



FORUM
THEATRE &
EDUCATION



•INTRODUCTION

The primary purpose of the **teacher's pack** is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of "**VIKINGS**".

The pack has been designed as a tool to help students understand the play, learn new **vocabulary** and improve their **listening** and speaking skills. Once they have done the **activities**, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment out of the performance. The **audio material** contains some introductory elements where you'll find texts corresponding to the **plot synopsis** and the **characters**, some **dialogues** from the play and the **original songs** performed in the play. Also, you'll find some suggested activities we recommend you do before the play, **Pre-play activities** and some **Post-play activities** which have been designed to check if students have understood the play correctly. The activities also enable the student's vocabulary, **expressions** and **grammatical** structures to improve.

Pre-play and post-play activities include instructions for the teacher and the corresponding **student worksheets**, if the activity requires them. Some of the activities have an extension part (**Extension-Activity**) which makes it possible to study the contents in depth, depending on the group's ability. Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them.

To help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play "**VIKINGS**".

AUDIO "VIKINGS" (TRACK 1 TO 9):

1. **Listening.** My name is Kronen
2. **Listening.** The Viking Age
3. **Listening.** Some of the Vikings Gods
4. **Dialogue 1.** Ilva and Kronen
5. **Dialogue 2.** Ilva and Thor
6. **Dialogue 3.** Ilva and the Oracle
7. **Song 1.** "We are Vikings" -short version-
8. **Song 2.** "The Oracle"
9. **Song 3.** "We are Vikings" -long version-

A new feature includes the possibility for teachers to see the **choreography** of a song on our website and therefore offers the opportunity of teaching it to the students prior to the show, thus allowing them to fully enjoy the dance on the day of the show.

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher's pack.

We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.

CONCEPTUAL CONTENTS

The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs... and other forms of communication that are essential to the teaching and learning of a foreign language process. At this stage students should develop a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language and ensure their awareness and approach to the Anglo-Saxon cultural tradition. The teaching materials of "LOST IN OZ", will allow you to study in depth the following conceptual contents:

LISTENING

Various activities such as listening and repeating words as well as having to fill in the gaps to certain dialogues and songs, helping to sharpen the students' ear and encourage them to repeat all they hear in English. Reading and Writing: There are numerous moments where students have to read and understand the sentences and dialogues within this dossier. It helps them to home in on their reading skills and then gives them the opportunity through writing to practice what they already know as well as developing a greater knowledge of the language.

CONVERSATION:

The main focus when learning a language should be on the ability to communicate. Here, students are given the opportunity to develop this important skill by involving them in dialogues, conversations, songs, and pair-work set specifically to encourage conversation in English. At this stage students should have already developed a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

GRAMMAR:

The teaching materials in "VIKINGS", will allow you to study the following conceptual contents in depth:

- Verbs Conjugation
- Countable and uncountable nouns
- Regular comparatives As...as Common similes (look like...)
- Prefixes and Suffixes
- Homophones. Are words that sound the same but have different meanings and spellings.
- Componds Word. A compound word is two or -more words linked together to produce a word with a new meaning
- Use the dictionary
- The Environment
- To write letters to familiars and friends
- Let's go - Can / Can't
- Adverbs (Always, Usually, often, sometimes, not often, never)
- Time (Yesterday, at the moment, tomorrow...)

• LISTENING

-MY NAME IS KRONEN (TRACK. 01)

Good morning, good afternoon, or maybe good night. One never knows, it all depends on what time now while you're listening to me.

My name is Kronen, and I am the Viking chief of the peaceful village of Flake.

Maybe the name Flake sounds familiar to you, I'm sure it does to the teachers, because it's the village where Vicky the Viking lived, the well-known cartoon character.

But I'm not here to talk about Vicky, no, no; I'm here to talk about my lovely daughter Ilva. She's smart, brave, adventurous, and very courageous, maybe too courageous, even. She wants to go in search of Thor's hammer, and I'm trying to convince her not to, but she's stubborn, very stubborn, just as stubborn as I am.

And it's not because she's a woman, that I don't want her to go, no; it's because going after Thor's hammer is a very risky and dangerous adventure. She'll have to face Gaulag, Snake-Tongue, the vilest and most feared villain of all the Vikings. He's sneaky like a snake, dangerous like a spider, and clever like a fox. I'm terrified just thinking about Ilva being attacked by that wicked, greedy, jealous villain, who always wants what he can't have.

Do me a favour, friends, if you see Ilva, please convince her not to go after Thor's hammer, because I don't want her to suffer a brutal attack at the hands of Gaulag.

Ah, how much I suffer just thinking about it! Anyway, I must get back to my chores here in the village, because today, many ships are arriving from all corners of the Viking world to celebrate the day in honour of the great god Thor. I just hope no one notices that Thor's real hammer isn't the one I have in my possession. By Odin, I hope everything goes well.

Anyway, see you at the theatre, girls and boys. And remember: if you see Ilva, tell her to come home soon and not to face the evil Gaulag.



