

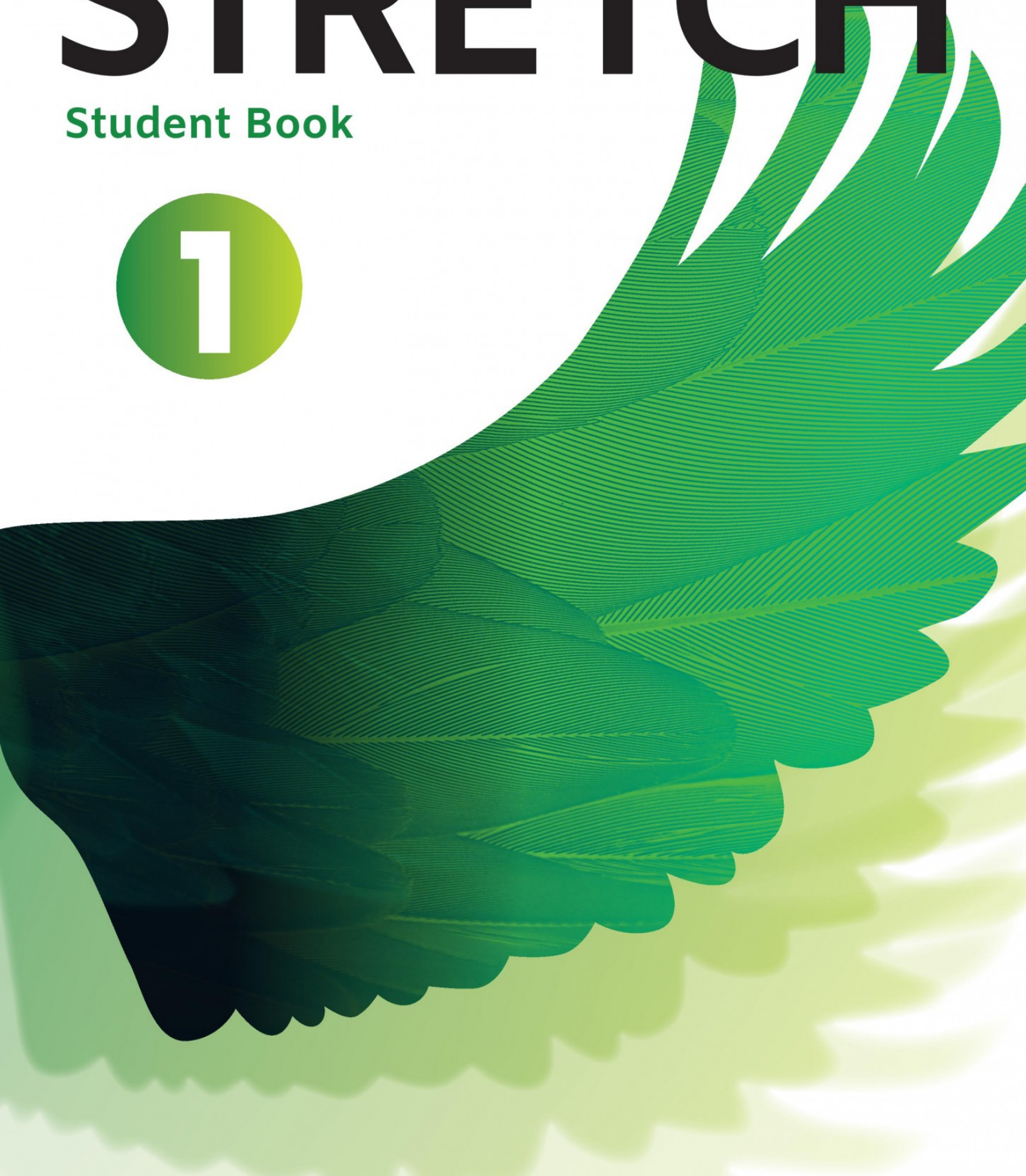
OXFORD

Second Edition

# STRETCH

Student Book

1





Second Edition

# STRETCH

Student Book

1



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**Guide for Classroom Presentation Tool**

