

# SOLT I German Module 6 Lesson 7

## Student Manual



Culture and Protocol

At the end of this lesson the student will be able to understand, obtain and provide information about Culture and Protocol. In particular, the student will practice:

**Discuss Customs in the Target Region**

- Discuss do's and don'ts for SOF soldier
- Discuss important aspects of the target region's culture
- Engage in cultural activities
- Talk about famous people from the target region
- Talk about appropriate subjects for formal and informal events
- Select social activities in the newspaper
- Compare target region customs to US customs
- Discuss military customs and etiquette

### Scenario

Dieter Dietrichsen plans to impress his friend Duane Shultz from Des Moines, Iowa with a special treat of German culture. He wants to take him to a Roberto Blanco concert in Stuttgart. The dialogue addresses a variety of German and American stereotypes (e.g., what is and is not, and can and cannot be a “good” German or American) that will be picked up again in later activities.



- Dieter: Hallo Duane. Gestern fiel mir mein Versprechen ein, dich einmal zu einem deutschsprachigen Konzert einzuladen. Roberto Blanco ist in der Stadt und ich denke, seine Lieder werden dir gefallen.
- Duane: Hmm, okay. Ich hatte das schon längst vergessen. So – ich hmm – hatte nicht mehr damit gerechnet, aber wenn du willst, können wir uns das Konzert gerne mal anhören. Wer war doch gleich der Sänger?
- Dieter: Roberto Blanco. Das ist jedenfalls sein Künstlername. Wie der richtig heißt, weiß ich gar nicht. Ich glaube, der kommt aus Afrika.
- Duane: What? Umm, wie bitte? Ein deutscher Künstler, der aus Afrika kommt? Und seit wann verstehen die Deutschen Afrikanisch
- Dieter: Hmm, ja, aus Afrika. Roberto singt gut Deutsch. Es scheint als bräuchten die Deutschen afrikanische Entwicklungshilfe im Wiedererlernen ihrer eigenen Volkslieder.
- Elke: (Dieter's Frau im Vorbeigehen) Der Blanco kommt aus Kuba, nicht aus Afrika!
- Duane: Das wird ja immer interessanter. Ein afrikanischer Kubaner singt deutsche Musik! Ha!
- Dieter: Ist doch völlig egal, wo der herkommt! Er singt schön, macht gute Unterhaltung, und kommt gut an. Ich mag ihn sehr und sein Erfolg in Deutschland spricht doch ganz für ihn!

### Discuss Customs in the Target Region

#### Exercise 1 (Pair Exercise)

Germans slowly seem to be picking up on issues of “affirmative action” and “political correctness.” With increasing diversification of the population, especially during the past fifteen years, a considerable section of the younger generation – growing up together with the children of foreigners – has helped to ease tensions between Germans and “foreigners.” Much work from the perspectives of public anthropology, however, remains to be done to overcome xenophobia, bias, and violence against foreigners and ethnic minorities. Here are a few considerations that may help you speak politically correctly about people you may encounter in Germany. Try pronouncing the Turkish names below and ask your instructor for help if necessary.

**Exercise 1 (Pair Exercise) (continued)**

- Kulturelles Verstehen kann gut durch Wissen über Familiennamen geschehen: der türkische Nachname Demirci bedeutet ganz einfach *Schmidt* und Durna heißt *Kranich* während der türkische Frauennamen Akasma “weiße Kletterrose“ und der männliche Vorname Sener “Freudenbringer“ (see scenario M6L4) bedeuten.
- Stellen Sie bitte diese beiden Personen vor: “Frau Akasma Demirci kommt aus Iskenderun, Türkei und Herr Sener Durna kommt aus Üsküdar, Türkei.“
- Herr Cengiz Dagci und Frau Nezihe Meric sind bekannte türkische Autoren.
- Schwarze Menschen, z.B. Afrikaner, werden im Deutschen nicht mehr “Neger“ genannt sondern „Schwarze“ oder „Schwarzafrikaner.“ Besser ist es jedoch zu sagen, “dies ist Herr Mensah aus Ghana, oder Frau Ayele aus Addis Abeba.“



**Exercise 2 (Pair Exercise)**

Many German names are well known in the United States due to the fact that the majority of Americans trace their origins – and surnames – back to Germany. Some German names, however, still appear difficult for Americans to pronounce. Always make sure you have a good command of pronunciation when attempting to say the names of your counterparts. A poor attempt is not good enough anymore. Therefore, practice name-pronunciation with your partner by using pages from old German telephone books. Here is an example how to inquire about the correct pronunciation of a name. Use the German phonetic alphabet you already learned in M1L1 to spell the names:

**Exercise 2 (Pair Exercise) (continued)**

<b>A</b>	Anton	<b>N</b>	Nordpol
<b>B</b>	Berta	<b>O</b>	Otto
<b>C</b>	Caesar	<b>P</b>	Paula
<b>D</b>	Dora	<b>Q</b>	Quelle
<b>E</b>	Emil	<b>R</b>	Richard
<b>F</b>	Friedrich	<b>S</b>	Samuel
<b>G</b>	Gustav	<b>T</b>	Theodor
<b>H</b>	Heinrich	<b>U</b>	Ulrich
<b>I</b>	Ida	<b>V</b>	Viktor
<b>J</b>	Julius	<b>W</b>	Wilhelm
<b>K</b>	Kaufmann	<b>X</b>	Xanthippe
<b>L</b>	Ludwig	<b>Y</b>	Ypsilon
<b>M</b>	Martha	<b>Z</b>	Zacharias

Beispiel:

A: Entschuldigung, wie spricht man Ihren Namen korrekt aus?

B: "Alois Reichelberger" – das ist R-e-i-c-h-e-l-b-e-r-g-e-r !

A: R-e-i-c-h-e-l-b-e-r-g-e-r. Vielen Dank Herr Reichelberger.

B: Darf ich Ihnen meine Frau M-e-c-h-t-h-i-l-d vorstellen?

A: Guten Abend, Frau M-e-c-h-t-h-i-l-d Reichelberger. Es ist mir eine Ehre, Sie kennen zu lernen.

**Exercise 3 (Pair Exercise)**

Punctuality is in fact something Germans put a lot of emphasis upon. According to author Susan Stern, the standard topic of conversation for strangers in trains is the discussion of the punctuality and reliability of the German Bundesbahn. Here are some phrases you may overhear or even apply it yourself when attempting to make it beyond that standard topic, and getting to know a few Germans more closely. Discuss these phrases and share any anecdotes, if you have any, related to it about Germany or any other country you have visited.

- Ausruf am Bahnsteig: "Der Europa 007 ist auf unbestimmte Zeit verspätet!"
- Passagier im Abteil: "Die Bahn ist auch nicht mehr, was sie mal war. Der Zug ist schon wieder zu spät!"
- Alte Dame: "Jawohl. Pünktlichkeit ist eine Zier! Und die Fahrpreise wurden schon wieder erhöht!"
- Schaffner: "Sehr verehrte Dame, die deutsche Bundesbahn ist immer noch das pünktlichste Transportmittel in Europa."



