



Unit 5 First Aid

Lesson 3: Discover useful structures

广东广雅中学 郑舜芝





At the end of this lesson, you will be able to:

1. **review** the function of *-ing* form as subject, object, predicative, attribute, object complement, and adverbial.
2. **understand** the tense and voice of the *-ing* form and its meaning.
3. **practise** using *-ing* in contexts.





- It was early in the morning when I made myself a cup of tea and put it on the table to cool. Our 2-year-old daughter had spotted the **steaming** cup and almost immediately I heard an awful cry. I quickly turned around to see her **dropping** the cup. Her arm was **steaming**. She had poured the whole freshly boiled cup of tea over herself.
- Instinct (直觉) kicked in. I quickly took off her clothes because I could see it not **sticking** to her skin. **Seeing** her arm **turning** pink, I just kept **thinking**: why was I not **watching** her? Luckily, my husband, **having taken** a Red Cross first aid course recently, knew just what to do. He placed my daughter's arm under cold **running** water while **comforting** her. I could see my precious little girl's arm **bleeding**. I knew I would never forgive myself for **not moving** that cup out of reach. It didn't take long for the ambulance to arrive. They told us we had done the right thing to save her from even worse burns. Through this **terrifying** experience, I knew **learning** the right first aid actions could truly make a difference to **saving** lives.

• ---- adapted from "First aid true stories" on redcross.org.uk



Homework checking--Identifying the function

What is the function of the *-ing* form in each sentence below?

1. As you can imagine, *getting* burnt can lead to very serious injuries. (Subject)
2. The *giving* first aid. (Attribute)
3. It is best to place burns under cool *running* water, especially within 10 minutes. (Adverbial)
4. Remove any clothes *using* scissors unless you see the fabric *sticking* to the burnt skin. (Object complement)
5. You can protect the burn by *covering* it with a clean cloth. (Object after a preposition)



Distinguishing Present participle and gerund

	Present participle (现在分词)	Gerund (动名词)	说明
Subject		1. <i>Getting</i> burnt can lead to very serious injuries.	1.表示经常的、习惯的、泛指的动作
Object		2. You can protect the burn by <i>covering</i> it with a clean cloth.	2.表示经常的、习惯的、泛指的动作
Predicative	3.The survival of the victim is <i>encouraging</i> .	4. The first and most important step in the treatment of burns is <i>giving</i> first aid.	3.说明主语的特征 4.说明主语的内容
Attribute	5.It is best to place burns under cool <i>running</i> water.	6. <i>running</i> track	5. 可与定语从句互换 6. 表示名词的性质、用途等
Object complement	7.see the fabric <i>sticking</i> to the burnt skin		7.表示正在进行
adverbial	8.Remove any clothes <i>using</i> scissors if necessary.		8.表时间、原因、结果、伴随等。





Understanding the voice and tense of *-ing* form

Example: *-ing* form as the object

Compare the following pairs of sentences and sum up the structures of *-ing* form.

以do为例	Active voice主动语态	Passive voice被动语态
Simple tense 一般式	<i>doing</i> (同时发生)	(同时发生且主语为承受者) <i>being done</i>
Perfect tense 完成式	<i>having done</i> (先发生)	(先发生且主语为承受者) <i>having been done</i>

tense

the poor old man yesterday

cheated

使用规则1：当*-ing*形式的逻辑主语是该动作的执行者时，用主动式；当*-ing*形式的逻辑主语是该动作的承受者时，用被动式。

使用规则2：当*-ing*形式的动作与谓语动词的动作几乎同时发生时，用一般式。当*-ing*形式的动作发生在谓语动词的动作之前时，用完成式。



Understanding the voice and tense of *-ing* form

Example: *-ing* form as the adverbial

Compare and fill in the blanks.

