STRENGTH

Strengthening inclusion opportunities for women with a migration background with digital learning
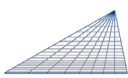
STRENGTH Training for trainers

LEARNING AREA 1
General qualification for the world of work

Content

LEARNING ARRANGEMENT 1.1:
Use of public transport

Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration biography acquire necessary competences on the following topics:

- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

Learning objectives of the learning arrangements

In the learning arrangement "use of public transport", the women with migration biography:

- practise their knowledge of vocabulary in German / English / French / Slovenian,
- practise reading and understanding individual words when using public transport,
- practise basic digital skills that are often needed in everyday life (installing apps, operating with touchpad, mouse or touchscreen, entering start positions and target positions),
- operate the learning app independently

1.1 LEARNING UNIT 1 „Way to the Stop"

German Version: https://learningapps.org/watch?v=po7rhzzft22
English Version: https://learningapps.org/watch?v=poia6zrva22
French Version: https://learningapps.org/watch?v=pzx2q6y8k22
Slovenian Version: https://learningapps.org/watch?v=ptryb5ur522

Learning objectives of the learning unit

- Selecting and clicking on the correct word
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* multiple choice

> Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the question in the top box
- Read the terms in the four fields below.
- Click on the word that matches the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.1 LEARNING UNIT 2 „Walking time to transit"

German Version: https://learningapps.org/watch?v=pyf2753ra22
English Version: https://learningapps.org/watch?v=p5fe3xt1323
French Version: https://learningapps.org/watch?v=pni6i60oa22
Slovenian Version: https://learningapps.org/watch?v=pydyv9tit22

Learning objectives of the learning unit

- practicing the acquired reading and skills deepen them step by step
- Reading full sentences with gaps
- find the right word from a selection
- operating touch pad, mouse or screen
- coordination of observing and operating
- Independent operation of the learning app
- controlling the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* filling in the missing words

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.
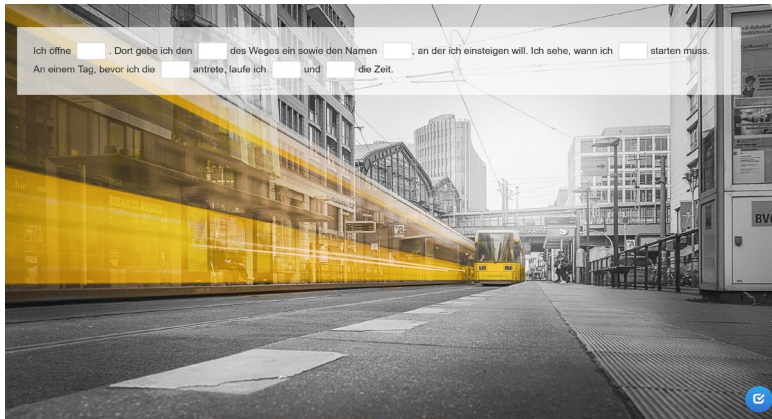
Methodological-didactical recommendations

You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.1 LEARNING UNIT 3 „Ticket Machine"

German Version: https://learningapps.org/watch?v=pedj4fax222
English Version: https://learningapps.org/watch?v=paj7cv8tv22
French Version: https://learningapps.org/watch?v=puv2rsdjj22

Learning objectives of the learning unit

- practising what has been learnt and gradually deepening the skills.
- Matching the right words to the right category (payment, means of transport, date of travel, type of ticket, people)
- Operating touchpad, mouse or screen
- Coordinating observation and operation
- Operating the learning app independently
- Checking the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* matching pairs

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.
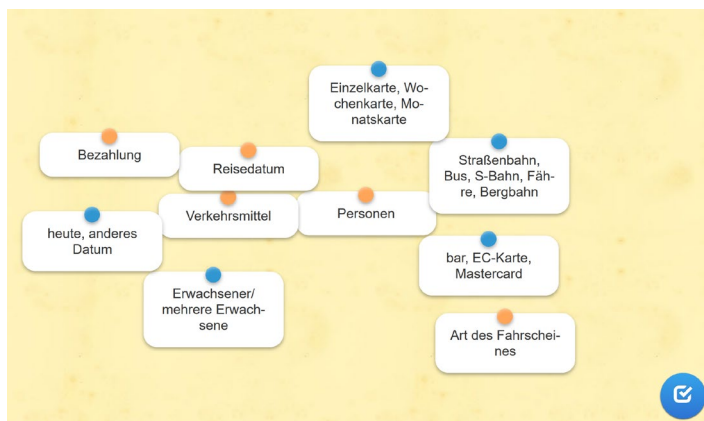
Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right pairs
- Drag the right words to the right category.
- If your pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and category again by clicking with the cross on the line between category and word.
- Repeat

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.1 LEARNING UNIT 4 „public transport symbols"
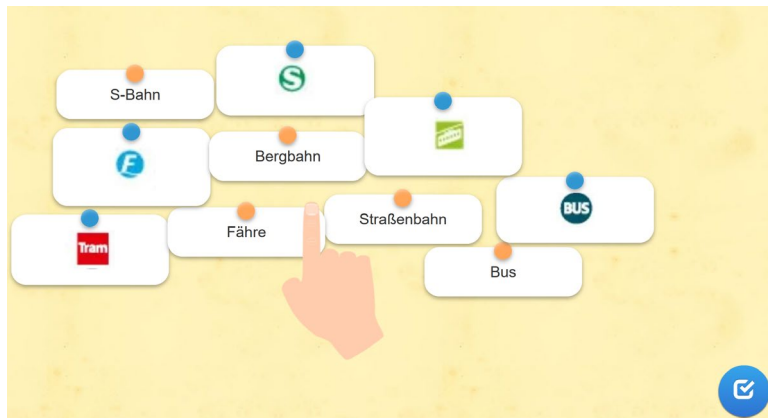
German Version: https://learningapps.org/watch?v=pyxiue25k22

Learning objectives of the learning unit

- Practising what has been learned and gradually deepening the skills.
- Matching the right words to the right symbols in traffic.
- Operating touchpad, mouse or screen
- Coordinate observation and operation
- Independently operate the learning app
- Checking the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* matching pairs

> Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right pairs
- Drag the right words to the right symbol picture.
- If your pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and symbol picture again by clicking with the cross on the line between picture and word.
- Repeat

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task.
- Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.1 LEARNING UNIT 5 „Understanding timetables"

German Version: https://learningapps.org/watch?v=p9dakhw4k22

Learning objectives of the learning unit

- Practising what has been learned and gradually deepening the skills.
- Matching the correct sentences to the markings
- Operating touchpad, mouse or screen
- Coordinate observation and operation
- Independently operate the learning app
- Checking the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* matching pairs on images

