

Unit 1

1)))

Narrator: Hide and Seek, Activity Book 3,
by Jennifer Heath
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2)))

Narrator: **Rhyme: Goodbye**
Voices: Goodbye, Donna. Goodbye, Sam.
Goodbye, Tarik. Goodbye, Lin.
Goodbye friends, goodbye to you.
Goodbye, goodbye, goodbye, goodbye.

Goodbye, Pat. Goodbye, Sid.
Goodbye, Roy. Goodbye, May.
Goodbye friends, goodbye to you.
Goodbye, goodbye, goodbye, goodbye.
Goodbye, goodbye, goodbye, goodbye.

3)))

Narrator: **Rhyme: Numbers [to 10]**
Voices: I can count to ten.
I can count to ten.
One, two, three, four, five
Six, seven, eight, nine, ten.
I can count to ten!
I can count to ten!
(Chant repeated)

4)))

Narrator: **Unit 1, Lesson 3. Listen and say.**
Narrator: I
Miss Hill: Where's the doll?
Tarik: The doll is [pause] *under* the table.
Narrator: 2
Miss Hill: Where's the pen?
Tarik: The pen is [pause] *in* the pot.
Narrator: 3
Miss Hill: Where's the cup?
Tarik: The cup is [pause] *on* the book.

5)))

Narrator: **Rhyme: One, two. How are you? [to 20]**
Voices: One, two. How are you?
Three, four. Who's at the door?
Five, six. How many bricks?
Seven, eight. Stand and wait.
Nine, ten. Whose is this pen?

Eleven, twelve. What's on the shelves?
Thirteen, fourteen. What needs sorting?
Fifteen, sixteen. What needs fixing?
Seventeen, eighteen. Who is waiting?
Nineteen, twenty. That is plenty!

6)))

Narrator: **Rhyme: My body (V1-2)**
Voices: Point to your arm and point to your leg.
Point to your body and point to your head.
Point to your body and point to your head.
Point to your arm and point to your leg.

Point to your hand then point to your feet.
Stand up straight and sit on your seat.
Stand up straight and point to your feet.
Point to your hand then sit on your seat.

7)))

Narrator: **Phonics rhyme: Come and play!**
Voice: Hop and skip and jump and run,
Here we are! We are here for fun.
Bix and Yanick, Kurt and Val,
Gok and Quinn, Zeb and Cal,
Bess and Jill, and Mel and Ray,
Come and play with us today!

8)))

Narrator: **Unit 1, Lesson 7. Look, listen and say.**
Voice: come
[chime]
play
[chime]
today
[chime]
Ray
[chime]

9)))

Narrator: **Unit 1, Lesson 8. Listen and write the letters.**
Narrator: I
Child 1: I spy with my little eye something beginning with /w/, *wind*.
Narrator: 2
Child 2: I spy with my little eye something beginning with /z/, *zebra*.
Narrator: 3
Child 1: I spy with my little eye something beginning with /j/, *yogurt*.

10)))

Narrator: **Unit 2, Lesson 1. Letters and sounds, o and o.**

Part 1

Adult 1: Listen to the letters o and o together.
They make an /u/ sound.
Now you say: /u/, /u/, /u/

Narrator: **Part 2**

Adult 2: Listen to the letters o and o together again.
This time they make an /u:/ sound.
Now you say: /u:/, /u:/, /u:/

11)))

Narrator: **Rhyme. The zoo**

Voices: Let's all go to the zoo tomorrow.
Let's all go to the zoo tomorrow.
Let's all go to the zoo tomorrow.
Why don't you come too?
We're off to the zoo.
Please come too.
Let's go to the zoo.
Please come too!
Let's see the fish swim, swim, swim.
Let's hear the birds sing, sing, sing.
Let's see the monkeys swing,
swing, swing.
Why don't you come too?
We're off to the zoo.
Please come too.
Let's go to the zoo.
Please come too!
Let's all go to the zoo tomorrow.
Let's all go to the zoo tomorrow.
Let's all go to the zoo tomorrow.
Why don't you come too?
Why don't you come too?

