

## Unit 1: Summer stories

### Track 1.1: Summer holiday

Der Text findet sich im Coursebook auf S. 8.

### Track 1.2: Back to school

**Announcer:** Back to school

**Girl:** Back to school. What should I say? The summer holidays were far too short! I mean, I like school, but I love the holidays! This year, I didn't go anywhere. I stayed at home. But it wasn't boring at all. There was so much to do! When the holidays started, my friend Becky from New Zealand came to stay with me. She stayed for one week. It was Becky's first time in Europe. She was on the plane for nearly 24 hours with one stopover in Singapore! I showed Becky the football ground, we went swimming and I also took her to the fun fair. When Becky left, I took a one-week coding class in my town. How can I best explain what coding is? It's basically telling a computer what to do. I learned so much in one week that I can now write small computer game apps for the smartphone on my own. I already made a quiz app and a Space Shooter. I definitely want to get better at coding. Maybe there is an extra-curricular activity at my school that I can attend. After the coding class, the holidays were nearly over. I played football with my friends and went swimming. One day, it was raining and I went to the Museum of Technology.

## Unit 2: School life

### Track 1.3: Back to school

**Announcer:** School subjects

**Speaker:** In physics (*pause*) you learn, for example, about heat, light, sound and energy. In history (*pause*) you learn about events that happened in the past and politics. In IT (*pause*) you work with laptops, the internet and different programs. In chemistry (*pause*) you do experiments and work with different liquids. In PE (*pause*) you run and jump. You do sports, play ball games and get some exercise. In biology (*pause*) you learn about plants and animals; for example, where they live.

### Track 1.4: A new school year – new things

**Announcer:** A new school year – new things

**Marla:** Hey guys. My name is Marla and I'm twelve years old. It's September and we're all back at school. I think it's nice to be back because I can see all my friends every day. That's great. (*pause*) And there are also lots of new things. I think this year will be as easy as the last one. Of course, we have some new subjects, but they're interesting. For example, there's chemistry and physics. I love science because it's interesting to learn about heat, light, sound and energy. We can also do some experiments and work with liquids and substances. Our chemistry teacher, Mr Roberts, is friendly and very helpful. Mrs Kratko is our physics teacher, but she is ... well, she's not always as nice as Mr Roberts. I mean ... yes ... sometimes we're not as quiet as we should be. Hmmm – I think we should be as silent as we are in biology because our teacher is extremely strict, but also very friendly. I think this year will be a good one.



**Track 1.5: Back to school**

**Announcer:** Marla's timetable a)

**Marla:** Hey, it's me again ... Marla. This is my timetable for the new school year. I think it's quite good because on Monday we start with my favourite subject: English. ... We learn about English countries and their culture, we play games and watch short video clips, too. ... What I don't like about Mondays is chemistry and physics. Chemistry is in the third lesson and physics is in the fourth lesson. ... Chemistry is not as hard as physics. I think physics is very hard to understand ... at least for me. Tuesday is also a good day because we have PE in the first and second lesson. In the fourth lesson, we have maths and our teacher, Mrs Cooper, is really cool and friendly. She is also our teacher in biology, but biology is not as boring as maths. On Wednesday, I have an after-school activity; it's called science lab. We do different experiments, and it helps me to understand chemistry and physics better. On Thursday, we have art first, and then in the third lesson our class has history. It's okay, but it's not as fascinating as English, for example. I think history is the same as geography ... there's lots of information about countries, politics and numbers. The last day of the week – Friday – is super because the weekend is soon going to start, and then we have biology in the first lesson. It's my favourite subject because it's so exciting to learn about animals, plants and nature. ... This subject is just as interesting as English to me.

**Track 1.6: Marla's timetable**

**Announcer:** Marla's timetable b)

**Presenter:** Mondays start with Marla's favourite subject, English. What she doesn't like about Mondays is physics and chemistry, but chemistry is not as hard as physics. On Tuesday, Marla has maths with Mrs Cooper. She's also their biology teacher, but biology is not as boring as maths. On Wednesday, she has science lab. This is an after-school activity. On Thursday, Marla has history in the third lesson. It's okay, but it's not as fascinating as English. Marla's Fridays start with biology. She thinks that biology is as interesting as English.

**Track 1.7: Rap: Dream school rules**

Der Text findet sich im Coursebook auf S. 18.

**Track 1.8: Rap: Dream school rules**

Playback-Version zum Nachsingen

**Track 1.9: Roberto and Amahle, part 1**

**Announcer:** Listen to part 1 of the school radio interview.

**Interviewer:** Hello students, and welcome back to our first radio show of the new school year. Today in the studio, there are two exchange students. We've got Roberto. Hi.

**Roberto:** Hello everybody.

**Interviewer:** Thank you for being our guest. Roberto, would you please tell us where you are from.

**Roberto:** Well, I'm from South America. To be more exact, I'm from Buenos Aires. It's the capital of Argentina.

**Interviewer:** Okay. And there's another student with us: It's Amahle.



**Amahle:** Hi guys. Thank you for letting me be on the show.

**Interviewer:** You're welcome. Amahle, you're from Johannesburg, right?

**Amahle:** That's right. Johannesburg is one of the biggest cities in South Africa.

**Interviewer:** Hmm ... okay. I've got some more questions for you ...

### Track 1.10: Roberto and Amahle, part 2

**Announcer:** Listen to part 2 of the school radio interview.

**Interviewer:** Right, Roberto and Amahle: next question. How do you get to school?

**Roberto:** I always go to school by bus. My school is not far away from my apartment.

**Interviewer:** I see, and what about you, Amahle?

**Amahle:** Well, I go to school on foot. It takes about 22 minutes. My mum sometimes says I should take the bus, but I like to walk.

**Interviewer:** Interesting. What about the languages in your school? Amahle?

**Amahle:** We speak English and sign language, too. That means that some of my classmates can't hear anything and we've got a second teacher who knows sign language. And ... some of our students speak German because we've got bilingual classes – so two languages in a classroom.

