

## Chapter 3

## The Phrase

Prepositional, Verbal,  
and Appositive Phrases

You already know that a group of words used as a verb is a verb phrase. Two or more words may serve together as one verb. *Have been sleeping, is sleeping, and will be sleeping* are examples of verb phrases. Similarly, other groups of words sometimes serve together to perform the function of a single part of speech. Some word groups, or *phrases*, may serve as adjectives or as adverbs or as nouns.

**3a. A phrase is a group of related words that is used as a single part of speech and does not contain a verb and its subject.**

In the first of each of the following pairs of examples, a single word is bold-faced. In the second part of each pair, a group of words which performs exactly the same function in the sentence appears in bold-faced type. These word groups are *phrases*.

- Air is a **colorless** substance. [adjective]  
 Air is a substance **without color**. [adjective phrase]  
 The **morning** is the best time to study. [noun]  
 In the **morning** is the best time to study. [noun phrase]  
 He parked his car **there**. [adverb]  
 He parked his car **in the driveway**. [adverb phrase]

Phrases can be classified in two ways: according to the job they do in sentences (adjective, adverb, noun, verb) or according to the way in which they are formed. We use the latter method in distinguishing prepositional, participial, gerund, and infinitive phrases.

## PREPOSITIONAL PHRASES

**3b. A prepositional phrase is a group of words beginning with a preposition and usually ending with a noun or pronoun.**

The prepositional phrases are bold-faced in the following examples:

- We waited **at the corner**.  
 The girl **with red hair** is Polly.  
 The letter was addressed **to me**.

The preposition in the last example is *to*. Do not confuse this common preposition with the *to* that is the sign of the infinitive form of a verb: *to play, to see, to run*.

**3c. The noun or pronoun that ends the prepositional phrase is the object of the preposition that begins the phrase.**

PHRASE	PREPOSITION	OBJECT
during the long winter	during	winter
in the last inning	in	inning
beyond the forest	beyond	forest
after her next birthday	after	birthday
before him	before	him

A preposition may, of course, have a compound object:

- in **schools and colleges**  
 by **bus, train, or plane**

Prepositional phrases usually do the work of adjectives and adverbs in sentences.

### Adjective Phrases

Prepositional phrases may be used to modify nouns or pronouns in much the same way as single-word adjectives:

EXAMPLES a heroic act      an act of heroism  
the blue one      the one in blue

### 3d. A prepositional phrase that modifies a noun or pronoun is an *adjective phrase*.

The rooms *of the house* smelled damp and musty.

Few *of the villagers* had ever been there before.

Several adjective phrases often modify the same noun:

The girl *with the trumpet in the next house* keeps us awake.

An adjective phrase may also modify the object of another prepositional phrase:

The book on the table *in the hallway* is mine. [*In the hallway* modifies *table*, the object of the preposition *on*.]

**EXERCISE 1.** Each of the following sentences contains two adjective phrases. List them in order on your paper. After each phrase, write the noun it modifies.

EXAMPLE 1. The veterans of the war in Gaul remained loyal.  
1. *of the war—veterans*  
*in Gaul—war*

1. The roads of ancient Rome linked the far corners of the empire.
2. Large blocks of the hardest stone paved the surface of the Appian Way.
3. Close communication between provinces strengthened the position of the Roman rulers.
4. Caesar's comments about his engineers reflected his interest in military roads.
5. The Roman engineers were one reason for the success of Caesar's campaigns.

### Adverb Phrases

### 3e. A prepositional phrase that modifies a verb, an adjective, or another adverb is an *adverb phrase*.

EXAMPLES The fox escaped *into its hole*. [The phrase modifies the verb *escaped*.]

Mr. Williams was always careful *with his wife's money*. [The phrase modifies the adjective *careful*.]

The sun rises *earlier in the morning* now. [The phrase modifies the adverb *earlier*.]

Adverb phrases tell *when, where, why, how, or to what extent*.

EXAMPLES The wind came up *during the night*. [when]  
We spent the day *at the beach*. [where]  
The children combed the shore *for shells*. [why]  
I usually travel *by bus*. [how]  
She missed the train *by a few seconds*. [to what extent]

Unlike adjective phrases, which always follow the words they modify, adverb phrases can appear at various places in the sentence. More than one adverb phrase can modify the same word.

EXAMPLE *In the first few innings* Fireball pitched *with admirable control*. [The adverb phrases *In the first few innings* and *with admirable control* both modify the verb *pitched*. The first tells *when* and the second tells *how*.]

**EXERCISE 2.** Number 1–10, and list the adverb phrases in the following sentences. After each phrase, list the word it modifies and the part of speech of that word. Be prepared to explain your answer.

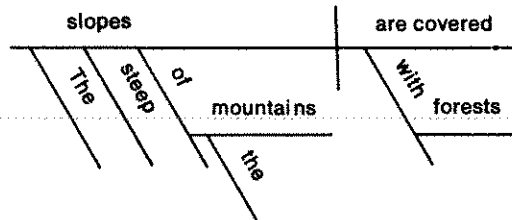
1. The children searched the ground for beechnuts.
2. The black ash grows in swampy places.
3. The white oak is famous for its strength.

4. In colonial days country settlers made brooms from hickory saplings.
5. Many youngsters carry buckeye nuts in their pockets for good luck.
6. Very early in our history, New England was covered by a white pine forest.
7. A squirrel might travel for a hundred miles through pine tops and never descend to earth.
8. For its weight, white pine is very strong.
9. The early settlers were often careless of our forests.
10. In this century conservationists preserve the forests.

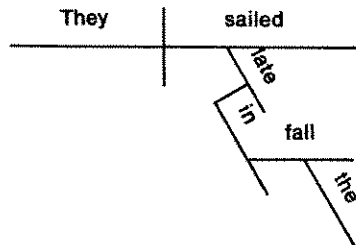
**Diagraming Prepositional Phrases**

Prepositional phrases are diagrammed in much the same way as adjectives and adverbs. The preposition that begins the phrase is placed on a slanting line leading down from the word the phrase modifies. The object of the preposition is placed on a horizontal line drawn from the slanting line. As with the indirect object, the slanting line extends slightly below the horizontal line.

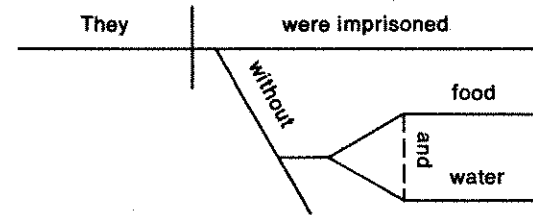
EXAMPLE The steep slopes of the mountains are covered with forests.



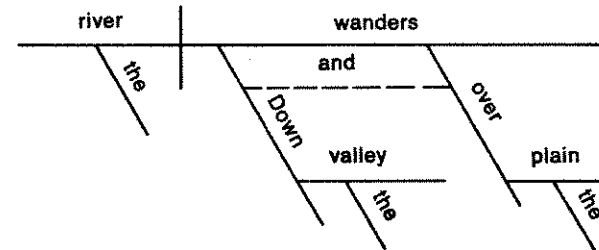
EXAMPLE They sailed late in the fall. [adverb phrase modifying an adverb]



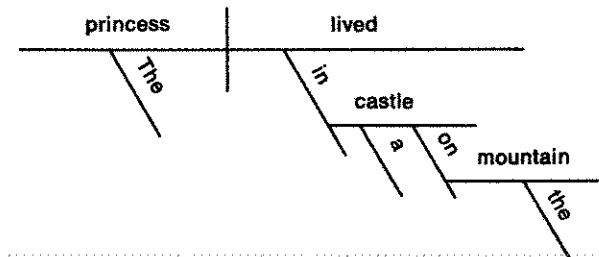
EXAMPLE They were imprisoned without food and water.



