

Beyond the Story
A Classroom Resource

The Odyssey

An Illustrated Retelling of Homer's Epic
for Young Readers

Classroom Edition

Adapted by Frances Bianchi & Mara Seronda



The Odyssey Classroom Edition Activity book

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This classroom activity book is designed to accompany The Odyssey and transform the reading of a classic epic into an active and meaningful learning experience.

Organized to support thoughtful engagement with the text, it encourages comprehension, reflection, discussion, and creative exploration as students follow Odysseus's journey.

Through carefully designed activities, this resource helps readers connect mythological episodes with universal themes such as leadership, responsibility, temptation, and perseverance.

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Beyond the Story - A Classroom Resource

This section is designed for teachers and students who wish to explore *The Odyssey* beyond the narrative and engage more deeply with the story.

Here you will find ready-to-use questions, discussion prompts, creative activities, and cultural insights that support reading comprehension, critical thinking, and classroom dialogue.

The resources are organized by chapter and closely connected to the story, helping readers reflect on key events, characters, decisions, and themes.

Teachers may select or adapt activities depending on time, group dynamics, and student level. These materials can be used for guided reading, independent work, group discussion, or extension activities, both in the classroom and in homeschooling contexts.

Explore, Create, and Discover!

Chapter 1 – The Gift

Understand the Story

- ✓ Why did Odysseus decide to build the wooden horse?
- ✓ How did the Trojans react when they first saw the horse?
- ✓ What was Odysseus's plan for his best warriors?

Think and Discuss

- ✓ Do you think the Trojans should have listened to Laocoön? Why or why not?
- ✓ How would you feel if you were one of the Greek warriors hiding inside the horse?
- ✓ What does this episode teach us about cleverness and strategy?

Create

- ✓ Draw or describe the giant wooden horse as you imagine it.
- ✓ Write a short diary entry as a Trojan citizen seeing the horse for the first time.

Did You Know?

- ✓ The “Trojan Horse” is a deceptive strategy used to infiltrate or attack from within — it can be applied to a city, an organization, or even a computer system.

Vocabulary

Certainty – Complete confidence or belief without doubt.

Scheme – A clever but risky plan to achieve a goal.

Suspicion – A feeling that something may be wrong or untrue.

Warrior – A person who fights in battles or wars.

Hollow – Empty inside.

Companions – People who travel or act together.

Horizon – The line where the sea and sky seem to meet.

Offering – A gift given to please the gods.

Trophy – An object kept to remember a victory.

Trapdoor – A hidden door in the floor or ceiling.

Punishment – A consequence given for wrongdoing.

Use the words

Choose three words from the vocabulary list.

- ✓ Explain how each word helps describe a key moment in the chapter.

Chapter 2 – The Raid

Understand the Story

- ✓ Why did Odysseus and his men go ashore at Ismarus?
- ✓ How did the Cicones respond to the Greeks' arrival?
- ✓ What mistake did the sailors make after attacking the city?
- ✓ How did Odysseus feel after the battle?

Think and Discuss

- ✓ Was Odysseus right to take food and supplies by force?
- ✓ What do you think this episode teaches about greed and discipline?
- ✓ Why do you think the silence after the battle felt so heavy?

Create

- ✓ Draw the moment when the Cicones attack the Greeks on the beach.
- ✓ Write a short poem or paragraph about the feeling of guilt.

Did You Know?

- ✓ The Cicones were real people mentioned in ancient Greek texts. They lived in Thrace, near the coast of the Aegean Sea. Many historians believe Homer used them to show that pride and carelessness often bring punishment after success.

Vocabulary

Fleet – A group of ships traveling together.

Vineyards – Fields where grapes are grown to make wine.

Negotiate – To try to reach an agreement by talking.

Strangers – People who are unknown or unfamiliar.

Hunger – A strong need or desire for food.

Doubt – A feeling of uncertainty or lack of confidence.

Seized – Took something by force.

Tremor – A small shake caused by fear or emotion.

Weapons – Tools used for fighting or attacking.

Chariots – Wheeled vehicles used in ancient battles.

Merciless – Showing no kindness or pity.

Use the words

Choose three words from the vocabulary list.

- ✓ Write one sentence using each word in a new situation, different from the story.
- ✓ Make sure the meaning of the word is clear from the context.