#### Exercise 4 (Pair Exercise)

You and your partner are avid soccer players and would like to join a club when you come to Germany. Practice some initial phrases that you may want to keep in mind for similar purposes. If you don't play soccer, select another team sport and adapt the task to the exercise.

A: Guten Tag. Ich heiße ..... und komme aus Amerika. Dort habe ich in einem Fußballverein Torwart / Libero / Verteidiger / Mittelfeldspieler / Mittelstürmer gespielt. Kann ich bei Ihnen mitspielen?

B: Das kommt ganz darauf an, ob wir einen Stürmer brauchen. Ich kann Sie aber gerne mal zu einem Trainingsspiel einladen.

A: Vielen Dank, das wäre sehr gut. Wann kann ich kommen?

#### Exercise 5 (Pair Exercise)

Sit down with your partner and see how many famous modern Germans you can come up with. Then each of you should pick one person about whom you can talk for a minute and explain to the class what this person has done so well to become famous.

Beispiel: Franz Beckenbauer ist der berühmteste Libero der Welt. Er hat dazu beigetragen, dem deutschen Fußball zu Welterfolg zu verhelfen.



#### Exercise 6 (Pair Exercise)

Due to the lingering tensions between Germans from eastern and western parts of the country, one has to be careful when it comes to the famous Ostfriesenwitze. Ostfriesenwitze as such are largely acceptable, but sometimes they are told with a callous reference to eastern Germans, at which point an Ostfriesenwitz becomes an unacceptable "Ossi" Witz. Because the funny "existence" of the Ostfriesen is more of a fictitious nature, the second example below would have been "more acceptable" had the teller used the word "Ostfriesen" instead of "Ossi." Having said that, there may be quite a few Ostfriesen who still feel offended when jokes are told at their expense. Work with your partner and instructor on these two jokes to get the full "Pointe" (meaning) for a chuckle

**Exercise 6 (Pair Exercise) (continued)**

of the day (feel free to find more German humor on the Internet, e.g., Ärztwitze, Golfwitze, Juristenwitze, Führerscheinwitze, etc.) Relate this activity with the U.S. culture.

1) Ein Ostfrieße steht das erste mal vor einem Aufzug. Eine alte Dame steigt ein. Nach einer Minute öffnet sich die Tür wieder und ein junges Mädchen steigt aus. "Wenn ich das zu Hause erzähle, wollen die alle hierher," murmelt er beim weggehen.

2) Ein Ossi steht vorm Aldi mit n'em Äffchen auf'm Arm. Als eine Blondine rauskommt, bittet er sie, das Äffchen zu halten. Als die Blondine ja sagt, geht er schnell einkaufen. Dann kommt ein alter Mann aus'm Aldi, sieht das Äffchen und fragt die Blondine: "Von wem haste denn den?" "Von n'em Ossi, Alter!" sagt die Blondine gereizt. Der alte Mann überlegt und sagt: "Konns'te den nich' abtreiben, Blondie?!"



**Exercise 7 (Pair Exercise)**

In order to select social activities the fastest way probably is going to the Internet to search the local culture scene. Alternatively, one could also consult local and national newspapers and magazines about what's going on. Especially the "Lokalseiten" of local papers and the "Feuilleton" sections of the larger papers are very rewarding when you are looking for weekend activities. By far the best way to explore the local scene is, of course, by word of mouth. Become friends with Germans, and ask them what they know. Use these information-getting samples, taking turns with your partner, and then discuss the exercise with the rest of the class.

- Was läuft denn hier am Wochenende?
- Wie kann ich mir hier meine Freizeitinteressen befriedigen?
- Wie bekomme ich Karten für diese Veranstaltung?
- Wo kann ich Aktivitäten für meine Familie planen?
- Gibt es Freizeiteinrichtungen, die bei der sinnvollen Eingliederung meiner Familie helfen können?
- Welche lokalen Kulturtipps können Sie mir geben?



### Exercise 8 (Pair Exercise)

Each student is assigned a figure from the list of famous Germans or German-speaking celebrities below. Students will not be told what name they will be given, but will place their name card on their forehead or back. The “celebrity” can only ask yes-or-no questions to the rest of the class. The student who guesses his or her “celebrity name” in the shortest time is the winner

### Instructor Version

#### SOME FAMOUS GERMANS AND GERMAN-SPEAKING CELEBRITIES

- Alois Alzheimer (1864-1915) German neuropathologist who in 1906 identified the memory-loss ailment named after him. He was born in 1864 in Markbreit, Germany. Excelling in science at school he later studied medicine in Berlin, Tübingen, and Würzburg. Alzheimer was buried next to his wife in the Jewish cemetery in Frankfurt am Main.
- Johann Sebastian Bach (1685-1750) The most prominent in an amazing series of musical Bachs spanning the 16th to the 19th centuries. J.S. Bach's career began in earnest when he became court organist at Weimar in 1708. By 1714 he became Konzertmeister. He composed musical monuments like the "Brandenburg Concertos," the "Pastoral Symphony," and "The Well-Tempered Clavier."
- Ludwig van Beethoven (1770-1827) | Born in tiny Bonn, he moved to Vienna, the musical capital of Europe, at the age of 22. Beethoven's "Ode to Joy" became the official anthem of the European Community in 1986, and the unofficial anthem of German unification in 1989. Beethoven's grand symphonies, chamber music, and other classical works now also belong to the entire world.
- Otto von Bismarck (1815-1898) Unified Germany in 1871. As Reichskanzler (imperial chancellor) Bismarck stayed at the helm of the Prussian Second Reich until 1890. A scheming manipulator to the end, even his introduction of social security for workers (1883) was politically motivated.
- Willy Brandt (1913-1992) Became mayor of West Berlin in 1957, was German chancellor (SPD, Social Democrats) from 1969 to 1974, and winner of the Nobel Peace Prize in 1971 for his Ostpolitik of rapprochement with East Germany. Brandt was a popular statesman and remained influential in the SPD party right up to his death.
- Wernher von Braun (1912-1977) Born in Wirsitz in eastern Germany (now Poland) and worked at Peenemünde developing the V2 rockets that struck at Britain in 1944-45. One of the first true "rocket scientists," he and about 120 other German scientists were brought to the U.S. to work on rocket systems. The U.S. space program was greatly speeded up by their work, culminating in the Saturn V rocket that sent Americans to the moon on the Apollo mission in 1969, when von Braun was the head of NASA's Marshall Space Flight Center in Huntsville, Alabama.
- Charlemagne (Karl der Große, 742-814) Emperor (Kaiser) of the Holy Roman Empire of the German Nation (das Heilige Römische Reich Deutscher Nation), the First Reich. He had become King of the Franks in 776. The Germanic Charlemagne and his Frankish tribe gave France its name. Frankreich (empire of the Franks) is the German word for France.
- Albert Einstein (1879-1955) Published his theory of relativity in 1905. Born in Ulm, Germany, Einstein later attended university in Zurich, Switzerland, where he received his Ph.D. In 1916, while a



professor at the University of Berlin, Einstein published his general theory of relativity, a significant expansion of his earlier work. He received the 1921 Nobel Prize in physics. In 1933 Einstein moved to Princeton, New Jersey, where he was to live for the rest of his life. Einstein's letter to President Roosevelt helped start the Manhattan Project and the development of the atomic bomb by the U.S.

