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<tr>
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<td>- Plural forms</td>
<td>- Expressions with uncountable nouns</td>
<td>- Writing an e-mail</td>
<td>- Surviving seventh grade - A project about critical thinking of school issues</td>
<td></td>
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<td>- Regular forms</td>
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<td>- Irregular forms</td>
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<td>/eɪ:/ &amp; /æː/</td>
<td>- Pronouns</td>
<td>- Responses to different situations</td>
<td>- How to write a short story - Writing a paragraph</td>
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<td>- Possessive adjectives</td>
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<td>- Reflexive pronouns</td>
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<td>/ʌː/ &amp; /ʌ/</td>
<td>- Asking questions</td>
<td>- Collocations</td>
<td>- Writing a story</td>
<td>- A project on tweeting</td>
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<td></td>
<td>- WH-question words</td>
<td>- Do - Make</td>
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<tr>
<td>/aː/ &amp; /əː/</td>
<td>- Synonyms</td>
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<td>- Argumentative topics 1</td>
<td>- Robots - A project about school and community problems</td>
<td></td>
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<td>- Antonyms</td>
<td>- Idioms</td>
<td></td>
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<tr>
<td>/ɔː/ &amp; /əː/</td>
<td>- Phrasal verbs</td>
<td>- Expressions for talking about food</td>
<td>- A process composition</td>
<td>- The Land of the Immortals - A project about healthy food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Get - Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/ʃ/ / s/ &amp; /z/ &amp; /s/</td>
<td>- Compound nouns</td>
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<td>- Argumentative topics 2</td>
<td>- Teens and Sports - A project about obesity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Nouns</td>
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<td>- Common nouns</td>
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<td></td>
<td>- Proper nouns</td>
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<tr>
<td>/ʔ/ &amp; /ɨː/</td>
<td>- Question tags</td>
<td>- Interviewing language</td>
<td>- Writing a biography</td>
<td>- A project about creating a web blog</td>
<td></td>
</tr>
<tr>
<td>/ʃ/ &amp; /ʃ/</td>
<td>- Conditional sentences (zero / first)</td>
<td>- Telephone language</td>
<td>- Writing an informal letter</td>
<td>- Table manners - A project about a country's table manners</td>
<td></td>
</tr>
</tbody>
</table>
Discuss

1. What do you think the students are doing in Picture (A)?
2. What is the place in Picture (B)? What do you do there?
3. Who do you think the people in Picture (C) are? Where are they?
4. What are the ladies doing in Picture (D)? Where are they?
5. Do you like your school? Why? Why not?
Many people will walk in and out of your life, but only true friends will leave an imprint on your heart.

- Why should you keep in touch with your friends?

## Old Friends

After so many years, Frank is still in touch with most of his friends from middle school, while Sara has lost contact with most of hers.

**Frank:** Last week I ran into one of my old middle school friends. I met him in the seventh grade. It’s been such a long time!

**Sara:** That’s nice!

**Frank:** Well, actually I haven’t heard from him in ages.

**Sara:** To be frank with you, I’ve been out of touch with most of my old friends. Only one or two still keep me posted about where they are studying.

**Frank:** I know. It’s really hard to keep in touch when people move around so much.

**Sara:** That’s right. People just drift apart! But you’re lucky to be back in touch with your friends from school again. How did he look after all these years?

**Frank:** Well, he hasn’t changed much

**Sara:** Was he a close friend?

**Frank:** Yes. You know I remember. When he first joined the school, he came to the classroom looking so serious and sat next to me. We looked at each other. We were so different.

**Sara:** But finally you became close friends.

**Frank:** Yes, but years passed and he moved to another part of the country.

**Sara:** Well, I hope you meet up one day. It would be a shame to lose such an old friend.

**Frank:** Yeah, I hope so too. Hey! Let me see if I can find him on Facebook!
1. Do you remember your first day at school?
2. How long did it take you to make new friends?

**Middle School Experience**

The first day at my new school was probably the worst day of my life. My parents forced me to attend a school 45 minutes away from my home. Out of a big class of incoming students, I knew no one. Not a single person. I had spent the last six years in a class with 30 kids; I had not had to make a new friend at school since the first grade.