Chapter 3 – The Flowers of Forgetfulness

Understand the Story

- ✓ What happened to the sailors after many days at sea?
- ✓ How did the island of the lotus-eaters seem to them at first?
- ✓ What effect did the lotus flowers have on those who ate them?

Think and Discuss

- ✓ Why do you think forgetting can be dangerous, even if it feels peaceful?
- ✓ What do the lotus flowers symbolize in this story?
- ✓ Can you think of something in real life that makes people “forget” what really matters?

Create

- ✓ Draw the moment when Odysseus drags his men back to the ship.
- ✓ Write a short reflection called “The Things I Never Want to Forget.”

Did You Know?

- ✓ The land of the lotus-eaters appears in Homer’s *Odyssey* as a warning against temptation and escape. The lotus represents forgetfulness, pleasure, and losing one’s purpose.

Vocabulary

Cruel – Causing pain or suffering without kindness.

Void – A feeling of emptiness or nothingness.

Exhausted – Extremely tired.

Coastline – The land along the edge of the sea.

Shrubs – Small bushes or plants.

Scent – A smell, especially a pleasant one.

Trapped – Unable to escape or get away.

Lotus – A magical plant that makes people forget.

Disobedient – Refusing to follow orders or rules.

Use the words

Choose three words from the vocabulary list.

- ✓ Write one sentence for each word that shows its meaning without explaining it.
- ✓ Do not define the word. Let the sentence show what it means.

Chapter 4 – Polyphemus

Understand the Story

- ✓ Who was Polyphemus, and what did he do to Odysseus's men?
- ✓ Why couldn't the sailors escape from the cave right away?
- ✓ What clever plan did Odysseus use to defeat the Cyclops?

Think and Discuss

- ✓ What does this story show about using intelligence instead of strength?
- ✓ Why do you think Odysseus revealed his real name at the end?
- ✓ Do you believe it is ever wrong to use trickery if it helps you survive?

Create

- ✓ Draw the scene when the Cyclops is blinded by Odysseus and his men.
- ✓ Write a short diary entry titled "Trapped in the Cave of the Cyclops."

Extended Writing Option

- ✓ Was Odysseus justified in revealing his name to Polyphemus? Write a structured paragraph explaining your position. Support your response with evidence from the text.

Did You Know?

- ✓ Later authors imagined Polyphemus again—not as a monster, but as a lonely giant who fell in love with the sea nymph Galatea, showing that even mythical creatures can have human feelings.

Vocabulary

Barren – Empty or unable to produce food or plants.

Coves – Small, sheltered bays along the coast.

Brackish – Slightly salty, not fresh water.

Roots – Parts of plants that grow underground and can be eaten.

Despair – A feeling of deep sadness and loss of hope.

Cave – A large natural hole in the ground or a hillside.

Shepherd – A person who takes care of sheep.

Massive – Very large and heavy.

Cyclops – A giant creature with only one eye.

Colossal – Extremely large or huge.

Use the words

Choose three words from the vocabulary list.

- ✓ Write one sentence from the story using each word.
- ✓ Write one sentence of your own using the same word.

Chapter 5 – The Treacherous Winds

Understand the Story

- ✓ Who is Aeolus, and how does he help Odysseus?
- ✓ What is inside the leather bag that Aeolus gives him?
- ✓ Why do Odysseus’s men open the bag?
- ✓ What happens to the ship after the winds are released?

Think and Discuss

- ✓ Do you think Odysseus should have told his men what was inside the bag? Why or why not?
- ✓ What lesson do you think the crew learned from this mistake?

Create

- ✓ Draw a picture of the moment the winds break free, or write a short dialogue between Aeolus and Odysseus when they meet again.

Did You Know?

- ✓ The ancient Greeks believed that the winds were living beings, each with their own temper and direction. Aeolus’s name comes from the Greek word *aiolos*, meaning “quick-moving” or “changeable.”

Vocabulary

Sails – Large pieces of cloth that catch the wind to move a ship.

Fury – Wild or intense anger or force.

Curse – A punishment or harm sent by a god or power.

Mist – A light fog made of tiny drops of water in the air.

Cliffs – High, steep rock faces, often near the sea.

Palace – A large and impressive home of a ruler.