- Sigmund Freud (1856-1939) The Austrian inventor of psychoanalysis.
- Johann Wolfgang von Goethe (1749-1832) The "Gothic Shakespeare" – with contemporaries Schiller and von Kleist – began the German literature movement known as Romanticism. This giant of German culture wrote the famous two-part drama, Faust, many classic poetic works, and an international "best selling" novel, The Sorrows of Young Werther, that precipitated a rash of youth suicides across Europe. Goethe was also interested in science. His *Metamorphose der Pflanzen* ("Metamorphosis of Plants") was more accurate than *Farbenlehre* ("Theory of Color"). 1999 was "das Goethe-Jahr" – a year-long celebration of the 250th birthday of the Germany's best-known cultural icon.
- Franz Kafka (1883-1924) He did not even want his "kafkaesque" works published, but the Prague-born author who wrote in German became posthumously famous for his stories of people fighting to survive in a bizarre, inhumane world, as in *Der Prozess* (The Trial) and *Die Verwandlung* (Metamorphosis), the tale of a man who wakes up one day to discover he is a giant bug.
- Immanuel Kant (1724-1804) One of the greatest philosophers of all time, he was born in Königsberg, East Prussia (now Kaliningrad, Russia). A teacher and professor (of logic and metaphysics at the Univ. of Königsberg) for most of his life, Kant's best known work, *Critique of Pure Reason* (*Kritik der reinen Vernunft*), was first published in 1781. A second revised edition appeared in 1787. In *Critique*, Kant criticized the assumptions of Leibniz and other earlier philosophers that man was capable of understanding "truths" through pure reason and thought. The idea of the "thing in itself" ("das Ding an sich"), existing independent of any human subjective view, stems from Kant.
- Thomas Mann (1875-1955) *Buddenbrooks* (1900), *Death in Venice* (1912), *The Magic Mountain* (1924), and *Felix Krull* (1954) are the most famous works of this Nobel Prize-winning writer (1929). His older brother Heinrich Mann (1871-1950) was also a noted novelist and writer (Professor Unrat, 1905 - the basis for the famous film, *The Blue Angel* with Marlene Dietrich). Both brothers spent the years after 1933 living in exile, most of that time in Santa Monica, California.
- Karl Marx (1818-1883) German philosopher and writer whose enormous impact on the world continues today. The "inventor" of communism was born Karl Heinrich Marx born in the German city of Trier (then in Rhenish Prussia) to a Jewish family whose members were all Lutherans. Marx studied at the universities of Bonn, Berlin, and Jena. He was greatly influenced by the writings of the German philosopher Friedrich Hegel (1770-1831). Because of his rebellious tendencies, Marx spent most of his adult life in exile. After 1849, he lived the rest of his life in London with his noble wife and children, usually on the verge of starvation. Before going into British exile, Marx and his friend Friedrich Engels (1820-1895) had completed *The Communist Manifesto* ("Workers of the world, unite!"), first published in London in February 1848.
- Wolfgang Amadeus Mozart (1756-1791) Began his musical career at the age of four. His creations in opera, chamber music, symphony, and piano concertos are considered by many to be some of the most superb of all time. Mozart was born in Salzburg, Austria but spent most of his working life in Vienna.
- Friedrich Nietzsche (1844-1900) The German philosopher and writer, born in Saxony in eastern Germany, became famous for his *Übermensch* (superman) and the wisdom of Zarathustra. His philosophy, expounded in works like *Die Geburt der Tragödie* (The Birth of Tragedy, 1872), *Also sprach Zarathustra* (Thus Spoke Zarathustra, 1883), and *Der Wille zur Macht* (The Will to Power, 1888), was falsely adopted by the Nazis, but only by corrupting and editing Nietzsche's true ideas, which rejected anti-Semitism, as well as German nationalistic and racist tendencies.
- Joseph Pulitzer (1847-1911) Born in Austria-Hungary. In 1868 he became a reporter for the St. Louis *Westliche Post*, a German-language newspaper which he came to own three years later. After problems in St. Louis, Pulitzer bought the *New York World* and turned it into a successful, aggressive newspaper. He endowed the Columbia University school of journalism in 1912 and established the Pulitzer prizes for literature and journalism.
- Paul Julius Baron von Reuter (Israel Beer Josaphat, 1816-1899) Founded a news agency in Aachen, Germany and Verviers, Belgium in 1849, using carrier pigeons to dispatch the news that arrived by

telegraph in the two cities. Two years later Reuter moved to London and established the Reuters Telegrams news agency. Today Reuters is one of the largest international news and press agencies. Born in Kassel, Reuter adopted his new name in 1844, and received the title of baron in 1871

- Rainer Maria Rilke (René Karl Wilhelm Johann Joseph Maria Rilke, 1875-1926) The Austrian poet was born in Prague, then part of Austria-Hungary (now in the Czech Republic). He studied there and in Munich. Rilke infused his poetry with the essence of the "thing in itself" ("das Ding an sich," from Kant's philosophy) to avoid traditional subjective or objective views. His work had great influence on English poetry and poets such as Auden. - View Rilke's grave in Switzerland.
- Friedrich von Schiller (1759-1805) Second only to Goethe, one of Germany's greatest dramatists and poets. Schiller was forced by Duke Karl Eugen of Württemberg to study law and medicine for eight years. It comes as no surprise then to discover the theme of rebellion and protest in many of Schiller's works. His dramas include *Die Räuber* (1781), *Kabale und Liebe* (1784), *Don Carlos* (1787), *Wallenstein* (1800, considered his greatest drama and translated into English by Coleridge), and *Wilhelm Tell* (1804). Also see Schiller links below.
- Helmut Schmidt (1918-) Schmidt (SPD) was Willy Brandt's successor in 1974 as the chancellor of West Germany for the next seven years. One of the most intellectual and internationally most acclaimed of all German chancellors, Schmidt speaks eloquently in both German and English and has written several influential books. He is still popular, appearing regularly as a media commentator and publisher of *Die Zeit*, one of Germany's most respected weeklies.
- Gerhard Schröder (1944- ) Elected German chancellor in September 1998, Schröder (spelled Schroeder in English) is the former governor (Ministerpräsident) of Lower Saxony (Niedersachsen). He and his junior coalition partners, the Greens, faced tough challenges to inspire new dynamics into German politics and society after a 16-year rule of conservative coalitions that had blocked much needed change under the pressing demands of a unifying Germany in a unifying Europe.
- Albert Schweitzer (1875-1965) Generous doctor to the natives in Lambarene, French Equatorial Africa (now Gabon), where he lived from 1913 until his death there in 1965. He established a hospital for the natives in Lambarene and worked tirelessly to improve the living conditions there. Schweitzer was also an accomplished musician (notably on the organ) and theologian/philosopher who wrote several books on religious, humanitarian themes, as well as a classic work on J.S. Bach. During his time in Africa, Schweitzer often traveled abroad to lecture and give organ recitals. His 1931 autobiography is entitled *Aus meinem Leben und Denken* (My Life and Thought). In 1952 he received the Nobel Peace Prize. Schweitzer was born in Kaysersberg in German Alsace, now in France.
- Edward Teller (1908-2003) Born in Austria-Hungary and came to the U.S. in 1935 after studying in Germany. Known as the "father of the H-bomb," Teller worked on the wartime Manhattan project at Los Alamos, New Mexico. Teller accused American physicist Robert Oppenheimer of blocking progress on the H-bomb during hearings in 1954.
- Ferdinand von Zeppelin (1838-1917) Graf (Count) Zeppelin invented the rigid-frame airship near Lake Constance (Bodensee). As a young military officer, Zeppelin visited America in the midst of the Civil War to brush up on his military science.