• LISTENING

-THE VIKING AGE (TRACK. 02)

In order to fully appreciate the best Viking history books, it's crucial to gain a foundational understanding of the Viking Age and its significance in Scandinavian history. The Viking Age, which spanned roughly from the late 8th century to the early 11th century, marked a period of extraordinary exploration, expansion, and cultural exchange. During this time, the Vikings, also known as Norsemen, emerged as fearsome seafarers, warriors, and traders.

The Viking Age was characterized by its long ships and sleek and swift vessels that allowed it to navigate through rivers and oceans with remarkable ease. These skilled sailors ventured across the seas and inland, reaching as far as North America, Asia, and beyond. Their powerful presence and ambitious nature left an indelible mark on history.

During the Viking Age, the Vikings played a significant role in shaping Europe's political, cultural, and economic landscape. Their raids and invasions struck fear into the hearts of their victims, leaving a lasting impression and contributing to the fall of several kingdoms and empires. Beyond their warrior reputation, the Vikings established thriving trade networks, forging connections between regions and cultures.

The Viking Age witnessed the emergence of Norse mythology; a complex belief system centred around a pantheon of gods and goddesses. These ancient tales and legends provided the foundation for the rich and captivating world of Norse mythology, which continues to captivate readers and inspire countless works of literature and art today.

While the Viking Age was marked by their explorations and conquests, it eventually came to an end. The reasons for its decline are complex and varied, but factors such as Christianization, the centralization of power in European kingdoms, and internal conflicts among Viking factions all contributed to the fading of their influence.

Nevertheless, the Vikings' legacy endures. Through archaeological excavations, historical records, and the written works that have survived, we are able to glimpse into the remarkable

world of the Norsemen. These insights provide the backdrop for the best Viking books, allowing readers to delve deeper into this extraordinary civilization's fascinating history, culture, and mythology.

Norse mythology holds a significant place in Viking culture, offering a rich tapestry of gods and goddesses. Exploring these divine figures allows us to understand the essence of Viking beliefs and values. If you're looking for the best book about Norse mythology, we have curated a list of captivating reads that bring the mythical world to life.



•LISTENING

-SOME OF THE VIKING GODS- (TRACK. 03)

•**THOR** is the god of Thunder. Son of Odin—the King of the gods—and his firstborn. Thor controls the weather, which affects the harvests, as well as the protection of warriors in every Viking village. He is depicted with a beard and long red hair tied in a ponytail, and he travels in a flying chariot pulled by goats that destroy everything in their path. Odin gave Thor the Magic Hammer—called Mjölnir—whose strike causes thunder and can be thrown like a weapon at enemies, but it always returns to Thor's hand. To wield the hammer, Thor must wear steel gloves. The combination of the hammer, the gloves, and a special belt gives Thor the greatest strength in all nine worlds—so much so that he is capable of defeating his own father, Odin.



•**ODIN** is the King of Asgard, where he lives in a magnificent palace. He is the chief God of the Viking world—the supreme figure of wisdom, sorcery, intelligence, war, victory, and the hunt. He is the son of Bor and Bestla, a giantess. He is also the god of war, whose daughters—the Valkyries—gather fallen warriors from battle in a heroic manner and carry them to Valhalla. Odin's strength is legendary, and he sometimes could be cruel. Only he knows the secret of the runes—the poetic language carved into stone and wood to write the secret spells that move the world. Many poems describe Odin wearing a hat, a wool cloak, and carrying a staff, wandering through the nine worlds, especially Earth. His spear is legendary, its power rivaling or even surpassing that of Thor's hammer.



•**THE ORACLE** This is a fictional character we created for the show "Vikings," since the Vikings didn't have an oracle in the way we understand it today. We've given him the power of foresight—that is, he can predict the future—but he's not one hundred percent reliable, as he can easily be wrong. He's used to making prophecies, but his answers are never completely clear, often causing confusion among those who ask him specific questions. His prophecies come in the form of riddles or poetic compositions. We call him a "Seer," just like in the popular TV series "Vikings." It's important to note that the Oracle always demands something in return for his predictions, and if he doesn't receive payment, he places a curse on whoever asked the question.



• DIALOGUE 1

-ILVA AND KRONEN (TRACK. 04)

-Ilva. Dad, what are you doing?

-Kronen. Good morning, my beloved daughter.

-Ilva. Good morning, Dad, but what are you doing?

-Kronen. What do you mean, what am I doing? I am waking up the village!

-Ilva.

But why? Last night the whole village stayed up late celebrating the arrival of Thor's Hammer. Everyone's still asleep.

-Kronen. Lazy good for nothing.....

-Ilva. So please stop making noise and let the village rest.

-Kronen. But...

-Ilva. No buts, Dad. Trust me. Being a good chief is not just about giving orders; it's also about caring for your people.

-Kronen. You're right my daughter. And besides, they can sleep in peace knowing that Thor's Hammer is safe under my watch. You know it would be a disaster if we ever lost it, or if someone tried to steal it, or—

-Ilva. Oh, come on, Dad. Don't be so negative. That's never going to happen.

Ilva moves toward the fake hammer, about to touch it.

-Kronen. What are you doing, Ilva? You can't touch Thor's hammer! (thunder crash)

-Ilva. Just one second, Dad, let me take a look...

(Ilva reaches for the hammer again.)