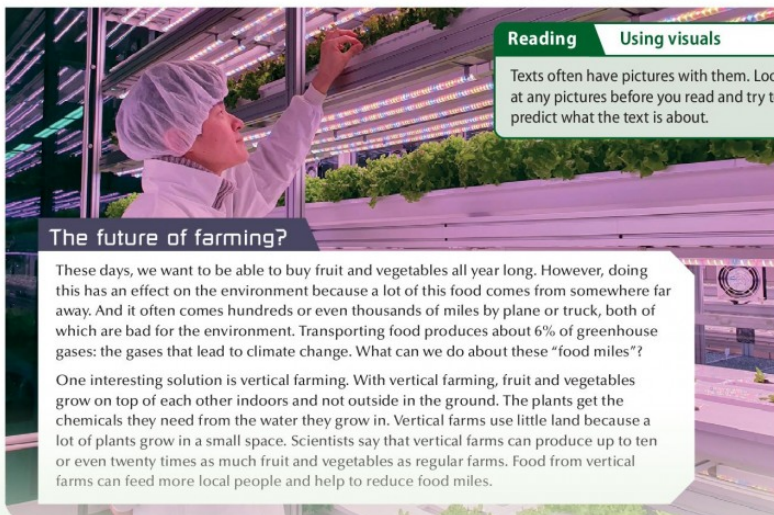
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# STRETCH Second Edition

**Stretch Second Edition** teaches listening, speaking, reading, writing, viewing, and presenting skills to prepare you for success in academic and professional life.

**A** Look at the photos. What do you think the article is about? Read and listen to check your answer.



**Reading Using visuals**

Texts often have pictures with them. Look at any pictures before you read and try to predict what the text is about.

**The future of farming?**

These days, we want to be able to buy fruit and vegetables all year long. However, doing this has an effect on the environment because a lot of this food comes from somewhere far away. And it often comes hundreds or even thousands of miles by plane or truck, both of which are bad for the environment. Transporting food produces about 6% of greenhouse gases: the gases that lead to climate change. What can we do about these “food miles”?

One interesting solution is vertical farming. With vertical farming, fruit and vegetables grow on top of each other indoors and not outside in the ground. The plants get the chemicals they need from the water they grow in. Vertical farms use little land because a lot of plants grow in a small space. Scientists say that vertical farms can produce up to ten or even twenty times as much fruit and vegetables as regular farms. Food from vertical farms can feed more local people and help to reduce food miles.

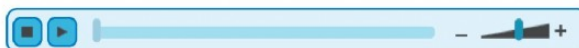
## Skill Snapshots

are short presentations that highlight the skills taught in *Stretch Second Edition*. You can find them on most of the Student Book pages. Skill Snapshots ensure you know what you are learning on each page.

## Online Practice

deepens your understanding of the Student Book content and provides extra practice opportunities. You will find more than 100 activities you can do any time, anywhere—with automatic grading and feedback on your answers.

Read and listen. Choose the correct answers.



### Biking in Copenhagen

In the last few years, more and more people around the world are choosing to ride bikes. They ride their bikes to work, to go places, or just for fun.

#### Why are more people riding bikes?

More people are riding bikes for many reasons. One, it's fast and cheap. Two, you can go around city traffic. Last, it's good for your health. One city, Copenhagen, Denmark, is more friendly than many for bike riders.

What makes Copenhagen a friendly city for riding bikes?

1. How often do people today ride bikes?
  - ☐ more than in the past
  - ☐ less than in the past
  - ☐ about the same as in the past
2. Which is a reason in the text for more people riding bikes?
  - ☐ It's friendly.
  - ☐ It's fast.
  - ☐ It's free.

