STRENGTH Training for trainers

LEARNING AREA 3

Basic language in the second language
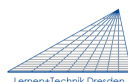
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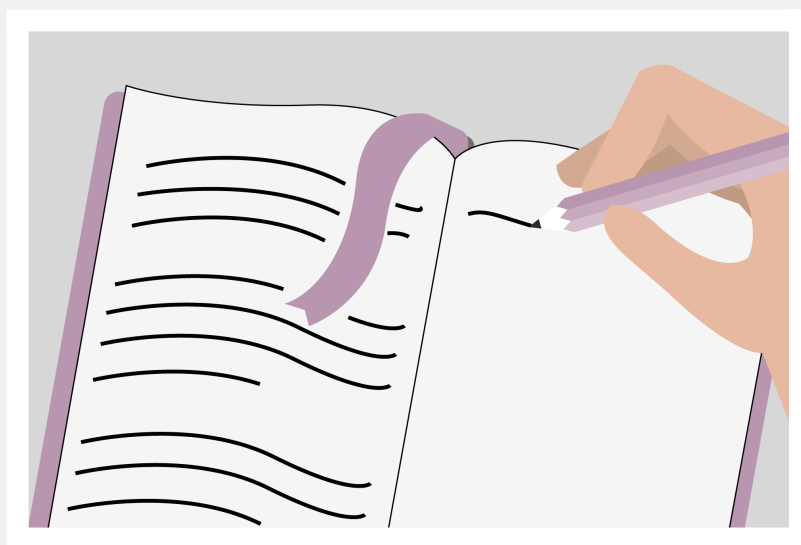## Biography
(practicing basic reading and writing skills in second language as well as basic digital competences)

Learning objectives of the learning area

Women with educational disadvantages, who have learned to read and write in German/English as a second language as adults, can deepen their acquired reading skills. Sufficient reading, language and digital skills provide a basis for participation in social life and independent mobility.

It makes sense to combine the consolidation of reading and writing skills with necessary and meaningful, everyday topics, as this is where the written knowledge must be applied.

Knowing about local and seasonal foods such as fruit and vegetables can be a good basis for making informed decisions about your own diet and your family's diet. Understanding the issues of food, resources and climate can enhance political thinking and participation in the new society of residency. Controlling your own results is enhanced. This promotes the understanding and practice in self-directed learning.

Learning objectives of the learning arrangement

Women with educational disadvantages

- Practice reading and writing individual words from everyday life
- Practice their knowledge of vocabulary in English language
- They practice basic digital competences, which are often needed in everyday live (with touchpad, mouse or touch screen)
- The chosen texts may improve their ability to express own experiences in the second language

3.1 LEARNING UNIT 1 » Biography: recognize vocabulary
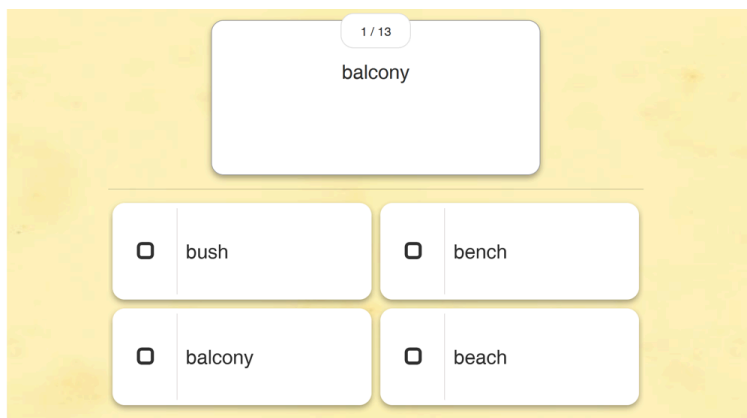
English Version: ↗ https://learningapps.org/watch?v=piub8ziq223

Learning objectives of the learning unit

- Practicing the acquired reading skills/reading a multisyllabic word
- Comparing words and spellings
- Selecting and click the correct word
- Operating touchpad, mouse or screen
- Coordination/observing and operating
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: LASLLIAM 2
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 word in the top box
- Read the words in the four lower fields
- Click the word that is identical to the 1st word
- Check with a click on the blue dot in the bottom right corner
- You can correct a mistake
- Continue by clicking on the arrow in the bottom right corner

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.*

3.1 LEARNING UNIT 2 » Biography: repeat vocabulary

English Version: ↗ https://learningapps.org/watch?v=pibcwty1n23

Learning objectives of the learning unit

- Practicing the acquired reading and writing skills of single words
- Learning vocabulary through the connection image and word
- Reading the word, copying the writing of the word
- Comparing the written words, controlling the writing
- Operating touchpad, mouse and keyboard
- Coordination/ observing and operating
- Independent operation of the learning app
- Comparing letter by letter

