

The circle of life

1

Lead in

1 Name any of the people you recognize in the photos. Guess who is related and what the relationships are.

2 Compare your answers to 1 in pairs. Say which physical features a-g helped you to guess.

- a skin tone (fair/dark/tanned)
- b hair colour (black/fair/blond/red)
- c hairstyle (curly/straight)
- d eye colour (blue/green/hazel/brown)
- e eyebrows (bushy/thin)
- f nose (large/small/hooks/turned up)
- g mouth (full/thin lips)

3 Turn to page 153 to find out the answers to 1.

4 Work in pairs. Find out from your partner whether

- they look like one or both parents.
- they look like another relative in some way.
- they have a similar personality to a parent or sibling (brother or sister).



Reading

Part 5 Multiple choice

- 1 Would you like to have an identical twin? What advantages and disadvantages might there be?
- 2 Read the text opposite quickly. What do cases like the 'Jim twins' tell scientists: a, b or c?
 - a why some women give birth to identical twins
 - b which physical features we inherit from which parent
 - c how much of our personality we inherit from our parents

how to do it

Read the text quickly for general meaning.

Read the questions first. Don't read the options (A–D) yet.

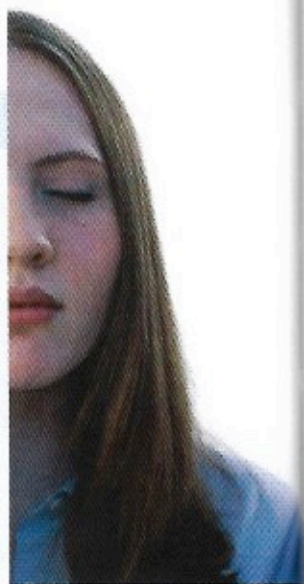
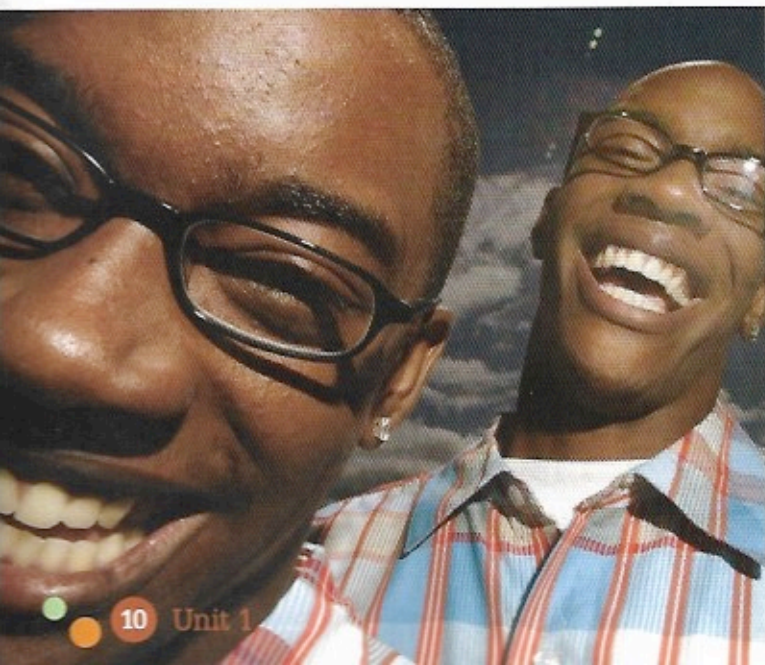
Underline the parts of the text that contain the information you need.

Read the options and look again at the relevant part of the text. Cross out any options that are clearly wrong.

If you can't decide between two options, make an intelligent guess.

- 3 Read the **how to do it** box. Then read the text again carefully, and for questions 1–6, choose the answer (A, B, C or D) which you think fits best, according to the text.
 - 1 Unlike non-identical twins, identical twins
 - A are more common among Asians than Africans.
 - B are becoming more and more common.
 - C are more common among older mothers.
 - D are no more frequent in one geographical area than another.

