

## FOCUSED PRACTICE

### 1 SENTENCE COMBINING

#### Grammar Note 5

Look at these sentences taken or adapted from *Compassion*. Identify the subject of each sentence or clause by drawing a rectangle around it. Connect the rectangles. If the subjects refer to the same thing, combine them into a sentence with the form independent clause + adverb phrase. If the subjects are different, write "cannot be combined."

1. Suddenly an old and decrepit car pulled up alongside them. An Italian with a bandanna over his face screamed at them.

different subjects - cannot be combined

2. Reg weighed the gravity of the situation. He considered whether to stop or speed away.

weighing the gravity of the situation, Reg

3. If they stopped, they risked a potentially deadly confrontation with criminals.

by stopping,

4. Reg saw a police car parked on the shoulder. He pulled over to alert the authorities.

seeing, Reg

5. As Nicholas lay on his deathbed, Reg and Maggie decided that something good ought to come out of the situation.

can't be combined.

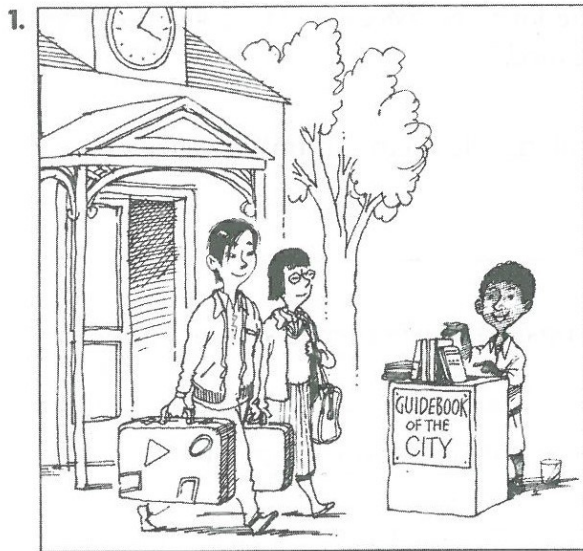
6. Two Calabrian thugs killed Nicholas. They thought the Greens were jewelers carrying precious stones.

Thinking the Greens were jewelers ..., they killed Nicholas.

## 2 ENTERPRISE

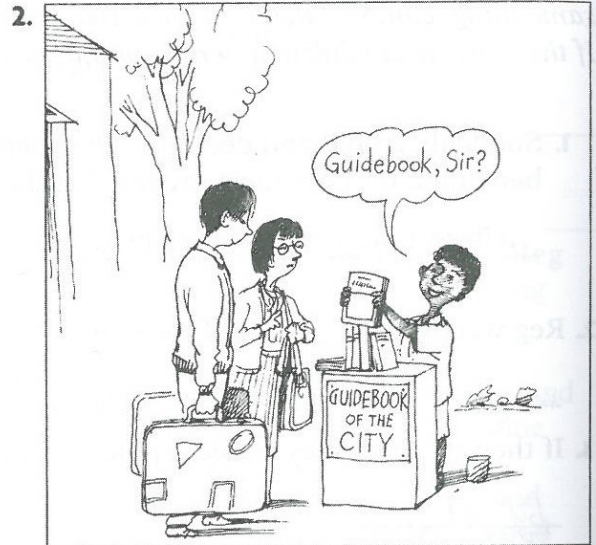
Grammar Notes 3,4

Look at the pictures. On a separate piece of paper, write a sentence with an adverb phrase and a main clause to describe the situation. Use the suggested grammatical prompt.



(present participle)

Coming out of the train station, the  
tourists saw a boy selling things.



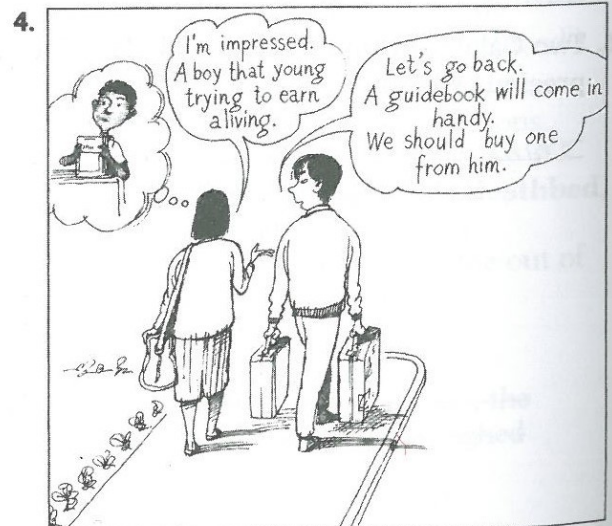
(by + present participle)

He was trying to earn money  
by selling guide books.