EXAMPLE Down the valley and over the plain wanders the river.



EXAMPLE The princess lived in a castle on the mountain.



**EXERCISE 3. Diagram the following sentences.**

1. She sells sea shells at the seashore.
2. The tourist wandered across the street and into the store.
3. They gave help to every person in need.
4. In Texas in the early spring the bluebells cover the fields.

**EXERCISE 4. Complete each sentence by inserting an appropriate prepositional phrase in each blank. Be able to tell whether it is an adjective or an adverb phrase.**

EXAMPLE 1. — Mrs. Wagner cut the grass.  
1. *After lunch Mrs. Wagner cut the grass.*

1. — the boys watched the sun rise.
2. I heard the noise —.
3. My friend suggested a hike —.
4. Their mascot ran —.
5. The hikers climbed slowly —.
6. Thousands — appeared.
7. The steep path wound —.
8. — they reached the top.
9. There — stood a tall pine.
10. The class lasts —.

**EXERCISE 5.** Complete the following four sentences, adding adverb phrases according to the directions.

1. The sailor repaired the sail —. (Tell how.)
2. The sail was needed —. (Tell why.)
3. The job was finally done —. (Tell when.)
4. The new sail was raised —. (Tell where.)

## VERBALS AND VERBAL PHRASES<sup>1</sup>

Verbals are forms of a verb that are used not as verbs but as other parts of speech. Verbals act very much like verbs: they may be modified by adverbs and may have complements. Their chief function, however, is to act as other parts of speech: adjective, noun, adverb.

There are three kinds of verbals: *participles*, *gerunds*, and *infinitives*.

### The Participle

**3f. A participle is a verb form used as an adjective.**

Since the participle is part verb and part adjective, it might be called a "verbal adjective."

<sup>1</sup> For work on verbal phrases as sentence fragments, see page 221. For verbals as dangling modifiers, see page 189.

EXAMPLES The burning leaves smelled good.  
A cracked record can ruin a needle.

In the first example, *burning* is part verb because it carries the action of the verb *burn*, and part adjective because it modifies the noun *leaves*—*burning leaves*. In the second, *cracked*, formed from the verb *crack*, modifies the noun *record*. Because they are formed from verbs and used as adjectives, *burning* and *cracked* are participles.

There are two kinds of participles: *present* and *past*.

**(1) Present participles consist of the plain form of the verb plus *-ing*.**

EXAMPLES The sleeping dog groaned.  
Glancing at the clouds, the farmer shook his head.

In the first example, *sleeping* (formed by adding *-ing* to the verb *sleep*) is a present participle modifying the noun *dog*. In the second, the present participle *glancing* (consisting of the plain form of the verb *glance* plus *-ing*) modifies the noun *farmer*—*glancing farmer*. Verb forms used as adjectives, like these, are participles.

In addition to its use as a verbal, the present participle can be part of a verb phrase:

EXAMPLES The dog was sleeping.  
The farmer is glancing at the clouds.

A present participle alone cannot be a verb. It can, however, be part of a verb phrase if it is preceded by a helping verb: *was sleeping*. A participle in a verb phrase is part of the verb; it is not considered a separate adjective.

**(2) Past participles consist of the plain form of the verb plus *-d* or *-ed*. A few are irregularly formed.<sup>1</sup>**

EXAMPLES Bruised by the fall, the defeated runner limped to the sidelines. [The past participles *bruised* and *defeated* modify the noun *runner*.]

Discouraged by the mishap, the boy hung his head. [The past participle *discouraged* modifies the noun *boy*—*discouraged boy*.]

<sup>1</sup> See the discussion of irregular verbs, on pages 155–56.

Like a present participle, a past participle can also be part of a verb phrase.

EXAMPLES I was not surprised.  
I had been informed that Ms. Garcia would not be there.

**EXERCISE 6.** Number your paper 1–10. List the participles used as adjectives in the following sentences. After each participle, write the noun or pronoun modified.

1. *Pigeon*, a word derived from the Old Norse, is the name of certain species of dove.
2. A pigeon is any bird of the family *Columbidae*, having a compact body and short legs, with a square or rounded tail.
3. Traced back through the centuries, the lineage of all pigeons leads to a common ancestor.
4. This ancestor, the Blue Rock pigeon, once domesticated, was bred into several different varieties.
5. Homing pigeons, for example, were bred in the fourth century B.C. in Egypt and used until very recent times for swift communication.
6. Passenger pigeons, migrating in vast numbers every spring and fall, were considered a nuisance by many farmers in the last century.
7. The roosting birds would often so overburden the trees that all but the largest branches would break off and fall.
8. John Audubon, wandering through such a roosting site after the birds had left, likened the damage to the effects of a hurricane.
9. Once numbered in the billions, passenger pigeons have now become extinct.
10. A severe hailstorm, killing many of the birds and destroying their eggs, wiped out one enormous flock of birds at a single stroke.

**EXERCISE 7.** Combine each of the following pairs of sentences into one sentence by using a participle. You may change a present participle to a past participle or a past participle to a present participle if you need to. Underline

the participle in each of your sentences. Punctuate the sentences correctly. (See pages 379–93.)

- EXAMPLES
1. The radio was blaring. It irritated me.  
1. *The blaring radio irritated me.*
  2. Bob held tight to his books. He sprang over the ditch.  
2. *Holding tight to his books, Bob sprang over the ditch. or Springing over the ditch, Bob held tight to his books.*
1. *Music* is an ancient word. It comes from the Greek *mousikos*.
  2. *Mousikos* was an adjective. It meant “concerned with the Muses.”
  3. The Muses of mythology ruled over the arts. They were the daughters of Zeus.
  4. They visited artists at work. They inspired them to new heights.
  5. *Music* was originally used as an adjective. In English it gradually became a noun.
  6. The noun *music* has a limited meaning. It signifies a work of art in sound.
  7. That definition limits the richness of the word. It is disappointing.
  8. The word could be used in a broader sense. It could mean “ordered and enchanting,” or *music-like*.
  9. The ending *-ic* is often used adjectivally. It doesn’t have to belong to a noun.
  10. The orbits of the planets are ordered and serene. They might be called “mus-ic.”

**EXERCISE 8.** Pick out from the following sentences all the participles, both present and past. List them on your paper, and after each one, write the word which the participle modifies. Be careful not to confuse participles with the main verbs of the sentences.

1. The dogs, excited and yelping, looked very eager.
2. Brought from the stables, the horses arrived at the starting point ready for the hunt.

3. Dressed in their traditional costumes, the members of the hunting party mounted their horses.
4. Sensing danger, a nearby fox ran off across the fields.
5. Released from their leashes and following each other in close formation, the dogs set off after the fox.
6. Harried by the uneven ground and treacherous soft spots, some of the horses threw their riders.
7. Sniffing at the trail and baying loudly, the dogs raced energetically along the path scented by their quarry.
8. Suddenly, snarling in fury, the desperate fox doubled back from the tree line at the edge of the fields and snapped at the dogs.
9. The lead dog of the pack, taken by surprise, halted and yelped as the fox escaped into the forbidding, dense forest.
10. Disappointed by their failure, the hunters regrouped to make a fresh start.

### The Participial Phrase

A participle may be modified by an adverb or by a prepositional phrase used as an adverb, and it may have a complement. These related words combine with the participle to make a participial phrase.

**3g. A participial phrase consists of a participle and its related words, such as modifiers and complements, all of which act together as an adjective.**

The participial phrase in each of the following sentences is in bold-faced type. An arrow points to the noun or pronoun which the phrase modifies.

► **NOTE** Some participial phrases contain one or more prepositional phrases.

