

12

Are you OK?

12.1

Goals: talk about health
 buy things in a pharmacy
 understand instructions on medicines

Core language:

VOCABULARY The body and health
 PRONUNCIATION Linking consonants and vowels 1

I've got a headache

VOCABULARY The body and health

- 1 **a** *'Parts of the body' quiz.* Tell learners they will do a quiz about the body. Look at the highlighted words and check that learners know what they mean. Present them by pointing or by simple drawings.

Whole class. Read the first question together. Ask the class what they think the answer is. (Answer: 5.5)

 /  Learners do the quiz together.

Alternative: Learners use dictionaries

Instead of presenting the new words, learners could look them up in dictionaries or in the Vocabulary reference section on p147 as they do the quiz.

- b** Go through the answers, and after each question play recording 3.27 to check.

1 5.5 2 four 3 12, 70 4 grow, stop growing
 5 half a kilo 6 50% 7 ear 8 nose 9 20, 32
 10 100,000

Language note: Plurals

These plurals are irregular: *tooth – teeth; foot – feet.*

- 2 *More parts of the body.* Ask learners what other words they know for parts of the body. You could prompt these by pointing to e.g. your hair, mouth, shoulder, arm, and so on.

Alternatively, turn to p147 so learners can check in the Vocabulary reference section.

Alternative: Pairs or groups

In pairs or groups, learners write down other parts of the body that they know. Then go through these together and build up a list of words on the board. You could give pairs or groups one point for each correct word, and two points for words that no one else thought of.

Optional practice

Point to parts of your own body and ask learners to say the words. Then learners test each other in pairs in the same way.


- 3 **a** *Common health problems.* Look at the pictures, and ask learners what they think each person is saying.

A I've got a pain in my back.
 B I've got a sore throat.
 C I've got a temperature.
 D I've got a problem with my knee.
 E I've got a headache.
 F I feel sick.
 G I've got a cold.
 H I feel tired.

- b** As you go through each item, play recording 3.28 or say the sentence yourself, and get learners to practise saying it. Focus especially on the pronunciation of /hedeɪk/, /ni:/, /taɪəd/ and /tempɾətʃə/.

Language notes

- We can use some of these phrases with other body parts:
 - I've got a headache, a stomach ache, a backache ...*
 - I've got a sore throat, a sore back, a sore toe ... (= it hurts)*
 - I've got a pain in my back, my leg, my arm ...*
 - I've got a problem with my knee, my back, my shoulder ...*
 With stronger classes, you could quickly practise these by pointing to different parts of your body and miming pain.
- I've got a temperature* = my temperature is above normal (= a fever).
- I feel sick.* Br Eng = I want to be sick (e.g. I've eaten something bad). US Eng = I feel ill (in general).

- 4 *Role play.* Look at the outline conversation together. Then demonstrate two or three possible conversations:
- Choose a learner to ask you the first question: *Are you OK?* Give a reply, e.g. *Not really. I've got a headache.* Then get the learner to respond, e.g. *I'm sorry to hear that.*
 - Demonstrate again, but this time you ask the question and get a learner to reply.
 - Choose two learners to have a conversation in open pairs.
-  Learners have conversations, taking it in turn to ask and answer.



You could use photocopiable activity 12A on the Teacher's DVD-ROM at this point.

What are your symptoms?

LISTENING AND READING

Optional lead-in with books closed

Write the word *pharmacy* on the board. Ask: *Why might you go to a pharmacy?* (Possible answers: Maybe you feel ill, you've got a cold, a headache; you want to buy medicine.) Use this to present the word *medicine*.

- 1 Play recording 3.29. Learners listen and answer the question.
- a pain in his back, a headache**
- 2 *Pharmacy questions and answers.* Learners match the questions and answers.

1 c 2 a 3 b

Use this to focus on the highlighted words, and if necessary, give simple examples to show the meaning.

To activate these words, you could ask a few questions, e.g.

- Is anyone here allergic to dairy products? Is anyone allergic to cats? What about flowers?*
- If you have a cold, do you take medicine? What medicine do you take? What about a headache?*

If necessary, play recording 3.29 again, and establish how long Marc has had the symptoms (*Answer*: the back pain started last night; he's had a headache for an hour).

- 3 a *Reading for main idea.* Learners read the medicine packages and decide which is best for Marc and why.

