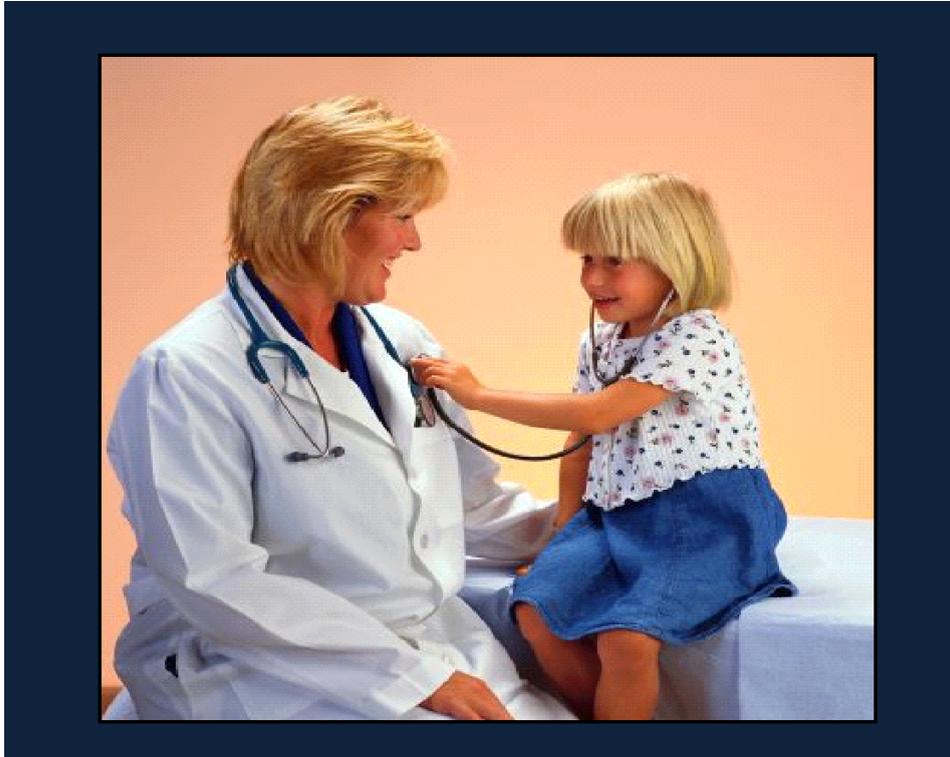


Селидівська загальноосвітня школа І-ІІІ ступенів №6

**Розробки уроків англійської мови з
теми
“Здоров’я – найцінніший скарб”
7 клас**



Вчитель Савченко Л.В.

Тема “Охорона здоров’я. Медицина”

Lesson 31 “Medicine. How do you feel today?”

Мета уроку:

- ознайомити учнів з новими ЛО з теми, повторити вже знайомі і активізувати їх вживання в лексико - граматичних структурах, реченнях, репліка діалогу;
- розвивати навички непередготовленого монологічного мовлення, вміння вести обговорення з проблемних питань;
- розвивати зорову та адитивну пам'ять, критичне мислення під час виконання комунікативних вправ;
- виховувати позитивне ставлення до здорового способу життя, піклування про власне здоров'я.

Оснащення уроку: підручник англійської мови для 7 класу (Л. Биркун, Освіта, 2007), тематичні малюнки, записи на дошці, тематичні слайди, роздруковані завдання для індивідуальної роботи з аудіювання тексту.

Хід уроку.

I. Початок уроку.

1. Привітання. Організаційний момент.
2. Введення в іншомовну атмосферу, мотивація до навчання.

Warm up

The students read the poem and try to predict the topic of the lesson.

After the Party

Jonathan Blake

Ate too much cake,

He isn't himself today;

He's tucked up in bed,

With a feverish head,

And doesn't much care to play.

Yes, Jonathan Blake

Ate too much cake,

So he's not at his best today.

But there's no need for sorrow

I'm sure he'll be out to play.

“The first wealth is health”.

(R. W. Emerson)

3. Повідомлення теми та задач уроку.

II. Основна частина

1) Answer the questions

1. When do we think about our health?
2. When and how often do you call the doctor?

3. When do we begin to take care of our health?

Teacher. We should think about our health before we get ill and take care of our health from the early age.

2) Vocabulary(Впр. 4.стр. 58)

to hurt	diseases	One's nose is running One's nose is clogged up To catch (a) cold To feel sort of feverish
pain	flu (influenza)	
headache /toothache	quinsy	
stomach-ache	bronchitis	
sore throat	pneumonia	
heart attack	mumps	
cough	measles	
sneeze	scarlet fever chicken pox tuberculosis	

3) Translate the sentences

1. The weather's fan windy and rainy this week and Kate has caught a cold.
2. I have a terrible headache.
3. Any thing that hurts or aches causes pain.
4. The pain in the knee was sharp, it ached to move.
5. "You have the flue / quinsy / bronchitis / pneumonia", said the doctor.
6. We often sneeze and cough when we catch a cold.
7. When we have a headache, a stomach-ache, a sore throat, a cold or a pain in some part of the body, we call the doctor.

4) Rhyme

The Dog 's Got Toothache
The dog's got toothache,
The cat's got flue,
The chicken's got chicken pox
And I have too.

5) Make up dialogues. Організація роботи у парах, рольова гра.

- I've got a cold toothache cough chicken pox
- Poor you!
- You should get up shouldn't go to bed stay in bed go out take some cough mixture go to the dentist scratch your sports

6) Relaxation

"Hallo, how are you?"

"Bad".

"What's wrong?"

"I feel I have nephritis, nettle-rash, neuralgia, neurasthenia and neurosis".

(нефрит, кропивця, гарячка, невралгія, неврастенія і невроз)

“Can a person have so many illnesses at once?”

“I can”.

“Since when did you start feeling the symptoms of all these illnesses?”

“Since mother gave me the Medical Encyclopedia and I started working at letter N”.

7) Організація читання тексту, обговорення за методом “Мікрофон”

Agree or disagree with those statements

using the following phrases

You're quite right. I quite agree here. Certainly (not)! Of course (not)!

I can't agree. I don't agree at all. I shouldn't say so.

1) I think people need the service of a doctor when they are well.

2) You should consult a dentist when you have a toothache.

3) Sick people never stay in bed when they are ill.

4) You should scratch your pots if you've got a chicken pox.

5) You have a sore throat when we have quinsy.

6) A person doesn't feel any pain in the heart when he has a heart attack.

8) Організація аудіювання тексту, виконання індивідуальних завдань на картках.

A) Listen and complete the dialogue.

A l e x. You look awful! What's the ___ (matter)?

M a r k. I've got a terrible ___ (pain) in my side.

A l e x. Where exactly?

