

**Комунальний заклад освіти  
«Навчально-виховний комплекс № 12»**

**«Організація роботи літнього англomовного табору»  
(методичні рекомендації)**

**Вчитель англійської мови НВК №12**

**Ложнікова Оксана Іванівна**

**SUMMER CAMP**

**RAINBOW**

**Дніпропетровськ 2015**

Рекомендовано до друку Вченою радою ДОППО  
(Протокол №3 від 6 травня 2015 р.)

Укладач: Ложнікова О. І., учитель англійської мови, спеціаліст вищої кваліфікаційної категорії Комунального закладу освіти «Навчально-виховний комплекс № 12 «загальноосвітній навчальний заклад І ступеня – гімназія» Дніпропетровської міської ради

Рецензенти: Васильченко А.І., спеціаліст вищої кваліфікаційної категорії , методист кафедри гуманітарної освіти ДОППО;

Григор'єва І.В., методист НМЦ з питань викладання іноземних мов

У методичній розробці описується власний досвід роботи в літньому оздоровчому англomовному таборі. Збірка містить методичні матеріали, які можуть бути використані під час роботи з дітьми молодшого шкільного віку в англomовному пришкільному таборі. Матеріали збірки будуть корисними вчителям англійської мови, які бажають організувати літні англomовні пришкільні табори та працювати в них.

## **Зміст**

1.Вступ.....	4
2.Англомовний табір RAINBOW.....	5
3. Літня англомовна школа (Summer English School).....	8
4. Дидактичні матеріали з організації та проведення пришкільних англомовних таборів.....	9

## **Інтеграція літнього англомовного табору**

### **у пришкільний оздоровчий табір**

Метою даної роботи є створення атмосфери, що сприятиме розвитку та вдосконаленню кожної окремої дитини та забезпечить умови для вивчення англійської мови, оскільки потреба вивчення англійської мови є одним з головних завдань освіти. Для того, щоб зробити нашу країну конкуренто спроможною, майбутнім фахівцям необхідно володіти іноземними мовами.

Представлена система занять з англійської мови надасть можливість дітям віком від 8 до 11 років вивчати мову в умовах пришкільного літнього оздоровчого табору. Ігрові форми навчання та автентичні матеріали складуть на дітей незабутнє враження та назавжди закохають їх в англійську мову.

Для організації та здійснення цієї роботи потрібно залучити вчителів англійської мови як координаторів, що забезпечать ефективну роботу англомовного табору.

Заняття з англійської мови мають глибокий логічний зв'язок та враховують психологічні особливості дітей відповідного віку, а також викладені у системі, якою легко скористатись будь-якому вчителю англійської мови, що має бажання працювати з дітьми молодшого віку у пришкільному оздоровчому таборі. Представлені детальні розробки занять легко адаптуються під відповідний рівень дітей, та дозволяють певну гнучкість у виборі матеріалів.

Оскільки для дітей більш важливим є відчуття успіху та задоволення, ніж перенавантаження складними лексичними та граматичними структурами, такі заняття формуватимуть успішну творчу особистість, що зможе подолати мовний бар'єр та вільно спілкуватись англійською мовою.

В основу занять покладено навчання через читання та драматизацію казки, оскільки саме казка дозволяє поєднувати навчання через діяльність та в рівній мірі розвивати навички говоріння, читання, аудіювання та письма.

**П Л А Н**  
**роботи пришкільного табору відпочинку «Rainbow»**  
**на липень - серпень (тритижневий) місяць 2015 року**

Дата проведення	Назва заходу	Примітки
20.07.15	1. Інструктаж з техніки безпеки у таборі 2. Англомовний гурток 3. Гра-бесіда «Будьмо знайомі» 4. Заняття з музики і співів	
21.07.15	1. Обираємо капітанів загонів 2. Англомовний гурток 3. Виготовлення загінної стінгазети 4. Похід до парку ім.Калініна	
22.07.15	1. Виготовлення загінної стінгазети. 2. Англомовний гурток 3. Спортивні ігри на майданчику	
23.07.15	1. Заняття зі спеціалістом з охорони здоров'я 2. Англомовний гурток 3. Тестування із шкільним психологом 3. Рухливі ігри	10:00-11:30
24.07.15	1. Перегляд циркової вистави 2. Англомовний гурток 3. Рухливі ігри 4. Вікторина «Як я знаю символіку»	11:00-12:30

