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## Appendices

<i>Appendix A</i>	<i>Author and Model Background Information</i>
<i>Appendix B</i>	<i>Take Your Art With You</i>
<i>Appendix C</i>	<i>Useful References</i>

Dear Teacher,

*Welcome to Homer - Instructor's Guide B. Our hope is that this guide and answer key will provide just enough extra help for you to teach Homer with the student workbooks successfully and comfortably.*

*The Homer instructor's guides are different from previous guides, in that they are optional. When Homer - Student Workbook A became available, we received many comments from teachers who wanted to have an answer key before attempting to teach all the grammar and diagramming in Homer. And so, with the realization that an answer key is needed, we present you with this book.*

Deī gratiā,

Lene Jaqua, Carolyn Vance, and Kathy Weitz  
April 2006

## ***Introduction***

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Please review pages 9-17 of *Homer* before you go any further, since it is foundational to this writing program. Also, read pages 6-9 in *Homer - Student Workbook B*.

### *Welcome to Homer*

We have divided the the lessons and writing projects from *Homer* book into two twenty-week student workbooks. The student should take two school years to work through *Homer*. This allows an additional twelve weeks each year for the study of poetry. The remaining four weeks of a typical school year may be spent writing for other subject areas, doing intensive grammar or language study, on field trips, or in some much needed "catch-up time".

You may study *Poetry for Beginners*, or if you have already completed that book, you may choose to continue in *Intermediate Poetry*.

Here is a sample schedule for using *Homer* in conjunction with *Poetry for Beginners*:

<b>Year</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
1	<i>Homer - Student Workbook A</i> Weeks 1-10	<i>Poetry for Beginners - Student Workbook A</i> Weeks 1-12	<i>Homer - Student Workbook A</i> Weeks 11-20
2	<i>Homer - Student Workbook B</i> Weeks 1-10	<i>Poetry for Beginners - Student Workbook B</i> Weeks 1-12	<i>Homer - Student Workbook B</i> Weeks 11-20

*Homer - Student Workbook B* was designed with the needs and abilities of an advancing writer, generally around 6th grade, in mind. It can be used by a wide range of ages, however, depending on the needs of your student and his writing experience. An older student could use it as a foundation for our next book, *Diogenes: Maxim*, by doubling or tripling the pace. A younger student could be included with an older sibling by doing his work orally.

While the *Homer* student workbooks are designed to make the student more independent, this is not a course that a student should (or can!) teach himself. Your involvement in daily lessons is crucial to your student's success. This book does contain some tasks a student can perform on his own, particularly once routines have been established, but the Classical Writing series is designed for you to actively teach your student.

### Materials

To complete *Homer - Student Workbook B*, you will need the following books:

**Homer:** the original book containing all the theory, lessons, and information needed to teach this course.

**Homer - Student Workbook B (this book):** contains all the models used for the second twenty weeks of writing instruction and student workpages for all lessons and exercises. You will need one workbook per student.

**Harvey's Elementary Grammar (or equivalent grammar text):** This will be your student's grammar theory book. Lessons are scheduled in the weekly assignment lists to complete the grammar text which your student began in *Homer - Student Workbook A*.

**Note:** All necessary models are all included in the student workbook as well as in this guide.

### Additional Suggested Materials:

**Dictionaries:** see suggestions in *Aesop*, p. 21.

**Thesaurus:** look at [www.dictionary.com](http://www.dictionary.com) for an on-line source, or use *Roget's Thesaurus*, which can be found in bookstores and libraries.

**Three bound and lined composition notebooks** for each student: A Copybook, a Grammar Notebook, and an optional Vocabulary Notebook. The particulars of this are discussed in the Preparation section of *Homer - Student Workbook A*. If for some reason you do not have a copy of that workbook and your student has not set up his notebooks, you may email us ([classicalwriting@att.net](mailto:classicalwriting@att.net)) and we will email you a pdf of the Preparation Week.

**A typing instruction program:** if your student has not yet mastered typing. It is suggested that your student type his compositions because it makes the editing process so much easier! We recommend *Typing Instructor*, available from Timberdoodle ([www.timberdoodle.com](http://www.timberdoodle.com)), or *Jump Start Typing*.

**One three ring binder:** for each student's writing projects.

A few other supplies are also listed in the Preparation section of *Homer - Student Workbook A*.

## ***Introduction***

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### Special Encouragement to the Teacher

We want to encourage you, the teacher, to keep your own copybook. This will benefit your student as he sees you setting an example of lifelong learning, and it will benefit you as you enjoy the beauty of language penned by some of the most gifted minds in history.

### How to Use This Book

To simplify things, we will use some abbreviations and symbols in this instructor's guide and the student workbook to refer to each of the component books in this series.

