

A.III.30

Basic Skills – Business communication: writing

Using artificial intelligence in business-related communication – KI zur Kompetenzerweiterung nutzen

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Der Einzug künstlicher Intelligenz in das Klassenzimmer ist nicht mehr aufzuhalten. Viele Lernende nutzen *artificial intelligence* zur Erledigung schulbezogener Aufgaben – meist mit zweifelhaftem Erfolg. Entgegen der verbreiteten Meinung sind die Programme keine Selbstläufer, sondern bedürfen einer reflektierten Anwendung, um qualitativ relevante Ergebnisse zu produzieren. In dieser Einheit werden die Lernenden an verschiedene KI-Werkzeuge herangeführt und lernen schrittweise, wie sie berufsbezogene Kommunikation mit deren Hilfe verbessern können. Dabei steht die Erweiterung der funktionalen kommunikativen Kompetenzen im Fokus.

KOMPETENZBEFELD

Niveau, Lernjahr: B1; 1.–3. Lernjahr

Dauer: 14 Unterrichtsstunden

Kompetenzen: 1. Schreiben: einen *step-by-step guide*, eine E-Mail, einen *daily report* verfassen; 2. Sprechen: sich in Gruppen austauschen, Präsentation; 3. Wortschatz, Grammatik: *simple past*, *if-clauses*, *connectives*; 4. Medienkompetenz: mit KI-Werkzeugen umgehen

Thematische Bereiche: *communication, technology*

Auf einen Blick

1./2. Stunde

Thema: Getting started – The world of AI

M 1 **Do I benefit from AI in my job? /** Einen Text lesen (EA); Vor- und Nachteile von KI erarbeiten (EA); Aufgaben im eigenen Job und Nutzen von KI (EA, PA) sammeln; eine Recherche durchführen (EA)

M 2 **Putting it into words – How to talk about AI /** Eine Mindmap zu KI erstellen (PA); ein Video erschließen (EA); Aufgaben zum Wortschatz bearbeiten (EA); die Aussprache trainieren (EA)

Benötigt:

- digitale Endgeräte und Internetzugang für die Recherche und zum Anschauen des Videos

3.–6. Stunde

Thema: Talking about my company and my tasks with the help of AI

M 3 **Introducing my company with AI support /** Das eigene Unternehmen präsentieren (EA, GA)

M 4 **Explaining job-related activities step by step /** Eine Mindmap erstellen (EA); eine Schritt-für-Schritt-Anleitung erstellen (EA);

Benötigt:

- digitale Endgeräte und Internetzugang für die Nutzung der verschiedenen Apps und KI-Werkzeuge

7./8. Stunde

Thema: Writing a daily report

M 5 **Revising a daily report using artificial intelligence /** Das simple past wiederholen (EA); Schritt für Schritt einen Tagesbericht verfassen (EA)

Benötigt:

- digitale Endgeräte und Internetzugang für die Nutzung von fiete

9./10. Stunde

Thema: Writing a story and repeating if-clauses

M 6 **Preventing accidents with storytelling and risk assessment /** Gefahren am Arbeitsplatz sammeln und analysieren (GA, PA); eine Geschichte schreiben (PA); *if-clauses* wiederholen (EA)

Benötigt:

- digitale Endgeräte und Internetzugang für die Nutzung der verschiedenen Apps und KI-Werkzeuge

11./12. Stunde**Thema:** Improving communication skills by using AI**M 7** **Solving difficult communicative situations with AI /**
Kommunikationsprobleme reflektieren und diskutieren (EA, GA); Aussagen lesen und kommentieren (EA, GA); verschiedene Situationen durchspielen und auswerten (GA)**Benötigt:**

- digitale Endgeräte und Internetzugang für die Nutzung von fobizz

13./14. Stunde**Thema:** Dealing with difficult texts by using AI**M 8** **Using AI to simplify demanding texts /** Einen Gesetzestext mithilfe vereinfachen (EA); eine E-Mail schreiben (EA); Feedback geben (GA)**Benötigt:**

- digitale Endgeräte und Internetzugang zum Aufrufen des Gesetzestextes und zur Nutzung von fobizz

Minimalplan

Sie haben nur drei Doppelstunden zur Verfügung. Die wichtigsten Inhalte erarbeiten:

- 1./2. Stunde: Getting started – The world of AI M 1–M 2
- 3.–6. Stunde: Talking about my company and my tasks with the help of AI M 3–M 4

Zusatzmaterialien im Online-Archiv bzw. in der ZIP-Datei

ZM1_Vocabulary list Vokabelliste zur gesamten Einheit

**Erklärung zu den Symbolen**

	Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.
	einfaches Niveau
	mittleres Niveau
	schwieriges Niveau

M 2



Putting it into words – How to talk about AI

When dealing with new developments, it is crucial to be able to put thoughts into words. Thus, a thorough knowledge of vocabulary and pronunciation is important. In these tasks you will deal with words and expressions that have to do with AI and use your knowledge to talk about it.

Tasks

1. Reflect on what you already know about artificial intelligence and create a mind-map.

TIP – How to create a mind-map

Reflect and collect: First, think about what you already know about a topic, e.g. personal experiences. Note down as many words and expressions as possible.

Structure and draft: Use different colours to mark ideas that are related or connected. Then, work out general categories you can assign your subtopics to. Often you can distinguish between chances and threats, the past and the present, technical or economic questions.