Use the access code on the inside front cover to log in at [oxfordenglishhub.com](https://oxfordenglishhub.com)



## 6 VIDEO AND GLOBAL SKILLS

**A** Read the sentences from Ruairidh's vlog. Write **F** (fact) or **O** (opinion).

- \_\_\_ 1 Orewa Beach is a really great place to swim.
- \_\_\_ 2 It's only a 15-minute drive.
- \_\_\_ 3 One of the kids was French.
- \_\_\_ 4 I think he enjoyed the lesson.
- \_\_\_ 5 It's also very cool to call the beach your office.

### CRITICAL THINKING



#### Identifying fact or opinion

Identifying if a statement is a fact or an opinion is important when watching videos. Facts help you understand what is true. Opinions help you understand a person's thoughts or feelings.

**B** Check (✓) the facts and opinions that are true about your daily life at work or school. Write one more of each.

Facts	Opinions
<input type="checkbox"/> I work / study more than seven hours a day.	<input type="checkbox"/> My job / schoolwork is interesting.
<input type="checkbox"/> I take the train / bus to work / school.	<input type="checkbox"/> My trip to work / school is fun.
<input type="checkbox"/> I use a computer for over two hours every day.	<input type="checkbox"/> I love using a computer.
<input type="checkbox"/> I get home late in the evening.	<input type="checkbox"/> I get bored sometimes at work / school.
<input type="checkbox"/> _____	<input type="checkbox"/> _____

**C** Share one fact and one opinion from Part B with a partner. Ask your partner follow-up questions.

- A I study more than seven hours a day.
- B Really? What do you study?
- A Nursing. I love it!



**D** Describe your typical day at work or school. Take photos and prepare to tell your classmates about them. Use the chart and Parts B and C.

## Video and Global Skills

Research shows that learning English through videos helps you remember more information, develop cross-cultural awareness, and expand your critical thinking. *Stretch Second Edition* features **Understanding Video** and **Video and Global Skills** lessons, which use social media and documentary videos to teach media literacy for 21st-century success.

## Presenting Skills

*Stretch Second Edition* features **Presenting Skills** and **Presenting Practice** lessons, to help you develop the skills to become a better public speaker. Learn from model presentation videos and then practice key skills by giving your own presentations.

## 6 PRESENTING PRACTICE

### Presentation Topic

#### A favorite weekend activity

Prepare a presentation to give your classmates about an activity you like to do on the weekend. Prepare some slides with useful text, photos, or other images. Prepare notes to help you remember the important ideas. Speak for 1–2 minutes.









### CREATIVITY



#### Creating a presentation







Make a presentation about a favorite weekend activity.