EXAMPLES **Approaching the curve**, the truck slowed down.

I could see Frank **sitting three seats away**.

I heard him **practicing his trumpet**.

**Acquitted by the jury**, the defendant shook hands with her lawyer.

The **ship, buffeted by the storm**, struggled to safety.

**EXERCISE 9.** Each of the following sentences contains one or more participial phrases. Copy each participial phrase, and write after it the noun or pronoun it modifies.

**EXAMPLE 1.** **Drowsing in the crow's-nest**, the lookout suddenly awoke, sang out, and, pointing off the starboard quarter, drew the captain's attention to a distant sail.

*1. Drowsing in the crow's-nest—lookout  
pointing off the starboard quarter—lookout*

1. **Known for his exploits in the Caribbean**, Drake was one of Queen Elizabeth's favorite captains.
2. **Annoyed by the Spanish successes in the New World**, Elizabeth summoned Drake to the palace.
3. **The Queen wanted a share of the gold going to the Spanish treasury from America**.
4. **In 1577**, Queen Elizabeth, seeking new sources of gold, sponsored Drake's exploratory venture to America.
5. **Spain's Atlantic treasure fleets, well armed and convoyed**, Drake ignored for obvious reasons.
6. **The Spaniards had no warships stationed in the Pacific and few transport vessels armed with guns**.
7. **Ranging the Pacific**, Drake seized loot without much struggle, treated his prisoners graciously, and sent them on their way.
8. **At the end of three years**, Drake's ship sailed into home port loaded with fantastic treasures.
9. **On a sunny day in 1581**, the voice of Queen Elizabeth, ringing loudly across the crowded deck, announced the knighthood of Sir Francis Drake.

**EXERCISE 10.** Participles can add variety to your writing. Use the following participial phrases in sentences of your own.

- |                           |                         |
|---------------------------|-------------------------|
| 1. torn from its mooring  | 6. broadcast last night |
| 2. taken by surprise      | 7. clutched in her hand |
| 3. chained to a stake     | 8. winning the prize    |
| 4. viewed from the bridge | 9. adding sugar         |
| 5. recorded last week     | 10. blocking the path   |

### The Gerund

Gerunds and present participles are formed exactly alike. Both are formed by adding *-ing* to the plain form of the verb. The difference between them is in their use. Present participles are used as *adjectives*; gerunds are used as *nouns*.

**3h. A gerund is a verb form ending in *-ing* that is used as a noun.**

Study the bold-faced words in the following sentences. They are gerunds. Note that each word is part verb and part noun. For instance, *walking* in the first sentence is formed from the verb *walk*; yet it names an action. It is the name of something; therefore it is used as a noun. Further proof that *walking* is used as a noun is its use as the subject of a sentence.

- EXAMPLES Walking is good exercise.  
 Pointing is impolite.  
 I enjoy playing the flute.  
 Watering the grass produced good results.  
 We avoided the rush by mailing the cards early.

You can see that each of the bold-faced words is used as a noun. In some sentences it is used as the subject; in one it is used as the object of the verb; in the last sentence it is used as the object of a preposition. Note that gerunds always end in *-ing*.

**EXERCISE 11.** Number your paper 1–10. In each of the following ten sentences, you will find verbals ending in *-ing*. Some will be gerunds and some will be present participles. Copy them, and label them either *G* for gerund or *P* for participle. If the verbal is a gerund, tell how it is used

(subject, object, predicate nominative, object of a preposition). If the verbal is a participle, tell what word it modifies.

- EXAMPLES 1. Thinking clearly is essential.  
 1. *thinking* – *G* – *subject*  
 2. A thinking person will avoid excess.  
 2. *thinking* – *P* – *person*

1. Their whispering caught the attention of the teacher.
2. Shirley enjoys hiking.
3. Besides eating, what else do you like to do?
4. A discriminating viewer occasionally shuts off the TV and reads a good book.
5. Telling the difference between the twins is hard even for their parents.
6. An unforgettable experience was visiting the zoo for the first time.
7. Climbing to the top of the mountain, Carl could see for miles.
8. Jenny occupied herself by writing song lyrics.
9. My new puppy does not like staying by itself in an empty house.
10. Feeling the silence oppressive, he began to whistle.

**EXERCISE 12.** From the following verbs make gerunds, and use each one in a sentence. Tell how each is used. It may be one of the following in the sentence: subject of verb, object of verb, predicate nominative, object of a preposition.

- |          |          |
|----------|----------|
| 1. leave | 6. dream |
| 2. grow  | 7. go    |
| 3. work  | 8. row   |
| 4. plant | 9. hike  |
| 5. talk  | 10. draw |

### The Gerund Phrase

**3i. A gerund phrase consists of a gerund together with its complements and modifiers, all of which act together as a noun.**

**EXAMPLES** *Looking at the clock* is a bad habit. [The gerund phrase is used as the subject of the sentence. The gerund *looking* is modified by the prepositional phrase *at the clock*.]

She dislikes *gossiping about one's friends*. [The gerund phrase is the direct object of the verb *dislikes*. It consists of the gerund itself and the adverb phrase *about one's friends* that modifies it.]

He avoided detection by *changing his name*. [The gerund phrase is the object of the preposition *by*.]

**EXERCISE 13.** Write five sentences, each containing one or more gerund phrases. Underline each phrase, and write above it how it is used. Use the following abbreviations—*subj.*, subject; *obj.*, object; *p.n.*, predicate nominative; *o.p.*, object of a preposition. Include an example of each use.

### The Infinitive

**3j.** An *infinitive* is a verb form, usually preceded by *to*, that is used as a noun, adjective, or adverb.

An infinitive consists of the plain form of the verb, usually preceded by *to*. It can be used as a noun, an adjective, or an adverb. Study the following examples carefully.

#### *Infinitives used as nouns*

*To forgive* is sometimes difficult. [The infinitive *to forgive* is the subject.]

Lorna attempted *to flee*. [The infinitive *to flee* is the direct object of the verb *attempted*.]

#### *Infinitives used as adjectives*

She is a candidate *to watch*. [The infinitive *to watch* modifies the noun *candidate*.]

The doctor *to call* is Inada. [The infinitive *to call* modifies the noun *doctor*.]

#### *Infinitives used as adverbs*

The plane was ready *to go*. [The infinitive *to go* modifies the adjective *ready*.]

The tiger tensed its muscles *to spring*. [*To spring* modifies the verb *tensed*.]

► **NOTE** *To* plus a noun or pronoun (*to the store, to school, to her*) constitutes a prepositional phrase. *To* is only the sign of the infinitive when it is followed by the plain form of a verb (*to be, to discuss, to see*).

**EXERCISE 14.** List on your paper the infinitives in the following sentences. After each infinitive, tell how it is used—as subject, object, predicate nominative, adjective, or adverb. You may use abbreviations.

1. Don't you want to come to the game?
2. One must not be afraid to try.
3. One restful way to swim is to float.
4. That's good to hear.
5. He got up to leave.
6. It is much too early to go.
7. To learn, you must listen.
8. She hopes to win the tournament.
9. To stroll down a country lane is a great pleasure.
10. To know her is to like her.

### The Infinitive Phrase

**3k.** An *infinitive phrase* consists of an infinitive together with its complements and modifiers.<sup>1</sup>

Like infinitives alone, infinitive phrases can be used as adjectives, adverbs, and nouns.

**EXAMPLES** *To lay down a good bunt* is very difficult. [The infinitive phrase is used as a noun, as the subject of the sentence. The infinitive has an object, *bunt*, and is modified by the adverb *down*.]

