

**Unit 1: Welcome**

**Track 1.1: Prime Time 1 2 3 4**

Der Text findet sich im Coursebook auf S. 7.

**Track 1.2: Prime Time 1 2 3 4**

Playback-Version zum Nachsingen.

**Track 1.3: My words**

Der Text findet sich im Coursebook auf S. 8.

**Track 1.4: My words – Listen and repeat**

**Track 1.5: What's your name?**

**Announcer:** Scene 1

**Maya:** Good morning, girls and boys. My name is Maya Jackson, I'm your English teacher.

**Kinder:** Good morning, good morning, Hi ...Maya: What's your name?

**Paula:** Paula. I'm Paula.

**Maya:** Hi, Paula. And you, what's your name?

**Phil:** My name is ... *(fade out)*

**Announcer:** Scene 2

**Phil:** Hi, my name's Phil. What's your name?

**Francesca:** Hi, I'm Francesca.

**Phil:** Are you from Italy?

**Francesca:** No, I'm from here. This is my friend Mario. He's from Italy.

**Mario and Phil:** Hi, Phil. – Hi, Mario.

**Announcer:** Scene 3

**Tina:** Hi, Mum.

**Mrs T:** Hi, Tina.

**Tina:** Mum, this is Susie. Susie Miller.

**Mrs T:** Hi, Susie.

**Susie:** Hi, Mrs Turner.

**Mrs T:** And you? You are Timmy, right?

**Benny:** No, Timmy's my brother. I'm Benny.

**Mrs T:** Oh! Hallo, Benny.

**Benny:** Hallo, Mrs Turner.



**Track 1.6: It's mime time!**

**Announcer:** A

**Frank:** Hi, I'm Frank. Frank Wood. I'm from Colorado in the United States of America.

**Announcer:** B

**Frank:** Are you Wendy? Wendy Palmer?

**Sandy:** No, I'm Sandy Palmer.

**Frank:** Oh, okay. So you're Sandy Palmer.

**Sandy:** Yes.

**Announcer:** C

**Sandy:** This is Chris. He's from Berlin in Germany. He is eleven years old.

**Announcer:** D

**Sandy:** Chris, Flora and I are from class 1B. We are friends.

**Announcer:** E

**Frank:** Look, this is Lucy, and this is Freddy. They are very smart. They are my friends

**Track 1.7: It's mime time!**

**Announcer:** One.

**Frank:** Are you Wendy? Wendy Palmer?

**Sandy:** No, I'm Sandy Palmer.

**Frank:** Oh, okay. So you're Sandy Palmer.

**Sandy:** Yes.

**Announcer:** Two.

**Sandy:** This is Chris. He's from Berlin in Germany. He is eleven years old.

**Announcer:** Three.

**Sandy:** Chris, Flora and I are from class 1B. We are friends.

**Announcer:** Four.

**Frank:** Hi, I'm Frank. Frank Wood. I'm from Colorado in the United States of America.

**Announcer:** Five.

**Frank:** Look, this is Lucy, and this is Freddy. They are very smart. They are my friends.

**Track 1.8: Classroom language.**

**Sandy:** Listen carefully. – Stand up. – Take your textbook. – Take your workbook. – Sit down. – Put away your books. – Turn round, please.



**Track 1.9: Getting to know your book.**

**Tour guide:** Welcome to the Prime Time book tour. Let's start the tour. Example – The first picture is from page 4, the table of contents. Next stop – Number two: This is on page 47, Unit 6. Okay, let's move on. Nearly missed it. Our next stop: Show what you can do! This is on page 126, Unit 15. Now listen: This is the grammar guide on page 136.

**Passengers:** Uuuhhhh.

**Vocab police:** Stooooop! This is the vocabulary check. Show me the vocabulary.

**Tour guide:** It's on page 146, Sir.

**Vocab police:** That's correct. Thank you.

**Tour guide:** And now we are at the end of our tour, the workbook. You can find this picture on page 3.

**Female passenger:** Nice tour.

**Girl pass.:** Thanks.

**Male pass.:** Great tour, man.

**Track 1.10: Getting to know your book.**

**Speaker:** Example – Number one: This is on page 4. Number two: This is on page 47. Number three: This is on page 126. Number four: This is on page 136. Number five: This is on page 146. Number six: This is on page 3 in the workbook.

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**Unit 2: My school is cool**

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**Track 1.11: School objects**

**Speaker:** two blue books – There are two blue books. one yellow school bus – There is one yellow school bus. four turquoise pencils – There are four turquoise pencils. one green board – There is one green board. three blue and red erasers – There are three blue and red erasers. four red English books – There are four red English books.

**Track 1.12: Luke's schoolbag**

**Luke:** Hey, my name is Luke, and I'm ten years old. *(pause)* Look, I have got a brown schoolbag. It's really cool ... I love it. For school I need many things. So ... in my schoolbag there is one green ruler and one glue stick. Well ... there is also a pair of purple scissors in my schoolbag. *(pause)* At school we have got many books and in my schoolbag there are four white books. Of course ... I also need something to write with, and so there are three yellow pencils in my schoolbag. In the break I am very hungry, and there are two red apples in my schoolbag.

**Track 1.13: Luke's schoolbag – Listen and check.**

**Speaker:** This is Luke's schoolbag. It's brown. There is one green ruler and there are three yellow pencils in it. There are four white books in Luke's schoolbag and there is one pair of purple scissors in it. In Luke's schoolbag there are also two red apples. And there is a glue stick.



**Track 1.14: There's a comic in Tina's schoolbag**

Der Text findet sich im Coursebook auf S. 17.

**Track 1.15: Pronunciation – Listen and repeat: [t] and [d].**

**Speaker:** Listen and repeat. – Tina, Tom and Tony talk about doors and desks at school.

**Track 1.16: Rap: The secret**

Der Text findet sich im Coursebook auf S. 19.

**Track 1.17: Rap into the gap: The secret**

Text wie in 5a.

**Track 1.18: School tour**

**Schoolboy:** Hey guys, let me tell you something about my school. This is my school and I like it very much. *(pause)* On the ground floor you enter the school building and there is the gym. It is really big, and you can do sports and play lots of games there; for example soccer, basketball and volleyball. *(pause)* On the ground floor there is also the cafeteria. In the cafeteria students and teachers can buy snacks, drinks and other food. *(pause)* On the first floor you can find the headteacher's office. The headteacher is the boss of the school and he is really nice – his name is mathematics. *(pause)* Next to the headteacher's office there is the secretary's office. Our secretary is a very friendly young woman and her name's Mrs Tina Kerry. The staffroom is on the first floor, too. In this room all the teachers get together and have coffee or tea in the break. *(pause)* On the second floor there are the library, where you can read books and magazines, and the computer lab, where students can work on computers and tablets. Computer work is great fun, and I like it a lot. Next to the library there is my classroom.

**Track 1.19: School tour – Listen and check.**

**Speaker:** In the headteacher's office – you can find the boss of the school. In the staffroom – there are many teachers. In the classroom – there are some students. In the library – there are lots of books. In the gym – there are some balls and sports equipment. In the cafeteria – there are drinks and food to buy. In the computer lab – there are many laptops. On the ground floor – you can enter the school building.