12)))

Narrator: **Unit 2, Lesson 2. Letters and sounds, t and h.**

Part 1

Adult 1: Listen to the letters t and h together.
They make a /θ/ sound.
Now you say: /θ/, /θ/, /θ/

Narrator: **Part 2**

Adult 2: Listen to the letters t and h together again.
This time they make a /ð/ sound.
Now you say: /ð/, /ð/, /ð/

13)))

Narrator: **Rhyme: Sound out words**

Voice 1: Can you sound out *book*?
Voice 2: /b/-/u/-/k/
Voice 1: Can you sound out *zoo*?
Voice 2: /z/-/u:/
Voice 1: Can you sound out *look*?
Voice 2: /l/-/u/-/k/
Voice 1: Can you sound out *too*?
Voice 2: /t/-/u:/
Voice 1: Can you sound out *this*?
Voice 2: /ð/-/ɪ/-/s/
Voice 1: Can you sound out *that*?
Voice 2: /ð/-/æ/-/t/
Voice 1: Can you sound out *thin*?
Voice 2: /θ/-/ɪ/-/n/
Voice 1: Can you sound out *fat*?
Voice 2: /f/-/æ/-/t/

14)))

Narrator: **Rhyme: Days of the week**

Voices: Listen to all the days of the week:
Sunday, Monday,
Tuesday, Wednesday,
Thursday, Friday,
Last comes Saturday.
These are all the days of the week.
(Chant repeated)

15)))

Narrator: **Unit 2, Lesson 5. Listen and stick.**

Narrator: 1
Adult 1 I'm a bird.
Narrator: 2
Adult 2 I'm a lizard.
Narrator: 3
Adult 3 I'm a frog.

16)))

Narrator: **Unit 2, Lesson 5. Listen and write the words.**

Narrator: 1
Adult 1 I look for food.
Narrator: 2
Adult 2 I rest in the sun.
Narrator: 3
Adult 3 I sit in my pool.

17)))

Narrator: **Phonics rhyme: Look at this book.**

Voice: A racoon on a rooftop, that racoon
is thin.
He wants some food. He looks in the bin.
Six moths on some wood, not in the sun,

Now it is cool, they can have fun.
There's a fox in the desert; she looks for
her food.
A bun in a bag; she thinks it looks good!

18)))

Narrator: **Unit 2, Lesson 7. Look, listen and say.**
Voice: there's
[chime]

19)))

Narrator: **Unit 2, Lesson 8. Read, listen and match the words.**

Miss Hill: Find me a word that rhymes with *bun*.
Dona: *Bun* rhymes with ... *sun*!
Miss Hill: Find me a word that rhymes with *box*.
Tarik: *Box* rhymes with ... *fox*!
Miss Hill: Find me a word that rhymes with *look*.
Sam: *Look* rhymes with ... *book*!
Miss Hill: Find me a word that rhymes with *thin*.
May: *Thin* rhymes with ... *bin*!

20)))

Narrator: **Unit 3, Lesson 1. Letters and sounds, a and r**

Voice: Listen to the letters *a* and *r* together.
They make an /ɑ:/ sound.
Now you say: /ɑ:/, /ɑ:/, /ɑ:/.
/ɑ:/ for *car* and /ɑ:/ for *farm*.
The sound is /ɑ:/.

21)))

Narrator: **Unit 3, Lesson 1. Listen, stick and write.**

Miss Hill: How do you come to school, Sam?
Sam: I come by car with my Mum.
Miss Hill: How do you come to school, Dona?
Dona: I come by bus. I live far away.

22)))

Narrator: **Unit 3, Lesson 2. Letters and sounds: o and a.**

Voice: Listen to the letters *o* and *a* together.
They make an /əʊ/ sound
Now you say: /əʊ/, /əʊ /, /əʊ/.
/əʊ/ for *boat* and /əʊ/ for *goat*.
The sound is /əʊ/.

23)))

Narrator: **Rhyme: Row your boat.**
Voices: Row, row, row your boat,
On the pond today,

Go here and there, or round and round,
But don't go far away!
(Song repeated)

24)))

Narrator: **Unit 3, Lesson 3. Listen and write the numbers.**

Miss Hill: How do you come to school, Dona?
Dona: I come to school by bus. My bus is
number 30.
Miss Hill: How do you come to school, May?
May: I come to school by bus. My bus is
number 20.

