**Learning sheet for verb-ed forms**

**Learning objectives:**

By the end of this lesson, you are expected to：

1. understand the meaning of verb-ed forms as attributives, adverbials and object complements;
2. summarize the grammatical rules of verb-ed forms as attributives, adverbials and object

complements;

1. learn how to use verb-ed forms as attributives, adverbials and object complements in different

situations.

**Teaching procedures:**

**Step 1 Lead in**

* Complete the following sayings with the proper forms of the verbs in the brackets.

1. Learn (walk) before you run. 循序渐进
2. (live) without an aim is like sailing without a compass.

生活无目标犹如航海无指南。

1. (lose) years are worse than lost dollars. 一寸光阴一寸金，寸金难买寸光阴。

**Step2 Checking the quality of self-study before class**

* Review of some basic knowledge

Rule1:

动词-ed形式通常表示\_\_\_\_\_含义

Rule2:

动词-ed形式具有\_\_\_\_\_\_或\_\_\_\_\_的特征，在句中作\_\_\_\_、\_\_\_\_或\_\_\_\_成分。

Rule3:

动词-ed形式作定语时，通常放在被修饰的名词或代词之前或之后，相当于一个\_\_\_\_\_\_\_\_。

Rule4:

动词-ed形式作状语时，可表示时间、原因、条件、让步、方式或伴随情况等，相当于一个\_\_\_\_\_\_\_。

Rule5:

动词-ed形式作宾补时，其逻辑主语是句子的宾语，后跟动词-ed形式作宾补的动词大致分为两类：see, hear, feel, find等\_\_\_\_\_\_\_\_；make, get, have, keep等\_\_\_\_\_\_\_\_。

* Read the science magazine article about a world-changing discovery on page 48 of the students’ book. Underline the verb-ed forms and write down the function the form serves as.

Great discoveries can come from unlikely sources. Penicillin is widely considered to be one of the most important medical discoveries in history, but it was not what Alexander Fleming was looking for when he found it in September 1928.

Fleming, a scientist from Scotland, returned to his laboratory after a holiday and found some mould on one of his plates of bacteria. He observed that the bacteria surrounding the mould were dead. Surprised by this, Fleming performed some tests. The results indicated that something produced by the mould had killed the bacteria. He was aware that it could be very useful for treating wounds. For more than 10 years, Fleming had been researching penicillin and trying to make it into an effective medicine. Finally, his work caught the attention of some other scientists who were able to do it. Since its mass production began in the 1940s, penicillin has saved millions of lives.

One might think Fleming discovered penicillin by accident, but actually this is far from the truth. He was intelligent and experienced enough to notice its potential, and his hard work and determination helped get its mass production started. As Louis Pasteur said, “Fortune favours the prepared mind.”

**Possible answers:**

1. **Surprised** by this, Fleming performed some tests. (Verb-ed form serves as an adverbial )
2. The results indicated that something **produced** by the mould had killed the bacteria.

(Verb-ed form serves as an attributive )

1. ---, and his hard work and determination helped get its mass production **started**.

(Verb-ed form serves as an object complement )

1. Fortune favours the **prepared** mind. (Verb-ed form serves as an attributive )

**Step 3 Exploration of important and difficult points**

* Verb-ed form as attributives

1. The **excited** people rushed into the building. 2. There is no food **left on the table** .

3. The suggestion **made by the foreign expert** was adopted by the manager.

4. The meeting, **attended by one thousand students**, was a great success.

**[Rules]**

* 单个的过去分词作定语,放在被修饰词的\_\_\_\_\_\_（left除外）。
* 过去分词短语则放在被修饰词的\_\_\_\_\_\_，相当于一个定语从句。
* 过去分词作定语，表示\_\_\_\_\_\_\_和\_\_\_\_\_\_\_的意思。
* 过去分词作定语也可以用作非限制性定语，前后用\_\_\_\_\_\_\_隔开。
* 有些过去分词已转化成\_\_\_\_\_\_\_\_，表示\_\_\_\_\_\_\_\_\_\_\_，用来修饰\_\_\_。常用的此类词有：excited, amazed, astonished, puzzled, disappointed等\_\_\_\_\_\_\_\_\_\_\_。

**过去分词与现在分词作定语，有何区别？**

* 过去分词表示动作\_\_\_\_\_\_\_\_\_\_，现在分词表示动作\_\_\_\_\_\_\_\_\_\_\_。
* 情感类动词的过去分词表示\_\_\_\_\_\_\_\_\_\_\_ , 现在分词表示\_\_\_\_\_\_\_\_\_\_\_\_\_。

* Verb-ed form as adverbials

过去分词作状语源自状语从句，在句中一般能作五种状语，即时间、原因、条件、让步和方式状语。

1. Because he was caught in a heavy rain, he was all wet. 原因状语从句

改写：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, he was all wet.

1. If these seeds are grown in rich soil, these seeds can grow fast. 条件状语从句

改写：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, these seeds can grow fast.

1. The trainer appeared, \_\_\_\_\_\_\_\_\_(follow) by six little dogs. 伴随状语
2. When \_\_\_\_\_\_\_(heat), ice can be changed into water.

**[Rules]**

* 过去分词作状语时，其逻辑主语要与句子的主语\_\_\_\_\_\_\_\_，且构成被动关系或表示状态。
* 把状语从句改为过去分词作状语时有时还可保留连词，构成“连词+过去分词”结构作状语，即

“while, when, once, until, if, though等连词+ \_\_\_\_\_”结构。

**过去分词与现在分词作状语，有何区别？**

1. \_\_\_\_\_\_\_ (write) in a hurry, this article was not so good.
2. \_\_\_\_\_\_\_\_(read) carefully, he found something he hadn’t known before.

* 过去分词作状语时，过去分词所表示的动作与句子主语之间构成逻辑上的\_\_\_\_\_关系。
* 现在分词作状语时，现在分词所表示的动作与句子主语之间构成逻辑上的\_\_\_\_\_关系。
* Verb-ed form as object complements

**[Rules]**

* 及物动词(短语)的过去分词用作宾补时，宾语和过去分词之间存在逻辑上的 关系。
* 少数不及物动词如 go, change, fall 等的过去分词作宾语补足语时，表示动作\_\_\_\_\_\_。因此，宾语与过去分词不存在逻辑上的被动关系。
* 动词 seat, hide, dress 等的过去分词作宾语补足语一般表示宾语的 \_\_\_\_\_，而不表示被动或完成的意义。