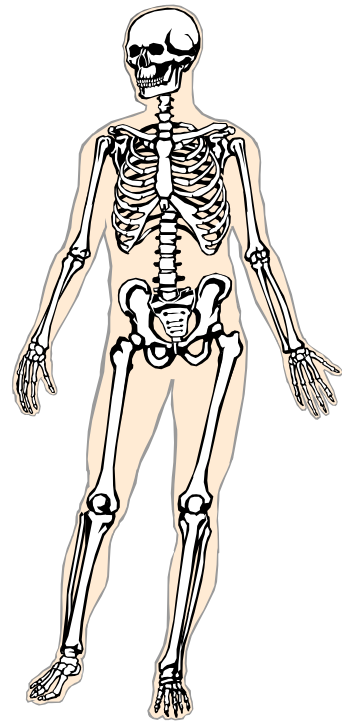


SOLT I German Module 5 Lesson 2

Instructor Manual



Identify Parts of the Body

In this lesson you will learn to identify various parts of the human body. In order to achieve this objective, you will become familiar with the following skills.

Identify Parts of the Body

- Name the main parts of human body
- Talk about the motor and sensorial organ functions
- Identify internal organs
- Identify external organs

Scenario

Dr. Engel, a young surgeon who just graduated from medical school, is now working at the emergency room at a hospital. Mr. Gerster is her first patient.

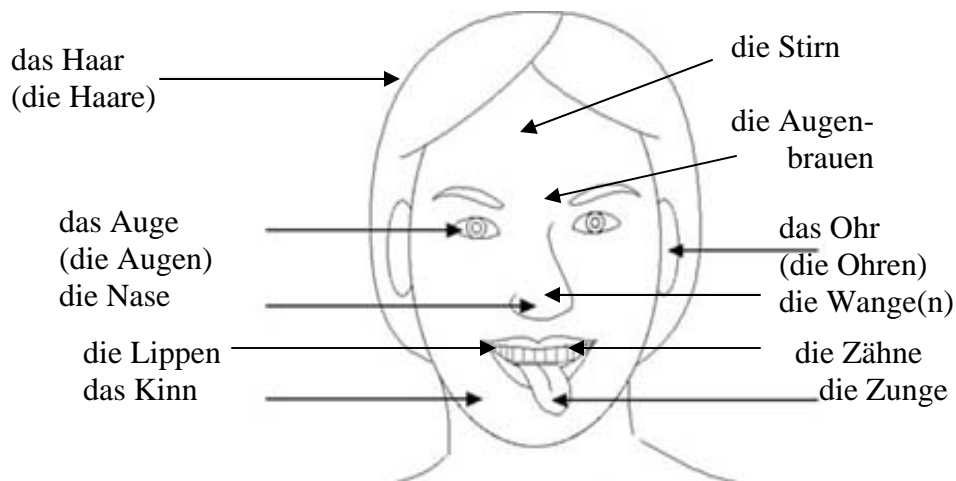
- Dr. Engel: Was ist passiert, Herr Gerster?
 Herr Gerster: Ich glaube ich habe mir den Arm gebrochen. Er tut sehr weh.
 Dr. Engel: Sind Sie in den letzten Tagen gefallen?
 Herr Gerster: Ja, gestern bin ich vor meinem Haus gestürzt.
 Dr. Engel: Ich würde sagen, das ist eine Fraktur. Wir sollten sicherheitshalber eine Röntgenaufnahme machen, damit wir sehen was los ist.
 Herr Gerster: Ich spüre auch noch Schmerzen in der Brust.
 Dr. Engel: Wie wäre es, wenn ich mir ihr Herz abhören würde?

Engel setzt ihm ein Stethoskop an die Brust und horcht konzentriert.

