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Jumbo - German: the conception, creation and outcome of a basic German course for flight attendants of South African Airways

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The general aim and creation of a basic German Course for flight attendants of South African Airways are explained. The contents of the course - a Suggestopedic Classroom Module, a Computer Module and a Language Module - are outlined. The testing procedures are explained and the results are summarised.

Die algemene doelstelling en skepping van 'n basiese Duitskursus vir vlugassistente van die Suid-Afrikaanse Lugdiens word verduidelik. Die inhoud van die kursus - 'n Suggestopediese Klaskamer-, Rekenaar- en 'n Taalmodule word uiteengesit. Die toetsprosedures word verduidelik en die resultate opgesom.

1 THE TASK

In January 1984, the Institute for Language Teaching at Stellenbosch University (INTUS) entered into an agreement with South African Airways (SAA) to create an intensive German course for their flight attendants. The agreement specified *inter alia* the following:

- * The general aim of the course would be to provide flight attendants on SAA's international routes with the specific ability to perform, in German, the communicative acts which are required of them in their normal line of duty.
- * The course would have three components: a Suggestopedic Classroom Module, a Computer Module and a Language Laboratory Module and would also provide for comprehensive testing of the candidates. The modules would be closely linked with one other. The classroom module and the computer module, however, would be devised in such a way that they could also be used on their own.
- * The duration of the full course would not exceed three weeks.

Work on the project started immediately. It was to be completed on 30th June 1985. I was privileged to be appointed project leader by INTUS. I christened the project *JUMBO - DEUTSCH*.

2 THE CREATION OF JUMBO - DEUTSCH

First, leaning strongly on Munby (1980), a *needs analysis* was done to establish, as precisely as possible, what the SAA's cabin attendants would have to be able to **understand** and **speak** when dealing with German speaking passengers. This analysis

necessitated interviews with experienced cabin attendants as well as a thorough study of the SAA's training manuals for their *Ab Initio* and *Conversion* courses.

From the needs analysis emanated the *topics, situations, roles and speech acts* on which the course was to be based. They were checked against the *Threshold Level* standard of Basic German (Baldegger et al. 1981) and expanded accordingly. The resulting lists represent the specific aims of and contain the basic material for a complete language course in *German specific to in-flight situations*. They will be explained in more detail later on.

These topics, situations, roles and speech acts as well as the basic vocabulary to realize them were then incorporated into a *Suggestopedic Text* (cf. Kussler and Bodenstein 1985). Suggestopedic texts are presented in the target language together with a translation in the mother tongue of the learners (cf. *Addendum 1*). For SAA's flight attendants, two versions, one with an English and one with an Afrikaans translation, had to be created. The suggestopedic text forms the backbone of the course; all three modules depend on it.

Then a number of *hand-outs* were produced to enhance the language activities to be mastered by the learners. They covered various aspects, from the basic situations and speech acts to syntax and grammar. With a view to grammar specifically, tables were made to illustrate formal characteristics of German.

Illustrations were drawn to liven up the text and the hand-outs, and a comics version of the suggestopedic text was created (cf. *Addendum 2*). Also, suitable *visual materials*, in Suggestopedia called *peripherals*, like posters, maps, slides, magazines etc., were collected for use in the classroom.

Next, the complete suggestopedic text and an abridged version of it as well as a number of additional dialogues were *recorded on tape* to be incorporated into the computer module and for practising listening comprehension in the language laboratory. Additional speaking exercises were also compiled and recorded.

Work on the *Computer Module* started at about the same time as the writing of the suggestopedic text. It took much longer to complete. The initial objective to use extra-fast audio cassette recorders with near-random access capabilities for sound reproduction had to be given up after nearly two years of unsuccessful endeavours to interface them with the Micro PLATO computer system at SAA. Eventually, video cassette recorders were chosen for that task, although, unfortunately, with these machines sound can be reproduced only in sequential segments.

Owing to this delay, the final course could be delivered to SAA only in January 1986, one-and-a-half years after the envisaged date of completion.

