

Second Edition

STRETCH

Student Book

3



Susan Stempleski

Steve Taylore-Knowles

Lisa Varandani

Presenting skills consultant:







Ben Shearon

OXFORD
UNIVERSITY PRESS

Scope and Sequence

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

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

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 Leisure time Pages 42–47	<i>go horseback riding, catch up with friends, go bowling, etc.</i> Listening <i>Predicting content</i> Intercultural competence <i>Flea markets</i>	Giving advice Pronunciation <i>Reduction of that</i> Communication <i>Adding detail</i> Useful language <i>I really enjoy it.</i>	Defining relative clauses
 Appearance Pages 48–53	<i>mustache, wavy hair, bald, etc.</i> Listening <i>Listening for descriptive words</i> Intercultural competence <i>Facial hair trends</i>	How I used to look Pronunciation <i>Consonant clusters with s</i> Communication <i>Showing you agree</i> Useful language <i>I know, right?</i>	<i>used to</i>
 Decisions Pages 54–59	<i>apply to a college, vote in an election, take up a hobby, etc.</i> Listening <i>Listening for frequency words</i> Intercultural competence <i>Popular majors</i>	Deciding on a college Pronunciation <i>Final s</i> Communication <i>Interrupting politely</i> Useful language <i>Sorry to interrupt.</i>	Zero and first conditional
Review 3 Units 7–9 Pages 60–61	Vocabulary and Grammar Reading: <i>You and Your Avatar</i>		
 Stories Pages 62–67	<i>romance, mystery, science fiction, etc.</i> Listening <i>Asking yourself questions</i> Intercultural competence <i>Reading habits</i>	Planning to get together Pronunciation <i>Linking</i> Communication <i>Refusing politely</i> Useful language <i>Sorry, but I'm busy. I have to...</i>	Modals for possibility, speculation, and deduction
 In the news Pages 68–73	<i>crime, flood, exhibition, etc.</i> Listening <i>Listening for main ideas</i> Intercultural competence <i>News sources</i>	Talking about an accident Pronunciation <i>let vs. late</i> Communication <i>Consoling someone</i> Useful language <i>How terrible!</i>	<i>While and when clauses</i>
 Travel Pages 74–79	<i>try local food, order room service, ask for directions, etc.</i> Listening <i>Listening for key words (2)</i> Intercultural competence <i>Local food</i>	Dreaming about a vacation Pronunciation <i>Sentence stress</i> Communication <i>Showing similarities</i> Useful language <i>Me neither.</i>	Second conditional
Review 4 Units 10–12 Pages 80–81	Vocabulary and Grammar Reading: <i>How To Start Your Own Travel Blog</i>		

GRAMMAR REFERENCE

Pages 82–93

GRAMMAR TALK

Pages 94–105

READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<p>What is free time worth to you?</p> <p>Reading Scanning</p> <p>Collaboration Planning together</p>	<p>Recommending an activity</p> <p>Presenting Using a mix of slides and presenter view</p> <p>Collaboration Getting advance feedback on slides</p>		<p>A leisure activity I enjoy</p> <p>Writing Writing from prompt questions</p>
<p>Social Media and Memory</p> <p>Reading Identifying advantages and disadvantages</p> <p>Critical thinking Evaluating sources</p>		<p>Sammy's vlog: Ways to appear confident</p> <p>Understanding video Taking dictation</p> <p>Critical thinking Using expert sources</p> <p>Digital literacies Make a "how-to" video</p>	<p>Someone who has changed</p> <p>Writing Making a cluster diagram</p>
<p>Decision-Making: Art or Science?</p> <p>Reading Using context clues</p> <p>Collaboration Checking understanding together</p>	<p>Decisions in my life</p> <p>Presenting Using tone of voice</p> <p>Collaboration Sharing clear feedback</p>		<p>Deciding what to wear</p> <p>Writing Writing from interview notes</p>
<p>Book Review: Noughts and Crosses</p> <p>Reading Understanding text structure (2)</p> <p>Critical thinking Making a logical deduction</p>		<p>Comic book writer</p> <p>Understanding video Understanding new language from context</p> <p>Intercultural competence Comic book readers</p> <p>Digital literacies Vox pop interview</p>	<p>A book review</p> <p>Writing Summarizing</p>
<p>Getting ready for climate change</p> <p>Reading Identifying cause and effect</p> <p>Collaboration Achieving a shared goal</p>	<p>A local news story</p> <p>Presenting Making your key points</p> <p>Useful language I'd like to discuss...</p>		<p>A recent news story</p> <p>Writing Showing cause and effect</p>
<p>Festival Fun</p> <p>Reading Understanding a writer's attitude</p> <p>Critical thinking Evaluating different options</p>		<p>The dive team</p> <p>Understanding video Using a K-W-L chart</p> <p>Critical thinking Asking questions about the content</p> <p>Digital literacies Managing your time</p>	<p>A trip that went wrong</p> <p>Writing Self-assessing</p>

WORD LIST

Pages 106–107

WRITING

Pages 108–113

1

Life experiences

Vocabulary and Listening

› Listening for tense

Speaking

› Asking for more details

Grammar

› Present perfect and simple past

Reading and Speaking

› Using photos to predict content

Presenting Skills

› Choosing visuals

1 VOCABULARY AND LISTENING

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



1 play in a band



2 play on a team



3 go sailing



4 go scuba diving



5 go rock climbing



6 go surfing



7 go on a safari



8 go hiking

B Complete the sentences with the correct words or phrases.

