

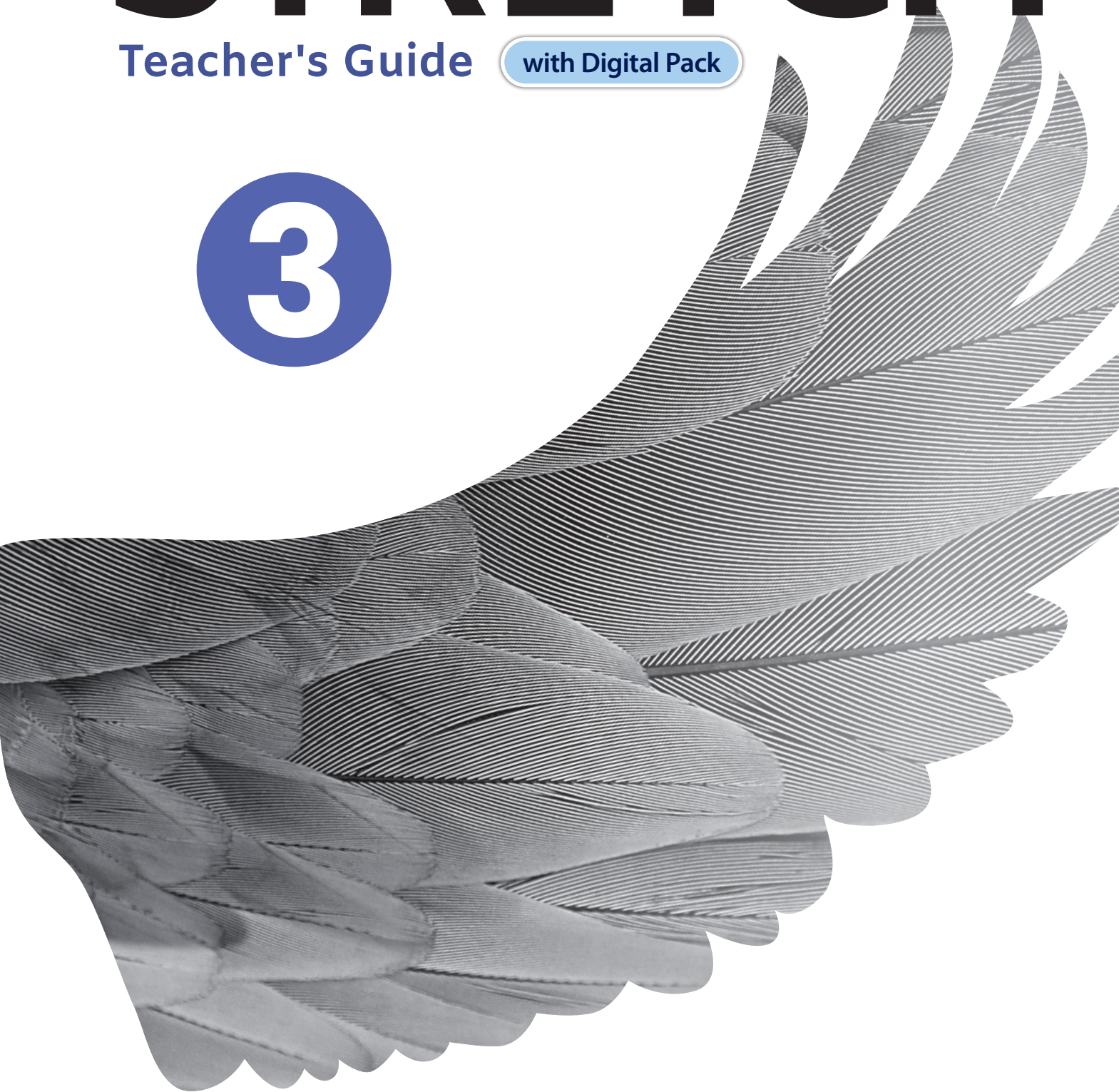
Second Edition

# STRETCH

Teacher's Guide

with Digital Pack

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# Scope and Sequence

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
<b>1</b> <b>Life experiences</b> Pages 2–7	<i>play in a band, play on a team, go sailing, etc.</i> <b>Listening</b> <i>Listening for tense</i> <b>Intercultural competence</b> <i>Going on a safari</i>	A diving experience <b>Pronunciation</b> <i>Question intonation</i> <b>Communication</b> <i>Asking for more details</i> <b>Useful language</b> <i>When did you...?</i>	Present perfect and simple past
<b>2</b> <b>Events</b> Pages 8–13	<i>graduate from college, leave home, visit a tourist attraction, etc.</i> <b>Listening</b> <i>Listening for details</i> <b>Intercultural competence</b> <i>Leaving home</i>	Winning a competition <b>Pronunciation</b> <i>Reductions with did you</i> <b>Communication</b> <i>Reacting to exciting news</i> <b>Useful language</b> <i>No way!</i>	Simple past and past continuous
<b>3</b> <b>Opinions</b> Pages 14–19	<i>electric cars, school uniforms, junk food, etc.</i> <b>Listening</b> <i>Listening for opinions</i> <b>Intercultural competence</b> <i>Junk food</i>	Living in a new town <b>Pronunciation</b> <i>think vs. sink</i> <b>Communication</b> <i>Offering encouragement</i> <b>Useful language</b> <i>Things will get better soon.</i>	<i>Too and enough</i> with adjectives and nouns
<b>Review 1</b> <b>Units 1–3</b> Pages 20–21	Vocabulary and Grammar Reading: <i>Changing Milestones</i>		
<b>4</b> <b>Customs</b> Pages 22–27	<i>bow, use chopsticks, make small talk, etc.</i> <b>Listening</b> <i>Inferring setting from context</i> <b>Intercultural competence</b> <i>Using titles</i>	Cross-cultural advice <b>Pronunciation</b> <i>Intonation in statements as questions</i> <b>Communication</b> <i>Paraphrasing to clarify understanding</i> <b>Useful language</b> <i>You mean...?</i>	<i>It + base form; gerunds as subjects</i>
<b>5</b> <b>Professions and skills</b> Pages 28–33	<i>graphic artist, scientist, photographer, etc.</i> <b>Listening</b> <i>Listening for key words (1)</i> <b>Intercultural competence</b> <i>Workplace roles</i>	Job interview <b>Pronunciation</b> <i>Stressed syllables</i> <b>Communication</b> <i>Using formal language</i> <b>Useful language</b> <i>Ms. / Mr. / Mrs. / Miss / Dr. / Professor</i>	Present perfect with <i>how long, since, and for</i>
