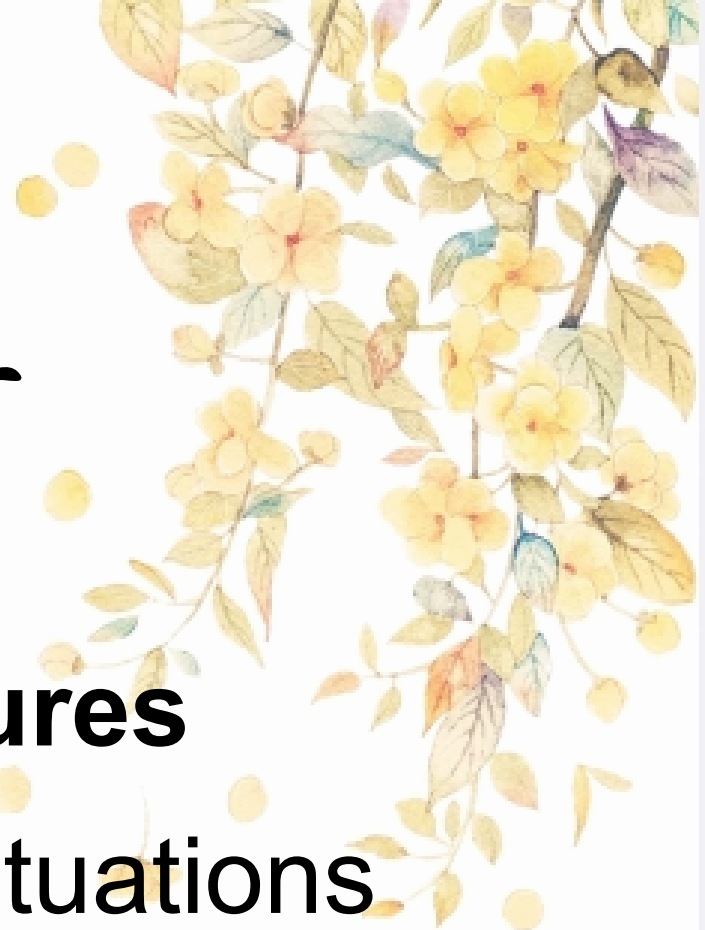


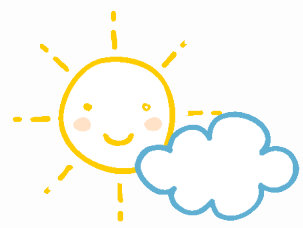
人教版（2019）必修二

**Unit 5 Music**

**Discovering Useful Structures**

Express feelings and describe situations

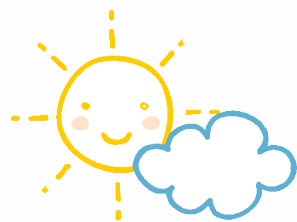




# Learning objectives

**By the end of this section, you will be able to:**

1. grasp the meaning of the past participles as the predicative;
2. grasp meaning and function of the past participles as the adverbial;
3. use the past participles as the predicative and the adverbial to complete related exercises.



## Lead-in

👉 **Let's discuss.**

❓ What role do the past participles in these sentences?

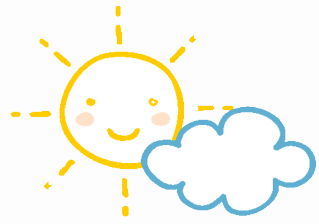
Eric Whitacre was excited when he wined an award.