# Scope and Sequence

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 <b>Daily activities</b> Pages 2–7	<i>make breakfast, go for a walk, attend class, etc.</i> <b>Listening</b> <i>Listening for specific information</i> <b>Intercultural competence</b> <i>Common breakfast foods</i>	Meeting someone new <b>Pronunciation</b> <i>Intonation in Yes/No questions</i> <b>Communication</b> <i>Asking follow-up questions</i> <b>Useful language</b> <i>Are you in college?</i>	Yes/No questions in the simple present
 <b>Work and study</b> Pages 8–13	<i>chef, dentist, hair stylist, etc.</i> <b>Listening</b> <i>Listening for main ideas (1)</i> <b>Intercultural competence</b> <i>Working from home</i>	Talking about life after graduation <b>Pronunciation</b> <i>Reduction of do you</i> <b>Communication</b> <i>Showing interest</i> <b>Useful language</b> <i>Oh, really?</i>	Wh- questions in the simple present
 <b>At the moment</b> Pages 14–19	<i>go to college, live at home, move, etc.</i> <b>Listening</b> <i>Understanding who is speaking</i> <b>Intercultural competence</b> <i>Studying a foreign language</i>	Catching up with old friends <b>Pronunciation</b> <i>Stressed syllables (1)</i> <b>Communication</b> <i>Adding information</i> <b>Useful language</b> <i>I'm learning a lot about...</i>	Present continuous questions
<b>Review 1</b> <b>Units 1–3</b> Pages 20–21			
 <b>Feelings</b> Pages 22–27	<i>excited, angry, bored, etc.</i> <b>Listening</b> <i>Listening for a speaker's attitude</i> <b>Intercultural competence</b> <i>How happy are we?</i>	Making plans <b>Pronunciation</b> <i>want to</i> <b>Communication</b> <i>Explaining your reasons</i> <b>Useful language</b> <i>Sorry, I can't.</i>	Subject and object pronouns
 <b>On the weekend</b> Pages 28–33	<i>get together with friends, watch videos online, play sports, etc.</i> <b>Listening</b> <i>Listening for main ideas (2)</i> <b>Intercultural competence</b> <i>Weekend activities in the U.S.</i>	Past weekend activities <b>Pronunciation</b> <i>did you</i> <b>Communication</b> <i>Taking turns in a conversation</i> <b>Useful language</b> <i>How about you?</i>	Simple past
 <b>Places around town</b> Pages 34–39	<i>library, park, hotel, etc.</i> <b>Listening</b> <i>Guessing setting from context</i> <b>Intercultural competence</b> <i>Cost of going to the movies</i>	Asking for directions <b>Pronunciation</b> <i>Linking</i> <b>Communication</b> <i>Repeating for understanding</i> <b>Useful language</b> <i>Go two blocks?</i>	Prepositions of place
<b>Review 2</b> <b>Units 4–6</b> Pages 40–41			



READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<i>Take a tech break!</i> <b>Reading</b> Finding information <b>Collaboration</b> Sharing information	<i>My ideal day</i> <b>Presenting</b> Introducing your presentation <b>Useful language</b> My presentation is about...		<i>Your lifestyle</i> <b>Writing</b> Brainstorming
<i>Jesse Heiman</i> <b>Reading</b> Predicting <b>Critical thinking</b> Identifying reasons		<i>Ruaridh's vlog: A day in the life of a surf coach</i> <b>Understanding video</b> Using Wh- questions <b>Critical thinking</b> Identifying fact or opinion <b>Digital literacies</b> Using photos to describe your day	<i>Your dream job</i> <b>Writing</b> Describing details
<i>Working your way through college</i> <b>Reading</b> Using context clues (1) <b>Collaboration</b> Coming up with ideas together (1)	<i>An event in my city or school</i> <b>Presenting</b> Looking at the camera <b>Collaboration</b> Giving positive feedback		<i>Language learning</i> <b>Writing</b> Discussing before writing (1)
<i>Feeling fine?</i> <b>Reading</b> Understanding no information questions <b>Critical thinking</b> Identifying emotions		<i>Vivek's vlog: Young carer</i> <b>Understanding video</b> Noticing time expressions <b>Intercultural competence</b> Caring for aging relatives <b>Digital literacies</b> Researching online	<i>Your opinion about social media</i> <b>Writing</b> Freewriting
<i>World Leisure Day</i> <b>Reading</b> Previewing <b>Collaboration</b> Making decisions together	<i>A favorite weekend activity</i> <b>Presenting</b> Using notes well <b>Collaboration</b> Giving constructive feedback		<i>Your perfect weekend</i> <b>Writing</b> Writing from notes
<i>Walkable neighborhoods</i> <b>Reading</b> Recognizing examples <b>Critical thinking</b> Asking questions		<i>Erika's vlog: Where I go in the week</i> <b>Understanding video</b> Pausing and rewinding for confirmation <b>Intercultural competence</b> Popular activities in Australia <b>Digital literacies</b> Making a local tour video	<i>Your neighborhood</i> <b>Writing</b> Making an idea map