25)))

Narrator: **Rhyme: Coming to school (VI-2)**

Voices: With Mum or with Dad, in the rain or the
sun;
We come to school, to learn and have fun.
To read and to count, and to play Hide
and Seek,
We come to school, five days a week.
We come every morning and stay here
all day,
When afternoon comes we go home and
play.
With Mum or with Dad, in the rain or the
sun;
We come to school, to learn and have fun.

By bus or by taxi, by boat or by car,
We come to school, from near and far,
Some come by metro; some walk to get
here;
Some live far away; and others live near.
With Mum or with Dad, in the rain or
the sun;
We come to school, to learn and have fun.

26)))

Narrator: **Rhyme: I can count in tens! [to 40]**

Voices: I can count in tens.
I can count in tens.
Ten, twenty, thirty, forty.
I can count in tens.
I can count in tens!

27)))

Narrator: **Rhyme: Hop round the clock!**

Voices: One o'clock, two o'clock, three o'clock,
HOP!
Four o'clock, five o'clock, six o'clock,
STOP!
Seven o'clock, eight o'clock, nine
o'clock, ten,

Eleven o'clock, twelve o'clock,
It's time to start again!

28)))

Narrator: **Phonics rhyme: Gareth goes far**

Voice: Bob is a boatman, he has a big boat.

Look! In Bob's boat - there's Gareth
the goat!

Gareth the goat is with Bob in his boat,
And far across the pond they float.

Beth and Seth have a car,
In the car they can go far!

In the car they can go to the zoo,
And Gareth the goat goes with them too!

29)))

Narrator: **Unit 3, Lesson 7. Look, listen and say.**

Voice: goes
[chime]

30)))

Narrator: **Unit 3, Lesson 8. Read, listen and
match the words.**

Miss Hill: Find me a word that rhymes with *boat*.

Tarik: *Boat* rhymes with ... *float*!

Miss Hill: Find me a word that rhymes with *zoo*.

Dona: *Zoo* rhymes with ... *too*!

Miss Hill: Find me a word that rhymes with *arm*.

Sam: *Arm* rhymes with ... *farm*!

Miss Hill: Find me a word that rhymes with *car*.

May: *Car* rhymes with ... *far*!

31)))

Narrator: **Unit 4, Lesson 1. Letters and sounds, n
and g**

Voice: Listen to the letters *n* and *g* together.

They make an /ŋ/ sound.

Now you say: /ŋ/, /ŋ/, /ŋ/.

/ŋ/ for *bring* and /ŋ/ for *swing*.

The sound is /ŋ/.

32)))

Narrator: **Unit 4, Lesson 2. Letters and sounds, a
and i**

Voice: Listen to the letters *a* and *i* together.

They make an /eɪ/ sound.

Now you say: /eɪ/, /eɪ/, /eɪ/.

/eɪ/ for *paint* and /eɪ/ for *rain*.

The sound is /eɪ/.

[Chime]

33)))

Narrator: **Rhyme: I can count in tens! [to 50]**

Voices: I can count in tens.

I can count in tens.

10, 20, 30, 40, 50.

I can count in tens.

I can count in tens!

34)))

Narrator: **Unit 4, Lesson 3. Listen, match
and colour.**

Miss Hill: Tarik's scarf is the longest.

Sid's scarf is the shortest.

Sam's scarf is shorter than Tarik's scarf.

But it's longer than Sid's scarf.

35)))

Narrator: **Rhyme: I count back in tens. [from 50]**

Voices: I count back in tens.

I count back in tens.

50, 40, 30, 20, 10.

I count back in tens.

I count back in tens!

36)))

Narrator: **Rhyme: Are you heavier?**

Voices: Are you heavier than a plane?

No, I'm lighter than a plane.

Are you heavier than a car?

No, I'm lighter than a car.

Are you heavier than a tree?

No, I'm lighter than a tree.

You're very, very light!

And I'm very, very sad because,

I'm the lightest of everything!

Are you heavier than a hat?

Yes, I'm heavier than a hat.

Are you heavier than a bee?

Yes, I'm heavier than a bee.

Are you heavier than a cat?

Yes, I'm heavier than a cat.

You're very, very heavy.

And I'm very, very glad.