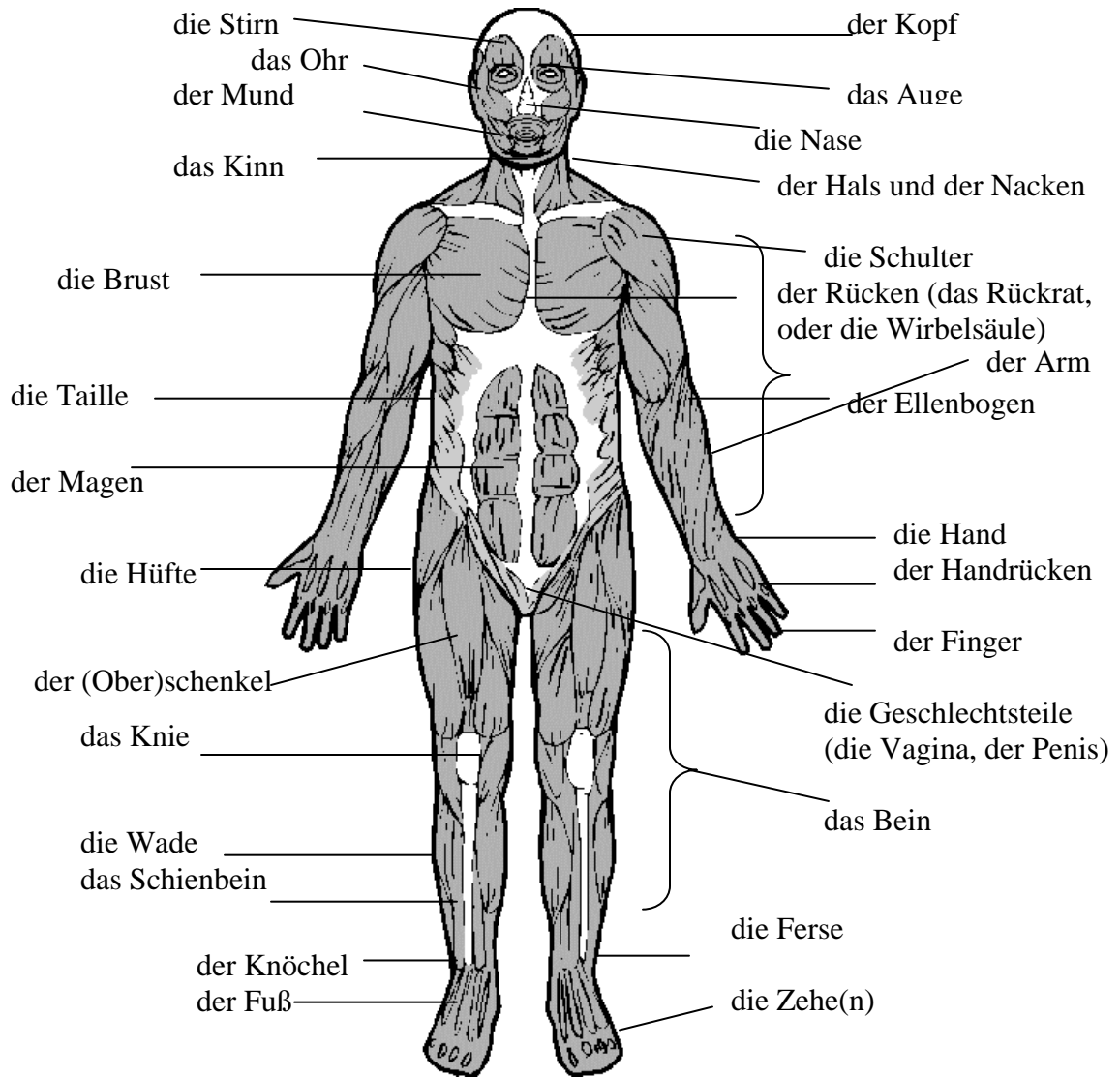
- Dr. Engel: Hatten Sie schon einmal einen Herzinfarkt?
 Herr Gerster: Ja, Frau Doktor, vor zwei Jahren hatte ich einen leichten Infarkt.
 Dr. Engel: Gut, daß ich das weiß. Es ist möglich, das da ein Zusammenhang zwischen dem Bruch und den Brustschmerzen besteht. Ich denke, wir sollten eine gründliche Untersuchung vornehmen.

1. Naming the Parts of the Body

Das Gesicht



Der Körper



Exercise 1 (Pair Exercise)

Engage in a simple role-play with your partner alternating roles as doctor / nurse and patient who complains about an ailing body part. Study and use the picture as aid.

Exercise 2 (Pair Exercise)

Which body parts need to be trained to engage in the following activities? Compare your answer with the rest of the class.

1. einen Marathonlauf rennen _____
2. Fußball spielen _____
3. Klavier spielen _____
4. Mit einem Bogen schießen _____
5. Schwimmen _____
6. in einer Oper singen _____

Answer Key: 1. Beine, 2. Beine, Knöchel, Füße, 3. Hände, Handgelenk, Rücken, 4. Augen, Arme, Schultern 5. den ganzen Körper 6. Mund, Vokaltrakt, Lunge.