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 <b>People we admire</b> Pages 42–47	<i>movie director, queen, actor, etc.</i> <b>Listening</b> <i>Listening for dates</i> <b>Intercultural competence</b> <i>Famous around the world</i>	A class you missed <b>Pronunciation</b> <i>was</i> <b>Communication</b> <i>Asking for examples</i> <b>Useful language</b> <i>Such as?</i>	Simple past of <i>be</i>
 <b>At the supermarket</b> Pages 48–53	<i>juice, tofu, milk, etc.</i> <b>Listening</b> <i>Listening for key words (1)</i> <b>Intercultural competence</b> <i>Vegetarians</i>	Ingredients for dinner <b>Pronunciation</b> <i>Stressed syllables (2)</i> <b>Communication</b> <i>Showing you are thinking</i> <b>Useful language</b> <i>Good question...</i>	Count and noncount nouns
 <b>Health problems</b> Pages 54–59	<i>a headache, a stomachache, a backache, etc.</i> <b>Listening</b> <i>Listening for key words (2)</i> <b>Intercultural competence</b> <i>Celsius and Fahrenheit</i>	Helping a sick friend <b>Pronunciation</b> <i>should and shouldn't</i> <b>Communication</b> <i>Showing sympathy</i> <b>Useful language</b> <i>Oh, no!</i>	<i>Should</i> for advice
<b>Review 3</b> <b>Units 7–9</b> Pages 60–61			
 <b>Clothes and colors</b> Pages 62–67	<i>a blue dress, yellow sneakers, a brown jacket, etc.</i> <b>Listening</b> <i>Listening for reasons</i> <b>Intercultural competence</b> <i>Traditional clothes around the world</i>	Shopping for shoes <b>Pronunciation</b> <i>Intonation in Wh-questions</i> <b>Communication</b> <i>Asking for opinions</i> <b>Useful language</b> <i>Which one(s) do you like?</i>	Comparative adjectives
 <b>Music</b> Pages 68–73	<i>classical, hip-hop, pop, etc.</i> <b>Listening</b> <i>Listening for opinions</i> <b>Intercultural competence</b> <i>Music from around the world</i>	Making plans <b>Pronunciation</b> <i>Stress in sentences</i> <b>Communication</b> <i>Accepting and declining invitations</i> <b>Useful language</b> <i>I'd love to!</i>	Invitations and suggestions
 <b>Travel plans</b> Pages 74–79	<i>go backpacking, take a guided tour, go skiing, etc.</i> <b>Listening</b> <i>Understanding plans</i> <b>Intercultural competence</b> <i>Sustainable tourism</i>	Travel plans <b>Pronunciation</b> <i>going to</i> <b>Communication</b> <i>Showing enthusiasm</i> <b>Useful language</b> <i>How exciting!</i>	Future plans with <i>be going to</i> and <i>might</i>
<b>Review 4</b> <b>Units 10–12</b> Pages 80–81			