**Track 1.20: Where are we?**

**Speaker:** After school the pupils and teachers from Central School go home. Two mice wait in a mouse hole in classroom 12. "Is it safe to come out, Dad?" says one mouse. "Sssh, Pip!" says Dad. A little later the caretaker turns off all the lights, closes the school doors, and goes home. Now it's very silent. "I'm hungry, Dad", says Pip. – "Okay, Pip. Let's get something to eat. Follow me." The two mice run across the floor to a hole in the wall. They go through a dark tunnel to a very large room with lots of computers. The mice are in the – *(Trommelwirbel)* computer lab. They run on into another room. "Yuk! What's that smell?" Pip asks. "Where are we, Dad? There are so many balls here." The mice are in the – *(Trommelwirbel)* gym. "Let's get out of here!" Pip holds his nose and



the two mice run through a tunnel on the other side into a long corridor. At the end of the corridor there are some big red doors. They go through the doors. Inside, the room has a lovely smell. “Aha!” says Dad. “At last!” There are no desks in this room, but there are many tables and chairs. On the floor there are bread crumbs and crisps and ... “Yes!” Pip shouts. “Cheese! My favourite!” The mice are in the – (*Trommelwirbel*) cafeteria. Suddenly Dad hears a noise. “What’s that?” he says. But Pip is busy with a nice piece of cheese. Voices! Suddenly, the big red doors open. “Run, Pip, run!” says Dad. “Mfmp?” Pip has a big piece of cheese in his mouth. “But I’m still hun-...” Bright lights go on. “Eeeek! Mice!” says a woman’s voice above them. “Get them!” says a man’s voice. “Run, Pip!” Pip and his father run between the cleaners’ enormous feet. Soon the mice are home safe in their mouse hole. Dinner is not so easy if you are a mouse.

### Track 1.21: Where are we? (Repeat the dialogues)

**Speaker:** Attention, attention! Number 1 – Please listen:

**Pip:** I’m hungry, Dad.

**Dad:** Okay, Pip. Let’s get something to eat. Follow me.

**Speaker:** Now repeat. (*pause*)

**Speaker:** Attention, attention! Number 2 – Please listen:

**Pip:** Yuk! What’s that smell? Where are we, Dad? There are so many balls here.

**Dad:** Let’s get out of here!

**Speaker:** Now repeat. (*pause*)

**Speaker:** Attention, attention! Number 3 – Please listen:

**Dad:** Aha! At last!

**Pip:** Yes! Cheese! My favourite!

**Speaker:** Now repeat. (*pause*)

**Speaker:** Attention, attention! Number 4 – Please listen:

**Dad:** What’s that? – Run, Pip, run!

**Speaker:** Now repeat. (*pause*)

## Unit 3: My family and my friends

### Track 1.22: A family show

**Lisa:** Hello! I’m Lisa and this is my big family. Look, the girl in the blue jeans on the left, that’s me. I’m ten years old. I’ve got two brothers and a sister. The little one is Tim. He’s only one year old. You can see him sitting on Dad’s knee. Dad’s name is Paul. He’s forty-one years old. My mum is standing next to him in the yellow sweater. She’s thirty-eight years old. Her name is Hannah. Next to me is my big brother Harry. He’s thirteen years old and a great football fan. My little sister Fiona is sitting on the floor in front of my grandparents. She’s five years old. She’s got a teddy bear in her arms. Right in the middle of the photo are my mum’s parents. They are my grandparents. Granny is eighty-two. Her name is Barbara. She’s 3 lovely. I like her a lot. Her husband, my grandpa, is



Theo. He's seventy-three and so funny. He can do magic tricks with his walking stick. Behind my brother Harry and Granny is Uncle Nick. He's forty-four years old and Mum's older brother. And behind Grandpa and Dad is my favourite Aunt Liz. She's Dad's younger sister. I like her because she plays games with us and always brings us sweets. Right, now you know my family. Can you tell me their names?

### Track 1.23: The show

**Interviewer:** Hello, everybody and welcome to our Happy Family Show. Today I'm going to talk to a young lady. Her name is Lisa Potter. Hello, Lisa.

**Lisa:** Hello.

**Interviewer:** Lisa, we want to find out more about you and your family, right? – Here we go: How old are you?

**Lisa:** I'm ten.

**Interviewer:** Aha. How many siblings have you got, Lisa?

**Lisa:** I've got two brothers and a sister.

**Interviewer:** I see. And what are their names, and how old are they?

**Lisa:** My older brother is thirteen. His name is Harry. My younger brother's name is Tim. He's only one year old.

**Interviewer:** And your sister?

**Lisa:** Her name is Fiona, and she is five.

**Interviewer:** What about your parents, your mum and dad?

**Lisa:** Their names are Hannah and Paul.

**Interviewer:** Has your father got a brother?

**Lisa:** No, he hasn't. He's got a sister. Her name is Liz. She's my aunt.

**Interviewer:** Have you got an uncle?

**Lisa:** Yes, I have. His name is Nick. He is my mum's brother.

**Interviewer:** Wonderful. Have you got grandparents, Lisa?

**Lisa:** Oh yes, I have. Their names are Barbara and Theo.

**Interviewer:** Now, one more question. Have you got a pet, a hamster or a rabbit?

**Lisa:** No, I haven't.

**Interviewer:** Would you like one?

**Lisa:** Oh, yes!

**Interviewer:** What would you like?

**Lisa:** Hmm. A little cat.

**Interviewer:** Well. Surprise, surprise! Here it is. A tiny little kitten for Lisa!

**Lisa:** Oh, how lovely. Thank you!

**Interviewer:** Lovely; now let's move on to the first question of our quiz ...



**Track 1.24: Getting it right: my – her – his – our – their**

**Announcer:** One.

**Harry:** Hi, I'm Harry. This is my aunt. Her name is Liz.

**Announcer:** Two.

**Interviewer:** Hello, Lisa. Is this your dad?

**Lisa:** Yes, it is.

**Interviewer:** What's his name?

**Lisa:** Paul. His name is Paul.

**Announcer:** Three.

**Assistant:** This is Mr and Mrs Potter. Their children are 1, 5, 10 and 13 years old.

**Announcer:** Four.

**Harry:** We like Miss Smith. She is our favourite teacher.

**Announcer:** Five.

**Harry:** Look, this is Aunt Liz. Right here in the photo. And this is her niece Fiona.

**Announcer:** Six.

**Interviewer:** This is Hannah and Paul Potter. Their children are Lisa, Harry, Fiona and Tim.

**Track 1.25: The bubble gum song**

Der Text findet sich im Coursebook auf S. 28.

**Track 1.26: The bubble gum song**

Playback-Version zum Nachsingen.

**Track 1.27: Best friends**

**Storyteller:** Today the Fairfax family are having a barbecue in their garden with sausages and hamburgers. Mum and Dad are there with Zoe and Steve, their children. Steve's best friend Phil comes with his new football. Zoe's best friend Lisa brings Milly, her little kitten from the "Family Show". Of course, Scottie, the Fairfax family dog, is there too. Mum is a bit worried – dogs and cats always fight. The children kick the ball around the garden, and Scottie runs after it. "Food's ready," Dad shouts and the kids run over to the barbecue. "I'm so hungry," Zoe says. "Have a sausage, Zoe," Mum says. "Help yourself to my special grilled hamburgers and sausages!" Dad says. "I'm so thirsty," Phil shouts. "Have some orange juice, Phil," Steve says. Scottie looks at the sausages on the barbecue with his mouth open. "What about poor Scottie?" asks Phil. "Oh, he's got his bowl of dog food in the kitchen," says Mum. They all sit down and have lunch in the garden. "Hey, where's Milly?" says Lisa. "I can't see her!" – "And Scottie, where is he?" the children ask.



**Unit 4: My day****Track 1.28: Times of the day**

**Announcer:** One.

**Pete:** In the morning I go to school by scooter. Sometimes I also go by bike.

**Announcer:** Two.

**Pete:** Yummy! At lunchtime I have a snack. I usually eat an apple or a sandwich.

**Announcer:** Three.

**Pete:** In the afternoon I play with my friends in the park. We have a lot of fun.

**Announcer:** Four.

**Pete:** In the evening I take a shower. I like that very much.

**Announcer:** Five.

**Pete:** At night I sleep in my bed with my cat. I usually sleep from ten o'clock in the evening to six o'clock in the morning.