M a r k. Just here.

A l e x. How long ___ (have) you ___ (had) it?

M a r k. Not long. It ___ (started) last night.

A l e x. I think you ___ (should) see a doctor.

M a r k. Well, maybe I'll go tomorrow.

A l e x. I think you'd ___ (better) go now. It ___ (might) be your appendix.

B) Complete the dialogue with a suitable word for each gap.

D o c t o r. Good morning! What's the matter?

P a t i e n t. Well, I've got a ___ (sore) throat and my muscles ___ (ache).

D o c t o r. Have you got a ___ (temperature)?

P a t i e n t. Yes, about 38 ___ (degrees).

D o c t o r. Let me have a look at your throat. Mm, I'm sure you're got ___ (flu).

P a t i e n t. I thought so. I feel really ___ (weak / sick).

D o c t o r. Yes, you'll have to stay in ___ (bed) for a couple of days and drink a lot of ___ (liquids).

P a t i e n t. Thank you, doctor.

9) Work in pairs

Ask your partner:

- why he / she looks seedy today;
- what his / her temperature is;
- if he / she's got cough;
- what his / her complaints are.

III. Закінчення уроку.

1. Підсумки уроку. Рефлексія. Коментування успіхів дітей на уроці.
2. You are ill. Write down the symptoms of your illness.

Додатки:

Complete the dialogue

Alex. You look awful! What's the ___?
Mark. I've got a terrible ___ in my side.
Alex. Where exactly?
Mark. Just here.
Alex. How long ___ you ___ it?
Mark. Not long. It ___ last night.
Alex. I think you ___ see a doctor.
Mark. Well, maybe I'll go tomorrow.
Alex. I think you'd ___ go now. It ___ be your appendix.

Complete the dialogue with a suitable word for each gap.

Doctor. Good morning! What's the matter?
Patient. Well, I've got a ___ throat and my muscles ___.
Doctor. Have you got a ___?
Patient. Yes, about 38 ___.
Doctor. Let me have a look at your throat. Mm, I'm sure you're got ___.

Patient. I thought so. I feel really ___.
Doctor. Yes, you'll have to stay in ___ for a couple of days and drink a lot of ___.
Patient. Thank you, doctor.



Lesson 32. "What does it mean to be healthy. Feeling OK?"

Мета уроку:

- вдосконалювати комунікативні навички, вчити учнів оперувати ЛО, вживаючи їх в лексико - граматичних структурах, реченнях;
- розвивати навички непередготовленого монологічного мовлення, вміння вести обговорення з проблемних питань,
- розвивати зорову та адитивну пам'ять, критичне мислення під час виконання комунікативних вправ, аналітичні здібності, навички рефлексії;

with me.

5. To have a pain in the tooth / stomach. - (To have a toothache / stomachache.)

6. Flu - (influenza)

7. I'm ill. - (I'm sick.)

4) Work in pairs.

1. Read and dramatize the dialogue.

D o c t o r. What do you complain of, my boy?

C h i l d. I have a bad / splitting headache and a sore throat. I feel sort of feverish.

D o c t o r. Let me feel your pulse. Open your mouth, please. I see your tongue is coated and your throat inflamed. Now strip to the waist, please. (The doctor sounds the boy's lungs.) Take a deep breath. You should keep in bed for three days. Here is the prescription. The medicine is to be taken three times a day before meals, two tablespoonfuls each time. Nothing serious, but don't get up before Wednesday, as there might be complications (bad after-effects.)

2. Make up your own dialogues. Рольова гра.

5) Relaxation

Predict the last words of the man.

A Cure for a Headache

One day a man went into a chemist's shop and said, "Have you anything to cure a headache?"

The chemist took a bottle from the shelf, held it under the gentleman's nose and took out the cork. The smell was so strong that tears came into the man's eyes and ran down his cheeks.

"What did you do that for?" he said angrily, as soon as he could get back his breath. "But that medicine has cured your headache, hasn't it?" said the chemist.

.....

(The last words. "You fool", said the man. "It's my wife that has the headache, not me!")

6) Організація аудіювання тексту, виконання індивідуальних завдань на картках.

Listen to the conversation between a doctor and her patient and answer the questions. Then listen to the conversation again and fill in the doctors notes to show what she told her patient to do and what not to do.

D o c t o r. Come in, sit down, Mr. Clough. Just a second... right then, what can I do for you? Is there anything the matter?

B a r r y C l o u g h. Well, actually, doctor, yes, there is. The thing is, I keep getting these pains in my left arm - just here at the top of my arm, and then the pain goes all the way down, you know?

D o c t o r. Right, hmm, and do you suffer from any other pains?

B a r r y C l o u g h. No - oh, yes - wait a minute, yes. I do sometimes get pains in my chest but not very often.

D o c t o r. And do you take very much exercise, Mr. Clough?

B a r r y C l o u g h. Not really, doctor. I walk to the railway station every morning, inter or summer, no matter what the weather, to catch the train to work.

D o c t o r. And how far is it?

B a r r y C l o u g h. About five or six minutes.

D o c t o r. I see. And do you take much other regular exercise?

B a r r y C l o u g h. I used to play tennis but I stopped playing because of the pains. Also, I used to play football for the pub team, but they stopped playing in the local league so now I haven't played football for about two years.

D o c t o r. So now you have no regular exercises except for walking to the station?

B a r r y C l o u g h. That's right.

D o c t o r. Do you smoke?

B a r r y C l o u g h. Er...yes, about fifteen cigarettes a day and more at the weekends.

D o c t o r. All right, Mr. Clough. To begin with you should take more exercise, start going to the swimming pool or something like that.

Start walking at the weekends, an hour or little more. You ought to start to exercise your body more. The walking you do is not enough. Also, you should stop smoking unless you want to have a heart attack. Smoking causes heart disease. So many people are killed by it every year! And don't sit in front of the TV so much.

B a r r y C l o u g h. Uh huh.

D o c t o r. The pains are caused because you're making your heart work too much because of no exercise, too much fat and smoking. Now, what about your diet? What do you eat? A lot of red meat perhaps?

B a r r y C l o u g h. Yes and no really. I eat meat every day, mostly red meat I suppose,

but I also vary my diet. For example, at work I often have cheese sandwiches.

D o c t o r. Lots of dairy products, eh?

B a r r y C l o u g h. Yes.

D o c t o r. Fresh fruit and vegetables?

B a r r y C l o u g h. Not very often. You see, I don't like them very much.

I prefer to have my meat with potatoes rather than anything else and after lunch or dinner I never have fruit.

D o c t o r. Right, well, you had better start to include fruit and vegetables in your diet. If not, by the time you're 50, you will have ruined your body. And don't eat so many dairy products if you want to look after yourself.