## GRAMMAR REFERENCE

Pages 82–93

## GRAMMAR TALK

Pages 94–105

READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<i>Lee Hyo-jae: a leader in women's rights</i> <b>Reading</b> Understanding pronoun references <b>Collaboration</b> Sharing opinions	A person I admire <b>Presenting</b> Adding visuals for interest <b>Useful language</b> Here is a photo of...		A famous person you admire <b>Writing</b> Organizing your ideas
<i>The future of farming?</i> <b>Reading</b> Using visuals <b>Critical thinking</b> Gathering information		Maiku's vlog: Reusing to help the environment <b>Understanding video</b> Taking notes <b>Critical thinking</b> Identifying persuasive devices <b>Digital literacies</b> Providing facts to be persuasive	What kind of shopper are you? <b>Writing</b> Writing a topic sentence
<i>How to get a good night's sleep</i> <b>Reading</b> Inferring <b>Collaboration</b> Making suggestions	It's good for you! <b>Presenting</b> Using gestures <b>Collaboration</b> Getting input on ideas		Health advice <b>Writing</b> Discussing before writing (2)
<i>Are you really going to wear that?!</i> <b>Reading</b> Skimming <b>Critical thinking</b> Applying rules		Justin's vlog: Bionic Boots <b>Understanding video</b> Noticing adjectives <b>Critical thinking</b> Identifying pros and cons <b>Digital literacies</b> Making flashcards	Online or in person? <b>Writing</b> Making a T-chart
<i>J-pop</i> <b>Reading</b> Scanning <b>Collaboration</b> Reaching agreement	Music in my life <b>Presenting</b> Concluding your presentation <b>Useful language</b> In conclusion, ...		Your favorite musician <b>Writing</b> Describing someone's life
<i>Why study abroad?</i> <b>Reading</b> Using context clues (2) <b>Collaboration</b> Coming up with ideas together (2)		Nadiya's vlog: Tasty travels <b>Understanding video</b> Connecting with the topic <b>Intercultural competence</b> Traveling by rickshaw <b>Digital literacies</b> Creating a vox pop interview	Your summer plans <b>Writing</b> Editing and revising

## WORD LIST

Pages 106–107

## WRITING

Pages 108–113



# 1

# Daily activities

## Vocabulary and Listening

› Listening for specific information

## Speaking

› Asking follow-up questions

## Grammar

› Yes/No questions in the simple present

## Reading and Speaking

› Finding information

## Presenting Skills

› Introducing your presentation

## VOCABULARY AND LISTENING

**1.1** A Use the photos to check the meaning of the words. Then listen and repeat.



1 make breakfast



2 go for a walk



3 attend class



4 have lunch



5 take the subway



6 ride my bike



7 drive



8 spend time online

**B** Complete the sentences with the correct words or phrases.

- 1 I \_\_\_\_\_ for my brother and sister every morning.
- 2 I often \_\_\_\_\_ to class. It's quick and it's good exercise.
- 3 Let's \_\_\_\_\_ at the pizza place at noon.
- 4 We usually \_\_\_\_\_ in the park after class.
- 5 I usually \_\_\_\_\_ to the store because I don't live near the subway.

## INTERCULTURAL COMPETENCE



### Common breakfast foods

In the United Kingdom, eggs and toast are the most common breakfast foods. What do people in your country have for breakfast?

**1.2** C Listen to people talking about daily activities. Number the activities 1–4.

\_\_\_\_\_ spend time online    \_\_\_\_\_ ride my bike    \_\_\_\_\_ go for a walk    \_\_\_\_\_ take the subway

**1.2** D **LISTEN AGAIN** Read the sentences. Write **T** (true) or **F** (false).

- \_\_\_\_\_ 1 She goes to the park on some days and to the river on other days.
- \_\_\_\_\_ 2 He doesn't like the trip to his parents' house.
- \_\_\_\_\_ 3 The woman says she spends four hours a day online.
- \_\_\_\_\_ 4 It's easy for him to get to class in the morning.

## Listening

### Listening for specific information

Look at statements or questions before you listen and think about what information you need.

**I can...** listen for specific information about daily activities.





## SPEAKING

### A Choose the correct responses.

A I like this café.

B <sup>1</sup> \_\_\_\_\_

A Yes. I'm new to this city.

B <sup>2</sup> \_\_\_\_\_

A No. I live on the other side of town. But I study near here.

B <sup>3</sup> \_\_\_\_\_

A Yes, I do. It's very easy.

a Do you take the subway to class?

b Is it your first time here?

c Do you live near here?