**Announcer:** Six.

**Pete:** Aaargh! At midnight I sometimes wake up from a bad dream. I dream of monsters in my room.

**Track 1.29: What time does Patricia the punk get up?**

**Patricia:** Hello, my name is Patricia. I live in Portsmouth, and I'm eleven years old. From Monday to Friday, I wake up at a quarter past six. In the morning I listen to punk music for half an hour and then I get up at a quarter to seven. Then I go to the kitchen and at seven o'clock I have breakfast with my family. My mum always reads the newspaper, and my dad sometimes makes breakfast for me. At a quarter to eight I leave the house and go to school. I usually go to school by scooter. School starts at a quarter past eight, and at twelve o'clock I eat my sandwich. My favourite sandwich is tuna with cheese and tomato. I come back home at a quarter past three, and then I play punk music for half an hour. Then I play games with my friends. My best friend is Juliette, she is also eleven years old. I sometimes go to her house or we play in the garden. We often play football in the park. We usually play games from four to five. Then I go back home. At five o'clock in the evening my parents, my brother and I have dinner. We often have salad or soup and pasta. I really love noodles. From a quarter to six to ten past seven I often read a book or watch TV. I don't have a favourite TV programme, but I love quiz shows. At nine o'clock I usually have a shower and brush my teeth. Then I go to bed at half past nine and listen to punk music again ...

**Track 1.30: Miruna and her daily routine – part 1**

**Presenter:** Hey kids, welcome to "Teenagers around the world". On today's radio show we have an interview with a student from Transylvania. So, let's listen to the interview with Miruna.

**Interviewer:** Hi Miruna. How are you?

**Miruna:** Thanks, I'm fine. Thank you for the interview. It's cool to be on a radio show.

**Interviewer:** Okay ... Miruna. Please tell me a little bit about the things you usually do.





**Miruna:** Well ... I get up and then I always go to the bathroom. My hair is very long, and I need about 30 minutes to brush it. Then I brush my teeth. They are very long, too. I love my teeth very much ... they're beautiful.

**Interviewer:** Aha ... and what do you do then?

**Miruna:** Then I go to the kitchen and I sometimes drink a glass of tomato juice. Then I go back to my bedroom and get dressed. **Interviewer:** Okay, and what do you usually wear?

**Miruna:** Hmmm ... I always wear black, so I never wear blue jeans. I often wear black dresses or T-shirts.

**Interviewer:** Aha ... Is black your favourite colour?

**Miruna:** Oh yes, I love it.

**Interviewer:** Great – and what kind of things do you usually do in your free time?

**Miruna:** Well, I usually do a lot. I'm very active. I sometimes go for a walk and take my pet with me.

**Interviewer:** Aha, interesting. What time do you go for a walk?

**Miruna:** Well, I sometimes go for a walk in the evening from 9 to 11 p.m.

**Interviewer:** Really ... from 9 to 11 p.m.? Don't you go outside in the morning like other kids?

**Miruna:** No, I never go outside in the morning. – I hate mornings.

**Interviewer:** Well ... what about school?

**Miruna:** I never go to school. **Interviewer:** Never? Oh, come on. You must go to school sometimes.

**Miruna:** No, never. My mum and my dad teach me at home.

**Interviewer:** Oh wow. That must be cool.

### Track 1.31: Miruna and her daily routine – part 2

**Interviewer:** Okay, Miruna. So, you never go to school. Your mum and dad teach you at home.

**Miruna:** Yes, that's true.

**Interviewer:** What about friends? How often do you meet your friends?

**Miruna:** Well, I never meet friends. I don't have any friends, but I have got a pet.

**Interviewer:** Oh really? What is it?

**Miruna:** Oh ... it's lovely, it's small, it's black and it ... can fly. It is a bat.

**Interviewer:** A bat? What's its name?

**Miruna:** It's a she. Her name is "Moonshine". She sleeps in my bed. Oh, she is so cute!

**Interviewer:** I see ... in your bed? Well ... When do you usually go to bed?

**Miruna:** I usually go to bed at 5 o'clock. I often sleep from 5 a.m. to 5 p.m.

**Interviewer:** I don't understand ... So you sleep for 12 hours during the day?

**Miruna:** Yes, exactly. I sleep by day, and I'm awake at night.



**Track 1.32: Pronunciation – Listen and repeat: [p] and [b]**

**Speaker:** Listen and repeat: Bro plans a perfect party. Patricia is a punctual punk. Boys eat pizza for breakfast in the park. Patricia plays with her brother in the bathroom.

**Track 1.33: Weekends, weekends**

Der Text findet sich im Coursebook auf S. 36.

**Track 1.34: Weekends, weekends**

Playback-Version zum Nachsingen.

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**Unit 5: Shopping**

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**Track 2.1: Shopping**

**Announcer:** Situation 1

**Mum:** Susie darling, can you do me a favour?

**Susie:** Yes, Mum, what is it?

**Mum:** Can you go to the supermarket and get a carton of milk, please?

**Susie:** Okay, Mum, no problem.

**Announcer:** Situation 2

**Charlie:** Ben, I'm going to the supermarket. Can I get you something for lunch?

**Ben:** Oh yes, can you get me a cupcake, please?

**Charlie:** No problem.

**Ben:** Thanks.

**Announcer:** Situation 3

**Clare:** Hmmm, I don't know what to buy for my mum's birthday.

**Nora:** What about a book? You can get it on the internet.

**Clare:** No, it's too late. But we can go to the shopping centre.

**Nora:** Good idea. Let's go.

**Announcer:** Situation 4

**Dad:** Peter, can you do me a favour?

**Peter:** Yes, Dad. What's the problem?

**Dad:** Can you go to the supermarket and get me the new sports magazine?

**Peter:** Yes, no problem. But Dad, can I get an ice cream for myself?

**Dad:** Okay, have fun.



**Track 2.2: Dialogues in a corner shop**

**Announcer:** One

**Shop assistant:** Hi, Paula. Can I help you?

**Paula:** A pound of bananas, please.

**Shop assist.:** Here you are. Anything else?

**Paula:** Yes, two doughnuts, please.

**Shop assist.:** Sorry, we don't have doughnuts today.

**Paula:** Okay. Then I'll take two bottles of orange juice, please.

**Shop assist.:** Two bottles of orange juice. Anything else?

**Paula:** No, thanks.

**Shop assist.:** That's six pounds twenty.

**Paula:** Here you are, thanks.

**Shop assist.:** And here's your change. Thanks very much.

**Announcer:** Two

**Shop assistant:** Hi, Tom. Can I help you?

**Tom:** A packet of crisps, please.

**Shop assist.:** Here you are. Anything else?

**Tom:** Yes, three doughnuts, please.

**Shop assist.:** Three doughnuts. Anything else?

**Tom:** Yes, a box of chocolates, please.

**Shop assist.:** Okay. Here you are. Anything else?

**Tom:** No, thanks.

**Shop assist.:** That's eight pounds ninety.

**Tom:** Here you are, thanks.

**Shop assist.:** Thanks very much.

**Track 2.3: The shopping list**

*(Jack is in a shopping centre and calls his mother on his mobile phone.)*

**Mum:** Hi, Jack.

**Jack:** Hi, Mum. I'm here at the shopping centre, but I can't find your shopping list.

**Mum:** Oh darling, not again. You always forget your things.

**Jack:** I'm sorry, Mum. Can you tell me again what I shall buy?



**Mum:** Yes, of course, no problem. Can you bring me two cartons of milk for breakfast, a pound of strawberries, a packet of sugar, and a sports magazine for Jimmy and a pack of batteries? I think that's all. But hurry up, we need the strawberries for dinner.

**Jack:** Okay. Thanks, Mum. See you later.

**Mum:** No problem. See you later.

*(Ten minutes later. The bell rings.)*

**Jack:** Hi, Mum.

**Mum:** Hi, Jack. Everything all right?

**Jack:** No, Mum. I have to go again.

**Mum:** You have to go again? No, not really?

**Jack:** Yes, Mum, sorry. I forgot the money and my keys.

**Mum:** Oh no.

#### Track 2.4: How to say things – Listen to the words and repeat them

**Speaker:** strawberries (*pause*); blackberries (*pause*); keys (*pause*); batteries (*pause*); lollies (*pause*); babies (*pause*); boys

#### Track 2.5: How to say things

**Mum:** Can you bring home some strawberries for dinner? We have got some blackberries at home, but I want to have some strawberries too.