This kind of book is hard *to read rapidly*. [The

<sup>1</sup> Unlike the other verbals, an infinitive may have a subject: *I asked him to come to my party*. (*Him* is the subject of the infinitive *to come*.) An infinitive phrase that includes a subject may sometimes be called an *infinitive clause*.



infinitive *to read* is used as an adverb to modify the adjective *hard*. The infinitive is itself modified by the adverb *rapidly*.]

She wants **to be the captain**. [The infinitive *to be* is the direct object of the verb *wants* and is followed by the predicate nominative *captain*.]

### The Infinitive with "to" Omitted

Occasionally, the *to* that is usually the sign of the infinitive will be omitted in a sentence. This happens frequently after such verbs as *see*, *hear*, *feel*, *watch*, *help*, *know*, *dare*, *need*, *make*, *let*, and *please*.

EXAMPLES Did you watch her [to] run the race?  
He doesn't dare [to] tell the teacher.  
She would not let the dog [to] go.

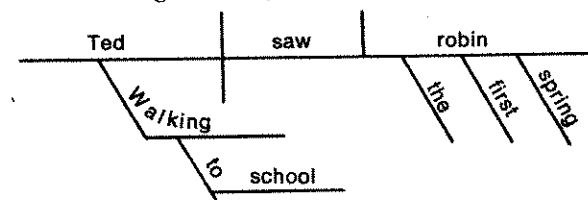
**EXERCISE 15.** List on your paper the infinitive phrases in the following sentences. After each phrase, tell how it is used—as subject, object, predicate nominative, adjective, or adverb.

1. My assignment was to read *I Know Why the Caged Bird Sings*.
2. In the story of her life, Maya Angelou tries to present a true picture of her childhood.
3. To tell the truth of her experience was her aim.
4. She desired to communicate her true feelings to her readers.
5. To write a successful book meant a new career.
6. Angelou had many ways to use her talents.
7. To dance successfully in Europe and Africa was another one of her accomplishments.
8. Maya Angelou attempted to express herself and her culture in every possible medium.
9. To write a television series on African traditions in American life was an outstanding achievement.
10. In all her work she was able to express great emotion.

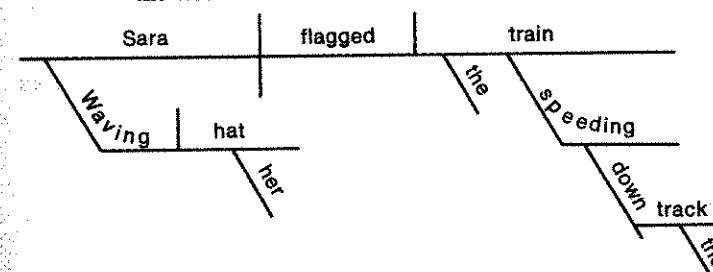
### Diagramming Verbals and Verbal Phrases

Participles and participial phrases are diagrammed as follows:

EXAMPLE Walking to school, Ted saw the first spring robin.

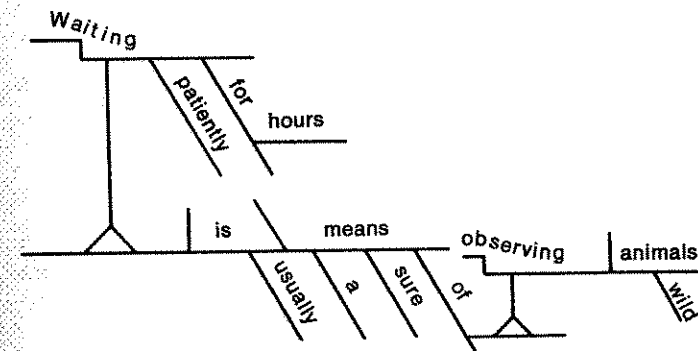


EXAMPLE Waving her hat, Sara flagged the train speeding down the track.



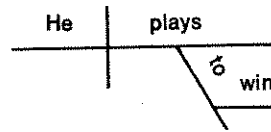
Gerunds and gerund phrases are diagrammed differently.

EXAMPLE **Waiting patiently for hours** is usually a sure means of **observing wild animals**. [The gerund phrase *waiting patiently for hours* is used as the subject of the verb *is*; the gerund phrase *observing wild animals* is used as the object of the preposition *of*. The first gerund phrase is modified by the adverb *patiently* and the prepositional phrase *for hours*. The second gerund phrase has a direct object, *animals*.]



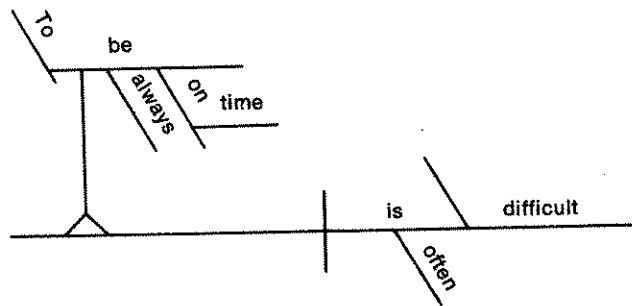
Infinitives and infinitive phrases used as modifiers are diagramed like prepositional phrases.

EXAMPLE He plays to win.

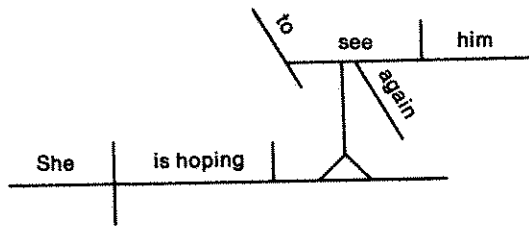


Infinitives and infinitive phrases used as nouns are diagramed as follows.

EXAMPLE To be always on time is often difficult. [infinitive used as subject]

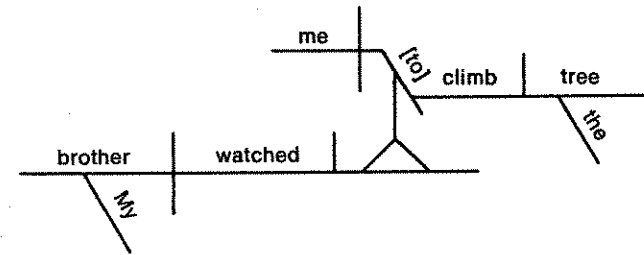


EXAMPLE She is hoping to see him again. [infinitive used as object]



In the following sentence notice how the subject of an infinitive is diagramed, and how the infinitive itself is diagramed when the *to* is omitted.

EXAMPLE My brother watched me climb the tree.



EXERCISE 16. Diagram the following sentences.

1. Speeding up, Benito passed the truck.
2. I have never liked waiting in line.
3. Carol gets good marks by concentrating on her work.
4. To pay cash is surely the best way to buy.
5. Ed saw me run away.

### APPPOSITIVES AND APPOSITIVE PHRASES

Nouns and pronouns, as you know, are modified by adjectives and adjective phrases. Occasionally a noun or pronoun will be followed immediately by another noun or pronoun that identifies or explains it.

EXAMPLE My older brother Thomas is twenty-one.

In this sentence the noun *Thomas* tells which brother. The noun *Thomas* is said to be in apposition with the noun *brother*. *Thomas* in this sentence is called an *appositive*.

**3l. An *appositive* is a noun or pronoun that follows another noun or pronoun to identify or explain it.**

Like any noun or pronoun, an appositive may have adjective or adjective phrase modifiers. If it does, it is called an *appositive phrase*.

**3m. An *appositive phrase* is made up of an appositive and its modifiers.**

Examine the appositives and the appositive phrases in the examples below. They are in bold-face type.

**EXAMPLES** My aunt and uncle, **the Giovannis**, own a store, **the Empire Shoe Shop on Main Street**.

A good all-around athlete, this boy is a promising candidate for the decathlon, **the Olympic event that tests ten different skills**.