Duration of learning (recommended): 45 min
Language level for the learning unit: LASLLIAM 2
Exercise type: free text input

> **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 word in the top box
- Click on the field below the word
- Write the word as it appears on the upper field
- Pay attention to small and capital letters
- Check your result by clicking on the blue dot in the bottom right corner
- Correct words underlined in red
- You can correct a mistake
- Continue by clicking on the arrow in the bottom right corner

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.*

3.1 LEARNING UNIT 3 » Fahima's story: recognize vocabulary

English Version: ↗ https://learningapps.org/watch?v=pgsmvv2bt23

Learning objectives of the learning unit

- Practice reading individual words from everyday life
- They are introduced to and practice the system of multiple choice exercises
- They practice the digital competence marking a box with right answer (with touchpad, mouse or touch screen)
- Practice controlling and correcting the results of the unit

Duration of learning (recommended): 45 min
Language level for the learning unit: LASLLIAM 2
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 word in the top box
- Read the words in the four lower fields
- Click the word that is identical to the 1st word
- Check with a click on the blue dot in the bottom right corner
- You can correct a mistake
- Continue by clicking on the arrow in the bottom right corner

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.*

3.1 LEARNING UNIT 4 » Fahima's story: repeat vocabulary
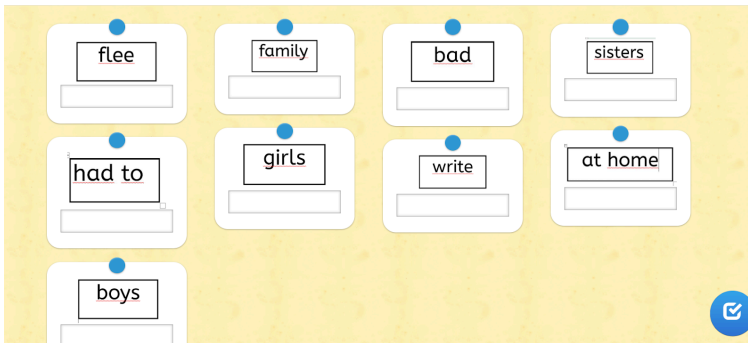
English Version: ↗ https://learningapps.org/watch?v=pnb5x6vpc23

Learning objectives of the learning unit

- Practicing the acquired reading and writing skills of single words
- Reading the word, copying the writing of the word
- Comparing the written words, controlling the writing
- Comparing letter by letter
- Reading the word several times
- Operating touchpad, mouse and keyboard
- Coordination/observing and operating
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: LASLLIAM 2
Exercise type: free text input

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 word in the top box
- Click on the field below the word
- Write the word as it appears on the upper field
- Pay attention to small and capital letters
- Check your result by clicking on the blue dot in the bottom right corner
- Correct words underlined in red
- You can correct a mistake.
- Continue by clicking on the arrow in the bottom right corner

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.*

Biography 2
(practicing reading skills and basic vocabulary in second language as well as basic digital competences)

Learning objectives of the learning area

Women with educational disadvantages, who have learned to read and write in German/English as a second language as adults, can deepen their acquired reading skills. Sufficient reading, language and digital skills provide a basis for participation in social life and independent mobility.

It makes sense to combine the consolidation of reading and writing skills with necessary and meaningful, everyday topics, as this is where the written knowledge must be applied.

Knowing about local and seasonal foods such as fruit and vegetables can be a good basis for making informed decisions about your own diet and your family's diet. Understanding the issues of food, resources and climate can enhance political thinking and participation in the new society of residency. Controlling your own results is enhanced. This promotes the understanding and practice in self-directed learning.

Learning objectives of the learning arrangement

Women with educational disadvantages

- Practice reading and writing individual words from everyday life
- Practice their knowledge of vocabulary in German language
- They practice basic digital competences, which are often needed in everyday live (with touchpad, mouse or touch screen)
- The chosen texts may improve their ability to express own experiences in the second language

3.2 LEARNING UNIT 5 » Biography: Word to Image
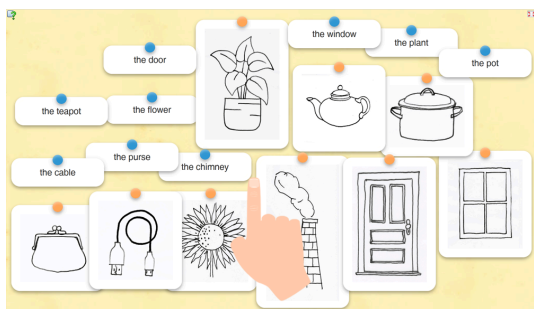
English Version: ↗ https://learningapps.org/watch?v=psks2g96t22

Learning objectives of the learning unit

- Reading a multisyllabic word
- Connecting this word to the right image
- Training vocabulary
- Selecting (clicking) of the correct word
- Operating touchpad, mouse or screen
- Coordination of observing and operating
- Independent operation of the learning app
- Controlling the results (red or green?)