	України?»	
27.07.15	1. Похід до парку Глоби. Ігри на свіжому повітрі 2. Англомовний гурток 3. Заняття зі спеціалістом з охорони здоров'я	11:00-13:00
28.07.15	1. Заняття зі спеціалістом з музики і співів 2. Англомовний гурток 3. Перегляд мультфільмів з відеотеки 4. Вільний час	
29.07.15	1. Ігри на стадіоні Локомотив 2. Англомовний гурток 3. Конкурс малюнків на асфальті «Я малюю літо»	
30.07.15	1. Похід до парку ім.Калініна. 2. Загальнотабірні справи	
31.07.15	1. Заняття у гуртках на базі ДЦТ «Альтаір» 2. Англомовний гурток 3. Вокальна студія «Музичні перлинки» 4. Брейн-ринг «Ми – українці»	
3.08.15	1. Похід до тетру ім.Горького. Перегляд вистави. 2. Англомовний гурток 3. Математичні КВК	

4.08.15	1. Вокальна студія «Музичні перлинки» 2. Урок із спеціалістом Дніпропетровського Планетарію	10:00-11:00
5.08.15	1. Перегляд власного фільму, знятого Дніпропетровським телетеатром 2. Англомовний гурток 3. Загально табірні справи.	11:00-12:30
6.08.15	1. Спортивні змагання на стадіоні «Локомотив» 2. Англомовний гурток 3. Експрес-інтерв'ю «Запитай у природи»	10:00-11:00
7.08.15	1. Урочисте закриття табірної зміни. 2. Перегляд вистави англійською мовою «Слоненя, якого звали Фант»	

## Integrated Classes

Day	Class (40 minutes)
1	Tests identifying students level of English knowledge
2	Vocabulary revision: game 'Erase'
3	Grammar revision: running dictation (short version of the tale)
4	What is drama? Watching and discussing a play
5	Rainforest animals. Presentation of new vocabulary
6	What can animals do? Song
7	Listening to the tale and drawing it
8	Making rhymes
9	Rhymes and chants
10	Reading the tale in roles
11	Making posters to the tale and describing them
12	Making masks and costumes
13	Making masks and costumes
14	Rehearsing
15	Presenting the play



## **Materials:**

- folders/“papkas”
- A4 Paper/multicolored paper
- pens/pencils
- markers/paints
- scissors
- chalk
- flipchart paper/wallpaper
- copies of handouts
- a camera and film
- balloons/water balloons
- computer
- TV set/projector

## **Day 1. Testing**

**Objective:** to assess the level of knowledge and skill level of the pupils.

(See Appendix 1)

## **Day 2. Vocabulary Revision**

**Erase!**

### ***Purpose***

This activity is mainly for beginning level students who are at the word recognition level. It allows students to practice their word recognition skills, using vocabulary items in a specific category. As students become able to recognize words, they can practice their reading skills at the word level. (Note: It is important to initially teach students words that represent a category of vocabulary that they have *already learned* in realia/picture form. That way, there is a clear relationship between what they know orally and what they learn in written form.)

This is a high-energy activity that includes short bursts of running and some light-hearted play. I've used this with a variety of age groups and nationalities, and it has always been a great success. However, the teacher (and her supervisor) must be able to tolerate noise and high spirits in order for this activity to succeed. By combining a vocabulary review activity with physical exertion, students are both reinforcing new vocabulary AND burning off excess energy in a lively way. After this activity, they will be ready to sit and concentrate (and so will you).

### ***Preparation***

All you need for this activity is a chalkboard, chalk, two erasers, and the ability to move desks out of the way. On the board, randomly write, in big letters, a dozen or more vocabulary words from the same category. Divide students into two teams. Line them up at the back of the classroom. Move the furniture out of the way to create an open space between the students and the chalkboard. Give the first person in each team an eraser. Tell students that during this activity they will be asked to erase a particular word.

### ***Procedure***

After you've written the words on the board, pushed the furniture to the side, lined up the students in two teams, and given the first student in each team an eraser, stand back. Yell out one of the vocabulary words listed on the board. The two students race to the board to erase the word. The first student to correctly erase the word wins a point for the team. Line up the next two students and repeat. This is an exciting physical activity that lets children blow off steam and practice word recognition at the same time. The team that correctly erases the most words (and thus earns the most points) wins.

### ***Spin-offs***

You could have students take turns facilitating the activity. Also, if you have multiple chalkboards, you could divide your class into two sections and run two groups at the same time.

To use this activity with preliterate students, you can draw simple line drawings of vocabulary items on the board instead of writing the words. Make sure that students have already learned—either in realia or picture form—the words represented by the drawings. During the game, students will erase the picture that corresponds to the word you yell out.

