

BRITISH LITERATURE 1 - REVISION

(SEPTIMA-OKTÁVA)

INTERAKTIVNÍ KVÍZ V PROSTŘEDÍ CLASSFLOW.COM

Radek Daňhel

CLASSFLOW je cloudový software k poskytování výuky



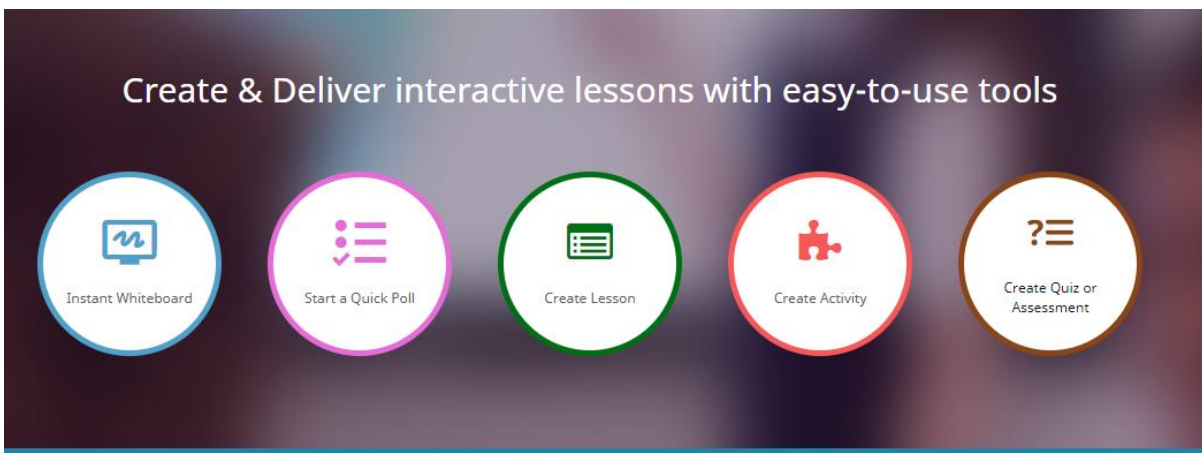
Pracovní list byl vytvořen v rámci projektu Erasmus+
„Rozvoj profesionálních kompetencí pro 21. století“
Gymnázia a Obchodní akademie Pelhřimov

British literature 1 – revision

Aktivita k zopakování učiva o britské literatuře od raných dob po počátek novověku - určeno pro septimu, případně oktávu.

Příprava

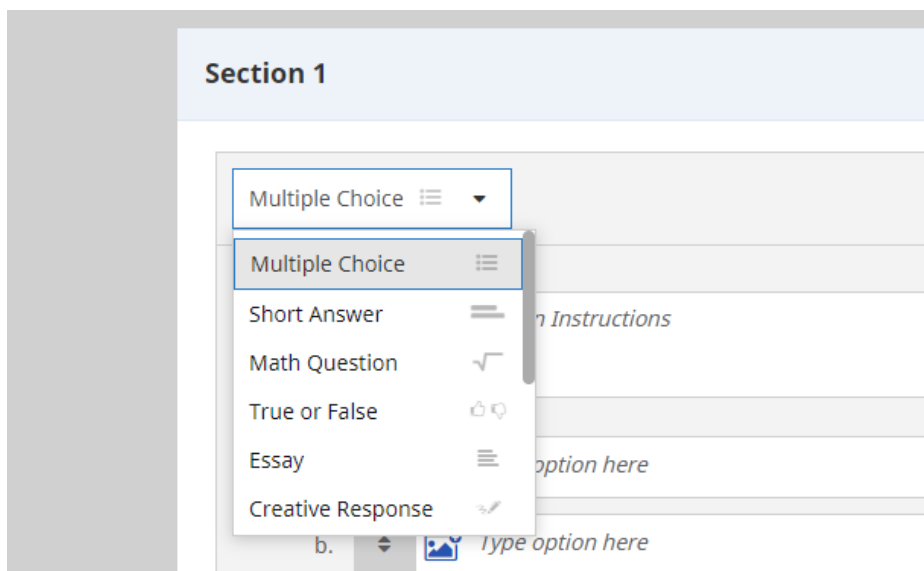
Po přihlášení do účtu na stránce [classflow.com](https://www.classflow.com) přejdeme do záložky “HOME”:



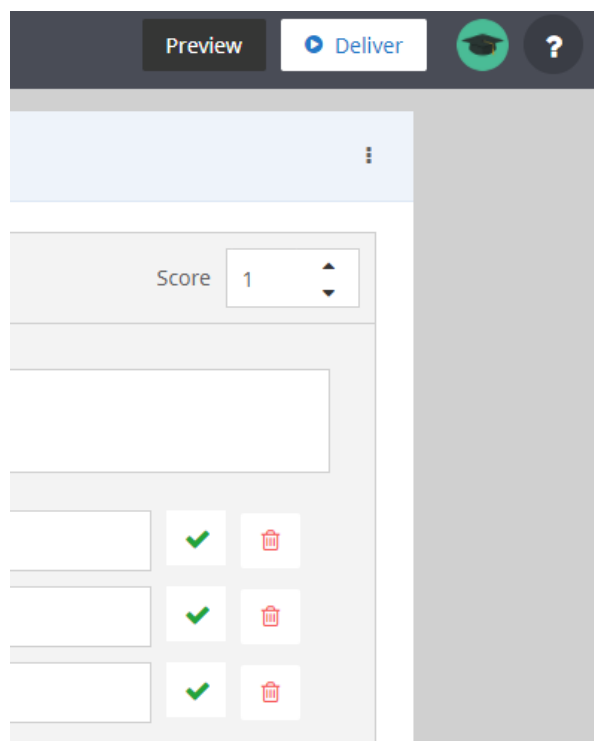
Zde zvolíme možnost “Create Quiz or Assessment”:

Objeví se pole pro první otázku kvízu/testu s nabídkou typů otázek, které lze použít i ve vzájemné kombinaci:

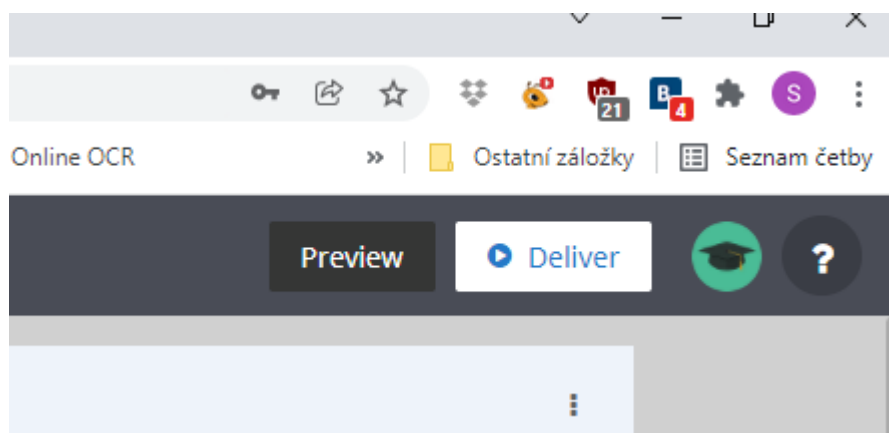
- Výběr z několika možností
- Odpovědi ano – ne/pravda-nepravda
- Krátká odpověď
- Matematický příklad
- Otevřená odpověď
- Esej/kompozice



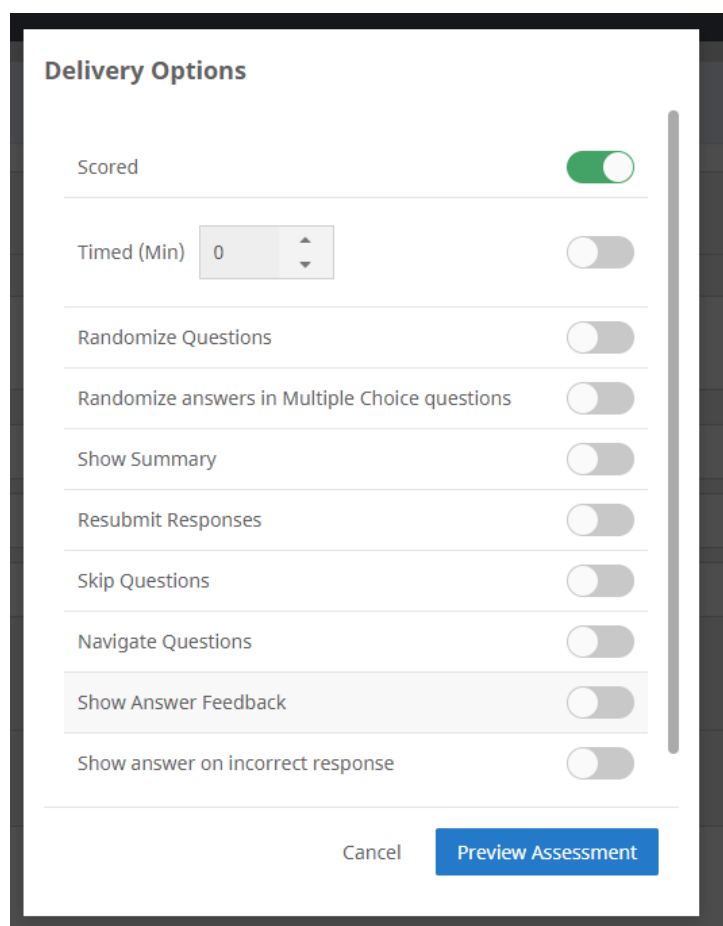
Ke každé otázce vepíšeme odpověď, je také možné přidat vysvětlení, proč je zrovna tato možnost správná, a zvolit, jestli se mají tyto vysvětlivky studentům zobrazovat (buď vždy, nebo při správné odpovědi). Je rovněž možné stanovit bodové ohodnocení („Score“) každé odpovědi.



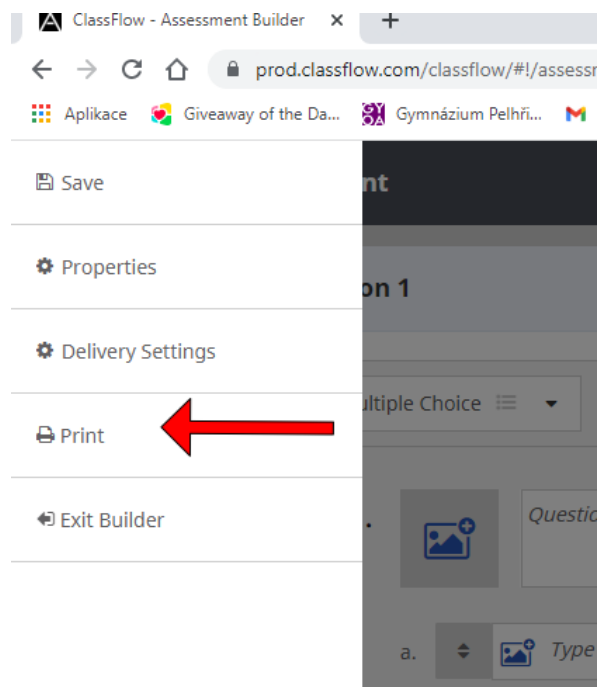
Po vytvoření požadovaného počtu otázek klikneme na tlačítko „Preview“, kvíz se automaticky uloží.



Zároveň program nabídne možnosti sdílení a hodnocení.