I don’t think I have ever felt as lonely as I did that day, before or since. So, of course, I entered school that first day with a massive load on my shoulders. I was determined to show my parents what a serious decision they had made. I was really very depressed. I joined after-school clubs, made acquaintances, but I couldn’t make any friends. I was one of those people to whom everybody says hello, and even invites to sit with them at lunch, but would never call or go out with after school.

More than that, this new school was academically really challenging, whereas the last six years had been a breeze. After a full year of this, I was truly miserable. So I spent the summer making a few resolutions. Maybe they can help some other people - they certainly helped me - and by the end of middle school, I had formed my group of friends, with whom I still keep in touch. I was even voted by the students of my class to speak at graduation. As miserable as I was that first year, the rest of middle school days were a blast! Here are my resolutions:

**Say hello anytime I make an acquaintance.** Because I was always smiling and greeting the people I knew, people automatically assumed I was friendly (though I am not naturally sociable). And school kids want to be friends with sociable people.

**Take the first step.** All the girls there already knew each other - they didn’t need another friend. But I did, so I had to make the effort. I had to be the first one to invite somebody over to my house, or to go with me to a movie. Once I did, they started to respond kindly.

**Make friends slowly.** I couldn’t get discouraged when it took a while to make friends. Hey, I had already waited an entire year, what’s a couple more months? Making new friends takes time and work.

**Use lessons to get to know people.** I met most of my first friends because I sat next to them in lessons. Lessons (before, after, or even during lesson-time) are a great opportunity to strike up a conversation, ask for homework help or, even better, to offer a helping hand.

**Hide my fear.** I was terrified to come back to school for a new year. But acting confidently really helped, it made me feel really confident. Secondly, confidence implies a lack of concern for other people’s opinions, which, paradoxically, makes others value your opinion more. Middle school kids are odd in that way. Above all, remember that it can and will get better. You may have to work a little to make your middle school experience a great one, but it’s absolutely worth it!
Questions

Answer these questions:

1. Briefly discuss the problem mentioned in the first paragraph.

2. What does the writer mean by “incoming students”?

3. What kind of student was the writer?

4. How did the writer manage to form a group of friends?

5. Which resolution interests you most of all? Why?

Discussion

Discuss the questions below with your partner and then share your ideas with the pair next to you.

1. Why does the writer encourage students to be positive about middle school?

2. Discuss with your partner how you can use your time in lessons to get to know people.

New Words

attend
attend / attending / attentive
attend (v.): to go to an event or a place. attending (n.): the act of going to a place or an event. attentive (adj.): listening or watching carefully.

determine
determine / determination / determined
determine (v.): to decide to do something. determination (n.): the ability to continue trying to do something even when it is difficult. determined (adj.): wanting to do something so much that you will not let anyone or anything stop you.

decide
decide / decision / decisive
decide (v.): to make a choice or make a judgement about something. decision (n.): a choice or judgment that you make. decisive (adj.): being very significant in an event or decision.

depress
depress / depression / depressed
depress (v.): to make someone feel unhappy and be without hope. depression (n.): a feeling of sadness and a loss of hope. depressed (adj.): feeling unhappy with no hope.

resolve
resolve (v.): to make up your mind to do something.
resolution (n.): a plan or something you are definitely going to do. resolute (adj.): determined in character, action and ideas.

vote
vote / voter
vote (v.): to express your choice or opinion in a group decision or election. voter (n.): a person who has the legal right to express his opinion.

Write the definitions for the following words:

discourage

paradoxically
Articles

I. Indefinite

Indefinite articles \( (a/\text{an}) \) are used before a singular countable noun: a student and an acquaintance.

- \( a \) is used before a noun that begins with a consonant: \( (b, c, d, f, g \ldots) \) e.g. a cat.
- \( \text{an} \) is used before a noun that begins with a vowel: \( (a, e, i, o \& u) \) e.g. an elephant.

They are used for:
1. Something mentioned for the first time:
   - I bought a new pen yesterday.
2. Something which is one of many:
   - I usually buy my clothes at a shop downtown.
3. Introducing somebody's job:
   - My aunt is a nurse.

II. Definite

The definite article \( (\text{the}) \) is used before both singular and plural, countable and uncountable nouns: the money, the people and the scientist.