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### The Passive Describing a State (Zustandspassiv)

As the next step in honing your skills in the use of the passive in German grammar, you are now moving on from the passive alternatives discussed in Module 6, Lesson 5 and the indirect passive in Module 6, Lesson 6.

Beyond passive forms that describe actions or events, there is also a passive describing a situation, a state, or a result. The passive that describes the condition of one of those states is called Zustandspassiv (“Beschreibung eines passiven Zustands”). But the *Zustandspassiv* is not used as often as the passive forms practiced in the two previous lessons.

Beispielsätze:

1. Ich habe für eine Stunde geschwitzt aber jetzt ist der Rasen gemäht.  
*I have sweated for one hour but now the lawn is mowed.*
2. Mein Haus ist aufgeräumt und sauber!  
*My house is tidy and clean.*
3. Das Kirchentor ist bereits verriegelt.  
*The church gate is already locked.*

(see more at [www.langenscheid.de](http://www.langenscheid.de), German Grammar in a Nutshell, 2002)

Fortunately, the Zustandspassiv occurs almost only in the present and simple past tenses. It is formed similarly to the passive that describes events with *werden*. However, instead of using *werden*, the Zustandspassiv uses the appropriate form of *sein*:

- In the present tense the Zustandspassiv is formed with the present tense of *sein* + past participle
- In the simple past the Zustandspassiv is formed with the simple past of *sein* + past participle

Beispielsätze:

1. Manchmal wünsche ich mir, ich komme ins Büro, der Kaffee **ist gekocht**, meine Arbeit **ist getan**, und mein Chef **ist verreist**.  
*Sometimes I wish that when I get to the office, the coffee has been made, my work has been done, and the boss is away.*
2. Ich träumte kürzlich, ich kam von der Arbeit und das Geschirr **war gespült**, alles **war aufgeräumt**, die Wäsche **war gewaschen** und **gebügelt** und das Essen **war gekocht** und (**war**) auf den Tisch **gestellt**.  
*I dreamt recently that I came home from work and the dishes had been done, everything had been cleared away, the laundry and ironing had been finished, and dinner had been cooked and put on the table.*

(see more at [www.langenscheid.de](http://www.langenscheid.de), German Grammar in a Nutshell, 2002)

### Exercise 1

Transform these newspaper headlines by using the Zustandspassiv in the simple past:

1. 2002: Einführung des Euros als Bargeld und gesetzliches Zahlungsmittel
2. Letzte Woche: Wahl von Gerhard Schröder zum deutschen Bundeskanzler.
3. 1999: Erweiterung der NATO.
4. 2003, nach der Yokohama-Verlust: Neubildung der deutschen Nationalmannschaft.
5. Gestern: Eröffnung der Europäischen Zentralbank in Frankfurt am Main.
6. Vorigen Monat: Verbindung der ersten internationalen Raumstation ISS.

### Exercise 2

Transform these newspaper headlines by using the Zustandspassiv in the present tense:

1. Wahl von Johannes Rau zum Bundespräsidenten
2. Einrichtung der Europäischen Union.
3. Entwertung des US Dollars gegenüber dem Euro.
4. Start des Hubble Teleskops.
5. Wiedervereinigung der beiden deutschen Staaten.
6. Großoffensive von Bayern München verhindert.

Absicht, die	die Absichten	intention
anlegen		invest, to; to attach; to plan
anpassen		adjust, to; to adapt
anrühlich		infamous; objectionable
auflockern		relax, to (rules)
Aufsichtsrat, der		board of directors
beitragen		contribute
Belegschaft, die		staff
Beziehungskiste, die		marriage & partnership gossip
deutlich		clear, distinct
egal sein (völlig egal sein)		uninterested (completely) in something
Eingliederung, die	(-en)	integration; rehabilitation
einkaufen		shop, to
einrichten		establish, to
Förderung, die	(-en)	support, furtherance
genauso		same
geräuschvoll		noisy
gnädig		gracious; mild
großartig		brilliant; superb; awesome (coll.)
Gutshof, der	die Gutshöfe	estate
Handschlag, der	die Handschläge	handshake
Hauch, der		breeze, whiff
herbeiführen		bring about, to; to effect
herrlich		exquisite; glorious
hervorragend		outstanding; distinguished
mißbilligen		disapprove, to
murmeln		murmur, to
niederträchtig		mean; nasty; calculating
Offenheit, die		openness
Ostfriesen(witze), die		“East-Frisian jokes“
Pünktlichkeit, die		punctuality
Rahmen, der	die Rahmen	frame
rechnen (nicht damit gerechnet haben)		reckon, to; to calculate
schaufeln		shovel
Schwerpunkt, der		focal point; center of balance
sinnvoll		meaningful
Sitzungssaal, der	die Sitzungssäle	meeting room
Tellerrand, der		rim of the plate
Tischgebet, das (das Tischgebet sprechen)		say grace, to
Trainingsspiel, das	die Trainingsspiele	practice match
trommeln		drum, to
überlegen		think, to; to contemplate
unbestimmt		uncertain; vague

Veranstaltung, die	(-en)	event
Verbinden, das		connecting; joining
Verhandlung, die	(-en)	negotiation
versprechen		promise, to
Wertschätzung, die	(-en)	appreciation; estimation
zustimmen		agree, to; to affirm

### Stereotypes

Many Americans make the mistake of underestimating cultural differences between Germans and Americans. After all, more Americans descended from German ancestors than from any other ethnic group. Germans often speak good English, and it's easy to assume that they also think similarly. But Germany is an ancient culture in comparison with American culture, and many German customs and traditions are deeply embedded in history, tradition and culture. If you ignore this fact, you will manage to insult Germans without knowing it.



