

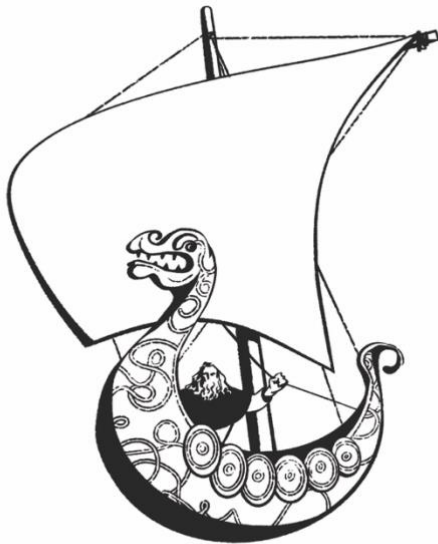
Vikings and Skylarks on Cumbrae

Novel Study Guide

By

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Illustrations by Sophie Rowan



Introduction

This Guide has been written to support the book: 'Vikings and Skylarks on Cumbrae'. It is set out in a chapter basis and is designed to support children's language and literacy skills. Each chapter features texts for oral reading, an oral comprehension; a spelling and vocabulary exercise and an accompanying worksheet.

The Guide is recommended for use with individual readers, groups of readers, or with a whole class from age 8 – 12.

Maura McRobbie
MMCR Publications

Vikings and Skylarks on Cumbrae

Chapter One – Moranna’s Island Home

Text 1 (To be read aloud by teacher or individual pupils)

The skylarks rose high in the sky, the buzzards circled their newly formed nests.

“Aaaah, yes,” Moranna sighed. She so loved her beautiful island home. Riding bareback to the top of the island, on this clear fresh spring day, she could see the neighbouring islands unfold: Bute, Arran and Jura beyond. All set against each other, separated by slithering glints of sea. At the top of Cumbrae, Moranna reigned wild and free. She was majesty. But truly she belonged to Ballochmartin Farm. Her father was the farmer there, and so were his father and grandparents before him. Ballochmartin was known to have the best farming land on Cumbrae, and a quaint stone chapel, built where it was believed that Celtic saints in times gone by had worked and prayed. It was 1259, and Moranna was eleven years old.

Oral Discussion

1. What are skylarks and buzzards?
2. What does it mean that Moranna rode her pony ‘bareback’?
3. Where is Moranna riding?
4. What is meant by the phrase ‘neighbouring’ islands?
5. Can you name the neighbouring islands?
6. What words make you feel that Moranna felt special or royal?
7. Where did she really belong?
8. There was a ‘quaint’ stone chapel next to her farm. What does quaint mean?
9. What is meant by ‘Celtic’? In which centuries do you think there were Celts living in Scotland?
10. What century does Moranna live in?

Activity 1

Put into Alphabetical Order

1. Buzzard, blackbird, skylark, coaltit, robin
2. Cumbrae, Bute, Jura, Arran, Largs, Scotland
3. Century, decade, year, day, hour
4. Land, sea, sky, island, home
5. Fresh, glints, clear, quaint, beautiful

Text 2 (To be read aloud by teacher or individual pupils)

On bright spring days like this, she'd often ride to the top of the island **cantering** amongst the yellow **gorse** and the springy heather. She enjoyed the wild, carefree feeling, before slowly taking her pony back down, being careful not to tread on any hidden rabbit holes. On the way home, she'd often spy on the **Viking encampment**. She'd done this since she was a little girl. Between the wooded pine trees, she would **dismount**, and holding on to her **pony's** reins, she would **peer** through the trees to see the smoke coming out of the longhouses, she'd hear the children laughing and playing, and the sound of chisels and hammers, as the craftsmen made their furniture and frames.

They were always busy doing something, she thought. They were always a bit **mysterious** too. Never mixing with the local people, only visible **on occasions**, like at the local markets in Largs, or when they were out fishing, and landing their catches into baskets on the **jetties** and piers. The **locals** recognised many of their faces, but **rarely** did they talk to one another.

Vocabulary and Phrases

Discuss the meaning of the following words and phrases. What do you think they mean?

