



MY CHOICES *Students identify seven words from the unit they found interesting or new.*

How to teach tips:

- There is a lot of flexibility as to how this section is covered depending on the level of the students, and may include written activities.
- First, have the students write the words individually.
- For higher-level classes, a “guess the word” activity can be used when students try to elicit the target word without saying what it is (works well in pairs or small groups).
- For lower levels: students can create sentences in pairs containing the target words, then share their sentences within the group.



REVIEW *Students identify an interesting fact they learned in the unit.*

How to teach tips:

- Write answers individually first.
- Share in pairs and small groups.
- Extension: this activity is introduced in the first Review unit, but it can be started sooner, and done regularly: students could be asked to find any interesting fact NOT covered in the unit.
- This may also be a good opportunity to use the knowledge and experience of students who happen to be knowledgeable about the target sport (easy to find by referring to their initial GET SET scores): ask them if there are any OTHER interesting facts / rules / vocabulary that were not mentioned even by the end of the unit.
- The teacher may contribute their own facts / personal experience as a final remark to end the class with.

Glossary

The table below presents the target vocabulary introduced in each unit. Some units contain extra vocabulary not covered in the Student’s book: these words are listed in *italics*.

Unit Number	Unit Name	Target Vocab	
1	Get Set, Go! Introduction	defeat (v) competition (n)	spectator (n) whistle (n)