

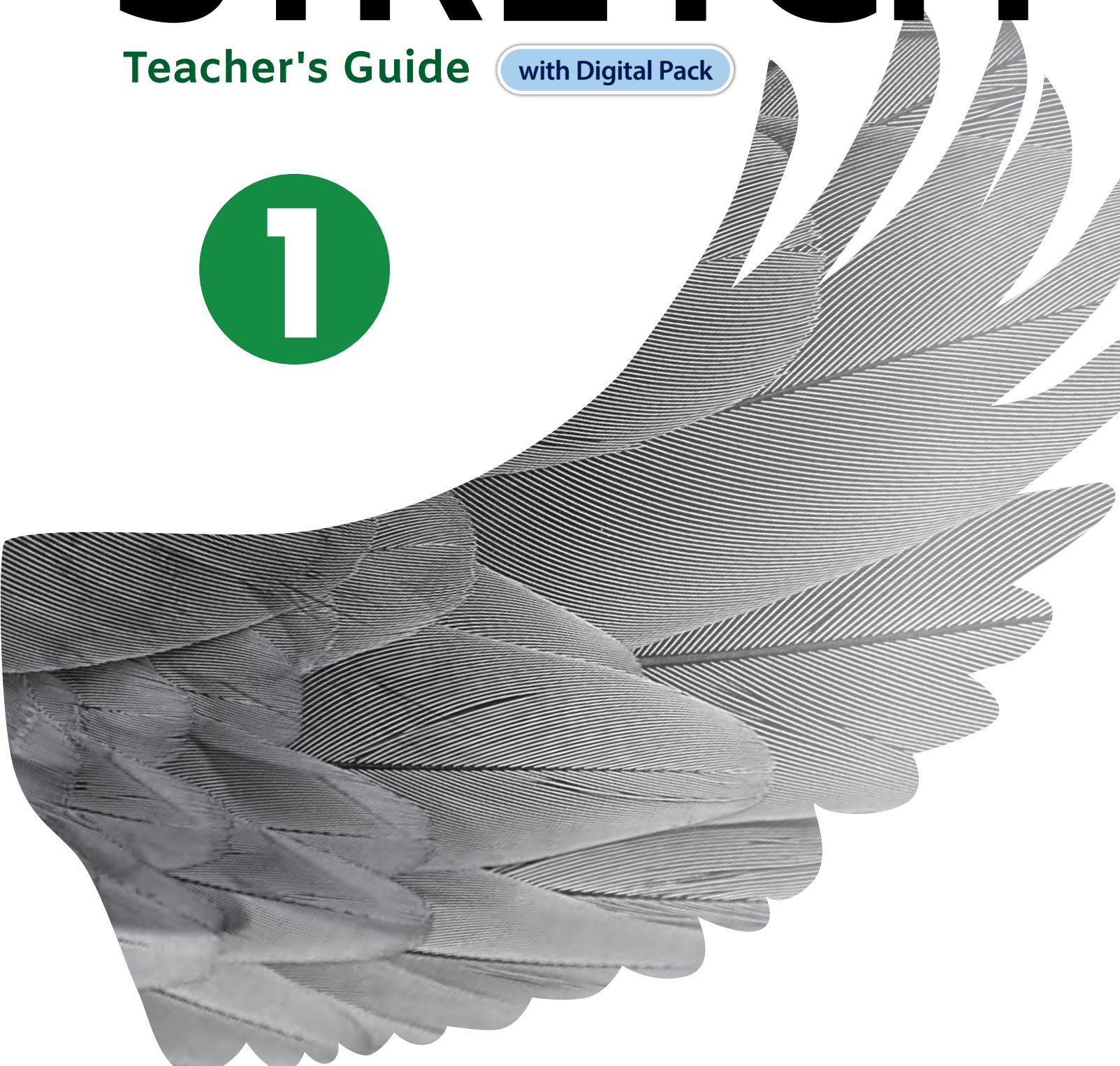
Second Edition

# STRETCH

Teacher's Guide

with Digital Pack

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2022, www.statista.com; p.68 'How to Conclude a Presentation: Tips and  
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# 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	Vocabulary and Grammar Reading: <i>Side hustles</i>		
 <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	Vocabulary and Grammar Reading: <i>Superhero movies</i>		

