

OXFORD

Second Edition

STRETCH

Student Book

2



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.

A Read and listen to the article. What is DIY?

DO IT YOURSELF

Would you like to do something useful and fun in your free time? Try DIY! DIY means "Do It Yourself." There are hundreds of different DIY projects that you can try at home. Most of them are cheap and easy. Let's check some out.



I wanted to change my bedroom. I love to paint, so I painted my walls and furniture. The paint on my walls was very old, and the color was boring white. I painted them in a bright purple color. Most of my furniture was brown, but now it's purple, too. My bedroom looks great now!
Louise

I like to play musical instruments, and I teach music to children at a local community center. Right now, I'm making some shelves for my instruments. I didn't have any money to buy wood, so I posted a message on social media. A local man replied and said that he had some old pieces of wood for me. The wood is good quality, so I'm turning it into shelves.
Paulo

B Read again. Answer the questions with details from the article.

- 1 What are some advantages of DIY? _____
- 2 What did Louise paint? _____
- 3 What color did she paint them? _____
- 4 What does Paulo do in his free time? _____
- 5 What is he using to make the shelves? _____

Reading Identifying details

Details give useful information about the main ideas. They help you understand specific people, places, activities, and reasons.

Skill Snapshots

are short presentations that highlight the skills taught in *Stretch Second Edition*.

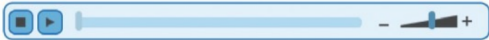
You can find them on most of the Student Book pages. Skill Snapshots ensure you know what you are learning on each page.

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?

1. How often do people today ride bikes?
 more than in the past
 less than in the past
 about the same as in the past
2. 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](https://www.oxfordenglishhub.com)

6 VIDEO AND GLOBAL SKILLS

A Write T (true) or F (false). Use the video script to help you.

- ___ 1 Cameron still lives right in the middle of Chicago.
- ___ 2 There are a lot of things to do for fun in Chicago.
- ___ 3 People call the central part of Chicago "Navy Pier".
- ___ 4 Most weekends, Cameron goes to the mall with her friends.
- ___ 5 She's not very good at skateboarding.

B Check (✓) the things that people do for fun where you live.

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> go to a museum | <input type="checkbox"/> go hiking |
| <input type="checkbox"/> go to a park | <input type="checkbox"/> ride a bike |
| <input type="checkbox"/> go shopping | <input type="checkbox"/> read a book |

INTERCULTURAL COMPETENCE



Things to do for fun

Young people in the United States like to shop and try on a lot of different clothes. What are some things that young people like to do in your city or town?

C Add more ideas about things people like to do in your city or town.

Share your ideas with a partner. Which ones do you like to do?

- | | |
|---------|---------|
| 1 _____ | 3 _____ |
| 2 _____ | 4 _____ |



D Use Parts B and C and the guide below to plan your video about things that people like to do for fun where you live. Use Cameron's video as a model.

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

What makes a good friend?

Prepare a face-to-face presentation in which you tell your audience what makes a good friend. Make a 1–2 minute presentation. Describe the personality of a good friend in three ways and give examples of each. Select a signposting phrase to use for each part.









CREATIVITY









Creating a presentation

Make a presentation about what a good friend is like.