**Interviewer:** Wow ... fantastic! ... Roberto, what languages are spoken in your school?

**Roberto:** Of course, we all speak Spanish. And this is special about our school: ... we speak English in many classes, too.

**Interviewer:** Okay ... How many students are there in your classes?

**Roberto:** Let me think ... 26. Oh no, there are 25 students in my class.

**Amahle:** We've got 24 students, but there are only girls in my class.

**Interviewer:** Amahle, when does school start for you?

**Amahle:** Hmmm ... half past eight in the morning.

**Interviewer:** And Roberto, what about you?

**Roberto:** Erm ... school starts at 8:15. I think that's too early.

**Interviewer:** Haha, I think so, too ... last question for you: What about the teachers at your school?

**Amahle & Roberto:** Well ... I think they're nice.

**Amahle:** Yes, I like my teachers a lot.

**Interviewer:** Alright kids. Thanks for being on the show and have a good stay here in Europe.

**Amahle & Roberto:** You're welcome ... bye.



**Unit 3: My hometown****Track 1.11: Excuse me, where's the hospital?**

**Announcer:** Asking the way.

**Boy:** Excuse me. How do I get to the hospital, please?

**Woman:** Oh, it's about fifteen minutes from here. Do you have a map? It's easier if I can show you on the map.

**Boy:** No, I don't. But I could open an app on my mobile.

**Woman:** That's a good idea! ... Okay, look, we are here at the public pool. To get to the hospital, go straight on and walk along Lynn Drive. ... Take the first street on your left and go straight on until you come to the flower shop. (*pause*). After the flower shop, turn left into Elysian Fields Road. ... Now walk straight on and take the third on the left. Go on for about 100 metres and you'll see the hospital on your left.

**Boy:** That sounds easy. Thanks very much!

**Woman:** No problem.

**Track 1.12: Song: Ask for directions**

Der Text findet sich im Coursebook auf S. 26.

**Track 1.13: Song: Ask for directions**

Playback-Version zum Nachsingen

**Track 1.14: Houses in the future**

**Announcer:** Houses in the future

**Presenter:** Hello and welcome to another episode of the "Living show". Today I'd like to talk about what daily life will be like in the future ... how we could be living ... Let's start with showering in the morning. ... The shower of tomorrow will be different from the shower we know today – no ordinary shower that we are used to. It will use rain water collected from the roof. The heat will come from the sun – so it will help us to save energy. How often have you forgotten the keys to your house and closed the door? This happens regularly to me. It means waiting in the rain outside until another family member comes home ... A new technology called fingerprint recognition technology quickly lets you back in just by touching the door with your finger. There are computers and digital control panels everywhere, nowadays. Soon, they could also be the brain of your house. From one central control panel in your living room, you can set the temperature or switch lights or music on and off. The panel is also connected with many home appliances, like your fridge. There isn't any milk left? Your fridge will tell you, and from the control panel you just order a new one. What about you, dear listeners – would you want to live in the house of the future? Why or why not? And what would you like to see in the house of the future? Just give me a call ...



**Unit 4: The world around us****Track 1.15: What the world eats, part 1**

**Announcer:** What the world eats – part 1

**Speaker:** The diagrams show what people from different countries eat. In these charts, there are different colours. The colour purple stands for all kinds of sugar and fat. That means oil, candy and fat. The colour brown means grain – that's for example rice, wheat, corn or any other cereals. There's also the colour green and that represents fruit and vegetables. One part of each chart is orange – orange stands for eggs and milk products; for example, cheese and yogurt. Then, there's the colour red and it says how much fish and meat people eat. Meat can be beef, pork or chicken. The colour blue is the rest or in other words the other things such as alcoholic drinks, for example beer and wine.

**Track 1.16: What the world eats, part 2**

**Announcer:** What the world eats – part 2

**Speaker:** The colour purple represents fat and sugar.

The colour brown means grain.

The colour green stands for fruits and vegetables.

The colour orange represents milk and eggs.

The colour red stands for meat and fish.

The colour blue is the rest.

**Track 1.17: What the world eats, part 3**

**Announcer:** What the world eats – part 3

**Speaker:** Chart number one is the country of Vietnam in the southeast of Asia. People there eat a lot of grain, for example rice. In picture number two, there's a chart that represents Australia. People from down under eat a lot of food that is fat and sugary. Number three is a very tin country – it's Hong Kong, in Asia. People there eat as much grain as fish and meat. Number four is a country we all know: it's Germany. Germans eat as much grain as sugar and fat, but they also eat a lot of eggs and milk products.

**Track 1.18: Song: Never say ugh**

Der Text findet sich im Coursebook auf S. 36.

**Track 1.19: Food around the world**

**Announcer:** Food around the world

**Melissa:** Hello, my name's Melissa and I'm from Edinburgh, Scotland. That's in the north of Great Britain. My favourite dish is cottage pie with peas. Peas are my favourite vegetable ... I simply love them ... I could eat them every day. My mum makes this a special pie with minced meat and on top of it there's mashed potato. It's so tasty.

**Eicca:** Hi, I'm Eicca and this is my sister Tarja. We're from Finland.

**Tarja:** Our family eats a lot of fish and vegetables. We like that very much.

**Eicca:** But we also eat lots of cakes and pastry – not candy, but homemade cookies and pies.



**Tarja:** Our mum and dad love baking, so we get some fresh stuff almost every day.

**Eicca:** Our favourite sweet is Koorvapuusti ...

**Tarja:** ... that's something like cinnamon rolls. They're very delicious and we like them a lot.

---

### Unit 5: It's all about fashion

---

#### Track 1.20: Pronunciation exercise

Der Text findet sich im Coursebook auf S. 41.