B a r r y C l o u g h. OK doctor! So with a few changes in my lifestyle I should be all right?

D o c t o r. You'll certainly look and feel better than you do now. Come back and see me in about three months and remember, no smoking.

1. Answer the questions.

1) What is Mr. Clough's main symptom?

2) How far is the station from Mr. Clough's house?

- 3) Which two sports did Mr. Clough use to play?
 - 4) What does Mr. Clough often eat at work?
 - 5) When does Mr. Clough have to go back to the doctor's?
2. Fill in the doctor's notes to show what she told her patients to do and what not to do.

Barry Clough Date of birth. 25th September, 1973 Have told him to: Have told him to:

III. Закінчення уроку.

1. Підсумки уроку. Рефлексія. Коментування успіхів дітей на уроці.
2. **Homework** Write down doctor's recommendation for Mr. Clough.

Додатки:

Fill in the doctor's notes to show what she told her patients to do and what not to do

Barry Clough Date of birth. 25th September, 1973 Have told him to: Have told him to:

Lesson 33. "Hospital. Those Who Save Our Lives"

Мета уроку:

- вдосконалювати комунікативні навички, ознайомити з новими ЛО та навчити учнів оперувати ЛО, вживаючи їх в лексико-граматичних структурах, реченнях;
- розвивати навички мовлення, читання, вміння вести обговорення прослуханого тексту;

- розвивати зорову та адитивну пам'ять, критичне мислення під час виконання комунікативних інтерактивних вправ, аналітичні здібності, навички рефлексії;
- виховувати позитивне ставлення до здорового способу життя, піклування про власне здоров'я, культуру спілкування, підвищувати рівень мотивації учнів;

Оснащення уроку: підручник англійської мови для 7 класу (Л. Биркун, Освіта, 2007), тематичні малюнки, запис скоромовки та нових ЛО на дошці, роздруковані завдання для читання тематичного тексту.

Хід уроку.

I. Початок уроку.

1. Привітання. Організаційний момент.

2 Warm up

Введення в іншомовну атмосферу, мотивація до навчання, робота в групах за технологією "Коло ідей", висловлювання учнів із зазначених питань

Answer the questions.

- 1) Must a man be born a good doctor or can he learn to become one?
- 2) What's more important in a good doctor knowledge, talent or experience?
- 3) Must a person be really have and decisive to become a doctor?
- 4) Do you want to be a doctor? Why (why not)? Is there anyone in your group who wants to become a medical student?

Tongue Twister

Does a doctor doctors a doctor according to the doctored doctor's doctrine or doctoring, or does the doctor doing the doctrine doctor the other doctor according to his own doctoring doctrine?

3. Повідомлення теми та задач уроку.

II. Основна частина.

1) Ознайомлення з новими ЛО, їх активізація

a) (Впр. 1, стр 58)

b) Pediatrician - physician who specializes in pediatrics, branch of medicine concerned with children and their illness.

Oculist - specialist in diseases of the eye.

Therapist / therapist - specialist in therapy.

Dentist - person whose work in filling, cleaning, taking out teeth and fitting artificial teeth.

Surgeon - doctor who performs medical operations.

Chemist - person who prepares and sells medical goods.

c) Впр. 1. Стр. 60

2) Work in groups. Discussion

Can a person get used to seeing people suffer?

3) Relaxation

“Doctor, I am sorry to drag you so far out in the country on such a bad night”.

“Oh, it’s all right because I have another patient near here so I can kill two birds with one stone”.

4) Організація читання тематичного тексту, обговорення прочитаного, виконання комунікативних вправ.

What Makes a Good Doctor

(After C. P. Lance)

At one of the hospitals in a certain town there worked two young doctors. Let’s call them Dr. P. and Dr. Q. They were very good friends - these doctors, and always discussed what was the most interesting to both of them - how to treat their patients.

Their approach to the problem was quite different, though they had studied under the same professors.

Dr. P. was for a thorough investigation of the patients’ health and condition, for a set of thorough analyses before the patient’s illness could be diagnosed. He was against chance taking any part of diagnosis.

As for Dr. Q., he said that a through investigation and sets of analyses were important, but could sometimes be wrong, and it was just as important for a doctor to use his talent, experience and intuition when diagnosing a patient’s illness, all the more so, since sometimes there was no time for a thorough investigation and analyses - something had to be done quickly to save the patient’s life.

One day a worker was brought to the hospital. He had suddenly fallen ill and fallen seriously ill. The doctors examined the man but could not diagnose his illness for sure. It was clear that the man was suffering greatly and that he took his suffering bravely.

But what did he suffer from? - That was the question.

Dr. P. ordered a thorough investigation of the patient, but when Dr. Q. examined him, he thought that the man must be operated at once. It seemed to him he knew the man’s illness. But how could the man be operated on before all the analyses were made, before one knew for sure what was wrong with him?

Later that night the man’s condition became much worse, and he nearly died. It was Dr. Q. and the nurse on duty, who were with him all the time, who managed to save the man’s life.

Next day, when the results of the analyses came, it became quite clear that an operation was absolutely necessary, and that valuable time had been lost.

After the operation the man felt better and was later able to go to his work at the plant. Nothing terrible had happened. The man was well again.

1. Answer the questions.

- 1) Dr. P. and Dr. Q. worked at the same hospital, didn’t they?
- 2) What problem did they always discuss?
- 3) Their approach to treating patients was the same, wasn’t it?

- 4) What was Dr. P. for?
- 5) What was Dr. Q. for?
- 6) What happened to a worker?
- 7) What did he suffer from?
- 8) Who managed to save the man's life?

2. Discussing the text. Організація обговорення тексту зам методом "Акваріум"

Which man do you think was right: Dr. P. or Dr. Q.? What makes you think so?

The class is divided into 2 teams:

- the 1st team - for Dr. P.
- the 2nd team - for Dr. Q.

They discuss the following problems: must we always be 100 per cent sure before we act? Can a doctor be 100 per cent sure even when he has the results of all the analyses? Which is more important: thorough knowledge that makes you sure of the result, or talent, experience, and even intuition?

If something goes wrong with a machine, a new one can be built; but if something goes wrong with a man...?

III. Закінчення уроку.

1. Підсумки уроку. Рефлексія. Коментування успіхів дітей на уроці.

2. Homework I- To learn words, Ex.4.p60 (in writing form), Ex. 3.p59(orally)

II- To learn words, write a composition whether good doctors are born to be good doctors,

Додатки:

Tongue Twister

Does a doctor doctor a doctor according to the doctored doctor's doctrine or doctoring, or does the doctor doing the doctrine doctor the other doctor according to his own doctoring doctrine?