Scope and Sequence

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 1 Hobbies Pages 2–7	<i>make videos, collect comic books, exercise, etc.</i> Listening <i>Listening for main ideas (1)</i> Intercultural competence <i>Unusual hobbies</i>	Free-time hobbies Pronunciation Word stress Communication <i>Softening opinions (1)</i> Useful language <i>Actually...</i>	Verb + infinitive
 2 Cities Pages 8–13	<i>modern, charming, crowded, etc.</i> Listening <i>Understanding descriptions</i> Intercultural competence <i>Recognizing the value of diversity</i>	A vacation in Porto Pronunciation Intonation of <i>Wh</i> -questions Communication <i>Asking for opinions</i> Useful language <i>How was...?</i>	<i>Wh</i> - questions with the past of the verb <i>be</i>
 3 An active life Pages 14–19	<i>go running, play table tennis, take an exercise class, etc.</i> Listening <i>Predicting content</i> Intercultural competence <i>Exercise around the world</i>	Staying in shape Pronunciation Intonation in repetition Communication <i>Repeating to show you're listening</i> Useful language <i>Every day? No kidding.</i>	Verb + noun
Review 1 Units 1–3 Pages 20–21 Vocabulary and Grammar Reading: <i>Alternative ways to be active</i>			
 4 Technology Pages 22–27	<i>use an app, upload a video, receive a message, etc.</i> Listening <i>Listening for main ideas (2)</i> Intercultural competence <i>Searching for information online</i>	Use an app to buy tickets Pronunciation Intonation in questions Communication <i>Asking questions politely</i> Useful language <i>Excuse me. Could...?</i>	Future with <i>will</i>
 5 Personality Pages 28–33	<i>generous, hardworking, funny, etc.</i> Listening <i>Making inferences from clues</i> Intercultural competence <i>Culture and personality</i>	Meeting new people Pronunciation Intonation to show surprise Communication <i>Showing surprise</i> Useful language <i>Wow!</i>	Simple present vs. present continuous
 6 Cooking Pages 34–39	<i>peel, boil, stir, etc.</i> Listening <i>Listening for the order of events</i> Intercultural competence <i>Young people and cooking</i>	How to make a smoothie Pronunciation Pausing Communication <i>Showing that you understand</i> Useful language <i>Uh-huh.</i>	Imperatives and sequence markers
Review 2 Units 4–6 Pages 40–41 Vocabulary and Grammar Reading: <i>Future technology</i>			

READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<p><i>Do It Yourself (DIY)</i></p> <p>Reading Identifying details</p> <p>Collaboration Responding to suggestions</p>	<p>A hobby I want to try</p> <p>Presenting Creating slides</p> <p>Useful language As you can see,...</p>		<p>A favorite hobby</p> <p>Writing Giving details</p>
<p><i>Changing to green cities</i></p> <p>Reading Using visual clues</p> <p>Critical thinking Understanding data</p>		<p>Cameron's vlog: Things to do in my town</p> <p>Understanding video Noticing comparisons</p> <p>Intercultural competence Things to do for fun</p> <p>Digital literacies Make a video about your city</p>	<p>A place to visit</p> <p>Writing Using descriptive adjectives</p>
<p><i>The London Marathon</i></p> <p>Reading Guessing meanings of new words</p> <p>Collaboration Deciding together</p>	<p>My health triangle</p> <p>Presenting Using stress for emphasis</p> <p>Collaboration Coming up with ideas together</p>		<p>An enjoyable sport</p> <p>Writing Expressing result and reason</p>
<p><i>Drones</i></p> <p>Reading Skimming</p> <p>Critical thinking Making predictions</p>		<p>TV time travelers</p> <p>Understanding video Creating guiding questions</p> <p>Critical thinking Identifying pros and cons</p> <p>Digital literacies Shadowing</p>	<p>Life in the future</p> <p>Writing Making an outline</p>
<p><i>Incredible women</i></p> <p>Reading Recognizing key words</p> <p>Critical thinking Pointing to evidence</p>	<p>What makes a good friend?</p> <p>Presenting Using signposting phrases</p> <p>Useful language My presentation will focus on...</p>		<p>A friend or a family member</p> <p>Writing Giving examples</p>
<p><i>Generation foodie</i></p> <p>Reading Summarizing</p> <p>Collaboration Offering help</p>		<p>Layla's vegan café</p> <p>Understanding video Using visuals to understand details</p> <p>Intercultural competence Newly popular foods</p> <p>Digital literacies Vox pop interviews</p>	<p>A favorite dish</p> <p>Writing Showing steps in a process</p>