3 THE BASIC CONTENTS OF JUMBO - DEUTSCH

From the SAA's *Ab Initio*- and *Conversion* programmes, from interviews with experienced cabin attendants and from observations on board, the needs analysis established the following basic elements:

3.1 the *SITUATIONS* in which cabin attendants must act through speech:

- 3.1.1 Welcoming passengers and helping them on their arrival
- 3.2.2 Making announcements
- 3.2.3 Selling drinks, duty-free articles;
serving food and drinks;
taking orders and attending to them
- 3.2.4 Listening and reacting to passengers' questions, orders,
complaints

- 3.2.5 Calling passengers to order
- 3.2.6 Helping passengers in cases of sickness or emergency
- 3.2.7 Wishing passengers farewell and helping them on their departure

3.2 **the ROLES which flight attendants must be able to perform in these situations.**

Only some examples are given here; the first (left) position refers to the cabin attendants, the second (right) position to the passengers:

host(ess)	-	guest
server	-	customer
official	-	member of the public
seller	-	buyer
adviser	-	advisee
instructor	-	learner
authority	-	offender
therapist	-	patient
native	-	non-native

3.3 **the main TOPICS which are likely to be spoken about:**

the aircraft

seats, seatbelts, baggage storage, smoking/non-smoking sections, toilets etc.

the specific flight

weather, destination, stopovers, flight time/speed, time difference, delays etc.

food and drink

articles for sale; money, currencies

stationery

the rest room

procedures on arrival (e.g. customs, forms)

illness, the body, medication

3.4 **the SPEECH ACTS which are necessary to perform these roles and to communicate on these topics.**

They are too numerous to be listed here in full; only an indication can be given of what candidates will have to master:

greet	apologise
request	thank
suggest	ask
direct	query
state	concede
inform	disapprove
explain	command
describe	bid farewell

3.5 the necessary *VOCABULARY*

It is obvious that a full list of all the words which are introduced during the course cannot be given here. The vocabulary refers to the topics listed under 3.3 above. It totals about 2000 words of which approximately 500 are for active reproduction by the trainees. The remaining 1500 words are only for listening comprehension in normal everyday conversations.

3.6 the necessary *STRUCTURES* and *FORMS*

Although most aspects of German grammar are touched upon during the course, only the very basic structures will have to be mastered by trainees for active reproduction.

Communication in the normal working environment of cabin attendants will mainly take place in the polite and formal ("Sie"-) mode (like Afr. "u"). This mode pertains to infinitive structures in the present tense which are rather easy to master, as the following examples show:

Would you like ...?	Möchten Sie ...?
Do you take ...?	Nehmen Sie ...?
Do you have ...?	Haben Sie ...?

4 THE MODULES OF JUMBO - DEUTSCH

4.1 The suggestopedic classroom module

At the centre of this module - as, indeed, of the whole course - is the suggestopedic text. It contains the basic elements which were established by the needs analysis (cf. 3.1 above). Suggestopedic texts imitate dramas; they are, in fact, little plays which consist mainly of dialogue. In printed form, the dialogue in the target language appears in a column on the left of each page with a translation in the mother tongue of the learners next to it on the right (*Addendum* 1). The suggestopedic text which was compiled for SAA consists of seven scenes. It is 72 pages long, including the translation. The German text alone would cover about 30 double spaced pages.

The text is an extension of a text which was written by Ruth Bodenstern and is used in the Beginners' German course at Stellenbosch University. It is called *Eine Oper für die Tupari* (An Opera-house for the Tupari), the Tupari being a fictitious tribe in the Amazon for whom Werner von Übermut, one of the main characters of the text, plans to build an opera-house right in the jungle. In the SAA text, Werner is on a boat trip from Koblenz to Trier along the Moselle. He is accompanied by Roswitha Singvogel, a young music teacher whom he has met on his flight from Rio de Janeiro to Frankfurt. They are both originally from Germany and are now living in Brazil. Werner has come to Germany to take possession of a castle on the Rhine which he has inherited from his late aunt. In the castle he has found a treasure which will enable him to realize his dream: to build the opera-house for the Tupari. On their trip along the beautiful Moselle, this story unfolds gradually as Werner and Roswitha make new friends.

Methods of language teaching differ mainly in the way they introduce the material to be mastered by the students. Suggestopedia (on the principles of the approach cf. Kussler 1986) does this by way of so-called concerts. The concert sessions are always preceded by a thorough *introduction* to the new material. In the concerts themselves, portions of the text (in the case of *JUMBO - DEUTSCH* a scene, i.e. about 10 pages, at a time) are read to music by the instructor. During the first concert the text is presented in a dramatic way to lively classical music like Mozart's violin concertos. The students are highly active

during this session; they listen to the presentation and at the same time follow the text and consult the translation where necessary. During the second concert the text is read again, this time in normal speech tone and to gentle music like Pachelbel's *Kanon*. The students relax and only listen; they can close their eyes if they want to.