Exercise 3 (Pair Exercise)

Write down the body part that is connected to the neighboring body parts.

1. Kopf _____
2. Schultern _____
3. Hände _____
4. Ellbogen _____
5. Knie _____
6. Knöchel _____
7. Augen _____
8. Muskeln _____

Answer Key: 1. Hals; 2. Arme; 3. Handgelenke; 4. Unterarm; 5. Muskeln; 6. Schienbein; 7. Schläfen; 8. Hüften

Exercise 4 (Pair Exercise)

Based on the scenario at the beginning of the Introduction, please mark the correct responses and compare them with those of your partner:

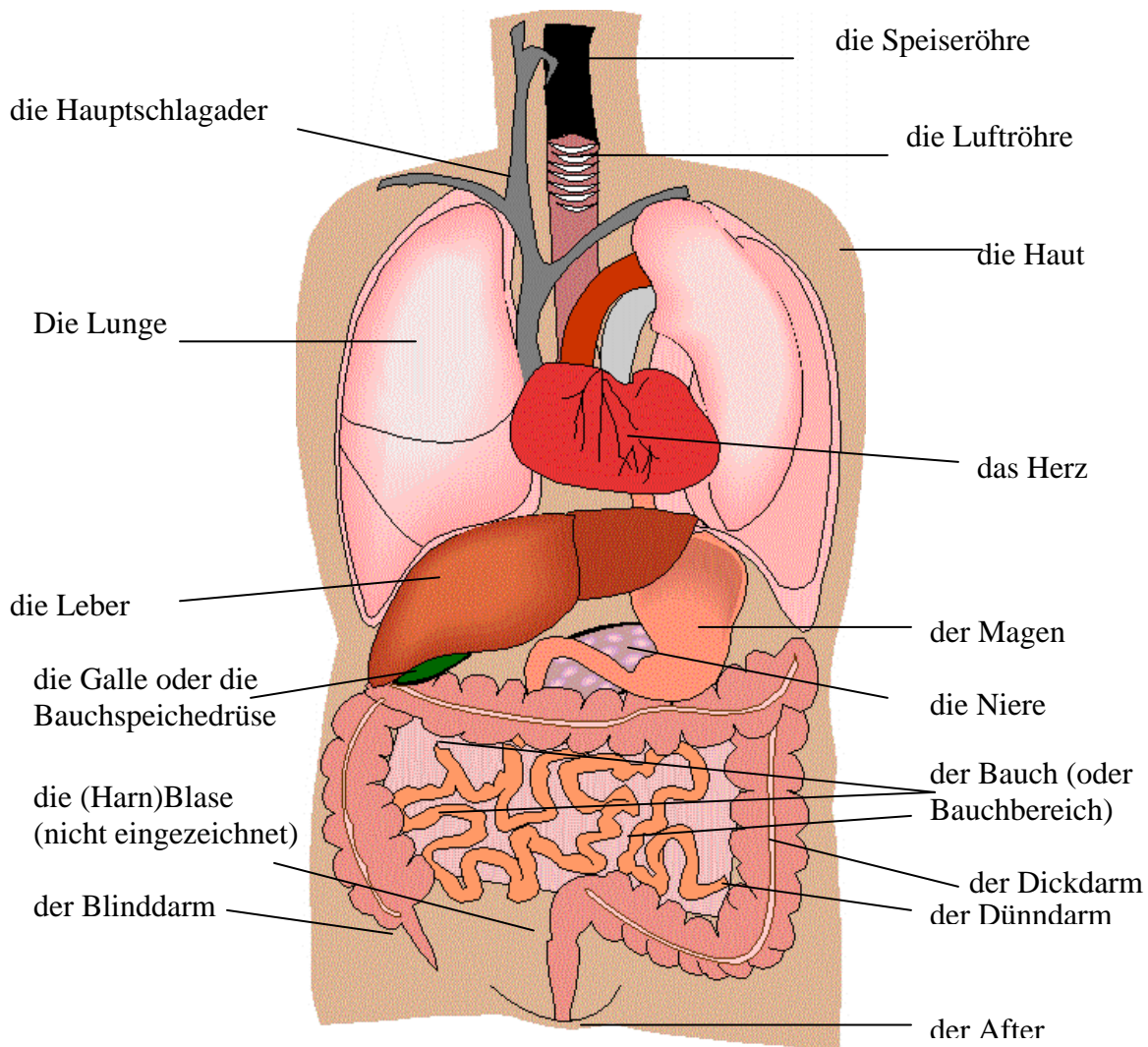
Wo tut es Herrn Gerster weh?