It is used for:
1. Something repeated or already known:
   - This is the new pen I bought yesterday.
2. Something of which there is only one:
   - The moon orbits the earth
3. Introducing species or an invention:
   - The blue whale is the biggest sea animal.
   - The mobile phone has changed the way we communicate.

Remember!

- An elephant but a big elephant
- A country and a European country

A Correct the mistakes in bold:

Robinson Crusoe was travelling on a ship across the seas when a big storm caused his ship to sink to the bottom of the ocean. Holding onto a piece of a ship, Robinson Crusoe swam to the small island several miles away. Robinson Crusoe thought that he was alone on an island, but after some years he met the man. He gave the man a name: Friday. Robinson Crusoe and Friday were the only people on the island. Together they built a shelter and hunted for food, and every day they made a fire so that any passing ships would find them. One day, many months later, the ship was passing by an island. People on the ship saw a fire that Robinson Crusoe and Friday had made, and they rescued both men.
**Grammar**

**B** Fill in the blanks with the, a or an:
1. She went shopping and bought _______ shirt.
2. He's gone to Egypt to see _______ Pyramids.
3. _______ Nile is the longest river in the world.
4. I found a camera in _______ box in front of _______ supermarket.
5. I live in _______ big city.
6. Mr Alan is _______ teacher who rewarded me.
7. _______ African lion is very strong.
8. A jigsaw puzzle is _______ interesting game.
9. My sister has _______ apple for breakfast.
10. When I grow up, I'd like to be _______ scientist.

**D** Read the paragraph and underline the correct word in brackets:
Rules are important in many situations. For example, rules are important in families. The children/Children/A children should obey their parents and go to bed on time. Rules are also important when driving the car/car/a car. Drivers should stop at traffic lights/traffic lights/a traffic light and stop if they see old person/old person/an old person trying to cross the road. If a person breaks the rules/rules/a rules, then there can be all kinds of trouble. If rules are broken in the family, this can result in an unhappy/unhappy/the unhappy family, and if rules are broken on the road, this can result in death.

**E** Put a, an, the or just leave it blank.
1. Do you want to watch _______ television this evening?
2. Last night we went out for _______ meal in _______ restaurant.
3. I wrote my name at _______ top of the page.
4. _______ moon goes around _______ earth every 27 days.
5. The Soviet Union was _______ first country to send a man into _______ space.
6. After _______ lunch we went for _______ walk by _______ sea.
7. I'm not very hungry. I had _______ big breakfast.
8. John was _______ only person I talked to at the party.
10. It was _______ beautiful day. _______ sun shone brightly in _______ sky.
11. What is _______ highest mountain in _______ world?
12. I've invited Tom to _______ dinner on Wednesday.
A. The long /i/ (heat) and the short /ɪ/ (hit):

- sheep /ʃi:p/  
- sleep /slɪp/  
- ship /ʃɪp/  
- slip /slɪp/  

B. Read and compare:

<table>
<thead>
<tr>
<th>/ɪː/</th>
<th>/ɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat /biːt/</td>
<td>bit /bɪt/</td>
</tr>
<tr>
<td>eat /iːt/</td>
<td>it /ɪt/</td>
</tr>
<tr>
<td>feel /fiːl/</td>
<td>fill /fɪl/</td>
</tr>
<tr>
<td>heat /heɪt/</td>
<td>hit /hɪt/</td>
</tr>
<tr>
<td>leap /liːp/</td>
<td>lip /lɪp/</td>
</tr>
<tr>
<td>steal /stiːl/</td>
<td>still /stɪl/</td>
</tr>
<tr>
<td>wheel /wɪl/</td>
<td>will /wɪl/</td>
</tr>
</tbody>
</table>

C. Write the words for the pictures below, and then circle the pictures which have the long /iː/.

D. Read the following words and rewrite them with their normal spelling. The first one has been done for you:

1. /driːm/ = dream
2. /tiːm/ = __________
3. /win/ = __________
4. /striːt/ = __________
5. /hit/ = __________
6. /siːn/ = __________
7. /ʃiːt/ = __________
8. /bin/ = __________

Speaking

Read the following conversation and choose the correct answer in the brackets:

Martha and Roger have been Christmas shopping. Martha gets tired of walking and suggests having a rest when they come across a park.