**Jack:** Yes, of course.

**Mum:** And don't forget your keys.

**Jack:** No, not this time!

**Mum:** And buy a pack of batteries for Lina's toy car. And don't buy lollies like last time.

**Jack:** Lollies are for babies, not for boys.

#### Track 2.6: Shopping dialogue – Listen and check.

**Shop assistant:** Can I help you?

**Customer:** I'm looking for a present for a friend. Do you have the new Moonshaker CD?

**Shop assistant:** Hmm. Let me see. No, I'm sorry we don't. But we have a new CD by the Sunnymaker It's brand new.

**Customer:** Well, how much is it?

**Shop assistant:** It's 17.99.

**Customer:** Hmm, that's quite a lot. I'll think about it.

**Shop assistant:** Thank you.



## Unit 6: Fun with games

**Track 2.7: Can you remember?**

**Speaker:** spot, dice, grid, game piece, board game, card game, computer game, quiz game

**Track 2.8: Sound bingo – Part 1**

**Speaker:** bad – bad; beat – beat; bed – bed; bet – bet; bid – bid; bit – bit; bite – bite; pan – pan; pen – pen; pet – pet; Pete – Pete; pot – pot

**Track 2.9: Sound bingo – Part 1 (längerer Text)**

**Speaker:** Hi everybody, this is sound bingo. Make sure that you have all the words on your card. Now listen carefully to the words, and tick them if they are on your card. The first word is Pete. Word no 1 is Pete. The second word is pot. Word no 2 is pot. The third word is bid. Word no 3 is bid Word no 4 is bit. The fourth word is bit. Word no 5 is pet. Word no 5 is pet. And here comes the next word. Word no 6 is bet – bet. The next word is bad. No 7 is bad. The eighth word is pan. Word no 8 is pan. The ninth word is bite. Word no 9 is bite. Word no 10 is bed. Tick off bed. Word no 11 is beat. This word is beat. Word no 12 is pen. The last word is pen.

**Track 2.10: Sound bingo – part 1 (kurzer Text)**

**Speaker:** Hi, everybody, this is sound bingo. Make sure that you have all the words on your card. Now listen carefully to the words, and tick them if they are on your card. No 1 is Pete – Pete. No 2 is pot – pot. No 3 is bid – bid. No 4 is bit – bit. No 5 is pet – pet. No 6 is bet – bet. No 7 is bad – bad. No 8 is pan – pan. No 9 is bite – bite. No 10 is bed – bed. No 11 is beat – beat. No 12 is pen – pen.

**Track 2.11: Sound bingo – Part 2**

**Speaker:** Now listen and number the words you hear. “Think” is number one. Number two is “song”. “Birthday” is next. Number three. “Sing” is number four and “father” number five. “Thick” is six. Word number seven is “mother”. “Thursday” comes next and then “sick”. “Sick” is number nine.

**Track 2.12: Sound bingo – Part 2**

**Boy:** My mother’s birthday is on Thursday. We want to sing a nice song for her. My father wants to bake a cake with thick chocolate on top. I think I will be sick after the party.

**Track 2.13: What are they doing?**

**Announcer:** Situation 1 (Computerspiel – elektronische Geräusche)

**Announcer:** Situation 2 (Jingle und Signalton für Nachrichtensendung)

**Announcer:** Situation 3 (Duschgeräusch und Pfeifen)

**Announcer:** Situation 4 (Geräusch Tippen auf einem Computer)

**Announcer:** Situation 5 (Hausübung)

**Sue:** Three plus four is seven ... and that makes ... no, this can’t be right. Let’s see ...



**Announcer:** Situation 6      (*Westernfilm im Fernsehen, Wiehern, Pferdehufe, Schüsse*)

**Announcer:** Situation 7      (*Abwaschen: Geschirrkloppen, Wasser*)

**Announcer:** Situation 8      (*Kochen: Fett zischt, Schneidgeräusch, Löffelklappen*)

**Announcer:** Situation 9      (*Telefonat*)

**Mum:** ... well no, she didn't and then, ... no, I know ... well you know how she gets ... anyway, as I was saying, she then ... Yea, yeah ... I know! No, well that isn't really ... etc.

#### Track 2.14: What are they doing? Listen and check.

**Announcer:** Situation 1

**Boy:** Onka is playing a computer game.

**Announcer:** Situation 2

**Girl:** We're listening to the radio.

**Announcer:** Situation 3

**Boy:** Dad is having a shower.

**Announcer:** Situation 4

**Girl:** Ben is writing on the computer.

**Announcer:** Situation 5

**Boy:** Sue is doing her homework.

**Announcer:** Situation 6

**Boy:** I'm watching a movie on TV.

**Announcer:** Situation 7

**Girl:** My brother is washing the dishes.

**Announcer:** Situation 8

**Boy:** My sister is cooking in the kitchen.

**Announcer:** Situation 9

**Girl:** Mum is talking on the phone.

#### Track 2.15: Freeze frame activity

**Teacher:** Today, we are going to do a freeze-frame activity. It's great fun. First get into groups of three or four. And now think of animals in the zoo. You are one of these animals, and you mime a typical activity. Now act out what the animal does but do not talk. – And now ... freeeeeeeeze.

**Teacher:** Now describe what you can see.

**Student A:** Carol is being a monkey. She is eating a banana.

**Student B:** Yvonne is being an elephant. She's eating apples and ...



**Track 2.16: Questions and answers**

**Announcer:** One

**Student A:** Are you in year 1?

**Student B:** Yes, I'm in 1B.

**Announcer:** Two

**Student A:** When is your birthday?

**Student B:** My birthday is on Feb. 29th.

**Announcer:** Three

**Student C:** When do you get home?

**Student A:** I usually get home from school at 2:00 p.m.

**Announcer:** Four

**Student C:** Do you like playing computer games?

**Student A:** No, I don't. I like playing board games.

**Announcer:** Five

**Student C:** Is Sue having a shower?

**Student B:** No, Sue is not having a shower, she's in the kitchen.

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**Unit 7: My time – my activities**

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**Track 2.17: The circus comes to town, part 1**

**Noah:** (*excitedly*) Look – the circus is in town!

**Amelie:** The circus? (*makes bored noise*) The circus is just for small children. And I don't like clowns, anyway. They're not funny!

**Noah:** But there aren't just clowns in the circus! The acrobats do really cool things. Sometimes they do quite dangerous things, too. I like that. (*pause*) Look at the poster! These girls are having fun.

**Amelie:** Yes, you're right. Maybe the circus is not so boring after all ...

**Track 2.18: The circus comes to town, part 2**

**Amelie:** This is not a poster for a circus. Look – here it says "Circus Camp".

**Noah:** Wow, that's right! (*reads*) "Become a circus star in five days." – I really want to do that!

**Amelie:** I don't know ... You have to do something special. I can do many special things. But you ...? Look at the questions: "Can you dance?" – I don't think you can dance.

**Noah:** No, you're right. I can't dance. And I can't sing.

**Amelie:** Can you walk on a tightrope?



**Noah:** (*sadly*) No, I don't think so. (*pause*) Okay, you're right. I can't join the circus camp.

**Amelie:** Wait! I know what you can do.

**Noah:** (*hopefully*) You do? What is it?

**Amelie:** You can carry my sports bag to the circus camp because (*with emphasis*) I will be the next circus star!

**Track 2.18: The circus comes to town, part 2**

Text wie in 2a.

**Track 2.19: I'm good at juggling**

**Coach:** Hello; welcome to the circus camp! What's your name?

**Amelie:** My name's Amelie.

**Coach:** Okay, Amelie. Let me ask you some questions. How old are you?

**Amelie:** I'm eleven years old.

**Coach:** (*writes*) Eleven years ... And is this your first time at the circus camp?

**Amelie:** Yes, it is.

**Coach:** Okay, fine. Now let's talk about the things you're good at. We have a lot of workshops here at the camp, and I want to find the right workshops for you.