-Kronen. No, no, no, I told you, you are not allowed touch Thor's Hammer! (thunder crash)

-Ilva. Just for a moment.

-Kronen. No. Ilva. I'm sorry, but I am the guardian of the Thor's Hammer!! (thunder crash)

-Kronen..... I cannot allow anyone, and I mean anyone—not even you, my own daughter—to touch.....He pretends to be a bull and runs at Ilva but gets stuck on the small structure. I'm stuck, a

little help Ilva...When he is free, he continues with the sentence...Thors hammer!!! *(thunder crash)*

(He looks at where she points and she grabs the fake hammer, lifts it, and notices something strange.)

Ilva. Dad, I think I remember Thor's Hammer being... different yesterday.

Kronen. Different? What do you mean?

Ilva. I'm not sure but...

Kronen. Wait. I've been guarding it all night. I swear this is Thors Hammer—(Cricket sound)

(Kronen takes the hammer. His face turns to despair.)

Kronen. By all the gods of Asgard!

Ilva. Dad, are you okay?

Kronen. By Odin, Loki, Bor, Dagr, Frigg, Njord...

Ilva. Dad, breathe, please!

Kronen. Frey, Gerd, Syn, Nanna...

Ilva. You don't need to name all the gods, Dad!

Kronen. This is worse than I thought. You're right—the Hammer is different because... it's not the same hammer. Disaster will fall upon us!

Ilva. Calm down, Dad, there must be a solution.

• DIALOGUE 2

-ILVA AND THOR (TRACK. 05)

Ilva. What was that? That sounded like... like...

Thor. Like me, the great God Thor, the strongest and wisest of all the Viking gods who live in Asgard. I am Thor, son of Odin. I am the God of thunder; the God who protects the harvests, the God who protects travellers who set out on long journeys, the God who protects all those who fight in great battles whose only purpose is to fight for justice and equality, and lastly, the God of fire.

Ilva. Thank you for all that information, Thor. I am Ilva, just Ilva, daughter of Kronen, from the peaceful village of Flake.

Thor. Hmmmmmm, and what are you doing here, Ilva from Flake?

Ilva. Well, there's been a small—well, probably more of a medium sized—well, actually, I won't lie, we have a big problem, but I am on a mission to solve it. And don't worry, I am very close.

Thor. I don't understand.

Ilva. Well, you see Thor, your hammer...

Thor. Ohhhh yes, my beloved Mjolnir, how I miss it. That hammer always hits its mark and returns to my hand. I look forward to it being returned to me very soon.

Ilva. Well, you see, that's exactly what I was referring to; you see, Thor, your ha-m-mer...

Thor. ...Yes...

Ilva. You see what happened is...

Thor. ...Yeeeeess.....

Ilva. Well, my father, the guardian, got confused—well, more like distracted—and a thief...

Thor. Wait a moment. Are you telling me that my Mjolnir, my beloved hammer, has been stolen?

Ilva. Yesssss....

Thor. WHATTTTTTT??? And why are you carrying Odin's spear?



• DIALOGUE 3

-ILVA AND THE VIKING ORACLE (TRACK. 06)

Oracle. Who summoned me? Was it you little one?

Ilva. I think so.

Oracle. You think so? Is that a yes, or a no?

Ilva. Oh, then, yes, it was me.

Oracle. And why have you summoned me, Ilva?

Ilva. How do you know my name?

Oracle. I know everything.

Ilva. Everything?

Oracle. Well, almost everything. Why are you here?

Ilva. Well, you see, Thor...

Oracle. The god — the mighty god Thor?

Ilva. Yes, that's the one.

Oracle. Well, if you have been sent here by a god, then I am at your service.

Ilva. Well, you see, in the village of Flake — my village — my father...

Oracle. Get to the point Ilva? I am very busy; I, the Viking Oracle — also known as the Raven — receive hundreds of petitions a day, and I have to see to all of them so please get to the point.

Ilva. Sorry. Thor's hammer has been stolen from my village.

Oracle. And what do you want me to do about it?

Ilva. I would like you tell me who stole it.

Oracle. How do you know it was stolen?

Ilva. Well, it was taken in the middle of the night while we were all asleep.

Oracle. Did the thief leave any clues?

Ilva. Just this.



Ilva shows the Oracle the piece of green material.

• DIALOGUE 3

-ILVA AND THE VIKING ORACLE (TRACK. 06)

Oracle. Ahhhhhh, hahahaha that colour is a dead giveaway.

Ilva. Because it is green?

Oracle. Yes, and scaly too.

Ilva. Is it from an animal?

Oracle. It is Ilva, but in this case, it is from the clothes of a human. A silent villain, with sneaky, twisting, snake-like movements.

Ilva. Like a lizard?

Oracle. Yes, with a strong and deadly bite.

Ilva. Like a serpent.

Oracle. Yes Ilva, I will tell you who it is but first you must pass three tests.

Ilva. Okay.

Oracle. The first test is a test of Intelligence.

Ilva. I am ready.



SONG 1.

-MY NAME IS KRONEN -SHORT VERSION- (TRACK. 7)

KRONEN:

We are Vikings
Vikings yeah
From the village of Flake
We are Vikings
We're Vikings yeah
Some people call us Norsemen
We are brave
We are strong
Vikings!!!