Feast – A large meal shared with others.

Comfort – A state of ease, safety, or relaxation.

Murmurs – Low, quiet sounds or voices.

Slumber – A light or peaceful sleep.

Greed – A strong desire for wealth or possessions.

Shattered – Broken into many pieces.

Use the words

Choose three words from the vocabulary list.

- ✓ Write one sentence using each word in a new situation, different from the story.
- ✓ Make sure the meaning of the word is clear from the context.

Chapter 6 – The Laestrygonians

Understand the Story

- ✓ Who explores the island first, and what do they find?
- ✓ How do the Laestrygonians attack the Greek ships?
- ✓ What happens to Odysseus's crew and the other ships?

Think and Discuss

- ✓ Why do you think Odysseus warned his men about the calm harbor?
- ✓ What can this episode teach about caution and trust in unfamiliar places?
- ✓ What would you have done differently if you were Odysseus?

Create

- ✓ Draw the scene where the Laestrygonians throw boulders at the ships, or write a diary entry from the perspective of one sailor who survived.

Did You Know?

- ✓ The Laestrygonians were considered giants not just in size, but in strength. Ancient storytellers used them to symbolize overwhelming natural forces, like storms or giant waves at sea.

Vocabulary

Hold – The space inside a ship where supplies are kept.

Betrayal – The act of being disloyal or breaking trust.

Currents – Strong movements of water in the sea.

Fog – A thick cloud of mist that makes it hard to see.

Lookout – A person who watches for danger or land ahead.

Cautious – Careful to avoid danger or mistakes.

Cove – A small, sheltered bay along the coast.

Threshold – The entrance or doorway to a place.

Domain – An area ruled or controlled by someone.

Mast – A tall pole on a ship that holds the sails.

Helm – The wheel or handle used to steer a ship.

Battered – Damaged by repeated hits or hardship.

Use the words

Choose three words from the vocabulary list.

- ✓ Write a short dialogue using two vocabulary words.
- ✓ Use one word to describe a decision Odysseus made.
- ✓ Replace one vocabulary word with a synonym and explain the difference.

Chapter 7 – Circe

Understand the Story

- ✓ Who is Circe, and what does she do to Odysseus's men?
- ✓ How does Hermes help Odysseus?
- ✓ Why do Odysseus and his men eventually leave the island?

Think and Discuss

- ✓ Why is it important that Odysseus protects his men even when facing danger?
- ✓ What might this episode teach about temptation and self-control?

Create

- ✓ Draw the scene where Odysseus uses the herb moly to resist Circe's magic, or write a short story imagining what it would feel like to regain your friends after they were turned into animals.

Did You Know?

- ✓ Some versions of the myth suggest Circe could change her mind about people depending on their courage and cleverness. Odysseus's intelligence and calm attitude earned him her respect.

Vocabulary

Ambush – A surprise attack from a hidden place.

Unwary – Not careful or alert to danger.

Shelter – A place that offers safety or protection.

Witch – A woman with magical powers.

Cunning – Clever in a way that helps achieve a goal, sometimes through trickery.

Abandon – To leave someone behind and not return.

Herb – A plant used for medicine or magic.

Spell – Magic words or actions meant to cause change.

Underworld – The land of the dead in ancient myths.

Stroke – A single movement of an oar or paddle.

Wisdom – Deep understanding gained through knowledge or experience.

Use the words

Choose three words from the vocabulary list.

- ✓ Write one sentence from the story using each word.
- ✓ Write one sentence of your own using the same word.

Chapter 8 – The Land of the Dead

Understand the Story

- ✓ Who is Tiresias, and what warning does he give to Odysseus?
- ✓ How does Odysseus react when he meets the spirit of his mother?
- ✓ How does this encounter affect Odysseus's understanding of his journey?

Think and Discuss

- ✓ How does remembering those who have passed help Odysseus on his journey?
- ✓ Tiresias warns Odysseus not to touch the cattle of the Sun. Why do you think the gods consider this warning so important? What does it suggest about what might happen later?

Create

- ✓ Draw the scene where Odysseus meets the spirits of Tiresias, his mother, and Polites.

Extended Writing Option

- ✓ How do the encounters in the Land of the Dead influence Odysseus's understanding of responsibility and fate? Write a paragraph explaining how this chapter shapes the rest of the journey.

