

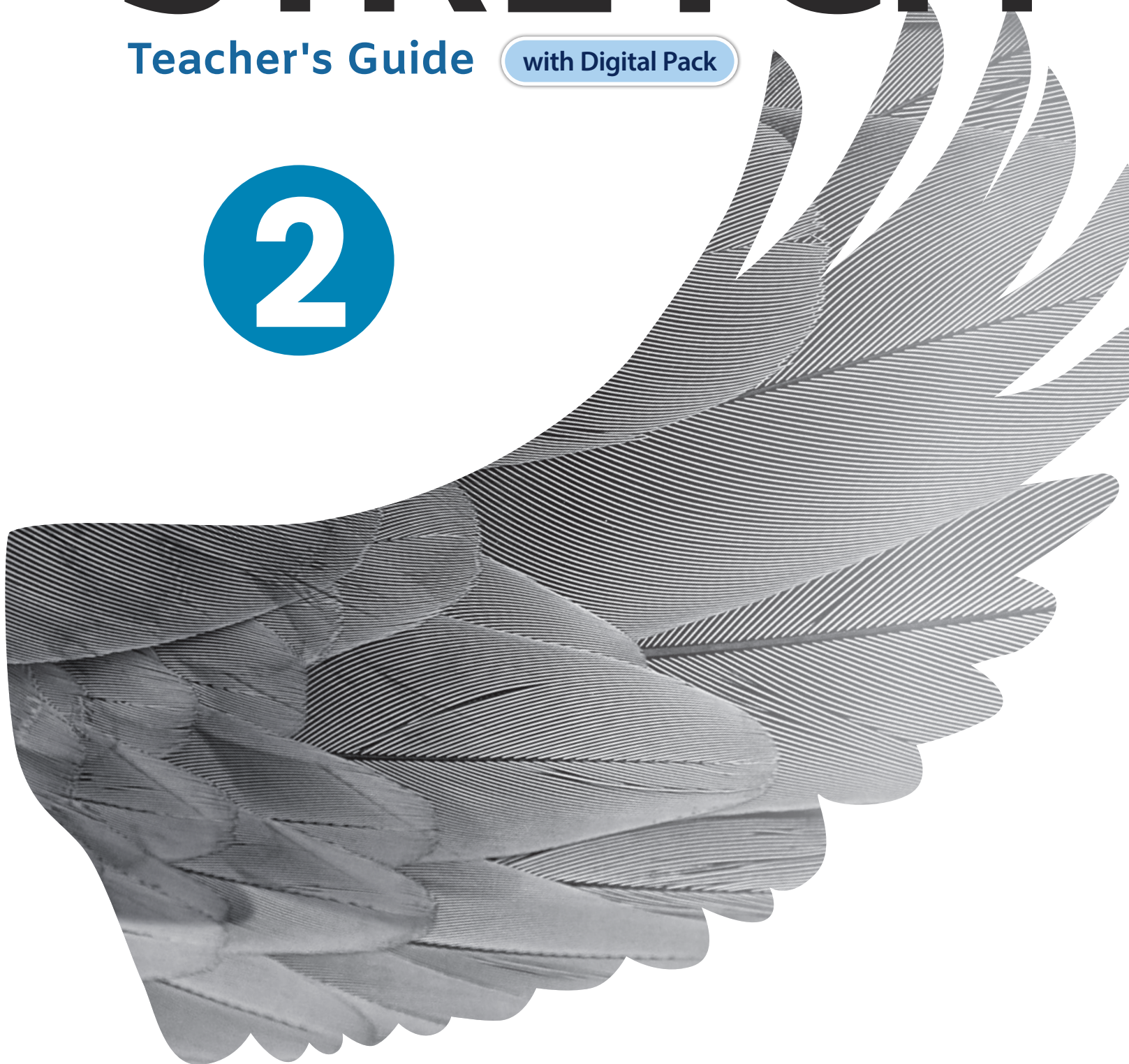
Second Edition

STRETCH

Teacher's Guide

with Digital Pack

2



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1

Hobbies

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

- Listen for main ideas about hobbies
- Sound polite by softening negative opinions
- Use verbs + infinitives
- Identify details in a reading
- Create and use presentation slides
- Create a presentation about a hobby

