



*Методические рекомендации*

*«Драматизация как средство развития речевой компетенции в условиях лично-ориентированного обучения»*

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Драматизация является важным и необходимым элементом в процессе изучения иностранного языка. Такое серьезное препятствие, как "языковой барьер", становится легко преодолимым, как только учащиеся попадают в ситуацию игры, ролевого взаимодействия, оказываются вовлеченными в общий творческий процесс. Неуверенный в себе, запинаящийся на каждом слове слабый троечник превращается в веселого Пинокио, у которого всегда наготове дерзкие остроумные реплики для любого врага, а закомплексованная скромница – в смелую и ловкую девочку Машу, сумевшую отстоять себя в споре с тремя медведями.

Немаловажным является и то, что совместная работа над спектаклем или подготовка к празднику развивает у участников умение слушать партнера, создает условия для

взаимопонимания и взаимовыручки (сильные ученики помогают слабым), укрепляет ответственность за успех общего дела.

В то же время для учителя работа над сценарием, репетиции помимо дополнительного времени для отработки произношения, введения и закрепления лексических единиц предоставляют уникальную возможность общения с учениками, причем в новом для обеих сторон контексте. Привычные роли учитель - ученики преобразуются в иную модель отношений - режиссера и актеров.

Драматизация как средство развития речевой компетенции учащихся – гораздо более широкое понятие, чем просто инсценирование литературных отрывков. “Drama is doing. Drama is being. Drama is such a normal thing”. (Alan Maley)

Наиболее эффективно использование приёмов драматизации на начальном этапе обучения английскому языку. Увлекательный мир спектаклей, песен, игр, импровизаций, имитаций, может оказать учителю неоценимую помощь не только в формировании и развитии языковой компетенции, но и в решении задач эстетического воспитания, в развитии творческих способностей детей. Драма близка ребенку, так как динамична, действенна и напоминает мир игры, в котором он живет. Дети инстинктивно идентифицируют себя со всем, что происходит вокруг.

Драма, несомненно, помогает развить у учеников речевую компетенцию, даже если языковая подготовка детей находится не на самом высоком уровне. Участвуя в спектакле, дети слушают, слышат и понимают друг друга. А ведь аудирование - один из самых важных и сложных видов речевой деятельности. Именно поэтому любая дополнительная возможность в практике аудирования может быть полезна ученикам. Ведь сценическое действие помогает понять смысл происходящего, и в результате у зрителей развивается языковая догадка.

Важным моментом в развитии произношения и фонематического слуха является использование музыки и песен. Музыка дает настрой спектаклю, а песни способствуют развитию у школьников чувства языка, помогают активизации лексики. Музыкальный ритм помогает легче усваивать грамматические структуры. Разучивание коротких и несложных песен с частыми повторами помогает ребенку закрепить не только слова, но и правильную артикуляцию, правильное произношение звуков, ударения, ритм. Следовательно, музыка, являясь одним из наиболее эффективных способов воздействия на чувства и эмоции детей, служит в спектакле сильнейшим психологическим побудителем. Сцена приучает детей к четкой, правильно оформленной грамматической, интонационно фонетически речи.

Специфика драматизации заключается в том, что одновременно с отработкой языковой и речевой стороны материала ведется работа над его сценическим воплощением.

Необходимо показать учащимся, как правильно двигаться по ходу разыгрываемого диалога, владеть жестом и мимикой, говорить громко с хорошей дикцией так, чтобы было слышно зрителям. Доброжелательными репликами учитель поощряет учащихся и показывает, как преодолевать робость и скованность, вступать в контакт со своими партнерами, говорить четко и без особого напряжения голосовых связок, передавать характер действующих лиц. В распределении ролей необходимо учитывать как языковые, так и актерские возможности учащихся: одни разучивают реплики на изучаемом языке, другие - пантомимические роли или исполняют песни и танцы, третьи становятся суфлерами и работают со зрительной опорой на текст. Назначаются дублеры, оформители, режиссеры постановок. Такая организация работы стимулирует активность всех ее участников.

Для вовлечения детей в творческий процесс обучения языку можно использовать следующие упражнения.