Did You Know?

- ✓ Ancient Greeks believed that speaking the names of the dead kept their memory alive, connecting the living and the departed.

Vocabulary

Desolate – Empty, lonely, and without life.

Huddled – Gathered closely together for comfort or safety.

Cloak – A loose outer garment worn for warmth.

Seer – Someone who can see or know what will happen.

Arrogant – Acting as if one is better or more important than others.

Sacred – Treated as holy or deeply important.

Cattle – Cows or bulls kept by people, often as valuable animals.

Perish – To die or be destroyed.

Grieve – To feel deep sadness after a loss.

Faithful – Loyal and constant in belief or love.

Use the words

Choose three words from the vocabulary list.

- ✓ Explain how each word helps describe a key moment in the chapter.

Chapter 9 – The Sirens

Understand the Story

- ✓ How did Odysseus prepare himself and his men for the Sirens' song?
- ✓ What emotions did Odysseus experience while bound to the mast?
- ✓ How did the sailors' obedience help them survive the Sirens?

Think and Discuss

- ✓ Why is it important to recognize dangerous temptations before encountering them?
- ✓ How do the Sirens' illusions reflect challenges people face in real life?

Create

- ✓ Invent a song or chant that could “warn sailors” of danger, inspired by Circe's advice.

Did You Know?

- ✓ In Homer's original account, the Sirens had the body of a bird and the head of a woman, not the fish-like tail seen in later interpretations.

Vocabulary

Sorceress – A woman who uses magic powers.

Sirens – Mythical creatures whose songs lure sailors to danger.

Desire – A strong wish or longing for something.

Implacable – Unable to be calmed, stopped, or changed.

Whirlpool – A powerful circle of water that pulls things down.

Strait – A narrow stretch of water connecting two seas.

Resolve – A firm decision or determination.

Wax – A soft substance used here to block sound.

Bind – To tie or fasten tightly.

Melody – A series of musical sounds forming a tune.

Silk – A smooth, soft fabric, often linked to beauty or luxury.

Timber – Wood prepared for building.

Use the words

- ✓ Choose one word that best represents the chapter's theme. Justify your choice.
- ✓ Create a mini-scene where the word shows leadership or failure.

Chapter 10 – A Hard Choice

Understand the Story

- ✓ What difficult choice did Odysseus have to make when passing Scylla and Charybdis?
- ✓ How did he decide which path to take, and why?

Think and Discuss

- ✓ Why is making hard decisions sometimes necessary, even when it causes pain?
- ✓ Can you think of a situation in real life where choosing one option might mean sacrificing something important?
- ✓ What would you have done differently if you were Odysseus?

Create

- ✓ Draw the moment the ship passes Scylla while the sailors row desperately.
- ✓ Write a short diary entry as one of the sailors, describing their fear and loss.

Extended Writing Option

- ✓ Evaluate Odysseus's decision in this chapter. Was it the only possible choice? Explain the ethical dilemma he faced and justify your interpretation with evidence from the text.

Did You Know?

- ✓ In later literature and art, Scylla and Charybdis have often been depicted as symbols of moral dilemmas and leadership challenges, showing how writers and artists explore the human struggle with impossible choices.

Vocabulary

Churn – To move violently or forcefully, especially water.

Jaws – The bones of the mouth used for biting.

Sacrifice – Giving up something important for a greater good.

Starboard – The right side of a ship when facing forward.

Dread – A deep fear about what may happen.

Vain – Without success or effect.

Grief – Deep sadness caused by loss.

Use the words

Choose three words from the vocabulary list.

- ✓ Write one sentence of your own using the same word.
- ✓ Write a cause-and-effect sentence using one vocabulary word.

Chapter 11 – The Island of the Sun

Understand the Story

- ✓ What warning did Odysseus give his men about the island of Thrinacia?
- ✓ Why did the sailors decide to eat the sacred cattle despite the warning?
- ✓ What happened after the men slaughtered the cattle?

Think and Discuss

- ✓ What does the episode with Helios's cattle teach about respecting rules and sacred things?
- ✓ Can you think of a modern situation where short-term desire causes long-term disaster?

Create

- ✓ Write a diary entry from the perspective of Odysseus after he wakes up alone.
- ✓ Imagine an alternative ending: How could the sailors have resisted the temptation?