<b>6</b> <b>Recent activities</b> Pages 34–39	<i>train for a race, daydream, do volunteer work, etc.</i> <b>Listening</b> <i>Listening for clues to make inferences</i> <b>Intercultural competence</b> <i>A good night's sleep</i>	A new house <b>Pronunciation</b> <i>Reductions with been</i> <b>Communication</b> <i>Congratulating someone</i> <b>Useful language</b> <i>Congratulations!</i>	Present perfect continuous
<b>Review 2</b> <b>Units 4–6</b> Pages 40–41	Vocabulary and Grammar Reading: <i>Career Profile: Anthropologist</i>		



READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<i>A High-Flying Pair</i> <b>Reading</b> Using photos to predict content <b>Collaboration</b> Praising good work	An experience I have had <b>Presenting</b> Choosing visuals <b>Useful language</b> Take a look at these photos.		My achievements <b>Writing</b> Explaining why and how
<i>Uluru: A Very Special Place</i> <b>Reading</b> Skimming for gist <b>Critical thinking</b> Understanding causes		Arctic football <b>Understanding video</b> Categorizing information <b>Intercultural competence</b> Traditional games <b>Digital literacies</b> Searching effectively online	An interesting event <b>Writing</b> Making a timeline
<i>Great Debate</i> <b>Reading</b> Identifying opinions <b>Collaboration</b> Exploring ideas together	My opinion about a school-related issue <b>Presenting</b> Using repetition for emphasis <b>Useful language</b> Although it's true that...		My opinion <b>Writing</b> Supporting your opinions
<i>Greetings Around the World</i> <b>Reading</b> Understanding the purpose of a text <b>Critical thinking</b> Inferring		Plogging <b>Understanding video</b> Researching before watching <b>Intercultural competence</b> Activities that benefit the community <b>Digital literacies</b> Interviewing contemporaries	Customs in my country <b>Writing</b> Brainstorming
<i>Shawna X</i> <b>Reading</b> Using graphic organizers <b>Collaboration</b> Supporting each other's learning	My future job <b>Presenting</b> Using notes effectively <b>Collaboration</b> Involving your audience		Interviewing a family member <b>Writing</b> Making notes
<i>Can you go the distance?</i> <b>Reading</b> Understanding text structure (1) <b>Critical thinking</b> Finding evidence		Sharing life with 1,000 cats <b>Understanding video</b> Identifying points of view <b>Critical thinking</b> Considering benefits and challenges <b>Digital literacies</b> Mobile blogging	A difficult task <b>Writing</b> Writing a topic sentence