Here is a key:

**SW** - Student Workbook

**IG** - Instructor's Guide

**Copybook** is referred to by name

About those gray boxes in the SW that look like this:

This box tells you to refer to *Homer*,  
Skill Level 1, pages 24-26.

**SL1**  
pp. 24-26

### Instructor's Guide: Weekly Lesson Plans

Each week begins with an **Assignment Checklist**. This list is a copy of the Assignment Checklist found in the student workbook. It is explained thoroughly on pages 8-9 of *Homer - Student Workbook B*. The white area is the student's weekly checklist, and the gray area is your weekly checklist.

Two things of note for the teacher are highlighted below.

**Notebook Quiz:** Each week, your student is instructed to have a notebook quiz. This is a chance to assure yourself that your student is understanding and retaining the information from his grammar course. You may make this as simple or elaborate as you prefer. You may quiz your students orally, with only an occasional written quiz. A sample Notebook Quiz is found at the end of this Introduction Section to give you an idea of how to structure the Notebook Quiz.

**Teacher Preparation:** These are tasks you should complete to prepare for the week's study. The first instruction will always be to read or review the sections from *Homer* which will be covered that week. All the information you need to teach the week's lesson is found in the given sections of *Homer*.

In the teacher preparation section you will be advised to read background information on the author and model type, which can be found in Appendix A of this book. In addition, you may wish to obtain copies of books where the stories are recorded. There are many lovely illustrated editions of fairy tales, children's stories, and Bible stories at bookstores or libraries. Many of these stories are drawn from *Yesterday's Classics* and are now available online or as illustrated paperbacks. (<http://www.yesterdaysclassics.com>)

On the second page, you will find the **Weekly Model**. The models are provided here so you have your own model to read and mark up. As part of this answer key, we have divided each model into scenes. This is NOT an exact science. Please understand that scene division choices can vary. Our choices are only there to guide you. If you prefer to divide the scenes up differently, do so.

The next section contains the **Teacher Helps & Notes**. Here you will find the sentences for parsing and diagramming. The answers have been written, checked, and re-checked to ensure that they are done correctly. If any of the answers do not make sense, please visit our message board at [www.lene.proboards15.com](http://www.lene.proboards15.com), and ask us. We do make mistakes and would love to be corrected, should you find an error. Also, we may be able to clear up any confusion if you cannot see how we arrived at a particular answer.

## ***Introduction***

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### Instructor's Guide: Appendices

**Appendix A** has background information on each author in *Homer - Student Workbook B*.

**Appendix B** is the *Take Your Art With You* section, designed to help apply the skills learned in *Homer* to models drawn from other reading of literature, Scripture, science, or history.

**Appendix C** contains a copy of the Sentence Marking Conventions, found also in the student workbook, a sample Sentence Marking Conventions chart, and the Homer Editing Checklist.

### A Suggestion for Ease of Use

You may find it helpful to use self-adhesive removable flags to mark the following pages in your instructor's guide:

1. The week you are currently studying
2. The Utterance Chart
3. The Sentence Marking Conventions

Copy the Parsing Chart on page 168 of *Homer* onto one side of a piece of cardstock, and the Sentence Marking Conventions onto the other side to use as a large bookmark in the student workbook. You might laminate it after completing the Sentence Marking Conventions. This provides a handy reference for completing the parsing and sentence marking exercises.

### Final Notes

We have designed this book so that you can pick it up and begin teaching quickly. We hope that you will find it easy to use, and that it will help you and your student to enjoy grammar and composition.

If you have any questions about this guide or the student workbook, please contact us on the Classical Writing message boards at:

*[www.classicalwriting.com/messageboard/](http://www.classicalwriting.com/messageboard/)*

We would also love to hear your comments and suggestions!

## Sample Notebook Quiz

This is an example of how I conduct a notebook quiz. This example is the quiz I give after completion of the Theory work for Week 6 (Section 16 in *Harvey's Elementary Grammar*).

### Oral review of Section 15-16

1. What is the definition of a verb?
2. What is an objective element?
3. What is a transitive verb? Give a sentence with an example.
4. What is an intransitive verb? Give a sentence with an example.
5. What is a copulative (linking) verb? Give a sentence with an example.

*Alternately, you could have your student write out each of those definitions, or you could give your student the definition, and have him tell or write the answer.*

### Oral review of previous weeks' lessons

1. What is a predicate?
2. What is a subject?
3. What are the two classes of nouns? Give five examples of each.
4. Name the parts of speech.
5. Name the four classifications of sentences. Give the definition of each one and an example for each.
6. Parse the nouns in this sentence: *The young man was a model of diligence.*

Again, this could be a written quiz if you prefer.

Your goal is to keep reviewing these concepts so that your student understands them and can identify them.