Did You Know?

- ✓ The story of Thrinacia highlights a challenge of leadership: even wise leaders cannot always control others, and disobeying the gods brought fatal consequences.

Vocabulary

Emerald – A bright green gemstone, used here to describe color.

Thrinacia – The mythical island of the Sun god, Helios.

Herds – Large groups of animals kept together.

Anchor – A heavy object dropped into the sea to keep a ship in place.

Rations – Small amounts of food saved for later use.

Oxen – Large cattle often used as sacred or valuable animals.

Slaughtered – Killed for food.

Halo – A ring of light shown around a powerful or holy figure.

Defiled – Made unclean or damaged by disrespect.

Castaway – A person left alone after a ship is destroyed.

Use the words

Choose three words from the vocabulary list.

- ✓ Explain how each word helps describe a key moment in the chapter.

Chapter 12 – Telemachus’ Journey

Understand the Story

- ✓ Why did Telemachus decide to leave Ithaca?
- ✓ How did his experiences in Pylos and Sparta change him?
- ✓ What news did Telemachus receive about his father?

Think and Discuss

- ✓ How does traveling and facing challenges help someone grow?
- ✓ Can you think of a time when learning the truth changed the way you acted?

Create

- ✓ Write a short diary entry as Telemachus, describing your feelings when you learn that your father is alive.
- ✓ Imagine you are Mentor or Athena—write a message of advice to Telemachus before he sets sail.

Did You Know?

- ✓ The word mentor comes from this story! Mentor was Odysseus’s trusted friend who guided Telemachus. Today, a mentor is anyone who teaches, advises, or guides someone less experienced.

Vocabulary

Suitors – Men who compete to marry someone.

Tolerate – To allow something unpleasant without protest.

Tapestry – A woven cloth with pictures or patterns.

Hospitality – Kind and generous treatment of guests.

Splendor – Great beauty, richness, or magnificence.

Guardian – A person or being who protects something.

Nymph – A female nature spirit in Greek mythology.

Immortals – Gods or beings who never die.

Use the words

Choose three words from the vocabulary list.

- ✓ Write a cause-and-effect sentence using one vocabulary word.
- ✓ Write a metaphor using one vocabulary word.

Chapter 13 – The Nymph Calypso

Understand the Story

- ✓ Why did Odysseus stay on Ogygia for seven years?
- ✓ What made him decide to leave despite Calypso's offer of immortality?
- ✓ How did Hermes help Odysseus continue his journey?

Think and Discuss

- ✓ How can we recognize when comfort prevents us from achieving our goals?
- ✓ Can you think of a time when you had to give up something you liked in order to do the right thing?

Create

- ✓ Write a short diary entry as Odysseus, describing your feelings on Ogygia and your longing for home.

Did You Know?

- ✓ Calypso's name comes from the Greek *kalyptein*, which means "to hide" or "to cover," reflecting how her island is hidden from the world.

Vocabulary

Grotto – A small cave, often natural and hidden.

Eternal – Lasting forever, without an end.

Persistence – The ability to keep going despite difficulty.

Decree – An official order given by someone in power.

Reproach – A feeling or expression of disappointment or blame.

Planks – Long, flat pieces of wood used in construction.

Gratitude – A feeling of thankfulness or appreciation.

Use the words

Choose three words from the vocabulary list.

- ✓ Write one sentence from the story using each word.
- ✓ Write one sentence of your own using the same word.

Chapter 14 – The Phaeacians

Understand the Story

- ✓ What happened to Odysseus after he left Calypso's island?
- ✓ Who helped Odysseus survive the storm?
- ✓ What did the Phaeacians do after hearing Odysseus's story?

Think and Discuss

- ✓ Why do you think Nausicaa was not afraid of Odysseus when she met him?
- ✓ What can this episode teach us about hospitality and helping strangers?

Create

- ✓ Write a short letter from Nausicaa to her friend, describing the mysterious man she met by the river.
- ✓ Imagine you are one of the Phaeacians listening to Odysseus's tale. Write a few lines about how his adventures made you feel.

Did You Know?