- a) am Kopf
- b) am Arm
- c) in der Brust und am Arm
- d) an der Niere
- e) in den Muskeln

Answer Key: c - Er hat Schmerzen in der Brust und am Arm

Innere Organe

In order to conduct the following exercises refer to the anatomy figure below for the names of the interior organs in German.



Exercise 5 (Pair Exercise)

Based on Dr. Engel's inexperience, in this and the next exercise discuss possible alternative diagnoses. What else could have been wrong in the painful regions described by Mr. Gerster? Share your findings with your peers.

Anstatt von dem gebrochenen Arm können die Schmerzen auch von _____ stammen.

- a) einer gebrochenen Hand
- b) einer verrenkten Schulter
- c) einer entzündeten Armmuskulatur
- d) einem geprellten Ellenbogen
- e) die Antworten c) und d) könnten beide korrekt sein

Answer Key: response e) is the correct answer
--

Exercise 6 (Pair Exercise)

Interview each other, first, about what parts of the body you do or don't like, and, second, about which parts of your body have been trained well and which ones have not. Give explanations for both sections of this activity. Role-play the situation for the class.

The Subjunctive II (or Past Subjunctive), continued:

In several previous lessons, you have already become acquainted with some applications of this grammatical structure. It is used to express an unreal condition, a presumption or speculation, or a polite wish or request. You may also have noticed (even without being explicitly told, so far) that it is apparently formed in two different ways.

1. The “standard” version:

It is used with strong verbs. The past simple form of the strong verb forms the base, and the signal ending **-e** is added, often together with an Umlaut on the main vowel.

Example 1: Ich wünschte/wollte, er **käme** endlich!
(kommen/**kam**/gekommen)

This type of subjunctive structures has already been discussed and practiced in Module 4, lessons 5 and 7, and the first lesson of this module.

2. The “substitute” version:

There is, yet, another version of how to express the subjunctive in German, the use of **würde** + the **infinitive** of the action verb. It is used with weak verbs. You have already come across this form numerous times in previous lessons in connection with standard subjunctive structures and conditional sentences.

Example 2: Ich wünschte/wollte, wir **würden** nach Italien **reisen**.

This second type is indeed simply a substitute that under certain conditions is used in place of the regular or “standard” subjunctive form.

There is a simple explanation for this tendency:

With weak verbs, the past simple and the subjunctive II are actually identical in form (reisen/**reiste/reiste**), so, in order to avoid confusion, the *würde* + *infinitive* structure is used to replace the ambiguous standard subjunctive and to clearly express the original grammatical content.

Nevertheless, even with strong verbs, Germans tend to use the *würde* + *infinitive* structure in everyday spoken language. It is the most commonly used form of the subjunctive in the German language.

Using the “würde+ infinitive” construction to express hopes and wishes

Example 3: This structure is similar to English structures with “would”. Look at the following examples:

Present Tense	Subjunctive
<p>These sentences appear factual:</p> <p>Ich bin Offizier.</p> <p>Du hast Glück.</p> <p>Mario kommt pünktlich.</p> <p>Wir bilden eine Mannschaft.</p> <p>Ihr steht früh auf.</p> <p>Sie reisen morgen ab.</p>	<p>These sentences express hopes, wishes, or unreal conditions:</p> <p>Ich würde (gerne) Offizier sein. (I would rather be an officer.)</p> <p>Du würdest (wohl) Glück haben. (You would probably have luck.)</p> <p>Mario würde (ganz sicher) pünktlich kommen. (Mario would certainly come on time.)</p> <p>Wir würden (gerne) eine Mannschaft bilden. (We would like to form a team.)</p> <p>Ihr würdet (eher) früh aufstehen. (You would rather get up early.)</p> <p>Sie würden am liebsten morgen abreisen. (They would prefer to leave tomorrow.)</p>

Exercise 1

Apply the subjunctive II “standard version” to transform these sentences. Use the pattern provided in Example 1:

- a) Das Geld kommt. _____
- b) Die Wunde heilt. _____
- c) Die Geschichte stimmt. _____

Answer Key: a) Ich wünschte, das Geld käme; b) Ich wollte, die Wunde heilte; c) Ich wünschte, die Geschichte stimmte

Exercise 2

Apply the subjunctive II “substitute version” to transform these sentences. Use the pattern provided in Example 2:

a) Du fliegst den Rettungshubschrauber.

b) Wir gehen ins Kino.

c) Er versteht das Computersystem.