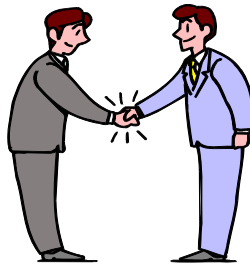
There are stereotypes on both sides that need to be acknowledged. Americans often view Germans as being “uptight,” stiff,” “overly-formal,” “cold,” “overzealous” and “nit-picking.” Germans, on the other hand, often view Americans as being “superficial,” “uncultured,” “imprecise,” “flighty,” “uncouth,” and “loud and arrogant.” These traits have developed through cultural and historical differences, and are then often interpreted falsely by the other culture. In fact, Americans’ informality often causes Germans considerable problems. They have been brought up in a country that values correctness, punctuality, distinction between personal and business worlds, and a deeply ingrained sense of duty and pride in work. Many Americans erroneously assume that Germans only work according to rules and regulations. In many cases, this is absolutely the opposite of what actually happens. In a military situation, a German officer will give a subordinate a task, and explain why and when it must be done, but the execution is left up to the individual, as long as it gets done well, and on time. The subordinate is expected to think the project through, and to take appropriate action.



**Tip of the Day**

Many Germans like to meet relatively informally at a cafe or restaurant, or even a bar to discuss business. Invitations to meet colleagues at home are usually more formal events, and you should be sure to bring a present, such as a good bottle of wine, chocolates, juices, or even flowers.

On the other hand, Americans may feel stymied with the various rules and regulations regulating normal German life, and the complexity of everyday interactions between people. For example, when you leave the room, it is customary in German to shake hands with each and every person before leaving. An all-inclusive “Bye, y’all,” and a wave of your hand won’t go over very well. There is also the Sie/Du distinction, with all the subtle differences between formal and informal worlds.



This may seem daunting at first, but the way to deal with it is to recognize that the cultural differences are there, and that you will have to keep your minds and eyes open. There are several excellent books on the market on the cultural differences business people experience between these two cultures, and these books can help you to further perfect your skills.



**Discuss Customs in the Target Region**

**Activity 1 (Pair Activity; Reading Comprehension)**

Consider the following social courtesies regarding appropriate behavior in Germany. Review the chart below. Consider what other courtesies you may add to this list (e.g., courtesies in the presence of old people, women, children, foreigners, etc.), and discuss with your partner how you could formulate them in German to be added to this list. Read the text loud so that one reads the Do's and the other the Don'ts, and vice versa.



Do's	Don'ts
Erwerben Sie sich Offenheit und Toleranz gegenüber der kulturellen und sozialen Unterschiede, die Sie täglich beobachten.	Versuchen Sie nicht, der deutschen Gesellschaft Ihre eigenen "Westlichen" Werte aufzuerlegen.
Freuen Sie sich über die herrliche Lebensherausforderung, einmal für längere Zeit in einem sehr alten und großartigen Land mit einer faszinierenden europäischen Kultur und Geschichte leben zu dürfen.	Trotz vieler kultureller Ähnlichkeiten zwischen den USA und Deutschland, erwarten Sie nicht, dass in Deutschland alles genauso ist, wie in Ihrem Heimatland.
Arbeiten Sie täglich an der Verbesserung Ihrer deutschen Sprachkenntnisse. Sehen Sie die Sprache als ein Fenster in die deutsche Kultur. Je größer Sie es machen, um so tiefer gelingt Ihnen der Einblick.	Vermeiden Sie niederträchtige Bemerkungen über die deutsche Kultur, da besonders jüngere Deutsche ihr Recht verlangen, sich wieder patriotisch in ihrer kulturellen Herkunft fühlen zu dürfen.
Versuchen Sie, sich an lokale Verhaltensweisen anzupassen. Respektieren Sie religiöse Feiertage mit ihren Regeln in Bezug auf Speise, Kleidung, und Etiquette.	Anstatt von kurzen Hosen, T-Shirts, oder Sandalen, tragen Sie bitte angemessene und nicht-provozierende Kleidung wenn Sie eine deutsche Kirche, Synagoge, oder Moschee betreten.

**Activity 2 (Pair Activity)**

Question: What are good table manners that I should keep in mind in Germany?

Answer: Practice the numerous answers to this question with your partner in German.

Here are only the most important ones. Feel free to add more, but secure feedback from the instructor. Hint: several are listed in the lessons about food and drink, i.e., M3L1 and M6L5. Then the whole class will compare them with American table manners.

- In Deutschland wünscht man sich vor jedem Mahl "einen Guten Appetit;" manchmal wird auch ein Tischgebet gesprochen.

### Activity 2 (Pair Activity) (continued)

- In Deutschland ißt man den Teller leer! Man nimmt deshalb nur so viel Nahrungsmittel wie man wirklich essen kann. Speisereste werden mißbilligt und werfen ein schlechtes Bild auf die Person.
- Während des Essens, halten Sie Ihre Hände über dem Tisch und nicht darunter.
- Sitzen Sie gerade und dicht am Tisch.
- Essen Sie während des ganzen Mahls mit Messer und Gabel ohne dass Sie, so wie in Amerika, das Messer auf den Tellerrand legen.
- Stützen Sie Ihren Kopf nicht auf die Hand oder beide Hände.
- Hängen Sie Ihren Kopf nicht über den Teller.
- “Schaufeln” Sie das Essen nicht in den Mund.
- Fangen Sie nicht zu essen und trinken an, bis dass jeder am Tisch bedient und ein Toast ausgesprochen wurde.
- Schauen Sie die Tischnachbarn oder den Redner an, wenn ein Toast gesprochen wird.
- Kauen Sie nicht mit offenem Mund und stoßen Sie nicht geräuschvoll auf.
- Wenn Sie mit dem Essen fertig sind, legen Sie Messer und Gabel parallel zueinander auf den Teller und legen Sie die gefaltete Serviette neben den Teller.
- Verlassen Sie den Tisch nicht, bis alle mit dem Essen fertig sind.
- Small-talk nach dem Essen – bei einem Glas Wein oder dem Dessert – kann bis zu einer halben Stunde dauern

For much more, check in at “Mind your Manners: Tips for Business Professionals Visiting Germany” <http://www.german-business-etiquette.com/10-business-dinners.html>



### Activity 3 (Pair Activity)

Brief but firm handshakes at the time of introduction, arrival, and departure are standard and frequent in both business and social relationships. These firm handshakes recur several times during the day and week. Hugging and kissing on both cheeks are common among good friends, young people, artists, and family members. Handshaking between parents and grown children, or between adult siblings is rather uncommon. When arriving and leaving, take the time to shake hands firmly with everyone individually in a group. So why shake hands “firmly” at all times? Because a weak handshake is easily interpreted with a weak character. Create a role-play with your partner, in which you imagine you are spending your first day on a new job with your new superior, who introduces you to people and procedures in the office, followed by an early dinner at home with his family, and a visit at his golf club. How would you handle the people and situations along the way? Together with your partner devise a script as an imaginary guide.

