

OXFORD

Second Edition

STRETCH

Student Book



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Guide for Classroom Presentation Tool

OXFORD
UNIVERSITY PRESS


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.

125 A Read and listen to the article. Check (✓) the best title.

☐ I biked around the world! ☐ I missed my family! ☐ I visited all the capital cities!

Meet Jenny Graham. She's from Scotland in the U.K. She loves biking. A few years ago, she went on an unusual vacation. She biked around the world! Jenny started from Berlin, Germany. First, she biked through Europe and China. Then she took a plane to Australia and biked through Australia and New Zealand. Then she went to the United States and Canada. Finally, she came home 124 days later! Jenny didn't eat in nice restaurants. She cooked her own meals. She sometimes slept in bus stations. She didn't have any friends or family with her, but she had a good time. She took a lot of amazing photos. Jenny has the world record for biking around the world without help from other people. She loves telling people about her trip.



B Read again. Complete the idea map with information from the article.

Reading Using an idea map
When you read and take notes, use an idea map to help you organize your notes and understand a text.

Countries
Scotland, the U.K. Germany _____

Around the world

- Cities** _____
- Time** _____
- Food** _____
- Sleep (where?)** _____

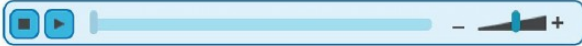
Skill Snapshots

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?

- How often do people today ride bikes?
 - ☐ more than in the past
 - ☐ less than in the past
 - ☐ about the same as in the past
- 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

6 VIDEO AND GLOBAL SKILLS

A Think about Isa's everyday activities. Read each statement. Write *T* (true) or *F* (false). Correct the false statements. Use the video script to help you.

- 1 Isa lives in an apartment.
- 2 Isa eats breakfast with other students.
- 3 Isa walks everywhere.
- 4 Isa has five classes today.

B Where do university students in your country usually live? Talk about your ideas with a partner.

- A I think university students usually live at home. They don't live in a dormitory.
- B Yes, and I think they usually eat meals at home, too.

C A daily routine is something you usually do every day. What is your daily routine? Complete the timeline.



INTERCULTURAL COMPETENCE



University life in the U.S.

In the United States, students usually go to college for four years. They have 2–4 hours of class a day. Many students live in a dormitory, a building that is part of the university. How many years do students usually spend in college in your country?

Time: _____

Activity: _____

get up

go to bed

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

Introduce yourself

Give a one-minute presentation about yourself. Say your name in the introduction and then give three other pieces of information.

CREATIVITY







Creating a presentation

Make a presentation about yourself.









A PREPARE Complete the chart with information for your presentation.

Scope and Sequence

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 1 Meeting people Pages 2–7	<i>name, apartment number, email address, etc.</i> Listening <i>Listening for details (1)</i> Intercultural competence <i>Last names</i>	Introductions Pronunciation <i>Sentence stress</i> Communication <i>Asking for repetition</i> Useful language <i>Could you repeat that?</i>	The verb <i>be</i> ; subject pronouns; possessive adjectives
 2 Countries and nationalities Pages 8–13	<i>Country: Australia, Brazil, etc.</i> <i>Nationality: Australian, Brazilian, etc.</i> Listening <i>Listening for details (2)</i> Intercultural competence <i>Talking about countries and cities</i>	Where people are from Pronunciation <i>Contractions</i> Communication <i>Asking questions</i> Useful language <i>What's your name?</i>	Yes/No questions and short answers with the verb <i>be</i>
 3 Family Pages 14–19	<i>father, mother, son, etc.</i> Listening <i>Listening for key words</i> Intercultural competence <i>Family size</i>	Talking about family Pronunciation <i>Question intonation</i> Communication <i>Asking for more information</i> Useful language <i>Who's that?</i>	<i>Wh-</i> questions with the verb <i>be</i>
Review 1 Units 1–3 Pages 20–21			
 4 Describing people Pages 22–27	<i>tall, black hair, brown eyes, etc.</i> Listening <i>Listening for adjectives</i> Intercultural competence <i>Hair color</i>	A favorite actor Pronunciation <i>Is he or Is she</i> Communication <i>Giving yourself time</i> Useful language <i>Well...</i>	The verb <i>have</i> : affirmative and negative statements; Yes/No questions
 5 Food and drinks Pages 28–33	<i>soup, salad, carrots, etc.</i> Listening <i>Listening for a specific purpose</i> Intercultural competence <i>Fast food</i>	Fast-food restaurant Pronunciation <i>Stressing opinions</i> Communication <i>Expressing likes and dislikes</i> Useful language <i>I love...</i>	Simple present: affirmative and negative statements; Yes/No questions
 6 Things we do Pages 34–39	<i>sleeping, studying, shopping, etc.</i> Listening <i>Making guesses</i> Intercultural competence <i>Texting</i>	Describing what you're doing Pronunciation <i>Linking</i> Communication <i>Saying more (1)</i> Useful language <i>I'm walking home.</i>	Present continuous: affirmative and negative statements; Yes/No questions
Review 2 Units 4–6 Pages 40–41			

READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<p>Meet your classmates!</p> <p>Reading Understanding emojis</p> <p>Collaboration Listening to each other (1)</p>	<p>Introduce yourself</p> <p>Presenting Focusing your presentation</p> <p>Collaboration Getting input on your plan</p>		<p>A personal profile</p> <p>Writing Brainstorming (1)</p>
<p>Do you want to learn English in the U.K., the U.S., or Australia?</p> <p>Reading Scanning for details</p> <p>Critical thinking Comparing</p>		<p>Soccer in Soweto</p> <p>Understanding video Using visuals to understand the main ideas</p> <p>Intercultural competence Languages of South Africa</p> <p>Digital literacies Using the Internet to find pictures</p>	<p>Favorite cities</p> <p>Writing Brainstorming (2)</p>
<p>My family tree</p> <p>Reading Using visuals to understand a text</p> <p>Collaboration Comparing answers</p>	<p>This is my family</p> <p>Presenting Organizing your presentation</p> <p>Collaboration Getting input on your slides</p>		<p>Your family</p> <p>Writing Making an idea map</p>
<p>Welcome to Twinsburg</p> <p>Reading Using photos to preview a text</p> <p>Critical thinking Being accurate</p>		<p>Maddy in the city</p> <p>Understanding video Using visuals to predict content</p> <p>Critical thinking Recognizing opinions</p> <p>Digital literacies Using photos to describe people</p>	<p>Describing family and friends</p> <p>Writing Writing from notes (1)</p>
<p>We love sushi!</p> <p>Reading Skimming for main ideas</p> <p>Collaboration Sharing your opinion</p>	<p>How to make a dish</p> <p>Presenting Explaining steps in a process</p> <p>Useful language First,... Next,...</p>		<p>Favorite foods</p> <p>Writing Using a T-chart</p>
<p>Text exchange</p> <p>Reading Making guesses</p> <p>Critical thinking Using logic</p>		<p>Isa's vlog: School days</p> <p>Understanding video Understanding the order of events</p> <p>Intercultural competence University life in the U.S.</p> <p>Digital literacies Making a daily routine video</p>	<p>What are you doing?</p> <p>Writing Texting</p>

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 At home Pages 42–47	<i>living room, dining room, kitchen, etc.</i> Listening <i>Using visuals</i> Intercultural competence <i>House size</i>	Talking about your apartment Pronunciation Word stress Communication <i>Saying why</i> Useful language <i>I like it because...</i>	<i>There is / There are; Yes/No questions; prepositions of place</i>
 Free-time activities Pages 48–53	<i>go to the movies, go shopping, eat out, etc.</i> Listening <i>Listening for tone (1)</i> Intercultural competence <i>Free time</i>	Hanging out Pronunciation Reductions Communication <i>Showing you are listening</i> Useful language <i>Oh?</i>	Simple present: <i>Wh-</i> questions
 Popular sports Pages 54–59	<i>play volleyball, do martial arts, go biking, etc.</i> Listening <i>Listening for main ideas</i> Intercultural competence <i>Sports fans</i>	Sports you like Pronunciation Sentence stress Communication <i>Saying more (2)</i> Useful language <i>...but I like swimming.</i>	Using <i>can</i> for ability
Review 3 Units 7–9 Pages 60–61			
 Big events Pages 62–67	<i>start school, get a job, take guitar lessons, etc.</i> Listening <i>Listening for time phrases</i> Intercultural competence <i>Birthdays</i>	Future events Pronunciation <i>going to</i> Communication <i>Showing you are interested</i> Useful language <i>Wow!</i>	<i>be going to</i> : affirmative and negative statements; Yes/No questions
 Plans Pages 68–73	<i>watch a movie, visit a museum, go away, etc.</i> Listening <i>Listening for plans</i> Intercultural competence <i>The weekend</i>	Weekend plans Pronunciation Reduction of <i>are</i> Communication <i>Being polite</i> Useful language <i>How about you?</i>	<i>be going to</i> : <i>Wh-</i> questions
 On vacation Pages 74–79	<i>went to Guam, arrived at the airport, rented a car, etc.</i> Listening <i>Listening for tone (2)</i> Intercultural competence <i>Vacations</i>	Describing a vacation Pronunciation Reduction of <i>did you</i> Communication <i>Responding positively</i> Useful language <i>How exciting!</i>	Simple past
Review 4 Units 10–12 Pages 80–81			