Paracetamol (He hasn't got a cold or a temperature; he wants tablets)

- b Play recording 3.30 and check what he buys (*Answer*: paracetamol).

Ask further questions, e.g.

- *What does the chemist say about paracetamol?* (It's for all aches and pains)
- *What should he do if they don't work?* (See a doctor)
- *What shouldn't he do?* (Take anything else)

- 4 *Reading for detail.* Learners read the packages again and mark sentences 1–6 *true* or *false*.


Go through the answers together, and ask learners why they chose their answers.

- 1 True. ('Do not give to children under 12.')
- 2 True. ('Contains paracetamol.')
- 3 False. ('Do not take more than 4 sachets ...')
- 4 False. ('Do not take with alcohol.')
- 5 True. ('Do not take more than ...')
- 6 False. ('Not for children under six.')

PRONUNCIATION Linking consonants and vowels 1

- 5 a Play recording 3.31 or say sentences 1–5 yourself, and get learners to repeat them. Focus on the way the consonants link to the following vowels.
- b If learners have difficulty with this, get them to repeat individual phrases first (*need any, what are, for about, an hour*), then the complete sentences. There should be no pause between the two linked words.


SPEAKING

- 6 a *Role play.* Give learners a letter, A or B. A chooses a problem and thinks of the symptoms. B thinks of questions he/she will ask.
- b  Learners form A/B pairs and act out a conversation.
Round-up. Ask a few pairs to act out their conversation with the whole class listening. After each conversation, ask other learners what happened (what A's problem was and what he/she bought).

Option: Learners visit several pharmacies

After the first pair work stage, A moves on to form a pair with a B (i.e. they visit another pharmacy). They have the conversation again with their new partner. Then A moves on again and has a third conversation. As a round-up, ask a few A learners which pharmacy was the best, and ask a few B learners what their customers wanted.

12.2

Goals: talk about health 
 give advice



Core language:

VOCABULARY Giving advice
 GRAMMAR Giving advice with *if*

Home remedies

READING

- 1 *Whole class discussion.* Look at situations 1–4, and the things you might do. You could introduce the activity by telling the class what you do if you have a toothache.



 /  Learners look at the situations in turn and discuss what they do in each.

Take each situation in turn, and ask different pairs or groups what they said. If you like, you could go through the different possibilities, e.g. *Who takes a day off work? Who sees a dentist? Who takes medicine?*

Note

Learners may start looking at the pictures in 2 or reading the web postings. To prevent this, do the pre-reading activity with books closed, writing the situations on the board, or ask learners to cover the page below section 1.

- 2 a *Pre-reading task.* Write the word *remedy* on the board. Give an example, e.g. *Paracetamol is a remedy for a temperature*, and ask learners to guess what it means (*Answer*: something that helps, that makes it better). Then ask learners what they think a home remedy is (*Answer*: a remedy using things you have at home, i.e. not a medicine).

 /  Learners cover the web postings. Together, they decide which problems the things in the pictures might be remedies for, and how they might use them. Before reading the text, discuss the answers together.

- b Learners read the web postings to check.

Discuss the answers together, and establish how each remedy is used and what it does.

- A *stomach ache (you eat it; the toast is the remedy; the honey makes it taste better)*
 B *temperature (you tie half an onion to your bare feet)*
 C *toothache (you put it on the tooth)*
 D *headache (put a few drops of warm salt water in your ears, then lie down and close your eyes)*

As you go through the answers, check that learners understand *tie*, *bare feet* (= without socks), *drops* of water.

- 3 As you talk about each remedy, ask learners what they think of it and why, and if they know of any similar remedies.

VOCABULARY Giving advice

Option: Presentation with books closed

- Tell the class: *I've got a temperature.* Write on the board: *Go to bed. Go to work.* Ask which is correct, and how to change the second sentence to make it correct: *Go to bed. Don't go to work.* Point out that these are imperative forms (we use them to tell people to do things or not to do things).
- Now ask: *How can we say the same thing using 'should'?* Add these sentences on the board: *You should go to bed. You shouldn't go to work.* Point out that *You should ...* means: *It's a good idea.*

- 4 a Look at the table. Learners complete the sentences.

take a garlic clove
 hot water
 a wet teabag
 wear socks
 bare feet

- b Play recording 3.32 to check.