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

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

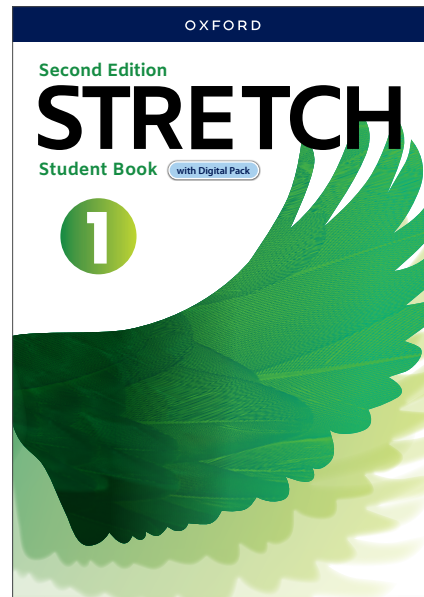
# Print components

## FOR STUDENTS

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### Student Book

- 12 topic-based units including global skills
- 6 *Presenting Skills* and *Presenting Practice* lessons including model presentation videos
- 6 *Understanding Video* and *Video and Global Skills* lessons including documentaries and social media videos
- 4 *Review* lessons
- 12 *Grammar Talk* pages
- 6 *Writing* practice pages
- *Grammar Reference* section with extra practice

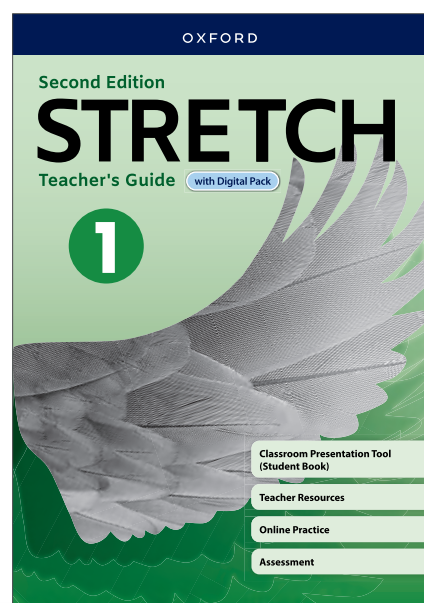


## FOR TEACHERS

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### Teacher's Guide

- An overview of the course and its methodology
- Teaching notes for the Student Book
- Support for teaching presenting skills and global skills
- Extra activities for stronger and weaker students
- Answer keys
- Audio and video scripts



# Digital components

## on Oxford English Hub

The digital materials and resources for this course can all be found at [oxfordenglishhub.com](https://oxfordenglishhub.com).

### FOR STUDENTS

#### Student e-book

- A digital version of the Student Book with audio and video

#### Student resources

- Course audio and video

#### Student Online Practice

- Extra interactive practice of speaking, listening, reading, grammar, vocabulary, presenting, understanding video, and global skills



### FOR TEACHERS

#### Teacher's Guide

- PDF version

#### Classroom Presentation Tool

- Student Book on screen with interactive activities
- Audio and answer keys
- 12 videos including model presentations, documentaries, and social media videos

#### Course assessment

- Unit tests, mid-term test, and end-of-year test

#### Teacher resources

- Student feedback worksheet for presenting skills
- 6 guidance sheets to support presenting skills and video creation
- 12 grammar and vocabulary worksheets
- 12 grammar PowerPoint™ presentations

#### Professional Development

- Methodology support, bite-size training, and more to maximize your teaching

## Introducing *Stretch Second Edition*

**Stretch** is a four-level, outcome-based, skill-driven series. In addition to explicit instruction in listening, speaking, reading, and writing, *Stretch Second Edition* teaches presenting skills, global skills, and skills for understanding video. The skills presented and practiced—in print and online—prepare students for success in academic and professional life.