UNIT	VOCABULARY AND LISTENING	SPEAKING	GRAMMAR
 Weather Pages 42–47	<i>sunny, cloudy, cold, etc.</i> Listening <i>Listening for key words</i> Intercultural competence <i>Weather patterns</i>	A vacation in Thailand Pronunciation <i>It's vs. eats</i> Communication <i>Asking questions to confirm understanding</i> Useful language <i>How is it?</i>	Superlative forms of adjectives
 Everyday activities Pages 48–53	<i>get on the subway, get off a bus, check social media, etc.</i> Listening <i>Listening for specific activities</i> Intercultural competence <i>Owning pets</i>	Busy studying Pronunciation <i>Reducing was</i> Communication <i>Apologizing</i> Useful language <i>Sorry.</i>	Past continuous
 Math, history, and art Pages 54–59	<i>biology, computer science, music, etc.</i> Listening <i>Listening for details</i> Intercultural competence <i>Interesting university subjects</i>	Chemistry class Pronunciation <i>Pronunciation of -ed</i> Communication <i>Softening opinions (2)</i> Useful language <i>Honestly,...</i>	Adjectives ending in <i>-ing</i> and <i>-ed</i>
Review 3 Units 7–9 Pages 60–61			
Vocabulary and Grammar Reading: <i>Now hiring: principal</i>			
 A busy semester Pages 62–67	<i>miss a class, be late for class, ask questions, etc.</i> Listening <i>Using questions to predict content</i> Intercultural competence <i>School breaks</i>	Studying for a test Pronunciation <i>Intonation for agreeing</i> Communication <i>Agreeing</i> Useful language <i>I know.</i>	Present perfect
 Favors and requests Pages 68–73	<i>lend someone money, hold the door for someone, give someone a ride, etc.</i> Listening <i>Listening for favors</i> Intercultural competence <i>Being polite</i>	Asking for a favor Pronunciation <i>Reductions with Could / Would you...?</i> Communication <i>Explaining your reasons</i> Useful language <i>Sorry, I can't. I have to...</i>	Requests with <i>would you mind, can, could, and would</i>
 Before you travel Pages 74–79	<i>get a passport, get a visa, buy a plane ticket, etc.</i> Listening <i>Listening for verb phrases</i> Intercultural competence <i>Flight times</i>	Things to do before a trip Pronunciation <i>Reduction of have to and has to</i> Communication <i>Asking follow-up questions</i> Useful language <i>What did you...?</i>	<i>Have to</i> and <i>have got to</i> for obligation
Review 4 Units 10–12 Pages 80–81			
Vocabulary and Grammar Reading: <i>University studies around the world</i>			

GRAMMAR REFERENCE

Pages 82–93

GRAMMAR TALK

Pages 94–105

READING AND SPEAKING	PRESENTING	VIDEO AND GLOBAL SKILLS	WRITING
<p><i>Be the change</i></p> <p>Reading Predicting</p> <p>Collaboration Saying well done</p>	<p>Comparing weather</p> <p>Presenting Using body language on screen</p> <p>Collaboration Giving constructive comments</p>		<p>The best place to live</p> <p>Writing Giving reasons</p>
<p><i>Ruben and Yuma's routine</i></p> <p>Reading Making inferences</p> <p>Collaboration Helping each other learn</p>		<p>Tati's vlog: Student chores</p> <p>Understanding video Summarizing a video</p> <p>Intercultural competence Leaving home</p> <p>Digital literacies Using photos to describe your life</p>	<p>An unusual day</p> <p>Writing Making a timeline to organize ideas</p>
<p><i>Virtual tours</i></p> <p>Reading Identifying writer's purpose</p> <p>Critical thinking Giving reasons for opinions</p>	<p>Art and artists</p> <p>Presenting Using slides effectively</p> <p>Collaboration Making choices together</p>		<p>The best class ever</p> <p>Writing Discussing before writing</p>
<p><i>Tips for time management</i></p> <p>Reading Using the title and headings to preview</p> <p>Critical thinking Drawing connections</p>		<p>Isa's vlog: Study with me</p> <p>Understanding video Identifying purpose</p> <p>Critical thinking Sharing knowledge</p> <p>Digital literacies Make a "how-to" video</p>	<p>Study strategies</p> <p>Writing Writing headings</p>
<p><i>Joaquim's blog: Embarrassing moments</i></p> <p>Reading Rereading for clarity</p> <p>Collaboration Brainstorming together</p>	<p>A charity organization</p> <p>Presenting Summarizing important information</p> <p>Useful language All in all,...</p>		<p>A good deed</p> <p>Writing Giving feedback to a partner</p>
<p><i>Expectation vs. reality</i></p> <p>Reading Identifying fact and opinion</p> <p>Critical thinking Making comparisons</p>		<p>Steve's vlog: Exploring the island of East Java</p> <p>Understanding video Making inferences</p> <p>Critical thinking Considering both sides: tourism in nature</p> <p>Digital literacies Researching online for information</p>	<p>A vacation plan</p> <p>Writing Proofreading</p>