**Amelie:** Alright, well ... I'm good at singing and ...

**Coach:** (*laughs*) Hang on a second – I've got a form here I have to complete.

**Amelie:** (*laughs*) Oh, I see.

**Coach:** Okay. How about cartwheels? Are you good at doing cartwheels?

**Amelie:** (*laughs*) No, I don't think so. I can't do a handstand either.

**Coach:** (*writes*) Okay, not good at doing cartwheels or handstands. Are you good at juggling?

**Amelie:** Yes, I'm quite good at juggling. But I can only juggle with four balls.

**Coach:** That's great; not many people can do that! Are you good at walking on your hands?

**Amelie:** Well ... no, I'm not really good at that. But I would like to learn!

**Coach:** Great – we've got the right workshop for you! (*pause*) Are you good at being a clown or doing magic tricks?

**Amelie:** Well ... actually I don't like clowns that much ... sorry ... I can't do magic tricks either.

**Coach:** Don't worry, that's alright. Not everybody wants to be a clown. Can you play an instrument?

**Amelie:** Yes, I'm quite good at playing the flute.

**Coach:** Oh – maybe you can join our circus orchestra ... Last question: Are you good at riding a horse?

**Amelie:** Yes, I'm pretty good at that.





**Coach:** Okay, that's all for now. Thanks very much, Amelie! You can find more information on the workshops over there. Have fun at our camp! See you later.

**Amelie:** Thanks very much, bye.

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### Unit 8: You and your body

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#### Track 2.20: Pronunciation – Listen and repeat: [i"] and [I].

**Speaker:** Listen and repeat. – I scream, you scream, we all scream for ice cream! (*pause*) Lift your knees and your feet to keep fit for the team. (*pause*) Tim and Jim play on the soccer team.

#### Track 2.21: How are you today?

**Announcer:** One.

**Anna:** Hi, Louis. How are you?

**Louis:** Oh, I don't feel well today.

**Anna:** What's the matter?

**Louis:** I have terrible toothache.

**Anna:** Your cheek is swollen too. You should go to the dentist's.

#### Track 2.22: How are you today?

**Announcer:** Two.

**Norah:** How are you today, Mariah?

**Mariah:** I'm fine, thanks, Norah. And you?

**Norah:** Well, not very well. I have a sprained ankle.

**Mariah:** Too bad. So you can't come to the bowling alley with us this evening?

**Norah:** No, I'm afraid I can't.

#### Track 2.23: How are you today?

**Announcer:** Three.

**Teacher:** Good morning, children! How are you today?

**School children:** Fine, thanks, miss.

**Teacher:** And you, Ann? How are you?

**Ann:** Not very well.

**Teacher:** What's the matter?

**Ann:** I have itchy skin.

**Teacher:** Let me see. Ah, it looks like you've got ...



**Track 2.24: How are you today?**

**Announcer:** Four.

**Football coach:** What's the matter, Bob? Why can't you run with the other boys?

**Bob:** I have sore knees.

**Football coach:** You should go to the doctor's, Bob. We need you on the football team.

**Bob:** Hmm. Maybe you're right.

**Track 2.25: How are you today?**

**Announcer:** Five.

**Doctor:** Hi, can I help you, Jesse?

**Jesse:** Yes, I don't feel well.

**Doctor:** What's the matter?

**Jesse:** My ears hurt, my arms and legs hurt, and I have a bad cough, too. – And ... (*sneezes*)

**Doctor:** And a runny nose. Well, go to bed, Jesse. You've got the ...

**Track 2.26: How are you today?**

**Announcer:** Six.

**Fatma:** Mum, ...

**Mum:** Yes, what is it, dear?

**Fatma:** Look at my cheeks. I look like a hamster.

**Mum:** Oh yes, your cheeks are swollen.

**Fatma:** And I, I have a sore throat. I can't eat my cornflakes today. And I can't turn my head. Ouch, it hurts so much.

**Mum:** Fatma, let me feel your forehead. Oh, it's very hot. Let's take your temperature.

**Fatma:** What's wrong with me, Mum?

**Mum:** Don't worry, Fatma. You've got mumps. Many young children get it. It's a typical children's illness. Now go to bed and ...

**Track 2.33: How are you today?**

**Announcer:** Louis

**Anna:** Hi, Louis. How are you?

**Louis:** Oh, I don't feel well today.

**Anna:** What's the matter?

**Louis:** My teeth ...; oh.

**Anna:** You should go to the dentist's.



**Track 2.34: How are you today?**

**Announcer:** Norah.

**Norah:** How are you today, Mariah?

**Mariah:** I'm fine, thanks, Norah. And you?

**Norah:** Not very well. My left foot hurts.

**Mariah:** Too bad. So you can't come with us this evening?

**Norah:** No, I'm afraid I can't.

**Track 2.35: How are you today?**

**Announcer:** Ann.

**Teacher:** Good morning, children! How are you today?

**School children:** Fine, thanks, miss.

**Teacher:** And you, Ann? How are you?

**Ann:** Not very well.

**Teacher:** What's the matter?

**Ann:** I don't know. My skin ...

**Teacher:** Let me see. Ah, it looks like you've got ...

**Track 2.36: How are you today?**

**Announcer:** Bob.

**Football coach:** What's the matter, Bob? Why can't you run with the other boys?

**Bob:** My knees hurt.

**Football coach:** You should go to the doctor's, Bob. We need you on the football team.

**Bob:** Hmm. Maybe you're right.

**Track 2.37: How are you today?**

**Announcer:** Jesse.

**Doctor:** Hi, can I help you, Jesse?

**Jesse:** Yes, I don't feel well.

**Doctor:** What's the matter?

**Jesse:** My ears hurt, my arms and legs hurt, and I have a bad cough, too.

**Doctor:** Hmm. Go to bed, Jesse. You've got the flu.



**Track 2.38: How are you today?**

**Announcer:** Fatma.

**Fatma:** Mum, ...

**Mum:** Yes, what is it, dear?

**Fatma:** Look at my cheeks. I look like a hamster.

**Mum:** Oh yes, your cheeks are swollen.

**Fatma:** And I, I have a sore throat. I can't eat my cornflakes today. And I can't turn my head. Ouch, it hurts so much.

**Mum:** Fatma, let me take your temperature. Your head is very hot.

**Fatma:** What's wrong with me, Mum?

**Mum:** Don't worry, Fatma. You've got mumps. Now go to bed and ...

**Track 2.39: At the school nurse's (Version ohne akustisches Signal)**

**Announcer:** One.

**Nurse:** Hi, Rita. What's the matter with you?

**Rita:** I feel sick. My tummy hurts.

**Nurse:** Hmm. What do you have for breakfast, eh?

**Rita:** Breakfast? Well, I ... well, I don't know.

**Nurse:** Don't you eat breakfast every morning?

**Rita:** No, ... not every morning.

**Nurse:** And today?

**Rita:** Nothing. ... Well, cola. A can of cola on my way to school.

**Nurse:** Listen, Rita. You should have breakfast every morning. Eat some toast with butter and jam and drink a cup of tea, for example. But don't drink cola. Cola is not good for you on an empty stomach in the morning. You see?

**Rita:** Yeah, okay.

**Nurse:** Now go and get yourself a sandwich and an apple from the canteen.

**Track 2.40: At the school nurse's (Version ohne akustisches Signal)**

**Announcer:** Two.

**Nurse:** Hi Bill.

**Bill:** Hi. (*blows his nose*)

**Nurse:** What can I do for you?

**Bill:** I've got a terrible headache and a runny nose.



**Nurse:** Have you got a sore throat? Open your mouth, let me see. Aha, it's quite red.

**Bill:** Oh, is it very bad? I don't want to get sick. It's my birthday tomorrow. And I'm going to have a party on Saturday.