Martha: At last we can have some rest. Let's take a seat / sit.
Roger: I really don't want to seat / sit.
Martha: We've walked for so long. I'm really tired.
Roger: It seems like your feet / fit hurt.
Martha: They really do.
Roger: Then you have to take some rest.
Martha: Oh! That's great. I really feel / fill better now.
Plural Forms
- The plural form of a noun is usually formed by adding s to the singular form:
  desk → desks  
  problem → problems
- The plural form of nouns that end in s / ss / sh / ch / x is formed by adding es:
  bus → buses  
  brush → brushes  
  box → boxes
- Some nouns that end in o take es:
  hero → heroes  
  potato → potatoes
- The plural form of nouns that end in a consonant + y is formed by adding -ies:
  story → stories  
  baby → babies
- The plural form of nouns that end in f or fe is formed by changing the f into ves:
  knife → knives  
  wolf → wolves

A Write the plural form of these nouns in the right boxes:

<table>
<thead>
<tr>
<th>watch</th>
<th>day</th>
<th>library</th>
<th>glass</th>
</tr>
</thead>
<tbody>
<tr>
<td>fox</td>
<td>tomato</td>
<td>house</td>
<td>fax</td>
</tr>
<tr>
<td>penny</td>
<td>toy</td>
<td>crash</td>
<td>scarf</td>
</tr>
<tr>
<td>loaf</td>
<td>thief</td>
<td>dish</td>
<td>country</td>
</tr>
<tr>
<td>sandwich</td>
<td>clock</td>
<td>knife</td>
<td>fly</td>
</tr>
<tr>
<td>pen</td>
<td>shelf</td>
<td>half</td>
<td>city</td>
</tr>
</tbody>
</table>

Irregular Forms
Some nouns don’t follow the previous rules.

<table>
<thead>
<tr>
<th>man</th>
<th>men</th>
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</thead>
<tbody>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>person</td>
<td>people</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>louse</td>
<td>lice</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
</tr>
<tr>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>deer</td>
<td>deer</td>
</tr>
<tr>
<td>chief</td>
<td>chiefs</td>
</tr>
<tr>
<td>chef</td>
<td>chefs</td>
</tr>
<tr>
<td>roof</td>
<td>roofs</td>
</tr>
<tr>
<td>radio</td>
<td>radios</td>
</tr>
<tr>
<td>video</td>
<td>videos</td>
</tr>
<tr>
<td>photo</td>
<td>photos</td>
</tr>
</tbody>
</table>
Language Essentials

B Write the plural form of these nouns:

- child = ________ sock = ________
- class = ________ person = ________
- baby = ________ lady = ________
- wolf = ________ bush = ________
- wife = ________ fish = ________
- brush = ________ chair = ________
- story = ________ match = ________

C Correct the spelling of these plurals:

1. watches ________ watches'
2. knives ________
3. tomatoes ________
4. monkies ________
5. babys ________
6. womans ________
7. foots ________
8. childs ________
9. tooths ________
10. sheeps ________

D Circle the mistakes and correct them:

- monkeys ________
- boxes ________
- pens ________
- mans ________
- horses ________
- foots ________
- potatoes ________
- flys ________
- photos ________
- mouses ________
- videos ________
- teeth ________

PREP School Publishing
Useful Expressions

In this unit, you have learnt how to make different plural forms of singular countable nouns. In this section there are some expressions that help you use the uncountable nouns in the same way you use the countable nouns: you refer to a specific quantity or number.

A. Fill in the spaces with words from the box. You may use a word more than once.

<table>
<thead>
<tr>
<th>bottle</th>
<th>can</th>
<th>glass</th>
<th>pair</th>
<th>box</th>
</tr>
</thead>
<tbody>
<tr>
<td>piece</td>
<td>item</td>
<td>bunch</td>
<td>bar</td>
<td>spoonful</td>
</tr>
<tr>
<td>tube</td>
<td>tin</td>
<td>piece</td>
<td>pile</td>
<td>slice</td>
</tr>
<tr>
<td>item</td>
<td>sheet</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. A __________ of advice.
2. A __________ of water.
3. A __________ of matches.
4. A __________ of shoes.
5. A __________ of flowers.
6. A __________ of paper.
7. A __________ of soap.
8. A __________ of milk.
10. A __________ of information.
11. A __________ of meat.
15. A __________ of news.