SONG 2.

-THE ORACLE (TRACK. 8)

ILVA:

Stomp your feet, the sky turns blue,
Bang on the drum, play your flute,
Lift your horns and show you're brave,
We call the Oracle to this cave!

Chorus:

Oracle, where are you?
Viking Oracle, strong and true!
Come to us, help us fight!
Show your wisdom, pure and bright,
Wave your hand and give us light,
Save us from the coming night,
Sing the runes, let the echoes fly,
Oracle, answer our cry!

Oracle, come to us.



SONG 3.

-WE ARE VIKINGS-LONG VERSION- (TRACK. 09)

We are Vikings

Vikings yeah

From the village of Flake

We are Vikings

We're Vikings yeah

Some people call us Norsemen

We are brave

We are strong

Vikings!!!

We are Vikings

Vikings yeah

From the village of Flake

We are Vikings

We're Vikings yeah

Some people call us Norsemen

We are brave

We are strong

Vikings!!!



•PRE-PLAY ACTIVITY 1.

-QUESTIONS ABOUT THE DIALOGUES- (TEACHERS)

Below are a series of questions about the dialogues that appear in tracks 4, 5 and 6.

Students should first listen to the dialogues and then answer the questions.

1. What is the weapon that characterizes the god Thor?

-HAMMER

2. The spear mentioned by the god Thor belongs to the god...

-ODIN

3. What is the name of the Viking village where Ilva lives?

-FLAKE

4. What position does Kronen hold in his village?

-HE IS THE CHIEF

5. What family relationship do Ilva and Kronen have?

-FATHER AND DAUGHTER

6. With what does Kronen wake up the villagers?

-WITH A HORN

7. What does Ilva discover about Thor's Hammer when she is with Kronen?

-That it is not the real one—the real Hammer has been stolen.

8. Who are Loki, Frey, Bor, Njord... , all the names Kronen mentions?

-VIKING GODS

9. Do you know the name of Thor's Hammer?

-MJOLNIR

10. What happens to Thor's Hammer every time he throws it?

-IT ALWAYS RETURNS TO HIS HAND

•PRE-PLAY ACTIVITY 1.

-QUESTIONS ABOUT THE DIALOGUES- (TEACHERS)

Below are a series of questions about the dialogues that appear in tracks 4, 5 and 6.

Students should first listen to the dialogues and then answer the questions.

1. What is the weapon that characterizes the god Thor?

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2. The spear mentioned by the god Thor belongs to the god...

.....

3. What is the name of the Viking village where Ilva lives?

.....

4. What position does Kronen hold in his village?

.....

5. What family relationship do Ilva and Kronen have?

.....

6. With what does Kronen wake up the villagers?

.....

7. What does Ilva discover about Thor's Hammer when she is with Kronen?

.....

8. Who are Loki, Frey, Bor, Njord... , all the names Kronen mentions?

.....

9. Do you know the name of Thor's Hammer?

.....

10. What happens to Thor's Hammer every time he throws it?

.....

•PRE-PLAY ACTIVITY 2.

-FILL IN THE GAPS AND DEFINITIONS- (TEACHERS)

•ACTIVITY 1.

Students must listen to track
Corresponding to SONG 2 "THE ORACLE"
from the show "VIKINGS" and fill in the blanks
with the correct words in order to complete
the lyrics of the song.

LYRICS. SONG 2. THE ORACLE

Stomp your **feet**, the sky turns blue,
Bang on the **drum**, play your **flute**,
Lift your **horns** and show you're brave,
We call the Oracle to this **cave**!
Oracle, where are you?
Viking Oracle, strong and true!
Come to us, help us fight!
Show your **wisdom**, pure and bright,
Wave your hand and give us **light**,
Save us from the coming **night**,
Sing the **runes**, let the echoes fly,
Oracle, answer our cry!
Oracle, come to us.

WORDS:

WISDOM – LIGHT – RUNES – FEET – FLUTE
CAVE – HORNS – NIGHT – DRUM – VIKING
ORACLE

ACTIVITY 2.

Once the students have filled in the blanks
with the correct words, they must match each
of those words to its corresponding definition:

Opposite of day ...

NIGHT

Ornament typical on Viking helmets ...

HORNS

Opposite of darkness ...

LIGHT

Opposite of ignorance ...

WISDOM

Part of the body ...

FEET

Wind instrument ...

FLUTE

Scandinavian people who lived between the
8th and 11th centuries ...

VIKING

Percussion instrument ...

DRUM

Big or small underground cavity ...

CAVE

Ancient writing symbols of the Germanic
tribes of Northern Europe ...

RUNES

Answer given by a deity to a question, through
an intermediary ...

ORACLE

Note for the teacher:

In the show this "fill in the gaps" activity is
carried out with the attending audience. It is
recommended that the students have worked
on the relevant vocabulary beforehand, since
the appearance of the Viking Oracle—who
will help Ilva recover the hammer of the god
Thor—will depend on their participation.

•PRE-PLAY ACTIVITY 2.

-FILL IN THE GAPS AND DEFINITIONS- (STUDENTS)

Listen to track corresponding to SONG 2 "THE ORACLE" from the show "VIKINGS" and fill in the blanks with the correct words to complete the lyrics of the song.