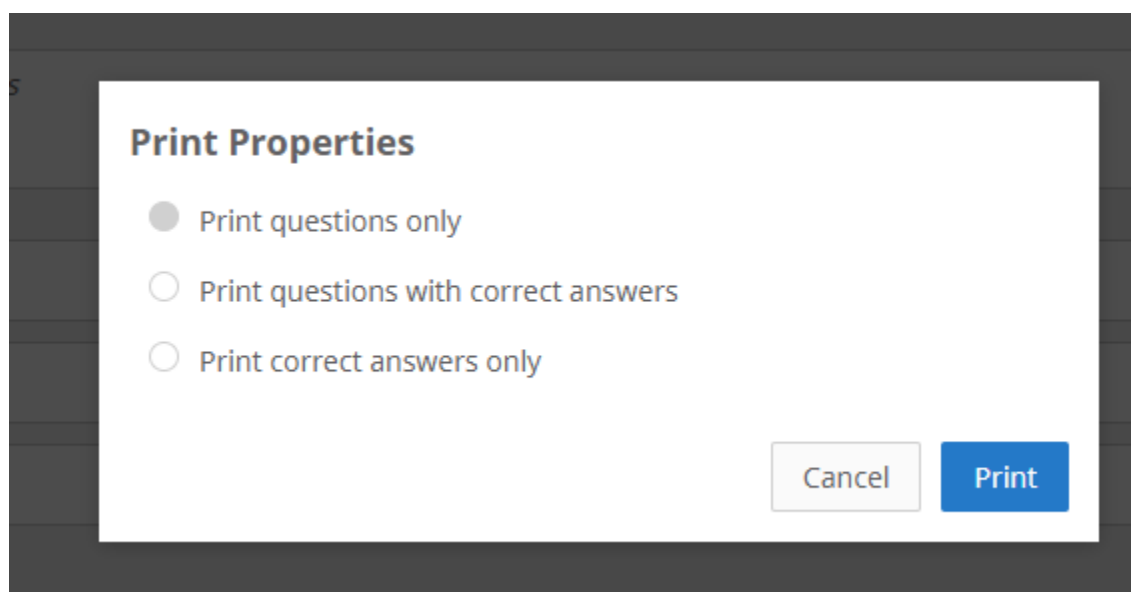


Aktivitu je také možné vytisknout ve formátu pdf. Z rolovací nabídky v levém horním rohu zvolíme možnost „Print“,



kteřá nabídne 3 varianty tisku:

- Pouze otázky
- Otázky a správné odpovědi
- Pouze správné odpovědi



Vytiskneme si požadovaný dokument.

Kvíz/Test opatříme názvem a zařadíme do svých materiálů na účtu.

Použití

Učitel nasdílí adresu aktivity studentům, ti se pomocí dodaného odkazu přihlásí na stránku [classflow.com](https://www.classflow.com), pak učitel zahájí aktivitu kliknutím na tlačítko "Deliver" a otevře cvičení pro studenty. Žákům se aktivita zobrazí, až když ji učitel začne sdílet.

Při sdílení je možné nastavit, aby se žákům zobrazovaly správné odpovědi, příp. vysvětlení k dané odpovědi, čas pro splnění úkolu apod.

Software sám vyhodnotí kvíz/test a stanoví pořadí úspěšnosti studentů.

British literature quiz 1

Section 1

1. The OE period lasted from 7th to the 11th centuries.

True

False

2. What was the most important difference between the OE language and MidE language?

3. Which English king of the pre-Norman period tried to educate his people?

a. Cnut the Great

b. Harold II

c. Alfred the Great

d. Edward the Confessor

4. Who was the most outstanding personality in literature in the Middle English period?



Erasmus+

5. "Arthur's Death" was written by Sir Thomas More.

True

False

6. Which of the following writers was a contemporary of W. Shakespeare?

a. Christopher Marlowe

b. Beda Venerabilis

c. Edmund Spenser

d. Jonathan Swift

7. Shakespeare wrote plays, poetry and prose.

True

False

8.

which of these didn't Shakespeare write?

- a. The Merry Wives of Walmer
- b. Richard III
- c. Twelfth Night
- d. The Merchant of Vienna

9. Shakespeare was executed under James I.

True

False

10. What was the name of Shakespeare's theatre in London?

VEGETABLES – WORD SEARCH

(KVINTA -SEXTA)

INTERAKTIVNÍ CVIČENÍ V PROSTŘEDÍ CLASSFLOW.COM

Radek Daňhel

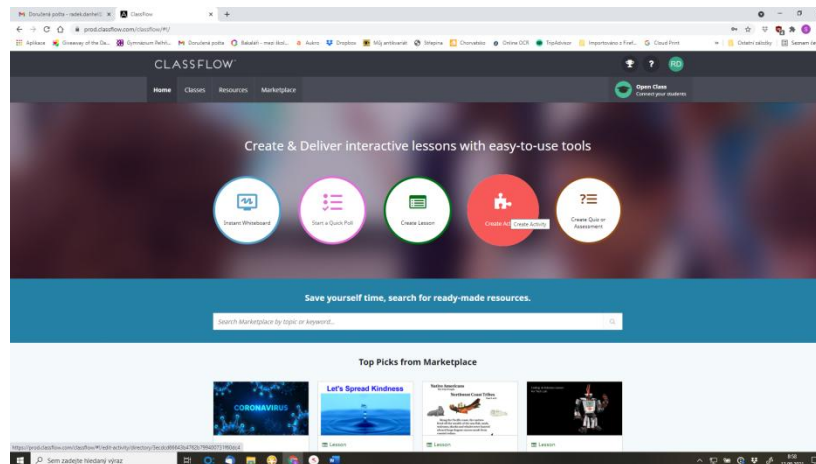
ClassFlow je cloudový software k poskytování výuky

Vegetables – WORD SEARCH

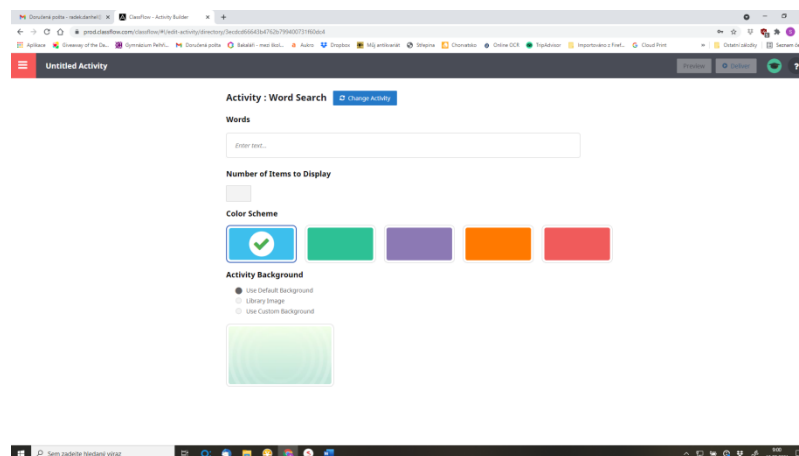
Aktivita k procvičení slovní zásoby týkající se zeleniny – určeno pro kvintu až sextu

