

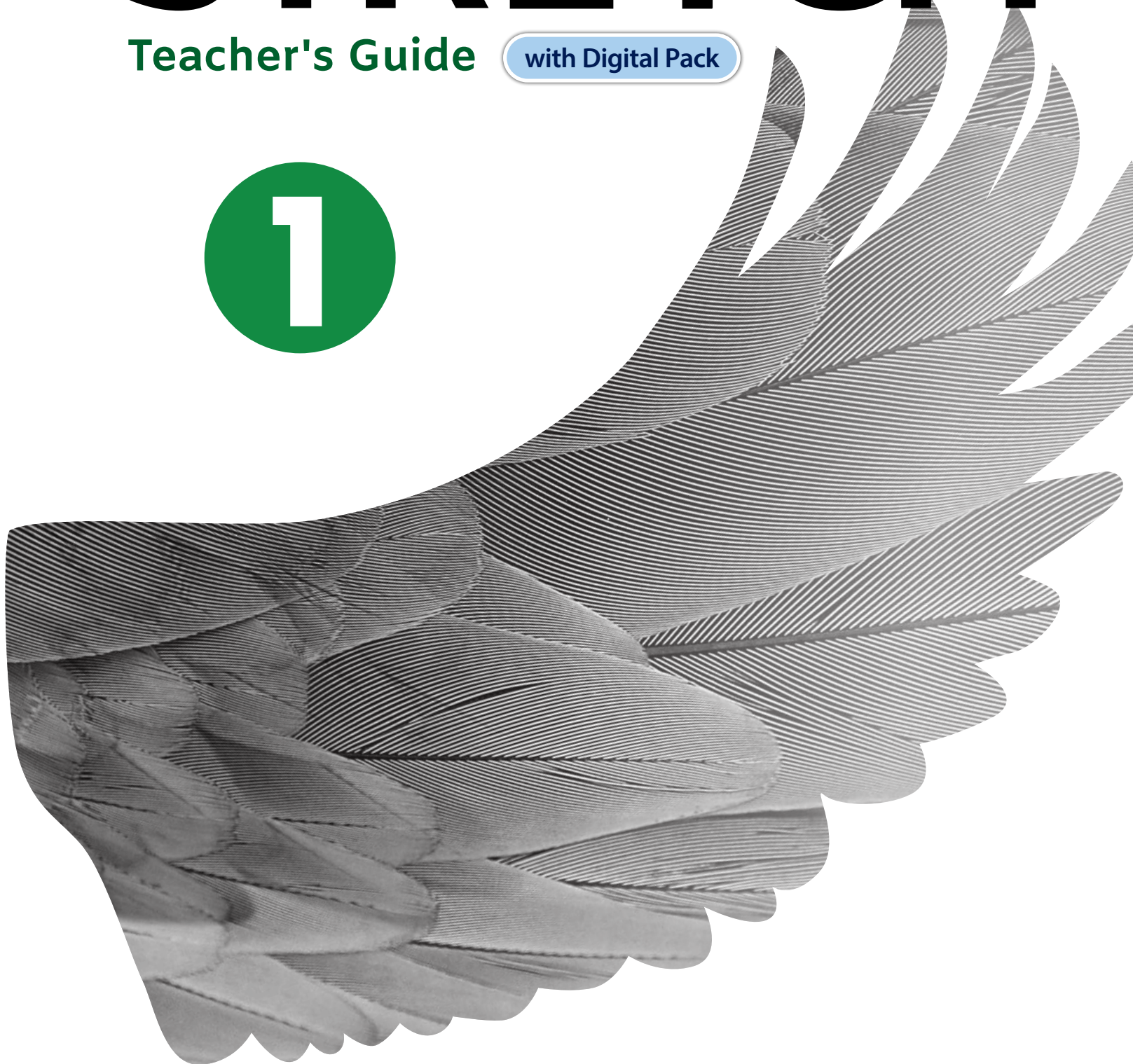
Second Edition

STRETCH

Teacher's Guide

with Digital Pack

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1

Daily activities

By the end of the unit, students will be able to:

- Listen for specific information about daily activities
- Ask follow-up questions to continue a conversation
- Ask and answer *Yes/No* questions in the simple present
- Find information in a text by looking for important words
- Introduce a presentation
- Create a presentation about their ideal day

Additional Resources on Oxford English Hub

- Online Practice
- Grammar and Vocabulary worksheet
- Grammar PPT™ presentation
- Presentation feedback worksheet
- Audio scripts and video script
- End-of-unit assessment

1 Vocabulary and Listening

A 1.1

- Have students look at the photos and listen and repeat the words and phrases. Play the audio and stop as necessary.
- Do choral and individual drilling of each word or phrase.
- Note** *Bike* is the short, informal form of *bicycle*. The words are interchangeable.
- Check comprehension** After you have practiced the words and phrases, check students' comprehension of the vocabulary by asking concept questions. Ask:
Which activities are ways to move around your city? (go for a walk, take the subway, ride my bike, drive)
Which activities can you do on the Internet? (spend time online, attend class)

B

- Students fill in the gaps with a word or phrase from Part A.
- Have them check answers in pairs, then go over the answers with the whole class.
- Tip** Encourage students to check their answers with a partner once they have finished a task. They can help each other and learn from one another, which helps create a learner-centered class.

ANSWERS

- make breakfast
- ride my bike
- have lunch
- go for a walk
- drive

GAME Charades

Write the eight vocabulary items on pieces of paper. Divide students into two groups. Give a student one of the vocabulary items and ask them to act out the activity for the class. The team who guesses the vocabulary item first gets a point. Repeat with different members and different phrases until students have acted out all the activities.

- Optional** Have students read the Global skills box.

INTERCULTURAL COMPETENCE: Common breakfast foods

Tell students about some popular breakfast foods in the U.S., such as eggs and bacon or oatmeal with fruit.

Have students answer the question in pairs. Invite them to share their ideas.

C 1.2

- Have students read the skill box.

LISTENING: Listening for specific information

Explain that when listening for specific information, it is not important to understand every word.

One way to practice this is for students to think about what information they need before they listen.

- Tell students they are going to listen to people talking about daily activities. Have them read the phrases before they listen.
- Students do the task.
- Have students check answers in pairs, then go over the answers with the whole class.

ANSWERS

- go for a walk
- take the subway
- spend time online
- ride my bike

D 1.2

- Tip** Before students listen again, have them read the sentences and underline key words. Explain that this will help them listen for specific information.
- Play the audio again for students to do the task, then go over the answers with the whole class.

ANSWERS

- 1 T 2 F 3 T 4 F

CAN-DO STATEMENT Students assess how well they can listen for specific information about daily activities, then check the relevant box.

2 Speaking

A

- Tell students that the sentences make a conversation, but the responses are missing. Students do the task.
- Have them check answers in pairs, then go over the answers with the whole class.
- Have students practice the conversation in pairs.
- **Note** American cities use different names for underground train systems. Both in Washington, D.C. and in Los Angeles, the system is called *Metro*. In New York City, it is called the *subway*. In San Francisco, it is called *BART*, short for *Bay Area Rapid Transit*.

ANSWERS

1 b 2 c 3 a

B 1.3

- Before listening, use the photo to elicit ideas about the topic of the conversation. Ask students to describe what they see in the photo and what they think the people in the conversation will talk about.
- Play the audio.
- **Note** Madison says she lives in the West Village. Students may be confused by this because she says that she lives in the city. The West Village is a neighborhood in Manhattan in New York City which has many shops, restaurants, and music clubs.
- **Optional** Have students read the Global skills box.

COMMUNICATION: Asking follow-up questions

Explain that we use follow-up questions to ask for more information and keep a conversation going.

