convencidos de que el rey jamás regresaría.

Penélope, sin embargo, no se rendía. Cada día se sentaba ante el telar y tejía un gran tapiz en honor de Laertes, el anciano padre de Ulises. Había jurado que, cuando lo terminara, elegiría esposo entre los pretendientes.

His heart longed for Ithaca, but he knew he could not return until the war was over.

Odysseus was not the strongest warrior nor the fastest runner. His true weapon was his cunning — where others saw only walls, he looked for doors. And in those dusty plains, surrounded by weary soldiers, he began to imagine a plan that would change everything.

Meanwhile, in Ithaca, greedy men filled the halls of the palace. They sought to marry Penelope and claim Odysseus' throne. They drank his wine and feasted on his herds, certain that the king would never return.

But Penelope did not give up. Each day she sat at her loom, weaving a great tapestry in honor of Laertes, Odysseus' aged father. She had sworn that once it was finished, she would choose a husband from among the suitors.

Pero cada noche, en secreto, deshacía lo que había tejido durante el día. Así pasaban los meses, y el tapiz nunca avanzaba. Con aquel engaño ganaba tiempo y mantenía viva la esperanza del regreso de su verdadero marido.

Telémaco, demasiado joven todavía, se asomaba a la orilla del mar. Soñaba con ver aparecer una vela en el horizonte, con reconocer a su padre descendiendo de la nave. Pero solo respondían las olas, implacables y vacías.

Los dioses, siempre curiosos, observaban desde el Olimpo, esperando mover sus hilos y manejar el destino de Ulises.

Y así comienza la historia: con un rey lejos de casa que añoraba a su familia y que afrontará las pruebas más duras de su vida en su viaje de regreso a Ítaca.

Every night, in secret, she unraveled the work she had woven during the day. Month after month, the tapestry never grew. With this clever trick, she gained time and kept alive the hope that her true husband would return.

Still too young, Telemachus often stood by the shore, dreaming of a sail on the horizon — of seeing his father step down from a ship. But only the waves answered him, endless and empty.

The gods, ever curious, watched from Olympus, waiting to pull the threads and shape Odysseus' fate.

And so the story begins: with a king far from home, longing for his family, about to face the greatest trials of his life on his long journey back to Ithaca.



1. El regalo / The Gift

Ulises llevaba días sin dormir. Desde su tienda oía las burlas de los troyanos desde lo alto de sus murallas.

Cada palabra era como un recordatorio de la distancia que lo separaba de Ítaca.

Aquella mañana, en medio del campamento silencioso, se detuvo de pronto y dijo:

—Ya sé cómo ganaremos.

Los hombres lo miraron en silencio. Cada vez que Ulises hablaba con esa seguridad, sabían que algo inesperado estaba a punto de ocurrir.

—Construiremos un caballo —anunció. Un murmullo recorrió el campamento.

Odysseus had not slept for days. From his tent, he could hear the Trojans shouting insults from the top of their walls.

Each word reminded him how far he was from Ithaca.

That morning, in the middle of the silent camp, he suddenly stopped and said,

“I know how we will win.”

The men stared at him. Whenever Odysseus spoke with such certainty, they knew something unexpected was about to happen.

“We will build a horse,” he announced, as a murmur spread through the camp.

—¿Un caballo para el combate? —saltó Antífo, siempre impaciente, con la espada apoyada en la rodilla.

—¿O para pasearnos en él? —rió Perímedes, el que nunca perdía ocasión de bromear.

Euríloco, con la mirada desconfiada, murmuró:

—Esto huele a otra de tus ideas imposibles...

El joven Anténor, que aún hablaba con timidez, no se atrevió a añadir nada: solo acarició la empuñadura de su lanza como si buscara valor en ella.

Ulises mantuvo la calma y relató su plan:

—Será un regalo. Un caballo de madera tan grande como una casa, hueco por dentro, con espacio para esconder a los mejores guerreros. Los troyanos lo meterán en su ciudad voluntariamente, ya lo veréis.

“A horse for battle?” blurted Antiphus, always impatient, his sword resting on his knee.

“Or to ride around in?” laughed Perimedes, who never missed an opportunity to joke.

Eurylochos frowned.

“This sounds like another one of your impossible ideas,” he muttered.

Young Antenor, still shy, only touched his spear as if seeking courage.

Odysseus remained calm and laid out his plan.

“It will be a gift — a wooden horse as large as a house, hollow inside, with room to hide our best warriors. The Trojans will bring it into their city themselves — you will see.”

Durante días no cesaron los martillazos ni los serruchos. El caballo creció, y pronto su sombra cubría la llanura. Desde las murallas, los troyanos lo miraban desconcertados sin entender nada.

Al terminar, Ulises eligió a sus compañeros y, en la oscuridad, entraron en silencio. Dentro del caballo, sus corazones latían con fuerza. Cada movimiento resonaba en el interior hueco. Permanecieron completamente inmóviles, escuchando el silencio del campamento vacío.

Al amanecer, decenas de barcos se perdían en el horizonte, alejándose lentamente. No quedaba nadie en el campamento desde el que, durante tanto tiempo, los griegos habían sitiado Troya.

—¡Victoria, se han rendido! —gritaron los troyanos.

Pero algo llamaba todavía más la atención: la enorme figura con forma de caballo que dominaba la playa.

For days, hammers and saws rang throughout the camp. The horse grew larger and larger until its shadow covered the plain. From the walls, the Trojans gazed at it in bewilderment.

When it was finished, Odysseus chose his companions, and in the darkness they climbed inside. Inside the horse, their hearts raced. Every movement echoed through the hollow shell. They stayed perfectly still, listening to the silence of the empty camp.

At dawn, dozens of ships slipped away over the horizon. The Greek camp, which had surrounded Troy for so long, now lay deserted.