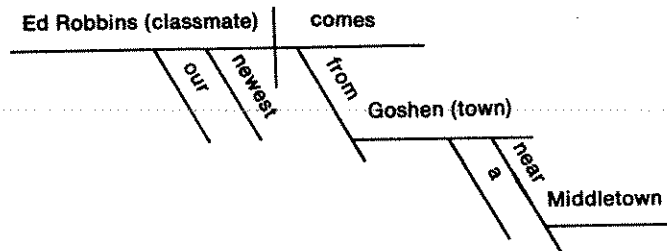
► **NOTE** Occasionally (as in the first appositive in the second example above) an appositive phrase precedes the noun or pronoun explained.

Appositives and appositive phrases are set off by commas, unless the appositive is a single word closely related to the preceding word. The comma is always used when the word to which the appositive refers is a proper noun.

**EXAMPLES** Dr. Blumenthal, our family doctor, is a fine woman.  
Her son Bill is my best friend.  
Natalie, her daughter, is another good friend.

In diagramming, place the appositive in parentheses after the word with which it is in apposition.

**EXAMPLE** Ed Robbins, our newest classmate, comes from Goshen, a town near Middletown.



**EXERCISE 17.** List on your paper the appositive phrases in each of the following sentences. Underline the appositive in each phrase, and be sure you know the word to which each appositive refers.

1. My hobby, amateur botany, is lots of fun.
2. My laboratory, the patch of meadow and woods along the river, contains dozens of interesting species.

3. Mr. Jeffers, an old friend of the President's, will be our new ambassador to India.
4. Hausa, a language of the Sudan, is widely used as a trade language throughout western Africa.
5. The new sponsor, the Acme Razor Company, objected to the parts of the series in which the hero always seemed to need a shave.

**REVIEW EXERCISE A.** Number your paper 1–10. Identify the following words and phrases in italics by writing *p.* for participle, *g.* for gerund, *i.* for infinitive, *prep.* for prepositional phrase, and *ap.* for appositive.

1. Jeanne liked *to listen to music*.
2. She listened at the nearest library, *an arts library with an extensive jazz collection*.
3. The librarian, *a clarinetist*, decided to make a disciple of Jeanne.
4. *Handing a clarinet to Jeanne* took only an instant.
5. *After bringing the instrument home*, Jeanne decided to save money and take lessons.
6. *After her first few lessons*, she became a convert.
7. She soon learned *to play it rather well*.
8. *Practicing daily*, she improved her tone.
9. *Practicing her fingering* eliminated minor flaws.
10. *A paying position with a local orchestra* enabled her to return the clarinet and purchase one of her own.

**REVIEW EXERCISE B.** The following sentences contain verbal and appositive phrases. List the phrases on your paper; there are fifteen of them. After each, tell what kind it is: participial, gerund, infinitive, or appositive. Modifiers and complements of a verbal are considered part of the phrase. You may use abbreviations.

- EXAMPLE** 1. To perform well, all musicians devoted to their art must study the playing of experts.
1. *to perform well*—*i.*  
*devoted to their art*—*p.*  
*the playing of experts*—*g.*

1. The United States Marine Band, a group of one hundred men, has participated in our nation's history by playing at official functions for one hundred and sixty-four years.
2. Dressed in their scarlet uniforms, the bandsmen seem to add a special touch to any program.
3. Marching in parades or playing at the White House, the band strives to uphold its tradition of faultless performance.
4. Arriving for tea with the President, guests may find the band ready to entertain them by playing popular tunes.
5. The members of the band, all expert musicians, rehearse daily throughout the concert season.
6. Listening to the concerts is a good way to relax.
7. In the early days of the Marines, the band spent much time playing in the streets to encourage enlistments.

**REVIEW EXERCISE C.** Copy the verbal phrases from the following sentences in order. After each, tell what kind it is: participial, gerund, or infinitive.

- ① Driving a car is a skill learned only by much experience. Some beginners think they have learned to drive when they can start a car, steer it around the block, and stop it. Anyone above the age of five can start a car by turning a key and by pressing the accelerator. Steering a car through deserted streets is child's play.
- ② Handling an automobile, however, requires quick judgment and carefully attuned responses based on experience. Taking the car out, you face a series of emergency situations demanding quick action. You may run into a traffic jam; you will almost certainly have to make a left turn when you are facing traffic. A driver must always anticipate the actions of other drivers. Perhaps most difficult of all is estimating distance and speed when you are passing a car going in the same direction.

## The Clause

### Independent and Subordinate Clauses

A clause, like a phrase, is a group of related words used together as part of a sentence. Clauses, however, contain a subject and verb, whereas phrases do not.

**PHRASE** We went home after work. [The prepositional phrase *after work* contains neither a subject nor a verb.]

**CLAUSE** We went home after our work was finished. [*Work* is the subject of the clause and *was finished* is the verb.]

**4a. A clause is a group of words that contains a verb and its subject and is used as part of a sentence.**

### KINDS OF CLAUSES

All clauses have a subject and verb, but not all of them express a complete thought. Those that do are called *independent clauses*. Such clauses could be written as separate sentences. We think of them as clauses when they are joined with one or more additional clauses in a single larger sentence. Clauses that do not make complete sense by themselves are called *subordinate clauses*. Subordinate clauses function as nouns, adjectives, or adverbs just as phrases do. In this chapter you will study both types of clauses.

#### Independent Clauses

**4b. An independent (or main) clause expresses a complete thought and can stand by itself.**

Each of the following sentences is the same as an independent clause:

The people grumbled more every day.  
The army threatened to revolt.

To show the relationship between these two ideas, we can combine them as independent clauses into a single sentence:

The people grumbled more every day, and the army threatened to revolt.

Independent clauses may also be joined by the conjunctions *but, or, nor, for, and yet*.

She forgot about it, *or* she never intended to come.  
The general was not cowardly *but* his men were.

### Subordinate Clauses

**4c. A subordinate (or dependent) clause does not express a complete thought and cannot stand by itself.**

*Subordinate* means "lesser in rank or importance." Subordinate clauses are so called because they need an independent clause to complete their meaning.

#### SUBORDINATE CLAUSES

who was the hero of the famous novel  
that he would find honor and glory  
because it is so funny

Notice that each of these subordinate clauses has an incomplete sound when read by itself. Each one leaves you expecting more to be said. Words like *if, when, although, since, and because* always make the clause they introduce sound unfinished. These words signal that what follows is only part of a sentence: *if you are late; when I was a child*. The subordinate clauses given as examples above fit into sentences as follows:

Don Quixote, *who was the hero of the famous novel*, roamed Spain in search of adventure.  
He hoped *that he would find honor and glory*.

Because *it is so funny*, the novel has been popular reading since the seventeenth century.

**EXERCISE 1.** Number your paper 1–10. After the corresponding number, identify each italicized clause as *independent* or *subordinate*.

1. Joan, *who was an experienced baby-sitter*, was never short of cash.
2. *The king did not express his suspicions about his brother*; instead, he sent him to almost certain death in battle.
3. Mr. Dillon likes to have plenty of room *when he parks his car*.
4. *As soon as the program is over*, refreshments will be served.
5. *The children behaved perfectly* while we were watching them.
6. The people *that live there* own a riding stable.
7. If the burglars had realized that the door was open, *they would not have broken in through the window*.
8. *Ella had made two bad mistakes*, but that was not many.
9. We guessed *that we were not very welcome*.
10. People *who really care about their apartments* usually participate in tenants' organizations.

### Complements and Modifiers in Subordinate Clauses

A subordinate clause, like an independent clause or a simple sentence, may contain complements and modifiers.