**past participle as the predicative**

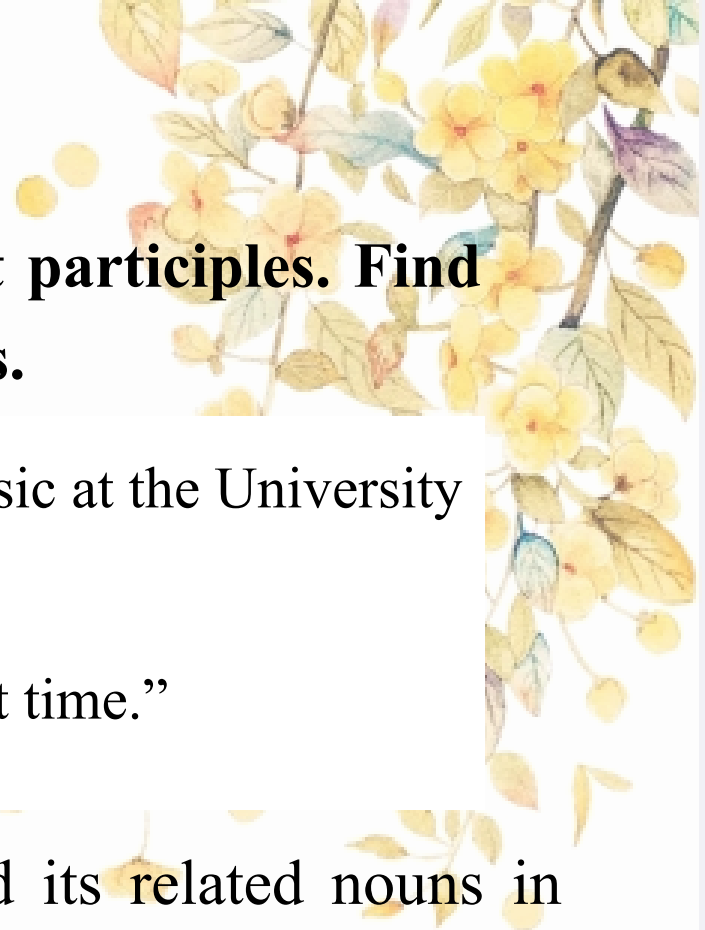
Inspired, he asked his fans to make videos, which he then joined together into one performance.

**past participle as the adverbial**





# Presentation



☞ Look at the following sentences and underline the past participles. Find more of them in the text. In pairs, discuss their functions.

1. Born in the USA on 2 January 1970, [Whitacre] began studying music at the University of Nevada in 1988.  
**When he was born in the USA on 2 January 1970, ...**

2. Moved by this music, [he] said, “It was like seeing color for the first time.”  
**When he was moved by this music, ...**

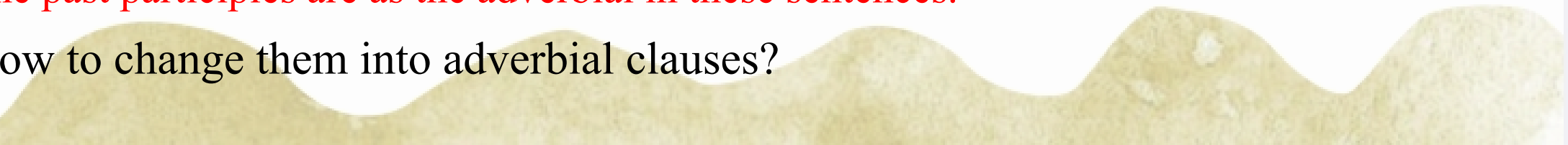
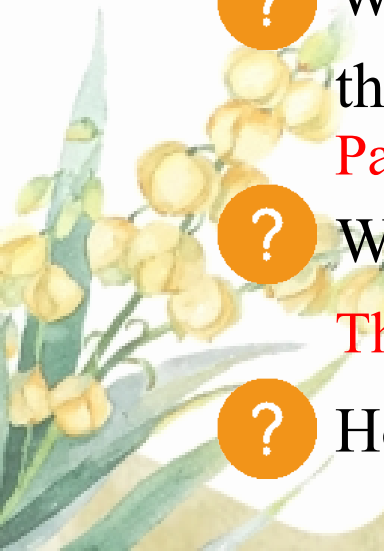
❓ What is the relationship between the past participles and its related nouns in these sentences?

**Passive relationship.**

❓ What role do the past participles in these sentences?

**The past participles are as the adverbial in these sentences.**

❓ How to change them into adverbial clauses?





👉 Rewrite the story using past participles as the adverbial.

### EXAMPLE

The Silver Hall **is** usually **used** for singing performances and is full of cheers and energy. →  
Usually **used** for singing performances, the Silver Hall is full of cheers and energy.

1. (Henry) **was** highly **interested** in music and began to write original compositions when (he) was in high school.

**Highly interested** in music, Henry began to write original compositions when he was in high school.

2. (They) **were pleased** with his music and songs and finally invited him to perform in the Silver Hall.

**Pleased** with his music and songs, they finally invited him to perform in the Silver Hall.

👉 Rewrite the story using past participles as the adverbial.

3. Though (he) was affected by gradual blindness soon after the performance, (Henry) was still capable of writing compositions and he found that creating music was a relief and cure for his illness.

Though **affected** by gradual blindness soon after the performance, Henry was still capable of writing compositions and he found that creating music was a relief and cure for his illness.