Duration of learning (recommended): 45min
Language level for the learning unit: LASLLIAM 2/ A1
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:

- Look at a picture/think: How do we call this object in German/English?
- Read the words/find the right the word
- Move the cross to the field with the word
- Click on the word (e.g. with your left hand) and hold down the touchpad or mouse
- Move the word to the correct picture
- If the pair is correct, it disappears
- If it is wrong, it appears outlined in red
- You can separate word and image again by clicking with the cross on the line between the two

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.*

3.2 LEARNING UNIT 6A/6B » Remember Fahima's story (1)/(2)

English Version (part 1):
↗ https://learningapps.org/watch?v=p0v43vgdj23
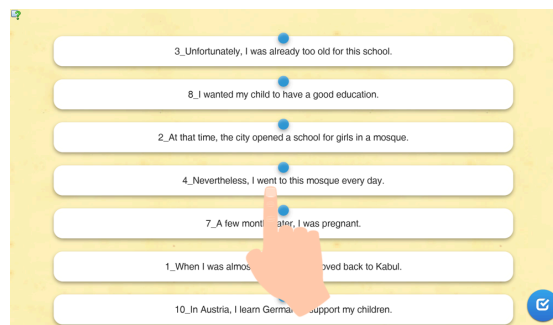
English Version (part 2):
↗ https://learningapps.org/watch?v=pr41m191k23

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 touchpad, 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: LASLLIAM 3/4
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.
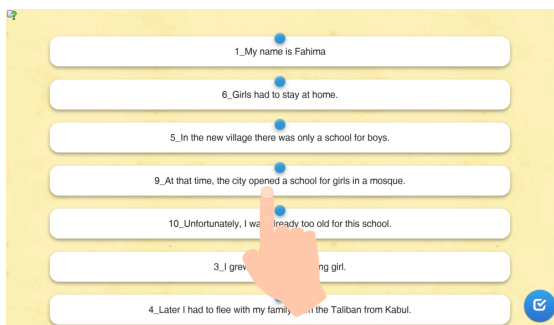
Methodological-didactical recommendations

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
- Control your result

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.*

3.2 LEARNING UNIT 7 » Fahima's story: Audio to Text
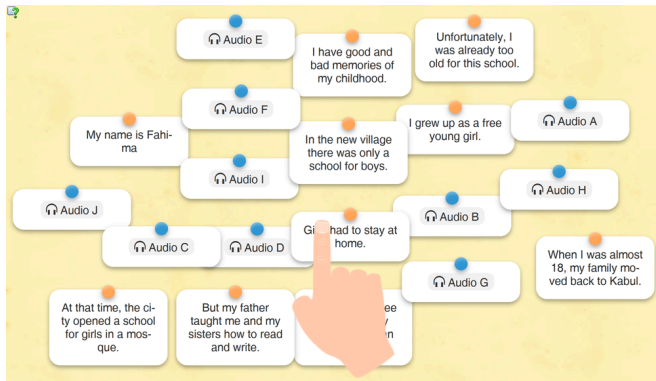
English Version: ↗ https://learningapps.org/watch?v=p3ctaw9q223

Learning objectives of the learning unit

- Practicing the acquired reading and skills deepen them step by step
- Listening to the audio (sentence ist read) and recognizing the written version of it
- Connecting the right sentence to the right audio
- Operating touchpad, 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: LASLLIAM 3/4
Exercise type: filling in the gaps

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 an audio
- Find the right written sentence
- Drag sentence and audio to each other
- If your pair is correct, it will disappear
- If it is wrong, it appears outlined in red
- You can separate word and image again by clicking with the cross on the line between image 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.*

3.2 LEARNING UNIT 8 » Fahima's story: Fill in the Blank (1)

English Version: ↗ https://learningapps.org/watch?v=pvwbhbsx223

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 touchpad, 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: LASLLIAM 3/4
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
- When you are done, check your result by clicking on the blue dot at the bottom right
- Correct the red words

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.*

3.2 LEARNING UNIT 9 » Fahima's story: Fill in the Blank (2)

English Version: ↗ https://learningapps.org/watch?v=p73zjdq6a23

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 touchpad, 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: LASLLIAM 3/4
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.