I'm not the lightest; some things

are lighter,

And I'm not the heaviest; some things

are heavier,

But I am the happiest – because I'm me.

37)))

Narrator: **Rhyme: Point to your clothes (VI-2)**

Voice: Point to shorts. Point to a t-shirt.

Point to a top. Point to a skirt.

Point to green and point to blue.

Point to a sock and point to a shoe.
Point to yellow. Point to red.
Point to a hat on someone's head.
Point to trousers. Point to a dress.
Sit down now and all say 'yes'. 'YES!'

Point to a coat and point to a boot,
Point to a sock on someone's foot.
Point to gloves and a scarf, then point
to red.
Point to a hat on someone's head.
Point to a jumper, then have a think,
Point to orange, then purple and pink.
Point to wool. Point to fur.
Sit down now and all say 'Brrrr!!!'. 'Brrrr!!!'

38)))

Narrator: **Rhyme: Colours (VI-3)**

Voice 1: I can see colours:
Yellow and green.
I can see colours:
Red and blue.
I can see colours:
Lots of colours.
I can see colours,
How about you?

Voice 2: I can see colours:
Purple and pink.
I can see colours:
Orange, too.
I can see colours:
Lots of colours.

I can see colours,
How about you?
Voice 3: I can see colours:
Black and white.
I can see colours:
Brown and grey.
I can see colours:
Lots of colours.
Can you see colours,
Colours today?

39)))

Narrator: **Phonics rhyme: Jon, Ron and Don go out.**

Voice: Jon has very big plastic boots on,
Jon has a very big plastic hat,
Jon has a very big plastic raincoat,
And *that* (thinks Jon) is *that*.
Ron has very warm woollen gloves on,
Ron has a very warm woollen hat,
Ron has a very warm woollen scarf on,
And *that* (thinks Ron) is *that*.

Don has a very cool cotton shirt on,
Don has a very cool cotton hat,
Don has very cool cotton shorts on,
And that (thinks Don) is that.

40)))

Narrator: **Unit 4, Lesson 7. Look, listen and say.**

Voice: gloves
[chime]
shorts
[chime]
shirt
[chime]

41)))

Narrator: **Unit 5, Lesson 1. Letters and sounds: c and h.**

Voice: Listen to the letters *c* and *h* together.
They make a /tʃ/ sound:
Now you say: /tʃ/, /tʃ/, /tʃ/.
/tʃ/ for *chair* and /tʃ/ for *cheese*.
The sound is /tʃ/.
[Chime]

42)))

Narrator: **Unit 5, Lesson 1. Listen and stick.**

Mrs Chaplin: What do you want for lunch, Dona?
Dona: Cheese salad, please.
Mrs Chaplin: What do you want for lunch, Sam?
Sam: Chips, please.
Mrs Chaplin: What do you want for lunch, May?
May: Chicken, please.

43)))

Narrator: **Rhyme: It's 12 o'clock.**

Voices: It's twelve o'clock.
It's time for lunch.
Voice 1: Can I have salad?
Voice 2: Can I have a pizza?
Voice 3: Can I have a sandwich?
Voice 4: Can I have some chicken?
Voice 5: Can I have rice and beans?
Voice 6: Can I have chips and peas?
Voice 7: Can I have bread and cheese?
All Voices: Can I have my lunch, please?

44)))

Narrator: **Unit 5, Lesson 2. Letters and sounds e and r.**

Voice: Listen to the letters *e* and *r* together.
They make an /ə/ sound.
Now you say: /ə/, /ə/, /ə/.
/ə/ for *teacher* and /ə/ for *brother*.
The sound is /ə/.

45)))

Narrator: **Rhyme: I can count in tens! [to 60]**

Voices: I can count in tens.
I can count in tens.
Ten, twenty, thirty, forty, fifty, sixty.
I can count in tens!
I can count in tens!

46)))

Narrator: **Rhyme: I count back in tens. [from 70]**

Voices: I count back in tens.
I count back in tens.
Seventy, sixty, fifty, forty, thirty,
twenty, ten.
I count back in tens!
I count back in tens!

47)))

Narrator: **Phonics rhyme: The cooks in the kitchen.**

Voice: Cook the food, cook the food, Ann
and Fran,
Cook us some food as fast as you can.
Chicken for lunch, with chips and
some tea,
And put them here for my teacher
and me.