- 2 Scientists are particularly interested in identical twins who
 - A have been raised by different families.
 - B haven't been studied before.
 - C look and behave in very similar ways.
 - D are not alike in terms of personality.
- 3 While they were growing up, twins Jim Lewis and Jim Springer
 - A were in regular contact.
 - B knew about their twin, but had no contact.
 - C did not know they had ever had a twin.
 - D were prevented from seeing each other by their adoptive families.
- 4 When the two Jims met as adults, how did they react to the similarities between them?
 - A They had always expected them.
 - B They found them very amusing.
 - C They did not realize how similar they were until the researchers told them.
 - D They were very surprised.
- 5 As adults, the twins
 - A both had only one child.
 - B each had two wives.
 - C had pets with the same name.
 - D married women who were identical twins.
- 6 How do other cases of twins raised apart compare with the 'Jim twins'?
 - A They are all just as surprising.
 - B They are less surprising, but often show interesting coincidences.
 - C Many of them are even more surprising.
 - D Most of them show that other pairs of identical twins are not very similar.



THE JIM TWIN



You take it for granted that you are a unique person, different from everybody else on Earth, and you understand that everybody else is also unique. Identical twins are fascinating because they challenge this notion: they are unique people, of course, but they're also unnervingly similar to each other – and not only in terms of appearance. They often share opinions, mannerisms and personality traits.



Identical twins are rare, occurring in about three out of every 1,000 births. They seem to occur at random, regardless of the age or ethnic background of the mother (unlike non-identical twins which are, for example, far more common among Africans than Asians). Although there may be tiny differences in physical appearances between two identical twins, which allow family and close friends to tell them apart, they do have exactly the same DNA. This is because they develop from a single egg, which divides in two during the very early stages of pregnancy.

For most scientists, it's the non-physical similarities between identical twins that are the most interesting: are they the result of growing up together

in the same home, or are they the result of their identical DNA? By studying identical twins who have not grown up together, researchers can see which similarities remain and which disappear. In other words, they can learn which aspects of a person's identity are determined by genes and which are influenced by the environment. The Minnesota Twin Study is probably the best-known twin study to date. The study provides information about how our environment and genes work together to influence everything from attitudes, talents and abilities, to job selection, falling in love, aging and health.

Identical twins Jim Lewis and Jim Springer were only four weeks old when they were separated; each infant was taken in by a different adoptive family. At age five, Lewis learned that he had a twin, but he said that the idea never truly 'soaked in' until he was 38 years old. Springer learned of his twin at age eight, but both he and his adoptive parents believed the brother had died. The two Jims were finally reunited at age 39.

The similarities the twins shared not only amazed each other, but also amazed researchers at the University of Minnesota. The very fact that both twins were given the same name was a big coincidence. But there's more:

- As youngsters, each Jim had a dog named 'Toy'.
- Each Jim had been married twice – the first wives were both called Linda and the second wives were both called Betty.
- One Jim had named his son James Allan and the other Jim had named his son James Alan.
- Each twin had driven his light-blue Chevrolet to the same beach in Florida for family vacations.
- Both Jims had at one time held part-time posts as sheriffs.
- Both were fingernail biters and suffered from migraine headaches.

While not as eerily similar as the Jim twins, many more instances of strange likenesses can be found among twins who were raised apart. For example, identical twins Tom Patterson and Steve Tazumi had very different upbringings. Raised in a Christian family by two janitors in rural Kansas, Tom still managed to choose the same career as his brother, Steve, who lives in Philadelphia and was raised in a Buddhist household. Both men own body-building gyms.

It's obvious from these twins' stories that genetics are a major factor in shaping who we are. In fact, research so far indicates that characteristics such as personality are mainly related to genes. This means that our character traits as adults are largely determined before we are born – and there is very little that we, or anybody else, can do to change them.

- 4 Discuss your reaction to the final sentence in the text, giving reasons. Do you believe it, and if so, do you think it is a good or bad thing?

tip

In the Reading and Use of English Paper you have 1 hour 15 minutes to complete 7 sections. Make sure you don't spend too much time on each section. If you don't know or can't guess an answer, move on and come back to it if you have time at the end.


Vocabulary

Describing personality

1 In pairs, discuss whether the personality adjectives in the box below are

- a good
- b bad
- c either good or bad

argumentative arrogant bossy easy-going
eccentric honest loyal narrow-minded
open-minded sensible sensitive

2  Listen to five people describing a friend or relative. Choose the best adjective from 1 to sum up their description.

Speaker 1 thinks that her uncle is
Speaker 2 thinks that his brother is
Speaker 3 thinks that her friend is
Speaker 4 thinks that her cousin is
Speaker 5 thinks that his father is

3 Read the **tip** box then think of three people you know well and describe them to a partner. Use adjectives from 1 and give examples of their behaviour.