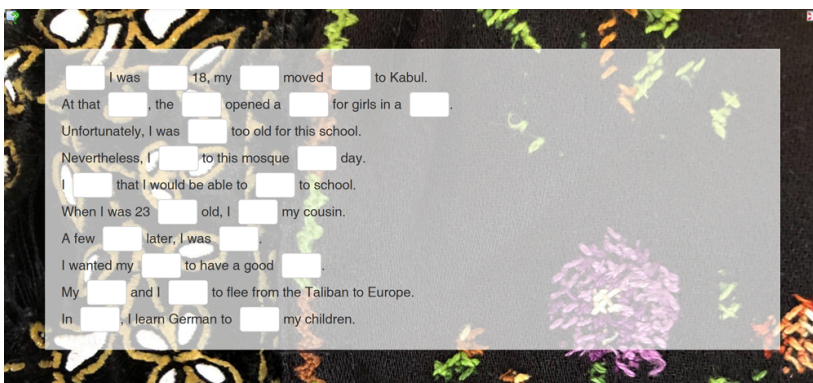### Methodological-didactical recommendations

You can give these instructions to your learners:

- Listen to an audio
- Find the right written sentence
- Drag sentence and audio to each other
- If your pair is correct, it will disappear
- If it is wrong, it appears outlined in red
- You can separate word and image again by clicking with the cross on the line between image 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.*

3.2 LEARNING UNIT 10 » Fahima's story: Questions and Answers
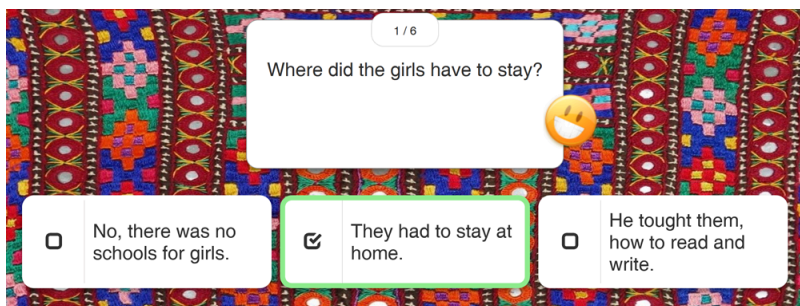
English Version: ↗ https://learningapps.org/watch?v=pis9idte323

Learning objectives of the learning unit

- Learners practice the acquired reading and language skills and deepen them step by step
- Reading and understanding the question
- Reading and understanding all answers
- Understanding the right answer
- Questions and answers relate to exercises which have been made before, but can also be answered by consequently sticking tot he asked content
- Operating touchpad, mouse or screen
- Coordination of observing and operating
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: LASLLIAM 3/4
Exercise type: questions and answers

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/do you understand?
- Read the answers step by step/do you understand them?
- Which answer is right?
- Mark the right answer
- To control, click the blue button on the right bottom
- The smiling or not smiling face tells you whether the answer is right or wrong
- If right, click on the blue button again (arrow) to continue
- If wrong, try 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.*

Practicing reading skills and basic grammar in second language as well as basic digital competences

Learning objectives of the learning area

Women with educational disadvantages, who have learned to read and write in German/English as a second language as adults, can deepen their acquired reading skills. Sufficient reading, language and digital skills provide a basis for participation in social life and independent mobility.

It makes sense to combine the consolidation of reading and writing skills with necessary and meaningful, everyday topics, as this is where the written knowledge must be applied.

Knowing about local and seasonal foods such as fruit and vegetables can be a good basis for making informed decisions about your own diet and your family's diet. Understanding the issues of food, resources and climate can enhance political thinking and participation in the new society of residency. Controlling your own results is enhanced. This promotes the understanding and practice in self-directed learning.

Learning objectives of the learning arrangement

Women with educational disadvantages

- Practice reading and writing individual words from everyday life
- Practice their knowledge of vocabulary in German/ English language
- Practice basic grammar in German/ English language
- They practice basic digital competences, which are often needed in everyday live (with touchpad, mouse or touch screen)
- The chosen texts may improve their ability to express own experiences in the second language

3.3 LEARNING UNIT 13 » Verbs and personal pronouns
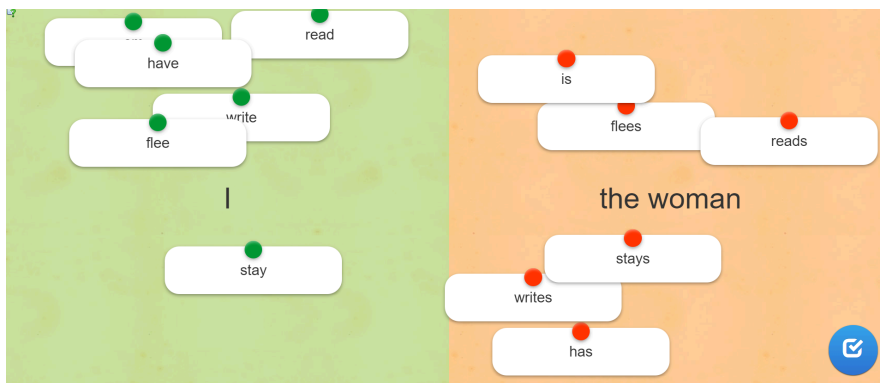
English Version: ↗ https://learningapps.org/watch?v=pwtt28a0n23