4. When (he) got absorbed in his world of music, (he) felt as if he could “see” the beauty of the world around him, like he had in his previous life.

**Absorbed** in his world of music, he felt as if he could “see” the beauty of the world around him, like he had in his previous life.

**Tips:**

- same subject
- passive voice



## Past participles as the predicative

### 1. 语法意义:

过去分词作**表语**时，过去分词与句子的主语往往是**被动关系**，即句子主语是过去分词动作的承受者。此时，过去分词**多表示主语所处的状态**，**多位于系动词之后**，这些系动词有be, remain, feel, look, seem, become等。有些过去分词，如excited, pleased, worried, tired, unemployed等已看作形容词。

- An hour after the match, the kids **remained** excited.  
比赛（结束）一小时后，孩子们仍然很兴奋。
- The smile on her face suggested that she **was** satisfied with the gifts.  
她脸上的微笑表明她对这些礼物很满意。

## 2. 过去分词作表语时 VS 被动语态

过去分词作表语时，强调主语所处的状态；

动词的被动语态表示主语是动作的承受者，强调动作。

- The library is now closed.

图书馆现在关闭了。（状态）

- The cup was broken by my little sister yesterday.

昨天我妹妹把杯子打碎了。（动作）

## 3. 感觉类及物动词的过去分词作表语 VS 感觉类及物动词的现在分词

感觉类及物动词的过去分词作表语多表示人自身的感受或事物自身的状态，常译作“感到……的”；

感觉类及物动词的现在分词多表示事物具有的特性，常译作“令人……的”。

- We were amazed at what he said at the meeting.

我们对他在会上讲的话很是惊讶。

- His words were discouraging, which made many people discouraged.

他的话令人泄气，使得很多人灰心丧气。



## Past participles as the adverbial

### 1. 语法意义:

过去分词作状语，修饰谓语动词，进一步说明谓语动词所表示的动作和状态，即动作发生时的背景或状况。

(1) 从语态上讲，此时的过去分词表示被动意义，即分词所表示的动作与句子主语之间为逻辑上的动宾关系。

- Encouraged by what the teacher said, the student decided to work even harder.

在老师的话的鼓励下，那名學生決定更加努力地學習。

(2) 从时间上讲，此时的过去分词表示被动动作的完成。

- Seriously injured, he had to be taken to the hospital.

由於傷勢嚴重，他必須被送到醫院。

## 2. 句法功能:

### (1) 作时间状语

过去分词作时间状语时，通常放在句首，可转换为when, while或after等引导的状语从句。

- Left (= When it was left) to itself in the room, the baby began to cry.

当被独自留在房间里时，婴儿哭了起来。

### (2) 作原因状语

作原因状语时，一般置于句首，相当于as, since, because等引导的从句。

- Choked (= Because he was choked) by the heavy smoke, he could hardly breathe.

他被浓烟呛到了，几乎不能呼吸了。

### (3) 作条件状语

作条件状语时，通常放在句首，可转换为if, once或unless等引导的状语从句。

- Grown (= If they are grown) in rich soil, these seeds can grow fast.

如果被种在肥沃的土壤里，这些种子能长得很快。

### (4) 作让步状语

作让步状语时，一般放在句首，有时也放在句末，可转换为although, though或even if等引导的状语从句。

- Invited (= Though I was invited) by him, I won't take part in the party.

即使被他邀请，我也不会参加聚会。

### (5) 作方式/伴随状语

过去分词作伴随状语时，通常放在句末；作方式状语时，一般放在句末，有时也放在句首。作方式状语或伴随状语时可转换为并列结构。

- She accepted the gift, deeply moved (= and she was deeply moved).

她接受了礼物，被深深地感动了。

- The teacher entered the lab, followed by his students (= and was followed by his students).

老师进了实验室，后面跟着他的学生。

### 3. 源于系表结构的过去分词作状语:

有些过去分词（短语）因来源于系表结构，作状语时不强调被动而**重在描述主语的状态**。这样的过去分词（短语）常见的有：lost (迷路), seated (坐), hidden (躲), lost / absorbed in (沉溺于), dressed in (穿着), tired of (厌烦)。

- Lost / Absorbed in thought, he didn't hear the bell.

由于陷入沉思之中，他没有听到铃声。

- Dressed in a white blazer and jeans, Cochran, 31, was flanked by graduate students.

31岁的科克伦，穿着夹克上衣和牛仔裤，站在自己研究生的旁边。

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