#### Track 1.21: Very best friends, part 1

**Announcer:** Very best friends. Part 1

**Elia:** Hi Marc. I really need your help!

**Marc:** Hey Elia. What's your problem?

**Elia:** Hi. Everything's okay, but I need your help. I need some new clothes, but I hate shopping.

**Marc:** No problem, I love shopping. Let's meet in the shopping mall around 2 o'clock?

**Elia:** Okay. See you later.

#### Track 1.22: Very best friends, part 2

**Announcer:** Very best friends. Part 2. Around 2 p.m. in the shopping mall

**Marc:** So let's get started. What are you looking for?

**Elia:** Well, I definitely need a new pair of jeans and a new hoodie. Can you help me?

**Marc:** Sure. I know a really good shop. It's my favourite.

**Announcer:** 5 minutes later ...

**Marc:** Elia, look at this pair of black jeans. It looks really cool ... And this red hoodie.

**Elia:** Well, I like the jeans, but ... I don't like the hoodie.

**Marc:** Okay. They've got some hoodies in other colours. What about orange or green?

**Elia:** Yes, green is great. It's my favourite colour. Where can I try them on?

**Marc:** Over there.

**Announcer:** 5 minutes later ...

**Elia:** Marc, I need your help, please. The hoodie is nice, but the jeans are too big. Can you bring me a smaller size?

**Marc:** Yes, I can. Wait a moment. ... Here you are. ... Wow ... these jeans look really good on you. Are you going to buy them?

**Elia:** Hmm. I think I'll buy the jeans and the hoodie. It's a good deal. Thanks for your help. You're my very best friend.



**Track 1.23: What is it made of?**

**Announcer:** What is it made of?

**Simon:** Look, this is my favourite piece of clothing; it's not just one piece, but I've got lots of them, but my favourite pair is made of wool and I always wear them in winter because they keep my feet warm. I got them last year for Christmas; it was my grandma's present. ...

**Alexandra:** Hey, look at this: it's my favourite piece of clothing and it's made of a special kind of cotton called denim. This is a very strong material. They're usually blue, but they can also be black. Kids and teenagers wear them very often. I've got three of these ...

**Gloria:** Hi, these are a type of shoes that you usually wear in summer. They're my favourite piece of clothing, but you wear them on your feet. Mine are made of leather and their soles are made of plastic. So, I'm talking about my favourite pair of ...

**Track 1.24: Rap: The Animal Joe Pet Fashion Show**

Der Text findet sich im Coursebook auf S. 44.

**Track 1.25: The history of Halloween**

**Announcer:** The history of Halloween

**Speaker:** Hi children, my name is Professor Robert Parker. I'm going to tell you something about the history of Halloween. ... I think you all know that Halloween falls on October 31. On this evening and night, Halloween is celebrated each year in North America and also in other parts of the world. What about your country – do you celebrate Halloween? Maybe you do – but what do you know about its history? ... Well, let me tell you a few things. Like many other festivals, Halloween has changed over the years. About 2,000 years ago, there were the Celts and November 1 was the Celts' New Years' Day. The Celts thought the night before November 1 – so October 31 – was the time when the dead and living came together. They were worried that some evil spirits came to earth and so dressed up as ghosts and other creatures. As Europeans moved to North America, they brought along the tradition of Halloween. They had turnips and pumpkins and then they put lanterns inside the pumpkins – they are called jack-o'-lanterns. Nowadays, Halloween is some kind of fun day and children dress up as zombies, monsters and other creatures. Around their neighbourhood, they go trick-or-treating and try to get as many sweets as possible.



## Unit 6: Aliens

## Track 1.26: An interview with aliens

**Announcer:** An interview with aliens

**Lena + Chris:** Hugh! Who are you?

**Saxo + Xylo:** Don't be afraid, we come in peace!

**Lena:** Ww... where ... are you from?

**Saxo + Xylo:** From Mars

**Lena + Chris:** Hugh! What? ... From MARS?!!!

**Lena:** I... you... Have you got ... What are your names?

**Saxo:** My name's Saxo. And this is Xylo.

**Chris:** Hi, Saxo. Hi Xylo! I'm Chris, and this is my twin sister Lena.

**Saxo + Xylo:** Hi! Hi!

**Chris:** Why did you come to Earth?

**Xylo:** We didn't plan it. We just got on our space ship and started travelling. For fun.

**Lena:** Why can we understand each other?

**Saxo:** Our antennae automatically translate what you are saying, so we can understand and even speak to you. You see, we don't need to learn languages. We just know them.

**Lena + Chris:** Wow!

**Chris:** Why can't WE have things like that?

**Xylo:** Your technology isn't as good as ours.

**Lena:** How many languages can you speak?

**Saxo:** Well, actually, we don't SPEAK them.

**Xylo:** Look at my mouth. Can you see my lips moving?

**Lena:** No! Your mouth isn't moving at all!

**Xylo:** You see. We send our thoughts to you. And you understand them.

**Chris:** Wow! That is absolutely fantastic. (*bleeping and buzzing*)

**Chris:** Surely we have some things that you don't have.

**Saxo:** Such as?

**Lena:** Well, animals for example.

**Saxo:** You kill them to eat their meat.

**Chris:** We have cars.

**Xylo:** Which stink and cause accidents.





**Lena:** How do you get from one place to another on Mars?

**Xylo:** We are able to fly.

**Lena:** But you can't move as fast as a car.

**Saxo:** Of course we can. We can move much faster than the fastest car.

**Chris:** How fast can you fly?

**Saxo:** 1,000 km per second! And our spaceships travel even faster.

**Lena:** Come on, your technology may be better than ours, but our planet is much more beautiful than yours.

**Saxo:** Hmm ... Interesting ...

**Xylo:** Hmm ...

**Chris:** You surely don't have as many woods and lakes and mountains as we do.

**Lena:** ... or places where you can spend your free time.

**Saxo + Xylo:** What? ... Free time? ... What's ... that?

**Chris:** When you don't go to school, you have free time ...

**Saxo + Xylo:** Aha. ...

**Lena:** And we have music!

**Xylo:** You mean noise? ...

**Lena:** No! ... Well, it's the most beautiful "NOISE" anyway.

**Saxo + Xylo:** Is it, really?

**Chris:** My sister and I play lots of instruments really well. Look, this is a saxophone and that's a xylophone.

**Lena:** The saxophone is his and the xylophone is mine. Listen to this ...

**Saxo + Xylo:** OOAH!!!

**Chris + Lena:** Eh? Huh? Where are they?

**Chris:** Look, over there, at the top of that tree ... shivering in fear.

**Lena:** Music frightens them?!

**Chris + Lena:** Oooh dear ... that's funny



---

**Unit 7: Money**

---

**Track 1.27: More pocket money**

Der Text findet sich im Coursebook auf S. 56.