*Stretch Second Edition* offers you and your students:

- a carefully levelled and consistent grammar syllabus
- a strong vocabulary focus with vocabulary aligned to the CEFR
- clear skills development with strategies in the four skills
- speaking lessons with carefully staged activities to build students' confidence through model dialogues, useful language, and the development of pronunciation and communication skills
- online and face-to-face presentation tasks supported by skills development and model presentation videos
- documentaries and social media videos from around the globe, accompanied by activities to help students develop their video comprehension skills and opportunities for students to create their own videos
- Global skills development made simple, with clearly signposted boxes throughout the course and in dedicated *Video and Global Skills* lessons.

*Stretch Second Edition* also offers professional development through a range of online resources found on [oxfordenglishhub.com](http://oxfordenglishhub.com).

## Key features of this course

### Vocabulary and Listening

The units are thematic and based around the vocabulary set presented at the beginning of each unit. Each unit introduces an average of eight vocabulary items. The presentation of the vocabulary is followed by controlled practice. The Listening activities recycle target vocabulary, and practice a specific listening skill, such as listening for gist, listening for key words, and inferring meaning.

### Speaking

This page opens with a short introductory activity that introduces the language modeled in the conversation. Students have multiple opportunities to practice the speaking skill, first in a conversation, then in a personalized activity that follows the conversation. Students learn communication skills like showing interest, asking follow-up questions and turn-taking. Conversation strategies, pronunciation guidance, and useful everyday expressions help students sound more natural.

### Grammar

The *Grammar* page provides a clear presentation of new language structures. Students listen to and then repeat the sentences in the grammar chart to solidify the form and pronunciation of the structures. There are multiple opportunities for students to use the grammar in controlled practice activities as well as in communicative *Grammar Talk* activities. A *Grammar Reference* section at the back of the book provides more comprehensive explanations and additional controlled practice.

### Reading and Speaking

This page offers students opportunities to develop their reading skills and further develop their speaking skills. It features a colorful magazine-style or web-style article that recycles vocabulary and grammar from the unit. Students develop their reading skills followed by a structured speaking activity which allows students to prepare their ideas before speaking with a partner. A further *Writing* section at the back of the book provides a scaffolded writing activity and allows students to develop writing skills.

### Presenting

*Presenting Skills* pages help students become better public speakers. These pages offer students opportunities to develop face-to-face and online presenting skills such as introducing a topic, pausing, using notes, and using slides. Practice in a safe and friendly class environment enables students to sharpen these skills and use them confidently outside the classroom. The *Presenting Skills* page always includes a model presentation video and an opportunity to practice the presenting skill through a short activity. The *Presenting Practice* page builds on the previous page by helping students to plan, create, and deliver their own face-to-face or online presentation with opportunities for peer feedback and self-reflection. See page xi for more information on presenting skills in *Stretch Second Edition*.

### Understanding Video and Global Skills

Learning English through videos helps students to remember information, develop intercultural awareness, and expand critical thinking. The *Understanding Video* pages include authentic documentaries and social media videos which expose students to life beyond the classroom. The page introduces a skill for understanding video, such as interpreting facial expressions, focusing on visuals, and identifying facts and opinions. It starts with a pre-viewing activity which introduces the topic and activates students' schema. This is followed by two while-viewing activities which practice the skill. The page ends with a personalized speaking activity that relates the topic of the video to the students' lives. The *Video and Global Skills* page builds on the previous page by introducing and practicing intercultural competence or critical thinking related to the topic. It then develops students' digital literacies through digital language learning ideas and through opportunities to create digital outputs such as photo slideshows, audio or video voxpops, and social media videos.

See page xii for more information on global skills in *Stretch Second Edition*.