Answer Key: a) Ich wollte, du würdest den Rettungshubschrauber fliegen; b) Ich wünschte, wir würden ins Kino gehen; c) Ich wünschte, er würde das Computersystem verstehen.

Exercise 3

Apply the “würde+ infinitive construction” to transform these sentences. Use the pattern provided in Example 3:

Present Tense	Subjunctive
Untrue Facts: Ich bin Schirurg.	Wished-for conditions: a) <hr/>
Du untersuchst den Verletzten.	b) <hr/>
Der Internist operiert die Niere.	c) <hr/>

Answer Key: a) Ich glaubte, ich würde ein Schirurg sein; b) Ich hatte gedacht, du würdest den Verletzten untersuchen; c) Der Internist würde die Niere operieren.

Identify Parts of the Body
Vocabulary

German SOLT I
Module 5 Lesson 2

Arm, der	die Arme	arm
Bauch, der; oder Bauchbereich	die Bäuche	belly; belly region
Bauchspeicheldrüse, die	(-n)	pancreas
Blinddarm, der		appendix
Blut, das		blood
Bruch, der	die Brüche	fracture
Brust, die		chest
Darm, der		intestine, bowel
Fehldiagnose, die		false diagnose
Ferse, die	(-n)	ankle
Finger, der	(die)	finger
Fuß, der	die Füße	foot
Gehirn, das		brain
Hand, die	die Hände	hand
Handgelenk, das	die Handgelenke	wrist
Harnblase/Blase, die	(-n)	urinary bladder
Hauptschlagader, die	(-n)	aorta
Haut, die		skin
Herz, das	die Herzen	heart
Hüfte, die	(-n)	hip
Knie, das	die Knien	knee
Knochen, der	(die)	bone
kommen, zugute		to benefit (from something/someone)
Kopf, der	die Köpfe	head
Körpereinsatz, der		physical strength (putting the body's weight to work in sports)
Leber, die		liver
Luftröhre, die		trachea; windpipe
Lunge, die		lung
Magen, der	(die)	stomach
Mund, der		mouth
Muskel, der	die Muskeln	muscle
Nacken, der	(die)	neck
Nase, die	(-n)	nose
Nerven, die		nerves
Niere, die	(-n)	kidney
Ohren, die		ears
Puls, der		pulse, heartbeat
Rippe, die	(-n)	rib
Rücken, der	(-n)	back
Schenkel, der (Oberschenkel)		thigh; upper thigh
Schulter, die	(-n)	shoulder
Speiseröhre, die		esophagus; gullet

Taille, die		waist
Urin, der		urine
Verlobte(r), der, die		fianceé
Weise, auf diese; normalerweise;		manner, in this; normally
Zahn, der	die Zähne	tooth
Zehe, die		toes
Zunge, die	(-n)	tongue

Supplemental Vocabulary

entzünden		inflare, to; to lit, to light
fangen		catch, to
Fett, das		fat
fressen		eat, to (animals only)
Geschichte, die	(-n)	story (history)
Glück, das		luck
gründlich		thorough
Haxe, die	(-n)	joint, knuckle
Holz, das		wood
horchen		hark, to, listen, eavesdrop
Kino, das	die Kinos	cinema
Klavier, das	die Klaviere	piano
Lauscher, die (pl.)		ears (animals only)
Mannschaft, die	(-en)	team
Maul, das		mouth (animals only)
Nahrung, die		food
Pfote, die	(-n)	paw
prellen		to bruise
rasch		quick, fast, swift
Rettung, die		rescue
riechen		to smell (something)
saufen		to drink (animals only)
schießen		to shoot
Schläfe, die	(-n)	temple
schließen		close, to (e.g., one's mouth or ear)
Schnabel, der		beak
Schnautze, die	(-n)	snout
schnüffeln		to sniff (animals only)
Schnute, die		face (animals only)
schwimmen		to swim
sicherheitshalber		precautionary, as a precaution
Socke, die	(-n)	sock
stricken		to knit
Sturz, der	die Stürze	fall, collapse