**Track 1.28: In the bank, part 1**

Der Text findet sich im Coursebook auf S. 57.

**Track 1.29: In the bank, part 2**

Der Text findet sich im Coursebook auf S. 57.

**Track 1.30: Poor Claire**

Der Text findet sich im Coursebook auf S. 58.

---

**Unit 8: Natural disasters**

---

**Track 1.31: Weather extremes around the world**

**Announcer:** Weather extremes around the world

**Presenter:** Welcome to Science Kids. Today we are talking about weather extremes. Here we go. First report: Canada, 11 July:

**Reporter:** During an outdoor wedding ceremony the bride's father, was struck by a flash of lightning while holding a speech. Luckily, the man was not killed. After recovering from a bad shock he continued his speech and the party went on. Everybody was stunned when they saw the hand holding the microphone light up. They thought he was going to drop dead.

**Presenter:** Second report: USA, October 2016:

**Reporter:** North Carolina was hit by massive flooding from Hurricane Matthew. A team of firefighters rescued more than a dozen dogs from an animal shelter. The rescue crew pulled most of the puppies from a truck that was stranded by the flood waters.

**Presenter:** Third report: China, 23 June:

**Reporter:** After a heavy earthquake a little village in China was hit by a devastating landslide which buried most of the village under an avalanche of mud and rock. A mother and her baby were rescued by some pupils and their teacher from a nearby school. One of them had heard a baby cry and told a rescue worker to search the place from where the sound came. Standing side by side they formed a human chain to help the mother and the baby reach a safe place in their school building. The young helpers and their teacher were given a medal for their brave rescue operation.



**Presenter:** Fourth report: Italy, 12 July 2017:

**Reporter:** A month of no rain and the following drought led to an outbreak of raging wildfires in southern Italy. The region around Mount Vesuvius for instance saw fires on the slopes of the volcano and vast clouds of smoke around the city of Naples. Temperatures rose above 40 degrees Celsius and thousands of people, animals and nature resorts around Vesuvius were at risk. “We need minibuses to pick people up and take them to school buildings. Let’s all do something,” the mayor wrote on Facebook.

### Track 1.32: Disaster in Pompeii

**Announcer:** Disaster in Pompeii. Listen to the radio show “Time Travels”.

**Don:** Hello, here’s Don with “Time Travels”, part 8. Today we’re travelling to Italy back in time to the year 79 AD. In that year the city of Pompeii was struck by disaster. Here with me in the studio is Felicity. Hi, Felicity.

**Felicity:** Hi, Don.

**Don:** You’re very much interested in history, right, Felicity?

**Felicity:** Oh yes, I am. I’d really like to learn something about Pompeii in the year 79 AD.

**Don:** Okay, Felicity, so what exactly would you like to know?

**Felicity:** Well, first of all. What was Pompeii like before the disaster?

**Don:** Well, it was a popular holiday resort. Lots of rich Romans had summer houses and spent the hot summer months there. Pompeii was a typical Roman city. There was the forum with temples to some of their gods. There were public baths, and the rich even had running water in their homes. There were a number of theatres for plays and concerts which attracted a lot of people.

**Felicity:** What exactly happened in 79 AD?

**Don:** That was the year when Mount Vesuvius erupted. It was a devastating eruption. Millions of tons of ash and rock shot out of the volcano and the cloud of ash rose up to over 20 miles!!!, ... that’s about 30 km!!!, above the mountain. Only a few people managed to escape. Most of them died. The whole city was buried under a thick cover of ash and rock. Pompeii completely disappeared and was, in fact, forgotten for many, many years.

**Felicity:** Did the people of Pompeii have no idea what was going to happen?

**Don:** Well, they were quite used to earthquakes, but they didn’t know that earthquakes could signal the start of a volcanic eruption. A man called Pliny the Younger wrote about the days before the disaster. He noticed lots of little earthquakes in the area and saw smoke coming out of the volcano. He warned the Romans of a coming eruption. But they didn’t listen to him. So they weren’t prepared. They had no idea what was coming until it was too late.

**Felicity:** When was Pompeii discovered again?



**Don:** It was only in the 18th century when archaeologists began to dig up the city and found something extraordinary. Most of the buildings, paintings and shops were still intact, and from that discovery we learned a lot of what we know now about everyday life in the Roman Empire.

**Felicity:** Mmm, that's very interesting. Thanks, Don. ... Oh! Do you by any chance have any especially interesting facts to tell us at the end of today's Time Travels?

**Don:** Oh yes. You know, the eruption happened just one day after the feast of Vulcan, the Roman god of fire.

**Felicity:** Ohhh! Really!?

**Don:** Yes, indeed ... Thank you ...

### Track 1.33: Pronunciation exercise

### Track 1.34: Earthquake in Sendai, Japan, part 1

**Announcer:** Earthquake in Sendai, Japan. Part 1. Listen to the interview with Professor Millican.

**Newsreader:** Let's come back to news of yesterday's earthquake in the Japanese city of Sendai. It was a powerful earthquake, 8.9 on the Richter scale. We know that several thousand people were evacuated from the city centre and many buildings were damaged. With us is earthquake expert, Professor Millican. Why exactly do earthquakes happen, Professor?

**Professor:** Well, earthquakes start deep underground. They're caused when two masses of rock want to move in opposite directions. If the pressure gets too much, the rocks move suddenly. That's when we feel it on the surface! And that's when all the damage is done.