“Victory! They have surrendered!” shouted the Trojans.

But something drew even more attention: the enormous horse-shaped figure that towered over the beach.

Algunos hombres comenzaron a discutir sobre qué sería.

—Es una ofrenda —dijo uno—. Los griegos acostumbran a dejarlas para que los dioses sean favorables en su viaje de vuelta.

—Acerquémonos para verlo mejor —propuso otro.

No todos estaban tan seguros. Un anciano llamado Laocoonte les advirtió:

—¡Desconfiad! Los griegos siempre esconden algo.

Nadie le hizo caso. Entusiasmados ante el fin de la guerra, arrastraron el caballo hasta el interior de la ciudad.

—¡Será nuestro trofeo de guerra! ¡Quedará para siempre en la plaza central como recuerdo de nuestra victoria!

Ese día todo fueron risas, abrazos y alegría. La música corría por las calles como si nada pudiera romper la celebración.

Some men began to argue about what it might be.

“It’s an offering,” said one. “The Greeks often leave them so the gods will bless their journey home.”

“Let’s go closer and take a look,” suggested another.

Not everyone was convinced. An old man named Laocoön warned them,

“Be wary! The Greeks are always hiding something.”

No one paid him any attention. Overjoyed at the end of the war, the Trojans dragged the horse into the city.

“It will be our war trophy! It will stand forever in the main square as a reminder of our victory!”

That day was filled with laughter, embraces, and joy. Music flowed through the streets as if nothing could ever break the celebration.

Cuando bien entrada la noche todo quedó en calma, una trampilla se abrió y, como sombras, los guerreros salieron uno a uno. Las puertas de la ciudad cedieron y el ejército griego, que había regresado en silencio, irrumpió en Troya.

La ciudad cayó al fin. Ulises, entre el humo y los gritos, alzó la vista a las estrellas.

“Pronto volveré a Ítaca”, se prometió.

Pero entre las ruinas, un anciano troyano lo señaló con el dedo y clamó:

—¡Los dioses no olvidan, Ulises! El mar guardará tu castigo, y cada ola será un muro en tu camino.

Late that night, when the city lay silent, a trapdoor opened, and one by one the warriors slipped out like shadows.

The gates of Troy gave way, and the Greek army, which had returned in secret, stormed the city.

At last, Troy fell. Amid smoke and screams, Odysseus looked up at the stars.

“Soon I will return to Ithaca,” he promised.

But among the ruins, an old Trojan pointed at him and cried,

“The gods do not forget, Odysseus! The sea will keep your punishment, and every wave will rise as a wall in your path.”

Teacher Note – Using the Bilingual Edition

This bilingual Spanish–English edition of *The Odyssey* is designed to support literary reading while also allowing for flexible use in educational settings.

The bilingual format provides structured access to the narrative through two languages, supporting comprehension and engagement without disrupting the continuity of the story. Language is presented as a tool to support understanding of the text rather than as an instructional objective in itself.

This note is intended to assist teachers, educators, and instructional coordinators in understanding how the bilingual format may be used in classroom contexts. It offers general guidance and does not prescribe a specific methodology.

About This Bilingual Edition

The Spanish and English texts in this book present the same story and follow the same characters, events, and overall narrative structure.

The two language versions are not word-for-word translations. Each version has been adapted as a literary retelling, with the aim of ensuring that each sentence conveys equivalent meaning while respecting the grammatical structure, style, and natural flow of each language.

As a result, wording and sentence structure may differ between languages even when the narrative content is aligned. These differences are intentional and reflect standard practices in literary adaptation across languages.

Reading the Story in Two Languages

There is no single required approach to reading a bilingual text.

Depending on instructional goals and student proficiency, readers may:

- read the full text in one language,
- alternate languages by chapter or section,
- or consult one language as support when reading the other.

In all cases, emphasis should remain on comprehension of the narrative rather than on translation. Sustained reading in a single language may be appropriate in some contexts, while limited cross-language comparison may be useful in others.

The bilingual format is intended to provide flexibility, not to require constant movement between languages.

Using This Edition in the Classroom

This edition may be used in a range of instructional contexts, including:

- guided or shared reading,
- independent reading,
- paired or small-group discussion,
- bilingual or dual-language programs,
- and home reading with classroom follow-up.

Student responses may be completed orally or in writing and may be expressed in either language, according to instructional objectives and student needs.

Literary Focus

The *Odyssey* is presented in this edition primarily as a narrative text.

While the bilingual format may support language development, the central focus remains literary comprehension. Instructional use should prioritize understanding of plot, character development, and thematic elements such as leadership, responsibility, perseverance, and return.

The text is not intended for isolated vocabulary study or mechanical translation exercises.

Connection to Classroom Resources

This bilingual edition is based on the same core story and general narrative structure as the Classroom Edition of *The Odyssey*.

For this reason, classroom resources developed for the Classroom Edition—such as comprehension questions and discussion prompts—may be used alongside this book when available. These materials are offered as supplementary resources and do not modify the structure or content of this edition.

Suggested Reading Pathways

Instructional approaches may vary based on grade level, language proficiency, and curricular goals. Possible pathways include:

- **Single-Language Reading with Bilingual Reference.** Students read the text primarily in one language and consult the second language as needed for clarification.
- **Alternating Language Reading.** Sections or chapters are read in alternating languages to support familiarity with the narrative across both versions.

- **Targeted Comparative Reading.** Selected passages are reviewed in both languages to examine how meaning is conveyed, without requiring full parallel reading.

These approaches are optional and may be adapted to local instructional requirements.

Access to Educational Resources

Educational resources and companion materials related to this book are available online.

Visit www.olladadetinta.es/en/resources

or scan the QR code below to access these materials.