Stomp your, the sky turns blue,

Bang on the, play your, Lift your
..... and show you're brave,

We call the Oracle to this

Chorus:

Oracle, where are you?

..... Oracle, strong and true!

Come to us, help us fight!

Show your, pure and bright,

Wave your hand and give us

Save us from the coming

Sing the, let the echoes fly,

Oracle, answer our cry!

....., come to us.

WORDS:

WISDOM – LIGHT – RUNES – FEET – FLUTE – CAVE – HORNS

NIGHT – DRUM – VIKING – ORACLE

ACTIVITY 2. Match each of the words above to its corresponding meaning:

-Opposite of day

-Ornament typical on Viking helmets

-Opposite of darkness

-Opposite of ignorance

-Part of the body

-Wind instrument

-Scandinavian people who lived between the 8th and 11th centuries

-Percussion instrument

-Big or small underground cavity

-Ancient writing symbols of the Germanic tribes of Northern Europe

-Answer given by a deity to a question, through an intermediary

•PRE-PLAY ACTIVITY 3.

-TRUE OR FALSE- (TEACHERS)

Instructions for the students:

Students should listen to track 03, which corresponds to the "Listening: Some of the Viking Gods" and decide whether the following statements are TRUE or FALSE.

-If the statement is FALSE, they must write the correct version.

Sentences & Solutions:

1.Thor is the god of Thunder. –TRUE

2.Thor is son the Oracle. – FALSE

-Thor is the son of Odin.

3.Thor is described as having a beard and long blond hair. – FALSE

-Thor is described as having a beard and red hair.

4.Thor travels in a flying chariot pulled by goats. –TRUE

5.Thor's hammer is called Mjölner. –TRUE

6.Thor's hammer always returns to his hand once it has been thrown. –TRUE

7.Odin is the King of Asgard, where he lives in a magnificent palace. –TRUE

8.Odin's parents were called Bor and Bestla, and they were two dwarfs. – FALSE

-Odin's parents were called Bor and Bestla, and they were two giants.

9.Only Odin knows the secret of the runes. –TRUE

10.Odin carries a magical shield as his weapon. – FALSE

-Odin carries a spear as his weapon.

11.The Oracle can predict the future. –TRUE

12.The Oracle's answers are clear and concise and never cause confusion. – FALSE

The Oracle's answers are never completely clear, often causing confusion.

13.The Oracle asks nothing in return for predictions. – FALSE

The Oracle always demands something in return for predictions.

•PRE-PLAY ACTIVITY 3.

-TRUE OR FALSE- (STUDENTS)

Instructions for the students:

Listen to track 03, which corresponds to the “Listening: Some of the Viking Gods,” and decide whether the following sentences are TRUE or FALSE.

If the sentence is FALSE, write the correct version.

Sentences & Solutions:

1.Thor is the god of Thunder. –

.....

2.Thor is son the Oracle. –

.....

3.Thor is described as having a beard and long blond hair.

.....

4.Thor travels in a flying chariot pulled by goats.

.....

5.Thor’s hammer is called Mjölner.

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6.Thor’s hammer always returns to his hand once it has been thrown.

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9.Only Odin knows the secret of the runes.

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10.Odin carries a magical shield as his weapon.

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11.The Oracle can predict the future.

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12.The Oracle’s answers are clear and concise and never cause confusion.

.....

13.The Oracle asks nothing in return for predictions.

.....

•PRE-PLAY ACTIVITY 4.

-SPOT THE MISTAKES- (TEACHERS)

In the following text, which corresponds to the listening activity “The Viking Age” –track 2–, there are ten mistakes.

Students must listen to the corresponding track and correct them by writing the words that are actually said.

In order to fully appreciate the best Viking history **boxes (books)**, it's crucial to gain a foundational understanding of the Viking Age and its significance in Scandinavian history. The Viking **Time (Age)**, which spanned roughly from the late 8th century to the early 11th century, marked a period of extraordinary exploration, expansion, and cultural exchange. During this time, the Vikings, also known as Norsemen, emerged as fearsome seafarers, warriors, and traders.

The Viking Age was characterized by its long ships and sleek and swift vessels that allowed it to navigate through rivers and **seas (oceans)** with remarkable ease. These skilled sailors ventured across the seas and inland, reaching as far as North America, **Oceania (Asia)**, and beyond. Their powerful presence and ambitious nature left an indelible mark on history.

During the Viking Age, the **Romans (Vikings)** played a significant role in shaping Europe's political, cultural, and economic landscape. Their raids and invasions struck fear into the hearts of their victims, leaving a lasting impression and contributing to the fall of several kingdoms and empires. Beyond their warrior reputation, the Vikings established thriving trade networks, forging connections between **countries (regions)** and cultures.

The Viking Age witnessed the emergence of **Greek (Norse)** mythology; a complex belief system centred around a pantheon of gods and goddesses. These ancient tales and legends provided the foundation for the rich and captivating world of Norse mythology, which continues to captivate readers and inspire countless works of **theatre (literature)** and art today.

