Reading comprehension

4º ESO/DBH 4
Reading comprehension
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Actividad comunicativa de la lengua. PEL de secundaria/
DBHko HPErako jarduera eredua

Actividad/Jarduera: ACL4ºESO read ing alum 041209
Destreza/Trebetasuna: Reading comprehension
Nivel/Maila: 4º ESO/DBH 4
Nivel descriptores/Adierazle maila: A2/B1
Duración/Tenporalizazioa: 3 sesiones / 3 saio
An Eel Pet
Pre-Reading Activities

A: Discussion

1. Look at the picture below

\[ Image of an eel \]

Now describe:

a. The kind of animal it is
b. Its natural habitat (where it lives)
c. What it feeds on (the food it eats)
d. And any other things you consider relevant

2. The article is about a German family who has a pet eel. How would you answer the following questions?

a. Where does the family keep the eel?
b. What do you think they feed the eel?
c. Do you think an eel would be a good pet to have?
d. How do visitors react when they see the animal?
B: Vocabulary & grammar?

The following words come from the story. Look them up in the dictionary and put them under the correct heading. The first one is done for you as a model.

German, fishing trip, to train, to catch, eel, to kill, to cook, supper, fall in love with, bathtub, bucket, to wash, part of the family, to share, to move

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Noun</th>
<th>Verb</th>
<th>Phrase</th>
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<tbody>
<tr>
<td>German</td>
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C: A bit more guessing - predicting

What do you think happened? How did the animal get to the house? Here are a few ideas that might help you reconstruct the story:

A fishing trip
Children falling in love with the eel
Deciding on a place for the eel to live in the house
Practical difficulties
The solutions found

Reading Activities

A: Main Idea
What is the article about? Read the article quickly and circle the best answer:

a. an eel.
b. a German family and their pet eel
c. a 1969 fishing trip
d. pet lovers
e. moving house with a pet
Family Keeps Pet Eel in Bath--for 33 Years

Berlin Tues Jan 7 (Reuters) - A German family has kept an eel in its bathtub for the last 33 years and even trained it to swim into a bucket when someone needs to wash.

"He's part of our family," said Hannelore Richter of Bochum in western Germany. (3) Her husband Paul caught the eel on a fishing trip in 1969 and took it home for supper.

His children fell in love with the eel, and stopped him from killing and cooking it. Since then it has lived in the bath, shared with the children when they were small -- and has even moved house with the family, German newspapers reported.

B: Sequencing
Put the lines into the correct order. Don't look at the article! (The first line is numbered for you.)

1. Here is the first sentence.
   ___ to swim into
   ___ an eel in
   ___ has kept
   ___ its bathtub for
   ___ and even trained it
   ___ a bucket when
   ___ someone needs to wash.
   ___ A German family
   ___ the last 33 years

2. Here is the third sentence.
   ___ Paul caught
   ___ Her husband
   ___ on a fishing trip
   ___ the eel
   ___ in 1969 and
   ___ for supper.
   ___ took it home

3. Here is the fourth sentence.
   ___ from killing and cooking it.
   ___ His children
   ___ the eel, and
   ___ stopped him
   ___ fell in love with
C: Reading for Detail

Look at the words in **bold** type and choose the best meaning.

A German family has kept an eel in *(1)* its bathtub for the last 33 years and even trained *(2)* it to swim into a bucket when someone needs to wash.

1. **its** in this sentence means:
   a. the German family's
   b. the eel's
   c. the bathtub's

2. **it** in this sentence means:
   a. the German family
   b. the eel
   c. the bathtub

(3) "He's part of our family," said Hannelore Richter. *(4)* Her husband Paul caught the eel on a fishing trip in 1969 and took *(5)* it home for supper.

**He** in this sentence means:

   a. Mrs. Richter
   b. The eel
   c. The family

(4) Since then *(6)* it has lived in the bath, shared *(9)* it with the children when *(10)* they were small.

**Her** in this sentence means:

   a. the eel
   b. Hannelore Richter's
   c. Paul Richter

5. **it** in this sentence means:
   a. the German family
   b. the fishing trip
   c. the eel

D: Questions

Read the article again and answer the questions below.

1. What did the family train the eel to do?
2. What is the bathtub used for?
3. What is the bucket used for?
4. Who caught the eel?
5. Who went on the fishing trip?
6. Who fell in love with the eel?
7. Who moved house with the family?