Lesson 34. "Specialists in the hospital"

Мета уроку:

- вдосконалювати комунікативні навички, створити умови для відпрацювання навичок та вмінь в читанні, мовленні та аудіюванні;
- ознайомити учнів зі структурою умовних речень I типу, активізувати вживання тематичних ЛО в if- структурах;

- розвивати пам'ять, критичне мислення під час виконання комунікативних інтерактивних вправ, пізнавальний інтерес, логічність мислення;
- виховувати позитивне ставлення до здорового способу життя, дисциплінованість, уважність, вміння чітко виконувати інструкції вчителя, підвищувати рівень мотивації учні, культуру спілкування при роботі у парах

Оснащення уроку: підручник англійської мови для 7 класу(Л. Биркун, Освіта, 2007), портрет Флоренс Найтінгейл, роздруковані завдання для читання тематичного тексту.

Хід уроку.

I. Початок уроку.

1. Привітання. Організаційний момент.
2. Введення в іншомовну атмосферу, мотивація до навчання.

Warm up

Guess who it is. Add some more information.

T. A person who takes for people who are ill injured (in a hospital etc.)
(Nurse)

S1. It's the nurse who is near a person that is ill; it is she, her kind word, her kind look, that may be of great help to a person who is suffering, maybe even dying.

S2. Brave nurses saved hundreds of thousands of men during the war.

S3. It is the district nurse that during the first period of a child's life helps its mother to bring it up strong and healthy.

S4. It is our school nurse who sees to it that we are in good health.

3. Повідомлення теми та задач уроку.

II. Основна частина

1) Checking up the homework

2) Пояснення граматичного матеріалу с. 173 Grammar Reference, виконання тренувальних вправ Ex. 2-3 p. 73.

3) Організація прослуховування тематичного тексту
Florence Nightingale

T. Do you know who the first woman who organized help to the wounded English soldiers during the war was?

One of the most famous women in Britain is Florence Nightingale (she was called Florence because she was born in Florence, Italy, in 1820). She was one of the first women in West Europe who organized a women's medical service at the front.

The story goes back to the middle of the nineteenth century. England was in war. The Times newspaper published a series of articles about the terrible conditions in the hospitals where the wounded soldiers were treated.

In England at that time nursing was done by dirty, drunken women, such as Charles Dickens had drawn in the character of Mrs. Gamp in Martin Chuzzlewit.

In fact, when women were taken to court, they were often given the choice of going to prison or doing hospital service.

That was the terrible position when Florence Nightingale wrote a letter to the Minister of War offering her services. Within a week she was ready, and with thirty-eight women nurses went to the front.

Florence was well educated in music, art, literature, Latin and Greek. She spoke Italian, French, German very well. From her childhood, Florence had nursed poor people and sick cats, dogs and horses and she wanted to become a nurse very much. Her parents tried to make her change her mind but could not.

When Florence Nightingale came to the front, she found conditions there even worse than she expected. There were no bandages, almost no medicines and bad food. She had to buy everything with her own money.

Florence Nightingale worked twenty-four hours a day, dressing wounds, helping doctors, comforting the dying. She wrote angry letters to the Government of England making it do something for the wounded soldiers. As a result of her activity the number of death fell from sixty per thousand to three per thousand.

In 1855 she was made Inspector of all hospitals at the front. It meant traveling in snow, and rain, and cold. She fell ill but continued her work from her bed. She didn't go home until the last soldier was sent to England when the war was over.

When she finally came back to England, she was an invalid for life. But she lived fifty-four years longer. Though she couldn't leave her house, often not even her bed, she worked hard. Now it was not only one hospital that needed her, it was a whole world that was sick and needed her help.

Are these statements true or false?

- 1) Florence Nightingale was the second woman in Europe to organize a woman's medical service at the front.
- 2) The story goes back to the middle of the twentieth century.
- 3) The conditions in the hospitals at that time were awful.
- 4) Florence's parents made her go to the front.
- 5) Florence was a well-educated person.
- 6) She worked hard.
- 7) In 1856 Florence Nightingale was made an Inspector of all hospitals at front.
- 8) She was an invalid for life when she returned home.
- 9) She devoted all her life to our people.

4) Організація роботи в групах. Читання тематичного тексту.Ех.3.р. 68.

The students are divided into 2 groups. The students of the first group read and discuss the text about Florence Nightingale's activity after war.

The students of the second group read about the Florence Nightingale Medal, the highest international award to nurses. Then the groups change their representatives and the students from each group tell everything their remembered from the text.

Text 1

Florence Nightingale changed the whole system of hospital organization of the army. She began to reform health service in India. She wrote books on nursing.

In 1860 she organized the Nightingale Training School for Nurses at St. Thomas Hospital. She changed the whole idea of hospital planning in England. In 1907 she was given the Order of Merit (орден "За заслуги"), the highest civil order the British

Government can give and the first one ever given to a woman. Three years later, a very tired, old woman of ninety, she died quietly in her sleep.

Text 2

In 1912 the International Red Cross League established the Florence Nightingale Medal as the highest international award to nurses that have shown extraordinary skill or heroism in the saving the lives or treating the sick and wounded.

The Florence Nightingale Medal is awarded every two years. It's a great honour for a nurse to receive this highest international award that acknowledges not only her professional skill but her kind heart and acute mind, her selfless love for those who are suffering. This medal has been given to more than 700 nurses.

5) Retelling the text

III. Закінчення уроку.

1. Підсумки уроку. Рефлексія. Коментування успіхів дітей на уроці.
2. Homework I- To learn rule p. 173, Ex.4(a, b) p. 73 Ex. 1(a)p. 64.
II- To learn rule p. 173, Ex.4(a) p. 73

Додатки:

Florence Nightingale



The highest international award to nurses.



Lesson 35. "Health problems"

- вдосконалювати комунікативні навички, створити умови для відпрацювання навичок та вмінь в читанні, мовленні та аудіюванні;
- активізувати вживання тематичних ЛО в if- структурах, актуалізувати знання про умовні речення
- розвивати пам'ять, критичне мислення під час виконання комунікативних інтерактивних вправ, пізнавальний інтерес, логічність мислення;

- виховувати позитивне ставлення до здорового способу життя , дисциплінованість, уважність, уміння чітко виконувати інструкції вчителя, підвищувати рівень мотивації учнів, культуру спілкування, толерантне ставлення до співрозмовника.

Оснащення уроку: підручник англійської мови для 7 класу(Л. Биркун, Освіта, 2007), роздруковані завдання для аудіювання коротких діалогів, тематичні слайди.

Хід уроку.

I. Початок уроку.

1. Привітання. Організаційний момент.
2. Введення в іншомовну атмосферу, мотивація до навчання.

Warm up

The teacher asks students what they do when they feel ill. What symptoms do they have? Створення асоціативного куща.