Torwart, der		goal keeper
verrenken		to dislocate, crick, wrench
Verstopfung, die	(-en)	constipation, blockage, congestion
wehtun		to hurt
weshalb		why, wherefore
Wirbelsäule, die	(-n)	backbone
Zusammenhang, der		connection, interrelation
Teil, das	die Teile	part
trainieren		to train
mögen		like, to



Human and Beastly Body Parts

In German, animals and humans are not considered to have the “same” body parts. Human body parts are named differently from those of animals (e.g., there is no equivalent in English for a horse’s *mouth* which literally would be “Mund,” but a German horse has a “Maul”). Also, body functions are named in a different fashion from those of animals. Americans sometimes make the mistake of assuming human/animal body parts can be used interchangeably, and are then surprised when native speakers correct them. Animal names are usually derogatory when used for humans. When you are called a “Hund”, or a “Schwein,” or even a “Schweinehund,” then you know that somebody is either mad at you, or is saying that what you are doing is something an animal would do. It wouldn’t be very flattering. The same goes for eating and drinking. If you use the verbs “essen” and “trinken”, those are human activities. “Fressen” and “saufen” are what animals do. For humans these words are very derogatory.

There is a whole vocabulary dealing with animal body parts, which we will not go into here, and hunters also have a very complex vocabulary for naming parts of the animals they shoot. These can vary according to region and dialect. For example, a pig’s leg is mostly referred to as a “Haxn,” while a deer has a “Lauf.” A human leg is of course a “Bein.”

Many unique German colloquial phrases deal with parts of the body, often combining emotional situations with body parts. Each dialect has its own lively and colorful local variations on this theme. For example, “die Ohren steif halten“ means to keep your chin up, and not to get discouraged. Perking up your ears has a very different meaning in English. If something has really gotten to you, it is supposed to affect your kidneys in Germany. “Es ist mir an die Nieren gegangen“ is what you say. If you notice that someone is going around with a chip on his shoulder, or is acting weird, you could ask, “Welche Laus ist dir über die Leber gelaufen?” In other words, is a louse walking on his liver and tickling him? A choleric person having a fit is said to spit gall and poison, “Gift und Galle spucken,” instead of the English fire and brimstone.

Unfortunately, there is no large online dictionary yet of German idioms and phrases, although <http://dict.leo.org/> does often give phrases if you type in the main word. One online dictionary, <http://tee.org/lexikon/>, specializes in health-related words.

Parts of the Body

Activity 1 (Pair Activity)

This activity refers to the scenario. Imagine the doctor's diagnosis was wrong and the patient's pain could have been caused by something else. What else could it have been? Compare with the rest of the class and defend your answer.

Anstatt von einem drohenden Herzinfarkt, könnten Herrn Gerster's Schmerzen auch von _____ stammen.

- a) einem Magenproblem (wegen Laktoseintoleranz)
- b) der Lunge (wegen Tabakkonsum)
- c) die Antworten d) und e) könnten beide richtig sein
- d) einer Darmverstopfung (wegen fettiger Nahrung)
- e) von einem Rippenbruch (wegen des Sturzes)

Bevor Sie sich mit Ihrem Partner auf die richtige Antwort geeinigt haben, diskutieren Sie die Möglichkeiten.

Answer Key: response e) is the correct answer
--

Activity 2 (Group Activity)

You are going to play "Simon Says." Your instructor says "*Simon sagt, fass dir an die Nase*" or "Simon says touch your nose." After you hear the words, you touch your nose. You are not allowed to look at your classmates. If you touch the right part, you can continue the game. But, if you don't touch the right part, you have to join those who have missed already until there is a winner left and the game begins once more until everyone knows all the body parts.

Activity 3 (Pair Activity)

Take turns describing the physical appearance of your classmates without mentioning their names. Your partner has to be able to guess the name of the person you are describing or be able to point out the person.







Activity 4 (Group Activity)

Divide the class into four groups. Each group will play a "Mime Game." One student will mime a type of sickness that he/she has. For example, he/she mimes that he has a toothache, and the rest of the group will guess the part of the body that hurts and the illness associated with it.

Activity 5

Look at the pictures, and then write underneath each of them which part of the body the doctor is examining. Then construct full sentences in the space provided. Share your sentence with the class. Your peers will correct you if there is a mistake.

Beispiel: Der Doktor untersucht das Knie.

		
1.....	2.....	3.....
		
4.....	5.....	6.....