Additional Resources on Oxford English Hub

- Online Practice
- Grammar and Vocabulary worksheet
- Grammar PPT™ presentation
- Presentation feedback worksheet
- Audio scripts and video script
- Unit test

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.
- Check comprehension** After you have practiced the words and phrases, check students' comprehension of the vocabulary by asking concept questions. Ask:
Do you make videos?
What do you take videos of? (people, places, and things I see)
Do you collect comic books?
How many comic books do you have?
What kind of comic books do you collect?
What activities are usually outdoors? (go skateboarding, exercise)

EXTRA ACTIVITY

For further practice, have students cover the labels under the photos in their books. Work in pairs. One partner says a hobby as the other points to the photo.

B

- Students fill in the gaps with the words or phrases from Part A.
- Have them check answers in pairs, then go over the answers with the whole class.

ANSWERS

- 1 play an instrument 2 paint 3 play chess
 4 exercise 5 collect comic books

GAME Pictionary

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 draw on the board a picture illustrating the hobby on their piece of paper. The team that guesses the hobby first gets a point. Repeat until students have guessed all the hobbies.

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

INTERCULTURAL COMPETENCE: Unusual hobbies

In March 2011, a group of 173 people in the Netherlands broke the record for the greatest number of people who extreme ironed underwater. Wearing diving suits, they pretended to iron clothes in a pool for a full ten minutes.

Note The data in this box comes from *What is Extreme Ironing?* (2023) on facts.net.

Invite a volunteer to pretend to iron clothes while doing another activity. 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 main ideas (1)

Explain to students that the main idea is the most important idea in a listening passage. The main idea includes the topic, or what the person is talking about. It may also say something important about the topic.

- Tell students they are going to hear people talking about their hobbies.
- Students do the task.
- Have students check answers in pairs, then go over the answers with the whole class.

ANSWERS

- 1 make videos
 2 play chess
 3 collect comic books
 4 play an instrument

D 1.2

- Elicit vocabulary** Write any new vocabulary on the board. Have students match the words on the board to your descriptions. For example:
This is where you find the videos made by one person or company. (channel)
These are the places on the Internet where you can share photos and information. (social media)
This is the noun form of collect. It refers to the things that someone collects. (collection)
- Tip** Before students listen again, have them read the sentences and answer options. This will help them focus on the information they need to complete the activity.
- Play the audio again for students to do the task, then go over the answers with the whole class.

ANSWERS

- 1 week 2 after 3 buys comic books 4 drums

CAN-DO STATEMENT Students assess how well they can listen for main ideas about hobbies, then check the relevant box.

2 Speaking

A

- Tell students that the questions and answers make three short conversations.
- Students work individually and then compare answers with a partner.
- Go over the answers with the whole class.
- Have students practice the questions and answers in pairs.

ANSWERS

1 c 2 b 3 a

EXTRA ACTIVITY

For further practice, have students substitute other activities for Speaker A and different responses from Speaker B. Have students stand and walk around the room to find different partners and practice the conversations.

B 1.3

- Use the photo to elicit ideas from students about the conversation. Ask:
What do you see? (a woman skateboarding)
What will the speakers talk about? (skateboarding or other things they like to do)
- Play the audio. Have students listen to the conversation.
- Focus students' attention on the highlighted expressions that soften opinions.
- **Optional** Have students read the Global skills box.

COMMUNICATION: Softening opinions (1)

Explain that it is polite to soften opinions, especially when an opinion is negative or disagrees with another person's opinion. Softening opinions tells the other person that, even though you are expressing your opinion, you want to hear what they think. Often these expressions come before negative or disagreeing opinions. If speakers use them too much, they can sound insincere.