3. Повідомлення теми та задач уроку.

II. Основна частина

1) Актуалізація знань, словникова робота, парна робота

1. Word game.
2. In pairs, students take turns to ask the questions.

Example:

A. Have you ever had flu?

B. No, I don't think so.

Flu, broken arm or leg, a blood test, an operation, a tooth taken out, an X-ray, an eye test, a sore throat, a sprained ankle.

2) Контроль домашнього завдання

3) Закріплення матеріалу про умовні речення . Організація роботи за методом “Мікрофон”, продовжити незакінчені речення:

e.g. If I have a terrible toothache,....., I'll consult with my doctor if....

4) Reading and discussion the text

A Healthy Future

Jan Bloor takes a look at modern medicine.

1. Two hundred years ago, visiting the doctor was often a painful experience. For many illnesses, doctor used to “bleed” their patients. Leeches were used - small animals which suck the blood. Doctors thought that illness was caused by “bad” blood. Before the discovery of penicillin in 1928, you could die if a cut became infected.

2. Nowadays, medicine is a fast-moving area of science. To make a diagnosis, a doctor can do many tests, perhaps with the help of modern technology such as computers and lasers.

- NMR (nuclear magnetic resonance) scan.

Powerful magnets scan the patient's body and build up a picture on a computer screen.

- CAT (computerized axial tomography) scan.

A computer takes X-ray photos of the body from many different angles, and then builds up a three-dimensional picture - much better than a normal X-ray.

- Ultrasound.

Sound waves are passed through a part of the body and a computer image is constructed. This is a very safe test and is often used to look at unborn babies.

3. After a diagnosis, treatment is prescribed. It could be a simple antibiotic or something more complex.

Lasers. Lasers are used to cut parts of the body or to destroy dangerous cells. They can clear heart blockages or to delicate operations on eyes.

Microsurgery. Doctors use powerful microscopes to perform operations on very small parts of the body.

4. Who knows what the future holds? Perhaps a cure for cancer or AIDS or maybe even the common cold is just around the corner.

1) Read the text and match these titles with the paragraphs.

The Painful Past.

The Future.

Tests.

Modern Surgery.

2) Answer the questions.

- Why did doctors use leeches?
- Why was the discovery of penicillin so important?
- Which technique uses sound waves?
- Why is a CAT scan better than a normal X-ray?
- Why is ultrasound especially suitable for looking at unborn babies?

5) Relaxation

“I don’t like your heart action”, doctor said, applying the stethoscope again.

“You have some trouble with angina pectoris, haven’t you?”

“You’re right in a way, Doctor”, said the young man. “Only that isn’t her name”.

6) Організація аудіювання коротких діалогів, робота у групах по обговоренню прослуханого.

1. The students will listen to three conversations with a doctor and complete the table.

Symptoms	Diagnosis	Treatment
Sore throat __ (1) __ , __ (2) __ and high temperature	flu	stay in bed, take __ (3) __ and drink a lot of (4)
pain in (5)	sprained ankle	6) __ and a tight, bandage
pain in __ (7) __ , been __ (8) __ three times	appendicitis	go to hospital for an __ (9) __

1) D o c t o r. Good morning. What's the matter?

P a t i e n t. Well. I've got a terrible sore throat. And I've got a headache, too. And my muscles ache. I just haven't got any energy at all. I feel really weak.

D o c t o r. Let me have a look at your throat. Mmm, yes. Have you had a temperature?

P a t i e n t. Yes, I have. Last night it was thirty-nine.

D o c t o r. Well, I'll just take your temperature again. Mmm, you're right, you have got a temperature. I'm afraid you're got flu. There's a lot of it around at the moment. You'll have to stay in bed for a couple of days and take aspirin. And you must drink lots of liquid, that's very important, lots of lemon or orange juice.

P a t i e n t. Thank you, doctor.

2) D o c t o r. Good morning.

P a t i e n t. Good morning, doctor. I've got a terrible pain in my ankle. I can't move it at all.

D o c t o r. Let me have a look. Oh, yes, it's very swollen. Does it hurt here?

P a t i e n t. Ahhh!

D o c t o r. And does it hurt here?

P a t i e n t. No, well, a bit.

D o c t o r. Right. I don't think there's anything broken, but I'm afraid you're got a sprained ankle. I'm going to give you some pills for the pain. Here's the prescription.

P a t i e n t. Thank you.

D o c t o r. And I'll put a tight bandage on it for now.

P a t i e n t. OK.

3) D o c t o r. Good morning, now what's the problem?

P a t i e n t. Well, I've got a pain in my stomach. I feel terrible and I've been sick for three times.

D o c t o r. When did it start?

P a t i e n t. Well, it started late last night.

D o c t o r. Let me examine you. Does it hurt here?

P a t i e n t. Yes.

D o c t o r. I'm afraid you've got appendicitis. You'll have to go to a hospital for an operation immediately.

2. Students will listen to the first conversation and complete these sentences.

Doctor	Patient
	__ (2) __ a terrible sore throat. My muscles __ (4) __ . I (6) really weak

7) Організація усного діалогічного мовлення в парах.

Work in pairs.

Students take turns to be the doctor and a patient. The patient explains some symptoms to the doctor. The doctor makes a diagnosis and recommends treatment.

III. Закінчення уроку.

1. Підсумки уроку. Рефлексія. Коментування успіхів дітей на уроці.
2. Homework : Make up the dialogue “At the doctor’s”.

Додатки:

Listening
Complete the table.

Symptoms	Diagnosis	Treatment
Sore throat __ __ , __ __ and high temperature	flu	stay in bed, take __ __ and drink a lot of __ __
pain in __ __	sprained ankle	6) __ and a tight, bandage
pain in __ __ , been __ __ three times	appendicitis	go to hospital for an __ __

listen to the first conversation and complete these sentences

Doctor	Patient
__ __ the matter? __ __ me have a look at your throat. I'm __ __ you've got flu. You'll __ __ stay in bed	__ __ a terrible sore throat. My muscles __ __ . I __ __ really weak



Lesson 36. “Hospital. A visit to the doctor.”

Мета уроку:

- ознайомити учнів з новими ЛО з теми, повторити вже знайомі і активізувати їх вживання в лексико - граматичних структурах, реченнях, репліках діалогу;
- розвивати навички непередготовленого монологічного мовлення, вміння вести обговорення з проблемних питань;
- розвивати зорову та адитивну пам'ять, критичне мислення під час виконання комунікативних вправ;
- виховувати позитивне ставлення до здорового способу життя, піклування про власне здоров'я.

Оснащення уроку: підручник англійської мови для 7 класу (Л. Биркун, Освіта, 2007), тематичні малюнки, записи на дошці, тематичні слайди, роздруковані завдання для індивідуальної роботи .