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right sentences for the markers
- Click on a marker and select the correct sentence
- Check by clicking on the blue dot in the lower right corner.
- You can correct a mistake.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated

LEARNING ARRANGEMENT 1.2:
Work and profession

Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration biography acquire necessary competences on the following topics:
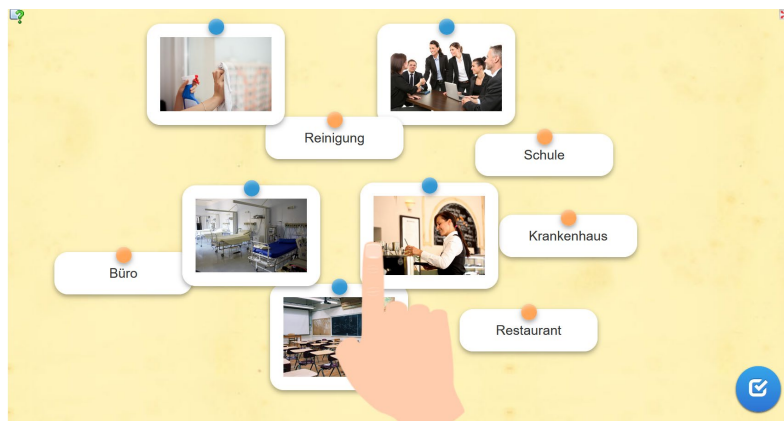
- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

Learning objectives of the learning arrangements

In the learning arrangement "introduce yourself at work", the women with migration biography:

- practise their vocabulary skills in German,
- practise reading and understanding individual words in the areas of the labour market, training market and professions,
- practise basic digital skills that are often needed in everyday life (operating with touchpad, mouse or touchscreen, entering start and target positions),
- operate the learning app independently

1.2 LEARNING UNIT 1 „Occupational fields"

German Version: https://learningapps.org/watch?v=px0y7s5nt22
English Version: https://learningapps.org/watch?v=pfgnjuu9c23
French Version: https://learningapps.org/watch?v=ppfdg91sc23

Learning objectives of the learning unit

- Practising what has been learnt and gradually deepening the skills.
- Matching the right words to the right picture
- Operating touchpad, mouse or screen
- Coordinating observation and operation
- Operating the learning app independently
- Checking the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* matching pairs

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right pairs
- Drag the right words to the right picture
- If your pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and picture again by clicking with the cross on the line between picture and word.
- Repeat

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.2 LEARNING UNIT 2 „Activities in the supermarket and in the hospital"

German Version: https://learningapps.org/watch?v=pop8c8isk22
French Version: https://learningapps.org/watch?v=p293c27ma23

Learning objectives of the learning unit

- The learners practise the acquired reading and language skills and deepen them by completing tasks on the topic of working time models
- Reading a verb and placing it in the correct group (supermarket, hospital)
- Clicking and dragging the verb into the correct group
- Operating the touchpad, mouse or screen
- Coordinating observation and operation
- Independently checking the results (red or green)
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: B2
Exercise: *Type:* sort into groups

> Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.
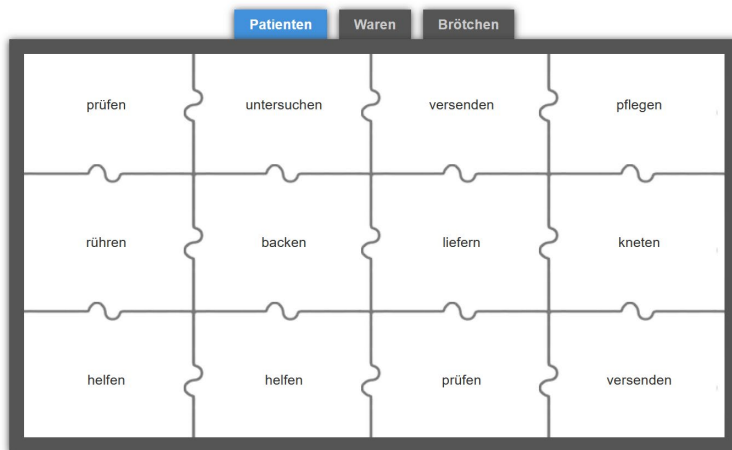
Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the record and the fields (supermarket and hospital).
- Move each sentence that appears on the screen into the correct field.
- Click on the verb (e.g. with your left hand) and hold down the touchpad or mouse.
- With the other hand, slide the box with the verb into the correct field (supermarket, hospital).
- When all the verbs are sorted, check the result by clicking on the blue dot in the lower right corner.
- Correct the boxes that appear red on the screen

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.2 LEARNING UNIT 3 „routine work – practising verbs"

Patienten	Waren	Brötchen

prüfen	untersuchen	versenden	pflegen
rühren	backen	liefern	kneten
helfen	helfen	prüfen	versenden

German Version: https://learningapps.org/watch?v=ppiupdmra22
English Version: https://learningapps.org/watch?v=p7zkmttu523
French Version: https://learningapps.org/watch?v=p57m0c2xc23

Learning objectives of the learning unit

- Practising what has been learned and gradually deepening the skills.
- The puzzle consists of different verbs, each of which must be placed in one of the 3 categories: Patients, Goods, Buns. You do not need to drag the verbs with the trackpad: First click on a category and then on the verb that fits it. When a puzzle piece is well placed, it disappears.
- Operating the touchpad, mouse or screen
- Coordinate observation and operation
- Independently operate the learning app
- Checking the results

Duration of learning (recommended): 45 min
Language level for the learning unit: B2
Exercise: *Type:* classification puzzle

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right verbs for the categories
- click on a category and then on the verb that fits it
- If your pair is correct, it disappears.
- If it is wrong, try it again

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.2 LEARNING UNIT 4 „study and training"

German Version: https://learningapps.org/watch?v=pbqnyb7b322
English Version: https://learningapps.org/watch?v=pj6wj2qvk23

Learning objectives of the learning unit

- The learners practise the acquired reading and language skills and deepen them by completing tasks on the topic of working time models
- Reading a sentence and placing it in the correct group (study, dual training and school-based training)
- Clicking and dragging the sentence into the correct group
- Operating the touchpad, mouse or screen
- Coordinating observation and operation
- Independently checking the results (red or green)
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: B2
Exercise: *Type:* sort into groups

