



The hungry dragon

Kompetenzniveau: B1

Thema: Schulprojekt

Testformat: Zuordnen von Satzteilen

Bearbeitungszeit: 8 Minuten

Länge des Hörtexts: 2:49 Minuten

Anzahl der Items: 7

Kommentar:

Diese kompetenzorientierte Höraufgabe überprüft das Verständnis von Hauptpunkten und wesentlichen Informationen. Bei diesem monologischen Hörtext handelt es sich um eine deutlich artikuliert Beschreibung eines fächerübergreifenden Schulprojekts.

Lehrplanbezug:

5. Klasse, Hören

- Hauptpunkte und wesentliche Informationen verstehen können, wenn in deutlich artikulierter Standardsprache über vertraute Dinge gesprochen wird, denen man normalerweise in der Ausbildung oder der Freizeit begegnet
 - kurze Erzählungen verstehen können
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Deskriptoren des GeR-Begleitbands:

Hörverstehen allgemein > GeR, 2020, S. 59

(B1) Kann die Hauptpunkte verstehen, wenn in deutlich artikulierter Standardsprache über vertraute Dinge gesprochen wird, denen man normalerweise bei der Arbeit, in der Ausbildung oder der Freizeit begegnet; kann auch kurze Erzählungen verstehen.

Audiomedien und Tonaufnahmen verstehen > GeR, 2020, S. 63

(B1) Kann die Hauptpunkte und wichtige Details in Geschichten und anderen Erzählungen (z. B. in der Schilderung eines Urlaubs) verstehen, sofern langsam und deutlich gesprochen wird.



You are going to listen to a recording about a school art project. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–7) with the sentence endings (A–J). There are two extra sentence endings that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



Bild: Paul Asman & Jill Lenoble (Flickr, CC BY 2.0)

The hungry dragon

0	The school project ____.	E
1	The plan was that the school dragon ____.	
2	The dragon is empty on the inside to ____.	
3	To involve everyone directly, every student ____.	
4	Because it was harder, the older students ____.	
5	To build one complex part of the dragon, students ____.	
6	Due to its weight, it was tricky to ____.	
7	Because of the project, students ____.	

A	used large pieces of cardboard	F	coloured certain parts
B	put the dragon up at school	G	needed texts to eat
C	put together the different parts	H	built the dragon's front part
D	used several different objects	I	wrote more texts
E	<i>included a range of different subjects</i>	J	put in the texts

Lösung

0	1	2	3	4	5	6	7
E	G	J	F	H	D	B	I

Transkript

I'd like to tell you about the project we started in our school this year. It's a cross-curricular project really, because it involves the art and crafts lessons and also the German lessons and even the English lessons. The main idea is that there's this big friendly dragon which lives in our school and the dragon lives on stories. So, it has to be fed stories and the more sort of creative and exciting, the better.

The main work for the arts and crafts lessons was of course building this dragon using various materials. The whole school is involved at this stage, building the dragon. The body is made up of three segments, I believe, and then the head. The body segments are hollow because this is where the stories come in. We used a sort of wire mesh construction covered with layers of paper mâché and eventually this was painted. The whole length of the dragon is covered in scales, and these are cardboard pieces and to make the dragon a bit more personal for the pupils, everyone was able to paint at least one of the scales using acrylic paints with different patterns and designs. The head was a little bit more complicated. So the fourth form pupils were left in charge of that. Again, with paper mâché and using pieces of cardboard egg boxes for the eyes and whatnot.

The final dragon then had to be fully assembled, including the wings, which were a little bit problematic. It was hard to find the right materials to work with. They are actually made out of coat hangers and a pair of tights. They were then sprayed with a green acrylic paint. They look quite good! And of course, the difficulty was hanging this dragon from our ceiling, as it has to be secure and it's actually quite heavy.

So, as I say, it thrives on stories. So, at the same time as building this dragon, the children were also busy writing stories in both English and German, with illustrations, that they could feed to the dragon. And the dragon is still being fed these stories. It's really inspired the children to be creative and to get into writing. Yeah, and at the end of the school year, it'll be possible to open up the body segments of the dragon and retrieve the stories, so they're not lost.

(Text und Audio: Nick Lang. Beim Transkript handelt es um die wortwörtliche Wiedergabe eines frei gesprochenen Redebeitrags.)