### Activity 3 (Pair Activity) (continued)

Here are some fragments:

#### FRAGMENTARISCHER TERMINPLAN:

- 8:00 Uhr: Treffen mit Herrn Dr. Schmidt, CEO der Motorenfabrik GMU, in seinem Büro am 8. Stock (beim Gruß mit Handschlag sagen Sie freudig: “Guten Morgen Herr Dr. Schmidt! Es ist mir eine Ehre, Sie endlich persönlich kennen zu lernen!”)
- 10:00 Uhr: Vorstellung der Belegschaft im Sitzungssaal der Firma (Handschlag mit jeder Person; lächeln, Augenkontakt mit jeder Person; dazu sagt man: “Guten Tag, “Wie geht es Ihnen?“ “Nett, Sie kennenzulernen“ “Freut mich, Ihre Bekanntschaft zu machen,“ etc.)
- 12:00 Uhr: Vorstellung und Mittagessen mit dem Aufsichtsrat (steif und sehr formell zu Beginn, während des Essens vielleicht auflockernd; alles wieder mit viel Händeschütteln verbunden)
- 17:00 Uhr: Abendessen im Hause Schmidt (formelle und informelle Begegnung mit den Kindern und Frau Julia Schmidt)
- 19:00 Uhr: Treffen im Golf Club mit Dr. Schmidts Vereinskollegen (alle Mitglieder der höheren Mittelklasse; legere Kleidung, formelles Vorstellen, dann informelle sportliche Kommunikation während des Matches, und unter Umständen sehr informell nach dem Spiel beim Whiskey an der Vereinsbar).

### Activity 4 (Pair Activity)

Imagine you are having a conversation with the following famous individuals about German reunification. Take turns playing parts. Work on a list of at least five questions you could ask each person. Role-play one of the dialogues to the rest of the class.

Gerhard Schröder  
Michail Gorbatschow  
George Bush (Sr. and/or Jr.)  
Joschka Fischer  
Erich Honecker



### Activity 5 (Group Activity)

Form groups of three. The German Bundesregierung has an extensive official protocol for state representation. Whenever both foreign and federal dignitaries come to deal with the government, there are specific details of protocol that have to be followed. The list below contains some of these occasions. Imagine you are the head Master of Ceremonies and your partner is your adjutant. Select one event and plan it according to the protocol procedures following the bulleted list.

### Activity 5 (Group Activity) (continued)

#### PROTOKOLL INLAND / AUSLAND DER BUNDESREGIERUNG

Im Rahmen der staatlichen Repräsentation bietet die folgende Liste von Aspekten, eine Übersicht über das protokollarische Spektrum einer föderativ-demokratischen Staatsregierung. Sie schafft den rituellen und institutionellen Rahmen für

- Staatsbesuche
- nationale und internationale Konferenzen
- Gedenkveranstaltungen
- Festakte und Jubiläen
- Trauerstaatsakte und Staatsbegräbnisse
- Amtswechsel, Verabschiedungen und Ordensverleihungen
- Empfänge, Bankette und offizielle Essen
- Eskorte

“Protokollarisches Handeln ist eine Art international gebräuchlicher "Zeichensprache". Mit ihr werden z.B. bei Staatsbesuchen der Rang und die Würde des Gastes, seine Wertschätzung, aber auch politische Absichten des Gastgebers deutlich gemacht. Protokollarisches Handeln dient damit der Förderung politischer und staatlicher Interessen und schafft die entsprechende Atmosphäre für Gespräche und Verhandlungen.“ (Auszug aus einer Regierungsanweisung)



### Activity 6 (Pair Activity)

To be on firm ground in picking topics of conversation for formal and informal events, be informed of what's going on in politics and the society to have a good command of initiating a topic. However, it always depends on the circumstance and the kinds of people you are with, and how long you have known them. For example, although it may be generally acceptable for people in the western part of Germany to talk about homosexuality, you may want to stay clear of the topic if you are joining a Christian group from eastern Germany on a hike to the Harz Mountains (but even then you may find a remarkable openness toward this topic). Take a good look at the list below in order to distinguish between acceptable and unacceptable themes as topics of conversation.

**Activity 6 (Pair Activity) (continued)**

Decide with your partner which topics to select, and imagine a variety of situations and circumstances in which the topic may or may not be acceptable. Ask your instructor if you are in doubt. Summarize your comparison to the whole class, which will add more information at the same time.

<b>Akzeptable Themen</b>	<b>Schwierige Themen</b> (vielleicht auch nicht)
Pünktlichkeit	Krankheiten
das Wetter	der Zweite Weltkrieg
Sport	Holocaust
Straßenzustände	Deutsche und Juden
Unterhaltung	Deutsche und Ausländer
Politik	Erziehungsthemen
Schulen und Lehrer	Islam in Deutschland
Urlaub	“über Geld redet man nicht”
Wiedervereinigung	Hitler, etc.
nationale Identität	“anrühige” Witze
Berlin als Hauptstadt	Amerika
Beziehungskiste	Religion
das neue Europa	
Deutsche über Deutsche	
Nacktheit	
Liebe	
Fernsehen	
Armut in der Dritten Welt	

**Activity 7 (Pair Activity; Reading Comprehension)**

Reading the local newspaper, you come across the ad below. Call the given telephone number, and inquire about the possibilities of celebrating your tenth wedding anniversary at Schloss Steinhöfel. Since all prospects look good, you make the decision to go through with this plan. Write a possible dialogue between you and the hotel’s master event planner (your partner). Also read the text loud to each other. Role-play the situation for the rest of the class.

SCHLOSSHOTEL STEINHÖFEL: GUTSHOF BIETET ELEGANTEN RAHMEN FÜR FAMILIENFESTE. Wünschen Sie sich eine Hochzeit wie im 17. Jahrhundert?  
Das restaurierte Schlosshotel im brandenburgischen Gut Steinhöfel und der großzügig angelegte englische Landschaftspark sind mehr als eine Reise wert. Das elegante Hotel lässt sich auch hervorragend für Hochzeiten, Tagungen und Seminare nutzen. Die antik eingerichteten Räume geben Ihrer Veranstaltung einen ganz besonderen Flair von Eleganz. Telefon: 06101-158958. [FR, Dienstag, 30. Dezember 2003]

**Activity 7 (Pair Activity; Reading Comprehension) (continued)**

Beispiel:

A: Schlosshotel Steinhöfel, Guten Tag.

B: Guten Tag. Ich würde gerne eine Familienfeier bei Ihnen feiern. Haben Sie noch Termine frei?

A: Nicht mehr für die nächsten drei Monate. Wollen Sie etwas danach?

B: Ja, das würde uns gut passen, und zwar am 14 Juni, wenn das möglich ist.

A: Sie haben Glück. Wir haben noch etwas frei für diesen Tag.

B: Sehr gut. Dann machen wir diesen Termin jetzt fest.

A: Gut. Sagen Sie mir bitte Ihren Namen und einen Termin wenn Sie kommen könnten.

B: Ich heiße ... und ich könnte am Dienstag in zwei Wochen um 19:00 Uhr bei Ihnen sein. Und ich freue mich sehr auf dieses Treffen.

A: Das freut mich sehr. Bitte überlegen Sie und Ihre Familie sich, wie sie diese Feier gestalten möchten, wie viele Gäste erwartet werden, welche Musikwünsche Sie haben, und – das Wichtigste – welche kulinarischen Prioritäten Sie setzen wollen.





**Tip of the Day**

What does it mean not to be the “ugly American”? SF soldiers should accept a model role as representatives of the US. As such they should accept the humans living within the boundaries of Germany as they are. Try hard not to look at their behavior from a solely “American” perspective. German reasoning and cultural responses may be very different from American ones, yet they have gained cultural value through common acceptance.