## **Day 3. Grammar Revision**

### **Running dictation**

Teacher splits pupils into four groups with the numbers.

Teacher says: *'I've got a box with numbers from 1 to 4. You can take one, but you can't look into the box.'*

Students take a number card and join the table with their number on it.

Teacher gets them to sit down in four groups. Tells them that they need to write what they have in their fridge. The sentences should be stuck on the walls all around the classroom before the lesson.

Teacher says: *‘On the walls there is a story. One by one you run to the wall, then come to your group and dictate the story in the correct order. The other pupils write it. You can help them: you can spell the words if they ask you. Remember that the sentences from the story are all over the classroom, but your final story should be in the correct order.’*

Students write a running dictation to make a story.

Teacher monitors their work.

Students read aloud their final story to check it.

Sentences for the running dictation (See Appendix 2)

#### **Day 4. What is drama? Watching and discussing a play**

Brainstorm the word ‘drama’. Split the group in four smaller groups and ask them to write a definition of ‘Drama’. Discuss and compare the definitions.

Watch the video <https://www.youtube.com/watch?v=6CxRIq-PvHE>

Ask students if they ever watched a drama in English. Elicit the answers (L1 can be accepted).

Watch the following dramas with your students. Stop the video if necessary and ask such questions as “What is the name of this drama?” “What characters are there? What are they wearing” etc.

<https://www.youtube.com/watch?v=jQny7Ag0Hxw>

<https://www.youtube.com/watch?v=H8F4SaGsNWs>

Ask them if they like stories about animals.

Ask them what they are going to do during the summer camp. Elicit that they are going to present a play about animals.

#### **Day 5. Rainforest animals. Presentation of new vocabulary**

##### **Kill the words**

**Purpose:** To introduce a list of new vocabulary and provoke discussion between Ss.

**Preparation:** Choosing a list of new vocabulary, e.g. 23 rainforest animals. Write words on the board.

**Procedure:** Students can kill 3 words from the list which they find most difficult, i.e. they will have to learn only 20 words for their test. Put Ss in groups of 4. Each group has to choose 3 words to kill. Then groups start discussing why they want their 3 words killed (removed from the list). Possible reasons may be difficult spelling or word is too long. After they have agreed on which 3 words to kill, T asks Ss to write down the 3 words in their notebooks, so that they know these words are killed and they don't need to learn them. It's a win-win situation as on the day of the test T gives only 20 words. Ss are happy, as they have killed the 3 most difficult words and they are not in the test. T is happy, because Ss have actually learned all 23 words.

**Spin-Offs:** T can vary number of words on the list or number of killed words depending on the level of the group. Also Ss may be in groups of 3 or 5 depending on class size.

## **Day 6. What can animals do? Song**

Warm-up:

Split students into *four* teams and ask them to write down as many rainforest animals as possible on the worksheets provided. Compare the answers.

Pre-listening:

Pre-teach new vocabulary *climb, run, walk, talk, swim* using TPR

Listening:

Cut the song into stripes and ask students to order the stripes while listening. (See Appendix 3)

Ask students to compare to each other.

Provide students with the worksheets and ask them to fill in the gaps:

(See Appendix 4)

Ask them to fill in the gaps first, then play the recording to check. Elicit why 'are' and '-ing' are used in the sentences.

Sing the song with the students.

Post-listening:

Ask students to create at least 5 sentences about some other rainforest animals.

## **Day 7. Listening to the tale and drawing it**

### **Drawing the story while listening**

The age of students: 8-11

Level: beginner

Story: 'The Elephant Whose Name Was Phant'

It's a story about a brave and very curious little elephant who wants to know answers to a lot of questions. The story is composed in rhymes which makes it easier to remember and gives more opportunities to create a wide range of activities. There are nine characters in the story, and for more learners to participate I am thinking about some relevant songs to add to the performance.

I know that the learners have bright imagination and they also are visual and kinesthetic. To involve them all I am planning **illustrating the story** as one of the activities in the range.

I'll split the group of 20 learners into 4 smaller groups and ask the representatives from each group to pull the dialogue from the pile (I'll print out four dialogues from the tale beforehand and put them face down). The task of

each group will be to draw a picture to the dialogue, e.g. the little elephant and the crocodile. After that each group could role play the dialogue using their picture.

### **Day 8-9 Making rhymes/Learning Vocabulary**

**Purpose:** this activity is designed to give students practice in recalling the names of items and categorizing them.

**Preparation:** a set of cards with particular pictures and 3-4 words on the walls.

**Procedure:** teacher explains the task and asks the students to stand up. As the teacher shows and names a picture students should go to the wall with the word which names the category. E.g. if the teacher says ‘an orange’, the students should go to the word ‘Fruit’. If someone is wrong the others need to persuade him or her to move to the correct word.