Learning objectives of the learning unit

- Learners practice the acquired reading and language skills, deepen them by working on basic grammar challenges
- Reading a verb and organizing it into the right group (First person, third person)
- Clicking and dragging the word into the correct group
- Operating touchpad, mouse or screen
- Coordination of observing and operating
- Independent control of the results (red or green)
- Independent operation of the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: LASLLIAM 3/ A1
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 word
- Move the cross to the box with the word
- Click on the word (e.g. with your left hand) and hold down the touchpad or mouse.
- With the other hand, move the box with the word to the group with the correct personal pronoun. When all the words are sorted, check their result by clicking on the blue dot in the bottom 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.*

Vocabulary and Reading Skills: Food

Learning objectives of the learning area

Women with educational disadvantages, who have learned to read and write in German/English as a second language as adults, can deepen their acquired reading skills. Sufficient reading, language and digital skills provide a basis for participation in social life and independent mobility.

It makes sense to combine the consolidation of reading and writing skills with necessary and meaningful, everyday topics, as this is where the written knowledge must be applied.
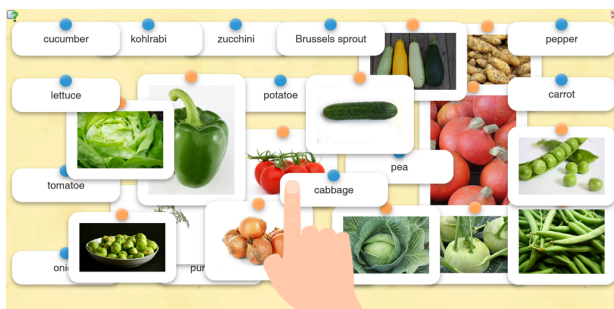
Knowing about local and seasonal foods such as fruit and vegetables can be a good basis for making informed decisions about your own diet and your family's diet. Understanding the issues of food, resources and climate can enhance political thinking and participation in the new society of residency. Controlling your own results is enhanced. This promotes the understanding and practice in self-directed learning.

Learning objectives of the learning arrangement

Women with educational disadvantages

- Practice vocabulary from everyday life in an intuitive way
- Practice their knowledge of vocabulary in German language
- They practice basic digital competences, which are often needed in everyday live (with touchpad, mouse or touch screen)

3.4 LEARNING UNIT 14 » Vocabulary fruits and vegetables (1)

English Version: ↗ https://learningapps.org/watch?v=p0qgjr21323

Learning objectives of the learning unit

- Reading a multisyllabic word
- Connecting this word to the right image
- Training vocabulary
- Selecting (clicking) of the correct word
- Operating touchpad, 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: A1
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.

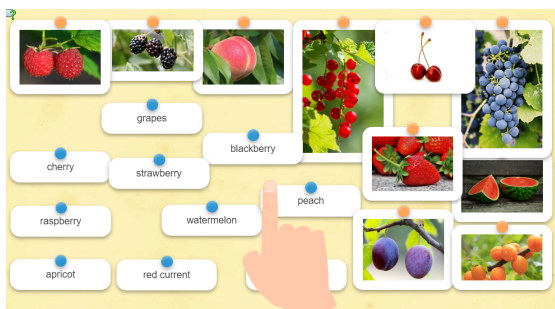### Methodological-didactical recommendations

You can give these instructions to your learners:

- Look at a picture/think: What do we call this object in German/English?
- Read the words/find the right the word
- Move the cross to the field with the word
- Click on the word (e.g. with your left hand) and hold down the touchpad or mouse.
- Move the word to the correct picture
- If the pair is correct, it disappears
- If it is wrong, it appears outlined in red
- You can separate word and image again by clicking with the cross on the line between the two

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.*

3.4 LEARNING UNIT 15 » Vocabulary fruits and vegetables (2)

English Version: ↗ https://learningapps.org/watch?v=pibs6rtx523

Learning objectives of the learning unit

- Reading a multisyllabic word
- Connecting this word to the right image
- Training vocabulary
- Selecting (clicking) of the correct word
- Operating touchpad, 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: A1
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.