**Nurse:** Well, Bill. You have got a cold. You can't stay in school today. Go to bed, drink a cup of tea with honey and take your temperature. You should stay in bed tomorrow ...

**Bill:** But, ... my birthday ...

**Nurse:** I'm sorry, Bill. Look, if you stay in bed tomorrow, you can have your party on Saturday. If you don't stay in bed, you can't have your party. You see?

**Bill:** Oh well, all right.

**Nurse:** Bye, Bill. Don't worry. You'll be fine for your party.

**Bill:** Thanks. Bye.

**Track 2.41: At the school nurse's (Version ohne akustisches Signal)**

**Announcer:** Three.

**Jana:** *(coughs)*

**Nurse:** Hi Jana, you've got a bad cough.

**Jana:** Yes, and my right ear hurts.

**Nurse:** Hmm.

**Jana:** And my shoulders hurt, too.

**Nurse:** I see. Let me take your temperature. – Oh, you've got a very high temperature. It's the flu, I'm afraid. You've got the flu.

**Jana:** Oh no! Is it very bad?

**Nurse:** Well, be careful and do as I tell you.

**Jana:** Yeah.

**Nurse:** Go to the chemist's and get this medicine. Go home and straight to bed. Don't come back to school until you feel better.

**Track 2.42-44: At the school nurse's (Version mit akustischem Signal)**

**Track 2.45: What's the matter, Poor Loretta**

Der Text findet sich im Coursebook auf S. 67.

**Track 2.46: Rap into the gap: What's the matter, Poor Loretta**

(Playback, Text wie oben.)



**Track 2.47: What's the matter, Marietta**

Ouch! Ouch!

Ouch, a twitch! Ouch, an itch!

What's the matter, Marietta?

Ouch, a twitch! Ouch, an itch!

What's the matter, Marietta?

Marietta: Ouch, my nose! Class: Ouch, her nose

Marietta: Ouch, my nose! Class: Ouch, her nose

Marietta: Ouch, my mouth! Class: Ouch, her mouth

Marietta: Ouch, my mouth! Class: Ouch, her mouth

Ouch, a twitch! Ouch, an itch!

What's the matter, Billy Batter?

**Billy:** Ouch, my teeth! Class: Ouch, his teeth

**Billy:** Ouch, my teeth! Class: Ouch, his teeth

**Billy:** Ouch, my shoulders! Class: Ouch, his shoulders

**Billy:** Ouch, my shoulders! Class: Ouch his shoulders

Ouch, a twitch! Ouch, an itch!

What's the matter, Trish and Tatter?

**T./T.:** Ouch, our hands! **Class:** Ouch, their hands

**T./T.:** Ouch, our hands! **Class:** Ouch, their hands

**T./T.:** Ouch, our knees! **Class:** Ouch, their knees

**T./T.:** Ouch, our knees! **Class:** Ouch, their knees

Ouch, a twitch! Ouch, an itch!

What's the matter? What's the matter? Ouch!

**Track 2.48: What's the matter, Cleo Clatter**

Ouch, a twitch! Ouch, an itch!

What's the matter, Cleo Clatter?

Ouch, a twitch! Ouch, an itch!

What's the matter, Cleo Clatter?

**Cleo:** Ouch, my elbows! **Class:** Ouch, her elbows

**Cleo:** Ouch, my elbows! **Class:** Ouch, her elbows



**Cleo:** Ouch, my eyes! **Class:** Ouch, her eyes

**Cleo:** Ouch, my eyes! **Class:** Ouch, her eyes

Ouch, a twitch! Ouch, an itch!

What's the matter, Tim Coletta?

**Tim:** Ouch, my tummy! **Class:** Ouch, his tummy

**Tim:** Ouch, my tummy! **Class:** Ouch, his tummy

**Tim:** Ouch, my legs! **Class:** Ouch, his legs

**Tim:** Ouch, my legs! **Class:** Ouch, his legs

Ouch, a twitch! Ouch, an itch!

What's the matter, Hutch and Hatter?

**H./H.:** Ouch, our cheeks! **Class:** Ouch, their cheeks

**H./H.:** Ouch, our cheeks! **Class:** Ouch, their cheeks

**H./H.:** Ouch, our arms! **Class:** Ouch, their arms

**H./H.:** Ouch, our arms! **Class:** Ouch, their arms

Ouch, a twitch! Ouch, an itch!

What's the matter? What's the matter? Ouch!

#### **Track 2.49: What's the matter, Nicoletta**

Ouch! Ouch!

Ouch, a twitch! Ouch, an itch!

What's the matter, Nicoletta?

Ouch, a twitch! Ouch, an itch!

What's the matter, Nicoletta?

**Nicoletta:** Ouch, my toes! **Class:** Ouch, her toes

**Nicoletta:** Ouch, my toes! **Class:** Ouch, her toes

**Nicoletta:** Ouch, my nose! **Class:** Ouch, her nose

**Nicoletta:** Ouch, my nose! **Class:** Ouch, her nose

Ouch, a twitch! Ouch, an itch!

What's the matter, Harry Ratter?

**Harry:** Ouch my mouth! **Class:** Ouch, his mouth

**Harry:** Ouch my mouth! **Class:** Ouch, his mouth

**Harry:** Ouch my feet! **Class:** Ouch, his feet

**Harry:** Ouch my feet! **Class:** Ouch, his feet



Ouch, a twitch! Ouch, an itch!

What's the matter, Jim and Jetta?

**J./J.:** Ouch, our shoulders! **Class:** Ouch, their shoulders

**J./J.:** Ouch, our shoulders! **Class:** Ouch, their shoulders

**J./J.:** Ouch, our fingers! **Class:** Ouch, their fingers

**J./J.:** Ouch, our fingers! **Class:** Ouch, their fingers

Ouch, a twitch! Ouch, an itch!

What's the matter? What's the matter? Ouch!

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### Unit 9: At home

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#### Track 3.1: Say where things are

**Speaker:** This is a wonderful house. Let's find out where the things are: Where is the big table?

**Girl:** The big table is in the dining room.

**Speaker:** Where are the armchairs?

**Girl:** The armchairs are in the living room.

**Speaker:** Where is the carpet?

**Girl:** The carpet is in the bedroom.

**Speaker:** Where is the toilet?

**Girl:** The toilet is in the bathroom.

**Speaker:** Where is the desk?

**Girl:** The desk is in the children's bedroom.

**Speaker:** Where are the flower pots?

**Girl:** The flower pots are in the children's bedroom.

**Speaker:** But some things are in the wrong places. Can you find them?

#### Track 3.2: Song: Monster in the house

**Kids:** Dad, there's a monster in the house!

**Dad:** Maybe it's a crocodile, its name is Lou. It's in the house and doesn't know what to do.

**Kids:** Maybe it's only a lonely T Rex waiting for its mother on the steps.

**Dad:** We can hear the monster's feet on the floor. Now it's knocking on our door.

**Kids:** The monster's crying. Why we don't know.

**Dad:** Is it hungry?

**Kids:** We think so.





**All:** There's a monster in the house  
There's a monster in the house  
There's a monster in the house  
A monster in the house  
Not a cat, not a mouse  
A monster in the house

**Dad:** Tell me now, what does a hungry monster eat?

**Kids:** Cornflakes in the hall, in the kitchen meat, ketchup in the living room, in the cellar sweets, that's what a hungry monster eats.

**Dad:** No, this monster eats us instead. We know it's now in the bed.

**Kids:** It attacks us there day and night. We're all afraid of its bite.

**All:** There's a monster in the house  
There's a monster in the house  
There's a monster in the house  
A monster in the house  
Not a cat, not a mouse  
A monster in the house

**Dad:** Yeah kids, the monster in the house  
is not a cat, not a mouse,  
it's a monster louse,  
and its name is Klaus.

