

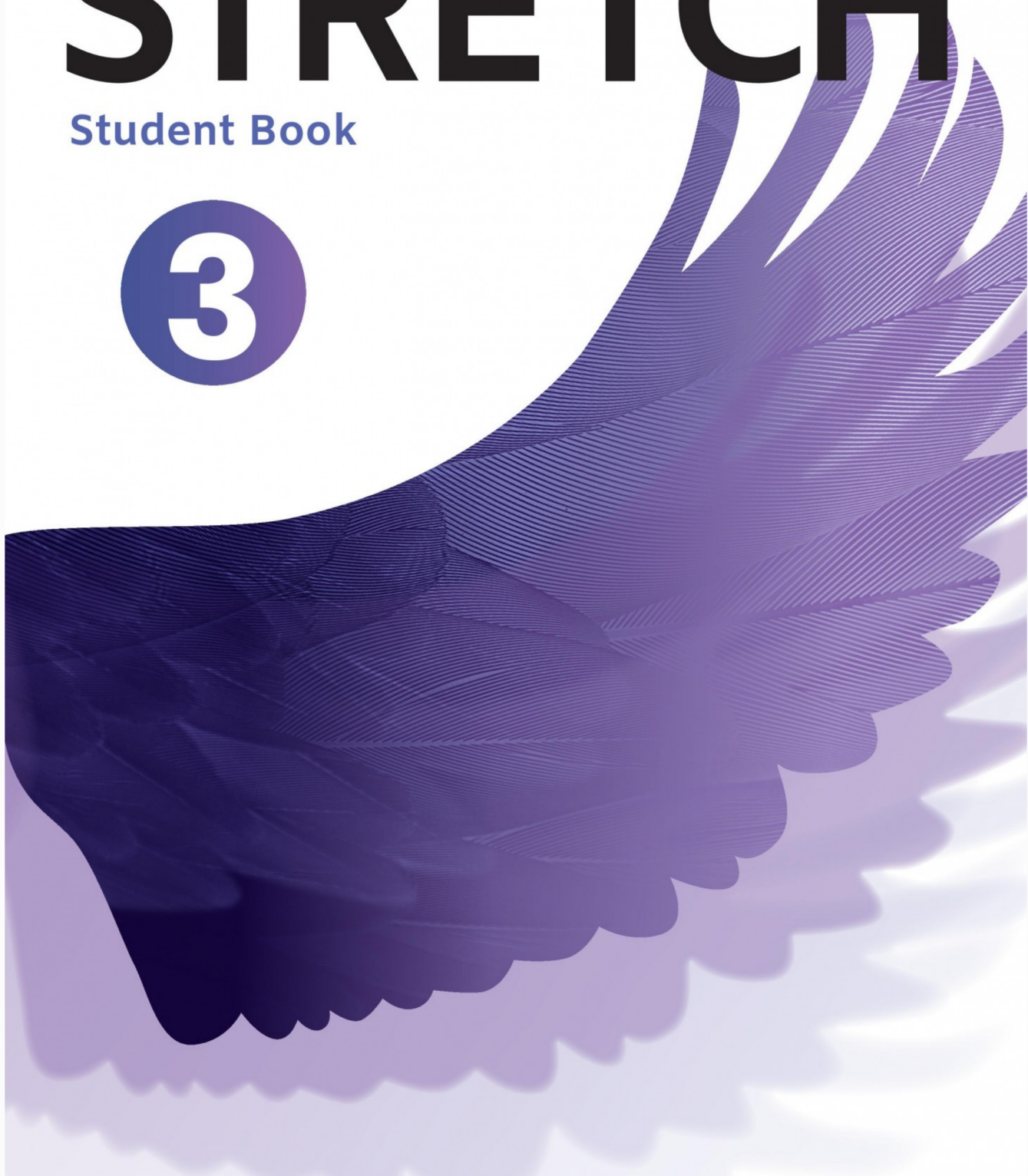
OXFORD

Second Edition

STRETCH

Student Book

3



Second Edition

STRETCH

Student Book

3



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 **Guide for Classroom Presentation Tool**

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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.

4 READING AND SPEAKING

1015 A Read the first sentence of each paragraph in the text. Number the topics in the order they appear in the text. Then read and listen.

