**Learning sheet for verb-ing and verb-ed forms as predicatives**

**Learning objectives:**

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

1. identify the use of verb-ing and verb-ed forms as predicatives;

2. grasp the rules of verb-ing and verb-ed forms used as predicatives;

3. distinguish and use the right form of verb-ing and verb-ed forms to finish related tasks;

4. apply verb-ing and verb-ed forms in new situations.

**Teaching procedures:**

**Step 1 Lead in**

**Q&A：** Have you ever been to a museum or a gallery?

What did you think of it? How did you feel in it?

**Possible answer:** I have been to the Palace Museum. I thought it is **amazing** and I felt **excited** in it.

**Step 2 Examining the results of self-study before class**

*Below is a blog entry about appreciating art in the digital age. Find the sentences that use verb-ing or verb-ed forms as predicatives and fill in the table below. The first ones have been done for you.*

As I wandered in the National Gallery, I was amazed to see all the paintings. I wondered at the skill of the artists, their use of colour and how they played with light and shade. I observed the brushwork they used to enhance their works.

I enjoyed the whole experience一to be able to bathe my senses in this palace of human creativity. It was surprising then to see so many people viewing important and precious artworks through their smartphones. It might sound shocking, but they seemed more interested in taking photos and recording videos of artworks than appreciating them with their own eyes. How was it possible, I wondered, to truly appreciate the human touch of a great painting when it was reduced to a few million pixels? Looking at artworks through smartphones, I thought, was like trying to appreciate the countryside without being able to hear the birds sing, feel the breeze against my face or smell the flowers. Moving slowly through the National Gallery, I was determined to keep my smartphone in my bag and appreciate each individual painting with the best camera in the world: my own eyes.

|  |  |
| --- | --- |
| **Verb-ing forms**  **as predicatives** | It was surprising then ... |
| **Verb-ed forms**  **as predicatives** | …，I was amazed to see all the paintings. |

Surprising/shocking/amazed/interested/determined were following was, sound and seem, which are linking verbs.

The subject of surprising and shocking is it, which refers to something; the subject of amazed and determined is I, interested, they, meaning somebody.

**Sum up the basic rules:**

•When used as the predicative, the verb-ing or verb-ed form is connected to the subject by a (1) \_\_\_\_\_\_\_\_\_\_\_.

•The (2) \_\_\_\_\_\_\_\_\_\_\_ form is often used to describe a thing or a situation; the (3) \_\_\_\_\_\_\_\_\_\_ form

is often used to describe how a person feels.

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

* **Study of the key rules**

1) 动词-ing形式可以在句中作表语，常用来表示主语所具有的特征。如：The novel is **inspiring**.

2) 动词-ed形式可以在句中作表语，说明主语的状态。如：We were **excited** to hear the news.

3) 动词-ing形式作表语，常修饰物；动词-ed形式作表语，常修饰人。如：The story is **touching**.

We were **amazed** at the sight.

4)动词-ing形式和动词-ed形式作表语时动词色彩常常被淡化，后面通常不能跟宾语，但可以用very、greatly等表示程度的副词对其进行修饰。如：The football match was very **exciting**.

She is greatly **pleased** with the results.

5)有时动词-ing形式表示主语所指的内容，这时动词-ing形式仍然可以带有逻辑主语或者宾语。如：

My aim is everybody’s **having** a good time. My job is **teaching** primary school students.

* **Fill in the form with proper forms of the verbs and translate them into Chinese**



**Step 4 Review**

1. When used as the predicative, the verb-ing or verb-ed form is connected to the subject by a link verb.

2. The verb-ing form is often used to describe a thing or a situation; the verb-ed form is often used to describe how a person feels.