### 1.3 B Listen to the conversation. Then practice with a partner.

**Josh** Hi, I'm Josh.

**Madison** Hello. I'm Madison. Nice to meet you.

**Josh** You, too. Is this room 6A?

**Madison** Yes, this is 6A. **Are you new here?**

**Josh** Yes. This is my first class and I don't want to be late.

**Madison** Don't worry! You aren't late.

**Josh** Oh, good. The subway was so slow today.

**Madison** Yeah, the subway is often slow. I try not to take it.

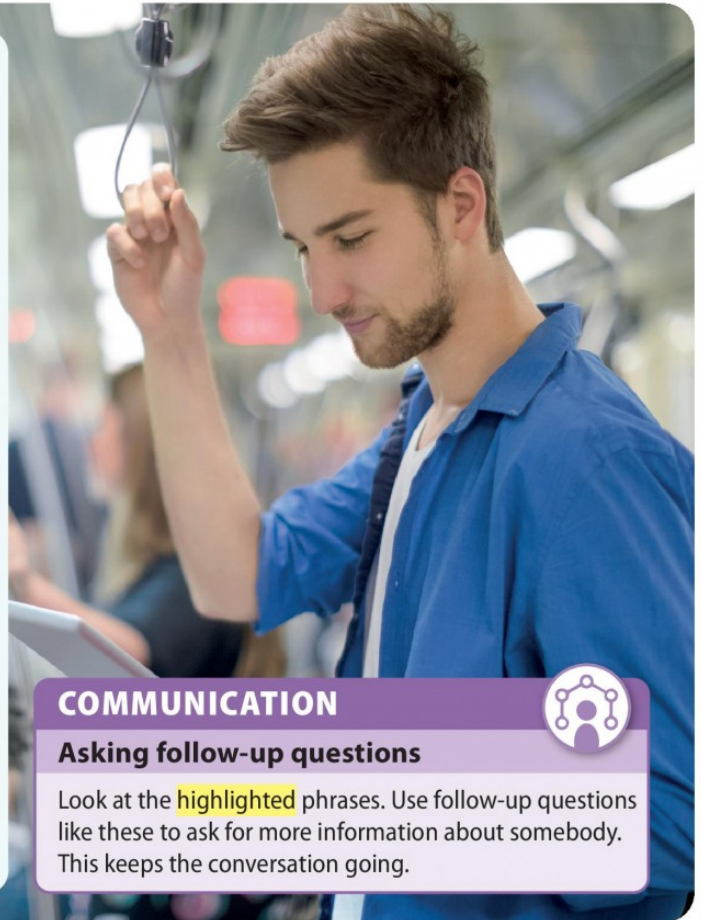
**Josh** Oh, **do you drive to class?**

**Madison** No, I ride my bike.

**Josh** You're lucky. **Do you live in the city?**

**Madison** Yeah, I live in the West Village. It's just a ten-minute ride from here.

**Josh** Nice. Here's the teacher. Let's talk after class.



### COMMUNICATION

#### Asking follow-up questions

Look at the **highlighted** phrases. Use follow-up questions like these to ask for more information about somebody. This keeps the conversation going.

### 1.4 C **PRONUNCIATION** Intonation in Yes/No questions Listen and repeat. Yes/No questions go up at the end.

1 Are you new here?

2 Do you drive to class?

3 Do you live in the city?

### D Work in pairs. Practice the conversation with your own information.

A Do you \_\_\_\_\_ to class?

B Yes. I do. / No, I don't. How about you?

A I \_\_\_\_\_.

#### Speaking

#### Useful language

Are you (in college, new here, ...)?

Do you (take the subway, live near school, ...)?

**I can...** ask follow-up questions to continue a conversation.

☐ Very well ☐ Well ☐ Not very well

 Online Practice

Unit 1 3



- 1.5** **A** Read the grammar box. Find examples in the conversation on page 3.  
Then listen and repeat.

Grammar Reference page 82

## Yes/No questions in the simple present

### With the verb *be*

**Are** you new here?

Yes, I **am**.

No, I'**m not**.

**Is** he your friend?

Yes, he **is**.

No, he **isn't**.

**Are** they from Thailand?

Yes, they **are**.

No, they **aren't**.