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Answer Key (answers may vary):
 1. Der Doktor (und die Krankenschwester) untersucht(en) den Arm.
 2. Der Doktor / der Zahnarzt untersucht die Zähne.
 3. Der Doktor tested die Augen.
 4. Der Doktor untersucht die Ohren.
 5. Die Frau Doktor mißt den Puls.

6. Der Doktor untersucht das Rückgrat.



Tip of the Day

Once in Germany, you will find significant variations in regional language and between the written and the spoken word. Not only do various dialects exist, but spoken, colloquial German may be very different from the “High” German you are learning here. One aspect of such linguistic hierarchy has been indicated in the difference between human and beastly body parts. The good news is that Hochdeutsch is understood by almost everyone and that grammar rules are usually relaxed in spoken German. The bad news is that you may not always understand all German speakers, and may have to ask them to speak Hochdeutsch!

Activity 6 (Pair Activity)

Read the following passage. Some parts of the body written about in the passage are incorrect. Underline the wrong words and substitute them with the correct terms for the pertinent body parts. But first read the entire text and consider the context. There are **six** changes that you have to make. Before the instructor gives out the proper responses, compare your answers with your partner, and then with the rest of the class.

Gerhards Kopf ist 185 cm groß. Die Finger an seinen Füßen sind relativ kurz, weshalb er kein guter Schwimmer ist. Gestern hat er mit großem Körpereinsatz Fußball gespielt und sich dabei den Ellbogen seines rechten Beines geprellt. Gerhard ist Torwart. Da kommen ihm die langen Zehen seiner Hände sehr zugute. Und beim Werfen sind seine langen Ohren von großem Vorteil.

Answer Key:

Gerhards (1) **Körper** ist 185 cm groß. Die (2) **Zehen** an seinen Füßen sind relativ kurz, weshalb er kein guter (3) **Läufer** ist. Gestern hat er mit großem Körpereinsatz Fußball gespielt und sich dabei (4) **das Knie** seines rechten Beines geprellt. Gerhard ist Torwart. Da kommen ihm die langen (5) **Finger** seiner Hände sehr zugute. Und beim Werfen sind seine langen (6) **Arme** von großem Vorteil.



Spass muss sein: Ärztwitze!

1. Der Internist sagt zu seiner Tochter: "Hast du deinem Verlobten gesagt, dass ich nichts von ihm halte?"

"Ja Papi."

"Und was hat er darauf geantwortet?"

"Das sei nicht deine erste Fehldiagnose!"

2. Es gibt Ärzte, die es sich leisten können, ihre Patienten rasch zu heilen.

Parts of the Body

Activity 1 (Pair Activity)

Pretend that you are a detective interrogating a witness in a murder case. Your partner is the witness who saw the murderer’s face and gives you a description of the murderer’s face. Write down the descriptions, and then draw the face accordingly. Show the drawing to your partner and decide whether his/her description matches your drawing. Take turns doing this activity.

Activity 2 (Pair Activity)

Pretend that you are a police officer, and your partner is describing a missing person. Ask and answer questions about the descriptions of the missing person. The missing person should be one of the classmates. Write down the description that your partner is giving you. After you have found out who he/she is, take him/her to your partner. Take turns doing this activity.

Activity 3 (Group Activity)

Form a group of four and discuss an internal medical problem that has become more widespread recently, for example: heart attack, high cholesterol, diabetes, etc. Talk about what you can do to avoid these “modern” diseases and how to cure or lessen their grip on individuals and society. In 3-5 minutes, write down the results of the discussion and compare your notes with other group members who present it. Then prepare one short speech per team to be delivered by a group representative as if invited to a public health conference.

Activity 4 (Pair Activity)

Look at this table of activities. Describe them, and write down which parts of the body are used for this activity. Then challenge your partner by verbally indicating some incorrect body parts for each activity. Let her or him make the necessary corrections.

Aktivitäten	Beschreibung
1. Trompete spielen

2. Bergsteigen
3. Auto fahren
4. Holz hacken
5. Socken stricken
6. Telefonieren

Answer Key: Answers may vary

Activity 5 (Pair Activity)

You have a guest from Mars. Your partner is interested in knowing about this creature. Ask and answer questions about the different body parts. Does this creature have legs, hands, nose, mouth, and head? How many of them? In which dimensions? You may include the size and shape of your alien guest. Switch roles and be ready to present your discussion to the class (perhaps as a skit).