Asking follow-up questions is polite and shows that you are interested in what the other person is saying.

- Have students practice the conversation in pairs.

C 1.4

Pronunciation Intonation in Yes/No questions

- Show the arrows and ask:
What do the arrows mean? (they show that intonation goes up at the end)
- Model the intonation rising at the end by asking:
Are you new here?
- Explain that in *Yes/No* questions the intonation rises at the end.
- Play the audio. As students listen and repeat the questions, have them focus on using rising intonation.

D

- Have students read the skill box.

SPEAKING: Useful language

Explain that the expressions in the box are all useful for asking follow-up questions. Do choral drilling of each expression.

Ask students if they can think of other follow-up questions. For example, *Is this your first class?*

- Have students look at the gapped conversation. Ask them how they would use expressions from the box and how they will fill in the gaps with their own ideas.
- Students do the task in pairs. Encourage them to use rising intonation at the end of *Yes/No* questions.

ALTERNATIVE

Before students complete Part D, ask them to write three ways someone goes to class, e.g., *walk, drive, take the subway*. Then have students work in pairs to complete the task.

CAN-DO STATEMENT Students assess how well they can use follow-up questions to keep a conversation going, then check the relevant box.

3 Grammar

A 1.5

- **Check comprehension** Before you focus students' attention on the grammar box, use the conversation in Part B of the *Speaking* section to show the use of *Yes/No* questions in the simple present. Ask:
Is Josh new at the college? (yes)
Does Josh drive to class? (no)
Does Madison live in the city? (yes)

- Ask students to read the grammar box.
- Play the audio and have students listen to the questions and answers. Then play the audio again and have students repeat.
- Write on the board:
Are you new here?
Is he your friend?
Do you make breakfast?
- Explain or elicit that we use the simple present to ask about facts and habits.
- On the board, highlight the word order in the questions, then write the forms:
Be + subject + rest of question + ?
Do + subject + base form of verb + rest of the question + ?
- Explain or elicit that in questions with *be*, we use the verb before the subject. Explain or elicit that with all other verbs, we use *do/does* before the subject. Highlight the verb to show that it is the base form.
- Elicit that we use *does* with *he/she/it*.
- Ask students to look at the grammar box again. Explain or elicit the form of short answers to *Yes/No* questions in the simple present:
Yes, + subject + the same verb / auxiliary as in the question.
No, + subject + the negative form of the same verb / auxiliary as in the question.
- Explain or elicit that we use contractions with *be* only in negative short answers, not in affirmative short answers. For example: *No, I'm not.* or *No, he isn't.* NOT *Yes, I'm.* or *Yes, he's.*
- **Note** Explain that answering simply *Yes* or *No* may sound curt and therefore rude, so we usually say more than just *Yes* or *No*. When we do not add more information or a comment, the shortest polite answer is repeating the subject and the verb / auxiliary.

- Direct students to the conversation on page 3. Elicit examples of *Yes/No* questions in the simple present.

ANSWERS

Is this room 6A?

Are you new here?

... do you drive to class?

Do you live in the city?

- For more information on *Yes/No* questions in the simple present and for more practice, refer students to the *Grammar Reference* section (page 82) in the Student Book.

B

- Students do the task. Point out that the context will help them complete the conversations.
- Check answers by having pairs of students read the questions and answers aloud.
- Students practice the conversation in pairs.

ANSWERS

- 1 Does, doesn't
- 2 Are, am
- 3 Do, don't
- 4 Is, is
- 5 Is, isn't
- 6 Do, do

ALTERNATIVE

Type up and hand out a version of the activity with incorrect answers in each item. You can strike through the incorrect words to simplify the task, or have students identify the incorrect words. Have students work in pairs to correct the questions and answers.

C

- Focus students' attention on the example photos. Ask:
What do you see? (a class, students, students with laptops; a businessman / a man in a suit with a cell phone)
- Do the examples together with the whole class.
- Focus students' attention on the task and the photos.
- Students work together to do the task.
- Go over the answers with the whole class.