<b>Week 1 Assignment Checklist Model: Scylla and Charybdis</b>		
<b>Theory</b>	<p><b>Harvey's Elementary Grammar</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Section 32 (Relative Pronouns)</li> <li><input type="checkbox"/> Notebook: relative pronoun, antecedent</li> <li><input type="checkbox"/> Oral quiz from Notebook</li> <li><input type="checkbox"/> Written quiz from Notebook</li> </ul>	<p><b>Alt. Grammar Text</b></p> <hr/> <hr/> <hr/>
<b>Analysis &amp; Imitation</b>	<p><b>Day 1 ~ Reading &amp; Understanding (Skill Level 6 Lesson 1)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading routine and oral narration</li> <li><input type="checkbox"/> Analysis lesson with your teacher</li> <li><input type="checkbox"/> Number the paragraphs and divide the scenes</li> </ul> <p><b>Day 2 ~ Words (Skill Level 6 Lesson 1-2)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Verbals Lesson</li> <li><input type="checkbox"/> Parsing Review</li> <li><input type="checkbox"/> Dictation (can be done on any day)</li> <li><input type="checkbox"/> Vocabulary Analysis</li> </ul> <p><b>Day 3 ~ Sentences (Skill Level 6 Lesson 1)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson with your teacher</li> <li><input type="checkbox"/> Do Shuffle Steps 1, 2, 3, 4, 5, and 6</li> </ul> <p><b>Day 4 ~ Paragraphs (Skill Level 6 Routine)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copybook Assignment</li> <li><input type="checkbox"/> Paraphrase by Synonym Substitution (review)</li> </ul>	
<b>Writing Project</b>	<p><b>Writing Project 6</b></p> <p><i>Begin your writing project on Day 1 after you have completed the Reading &amp; Understanding portion of the lesson.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Step I. Analyze</li> <li><input type="checkbox"/> Step II. Plan</li> <li><input type="checkbox"/> Step III. Draft</li> <li><input type="checkbox"/> Step IV. Edit</li> </ul> <p><input type="checkbox"/> Writing Across the Curriculum project</p>	
<b>Teacher Notes</b>	<p><b>Teacher Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read the week's lesson and indicated sections from Homer.</li> <li><input type="checkbox"/> Read the model and author information.</li> <li><input type="checkbox"/> Note which grammar exercises the student is to do.</li> <li><input type="checkbox"/> Choose vocabulary words, dictation, and copywork selections.</li> <li><input type="checkbox"/> Assign a Writing Across the Curriculum project.</li> </ul> <p><b>Notes</b></p> <p><i>On Day 4, the student reviews paraphrasing skills from Homer Student Workbook A. If you feel there is a particular paraphrasing skill your student needs to work on, alter the assignment.</i></p>	

## Scylla and Charybdis Padriac Colum

And now Ulysses had to choose between two ways. One of them was through the Wandering Rocks. Circé had told him of these; that they were rocks which floated about in the sea, and that when any ship came near them they moved very fast through the water, and caught the ship between them and broke it up. So fast did they move that they caught even the birds as they flew. And Circé told him that only one ship had ever escaped them, and that this was the Argo, when the heroes went in it to fetch back the Golden Fleece. "This," said Circé, "was by the special favour of the gods, and because there were many children of the gods among the crew." So Ulysses thought it better not to try that way, though the other way was dreadful also.

AFTER A WHILE THEY SAW WHAT LOOKED LIKE SMOKE GOING UP FROM THE SEA, AND HEARD A GREAT ROAR OF THE WAVES DASHING UPON THE ROCKS, FOR THEY WERE COMING NEAR TO ANOTHER DANGEROUS PLACE WHICH CIRCÉ HAD WARNED THEM ABOUT. THIS WAS A NARROW PLACE BETWEEN THE MAINLAND AND AN ISLAND. ON THE ONE SIDE THERE WAS A CAVE, IN WHICH THERE DWELT A TERRIBLE MONSTER, SCYLLA BY NAME, AND ON THE OTHER SIDE THERE WAS A DREADFUL WHIRLPOOL. IF A SHIP EVER GOT INTO THAT, IT WAS SUCKED DOWN TO THE BOTTOM OF THE SEA AND NEVER CAME UP AGAIN. Now, Circé had told Ulysses all about this place, and had told him what he should do. "It will be better," she had said, "to go near Scylla than to go near Charybdis; one or other of these two thou must do, for there is no room in the middle. It is true that Scylla will pounce down upon your ship when it comes within her reach, and will take out of it six men, one for each of the six heads which she has. But if you go too near to Charybdis then will your whole ship be swallowed up; and it is better to lose six men than that all should be drowned." And when Ulysses had said, "May I not take shield and spear and fight with this monster?" Circé had answered, "Thou art wonderfully bold; thou wouldst fight with the gods themselves. But be sure that thou canst not fight with Scylla; she is too strong for any man. And while you linger she will take six other men. No: fly from the place as fast as you can." So had Circé spoken to Ulysses, and he remembered what she had said; but he did not tell it to his companions, lest they should lose heart.