**I. Упражнения, вовлекающие эмоции:**

- 1) Say your name as if you have just run 10 miles; as if you are correcting me; as if you have dived into cold water.
- 2) Say how you feel giving your name with the help of intonation: "I am Pete." (I am happy. I am sad. I am angry)
- 3) Freeze as happy cats, as angry dogs, as elephants with two big ears.

**II. Упражнения, вовлекающие воображение.**

- 1) Puppet-show.

Один ученик выступает в роли марионетки, другой - берет его за руки и при помощи движений рассказывает о его режиме дня.

Hello! My name is Lisa. I get up at seven o'clock. Then I wash my face and hands and get dressed.

- 2) Moving dictation.

I come home. I have dinner. Then I do my lessons. Next I go for a walk. Учитель показывает движения и произносит фразу. Дети повторяют за учителем и произносят ту же фразу. Далее учитель делает только движения, а дети проговаривают. Затем, наблюдая за движениями, ученики пишут этот диктант.

- 3) Mime the action.

Ученики по очереди дают друг другу команду выполнить действие. Следующий ученик изображает это действие и дает другому команду. Если ученик не может выполнить команду, то он выходит из игры. P. - Jump!

P. 2-(mimes jumping) Sing!

P. 3-(mimes singing) Dance!

P. 4-(mimes sleeping)

T. - No! P. 4 is out of the game.

4) Mime the object or the action.

Учитель вызывает одного ученика. Он загадывает слово из списка активной лексики и изображает его. Остальные угадывают. Или каждый по очереди изображает, вытаскивая листок со словом.

### **III. Диалоги и постановки.**

1) Instant drama activity.

Ученики вытягивают листочки с ролями: снег, зима, кусты, деревья, избушка, три медведя, табуретка, миска, подушка, Санта Клаус.

Рассказчик начинает свою сказку. Дети разыгрывают сценку и импровизируют.

It was cold winter. It was snowing. The snow was lying down on trees and bushes. On a beautiful open place there stood a wooden hut. There lived three bears: Michailo Potapych, Nastasya Potapovna and Mishutka. Michailo Potapych was checking his favourite stool on its proofness and steadiness. Nastasya Petrovna was looking at her favourite bowl as into a mirror. Mishutka was playing with his best pillow; he threw it up and caught. Meanwhile it was cold winter. It was snowing. The snow was lying on the trees and bushes. The wooden hut could not bear the weight of the snow and cracked. Michailo Potapych, Mishutka and Nastasya Petrovna got out of the wooden hut. It was cold winter. Here Santa Claus came. Everybody jumped with joy. Michailo Potapych offered Santa Claus his favourite chair, Santa sat on the chair with pleasure, Nastasya Petrovna gave Santa her favourite bowl, Mishutka brought him his pillow. Meanwhile it was cold winter.

2) Инсценирование - более активный и сложный процесс воплощения образа, нежели драматизация, так как в его основе лежит глубокое интеллектуальное и эмоциональное постижение замысла автора, характера образов и умение воплотить их на сцене. В инсценировании ярче прослеживается последовательность творческих этапов: "периода познания", "периода переживания" и "периода воплощения". Реализация этих этапов способствует совершенствованию коммуникативной деятельности, развитию эмоциональности, решению задач эстетического и нравственного восприятия, развитию творческих способностей, умений и навыков в их органичном единстве.

Целесообразно с самого начала работы над инсценированием предоставить учащимся выбор произведения, помочь осознать и прочувствовать поведение и речь персонажей, отработать выразительное чтение выбранной роли.

В приложении представлены сценарии спектаклей к учебникам английского языка English 1, 2, 3 авторов И.Н. Верещагиной, Т.А. Притыкиной.

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#### Приложение

##### Внеклассные занятия

##### 2 класс

##### The

##### Turnip

##### Characters:

Grandfather (Grandpa)

Grandmother (Grandma)

Masha (Granddaughter)

Vegetables

Dog

Cat

Mice

##### Scene I

*(The characters dig the ground, and plant the seeds singing.)*

This is the way we dig the ground,

Dig the ground, dig the ground,  
This is the way we dig the ground,  
Early in the morning.