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the record and the fields (study, dual training and school-based training).
- Move each sentence that appears on the screen into the correct field.
- Click on the sentence (e.g. with your left hand) and hold down the touchpad or mouse.
- With the other hand, slide the box with the sentence into the correct field (study, dual training and school-based training).
- When all the sentences are sorted, check the result by clicking on the blue dot in the lower right corner.
- Correct the boxes that appear red on the screen

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.2 LEARNING UNIT 5 „employee and self-employed"

German Version: https://learningapps.org/watch?v=pbs1um9n322
English Version: https://learningapps.org/watch?v=py3vc9jwc23
French Version: https://learningapps.org/watch?v=pi75wtrgn23

Learning objectives of the learning unit

- The learners practise the acquired reading and language skills and deepen them by completing tasks on the topic of working time models
- Reading a sentence and placing it in the correct group (employee and self-employed)
- Clicking and dragging the sentence into the correct group
- Operating the touchpad, mouse or screen
- Coordinating observation and operation
- Independently checking the results (red or green)
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: B2
Exercise: *Type:* sort into groups

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the record and the fields (employee and self-employed).
- Move each sentence that appears on the screen into the correct field.
- Click on the sentence (e.g. with your left hand) and hold down the touchpad or mouse.
- With the other hand, slide the box with the sentence into the correct field (employee and self-employed).
- When all the sentences are sorted, check the result by clicking on the blue dot in the lower right corner.
- Correct the boxes that appear red on the screen

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated

LEARNING ARRANGEMENT 1.3:
Work and Family

Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration biography acquire necessary competences on the following topics:

- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

Learning objectives of the learning arrangements

In the learning arrangement "work and family", the women with migration biography:

- practise their vocabulary skills in German,
- practise reading and understanding individual words in the areas of the labour market, training market, professions and organisation everyday life,
- practise basic digital skills that are often needed in everyday life (operating with touchpad, mouse or touchscreen, entering start and target positions),
- operate the learning app independently

1.3 LEARNING UNIT 1 „Daily routine"

German Version: https://learningapps.org/watch?v=pr4gdvzj522
English Version: https://learningapps.org/watch?v=p6dubpg6523
French Version: https://learningapps.org/watch?v=p1vwmwt5523

Learning objectives of the learning unit

- practicing the acquired reading and skills deepen them step by step
- understanding sentences
- bringing them into the right order
- selection (clicking) of the right sentence
- click and drag
- operating touch pad, mouse or screen
- coordination of observing and operating
- independent operation of the learning app
- controlling the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B2
Exercise: *Type:* putting into right order

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- read and understand the sentence
- read the number
- the numbers can help
- Move the sentences into the right order
- Check by clicking on the blue dot in the lower right corner.
- Checking the results (red or green?)
- You can correct a mistake.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.3 LEARNING UNIT 2 „working time models"
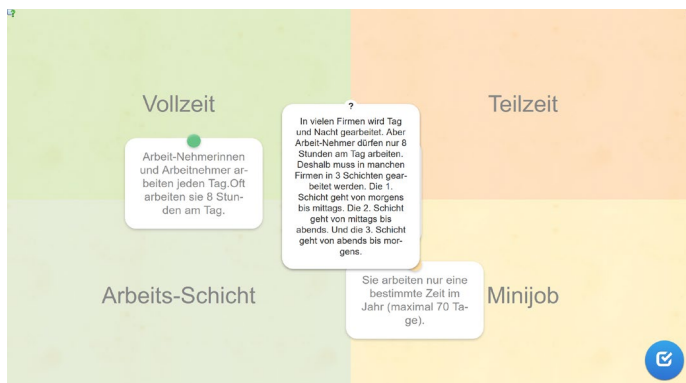
German Version: https://learningapps.org/watch?v=pez73vnia22

Learning objectives of the learning unit

- The learners practise the acquired reading and language skills and deepen them by completing tasks on the topic of working time models
- Reading a sentence and placing it in the correct group (full-time, part-time, mini-job, working shift)
- Clicking and dragging the word into the correct group
- Operating the touchpad, mouse or screen
- Coordinating observation and operation
- Independently checking the results (red or green)
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: B2
Exercise: *Type:* sort into groups

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

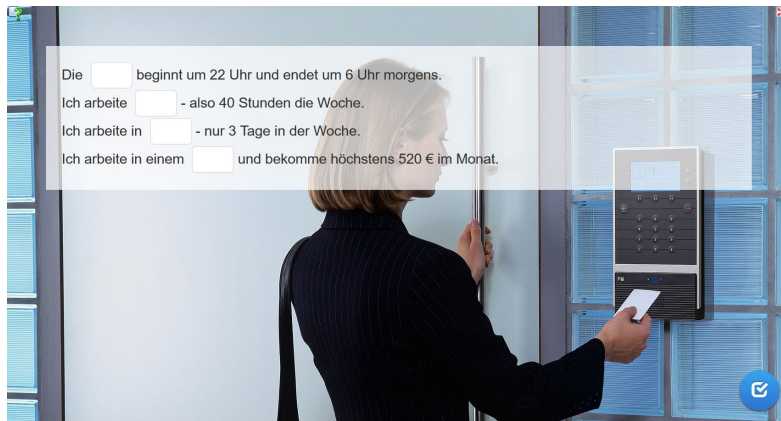### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the record and the fields (full-time, part-time, mini-job, work shift).
- Move each sentence that appears on the screen into the correct field.
- Click on the sentence (e.g. with your left hand) and hold down the touchpad or mouse.
- With the other hand, slide the box with the sentence into the correct field(full-time, part-time, mini-job, work shift).
- When all the sentences are sorted, check the result by clicking on the blue dot in the lower right corner.
- Correct the boxes that appear red on the screen

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.3 LEARNING UNIT 3 „Practising the working time models"

Die [ ] beginnt um 22 Uhr und endet um 6 Uhr morgens.
Ich arbeite [ ] - also 40 Stunden die Woche.
Ich arbeite in [ ] - nur 3 Tage in der Woche.
Ich arbeite in einem [ ] und bekomme höchstens 520 € im Monat.