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 <b>Leisure time</b> Pages 42–47	<i>go horseback riding, catch up with friends, go bowling, etc.</i> <b>Listening</b> <i>Predicting content</i> <b>Intercultural competence</b> <i>Flea markets</i>	Giving advice <b>Pronunciation</b> <i>Reduction of that</i> <b>Communication</b> <i>Adding detail</i> <b>Useful language</b> <i>I really enjoy it.</i>	Defining relative clauses
 <b>Appearance</b> Pages 48–53	<i>mustache, wavy hair, bald, etc.</i> <b>Listening</b> <i>Listening for descriptive words</i> <b>Intercultural competence</b> <i>Facial hair trends</i>	How I used to look <b>Pronunciation</b> <i>Consonant clusters with s</i> <b>Communication</b> <i>Showing you agree</i> <b>Useful language</b> <i>I know, right?</i>	<i>used to</i>
 <b>Decisions</b> Pages 54–59	<i>apply to a college, vote in an election, take up a hobby, etc.</i> <b>Listening</b> <i>Listening for frequency words</i> <b>Intercultural competence</b> <i>Popular majors</i>	Deciding on a college <b>Pronunciation</b> <i>Final s</i> <b>Communication</b> <i>Interrupting politely</i> <b>Useful language</b> <i>Sorry to interrupt.</i>	Zero and first conditional
<b>Review 3</b> <b>Units 7–9</b> Pages 60–61			
 <b>Stories</b> Pages 62–67	<i>romance, mystery, science fiction, etc.</i> <b>Listening</b> <i>Asking yourself questions</i> <b>Intercultural competence</b> <i>Reading habits</i>	Planning to get together <b>Pronunciation</b> <i>Linking</i> <b>Communication</b> <i>Refusing politely</i> <b>Useful language</b> <i>Sorry, but I'm busy. I have to...</i>	Modals for possibility, speculation, and deduction
 <b>In the news</b> Pages 68–73	<i>crime, flood, exhibition, etc.</i> <b>Listening</b> <i>Listening for main ideas</i> <b>Intercultural competence</b> <i>News sources</i>	Talking about an accident <b>Pronunciation</b> <i>let vs. late</i> <b>Communication</b> <i>Consoling someone</i> <b>Useful language</b> <i>How terrible!</i>	<i>While and when</i> clauses
 <b>Travel</b> Pages 74–79	<i>try local food, order room service, ask for directions, etc.</i> <b>Listening</b> <i>Listening for key words (2)</i> <b>Intercultural competence</b> <i>Local food</i>	Dreaming about a vacation <b>Pronunciation</b> <i>Sentence stress</i> <b>Communication</b> <i>Showing similarities</i> <b>Useful language</b> <i>Me neither.</i>	Second conditional
<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>What is free time worth to you?</i> <b>Reading</b> <i>Scanning</i> <b>Collaboration</b> <i>Planning together</i>	Recommending an activity <b>Presenting</b> <i>Using a mix of slides and presenter view</i> <b>Collaboration</b> <i>Getting advance feedback on slides</i>		A leisure activity I enjoy <b>Writing</b> <i>Writing from prompt questions</i>
<i>Social Media and Memory</i> <b>Reading</b> <i>Identifying advantages and disadvantages</i> <b>Critical thinking</b> <i>Evaluating sources</i>		Sammy's vlog: Ways to appear confident <b>Understanding video</b> <i>Taking dictation</i> <b>Critical thinking</b> <i>Using expert sources</i> <b>Digital literacies</b> <i>Make a "how-to" video</i>	Someone who has changed <b>Writing</b> <i>Making a cluster diagram</i>
<i>Decision-Making: Art or Science?</i> <b>Reading</b> <i>Using context clues</i> <b>Collaboration</b> <i>Checking understanding together</i>	Decisions in my life <b>Presenting</b> <i>Using tone of voice</i> <b>Collaboration</b> <i>Sharing clear feedback</i>		Deciding what to wear <b>Writing</b> <i>Writing from interview notes</i>
<i>Book Review: Noughts and Crosses</i> <b>Reading</b> <i>Understanding text structure (2)</i> <b>Critical thinking</b> <i>Making a logical deduction</i>		Comic book writer <b>Understanding video</b> <i>Understanding new language from context</i> <b>Intercultural competence</b> <i>Comic book readers</i> <b>Digital literacies</b> <i>Vox pop interview</i>	A book review <b>Writing</b> <i>Summarizing</i>
<i>Getting ready for climate change</i> <b>Reading</b> <i>Identifying cause and effect</i> <b>Collaboration</b> <i>Achieving a shared goal</i>	A local news story <b>Presenting</b> <i>Making your key points</i> <b>Useful language</b> <i>I'd like to discuss...</i>		A recent news story <b>Writing</b> <i>Showing cause and effect</i>
<i>Festival Fun</i> <b>Reading</b> <i>Understanding a writer's attitude</i> <b>Critical thinking</b> <i>Evaluating different options</i>		The dive team <b>Understanding video</b> <i>Using a K-W-L chart</i> <b>Critical thinking</b> <i>Asking questions about the content</i> <b>Digital literacies</b> <i>Managing your time</i>	A trip that went wrong <b>Writing</b> <i>Self-assessing</i>