WORD LIST

Pages 106–107

WRITING

Pages 108–113

1

Hobbies

Vocabulary and Listening

> Listening for main ideas (1)

Speaking

> Softening opinions (1)

Grammar

> Verb + infinitive

Reading and Speaking

> Identifying details

Presenting Skills

> Creating slides

1 VOCABULARY AND LISTENING

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



1 make videos



2 collect comic books



3 exercise



4 go skateboarding



5 paint



6 play chess



7 play an instrument



8 sing

B Complete the sentences with the correct words or phrases.

- 1 You are making music when you .
- 2 When you pictures, you use a brush.
- 3 Two people on a board with squares.
- 4 You can in a park or in a gym.
- 5 If you , you have a lot of things to read.

1.2 C Listen to people talking about hobbies. Write the name of the hobby from Part A that each person likes to do.

- 1 Lisa
- 2 Max
- 3 Olivia
- 4 Adam

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

- 1 Lisa makes videos every month / week.
- 2 Max plays chess after / before his college classes.
- 3 Olivia buys comic books / paints on weekends.
- 4 Adam plays the drums / piano in a band.

INTERCULTURAL COMPETENCE



Unusual hobbies

In 1997, a British man invented extreme ironing. Now other people iron clothes while they skateboard, hike, or ride a bike. What other unusual hobbies have you heard about?

Listening

Listening for main ideas (1)

Main ideas are the most important ideas. They answer the question *What is this person talking about?*

2 SPEAKING



A Match the questions to the answers.

Speaker A

- 1 Do you have any hobbies?
 2 Do you like to go skateboarding?
 3 Do you want to play chess tomorrow?

Speaker B

- a Actually, I'm busy tomorrow. Let's play right now.
 b To be honest, I don't like to go skateboarding much.
 c Yes, I do. I love to sing.

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

COMMUNICATION

Softening opinions (1)

Look at the **highlighted** phrases. When you soften negative opinions, you sound more polite.

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

Marie I like to go skateboarding. How about you?

Carter Well, **to be honest**, I don't like to go skateboarding very much. But I like to play the guitar. Do you have any other hobbies?

Marie I love to collect comic books.

Carter Really? I like comic books, too.

Marie Then let's look for comic books this weekend. Do you want to go to the bookstore by the park?

Carter **Actually**, I don't like that store much. How about the big store downtown?

Marie Sounds good.



1.4 C PRONUNCIATION Word stress Listen and repeat. In most compound nouns, the first word gets more stress.

- 1 **skateboarding** 2 **comic books** 3 **bookstore**

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

Soften your opinions.

- A What do you like to do in your free time?
 B I like to . How about you?
 A , I don't like to ,
 but I love to .
 B Really? I like to , too!

Speaking

Useful language

- Actually...
 To be honest...
 Well...
 I don't really like...