Optional practice

Say a problem, and give phrases representing possible advice, e.g.
 You're feeling cold and tired:
 – go to the doctor – go to bed
 – go for a swim – have some hot soup
 Learners add *Don't ...*, *You should ...* or *You shouldn't ...* as appropriate.
 You could do this with two or three different problems.

- 5 a Practice in giving advice. Give learners time to think of advice for each of the problems.
- b / Learners give their advice, using imperatives or *should(n't)*. Other learners guess what problem they are giving advice for.

Alternative: Learners write sentences

- Working alone, learners write a sentence giving advice for each of the problems. They should use imperatives or *should(n't)*. As they do this, go round and check.
- Learners read out their advice (not in order). Other learners say what problem it is for.

If you get stomach ache ...

GRAMMAR Giving advice with *if*

- 1 a Read the sentences in the tables, and point out the basic structure:
- The first part is *If* + present simple tense (= in general, at any time).
 - The second part is giving advice, using imperative or *should/shouldn't*.

Learners put the sentence in the correct order. When they have done this, write it on the board:

If you get a temperature, use an onion.

- b Play recording 3.33. Learners practise saying the sentences.

Grammar practice

You could do the grammar practice exercises on p140 at this point.

- 2 a Practice giving advice with 'if'. Learners match the sentences, and practise joining them with *if*.
- b Try to get different possible answers each time.
 Possible answers:

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

Note: Grammar practice

You could do the grammar practice on p140 at this point.



You could use photocopiable activity 12B on the Teacher's DVD-ROM at this point.

SPEAKING

- 3 *Listening for main idea.* Read through the remedies, and check that learners understand *inhale* (show this by miming) and *steam*.
- a Play recording 3.34. Learners listen and tick the remedies the people talk about.
- b Go through the answers together, or let learners check their answers in the script on p157. (*Answer: They mention all the items except 'eat oranges'.*)
- 4 *Speaking.* To introduce the activity, briefly tell the class what you do if you've got a cold. Ask them to think of what they do, but also of unusual or interesting remedies that they know of.
- Learners discuss the questions, and make a list of possible remedies they know of. If you like, ask one learner to act as 'secretary' and note down the group's ideas.
- Ask each group to tell you the remedies they thought of, and write them on the board.

12.3 Target activity: Give advice

Goals: talk about health
 give advice

Core language:

TASK VOCABULARY Giving reasons for advice
 12.2 VOCABULARY Giving advice
 12.2 GRAMMAR Giving advice with *if*

TASK READING

- 1 *Reading for main idea.* Look at topics a–c. Make sure learners understand *relationships with colleagues* (= Do you like them? Are you close to them? Do you spend time together?), *office environment* (= the things and people around you, the kind of office you are in) and *exercising* (= walking, running, doing exercises ...).

Alternative: Lead-in with books closed

Write on the board: *Working environment.* Ask learners if they know what this means (= the place where you work, the room, the people round you, etc.; it can be quiet, noisy, comfortable, friendly, ...).

Ask learners to say a few things about their working environment: *Is it an office, a room at home, a school, the street ...? Do they like it? Do they feel good in it? What are the good and bad things about it?*

Ask learners to talk about this in pairs. Then ask a few pairs to tell you some of the things they said.

Look at the article heading ('Stay healthy in the workplace'), and check that learners understand *tips* (= practical advice: things you should and shouldn't do). Learners read the article quickly and decide what the main topic is (*Answer: b*).

- 2 *Reading for detail.* Learners read the article again and find things you should and shouldn't do.

Things you should do:

- 1 *sit near a window*
 2 *open the window*
 3 *get some plants*
 4 *get a good chair*
 5 *make sure the top of your computer is at eye level*
 6 *change the colour of the office walls (have light colours)*
 7 *use the stairs*

Things you shouldn't do:

- 1 *sit near an air-conditioner*
 2 *use the lift*

- 3 Look at the tips that are most likely to apply to your learners. Ask learners whether they do these things or not.

Option

To focus this activity more, you could ask learners to look at the tips, and think about their own working environment. They choose one thing they do and one thing they don't do, and note it down. Then ask learners what they wrote down.

TASK VOCABULARY Giving reasons for advice

- 4 a Learners cover the article and complete sentences 1–5.