1. Cantering -
2. Gorse -
3. Viking Encampment -
4. To Peer -
5. Dismount -
6. Mysterious -
7. On occasions -
8. Locals -
9. Jetties -
10. Rarely -

Spelling Practice

Look, Say, Cover, Write, Check; Rainbow Write or Write 3 times:

Qua

Quaint

Squash

Square

Squall

Aqua

Equal

Quantity

Quality

Worksheet 1

Apostrophes



Write by using an apostrophe

1. The pony of Moranna -
2. The hammer of the craftsman –
3. The land of the farmer -
4. The chapel of the saint -
5. The longhouse of the Viking -
6. The sound of the chisel -
7. The murmur of the sea -
8. The basket of the fisherman –

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Chapter Two – The Sheepskin Waistcoat

Text 1 (To be read aloud by teacher or individual pupils)

The **bustle** at the market was exciting too, with lots of stalls selling dishes, pots, pans, kitchen **utensils**, baskets, oil lamps, colourful woven cloths, and a **multitude** of **implements** and tools for fixing and **mending** things. Moranna's mother bought some new dishes for the farmhouse and some of the **delicious** Nordic butter that she swore was the best she'd ever tasted. She often wondered what their secret recipe was so that she could make it on the farm. Moranna had already made up her mind what she'd like for her birthday. She had often **admired** the sheepskin jackets and waistcoats that were for sale. She hoped that they would have one her **size**, and that it wouldn't be too **expensive**.

Oral Discussion

1. What word in the first line tells you that the Viking market was busy?
2. Can you name what items were for sale?
3. What did Moranna's mother buy?
4. What would she like the secret recipe for?
5. Can you tell which stall Moranna liked best?
6. What word tells you that Moranna *liked* a sheepskin jacket?
7. What did she hope?
8. Do you think her mother will buy her one for her birthday?

Activity 1

Utensils is a **collective noun** for knives, forks, spoons.

Implements is a **collective noun** for hammers, shears, chisels.

What is the collective noun for:

1. Cups, saucers, plates, bowls -
2. Brother, sister, mum, dad, granny -

3. Violins, flutes, drums, cellos -
4. Yachts, ferries, canoes, trawlers -
5. Helicopters, planes, jets, rockets -
6. Computers, ipads; mobile phones; smart watches -

Text 2 (To be read aloud by teacher or individual pupils)

“It’s your birthday?” said Sten **brightly** to Moranna. “Happy Birthday! I hope you have a very nice day. Now let me wrap your waistcoat, and as a special gift, I have a very special pair of sheepskin slippers – just your size – to match. I would like to give you these as a birthday present.”

“Oh no,” said Moranna’s mother. “You don’t have to do that! No, no! You really don’t.”

“Not at all,” replied Sten **firmly**. “She is your princess after all, and” he smiled looking for the words, “it is her birthday. It is my pleasure,” and he wrapped the two items in a large linen bag that he tied **securely** before handing it over to Moranna to carry.

“Thank you so much,” she beamed, her cheeks flushed and her eyes sparkling. “**You have made my day!**”

Vocabulary and Phrases

Brightly; **firmly** and **securely** are adverbs describing how something was said or done.

Suggest another word for 1. **brightly**? 2. **firmly**? 3. **securely**?

What does the phrase ‘**You have made my day**’ mean?

Spelling Practice

Look, Say, Cover, Write, Check; Rainbow Write or Write 3 times.

Words with double consonants

Nar**rr**ow

Chan**nn**el

Car**rr**y

Sell**ll**ing

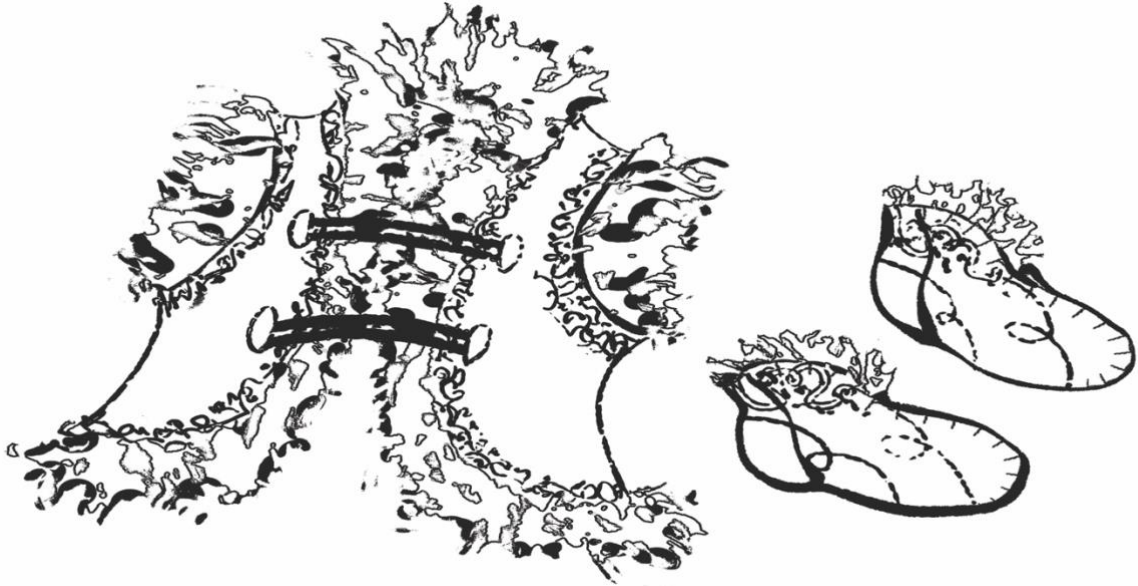
Stall**ll**s

Wrapp**pp**ed

Princ**ess**

Worksheet 2

Who said what?