Example My sister, Belinda, is very sensible. For example, she always goes to bed early if she has a busy day the next day.

tip

You may be asked to describe somebody's character in Writing Part 2 or Speaking Part 1. When we use personality adjectives to describe somebody, we often use them with modifying adverbs like *very*, *a bit*, *rather*, *quite*, etc.

Grammar

Talking about the future GR p165

1 Choose the best verb form (a-c) to complete sentences 1-7.

- 1 By the time we get to the nightclub, most people home.
a will go
b are going
c will have gone
- 2 The train to London at 6.13, so let's meet at the station at 6 o'clock.
a is going to leave
b leaves
c is leaving
- 3 As soon as I save enough money, you a laptop.
a I buy
b I'll buy
c I'll have bought
- 4 By the time she leaves music school, she the piano for 12 years.
a will study
b will be studying
c will have been studying
- 5 Louis won't be at school tomorrow because in a swimming tournament.
a he's taking part
b he'll take part
c he takes part
- 6 This time next month, we around Thailand.
a will travel
b are travelling
c will be travelling
- 7 My sister doesn't feel well, so at home this afternoon.
a she'll have stayed
b she stays
c she's going to stay

2015
2020
2025
2050

- 2 Complete sentences a–g with the tenses below, and match them with the sentences in 1. Check your answers in the Grammar Reference.

future continuous future perfect simple
 future perfect continuous *going to* future
 present continuous present simple *will* future

- a We use the _____ to talk about things that we've arranged to do in the future.
 b We use the _____ to talk about things that we've personally decided to do in the future.
 c We use the _____ to make offers and promises and predictions.
 d We use the _____ to talk about actions in progress in the future.
 e We use the _____ to talk about completed actions in the future.
 f We use the _____ to talk about future events that are part of a schedule or timetable.
 g We use the _____ to say how long future actions will have been in progress.

- 3 Work in pairs. Tell your partner about something that
- humans can't do now but you think they'll be able to do by 2050.
 - takes place next summer.
 - exists today but will have disappeared by the year 2050, in your opinion.
 - you're going to do as soon as you can afford it.
 - you're doing next week.

- 4 Read the dialogue below. Underline any verb forms that you think are unnatural and replace them with better alternatives.

Martin Hi, is Jacqui there?

Lucy Yes, she is. Wait a moment, I'm just getting her.

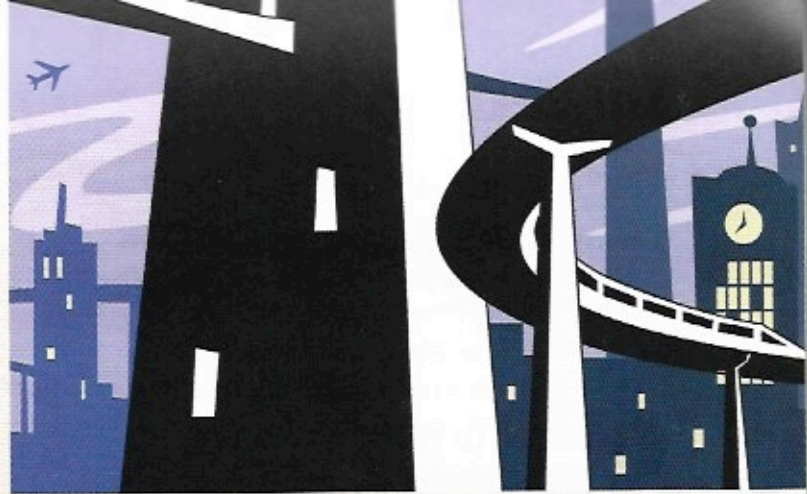
Martin Thanks!

Jacqui Hi, it's Jacqui here.

Martin This is Martin. Listen carefully, I haven't got much time. Can you meet me at the port in one hour? The next boat to Tripoli will leave at 7.35.

Jacqui I can't! I'll have dinner with some people from work this evening. I've just arranged it.

Martin But we must leave tonight! By tomorrow, the newspapers are going to get hold of the story. We won't have been able to move without attracting attention.



Jacqui What story? Are you telling me what's going on?