- 1 *Natural light* 2 *Fresh air* 3 *Plants*
 4 *The right colour* 5 *Using the stairs*

- b As you go through the answers, check that learners understand the highlighted phrases. If necessary, give simple glosses to show the meaning, e.g.
 – *makes you feel* = if you have natural light, you feel happier.
 – *improve the appearance* = if you have plants, the room looks better.
 – *helps you be more creative* = you can be more creative.
 – *keeps you fit* = if you use the stairs, you stay fit.

Alternative: Presentation with books closed

Ask learners if they can remember the reasons for the tips, e.g. ask: *Why is natural light a good idea?* (It makes you feel happier.) *What about fresh air?* (It's good for you.) Use this to focus on the key phrases, and present them on the board. Then do exercise 4a as a quick check.

TASK

- 5 a *Preparation for speaking.* Read through the topics together, and present any new words, e.g. *audience* (= the people listening to the talk), *effectively* (= using your time well, getting results), *entertain* (= give them a good time, e.g. a party), *organise* (= plan the party, decide what food to get, etc.). To show what to do, choose one topic, say what the problem is, and ask the class for advice, e.g. *I want to*

work at home, but I've got two children, and we live in a small flat.


Get suggestions from several different learners, and if necessary ask further questions.

Then look through the other topics, and ask learners to suggest what problems the person might have.

- b Learners choose a topic, and imagine what the problems are. If they like, they could make brief notes.

Alternative: Personal problems

As an alternative to these topics, learners could think of more personal problems that they might want to ask advice about, e.g. difficulties with parents, partners, colleagues at work, etc. These could be real or invented. You could also prepare four or five 'problems' to ask advice about, and give them out to learners.

- 6  *Speaking: Asking for and giving advice.* In turn, learners say what they want to do, and other learners give advice.
 7 *Round-up.* Ask learners what advice they got, and whether they agree with it.

Alternatives

- 1 *Preparation in pairs*
 In pairs, learners choose a topic together and think what to say about it. Then they form a group with another pair, and they ask each other for advice.
 2 *Mingling activity*
 After the preparation stage (done individually or in pairs), learners move freely around the class. They tell other learners what they want to do and ask their advice, and they give advice to other learners. They should have conversations with two or three different learners. As a round-up, ask learners what advice they got and which they found most useful.

12 Explore

Keyword: take

Goal: use *take* in a range of different contexts

Core language:

take + noun
take + time expressions

- 1 a '*take*' with nouns. Learners complete sentences 1–5.

- 1 *taking medicine* 4 *take a message*
 2 *take more than four tablets* 5 *take a trip*
 3 *take photos*

- b Ask learners which examples are about transport, journeys and medicine. Ask them if they know other examples of each type. *Possible answers:*

Transport: *take a bus, take a train, take a taxi ...*
Journeys: *take a trip*
Medicine: *take medicine, take tablets, take paracetamol, take an aspirin ...*

- 2 *Speaking: Personalisation.* Remind learners that the past of *take* is *took*. To introduce the activity, ask a few learners: *Can you remember the last time you took a taxi?* Ask each learner to give a few details (when, where they went to, how much it cost, why they took a taxi and so on).

Learners ask and answer questions.

Round-up. Ask a few learners to tell you something interesting or surprising they found out from their partner.

- 3 a 'take' with time. *Noticing task.* To remind learners how we use *take* to talk about time, write an example on the board, e.g. *It takes 30 minutes to get to the town centre.* Ask learners what this means (*Answer:* You need 30 minutes; the journey is 30 minutes).

Learners underline the activities and circle the times.

2 *Activity: to walk to the centre of Lucknow*
Time: about twenty minutes

3 *Activity: to travel ... across London by unicycle*
Time: 50 minutes

- b Learners complete sentences 1–8, so that they are true for them. As they do this, go round and check.

Learners compare their answers.

Round-up. Go through the sentences, and find out what times most learners wrote.



You could use photocopiable activity 12C on the Teacher's DVD-ROM at this point.

Independent learning: Learning collocations

Goals: to make learners aware of collocations
 to encourage learners to record collocations rather than single words

Core language:

Collocations: *take a break, spend time, watch TV, spend money, have a party*

- 1 *Introduction: Listening for main idea.* Write the word *collocation* on the board, and ask if anyone knows what it means.

Play recording 3.35 and answer the question.

b *It's two words that go together.*

- 2 *Listening for detail.* See if learners can answer the questions. If necessary, play recording 3.35 again to check.

– He said 'see TV' and 'use money'.
 – You say this in Japanese.