1. Who said "Thank you so much."? _____
2. Who said "It's your birthday."? _____
3. Who said "No, you don't have to do this."? _____
4. Who said "She is your princess after all."? _____
5. Who said "You have made my day!"? _____

Sten Moranna Moranna's mum

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Chapter Three – Ships on the Horizon

Text 1 (To be read aloud by teacher or individual pupils)

That afternoon she took her pony up to the top of the island. It was a **bright, windy** afternoon and the skylarks were beating their wings and **wheeling freely** in the vibrant sunshine. Down below the sea **sparkled a clear crystal blue** with white roller wave crests. As she cantered freely along the hills and around the rocky crags, she felt glad to be alive. Looking down towards Largs she could see **several** Viking longships **anchored** in the bay. And in the **distance**, she could see what looked like a fleet of ships crossing the open channel between Arran and Bute. They didn't look like Viking ships though. Perhaps they were French or Scottish? They didn't have the **colourful** sails, or the **sleek** appearance of the Viking boats. They seemed to have different hulls and sails. An **unusual** sight, she thought, and she wondered where they were heading. She must tell her father. He would know where they came from.

Oral Discussion

1. What do you think is meant by the phrase the birds were *wheeling freely*?
2. Can you describe what kind of day it was?
3. Can you describe the sea?
4. What could be seen anchored in the bay?
5. What does *anchored* mean?
6. What could be seen in the distance?
7. What was unusual about these ships?
8. Can you describe a Viking longship?
9. Where do you think the unusual ships have come from?

Activity 1 Opposites – Antonyms

Give the opposite of:

- | | |
|-------------|----------------|
| 1. Bright - | 5. Distance - |
| 2. Windy – | 6. Colourful - |

Spelling Practice Spelling Practice

Look, Say, Cover, Write, Check; Rainbow Write or Write 3 times.

ight

bright

sight

fight

light

tight

might

night

fright

Worksheet 3

Viking and Christian Gods



Who Am I? (Use Google or books on Viking Gods to find out the following).

1. I am the Norse Goddess of love, wealth, beauty, youth and fertility. I ride in a chariot pulled by cats. I watch over the battle fields to find the bravest slain warriors and take them to my beautiful palace called Folkvangar (field of folks). I am _____
2. I am the son of God. I experienced life as 'man' and lived from 1AD to 33AD in Jerusalem. During my life, I helped people and told stories on how to lead a good life. I am _____
3. I am a Norse God, ruler of heaven and earth and God of war, wisdom and poetry. With my brothers I killed the frost God, and I created the earth, sea and sky. I am _____
4. I am the Norse God of thunder. I carry a hammer with me and when I strike, it creates lightening. I ride a chariot pulled by two massive goats. I am the son of Odin. I am _____
5. I am represented by a dove. I am the third person in the Holy Trinity. I bring wisdom and peace. I am the H _____ S _____
6. I am a large dark bird that Odin carried on his shoulders. I can bring messages between human beings and the Viking Gods. I am a _____

Can you design a symbol that represents Viking Gods and Christianity? Can you discover more about Viking Gods and Christian Saints?

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Chapter Four – King Haakon and Sten

Text 1 (To be read aloud by teacher or individual pupils)

Moranna and Sten enjoyed being together. Sten began to tell her how he came to live on Cumbrae. One evening as they sat high up on the hills overlooking Fintry Bay towards Arran, he explained that his mother and father had died when he was young and that he had been raised by his mother's sister, who lived in the Viking settlement on Cumbrae. He told Moranna that his mother's brother, his uncle, was a very important Viking, and that he visited him on Cumbrae once or twice a year.

"Even though I don't see him often, I know he loves me very much, and it makes up for the loss of my mother and father," he said **wistfully**.

"How did they die?" asked Moranna.

"They were shipwrecked – on a journey to the north, where they were hoping to resettle and I would join them, but I was only a baby, so it was my aunt on Cumbrae who raised me."

"So how often do you see King Haakon?"

"When he comes to the island for the Viking parliaments -they usually meet over there on that island," and he pointed to the little Cumbrae. "It's **usually** once or twice a year."