Martin I explain everything as soon as we'll get to Tripoli. Trust me.

Jacqui Can't you explain now?

Martin There's no time. But if you don't do as I say, then by this time tomorrow, every journalist in town will knock at your door.

- 5 Read these predictions, ignoring the underlining. Say which ones you believe are true or false for you. Give reasons.

- I don't think I'll ever appear on television.
- I reckon I'll write a novel one day.
- I don't imagine I'll be earning much money in five years' time.
- I guess I'll be living in this town in ten years' time.

- 6 In pairs, talk about your ideas for your future using the questions below. Try to use some of the underlined phrases from 5 in your answers.

- Do you think you'll ever
 - experience space travel?
 - work abroad?
 - have a face-lift?
 - become a politician?
 - own a Ferrari?
- In five years' and 25 years' time, what kind of
 - house will you be living in?
 - clothes will you be wearing?
 - hobbies will you be doing?
 - holiday will you be going on?
 - job will you be doing?

Listening

Part 4 Multiple choice


- 1 Imagine that scientists could develop an 'immortality pill' that allowed people to live for ever. Discuss these questions.
- Would you take it? Why/Why not?
 - Would you want everyone to take it? Why/Why not?

how to do it

You will have one minute to look at the questions. Read as much as you can in that time.

As you listen for the first time, mark the options that you think are correct.

Use the second listening to check your answers.


- 2  You will hear an excerpt from a radio programme about living for ever. Read the **how to do it** box, then listen and choose the best answer for 1-7.
- According to some scientists, technology that allows people to live for thousands of years
 - already exists.
 - will exist within 30 years.
 - will be causing arguments 30 years from now.
 - According to the speaker, why are scientists closer to finding this technology?
 - They are beginning to understand why and how our bodies age.
 - Medical technology is improving quickly.
 - There are more old people in our societies.
 - Some people argue that immortality would have a negative effect on our planet because
 - we would soon use up all the earth's natural resources.
 - everybody would stop caring about the environment.
 - the earth would become very overcrowded.
 - What might people have to agree to do, before they would be allowed to live for ever?
 - suggest ways of dealing with over-population
 - not have too many children
 - not commit any serious crimes
 - If you were immortal, you might find it difficult to get up in the morning because
 - you would be exhausted after thousands of other mornings.
 - you would know there were going to be many more mornings.
 - the technology that kept you alive might make you very weak.
 - Some people say that immortality would be pointless because
 - only the very rich would be able to afford it.
 - you wouldn't use your time carefully.
 - you would only remember a part of your life.
 - You might never fall in love if you were immortal because
 - the most powerful human feelings come from knowing that we will not be here for ever.
 - you would get bored with everybody that you've met.
 - the technology would change the way in which your brain experiences emotions.
- 3 Discuss what age you would choose to be if you could stay the same age for ever. Give reasons. Think about the following.
- | | |
|-----------------|----------|
| • appearance | • health |
| • daily routine | • wealth |
| • independence | • wisdom |



Speaking

Part 1




- 1 Read questions a-f below, then match each one with a pair of words (1-6) that you might hear in the answer.
- a Do you enjoy spending time alone? (Why/Why not?)
 - b What do you use the Internet for?
 - c Tell me about a close friend.
 - d Tell me about the most beautiful place you have ever visited.
 - e Tell me about something you found difficult but managed to succeed in.
 - f What's your favourite TV programme and why?
- 1 research downloading
 - 2 scenery spectacular
 - 3 dramas plot
 - 4 share solitary
 - 5 easy-going loyal
 - 6 satisfying achievement

- 2  Listen to six different students answering the questions in 1. Put questions a-f in the order that you hear the answers, using the words you matched them with to help you.
- | | | | |
|---|-------|---|-------|
| 1 | | 4 | |
| 2 | | 5 | |
| 3 | | 6 | |

- 3 Choose the correct word to complete these phrases from the listening in 2. Then say whether each phrase shows the end of an answer or a contrast.
- a ... *from/in* my view, anyway.
 - b Having said *it/that*, ...
 - c That's my *opinion/thought*, anyway.
 - d But on *another/the other* hand ...
 - e So, *at/in* short ...
 - f But at the *one/same* time, ...
 - g Although I must *admit/advise* that ...
 - h And that's about *it/that*, really.
 - i So all *for/in* all ...
- 4 Write two questions on each of these topics.
- a future plans
 - b family
 - c daily routine
 - d where you live

- 5 Read the **how to do it** box, and in pairs ask and answer questions from 1 and 4.

how to do it

-  Listen carefully to the question and try to repeat at least one of the key words in your reply.
-  Speak clearly and look at the person you are talking to.
-  Try to include some set phrases like the ones in 3.