This is the way we plant the seeds,  
Plant the seeds, plant the seeds,  
This is the way we plant the seeds,  
Early in the morning.

*(Everybody is tired, the cat and the dog begin to play, the others sit down on the bench to have a rest.) Grandpa: Let's go and have some tea.*

*Cat: With milk?*

*Grandpa: Yes, with milk.*

*Grandma: It's very good.*

*Masha: It's wonderful.*

*Cat: It's very nice.*

*Dog: OK.*

*Mice: All right.*

## Scene II

*(Vegetables sing.)*

This is the way the seeds will grow, Seeds  
will grow, seeds will grow.

This is the way the seeds will grow, Early  
in the morning.

*(Grandpa comes in. He looks at the vegetables and counts.)*

*Grandpa: One potato,  
Two potatoes,  
Three potatoes,  
Four.  
Five potatoes.  
Six potatoes,  
Seven potatoes more.  
Bad one.*

*(He throws it away. Then Grandpa says "Carrots", "Cabbages" and counts again. At last he sees a turnip.) What a big turnip it is! That's great! (He tries to pull it out.) Up! Down! Aside! Oh, sit down! (Sits on the bench.) Granny! Come here!*

*Grandma: I'm coming. (Sees the turnip.) Oh, what a nice turnip!*

Let's try to pull it out.

*Grandpa and Grandma (together):* Up! Down! Aside! Sit down!

*(Sit on the bench.)*

The musical score is written on five staves in G major, 3/4 time. The tempo is marked 'Gaily'. The lyrics are: 'The more we get to- geth-er, to- geth-er, to- geth-er, the more we get to- geth-er, the hap-pier we are! For your friends are my friends, and my friends are your friends. The more we get to- geth-er, the hap-pier we are!' The score includes a treble clef, a key signature of one sharp (F#), and a common time signature (C). The melody is simple and repetitive, with a final cadence on the fifth staff.

*Grandpa:* Is Masha at home?

*Grandma:* No, she is out.

*Grandpa:* Where is she?

*Grandma:* She is at the dance club.

*Grandpa:* Then let's go and have some tea.

*Grandma:* All right.

### Scene III

*Masha:* Hi! My name is Masha. I am eleven. My hobby is dancing. Look! I dance well.

*(She dances.)*

### Scene IV

*(Vegetables are in the garden. They are playing hide-and-seek.)*

*Onion:* A, B, C, D, E, F, G,  
George is hiding far from me.  
Looking here, looking there,  
I can't see him anywhere.

*(Grandpa, Grandma and Masha appear.)*

*Grandpa:* Let's try to pull the turnip out again.

*Everybody (together):* Up! Down! Aside! Sit down!

*Grandpa:* Let's call Zhuchka.

*Grandpa, Grandma and Masha (together):*

Zhuchka! Zhuchka! Come here! Help us!

*Zhuchka:* Bow-wow! I'm coming. Hi! Nice nice to meet you. I'm Zhuchka.

I'm a very clever dog.

*Everybody (trying to pull the turnip out):* Up! Down! Aside! Sit down!

*Grandpa:* Let's call Murka.

*Everybody (together):* Murka! Murka Come here! Help us, please.

*Murka:* How do you do? My name is Murka. I'm three years old.

And now I have three kittens. I love them very much.

Listen to a poem about me, please.

Pussy cat, pussy cat,

Where have you been?

I've been to London

To look at the queen.

Pussy cat, pussy cat,

What did you do there? I

frightened a little mouse

Under her chair.

*Everybody (trying to pull the turnip out again):*

Up! Down! Aside! Oh, sit down!

*Grandpa:* Let's call the mice.

*Everybody (together):* Mice! Mice! Come here! Help us!

*Mice:* Hallo! We are mice. We are brothers! We like sports and dances.

*(They dance.)*

*Everybody (trying to pull the turnip out):* One, two, three, four. We have pulled the turnip out! We've pulled it out! The turnip is nice.