The concerts, including the introduction, take up about 25% of the total classroom time. The rest of the time is used for practising the speech acts introduced in the previous concert session. The activities performed during these so-called *activations* are much the same as in any communicative language course. The aim is to involve all the students all the time, arguing that a student who actively takes part in the classroom activities cannot learn.

4.2 The computer module

The computer module is intended to enhance the classroom module. It is based on the same situations and speech acts and gives learners the opportunity to go through the language material individually and in their own time. It is, however, also an *extension* of the classroom module. Not only does it amply provide for self-testing, but its general scope reaches beyond that of the classroom module, both linguistically and culturally. Learners who have successfully completed the basic course can use the computer module for *revision* as well as for *expanding* their knowledge of German.

The computer lessons were created with two of Control Data's authoring systems: *Advanced Tutorial Model (ATM)* and *Drill and Practice Model (DPM)*, for use on *Viking* microcomputers with which the SAA is equipped. In 1984, when the project started, these programmes represented the state of the art in authoring systems. ATM and DPM both utilize the touch-sensitive screen of the *Viking* microcomputer, which makes working through the lessons a pleasure; all options can be chosen by simply touching the appropriate part of the screen.

The computer module of *JUMBO - DEUTSCH* has three basic components:

4.2.1 An annotated version of the suggestopedic text

Organized on a scene-by-scene basis, this component is intended to give learners the opportunity to acquaint themselves intensively and in their own time with the suggestopedic text which they already know from class, reinforcing and enhancing their understanding of the text and of the German they have learned up to a given stage.

This component provides learners with the options to:

- (1) read and listen to the German text (and consult a translation, if desired)
- (2) read the German text together with its translation
- (3) read the German text only
- (4) read the translation only
- (5) study the text intensively page by page, getting information on relevant aspects of the German language and culture and doing exercises to test their progress.

It is entirely up to the learners what to do and in which order. They might want to read the translation first, then read the German text and thereafter read it and listen to it at the same time. Options 1 and 5, however, are compulsory.

The notes-section provides general background information. Each screen shows a portion of the text which the students have studied in class and in the previous exercises, together with notes and comments on the usage of German. Special care was taken to make the information provided particularly relevant to the specific needs of flight attendants (cf. *Addendum 3*).

4.2.2 An introduction to German grammar

The grammar lessons briefly explain the main characteristics of German with specific regard to structures which are present in the suggestopedic text and of immediate use to the students (cf. *Addendum 4*). They are not intended to give a complete German grammar. The following aspects are covered:

- (1) verb
- (2) noun and pronoun
- (3) conjunction and preposition
- (4) syntax
- (5) adverb and adjective

The computerized grammar lessons also fulfil an important function with regard to the suggestopedic classroom module. By introducing the grammar via computer, the pleasant and relaxed atmosphere which normally prevails in a suggestopedic classroom need not be disturbed by complicated and tedious explanations.

4.2.3 Exercises and tests

The exercises are mostly *multiple choice*. They always relate to the linguistic phenomenon introduced in the previous grammar lesson (cf. 4.2.2 above) on the one hand and to the scene under discussion in the classroom on the other (cf. *Addendum 5*). In this way the exercises, which can become rather boring, remain context-specific and enhance the students' knowledge of the text. The help-messages provided also relate to the text. From lesson 4, all prompts and feedback are given in German (with English or Afrikaans translations if desired). At the end of each exercise, students are informed about their score; if they obtained less than 60%, they are advised to study the relevant scene again and are directly branched to it. Thus, every exercise is at the same time a test of the students' progress.

Two tests covering the whole syllabus are provided for completion at the end of the course. Both stress communicative ability. The first one has the same multiple choice format as the exercises the students know from the previous lessons. It does, however, not relate to the suggestopedic text or to a specific grammar lesson, but to on-board situations. Each screen describes a situation and provides 3-4 distractors of which students have to choose an appropriate one.

The final test is actually a simulation game, also using multiple choice format. It takes students on a fictitious journey to Frankfurt or Zurich. Various situations are presented, in which choices have to be made. There are no right or wrong answers. Instead, a count is taken of how many times a learner requests help. The help screens provide English or Afrikaans translations of the German on the screen. Thus, accessing help indicates some difficulty in understanding the German and the more often such requests are made, the weaker the reading ability can be supposed to be. This test could also be provided for listening comprehension; the prompts would then have to be presented audially.