Хід уроку.

I. Початок уроку.

1. Привітання. Організаційний момент.
2. Введення в іншомовну атмосферу, мотивація до навчання.

Warm up

When do we have to call a doctor?

What does the doctor examine?

What does he diagnose?

3. Повідомлення теми та задач уроку.

II. Основна частина

1) Ознайомлення з новими ЛО “Мозковий штурм”

The students get cards with words and phrases and try to give the explanation of these words and phrases.

Pain, one's nose is running, to hurt, headache, stomach-ache, sore throat, oculist, flu, dentist.....

2) Контроль домашнього завдання, робота у парах, імітаційна гра “Лікар - пацієнт”

3)) Організація аудіювання короткого тексту, робота у групах по обговоренню прослуханого.

Students listen to the text and check if there were right answering the questions at the beginning of the lesson (warming up). When we are ill, we call the doctor and he examines us and diagnoses the illness (or disease). When we have a headache, a stomach-ache, a sore throat, a cold or a pain in some part of our body, we call a doctor. He takes our temperature and our pulse. He examines our heart, our lungs, our stomach or the part where we have a pain (the part of the body which hurts us) and tells us what is the matter with us. He says “You have a slight temperature”, or “You have the flu” or “You have caught a cold” or “You have heart disease”.

Answer the questions.

- 1) When do people most often feel ill with flu?
- 2) What are the symptoms of the flu? Do you sneeze and cough?
- 3) Have you ever fallen ill with flu?
- 4) Was your nose running?
- 5) Did you have a high temperature?
- 6) Did you have a fever?
- 7) Did you call a doctor?

4) A visit to the doctor. Робота у групах

1. Work in groups.

The students in two teams get cards with parts of the phrases and try to match them.

What's the... matter?

I have an... awful headache.

I have a high... temperature.

I'm... quite ill.

I'm afraid I've... caught a cold.

The tooth gives... me a sharp pain.

I consulted... a doctor.

I have a... splitting headache.

Where's the nearest... hospital?

How shall I... call a doctor?

Please, shall I... call the ambulance?

I have a bad... pain in my foot.

2. Fill in the necessary words.

A Visit to the Doctor

I had a stomach- __ (ache) last week and feel ill, so I went to the doctor's. The receptionist took my __ (temperature) and I sat in the __ (waiting room) until she told me it was my turn. I entered the surgery and the doctor __ (examined) me. Then he said that I should take some __ (pills). He gave me a __ (prescription) and handed it in at the __ (chemist's). After taking pills for several days I felt much __ (better), though I had to __ (stay in bed / keep my bed) for three days.

3. Vocabulary: new words, phrases and sentences.

I feel seedy - мені зле.

I'm now hot, now cold - мені то жарко, то холодно.

I feel stiff - погано почуваюсь (все тіло ние).

I feel my temperature is rising - я відчуваю, що в мене підвищується температура.

It's hard to swallow - важко ковтати.

To gargle - полоскати горло.

To give somebody instant relief - надавати невідкладну допомогу.

Chemist's shop - аптека.

4. Рольова гра:

- 1) Read and dramatize the dialogue.

S1. What's the matter?

S2. I feel seedy. I must have caught a cold.

S1. What troubles you? You look pale.

S2. I'm now hot, now cold. I feel stiff. I feel my temperature is rising.

S1. Have you a headache or a sore throat?

S2. I have a sore throat. It's hard to swallow.

S1. If you have a sore throat I advise you to make a mixture for the throat.

Then you must gargle every two hours. This mixture will give you instant relief.

S2. Must I take the mixture for the throat myself or take it at the chemist's shop?

S1. You can make such mixture yourself. It's very easy to make it. Take a glass of hot water, put a teaspoonful of tea soda, a teaspoonful of salt and 5 drops of iodine there. The mixture for the throat is ready.

S2. Oh, it's very kind of you. I'm very thankful to you for your advice. I'll follow your advice by all means.

S1. Don't mention it. But I recommend you to call the doctor.

2) Make up your own dialogues.

5) Relaxation.

A doctor fell in a well

And broke it collarbone.

The doctor should attend the sick

And leave the well alone.

7. Метод "Навчаючи - учусь" Match the problem with the advice and check answers of your friends/

1) I've got a headache a) You shouldn't smoke so much.

2) I've got a cough b) You shouldn't eat so much.

3) I'm always tired c) You should take an aspirin.

4) I'm getting fat d) You oughtn't to go to bed so late /

5) I've got a stuffy nose You shouldn't go to bed so late.

6) Mary has cut her hand e) You should put some antiseptic on it.

f) Use some nasal spray.

Answers. 1c, 2a, 3d, 4b, 5f, 6e.

III. Закінчення уроку.

1. Підсумки уроку. Рефлексія. Коментування успіхів дітей на уроці.

2. Homework : Make up dialogues using new words and phrases.

Додатки:

Answers

What's the... matter?

I have an... awful headache.

I have a high... temperature.

I'm... quite ill.

I'm afraid I've... caught a cold.

The tooth gives... me a sharp pain.

I consulted... a doctor.

I have a... splitting headache.

Where's the nearest... hospital?

How shall I... call a doctor?

Please, shall I... call the ambulance?

I have a bad... pain in my foot.

Match the problem with the advice.

1) I've got a headache

2) I've got a cough

3) I'm always tired

4) I'm getting fat

5) I've got a stuffy nose

6) Mary has cut her hand

a) You shouldn't smoke so much.

b) You shouldn't eat so much.

c) You should take an aspirin.

d) You shouldn't go to bed so late.

e) You should put some antiseptic on it.

f) Use some nasal spray.



Lesson 37. “Healthy way of life. Health Care”

Мета уроку:

- вдосконалювати комунікативні навички, актуалізувати ЛО та навчити учнів оперувати ними, вживаючи їх в лексико - граматичних структурах, реченнях;
- розвивати навички монологічного та діалогічного мовлення, читання, вміння вести обговорення тексту;
- розвивати зорову та адитивну пам'ять, критичне мислення під час виконання комунікативних інтерактивних вправ, аналітичні здібності, навички рефлексії;
- виховувати позитивне ставлення до здорового способу життя, піклування про власне здоров'я, культуру спілкування, підвищувати рівень мотивації учнів;

Оснащення уроку: підручник англійської мови для 7 класу (Л. Биркун, Освіта, 2007), тематичні малюнки, роздруковані завдання для читання тематичного тексту.

Хід уроку.

I. Початок уроку.

1. Привітання. Організаційний момент.
2. Введення в іншомовну атмосферу, мотивація до навчання, "Коло ідей" - висловлювання учнів із зазначеної проблеми

Warm up

T: Health is above wealth. What does it mean to be healthy? Some people think it just means not being sick. But being healthy means feeling good, too. It means having energy to play and to work. What things must you do to be healthy?