*(Everybody is singing.)*

This is the way we'll eat the turnip,

Eat the turnip, eat the turnip, This

is the way we'll eat the turnip,

Early in the morning.

**«В гостях у сказки» - 3 класс**



*Цель:* активизация лексики и закрепление лексико-грамматического материала в ролевой игре.

### *Ход занятия*

I. Речевая разминка по теме «Семья».

*T:* Good morning, children! I'm glad to see you.

*P<sub>s</sub>:* Good morning, dear teacher! We are glad to see you, too.

*T:* How are you today?

*P<sub>s</sub>:* We are fine, thanks.

*T:* How are you, Julia?

*P<sub>1</sub>:* I'm not well today. I can't work but I can play.

*T:* Are you fine, Artyom?

*P<sub>2</sub>:* I'm fine, but I don't like to work. I like to play.

*T:* How is your mother/father/little brother/sister?

*P<sub>1</sub>P<sub>2</sub>P<sub>3</sub>:* She/He is fine, thanks!

*T:* Very nice! Can you help your mother?

*P<sub>1</sub>P<sub>2</sub>P<sub>3</sub>:* Of course we can. With great pleasure.

*T:* Let's sing a song about it.

*(Song "This Is the Way")*

*T:* And what do you say when you can't help your mother? When you can't work but you can play?

*P<sub>1</sub>:* I'd love to but I am not well today. I can't help you. I can't work but I can play.

*T:* When you don't like to work and like to play?

*P<sub>2</sub>:* I am fine but I don't like to work. I like to play.

*T:* When your friends and you want to go to the lake? You like to swim and play there and you don't like to work, do you?

*P<sub>3</sub>:* I'm sorry, I can't. My friends and I want to go to the lake. We like to swim and play there and we don't like to work.

*P<sub>1</sub>P<sub>2</sub>P<sub>3</sub>.....:* I don't want to help you. I want to skip/run/swim.

*T:* What do you say when you want to eat?

*P<sub>1</sub>P<sub>2</sub>:* I am hungry. I am as hungry as a hunter.

*T:* When the bread looks nice?

*P<sub>3</sub>:* With great pleasure. I am hungry, too. And the bread looks so nice.

*T:* I see. You want to play. Let's play then. We'll play a tale "The Little Red Hen". Do you remember a song "My Chickens"? First, let's review the words.

*(Song "My Chickens")*

II. Инсценировка сказки «Маленькая рыжая курочка».

### **The Little Red Hen**

Characters: Jen

the Hen

Her Son

Two Daughters

Pam the Cat

Tug the Dog

Chuck the Duck

### **Scene I**

*(The tune of the song "My Chickens")*

Jen the Hen: Hello! My name is Jen, or Jen the Hen. I have got three children – three little chickens. They are yellow, they are very, very nice.

How I love them all! We are a happy family.

Pam the Cat: Hello! My name is Pam, or Pam the Cat. I'm a big grey cat.

Tug the Dog: Hello! My name is Tug, or Tug the Dog. I'm black and white. I'm very big.

Chuck the Duck: Hello! My name is Chuck, or Chuck the Duck. I'm brown. I'm big, too. I'm a good swimmer. I live near the lake.

All Together: We are good friends!

*(The friends are dancing and singing a song "My Chickens")*

### **Scene II**

Jen the Hen: *(showing the seeds)* I've got five seeds. I want to plant them. I know how to have many seeds.

Hi, Pam! How are you? I want to plant some seeds. Can you help me?

Pam the Cat: Hi, Jen! I'd love to but I am not well today. *(touching her head and taking her skipping rope)* I can't help you. I can't work but I can play.

Jen the Hen: Hi, Tug! Are you fine? I want to plant some seeds. Can you help me?

Tug the Dog: Hi, Jen! I am fine but I don't like to work. I like to play.

*(goes away taking his ball)*

Jen the Hen: Glad to meet you my friend! Can you help me to plant some seeds? Chuck

the Duck: Hi, Jen! I'm sorry, I can't. My friends and I want to go to the lake. We like to swim and play there and we don't like to work.