"A Viking parliament?" asked Moranna **curiously**. "What is that?"

"It's where the noblemen meet to agree laws, to work with the Scots, and to continue living in peace. You must notice the longships gathering across the water."

Oral Discussion

1. What happened to Sten's parents?
2. Who looked after him?
3. Who is his important uncle?
4. Why does he come to visit Cumbrae?
5. What happens in a Parliament?
6. What do you think these words mean:
curiously?
wistfully?
usually?

Activity 1 - Adverbs

By adding 'ly' to an adjective, an adverb is created. Make the following words adverbs. Notice that some words double the 'l' or add an 'l'

Curious	Happy
Wistful	Frequent
Peaceful	Furious
Continual	Usual

Make a sentence with each 'ly' word.

Eg: Curiously, Moranna asked Sten lots of questions about his uncle.

Tet 2 (To be read aloud by teacher or individual pupils)

"What about that fleet of ships we saw on the horizon the day I fell off my pony? Does that mean there might be battles in the future? My father seems to think we can all live in peace."

"It's not as simple as that," said Sten sadly. "I wish it was. We Vikings have heard that the Scots, under King Alexander, want rid of us. They want to send us back to Norway, we are no longer wanted in Scotland. That's why all those ships have gathered recently. They're King Alexander's fleet and they've sailed round from the east coast."

"Will you need to go back to Norway then?" asked Moranna anxiously.

"Not without a battle. As you know we Vikings live in peace now. We are no longer the dangerous warriors we once were, but we would need to defend our longhouses and land in Scotland. We don't want to be forced out, but the Scots are making life more and more difficult for us."

"Oh, surely not!"

"Longships are being prepared now Moranna. It is something we will all have to face. I have heard that my uncle is on his way too, and that means we must be prepared for battle soon."

Vocabulary and Phrases

Fact and Opinion

Moranna and Sten are talking about a future battle. Can you decide whether the following sentences are Fact or Opinion

1. There was a fleet of ships on the horizon. (F/O)
2. "We may need to leave Scotland forever," said Sten. (F/O)
3. The Vikings will defend their longships and longhouses against the Scots. (F/O)
4. Moranna thinks that Sten should fight in the Battle. (F/O)
5. The Vikings are sure to win the battle and remain in Scotland forever. (F/O)

Spelling Practice

Look, Say, Cover, Write, Check, Rainbow Write or Write 3 times.

ai

raised

praised

explained

remained

stained

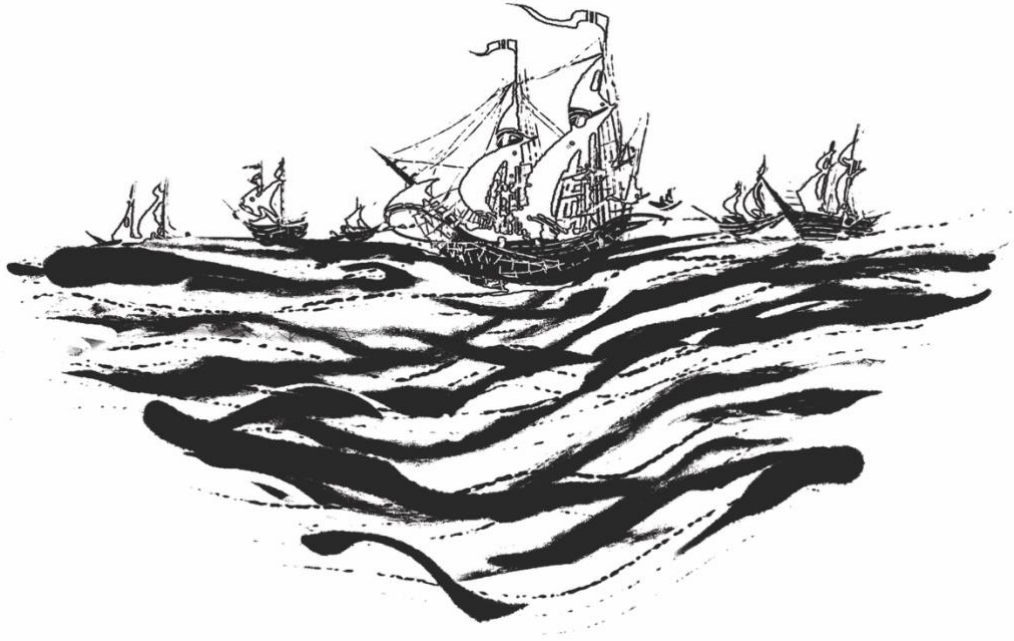
sprained

chained

braided

Worksheet 4

Battle Plans Ahead



Script-Writing

Create a conversation between Sten and Moranna about the Battle that is going to happen between the Vikings and Scots.