Příprava

Po přihlášení do účtu na stránce classflow.com přejdeme do záložky “CreateActivity“:

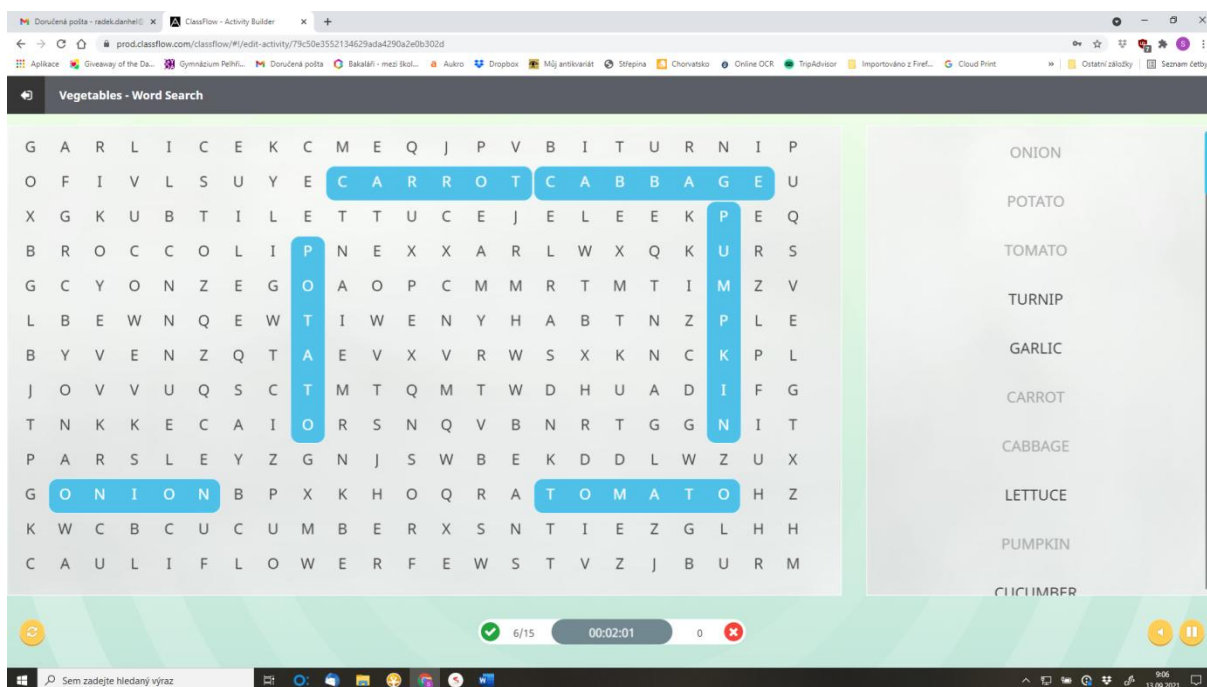
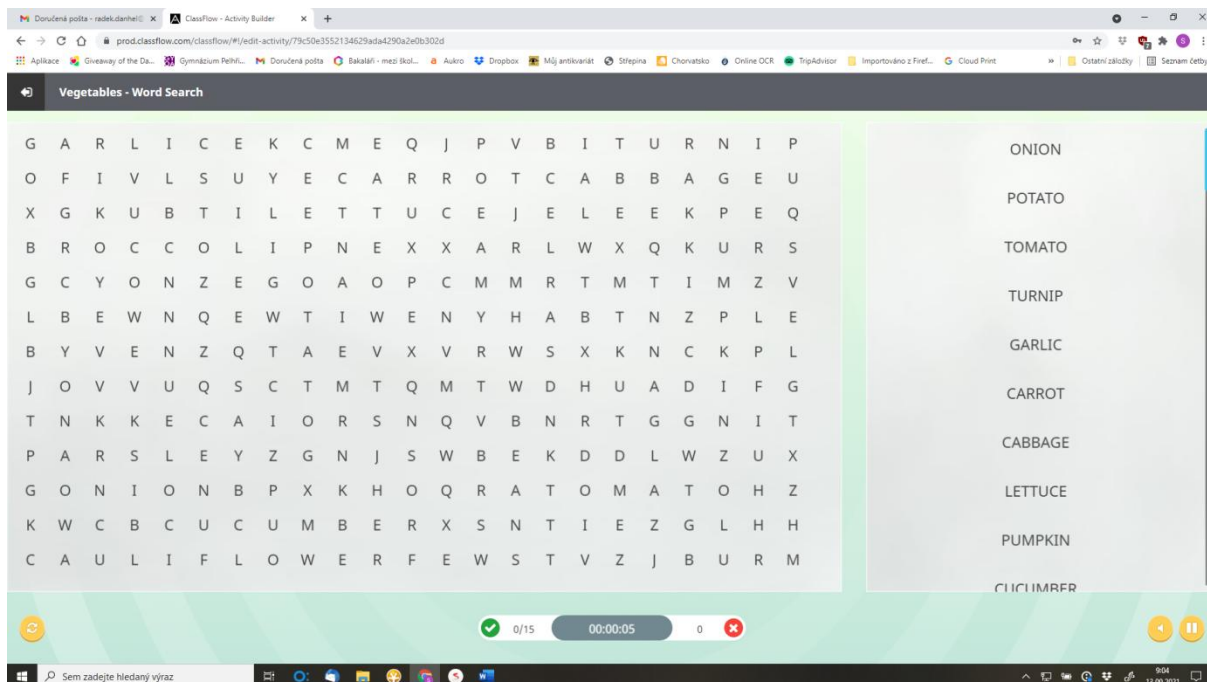


Zde zvolíme možnost “Word Search“:



A wpisujeme do jednotlivých řádků vždy po jednom slově (maximálně 15 řádků).