### With other verbs

**Do** you **make** breakfast?

Yes, I **do**.

No, I **don't**.

**Does** she **drive** to see her parents?

Yes, she **does**.

No, she **doesn't**.

**Do** they **attend** class?

Yes, they **do**.

No, they **don't**.

## B Complete the conversations. Then practice with a partner.

- 1 A \_\_\_\_\_ he make breakfast every day?  
B No, he \_\_\_\_\_.
- 2 A \_\_\_\_\_ you a doctor?  
B Yes, I \_\_\_\_\_.
- 3 A \_\_\_\_\_ they go to the beach on weekends?  
B No, they \_\_\_\_\_.
- 4 A \_\_\_\_\_ she on vacation?  
B Yes, she \_\_\_\_\_.
- 5 A \_\_\_\_\_ Julia at home?  
B No, she \_\_\_\_\_. She's at work.
- 6 A \_\_\_\_\_ you spend a lot of time online?  
B Yes, I \_\_\_\_\_.

## C Work in pairs. Ask questions with *do*, *does*, *is*, or *are* and give answers.



**Example:** Megan / a student

- A Is Megan a student?  
B Yes, she is.



**Example:** Jake / drive to work

- A Does Jake drive to work?  
B No, he doesn't.



1 John / a teacher



2 you / ride your bike to school



3 they / attend class at night



4 she / in class



5 Martin / from Japan



6 Jenny / have lunch in the garden

## D GRAMMAR TALK Do you like...?

Student A: turn to page 94

Student B: turn to page 97

**I can...** ask and answer Yes/No questions in the simple present.





**A** Read and listen to the article. Does the information about any of the countries surprise you?

## TAKE A TECH BREAK!

These days, almost everything happens online. When we listen to music, watch videos, study, talk to friends and family, or buy things, we do it online. The average person in the U.S. spends around eight and a half hours online every day. In South Africa, it's over ten hours, while in Japan, it's around four and a half hours. Are there any problems with this? The answer is: yes! It can affect your physical health. You can have problems with your eyes, your neck, and not sleeping well when you spend a lot of time online. It can also affect how you communicate with people.

Here are some things you can do.

**First**, it's important to rest your eyes. Remember the "rule of 20." Every 20 minutes, look at something 20 feet (6.1 meters) away for 20 seconds.

**Second**, take regular breaks. Get up and move around the room. You can take quick "exercise snacks." Jump or run in place for two minutes and then you can go online again.

**Finally**, talk to your friends in real life. Have an evening when you all put your phones in another room.



**B** Read again. Write *T* (true) or *F* (false). Correct the false sentences.

- \_\_\_ 1 People in South Africa spend a little time online.
- \_\_\_ 2 Spending time online can give you health problems.
- \_\_\_ 3 Spending time online helps you communicate in real life.
- \_\_\_ 4 The "rule of 20" is a way to rest your eyes.
- \_\_\_ 5 It's a good idea to take a break and exercise.

### Reading

### Finding information

Look for important words from the text, such as *online* and *health*. Understanding these words can help you with the answers. Find the word in the text and read the sentence again carefully.

**C** Complete the chart with your own information.

What I do online every day	Time I spend online every day
watch videos	30 minutes

**D** Work in pairs. Practice the conversation with your own information.

- A Do you spend a lot of time online?
- B Yes, I think so. / No, not really. I spend \_\_\_\_\_ hours online every day. You?
- A I spend \_\_\_\_\_ hours online every day.
- B What do you do?
- A I watch videos / buy things / ... What about you?
- B I watch videos / buy things / ...

### COLLABORATION



#### Sharing information

Share information about yourself with your partner. Learn more about each other while learning English!

**E** **WRITING** Your lifestyle

➔ Writing practice page 108

**I can...** find information in a text by looking for important words.

- ☐ Very well
- ☐ Well
- ☐ Not very well

➔ Online Practice