ANSWERS

- 1 A Is John a teacher?
B Yes, he is.
- 2 A Do you ride your bike to school?
B No, I don't.
- 3 A Do they attend class at night?
B No, they don't.
- 4 A Is she in class?
B No, she isn't.
- 5 A Is Martin from Japan?
B No, he isn't.
- 6 A Does Jenny have lunch in the garden?
B Yes, she does.

EXTRA ACTIVITY

Use the photos to explore the grammar more. Students pick a photo and create a conversation about it. They can use follow-up questions for showing interest. For example:

A *Is John a teacher?*

B *Yes, he is. He teaches math.*

A *Oh, does he teach at Bayview College?*

B *No, he doesn't. He teaches at City College.*

D

- Direct students to the *Grammar Talk* pages. See instructions on page 79.

CAN-DO STATEMENT Students assess how well they can ask and answer *Yes/No* questions in the simple present, then check the relevant box.

4 Reading and Speaking

A 1.6

- Have students look at the title and the photo. Ask:
What is the article about?
How much time do you spend online every day?
- Have students read the task question. Then give them time to read the text individually. Play the audio while they read, if desired.
- Have students discuss their answers to the task question in pairs. Then call on students to share their answers with the class.
- **Elicit vocabulary** Write any new vocabulary words from the text on the board. Explain or use gestures to show the meanings of the words and have students try to match the words. For example, say:
This word means "change." (affect)
This word means "talk" or "write." (communicate)
These words mean "to move your arms and legs like you are running, but without leaving one spot." (run in place)

B

- Have students read the skill box.

READING: Finding information

Explain that it is not always necessary to understand all the words to understand a text. Explain the idea of key words and ask students to identify key words in the sentences before reading the text again.

Useful key words in Part B sentences include:

- 1 South Africa / online
- 2 online / health
- 3 online / communicate
- 4 rule of 20 / rest your eyes
- 5 take a break / exercise

- Students do the task.
- Have them check answers in pairs, then go over the answers with the whole class.

ANSWERS

- 1 F; People in South Africa spend a lot of time online.
- 2 T
- 3 F; Spending time online can affect how you communicate with other people.
- 4 T
- 5 T

C

- Prepare students for Part C by drawing a chart like the one in the Student Book on the board or display it on the Interactive Whiteboard (IWB). Go over the instructions and have students read the examples in the book. Write two examples of things you do online every day.
- Elicit possible examples from students, such as *check social media, 15 minutes*.
- Have students complete their charts individually. Have them compare charts with a partner. Walk around and check spelling and ideas.

D

- **Optional** Have students read the Global skills box.

COLLABORATION: Sharing information

Explain that in personalized activities students don't have to share personal information if they don't want to, and they can make up their answers. However, this kind of activity is an opportunity not only to learn *about* each other, but also to learn *from* each other because sometimes partners can teach new words to each other.

- Students do the task in pairs.
- **Tip** Encourage students to find things they have in common with their partner.

E

- Direct students to the *Writing* page. See instructions on page 83.

CAN-DO STATEMENT Students assess how well they can find information in a text by looking for important words, then check the relevant box.

5 Presenting Skills

A

- Focus students' attention on the topic by asking: *What's your ideal day?*
- Give the class an example of your ideal day.
- Students do the task.
- Have students check answers in pairs, then go over the answers with the whole class.

ANSWERS

She doesn't do regular activities like studying or working.

B

- Have students read the skill box.

PRESENTING: Introducing your presentation

Explain that a question gets the audience's attention quickly because it makes them relate the topic to their own experience. Direct students' attention back to Yuko's introduction in Part A. Ask:

What question does Yuko ask in her presentation? (Do you ever think about a special day when you don't do regular daily activities like studying or working?)