**Newsreader:** I see. And Japan has a lot of earthquakes, doesn't it?

**Professor:** The most in the world. But really, they're usually only little movements, mini-earthquakes.  
**newsreader:** How often do such mini-earthquakes happen?

**Professor:** Every five minutes.

**Newsreader:** Every five minutes!

**Professor:** Yeah. Around two thousand are felt by people each year. But usually no damage is caused by such little earthquakes. The Japanese don't even notice them.

**Newsreader:** I guess if you live with something, you don't notice it. Well thank you Professor Millican.

### Track 1.35: Earthquake in Sendai, Japan, part 2

**Announcer:** Earthquake in Sendai, Japan. Part 2. Listen to the interview with James.

**Newsreader:** Let's go over to our young eye-witness. James lives in Tokyo, which is 350 km south of Sendai, where the earthquake struck. Did you feel anything in Tokyo, James?

**James:** Hi. Well, we live on the 18th floor of an apartment building. At first, we could hear our glasses shaking in the kitchen cupboard.

**Newsreader:** You could hear the glasses?

**James:** Yeah, and then the clock fell off the wall in the living room!



**Newsreader:** Oh! And you're in Tokyo, so far away from Sendai...

**James:** Yeah, we could see our walls shaking. My Dad said we should go down into the street to be safe.  
But if there's an earthquake, the lifts don't operate. They say it's the safest to stay in the building.

**Newsreader:** On the 18th floor!?

**James:** Yeah, 'cos all Tokyo buildings are made to be earthquake-safe.

**Newsreader:** Thank you, James. Back now to Sendai where we can talk to some of those people who were rescued ...

---

### Unit 9: Life is dangerous

---

#### Track 2.1: A camping trip gone wrong

Der Text findet sich im Coursebook auf S. 75.

---

### Unit 10: Moody Rudy

---

#### Track 2.2: Why is Rudy in a bad mood?

**Announcer:** Why is Rudy in such a bad mood? Situation 1

**Teacher:** Hey Rudy. What's the matter?

**Rudy:** Nothing, nothing. Just leave me alone.

**Teacher:** Come on, Rudy. What's happened? Why are you in such a bad mood?

**Rudy:** They've hidden my trainers.

**Teacher:** What do you mean, they've hidden your trainers? And who's "they"?

**Rudy:** Tim and Roy. They've done it.

**Teacher:** How do you know?

**Rudy:** Well, yesterday Tim and Roy said, "Just you wait, stupid. We'll play a trick on you, too." You see?  
It was them.

**Teacher:** Yeah, I see. Now let's look for them. Have you looked in your school bag? Maybe they're there.

**Announcer:** Situation 2. Some time later.

**Rudy:** Look! Look here!

**Teacher:** What's wrong?

**Rudy:** My lunch box's empty.

**Teacher:** So you've eaten it all up, right?

**Rudy:** No! I haven't eaten any of it. Somebody has opened my lunch box and has taken out my sandwiches. All of them! What a ...

**Teacher:** Okay, okay. ... We'll get something for you to eat.

**Rudy:** Okay.



**Announcer:** Situation 3. Some time later.

**Rudy:** Oh no! No!

**Teacher:** What's the matter now, Rudy?

**Rudy:** My mobile ... Somebody has thrown it on the floor and has jumped on it.

**Teacher:** What a shame ...

**Announcer:** Situation 4: Later in the afternoon.

**Flora:** Hi Rudy. How are you?

**Rudy:** Hi, Flora. Fine, thanks. I'm good!

**Flora:** What's happened? Why are you so happy?

**Rudy:** Tessa has invited me to her party on Saturday.

**Flora:** Fantastic. See you later! Bye!

**Announcer:** Situation 5

**Rudy:** Ha, look, look here everybody! Look what I've made.

**Flora:** What have you made?

**Rudy:** Look at this parrot. I've painted it. Isn't it beautiful?

**Tim:** Let us see. Oh, ahhh. Yeah. It looks really awesome.

**Rudy:** It does, doesn't it? ... I painted it in five minutes!

**Flora:** Oh, really??? You're ... You're an artist, Rudy. A real artist!

### Track 2.3: Moody Rudy Blues

Der Text findet sich im Coursebook auf S. 81.

### Track 2.4: Moody Rudy Blues (Playback-Version)

Playback zum Nachsingen

### Track 2.5: Pronunciation exercise

**Announcer:** Pronunciation exercise. Listen carefully and repeat. One

**Speaker:** bed [pause] bed – Now speak after me: "bed" [pause]

**Speaker:** bet [pause] bet – Now speak after me: "bet" [pause]

**Speaker:** bat [pause] bat – Now speak after me: "bat" [pause]

**Speaker:** Now repeat them all: bed, bet, bat. [pause]

**Announcer:** Two

**Speaker:** hat [pause] hat – Now speak after me: "hat" [pause]



**Speaker:** head [pause] head – Now speak after me: “head” [pause]

**Speaker:** hut [pause] hut – Now speak after me: “hut” [pause]

**Speaker:** Now repeat them all: hat, head, hut. [pause]

**Announcer:** Three

**Speaker:** steep [pause] steep – Now speak after me: “steep” [pause]

**Speaker:** step [pause] step – Now speak after me: “step” [pause]

**Speaker:** stop [pause] stop – Now speak after me: “stop” [pause]

**Speaker:** Now repeat them all: steep, step, stop. [pause]

**Announcer:** Four

**Speaker:** beat [pause] beat – Now speak after me: “beat” [pause]

**Speaker:** bit [pause] bit – Now speak after me: “bit” [pause]

**Speaker:** but [pause] but – Now speak after me: “but” [pause]

**Speaker:** Now repeat them all: beat, bit, but.

#### Track 2.6: Pronunciation exercise

**Announcer:** Pronunciation exercise. Tick the boxes of the sound you hear. One:

**Speaker:** bed [pause] bet [pause] bat

**Announcer:** Two

**Speaker:** head [pause] hat [pause] hut

**Announcer:** Three

**Speaker:** stop [pause] steep [pause] step

**Announcer:** Four:

**Speaker:** bit [pause] beat [pause] bite

---

### Unit 11: Crime

---

#### Track 2.7: Store detectives

**Announcer:** Two children, Rebecca and Matt Jackson, have just witnessed a shoplifting. They are reporting the case to the store manager.