**Spin-offs:** the set of pictures can be given to one of the students or they can show the pictures in turns. It is also possible that the teacher or one of the students only shows the picture and the students name it and then quickly run to the proper word on the wall. This way the activity is even more learner-centered.

This activity can also be used with grammar tasks. I like it with much/many or some/any categorizing which is both effective and fun with young learners.

### **Day 10. Reading the tale in roles**

**Objective:** to improve pronunciation skills. (See Appendix 6)

### **Day 11. Making posters to the tale and describing them**

One way to make the learning more fun is to involve students in the creation of the visuals or realia. Having children involved in creating the visuals that are related to the lesson helps engage students in the learning process by introducing them to the context as well as to relevant vocabulary items. In addition, language related to the arts and crafts activities can be taught while

making or drawing the visuals. Certainly students are more likely to feel interested and invested in the lesson and will probably take better care of the materials (Moon 2000).

You can have students draw the different animal characters for a story.

Therefore, it is crucial that students design their own vision of the tale and draw pictures to it as well as create costumes and masks for the characters.

Teacher splits a group of students in 4 smaller groups and asks to design posters to the tale and describe them. After that students present their posters to the class.

### **Days 12-13. Making Masks and Costumes**

#### **Making Masks**

#### **Materials**

A4 or US Letter size card stock

Crayons, paint, or any coloring material

Scissors

Hole punch

Elastic string

Scotch tape

Craft stick (optional)

#### ***Procedure***

1. Color or paint the animal.
2. Use your favorite coloring material. If you chose to print out a colored animal mask, skip this step.
3. Cut out the mask.
4. Ask an adult to help you cut out the eye holes.
5. Strengthen the holes for the string.



6. Notice the pair of little circles on each side of the mask? These are the spots where you need to punch holes for attaching the string. Paper masks normally tear around these holes after a few uses. To reinforce these spots, put scotch tape over the marked holes and fold the tape towards the back of the mask.

7. Punch the holes.

8. Punch holes on the pair of marked circles and tie the ends of an elastic string on each hole.

9. Try on your animal mask.

10. It should fit snugly but not too tight. Adjust the length of the string if necessary.

\*If you are not comfortable wearing the mask directly on your face, you can create a handle and hold the mask in front of your face instead. Glue or tape a craft stick, an unsharpened pencil, or a wooden dowel at the back of the mask.

#### **Day 14. Rehearsing**

#### **Day 15. Presenting the play**

4 Listen, choose and write. Then sing.

find ~~looking~~ black is know want don't isn't called

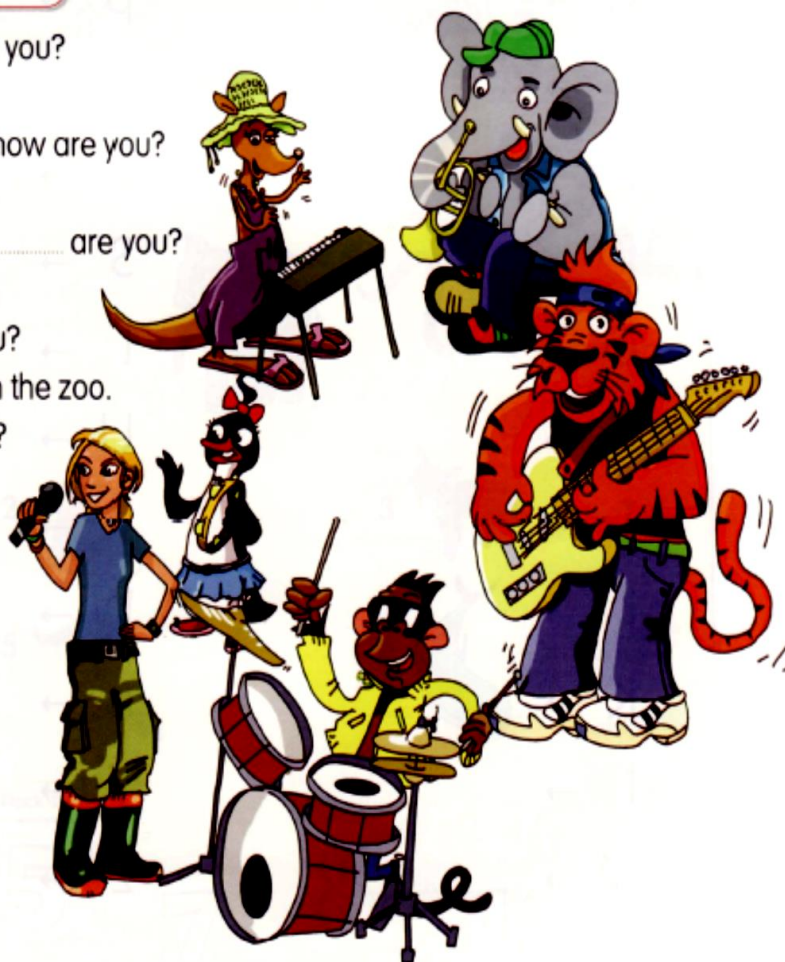
We're (1) looking for a bird called Toto. We're looking for a bird (6) ..... Toto.  
 We don't (2) ..... where he is. We don't know where he (7) .....  
 He (3) ..... in the zoo, He's (8) ..... and white,  
 We (4) ..... know where to go. We hope he's all right.  
 We (5) ..... to find him! We want to (9) ..... him!