German Version: https://learningapps.org/watch?v=pf5odpmoc22

Learning objectives of the learning unit

- practicing the acquired reading and skills deepen them step by step
- Reading full sentences with gaps
- find the right word from a selection
- operating touch pad, mouse or screen
- coordination of observing and operating
- Independent operation of the learning app
- controlling the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* filling in the missing words

> Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.3 LEARNING UNIT 4 „working in the office"
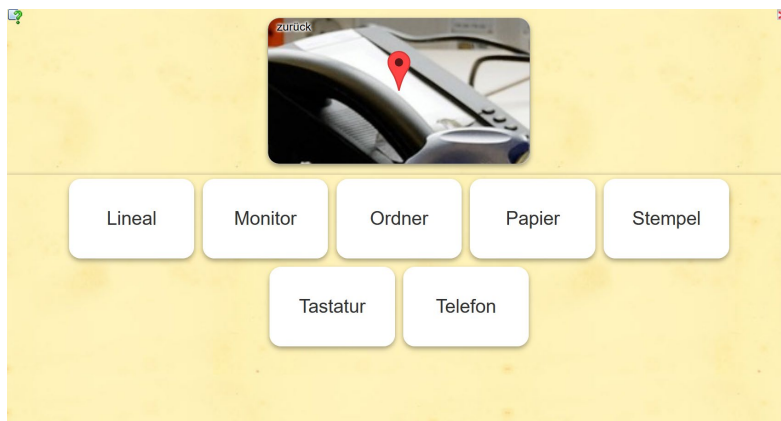
German Version: https://learningapps.org/watch?v=pf71stw2v22

Learning objectives of the learning unit

- Practising what has been learned and gradually deepening the skills.
- Matching the correct word to the markings
- Operating touchpad, mouse or screen
- Coordinate observation and operation
- Independently operate the learning app
- Checking the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* matching pairs on images

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right word for the markers
- Click on a marker and select the correct word
- Check by clicking on the blue dot in the lower right corner.
- You can correct a mistake.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

LEARNING ARRANGEMENT 1.4:
Application <mark>and</mark> training

Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration biography acquire necessary competences on the following topics:
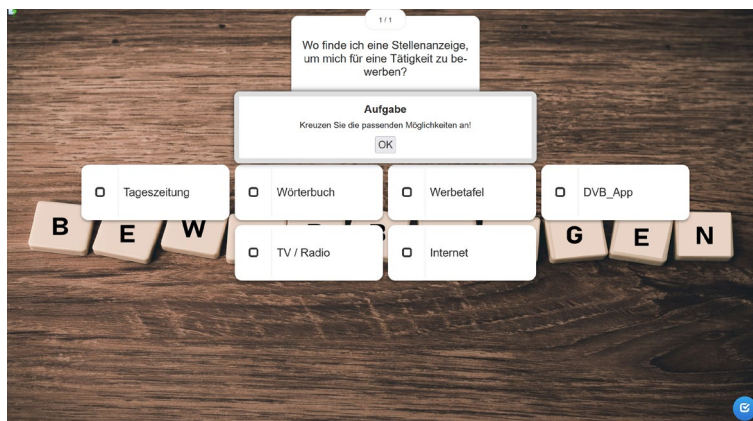
- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

Learning objectives of the learning arrangements

In the learning arrangement "<mark>application training</mark>", the women with migration biography:

- practise their vocabulary in the German language,
- practise reading and understanding individual words in the areas of job advertisements and job applications.
- practise basic digital skills that are frequently needed in everyday life (operation with touchpad, mouse or touchscreen, entering start and target positions),
- operate the learning app independently

1.4 LEARNING UNIT 1 „Find job ad"

German Version: https://learningapps.org/watch?v=pik5vdk1n22

Learning objectives of the learning unit

- Selecting and clicking on the correct word
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* multiple choice

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations
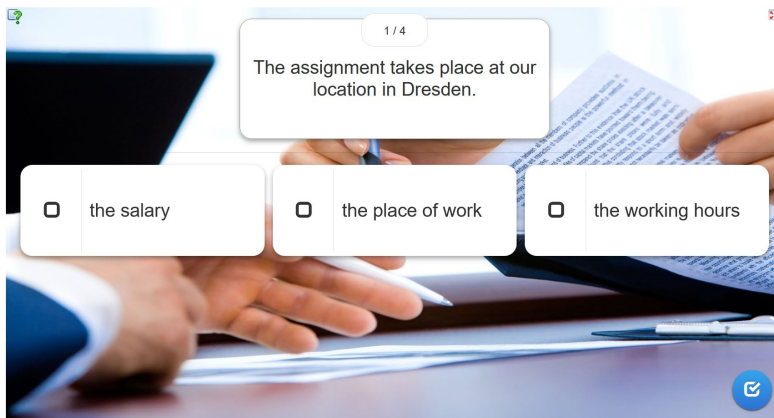
You can give these instructions to your learners:

- Read the question in the top box
- Read the terms in the six fields below.
- Click on the word that matches the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.4 LEARNING UNIT 2 „selection of the suitable offer"

German Version: https://learningapps.org/watch?v=pc76sccwa22

Learning objectives of the learning unit

- Selecting and clicking on the correct sentence
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* multiple choice

> Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the question in the top box
- Read the terms in the three fields below.
- Click on the word that matches the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.4 LEARNING UNIT 3 „Information in a job ad"

German Version: https://learningapps.org/watch?v=pc76sccwa22
English Version: https://learningapps.org/watch?v=p7h9fx2zc23

Learning objectives of the learning unit

- Selecting and clicking on the correct sentence
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* multiple choice

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the question in the top box
- Read the terms in the three fields below.
- Click on the word that matches the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.4 LEARNING UNIT 4 „DO YOUR CV"

English Version: https://learningapps.org/watch?v=pd5v5319n23
French Version: https://learningapps.org/watch?v=pz15wdspt23

Learning objectives of the learning unit

- Learn vocabulary to create a C.V.
- use CV Designer application from internet to do your own CV (learn how to fill in a computer field)
- operate the CV learning app independently

Duration of learning (recommended): 45 min
Language level for the learning unit: A1-A2
Exercise: *Type:* CV PUZZLE

> Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

- Distribution of 3 CV's cut into pieces and do the puzzles
- Analyse and compare the 3 CV's: similarities and differences
- pick up the main titles
- learn the meaning of: knowledge, attitude and skills, to be able to definite them for yourself
- Chronology of professional experiences
- Create your own CV after defining your knowledge, skills and personal attitudes

Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the title of the 4 categories
- Read the terms in the pieces of the puzzle.
- Click on the piece that matches the category in blue.
- You can correct an error.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time
- Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher

- Implementation option 3: **Despite support, the learner finds it difficult to complete the task** Easier reading exercises in a similar format are offered then the task can be repeated.