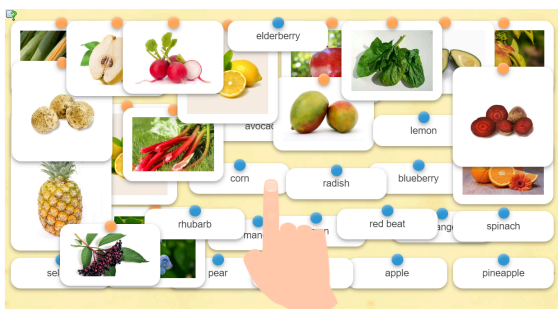### Methodological-didactical recommendations

You can give these instructions to your learners:

- Look at a picture/think: What do we call this object in German/English?
- Read the words/find the right the word
- Move the cross to the field with the word
- Click on the word (e.g. with your left hand) and hold down the touchpad or mouse.
- Move the word to the correct picture
- If the pair is correct, it disappears
- If it is wrong, it appears outlined in red
- You can separate word and image again by clicking with the cross on the line between the two

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.*

3.4 LEARNING UNIT 16 » Vocabulary fruits and vegetables (3)

English Version: ↗ https://learningapps.org/watch?v=pu2975ab223

Learning objectives of the learning unit

- Reading a multisyllabic word
- Connecting this word to the right image
- Training vocabulary
- Selecting (clicking) of the correct word
- Operating touchpad, 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: A1
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:

- Look at a picture/think: What do we call this object in German/English?
- Read the words/find the right the word
- Move the cross to the field with the word
- Click on the word (e.g. with your left hand) and hold down the touchpad or mouse
- Move the word to the correct picture
- If the pair is correct, it disappears
- If it is wrong, it appears outlined in red
- You can separate word and image again by clicking with the cross on the line between the two

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.*

3.4 LEARNING UNIT 17 » Fruit or Vegetable?
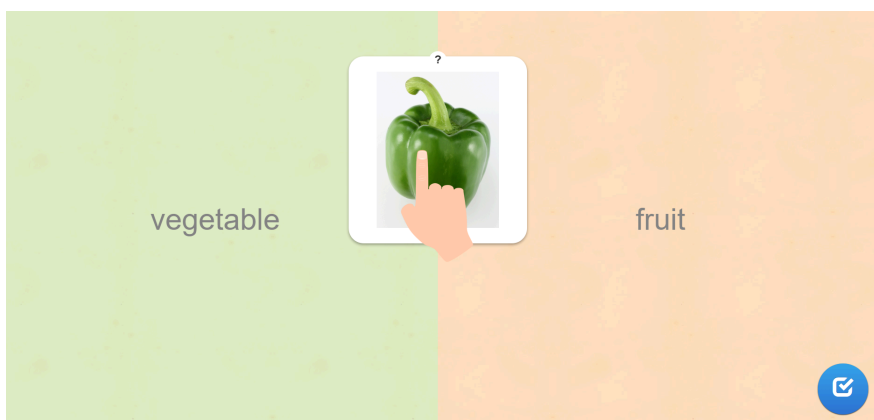
English Version: ↗ https://learningapps.org/watch?v=p82fbe9t523

Learning objectives of the learning unit

- Recognizing and sorting fruits and vegetables
- This exercise trains already known vocabulary through the additional task (fruit or vegetable?)
- Acquiring the necessary vocabulary
- Selecting the correct image for the right group
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: A1
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:

- Look at the picture
- Click on the picture (e.g. with your left hand) and hold down the touchpad or mouse.
- With the other hand, move the box with the picture to the right group
- When all the pictures are sorted, check their result by clicking on the blue dot in the bottom 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.*

3.4 LEARNING UNIT 18 » What is in season?
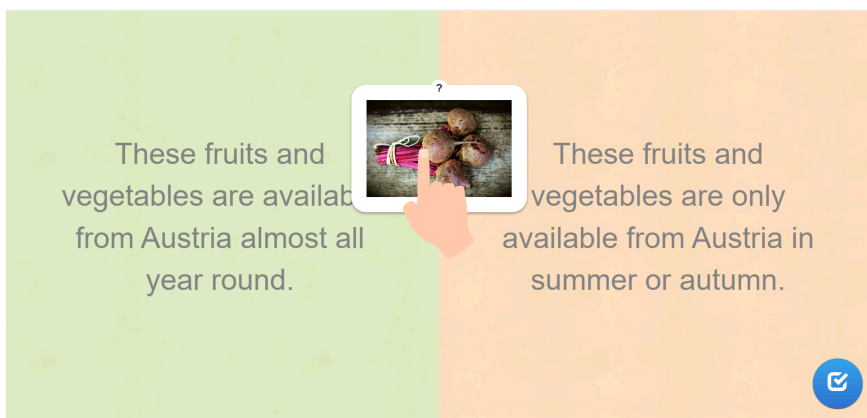
English Version: ↗ https://learningapps.org/watch?v=p82fbe9t523

Learning objectives of the learning unit

- Recognizing and sorting fruits and vegetables
- This exercise trains already known vocabulary through the additional task (seasonality)
- Acquiring the necessary vocabulary
- Selecting the correct image for the right group
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: A1
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.

