

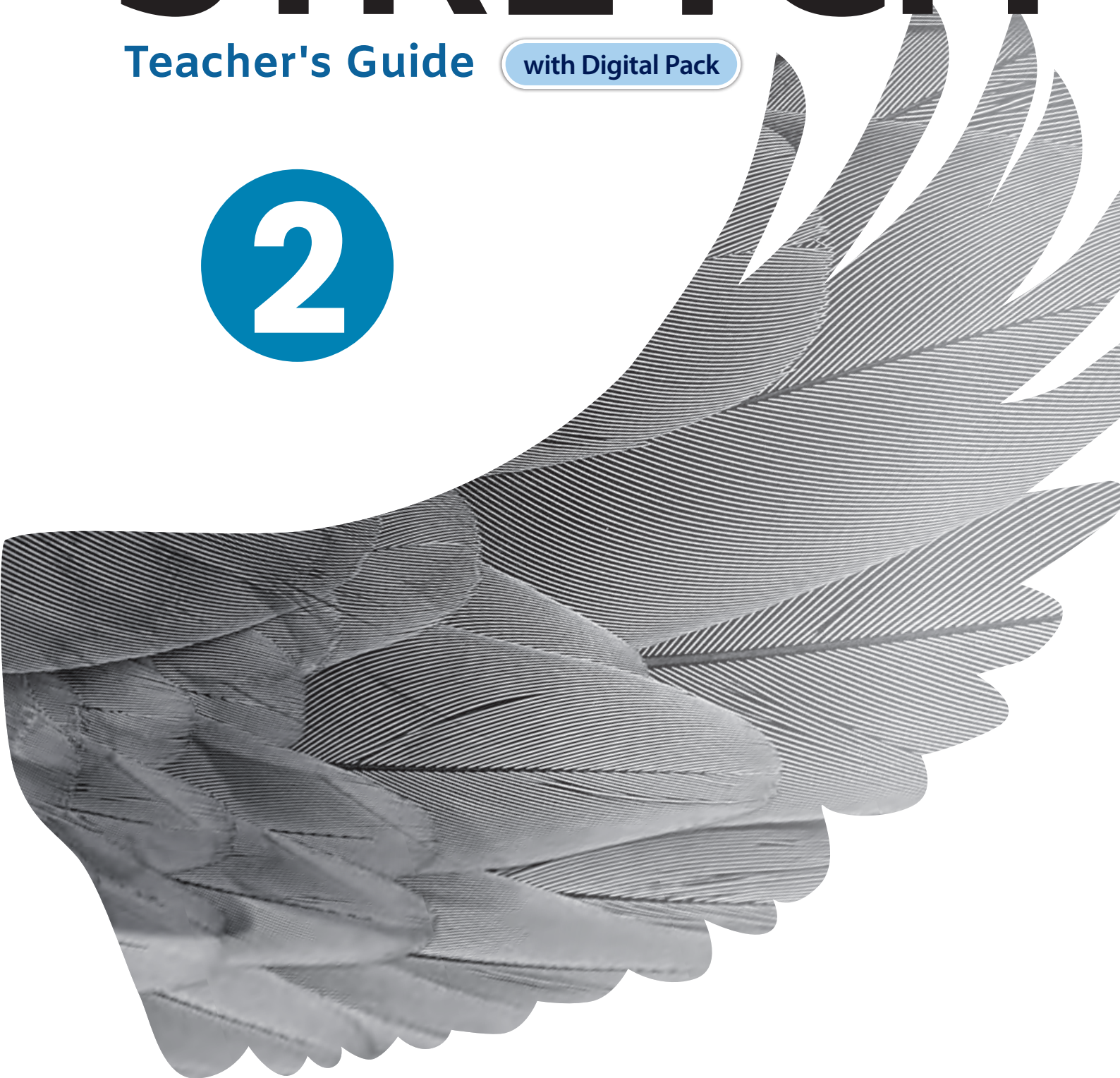
Second Edition

STRETCH

Teacher's Guide

with Digital Pack

2



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Scope and Sequence

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 1 Hobbies Pages 2–7	<i>make videos, collect comic books, exercise, etc.</i> Listening <i>Listening for main ideas (1)</i> Intercultural competence <i>Unusual hobbies</i>	Free-time hobbies Pronunciation <i>Word stress</i> Communication <i>Softening opinions (1)</i> Useful language <i>Actually...</i>	Verb + infinitive
 2 Cities Pages 8–13	<i>modern, charming, crowded, etc.</i> Listening <i>Understanding descriptions</i> Intercultural competence <i>Recognizing the value of diversity</i>	A vacation in Porto Pronunciation <i>Intonation of Wh-questions</i> Communication <i>Asking for opinions</i> Useful language <i>How was...?</i>	Wh- questions with the past of the verb <i>be</i>
 3 An active life Pages 14–19	<i>go running, play table tennis, take an exercise class, etc.</i> Listening <i>Predicting content</i> Intercultural competence <i>Exercise around the world</i>	Staying in shape Pronunciation <i>Intonation in repetition</i> Communication <i>Repeating to show you're listening</i> Useful language <i>Every day? No kidding.</i>	Verb + noun
Review 1 Units 1–3 Pages 20–21			
 4 Technology Pages 22–27	<i>use an app, upload a video, receive a message, etc.</i> Listening <i>Listening for main ideas (2)</i> Intercultural competence <i>Searching for information online</i>	Use an app to buy tickets Pronunciation <i>Intonation in questions</i> Communication <i>Asking questions politely</i> Useful language <i>Excuse me. Could...?</i>	Future with <i>will</i>
 5 Personality Pages 28–33	<i>generous, hardworking, funny, etc.</i> Listening <i>Making inferences from clues</i> Intercultural competence <i>Culture and personality</i>	Meeting new people Pronunciation <i>Intonation to show surprise</i> Communication <i>Showing surprise</i> Useful language <i>Wow!</i>	Simple present vs. present continuous
 6 Cooking Pages 34–39	<i>peel, boil, stir, etc.</i> Listening <i>Listening for the order of events</i> Intercultural competence <i>Young people and cooking</i>	How to make a smoothie Pronunciation <i>Pausing</i> Communication <i>Showing that you understand</i> Useful language <i>Uh-huh.</i>	Imperatives and sequence markers
Review 2 Units 4–6 Pages 40–41			

READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<p>Do It Yourself (DIY)</p> <p>Reading Identifying details</p> <p>Collaboration Responding to suggestions</p>	<p>A hobby I want to try</p> <p>Presenting Creating slides</p> <p>Useful language As you can see,...</p>		<p>A favorite hobby</p> <p>Writing Giving details</p>
<p>Changing to green cities</p> <p>Reading Using visual clues</p> <p>Critical thinking Understanding data</p>		<p>Cameron's vlog: Things to do in my town</p> <p>Understanding video Noticing comparisons</p> <p>Intercultural competence Things to do for fun</p> <p>Digital literacies Make a video about your city</p>	<p>A place to visit</p> <p>Writing Using descriptive adjectives</p>
<p>The London Marathon</p> <p>Reading Guessing meanings of new words</p> <p>Collaboration Deciding together</p>	<p>My health triangle</p> <p>Presenting Using stress for emphasis</p> <p>Collaboration Coming up with ideas together</p>		<p>An enjoyable sport</p> <p>Writing Expressing result and reason</p>