(not + present participle)

Not having enough money,  
They couldn't buy anything.

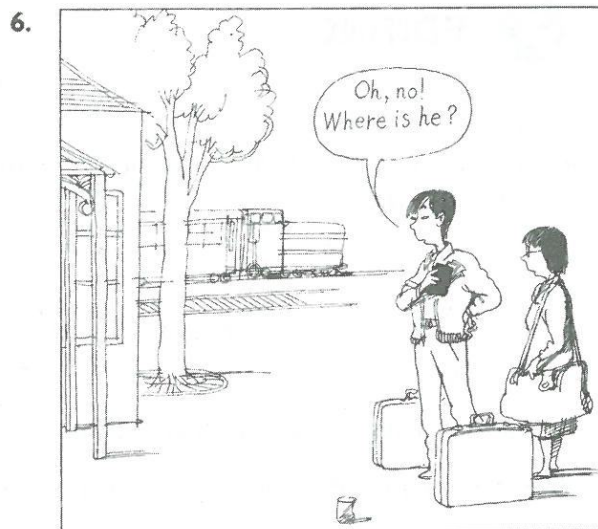


(past participle)

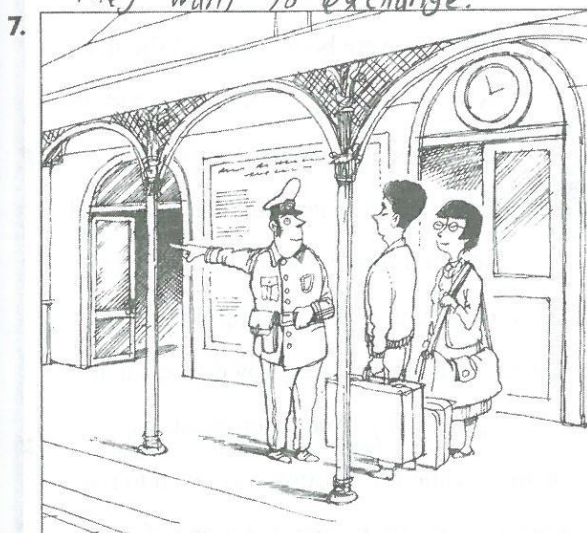
impressed by the boy, the tourists  
decided to buy a guide book.



(infinitive of purpose)  
*They want to exchange.*



(having + past participle)



(after + present participle)  
*after asking the police,  
they found out where he was.*



(having + past participle)  
*having found the boy, they  
bought a guide book of the city.*

## 3 EDITING

Correct a writer's article about his overseas trip. It contains eleven sentences with adverbial phrases. Underline the six sentences that are incorrect because of dangling modifiers. Then, on your own paper, correct each sentence by adding a subject in one part of the sentence and changing word order.

### A Helping Hand

BY JIM LAMOREUX

If you are at all like me, you tire of requests to help others. Barraged by seemingly constant appeals for money to support public television, the Policemen's Benevolent Association, or the Special Olympics, worthy organizations all, I tend to tune out, my brain numbed. It's not that

I'm selfish, I don't think. It's just that there are so many of these requests. Subjected to many stimuli, I only remember the crucial ones. only the crucial ones are remembered. By arguing

to myself that I don't have enough money to help others, I'm able to ignore the request the request is able to be ignored. At least

that was the way I saw the situation until the magazine I write for sent me to a small village in South America to do a human interest story on homeless children. Having seen and heard many television requests asking viewers to sponsor a child overseas, I had always said to myself,

"I'll bet the money gets pocketed by some local politician." My opinion changed when I saw the reality of the life of a poor child. Having landed in Santa Simona, I took a taxi a taxi took me to my hotel in the center of town, and that's where I met Elena.