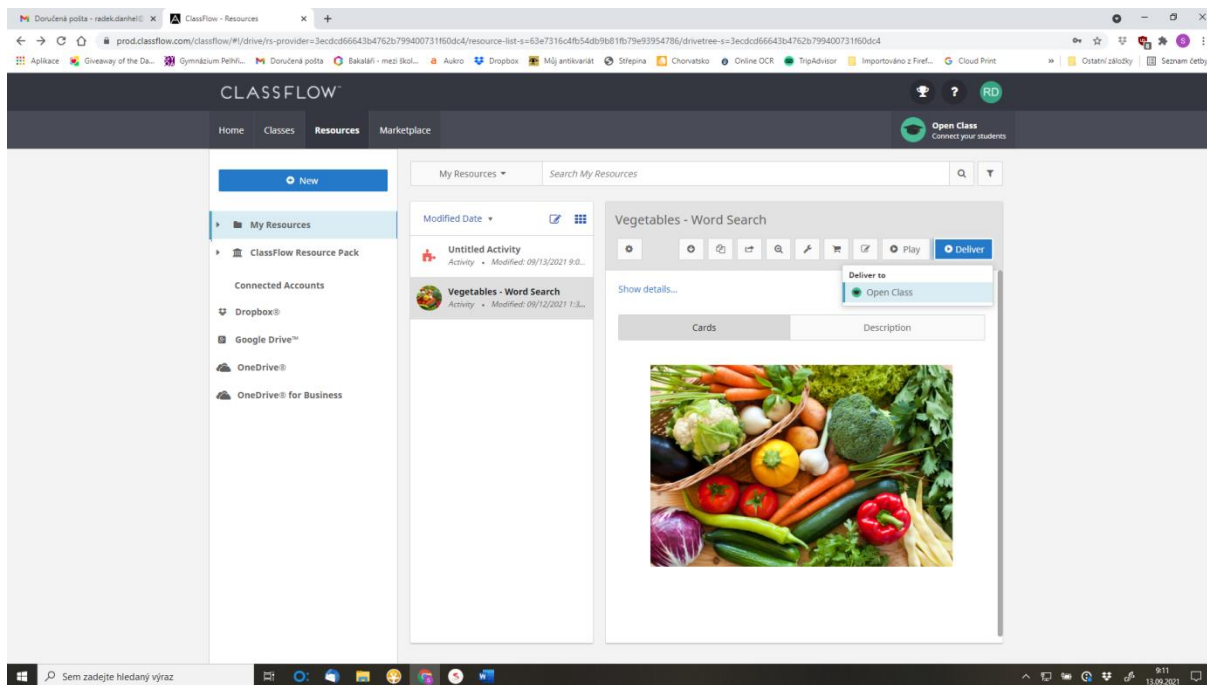
Po kliknutí na tlačítko “Preview“ stránka vygeneruje tabulku s písmeny, v nichž mají žáci za úkol vyhledat slova uvedená v sloupci vlevo.



Aktivitu opatříme názvem a uložíme do svých materiálů na účtu.

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Studentům běží čas a je možné sestavit pořadí, v jakém úkol dokončili.

PREPOSITIONS + GERUNDS

(SEXTA-SEPTIMA)

GRAMMAR EXPLAINED USING YOUTUBE SONGS

Radek Daňhel

PREPOSITIONS + GERUNDS (sexta až septima)

A gerund is the *-ing* form of a verb used as a noun. You can use a gerund as the object of a preposition.

STEP 1 (Lead-in)

Play “Hello” (by Adele, 2015):

<https://www.youtube.com/watch?v=be12BC5pQLE>

In the song “Hello,” Adele repeats the line *I’m sorry for breaking your heart* three times—a perfect example of using a gerund (*breaking*) as the object of a preposition (*for*).

STEP 2

A. Take the quiz below. (It’s just for fun.)

Are you a chocoholic—a person who LOVES chocolate?

Do you...

- dream about eating chocolate?
- look forward to having chocolate every day?
- have recipes for baking with chocolate?
- never get tired of thinking about chocolate?
- have to stop yourself from eating too much chocolate?
- sometimes get angry at someone for taking your chocolate?
- worry about gaining weight because you eat a lot of chocolate?



If you answered yes to most of the questions, you are a chocoholic!

B. Read the sentences in the “chocolate quiz” again. The words that are underlined are gerunds. Notice that every gerund follows a preposition.

C. Complete each sentence below with a gerund.

1. We don't have time to cook tonight. Let's order a pizza instead of _____ dinner.
2. Tomorrow I'm going to see friends I haven't seen for a long time. I'm looking forward to _____ them.
3. On Saturday he's going to meet his girlfriend's parents for the first time. He's nervous about _____ them.
4. They don't want to paint the living room. They're really bad at _____.
5. You'll meet a lot of new people at the party, and you can't remember all of their names. So don't worry about _____ every name.
6. I like to learn how to do new things on a computer. I'm interested in _____ how to design a web page.
7. He lied about his age on the application. What was his reason for _____?
8. He works part-time at a gas station, in addition to _____ full-time at a supermarket.
9. It's not hard for me to get up at 6 AM. I'm used to _____ up early.
10. Her friends helped her move into her new apartment. She thanked them many times for _____ her move.
11. We were 20 minutes late for the meeting. When we arrived, we apologized for _____ late.
12. She broke his heart when she told him she wouldn't marry him. Many years later, she told him she was sorry for _____ his heart.

Answers:

1. cooking *OR* making
2. seeing
3. meeting
4. painting
5. remembering
6. learning
7. lying
8. working
9. getting
10. helping
11. being
12. breaking

STEP 3 (optional)

The story behind the song “Hello” by Adele.

STEP 4 (optional)

The song “Crazy” by Willie Nelson (1961) has many gerunds following the preposition *for*.

Listen to it and complete the lyrics:

<https://www.youtube.com/watch?v=Pnl1JGaIbFs>

Příloha:

Hello

Adele

Hello, it's me
I was wondering if after all these years you'd like to meet To go over everything
They say that time's supposed to heal ya But I ain't done much
healing

Hello, can you hear me?
I'm in California dreaming about who we used to be When we were younger
and free
I've forgotten how it felt before the world fell at our feet

There's such a difference between us
And a million miles

Hello from the other side
I must've called a thousand times
To tell you I'm sorry for everything that I've done
But when I call, you never seem to be home

Hello from the outside
At least I can say that I've tried
To tell you I'm sorry for breaking your heart
But it don't matter, it clearly doesn't tear you apart anymore

Hello, how are you?
It's so typical of me to talk about myself, I'm sorry I hope that you're well
Did you ever make it out of that town where nothing ever happened?