**Store manager:** Hi guys. How can I help you?

**Rebecca & Matt:** We saw somebody shoplifting.

**Store manager:** Aha. What exactly did you see?

**Rebecca:** There was this man ...

**Store manager:** What man? What was he doing?



**Matt:** Well, first he was just standing ...

**Store manager:** ... standing where?

**Matt:** ... in the clothes department.

**Store manager:** Where exactly?

**Rebecca:** Where the jeans are.

**Store manager:** So that's next to the escalator, right?

**Matt:** Yes, yes, right there.

**Rebecca:** Actually, he was leaning on a walking stick.

**Store manager:** Okay, that isn't a crime.

**Matt:** No, but he looked so strange.

**Store manager:** What was strange about him?

**Rebecca:** His clothes.

**Store manager:** What about his clothes?

**Rebecca:** He was wearing a long, black coat.

**Matt:** ... and black boots and ...

**Rebecca:** ... and enormous sunglasses that almost covered up all his face and ...

**Matt:** ... and his hair – white hair! – ... was ever so long!

**Rebecca:** ... and there was this heavy backpack. He was carrying a backpack.

**Store manager:** A backpack?

**Rebecca:** Yes, it looked really heavy.

**Matt:** We could see it was full of things.

**Store manager:** Hm, are you saying he'd stolen those things?

**Rebecca:** Well, it looked like it.

**Store manager:** Now, you THINK he'd stolen them. You didn't actually SEE him taking anything, right?

**Matt:** Oh, yes, we did. ... I ... did, actually.

**Store manager:** Okay. So what did you see?

**Matt:** Rebecca was trying on a pair of jeans and I was waiting for her.

**Store manager:** Yes?

**Matt:** I was standing with my back turned to the changing room where Rebecca was trying on her jeans when that man took off his backpack, took something from inside his coat and put it in the backpack. Then he took the escalator to the exit.

**Store manager:** Okay, kids. You've done a great job. Thanks for watching our customers so carefully.





**Track 2.8: Jason's bedroom is a mess**

**Announcer:** When the Miltons return from their weekend trip, they see that someone has broken into their house. Close to tears Mrs Milton rings up her dad to tell him what has happened. (*phone rings*)

**Dad:** Hello?

**Mrs Milton:** Hi Dad, ... We've just got home and ...

**Dad:** Hi Clare ... What's the matter? Is there something wrong?

**Mrs Milton:** Oh yes. It's awful. Just imagine. Someone's broken into our house.

**Dad:** Oh dear. Do you know who it was?

**Mrs Milton:** We don't know, Dad. They've left a message on the computer, saying "We've done it! Mission completed!"

**Dad:** I can't believe it. Perhaps it was some local kids. Have they done any damage?

**Mrs Milton:** Well, Jason's bedroom is a complete mess. They've opened the cupboard doors and have thrown all his clothes on the floor. They've torn his posters and the curtains. They've knocked over the pot plant. They've broken his beloved hockey cup.

**Dad:** The one that he won in the tournament last year?

**Mrs Milton:** Yes.

**Dad:** Oh dear. Poor Jason. He's so proud of it.

**Mrs Milton:** Yes. They must have had a good time really. They've left an open packet of biscuits and tins of coke on the desk.

**Dad:** How awful.

**Mrs Milton:** They've searched the whole room.

**Dad:** Anything missing? Have they stolen anything?

**Mrs Milton:** Well, no. I don't think so. At least the computer and the HiFi are still there.

**Dad:** Money? Jewellery?

**Mrs Milton:** Jason doesn't have anything like that in his room.

**Dad:** Well, thank goodness for that. ... You must call the police ...

**Track 2.9: Rap: Very good times**

Der Text findet sich im Coursebook auf S. 92.

**Unit 12: Lost ... and found – a play**

**Track 2.10: Scene 1** Der Text findet sich im Coursebook auf S. 96.

**Track 2.11: Scene 2** Der Text findet sich im Coursebook auf S. 97.

**Track 2.12: Scene 3** Der Text findet sich im Coursebook auf S. 98.



**Track 2.13: Scene 4** Der Text findet sich im Coursebook auf S. 99.

**Track 2.14: Pronunciation exercise**

Der Text findet sich im Coursebook auf S. 100 in der Pronunciation box.

**Track 2.15: Scene 5** Der Text findet sich im Coursebook auf S. 100.

**Track 2.16: Scene 6** Der Text findet sich im Coursebook auf S. 101.

**Track 2.17: Scene 7** Der Text findet sich im Coursebook auf S. 102.

**Track 2.18: Scene 8** Der Text findet sich im Coursebook auf S. 102.

---

**Unit 13: Sports**

---

**Track 2.19: What do you think?**

**Announcer:** You are going to hear some kids talking about sports.

**Steve:** I like almost all sports, especially skiing in winter and cycling in summer. But my absolute favourite is football. All my family are football fans. We watch every single match on TV or we go and watch live games. What I like most about football is the atmosphere, the cheering of the fans when their team have scored a goal, the booing when the referee has made a wrong decision. It's fantastic. I think football is the most exciting sport I know. What do you think, Judy?

**Judy:** I really love sports. I play tennis a lot and go swimming. What I like about these sports is that you can do them all year round. In winter I go to the sports centre in my hometown. There is an indoor tennis court and a swimming pool. Swimming is healthier than tennis, I suppose. But tennis is fun. I love moving fast and hitting the ball cleverly into the corners of the court so that the other player can't return it easily. My brother says tennis is boring. He likes badminton best. What do you think, Duncan?

**Duncan:** I don't do any sport.

**Steve + Judy:** WHAAAT!!!!???

**Duncan:** Yeah, I really hate moving my body. Doing sport means running, doing physical exercise ... Brrr. Horrible. I sometimes watch sports competitions on TV, but I usually find them really boring. Chess is different. Playing chess is much more interesting than any sport.

