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## **Aktivita FCE I.**

**Škola:** Gymnázium Bystřice nad Pernštejnem

**Jméno vyučujícího:** Mgr. Kunovská Pavla

**Název aktivity:** Reading comprehension

**Předmět:** Konverzace anglického jazyka - FCE

**Ročník, třída:** oktáva, 4.A

**Jazyk a jazyková úroveň žáků:** angličtina – B2

**Datum realizace:** 14.2. 2018

**Forma realizace:** skupinová práce, individuální

**Stručný popis aktivity:** žáci si prohloubí slovní zásobu

**Použité metody:** čtení s porozuměním

**Použité pomůcky:** pracovní listy

**Časová náročnost:** 45 min

**Postup realizace:** Žáci si prohloubí slovní zásobu formou čtení s porozuměním. Samotnému čtení předchází několik aktivit, poté budou žákům rozdány pracovní listy a v nich vyplňují jednotlivé úkoly

**Příloha:** pracovní listy pro vyučujícího a žáky + text



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## Reading – Article, FCE I.

### Mark Haddon, *The curious incident of the dog in the night-time*

I said, “I wanted to come and tell you that I didn’t kill Wellington. And also I want to find out who killed him.”

Some of her tea spilled onto the carpet.

I said, “Do you know who killed Wellington?”

She didn’t answer my question. She just said: “ Goodbye, Christopher,” and closed the door.

Then I decided to do some detective work.

I could see that she was watching me and waiting for me to leave because I could see her standing in her hall on the other side of the frosted glass in her front door. So I walked down the path and out of the garden. Then I turned round and saw that there was no one watching and climbed over the wall and walked down the side of the house into her back garden to the shed where she kept all her gardening tools.

The shed was locked with a padlock and I couldn’t go inside so I walked round to the window in the side. Then I had some good luck. When I looked through the window I could see a fork that looked exactly the same as the fork that had been sticking out of Wellington. It was lying on the bench by the window and it had been cleaned because there was no blood on the spikes. I could see some other tools as well, a spade and a rake and one of those long clippers people use for cutting branches which are too high to reach. And they all had the same green plastic handles like the fork. This meant that the fork belonged to Mrs Shears. Either that of it was a Red Herring, which is a clue which makes you come to a wrong conclusion or something which looks like a clue but isn’t.

I wondered if Mrs Shears had killed Wellington herself. But if she had killed Wellington herself why did she come out of the house shouting, “What in fuck’s name have you done to my dog?”

I thought that Mrs Shears probably didn’t kill Wellington. But whoever had killed him and probably killed him with Mrs Shears’ fork. And the shed was locked. This meant that it was someone who had the key to Mrs Shears’ shed, or that she had had left it unlocked, or that she had left her fork lying around in the garden. (p.40-41.)

Haddon, M. (2003). *The curious incident of the dog in the night-time*. London: Jonathan Cape.



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Mark Haddon, The Curious Incident of the Dog in the Night –time

Worksheet for pupils

Class	FCE – oktáva, 4.A
Time	45 minutes
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Listen to the explanation about autism and ask questions about it. Have you heard about autism?</li><li>2. Now listen to the content of the previous chapters.</li><li>3. Now read a part of the story together with your friends.</li><li>4. Try to decide if the following statements are <b>true</b> or <b>false</b>.<ol style="list-style-type: none"><li>1. “she” or “her” stands for Christopher’s mom. T F</li><li>2. Christ left Mrs. Shear’s garden and then he returned there. T F</li><li>3. Christ couldn’t open the window so he looked through it. T F</li><li>4. The fork in a shed had a green plastic handle. T F</li><li>5. The Red Herring is a wrong clue. T F</li><li>6. Mrs Shears prepared the fork for the murder. T F</li></ol></li><li>5. You are Christopher and you try to explain to the policeman (your teacher) what you have found out during investigation.</li><li>6. With your partner try to answer the question: <i>Who could be a murderer and why he/she killed Wellington?</i></li></ol>



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Mark Haddon, *The curious incident of the dog in the night-time*

Worksheet for teachers

Class	FCE – oktáva,.A
Time	45 minutes
Aims	Discussion about autism, general understanding to the text, enriching vocabulary, reading comprehension, giving arguments
Materials	Worksheets for pupils, text from the book
Output	Filled worksheet
Procedure	<p><b>1. Pre- reading activities:</b></p> <p>a) The main hero is an autistic. It is important to explain what it means. It could be done in more ways, e.g. – <u>task 1</u></p> <ul style="list-style-type: none"> <li>- to ask students: <i>What do you know about this disorder?</i> and summarize the knowledge together with them</li> <li>- to explain it in teacher’s own words</li> <li>- a pupil (pupils) have prepared some information about autism as homework from a previous lesson and inform the others</li> </ul> <p>b) Pupils have to be familiar with the content of the previous chapters, the teacher reads it out – <u>task 2</u></p> <p><i>An autistic boy Christopher, 15, lives with his father in a house in Swindon, England. One day he is found in his neighbour’s garden with a murdered dog in his arms. The dog belongs to Mrs Shears, their neighbour, and was killed with a fork. Christopher is accused of the murder and taken to the police station. He decides to find the truth.</i></p> <p><b>2. Reading:</b></p> <p><u>Task 3</u> - the text is read out by the pupils alternately. There are two unknown words: <i>a shed, a padlock</i></p> <p><i>a shed</i> – a place where staff and tools for gardening are stored</p> <p><i>a padlock</i> –a kind of a lock with which we stick two things together</p> <p><b>3. After – reading activities:</b></p> <p>a) Pupils (in pairs or on their own) try to decide if the following sentences are true or false – <u>task 4</u></p>

	<p>1. "she" or "her" stands for Christopher's mom. <span style="float: right;">T F</span></p> <p>2. Christ left his neighbour's garden, then he returned there. <span style="float: right;">T F</span></p> <p>3. Christ couldn't open the window so he looked through it. <span style="float: right;">T F</span></p> <p>4. The fork in a shed had a green plastic handle. <span style="float: right;">T F</span></p> <p>5. The Red Herring is a wrong clue. <span style="float: right;">T F</span></p> <p>6. Mrs Shears prepared the fork for the murder. <span style="float: right;">T F</span></p> <p style="text-align: center;"><b>c) Role – play - <u>task 5</u></b>  A teacher is a policeman and the pupils take the role of Christopher. They try to explain to the policeman what they have found out during their investigation. Each pupil should prepare an argument.</p> <p style="text-align: center;"><b>d) Discussion – <u>task 6</u></b>  Pupils in pairs prepare the answer to the question:  <i>Who could be a murderer and why he/she killed Wellington?</i></p>
Feedback and evaluation:	