- the difficulties runners have to deal with
- reasons why people try to complete this race
- basic facts about the race

Reading

Understanding text structure (1)

The topic sentence of a paragraph is usually the first sentence. Read the first sentence of every paragraph to quickly get an idea of the structure of the text and what you can expect to read about.

Can you go the distance?

Could you complete the Self-Transcendence 3100 Mile Race?

Let's look at what the race involves and how it works. The Self-Transcendence 3100 Mile Race is the longest footrace in the world. Runners, who have been training for this race for months, run around a city block in Queens, New York City, from 6:00 a.m. to midnight. During that time, they cover a distance of 60 miles. The competitors do this every day for up to 52 days.

Runners face many challenges during the race. Those who finish the course run further than the distance from the east coast to the west coast of the U.S! They run no matter what the weather is. They also have to run around people going about their daily lives.

So why do people take part in this almost impossible race? They do it to learn more about their physical abilities and their mental strength. Runners who complete the race say that they feel proud of themselves. They have faced the impossible and beaten it. The runners actually enjoy the painful experience,



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



6 VIDEO AND GLOBAL SKILLS

A Check (✓) the information the video gives about *aqijug*.

Use the script to help you.

- 1 the history of the game
- 2 the names of famous players
- 3 the goals and rules of the game
- 4 an important competition
- 5 places you can go to play

B Which games have you heard of? Check (✓) the boxes. Write another traditional game or sport from your country or culture.

- | | | | |
|----------------------------------|----------------------------------|--------------------------------------|-------|
| <input type="checkbox"/> cricket | <input type="checkbox"/> go game | <input type="checkbox"/> kabaddi | _____ |
| <input type="checkbox"/> sumo | <input type="checkbox"/> rodeo | <input type="checkbox"/> sepaktakraw | |
| <input type="checkbox"/> rugby | <input type="checkbox"/> curling | <input type="checkbox"/> yugigassen | |

C Discuss one game you know about from Part B with a partner. Share what you know about the game.

- A** I've heard of rodeos. I know they're popular in the American West, but I don't know much more than that.
- B** I think cowboys and girls compete to catch wild horses and cows with ropes.



D Go online to research a game in Part B that you don't know. Complete the chart with information you find online.

INTERCULTURAL COMPETENCE



Traditional games

Other traditional games in the Arctic North include high kick, throwing sticks, and hopping games. People have played these games to prepare for catching food and to stay healthy in winter. What are some traditional games in your country?

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.

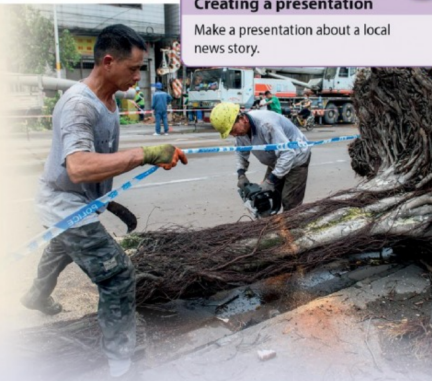
6 PRESENTING PRACTICE

Presentation Topic

A local news story

Record an online presentation about a local news story. Decide on the key points you want to make before doing the presentation and then stay with the plan. Make a 1–2 minute video of your presentation. Examples of types of local news stories you could find are: issues in local schools or government, local crime or natural disasters,

achievements for local people.



CREATIVITY



Creating a presentation

Make a presentation about a local news story.

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
7 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
8 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>
9 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>			
10 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
11 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</i> clauses
12 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><i>What is free time worth to you?</i></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><i>Social Media and Memory</i></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><i>Decision-Making: Art or Science?</i></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: <i>Noughts and Crosses</i></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><i>Getting ready for climate change</i></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><i>Festival Fun</i></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 <input type="checkbox"/> | a go surfing |
| 2 <input type="checkbox"/> | b go sailing |
| 3 <input type="checkbox"/> | c go hiking |
| 4 <input type="checkbox"/> | 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*.

I can... listen for tense in life experiences.

2 Unit 1 Very well Well Not very well

Online Practice



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 <input type="text"/> | B Yes, I have, in Kenya.
B Last year, at the end of August. |
| 2 A Have you ever gone surfing?
A <input type="text"/> | B Yes, I went surfing last year.
B Yes, I loved it! |
| 3 A Have you ever gone hiking?
A <input type="text"/> | 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? | 3 Where did you go? |
| 2 Do you want to go again? | 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](#)

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

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