While the Viking Age was marked by their explorations and conquests, it eventually came to an end. The reasons for its decline are complex and varied, but factors such as Christianization, the centralization of power in **Asian (European)** kingdoms, and internal conflicts among Viking factions all contributed to the fading of their influence.

Nevertheless, the Vikings' legacy endures. Through archaeological excavations, historical records, and the written works that have survived, we are able to glimpse into the remarkable world of the Norsemen. These insights provide the backdrop for the best Viking books, allowing readers to delve deeper into this extraordinary civilization's fascinating history, culture, and mythology.

Norse mythology holds a significant place in Viking **party (culture)**, offering a rich tapestry of gods and goddesses. Exploring these divine figures allows us to understand the essence of Viking beliefs and values. If you're looking for the best book about Norse mythology, we have curated a list of captivating reads that bring the mythical world to life.

•PRE-PLAY ACTIVITY 4.

-SPOT THE MISTAKES- (STUDENTS)

In the following text, which corresponds to the listening activity “The Viking Age” –track 2–, there are ten mistakes.

Listen to the corresponding track and correct them by writing the words that are actually said.

In order to fully appreciate the best Viking history **boxes** (.....), it's crucial to gain a foundational understanding of the Viking Age and its significance in Scandinavian history. The Viking **Time** (.....), which spanned roughly from the late 8th century to the early 11th century, marked a period of extraordinary exploration, expansion, and cultural exchange. During this time, the Vikings, also known as Norsemen, emerged as fearsome seafarers, warriors, and traders.

The Viking Age was characterized by its long ships and sleek and swift vessels that allowed it to navigate through rivers and **seas** (.....) with remarkable ease. These skilled sailors ventured across the seas and inland, reaching as far as North America, **Oceania** (.....), and beyond. Their powerful presence and ambitious nature left an indelible mark on history.

During the Viking Age, the **Romans** (.....) played a significant role in shaping Europe's political, cultural, and economic landscape. Their raids and invasions struck fear into the hearts of their victims, leaving a lasting impression and contributing to the fall of several kingdoms and empires. Beyond their warrior reputation, the Vikings established thriving trade networks, forging connections between **countries** (.....) and cultures.

The Viking Age witnessed the emergence of **Greek** (.....) mythology; a complex belief system centred around a pantheon of gods and goddesses. These ancient tales and legends provided the foundation for the rich and captivating world of Norse mythology, which continues to captivate readers and inspire countless works of **theatre** (.....) and art today.

While the Viking Age was marked by their explorations and conquests, it eventually came to an end. The reasons for its decline are complex and varied, but factors such as Christianization, the centralization of power in **Asian** (.....) kingdoms, and internal conflicts among Viking factions all contributed to the fading of their influence.

Nevertheless, the Vikings' legacy endures. Through archaeological excavations, historical records, and the written works that have survived, we are able to glimpse into the remarkable world of the Norsemen. These insights provide the backdrop for the best Viking books, allowing readers to delve deeper into this extraordinary civilization's fascinating history, culture, and mythology.

Norse mythology holds a significant place in Viking **party** (.....), offering a rich tapestry of gods and goddesses. Exploring these divine figures allows us to understand the essence of Viking beliefs and values. If you're looking for the best book about Norse mythology, we have curated a list of captivating reads that bring the mythical world to life.

•PRE-PLAY ACTIVITY 5.

-CHOOSE THE CORRECT OPTION- (TEACHERS)

Instructions for students:

Students should listen to track 01, which corresponds to the "Listening: My name is Kronen," and then decide which option is correct for each sentence.

Sentences & Solutions:

1.Kronen is...

a. Ilva's father

b. Ilva's brother

c. Ilva's uncle

2. In the Viking village of Flake, Kronen is...

a. The Viking cook

b. The Viking musician

c. The Viking chief

3. The Viking village of Flake is...

a. The village where Vicky the Viking lived, the well-known cartoon character

b. The village where Mickey the Viking lived, the well-known cartoon character

c. The village where SpongeBob the Viking lived, the well-known cartoon character

4. With which adjectives does Kronen describe his daughter Ilva?

a. She's smart, cowardly, adventurous, and very courageous

b. She's smart, brave, adventurous, and very courageous

c. She's smart, brave, lazy, and very courageous

5. Ilva is determined to go in search of...

a. Odin's spear

b. Vicky the Viking's helmet

c. Thor's hammer

6. According to Kronen, going in search of Thor's hammer is...

a. A very easy and dangerous adventure

b. A very risky and happy adventure

c. A very risky and dangerous adventure

7. Gaulag, Snake-Tongue is...

a. The evilest and most feared villain of all the Vikings

b. The kindest and most feared hero of all the Vikings

c. The most elegant and biggest villain of all the Vikings

8. Gaulag, Snake-Tongue...

a. Is sneaky like a spider, dangerous like a snake, and clever like a fox

b. Is sneaky like a snake, dangerous like a spider, and clever like a fox

c. Is sneaky like a fox, dangerous like a spider, and clever like a snake

9. Today, arriving at the village of Flake are...

a. Many cars are arriving from all corners of the Viking world

b. Many buses are arriving from all corners of the Viking world

c. Many ships are arriving from all corners of the Viking world

•PRE-PLAY ACTIVITY 5.