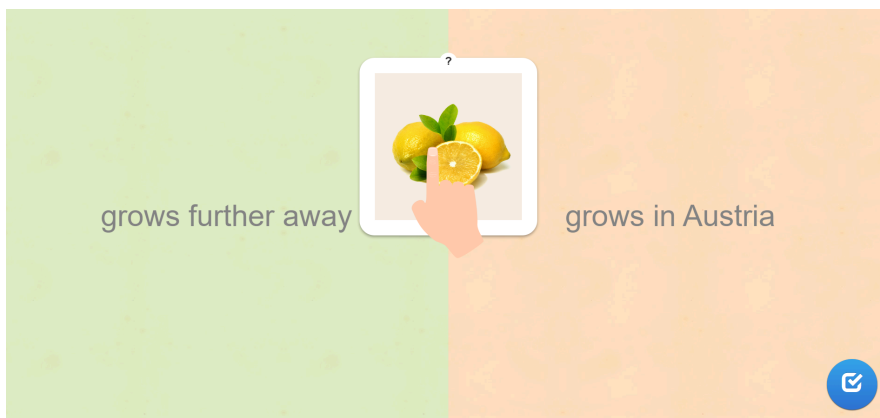### Methodological-didactical recommendations

You can give these instructions to your learners:

- Look at the picture
- Click on the picture (e.g. with your left hand) and hold down the touchpad or mouse.
- With the other hand, move the box with the picture to the right group
- When all the pictures are sorted, check their result by clicking on the blue dot in the bottom 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.*

3.4 LEARNING UNIT 19 » Where do these fruits grow?

English Version: ↗ https://learningapps.org/watch?v=pdkdhg6h223

Learning objectives of the learning unit

- Recognizing and sorting fruits and vegetables
- This exercise trains already known vocabulary through the additional task (regionality)
- Acquiring the necessary vocabulary
- Selecting the correct image for the right group
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: A1
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.
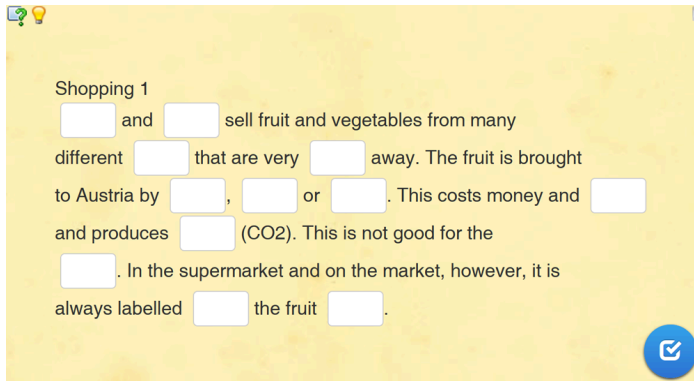
Methodological-didactical recommendations

You can give these instructions to your learners:

- Look at the picture
- Click on the picture (e.g. with your left hand) and hold down the touchpad or mouse
- With the other hand, move the box with the picture to the right group
- When all the pictures are sorted, check their result by clicking on the blue dot in the bottom 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.*

3.4 LEARNING UNIT 20 » Shopping (1)

Shopping 1

[ ] and [ ] sell fruit and vegetables from many

different [ ] that are very [ ] away. The fruit is brought

to Austria by [ ] , [ ] or [ ] . This costs money and [ ]

and produces [ ] (CO2). This is not good for the

[ ] . In the supermarket and on the market, however, it is

always labelled [ ] the fruit [ ] .