4.3 The language laboratory module

This module contains additional listening comprehension and speaking exercises. Unlike the computer exercises they do not directly relate to the suggestopedic text, but to on-board situations. First, short dialogues between a cabin attendant and a passenger are played. Then, only the passengers' parts are presented and the learner reacts in the role of the cabin attendant (cf. *Addendum 6*). Additional speaking exercises are provided to drill often used structures like *Nehmen Sie ...?*, *Möchten Sie ...?*, *Haben Sie ...?*, *Nehmen Sie doch noch ...!*, *Bitte* (with polite instructions).

5 TESTING JUMBO - DEUTSCH

Two trial runs were conducted to test the course in practice and to adapt it to the specific environment of the SAA's Cabin Training Services. In both instances, Ruth Bodenstein, an outstanding suggestopedic teacher, acted as instructor.

5.1 First trial run

Held on 23rd and 24th January 1985, it served to assess potential students' attitudes towards the concept. Two suggestopedic sessions were held, followed by computer exercises (all based on the first scene of the suggestopedic text). In a comprehensive questionnaire, the seven attendants were asked to rate various aspects of the course, e.g. the classroom atmosphere, the text, the concert sessions and the computer exercises. Their reaction was overwhelmingly positive. It seemed that the *German Jumbo* was well on course.

5.2 The second trial run

Held from 9th to 20th December 1985, this final test run was undertaken with the objectives:

to obtain an overall assessment of the course; to give the SAA's language instructors the opportunity to experience the course as observers and to become fully familiar with all aspects of presenting it; to identify and find solutions for any unforeseen didactic and organizational problems; to refine the basic components in relation to one other; to finalize the time schedule and the testing procedure.

As only ten days were available to assess a course which was designed to last 18 days and because the computer module was not yet complete (cf. 2 above), the contents had to be reduced rather drastically and the time schedule adapted accordingly. Each teaching day was divided into a classroom session (08-13.00), with 10-minute-breaks every hour, a common luncheon during which only German was spoken (1 p.m. - 2 p.m.) and computer and language laboratory work (14.00-16.00).

Nevertheless, excellent results were achieved. Examined as if they had completed the full course, but with some lenience regarding variety and fluency of expression, all eleven participants reached the pass mark of 60%. The results ranged from 63% to 91%, with an average of 78% for the group. Testing, in the form of reacting in simulated on-board situations, took place in one of SAA's cabin simulators. Each candidate was tested individually in all seven basic categories (cf. 3.1 above). The panel of examiners consisted of three linguists, who assessed verbal ability (66,6% of total), and three

experienced cabin attendants, who evaluated professional conduct (33,4% of total). On average, professional conduct was rated only 5% higher than verbal ability. As the computer lessons and tests were not yet complete, the results achieved therein were not taken into account.

As in the first trial presentation, the course was also evaluated by the participants. They were asked to rate it on a scale of 4 in 27 categories pertaining to all aspects of the course. The results were again extremely positive, as the following average percentages show:

0	1	2	3
unacceptable	O K	good	excellent
0%	4%	34%	62%

5.3 Final modifications

As all examiners agreed that the testing procedure had provided realistic results and as there had been a high concurrence of ratings by both the linguists on the one hand and the cabin attendants on the other, it was decided that the testing procedure remain unchanged, but that the panel of examiners could be reduced to three: two linguists and one cabin attendant.

The following time schedule was decided upon: Courses would commence with an afternoon session on Wednesdays from 1 - 4 p.m.. The following 16 days, not counting Saturdays and Sundays, would have the same basic time table:

08.30 - 10.30	Classroom work
10.30 - 11.00	Refreshments
11.00 - 12.30	Computer- and language lab exercises
12.30 - 13.30	Lunch
13.30 - 16.00	Classroom work

There would thus be 75 hours of contact teaching with an additional 21 hours of practice at the computer terminal and in the language laboratory, giving a total of 96 hours for the course. The suggestopedic concerts would be presented on days 2, 5, 8, 10, 12, 14 and 16, leaving three days for activation for each of the first three scenes of the text and two days for each of the remaining four scenes. The last day would be used for testing and for a farewell party to be arranged by the students.

SAA was urged to roster successful candidates on their Frankfurt and Zurich routes as often as feasible to ensure that their newly acquired ability would be retained and enhanced.