It's no secret that the both of us are running out of time

So hello from the other side (Other side)
I must've called a thousand times (Thousand times) To tell you I'm sorry for
everything that I've done But when I call, you never seem to be home

Hello from the outside (Outside)
At least I can say that I've tried (I've tried) To tell you I'm sorry for
breaking your heart
But it don't matter, it clearly doesn't tear you apart anymore

Ooh-ooh, anymore
Ooh-ooh-ooh, anymore
Ooh-ooh, anymore
Anymore

Hello from the other side (Other side)
I must've called a thousand times (Thousand times) To tell you I'm sorry for
everything that I've done But when I call, you never seem to be home

Hello from the outside (Outside)
At least I can say that I've tried (I've tried) To tell you I'm sorry for
breaking your heart
But it don't matter, it clearly doesn't tear you apart anymore

Hello, Adele (story)

When Adele was 18 years old, she fell in love with Alex. Alex was not her first boyfriend, but he was her first serious boyfriend.

Alex was a photographer who was ten years older than Adele. He showed her photos of beautiful places, and she got interested in traveling. He talked about books, and she began reading fiction. He read poems to her, and she began writing poetry. Adele says, "He put me on the road I'm traveling on."

Adele and Alex were happy together for one year. Then they began to argue. Usually, they didn't argue over big things -- they argued over small things -- but they argued a lot. They were both unhappy, and they decided to break up.

Six months later, Adele heard that Alex was engaged to someone else. She was heartbroken. She knew that Alex wasn't right for her, but she still loved him. She wrote songs about her feelings. One of those songs was "Someone Like You."

During the next four years, Adele didn't write any songs. She fell in love with someone else, had a baby boy, and bought a house. Then, when she turned 25, she began writing songs again.

One of Adele's new songs was "Hello." The song is about a woman who is trying to reconnect with an ex-boyfriend. Is it another song about Alex?

Adele says it isn't. A song can mean different things to different people. For Adele, this song is about trying to reconnect with herself.

Adele says, "When I was 7, I wanted to be 8. When I was 8, I wanted to be 12. When I turned 12, I wanted to be 18. I always wanted to be older. I wanted to be shorter, too. I was 5'9", but I wanted to be 5'7". I always wanted to be someone else."

Now Adele doesn't want to be anyone else. She is happy with who she is--a mother and one of the most successful singers and songwriters in the world. In the song "Hello," Adele is saying hello to Adele.

PARTICIPIAL PHRASES

(SEPTIMA-OKTÁVA)

GRAMMAR EXPLAINED USING YOUTUBE SONGS

Radek Daňhel

PARTICIPIAL PHRASES (septima až oktáva)

Czech students often think that if a grammar feature is not used in Czech, the same applies to the English language. One of these might be participial phrases (přechodníky)

– in the Czech language they are felt and considered rather archaic or obsolete, while in English they represent a progressive, frequently used structure.

Not many students would form a sentence like this “Not knowing his address, I didn’t send him a postcard from my holiday “ in Czech by using the English participial phrase („Neznaje jeho adresu, neposlal jsem mu pohlednici z dovolené. “), they would most probably make a complex sentence using a clause of reason. This material may help to illustrate the differences between English and Czech in this respect.

Step 1

First, let's revise the participial constructions the students are expected to know already:

Participial Phrases - Revision

A. Read the sentences next to the photo. Notice that the words *who* and *is* are deleted in the shorter answer. Both answers are correct and have the same meaning.



Question: Is that Ann?

Longer Answer: Yes, she's the woman who is waving at us.

Shorter Answer: Yes, she's the woman waving at us.

B. Delete two words in the sentence in Column B to make a shorter sentence. Write your new sentence in Column C.

A. Question	B. Longer answer	C. Shorter answer
1. Who is Ben?	He's the boy who is riding his bike.	He's the boy riding his bike.
2. Who is Sofia?	She's the woman who is sitting next to Sam.	
3. Was the office crowded?	Yes, it was full of people who were filling out applications.	
4. Which people are the cooks?	They're the ones who are wearing white jackets.	
5. Who is Alex?	He's the tall guy who is standing near the window.	
6. Is that your tour group?	Yes, they're the people who are wearing red t-shirts.	
7. What's that noise?	It's a plane that is flying low overhead.	

Step 2

Participial Phrases

A. Read the sentences next to the photo. Notice the comma between the words *garden* and *planting* in the one-sentence answer. The comma makes it clear that the phrase *planting vegetables* refers to Grandfather (*He*), not to the garden.



Question: Where's Grandfather?

Answer in two sentences: He's at the community garden. He's planting vegetables.

Answer in one sentence: He's at the community garden, planting vegetables.

B. Combine the sentences in Column B to make one sentence. Write your new sentence in Column C. (Don't forget the comma.)

A. Question	B. Answer in two sentences	C. Answer in one sentence
1. Where was Sam yesterday?	He was in the kitchen all afternoon. He was making food for the party.	He was in the kitchen all afternoon, making food for the party.
2. Is Emma in Europe?	Yes, she's at a university in France. She's studying French.	
3. Where was Jack this morning?	He was at the gym downtown. He was playing basketball.	
4. Where were you yesterday?	I was home all day. I was painting the living room.	

A. Question	B. Answer in two sentences	C. Answer in one sentence
5. Where's the manager?	She's in her office down the hall. She's making a phone call.	
6. Who's Annie?	She's the woman with short hair and glasses. She's sitting next to the window.	
7. Did you see Silvia and Marco at the mall?	Yes, I saw them in the mall parking lot. They were carrying a lot of packages.	