SO NOW HE BADE THE STEERSMAN STEER THE SHIP AS NEAR AS HE COULD TO THAT SIDE OF THE STRAIT ON WHICH WAS SCYLLA'S CAVE. NEVERTHELESS, THEY WENT VERY CLOSE TO THE WHIRLPOOL. AND A WONDERFUL SIGHT IT WAS, FOR AT ONE TIME YOU COULD SEE TO THE VERY BOTTOM OF THE SEA, AND AT ANOTHER THE WATER SEEMED TO BOIL UP ALMOST TO THE TOP OF THE CLIFFS. Now, Ulysses had said nothing to his men about the monster on the other side, for he was afraid that if they knew about her they would not go on with their voyage. So they all stood and watched the whirlpool, and while they were doing this there came down upon the ship Scylla's dreadful hands, and caught up six of the crew, the bravest and strongest of them all. Ulysses heard them cry to him to help them, but he could do nothing to help them. And this, he used to say afterwards, was the very saddest thing that happened to him in all his troubles.

## Teacher Helps & Notes

And Circé told him that only one ship had ever escaped them, and that this was the Argo.

<b>Word</b>	<b>Part of Speech</b>	<b>Definition</b>	<b>Classification</b>	<b>Properties</b>	<b>Role</b>
Circe	noun	person	proper	3rd singular	subject
told	verb	action	transitive	3rd sing. past	main verb
one	adjective	how many	definitive	--	modifies "ship"
ship	noun	thing	common	3rd singular	subject of subordinate clause
had escaped	verb	action	transitive	3rd sing. past	verb in subordinate clause
was	verb	being	linking	3rd sing. past	verb in 2nd subordinate clause
the	adjective	which one	article	--	modifies "Argo"
Argo	noun	thing	proper	3rd singular	SC

May I not take shield and spear and fight with this monster?

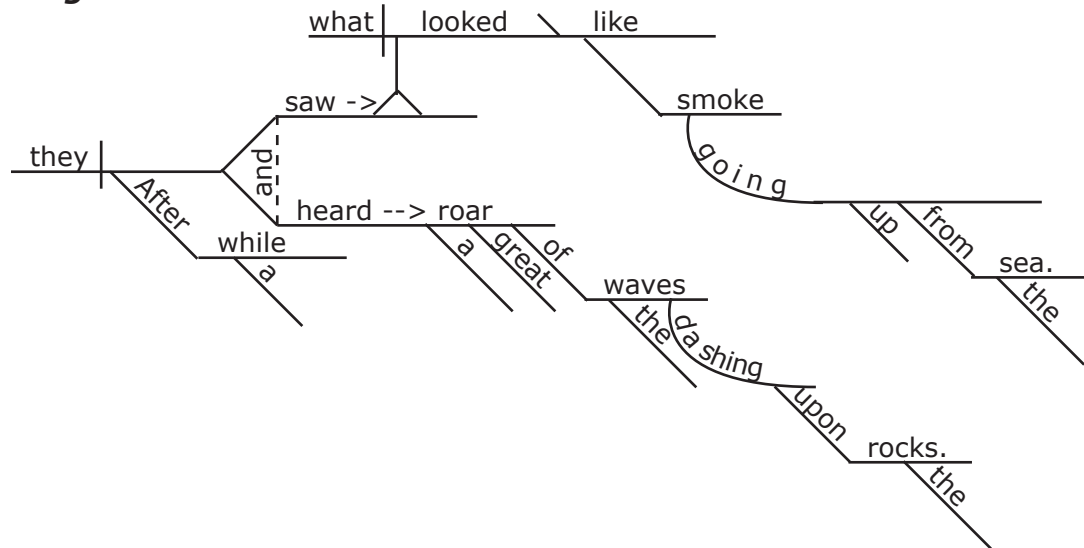
<b>Word</b>	<b>Part of Speech</b>	<b>Definition</b>	<b>Classification</b>	<b>Properties</b>	<b>Role</b>
May take	verb	action	transitive	1st sing. pres.	main verb
shield	noun	thing	common	3rd singular	1st compound DO
spear	noun	thing	common	3rd singular	2nd compound DO
(may) fight	verb	action	intransitive	1st sing. pres.	main verb
this	adjective	which one	definitive	--	modifies "monster"
monster	noun	thing	common	3rd singular	Object of prep. "with"

On the one side there was a cave, in which there dwelt a terrible monster, Scylla by name, and on the other side there was a dreadful whirlpool.