*(goes away taking her towel)*

Jen the Hen: I'm very sorry, my dear children, but my friends are lazy. They don't like to work. Can you help me to plant the seeds?

The Chickens: Of course we can. With great pleasure.

Jen the Hen: Thank you, my dears!

*(Jen and the chickens are planting the seeds singing)*

This is the way we plant the seeds,

Plant the seeds, plant the seeds,

This is the way we plant the seeds,

Early in the morning.

### **Scene III**

*(Pam, Tug and Chuck are playing)* Jen

the Hen: Now I've got many seeds. I know how to make bread.

Hi, friends! Can you help me make bread?

Pam the Cat: I don't want to help you make bread. I want to skip. *(goes away with her skipping rope)*

Tug the Dog: I don't want to help you make bread. I want to run.

*(goes away with his ball)*

Chuck the Duck: I don't want to help you make bread. I want to swim.

*(goes away with her towel)*

Jen the Hen: What a pity!

The Chickens: What's the matter with you, Mum?

Jen the Hen: I'm very sorry but my friends are lazy. They don't want to help me make bread.

The Chickens: Oh, don't worry, dear Mummy! We can help you.

Jen the Hen: Thank you, my dears!

*(Jen and the chickens are making bread singing)*

This is the way we're making bread,  
 Making bread, making bread, This  
 is the way we're making bread,  
 Early in the morning.

#### **Scene IV**

Jen the Hen: Now the bread is ready. It looks great!

*(Pam, Tug and Chuck come in)* Glad

to see you! Do you want to help us eat the bread?

Pam the Cat: Yes, I do. I am hungry.

Tug the Dog: Of, course, I do. I am as hungry as a hunter.

Chuck the Duck: With great pleasure. I am hungry, too. And the bread looks so nice.

Jen the Hen: Yes, you are right. The bread is nice. But you are lazy and I don't want to give you the bread. I want to give the bread to my little chickens, because they always help me!

*(Pam, Tug and Chuck sadly go away)*

The Chickens: Oh, no, Mum! They are sorry and they will help you next time!

Pam, Tug and Chuck: Yes, of course we will!

Jen the Hen: All right, let's eat the bread together!

*(The friends are eating, then dancing and singing a song "Superstar")*

### **III. Подведение итогов занятия.**

T: Well done, children! And now let's think of a proverb to this tale. What English proverbs do you remember? Here are the words to help you.

Right! A friend in need is a friend indeed. And next time we'll speak about your friends. Good-bye, have a nice day!

### **Прогулка в лесу – 4 класс**

*Цель:* активизация лексики и закрепление лексико-грамматического материала в ролевой игре.

#### *Ход занятия*

I. Речевая и фонетическая зарядка по теме «Осень».

T: Good morning, boys and girls!

P<sub>s</sub>: Good morning, dear teacher!

T: How are you today?

P<sub>s</sub>: We are fine, thanks.

T: I can't see Valya. What's the matter with her?

P<sub>1</sub>: She is ill.

T: What a pity! I hope she'll be OK soon.

T: What's the date?

P<sub>2</sub>: It is the 17th of October today.

T: What season is it now?

P<sub>3</sub>: It's autumn.

*T:* Do you remember the poem “Seasons”?

*P<sub>s</sub>:* Spring is green,  
 Summer is bright,  
 Autumn is yellow,  
 Winter is white.

*T:* What colour are the trees in autumn?

*P<sub>1</sub>P<sub>2</sub>P<sub>3</sub>P<sub>4</sub>:* The trees are yellow, red, green and brown.

*T:* What’s the weather like today?

*P<sub>4</sub>:* The weather is fine.

*T:* What do you like to do in autumn?

*P<sub>1</sub>P<sub>2</sub>P<sub>3</sub>.....:* I like to .....

II. Инсценировка сказки «Три медведя».

*T:* Let’s go for a walk in the forest. Oh, what’s this? It’s a house.

