

Kinds of Clauses

Reteaching

A **clause** is a group of words that contains both a subject and a verb. An **independent clause** expresses a complete thought and can stand alone as a sentence.

The South American rain forests support a diversity of life forms.
SUBJECT VERB

A **subordinate clause**, or **dependent clause**, contains a subject and a verb but does not express a complete thought and cannot stand alone as a sentence.

When the wind erodes mountains (What happens at this time?)
SUBJECT VERB

A subordinate clause must always be combined with an independent clause.

When the wind erodes mountains, flat-topped mesas and plateaus are created.
SUBORDINATE CLAUSE INDEPENDENT CLAUSE

Two kinds of words that link or introduce clauses are coordinating conjunctions and subordinating conjunctions. A **coordinating conjunction** joins two independent clauses. Examples of coordinating conjunctions are *and, or, but,* and *yet*.

The Pacific Ocean is the largest ocean, and Mt. Everest is the highest mountain.
COORDINATING CONJUNCTION

A **subordinating conjunction** introduces a subordinate clause.

Because deserts receive only a little rainfall, they are often covered by sand.
SUBORDINATING CONJUNCTION

The following are some examples of subordinating conjunctions: *after, although, as, because, before, if, in order that, provided, since, so that, until, when, where, wherever, while.*

Identifying Kinds of Clauses and Conjunctions

In each sentence, identify the boldfaced group of words by writing **IND** for an independent clause and **SUB** for a subordinate clause. Then find the conjunction in the sentence. Underline a coordinating conjunction once and a subordinating conjunction twice.

1. Although the oceans appear to be separated, **they are actually joined together.** _____
2. **Before echo sounding was developed,** the depth of the ocean was measured with weighted lines of hemp or wire. _____
3. The ocean's currents are studied in detail **because they are important to shipping.** _____
4. Whenever Earth's plates slide past one another, **earthquakes can occur.** _____
5. **The North Pole is covered by water,** and the South Pole is covered by land. _____
6. Erupting volcanoes cause great destruction, yet **they also bring many benefits.** _____
7. **As coastal areas become flooded,** the need for wetlands becomes clear. _____

Kinds of Clauses

More Practice

A. Identifying Conjunctions and Kinds of Clauses

In these sentences, underline once every independent clause, underline twice every conjunction, and place parentheses around every subordinate clause.

1. Although deserts are arid, some cactus plants grow beautiful flowers.
2. The Mississippi River is the longest river in the United States, and the Nile River is the longest river in the world.
3. Underground caves contain amazing sights, yet many people fear their darkness.
4. While it's nearly impossible to live there, many tourists still visit Antarctica.
5. Before the continents separated, Europe and America shared one land mass.
6. A marsh is a wetland with grasses, but a swamp is a wetland with trees.
7. Until the Panama Canal was built, land in Central America separated the two oceans.
8. After it flows for 3,900 miles, the Amazon River empties into the Atlantic Ocean.
9. You may ski in Colorado's mountains, or you may relax in Colorado's hot springs.
10. Hikers should always be physically fit whenever they attempt to climb mountains.

B. Identifying Independent and Subordinate Clauses

Each sentence contains two clauses and a conjunction. Underline the conjunction and write above it either **CC** for coordinating conjunction or **SC** for subordinating conjunction. Above each clause write **IND** for independent or **SUB** for subordinate.

1. Whenever he rides in an airplane, he insists on sitting in the back row.
2. Bears could harass the campground, or rain could make the ground unstable.
3. Wherever her family traveled, they always kept a detailed journal.
4. His cabin had been in the family for 60 years, but Caleb was thinking of selling it.
5. She would not be happy until she soared in a parachute across the canyon.
6. Since everyone else was gone, Robert took the canoe out on the lake alone.
7. Jean intended to swim across the lake unless her parents tried to stop her.
8. After he had been a camper for 30 years, Dan finally saw his first bear in the wild.

Kinds of Clauses

Application

A. Using Clauses in Writing

Use each group of words below in two different sentences. First use it as an independent clause, adding another independent clause either before or after it, and using an appropriate coordinating conjunction. Second, add a subordinating conjunction to the word group and use it as a subordinate clause, joining it to a new independent clause.

1. the ocean is salty

2. earthquakes threaten much of California

3. penguins won't be found at the North Pole

4. they went on an African safari

5. coral reefs support many marine animals

B. Building Sentences with Clauses

Begin with the given sentence. Add to it clauses as described in parentheses. At each step, add the new element to the preceding answer.

Starting Sentence: Many islands look lovely.

