

Second Edition

# STRETCH

Teacher's Guide

with Digital Pack



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*Sources:* p.13 'Average number of people in a family', 2022, USA Facts, Census Bureau; p.32 'Top SMS Marketing Stats', 2024, [www.smscomparison.com](http://www.smscomparison.com); p.45 'Gender gap in leisure time', 2020, Our World in Data, source OECD Gender Data.

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# Scope and Sequence

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



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

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

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

## WORD LIST

Pages 106–107

## WRITING

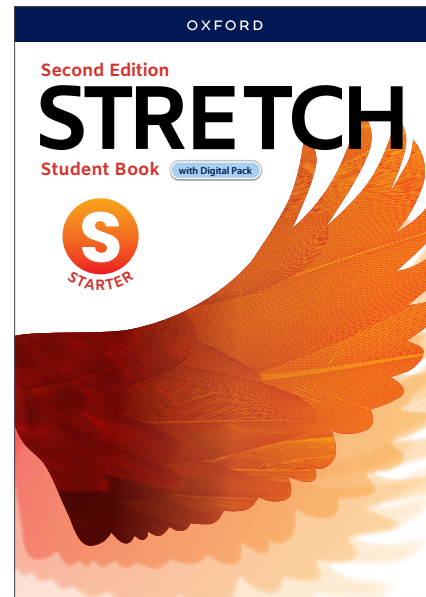
Pages 108–113

# Print components

## FOR STUDENTS

### Student Book

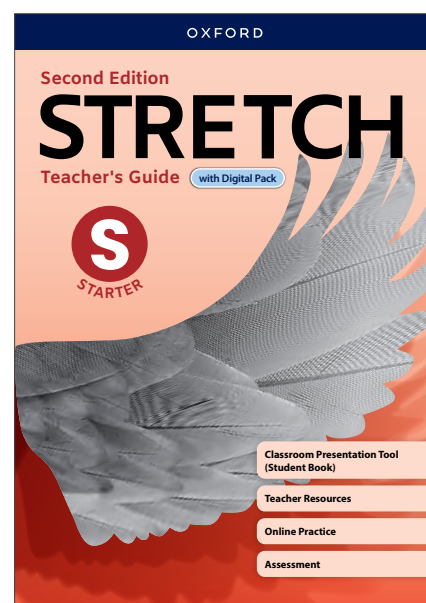
- 12 topic-based units including global skills
- 6 *Presenting Skills* and *Presenting Practice* lessons including model presentation videos
- 6 *Understanding Video* and *Video and Global Skills* lessons including documentaries and social media videos
- 4 *Review* lessons
- 12 *Grammar Talk* pages
-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

#### 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](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 details, listening for key words, or listening for tone.

#### 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 responding politely. 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 organizing a presentation, explaining the content of slides, and speaking at a good volume. 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 main ideas, identifying keywords, or understanding the order of events. 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 a vox pop interview 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

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.