<b>Word</b>	<b>Part of Speech</b>	<b>Definition</b>	<b>Classification</b>	<b>Properties</b>	<b>Role</b>
the	adjective	which one	article	--	modifies "side"
one	adjective	which one	definitive	--	modifies "side"
side	noun	thing	common	3rd singular	object of prep. "on"
was	verb	being	linking	3rd singular past tense	main verb
a	adjective	which one	article	--	modifies "cave"
cave	noun	thing	common	3rd singular	subject
dwelt	verb	action	intransitive	3rd singular past tense	verb in subordinate clause
a	adjective	which one	article	--	modifies "monster"
terrible	adjective	what kind	descriptive	--	modifies "monster"
monster	noun	thing	common	3rd singular	subject
Scylla	noun	thing	peoper	3rd singular	SC
name	noun	idea	common	3rd singular	object of prep. "by"
the	adjective	which one	article	--	modifies "side"
other	adjective	which one	definitive	--	modifies "side"
side	noun	thing	common	3rd singular	object of prep. "on"
was	verb	being	linking	3rd singular past	verb of second main clause
a	adjective	which one	article	--	modifies "whirlpool"
dreadful	adjective	what kind	descriptive	--	modifies "whirlpool"
whirlpool	noun	thing	common	3rd singular	subject

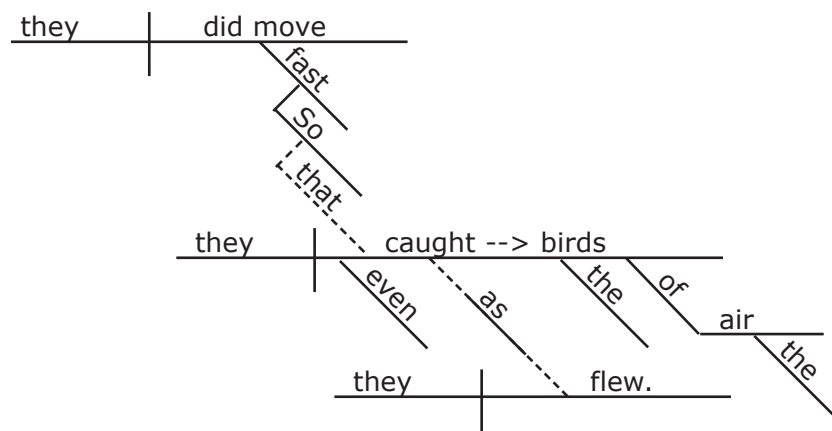
**Model:** After a while they saw what looked like smoke going up from the sea, and heard a great roar of the waves dashing upon the rocks.

**Diagram:**



**Model:** So fast did they move that they caught even the birds as they flew.

**Diagram:**



**Week 10 Assignment Checklist**  
**Model: *Pooh and Piglet Go Hunting***

<b>Theory</b>	<p><b>Harvey's Elementary Grammar</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Section 43</i></li> <li><input type="checkbox"/> <i>Notebook: conjunction</i></li> <li><input type="checkbox"/> <i>Oral quiz from Notebook</i></li> <li><input type="checkbox"/> <i>Written quiz from Notebook</i></li> </ul>	<b>Alt. Grammar Text</b>
<b>Analysis &amp; Imitation</b>	<p><b>Day 1 ~ Reading &amp; Understanding (Skill Level 8, Lesson 2)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Reading routine and oral narration</i></li> <li><input type="checkbox"/> <i>Analyze the weekly model for credibility</i></li> </ul> <p><b>Day 2 ~ Words (Skill Level 8 Lesson 3)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Lesson with your teacher</i></li> <li><input type="checkbox"/> <i>Parsing and Imitation Exercises</i></li> <li><input type="checkbox"/> <i>Dictation (can be done on any day)</i></li> <li><input type="checkbox"/> <i>Vocabulary Analysis</i></li> </ul> <p><b>Day 3 ~ Sentences (Skill Level 8 Lesson 1)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Lesson with your teacher</i></li> <li><input type="checkbox"/> <i>Do Shuffle Steps 1, 2, 3, 4, 5, and 6</i></li> </ul> <p><b>Day 4 ~ Paragraphs (Skill Level 8 Lesson 2)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Copybook Assignment</i></li> <li><input type="checkbox"/> <i>Advanced Paraphrase by Subtraction</i></li> </ul>	
<b>Writing Project</b>	<p><b>Writing Project 8</b></p> <p><i>Begin your writing project on Day 1 after you have completed the Reading &amp; Understanding portion of the lesson.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Step I. Analyze</i></li> <li><input type="checkbox"/> <i>Step II. Plan</i></li> <li><input type="checkbox"/> <i>Step III. Draft</i></li> <li><input type="checkbox"/> <i>Step IV. Edit</i></li> </ul> <p><input type="checkbox"/> <i>Writing Across the Curriculum project</i></p>	
<b>Teacher Notes</b>	<p><b>Teacher Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Read this week's lesson and the indicated sections from Homer.</i></li> <li><input type="checkbox"/> <i>Read the model and author information.</i></li> <li><input type="checkbox"/> <i>Note which grammar exercises the student is to do.</i></li> <li><input type="checkbox"/> <i>Choose vocabulary words, dictation, and copywork selections.</i></li> <li><input type="checkbox"/> <i>Choose a previous writing project to edit for credibility.</i></li> <li><input type="checkbox"/> <i>Assign a Writing Across the Curriculum project.</i></li> </ul> <p><b>Notes</b> <i>Your student will begin learning very important summarizing skills on Day 4 this week. Be sure to allot sufficient time to practice this. Have your student begin to use these skills in other subjects as well.</i></p>	