6 THE RESULTS ACHIEVED WITH JUMBO - DEUTSCH

6.1 Course presentation

During 1987, the course was presented to seven different groups of cabin attendants. All 69 participants completed it successfully. The following overall results were achieved:

Group No.	Number Students	Oral Exam. %	Computer Test %	Average %
1	10	79	89	84,0
2	12	83	86	84,5
3	10	86	92	89,0
4	9	80	91	85,5
5	10	82	88	85,0
6	8	84	86	85,0
7	10	83	88	85,5
All	69	82,4	88,6	85,5

Aspects of the course were rated as follows by the participants on a scale of 0 - 3 (cf. 5.2 above):

	max. 3	%
Classroom atmosphere	2,91	97
Fellow students	2,54	85
Teaching approach	2,77	92
Instructor	2,97	99
Suggestopedic text	1,96	65
Hand-outs	2,4	80
Music	2,8	93
Chorus reading	1,85	62
Playing games	2,5	83
Concert 1	2,37	79
Concert 2	2,21	74
Conversation	2,14	71
Dialogues on tape	1,55	52
Singing in German	2,30	77
Relaxation exercises	2,78	93
Simulating on-board situations	2,57	86
Practising in the cabin-simulator	2,51	84

Common lunches	2,63	88
Celebrating together	2,78	93
The classroom	2,87	96
Sense of humour in the course	2,86	95
Learning German this way	2,93	98
Average	2,51	84

Asked whether the following statements were true or false, the participants reacted as follows:

	True	False
	%	%
The lecturer was always well prepared	100	0
I could follow well in class	98	2
It is worth your while to do <i>Jumbo-Deutsch</i>	100	0
This course is better than other courses I have taken	95	5
I enjoyed participating actively	100	0
I could ask questions without inhibitions	97	3
This course has taught me something for life	100	0
Now, that I've taken this course, I am eager to travel to German speaking countries	99	1
Average	98,6	1,4

Although these are excellent results, there remain areas in which improvements could be made. It should be investigated, e.g., what caused the relatively low ratings for *chorus reading*, the *suggestopedic text* and the *additional dialogues on tape*. Adjustments, according to the preference of the students, should further enhance the quality of the course.

6.2 Re-assessment

During 1988, 60 of the 69 students who had completed the course in 1987 were tested again to re-assess their oral fluency and mastering of the computer exercises. Although the students were still enthusiastic about *Jumbo-Deutsch*, their communicative competence had generally decreased. Five students failed the re-assessment tests. 37 had dropped below their previously attained levels of verbal ability; on average by 15%. Only 18 had either maintained or improved their original level of conversational ability. This group consisted mainly of crew-members who had been flying to Frankfurt on a regular basis, on average once every six weeks, whereas their colleagues had had this opportunity only 2 - 3 times during the year. Those who got the most flights to Germany were the self-motivated students; they, naturally, fared best. However, most of the students were eager to receive bi-annual refresher as well as follow-up and even advanced computer courses.

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ADDENDUM 1: SUGGESTOPEDIC TEXT (EXAMPLE)

EINE OPER FÜR DIE TUPARI

1. SZENE: ANKUNFT AN BORD

(Hafen in Koblenz:
Anlegestelle des Kabinenschiffes
"Perle der Mosel".
Es ist ein herrlicher Spätsommernorgen:

Stille.
Sanftes Licht,
blaues Wasser,
bunte Weinberge.
Ein leichter Wind bewegt
die Wimpel des weißen Schiffes.
Ein Taxi - gelber Mercedes -
nähert sich fast lautlos
der Anlegestelle des Dampfers.
Roswitha und Werner steigen aus,
gehen mit ihrem Gepäck
über die kurze Treppe
auf das Schiff.
Der Erste Offizier
empfängt sie.)

OFFIZIER: Willkommen an Bord!

Mein Name ist Brecht.
Ich bin der Erste Offizier.
Darf ich
Ihre Fahrscheine sehen,
bitte?

(Werner und Roswitha
reichen ihm ihre Tickets.)

1. TONEEL: AANKOMS AAN BOORD

(Hawe in Koblenz:
aanlêplek van die kajuitskip
"Pêrel van die Mosel".
Dit is 'n heerlike laat-
someroggend:
Stilte.
Sagte lig,
blou water,
bont wingerde.
'n Sagte wind beweeg
die vlae van die wit skip.
'n Huurmotor - geel Mercedes -
nader amper geluidloos
die aanlêplek van die skip.
Roswitha en Werner klim uit,
stap met hul bagasie
oor die kort trap
op die skip.
Die Eerste Offisier
ontvang hulle.)