Activity 6 (Class Activity)

Draw a sketch of a huge person on the blackboard with no face and only rudimentary body parts. One by one, blindfolded students attempt to draw the missing parts and write their names next to them. To achieve an accurate result, the rest of the class will try to guide the blindfolded student by saying “links” (left), “rechts” (right), “falsch” (wrong), “richtig” (correct), “hoch” (up), “runter” (down), etc. When the figure is complete, students will discuss in pairs the appearance and physical characteristics of the drawing.

Activity 7

Read the following and then you and your partner create a conversation or dialogue and summarize the situation for the whole class. .

1. Hast du meinen Kulturbeutel gesehen?

2. Ja, er liegt in der Küche auf dem Tisch.

3. Stimmt. Da ist er. Aber jetzt ist die Seife nicht drin.

4. Die Seife ist im Badezimmer.

5. Wir brauchen Wattestäbchen, um die Wunde zu reinigen.

6. Beim Autounfall sind drei Personen tödlich verunglückt.

7. Der Verwundete blutet schwer. Sie müssen die Wunde verbinden!

8. Sein Bein ist gebrochen. Wir machen Beinschienen. Wir brauchen Holz.

9. Das Mädchen ist verletzt! Ihre Mutter hat Stress und Panik! Sie braucht eine Beruhigungspille!

10. Das Gesundheitssystem und die Krankenversicherung in Deutschland versorgt alle deutsche Bürger.

Activity 7 (cont.)

11. Wir müssen sofort den Autounfall bei der Polizei melden. Da drüben ist eine Notrufsäule.

12. Mein Kind hat einen schlimmen Kratzer auf seiner Schulter. Können Sie bitte Erste Hilfe leisten?

Answer Key:

1. Did you see my toiletry kit?
2. Yes, it's in the kitchen on the table.
3. Correct. There it is. But there's no soap in it.
4. The soap is in the bathroom.
5. We need cotton balls to clean the wound.
6. Three people were fatally injured in a car accident.
7. This injured person is bleeding heavily. We have to wrap his wounds.
8. His leg is broken. We'll make braces. We need wood.
9. The girl is injured! Her mother is in stress and panicking! She needs a sedative!
10. The health care and the insurance system in Germany cares for all citizens.
11. We have to report this accident to the police immediately. Over there is an emergency phone.
12. My child has a bad scratch on his shoulder. Can you please perform first aid?

Activity 8

Use the words in the jumble box to complete these phrases.

1. Ein Mensch hat einen Mund, und ein Hund hat eine_____
2. Beethoven hat dieses Instrument gespielt._____
3. Menschen trinken und Tiere _____
4. Ist ein Zahn _____, so muß er gezogen werden.
5. Bauch rein, _____raus !

Activity 1

Identify the parts of a human face (or head) in German:

- 1) All parts that are visible in this photo.
- 2) Which parts are (partially) hidden?



Answer Key: 1) answers may vary; 2) Die Zunge und das linke Ohr der Frau sind nicht sichtbar.

Activity 2

In German, there are different expressions for body parts, depending on whether humans or animals are spoken about. If an expression, normally used for an animal, is intentionally used to refer to a human body part, it may become a vulgar and insulting expression.

Pair the “human” words with the “beast” words, and then take turns inventing sentences with the words. Consult a dictionary if you have trouble identifying the “beast” words.

trinken	fressen
Mund	Pfoten
Nase	schnüffeln
Hände	Maul
essen	Schnabel
riechen	Schnauze
Ohren	Schnute
Mund	Haxn
Gesicht	saufen
Bein	Lauscher

Answer Key:
trinken/saufen, Mund/Maul, Nase/Schnabel, Hände/Pfoten, essen/fressen,
riechen/schnüffeln, Ohren/Lauscher, Mund/Schnauze, Gesicht/Schnute, Bein/Haxn

Activity 3

Place the words from the jumble box in the appropriate column. Then, decide which activities you practice for your health. Add any other activities you consider important on the margins. Be prepared to share the activity with your peers in class.

Gesund

Nicht gesund

schwimmen gehen

rauchen

Diät machen

ins Fitnessstudio gehen

laufen

Alkohol trinken

Gewichte heben

viel schlafen

nachts lange aufbleiben

Fernsehen

viel essen

Activity 4

Do observational research on the German people and write down what you perceive as their “typical” physical characteristics. Be prepared to orally present your report in front of the class the next day. Remember that historically speaking, the German people have been composed of and mixed with many different ethnic groups. This fact helps to explain that there cannot be a “typical” body of the Germans.