3 Listen and write.

Track 3

My name's Trumpet, how are you?  
 I'm an elephant in the zoo.  
 My (1) name's Chatter, how are you?  
 I'm a monkey in the zoo.  
 My name's Karla, (2) ..... are you?  
 I'm a kangaroo in the zoo.  
 My name's Patty, how are you?  
 (3) ..... a penguin in the zoo.  
 My name's Tag, how are you?  
 I'm a tiger in the zoo.  
 My name's Sally, how  
 (4) ..... you?  
 I'm a keeper in the zoo.  
 How are you?  
 I'm fine, thank you.  
 We (5) ..... the zoo!



# SAFARI IN MADAGASCAR



PUT A ✓ NEXT TO THE ANIMALS YOU CAN SEE IN THE PICTURE

GIRAFFE	KANGAROO
RHINO	HIPPO
SPIDER	ZEBRA
SNAKE	CAMEL
HORSE	LION
TIGER	ELEPHANT
CROCODILE	MONKEY
BUTTERFLY	PARROT



LOOK AT THE PICTURE AND WRITE TRUE OR FALSE

- 1-THERE ARE 4 KIDS IN THE PICTURE
- 2-ALL THE KIDS ARE TAKING PHOTOS
- 3-THERE ARE THREE ZEBRAS
- 4-THE HIPPO IS IN THE WATER
- 5-THE LION IS SLEEPING
- 6-TWO KIDS ARE WEARING HATS
- 7-THE GIRRAFFE IS NEAR THE ELEPHANT
- 8-THE KIDS ARE HAPPY
- 9- THE BOY IS DRIVING A CAR
- 10- ALL THE ANIMALS ARE LOOKING AT THE KIDS

WRITE THE PLURAL OF THESE ANIMALS

- |              |              |
|--------------|--------------|
| 1-MOUSE      | 11-ZEBRA     |
| 2-LION       | 12-CROCODILE |
| 3-KANGAROO   | 13-CAMEL     |
| 4-RHINO      | 14-GOOSE     |
| 5-GIRAFFE    | 15-HIPPO     |
| 6-ELEPHANT   | 16-DEER      |
| 7-SHEEP      | 17-SNAKE     |
| 8-TIGER      | 18-SPIDER    |
| 9-FOX        | 19-OSTRICH   |
| 10-BUTTERFLY | 20-MONKEY    |

COMPLETE THE SENTENCES USING CAN OR CAN'T

- 1-THE GIRAFFE .....EAT LEAVES FROM HIGH TREES.
- 2-THE ELEPHANT .....SWIM
- 3-THE LION .....CLIMB TREES
- 4-THE ZEBRA .....RUN FAST
- 5-THE KANGAROO .....JUMP
- 6-THE PAROT .....FLY
- 7- THE SNAKE .....WALK

WRITE THE CORRECT QUESTION WORD WHAT...? WHERE...? HOW MANY...? HOW OFTEN...? HOW...?

- 1-.....ARE THE KIDS? THEY ARE IN MADAGASCAR
- 2-.....DO THEY GO TO THE SAFARI? THEY GO BY CAR
- 3-..... ARE THEY DOING? THEY ARE TAKING PHOTOS
- 4-..... DO THEY GO ON A SAFARI? TWICE A YEAR
- 5-..... IS THE WEATHER LIKE? IT'S HOT
- 6-..... IS THE HIPPO? IT'S IN THE WATER
- 7-..... ZEBRAS CAN YOU SEE? THREE
- 8-..... IS THE ELEPHANT DOING? IT'S EATING

## **Appendix 2**

Once there lived a little elephant.