Good health is a gift, it is the responsibility of the individual to maintain that good health. What is necessary to be healthy?

3. Повідомлення теми та задач уроку.

II. Основна частина

1) Актуалізація знань, словникова робота в групах, лексико - граматичні вправи:

1. Students get handouts. They have to set the words in 3 groups: parts of the body, diseases, symptoms.
toothache, sneezing, heart attack, tuberculosis, chicken pox, ankle, bronchitis, headache, eye.

2. Match the phrases.

- 1) Go for a) smoking;
- 2) look after b) yourself;
- 3) put on c) your lifestyle;
- 4) give up d) a check up;
- 5) keep in e) your teeth;
- 6) take up f) weight;
- 7) change g) a sport;
- 8) brush h) shape.

3. Read the text and:

1) Try to work out the meaning of the underlined phrases.

Once a year dad goes to the doctor for a check-up. He went last week and got a bit of a shock. The doctor told dad he wasn't looking after himself properly. Apparently dad has put on weight in the past 12 months and he needed to have a more balanced diet with more fruit and vegetables, less meat and bread, and fewer potatoes. He also has to give up smoking completely. The doctor said that he should keep in shape by taking up some kind of sport. So, dad is going to have change his lifestyle completely.

2) Use the underlined phrases from the text to complete these sentences.

- a) Just eating hamburgers and chips is no good for you. You need a ___ .
- b) She looks far too thin. She needs to ___ .
- c) My aunt ___ by going swimming three times a week.
- d) I haven't been to the dentist for about 2 years. I think it's time for me to have a ___ .
- e) My sister's a vegetarian. She ___ meat three years ago.
- f) I'd like to do something different at weekends. I think I'll ___ cycling.
- g) Bill left home when he was 17. He had to learn to ___ himself very quickly.
- h) Jenny has a wonderful job and earns a lot of money. Many people are envious

for her __ but she's actually very lonely.

2) **Контроль домашнього завдання, діалогічне мовлення , рольова гра “A visit to a doctor”**

3) **Relaxation**

Riddle.

“Which travels faster: heat or cold?”

“Heat because you can catch cold easily”.

4) **Reading and discussion of the text**

Medicines and Health

“Medicines are not meant to live on”, an English proverb says. Yes, that's true and we may add that good health is better than the best medicine. And if your health is good, you are always in a good mood. You have “a sound mind in a sound body”, as the old Latin saying goes. The English proverb “sickness in the body bring sickness to the mind” expresses a similar idea, but from a different point of view.

Taking medicines is an unpleasant thing, of course, and if you want to avoid it, you should go in for sports and keep yourself fit. Physical exercise is necessary and very important. As doctors say, if a grown-up person doesn't take exercise, he can easily catch an illness.

Physically inactive people get old earlier than those who have plenty of exercise. If you do daily exercises, you feel refreshed, you have a good posture, and that makes you feel good. So pay attention to the way you stand, walk and sit. Here are some of the rules for health.

- Take long walks in the open air as often as you can.
- Keep your body clean.
- Keep your teeth clean.
- Wear clean clothes.
- Sleep with your window open.
- When you are reading, let the light come from behind your left shoulder.

Answer the questions.

- 1) What English proverbs are mentioned in the text?
- 2) What are medicines?
- 3) What should we do to avoid taking medicines?
- 4) Are physical exercises very important? Prove your words.
- 5) What are the rules for health?

5) **Організація роботи у групах, “Коло ідей” - висловлювання учнів із зазначених проблем**

Students in groups work out their own rules for health and discuss some problems.

- Why must you wash your hands before you take medicine? How can you catch an infection?
- Why must we keep medicines in a place where small children can't get them?
- Is it advisable not to keep medicine in a warm place? Where should they be kept?

6) **Work in pairs**

Project a Few Don'ts

The students write down some Don'ts - what a person shouldn't do to keep in good health..

e.g. Don't sneeze or cough when other people are near. Use a handkerchief.

- Don't neglect a cold, it will be more difficult to cure it if you do.
- Don't put off going to a doctor when you have pain symptoms.
- Don't get into the habit of complaining of ill (bad) health.

III. Закінчення уроку.

1. Підсумки уроку. Рефлексія. Коментування успіхів дітей на уроці.
2. Homework : I- Write some "Do's" to keep in good health.
II- a report "Healthy way of life. Health Care"

Додатки:

Set the words in 3 groups: parts of the body, diseases, symptoms

toothache,
sneezing,
heart attack,
tuberculosis,
chicken pox,
ankle,
bronchitis,
headache,
eye.



Match the phrases

- 1) Go for
- 2) look after
- 3) put on
- 4) give up
- 5) keep in
- 6) take up
- 7) change
- 8) brush

- a) smoking;
- b) yourself;
- c) your lifestyle;
- d) a check up;
- e) your teeth;
- f) weight;
- g) a sport;
- h) shape.

Use the phrases from the text to complete these sentences

- a) Just eating hamburgers and chips is no good for you. You need a ___ .**
- b) She looks far too thin. She needs to ___ .**
- c) My aunt ___ by going swimming three times a week.**
- d) I haven't been to the dentist for about 2 years. I think it's time for me to have a ___ .**
- e) My sister's a vegetarian. She ___ meat three years ago.**

f) I'd like to do something different at weekends. I think I'll ___ cycling.

g) Bill left home when he was 17. He had to learn to ___ himself very quickly.

h) Jenny has a wonderful job and earns a lot of money. Many people are envious for her ___ but she's actually very lonely.

Lesson 38. "Healthy way of life. Are You Looking After Yourself?"

Мета уроку:

- Створити умови для пошукового читання тематичних тестів, сканування інформації, та відображення її в усному мовленні, написання власних коментарів;
- Ознайомити з граматичним матеріалом – вживання займенників both..., both...and, neither...nor, either...or, активізувати в лексико - граматичних вправах;
- вдосконалювати комунікативні навички та навички письма;
- розвивати зорову та адитивну пам'ять, критичне мислення під час виконання комунікативних інтерактивних вправ, навички аналізу та порівняння граматичних явищ;

- виховувати позитивне ставлення до здорового способу життя , піклування про власне здоров'я., культуру спілкування , підвищувати рівень мотивації учнів;

Оснащення уроку: підручник англійської мови для 7 класу(Л. Биркун, Освіта, 2007), тематичні малюнки, роздруковані тексти для читання та завдання для активізації граматичного матеріалу.

Хід уроку.

I. Початок уроку.

1. Привітання. Організаційний момент.
2. Введення в іншомовну атмосферу, мотивація до навчання, "Коло ідей" - висловлювання учнів із зазначеної проблеми

Warm up

A teenager's life can be pretty busy, can't it?