- ✓ The Phaeacians were known as expert sailors who could guide their ships safely using only their minds—without sails or oars!
- ✓ The word hospitality comes from the Latin *hospes*, meaning both “guest” and “host.” In ancient Greece, welcoming travelers was considered a sacred duty protected by Zeus himself.

Vocabulary

Wrath – Great anger, often shown with force or punishment.

Trident – A three-pointed spear carried by a god of the sea.

Raft – A simple floating platform used to travel on water.

Veil – A light piece of cloth used to cover or protect something.

Modesty – Care about behaving in a respectful and proper way.

Spellbound – Completely fascinated or amazed, unable to look away.

Use the words

- ✓ Connect one vocabulary word to Odysseus's growth.
- ✓ Compare how the same word could describe two different characters.

Chapter 15 – Ithaca

Understand the Story

- ✓ Why did Athena decide to keep his return a secret?
- ✓ What does Eumaeus’s attitude toward the stranger reveal about his character?

Think and Discuss

- ✓ Why do you think Odysseus agreed to disguise himself as a beggar instead of entering his palace as a hero?
- ✓ What qualities does Eumaeus show in this chapter? Why is loyalty so important in this story?

Create

- ✓ Write a short dialogue between Eumaeus and the “stranger” as they share their meal by the fire.
- ✓ Imagine you are Telemachus and have just discovered your father has returned. Write a diary entry describing your feelings.

Did You Know?

- ✓ Odysseus’s return to Ithaca has inspired many modern stories about heroes who come home changed by their journeys—much like soldiers returning from war who must rebuild their lives.

Vocabulary

Revelation – The act of making something known or revealed.

Beggar – A very poor person who asks for food or help.

Swineherd – A person who takes care of pigs.

Loyalty – Faithfulness to a person or cause.

Disguise – A way of changing appearance to hide identity.

Usurpers – People who take power or position without the right to do so.

Pact – A serious agreement or promise between people.

Use the words

Choose one word that captures the central theme of this chapter.

- ✓ Write 2–3 sentences explaining why this word is more important than the others.

Choose one word that also appeared in an earlier chapter.

- ✓ Explain how its meaning has changed across the journey.

Chapter 16 – The Return of the King

Understand the Story

- ✓ What did the suitors do in the palace during Odysseus's absence?
- ✓ How did Penelope test the suitors, and what was her challenge?
- ✓ What made Penelope begin to suspect the beggar's true identity?

Think and Discuss

- ✓ Was Odysseus right to punish the suitors? Why or why not?
- ✓ How do patience and wisdom help Odysseus succeed?

Create

- ✓ Imagine you are Telemachus: draw or describe your emotions during the final battle.
- ✓ Write a new ending where Odysseus decides to leave on another voyage.

Extended Writing Option

- ✓ In what ways has Odysseus changed since the beginning of the story? Write a short analytical response comparing his leadership at the start of the journey with his leadership at the end.

Did You Know?

- ✓ In modern times, “Ithaca” is often used as a metaphor for our goals or dreams.

Vocabulary

Disguised – Hidden by changing appearance.

Decisive – Able to settle something clearly and finally.

Daggers – Short knives used as weapons.

Arrogance – An attitude of superiority and lack of respect for others.

Scorn – Strong disrespect or contempt.

Dispute – An argument or disagreement.