ALTERNATIVE

Before they listen, put students in groups of eight. Write each line of the conversation on a slip of paper. Write as many sets as there are groups. Have students stand up. Randomly hand each student in a group one slip from each set. Have students in each group read their lines to each other and line up according to the correct order of the conversation.

C 1.4

Pronunciation Word stress

- Explain that *stress* means that a word receives more weight or emphasis. In most compound nouns, or nouns formed by two words, the first word gets more stress.
- **Note** Some compound nouns are written as two separate words (comic books), and some are combined into one word (snowboarding).
- Play the audio. Ask students to repeat.

- Model the sentences from the conversation that contain the words *skateboarding*, *comic books*, and *bookstore*. Demonstrate how to stress the first word of each compound noun. Say:
*Marie likes to go **skateboarding**.*
*Marie loves to collect **comic** books.*
*Do you want to go to the **bookstore** by the park?*
- Students practice the conversation in pairs using the correct stress.

EXTRA ACTIVITY

For further practice, elicit other compound nouns and write them on the board (e.g., *bookshelf*, *bulletin board*, *backpack*, *classroom*, *laptop*). Say the words and have students repeat. Have students work in pairs to write sentences about the compound nouns. Have each pair join another pair to read their sentences.

D

- Have students read the skill box.

SPEAKING: Useful language

Explain that the expressions in the box are all useful for softening opinions. Do choral drilling and individual drilling of each expression.

Have students look at the gapped conversation. Ask them how they would use expressions from the box and how they will fill the gaps with their own ideas.

Ask students if they can think of other expressions for softening opinions. Write them on the board:

If you ask me,...
In my opinion,...
From my point of view,...
Personally,...
To tell the truth,...

- Model the conversation with a student. Have the student say A's lines. Demonstrate how to substitute a different activity.
B *I like to collect comic books. How about you?*
A *Well, to be honest, I don't like to collect comic books, but I love to play the piano.*
B *Really? I like to play the drums!*
- Students do the task in pairs. Encourage them to stress the first word in compound nouns.

CAN-DO STATEMENT Students assess how well they can sound polite by softening their negative opinions, 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 elicit the use of verb + infinitive. Ask:
What does Marie like to do in her free time? (she likes to go skateboarding)
What does Carter like to do? (he loves to play the guitar)
What else does Marie like to do? (she likes to collect comic books)

- Ask students to read the grammar box.
- Play the audio and have students listen to the sentences and questions. Then play the audio again and have students repeat.
- Write on the board:
Marie likes to go skateboarding.
Carter doesn't like to go skateboarding.
- Explain that some verbs, such as *love*, *want*, *like*, and *hate* are followed by the infinitive form of another verb.
- Elicit or explain that the infinitive is *to* + base form. Point out the infinitives in the sentences.
- On the board, highlight the word order in the affirmative and negative sentences. Then write the forms:
Subject + *want / like / hate* + *to* + base form of verb.
Subject + *don't / doesn't* + *want / like / hate* + *to* + base form of verb.
- Write on the board:
Does Carter want to shop at the store near the park?
Where does Carter prefer to shop?
- On the board, highlight the word order in the question. Then write the forms:
Do / Does + subject + *want / like / hate* + *to* + base form of verb + rest of question + ?
Wh- word + *do / does* + subject + *want / like / hate* + *to* + base form of verb + rest of question + ?
- Point out the note about other verbs followed by the infinitive.

- Direct students to the conversation on page 3. Elicit examples of verbs + infinitives.

ANSWERS

What do you like to do in your free time, Marie?

I like to go skateboarding.

I don't like to go skateboarding very much.

I like to play the guitar.

I love to collect comic books.

Do you want to go to the bookstore by the park?

- **Check comprehension** If students selected *go to a comic book store* as an example of verb + infinitive, explain that *to* is used in this phrase as a preposition. It is not followed by a verb, but a noun.
- For more information on verb + infinitive and for more practice, refer students to the *Grammar Reference* section (page 82) in the Student Book.