His name was Phant.

He lived in Africa.

It is beautiful and nice in Africa.

He was very curious.

So, animals wanted to spank him for that.

Then the crocodile wanted to eat him and bit his nose.

But his friends pulled Phant and saved him.

Now he has a very long nose called trunk!

## **Appendix 3**

Are the monkeys climbing?

Yes, they are.

Are the zebras running?

Yes, they are.

Are tigers walking?

Are the parrots talking?

Are the monkeys climbing?

Yes, they are.

Are the penguins swimming?

Yes, they are.

Are the parrots flying?

Yes, they are.

Are the zebras eating?

Are the lions sleeping?

Are the penguins swimming?

Yes, they are.

## Appendix 4

\_\_\_ the monkeys climb\_\_\_?

Yes, they \_\_\_.

\_\_\_ the zebras run\_\_\_?

Yes, they \_\_\_.

\_\_\_ tigers walk\_\_\_?

\_\_\_ the parrots talk\_\_\_?

\_\_\_ the monkeys climb\_\_\_?

Yes, they \_\_\_.

\_\_\_ the penguins swim\_\_\_?

Yes, they are.

\_\_\_ the parrots fly\_\_\_?

Yes, they \_\_\_.

\_\_\_ the zebras eat\_\_\_?

\_\_\_ the lions sleep\_\_\_?

\_\_\_ the penguins swim\_\_\_?

Yes, they are.

**Dialogue 1:**

**The Sun and Kip (*together*)**

It's very hot  
In every spot  
In Africa!  
The beautiful scene,  
The palm is green  
On Africa!  
We'll tell you once,  
We'll tell you twice,  
That it is very, very nice  
To live in Africa!  
*Elephant comes out.*

**Kip.**

This is Phant, a good friend of mine.  
He'll tell you about himself.  
Don't you think he's lovely and fine?  
*Kip walks away.*

**Little Phant**

I'm a little elephant.  
That's why they call me Phant.  
And though I'm very small  
I always want to know all  
About everything.  
My nose is just like a hose,  
It's very long, indeed,  
It was always stretched  
Because of my greed –  
My greed for knowing everything,

For I'm curious, take heed!

And now listen about the unusual way

I had my nose turned into a trunk one day!

**Dialogue 2:**

**Uncle Baboon.**

Guess, who I am?

You'll find out soon,

I'm a very nice Baboon,

I can jump very high,

I can even touch the sky!

**Little Phant.**

Good afternoon, good afternoon,

My dear uncle, old Baboon!

**Uncle Baboon.**

Good afternoon, Little Phant.

**Little Phant.** Why are the bananas so sweet?

**Uncle Baboon.**

I don't know.

**Little Phant.** But why do the bananas taste just so?

**Uncle Baboon.** I'll spank you with my big strong paw,

For being so curious!

**Dialogue 3:**

**Little Phant.**

Glad to see you, clever and old rock snake!

Please, tell me which way to go.

Is it great-grey-green river Limpopo?

**Rock Snake.** Yes, it is.

**Little Phant.**

Can you answer my question, please?

It's as simple as this.

What does a crocodile have for dinner?

**Rock Snake.**

What a silly question to ask!

My dear child, you must not smile,

When you see a crocodile!

He looks like a big green log,

But you had better ask Frog,

And he will tell you...

**Frog.**

Go home, please,

He has such big and dangerous teeth!

**Little Phant.**

Thank you, but I must see a crocodile, anyway!

**Frog.** My dear boy, don't be a fool,

Be very, very careful!

**Little Phant.** Thank you, good bye!

**Dialogue 4:**

**Crocodile.** the water is warm,

The sand is dry,

I feel all right in Africa!

I eat somebody,

Then I cry,

No matter how hard I try,

I can't but eat somebody!

Maybe someday I will be good,

But now I just need some food!

**Little Phant** (*coming to the crocodile*):



Are you Mr. Crocodile?

**Crocodile.** Yes, I am.

**Little Phant.** My dear Mr. Crocodile,  
What do you have for dinner?

**Crocodile.**

My dear child, I hear badly.

Come up to me, I'll tell you gladly.

*Phant comes to Crocodile*

And if, my boy, you want to know,  
I'll give you just a pretty show!

From now on I'll have for dinner

Little elephants like you!

*He catches Phant by his nose and pulls it very hard.*

**Rock Snake.**

Oh, I must help my silly friend,

Or we will have the saddest end!