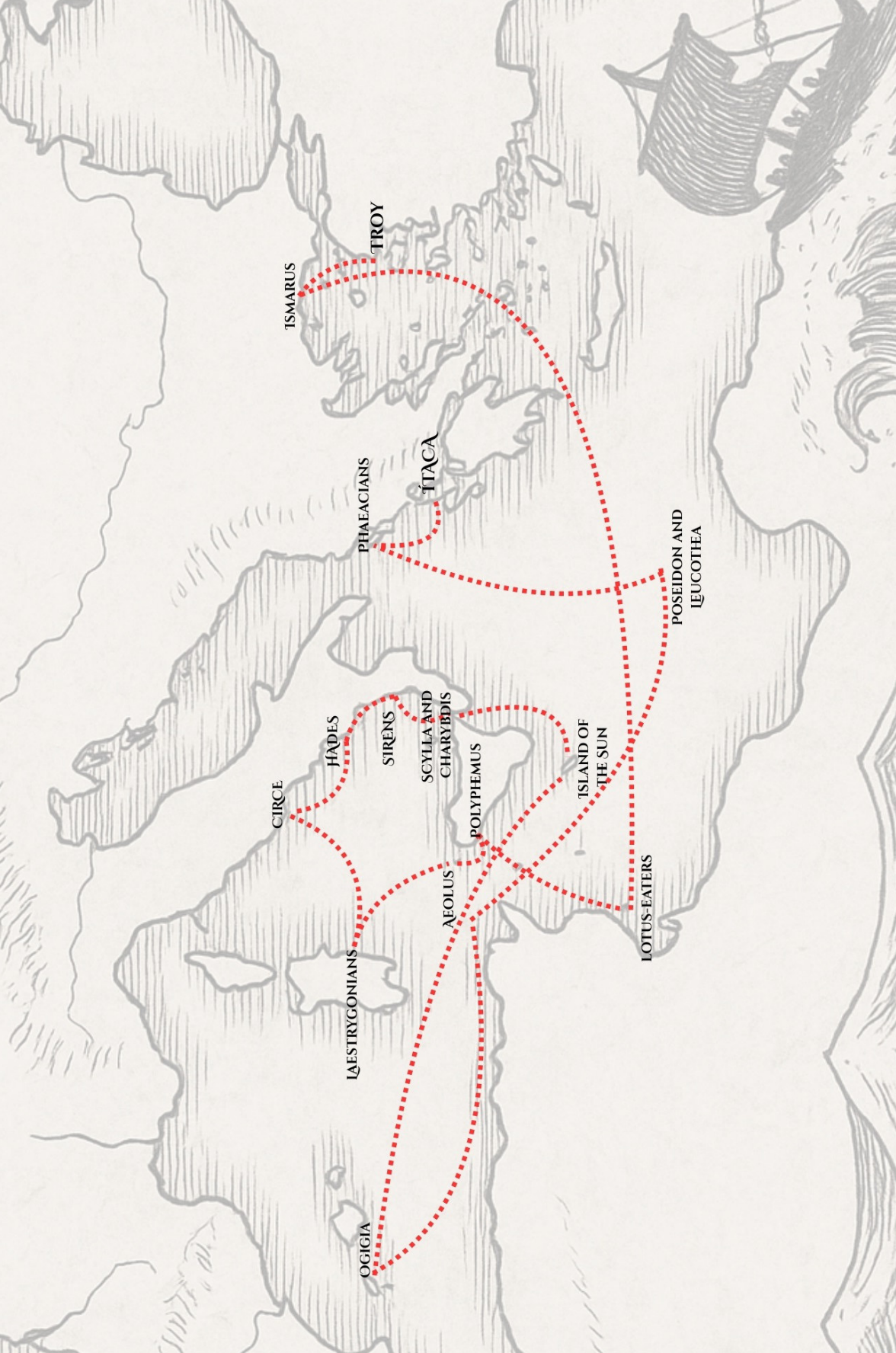
Serene – Calm, peaceful, and untroubled.

Vanquished – Completely defeated or overcome.

Use the words

Choose one vocabulary word.

- ✓ Explain how this word could describe a modern situation (school, friendship, leadership, teamwork).
- ✓ Then explain how its meaning changes in that new context.



ISMARUS

TROY

PHAEACIANS

ITACA

POSEIDON AND
LEUCOTHEA

HADES

SIRENS

SCYLLA AND
CHARYBDIS

POLYPIEMUS

ISLAND OF
THE SUN

CIRCE

LAESTRYGONIANS

AEOLUS

LOTUS-EATERS

OGIGIA

The Map of Odysseus's Journey – A Whole-Book Activity

1. The map shows the possible route of Odysseus. List all the modern countries that his journey would have passed through.
Bonus: Mark each country on the map with a number to show the order of his stops.
2. Identify and write down the continents that Odysseus visited during his journey.
3. Identify the modern names of the islands and coastal landmarks that Odysseus visited.
4. Name the seas he crossed.
5. Pick one location on the map. Imagine you are there—what would you do differently to survive or help your crew? Write a short diary entry.
6. Draw your own “voyage map” using the same route. Add notes about emotions, weather, and dangers at each stop, imagining what Odysseus might have written.

Visit www.olladadetinta.es/en/resources or scan this QR code to access educational resources and companion materials related to this book.