B

- Do the first item with the class.
- Students do the task.
- Check answers by having students read the sentences aloud or by having volunteers write them on the board.
- **Tip** Encourage students to work together when they do activities. They can learn from each other, which creates a learner-centered class.

ANSWERS

- 1 Do you like to play chess?
- 2 Do you want to go skateboarding today?
- 3 What do you like to do in your free time?
- 4 Madison likes to exercise at home.
- 5 What kinds of things do they like to collect?

C

- Direct students' attention to the model and explain that they will use the cues to ask about the people in the photos.
- Students work together to practice the grammar. Encourage them to ask and answer questions and then change roles.

ANSWERS

- 1 A What does Luke like to do?
B He likes to make videos.
- 2 A What does Jan love to do?
B She loves to collect comic books.
- 3 A What do you and your friend like to do?
B We like to play chess.
- 4 A What does Marta want to do?
B She wants to go skateboarding.
- 5 A What do Liz and Joe plan to do at home?
B They plan to exercise at home.
- 6 A What would Tomás like to do?
B He would like to play an instrument.

EXTRA ACTIVITY

Have students write several sentences on a piece of paper using the verbs *like*, *want*, or *hate* + an infinitive to talk about their own hobbies. They add their names to the paper. Collect the sentences and distribute. Call on students to read the sentences without revealing the writer's name. Students elicit guesses about who wrote the sentences.

D

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

CAN-DO STATEMENT Students assess how well they can use verbs + infinitives, then check the relevant box.

4 Reading and Speaking

A 1.6

- Tell students they are going to read about what two different people like to do in their free time.
- Have students look at the photo and title. Ask:
What is the person doing? (painting a wall)
What color is the paint? (purple)
- Have students read the task question. Model saying *D-I-Y* for students. 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 whole class.

ANSWERS

DIY means “Do It Yourself.” A DIY project is something you do to improve your home.

B

- **Elicit vocabulary** Write any new vocabulary from the text on the board. Have students who know the meanings of the new words teach them to students who do not know them.
- Possible new vocabulary: *bright, community center, local, quality, turn into.*
- Have students read the skill box.

READING: Identifying details

Tell students that details give more information about the main idea. Details can be explanations, reasons, or examples. They can be about specific places or people. Details help the reader understand the reading better.

- Have students read the text again and answer the questions.
- **Tip** Encourage students to read the questions before they read the text again. This way, they can focus on the specific information that they need to find. Suggest that they underline the answers in the text as they read.
- Have them check answers in pairs, then go over the answers with the whole class.

ANSWERS

- 1 It is useful, fun, easy, and cheap.
- 2 She painted her walls and furniture.
- 3 She painted them bright purple.
- 4 He plays musical instruments and teaches music to children at a local community center.
- 5 He is using old pieces of wood.

EXTRA ACTIVITY

Put students in small groups. In their groups, have them write true/false statements based on the reading text. Then have each group read their statements to another group and elicit whether each is true or false. Encourage students to correct false statements.

Possible statements:

Louise likes the color purple. (true)

Paulo bought a lot of wood to make shelves. (false)

C

- Read the instructions and help students prepare for the task. Tell them about a DIY project you want to complete in your house. Say the room, details, and the name of a person who might help you. Write them on the board and say the full sentences in the *Project ideas* column.
- Have students think about their DIY projects and complete the sentences individually.
- **Optional** Have students read the Global skills box.

COLLABORATION: Responding to suggestions

Explain that by saying “*That’s a good idea*” or “*I like that idea*,” you are showing that you value another person’s ideas and opinions. Responding to suggestions shows that you are open to new ideas and willing to make changes. These are all important when collaborating with others.

- Have students work with a partner to compare DIY project ideas. Encourage them to make suggestions to each other and respond with the expressions from the Global skills box.
- Walk around and check spelling and ideas.

D

- Students complete the task in pairs.
- Call on students to tell the class about the DIY project their partner described.