How healthy is the average teenager's way of life?

3. Повідомлення теми та задач уроку.

II. Основна частина

- 1) **Контроль домашнього завдання, колективно - групова робота "Броуновський рух", обмін інформацією стосовно здорового способу життя.**

- 2) **Організація роботи в групах. Читання інформаційних текстів, сканування інформації, написання власних коментарів.**

Three young people say about their lifestyles.

1. The student read the 1st text, discuss it in groups and try to predict what the doctor will advice this person to do.

Text 1

John, 18. Well, looking back, I suppose I was healthier when I was at school. We did a lot of sport then - I mean, we had PE classes twice a week, and I was in the athletic team, but since I left school and started work, I don't seem to get much of a chance to do a lot of exercises. I don't have much time for meals either. Weekday mornings are such a rush; I often don't have time for breakfast. I usually have a couple of brown bread sandwiches for lunch and a big meal in the evening - sausage and chips or bacon and eggs or something like that. I spend most of my leisure time in my pub with my friends, but I usually only have a soft drink. I never smoke at work - only in the evenings and then it's only three or four. I'm going to give up smoking next year.

Doctor's Comments

John, you don't say what your job is, but it certainly sounds to me as if you could do with more exercises. You seem to have been good at athletics. Why not see about joining a local club and persuade some of your friends to join too? I know mornings can be a bit of a rush, but some breakfast is much better than none. you should have some fruit, and a glass of milk for energy. You're quite right about the brown bread. like potatoes, rice and cereals, it contains unrefined carbohydrates - much better than the refined carbohydrates you get in white bread, sweets, chocolate and cakes.

And when you're frying, perhaps you should use vegetable oils. Much better than animal fat.

Everyone knows that different people need different amounts of sleep, but the average person needs eight hours a night - and when you're a teenager and still growing, you need more sleep than ever.

2. The students are divided into 2 groups. Each group gets a text (Susan, 16 - 1 group and Paul, 17 - 2 group). After reading the texts the students write down doctor's recommendations to Susan and Paul.

Text 2

Susan, 16. I try to look after myself. a healthy mind in a healthy body - that's my motto. For the last couple of years I've been really keen on golf and spent about 10 hours a week at the local club. I think sport is the best way of staying healthy. I eat quite well - all the things you should eat - brown rice, pasta, fish, lots of vegetables. I've got a very good appetite and apart from 3 big meals a day

I usually have a bar of chocolate in the morning and a cup of tea with biscuits in the afternoon too. I had my first cigarette a year ago and it put me off smoking for ever. Ugh! Horrible! I usually turn in at about 11.30. I read a bit and then go to sleep. By seven, I like to be up and about and I usually take my mum a cup of tea in bed.

Paul, 17. Well, I have a fairly relaxed lifestyle at the moment. I left school last year and I haven't been able to find a job yet. Both my parents go out to work, so most days I have the house to myself. I get up late and have a cup of coffee while I have a look at the newspapers to see if there are any jobs. I don't really have regular meal times. I just eat when I like - a packet of crisps or a sandwich, that sort of thing. I'm usually in bed by half past 10 or 11. I don't think my life style can be all that unhealthy - I mean. I haven't been to the doctor's for years.

3) Work in pairs

The students write about their life style like John, Susan and Paul and give their descriptions to their partners. The partners are doctors and write the comments.

4) Group discussion. Колективне обговорення учнівських коментарів.

The students read out their descriptions and the doctor's comments.

T: Does the group agree with the doctor? Have they any comments to make?

Who has the healthiest life style?

5) Пояснення граматичного матеріалу, виконання тренувальних вправ, стр.174 Grammar Reference, Ex.5.p.74

Either / Neither

1. Either usually means one or the other of two.

E.g. Bring me a pen or a pencil. Either will do you can take either book. I don't mind which. Come on Tuesday or Wednesday. Either day is all right. You may go by either road.

Either may also mean each of two (both). e.g. There were flowers on either side of the street. I can't agree in either case.

There was a lamp at either end of the street. The houses on either side were tall and big.

Neither means not either, not the one and not the other. e.g. Neither statement is true. Neither of the books is of any interest to me. I have travelled by both trains and neither train had a restaurant car.

Neither brother has been abroad.

The pronouns either and neither are singular and therefore require a verb in the singular!!

2. Exercise 1. Read and translate these sentences. Pay attention to the use of “either” (of) and “neither” (of).

- 1) Neither parent realized what was happening.
- 2) Neither of the girls understood why they had been refused to participate in the expedition.
- 3) Neither of the books is exactly what I want.
- 4) Neither of them wants to come.
- 5) Neither of the answers is correct.
- 6) There are flowers on either side of the yard.
- 7) Either kind of literature is interesting.
- 8) Either of the children is quite capable of learning foreign languages.

3. Complete the sentences.

- 1) Neither place...
- 2) Neither story in this publication...
- 3) Neither quotation...
- 4) Either of my classmates...
- 5) Either author tries...
- 6) Either of you could...

Either...or... Neither... or...

1. Either...or... This structure is used to talk about two possibilities.

You can either come with me or walk home.

I should like to live either in the country or in a small quiet town.

2. Neither...nor... This structure is used to join together two negative ideas.

Neither James nor Virginia was at home.

If you can neither visit nor telephone her friend, write him a letter.

III. Закінчення уроку.

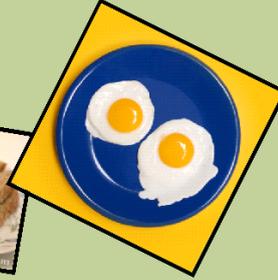
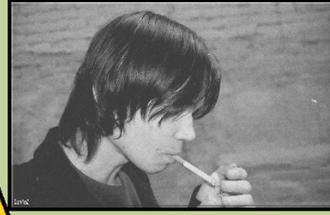
1. Підсумки уроку. Рефлексія. Коментування успіхів дітей на уроці.

2. Homework :1) Make up sentences with “either”, “neither”, “either... or...”, “neither... nor...”.Ex.6.p.74, to learn the rule p.174

2) Project work, p.72

Додатки:

Text 1
John, 18.



Text 2
Susan, 16



Paul, 17



Grammar Either / Neither

Exercise 1. Read and translate these sentences. Pay attention to the use of “either” (of) and “neither” (of).

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- 3)** *Neither of the books is exactly what I want.*

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- 7) *Either kind of literature is interesting.*
- 8) *Either of the children is quite capable of learning foreign languages.*

Complete the sentences

- 1) *Neither place...*
- 2) *Neither story in this publication...*
- 3) *Neither quotation...*
- 4) *Either of my classmates...*
- 5) *Either author tries...*
- 6) *Either of you could...*