1.4 LEARNING UNIT 5 „Cover letter for an application"

German Version: https://learningapps.org/watch?v=p6ybi631v23

Learning objectives of the learning unit

- Practising what has been learned and gradually deepening the skills.
- Matching the correct sentences to the markings
- Operating touchpad, mouse or screen
- Coordinate observation and operation
- Independently operate the learning app
- Checking the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1/B2
Exercise: *Type:* matching pairs on images

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.
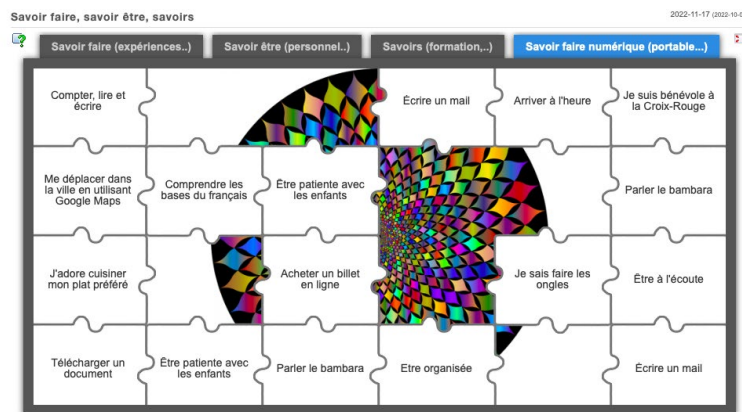
Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right sentences for the markers
- Click on a marker and select the correct sentence
- Check by clicking on the blue dot in the lower right corner.
- You can correct a mistake.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.4 LEARNING UNIT 6 „COMPETENCIES"

French Version: https://learningapps.org/watch?v=psjditr9k22
English Version: https://learningapps.org/watch?v=p2xw1e8j323

Learning objectives of the learning unit

The women can:

- define their personal skills in a new country of residence

This learning app aims at getting learners to understand the difference between skills and soft skills. A puzzle formed of different elements, each must be placed in one of the 4 categories: skill/competence, soft skill/way of being, education, digital skills. There is no need to drag the element with the trackpad: firstly you click on a category, and then on the elements that fit. When a puzzle piece is well placed, it disappears.
Some examples: to speak bambara, to take care of ill people, to be organized, to understand the basics of French, to be on time, download a document.

Duration of learning (recommended): 45 min
<mark>Language Level: ?</mark>
Exercise: *Type:* Classification Puzzle

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.
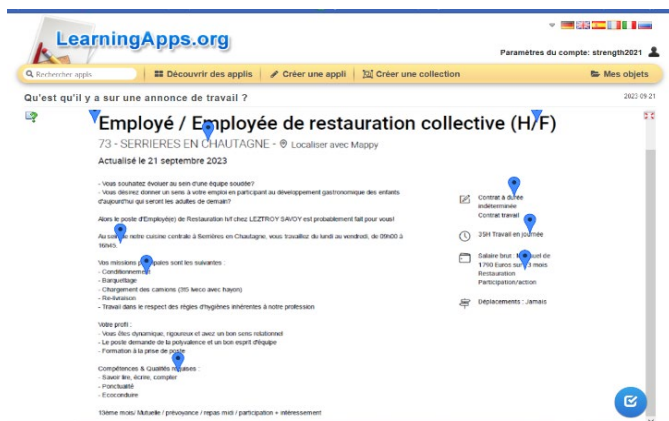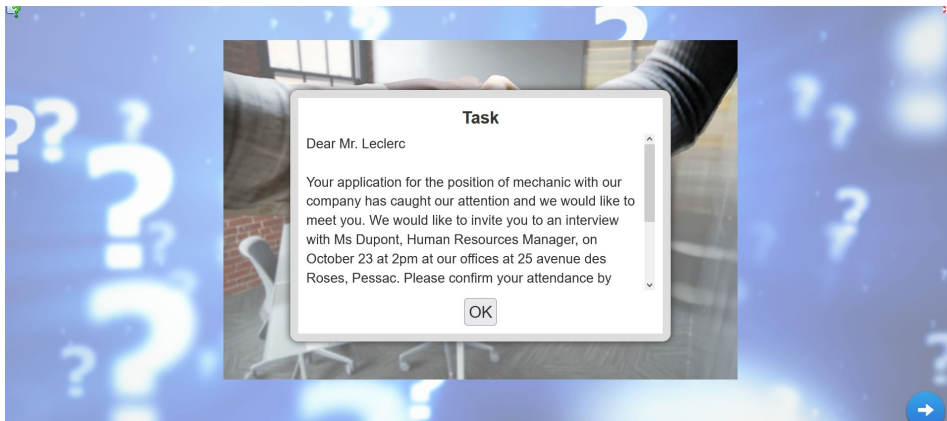
Methodological-didactical recommendations

Before doing the exercise on the competences, the learners have to be familiar with the items: skills, knowledge and attitudes. They have to know what those words mean and how they can classify their own competences. A good exercise to start is the suitcase of competences - it allows the learners to fill their suitcase with their competences - from left to right - knowledge, skills and attitudes. The teacher gives examples and helps in asking questions: What languages do you speak? What do you do in your free time? Competences not related to job experiences come there as well! <mark>Link to the suitcase of competences</mark>

Evaluation:

- Implementation variant 1: Learner is able to solve the task correctly on his/her own within the given time. Consolidation of knowledge through further tasks with the same level of difficulty.
- Implementation variant 2: Learner needs help in solving the task. Help from trainer and teacher
- Implementation variant 3: The learner cannot solve the task despite help. Repetition of the tasks

1.4 LEARNING UNIT 7 „Understand a job advert"

French Version: https://learningapps.org/watch?v=pfvwettit23
English Version: https://learningapps.org/watch?v=p9bt4uc5k23
Slovenian Version: https://learningapps.org/watch?v=pu1z30d4t23

Learning objectives of the learning unit

The women can:

- read and understand a job ad

This learning app aims at showing how a job ad looks and gives clues in order to understand all crucial information on it.

Duration of learning (recommended): 45 min
Language Level: ?
Exercise: *Type:* Classification Puzzle

Requirements ?

Methodological-didactical recommendations

This exercise can be prepared by working together on a job ad before. After the learning apps teh learners can be asked to give all important information they have memorized without looking at the job ad again.

Evaluation:

- Implementation variant 1: Learner is able to solve the task correctly on his/her own within the given time. Consolidation of knowledge through further tasks with the same level of difficulty.
- Implementation variant 2: Learner needs help in solving the task. Help from trainer and teacher
- Implementation variant 3: The learner cannot solve the task despite help. Repetition of the tasks

1.4 LEARNING UNIT 8 „Invitation to a job interview"

French Version: https://learningapps.org/watch?v=p6dryzjjt23
English Version: https://learningapps.org/watch?v=pio49pmek23
Slovenian Version: https://learningapps.org/watch?v=pzgo53ypa23

Learning objectives of the learning unit

The women can:

- understand all information for an invitation to a job interview.