*Rock Snake and Crocodile pull very hard in opposite directions. At last  
Phant is free, but instead of a nose he's got a long trunk.*

## **Appendix 6**

### **The Elephant Whose Name was Phant**

#### **Characters:**

Little Phant, the Curious Little Elephant;

Little African Boy, Kip by name;

Sun; Aunt Ostrich;

Uncle Baboon;

Little Colocolo Bird;

Rock Snake;

Frog;

Crocodile

## **Episode 1**

### **The Sun and Kip (*together*)**

It's very hot

In every spot

In Africa!

The beautiful scene,

The palm is green

On Africa!

We'll tell you once,

We'll tell you twice,

That it is very, very nice

To live in Africa!

*Elephant comes out.*

### **Kip.**

This is Phant, a good friend of mine.

He'll tell you about himself.

Don't you think he's lovely and fine? (*Kip walks away.*)

### **Little Phant**

I'm a little elephant.

That's why they call me Phant.

And though I'm very small

I always want to know all  
About everything.  
My nose is just like a hose,  
It's very long, indeed,  
It was always stretched  
Because of my greed –  
My greed for knowing everything,  
For I'm curious, take heed!  
And now listen about the unusual way  
I had my nose turned into a trunk one day!

## **Episode 2**

### **Aunt Ostrich**

I look so beautiful!  
Just like a queen.  
I'm the best bird,  
You've ever seen.

**Little Phant:** Good Morning, Aunt Ostrich!

**Aunt Ostrich:** Good morning Little Phant!

**Little Phant:** Please, dear Aunty, let me into your secret,

Why do your feathers grow this way?

**Aunt Ostrich:** Oh, naughty boy, keep quiet,

Or I shall spank you hard!

**Little Phant.** But, dear aunty, please,

Why do your feathers grow this way?

**Aunt Ostrich.**

Keep your mouth shut,

Or I'll spank you very hard!

### **Episode 3**

**Uncle Baboon.** Guess, who I am?

You'll find out soon,

I'm a very nice Baboon,

I can jump very high,

I can even touch the sky!

**Little Phant.**

Good afternoon, good afternoon,

My dear uncle, old Baboon!

**Uncle Baboon.** Good afternoon, Little Phant.

**Little Phant.** Why are the bananas so sweet?

**Uncle Baboon.**

I don't know.

**Little Phant.** But why do the bananas taste just so?

**Uncle Baboon.** I'll spank you with my big strong paw,

For being so curious!

### **Episode 4**

**Uncle Giraffe.**

Oh, who am I?

Please, don't laugh,

I'm a very tall giraffe, all in the jungle

Envy me,

For I'm as tall,

As a palm tree.

**Little Phant.** Good evening, uncle Giraffe!

**Uncle Giraffe.** Good evening, boy!

**Little Phant.** My dear uncle, tell me...

**Uncle Phant.** What?

**Little Phant.** Please, will you give me just one spot?

You've got one, and two, and four, and six, and eight,

I wonder, what for?

**Uncle Giraffe.** What are you saying, are you mad?

I think, I'll spank you hard for that.

I'll bit you for your curiosity!

**Little Phant.** What is curiosity?

I'll try to think.

I guess that curiosity is quite a clever thing.

But both my uncles and my aunt

Have beaten me and very hard

Just for being so curious!

## **Episode 5**

**Sun** (*to little Phant who is sleeping*)

Good morning, good morning!

Get up, get up, get up!

**Little Phant.**

I've slept for so long,

I must really get up.

**Kip** (*comes out*)

I'm a little African boy.

All day long I'm singing with joy.

The sun is so blue,

The sun is so bright,

I'm not a bit blue,

I'm feeling all right.

**Little Phant.**

Kip, what are you at?

Let's have a chat!

I'm picking nuts and berries,

They taste so good.

I'll look for them in your wood.

**Little Phant.**

I'd like to know what a crocodile has for dinner,

I'm so curious, I must confess.

**Kip.**

Keep quiet or you'll get into a mess.

**Little Phant.** But will you answer me, just why?

Kip: I must go now. Good bye!

**Little Phant.**

I'd like to have an answer,

But where should I go?

Who should I turn to?

Maybe my relatives know?

### **Episode 6**

**Little Phant.** Good morning, my dear relatives! Good morning to all three of you!

**All three.** Good morning to you!

**Aunt Ostrich.** To you, our little Phant!

**Uncle Baboon.** To you, our naughty Phant!

**Uncle Giraffe.** To you, our curious Phant!

**Little Phant.** I AM curious. I am curious to know what a crocodile has for dinner.

**All three.** Oh, hush! Nobody must ever speak of that!

**Little Phant.** But why, why ,why?

**Aunt Ostrich.** You little Phant, we shall spank you for your curiosity!

*They spank him. And then they leave him and run away.*

*The elephant is alone.*

**Little Phant.** What is curiosity? And why is it bad?

### **Episode 7**

**Little Colocolo Bird.**

Good afnernnnon, Little Phant!