I can... sound polite by softening my negative opinions.

- Very well Well Not very well

[Online Practice](#)

3 GRAMMAR

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

Grammar Reference page 82

Verb + infinitive

Affirmative and negative statements

I **love to run**.
They **don't like to paint**.
Kenzo **hates to be** indoors.
Jayla **doesn't like to go** snowboarding.

Questions

Do you **want to play** chess?
Would you **like to go** to a karaoke club?
Does Sunan **like to exercise**?
What instruments do you **like to play**?

NOTE: Other verbs followed by infinitives: *decide, learn, plan, would like.*

B Put the words in order to make sentences or questions.

1 play / to / chess / do / like / you

2 skateboarding / do / today / want / to / you / go

3 to / what / you / free time / like / do / in / do / your

4 at / exercise / likes / Madison / to / home

5 like / they / things / do / what / to / kinds / of / collect

C Work in pairs. Ask and answer questions.



Example: Fumiko / like

A What does Fumiko like to do?

B She likes to sing.



1 Luke / like



2 Jan / love



3 you and your friend / like



4 Marta / want



5 Liz and Joe / plan / at home



6 Tomás / would like

D **GRAMMARTALK** Does Ben like to make videos?

Student A: turn to page 94

Student B: turn to page 97

I can... use verbs + infinitives.

4 Unit 1

Very well

Well

Not very well

Online Practice

4 READING AND SPEAKING



1.6 A Read and listen to the article. What is DIY?

DO IT YOURSELF

Would you like to do something useful and fun in your free time? Try DIY! DIY means "Do It Yourself." There are hundreds of different DIY projects that you can try at home. Most of them are cheap and easy. Let's check some out.

I wanted to change my bedroom. I love to paint, so I painted my walls and furniture. The paint on my walls was very old, and the color was boring white. I painted them in a bright purple color. Most of my furniture was brown, but now it's purple, too. My bedroom looks great now!

Louise

I like to play musical instruments, and I teach music to children at a local community center. Right now, I'm making some shelves for my instruments. I didn't have any money to buy wood, so I posted a message on social media. A local man replied and said that he had some old pieces of wood for me. The wood is good quality, so I'm turning it into shelves.

Paulo



B Read again. Answer the questions with details from the article.

- 1 What are some advantages of DIY?
- 2 What did Louise paint?
- 3 What color did she paint them?
- 4 What does Paulo do in his free time?
- 5 What is he using to make the shelves?

Reading Identifying details

Details give useful information about the main ideas. They help you understand specific people, places, activities, and reasons.

C Think about a DIY project you can do in your home. Then complete the sentences with ideas in the suggestions box or your own ideas.

Project ideas	Suggestions
I want to do a DIY project for my <input style="width: 150px;" type="text"/> .	name a room (living room, kitchen, bedroom, garden)
I hope to <input style="width: 150px;" type="text"/> .	give details (paint walls, make shelves, change rug)
I plan to ask <input style="width: 150px;" type="text"/> to help me.	name a person (a friend, a family member, a neighbor)

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

- A I want to do a DIY project for my .
- B What do you want to do?
- A I hope to .
- B I like that idea. Who can help you?
- A I plan to ask to help me.

COLLABORATION



Responding to suggestions

Before you begin a DIY project, discuss your ideas with a friend and ask for suggestions. Respond to suggestions with expressions such as *That's a good idea* or *I like that idea*.

E WRITING A favorite hobby ▶ Writing practice page 108

I can... identify details in a reading.