- EXAMPLES** This is the book *which* the critics attacked. [*Which* is the direct object of *attacked*.]  
I did not know *who* he was. [*Who* is a predicate nominative: He was *who*.]  
Because she gave me the letter . . . [*Me* is the indirect object of *gave*; *letter* is the direct object of *gave*.]  
If you are so sure . . . [*Sure* is a predicate adjective.]  
While she was dancing *with me* . . . [*With me* is an adverb phrase modifying *was dancing*.]

**EXERCISE 2.** Copy on your paper the italicized subordinate clauses in the following sentences. In each clause,

underline the subject once and the verb twice, and identify any complements, using these abbreviations:

*d.o.*—direct object      *p.n.*—predicate nominative  
*i.o.*—indirect object    *p.a.*—predicate adjective

If the verb has more than one word, underline each word.

EXAMPLE 1. *When she has finally given us her permission*, I will thank her.

1. *When she has finally given us her permission*

1. I'd like to know *who did this*.
2. I know *who the captain was*, but I don't know *which team won the game*.
3. He is the player *whom you were watching*.
4. Is this the suit *that you wore to church*?
5. We saw a woman *who was very tall*.
6. *When you see Gary*, please give him my message.
7. She left *before I could give her the message*.
8. *Although he had waited for me*, I missed him.
9. Do you know *when she sent us the order*?
10. *If you can possibly spare a dollar*, give it to him.

**EXERCISE 3.** Write ten sentences containing subordinate clauses. Underline the clauses and, using the abbreviations in Exercise 2, name the complements in each.

## THE USES OF SUBORDINATE CLAUSES

Subordinate clauses fulfill the same function in sentences as adjectives, adverbs, and nouns. Subordinate clauses are named according to the job they do in sentences.

### The Adjective Clause

**4d.** An adjective clause is a subordinate clause used as an adjective to modify a noun or pronoun.

EXAMPLES The school that Ken attended last year is not eager to have him back.

The old high school, which had long been abandoned, was destroyed by fire.

An adjective clause always follows the noun or pronoun it modifies. It is sometimes set off by commas and sometimes not. If the clause is *needed* to identify the word modified, no commas are used. Thus in the first example, the adjective clause is not set off because it is needed to identify *which* school the sentence is about. If the clause merely adds information that is *not essential*, as in the second example, commas are used. (See pages 385–87.)

### Relative Pronouns

Adjective clauses are usually introduced by the pronouns *who*, *whom*, *whose*, *which*, and *that*. These pronouns are called *relative pronouns* because they relate the adjective clause to the word the clause modifies (the antecedent of the relative pronoun). In addition to referring to the word the clause modifies, the relative pronoun has a job to do within the adjective clause.

EXAMPLES Sarah Boone was the woman who invented the ironing board. [The relative pronoun *who* relates the adjective clause to *woman*. It also functions as the subject of the adjective clause.]

Ellen is one of the people whom I invited. [*Whom* relates the adjective clause to *people*; it also functions as the direct object of the clause: *I invited whom*.]

The answer for which you have been searching is obvious. [*Which* relates the clause to *answer*; it functions as the object of the preposition *for* within the adjective clause.]

The boys apologized to the man whose window they had broken. [*Whose* relates the clause to *man*. Within the adjective clause it functions as a modifier of *window*.]

In some cases the relative pronoun is omitted. The pronoun is understood and still is thought of as having a function in the clause.

EXAMPLES Mrs. Sato is the senator [that] I meant. [The relative pronoun—*that* or *whom*—is understood. The pronoun relates the adjective clause to *senator* and functions as the direct object of the adjective clause.]

Is this the coat [that] you talked about? [The relative pronoun *that* or *which* is understood.]

In addition to relative pronouns, adverbs are sometimes used to introduce adjective clauses.

EXAMPLES There are times when Mrs. Willard loses her temper.  
This is the place where I found it.

**EXERCISE 4.** Number your paper 1–10. After the proper number, copy the adjective clause from the corresponding sentence, circling the relative pronoun that introduces the clause. Underline the subject once and the verb twice. Then list the antecedent of the relative pronoun after the clause.

EXAMPLE 1. Admiral Nelson was a man whose bearing and action identified him as a leader.

1. whose bearing and action identified him as a leader  
—man

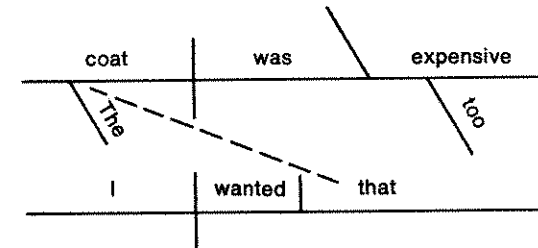
- Nelson, who had begun his naval career in 1770, retired from the sea in 1800.
- But he was quickly called from retirement when the war with France, which had halted for a time, was resumed.
- Nelson became the leading figure in the dramatic naval campaign that was waged from 1803 to 1805.
- Nelson, whom the French considered a formidable enemy, meant to annihilate Bonaparte's ships.
- Contact with an enemy fleet, which numbered thirty-three French and Spanish warships, was made near Cape Trafalgar.
- Roar after roar echoed from the *Victory's* guns, which poured destruction into the French flagship at point-blank range.
- The raking broadsides demolished the French ship, which was soon a floating wreck.
- The *Victory* crashed into a warship that carried seventy-four guns.
- Soldiers on the French ship fired down from the rigging at the British marines, who returned the fire with great accuracy.

- The British won a decisive victory, but Nelson, who had been fatally wounded, died aboard the *Victory*.

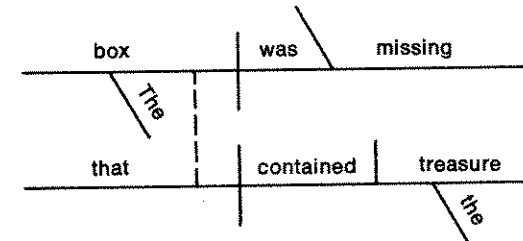
### Diagramming Adjective Clauses

An adjective clause beginning with a relative pronoun is joined to the noun it modifies by a broken line. This line runs from the modified word to the relative pronoun.

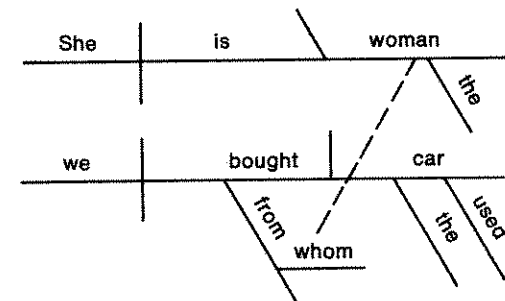
EXAMPLE The coat that I wanted was too expensive.



EXAMPLE The box that contained the treasure was missing.



EXAMPLE She is the woman from whom we bought the used car.





## The Adverb Clause

**4e. An adverb clause is a subordinate clause that modifies a verb, an adjective, or an adverb.**

Like adverbs, adverbial clauses modify words by telling *how, when, where, or under what conditions*.

**EXAMPLES** Kim looks as if she had heard the good news. [*As if she had heard the good news* tells *how she looks*.]  
 When we went, we left our dog in a kennel. [*When we went* tells *when we left the dog*.]  
 Wherever you go, you will find other tourists. [*Wherever you go* tells *where you will find other tourists*.]  
 If we win, we will be in first place. [*If we win* tells *under what condition we will be in first place*.]

## The Subordinating Conjunction

Adverb clauses are introduced by subordinating conjunctions. As its name suggests, a subordinating conjunction makes its clause a subordinate part of the sentence—a part that cannot stand alone. Unlike relative pronouns, which introduce adjective clauses, subordinating conjunctions do not serve a function within the clause they introduce.