Why do you look so sad?

**Little Phant.** I want to know everything,

Is it bad?

But my relatives spank me for that.

They spanked me because I want to know what a crocodile has for dinner.

**Little Colocol Bird.**

To meet a crocodile,

You must go very far,

Till you see the bright blue star.

You must go, go, go

To the river Limpopo.

By the great-grey-green river Limpopo

You will see a crocodile.

**Little Phant.**

Thank you, little birdie!

Now I must go.

**Episode 8**

**Little Phant.**

Glad to see you, clever and old rock snake!

Please, tell me which way to go.

Is it great-grey-green river Limpopo?



**Rock Snake.** Yes, it is.

**Little Phant.**

Can you answer my question, please?

It's as simple as this.

What does a crocodile have for dinner?

**Rock Snake.**

What a silly question to ask!

My dear child, you must not smile,

When you see a crocodile!

He looks like a big green log,

But you had better ask Frog,

And he will tell you...

**Frog.**

Go home, please,

He has such big and dangerous teeth!

**Little Phant.**

Thank you, but I must see a crocodile, anyway!

**Frog.** My dear boy, don't be a fool,

Be very, very careful!

**Little Phant.** Thank you, good bye!

## **Episode 9**

**Crocodile.** the water is warm,

The sand is dry,

I feel all right in Africa!

I eat somebody,

Then I cry,

No matter how hard I try,

I can't but eat somebody!

Maybe someday I will be good,

But now I just need some food!

**Little Phant** (*coming to the crocodile*):

Are you Mr. Crocodile?

**Crocodile.** Yes, I am.

**Little Phant.** My dear Mr. Crocodile,

What do you have for dinner?

**Crocodile.**

My dear child, I hear badly.

Come up to me, I'll tell you gladly.

*Phant comes to Crocodile*

And if, my boy, you want to know,

I'll give you just a pretty show!

From now on I'll have for dinner

Little elephants like you!

*He catches Phant by his nose and pulls it very hard.*

**Rock Snake.**

Oh, I must help my silly friend,

Or we will have the saddest end!

*Rock Snake and Crocodile pull very hard in opposite directions. At last Phant is free, but instead of a nose he's got a long trunk.*

### **Episode 10**

**Little Phant.**

What an ugly nose I have!

Now I hate looking at myself!

**Rock Snake.**

Oh, no. You're wrong.

It is just a little long!

*Big Fly buzzes near Little Phant. He hits it with his trunk.*

**Little Phant.**

Now I see it is good luck

I've got a very useful trunk!

### **Episode 11**

**Little Phant, Kip, Sun, Little colocolo Bird, Rock Snake and Frog** (*all together*):

It's very hot

In every spot

In Africa!

The beautiful scene,

The palm is green

On Africa!

We'll tell you once,  
We'll tell you twice,  
That it is very, very nice  
To live in Africa!

## СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ ТА ЛІТЕРАТУРИ

1. Nico Lorenzutti Beyond the Gap Fill: Dynamic Activities for Song in the EFL Classroom, English Teaching Forum, 2014 (1).
2. Myrtis Mixon and Philomena Temu First Road to Learning. Language through Stories, English Teaching Forum, 2006, (2).
3. Joan Kang Shin Developing Dynamic Units for EFL, English Teaching Forum, 2007, (2).
4. П'єси для шкільного театру / Упорядк. В.В. Синельникова, В.К. Горбатько – Харків: Основа, 2006.
5. B.A.Ward Instructional Grouping in the Classroom, School Improvement Research Series, 1987
6. <http://www.pearson.com.ua/summer-camps.html>
7. [https://elt.oup.com/feature/ua/summer\\_camps\\_2015/?cc=ua&selLanguage=uk&mode=hub](https://elt.oup.com/feature/ua/summer_camps_2015/?cc=ua&selLanguage=uk&mode=hub)
8. <https://elt.oup.com/teachers/readingcircles/?cc=ua&selLanguage=uk&mode=hub>
9. <http://learnenglishkids.britishcouncil.org/en/tongue-twisters>
10. <http://learnenglishkids.britishcouncil.org/en/make>
11. <http://mon.gov.ua/activity/litni-movni-tabori/volonterski-organizacziyi/evropejski-volonterski-organizacziyi.html>