- I wanted to see lions, so I decided to go _____ in Kenya.
- Eloa enjoys sports. She _____ on a volleyball _____ in her free time.
- Liam plays guitar _____. They play pop music.
- Maria loves to go _____. She isn't afraid of heights.
- Juan likes to go _____ in his free time. He never gets seasick!

INTERCULTURAL COMPETENCE



Going on a safari

People go on a safari in some African countries and they try to see these "Big Five" animals: a lion, a leopard, a rhinoceros, an elephant, and a Cape buffalo. Are there any animals in your country that tourists should try and see?

1.2 C Listen to people talking about life experiences. Match the speakers (1–4) to the experiences.

- | | |
|---------|------------------|
| 1 _____ | a go surfing |
| 2 _____ | b go sailing |
| 3 _____ | c go hiking |
| 4 _____ | d play on a team |

1.2 D LISTEN AGAIN Choose the correct answers.

- This speaker is talking about an activity *now* / *in the past*.
- This speaker is talking about an activity *now* / *in the past*.
- This speaker is talking about an activity *now* / *in the past*.
- This speaker is talking about an activity *now* / *in the past*.

Listening

Listening for tense

Listen for the verb tense and verb endings to help you understand when an activity happens. Also listen for time words and expressions, such as *right now*, *in the past*, and *last week / year / summer*.

2 Unit 1 Very well Well Not very well

[Online Practice](#)



2 SPEAKING

A Complete the conversations with the questions in the box.

Did you enjoy it? When did you go there? Where did you go?

- 1 A Have you ever gone on safari?
A _____
- 2 A Have you ever gone surfing?
A _____
- 3 A Have you ever gone hiking?
A _____
- B Yes, I have, in Kenya.
- B Last year, at the end of August.
- B Yes, I went surfing last year.
- B Yes, I loved it!
- B Yes, I have.
- B I went to a national park. It was amazing!

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

Carrie Have you ever gone scuba diving?
Reo Yes, I have.
Carrie **Where did you go?**
Reo Mexico. I was there on vacation with my parents.
Carrie **When were you there?**
Reo Last summer. It was my dad's birthday and he wanted to try it.
Carrie **Did you enjoy it?**
Reo Definitely! It was so beautiful, and we saw a lot of fish.
Carrie It sounds great.

COMMUNICATION

Asking for more details

Look at the **highlighted** phrases. Ask the person you are talking to for more details to show you are interested in what the person is saying.

1.4 C PRONUNCIATION Question intonation Listen and repeat. In Yes/No questions, the intonation goes up at the end. In Wh- questions, the intonation goes down.

- 1 Did you enjoy it?
- 2 Do you want to go again?
- 3 Where did you go?
- 4 When were you there?

D Work in pairs. Practice the conversation with your own information. Ask for more details.

- A Have you ever _____?
- B Yes, I have.
- A Where / When did you do it?
- B _____ . What about you? Have you ever _____?
- A Yes,...

Speaking

Useful language

When / Where / How did you...?

When / Where / How were / was...?

Did you like it?

Why did you / didn't you like it?

I can... ask for more details to show interest.

- 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

Present perfect	Simple past
Have you ever gone surfing? Yes, I have .	When did you go surfing? I went surfing last summer.
Has she ever played in a band? Yes, she has .	When did she play in a band? She played in a band a few years ago.
Have they ever gone on a safari? No, they haven't . They've never done that.	When did they last visit a museum? They visited a museum last month.
NOTE: Use the simple past for a specific time in the past. Use the present perfect for an indefinite time in the past.	

B Complete the conversations with the present perfect or simple past form of the verbs in parentheses.

- A Where _____ you _____ yesterday? (go)
B I _____ to see a friend. (go)
- A _____ you ever _____ the U.K.? (visit)
B No, I _____. But I'd like to go there.
- A What _____ you _____ on Saturday? (do)
B We _____ for a test. (study)

C Work in pairs. Ask and answer questions. Use the present perfect and simple past.



Example: you and George / in college

- A Have you and George ever played on a basketball team?
B Yes, we have.
A When did you play on a basketball team?
B We played on a basketball team in college.



1 Lucy / in Australia



2 Jackie and Mike / in Botswana



3 Kasem / in Thailand



4 you / last year in Peru



5 Dan / in a national park



6 Freddy and Ivy / a few years ago

D **GRAMMAR TALK** Has Kulap ever gone on a safari?

Student A: turn to page 94

Student B: turn to page 97

I can... use the present perfect and the simple past.

4 Unit 1 Very well Well Not very well

Online Practice

4 READING AND SPEAKING



Reading

Using photos to predict content

Look at photos that go with a text and see what is happening in them. Doing this before reading helps you predict what the reading will be about.