Think about what they might say to one another. Remember to think about feelings.

You can write it as a script and practise the dialogue once completed.

Moranna:

Sten:

Moranna:

Sten:

Moranna:

Sten:

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Chapter Five – The Battle Begins

Text 1 (To be read aloud by teacher or individual pupils)

And just as Sten had said, King Haakon arrived on the island of Cumbrae, and let his fellow Vikings know that a battle date had been set for 2nd October 1263. On the morning of the battle, King Haakon, Sten and many other noble Vikings attended Mass at the little stone chapel at Ballochmartin Farm. King Haakon prayed for a peaceful solution and that not too many lives would be lost before taking up position in his longship off the coast.

Sten was amongst the 800 warriors who landed on the shores off Largs and went into battle with the Scots soldiers who **swarmed in their thousands** over the Ayrshire hills, down towards them. As the **fierce** battle cries went up and the clash of swords flashed on the beaches, it became clear that the Viking warriors were significantly **outnumbered**. King Haakon could see his men fall one by one, and still more Scots warriors were pouring down over the hills. By admitting **defeat** early, he decided, more lives would be saved. If he and his men tried to **retreat**, the Scottish fleet of ships were out in the channel ready to attack. No, the only solution was to admit defeat and give Scotland the **freedom** they wished for. He signalled for his men, those that remained alive, to lay down their weapons and admit defeat.

Oral Discussion

1. What did king Haakon and his noblemen do before the Battle?
2. How many Viking warriors were there?
3. What does it mean that the Viking warriors were outnumbered?
4. Where had the Scots soldiers come from?
5. Where was the Battle taking place?
6. Who had to admit defeat?
7. What does retreat mean?
8. What word tells you that there were lots of Scots soldiers?

Activity 1 Summarising

Read the text again. What are the main ideas of the text? Can you summarise it into two or three sentences?

Text 2 (To be read aloud by teacher or individual pupils)

Sten was on the rocky shore when he saw the signal from his uncle's longship. He too had realised the huge number of Scots soldiers, and that he would soon be facing death. There seemed to be thousands of them, fearsome, angry, all ready for the kill. Their battle cries were **blood-curdling**, and he knew he was no match for them as his **ancestors** must have been. He thought of his loving, thoughtful uncle, his peaceful life on Cumbrae and Moranna who he knew would be watching from her hilltop **viewpoint** on her pony. He stumbled on the shoreline, and throwing down his sword and shield before him, he lay behind a large red sandstone rock and pretended to be dead. **Motionlessly**, he prayed that he would not be discovered. Silently, from the corner of his eye, he saw his sword and shield being snatched by a Scots soldier as a trophy of the battle. Quietly to himself he whispered, "Take it! Take it! But please, leave me my life."

Vocabulary and Phrases

Discuss the meaning of the following words and phrases. What do you think they mean?

1. Bloodcurdling –
2. Ancestors -
3. Viewpoint -
4. Motionlessly -
5. trophy of the battle -

Spelling Practice

Look, Say, Cover, Write, Check, Rainbow Write or Write 3 times

ie

fierce

pierce

thief

belief

believe

achieve

relieve

shield

Worksheet 5

Drama



In groups of three, create a scene:

- Scots soldier (ready to steal Sten's weapon);
- Sten, (playing dead)
- Moranna (watching the battle from her island viewpoint).

Practice two or three times, and then perform it. Focus on facial expressions and body language. There won't be much dialogue between Sten and the Scots soldier, but Moranna will be giving a commentary as she watches. She may begin like this.....

"Oh no! I think Sten is dead. The Scots soldiers are being too rough. They charged over the hills and there are thousands of them."

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Chapter Six - Viking Graves

Text 1 (To be read aloud by teacher or individual pupils)

The following morning Sten gradually awakened to the cry of gulls swirling overhead and waves gently lapping to the shore. As he slowly opened his eyes, he began to make sense that the battle was over and that he was still alive. As he looked around, he saw that he was **surrounded** by many dead Viking warriors. Some still had their weapons by their sides. Others had their helmets on. Sten recognised some of them as friends he had lived and worked with in the longhouse. He sat on the shore with his head in his hands. He was **devastated** by the loss. In the distance he saw his uncle's longship coming towards him. He could see the **distinct** golden dragon **figurehead** and the gold, red and white sail that signified his royal status. Shattered by the experience, he stood up slowly and walked to the shoreline where the water lapped at his feet. King Haakon came ashore and hugged him tightly and gave thanks to God for the safety of his nephew. The two men then walked sadly through their fellow warriors who lay dead, shaken by the **aftermath** of the battle.

