

-ed as adverbial

1 Look at the sentences from the reading passage and answer the questions.

- a **Disappointed** by his behaviour, I said all this to my best friend.
 b **Approached** in this way, your friendship will soon be repaired.

- Who was disappointed in sentence (a)? What is approached in sentence (b)?
- Why does the author use *-ed* instead of *-ing* here?

Compare them with the following sentences and answer the questions.

- c Because I **was disappointed** by his behaviour, I said all this to my best friend.
 d If it is **approached** in this way, your friendship will soon be repaired.

- What is the difference between the two groups of sentences?
- Why does the author choose to use *-ed* instead of an adverbial clause in the reading passage?

Now look for more sentences with *-ed* as adverbial in the reading passage.

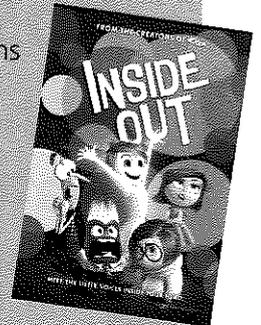
2 Rewrite the underlined sentences with the *-ed* form.

Last week, Anne was attracted by a particular article in a magazine, so she bought it. Three days ago, to complete her homework quickly, she grabbed the magazine from her desk drawer and copied part of the article without thinking. Her teacher was very satisfied with her homework. Anne was praised in class, and she felt happy as well as ashamed. Then, the teacher wanted to enter her homework into a writing competition. Anne was shocked by the decision and did not know what to do. If she told the truth, the whole class would find out and accuse her of cheating. They would look down on her. If she kept silent, maybe no one would ever find out...?

What should Anne do?

3 Read the plot summary and choose the correct form of the words.

Inside Out is an animated film about the five emotions of a girl called Riley: Joy, Sadness, Fear, Disgust and Anger. **Influencing / Influenced** mainly by Joy, most of Riley's memories are happy ones.



Believing / Believed that she is Riley's most important emotion, Joy always tries to take the lead. **Preventing / Prevented** from playing her role in Riley's emotional development, Sadness feels annoyed. When Riley moves to a new city, she has a hard time adjusting to her new surroundings. Sadness wants to do her duty but by accident causes the loss of Riley's happy core memories with Joy. Now **separating / separated** from her friends and her beloved hockey team, Riley starts to feel lost and helpless, and wants to run away from her parents and new school. **Worried** about her, Joy and Sadness try to work together to ensure she gets her core memories back.

Eventually, **realising / realised** that every emotion has a role, Joy understands it is okay for Riley to feel sad sometimes. **Accepting** sadness as part of life helps Riley deal with the emotional complexity of growing up, and settle down in her new life.

Interpersonal relationships

Read the tips and underline the words that describe behaviour towards others.

Tips for happy and healthy relationships

1 Try to forgive someone when they apologise. It's not easy for anyone to say sorry.

2 It's not a good idea to criticise someone in front of others. This can cause embarrassment.

3 It's important to tell the truth. Don't lie.

4 Don't judge someone too quickly. It takes time to understand a person.

5 Don't always complain about people. Try to look on the bright side.



Describe the situations with the words you underlined in Activity 4.

- 1 I'm really sorry. I didn't mean it. _____
- 2 You're so selfish! _____
- 3 I know you're sorry. It's OK. Don't worry about it. _____
- 4 I can tell he is not easy to get along with. _____
- 5 I don't want to wait for him all the time. _____
- 6 My pet parrot flew away with my homework. _____

Work in pairs. Discuss what you should do in the following situations and explain your reasons.

- 1 You forgot your best friend's birthday, and you feel bad about it.
- 2 Your neighbour always makes a lot of noise late at night. You cannot stand it.
- 3 I slipped at art class and spilt some paint on my classmate's favourite jeans.
- 4 Your friends have asked you to watch a boxing match with them, but you don't like boxing.
- 5 Your colleague says that a person's sex matters a lot in the workplace, but you don't agree.

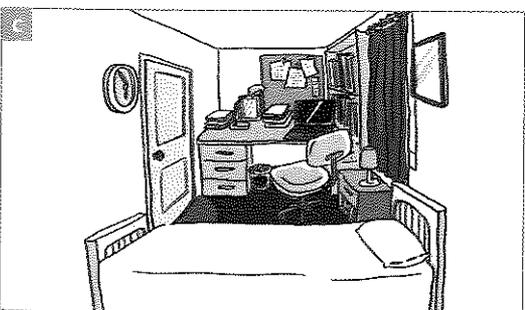
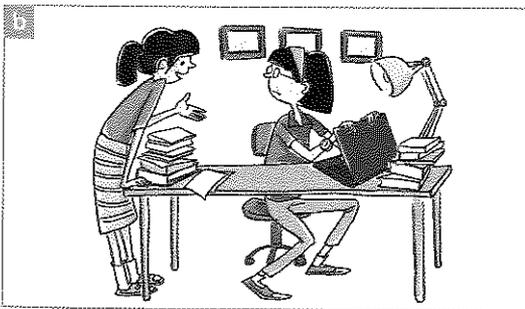
Saying no politely

Emotional quotient (EQ), or emotional intelligence quotient, is a measurement of the ability to recognise one's own and other people's emotions. It is believed that EQ plays an even more important role than IQ (intelligence quotient) in people's lives. Being able to say no politely is one of the features of emotional intelligence.



Did You Know ?

Listen to three conversations and match them to the pictures.



Listen again and complete the table.

	Request	Refusal
1	Tina has to leave her flat ¹ _____. She wants to stay at Kerry's place.	Kerry thinks that ² _____ is too long. Tina is welcome to stay for ³ _____.
2	Mike invites Ryan to ⁴ _____ on ⁵ _____.	Ryan cannot come, because he has to ⁶ _____ to New York at the weekend.
3	Jane would like to see Becky's ⁷ _____ for some ideas.	Becky refuses because she thinks it is better for Jane to ⁸ _____.

Now talk about how the speakers make requests and refusals. Listen again if necessary.

Learning to learn

If you have to say no to a request, your refusal will sound more polite if you begin with a statement of regret, such as *I'm sorry...*, *I'd really like to, but...* Then explain why your answer is no, eg *I'm really busy right now*. If possible, suggest an alternative – *How about next week?*

Work in pairs. Act out the conversation about asking for a favour and refusing politely.

Student A: Turn to Page 81.

Student B: Turn to Page 84.

Work in pairs. Think of another situation and have a similar conversation.