**Pooh And Piglet Go Hunting And Nearly Catch A Woozle**  
by A. A. Milne

The Piglet lived in a very grand house in the middle of a beech-tree, and the beech-tree was in the middle of the forest, and the Piglet lived in the middle of the house. Next to his house was a piece of broken board which had: "TRESPASSERS W" on it. WHEN CHRISTOPHER ROBIN ASKED THE PIGLET WHAT IT MEANT, HE SAID IT WAS HIS GRANDFATHER'S NAME, AND HAD BEEN IN THE FAMILY FOR A LONG TIME. CHRISTOPHER ROBIN SAID YOU COULDN'T BE CALLED TRESPASSERS W, AND PIGLET SAID YES, YOU COULD, BECAUSE HIS GRANDFATHER WAS, AND IT WAS SHORT FOR TRESPASSERS WILL, WHICH WAS SHORT FOR TRESPASSERS WILLIAM. AND HIS GRANDFATHER HAD HAD TWO NAMES IN CASE HE LOST ONE--TRESPASSERS AFTER AN UNCLE, AND WILLIAM AFTER TRESPASSERS.

"I'VE GOT TWO NAMES," SAID CHRISTOPHER ROBIN CARELESSLY.

"WELL, THERE YOU ARE, THAT PROVES IT," SAID PIGLET.

One fine winter's day when Piglet was brushing away the snow in front of his house, he happened to look up, and there was Winnie-the-Pooh. Pooh was walking round and round in a circle, thinking of something else, and when Piglet called to him, he just went on walking.

"HALLO!" SAID PIGLET, "WHAT ARE YOU DOING?"

"HUNTING," SAID POOH.

"HUNTING WHAT?"

"TRACKING SOMETHING," SAID WINNIE-THE-POOH VERY MYSTERIOUSLY.

"TRACKING WHAT?" SAID PIGLET, COMING CLOSER

"THAT'S JUST WHAT I ASK MYSELF. I ASK MYSELF, WHAT?"

"WHAT DO YOU THINK YOU'LL ANSWER?"

"I SHALL HAVE TO WAIT UNTIL I CATCH UP WITH IT," SAID WINNIE-THE-POOH. "NOW, LOOK THERE." HE POINTED TO THE GROUND IN FRONT OF HIM. "WHAT DO YOU SEE THERE?"

"TRACKS," SAID PIGLET. "PAW-MARKS." HE GAVE A LITTLE SQUEAK OF EXCITEMENT. "OH, POOH! DO YOU THINK IT'S A--A--A WOZZLE?"

"IT MAY BE," SAID POOH. "SOMETIMES IT IS, AND SOMETIMES IT ISN'T. YOU NEVER CAN TELL WITH PAW-MARKS."

With these few words he went on tracking, and Piglet, after watching him for a minute or two, ran after him. Winnie-the-Pooh had come to a sudden stop, and was bending over the tracks in a puzzled sort of way.

"What's the matter?" asked Piglet.

"It's a very funny thing," said Bear, "but there seem to be two animals now. This--whatever-it-was--has been joined by another--whatever-it-is-- and the two of them are now proceeding in company. Would you mind coming with me, Piglet, in



case they turn out to be Hostile Animals?"

Piglet scratched his ear in a nice sort of way, and said that he had nothing to do until Friday, and would be delighted to come, in case it really was a Woozle.

"You mean, in case it really is two Woozles," said Winnie-the-Pooh, and Piglet said that anyhow he had nothing to do until Friday.