"We will give them a full **warriors'** burial," said King Haakon solemnly. "I want them to lie here forever in peace. Life was so peaceful for them here in these parts. I want them to be buried beside the wildflowers, near the heather and the gorse bushes, and somewhere where they can always see the sea. For that is what Viking warriors were truly made for.....to be Earls of the Sea!"

Oral Discussion

1. What words and phrases describes the scenery of the beach?
2. What was Sten surrounded by?
3. What did he and King Haakon decide to do with them?
4. What does devastated mean?
5. What is meant by the 'aftermath' of the battle?
6. What do you think Earls of the Sea means?

Activity 1

Plural Apostrophes

When a noun is plural, ie: more than one, you add an 's'. If it is possessive, you add an apostrophe after the 's'.

Eg: warriors' burial - the burial belonging to the warriors

Add the apostrophe to the following:

1. Soldiers boots the boots belonging to the soldiers
2. Ships sails – the sails of the ships
3. Flowers petals – the petals of the flowers
4. Weapons decorations – the decorations of the weapons
5. Gods powers– powers of the Gods
6. Pupils pencils – the pencil of the pupils
7. Dogs leads – the leads of the dogs

Text 2 (To be read aloud by teacher or individual pupils)

And that is what they did. King Haakon, Sten and the surviving Vikings lifted each warrior one by one, placed them into the longship, and sailed them over on their final journey where they **laid them to rest** surrounded by the glittering sea, sand and sky on the hills of Cumbrae overlooking Fintry Bay. Some were laid to rest with their weapons **intact**. Others were buried simply in their warrior clothes, just as they'd fallen. At each burial, they said a Nordic prayer, and a Christian prayer, to make sure they had the blessing of all the Gods. Then King Haakon urged Sten and the **survivors** to **make haste**, to gather the women and children in the nearby longhouses, to get on board his longship and to hasten their retreat to Norway.

"There's no time to **delay**," said King Haakon. "King Alexander's men will be **at our tails** unless we make haste!"

"Oh, I wish I could stay," said Sten, thinking of his life on the island. "I have been so happy here. It is the only home I have ever known."

Vocabulary and Phrases

Compound Words: These are two words together that create one word. Can you think of some more?

Shore and line - Shoreline
sand and stone -
figure and head -

wild and life -
over and head -
long and ship –

1. What do the following words mean:

survivor –

delay –

retreat –

intact

2. What do the following phrases mean:

at our tails

laid to rest;

make haste

Spelling Practice

Look, Say, Cover, Write, Check, Rainbow Write or Write 3 times

Warrior Vocabulary

warrior

soldier

battle

sword

weapon

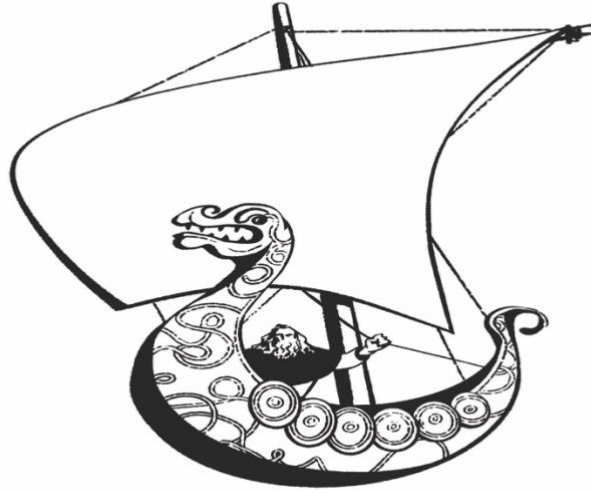
helmet

defeat

retreat

Worksheet 6

Similes



1. The dragon figurehead on King Haakon's ship was as golden as the/a
_____.
2. Sten was trembling on the shore like a _____
3. They buried the dead warriors who had been as brave as _____
4. King Haakon said that he was as proud as a _____ when he
thought about his Viking warriors.
5. Sten felt as sad as _____ as he helped King Haakon bury the
dead.
6. King Haakon said they would need to leave Scotland as speedily as
a/an _____
7. Sten felt as gloomy as a/an _____ at the thought of leaving.
8. Moranna was watching from the hilltop like a/an _____.

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Chapter Seven - King Haakon's Farewell

Text 1 (To be read aloud by teacher or individual pupils)

Early that evening they gathered the women and children who had already begun to pack. Many of them were grief-stricken. They knew that their menfolk had died. They had seen the victory fires of the Scots burning late into the night across the water and they had heard the ferocity of the Scots victorious chants. They knew it was bad news for the Vikings. But Sten and his men **kept their spirits up**, urging them to make haste and board the longship in the bay. There was no time to be lost. As the procession of women and children with all their packed goods made their way through the town, the local people came out to watch their final departure.