Step 3

Play the song https://www.youtube.com/watch?v=eMR_IgXNs7E

A. Delete two words in the sentence in Column B to make a shorter sentence. Write your new sentence in Column C.

A. Question	B. Longer answer	C. Shorter answer
1. Who is she?	She's just a small-town girl who is living in a lonely world.	She's just a small-town girl living in a lonely world.
2. Which train did she take?	She took the midnight train that was going anywhere.	
3. What do you see?	I see strangers who are waiting up and down the boulevard.	
4. What else do you see?	I see their shadows that are searching in the night.	
5. What else do you see?	I see streetlight people who are living just to find emotion.	
6. What else do you see?	I see streetlight people who are hiding somewhere in the night.	

B. Combine the two sentences in Column B to make one sentence. Write your new sentence in Column C.

A. Question	B. Answer in two sentences	C. Answer in one sentence
What does everybody want?	Everybody wants a thrill. They are paying anything to roll the dice.	(Put a comma after the word <i>thrill</i> .)

All the sentences in Column C are from the song "Don't Stop Believin'" by Journey.

C. Play the song again and ask the students to complete the lyrics cloze exercise.

Don't Stop Believin' *by Journey*

Write the missing word on the line.

Just a small-town girl

_____ in a lonely world

She took the midnight train

_____ anywhere

Just a city boy

Born and raised in South Detroit

He took the midnight train

_____ anywhere

A singer in a smoky room

The smell of wine and cheap perfume

For a smile they can share the night

It goes on and on, and on, and on

Strangers _____

Up and down the boulevard

Their shadows _____

In the night

Streetlight people

_____ just to find emotion
_____ somewhere in the night

Working hard to get my fill

Everybody wants a thrill

_____ anything to roll the
dice Just one more time

Some will win

Some will lose

Some were born to sing the blues

Oh, the movie never ends

It goes on and on, and on, and on

Strangers _____

Up and down the boulevard

Their shadows _____

In the night

Streetlight people

_____ just to find emotion

_____ somewhere in the night

Don't stop believin'

Hold on to that feelin'

Streetlight people

Don't stop believin'

Hold on

Streetlight people

Don't stop believin'

Hold on to that feelin'

Streetlight people

Songwriters: Jonathan Cain, Steve Perry, and Neal Schon

Lyrics © Journey - Weedhigh Nightmare Music



Pracovní list byl vytvořen v rámci projektu Erasmus+
„Rozvoj profesionálních kompetencí pro 21. století“
Gymnázia a Obchodní akademie Pelhřimov

About the Song

Jonathan Cain is one of the songwriters of “Don’t Stop Believin’.” In an interview with the *Guardian*, Jonathan said that before he joined the band Journey, he was not making much money as a musician. Sometimes he called his father and talked about quitting music. “Don’t stop believing, or you’re done, dude,” his dad always told him. His father’s words gave Jonathan the idea for the song’s chorus: *Don’t stop believin’ / Hold on to that feelin’*.

Příloha:

Don't Stop Believin'

Journey

Just a small town girl Livin' in a lonely world
She took the midnight train goin' anywhere Just a city boy
Born and raised in South Detroit
He took the midnight train goin' anywhere

A singer in a smokey room
The smell of wine and cheap perfume For a smile they can share the night It goes on and
on, and on, and on

Strangers, waitin'
Up and down the boulevard
Their shadows
Searchin' in the night
Streetlights, people
Livin' just to find emotion
Hidin' somewhere in the night

Workin' hard to get my fill
Everybody wants a thrill
Payin' anything to roll the dice
Just one more time
Some will win
Some will lose
Some were born to sing the blues
Oh, the movie never ends
It goes on and on, and on, and on

Strangers waitin'
Up and down the boulevard
Their shadows
Searchin' in the night
Streetlights, people
Livin' just to find emotion
Hidin' somewhere in the night

Don't stop believin'
Hold on to that feelin'
Streetlight, people
Don't stop, believin'
Hold on
Streetlights, people

Don't stop believin'
Hold on to that feelin'
Streetlight, people

BRITISH HISTORY 1 - REVISION

(SEPTIMA-OKTÁVA)

INTERAKTIVNÍ KVÍZ V PROSTŘEDÍ SOCRATIVE.COM

Radek Daňhel

Socrative je cloudový software k poskytování výuky



Spolufinancováno
z programu Evropské unie
Erasmus+

Pracovní list byl vytvořen v rámci projektu Erasmus+
„Rozvoj profesionálních kompetencí pro 21. století“
Gymnázia a Obchodní akademie Pelhřimov

British history 1 – revision

Aktivita k zopakování učiva o britských dějinách po tudorovské období - určeno pro septimu, případně oktávu.

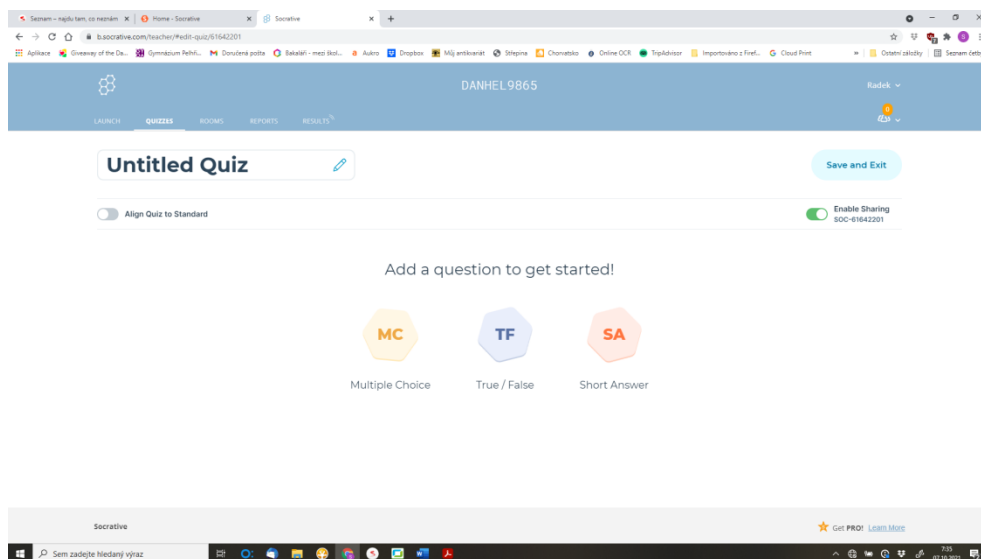
Příprava

Po přihlášení do účtu na stránce socrative.com přejdeme do záložky “Quizzes”:

Zde zvolíme možnost “Addquiz”:

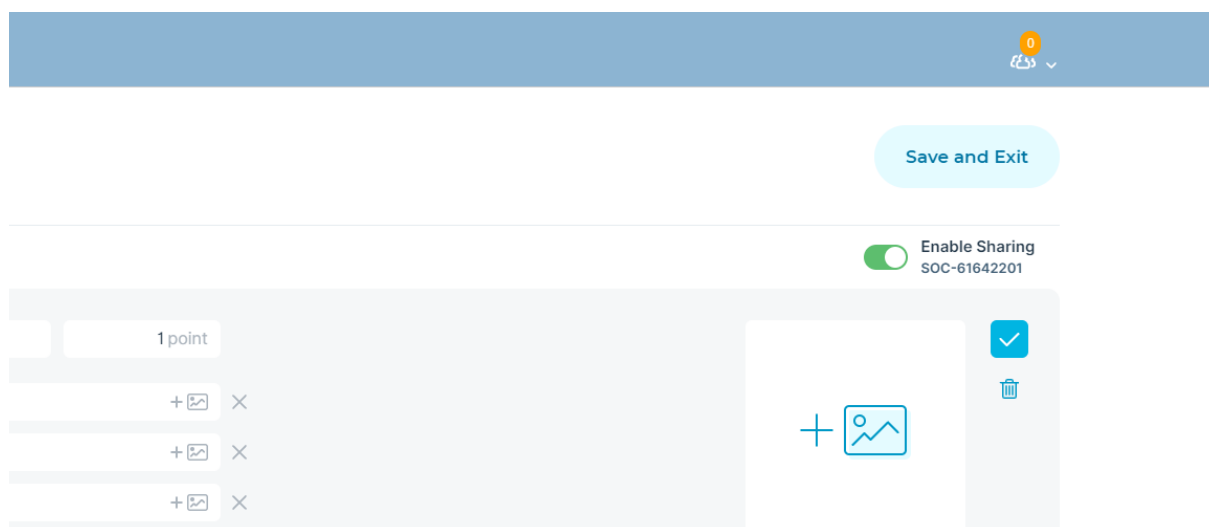
Objeví se nabídka typů otázek, které lze použít i ve vzájemné kombinaci:

- Výběr z několika možností
- Odpovědi ano – ne/pravda-nepravda
- Krátká odpověď



Ke každé otázce vepíšeme odpověď, je také možné přidat vysvětlení, proč je zrovna tato možnost správná, a zvolit, jestli se mají tyto vysvětlivky studentům zobrazovat (buď vždy nebo při správné odpovědi). Je rovněž možné stanovit bodové ohodnocení každé odpovědi.

Po vytvoření požadovaného počtu otázek je možné kvíz uložit (nutno však nastavit možnost sdílení)

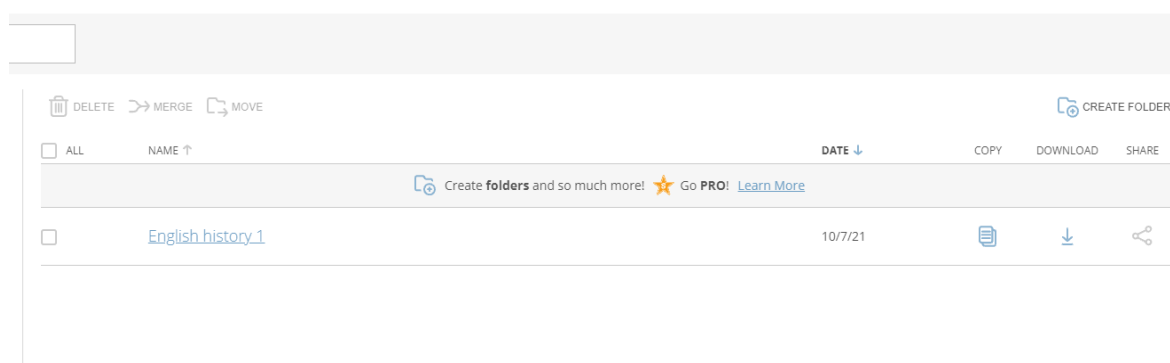


případně stáhnout jakopdf soubor. Aktivitu opatříme názvem a zařadíme do svých materiálů na účtu.

Použití

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Software sám vyhodnotí kvíz/test a stanoví pořadí úspěšnosti studentů.

Příloha:



Name _____

Date _____

English history 1

Score _____

1. How many kingdoms did the Anglo-Saxons establish in England?

- (A) 5
- (B) 6
- (C) 7
- (D) 8

2. Who brought Christianity to England?

3. The Vikings never tried to conquer England.

- (T) True
- (F) False

4. Who was the last king of the House of Wessex on the throne?

- (A) William I
- (B) Harold II
- (C) Edward the Confessor
- (D) Alfred the Great

5. Who was the first member of the House of Plantagenet on the throne?

6. Was Samuel Beckett murdered in Canterbury Cathedral in 1170?

- (T) True
- (F) False



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7. Which king signed Magna Carta?

(A) Edward II

(B) Richard I

(C) John I

(D) Henry I

8. When was the War of the Roses?

9. Did Henry VIII win the Battle of Bosworth?

(T) True

(F) False

10. Who was Arthur Tudor?

(A) Henry VIII's younger brother

(B) Henry VIII's older brother

(C) Henry VIII's twin brother

(D) Henry VIII's name before he became king

11. Who was Henry VIII's first wife?

12. Who was Henry VIII's last wife?

(A) Catherine Parr

(B) Jane Seymour

(C) Ann of Cleves

(D) Catherine Howard

13. Which Henry VIII's wives were executed?

14. Elisabeth I had 3 children.

(T) True

(F) False



15. The Tudor period was

- (A) 1458 - 1553
- (B) 1485 - 1588
- (C) 1485 - 1603
- (D) 1510 - 1616



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