Welkom aan boord!
My naam is Brecht.
Ek is die Eerste Offisier.
Mag ek
u kaartjies sien,
asseblief?

(Werner en Roswitha
gee vir hom hul kaartjies.)

ADDENDUM 2: ILLUSTRATIONS (EXAMPLE)

An Bord. In der Lounge.

Wir hätten gern drei Tassen Mokka,
aber richtig starken, in dem der Löffel stehenbleibt!)

Ich verstehe!
Drei Tassen Mokka, extra stark.
Sofort!

Da kommt er schon!

Was? Die können wohl hexen hier!

Drei Tassen Mokka.
Extra stark.
Bitte sehr!

Ah, vielen Dank!
Was macht das, bitte?

Acht Mark vierzig, bitte.



ADDENDUM 3: NOTES-SECTION OF COMPUTER MODULE (EXAMPLE)

OFFIZIER: Meine Damen und Herren,
ich bitte um Ihre Aufmerksamkeit!
Kapitän Wolters möchte vor unserer Abfahrt-
kurz ein paar Worte sagen.

Here is something new: An announcement over the microphone.

Note how the First Officer addresses the passengers and asks for their attention. You would use exactly the same words in your situation!

NOTE: It would NOT be correct to say only "Damen und Herren" as in English ("Ladies and gentlemen") or Afrikaans ("Dames en here"); "meine" has to be there! But you could make the announcement even more formal by saying:

"Meine sehr verehrten Damen und Herren!"
("My much honoured ladies and gentlemen! - It doesn't sound that funny in German, though!)

ADDENDUM 4: GRAMMAR-LESSONS, COMPUTER MODULE (EXAMPLE)

The different forms a verb can have in German are formed by adding different *ENDINGS* to the *STEM*.

So, there are 3 steps in getting the correct form of a verb:

- (1) take the infinitive
- (2) strip the ending *-EN*
- (3) add another ending

ADDENDUM 5: COMPUTER-EXERCISES (EXAMPLE): FEEDBACK FOR WRONG ANSWER SHOWN

WAS FEHLT HIER?

Darf ich Ihre Fahrscheine ..., bitte?

1 sehe

2 sehen

3 sieht

Nein, das stimmt nicht. Es heißt:
Darf er sie wirklich sehen? - Ja, er darf sie sehen.
Du darfst sie sehen. Alle dürfen sie sehen.
Also: "Darf ich Ihre Fahrscheine sehen?"

ADDENDUM 6: LANGUAGE LABORATORY EXERCISES (EXAMPLE)

LISTEN TO THE FOLLOWING DIALOGUE!

- STEWARDESS: Nehmen Sie etwas zu trinken?
PASSAGIER 1: Was haben Sie denn so?
STEWARDESS: Spirituosen, Wein, Bier, Limonade, Fruchtsaft ...
PASSAGIER 1: Ich nehme Orangensaft mit Eis, bitte.
PASSAGIER 2: Und ich ein Bier; Windhoek Export, bitte.
STEWARDESS: Selbstverständlich.
So, bitte sehr.
PASSAGIERE: Vielen Dank.
STEWARDESS: Und etwas zum Knabbern?
Ein Päckchen Nüsse?
PASSAGIERE: O ja, gern!

**NOW YOU'LL TAKE THE ROLE OF THE STEWARDESS.
REPEAT EACH EXPRESSION WHEN YOU HEAR THE GONG.**

- | | | |
|--------------|--|--------------|
| STEWARDESS: | Nehmen Sie etwas zu trinken? | GONG |
| PASSAGIER 1: | Was haben Sie denn so? | |
| STEWARDESS: | Spirituosen, Wein, Bier,
Limonade, Fruchtsaft ... | GONG
GONG |
| PASSAGIER 1: | Ich nehme Orangensaft mit Eis, bitte. | |
| PASSAGIER 2: | Und ich ein Bier; Windhoek Export, bitte. | |
| STEWARDESS: | Selbstverständlich.
So, bitte sehr. | GONG
GONG |
| PASSAGIERE: | Vielen Dank. | |
| STEWARDESS: | Und etwas zum Knabbern?
Ein Päckchen Nüsse? | GONG
GONG |
| PASSAGIERE: | O ja, gern! | |