<p>Drones</p> <p>Reading Skimming</p> <p>Critical thinking Making predictions</p>		<p>TV time travelers</p> <p>Understanding video Creating guiding questions</p> <p>Critical thinking Identifying pros and cons</p> <p>Digital literacies Shadowing</p>	<p>Life in the future</p> <p>Writing Making an outline</p>
<p>Incredible women</p> <p>Reading Recognizing key words</p> <p>Critical thinking Pointing to evidence</p>	<p>What makes a good friend?</p> <p>Presenting Using signposting phrases</p> <p>Useful language My presentation will focus on...</p>		<p>A friend or a family member</p> <p>Writing Giving examples</p>
<p>Generation foodie</p> <p>Reading Summarizing</p> <p>Collaboration Offering help</p>		<p>Layla's vegan café</p> <p>Understanding video Using visuals to understand details</p> <p>Intercultural competence Newly popular foods</p> <p>Digital literacies Vox pop interviews</p>	<p>A favorite dish</p> <p>Writing Showing steps in a process</p>

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 Weather Pages 42–47	sunny, cloudy, cold, etc. Listening <i>Listening for key words</i> Intercultural competence <i>Weather patterns</i>	A vacation in Thailand Pronunciation <i>It's vs. eats</i> Communication <i>Asking questions to confirm understanding</i> Useful language <i>How is it?</i>	Superlative forms of adjectives
 Everyday activities Pages 48–53	<i>get on the subway, get off a bus, check social media, etc.</i> Listening <i>Listening for specific activities</i> Intercultural competence <i>Owning pets</i>	Busy studying Pronunciation <i>Reducing was</i> Communication <i>Apologizing</i> Useful language <i>Sorry.</i>	Past continuous
 Math, history, and art Pages 54–59	<i>biology, computer science, music, etc.</i> Listening <i>Listening for details</i> Intercultural competence <i>Interesting university subjects</i>	Chemistry class Pronunciation <i>Pronunciation of -ed</i> Communication <i>Softening opinions (2)</i> Useful language <i>Honestly,...</i>	Adjectives ending in <i>-ing</i> and <i>-ed</i>
Review 3 Units 7–9 Pages 60–61	Vocabulary and Grammar Reading: <i>Now hiring: principal</i>		
 A busy semester Pages 62–67	<i>miss a class, be late for class, ask questions, etc.</i> Listening <i>Using questions to predict content</i> Intercultural competence <i>School breaks</i>	Studying for a test Pronunciation <i>Intonation for agreeing</i> Communication <i>Agreeing</i> Useful language <i>I know.</i>	Present perfect
 Favors and requests Pages 68–73	<i>lend someone money, hold the door for someone, give someone a ride, etc.</i> Listening <i>Listening for favors</i> Intercultural competence <i>Being polite</i>	Asking for a favor Pronunciation <i>Reductions with Could / Would you...?</i> Communication <i>Explaining your reasons</i> Useful language <i>Sorry, I can't. I have to...</i>	Requests with <i>would you mind, can, could, and would</i>
 Before you travel Pages 74–79	<i>get a passport, get a visa, buy a plane ticket, etc.</i> Listening <i>Listening for verb phrases</i> Intercultural competence <i>Flight times</i>	Things to do before a trip Pronunciation <i>Reduction of have to and has to</i> Communication <i>Asking follow-up questions</i> Useful language <i>What did you...?</i>	<i>Have to and have got to</i> for obligation
Review 4 Units 10–12 Pages 80–81	Vocabulary and Grammar Reading: <i>University studies around the world</i>		