Use of English

Part 4 Key word transformations

1 Read the **tip** box below, then match the underlined phrases in sentences a–f with 1–6.

- a More than 200 countries will take part in the next Olympic Games.
- b When preparing for a hike, it's important to take into account what the weather will be like.
- c At the age of one, a baby is just starting to make sense of the world around him.
- d Marianne agreed to be home by midnight because she didn't want to have a row with her parents.
- e It's arrogant to make fun of other people's achievements.
- f Several factors play a part in the success or failure of a film.

- | | |
|-----------------|--------------|
| 1 argue | 4 laugh at |
| 2 consider | 5 join in |
| 3 be a cause of | 6 understand |

tip

Phrases like those underlined in 1 usually appear in dictionaries under the noun rather than the verb. You may have to read the entry carefully to find them.

2 Using a dictionary, find verbs to replace 1–6 in the text below.

Last weekend, I organized an 80th birthday party for my grandfather. Two of my brothers agreed to ¹lend a hand with the preparations. Our sister Rachel was out of the country at the time. My grandfather has so many grandchildren now, he sometimes ²loses track of their names, but Rachel has always been a favourite. I ³let her know about the party, and she ⁴got in touch with our grandfather on the day to ⁵say sorry for not being there. She ⁶gave him her word that she would visit him as soon as she returned home.

3 Rewrite each sentence a–f keeping the meaning the same. Use two to five words including the word given.

- a Students at the summer school are expected to participate in leisure activities.
part
Students at the summer school are expected to _____ leisure activities.
- b Stubborn people often find it difficult to apologize for their mistakes.
sorry
Stubborn people often find it difficult _____ their mistakes.
- c Considering that my grandmother is so old, her memory is amazing.
account
If you _____ old my grandmother is, her memory is amazing.
- d Contacting a doctor on a Sunday can be difficult.
touch
It can be difficult to _____ with a doctor on a Sunday.
- e When he first moved to London, some of the children at school used to laugh at his accent.
make
When he first moved to London, some of the children at school used to _____ his accent.
- f When she invited us for dinner, we promised that we wouldn't be late.
word
When she invited us for dinner, we _____ that we wouldn't be late.



Vocabulary

Using a dictionary

belt 0-w [belt] noun, verb

■ **noun** 1 0-w a long narrow piece of leather, cloth, etc. that you wear around the waist: *to do up/fasten/tighten a belt* ◦ *a belt buckle* ➔ VISUAL VOCAB page V51 ➔ see also BLACK BELT, LIFEBELT, SEAT BELT, SUSPENDER BELT
2 a continuous band of material that moves round and is used to carry things along or to drive machinery ➔ see also CONVEYOR BELT, FAN BELT
3 an area with particular characteristics or where a particular group of people live: *the country's corn/industrial belt* ◦ *We live in the commuter belt.* ◦ *a belt of rain moving across the country* ➔ see also GREEN BELT
4 (informal) an act of hitting sth/sb hard: *She gave the ball a terrific belt.*

■ **IDIOM** *below the belt* (of a remark) unfair or cruel: *That was distinctly below the belt!* **belt and braces** (informal) taking more actions than are really necessary to make sure that sth succeeds or works as it should: *a belt-and-braces policy* **have sth under your belt** (informal) to have already achieved or obtained sth: *She already has a couple of good wins under her belt.* ➔ more at TIGHTEN

■ **verb** 1 ~ sb/sth (informal) to hit sb/sth hard: *He belted the ball right out of the park.* ◦ *I'll belt you if you do that again.*
2 [I] + **adv./prep.** (informal, especially Brit) to move very fast **SYN** tear: *A truck came belting up behind us.*
3 [I] ~ sth to fasten a belt around sth: *The dress was belted at the waist.*