1. While they were putting away the equipment, they talked about going home.

2. Putting (put) away the equipment, they talked about going home.

3. After they had put away the equipment, they went home.

4. Having put(put) away the equipment, they went home.

5. Being looked (look) at from head to toe, she felt embarrassed.

6. Having been trapped (trap) in the ruins for 2 days, the boy became very weak.

使用规则1：当*-ing*形式的逻辑主语是该动作的执行者时，用主动式；当*-ing*形式的逻辑主语是该动作的承受者时，用被动式。

使用规则2：当*-ing*形式的动作与谓语动词的动作几乎同时发生时，用一般式。当*-ing*形式的动作发生在谓语动词的动作之前时，用完成式。



Understanding the position of *-ing* form as adverbial

- Examples:

1. **Having passed the test**, Mike threw a party and celebrated it with his family.
2. Mike, **having passed the test**, threw a party and celebrated it with his family.
3. Mike threw a party and celebrated it with his family, **having passed the test**.

使用规则3： having + past participle或者having been + past participle的结构作状语时，位置比较灵活，可以放在主句前，可以放在主句的主语之后，也可以放在主句之后，均用逗号隔开。



Practising using -ing

WB P.90 EX. 2 Rewrite the sentences to correct the mistakes in the use of the *-ing* form. You may need to add some information.

1. A man was seen lying on the street, which was a terrible situation.
2. While having a bath, water leaked out of the pipe.
3. The hurricane terrified people who were in the area.
4. Moving fast through the crowd, he reached the door.
5. The old woman sat on the bench, not knowing what to do.
6. Sobbing and waiting for help, he finally located the survivors.
7. Sitting on the beach, he felt huge to Martin.
8. After spending two hours in the waiting room, the nurse finally called his name.
9. Being trained at the first-aid centre, his confidence in helping people grew stronger.
10. Having been seriously injured in a cycling accident last year, riding too quickly on a bike is something that he is now afraid of.

misusing an *-ing* form due to a confusing subject.





Practising using *-ing*

WB P.90 EX. 2 Rewrite the sentences to correct the mistakes in the use of the *-ing* form.

Not the doer/agent

1. A man was seen lying on the street, while waiting at a subway station.

1. While waiting at a subway station, I saw a man lying on the street.

Not the doer/agent

2. While having a bath, water leaked over the sides of the tub.

2. While having a bath, she saw water leaking over the sides of the tub.



WB P.90 EX. 2

Not the doer/agent

3. The hurricane terrified people, being driven from their home.

3. Being driven from their homes, people were terrified by the hurricane.

Not the doer/agent

4. Moving fast through the grass I saw a snake.

4. I saw a snake moving fast through the grass.



WB P.90 EX. 2

Not the doer/agent

5. The old woman fell down just in front of Kathy, not knowing what to do.

5. Kathy looked at the old woman who fell down just in front of her, not knowing what to do.

Not the doer/agent

6. Sobbing and wailing the search team finally located the survivors.

6. Sobbing and wailing, the survivors were finally located by the search team.

=The survivors were finally located by the search team, sobbing and wailing.



WB P.90 EX. 2

7. **Sitting** on the beach, **the waves** seemed huge to Martin.

Not the doer/agent

7. **Sitting** on the beach, **Martin** found the waves were huge.

8. After **spending** two hours in the waiting room, **the nurse** finally called his name.

Not the doer/agent

8. After **spending** two hours in the waiting room, finally **he** heard his name **being called**.



WB P.90 EX. 2

Not the doer/agent

9. **Being trained** at the first-aid centre, **his confidence** in helping people grew stronger.

9. **Having been trained** at the first-aid center, **he** became more confident in helping people.

Not the doer/agent

10. **Having been seriously injured** in a cycling accident last year, **riding** too quickly on a bike is something that he is now afraid of.

10. **Having been seriously injured** in a cycling accident last year, **he** is now afraid of riding too quickly on a bike.



Understanding the voice and tense of *-ing* form

Example: *-ing* form as the subject

Compare and fill in the blank.

1. Inviting the guests is the most important task in preparing a party.

2. Being invited (invite) to the party made Mike excited.

~~Having been invited~~

使用规则4: *-ing*形式作主语时, 没有时态的变化, 只有语态的变化。





Understanding the voice and tense of *-ing* form

Example: *-ing* form as the object complement

Compare and tell the differences.