-CHOOSE THE CORRECT OPTION- (STUDENTS)

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•POST-PLAY ACTIVITY 1.

-PUT THE SCENES IN ORDER- (TEACHERS)

Below are the titles of the different scenes from the show "VIKINGS". Students must put them in order by numbering them. This way, they will establish the logical sequence of the story.

The SCENE titles are:

The search begins. Number

The Viking Oracle. Number

Prologue. Number

The Sacred Viking Cave. Number

Morning in the Village of Flake. Number

The Theft of the Venerated Thor's Hammer. Number

The happy end. Number

The appearance of Thor. Number

Ilva's confrontation with Gaulag. Number

SOLUTION:

1. Prologue.
2. The Theft of the Venerated Thor's Hammer.
3. Morning in the Village of Flake.
4. The search begins.
5. The Sacred Viking Cave.
6. The appearance of Thor.
7. The Viking Oracle.
8. Ilva's confrontation with Gaulag.
9. The happy end.

•POST-PLAY ACTIVITY 1.

-WHO IS WHO- (STUDENTS)

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-Morning in the Village of Flake.

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-The Theft of the Venerated Thor's Hammer.

·Number

-The happy end.

·Number

-The appearance of Thor.

·Number

-Ilva's confrontation with Gaulag.

·Number

•POST-PLAY ACTIVITY 2.

-WHO IS WHO- (TEACHERS)

We propose the following sentences from the script. The idea is that the students try to identify which sentence corresponds to which character:

- ILVA
- KRONEN
- THOR
- THE ORACLE
- GAULAG

SENTENCES – with solutions:-

I am the Chief of the village of Flake. **KRONEN**

Being a good chief is not just about giving orders; it's also about caring for your people. **ILVA**

Take the text, trust in your instincts, and when you decipher what it says, the Oracle will find you. **THOR**

Listen, young Viking. I can help you find this thief. **GAULAG**

There will be nothing but illnesses, plagues, storms and disasters for our beloved Flake. **KRONEN**

Me, the strongest and wisest of all the Viking Gods who live in Asgard. **THOR**

Get to the point Ilva. I am very busy. I receive hundreds of petitions a day. **ORACLE**

Yes father, we should; but first let's celebrate our victory with a beautiful song and some more of our volunteer friends. **ILVA**

I need that spear if I am to become the most powerful man in Midgard. **GAULAG**

May the wind be at your back and may all the gods of Asgard be on your side! **ORACLE**

•POST-PLAY ACTIVITY 2.

-WHO IS WHO- (STUDENTS)

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-.....

- I need that spear if I am to become the most powerful man in Midgard.

-.....

-May the wind be at your back and may all the gods of Asgard be on your side!

-.....

•POST-PLAY ACTIVITY 3.

-ABOUT THE VIKINGS WORLD- (TEACHERS)

The Viking people have historically been described as a group of barbarians lacking common sense and eager to conquer lands by force... But not all of this is true.

Below we propose a series of statements that may belong to either the Viking world or to other cultures. Students must decide for each statement whether it belongs to the Vikings or not.

In this way, they will gain more knowledge about a people who were far more interesting than we might imagine.

-THE VIKINGS COULD READ AND WRITE, BUT IN THEIR OWN RUNIC LANGUAGE.

TRUE, although they did not have a strong written tradition; they preferred oral transmission or engraved tablets.

-THE VIKING PEOPLE CONSULTED AN ORACLE FOR ADVICE BEFORE MAKING DECISIONS

NOT TRUE; in fact, the Oracle belongs to the Greek world, later copied by the Romans.

-THE IMAGE OF THE VIKINGS AS BLOODTHIRSTY, DESTRUCTIVE BARBARIAN RAIDERS COMES FROM ANGLO-SAXON CHRONICLES.

TRUE; in fact, most of the information comes from these sources, which described them as animals.

-THE VIKINGS WERE KNOWN FOR WEARING HELMETS WITH HORNS.

NOT TRUE, although that is the image we all have. This idea spread far and wide because people wanted to portray them as demons, but it has no historical basis.

-THE VIKING PEOPLE WERE MASTER METALWORKERS.

TOTALLY TRUE, as their helmets, swords, and shields still stand as proof.

-THEIR SHIPS – CALLED DRAKKARS – MADE THEM ONE OF THE BEST SEAFARING PEOPLES IN THE WORLD.

TOTALLY TRUE; they sailed in light, fast ships

-THE VIKINGS ATTACKED IN AN UNCOORDINATED AND BRUTISH WAY.

NOT TRUE; in fact, their main strategies included surprise attacks during religious festivals, shield-wall defensive formations, ambushes, and striking from the rear or in poorly defended towns.

•POST-PLAY ACTIVITY 3.

-ABOUT THE VIKINGS WORLD- (STUDENTS)

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.....

7. THE VIKINGS ATTACKED IN AN UNCOORDINATED AND BRUTISH WAY.

.....

•THE TEN COMMANDMENTS

FOR BEING A GOOD THEATRE-GOER

DECALOGUE

1. First of all, **FIND OUT** about the show you are going to see. Sometimes what you think something is about does not coincide with what you see on the stage later.

