

Classroom Pack

Teacher's notes

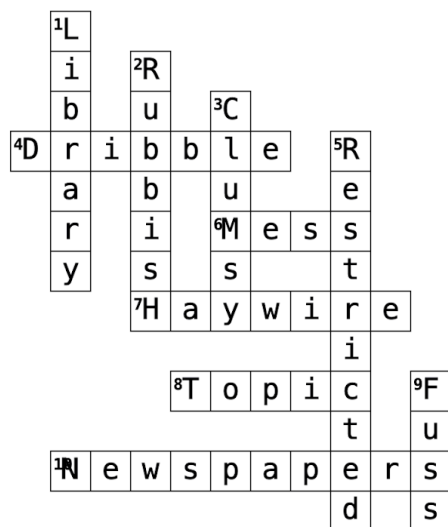


1. Vocabulary Exercises
2. Multiple Choice
3. Culture
4. Theme



1. Vocabulary Exercises

PART A : Complete the crossword using the clues for help



PART C

1. ↑HMRM | ɥ ʔ ʕ | l | tX | t | ↑HM r | BRʃR |

THERE IS A VIKING IN THE LIBRARY

2. $\uparrow \tilde{\uparrow} \downarrow X$ $\uparrow \mid \nmid M$ $\downarrow \mid \downarrow X$ $\nmid \mid \downarrow \mid \downarrow X \mid$

LONG LIVE KING VIKING

3. 4NF 1NF 1NF 1NF

SHAUN LOVES THE LIBRARY

PART B

Complete the sentences with the missing words

Stutter, Bragging, Creepy, Suspended, Library.

- 1) She is always **BRAGGING** and making up these crazy stories.
- 2) I can not understand what you say when you **STUTTER**.
- 3) He is not coming to school because he is **SUSPENDED**.
- 4) That building looks **CREEPY**, I do not want to go inside.
- 5) I love the **LIBRARY** because I love books.

4. $\begin{array}{c} \sim \\ | \end{array}$ $\begin{array}{c} \sim \\ | \end{array}$ | $\begin{array}{c} / \\ | \end{array}$ $\begin{array}{c} M \\ | \end{array}$ $\begin{array}{c} H \\ | \end{array}$ $\begin{array}{c} \sim \\ | \end{array}$ $\begin{array}{c} \nearrow \\ | \end{array}$ $\begin{array}{c} M \\ | \end{array}$ $\begin{array}{c} \downarrow \\ | \end{array}$ $\begin{array}{c} / \\ | \end{array}$ | $\begin{array}{c} L \\ | \end{array}$ | $\begin{array}{c} X \\ | \end{array}$ $\begin{array}{c} \downarrow \\ | \end{array}$

AOIFE HATES VIKINGS

5. H I F B N F T I F Y M H Z F A R I L L F X F T Y M I T

SIOBHAN LOVES PATRICK O'DONNELL

Teacher's notes: depending on the exact disposition of the class, the competitive element can be a good or bad idea.



2. Multiple Choice

This activity can only be done AFTER having seen our show.

You have now discovered the plot of the play "King Viking" and its different protagonists. Let's see what you can remember.

Read the sentences and mark the correct answer.

1. What is Aoife's punishment after throwing her shoe at the referee during PE (Physical Exercise)?

D) She has to do community service in the library

2. Why does Shaun follow Siobhán after class?

B) He wants to talk more about Vikings

3. Why is Shaun in trouble in the Orange Zone?

C) He is in a restricted area without permission

4. What role does the intern play in the library?

B) He follows Miss Burke's orders

5. What happens when Shaun finds the book The Journey of Duan-Rà?

C) He decides to "bring" King Viking to life in 2025-2026

6. How do students react to King Viking's sudden appearance?

B) They are frightened and confused

7. Why does the intern scream and run across the stage?

C) He thinks he has seen a Viking ghost

8. What is the main theme of these scenes?

A) How quickly rumours can spread

9. What does Aoife discover in this scene?

B) Shaun is the one pretending to be King Viking

10. What does Shaun try to do when confronted by the police?

B) Confess that he is King Viking

11. What happens to Miss Burke in this scene?

C) She has a complete breakdown

12. How does the story end between Shaun and Aoife?

C) They walk off as friends, joking together



3. Culture

Vikings are everywhere in pop culture.

Teacher's notes: these exercises are designed to encourage empathy and imagination, while still being accessible for students of different ages and abilities. Depending on the makeup of the class, you might prefer to focus more on drawing, writing, speaking or something other medium. In particular, the diary exercise is easy to scale up for more confident students.

4. Theme

Identity and Imagination

Teacher's notes: although this is a simple exercise the students will probably need some preparation to get them in the right state of mind. The previous exercise, focusing on empathy and visually identifiable marks of character, are designed to help with this, but other exercises might be needed depending on the class requirements and ability.

Gossip and Bragging

Teacher's notes: depending on the abilities of the group, it may be best to write the same sentence on two (or more) separate bits of paper and hand them to the first person in each group. This will also avoid any possibility of one group choosing an extremely complicated sentence.

The Irish Language

Teacher's notes: when you click on these links, they will show the written form of the word on the video, ruining the exercise. Make sure the students cannot see the screen/projector or the video is turned off.

Teacher's notes: Gaelic speakers are immensely proud of their language, as are all Celtic-language speakers. Although they're not English, Celtic languages are important and underappreciated parts of English culture, so they're worth learning about for students visiting the UK more broadly. It's very easy to find Gaelic, Welsh and some Scots Gaelic resources online for interested students who want to expand their knowledge of UK culture.