48)))

Narrator: **Unit 6, Lesson 1. Letters and sounds: e and e**

Voice: Listen to the letters e and e together.
The sound is /i:/.
Now you say: /i:/, /i:/, /i:/.
/i:/ for *feet* and /i:/ for *teeth*.
The sound is /i:/.

49)))

Narrator: **Unit 6, Lesson 1. Listen and circle the word.**

Voice: Are you thirsty, Sam?
Sam: No, I'm not.
Voice: Are you hungry?
Sam: Yes, I am. Can I have some cheese, please?
Voice: Here you are.
Sam: Thank you.
Voice: Are you hungry, Dona?
Dona: No, I'm not.
Voice: Are you thirsty?
Dona: Yes, I am. Can I have some milk, please?
Voice: Here you are.
Dona: Thank you.

50)))

Narrator: **Unit 6, Lesson 2. Letters and sounds a, i and r**

Voice: Listen to the letters a, i, r together.
They make an /eə/ sound.
Now you say: /eə/, /eə/, /eə/.
/eə/ for *hair* and /eə/ for *chair*.
The sound is /eə/.

51)))

Narrator: **Rhyme: Miss Polly has a dolly.**

Voices: Miss Polly has a dolly who is sick, sick,
sick.
So she phones the doctor to come quick,
quick, quick.
The doctor comes with his bag and his hat,
And he knocks on the door with a rat-
tat-tat.
He looks at the dolly and he shakes
his head,
And says, 'Miss Polly put her straight
to bed'.
Then he writes on the paper for a pill,
pill, pill,
'I'll be back in the morning with my bill,
bill, bill!'

52)))

Narrator: **Rhyme: I can count in tens! [to 80]**

Voices: I can count in tens.
I can count in tens.
Ten, twenty, thirty, forty, fifty, sixty,
seventy, eighty.
I can count in tens!
I can count in tens!

53)))

Narrator: **Rhyme: I count back in tens. [from 90]**

Voices: I count back in tens.
I count back in tens.
Ninety, eighty, seventy, sixty, fifty, forty,
thirty, twenty, ten.
I count back in tens!
I count back in tens!

54)))

Narrator: **Unit 6, Lesson 4. Listen and write the number.**

Miss Hill: May, what is your favourite number?
May: My favourite number is 80.
Miss Hill: Dona, what is your favourite number?
Dona: My favourite number is 70.
Miss Hill: Sam, what is your favourite number?
Sam: My favourite number is 90.

55)))

Narrator: **Phonics rhyme: A happy me!**
Voice: When things are not fair, and we feel sad,
We like friends there to make us glad.
When we are ill, and we feel bad,
We need a hug from mum and dad.

56)))

Narrator: **Unit 6, Lesson 7. Look, listen and say.**
Voice: like
[chime]
friends
[chime]

57)))

Narrator: **Unit 6, Lesson 8. Read, listen and match the words.**
Miss Hill: Find me a word that rhymes with *bee*.
Sam: *Bee* rhymes with ... *see!*
Miss Hill: Find me a word that rhymes with *hair*.
Dona: *Hair* rhymes with ... *chair!*
Miss Hill: Find me a word that rhymes with *need*.
Tarik: *Need* rhymes with ... *feed!*
Miss Hill: Find me a word that rhymes with *boat*.
May: *Boat* rhymes with ... *coat!*

58)))

Narrator: **Unit 7, Lesson 1. Letters and sounds: s and h**
Voice: Listen to the letters *s* and *h* together.
They make a /ʃ/ sound.
Now you say: /ʃ /, /ʃ/, /ʃ/.
/ʃ/ for *fish* and /ʃ/ for *shop*.
The sound is /ʃ/.

59)))

Narrator: **Unit 7, Lesson 2. Letters and sounds: u and r**
Voice: Listen to the letters *u* and *r* together.
They make an /ʊ/ sound.
Now you say: /ʊ:/, /ʊ:/, /ʊ:/.
/ʊ:/ for *fur* and /ʊ:/ for *hurt*.
The sound is /ʊ:/.