1.6 A Look at the photos in the article. What do you think the article will be about? Read and listen to check your answers.



A HIGH-FLYING PAIR

Belgian-British brother and sister Mack and Zara Rutherford have both achieved world records for flying around the world solo (without other people). Zara holds the record for the youngest woman to do it. She set her record first, at the age of 19. She started her journey in August 2021 and landed back at the same airport in Belgium in January 2022. Along the way, she faced problems such as typhoons and airports that were closed because of Covid-19. Zara wanted to help more women and girls to get involved in science and technology.

Mack Rutherford set off two months later in March 2022 and his journey ended in August 2022. At the age of 16, he became the youngest person to fly solo around the world. He had to change his route many times because of the political situations on the ground. He finally landed after five months away, instead of the two and a half months he planned. Many people followed Mack's website, which showed live updates on exactly where he was in the world.

Both Mack and Zara have received awards for their amazing achievements.

B Read again. Answer the questions.

- 1 What was Zara's achievement? _____
- 2 How long did Zara's journey take? _____
- 3 What problems did Zara face? _____
- 4 What was Mack's achievement? _____
- 5 How long did Mack's journey take? _____
- 6 Where did people follow Mack's journey? _____

C Check (✓) the things you have done or write another interesting thing you have done.

- | | | |
|---|---|---|
| <input type="checkbox"/> fly in a plane | <input type="checkbox"/> go surfing | <input type="checkbox"/> win a prize |
| <input type="checkbox"/> go rock climbing | <input type="checkbox"/> win a game | <input type="checkbox"/> go sailing |
| <input type="checkbox"/> go hiking | <input type="checkbox"/> play on a team | <input type="checkbox"/> play in a band |

other: _____

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

After your conversation, praise your partner's work.

- A Have you ever done something really interesting?
 B Yes, I have. I've _____.
 A That's cool / fantastic / awesome. Where and when _____?
 B I _____, What about you?

E WRITING My achievements Writing practice page 108

COLLABORATION



Praising good work

We all learn better when we receive praise for doing good work. When you work with others, tell them what they did well during the task. You can say something like: *I thought you explained your reasons / asked questions / answered questions very well.*

I can... use photos to predict content.

- Very well Well Not very well

Online Practice

5 PRESENTING SKILLS



- A** Read the excerpt from Yan-Jun's presentation. Why do you think he felt a little bit scared about his experience?

“Have you ever tried something new and been a little bit scared? That’s what I did last month when I went rock climbing for the first time. Today I’m going to tell you about my experience.”

- B** **MODEL PRESENTATION** An experience I have had
Watch Yan-Jun's presentation. Choose the correct answers.

- 1 Yan-Jun has gone rock climbing *one time* / *many times*.
- 2 He *borrowed* / *rented* the climbing equipment.
- 3 The belayer is the person *climbing the wall* / *keeping the climber safe*.
- 4 The climber asks, “On belay?” when she’s *ready to climb* / *climbing*.
- 5 Yan-Jun got *to the top of* / *halfway up* the wall.

- C** Watch Yan-Jun's presentation again. Complete the caption to each photo.



1 Climbers wear a _____.



2 The _____ stands on the ground and holds the rope.



3 The _____ is at the top of the wall.

- D** **QUICK PRESENTATION** Practice the *Presenting* skill. Give Yan-Jun's presentation about an experience he has had. Remember to point at the photos in Part C as you present. Record yourself. Show your video to a partner and ask for their feedback.

Presenting Choosing visuals

Use visuals to make your talk easier to understand. Think about what photos, diagrams, or charts will help communicate your ideas. Point to the visuals when you mention them.

I can... choose visuals to explain ideas in a presentation.

- 6 Unit 1** Very well Well Not very well

[▶ Online Practice](#)

6 PRESENTING PRACTICE

CREATIVITY



Creating a presentation

Make a presentation about a new activity you have tried.

Presentation Topic

An experience I have had

Give a 1–2-minute presentation about a new activity that you have tried. Prepare slides with useful text, photos, or other visuals. Use notes to help you remember the important ideas.



A PREPARE Complete the chart with information about the new activity you tried.

	What to say	Words on slides	Visuals on slides
What is the activity?			
When and where did you try it?			
What do you need to do it?			
How do you do it?			
Did you like it?			
Will you do it again?			

B GET INPUT Explain your presentation plan to a partner. Ask for feedback. Revise your plan as needed.

C PRESENT Practice your presentation and then present to the class. Alternatively, your teacher may ask you to record an online presentation.

D FEEDBACK Watch your classmates' presentations. Fill in the feedback worksheet or give online feedback for each presentation.

E REFLECT Think about your classmates' presentations. What made the best ones successful? Choose two ideas or skills to use in your next presentation. Share your reflection with a partner.

Presenting

Useful language

Take a look at these photos.
As you can see in this photo, ...
If you look closely at ...
Here, I am / it is ...

I can... create a presentation about an experience I have had.

Very well Well Not very well

[▶ Online Practice](#)

Unit 1 7