**Steve + Judy:** Chess?! That's a sport, too!!!

**Duncan:** Well, yes, sort of. Anyway, chess is fantastic. It's not as popular as football, of course, but there are really lots of people who play it. I know loads of young people who are members of their school chess clubs. There are tournaments throughout the year. And they're always very exciting and fun, too. Chess is different from any other physical exercise. It's probably the cheapest sport of all. And! IT TRAINS YOUR BRAINS, you see.

**Track 2.20: Kira's brave fight**

Der Text findet sich im Coursebook auf S. 106.



**Unit 14: The Vikings****Track 2.21: The Vikings and the English language**

**Announcer:** Listen to the interview with the historian and archaeologist Astrid Flemming.

**Interviewer:** Welcome dear listeners and hello Astrid Flemming. You're an archeologist and a historian.

**Flemming:** Yes, I am.

**Interviewer:** Your special area of research is the Vikings, right?

**Flemming:** Absolutely right. I'm very much interested in their lives and their culture.

**Interviewer:** But what do the Vikings have to do with the English language or let's say Great Britain. How do they go together?

**Flemming:** Well, interesting question. More than 1000 years ago, the Vikings lived in Scandinavia – so modern-day Norway, Denmark and Sweden. We can say that they were important from the years 700 to 1000.

**Interviewer:** I see. And why did they come to Great Britain?

**Flemming:** There's more than just one reason for that. The Vikings lived near the fjords of Scandinavia – very close to the sea – and the British Isles are very close to the Scandinavian coast.

**Interviewer:** So they were good seafarers?

**Flemming:** Absolutely. And they built really good boats – so called longboats. So, first of all, they went off to find new land to settle on. Secondly, they wanted to trade and thirdly, they also wanted to rob other villages and places. So, the British people weren't very happy about that.

**Interviewer:** Okay, that doesn't sound so nice.

**Flemming:** Yeah, you could say that the Vikings were a bit brutal, but not all of them. Some of the Viking people didn't want to make war; they just wanted to have new land to settle on because overall, the Viking people lived from farming.

**Interviewer:** Interesting. What about the English language then?

**Flemming:** Well, the Vikings spoke a language called "Old Norse" and this language mixed with the "Old English". These two languages were quite similar and so the Vikings' language easily integrated into Old English. There're still lots of words that come from Old Norse.

**Interviewer:** Very interesting. Mrs Flemming, thank you for all that information.

**Flemming:** You're welcome.

**Interviewer:** Okay then, next on History Channel you can learn about...



**Track 2.22: Words from Old Norse in modern-day English**

**Announcer:** Words from Old Norse in modern-day English

**Narrator:** There're many words in modern-day English that actually come from Old Norse. So, the Vikings brought these words to Great Britain and we can still see that they are somehow similar to the English.

**Number 1:** The word "vindauga" comes from Old Norse and in modern-day English the word is "window".

**Number 2:** Another word that comes from Old Norse is "hestr" and nowadays we say "horse".

**Number 3:** Then there's the word "knifr" and in English we say "knife".

**Number 4:** Another word brought to England was "hjalmr" and it means "helmet".

**Number 5:** "Dvergre" is also Old Norse and means in English "dwarf".

**Number 6:** The Old Norse word "fiskr" means in modern-day English "fish".

**Track 2.23: Pronunciation exercise**

Der Text findet sich in der Pronunciation box auf S. 113 im Coursebook.

**Track 2.24: Song: Eric and Leif**

Der Text findet sich auf S. 116 im Coursebook.

---

**Unit 15: Festivals, customs and traditions**

---

**Track 2.25: The big summer festival**

**Announcer:** The big summer festival

**Mia:** Okay, let's start. We have come together to plan this year's annual big summer festival. First, we have to fix the date.

**Jayden:** Normally, the festival takes place on the last Friday before the summer holidays.

**Mia:** That's right. When do the summer holidays start this year?

**Harvey:** I think on July 16.

**Mia:** Okay, then the last Friday is the 15.

**Harvey:** July 15, alright. Shall I post the info on the school blog?

**Mia:** Yes, Harvey. Write: "Save the date – big summer festival".

**Harvey:** What's this year's theme?

**Mia:** Hmmm ... let me think. It's Rainsborrow's hundredth anniversary this year, isn't it? So why don't we make it "Rainsborrow Middle School a hundred years ago"?

**All:** Good idea, why not, super ...

**Mia:** Okay. Ruby, what else do we have to think of?



**Ruby:** What about the location?

**Jayden:** Normally the festival is held at the sports ground.

**Ruby:** You're right. But remember last year and the year before ...

**Elliot:** It was pouring with rain.

**Ruby:** That's right. Why don't we do it somewhere indoors?

**Mia:** Good idea. We'll have to talk to the headmaster, Mr Miller, about it. Ruby, can you do that?

**Ruby:** Aye, aye! No problem, Ma'am.

**Mia:** Thanks Ruby. Yes, Elliott?

**Elliot:** How about food and drinks?

**Mia:** How could I forget, Elliot? The most important things!

**Elliot:** We could do a barbecue, and we need some fruit punch. And we have to get a popcorn machine and candy floss. And we'll need ice cream if it's hot and we'll need hot chocolate if it's cold and ...

**Mia:** Okay, okay ... I get it. We'll need a lot of food and drinks – but not milk shakes. They'll turn sour if the weather's hot.

**All:** You're right ...

**Mia:** But who's going to prepare all that?

**Elliot:** Well, we'll need to find helpers. I could ask at the cooking club for help.

**Mia:** That's great, let's see what they can do and then we'll find a way to organise the things that are still missing.