■ **PHRV** **belt sth→out** (informal) to sing a song or play music loudly **belt up** (Brit) 1 (NAME **buckle up**) (informal) to fasten your SEAT BELT (= a belt worn by a passenger in a vehicle) 2 (informal) used to tell sb rudely to be quiet **SYN** shut up: *Just belt up, will you!*

pale 0-w [peɪl] adj., verb, noun

■ **adj.** (paler, pal-est) 1 0-w (of a person, their face, etc.) having skin that is almost white; having skin that is whiter than usual because of illness, a strong emotion, etc: *a pale complexion* ◦ *pale with fear* ◦ *to go/turn pale* ◦ *You look pale. Are you OK?* ◦ *The ordeal left her looking pale and drawn.*
2 0-w light in colour; containing a lot of white: *pale blue eyes* ◦ *a paler shade of green* ◦ *a pale sky* **OPP** dark, deep
3 0-w (of light) not strong or bright: *the cold pale light of dawn* ➔ see also PALLID, PALLOR ▶ **pale-ly** /'peɪli/ **adv.**: *Mark stared palely (= with a pale face) at his plate.*

■ **noun** **pale-ness** noun [U]
■ **verb** [I] ~ (at sth) to become paler than usual: *She (= her face) paled visibly at the sight of the police car.* ◦ *The blue of the sky paled to a light grey.*

■ **IDIOM** **pale beside/next to sth** | **pale in/by comparison (with/to sth)** | **pale into insignificance** to seem less important when compared with sth else: *Last year's riots pale in comparison with this latest outburst of violence.*

■ **noun** **beyond the pale** considered by most people to be unacceptable or unreasonable: *His remarks were clearly beyond the pale.*

1 Read the two dictionary entries opposite. Find at least one example of a-h.

- a synonym (a word with the same meaning)
- an opposite
- an idiom
- a meaning which only exists in British English
- an American English equivalent
- an informal expression
- a phrasal verb
- an impolite expression

2 Match the underlined words in a-f with the relevant part of the dictionary entries. Give the part of speech and number.

- NASA is planning to send a probe to explore the asteroid belt.
- When Julie arrived home, she looked pale and worried.
- The pale winter sun provided little warmth.
- A police car came belting round the corner with its siren on.
- I don't think giving the TV a belt is going to make it work!
- Unusually, she has dark skin and pale blue eyes.

3 Rewrite sentences a-f replacing the underlined words with one of the dictionary entries opposite.

Example When his car wouldn't start, he hit it.
When his car wouldn't start, he gave it a belt.

- Drivers and passengers should fasten their seatbelts even for short journeys.
- Just shut up! I can't hear myself think!
- His salary is nothing in comparison with the amount of money his wife earns.
- Some of the comedian's jokes were completely unacceptable.
- The van was tearing along the motorway at 140 kph.
- As the last song of the concert, the band loudly performed *America the Beautiful*.

Writing

Part 2 An informal email

- 1 Read the task below and Megan's reply. Underline eight words in Megan's email which are too formal and think of less formal alternatives.

You have received an email from your English friend, Chloe. Read this part of the email and then write your email to Chloe.

Anyway, that's enough about me. What are your plans for the summer? Are you going to work at all? Any trips abroad planned? Please email and tell me.

Take care

Chloe

New Message

Send Chat Attach Address Fonts Colors Save As Draft

To: _____

Cc: _____

Subject: _____

Dear Chloe

Thanks so much for your email. It's great to hear from you! I finish my end-of-year examinations on 14th June, and then I'm on holiday for eight weeks! I can't wait! I'll really need a good rest, therefore I'm going to spend the first week doing absolutely nothing! Later in the summer, I'll be visiting my uncle, who resides in Italy, for a couple of weeks. I haven't got sufficient money for the plane ticket, but luckily my uncle has offered to purchase it for me. He's so generous! He'll be working while I'm there, so I'll have his house (and swimming pool) to myself! As soon as I get back from Italy, I'm going to look for employment. My brother will have left his job at the leisure centre to commence his university degree, so hopefully they'll be looking for somebody to replace him! Please write and tell me what your plans are for the summer. Are you going to visit that Spanish girl you encountered at Easter? Email again soon.

Lots of love

Megan



tip Emails can be formal or informal, depending on who is writing to whom. Use language appropriate to the context and do not mix formal and informal registers.

- 2 Read Megan's email again and say which of these activities she is planning to do during the summer holidays.