- 3 a *Discussion: Recording collocations.* Ask learners how they write new words (you could do this with a show of hands – ask: *How many people write single words?* etc.). Learners may well do all three of these.

- b Use this to point out that:
 – although all these are useful, it often helps to learn collocations rather than single words. This helps us learn how to use the word.
 – writing collocations is easier than writing complete sentences, and it's easier to learn them.

- 4 *Reading task: Noticing collocations.* Learners read the texts and find collocations with *take, spend* and *have*.

take a break, spend time, have a party

Optional extension

- Ask learners to think of other collocations with *spend* and *have*, and build them up on the board (collocations with *take* are in the Keyword section above). *Possible answers:* *spend the day with someone; spend money have a meal, a shower, breakfast, a pizza ...*
- Write a few other words on the board, and ask learners to think of collocations. They could use a dictionary to help. *Possible words:* *an exam; use; a message; make.*

Explore writing

Goal: write an email or note apologising

Core language:

Apologising: *I'm (really) sorry; I'm sorry for ...; Sorry to ...; I'm afraid ...*

1 Reading for general idea

Optional lead-in with books closed

Give the learners a situation: *You are meeting someone for coffee, but you have a cold so you can't go.* Ask them what they could write in an email. Use this to focus on expressions like: *Sorry I can't come, I'm really sorry,* etc., but don't go into too much detail at this point.

- a Learners look at the photos and read the emails quickly to find out who they are.

1 Marc 2 Abby 3 Sammy

- b Learners make a list of things they know about Abby.

Discuss the answers together, and build up a list of points on the board. *Possible answers:*

– She has a son, Sammy.
 – She stayed at her parents' house while they were on holiday.
 – She's studying for an exam.
 – She's just had a headache and sore throat.

- 2 *Saying sorry.* Learners cover the emails and match sentence halves 1–5 with a–e.

Learners read the emails again to check their answers.

1 d 2 c 3 a 4 e 5 b

Use this to present these common ways of saying sorry:

I'm (really) sorry. *I'm sorry, but ...*

I'm sorry for (not) + -ing *I'm sorry to ...*

You could give a few more simple examples to show how these forms are used, e.g.

– *I'm sorry for not phoning you; for being late yesterday.*
 – *I'm sorry to be late (now); I'm sorry to trouble you.*
 – *I'm sorry, but I'm busy just now.*

Language note

We can use various structures after *I'm sorry* with no great difference in meaning:

– *I'm sorry I'm late.*

– *I'm sorry for being late.*

– *I'm sorry to be late.*

I'm sorry + to is usually used to apologise about the present (something I'm doing or not doing now).

- 3 *Reading for main idea.* Learners look at emails A and B, and find answers to questions 1–3.

1 She had a headache and sore throat.
 2 She didn't have his home or mobile numbers.
 3 She's got an exam the next day.

- 4 *More email phrases.* Learners cover the emails and complete sentences 1–7.

1 Could (Can also possible) 2 Can (Could also possible)
 3 Let's 4 Hope 5 Hope 6 Thank 7 Thanks

- 5 a *Preparation for writing.* Either let pairs choose one of the topics, or assign different topics to each pair so that all the topics are covered.
- b Working together, they plan what they might say, but without writing anything down.
- 6 a *Writing an email.* Learners write an email. As they do this, go round and check, and give help where necessary.
- b Learners work with their original partner. Together, they look at their emails and make any improvements.
- 7 *Exchanging emails.* Learners pass their email to another learner (not their partner). Alternatively, collect the emails and give them out to other learners. Learners read out the email they received. Ask them if they think the reasons are good enough.

Alternative

Learners read the email they received, and check it against the situation in **5a**. They imagine they are the friend or colleague involved, and write a reply. Then they give their reply to the person who wrote the email.

12 Look again

Review

VOCABULARY Health and advice

- 1 a Learners make sentences from the table. You could either do this round the class, or ask learners to write sentences, then go through the answers together.

I've got ... toothache, a cold, a sore throat, a high temperature, stomach ache, a problem with my knee.
 I feel ... tired, sick.

- b Learners make sentences from the table. *Possible answers:*

You should go to a doctor.
 You shouldn't go to work.
 You should take a day off work.
 You should drink/try hot lemon juice with honey.
 You should eat/try black toast and honey.
 You should/shouldn't drink coffee.
 You should take some tablets.

- c They take it in turns to say a problem and reply with advice.