### Track 3.3: Song: Monster in the house

(Playback-Version)

### Track 3.4: Showing a friend round the house

**Sarah:** Hi, I am the new student.

**Mum:** Hi, Sarah. How are you? – Yes, well, come in. This is Nasreen, my daughter, and this is Sammy, our little one.

**Sarah:** Hi Nasreen, hi Sammy.

**Nasreen:** Hi, Sarah.

**Mum:** Let's not stand around in the hall. Nasreen, can you show Sarah round the house first, and I'll get you something to drink.

**Nasreen:** Okay, Sarah, come with me. Here this is our kitchen. We usually have our breakfast here in the morning. And this is the living room. We watch TV here and we also listen to music – or just have a chat.

**Sarah:** That looks nice. Your TV is really big – wow.

**Nasreen:** Well, it is nice when there is a football match on TV. We all like watching football. But this is our only TV. Next to the kitchen there is a loo. The bedrooms and the bathroom are upstairs. Come, I'll show you.



**Nasreen:** Okay, so this is the first floor. Over there, that's my parents' bedroom, and this is your room. And next to it is my room. Sammy sleeps in my parents' bedroom. So your room is this one.

**Sarah:** Ah, this is nice. It's quite big. Not like my room at home. And there is a computer as well. – Can I use it?

**Nasreen:** Yes, of course, it's all for you.

**Mum:** Nasreen, Sarah, come downstairs. Let's go into the garden and have a drink.

**Nasreen:** Yes, Mum, we're coming.

### Track 3.5: My dream room

**Helen:** Hi, my name is Helen, and today I want to tell you something about my dream room. My dream room is fantastic. It is the best room ever. It's on the first floor so that I can look out of the window and see what my neighbours are doing. It's a huge room. I can use my bicycle to get from one end to the other. It takes me five minutes! I have fifteen computers in my room and they're always on. I use them to send e-mails to my friends, to chat and to play games. I have a lot of flowers in my room. Some are in flower pots, others are on the walls. My room is very warm in winter and cold in summer. I share my room with three cats and twenty-one goldfish.

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## Unit 10: Food

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### Track 3.6: At the party

**Alec:** Hey Nigel, what would you like to drink?

**Nigel:** I'd like a glass of orange squash, please.

**Alec:** Okay, here you are.

**Nigel:** Thanks.

**Alec:** Are you hungry?

**Nigel:** Yes, I'm really hungry. I usually skip breakfast.

**Alec:** That's not very good. Would you like some crisps?

**Nigel:** Well, ... no thanks, no junk food! Actually, I'd like some tacos, please.

**Alec:** Right, here you are. Would you like a chicken wing, too?

**Nigel:** Mmmm! Yummy, yes, please.

**Alec:** The chicken wings are in the kitchen. Help yourself.

### Track 3.7: At the party (mit akustischem Signal und Pausen)

Text wie Track 3.6, aber mit längeren Pausen und akustischem Signal. So können die Schüler/innen in die Lücken schreiben, während das Audio läuft.

### Track 3.8: The cat is away – the mice will play

Der Text findet sich im Coursebook auf S. 83.



**Track 3.9: At the party**

**Paul:** I'm so thirsty! ... Let's have a smoothie.

**Kate:** Great idea. I love smoothies!

**Paul:** Let's see ... They have six smoothies here. Which is your favourite smoothie, Kate?

**Kate:** Ermm, let me see ... 'Hawaiian Dreams' looks good. There's banana and blueberry in it. But no! ... There's also coconut – and peach! I hate coconut and peach.

**Paul:** I love coconut!

**Kate:** You do? Look! There's coconut in 'Sunrise Sunset', too.

**Paul:** Yes, ... and there's pear and – yuk! Pineapple and also grapefruit in 'Sunrise Sunset'.

**Kate:** Don't you like grapefruit?

**Paul:** No. – Ugh, it tastes so bitter!

**Kate:** Okay, ... so 'Pink Frog' is not for you, right?

**Paul:** No, I don't like 'Pink Frog'. Because there's grapefruit in it.

**Kate:** Which other fruit do you hate, Paul?

**Paul:** Kiwis. I hate kiwis, pineapple and grapefruit. What about you? Which fruit do you hate?

**Kate:** Ermm ... I hate pears and peaches.

**Paul:** So, you hate coconut, pears and peaches? Then I know what your favourite drink is!

**Kate:** And I know yours because you hate grapefruit, kiwis and pineapple ... Can we order, please?

**Track 3.10: Fruits and sounds**

**Speaker:** Fruits with the sound [p] (*pause*) – peach, pear (*pause*). Now repeat the words! (*pause*); peach (*pause*); pear (*pause*). Fruits with the sound [b] (*pause*) – banana, blueberry (*pause*). Now repeat the words! (*pause*); banana (*pause*); blueberry (*pause*). Fruits with the sound [k] (*pause*) – coconut, kiwi (*pause*). Now repeat the words! (*pause*); coconut (*pause*); kiwi (*pause*). Fruits with the sound [g] (*pause*) – grapefruit, grapes (*pause*). Now repeat the words! (*pause*); grapefruit (*pause*); grapes (*pause*).

**Track 3.11: Having lunch in the school cafeteria**

**Kenny:** Hi, my name's Kenny, and I am 11 years old. I'm from Liverpool in England, and I go to Sandfield Park School. School starts at 9 a.m. and ends at 4.30 p.m. At 1 p.m. I have lunch at our school cafeteria, and I sometimes go there with my friends. The food at our school cafeteria is really good – I love it. There are snacks, drinks and a dish of the day on the menu. The dish of the day is a bowl of soup, a snack, a piece of fruit and also a drink – for only £5. I always take the dish of the day because I think that's a really good price. What I like best about our school cafeteria is that there's no junk food. Well ... they do sell sweets and also some cakes or muffins, but I don't like them. But you can't buy chips or a cheeseburger or chicken wings. Our school cafeteria has got lots of healthy food, like fruits, salads and veggie sandwiches. My parents say I need good and healthy food so I can concentrate in the lessons.



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**Unit 11: Stormy weather**

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**Track 3.12: What do you hear? (Listen and mime)**

**Speaker:** I hear thunder, I hear thunder.

Oh, don't you? Oh, don't you?

Pitter, patter raindrops

Pitter, patter raindrops

I'm wet through.

I'm wet through.

**Track 3.13: What do you hear? (Wettergeräusche)****Track 3.14: A weather forecast**

**Speaker:** Good morning. This is the weather for tomorrow. We'll start into a very cloudy morning with a little bit of rain. Around lunchtime heavy rain and thunderstorms will set in with some sunny spells in between. Strong winds from the north-west later in the afternoon and more sunshine in the evening.

**Track 3.15: The crazy weather song**

Der Text findet sich im Coursebook auf S. 93.

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**Unit 12: Adventure in Grumpland – a play**

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**Track 3.16: Who is who?**

**Announcer:** One.

**King Grump:** Isn't it great, I live in a country where I am the only person who is allowed to eat jub-jub fruit. I love it, it's so sweet and all the jub-jub fruit are mine. I get really angry when people steal my jub-jub fruit.

**Announcer:** Two.

**Queen:** My husband wants to have all the jub-jub fruit for himself. I would love to eat jub-jub fruit too, but he is very strict. He has hiccups, and it really worries me. He is quite an old man, and I don't think it's good for him.

**Announcer:** Three.

**Chief Guard:** I am very important. And I'm very strong. I am the chief of security in the castle. I have to make sure that the King and the Queen are safe. If someone breaks the rules, I'm good at catching them, and then I put them in prison!



**Announcer:** Four.

**Kip:** I like my job. It's great, I work in the kitchen, and I'm allowed to eat lots of things. But there's one thing that I'm not allowed to eat, and that is jub-jub fruit.

**Track 3.17: Scene 1, In Grumpland**

Der Text findet sich im Coursebook auf S. 96.

**Track 3.18: Scene 2, In the castle**

Der Text findet sich im Coursebook auf S. 97–98.

**Track 3.19: Scene 3, In prison**

Der Text findet sich im Coursebook auf S. 99.