EXTRA ACTIVITY

Have students close their books and talk about their ideas without the conversation prompts in their books. Encourage them to talk about other details that are related to the project, such as what kinds of tools or supplies they will need for the DIY project. Make a list with students using words such as *paint, brushes, nails, hammer, wood.*

E

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

CAN-DO STATEMENT Students assess how well they can identify details in a reading, then check the relevant box.

5 Presenting Skills

A

- Introduce the topic by asking:
What is a hobby you want to try?
- Give the class an example of a hobby you have thought about trying. Elicit other hobbies students want to try.
- Students do the task.
- Have them check answers in pairs, then go over the answers with the whole class.

ANSWERS

Underlined: I love to play video games with my friends.

Circled: a gaming computer, a monitor, a gaming keyboard and mouse, and a headset

B

- Focus students' attention on the photo. Talk about the hobby shown. Ask:
What is these people's hobby? (playing video games)
- Tell students they are going to watch Sue's presentation about esports. Talk about what students know about esports (electronic sports).
- Ask students to read the questions and possible answers. Encourage them to think about which questions and answers match before they watch the presentation.
- Play the video. Students do the task.
- Have them check answers in pairs, then go over the answers as a whole class.

ANSWERS

1 e 2 c 3 a 4 d 5 b

C

- Have students read the skill box.

PRESENTING: Creating slides

Point out that slides get the audience's attention and help them follow the presentation. A speaker can show the most important details on slides using text and pictures. Explain that slides should have a limited amount of text per slide as it can be tiring for the audience. The speaker should not read off the slide. The text should act as a prompt for what the speaker wants to say. A slide can have text, a picture, or text and a picture.

- Tell students they will watch the presentation again. Explain that they should focus on the information on the slides.
- Play the video again and have students do the task.
- Have students check answers in pairs, then go over the answers with the whole class.

ANSWERS

Text: The definition of *esports*, Esports equipment, and Esports games

Picture: Where people play esports

Text + Picture: Esports players and teams

D

- Tell students they will practice giving Sue's presentation in their own words using the slides from the video.
- Play the video again, this time without audio. Have students focus on what appears on each slide. Pause the video often for students to practice giving the presentation.
- **Note** If preferred, allow students to create their own slides according to the presenting skill. They can then use their own slides as they practice giving the presentation.

ALTERNATIVE

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

- Sue wants to try esports.
- esports (electronic sports – video game competitions)
- supplies (gaming computer, monitor, keyboard, headset)
- games (sports, racing, cards, fighting)
- players (teams, Lee Sang-hyeok – Faker)
- training (15 hours / day, 5 days / week)
- location (online, stadiums)

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

CAN-DO STATEMENT Students assess how well they can create and use presentation slides, then check the relevant box.

6 Presenting Practice

- **Reminder** 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 creating a presentation is an opportunity to use their creativity. Elicit opportunities to be creative in this presentation. For example, ask them to think about how they can use short video clips, humorous photos, or other graphics when creating slides.

Remind students that they do not need to share anything they do not 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.
- Check that students choose to use more than one type of slide. Ask students to think about where they will find the pictures they want to use (e.g., their phones or computers, the Internet), and what the pictures will show. Also tell them to think about what text they want to include on their slides.
- **Tip** Download the face-to-face presentation guidance sheet from Oxford English Hub to help students prepare their presentations.

B

- Put students into groups of three or four. Students do the task. Remind students that they are giving a summary of what they will talk about in their presentation and not giving their complete presentation right now.
- **Note** Remind students about the Collaboration box on page 5. Ask students how they can respond to suggestions from other students (*That's a good idea, I like that idea*).

C

- Have students read the skill box.

PRESENTING: Useful language

Explain that the expressions in the box are all useful for giving a presentation and introducing slides. 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 check that their slides use a larger font and that the pictures clearly show the details they are pointing out. Remind students that some of their audience might be farther away from the screen and that those people should still be able to easily see the information on the slides.

ONLINE PRESENTATION OPTION

Students can do the same presentation face-to-face or online. No adaptation is needed for online presentations. The skill (creating and using slides) 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 a hobby they want to try, then check the relevant box.