1. I saw him **come** upstairs.
2. I heard him **coming** upstairs.
3. I heard my name **being called**.
4. ~~I heard my name having been called.~~

使用规则5： *-ing*形式作宾语补足语时，没有having + past participle或者having been + past participle的用法。





Understanding the voice and tense of *-ing* form

Example: *-ing* form as the attribute

Compare and tell the differences.

1. The person **holding** the meeting is our headteacher.
2. The issue **being discussed** is about the canteen in our school.
3. ~~The issue having been discussed is about the canteen in our school.~~

使用规则6: *-ing*形式作定语时, 没有having + past participle或者having been + past participle的用法。





Understanding the negative of *-ing* form

Observe the following sentences and find out what they have in common.

1. **Not being invited** to the party made her upset.
2. I am sorry for **not finishing** my assignment on time.
3. **Not knowing** the risk, I pressed the button.
4. **Not having arranged** the notes well, she didn't know where to start.

使用规则7： 在 *-ing* 形式前面加上not，即构成其否定式。



Practising using *-ing* form

Exercise:

1. She hates telling (tell) others what to do.
2. She hates being told (tell) what to do.
3. She is happy about having chosen (choose) Mike for the job.
4. Mike is excited about having been chosen (choose) for the job.
5. Seeing (see) the customer choking, the waiter remained calm and reacted immediately.
6. Having seen (see) the movie before she knew what the professor was talking about.
7. Having run (run) a marathon, I can give you some tips.

使用规则8：根据语境中的显性或者隐性提示判断*-ing* 的正确形式。



Understanding the meaning of *-ing* form

Rewrite the sentences on the left column without using *-ing* form, and then compare the differences.

1. It is best to place burns under cool **running** water, especially within the first ten minutes.

3. Remove any clothes **using** scissors if necessary, unless you see the fabric **sticking** to the burnt skin.

5. You can protect the burn by **covering** it with a clean cloth.

-ing form 常用于书面语中，它使表达简洁达意、逻辑清晰、语言更丰富。



Practising using *-ing* form

- TB P.53 EX. 2 Replace each underlined part with a suitable *-ing* form and **rewrite** the sentence as necessary.
- 1. When he got out of the bathtub, he slipped and fell on the floor.
- 2. Is there any reason why we are not going to have the first-aid training this week?
- 3. She had been told about the risk of electric shocks and this made her very careful while using hairdryers.
- 4. Because the child was not watched carefully by his parents, he touched a hot iron and burnt his finger.
- 5. After she had been bitten by mosquitoes, she applied some medicine to her skin.



Practise using *-ing* form

- TB P.53 EX. 2

1. When **he** got out of the bathtub, **he** slipped and fell on the floor.

- **When getting out of** the bathtub, he slipped and fell on the floor.

2. Is there any reason why we are not going to have the first-aid training this week?

- Is there any reason **for not having** the first-aid training this week?





Practise using *-ing* form

TB P.53 EX. 2

3. She had been told about the risk of electric shocks and this made her very careful while using hairdryers.

- **Having been told** about the risk of electric shocks, she was very careful while using hairdryers.

4. Because the child was not watched carefully by his parents he touched a hot iron and burnt his finger.

- **Not being watched** carefully by his parents, the child touched a hot iron and burnt his finger.

5. After she had been bitten by mosquitoes, she applied some medicine to her skin.

- **After being/ having been bitten** by mosquitoes, she applied some medicine to her skin.



Practise using *-ing* form in contexts

TB P.53 EX.3 Complete the passage with the correct forms of the given words. Identify the function of each *-ing* form **attribute** ned to Mrs.

Taylor?

Mrs Taylor was an elderly woman **living** (live) alone. One day, she was in her living room cleaning the windows, when **adverbial** she could no longer feel the right side of her body. **Trying** (try) to walk to her sofa to sit down, she fell over onto the carpet. Then she realised **Object of prep.** she could not get up, and that she was having trouble **breathing** (breathe). Fortunately, she had the phone **adverbial** and she was able to reach it with her left hand while **lying** (lie) on the floor. Her mobile phone **was already set up** (already, set up) to call an emergency number at the push of a button, so it was easy to call for help.