"I never thought this day would come," said Moranna's father sternly after leaving the town. Moranna was in the farmhouse **sobbing**. She was certain Sten had been killed in the battle and she was very upset.

"Why did all this have to happen? They were so peaceful and happy here. I hate the Scots soldiers," she wept.

"It had to happen I suppose," said her father quietly. "But **don't distress yourself**, lass. Many of the Vikings survived and I'm sure Sten is among them. They're all gathered at the harbour at the moment, preparing to leave."

"Sten" she cried in disbelief, "you mean he's at the harbour and he's alive!"

Oral Discussion

1. What is meant by the phrases:
 kept their spirits up? -
 don't distress yourself –
2. What is meant by the word 'sobbing'?
3. What are the key ideas of this paragraph?
4. Can you explain what Moranna is worried about?
5. Can you predict what might happen when she hears that Sten is alive?

Activity 1

Past Tenses

Put the following sentences into the past tense:

1. Moranna lives on the island of Cumbrae.
2. Sten is a Viking boy who lived in a longhouse.
3. Moranna rides her pony every day.
4. Sten sells sheepskin waistcoats and slippers at the market.
5. Moranna buys a sheepskin waistcoat.
6. Sten gives her slippers as a present for her birthday.

Put the following sentences into the future tense.

7. Sten survives the battle.
8. King Haakon goes back to Orkney.
9. Sten decides to stay with Moranna.
10. He helps Moranna's parents on their farm.
11. They get married and have children.
12. They walk over the hills and see where the warriors are buried.

Text 2 (To be read aloud by teacher or individual pupils)

Sten and Moranna were soon married in the little stone church next to Ballochmartin Farm and this was followed by a celebration party on the beach with all the locals from the island. Over the next few years, they stayed at the farm helping with all the daily farming tasks. But later, they decided to move across the hill into the longhouse that had been lying empty since the Viking departure and that Sten had begun to repair. They had four children and now and again when Sten and Moranna would go walking with them over the hills, they'd lay flowers at the graves of the Viking warriors who had lost their lives at the Battle of Largs.

And to this day, Sten and Moranna's descendants still run wild and free on the little island of Cumbrae, while the Viking warriors lie deeply asleep, beneath the gorse and heather surrounded by the glittering sand, sea, and skylarks of Cumbrae.

Vocabulary and Phrases

1. What is meant by descendants?
2. The opposite/antonym of descendants is ancestors
What is the opposite of the following:

empty -
repair -
departure -

wild -
free -
below -

safe-
suddenly -
open -

Spelling Practice

Look, Say, Cover, Write, Check, Rainbow Write or Write 3 times

Al**re**ady
R**ea**dy
H**ea**rd
H**ea**ther
L**ea**ther
F**ea**ther
W**ea**ther
T**re**asure
P**le**asure
M**ea**sure

Worksheet 7

Homophones



Homophones are words that sound the same but have different meanings.

Write sentences with the following homophones making sure you use the correct meaning.

1. tail/tale
2. sea/see
3. wood/would
4. cell/sell
5. bough/bow
6. hair/hare
7. two/too
8. pear/pair
9. there/their

Answers

Chapter 1

Oral Discussion

1. Types of birds 2. Without a saddle or stirrups 3. On her island home called Cumbrae 4. Islands that are near or close by. 5. Bute, Arran and Jura 6. Reigned and majesty 7. Ballochmartin Farm 8. Old-world; picturesque; pretty; 9. Early Christian settlements were known as Celtic – from 3rd century to 10^{th/11th} century. 10. 13th century – 1259

Activity 1

1. (blackbird, buzzard, coaltit, robin, skylark)
2. (Arran, Bute, Cumbrae, Jura, Largs, Scotland)
3. (century, day, decade, hour, year)
4. (home, island, land, sea, sky)
5. (beautiful, clear, fresh, glints, quaint)

Vocabulary and Phrases

1. Galloping/riding 2. A yellow bush/shrub; 3. Base camp/location 4. To look closely/stare/examine 5. To get off/to descend 6. Strange/unexplained/weird 7. Now and again; 8. People who live in the community 9. Piers/quaysides 10. Seldom/hardly ever

Worksheet 1

1. Moranna's pony; 2. craftsman's hammer; 3. farmer's land; 4. saint's chapel; 5. Viking's longhouse; 6. chisel's sound; 7. sea's murmur; 8. fisherman's basket

Chapter 2

Oral Discussion

1. bustle 2. kitchen utensils, pots, pans, dishes, baskets, oil lamps, cloth, tools. 3. Dishes and butter 4. To make Nordic butter. 5. The stall that sold sheepskin 6. Admired 7. They would have her size or they wouldn't be too expensive. 8. Open answer.