### Common Subordinating Conjunctions

after	before	unless
although	if	until
as	in order that	when
as if	since	whenever
as long as	so that	where
as soon as	than	wherever
because	though	while

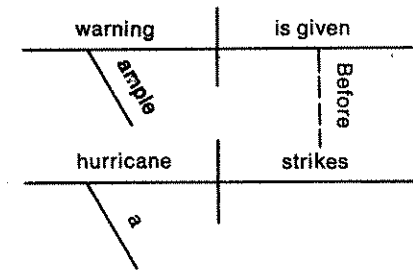
► **NOTE** Many of the words in this list can be used as other parts of speech. For instance *after, as, before, since, and until* can also be used as prepositions.

### Diagramming Adverb Clauses

An adverb clause is written on a horizontal line below the

independent clause and is joined to it by a broken line connecting the verb of the adverb clause to that word in the independent clause (usually the verb) which the clause modifies. On the broken line, write the subordinating conjunction which introduces the subordinate clause.

**EXAMPLE** Before a hurricane strikes, ample warning is given.



**EXERCISE 5.** Copy the adverb clause from each of the following sentences. Circle the subordinating conjunction in each clause.

1. Naomi worked on the car while I painted the garage.
2. The car looked as if it really needed polish.
3. Wherever you looked, you saw rust on the chrome.
4. Naomi brought some rags so that she could wash the windows.
5. Naomi put the polish down where she could reach it easily.
6. When you want to do a good job, you should take your time.
7. After she had polished the car, it sparkled in the sun.
8. She vacuumed the upholstery because it was dusty.
9. As soon as the job was finished, Dad gave her some money.
10. Naomi acted as though she were reluctant to accept it.

**EXERCISE 6.** Write ten sentences, using in each a different one of the subordinating conjunctions in the list already given on page 88. After each, state whether the clause tells *how, when, where, why, or under what conditions*.

**REVIEW EXERCISE A.** List on your paper the subordinate clauses in the following sentences. After each clause, state whether it is an adjective clause or an adverb clause.



1. Egyptology is the branch of learning which is concerned with the language and culture of ancient Egypt.
2. Until the Rosetta Stone was discovered in 1799, the ancient Egyptian language was an enigma to scholars.
3. Boussard, who was a captain in the engineers under Napoleon, found the stone in the trenches near Rosetta, a city near the mouth of the Nile.
4. Before the French had a chance to analyze its inscriptions, the stone was captured by the British.
5. Because the stone contained the same message in two kinds of Egyptian writing and in Greek script, it provided the needed key for deciphering the Egyptian language.
6. When the Rosetta Stone was found, part of the hieroglyphic portion was missing.
7. Scholars could easily read the Greek inscription, which was nearly complete.
8. In 1818 Thomas Young succeeded in isolating a number of hieroglyphics that he took to represent names.
9. The message that was written on the stone was not very exciting in itself.
10. Since the priests of Egypt were grateful for benefits from the king, they were formally thanking the king for his generosity.

### The Noun Clause

#### 4f. A *noun clause* is a subordinate clause used as a noun.

Compare the two sentences in each pair below. Notice that in the second sentence in each pair, a *subordinate clause takes the place of a noun in the first sentence*.

Tell whether the clause in each of the following pairs of sentences is used as the subject, object, or predicate nominative.

She believes the adage.

She believes that hard work means success.

His illness was Todd's excuse.

That he was ill was Todd's excuse.

Books have been written about Callas' singing.

Books have been written about how Callas sang.

I do not remember the assignment.

I do not remember what the assignment was.

We knew the author of the book.

We knew who the author was.

Noun clauses are usually introduced by such connectives as *that*, *whether*, *what*, *who*, *whoever*, *whose*, *where*, *why*, etc. Sometimes the introductory word does not have any function in the clause.

EXAMPLE I know <sup>S</sup> that <sup>V</sup> he <sup>DO</sup> will find them. [The connecting word *that* plays no part in the clause.]

At other times, the introductory word does function in the clause.

EXAMPLE I know <sup>DO</sup> what <sup>S</sup> they <sup>V</sup> want.

Like adjective clauses, noun clauses are sometimes used without the usual introductory word. Compare the noun clauses in the following paired sentences.

The teacher said that the class could leave.

The teacher said the class could leave. [The conjunction *that* is understood.]

**EXERCISE 7.** There are ten noun clauses in the following sentences. Copy them on your paper. Label the subject and the verb of each noun clause. After each clause, tell whether it is the subject of the sentence, the direct object, the indirect object, the predicate nominative, or the object of a preposition. You may abbreviate.

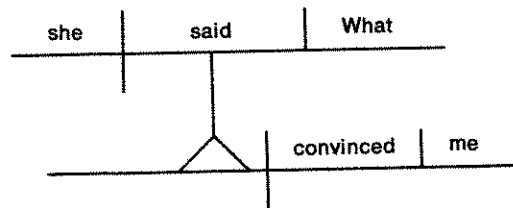
1. Bob knows who broke the window.
2. No one can say whether he will tell.
3. That is what the teacher wants.
4. The teacher told Bob she had asked the rest of us.
5. How the window was broken is a mystery to us.
6. We told the teacher we did not know anything.
7. Whoever broke it should admit the fact.
8. The reason is that its repair will cost money.
9. The bill should be paid by whoever broke the window.

10. The teacher will not give whoever confesses any further punishment.

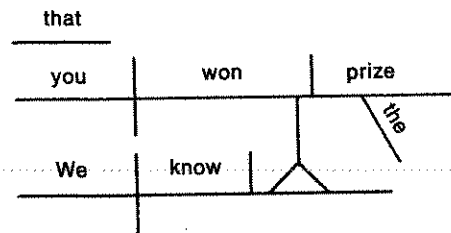
### Diagramming Noun Clauses

A clause used as subject, object, predicate nominative, or object of a preposition is supported by an upright line resting on the line of the subject, object, predicate nominative, or object of a preposition.

NOUN CLAUSE AS SUBJECT What she said convinced me.



NOUN CLAUSE AS OBJECT We know that you won the prize.  
[That introduces the clause but plays no part in it.]



**EXERCISE 8.** Diagram the sentences in Exercise 7.

**REVIEW EXERCISE B.** Here are ten sentences containing all three kinds of subordinate clauses: adjective, adverb, and noun. Copy each clause on your paper. Label the verb and the subject in the clause, and name the kind of clause.

1. When the West was young, travelers often had difficulty finding accommodations for the night.

2. Experienced travelers, who realized they would frequently have to camp out, brought tents along on their journeys.
3. After stagecoach routes were opened, crude inns were built along the trails.
4. These early inns were what we would call a combination store, tavern, and farmhouse.
5. Spending the night in a sod-house inn was a strange experience for those who were accustomed to more luxurious surroundings.
6. When the wind blew, the dirt from the sod would fall on the sleepers.
7. Another complaint about the inns was that the food was poor.
8. The presence of fleas, mice, and other vermin was another thing that annoyed the early travelers.
9. Because the partition walls of some early Western hotels were made of calico, fire was a great danger.
10. The ground floors of many railroad hotels were given over to dance palaces that resounded with the noisy revelry of cowhands.

### SENTENCES CLASSIFIED BY STRUCTURE

**4g.** When classified according to structure, there are four kinds of sentences—*simple*, *compound*, *complex*, *compound-complex*.

(1) A *simple sentence* is a sentence with one independent clause and no subordinate clause.

EXAMPLE Cats are independent animals.

Although we often think of simple sentences as short, this is not necessarily the case.

EXAMPLE On his way home from the game, Jake stopped for a hamburger at the diner with the rest of the gang.  
[Notice that there are plenty of phrases but only one subject and one verb.]