GRAMMAR REFERENCE

Pages 82–93

GRAMMAR TALK

Pages 94–105

READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<i>A small home in a big city</i> Reading Using headings Critical thinking Predicting	<i>My ideal home</i> Presenting Explaining what is on your slides Useful language This slide shows...		<i>Describing a home</i> Writing Writing a topic sentence
<i>What do you do in your free time?</i> Reading Identifying a writer's purpose Collaboration Choosing together		<i>Regal's vlog: A weekend vlog</i> Understanding video Identifying key words Critical thinking Selecting from alternatives Digital literacies Making a video of your weekend	<i>Your free-time activities</i> Writing Writing from notes (2)
<i>Let's play pickleball!</i> Reading Understanding new words Collaboration Checking together	<i>My favorite exercise</i> Presenting Speaking at a good volume Collaboration Giving positive feedback		<i>Sports</i> Writing Using and and but
<i>Two amazing festivals</i> Reading Taking notes Critical thinking Giving reasons		<i>Diwali in New York</i> Understanding video Using visuals to understand key details Intercultural competence Making connections between your culture and others Digital literacies Checking pronunciation	<i>Your school break</i> Writing Writing from notes (3)
<i>Weekend planner</i> Reading Using background knowledge Collaboration Sharing ideas	<i>My plan for the future</i> Presenting Linking your ideas Useful language because		<i>Your weekend plans</i> Writing Writing a revision
<i>A big vacation</i> Reading Using an idea map Collaboration Listening to each other (2)		<i>Sky Lodge</i> Understanding video Thinking about what you know Critical thinking Identifying bias Digital literacies Creating a vox pop interview	<i>Your favorite vacation</i> Writing Making an idea map

WORD LIST

Pages 106–107

WRITING

Pages 108–113

1

Meeting people

Vocabulary and Listening

› Listening for details (1)

Speaking

› Asking for repetition

Grammar

› The verb *be*;
subject pronouns;
possessive adjectives

Reading and Speaking

› Understanding emojis

Presenting Skills

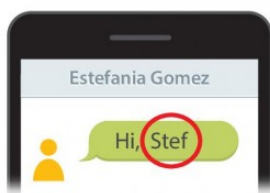
› Focusing your presentation

VOCABULARY AND LISTENING

A Use the pictures to check the meaning of the words. Then listen and repeat.



1 name



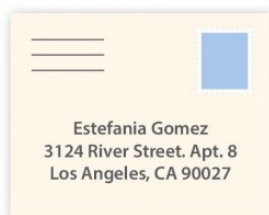
2 nickname



3 first name



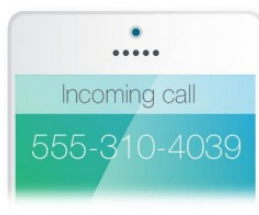
4 last name



5 address



6 apartment number



7 phone number



8 email address

B Complete the sentences with the correct words.

- My _____ is 555-972-0399.
- My _____ is Kevin Jones-Carter.
- My _____ is Kev.
- My _____ is kevjc@yakadoo.com.
- My _____ is 523 Third Avenue, Montreal, QC H3Z 2Y7, Canada.

INTERCULTURAL COMPETENCE



Last names

In some countries, people sometimes have two last names, such as Catherine Zeta-Jones and Gabriel Garcia Marquez. Is this common in your country?

C Listen and number the information 1–6.

- | | | |
|------------------------|---------------------|----------------|
| _____ address | _____ email address | _____ name |
| _____ apartment number | _____ phone number | _____ nickname |

D **LISTEN AGAIN** Choose the correct words to complete the sentences.

- Her name is *Cassandra Williamson* / *Alexandra Wilson*.
- Her nickname is *Alice* / *Alex*.
- Her address is 162 *Oxford* / *Old Bond* Street, London.
- Her apartment number is *5* / *15*.
- Her email address is *alexw.04@gotmail.com* / *alexw04@coolmail.com*.
- Her phone number is *414-209-7364* / *441-209-7364*.

Listening

Listening for details (1)

When you listen for details, you listen for information like names and numbers.

I can... listen for details about personal information.

2 Unit 1 ☐ Very well ☐ Well ☐ Not very well

Online Practice



A Complete the conversations with the words in the box.

hi meet name nice what's you

- 1 A Hello. What's your ¹ _____?
 B Carl. ² _____ your name?
 A I'm Tony.
 B Hi, Tony. It's ³ _____ to meet you.
- 2 A ⁴ _____, I'm Rosa.
 B Hello, Rosa. I'm Mari. Nice to ⁵ _____ you.
 A It's nice to meet ⁶ _____, too.