**Activity 8 (Pair Activity)**

The situation is that you have been invited to attend a social function at which there will be representatives of the German military. The occasion is a special NATO anniversary. Make a list of suitable topics that could be addressed during the banquet. Then select one topic and discuss it thoroughly with your partner. Take notes to document the process. Here are a few conversation starters. Brief the class about the topic you selected. Explain.

- Herr General, welchen Einfluß hat Ihrer Meinung nach der Marshall-Plan auf die ersten Jahre der NATO gehabt?
- Frau Major, denken Sie, dass es NATO-Stärke war, die den Kollaps der Sowjet Union herbeigeführt hat?
- Herr Stabsarzt, wie sehen Sie die Rolle der Genfer Konvention nach dem Zweiten Weltkrieg? Welche Rolle spielt sie heute und welchen realen Wert nimmt sie ein in einer militärischen Welt, die vom Anti-Terror Kampf gekennzeichnet ist?



## Discuss Customs in the Target Region

### Activity 1 (Group Activity)

Although considered extremely delicious by many Germans, there are perhaps six food items from the German cuisine that may smell strongly. These are garlic (Knoblauch), pickled herring (eingelegter Hering), artisan cheese (Harzer Käse), blood sausage (Blutwurst), raw tartar (gehacktes Rohfleisch), and lard sandwiches (Schmalzbrote). Imagine you're on a six-months assignment that has you work in closed spaces with a group of German soldiers who happen to indulge on the named foods daily in one way or another. With your partner devise a plan written in German that would let your German colleagues know in a non-confrontational, funny, and friendly way that the "smell" and the "unsightliness" of their food is becoming a burden on group relationships. Before launching your "attack," however, also consider the odors and disgust that may possibly develop from the foods that you consume.



### Activity 2 (Group Activity)

Work in groups of three or four. Two in the group should assume German identities, while the others remain American. You meet in a restaurant at lunch, and are telling each other what you did last weekend. Say in German what you did over the weekend, and embellish your stories with as many social and cultural events as you can. You might talk about attending a wedding, watching a movie, or any other activity. Compare differences in how the German and the American individuals spent their weekend. From your written notes, report the essence of your findings to the class.

### Activity 3 (Pair Activity)

Select one of the German customs you have learned about so far in this lesson, and write a short paragraph in which you explain what you see as the positive and the negative aspects of the custom. Then discuss with your partner how such a custom would impact the lives of Americans if it were introduced in the U.S. Compare your findings with other groups in your class. Be prepared to present your findings to the whole class through a short report.



#### Activity 4 (Pair Activity)

One of you is going to Germany soon. The other one has just come back from there. The one who is going soon wants to know about things he should do and things he should avoid (write up a list of questions). Tell your friend who is going to Germany about the things he should and should not do during his stay there and also explain why (write up a list of suggestions). Compare with the other pairs.

#### Activity 5 (Group Activity)

Form groups of four. Write a list of famous places (historical and contemporary: in sports, music, politics, cultural sites, geographic landmarks, etc.) in Germany. Create a drawer in your head where from now on, whenever you come across more information, you can add more puzzle pieces about the places (and perhaps the persons related to them) introduced in this activity. Meet with the whole class and share what you have pooled in your group with the instructor and the rest of the class. Hint: this topic is ideal for conversation during formal and informal events.

#### Activity 6 (Group Activity)

Make up short dialogues based on one of the situations below. Write them down, so that you can enact them as a sketch in front of the class.

1. Ihr Freund und Sie sind auf eine Geburtstagsparty eingeladen. Einer von Ihnen beiden ist schon einmal auf einer solchen Party gewesen, der andere aber nicht.
2. Ihr Freund und Sie sind zu einem Abendessen bei einer deutschen Familie eingeladen. Einer von Ihnen beiden ist schon einmal zu einem familiären Abendessen eingeladen gewesen, der andere aber nicht.

#### Activity 7 (Group Activity)

Form groups of four. In order to really become a cultural insider, one has to know about the people talked about in public. Each group makes up a list of famous Germans or German-speaking notables (dead and alive). The instructor collects the lists. Each student is assigned a name from the list from the opposite team. The student will use only descriptive words (no complete sentences) to describe his famous person to the members of his team. The team will have the opportunity to guess three times. If they don't guess the person, the other team has one chance to guess the answer. Repeat the process with the other team until all the names are used once. Hint: this topic is ideal for conversation during formal and informal events.

**Activity 8 (Group Activity)**

The mayor of your German city announces a time capsule will be built and filled with things that describe his city and its American partner city's contemporary culture, traditions and ways of life. You and your classmates have been selected to write a complete description for the American part of the project. The objects should show not only the standard of living, but also the values of your culture. The capsule can only contain 14 objects and it will be opened in the year 2200.

Write down the items to be included in your capsule in the chart below.



Object	Reason
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

### Activity 9

The situation is that you are in charge of planning a German-American military joint training event. You must determine the requirements to set up the area and ensure that everything is ready. First write a basic list of items needed in German, and make an appointment with your German counterpart to further discuss all arrangements for setting up the base camp. Second, have specific ideas (in writing) of what kinds of cultural differences between the troops have to be considered before going into this meeting. Third, inform your superior in a short report about the status of the preparation at this point.

### Activity 1

Write a list, in German, of important US military customs and etiquette that would be useful for a German soldier to know who is going on a NATO exchange to America. Complete each custom with a short explanation. If you can, point out which event is similar to German military customs. Be ready to discuss each event with your peers in class tomorrow and then make a common list.

### Activity 2

Investigate the backgrounds of the lives of 2 famous contemporary Germans on the Internet. Compare them to the celebrities that you encountered in the Introduction Exercise 8. Describe in a paragraph or two the differences you see over time. What are the fields of fame of modern German celebrities? Which part of German society do they represent and how are they presented? What kind of identity do the moderns reflect? Who associates with them? Be prepared to discuss this activity in class tomorrow.

### Activity 3

Find out more about the roles and place of women in today's German society. What have German chapters of "womens' lib" contributed to the emancipation of women around the world? How do young women in Germany want to be treated by men today? Is it acceptable, for example, to greet a woman with "Küß die Hand, junge / gnädige Frau"? Can one still address a couple with Herr und Frau Adolph Knigge? Or should one introduce them as Herr Adolph Knigge und Frau Friedericke Knigge? Should a man open the door or the car door for a woman? Surf the Internet for possible answers and write them up in a short essay to discuss with your peers on the next class day.



### Activity 4

In German, write about a "bad" human experience you have had in America, based on a cultural or linguistic misunderstanding. Briefly state the nature of the problem and how you think it may have prepared you for the linguistic, interethnic, and international encounters you may face while stationed in Germany. Be ready to share your experience with the rest of the class on the next class day.

**Activity 5**

Focus on three military customs of the American Army, Air Force, and Navy that are significantly different from each other. Identify in German the event, the nature of the difference, and the effect they are designed to achieve. Explain these things in a letter to a fellow NATO soldier, a German, who needs the information to compare it with comparable procedures for the German armed forces. Be prepared to discuss your letter in class tomorrow.