Option: Memory game with books closed

Learners sit in groups of 4 or 5 and make sentences round their group, adding a phrase each time, e.g.
 A: I feel tired.
 B: I feel tired and I've got a sore throat.
 C: I feel tired, I've got a sore throat and I've got a stomach ache. ... and so on.
 They could use the phrases in **1a** and any others they remember from the unit.

GRAMMAR Giving advice with *if*

- 2 a / Learners add continuations to sentences 1–8.
- b Either learners form groups to compare their sentences, or go through them with the whole class together. *Possible continuations:*

1 ... you should try *After Eights*.
 2 ... you should buy one online.
 3 ... try the *New Shanghai*.
 4 ... you should buy *Film Review*.
 5 ... call this number.
 6 ... you should visit Kerala in Southern India.
 7 ... try *Eva Luna* by Isabel Allende.
 8 ... you shouldn't drink coffee in the evening.

CAN YOU REMEMBER? Unit 11 – Articles

3 *Review of articles*

Optional lead-in

Do a quick review of articles. Write on the board:
 There was a man at the door. When I opened the door, the man walked away.
 Where's the car? It's in the garage.
 I like fast cars.
 Discuss why we use *a*, *the* or no article.

- a Learners add *a*, *the* or no article to the story.
- b They check their answers on p156.

Extension

SPELLING AND SOUNDS *ay*, *ai*

- 4 a Read the words or play recording 3.36, and get learners to practise saying them. If learners have problems, get them to say /e/ and /i/ separately, and then say them together:

1 ay 2 ai

- b Play recording 3.37 or read out the words. Learners write them down.
- c You could check by asking them to read the words back to you.

NOTICE *it*, *they*

- 5 a Look at the text, and ask what *it* means in each case.

1 toast and honey 2 honey 3, 4 toast and honey

- b Learners look at the second text, and discuss what *it* and *they* mean.

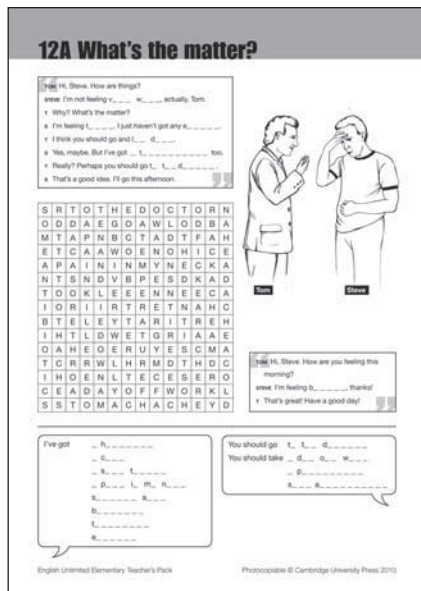
5, 6 a wet teabag 7 a garlic clove 8 these ideas

Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then ask them to circle the numbers on each line.

Unit 12 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.



12A What's the matter?

Activity type: Speaking and vocabulary – Role play – Pairs
Aim: To practise using language for talking about the body and health
Language: The body and health – Use at any point from 12.1.
Preparation: Make one copy of the worksheet for each learner.
Time: 25 minutes



12B Advice.com

Activity type: Reading, writing and grammar – Collaborative writing – Pairs / Groups
Aim: To practise using language for giving advice
Language: Giving advice; Giving advice with *if* – Use at any point from 12.2.
Preparation: Make one copy of the worksheet for every six learners and cut each worksheet along the dotted lines to form sets of cards.
Time: 25–40 minutes



12C 'Take' quiz

Activity type: Speaking and vocabulary – Mingle – Individuals / Whole class / Groups
Aim: To practise using expressions with *take*
Language: *take* – Use at any point from Keyword, p103.
Preparation: Make one copy of the worksheet for each learner.
Time: 25 minutes

Unit 12 Self-study Pack

In the Workbook

Unit 12 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** The body and health; Giving advice; Collocations
- **Grammar:** Giving advice with *if*
- **Time out:** Parts of the body word search
- **Explore reading:** Advice leaflet on flying
- **DVD-ROM Extra:** Staying healthy – Lona

On the DVD-ROM

Unit 12 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Linking sounds; Linking consonants and vowels
- **Explore speaking:** Giving reasons for advice
- **Animated video:** At the pharmacy
- **DVD-ROM Extra:** Staying healthy