English Version: ↗ https://learningapps.org/watch?v=pmmt8nn2k23

Learning objectives of the learning unit

- Recognizing and sorting fruits and vegetables
- This exercise trains already known vocabulary through the additional task (regionality)
- Acquiring the necessary vocabulary
- Selecting the correct image for the right group
- Operating touchpad, mouse, or screen
- Coordinating observing and operating
- Independently operating the learning app

Duration of learning (recommended): 45 min
Language level for the learning unit: A1
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

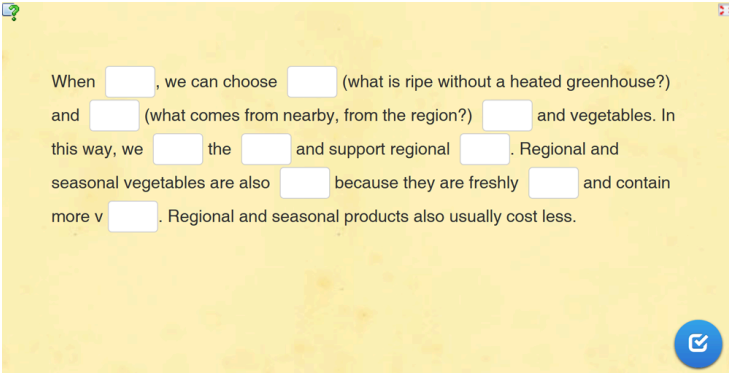You can give these instructions to your learners:

- Read 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
- When you are done, check your result by clicking on the blue dot at the bottom right.
- Correct the red words

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.*

3.4 LEARNING UNIT 21 » Shopping (2)

When [ ], we can choose [ ] (what is ripe without a heated greenhouse?) and [ ] (what comes from nearby, from the region?) [ ] and vegetables. In this way, we [ ] the [ ] and support regional [ ]. Regional and seasonal vegetables are also [ ] because they are freshly [ ] and contain more v[ ]. Regional and seasonal products also usually cost less.

English Version: ↗ https://learningapps.org/watch?v=p18d1qxkk24

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 touchpad, 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: A1
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.
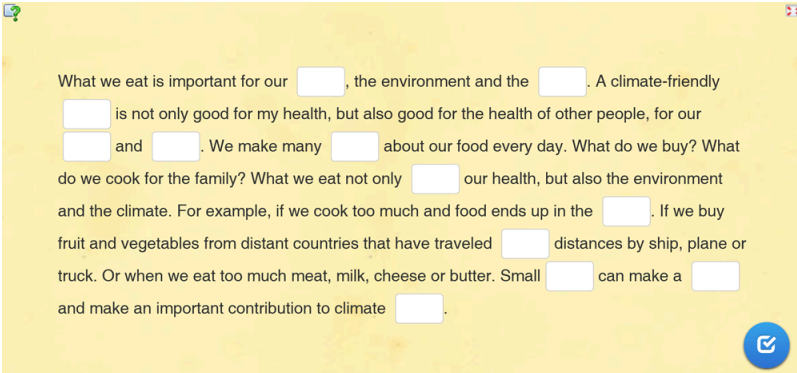
Methodological-didactical recommendations

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
- When you are done, check your result by clicking on the blue dot at the bottom right.
- Correct the red words

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.*

3.4 LEARNING UNIT 22 » Climate and Food

What we eat is important for our ☐, the environment and the ☐. A climate-friendly ☐ is not only good for my health, but also good for the health of other people, for our ☐ and ☐. We make many ☐ about our food every day. What do we buy? What do we cook for the family? What we eat not only ☐ our health, but also the environment and the climate. For example, if we cook too much and food ends up in the ☐. If we buy fruit and vegetables from distant countries that have traveled ☐ distances by ship, plane or truck. Or when we eat too much meat, milk, cheese or butter. Small ☐ can make a ☐ and make an important contribution to climate ☐.

English Version: ↗ https://learningapps.org/watch?v=pbpjxwdok23

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 touchpad, 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: A1
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.
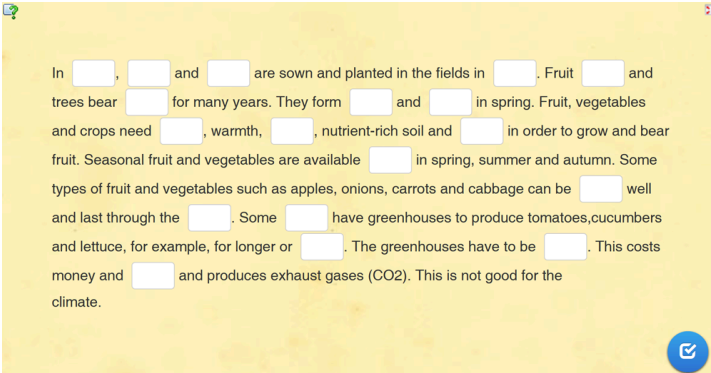
Methodological-didactical recommendations

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
- When you are done, check your result by clicking on the blue dot at the bottom right
- Correct the red words

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.*

3.4 LEARNING UNIT 23 » Agriculture in Austria

English Version: ↗ https://learningapps.org/watch?v=p821g0du223

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 touchpad, 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: A1
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
- When you are done, check your result by clicking on the blue dot at the bottom right
- Correct the red words

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.*