- a buy some new clothes
- b do nothing for a week
- c do some schoolwork
- d go abroad
- e hang out with friends
- f learn to surf
- g look for a job
- h take exams

- 3 Divide the main part of Megan's email into these four paragraphs.

- a the immediate future
- b a trip abroad
- c getting a job
- d questions for Chloe

- 4 Find a formal word in each of a-d and replace it with a less formal expression.

- a All I have to do is assist with housework while I'm there.
- b I've even informed my friends that I don't want to go out that week!
- c You know, the one who resembles Penelope Cruz.
- d I need to earn some funds before the next school year begins.

- 5 Decide where sentences a-d in 4 could go in Megan's email. (There is one per paragraph.)

- 6 Add phrases a-f to the language boxes. Which phrases are in the emails in 1?

- a Keep in touch.
- b Thanks so much for your ...
- c Love / Lots of love
- d It was a nice surprise to get your ...
- e Take care.
- f Email again soon.

●● Reacting to the input

Great to hear from you.

●● Finishing an email

Look forward to seeing you soon.

●● Signing off

Best wishes

- 7 Make a list of activities, real or imaginary, that you plan to do this summer. Try to think of three for each of these topics.
- a travel
 - b sports and hobbies
 - c work and study
 - d time with friends
- 8 Make a paragraph plan. Choose the most interesting of the three ideas for each topic in 7. Then add notes to give more details of times, places, people, etc.



- 9 Imagine you received an email from an English-speaking friend, ending like Chloe's in 1. Read the **how to do it** box, then write your own answer in 140–190 words to the task in 1, using your plan from 8.

how to do it

Begin by saying something about the email you have received.

Divide what you want to say into different topics in separate paragraphs.

Make sure you've included all the information required.

Check the number of words you have written.

tip

Don't forget to read your work through carefully and check the spelling and grammar. You will lose marks if there are mistakes.



Review

1 Complete sentences a–f with the most appropriate adjective from 1–6.

- | | |
|------------|-----------------|
| 1 bossy | 4 argumentative |
| 2 loyal | 5 sensitive |
| 3 sensible | 6 easy-going |

- a Be careful what you say to Harry – he's quite and gets upset very easily.
- b You're always telling me what to do. I wish you weren't so
- c Hannah is a very friend – I know I can always rely on her to be there for me.
- d Kelly is so that she never really gets angry or upset about anything.
- e Judy is very – she'll ask somebody the time and then disagree with them.
- f Think carefully before you make a decision. I know that you will, you're very

2 Correct any mistakes with the underlined verb forms in five of these sentences.

- a Let's meet at the theatre tonight. The play is starting at 7.30.
- b I'll probably be exhausted by the time I reach Edinburgh because I'll have been driving all morning.
- c I can't go shopping with you tomorrow morning – I'll have my hair cut.
- d By the time the next World Cup comes around, some of our most talented footballers won't have played any longer.
- e I'll be standing here until you apologize for what you just said.
- f Will you have been leaving by the time we get to the hotel?

3 Complete the sentences with the present or future simple of the verb in brackets.

- a As soon as we (arrive), we'll let you know.
- b It's impossible to be sure, but I don't think she (lose) her job.
- c I (be) amazed if Real Madrid don't win tonight's match.
- d The doctors are keeping me in hospital until they (know) what the problem is.
- e The more money you spend now, the less you (have) for your holiday next week.
- f Do you think your brother (help) us with our homework, if we ask him nicely?

4 Complete the text with the missing verbs.

OUR RELATIONSHIPS with our friends 1 an important part in our lives, and help us to 2 sense of the world. Megan has been a close friend of mine since primary school, and we're always together. In fact, some of our classmates 3 fun of us, saying that we're like identical twins. Occasionally, we 4 a row, but we never really fall out. The important thing is being able to 5 sorry, if you know you are in the wrong.



5 Rewrite each sentence a–d keeping the meaning the same. Use two to five words including the word given.

- a Before we made a final decision, we considered everybody's opinion.
account
We before making a final decision.
- b Will you promise me that you won't tell anybody?
word
Will you that you won't tell anybody?
- c I contacted an old school friend after seeing his details on a website.
touch
Having seen an old school friend's details on a website, I him.
- d Only people who have participated in a triathlon can fully understand the excitement.
part
The only way to understand fully the excitement of a triathlon is one.