GRAMMAR REFERENCE

Pages 82–93

GRAMMAR TALK

Pages 94–105

READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<i>Be the change</i> Reading Predicting Collaboration Saying well done	Comparing weather Presenting Using body language on screen Collaboration Giving constructive comments		The best place to live Writing Giving reasons
<i>Ruben and Yuma's routine</i> Reading Making inferences Collaboration Helping each other learn		Tati's vlog: Student chores Understanding video Summarizing a video Intercultural competence Leaving home Digital literacies Using photos to describe your life	An unusual day Writing Making a timeline to organize ideas
<i>Virtual tours</i> Reading Identifying writer's purpose Critical thinking Giving reasons for opinions	Art and artists Presenting Using slides effectively Collaboration Making choices together		The best class ever Writing Discussing before writing
<i>Tips for time management</i> Reading Using the title and headings to preview Critical thinking Drawing connections		Isa's vlog: Study with me Understanding video Identifying purpose Critical thinking Sharing knowledge Digital literacies Make a "how-to" video	Study strategies Writing Writing headings
<i>Joaquim's blog: Embarrassing moments</i> Reading Rereading for clarity Collaboration Brainstorming together	A charity organization Presenting Summarizing important information Useful language All in all,...		A good deed Writing Giving feedback to a partner
<i>Expectation vs. reality</i> Reading Identifying fact and opinion Critical thinking Making comparisons		Steve's vlog: Exploring the island of East Java Understanding video Making inferences Critical thinking Considering both sides: tourism in nature Digital literacies Researching online for information	A vacation plan Writing Proofreading

WORD LIST

Pages 106–107

WRITING

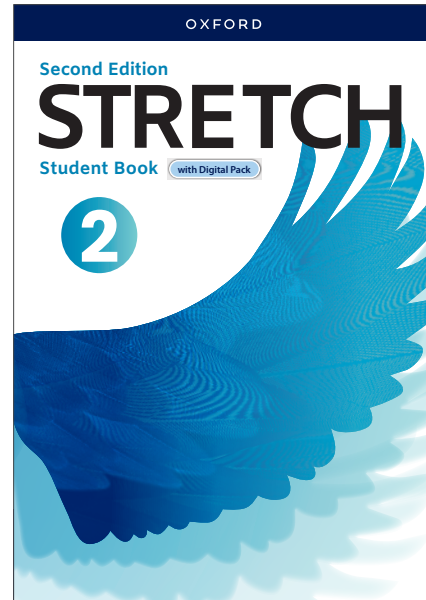
Pages 108–113

Print components

FOR STUDENTS

Student Book

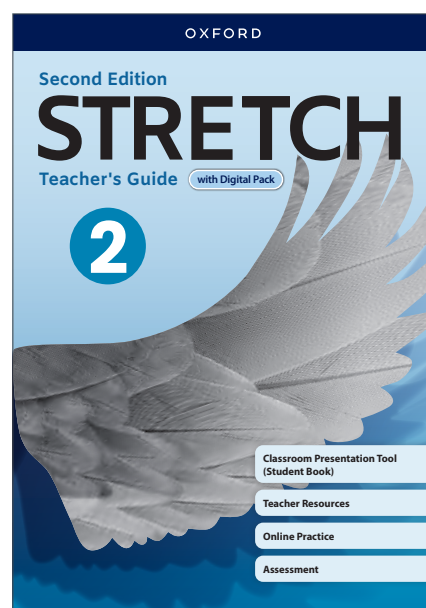
- 12 topic-based units including global skills
- 6 *Presenting Skills* and *Presenting Practice* lessons including model presentation videos
- 6 *Understanding Video* and *Video and Global Skills* lessons including documentaries and social media videos
- 4 *Review* lessons
- 12 *Grammar Talk* pages
-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



FOR TEACHERS

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.

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 leveled 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 online at 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 main idea, 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 softening opinions, asking follow-up questions, and explaining reasons. 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 using body language, using stress for emphasis, creating and using slides effectively, and summarizing important information. 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 using visuals to understand details, identifying purpose, and making inferences. 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, vox pop interviews, 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.