**Track 3.20: Scene 4, A cure for the King's hiccups (part 1)**

Der Text findet sich im Coursebook auf S. 100

**Track 3.21: Scene 4, A cure for the King's hiccups (part 2)**

Der Text findet sich im Coursebook auf S. 100–101.

**Track 3.22: Scene 4, A cure for the King's hiccups (part 3)**

Der Text findet sich im Coursebook auf S. 101–102.

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**Unit 13: Birthdays**

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**Track 4.1: How was the party?**

**Reporter:** Hello, Ms Stasey, my name's Daphne Sarahi, and I'm a reporter with the Kempston Journal. I'm writing an article for our blog. Can I ask you a few questions?

**Ms Stasey:** Oh yes, of course. What do you want to know?

**Reporter:** Well, first of all: Was Caitlin really surprised?

**Ms Stasey:** Oh yes, she was surprised. *(laughs)* Seven friends mailed her: "Sorry, I can't come" and then everybody was in the park.

**Reporter:** Oh, poor Caitlin. Was she sad when she thought her friends couldn't come?

**Ms Stasey:** I think so, yes. She was really sad. She wanted her party to start at four o'clock, but nobody was there.

**Reporter:** Did Caitlin wait in the garden all the time?

**Ms Stasey:** Yes, she did. At half past four she was still alone. And then suddenly someone called on her mobile phone.

**Reporter:** Wow! Someone called on her mobile phone! Was it one of her friends?



**Ms Stasey:** It was her cousin Alexandra. She wanted to meet Caitlin in the park.

**Reporter:** Cool! And there was Caitlin's big surprise in the park?

**Ms Stasey:** Yes, of course. There were "Marty and the Smarty Surf de Woop" on stage, and Caitlin joined them on stage to sing with them.

**Reporter:** Was this surprise your idea, Ms Stasey?

**Ms Stasey:** *(laughs)* Yes, it was. I wanted to make this a very special birthday for Caitlin.

**Reporter:** Thanks for the interview!

#### Track 4.2: Rock until my parents knock

Der Text findet sich im Coursebook auf S. 109.

#### Track 4.3: Rock until my parents knock

Playback-Version zum Nachsingen.

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### Unit 14: Animals

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#### Track 4.4: A dog's perfect life

Der Text findet sich im Coursebook auf S. 115.

#### Track 4.5: Pronunciation – Listen and repeat – [v] and [w]

**Speaker:** Listen and repeat. Wow! Your work was very well done. We never visit the vet Victoria Webber. Valerie and Winnie always give warm water to their pets. Who loves travelling with very best friends?

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### Unit 15: Going on holiday

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#### Track 4.8: Holiday plans

**Stephen:** Hey Tina, how are you?

**Tina:** Hello Stephen, I'm fine thanks. What about you?

**Stephen:** I feel very excited, because next week on Monday we are going on holiday to Germany.

**Tina:** Really? Germany? That sounds cool. How long are you going to stay there?

**Stephen:** Well ... I think we are going to stay for eight days. – No, sorry. We are going to stay for nine days. – And you, Tina? Are you going to go on holiday this summer?

**Tina:** Yes, I am. We are going to fly to Australia next week on Thursday, and we are going to stay there for one month.

**Stephen:** Wow, Australia for one month. That's a very long time. I have never been to Australia. Are you excited?

**Tina:** Yes, I'm very excited because we're going to fly there. I love going by plane, and it's going to be a really large one.

**Stephen:** Yeah, that's right. I love flying, too. We are going to fly to Berlin first, and then we take a car.



**Tina:** Why do you need a car?

**Stephen:** Well, my parents want to go biking and hiking, and we have to get out of the city. What kind of activities are you going to do?

**Tina:** Well, my parents are going to meet some friends. Meeting friends is very important for my mum. Her best friend lives in Australia.

**Stephen:** Oh, I see. And are you going to do anything else? Like swimming or ...

**Tina:** Yes, of course. My dad loves swimming, and the beaches in Australia are really cool.

**Stephen:** I wanted to go swimming too, but my parents hate swimming. Instead we are going to go horse riding.

**Tina:** Really? I love swimming, but I don't think we're going to ride horses. My parents are going to do a lot of sightseeing, but I don't really like hanging out with my parents all day long.

**Stephen:** Don't worry! I am absolutely sure that it is going to be a great holiday. You have to show me all your photos.

**Tina:** Alright then. Have a good trip and take care.

**Stephen:** Thanks, you too.

#### Track 4.9: Holiday master plan

Der Text findet sich im Coursebook auf S. 124.

#### Track 4.10: Holiday master plan

Playback Version zum Nachsingen.

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### Unit 16: Fact detectives

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#### Track 4.11: The food pyramid

**Professor:** Now, let's see. What's the next level on the food pyramid? Ah, meat and things like beans. Make sure you get some of these in your daily diet because they give us important protein to build and repair our bodies.

**Hannah:** But I'm a vegetarian, Professor. Where do I get my protein?

**Professor:** Vegetarians get some of their protein from beans, Hannah, and nuts contain lots of protein too. So don't worry, you're getting your protein!

**Suzie:** My mum says fat isn't good for you, so why is it in the pyramid?

**Professor:** Well, Suzie, we can't do without fats and oils. They give us calories for energy. But your mum's right, if you consume too many fats, you get too many calories, and you can put on weight.

**James:** Hey, look, my favourite foods are in the pyramid! There's chocolate and crisps, cool! They're at the top, that means they're the best, right, Professor? *(laughter)*

**Professor:** No, James, treats like chocolate, crisps and ice cream are at the top of the pyramid because we don't need so much of them. To stay healthy, it's best to have only one treat a day! James, Suzie, Hannah: Aw, only one, Professor?



**Track 4.12: Holiday phone-in**

*(radio jingle)*

**Sally:** Hello and welcome to Holiday phone-in. In the studio today we have climate expert Jim Bickenson.  
Hello Jim!

**Jim:** Hello Sally!

**Sally:** If you're going away on holiday soon, you need to know what the climate is in that part of the world.  
Our first caller is Marie. Hello Marie, what's your question for Jim?

**Marie:** Hi ... last year we went to Scotland and it rained, so this year we're visiting the south of India for  
some sun!

**Sally/Jim:** Ooh, very far. – India, yes.

**Marie:** But I'm not sure what the climate is like there. What clothes should we take?

**Jim:** When are you travelling, Marie?

**Marie:** In August.

**Jim:** I see. Well, we live in a temperate climate zone and we have four seasons.

**Sally:** Spring, summer, autumn and winter, yeah ...

**Jim:** Exactly. But India they have a tropical climate with only two seasons.

**Marie:** Only two seasons, really?

**Jim:** That's right. The dry season and the rainy season. Actually, August in India is the rainy season when  
they have the monsoon.

**Marie:** The monsoon? What's that exactly?

**Jim:** Very heavy rain! The monsoon season in India is from June to the end of September.

**Marie:** Ooh, so if we go in August ...

**Jim:** You'll be in the middle of the monsoon, yes, Marie.

**Marie:** We'll need to pack our umbrellas then!

**Jim:** *(laughs)* You'll need more than an umbrella! You see, tropical monsoon rain is not like the rain here  
in our temperate climate, it's very, very heavy rain. More rain can fall during the monsoon than we  
get in a whole year!

**Sally:** Gosh! I hate rain when I'm on holiday ... So, when is the best time to visit India, Jim?

**Jim:** The best time to go to the south of India is in January.

**Sally:** That's the dry season then, is it?

**Jim:** That's right. The average temperature stays the same all year, about 31 degrees, but in the dry season  
it's hot and sunny, and it doesn't rain at all.

**Marie:** Oh nice. Much better for our holiday!

**Sally:** Ah, well thanks for your call, Marie. Leave your umbrella, but pack lots of sun cream then!

**Marie:** I will. Thanks, bye!

**Sally:** Okay, listeners, we're taking more calls to our climate expert now. Call our number ...

*(fade out)*