60)))

Narrator: **Rhyme: I can count in tens! [to 100]**
Voices: I can count in tens.
I can count in tens.
Ten, twenty, thirty, forty, fifty,
sixty, seventy, eighty, ninety, one
hundred.
I can count in tens!
I can count in tens!

61)))

Narrator: **Rhyme: I count back in tens. [from 100]**
Voices: I count back in tens.
I count back in tens.
One hundred, ninety, eighty,
seventy, sixty,
fifty, forty, thirty, twenty, ten.
I count back in tens!
I count back in tens!
Yeah!

62)))

Narrator: **Rhyme: Textures (V1-2)**
Voices: Jam is soft and sticky stuff,
Glass is smooth and hard.
Fur is warm, and ice-cream is cold.
And sand and stones are rough.

A falcon's claws are curved and sharp,
And chimps feel rough and hairy,
A turtle's shell is smooth to touch,
But sharks have teeth that are scary!

63)))

Narrator: **Phonics rhyme: The shop**
Voice: Time to go. We're off to the shop.
We must be quick. Run! Don't stop.
Fish for Dad, and yogurt for Nan,
A burger for Kurt, and a bun for Gran.
Turn the corner, and there it is BUT -
Oh no! On Fridays, the shop is shut!

64)))

Narrator: **Unit 7, Lesson 7. Look, listen and say.**
Voice: *we're*
[chime]

65)))

Narrator: **Unit 8, Lesson 1. Letters and sounds: o and i**
Voice: Listen to the letters *o* and *i* together.
They make an /ɔɪ/ sound.
Now you say: /ɔɪ/, /ɔɪ/, /ɔɪ/.
/ɔɪ/ for *point* and /ɔɪ/ for *join*.
The sound is /ɔɪ/.

66)))

Narrator: **Unit 8, Lesson 1. Listen, colour and write the names.**
Miss Hill: Which is your sandcastle, May? Point to it.
May: It's the little one.
Miss Hill: Put a blue flag on it.
Miss Hill: Which is your sandcastle, Sam? Point to it.

Sam: It's the big one.
Miss Hill: Put a red flag on it.

67)))

Narrator: **Unit 8, Lesson 2. Letters and sounds, u, r and e**

Voice: Listen to the letters *u* and *r* and *e* together.
They make an /ə/ sound.
Now you say: /ə/, /ə/, /ə/.
/ə/ for *measure* and /ə/ for *treasure*.
The sound is /ə/.

68)))

Narrator: **Rhyme: Ways to make ten**

Voices: Nine and one,
Eight and two,
I can make ten,
How about you?
Seven and three,
Six and four,
Five and five,
There aren't any more!
(Repeated)

69)))

Narrator: **Rhyme: How many left?**

Sing. Ten little kids in school today,
One little kid goes off to play,
How many kids are left you say?
Nine little kids in school.
Nine little kids in school.

Nine little kids in school in school today,
Two little kids go off to play,
How many kids are left you say?
Seven little kids in school.
Seven little kids in school.

Seven little kids in school today,
Three little kids go off to play,
How many kids are left you say?
Four little kids in school.
Four little kids in school.

Four little kids in school today,
Four little kids go off to play,
How many kids are left you say?
No little kids in school.
No little kids in school!

70)))

Narrator: **Phonics rhyme: Let's swim!**

Voice: One, two, three, four, five,

I can swim and I can dive.
Six, seven, eight, nine, ten,
The sun is out, let's swim again!

71)))

Narrator: **Unit 8, Lesson 7. Look, listen and say.**

Voice: two
[chime]
four
[chime]
five
[chime]
out
[chime]
dive
[chime]
again
[chime]
eight
[chime]
nine
[chime]

72)))

Narrator: **Unit 9, Lesson 1. Letters and sounds: o and w**

Voice: Listen to the letters *o* and *w* together.
They make an /əʊ/ sound.
Now you say: /əʊ/, /əʊ/, /əʊ/.
/əʊ/ for *cow* and /əʊ/ for *how*.
The sound is /əʊ/.

73)))

Narrator: **Unit 9, Lesson 2. Letters and sounds: o and r**

Voice: Listen to the letters *o* and *r* together.
They make an /ɔr/ sound.
Now you say: /ɔ:/, /ɔ:/, /ɔ:/.
/ɔ:/ for *horse* and /ɔ:/ for *for*.
The sound is /ɔ:/.
Listen to *o* and *r* together.
The sound is /ɔ:/.