## WORD LIST

Pages 106–107

## WRITING

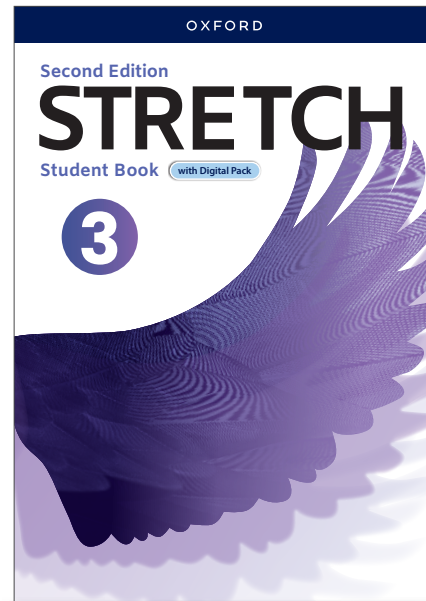
Pages 108–113

# Print components

## FOR STUDENTS

### Student Book

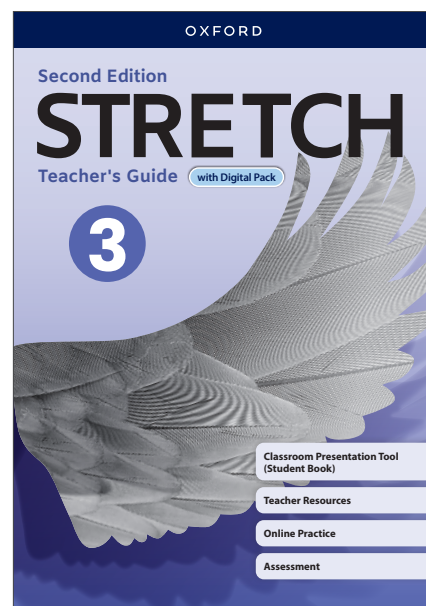
- 12 topic-based units including global skills
- 6 *Presenting Skills* and *Presenting Practice* lessons including model presentation videos
- 6 *Understanding Video* and *Video and Global Skills* lessons including documentaries and social media videos
- 4 *Review* lessons
- 12 *Grammar Talk* pages
- 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](https://oxfordenglishhub.com).

### FOR STUDENTS

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#### 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

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#### 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](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 main ideas, 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 paraphrasing to clarify understanding, interrupting politely, or consoling someone. 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 repetition for emphasis, speaking from notes, or using an effective mix of slides and presenter view. 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 researching before viewing, identifying point of view, or understanding new language from context. 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 vox pop interviews or 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

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"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.

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