Duration of learning (recommended): 45 min
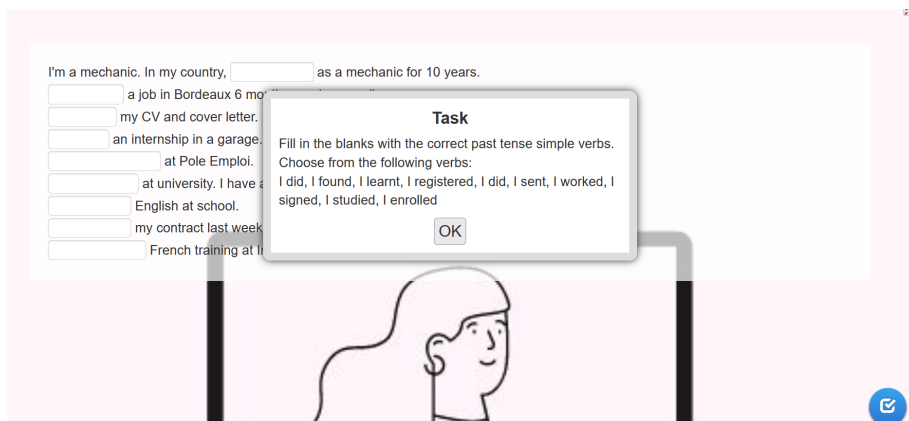Language Level: ?
Exercise: *Type:* QCM

Requirements ?

Methodological-didactical recommendations

This exercise can be prepared by working together on an official document concerning a job interview together. After the learning apps teh learners can be asked to give all important information they have memorized without looking at the invitation to the job interview again. This exercise is thought to be integrated in onsite and online training on how to manage job interviews.

Evaluation:

- Implementation variant 1: Learner is able to solve the task correctly on his/her own within the given time. Consolidation of knowledge through further tasks with the same level of difficulty.
- Implementation variant 2: Learner needs help in solving the task. Help from trainer and teacher
- Implementation variant 3: The learner cannot s

1.4 LEARNING UNIT 9 „Speak about your training and work experience"

I'm a mechanic. In my country, _____ as a mechanic for 10 years.
_____ a job in Bordeaux 6 mo...
_____ my CV and cover letter.
_____ an internship in a garage.
_____ at Pole Emploi.
_____ at university. I have a...
_____ English at school.
_____ my contract last week
_____ French training at l...

Task
Fill in the blanks with the correct past tense simple verbs.
Choose from the following verbs:
I did, I found, I learnt, I registered, I did, I sent, I worked, I signed, I studied, I enrolled
OK

French Version: https://learningapps.org/watch?v=prkc9swg323
English Version: https://learningapps.org/watch?v=pyf41ztp523
Slovenian Version: https://learningapps.org/watch?v=pj2g4wwzk23

Learning objectives of the learning unit

The women can:

- simply present their work experience and training in using the right tenses.

Duration of learning (recommended): 45 min
Language Level: ?
Exercise: *Type:* Gap fill

Requirements ?

Methodological-didactical recommendations

This exercise can be prepared by working together on a job ad, CV and motivation letter before. After the learning apps teh learners can be asked to give all important information they have memorized without looking at the text again.

Evaluation:

- Implementation variant 1: Learner is able to solve the task correctly on his/her own within the given time. Consolidation of knowledge through further tasks with the same level of difficulty.
- Implementation variant 2: Learner needs help in solving the task. Help from trainer and teacher
- Implementation variant 3: The learner cannot s

LEARNING ARRANGEMENT 1.5:
Fill out forms

Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration biography acquire necessary competences on the following topics:

- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

Learning objectives of the learning arrangements

In the learning arrangement "fill out forms", the women with migration biography:

- practise vocbulary
- fill in different samples
- practise basic digital skills that are frequently needed in everyday life (operation with touchpad, mouse or touchscreen),
- operate the learning app independently

1.5 LEARNING UNIT 1 „Online registration for vocational school"

German Version: https://learningapps.org/watch?v=pah3v5r9a23

Learning objectives of the learning unit

- Reading and understanding the content and wording of various application forms, e.g. for health insurance, German course, vocational school, etc.
- Fill in application forms
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- operate the learning app independently

Duration of learning (recommended): 45 min
Language level for the learning unit: B2
Exercise: *Type:* matching pairs on images

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

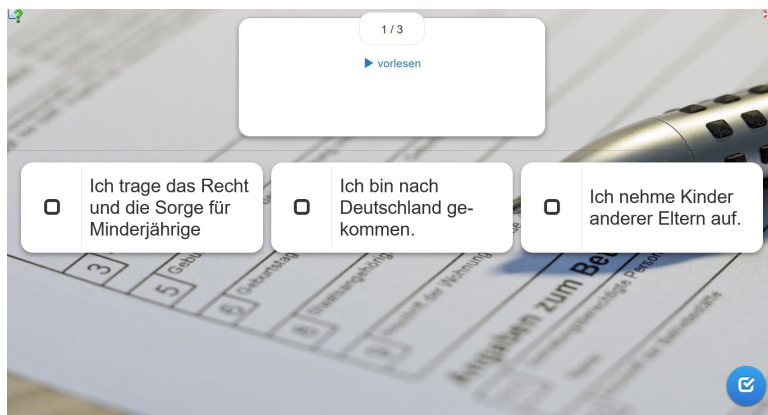### Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right sentences for the markers
- Click on a marker and select the correct sentence
- Check by clicking on the blue dot in the lower right corner.
- You can correct a mistake.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.5 LEARNING UNIT 2 „Understand a form"

German Version: https://learningapps.org/watch?v=pycu3v4z523
English Version: https://learningapps.org/watch?v=pw5jszkrc23

Learning objectives of the learning unit

- Listening, reading and understanding the specific vocabulary
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Operating the learning app independently

Duration of learning (recommended): 45 min
Language level for the learning unit: B2
Exercise: *Type:* multiple choice

> Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Listen to the question in the top box
- Read the definitions in the three boxes below.
- Click on the definition that corresponds to the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.5 LEARNING UNIT 3 „Billing address and delivery address"

German Version: https://learningapps.org/watch?v=phtwp5up523
English Version: https://learningapps.org/watch?v=p8vk9sisa23

Learning objectives of the learning unit

- practicing the acquired reading and skills deepen them step by step
- Reading full sentences with gaps
- find the right word from a selection
- operating touch pad, mouse or screen
- coordination of observing and operating
- Independent operation of the learning app
- controlling the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1/B2
Exercise: *Type:* filling in the missing words