Practise using *-ing* form in contexts

While attempting to talk to the **adverbial** Mrs Taylor discovered that she could not speak. **Not hearing** (not, hear) an answer, the operator knew that Mrs Taylor must be in trouble. Telling Mrs Taylor that ever **Object of prep.** OK, she immediately sent an ambulance. After **arriving** (arrive), the ambulance **adverbial** found Mrs Taylor and without delay gave her oxygen, put in an IV needle, and checked her vital signs. **Having been taken** (take) to the hospital **attribute** immediately, Mrs Taylor's health was in no great danger, but she had to stay in the hospital ward. After a week, her **frightening** (frighten) experience was over, and she was allowed to go home.





What happened to Mrs. Taylor?



Practise retelling the story
using *-ing* form

Climax

attempting, not speak

reached, lying

not hearing, knew

having trouble breathing

telling, sent

trying, fell

arriving, found

cleaning, no longer feel

Having been taken and treated

living alone

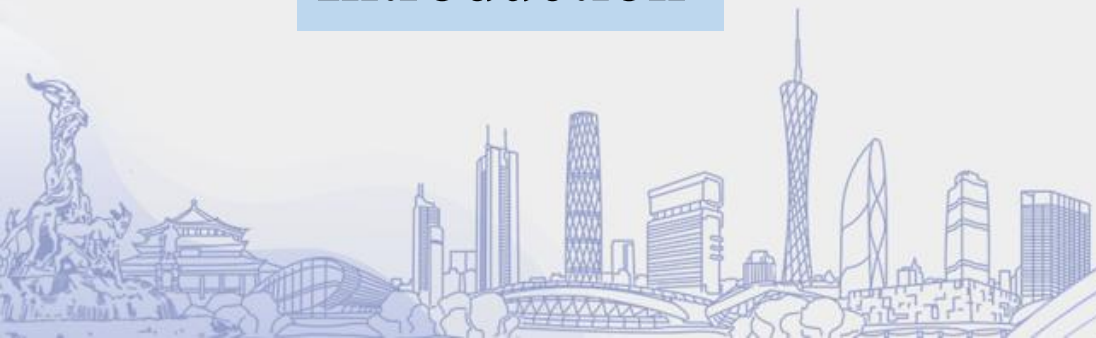
frightening, over

Rising action

Falling action

Introduction

Resolution





Summary

以do为例	Active voice主动语态	Passive voice被动语态
Simple tense一般式	<i>doing</i>	<i>being done</i>
Perfect tense 完成式	<i>having done</i>	<i>having been done</i>

1. 现在分词可作表语、定语、宾补、状语，动名词可作主语、宾语、表语、定语，两者所表示的意义不同。
2. *-ing*形式有语态，其逻辑主语如果是该动作的执行者，用主动语态，是承受者，则用被动语态。
3. *-ing*形式有时态，如果*-ing*形式的动作与主句谓语动词的动作同时发生，则用一般式，如果先于主句谓语发生，则用完成式。在判断时可借助显性的时间标志，如before, for +一段时间, many times, yesterday等，有时则根据语境意义的隐性提示。
4. *-ing*形式在句中充当不同成分时，其用法、时态和语态有所不同。



Homework

1. Review the notes on the form and use of *-ing* form.
2. Finish WB P. 90 Ex. 3. Then identify the functions of all the *-ing* form in the story. Lastly retell the story.

In the next period, you will retell the story to your classmates to see if you can describe it concisely and logically.





Thank you!





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Unit 5 First Aid

Lesson 3: Discover useful structures 答疑

广东广雅中学 郑舜芝



广州教育



Notes for the use of *-ing* form

1. 常用 *-ing* 形式作主语的句型

It is/was no good/use doing...

It is/was worth/worthwhile doing...

It is a waste of time doing...

There is/was no point doing...