(2) A *compound sentence* is a sentence composed of two or more independent clauses but no subordinate clauses.

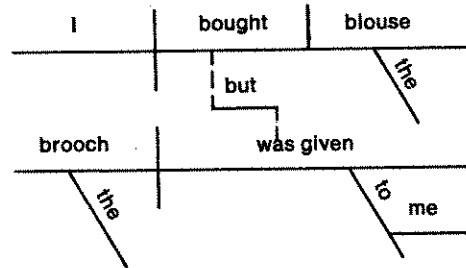
EXAMPLES <sup>S</sup> I <sup>V</sup> bought the blouse, but the <sup>S</sup> brooch <sup>V</sup> was given to me.  
[two independent clauses]

<sup>S</sup> The plants <sup>V</sup> are not large, but they <sup>S</sup> are <sup>V</sup> healthy, and  
<sup>S</sup> they <sup>V</sup> bloom regularly. [three independent clauses]

Other words used to join the clauses of a compound sentence are *consequently, therefore, nevertheless, however, moreover, otherwise*, etc. These are called conjunctive adverbs. When a word of this kind is used between two independent clauses, it is preceded by a semicolon.

Each independent clause in a compound sentence is diagrammed like a separate sentence. A broken line joins the clauses. The line is drawn between the verbs of the two clauses, and the conjunction is written on a solid horizontal line connecting the two parts of the broken line.

EXAMPLE I bought the blouse, but the brooch was given to me.



**Caution:** Do not confuse the compound predicate of a simple sentence with the two subjects and two predicates of a compound sentence.

EXAMPLES <sup>S</sup> She <sup>V</sup> turned on the television and <sup>V</sup> watched a baseball game. [simple sentence with a compound predicate]

<sup>S</sup> She <sup>V</sup> turned on the television, and <sup>S</sup> she <sup>V</sup> watched a baseball game. [compound sentence with two independent clauses]

(3) A *complex sentence* is a sentence containing one independent clause and one or more subordinate clauses.

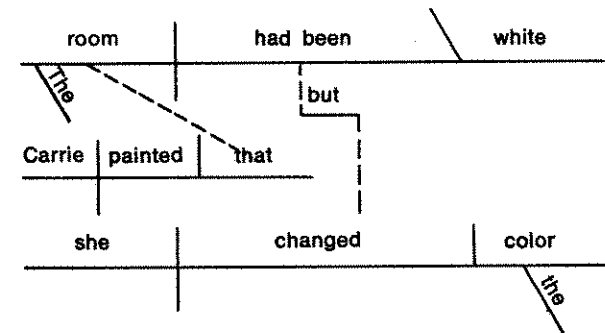
EXAMPLE When we reached the pier, the boat had docked.

Since you have already learned how to diagram a sentence containing a subordinate clause (adjective, adverb, and noun clause), you know how to diagram a complex sentence.

(4) A *compound-complex sentence* contains two or more independent clauses and one or more subordinate clauses.

EXAMPLE The room that Carrie painted had been white, but she changed the color. [two independent clauses and one subordinate clause]

In diagramming a compound-complex sentence, first diagram the independent clauses. Then attach the subordinate clauses to the words they modify. Give yourself plenty of room.



**EXERCISE 9.** Write and label two simple sentences, two compound sentences, two complex sentences, and two compound-complex sentences.

**EXERCISE 10.** Number your paper 1-10. After the proper number, write what kind of sentence each of the following is: simple, compound, complex, compound-complex.

1. If it takes as long to explore the moon as it did to explore the United States, none of us will be around when the job is finished.
2. Alan Shepard, Jr., and Edgar Mitchell spent thirty-three

- hours on the moon's surface during the *Apollo 14* mission in February, 1971, and David Scott and James Irwin conducted further experiments during the *Apollo 15* flight the following summer.
3. Although various successful achievements like these gave lunar missions continued impetus, human tragedies called attention to the personal cost of space exploration.
  4. Extreme complexity of equipment, which was the reason for so many historic breakthroughs, was also the cause of the deaths of both Russian and American space crews.
  5. While these setbacks were regrettable, exploration nevertheless continued.
  6. New scientific information was gathered by instruments mounted on the moon, but its analysis was dependent upon its examination back here on earth.
  7. With the completion of the *Apollo 16* and *Apollo 17* missions in April and December of 1972, one phase of lunar exploration ended.
  8. When these two missions were over, scientists began sifting the new data, but they all agreed it would take years to exhaust its meaning.
  9. Scientific competition between the superpowers was particularly intense during the fifties and sixties; it was also a primary reason for early success in lunar exploration.
  10. Finally, in the seventies, Russia and the United States are cooperating and are jointly planning new space ventures.

**EXERCISE 11.** What kind of sentence is each of the following? Be prepared to explain your answer.

1. After the supplies are delivered, we will decorate the gym.
2. We know that the art department has worked very hard, and we appreciate their efforts.
3. Place the chairs wherever you wish.
4. If we start early, we can finish before noon.
5. Arrange the flowers artistically.
6. Have you made the arrangements for the tickets?
7. Somebody must stand at the door and collect the tickets.
8. This dance should be a success, because we have already sold several hundred tickets.

9. We have elected a king and queen for the dance, and they will lead the Grand March.
10. The clean-up committee will report tomorrow at noon.

**EXERCISE 12.** Diagram the sentences in Exercise 11.

**REVIEW EXERCISE C.** Number your paper 1-25. After the proper number, identify each of the italicized word groups by means of the following abbreviations: *prep. ph.* (prepositional phrase); *part. ph.* (participial phrase); *inf. ph.* (infinitive phrase); *adj. cl.* (adjective clause); *adv. cl.* (adverb clause); *n. cl.* (noun clause).

Today few people doubt (1) *that women are as capable as men.* One of the few fields (2) *in which women have not been equally represented* is space travel. In 1959, Dr. W. Randolph Lovelace began screening candidates (3) *for the space program.* He wanted (4) *to test the suitability* of women. He selected twenty-four (5) *of America's most prestigious women pilots.* Fourteen agreed (6) *that they would undergo the tests.*

The first candidate (7) *reporting for the rigorous exams* was Jerrie Cobb. Cobb began flying (8) *when she was twelve years old.* (9) *By the time she began the Lovelace tests,* she had logged 10,000 hours in the air in all types of aircraft. (10) *Having achieved one world record for distance flying,* eventually Cobb would gain two others for speed and altitude.

One test (11) *that she underwent* was called "Isolation Run." It tested (12) *how long a person could stand being alone.* (13) *To achieve profound sensory deprivation,* Cobb was lowered into an eight-foot tank of water. The water was heated to exact body temperature (14) *so that she could feel absolutely no sensation.* The tank, (15) *which was both soundproof and lightproof,* further guarded against sensory stimulation. Cotton wads (16) *smearred with petroleum jelly* were placed in her ears. She was pulled (17) *from the tank* after ten hours. Her tolerance was judged (18) *to be astounding.*

Cobb's ability (19) *to make a crash landing* also was tested. She was strapped into a mock-up of an airplane cockpit (20) *which was mounted above a pool.* (21) *Released from the restraining chute,* the mock-up drove into the water and turned over. Cobb had to escape from the mock-up (22) *while she was upside down* under sixteen feet of water. She was judged physically

and psychologically fit (23) *for space travel*.

(24) *What the results showed* about women's durability convinced Lovelace of their suitability as astronauts. The United States has never sent a woman into outer space, but Jerrie Cobb continues to work in "inner space," flying doctors, anthropologists, missionaries, and medical supplies to South American Indian tribes (25) *who otherwise would be isolated*.

Usage