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

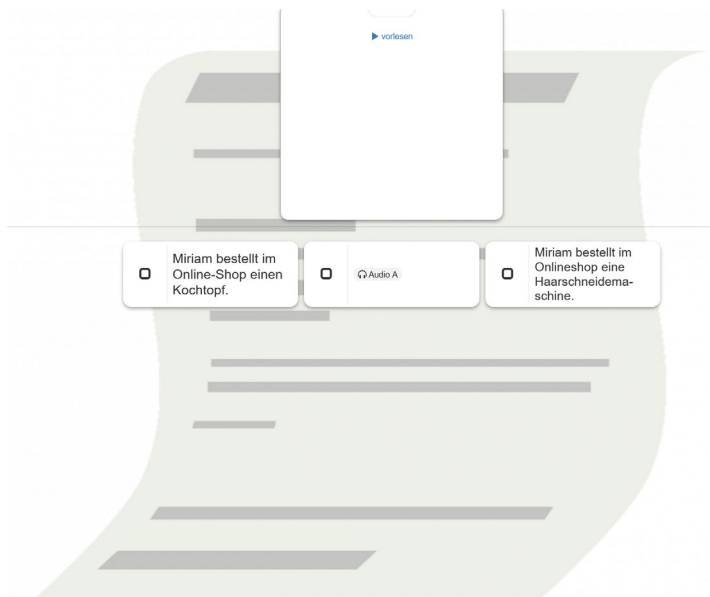### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.5 LEARNING UNIT 4 „Listening to an order"

German Version: https://learningapps.org/watch?v=pnsss5yhc23

Learning objectives of the learning unit

- Listening, reading and understanding the specific vocabulary
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Operating the learning app independently

Duration of learning (recommended): 45 min
Language level for the learning unit: B1/B2
Exercise: *Type:* multiple choice

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Listen to the question in the top box
- Read the definitions in the three boxes below.
- Click on the definition that corresponds to the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

LEARNING ARRANGEMENT 1.6:
Staff

Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration biography acquire necessary competences on the following topics:

- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

Learning objectives of the learning arrangements

In the learning arrangement "staff", the women with migration biography:

- Learning the specific vocabulary
- Understand work contracts
- Understand working time and working time law, occupational health and safety, dismissal procedures, payroll accounting
- Practise basic digital skills that are often needed in everyday life (operation with touchpad, mouse or touch screen),
- operate the learning app independently

1.6 LEARNING UNIT 1 „Workinh hours act"

German Version: https://learningapps.org/watch?v=p204ochaj23

Learning objectives of the learning unit

- Reading and understanding the content and wording of the Working Time Act.
- operating touchpad, mouse or screen
- Coordination/observation and operation
- Operating the learning app independently

Duration of learning (recommended): 45 min
Language level for the learning unit: B2
Exercise: *Type:* multiple choice

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the question in the top box
- Read the terms in the two fields below.
- Click on the word that matches the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.6 LEARNING UNIT 2 „employment contract"

Arbeitsvertrag

Zwischen der Küchenmöbeltop1 GmbH   Frau Evelyn Contessa
Bernsteinstr. 12   Bieberstr. 5c
45624 Havel   45625 Havel

nachfolgend „Arbeitgeber" genannt   nachfolgend „Arbeitnehmer" genannt

wird folgender Arbeitsvertrag geschlossen:

§ 1 Beginn des Arbeitsverhältnisses: Das Arbeitsverhältnis beginnt am ☐.

§ 2 Dauer und Probezeit: Das Arbeitsverhältnis wird auf ☐ befristet und endet am 30.06.

Die ersten ☐ gelten als Probezeit. Während der Probezeit kann das Arbeitsverhältnis beiderseits mit einer Frist von einer Woche gekündigt werden.

§ 3 Tätigkeit: Der Arbeitnehmer wird als ☐ beschäftigt.

§ 4 Arbeitsvergütung: Der Arbeitnehmer erhält eine monatliche Bruttovergütung von ☐ pro Monat.

§ 5 Arbeitszeit: Die regelmäßige wöchentliche Arbeitszeit beträgt ☐. Die Küchenmöbeltop1 GmbH arbeitet in ☐. Beginn und ende der täglichen Arbeitszeit richten sich nach der betrieblichen Einteilung.

§ 6 Urlaub: Der Arbeitnehmer hat Anspruch auf ☐ im Kalenderjahr. Der Urlaub unterliegt der Genehmigung der Küchenmöbeltop1 GmbH. Während der Probezeit kann Urlaub nur mit Ausnahmegenehmigung genommen werden.

§ 7 Krankheit: Ist der Arbeitnehmer wegen Krankheit arbeitsunfähig, besteht Anspruch auf Fortzahlung des Gehalts bis zu sechs Wochen. Die Arbeitsverhinderung ist dem Arbeitgeber unverzüglich mitzuteilen. Nach ☐ muss der Arbeitnehmer eine ärztliche Bescheinigung über die Krankheit sowie deren voraussichtliche Dauer vorlegen.

§ 8 Kündigung: Nach Ablauf der Probezeit beträgt die Kündigungsfrist ☐ zum 15. Oder Ende eines Kalendermonats. Die Kündigung bedarf der ☐.

§ 9 Vertragsänderungen: Sollten einzelne Bestimmungen dieses Vertrages unwirksam sein oder werden, wird hierdurch die Wirksamkeit des Vertrages im Übrigen nicht berührt.

German Version: https://learningapps.org/watch?v=popum2bcc23

Learning objectives of the learning unit

- Reading and understanding the content and wording of the employment contract
- Filling out the employment contract
- practicing the acquired reading and skills deepen them step by step
- Reading full sentences with gaps
- find the right word from a selection
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Operating the learning app independently

==Duration of learning (recommended): ?==
==Language level for the learning unit:== ?
Exercise: *Type:* filling in the missing words

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.6 LEARNING UNIT 3 „tax classes in germany"
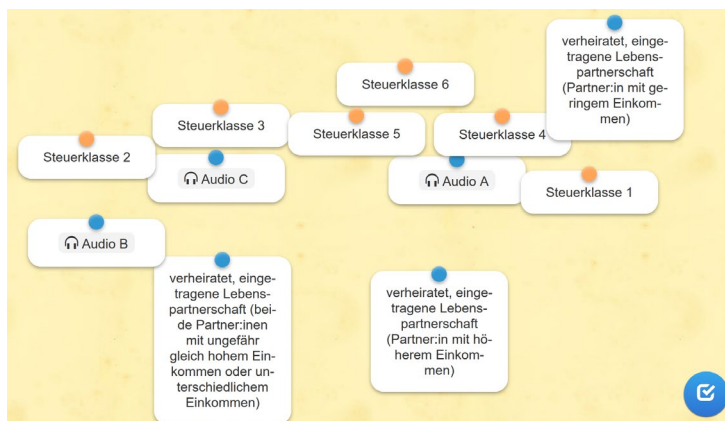
German Version: https://learningapps.org/watch?v=popum2bcc23

Learning objectives of the learning unit

- practising what has been learnt and gradually deepening the skills.
- Matching the right words to the right main term
- Operating touchpad, mouse or screen
- Coordinating observation and operation
- Operating the learning app independently
- Checking the results (red or green?)