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

COMMUNICATION

Asking for repetition

Look at the **highlighted** phrases. Ask for repetition when you don't understand.

- Sophia** Hi, I'm Sophia. What's your name?
Matthew Hello, Sophia. My name's Matthew O'Connor.
Sophia **Could you repeat that?**
Matthew Yes, I'm Matthew O'Connor. Please call me Matt.
Sophia **Excuse me?**
Matthew Matt. It's my nickname.
Sophia OK, thanks. It's nice to meet you, Matt.
Matthew Nice to meet you, too.

C PRONUNCIATION Sentence stress Listen and repeat. We stress important words in sentences.

- 1 What's your **name**?
 2 Could you **repeat** that?
 3 My **nickname's** Matt.
 4 Nice to **meet** you.

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

- A Hi, I'm _____.
 B Hello, _____. My name's _____.
 A Could you repeat that?
 B Yes, I'm _____.
 A Nice to meet you, _____.

Speaking

Useful language

Could you repeat that?
 Excuse me?

I can... ask for repetition.

☐ Very well ☐ Well ☐ Not very well

[Online Practice](#)

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

Grammar Reference page 82

The verb *be*; subject pronouns; possessive adjectives

I **am** / **'m** a student.

You **are** / **'re** a teacher.

He **is** / **'s** in the classroom.

She **is** / **'s** Nora.

It **is** / **'s** my last name.

We **are** / **'re** students.

They **are** / **'re** at school.

I **am not** / **'m not** a teacher.

You **are not** / **aren't** a student.

He **is not** / **isn't** at a restaurant.

She **is not** / **isn't** Diana.

It **is not** / **isn't** my first name.

We **are not** / **aren't** teachers.

They **are not** / **aren't** at home.

What's **your** name?

What's **his** name?

What's **her** name?

My name's Tania.

His name's Pete.

Her name's Emily.

B Match the questions to the answers.

- | | |
|----------------------------|-----------------------------|
| — 1 What's your name? | a My nickname's Sammy. |
| — 2 What's your last name? | b I'm Samantha. |
| — 3 What's your nickname? | c Her nickname's Emi. |
| — 4 What's his name? | d His name's Richard. |
| — 5 What's her nickname? | e My last name's Fernandez. |

C Work in pairs. Ask questions and give answers.



Example: David / Dave

- A What's his name?
B It's David.
A What's his nickname?
B It's Dave.



1 Rick / rickyb@coolmail.com



2 Tina and Sam / Taylor



3 Kai / 555-413-2268



4 Hana Smith / 2162 Green Street,
Apartment 4B



5 James / Jim



6 your name / your nickname

D GRAMMAR TALK What's his first name?

Student A: turn to page 94

Student B: turn to page 97

I can... use the verb *be*, subject pronouns, and possessive adjectives.



Reading

Understanding emojis

We often see emojis in informal writing, like social media or text messages. Emojis help us understand the writer's feelings.



A Read and listen. Choose the correct word(s) to complete the sentence.

This text is from a *comic book* / *magazine* / *website*.

Meet your classmates!

Every week, we talk to one student... and this week it's Leo! He's a new student. Read more about Leo.

What's your name? **Leonardo Sanders**
 What's your nickname? **Leo**
 What's your email address? **leo123@goodmail.com**

"Hi! Nice to meet you! I'm Leo and I'm a student. I'm 18 years old. My birthday 🎂 is September 14. My favorite class is English. I love ❤️ TV. My favorite shows are *Stranger Things* and *Wednesday*."



COMMENTS



Tina B: Hi, Leo! I ❤️ the show *Wednesday*, too!



Mark H: Hello, Leo! 😊

B Read again. Answer the questions.

- 1 What's his name? _____
- 2 What's his email address? _____
- 3 When is his birthday? _____
- 4 What's his favorite class? _____
- 5 What are his favorite TV shows? _____

C What information is useful to talk about yourself?

Add your ideas to the list.

your name

your nickname

your birthday

COLLABORATION



Listening to each other (1)

Remember to listen to each other and take turns when speaking. Listen carefully to the other person and then speak.

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

- A Hi, I'm _____. I'm a/an _____.
- B Hello, my name's _____. What's your favorite class?
- A My favorite class is _____. What are your favorite TV shows?
- B My favorite TV shows are _____ and _____.

E **WRITING** A personal profile

➔ Writing practice page 108

I can... understand informal texts with emojis.

- ☐ Very well ☐ Well ☐ Not very well

➔ Online Practice