

# I.A.19

## Communicative skills – Listening

### Christmas in different ways! Weihnachtsmythen multimedial erschließen (Klassen 5–10)

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Illustrationen von Julia Lenzmann



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In der Adventszeit beschäftigen sich viele Schülerinnen und Schüler nicht nur gerne privat mit dem bevorstehenden Weihnachtsfest, sondern freuen sich auch, wenn das Thema im Unterricht Platz findet. In verschiedenen Formen (Song, Video/Geschichte und Gedicht) werden hier Mythen um den Weihnachtsmann thematisiert, die unterschiedliche Jahrgangsstufen ansprechen und ganz nebenbei verschiedene Fertigkeiten fördern sowie den Wortschatz erweitern.

#### KOMPETENZPROFIL



<b>Klassenstufe:</b>	Modul 1: Kl. 5; Modul 2: Kl. 6/7; Modul 3: Kl. 8; Modul 4: Kl. 9/10
<b>Dauer:</b>	4–8 Unterrichtsstunden (pro Modul/Jgst. 1–2 Unterrichtsstunden)
<b>Kompetenzen:</b>	Modul 1: <i>Rudolph, the red-nosed reindeer</i> : Listening/Writing Modul 2: <i>Mr Snow</i> : Listening/ggf. Writing Modul 3: <i>Mog's Christmas Calamity</i> : Watching/Writing Modul 4: <i>'Twas the night before Christmas</i> : Reading
<b>Thematische Bereiche:</b>	Christmas
<b>Material:</b>	Texte, Internetvideos, Arbeitsblätter

## Auf einen Blick

### Modul 1: Jahrgangsstufe 5


**Thema:** Working with the song *Rudolph, the red-nosed reindeer*

**M 1** **An emoji Christmas song quiz** / Weihnachtslieder in Emoji-Form erraten

**M 2** ***Rudolph, the red-nosed reindeer* – Vocabulary** / Vorentlasten des Vokabulars und *while-listening-Übung* zum Erschließen des Textes

**M 3** ***Rudolph, the red-nosed reindeer* – Text** / *While-listening-Übung* zum Erfassen des Textes

**M 4** ***Rudolph, the red-nosed reindeer* – Post-listening exercises** / *Post-listening*-Aufgaben zu Inhalt und Aussage des Songs (für leistungsstärkere Lernende) ●

**ZM 1** ***Rudolph, the red-nosed reindeer* – Post-listening exercises (differentiated)** / Differenzierungsvariante von M 4 für leistungsschwächere Lernende mit Hilfen bei den Aufgaben 2 und 3c ○ 



**Homework:** optional (s. Hinweise zur Weiterarbeit)


**Benötigt:**

- Musikversion des Liedes „*Rudolph, the red-nosed reindeer*“ (*YouTube-Zugang und Lautsprecher*)
- ggf. Folienkopie oder Word-Fassung/Ausdruck von M 1 sowie OH-Projektor bzw. Beamer/Dokumentenkamera

### Modul 2: Jahrgangsstufe 6/7

**Thema:** Working with the story *Mr. Snow*

**M 5** ***Mr. Snow* – Pre-listening exercises** / Ein Schneeflocken-Suchbild lösen und in einem Quiz interessante Fakten über Schnee(flocken) erfahren  

**M 6.1** ***Mr. Snow* – Helpful words for the while-listening exercises** / Vokabelhilfen zur Differenzierung 

**M 6.2** ***Mr. Snow* – While-listening exercises** / Die Geschichte inhaltlich erschließen  



**M 7** ***Mr. Snow* – Post-listening exercises** / Das Thema Schnee zeichnerisch oder textlich weiter ausführen

**Benötigt:**

- YouTube-Zugang* / (Beamer) Lautsprecher zum Abspielen des Audioclips oder Videos
- ggf. individuelle Internet-/PC-Zugänge für die Lernenden zur Nutzung der bereitgestellten digitalen Materialversionen auf *LearningApps*

### Modul 3: Jahrgangsstufe 8

**Thema:** Working with the video *Mog's Christmas Calamity*

**M 8** **Christmas words** / Weihnachtswokabular in einem Rätsel entdecken und Sätze dazu bilden  



TIP

M 9

**Mog's Christmas Calamity – While-watching exercises** / Die erzählte Geschichte inhaltlich erschließen

M 10

**Mog's Christmas Calamity – Post-watching exercises** / Die Geschichte zusammenfassend in einen Sachtext übertragen und die Botschaft auf die eigene Lebenswelt beziehen

Benötigt:

 YouTube-Zugang / Beamer mit Lautsprechern zum Abspielen des Videos

#### Modul 4: Jahrgangsstufe 9/10

Thema:

Working with the poem *'Twas the night before Christmas*

M 11

**Christmas figures all around the world** / Verschiedene Weihnachtsfiguren zuordnen

M 12

**'Twas the night before Christmas** / Den Gedichttext lesen und anhand verschiedener Aufgaben erschließen

ZM 2

**'Twas the night before Christmas (differentiated)** / Differenzierungsvariante von M 12 für leistungsschwächere Lernende mit einer vereinfachten Textfassung

Homework:

optional (s. Hinweise zur Weiterarbeit)

Benötigt:

 Wörterbücher (digital oder Print) für die Schülerinnen und Schüler zum Nachschlagen (ggf. paarweise)

#### Minimalplan

Modul 1: *Rudolph, the red-nosed reindeer*

- M 1 kann weggelassen werden.
- M 2 kann – sofern die Klasse das Vokabular kennt (falls Sie das Lied z. B. in Jgst. 6 einsetzen) – ebenfalls weggelassen werden.
- Auch auf M 4 Aufgabe 3 kann verzichtet werden.

Modul 2: *Mr. Snow*

- Auf M 5 kann zugunsten eines selbstgewählten alternativen Einstiegs verzichtet werden.

Modul 3: *Mog's Christmas Calamity*

- Auf M 8 kann zugunsten eines selbstgewählten alternativen Einstiegs verzichtet werden.
- M 9 kann mündlich erledigt werden.

Modul 4: *'Twas the night before Christmas*

- Auf M 11 kann zugunsten eines selbstgewählten alternativen Einstiegs verzichtet werden.



# M 2

## Rudolph, the red-nosed reindeer – Vocabulary



### Tasks

1. Cut out the domino. (Be careful – always one word and one picture must stay together.)
2. Which picture and which word belong together?
3. Lay down the cards so that the correct word and the correct picture are next to each other.

reindeer		(to) glow	
(to) laugh		foggy	
Santa		sleigh	

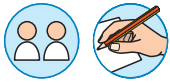
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M 4 ●

Rudolph, the red-nosed reindeer – Post-listening exercises

Tasks

1. Work with a partner.



a) Partner 1: Do you know Rudolph’s story? Put the pictures in the right order. Write 1–4 in the boxes.



Illustrations: Julia Lenzmann

b) Partner 2: Who is it? Write down who says these sentences.

“We don’t want to play with you.”

“Wow, you are great, Rudolph! You helped Santa Claus!”

“I need you. I can’t see much. Your nose is my light.”

“I have got a very red nose.”

c) Both partners together: Write the correct sentences in the speech/thought bubbles (*Sprech-/Denkblasen*).

2. Which sentences are correct? Tick the right ones.



right?	sentence
	The other reindeer play with Rudolph.
	The other reindeer learn: “It’s was not good that we laughed at Rudolph.”
	Rudolph’s nose can be a very good thing!
	Rudolph is like (= wie) the other reindeer.
	Something that looks bad at the beginning can be very good in the end.
	Rudolph’s nose is always a bad thing.

## Mr Snow – While-listening exercises

M 6.2

### Tasks

1. Listen to the first part of the story (00:00–01:08 min) and tick the right ending of the sentences. You can also complete this task online as a *LearningApp*. Follow the link or scan the QR code: <https://learningapps.org/view20979969>.

1. The story plays

<input type="checkbox"/>	a) on Christmas Eve.
<input type="checkbox"/>	b) on 23 December.
<input type="checkbox"/>	c) two days after Christmas.

2. The narrator says that snow is

<input type="checkbox"/>	a) in the houses and under the trees.
<input type="checkbox"/>	b) not on the fields, but on blankets and roads.
<input type="checkbox"/>	c) quite everywhere outside.

3. The next day,

<input type="checkbox"/>	a) the weather is nice and the children go outside, warmly dressed.
<input type="checkbox"/>	b) many children get ill, although there's sun.
<input type="checkbox"/>	c) the kids dress like for carnival.

4. The children have a lot of fun outside in the snow

<input type="checkbox"/>	a) and go ice-racing on lakes.
<input type="checkbox"/>	b) and make snowballs and snowmen.
<input type="checkbox"/>	c) but they don't have sledges.

2. Listen to the second part (01:09–01:51 min) and connect the connect sentence halves. Be careful – there are three more endings than you need!

You can also complete this task online as a *LearningApp*. Follow the link or scan the QR code: <https://learningapps.org/view20979922>.

1) The children went home early	a) can't go through all of the snow!
2) Father Christmas	b) have lost all the presents in the snow.
3) The reindeer	c) doesn't know what to do.
4) Father Christmas	d) goes to sleep because there's nothing he can do.
	e) so that Christmas would come quickly.
	f) aren't able to pull the sleigh through the snow.
	g) to wrap all the presents.