### Review

Four two-page *Review* units practice vocabulary and grammar from the units and offer an additional reading that recycles the target vocabulary and grammar. These pages can be assigned as homework or used as an in-class quiz. A list of can-do statements with unit references helps students identify the skills they need to review.

## Presenting skills

The first edition of *Stretch* was groundbreaking in incorporating presentation skills into a four-skills textbook, giving students the opportunity to acquire practical work and life skills while using English for communication. Since then, presentation skills have become even more important, and studies show that students are highly motivated to develop these skills through observational and practice-based learning (de Grez, Valcke, & Roozen 2013).

*Stretch Second Edition* features a dedicated presentation skills strand with two separate sections. *Presenting Skills* pages introduce key skills for presentations and guide students towards analysis and quick practice of the skills with minimal preparation. Optional *Presenting Practice* pages build on the skills development and provide structure to help students develop and deliver their own online or face-to-face presentations.

### Model presentation videos

*Stretch Second Edition* includes six model presentation videos, allowing learners to observe key presenting skills before practicing them in their own presentations. All model presentation videos feature non-native model presenters to give students a realistic and achievable example that they can aspire to.

### Presenting skills in *Stretch Second Edition*

The presenting skills featured in *Stretch Second Edition* fall into four categories:

- **Body Language** is the simplest skill set to introduce and practice, but it often causes students the most problems. Body language includes posture, gestures, and eye contact.
- **Organizing Ideas** is vital to developing a successful presentation. Organizing ideas involves introducing the topic, signposting key points, and concluding a presentation effectively.
- **Design** is an important feature of presentations that feature slides or other visual aids. Design involves using these visual elements to complement and enhance the presentation content.
- **Speech Techniques** are used to highlight main points. Examples include repetition and rhetorical questions.

### Benefits for learners

- Presenting can be a way for lower-level students to practice speaking within a structured context. This allows them to perform at a level higher than they might in a more open setting.
- Presenting skills are specific, easy to demonstrate, and transferable to other communicative contexts such as freer discussion, self-expression, and writing.
- Presenting skills are also transferable from English to learners' native languages, thus providing them with important life or professional skills.

### Benefits for teachers

- Presentation activities are flexible. *Stretch Second Edition* includes both *Presenting Skills* and *Presenting Practice*, allowing teachers to go deeper if time allows or simply focus on the key skills if pressed for time.
- Presenting skills are an ideal way to include peer feedback which, when clearly guided, can be more effective than traditional teacher feedback (Murillo-Zamorano & Montanero 2018). *Stretch Second Edition* includes downloadable presentation feedback worksheets to help teachers encourage structured peer feedback.

### How to use the *Presenting Skills* and *Presenting Practice* pages in *Stretch Second Edition*

*Stretch Second Edition* offers a flexible approach, with the choice of a quick presentation task at the end of *Presenting Skills* lessons or a more in-depth presentation as part of a *Presenting Practice* lesson depending on time and interest.

Apply the following general principles to all presentation activities in *Stretch Second Edition*:

- Give learners a chance to prepare and practice before they present. This can be done in class or as homework using the structured activities in the textbook.
- Encourage students to learn from each other: observing their classmates' presentations and identifying effective and ineffective techniques is an effective way to improve. Recording presentations and watching the video later can also be useful. *Stretch Second Edition* incorporates peer teaching and feedback so that students can maximize their language and presenting skill practice in class.
- Encourage learners to relax and enjoy their presentations. They will be nervous at first, but presenting is a skill that gets easier with practice. Students can also record their presentations, allowing them to notice weak areas and practice until they are satisfied.

### References

Luc de Grez, Martin Valcke, Irene Roozen. (2013) "The differential impact of observational learning and practice-based learning on the development of oral presentation skills in higher education," *Higher Education Research & Development*, 33:2, 256–271.

Luis R. Murillo-Zamorano & Manuel Montanero (2018) "Oral presentations in higher education: a comparison of the impact of peer and teacher feedback," *Assessment & Evaluation in Higher Education*, 43:1, 138–150.