SO OFF THEY WENT TOGETHER. THERE WAS A SMALL SPINNEY OF LARCH TREES JUST HERE, AND IT SEEMED AS IF THE TWO WOOZLES, IF THAT IS WHAT THEY WERE, HAD BEEN GOING ROUND THIS SPINNEY; SO ROUND THIS SPINNEY WENT POOH AND PIGLET AFTER THEM; PIGLET PASSING THE TIME BY TELLING POOH WHAT HIS GRANDFATHER TRESPASSERS W HAD DONE TO REMOVE STIFFNESS AFTER TRACKING, AND HOW HIS GRANDFATHER TRESPASSERS W HAD SUFFERED IN HIS LATER YEARS FROM SHORTNESS OF BREATH, AND OTHER MATTERS OF INTEREST, AND POOH WONDERING WHAT A GRANDFATHER WAS LIKE, AND IF PERHAPS THIS WAS TWO GRANDFATHERS THEY WERE AFTER NOW, AND, IF SO, WHETHER HE WOULD BE ALLOWED TO TAKE ONE HOME AND KEEP IT, AND WHAT CHRISTOPHER ROBIN WOULD SAY. AND STILL THE TRACKS WENT ON IN FRONT OF THEM....

Suddenly Winnie-the-Pooh stopped, and pointed excitedly in front of him. "Look!"

"What?" said Piglet, with a jump. And then, to show that he hadn't been frightened, he jumped up and down once or twice more in an exercising sort of way.

"The tracks!" said Pooh. "A third animal has joined the other two!" "Pooh!" cried Piglet "Do you think it is another Woozle?"

"No," said Pooh, "because it makes different marks. It is either Two Woozles and one, as it might be, Wizzle, or Two, as it might be, Wizzles and one, if so it is, Woozle. Let us continue to follow them."

So they went on, feeling just a little anxious now, in case the three animals in front of them were of Hostile Intent. AND PIGLET WISHED VERY MUCH THAT HIS GRANDFATHER T. W. WERE THERE, INSTEAD OF ELSEWHERE, AND POOH THOUGHT HOW NICE IT WOULD BE IF THEY MET CHRISTOPHER ROBIN SUDDENLY BUT QUITE ACCIDENTALLY, AND ONLY BECAUSE HE LIKED CHRISTOPHER ROBIN SO MUCH. AND THEN, ALL OF A SUDDEN, WINNIE-THE-POOH STOPPED AGAIN, AND LICKED THE TIP OF HIS NOSE IN A COOLING MANNER, FOR HE WAS FEELING MORE HOT AND ANXIOUS THAN EVER IN HIS LIFE BEFORE. THERE WERE FOUR ANIMALS IN FRONT OF THEM!

"DO YOU SEE, PIGLET? LOOK AT THEIR TRACKS! THREE, AS IT WERE, WOOZLES, AND ONE, AS IT WAS, WIZZLE. ANOTHER WOOZLE HAS JOINED THEM!"

And so it seemed to be. There were the tracks; crossing over each other here, getting muddled up with each other there; but, quite plainly every now and then, the tracks of four sets of paws.

"I think," said Piglet, when he had licked the tip of his nose too, and found that it brought very little comfort, "I think that I have just remembered something. I have just remembered something that I forgot to do yesterday and sha'n't be able to do to-morrow. So I suppose I really ought to go back and do it now."



"We'll do it this afternoon, and I'll come with you," said Pooh.

"It isn't the sort of thing you can do in the afternoon," said Piglet quickly. "It's a very particular morning thing, that has to be done in the morning, and, if possible, between the hours of What would you say the time was?"

"About twelve," said Winnie-the-Pooh, looking at the sun.

"Between, as I was saying, the hours of twelve and twelve five. So, really, dear old Pooh, if you'll excuse me-- What's that."

Pooh looked up at the sky, and then, as he heard the whistle again, he looked up into the BRANCHES OF A BIG OAK-TREE, AND THEN HE SAW A FRIEND OF HIS.

"IT'S CHRISTOPHER ROBIN," HE SAID.

"AH, THEN YOU'LL BE ALL RIGHT," SAID PIGLET.

"YOU'LL BE QUITE SAFE WITH HIM. GOOD-BYE," AND HE TROTTED OFF HOME AS QUICKLY AS HE COULD, VERY GLAD TO BE OUT OF ALL DANGER AGAIN.

Christopher Robin came slowly down his tree.

"Silly old Bear," he said, "what were you doing? First you went round the spinney twice by yourself, and then Piglet ran after you and you went round again together, and then you were just going round a fourth time"

"Wait a moment," said Winnie-the-Pooh, holding up his paw.

He sat down and thought, in the most thoughtful way he could think. Then he fitted his paw into one of the Tracks . . . and then he scratched his nose twice, and stood up.

"Yes," said Winnie-the-Pooh.