His children fell in love with the eel, and stopped *(6)* **him** from killing and cooking *(7)* **it**.

6. **him** in this sentence means:
   a. Paul Richter
   b. Hannelore Richter
   c. the Richter children

7. **it** in this sentence means:
   a. the German family
   b. the bathtub
   c. the eel
Compare your answers here with the answers you gave in Pre-Reading Activity C.

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**Post-Reading Activities**

**A: Language**

"A German family has kept an eel in its bathtub for the last 33 years."

_The present perfect_ is used to express an action that began in the past and continues to the present. (The family began keeping the eel in the bath 33 years ago. The family is still keeping the eel in the bath.)

"Her husband Paul caught the eel on a fishing trip in 1969."

_The past simple_ is used for actions that finished in the past.

"He's part of our family," said Hannelore Richter.

_The present simple_ is used here for something that is true or permanent.

Imagine you are Hannelore Richter: Answer the questions below using the sentence prompts. Use the present perfect simple / past tense or simple present. Add any other words that are needed.

1. Where do you keep the eel?
2. How long have you kept it there?
3. Where did you get the eel?
4. Have you always lived in the same place with the eel?
5. When did the eel share a bath with the children?

**Sentence Prompts:**
1. we / keep / in bathtub
2. we / keep / him there / 33 years
3. husband / catch him / fishing trip / 1969
4. no / move house / eel / come with us
5. he / share / the bath / children / when / small

**B: Gap Fill**

Complete the paragraph. Try not to look back at the text.

A (1) ______ family has kept a pet (2) ______ in their (3) ______ for 33 years. They’ve trained it to swim into a (4) ______ when somebody wants to (5) ______. Paul caught the eel on a (6) ______ and brought it home for (7) ______. His children stopped him from (8) ______ and (9) ______ it. The eel shared the bath with the children and has even moved house with the family.
Tabla de autoevaluación/ Autoevaluazio taula (ACL 4º ESO/ DBH 4)

<table>
<thead>
<tr>
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<tr>
<td>1. Puedo hacer predicciones sobre el contenido de un texto y no tengo reparos en lanzar hipótesis</td>
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<td>2. Puedo saber si una palabra es un sustantivo, un verbo, un adjetivo o un adverbio consultando el diccionario</td>
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<td>3. Comprendo el sentido y la información general de un texto a partir de una lectura rápida y soy capaz de elegir el título más adecuado de un número de títulos propuestos ( A2)</td>
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<td>4. Comprendo la información específica y la mayoría de los detalles de un texto sobre temas de la vida cotidiana ( A2/ B1)</td>
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<td>5. Tomo como referencia siempre las mayúsculas y el punto para comenzar y finalizar respectivamente una oración, lo cual me ayuda a ordenar las palabras y frases de dicha oración ( A1)</td>
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<td>6. Reconozco el orden de palabras básico ( Sujeto – Verbo – Comp. directo – Comp. Lugar – Comp. Tiempo), que me ayuda a ordenar los elementos de una oración ( A2-B1)</td>
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<td>7. Reconozco los nexos de coordinación y subordinación básicos ( and, when...) que me permiten ordenar las oraciones ( A2-B1)</td>
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<td>8. Puedo encontrar en un texto las palabras o expresiones a las que hacen referencia los pronombres it, they, him, her, he.</td>
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9. Soy capaz de contrastar las predicciones que he hecho sobre un texto antes de leerlo (de qué trata) con la información que me proporciona el texto cuando lo he leído. Procuro corregirlas si me he equivocado.

10. Reconozco el verbo auxiliar y el principal en el presente simple, el pasado simple y el presente perfecto para responder una serie de preguntas correctamente.

11. Puedo utilizar correctamente estructuras sencillas (A2: Corrección y coherencia)

12. Puedo completar un texto trabajado previamente con el vocabulario de la unidad (A2:2)

13. Utilizo diferentes estrategias para comprender el vocabulario que no conozco en un texto:

   13.a. Consulto el diccionario

   13b. Infiero su significado ayudándome del contexto (conjunto de palabras que rodean a otra palabra)

   13c. Infiero su significado a partir de su posición en la oración (sintaxis)

   13d. Comparo la palabra con las de otros idiomas que conozco para deducir su significado.

   13e. .......................................................... 

14. ...........................................