3. Think for a short moment: What could Father Christmas do? How could the story go on? Write about 3–5 sentences.

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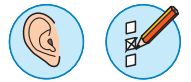
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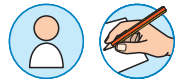
## Christmas words

M 8

### Tasks

1. Can you find 12 (Christmas) words in that quiz? Circle them and write them on the lines. One of the words is not *really* a Christmas word. Mark it.

You can also complete a version of this task online as a *LearningApp*. Follow the link or scan the QR code: <https://learningapps.org/view20983269>.



X	L	L	O	V	E	X	T	C	S	D	G
T	U	I	V	R	F	G	S	N	O	W	U
F	Q	G	N	P	L	V	H	G	T	E	E
O	V	H	M	B	B	F	A	M	I	L	Y
O	T	T	E	P	T	Q	R	H	Y	X	W
D	E	C	O	R	A	T	I	O	N	Q	L
W	I	H	C	E	X	Y	N	K	C	U	S
F	S	A	V	S	R	F	G	B	Q	N	E
H	F	I	R	E	S	X	P	T	Q	C	M
P	A	N	E	N	J	G	I	R	X	Y	C
S	D	T	I	T	U	R	K	E	Y	U	S
C	A	R	D	S	C	A	S	E	U	H	W

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2. Now work with a partner. Choose a word and make a sentence with that word in which you explain what it has to do with Christmas. Then it's your partner's turn.

e.g.: "snow": At Christmas time there is often snow. / At Christmas time, many people would like to have snow.



3. Write down 5 other words that you connect with Christmas.

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## M 11



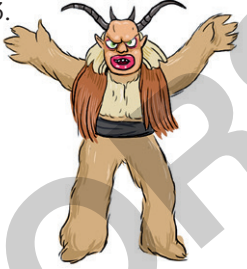


## Christmas figures all around the world

All around the world, there are dozens of myths concerning Christmas, presents, the one who brings them and the ones who help them. Have you heard of those?

## Tasks

1. Try to match the pictures with the myths and the countries.
2. Check your guesses with your partner's.



picture	myth	country
1. 	a) Crampus is St Nikolas's "evil" helper: If children are not good, Crampus finds them, hits them with his stick, puts them in his sack and throws them into a river. Crampus is quite hairy and looks like a monster.	I. Russia
2. 	b) Jólakötturinn is a cat which comes to get children who have not got new clothes for Christmas! It then eats the children up.	II. Italy
3. 	c) Ded Moroz ("Grandfather Frost") is similar to Santa Claus: He is an elderly man (his original clothes were white and blue, now they are often white and red). He has got a magic stick and brings children their presents on 1 January. He is helped by his granddaughter Snegurochka.	III. Iceland
4. 	d) La Befana is an old witch and, looking for baby Jesus, she brings children either presents or punishes them in the night before 6 January.	IV. Netherlands
5. 	e) Sinterklaas is similar to St Nicolas. He lives in Spain and he comes with a steamship. His helper is Zwarte Piet.	V. Austria

Illustrations: Julia Lenzmann



4. Write down the meaning of the underlined words in German. If you need help, look them up in a dictionary.

As I **drew in** my head, and was turning around, \_\_\_\_\_

Down the chimney St. Nicholas came with a **bound**. \_\_\_\_\_

He was dressed all in **fur**, from his head to his foot, \_\_\_\_\_

And his clothes were all **tarnished** with ashes and **soot**; \_\_\_\_\_

A bundle of toys he had **flung** on his back, \_\_\_\_\_

And he looked like a **peddler** just opening his pack. \_\_\_\_\_

His eyes – how they twinkled! his **dimples** how merry! \_\_\_\_\_

His cheeks were like roses, his nose like a cherry! \_\_\_\_\_

His droll little mouth was **drawn up** like a bow, \_\_\_\_\_

And the beard of his **chin** was as white as the snow; \_\_\_\_\_

The **stump** of a pipe he held tight in his teeth, \_\_\_\_\_

And the smoke it encircled his head like a **wreath**; \_\_\_\_\_

He had a broad face and a little round belly, \_\_\_\_\_

That shook, when he laughed like a bowlful of jelly. \_\_\_\_\_

Poem by Clement Clarke Moore

5. How is St. Nicholas described? Write down in German what is said about him.

He was chubby and plump, a right jolly old elf,  
 And I laughed when I saw him, in spite of myself;  
 A wink of his eye and a twist of his head,  
 Soon gave me to know I had nothing to dread;  
 He spoke not a word, but went straight to his work,  
 And filled all the stockings; then turned with a jerk,  
 And laying his finger aside of his nose,  
 And giving a nod, up the chimney he rose;  
 He sprang to his sleigh, to his team gave a whistle,  
 And away they all flew like the down of a thistle.  
 But I heard him exclaim, ere he drove out of sight,  
 "Happy Christmas to all, and to all a good-night."

Poem by Clement Clarke Moore

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