**Jayden:** We mustn't forget to organise some entertainment.

**Mia:** You're right. What's a party without music?

**Jayden:** Logan from year seven got some DJ equipment for Christmas. I can talk to Logan.

**Mia:** Brilliant. We definitely need a DJ. ... And! How about a live act? Any suggestions?

**Ruby:** We could ask the breakdance club. I think they recently put on a new show.

**Mia:** Great idea. Could you talk to them, please?

**Ruby:** Sure.

**Mia:** Okay, great job everybody. I think that's all for now. Let's all do our tasks and then we'll meet again on Thursday to finalise the planning.

## Track 2.26: Meeting of the organising committee

**Announcer:** Meeting of the organising committee

**Mia:** Okay, here we are again. Welcome to today's meeting of the summer festival organising committee.  
Is anyone missing?



**Jayden:** I think Harvey's missing. He's got the flu. He won't be back until next week.

**Mia:** Okay. Does anyone know if Harvey has posted the "save the date" posting on the school blog?

**Jayden:** Yes, he has. But he made some mistakes and I don't know the password to log in to the system.

**Mia:** Can you ask him and make sure the mistakes are corrected?

**Jayden:** No problem. I'll send him a message right away.

**Mia:** Thanks. But tell him not to do anything until he's better.

**Jayden:** Okay.

**Mia:** Right – what else. ... Oh yes, Ruby. Have you talked to the headmaster about using some parts of the school building for the festival?

**Ruby:** Yes, I have. Mr Miller said it's okay. We can use the assembly hall if it rains. But we'll have to make sure no litter is left behind in the hall.

**Mia:** Thanks Ruby, great job. We'll organise extra waste bins for the assembly hall. ... Elliott, how about food and drinks? They are very important to you, aren't they? Have you asked the cooking club for help?

**Elliott:** Oh ... err ... the cooking club? Me? Did you want me to ask them? ... Right ... well ... I'm afraid ... I forgot to ask them. I'm really sorry.

**Mia:** Yeah, okay, Elliot, but make sure you talk to them as soon as possible. They'll need time to plan the food and drinks.

**Elliott:** I'll talk to them right after this meeting. Sorry, Mia.

**Mia:** Don't worry, Elliot. It's okay. ... Right ... Jayden. How about entertainment? Have you talked to the DJ ... what's his name? Robert?

**Jayden:** It's Logan. He's from year seven. Unfortunately, I haven't talked to him yet.

**Mia:** Why? What happened?

**Jayden:** Well ... Logan was on a school trip, so I couldn't meet him. I think he only came back yesterday evening. I'll talk to him as soon as possible. But I have met Lillian, the leader of the breakdance club.

**Mia:** Wasn't it Ruby's job to talk to them?

**Jayden:** I told Ruby she didn't have to worry about that. I met Lillian in the cafeteria the other day and took the chance to ask her about the live act.

**Mia:** I see. What did she say?

**Jayden:** The breakdance club would be really thrilled to put on a live act.

**Mia:** Wow, fantastic news. Good job, everybody! Let's see ... What else is there to do ...?



**Unit 16: Fact detectives****Track 2.27: Interview, part 1**

**Announcer:** School in ancient Rome. Listen to the expert interview.

**Interviewer:** Welcome to our radio programme “History Kids”. Today in the studio Gillian Barker. She is an expert on Roman History.

**Professor:** Hi. Thank you for inviting me to your programme.

**Interviewer:** So, professor, you know a lot about history, especially about ancient Rome. Right?

**Professor:** Yes, that’s correct. I think Roman history is really interesting, especially the lives of children in Roman times.

**Interviewer:** Well, what was school like in ancient Rome?

**Professor:** Instead of having lots of books and papers, the children had a wax tablet and a stylus for writing. ... Sometimes they also used pottery or broken pieces of pottery to write on. ... The teachers were all men and children from rich families often had a private tutor, that’s a teacher that gives help to one student at a time.

**Interviewer:** I see. What about the different subjects at school?

**Professor:** For example, the kids had to learn mathematics. They had a special tool called an “abacus” – it’s a kind of calculator to do mathematics.

**Interviewer:** And what about languages? Did they only learn Latin at school?

**Professor:** No, certainly not. Roman children also had to learn the Greek language because the Romans took many ideas from the Greek people.

**Interviewer:** Well, thank you professor Barker.

**Professor:** You’re welcome.

**Interviewer:** You’re going to stay with us for little longer to talk about money in ancient Rome.

**Track 2.28: What do you think?**

**Announcer:** Clothing and fashion. Listen to the interview with Professor Barker.

**Interviewer:** Professor Barker. We talked about the Romans before. Today’s topic is about Roman fashion and beauty.

**Professor:** Yes, it is. There’re a lot of things that we know about fashion and beauty trends in ancient Rome.

**Interviewer:** Really? What kind of things?

**Professor:** Well, we know, for example, that the ancient Romans used nice and expensive perfumes. Of course, only the very rich people, the patricians, ... but they used scents from different flowers and herbs.

**Interviewer:** And what about make-up for ladies?



**Professor:** Absolutely, make-up was very important for the rich ladies of ancient Rome. They had red lipsticks coloured with red wine. And ... They wanted skin which was as pale as possible or even white. So their slaves made chalk powder for them.

**Interviewer:** White skin? Why is that?

**Professor:** Because they wanted to show that they were rich enough not to work outdoors in the hot sun.

**Interviewer:** Hmmm. Interesting. What about different hairstyles?

**Professor:** At the beginning of the Roman Empire, women just had a simple bun, but later their hairstyles became more extravagant and special.

**Interviewer:** I guess 2000 years ago there wasn't any underwear, right?

**Professor:** Well in fact, that's not correct. Rich Roman men and women did in fact wear a kind of underwear, believe it or not.

**Interviewer:** What about jewellery such as rings and necklaces?

**Professor:** Oh, that was very important for the high society of ancient Rome. Such things were made of gold, silver, ivory and precious stones.

**Interviewer:** And now for my final question, Professor Barker: shoes. Did they use to wear any in those days?

**Professor:** Yes, they did; lots of different types actually. For example leather sandals or sandals with gold and silver for women. Soldiers had heavy boots so they could walk for many miles.

**Interviewer:** Well, we've heard a lot of very interesting facts.