Duration of learning (recommended): 45 min
Language level for the learning unit: B1
Exercise: *Type:* matching pairs

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right pairs
- Drag the right words to the right main term
- If your pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and main term again by clicking with the cross on the line between main term and word.
- Repeat

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

LEARNING ARRANGEMENT 1.7:
Complaints

Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration biography acquire necessary competences on the following topics:

- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

Learning objectives of the learning arrangements

In the learning arrangement "complaints", the women with migration biography:

- Learning the technical vocabulary
- Understanding and formulating written complaints
- Responding to complaints
- Practise basic digital skills that are often needed in everyday life (operating with touchpad, mouse or touchscreen),
- Using the learning app independently

1.7 LEARNING UNIT 1 „Complaint Email"

An: vertrieb.kuechengeraete-top1

Von: lina.krueger12@gmail.com

Betreff: Espresso-Siebträger Maschine

   : 452078-D

Sehr geehrte Damen und Herren,

ich habe am 03.04.2023 eine Espresso-Siebträger Maschine bei ihrer Firma
Ich möchte mich über die   beschweren.
Die Espresso-Siebträger Maschine kam nicht wie   innerhalb von 7 Tagen an, sondern erst 3 Wochen später.
Mir wurde die   Maschine geliefert.

ich hatte eine metallic-rote Maschine bestellt, stattdessen kam eine matt-schwarze Maschine an.

Ich bitte Sie um die   der bestellten Maschine und um die Rücknahme der falschen.

Bitte   Sie meine Beschwerde.

Mit freundlichen Grüßen

Lina Krüger

German Version: https://learningapps.org/watch?v=paqygpf4c23
English Version: https://learningapps.org/watch?v=pf47ipot523

Learning objectives of the learning unit

- Reading and understanding the content and wording of the written complaint mail.
- Practising what has been learned and gradually deepening skills
- Reading whole sentences with gaps
- Finding the right word from a selection
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): ?
Language level for the learning unit: ?
Exercise: *Type:* filling in the missing words

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

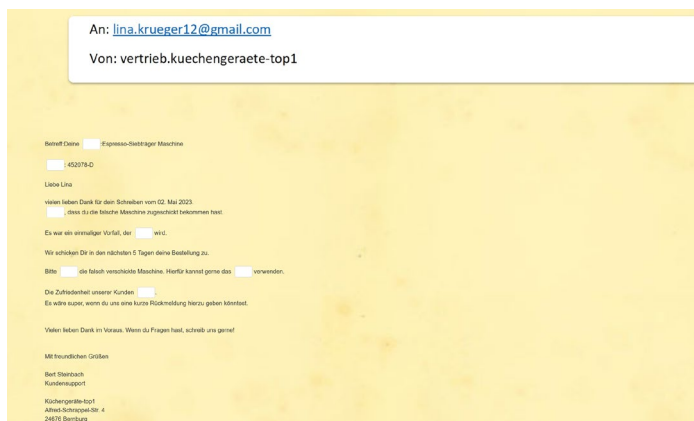### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.7 LEARNING UNIT 2 „reaction to the complaint mail"

German Version: https://learningapps.org/watch?v=p7oxkhjit23
English Version: https://learningapps.org/watch?v=piqi37wht23

Learning objectives of the learning unit

- Reading and understanding the content and wording of the written response to the complaint mail.
- Practising what has been learned and gradually deepening skills
- Reading whole sentences with gaps
- Finding the right word from a selection
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): ?
Language level for the learning unit: ?
Exercise: *Type:* filling in the missing words

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

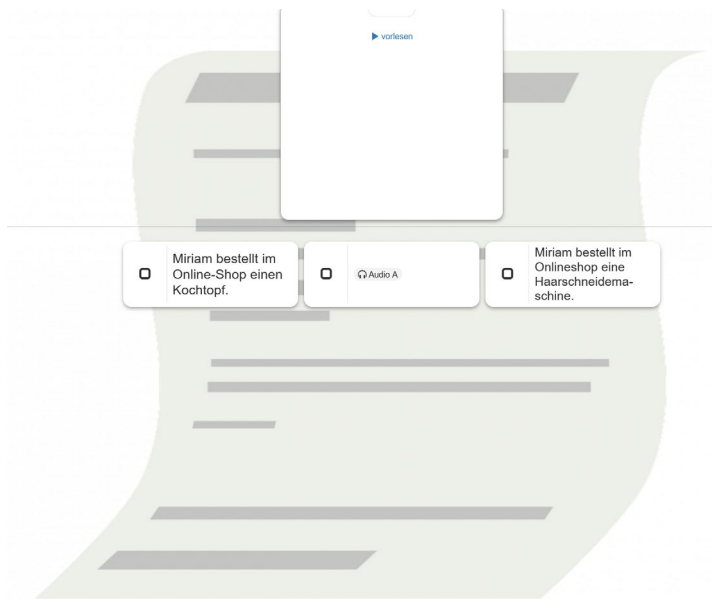### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

1.7 LEARNING UNIT 3 „Hearing a complaint"

German Version: https://learningapps.org/watch?v=pnsss5yhc23
English Version: https://learningapps.org/watch?v=pwepoix4c23

Learning objectives of the learning unit

- Listening, reading and understanding the specific vocabulary
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Operating the learning app independently

Duration of learning (recommended): 45 min
Language level for the learning unit: B1/B2
Exercise: *Type:* multiple choice

Requirements are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

Methodological-didactical recommendations

You can give these instructions to your learners:

- Listen to the question in the top box
- Read the definitions in the three boxes below.
- Click on the definition that corresponds to the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- Implementation option 1: The learner can work on the task independently in the given time Consolidation of the knowledge by further tasks with the same degree of difficulty.
- Implementation option 2: The learner needs support while working on the task. Help from trainer and teacher
- Implementation option 3: Despite support, the learner finds it difficult to complete the task Easier reading exercises in a similar format are offered then the task can be repeated.

learning unit 3: Hearing a complaint