Activity 1

1. dishes/crockery; 2. family; 3. orchestra/instruments; 4. boats/ships/sea-vessels; 5. aircraft; 6. Technology/tech

Vocabulary and Phrases

1. Happily/cheerfully 2. Definitely/confidently 3. Tightly/strongly 4. You have made me feel so happy/made me feel so special

Worksheet 2

1. Moranna 2. Sten 3. Moranna's mother 4. Sten 5. Moranna

Chapter 3

1. Soaring/flying/diving/gliding/hovering/circling 2. Windy/sunny/bright 3. Sparkling/clear crystal blue/wavy/wild/choppy/ 4. Viking longships; 5. Tied down and stabilised by an anchor or stone 6. A fleet of unusual ships. 7. They were different from Viking longships different hulls and sails 8. A long thin wooden ship, with one large colourful sail in the centre 9. France/Scotland/open

2. 1. Dull 2. Still/calm 3. Above 4. Few 5. Close by/near 6. Plain/monocoloured 7. Bulky 8. usual/normal
3. 1. Often 2. mended 3. No, but it is sunset and night is coming. It's called personification when an object is given human attributes 4. Made her feel special/went to trouble to welcome her 5. To be given something special/sweet; to be cared for; to be neglected or not looked after; to heal/mend 6. Welcomed/happy/cared for 7. Moranna's mother and father welcomed him, and he began to join them for evening meals and chats around the fireside.

Worksheet 3

1. Freya 2. Jesus 3. Odin 4. Thor 5. Holy Spirit 6. Raven

Chapter 4

1. They were shipwrecked and drowned when Sten was a baby.
2. His aunt/his mother's sister.
3. King Haakon
4. For the Viking parliaments.
5. It's where the Viking noblemen meet to agree laws, to work with the Scots, and to continue living in peace.
6. a) nosily/interestedly b) thoughtfully/sadly c) frequently/normally

Activity 1 – Adverbs

curiously; wistfully; peacefully; continually; happily; frequently; furiously; usually

Vocabulary and Phrases

Fact or Opinion

1. Fact 2. Opinion 3. Fact 4. Opinion 5. Opinion

Worksheet 4 – Open

Chapter 5

1. They attended Mass at the little stone chapel at Ballochmartin Farm.
2. 800 Viking warriors
3. There were more Scots soldiers than Vikings
4. They had come over the Ayrshire hills.
5. On the beaches and shoreline
6. King Haakon
7. To leave; to flee; to withdraw
8. Swarmed

Activity 1 Summarising

The Battle date was set for October the 2nd 1263 and King Haakon and his nobles prayed for peace before the Battle began. Sten fought with the other 800 Viking warriors but they were outnumbered by the Scots' soldiers. King Haakon admitted defeat early so that lives would be saved.

Vocabulary and Phrases

1. frightening/hair-raising/scary 2. Forefathers/great grandparents/family line/tree 3. Vantage point/viewing area 4. Lifelessly/still 5. Award/prize

Worksheet 5 - Open

Chapter 6

Oral Discussion

1. gulls swirling overhead; waves gently lapping to shore; 2. by dead warriors 3. Bury them, a full warriors' burial; 4. Upset; distraught; shocked 5. Outcome; result; consequence; 6. Nobles, Lords, Princes of the oceans.

Activity 1

1. soldiers' boots; 2. ships' sails; 3. flowers' petals; 4. weapons' decorations; 5. Gods' powers; 6. pupils' pencils; 7. dogs' leads

Vocabulary and Phrases

Shoreline; wildlife; sandstone; overhead; figurehead; longship

1. one who lives; without any hold ups; flee/leave; withdraw whole/unbroken/ undamaged
2. chasing right behind; buried; go quickly

Worksheet 6 – Open

Chapter 7

Oral Discussion

1. kept hopeful of a good outcome/optimistic; don't upset /stress/worry yourself;
2. crying; weeping
3. Sten and the Viking Warriors have lost the battle and must leave Scotland. Moranna thinks that Sten has been killed. She is told by her father that he has seen Sten and that he is alive.
4. Moranna is worried that Sten has been killed in the battle.
5. Open

Activity 1

1. Lived; 2. was; 3. rode; 4. sold; 5. bought; 6.gave 7. will survive; 8. will go back; 9. will decide 10. will help; 11. will marry 12. will walk/ will see

Vocabulary and Phrases

1. offspring; children; heirs
2. Full; damage; arrival tame; imprisoned/caged; above in danger; slowly; closed

Worksheet 7: Open