2. 只能后接动名词作宾语的动词, 常见的有:

avoid, consider, enjoy, keep, finish, suggest, dislike, delay, escape, cannot help, imagine, mind, miss, practise, cannot stand等。

3. “*-ing* 形式”在少数表示“需要”的动词(want, need, require, deserve, desire ...)后表示被动意义。





Notes for the use of *-ing* form

4. 既可接动名词又可接不定式作宾语的动词

A. 接doing 和to do意思基本相同的常见的有:

like, love, hate, prefer, continue, begin/start

B. 接doing 和to do意思不同的常见的有:

forget, remember, regret, try, mean, go on, cannot help, be used to, stop

5. 能用-ing形式作宾语补足语的几类动词:

A. 表示感觉和心理状态的动词, 常见的有see, hear, feel, smell, find, notice, observe, look at, listen to等。

B. 表示指使意义的动词, 常见的有 have, set, keep, get, catch, leave等。





-ing形式配套高考练习

- 作主语：2、13、21、24、44题
- 作定语：9、15、17、19、32、33、34、39、42题
- 作宾语：4、5、6、7、8、10、16、18、28、31、41、47、52、53题
- 作宾补：25、37、43、48、49、51题
- 作状语：1、3、11、12、14、20、22、23、26、27、29、30、35、36、38、40、45、46、50、54、55、56、57、58、59、60题





-ing形式配套高考练习

8. (2016浙江) I had as much fun sailing the seas as I now do working (work) with students.
9. (2015全国卷I) Abercrombie & Kent, a travel company in Hong Kong, says it regularly arranges quick getaways here for people living (live) in Shanghai and Hong Kong.
11. (2015重庆) Like ancient sailors, birds can find their way using (use) the sun and the stars.
16. (2014北京卷) The film star wears sunglasses. Therefore, he can go shopping without being recognized (recognize).
29. (2012福建卷) Pressed from his parents, and realizing (realize) that he has wasted too much time, the boy is determined to stop playing video games.





Vocabulary Expansion





operator

a person who connects telephone calls at the telephone exchange or in a place such as an office or hotel. 电话接线员

e.g. He dialled the operator and put in a call for Rome.

他拨了接线员的号，让他接通一个到罗马的电话。

ambulance

a vehicle for taking people to and from hospital. 救护车

e.g. An ambulance dashed to the scene of the accident.

救护车风驰电掣赶往事故现场。





delay

If you delay doing something, you do not do it immediately or at the planned or expected time, but you leave it until later. 使延期, 推迟

e.g. For the unfinished job, I wanted to delay my departure until June.
因为一些没完成的工作, 我想把离开的日期延迟至6月。

ward

A room in a hospital which has beds for many people, often people who need similar treatment. 病房

e.g. A toddler was admitted to the emergency ward with a wound in his chest.

一个蹒跚学步的小孩因为胸部受伤被送进急救室。



Workbook P90 Ex. 3

Lines 1-2: Last night there was a big storm, **bringing** high winds and blowing roofs off houses.

Lines 4-5: While **going** to school, Peter noticed a young boy **lying** in the road ...

Lines 6-7: **Not moving**, the boy looked dead ...

Last night there was a big storm, brought high winds and blowing roofs off houses. By morning, however, the storm had passed and the streets were dry. While goes to school, Peter noticed a young boy lie in the road near a downed power line. Not moved, the boy looked dead and his face was turning blue. Peter was walking over to help the boy, when he heard a man shouting "Stop! Don't move!" Peter turned and saw a man running towards him with a serious face. "Don't touch him! You could get killed!" the man shouted. "Call an ambulance!" Peter ran to a shop nearby to call for help. Went back into the street, he saw the





Workbook P90 Ex. 3

Lines 14-15: **Going** back into the street, he saw the man **using** a long piece of wood ...

Lines 16-17: **Having been freed** of the power line, the boy was picked up...

Lines 28-29: Peter felt happy when he saw the medics lifting the boy, now **talking**, into the ambulance.

for help. Went back into the street, he saw the man uses a long piece of wood to move the power line away from the boy. Having freed of the power line, the boy was picked up and carried a safe distance away. "Stop people from coming near the power line!" the man told Peter. The man then started doing CPR on the boy. A crowd began to grow, and Peter tried his best to keep them away from the power line. Finally, an ambulance and the fire brigade arrived. The medics began looking after the boy while fire fighters took care of the power line. Unable to see what was happening, Peter was quite worried about the boy. After twenty minutes, Peter felt happy when he saw the medics lifting the boy, now is talking, into the ambulance.

15
20
25
30



Thank you!