### **Three Bears**

**Characters:** Father Bear  
 Mother Bear  
 Baby Bear  
 A Little Girl  
 Voice of the House  
 Chorus

#### **Scene I Voice**

**of the House:** We shall speak about three bears.

**Chorus:** Three what?

**Voice of the House:** Three bears.

**Chorus:** How many bears?

**Voice of the House:** Three bears. 1 (clap), 2 (clap, clap), 3 bears (clap, clap, clap).

**Chorus:** 1 (clap), 2 (clap, clap), 3 bears (clap, clap, clap).

**Voice of the House:** First there is the mother, Mother Bear.

**Mother Bear:** Hi! I’m Mother Bear.

**Voice of the House:** Then there is the father, Father Bear.

**Father Bear:** Hi! I’m Father Bear.

**Chorus:** Here comes mother,  
 Here comes father,  
 Mother loves father,  
 Father loves mother,  
 Mother and Father love Baby Bear.

**Voice of the House:** Who loves mother?

**Chorus:** Father loves mother.

**Voice of the House:** Who loves father?

**Chorus:** Mother loves father,  
 loves mother,

Mother and Father love Baby Bear.

**Mother Bear:** And where is Baby Bear?

**Chorus:** Where is Baby Bear? **Father**

**Bear:** Look, look,

Father

Look over there,  
Look over there,  
It is Baby Bear.

Baby Bear: Hi! I'm Baby Bear.

Father Bear, Mother Bear, Baby Bear: And now we want to have breakfast.

*(The three bears are setting the table singing)*

➤ *Мелодия песни «В траве сидел кузнечик»*  
*The plates, the spoons, the saucers,*  
*The plates, the spoons, the saucers,*  
*The plates, the spoons, the saucers,*  
*The mugs, the knives, the forks.*  
*I put on the table,*  
*I put on the table,*  
*The plates, the spoons, the saucers,*  
*I put on the table,*  
*I put on the table, The mugs,*  
*the knives, the forks.*

### **Scene II**

*(The Bears are sitting at the table)*

Mother Bear: Take your plate, Father!

Father Bear: Thank you, dear!

Mother Bear: Take your little plate, Baby Bear!

Baby Bear: Thank you, Mummy dear... Oh, it's too hot!

Father Bear: Hot, hot, much too hot!

Mother Bear: Hot, hot, much too hot!

Chorus: Much (clap) too (clap) hot (clap, clap)!

Much (clap) too (clap) hot (clap, clap)!

Father Bear: Then let's go for a walk.

➤ *(They go out of the room dancing and singing a song "Hello, Goodbye!")*

Voice of the House: I feel bad, I feel lonely, I feel sad.

Empty table, empty chairs.

It's lonely here without the bears.

### **Scene III**

*(A little Girl is coming dancing with her friends and singing a song "I See Green")*

A Little Girl (looking round): Whose room can it be? *(Looking at the table)*

I am hungry. *(Sits down at the table*

*and tastes the porridge)*

Oh, this porridge is too hot for me!..

Oh, this porridge is too cold for me!..

This porridge is just right for me.

*(The noise of the three Bears' steps is heard. The Little Girl hides behind the little bed)*

➤ *The tune of the song "Hello, Goodbye!"*

### **Scene IV**

*(The three Bears enter the room and take their places at the table.)*

Father Bear: My plate is not full!

Mother Bear: My plate is not full either!

Baby Bear: And my plate is empty. *(They look round)*. Oh, and who is this?

A Little Girl!

Father Bear: Let's catch her up!

Mother Bear: Let's eat her up!

Baby Bear: Yes, yes, let's eat her up!

A Little Girl: No, you won't! (*Runs away*)

(*The Bears try to catch her, but stumble and fall down*)

Mother Bear (*shaking herself*): It is your fault, Father! You fell and I fell, too!

Baby Bear: And I fell because you fell!

All together (*shaking their heads*): And the Little Girl has run away. Oh!  
Oh! Oh!

### III. Подведение итогов занятия.

*T*: It's fun to walk in the forest isn't it? What do you like in the forest?

*P<sub>1</sub>P<sub>2</sub>P<sub>3</sub>.....* : I like .....

*T*: And next time we'll go to the Zoo.

*P<sub>s</sub>*: Great!

*T*: Good bye! Have a nice day!