Sitting on a dirty blanket on the sidewalk in front of the hotel, she caught my eyes my eye was caught by her. She didn't

beg. Instead, she was trying to scratch out a living by selling mangoes. Smiling up at me, she asked, "Mangos, señor?—Mangoes, sir?" I bought some mangoes and some other fruit, and we got to talking. Her parents were both dead, and she lived with an elderly great-aunt who had no job and sold firewood for money.

I learned from her aunt that Elena had suffered from polio at the age of five and now walked with a distinct limp. While

talking later with a nun at a nearby convent that administers gift money from other countries,

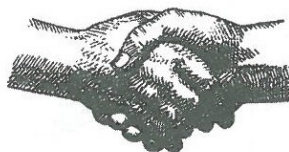
I got a lot of worthwhile information a lot of worthwhile information was given to me.

She proved to my satisfaction that money from sponsors does indeed get to those who need it.

Learning that I could sponsor Elena for less than a dollar a day, I began to feel ashamed. After all, I spend more than that on my dogs. But what

remains most vivid in my mind is my vision of Elena. She didn't beg, and she didn't feel sorry for herself. Selling her mangoes, she earned a a semblance of a living was earned, and her spirit shone through in

the process. So I say to you reading this: The next time you hear an ad about sponsoring a child, pay attention.



## 4 HEALTH CONCERNS

Combine each pair of sentences to make a single sentence, in which the first sentence becomes an adverbial phrase and the second sentence an independent clause. Use present participles, past participles, and **having** plus past participles as appropriate. You may move the noun subject to the second clause to replace the subject. Do not add any words.

- Many people try to stay healthy. They quickly adopt the latest health recommendations.

Trying to stay healthy, many people quickly adopt the latest health recommendations.

- People were told that vitamin C, vitamin E, and beta-carotene greatly reduce cancer risk. They began buying these nutrients in large quantities.

having been told that vitamin C and E and beta-carotene greatly reduce cancer risk, people began buying these nutrients in large quantities.

- People were informed that taking one aspirin a day lowers the chances of having a heart attack. They began taking aspirin.

Having been informed that taking 1 aspirin a day lowers the chances of having a heart attack, people began taking aspirin.

- People hope to lower their cholesterol levels. They minimize their intake of animal fats.

Hoping to lower their cholesterol levels people minimize their intake of animal fats.

- People know <sup>ing</sup> that roughage in the diet is excellent for digestion. <sup>people</sup> They are consuming more fresh fruit, vegetables, and whole wheat products.

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6. ~~Some~~ <sup>ing</sup> people believe that eating a lot of fish will raise their intelligence level. ~~They~~ <sup>people</sup> eat a lot of fish.

7. ~~People~~ <sup>ing</sup> have known for a long time that too much salt and sugar is unhealthy. ~~They~~ <sup>people</sup> buy a lot of salt-free and sugar-free products.

8. ~~People~~ <sup>ing</sup> realize that they can contribute to their own good health, ~~They~~ <sup>people</sup> eat much more knowledgeably than they used to.

## COMMUNICATION PRACTICE

### 5 LISTENING



Read these questions. Then listen to the news broadcast.

1. What has happened to the cease fire in Franconia?

*It has been broken.*

2. What answer did dissident leader Amalde give when asked whether he would attend the peace conference?

*Amalde*

3. According to Amalde, on what does the success of the conference depend?

*good faith actions of Mr. Tintor.*

4. According to Amalde, how can Mr. Tintor demonstrate good faith?

*by agreeing to free and condition talks.*

5. On what basis was President Tintor's aide interviewed?

*on the basis of anonymity.*

6. What is one of the key issues to be discussed?

return of 40,000 refugees displaced by the war.

7. What have members of the Global Health Foundation acknowledged?

They've acknowledged that current AIDS vaccine is ineffective.

8. What has WASA done with Magna Maria, the existing telescope?

WASA has conducted successful reports and identified flaws.

9. How much will the new telescope cost?

a billion dollar.

10. According to the new president of Illyria, what will the new nation need in order to be a viable state?

massive infusions of foreign aid to be available state.



Now listen again. Answer the questions.

## 6

## CLASS DISCUSSION

In groups of four or five, discuss these questions. Share your answers with the class.

1. Compare animals and humans in regard to showing emotion. Are animals capable of compassion or any kind of emotion?
2. Give a personal example of a compassionate animal.