Reading comprehension

4º ESO/DBH 4
Reading comprehension
4º ESO/DBH 4

Actividad comunicativa de la lengua.
PEL de secundaria/
DBHko HPErako jarduera eredua

Actividad/Jarduera: ACL4ºESO reading alum 041209
Destreza/Trebetasuna: Reading comprehension
Nivel/Maila: 4º ESO/DBH 4
Nivel descriptores/Adierazle maila: A2/B1
Duración/Tenporalizazioa: 3 sesiones / 3 saio
Reading comprehension
4º ESO/DBH 4

An Eel Pet

Pre-Reading Activities

A: Discussion

1. Look at the picture below

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. 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

**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

"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.

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

Since then (8) **it** has lived in the bath, shared (9) **it** with the children when (10) **they** were small.

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

10. **they** in this sentence means:
    a. eel
    b. Hannelore Richter
    c. the Richter children

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?
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)

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<tr>
<th>Adierazleak: Irakurri</th>
<th>Can?</th>
<th>Helburua</th>
<th>Ikaskidearen ebaluazioa</th>
<th>Irakaslearen ebaluazioa</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ez naiz beldur testu baten edukia asmatzen salatzeko eta hipotesiak sortzera ausartzen naiz</td>
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<td>2. Hiztegia erabiltzen dudanean, hitz baten sarreraren bidez bereiz dezaket hitz horren kategoria gramatikala, hots, izena, aditza, adjektiboa ala adberbioa den</td>
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<td>3. Azkar irakurri ondoren, testu baten zentzua eta informazio orokorra ulertzen dut. Gai naiz proposaturiko izenburuen artean egokiena aukeratzeko (A2)</td>
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<td>4. Gai naiz informazio zehatza eta xehetasun gehienak ulertzeko testu batean, gaiak egunerokoak badira betiere (A2/B1)</td>
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<td>5. Kontuan hartzon dut beti letra larria eta puntua esaldi bat hasi eta bukatzeko, eta horri esker esaldiaren hitzak ordenatzen ditut (A1)</td>
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<td>7. Koordinazio eta subordinazio oinarrizko lokarriak (and, when...) ezagutzen ditut eta horrexegatik lokarri hauetaz baliaturik esaldiaren osagaia ordenatzen ahal ditut (A2-B1)</td>
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<td>8.</td>
<td>Gai naiz identifikatzeko zein hitzaren ordez dauden <em>it, they, him, her, he</em> izenordeak testu batean agertzen direnean</td>
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<td>9.</td>
<td>Gai naiz konparatzeko testu bat irakurri aurrerik edukiari buruz egindako iragarpenak edo predikzioak eta testu bera irakurri ondoren egiaztatu dudan informazioa. Oker izan banaiz hasierako ideia edo iragarpenak zuzentzen saiatzen naiz</td>
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<td>10.</td>
<td><em>Present simple, past simple</em> eta <em>present perfect</em> aditz-formetan aditz nagusia eta laguntzailea bereizten ditudanez, eurekin egindako galderak zuzen erantzuten ahal ditut, egitura eta ordena behar bezala errespetatuz</td>
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<td>11.</td>
<td>Egitura xumeak zuzen erabiltzen ditut <em>(A2: Zuzentasuna eta koherentzia)</em></td>
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<td>12.</td>
<td>Aurrez landutako testu bat bete dezaket, dagokion hiztegia erabili (A2:2)</td>
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<td>13.</td>
<td>Testu batean ezagutzen ez dudan hiztegia ulertzeko estrategia ezberdinak erabiltzen ditut</td>
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<tr>
<td>13a.</td>
<td>Hiztegian kontsuitatzien dut</td>
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<td>13b.</td>
<td>Esanahia ondorioztatzeko testuingurua (hitz baten inguruan dagoen hitz multzoa) kontuan hartzen dut</td>
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<td>13c.</td>
<td>Hitz baten esanahia ondorioztatzeko esaldiaren barruan non dagoen kokatua (sintaxia) kontuan hartzen dut</td>
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<td>13d.</td>
<td>Hitz baten esanahia ondorioztatzeko ezagutzen ditudan beste hizkuntzen hitzekin konparatzen dut</td>
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<td>13...........................................................</td>
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<td>14.</td>
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