74)))

Narrator: **Rhyme: Horsey, horsey!**

Voices: Horsey, horsey, don't you stop,
Just let your feet go clippety-clop.
Your tail goes swish and the wheels
go round,
Giddy up, we're homeward bound.
(Song repeated)
Giddy up horsey!

75)))

Narrator: **Rhyme: Doubles**

Sing
One add one makes two,
One add one makes two.
Two add two makes four,
Two add two makes four.
Three add three makes six,
Three add three makes six.
Four add four makes eight,
Four add four makes eight.
Five add five makes ten,
Five add five makes ten.

76)))

Narrator: **Unit 9, Lesson 4. Listen and match.**

Miss Hill: Dona, which one is your glass?

Dona: My glass is half-full.

Miss Hill: May, which one is your glass?

May: My glass is full.

Miss Hill: Tarik, which one is your glass?

Tarik: My glass is empty.

77)))

Narrator: **Rhyme: Baa, baa, black sheep**

Voices: Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir, three bags full.
One for the farmer and one for the dame,
And one for the little boy who lives down
the lane.
(repeated)

78)))

Narrator: **Phonics rhyme: The sun is out.**

Tarik: The sun is out but I don't want to play.
How can I help on the farm today?
Can I look for eggs under the hen?
What can I do to help you then?
Can I feed the horse? Can I milk the cow?
What can I do to help you now?

Woman: You feed the hen and I'll milk the cow.
I need lots of help right now.
Look for eggs, then I'll feed the sheep,
Don't feed the horse, I think he's asleep.
Now I need a rest. That's all for today.
Why don't you go out and play?

79)))

Narrator: **Unit 10, Lesson 1. Letters and sounds:
e, a and r**

Voice: Listen to the letters e, a and r together.
They make an /ɪə/ sound.

Now you say: /ɪə /, /ɪə/, /ɪə/.
/ɪə/ for *near* and /ɪə/ for *hear*.
The sound is /ɪə/.

80)))

Narrator: **Unit 10, Lesson 2. Letters and sounds:
i, g and h**

Voice: Listen to the letters i and g and h together.
They make an /aɪ/ sound.
Now you say: /aɪ/, /aɪ/, /aɪ/.
/aɪ/ for *night* and /aɪ/ for *right*.
The sound is /aɪ/.

81)))

Narrator: **Unit 10, Lesson 4. Listen, count and
circle the number.**

Narrator: 1

Miss Hill: Start at 20. Count on three tens. 1, 2, 3.
Where do we get to?
[pause]

May: 20 ... 30 ... 40 ... 50! We get to 50!

Narrator: 2

Miss Hill: Start at 60. Count on four tens. 1, 2, 3, 4.
Where do we get to?
[pause]

Tarik: 60 ... 70 ... 80 ... 90 ... 100! We get to
100!

Narrator: 3

Miss Hill: Start at 10. Count on seven tens. 1, 2, 3,
4, 5, 6, 7. Where do we get to?
[pause]

Sam: 10 ... 20 ... 30 ... 40 ... 50 ... 60 ... 70 ... 80!
We get to 80!

82)))

Narrator: **Rhyme: Wash (VI-4)**

Voices: This is the way we wash our hands,
Wash our hands, wash our hands.
This is the way we wash our hands
Before we go to school.

This is the way we dry our hands,
Dry our hands, dry our hands.
This is the way we dry our hands
Before we go to school.

This is the way we brush our hair,
Brush our hair, brush our hair.
This is the way we brush our hair
Before we go to school.

This is the way we brush our teeth,
Brush our teeth, brush our teeth.

This is the way we brush our teeth
In the morning and the evening.

83)))

Narrator: **Phonics rhyme: *Last day!***

Mum: Time to get up, to wash and dress.
What's for breakfast? Can you guess?
Brush your teeth! (Turn off the tap!)
Where's your bag, your lunch and
your cap?
Off you go! It's the end of the year,
Now 'big' school is very near.

84)))

Narrator: **Unit 10, Lesson 7. Look, listen and say.**

Voice: breakfast
[chime]
where
[chime]
school
[chime]