2. BE PUNCTUAL. Arrive at least 15 minutes early and you will have time to find your seat without disturbing anyone else.

3. Once the show has started, **DO NOT LEAVE YOUR SEAT.** Have the foresight to go to the toilet beforehand (the play may not have an intermission in the middle).

4. SILENCE IS KEY, since the actors are performing for the audience, for you. So you must avoid any distractions (alarm clocks, mobile phone sounds, checking the mobile phone screen and lighting up the middle of the audience, whispering..), out of respect for the actors, the audience and all those who are involved in the show.

5. BE CAREFUL COUGHING AND SNEEZING, as it can bother the actors and the rest of the audience. If you have a cold, please have the foresight to carry some cough sweets with you to soothe your throat.

6. Out of respect for the actors and the audience in general, **YOU SHOULD NOT EAT DURING THE PERFORMANCE.** The theatre is not the cinema, so we must keep to the rules as much as possible. Save the treats and goodies for another occasion. Any murmur becomes noise and interference.

7. If you don't like the show or it bores you, **DO NOT DISTURB THE REST OF THE AUDIENCE OR YOUR FRIENDS** with whispered comments. They may be interested in the show and, in addition to this, whispers can become annoying noises. Leave the comments for the end or upon exit. Anything you say in a low voice can be heard by the actors (acoustics in the room allow it).

8. Stay **SITTING DOWN** in your seat. Remember that you are not in the cinema and that all changes in posture and the movements you make in your seat are also felt by the actors who are on stage and this can distract them.

9. If for any urgent reason you have to leave the room, try to do it with **DISCRETION AND IN SILENCE**, and try not to disturb the others as much as possible.

10. Lastly, **APPLAUSE**, not whistles or shouts, is the **BEST REWARD FOR THE ACTORS** who have entertained you and given you a pleasant time. If they have also managed to arouse your enthusiasm, you can cheer for them by standing up and shouting "bravo" at the end of the performance. With this you will be giving them an extra applause. But try not to do it until the end of the play, because early applause can interrupt a scene and cut the concentration of the spectators and the actors.

¡ENJOY THE SHOW!

• MORE INFORMATION

VIDEOS (INTERNET):

-The True History of the Vikings Explained. YouTube

-VIKINGS - I: Viking Age. YouTube Principio del formulario

-VIKINGS Norse Mythology - II: Norse Gods & Goddesses [Thor, Loki, Odin and more]. YouTube

WEBS:

-Vikings facts and information - National Geographic <https://www.nationalgeographic.com>

-The Complete History of the Vikings. Life in Norway. <http://www.lifeinnorway.net/history-of-the-vikings/>

-10 facts about the Vikings - National Geographic Kids. <http://www.natgeokids.com/>

BOOKS:

- "Norse Mythology" by Neil Gaiman. This book retells the enchanting tales of Odin, Thor, Loki, and other iconic Norse gods. Gaiman's masterful storytelling ensures an immersive experience, making this best book about Vikings a must-read for mythology enthusiasts.

- "The Age of the Vikings" by Anders Winroth. The fascinating history of Viking warriors with this comprehensive book. It delves into these legendary Norse warriors' social structure, military strategies, and daily life.

- "The Viking Explorer: Chronicles from the North" by Magnus Magnusson. This book takes you on a captivating journey through Viking history, focusing on their famed explorations. Delve into the Norse sagas, records, and archaeological evidence to unravel the mysteries of Viking voyages. This well-researched book comprehensively examines the explorations that shaped Viking society and expanded its influence across Europe and beyond.

- "Daily Life of the Vikings" by Kirsten Wolf. This book offers a vivid portrayal of everyday Viking life, covering topics such as food and drink, clothing, housing, and leisure activities. Includes extensive illustrations and photographs that bring the Viking world to life.

•VOCABULARY

•Substantives•

Shield – Sword – Hammer – God – Thief – Town – Inhabitants – Treasure – Totem
 – Viking – Horn – Daughter – Dad/Daddy – Party – Boss – Noise – Viper – Villain
 – Danger – Fish – Bird – Something – Anything – Idea – Volunteer – Help – King-
 dom – Misfortune – Fire – Solution – Storms – calamities – diseases – plagues
 – track – time – search – left – right – secret – hurry – mission – wizard – favour
 – cave – forgiveness – spear – heart – fear – man – gold – tip – handle – wood –
 Steel – Snake – Fear – Man/Men – Woman

•Adjectives•

Venerated – powerful – adored – beloved – lazy – perverse – different – serious –
 false – young – interesting – small – sacred – pure – alone – old – fearful – brave
 – Strong – Dangerous – Holly – Slow – Fast – Quick – Sky – Heaven

•Verbs•

To care – to wake up – to sleep – to give – to care – to watch – to guard – to steal
 – to allow – to find out – to have – to protect – to say – to insist – to gather – to
 blow – to fall – to remember – to live – to breathe – to die – to need – to think – to
 start – to search – to keep – to promise – to count – to listen – to enter – to bring
 – to promise

•Expressions•

Be careful – Trust me – Just in case – Are you okay? – It's all my fault – How are
 you? – How old are you? – Thank you so much – You're welcome – Nice to meet
 you