B. Choose the correct answer:

1. I bought three __________ of milk yesterday.
2. Would you like a bunch/spoonful/glass of water?
3. I usually have my tea with a bar/piece/spoonful of sugar.
4. Let’s buy a box/tube/tin of sardines.
5. Could you hand me a bar/sheet/slice of paper, please?
6. Don’t forget to buy a tin/box/item of matches when you go shopping.
7. What a lovely tube/item/bunch of flowers!
8. I never have more than two slices/bits/sheets of meat for lunch.
9. I have a item/bar/pair of shoes that need resoling.
10. Susie gave her sister a tube/bar/spoonful of chocolate this morning.
11. Would you like a fizzy drink? No, thanks. I’ve just had a can/bar/box.
12. Would you like to taste my sandwich? Here’s a tube/tiny/bit.
13. I’m going shopping today for a bar/tube/notes of toothpaste and 2 bars/tubes/notes of soap.
14. Thanks a lot for that bit/notes/piece of advice. It really helped me a lot.
A Read the following e-mail:

Hi Dave,
How are you doing? How is everyone in your family? I hope you are all OK. I haven't heard from you since last week. I guess you're busy with a load of stuff for your 5 weeks of exams. I'm in the same boat! I've been having tests for a couple of days now. My mind is about to blow up! Why don't we get together on the coming weekend? I hope you'll be over with your exams by then. See you soon.

Tommy

B Read the following instructions about writing an e-mail:

1. Start off with a casual “Hello”, “Hi”, or “How are you?”
2. Begin by saying you haven't spoken in a while and ask them questions about their life like “How's your family?” “What's new at school?” or “at work?”
3. Update them on what's been going on in your life lately. You could also discuss current events.
4. Ask if you can get together some time.
5. Close with a “See you soon”, “Love from” or something like that.
6. Be sincere. Write from the heart. Don't make stuff up. That makes the e-mail pointless!

C In your workbook, write an e-mail to your friend asking him or her when he or she is next in town.
Surviving Seventh Grade

Seventh grade is a world of homework, a load over your social life. You are not much younger, but you still have to look up to those eighth-graders. So what is a seventh-grader to do?

1. Look at the big picture. How many pages do you have to study? How much time? If you have 50 pages to cover in 10 weeks, then that is only one page a night on weekdays, with weekends off. This is not so bad! You can even write down which pages to study on which night. Write your study time in your agenda, even if it is only 20 minutes a night. An agenda is one of the best organisational tools that you can use to prepare for exams. Look at the chapter, unit or section you are studying. What are the titles, headings and subheadings? Are there any bold-typed or underlined words? These are the key words: write them down as they will help see what the material is about.

2. Do not cram. Anyone who has ever taken a test before knows that 99.9% of the pressure gets taken off if you study ahead of time: you cannot think clearly if you are under pressure. Instead, if you start early enough, you can easily avoid getting stressed and worried. And you can move at a steadier pace—50 minutes a night is easier to handle than 5 hours the night before. By the week before the exam, you’ll have read everything at least once and you’ll be prepared!

3. Set up a study stadium. It does not have to be an actual stadium, just an area where you can leave your notes, your pencils and your dictionary: some place where you are comfortable and where there is little distraction. That means no TV or loud music!

4. Find good friends, even if it takes a while. Social life is hard work (especially with people who swap friends like football cards). With good friends, you can relax, work hard and be free of worries. If you don’t get on with your current friends, try to get to know them better: these things take time. And don’t be too picky: no friend is perfect!

5. Get involved in extracurricular activities. Sometimes students avoid these activities because they are “uncool”. Instead of listening to the advice of someone who hasn’t even tried the activity, try it yourself and see how you like it. You might find that you really enjoy it!

6. If you are getting bullied, then do something about it. Telling an adult can often solve the problem. Even if it is just something really small, but it hurts you, you should tell your parents: they care for you so they will be able to help.

7. If you do not have much self-esteem, you have to work on yourself. Everyone has something good about them: clever, athletic, good looking etc. Look at the bright side of things. Always be positive and hopeful and keep going.

Project

Work in pairs. Discuss with your partner the advantages and disadvantages of:
Moving to a new school
Homework
Exams
School rules and regulations