"I see now," said Winnie-the-Pooh.

"I have been Foolish and Deluded," said he, "and I am a Bear of No Brain at All."

"You're the Best Bear in All the World," said Christopher Robin soothingly.

"Am I?" said Pooh hopefully. And then he brightened up suddenly.

"Anyhow," he said, "it is nearly Luncheon Time."

So he went home for it.

### Teacher Helps & Notes

With these few words he went on tracking, and Piglet, after watching him for a minute or two, ran after him.

Word	Part of Speech	Definition	Classification	Properties	Role
these	adjective	which ones	definitive	--	modifies "words"

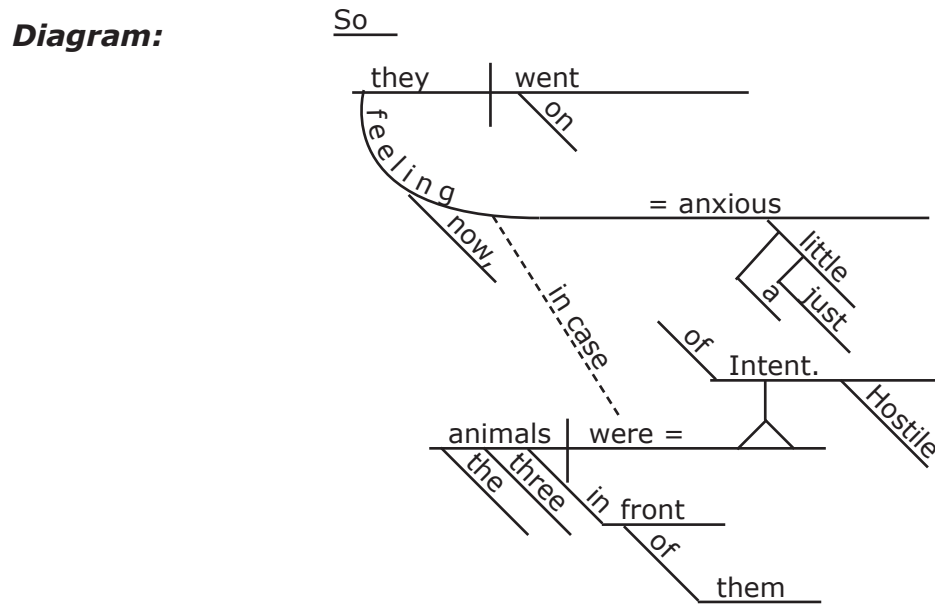
<b>Word</b>	<b>Part of Speech</b>	<b>Definition</b>	<b>Classification</b>	<b>Properties</b>	<b>Role</b>
few	adjective	how many	descriptive	--	modifies "words"
words	noun	thing	common	3rd plural	object of prep. "with"
he	pronoun	Pooh	personal	3rd singular	subject
went	verb	action	intransitive	3rd singular past tense	main verb
on	adverb	modifies verb	where	--	modifies "went"
tracking	verbal	to track	participle	present	subject complement
Piglet	noun	person	proper	3rd singular	subject
watching	verbal	to watch	gerund	present tense	object of prep. "after"
him	pronoun	Pooh	personal	3rd singular	DO
a	adjective	which one	article	--	modifies "minute"
minute	noun	idea	common	3rd singular	object of prep. "for"
two	adjective	how many	definitive	--	modifies "minute"
ran	verb	action	intransitive	3rd singular past tense	main verb
him	pronoun	Pooh	personal	3rd singular	object of prep. "by"

Winnie-the-Pooh stopped again, and licked the tip of his nose in a cooling manner.

<b>Word</b>	<b>Part of Speech</b>	<b>Definition</b>	<b>Classification</b>	<b>Properties</b>	<b>Role</b>
Winnie-the-Pooh	noun	person	proper	3rd singular	subject
stopped	verb	action	intransitive	3rd singular past tense	main verb
again	adverb	modifies verb	when	--	modifies "stopped"
licked	verb	action	transitive	3rd singular past tense	main verb
the	adjective	which one	article	--	modifies "tip"
tip	noun	thing	common	3rd singular	DO

Word	Part of Speech	Definition	Classification	Properties	Role
his	pronoun	stands in for "Pooh"	possessive	3rd singular	adjectival, modifies "nose"
nose	noun	thing	common	3rd singular	object of prep. "of"
a	adjective	which one	article	--	modifies "manner"
cooling	verbal	to cool	participle	present tense	modifies "manner"
manner	noun	idea	common	3rd singular	object of prep. "in"

**Model:** So they went on, feeling just a little anxious now, in case the three animals in front of them were of Hostile Intent.



**Model:** To show that he hadn't been frightened, he jumped up and down once or twice in an exercising sort of way.