- Very well Well Not very well

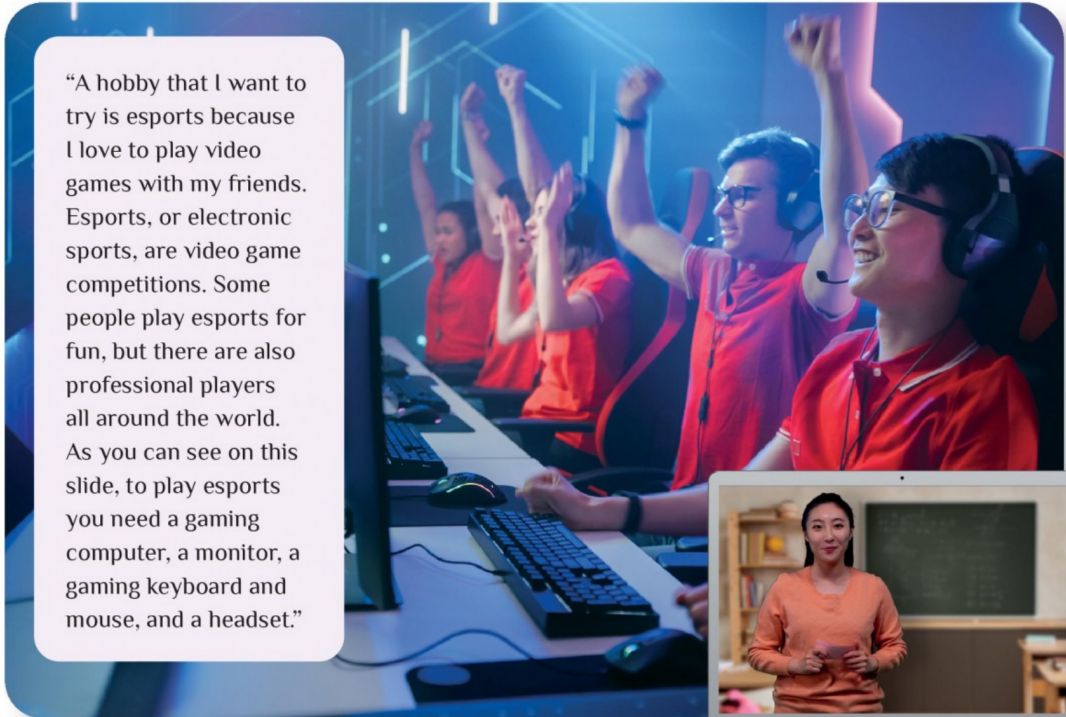
▶ Online Practice

5 PRESENTING SKILLS



- A** Read the excerpt from Sue's presentation. Underline the reason she wants to play esports. Circle the pieces of equipment that she mentions and find them in the photo.

"A hobby that I want to try is esports because I love to play video games with my friends. Esports, or electronic sports, are video game competitions. Some people play esports for fun, but there are also professional players all around the world. As you can see on this slide, to play esports you need a gaming computer, a monitor, a gaming keyboard and mouse, and a headset."



B MODEL PRESENTATION A hobby I want to try

Watch Sue's presentation. Match the questions to the answers.

- | | | |
|--------------------------|---|--|
| <input type="checkbox"/> | 1 What word does Sue explain in the presentation? | a Faker |
| <input type="checkbox"/> | 2 What information is included as lists? | b Hangzhou Esports Center |
| <input type="checkbox"/> | 3 What person is shown in a picture? | c esports equipment and types of games |
| <input type="checkbox"/> | 4 What team is shown in a picture? | d Vivo Keyd |
| <input type="checkbox"/> | 5 What place is shown in a picture? | e esports |

C Watch Sue's presentation again. Check (✓) the type of slide she used for each piece of information.

	Text	Picture	Text + picture
The definition of <i>esports</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esports equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esports games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Esports players and teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where people play esports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Presenting Creating slides

Use a separate slide for each main point. Use text for lists, instructions, and to explain new words. Use pictures to show a person, place, or activity.

- D QUICK PRESENTATION** Practice the *Presenting* skill. Give Sue's presentation about esports. Use her slides to help you. Record yourself. Show your video to a partner and ask for their feedback.

I can... create and use presentation slides.

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

[Online Practice](#)