- Ask students to read the sentences. Make sure they understand the sentences before they watch the presentation.
- Play the presentation. Students do the task.
- Have them check their answers in pairs, then go over the answers as a whole class.
- **Note** Miso soup is a traditional Japanese soup made with broth and miso paste (a seasoning made with fermented soybeans).

ANSWERS

1 T 2 T 3 T 4 F 5 F 6 T

EXTRA ACTIVITY

While students are checking their answers with a partner, ask them to correct the false sentences.

ANSWERS

- 4 Yuko drives downtown.
- 5 She has Italian food for lunch.

C

- Tell students they will watch the presentation again, then have them do the task.
- Have students check answers in pairs, then go over the answers with the whole class.

ANSWERS

- 1 a run
- 2 relax
- 3 drive
- 4 art museum
- 5 hang out

D

- Tell students they will practice giving Yuko's presentation in their own words. Remind them to pay attention to the advice in the skill box when introducing the presentation.
- **Note** Many students struggle to come up with their own ideas for a presentation without prior preparation time. This activity gives them the opportunity to focus on practicing the presenting skill without having to worry about generating ideas.

ALTERNATIVE

If students need to be reminded of the content of Yuko's presentation, write the following prompts on the board. These prompts are also available in the downloadable resources on Oxford English Hub.

- breakfast (green tea, rice, miso soup)
- Mikamine Park (go for a run, relax in the sun)
- drive downtown (meet friends, have lunch in an Italian restaurant)
- art museum (walk in the gardens, paper decorations in the trees)
- go home (hang out with family)

- Students record themselves giving the presentation.
- **Optional** Invite students to share their presentation with the class.

CAN-DO STATEMENT Students assess how well they can introduce a presentation, then check the relevant box.

6 Presenting Practice

- **Note** The *Presenting Practice* page is optional. It can be taught as an independent lesson, or it can be skipped.
- Focus students' attention on the presentation topic.
- **Optional** Have students read the Global skills box.

CREATIVITY: Creating a presentation

Remind students that preparing and giving a presentation is an opportunity to use their creativity. Elicit opportunities to be creative in this presentation; for example, ask them to think of one unusual or exciting activity to describe in their ideal day, or an interesting image they can use. Remind them that they don't need to share anything they don't want to, and they can make up their content.

A

- Go over the chart with the class.
- Students do the task to prepare their presentation.
- **Tip** Download the face-to-face presentation guidance sheet from Oxford English Hub to help students prepare their presentations.

B

- Students do the task.
- **Note** Remind students about the Collaboration box on page 5. Say:
When we share information about ourselves, we learn more about each other, and we practice English.

C

- Have students read the skill box.

PRESENTING: Useful language

Explain that the expressions in the box are all useful for introducing a presentation. Do choral drilling of each expression.

Make sure students are confident with using the useful language listed in the box. Invite questions and clarify if necessary. Encourage students to use these expressions in their presentations.

- Tell students they will practice their presentation and then present it to the class.
- **Tip** Depending on the available resources, encourage students to be creative in their choice of media or visual aids for their presentations. For example, they could make a poster, use a flipchart, display photos, or create a PowerPoint.

ALTERNATIVE

To provide students with more time to complete this task, assign it for homework. Be sure to still provide preparation time in class to help with ideas and language.

ONLINE PRESENTATION OPTION

Students can do the same presentation face-to-face or online. No adaptation is needed for online presentations. The skill (introducing your presentation) should be practiced in both contexts.

D

- If you are going to use the feedback worksheets, hand them out and go over how students will complete them. The feedback worksheets are available in the downloadable resources on Oxford English Hub.
- Students do the task.
- Encourage students to watch and listen carefully to each other's presentations to be able to give feedback or get ideas for future presentations.
- Students fill in the feedback worksheet or give online feedback to one another.

E

- Students do the task.
- Invite volunteers to share their reflections with the class.

CAN-DO STATEMENT Students assess how well they can create a presentation about their ideal day, then check the relevant box.