Check and revise: You may use AI tools such as fobizz to help you to structure your mind-map. You may then continue to change it according to what you learn. Tip: If you use a digital tool to create your mind-map, you may adapt it more easily. You can use the app TaskCards to do so, for example.

2. Watch the video: <https://raabits.com/en/ai-101-1> and compare your mind-map with the content of the video. Check which aspects you have covered, and which need to be added.
3. Answer the questions in keywords.
 - a) Name three characteristics a machine should have to classify it as artificially intelligent.
 - b) What is the difference between weak AI and strong AI?
 - c) Describe the point of singularity.
4. Working with words:
 - a) Look at the letter salad and find 15 words that have to do with AI. Write them down.
 - b) Have a look at the English words provided in the table. Use an online dictionary to translate them and write down the German expression.
 - c) Choose a total of ten words from a) and b) and integrate them into your mind-map.

RORILCNXQI...REJECTOFINDASOLUTIONPQPKCSTTCIRLWEPTOADAPTNBUXRTJDL
 KGNC...DIAAXD...DALGORITHMNDBQNWMAIOAKHHUMANLIKEMUUECSGHHNASDC
 BVLGVSP...RNARXAVVILBAQFZTOBETRAINEDTODOSTHIJRZBFPIYAQUBLMMSTRAYEILH
 OXPCDYEG...LTREASONINGABILITYLMYYJWSBGLQXTPOXGKSCRRSTRONGAIPTFLCUUX
 ZSSNTMSF...EUKKKG...GENERALISEDLEARNINGWIHBTRHCWJHRCBHCLBTTFYNRGFTVKEPHK
 E...REACTAPPROPRIATELYFJLCBR...SOUTJJMOPUNCDNOOTQARTIFICIALVKZCKHIT
 KENUHZQMIRVMRFWZYWDANARROW/WEAKAIYIJC...KONBDJASLNCVNNWECNSNBWZ
 WUDPUALNQKKPROBLEM-SOLVINGEAOIBETMWBCWUSQUOVTOMAKESTHEASIERKLM
 NMTOREASONLKJMUZHRTTOPROVIDEASOLUTIONFORSTHWELKVBCXOLMSRRLAOTPFI



Explaining job-related activities step-by-step

M 4



After your successful presentation, your company hired a few new apprentices. As you are familiar with important activities in your job, your boss asks you to create a step-by-step guide for the central process of your job.

Tasks

1. Use your TaskCard provided in M 2. Think about what you do at work. Create a mind map in which you collect different activities and processes that are part of your daily work. i.e. production of an item, customer registration etc.
2. Report your solutions back to class. Check together if there are several steps involved in the example activity given. After collecting all assumptions on the board, make sure each person chooses one activity. Try to distribute the suggestions equally among the class; ideally everyone covers a different activity.
3. Break down your activity into different single steps. Use a grid for this to think about your chosen activity. Make sure you include the number of steps needed.

My apprenticeship:	
My chosen activity:	
Equipment needed:	
Preparation	
Step 1	
...	

4. Make sure you know about the correct vocabulary for both the equipment needed and the single steps. Use an online dictionary if you need any help or look up the expressions in your English book.
5. Write coherent paragraphs for each single step of your process. Break it down: There should be no more than 6 sentences per step. Use the phrases provided.

TIP – Phrases to describe single steps in a process

Before you start, make sure ... / You should have the following items ready: ... / First, start by ... (ing-form) / Then you'll see that ... / Continue by ... (ing-form) until ... / Next ... / Then take ... / The ... is used to ... / once ... is finished, you can start ... (ing-form) / with ... you carefully ... / After ..., you can ... should/must ...





- Think about which of the steps can be used to create a realistic photo of your process in which (some of) the equipment used is shown. Choose the steps most suitable and create an image with a free image AI such as <https://app.leonardo.ai/image-generation> or <https://fobio.com/ki-assistenz-fuer-bilder/>. Carefully think about the prompts (instructions provided for the AI tool) used by studying the prompt guide in the TIP-box.

TIP – AI image creation: How to create effective prompts

Step 1: Start with one of the AI tools suggested. Register with an email address and use the free version. Be careful: As these options are free of charge, the number of pictures you can create is limited. That is why your prompts are important: The more precise you are, the better the outcome will be.

Step 2: Visualise in your head what the picture should look like as specific as possible. Write down in keywords a clear and detailed description of your picture. Use the present progressive for activities and prepositions to exactly describe who is doing what and what should be where in your picture. Use an AI to make your prompts more precise.

Step 3: Write down the paragraph from step 2 in the respective field offered.

Step 4: Wait for the outcome, then carefully think about the changes needed. Add these in the likes of steps 2 and following.



- Use the free app canva: <https://www.canva.com>. Make sure you register with the free version. The site offers lots of different templates that you can adapt to create a step-by-step guide for your process. Upload your finished product on your TaskCard.
- Look at the step-by-step guide created by your classmates. Give them feedback using the feedback sheet. Exchange your feedback with one another and check if you need to modify your product.



Feedback sheet step-by-step guide

Feedback for (name/process):
Feedback from (name):

Aspect	My impression	What went well/wrong?
The equipment needed is mentioned.		
The process is divided into single steps.		
The steps are explained in a way an outsider can understand it.		
The image/s created is/are helpful for understanding the process.		

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