### Activity 1

Your spouse, family member, or friend is visiting you in Germany from the United States. He/she loves the famous play “Faust” by Goethe and wants to see it, but doesn’t know much about the author. Because it is too late to write an e-mail, you will have to be able to tell her/him the basics about this writer and philosopher upon arrival at the airport, after adequate research. The season’s very last show of the play will begin in the Staatstheater of your city two hours after the person arrives. Be able to give a presentation before the class. Alternatively, a variety of German celebrities can be introduced in a similar fashion.

During this one day exercise, the students will engage in activities that will reinforce and support the learning that has taken place through the first six modules of phase I of the German SOLT course.

The primary focus will be on exercising your interactive listening comprehension and speaking skills within a series of ever more complex situations that will challenge your ability to accomplish the task.

### **1. Module One Terminal Learning Objectives.**

- a) Produce character sounds, letter combinations, and tones
- b) Greet others during introduction and exchange social courtesies
- c) Describe surroundings, including colors and quantities to 20
- d) Talk about family members
- e) Talk about personal, physical, characteristics, and emotional states
- f) Talk about family activities and events

#### **Situational Exercise One (Small Group Activity)**

In this activity one group member will play the role of a person who has just learned that he/she is adopted. The other group members will play the roles of the separated family members. The situation is that you received a telephone call from your biological mother who has informed you that you were adopted as a baby. There is going to be a family reunion where the newly reunited family will meet to learn about one another. You are at the event, your task is to learn as much about your “new” family as possible by talking with all of the people present.

#### **Situational Exercise Two (Small Group Activity)**

In this activity, one group member will play the role of a person who has decided to get married. The other group members will play the role of the prospective in laws. The situation is that you are at your engagement party and your betrothed has called to say that she will be an hour late. She has invited all of her family to meet you for the first time. You are at the function, your task is to learn about your future family and to convince them that your beloved is not making a major mistake.

### **2. Module Two Terminal Learning Objectives.**

- a) Request personal and biographical information
- b) Tell time and use metric measurements
- c) Talk about hobbies
- d) Inquire about military and civilian occupations
- e) Identify military specialties in the Armed Forces

**Situational Exercise One (Small Group Activity)**

In this activity each group member will play the role of an invitee at a military social function. The situation is that you have been invited to attend a social function at which there will be other military members of the host country. Your task is to meet as many people as possible at the event and to learn about your counterparts, their interests and backgrounds.

**Situational Exercise Two (Paired Activity)**

In this activity students will work in pairs. The situation is that you have been introduced to your counterpart with whom you will be working closely for the next year. Your task is to engage your counterpart in discussion in order to learn as much about him as you can. Share your own information with him so that you can both feel comfortable with one another.

**3. Module Three Terminal Learning Objectives.**

- a) Talk about TR food and drinks
- b) Request information about lodging & accommodations
- c) Talk about the Postal Service in the TR
- d) Get information about banking activities in the TR
- e) Engage in a telephone conversation
- f) Describe supplies needed to set up a Base Camp
- g) Apply bargaining techniques

**Situational Exercise One (Paired Activity)**

In this activity students will work in different pairs. They will play the roles of counterparts working together. The situation is that you are still relatively new in country. You have developed a good professional and working relationship with your counterpart. You wish to learn more about your host country and its institutions. Your task is to call your counterpart and invite him out. Try and learn as much as possible about restaurants, accommodations and how to take care of certain basic needs at the bank and post office. Your counterpart will cooperate and provide the information that you request.

**Situational Exercise Two (Paired Activity)**

In this activity students will remain in the same pairs. Change roles as to who is requesting information and who will provide it. The situation is that you and your counterpart are planning a joint training event. You must determine the requirements to set up the area and ensure that everything is ready. Make out lists of needed items and work together with your counterpart to make all of the arrangements for setting up the base camp.



**4. Module Four Terminal Learning Objectives.**

- a) Describe daily activities at the military installation
- b) Identify countries and nationalities
- c) Provide directions
- d) Give a description of the mission and equipment
- e) Identify terrain features and military map
- f) Talk about weather conditions
- g) Report on transportation systems
- h) Interact with a travel agent while requesting information for a trip

**Situational Exercise One (Small Group Activity)**

In this activity the class will work together as a group. The group members will play the role as a team that has just been assigned to a new installation in the target region. The situation is that the team leader must brief his members on the new facilities so that his team can become properly oriented to the region. The team members will ask questions and the leader will provide responses.

**Situational Exercise Two (Small Group Activity)**

In this activity the class will work together as a group. The group members will play the roles of a team that has been assigned a mission and is putting together a plan of how and where they will execute their mission. A new leader will be appointed for this activity. The situation is that the team leader will brief a simple mission and assign tasks to the other members. He will show a map and discuss the implications of weather on the mission. Team members will ask relevant questions.

**Situational Exercise Three (Paired Activity)**

In this activity students will work in pairs. In the pairing one student will assume the role of a travel agent, and the other a SOF soldier. The situation is that the soldier wants to take leave and see the host country, but he doesn't understand the local transportation system. The "travel agent" will brief him on transportation options based on the time and money that the soldier has allocated for the trip.

**5. Module Five Terminal Learning Objectives.**

- a) Give instructions about first aid procedures
- b) Identify basic human anatomy
- c) Give information concerning medical symptoms
- d) Report medical emergencies and injuries
- e) Talk about medicine and common diseases
- f) Describe healthcare services

**Situational Exercise One (Small Group Activity)**

In this activity the class will work together as a group. One group member will play the role of instructor while the other group members become students at a class on local medical conditions. The situation is that the team has been transferred to a new operating location within the host country. The team medic is providing basic information to the team on the local medical situation and facilities. He must also provide basic first aid instruction to team members who will train the indigenous troops.

**Situational Exercise Two (Paired Activity)**

In this activity students will work in pairs. One student will play the role of an accident witness and the other an emergency response operator. The situation is that there has been a severe accident near the house of the witness, and he must summon assistance and help to prepare incoming medical personnel to triage the victims. The operator must request for all relevant information.

**6. Module Six Terminal Learning Objectives.**

- a) Discuss social sciences
- b) Talk about protocol and etiquette rules
- c) Talk about entertainment activities
- d) Describe sports activities and events
- e) Participate in conversations about TR holidays
- e) Talk about major religions in the TR
- f) Engage in cultural activities

**Situational Exercise One (Small Group Activity)**

In this activity the class will work together as a group. One student will play the role of the team leader while the other group members will be the newly arrived team. The situation is that the team is newly arrived in country and the leader must explain the basic “Dos and Don’ts” of operating in the local environment. Team members will ask the leader specific questions concerning the host culture.

**Situational Exercise Two (Paired Activity)**

In this activity students will work in pairs. The pair will play the roles of a SOF soldier and his counterpart. The situation is that you and your counterpart are in the office discussing the culture of the host country. Exchange information with your counterpart concerning local sports, holidays, religion and other entertainment issues.