1. (Add a conjunction and an independent clause.) _____

2. (Add a conjunction and a subordinate clause.) _____

3. (Add a conjunction and another independent clause.) _____

Adjective and Adverb Clauses

Reteaching

An **adjective clause** is a subordinate clause that modifies a noun or pronoun. Like an adjective, it tells *which one* or *what kind*. An adjective clause may be called a **relative clause**, and the word that introduces it is either a **relative pronoun** or a **relative adverb**. Examples of relative pronouns are *who, whom, whose, that, and which*. Relative adverbs include *after, before, when, and where*.

The color that you get by mixing yellow and blue paint is green. (Which color?)

An **essential adjective clause**, as in the example above, provides information that is necessary to identify the noun or pronoun it modifies. A **nonessential clause** provides additional, but not needed, information. Use commas to set off a nonessential clause.

Turquoise, which is my favorite color, is similar to aqua. (nonessential)

An **adverb clause** is a subordinate clause that modifies a verb, adjective, or adverb. Like an adverb, it tells *where, when, why, how, or to what extent*. Adverb clauses are usually introduced by **subordinating conjunctions** such as *before, when, because, since, as, than, if, though, until, so that, as, as if, where, wherever*.

When white light passes through a prism, a band of colors forms. (When does the band of colors form? Modifies verb)

Sometimes words in an adverb clause that repeat or almost repeat words in the main clause are not stated, but only implied. Such clauses are called **elliptical**.

This red is more intense than that red. (more intense than that red is intense.)

Identifying Adjective and Adverb Clauses

For items 1 through 10, underline the adjective or adverb clause that modifies the boldfaced word(s). For items 11 through 14, underline once the adjective or adverb clause and underline twice the word modified.

- Yellow and blue**, which are complementary colors, form white light when combined.
- John**, who is a painter, keeps a color wheel on his studio wall.
- When you mix primary colors, you **produce** secondary colors.
- The red apple **appeared** dark gray because the room was very dark.
- You could not **see** the colored rings until he spun the black and white disk.
- The **discovery** that white light contains all the colors was made by Isaac Newton.
- Goethe**, whose fame comes from his poetry, also developed color theories.
- The **terms** that experts use to describe color are hue, saturation, and lightness.
- Although dogs see the same objects we do, they cannot **see** colors.
- Color **photography**, which most people use today, is based on light color theory.
- You produce new colors whenever you blend groups of colors from the spectrum.
- People who can see only white, gray, and black are called color blind.
- Moise has been less sure of his sense of color since he was shown the optical illusion.
- The object that bends white light into beautiful color is called a prism.

Adjective and Adverb Clauses*More Practice***A. Identifying Adjective and Adverb Clauses and Introductory Words**

In each sentence, underline the adjective or adverb clause once. Underline the word modified twice. Circle the relative pronoun or relative adverb that introduces the adjective clause, or the subordinating conjunction that introduces the adverb clause.

EXAMPLE Harry, won (because) he campaigned hard.

1. After you receive your diploma, shake hands with the superintendent.
2. The lute, which was popular during the Renaissance, is now rarely played.
3. We went to the movie theater where the film festival is being held.
4. Yoko executes calligraphy better than the other students.
5. Before the Lincoln penny was minted, our coins did not carry portraits.
6. The violet that survived six years in the kitchen died after a week in my bedroom.
7. Carla, who speaks Chinese, will translate the speech.
8. Brandon is as bright as his older siblings.
9. Degas is the painter whom we associate with pictures of ballet dancers.
10. The traffic department put the Yield sign where the accidents had occurred.

B. Identifying Adjective and Adverb Clauses and Elliptical Clauses

Review the sentences and your answers in Exercise A. Then, on the lines below, write the numbers of all the items that belong in each group named.

1. Adjective clauses _____
2. Adverb clauses _____
3. Adverb clauses that are also elliptical clauses _____

C. Identifying Nonessential Clauses

Underline the adjective clause in each of the following sentences. If the clause is nonessential, insert commas where they are needed.

1. Hue which is an attribute of color is determined by wavelength.
2. Albert Munsell who was a seascape painter created a system of color names.
3. Jerry painted some black signs that were difficult to see at night.
4. Purple is the color that Mandy loves most.
5. James Maxwell whose scientific work is well known made the first color photograph.
6. Steve did his report on optical illusions that make us see color in black-and-white drawings.
7. What is the name of that artist whose paintings feature stairs that go in two directions at once?
8. In synesthesia, a person who hears a sound may visualize a color in response.

Adjective and Adverb Clauses

Application

A. Using Adjective and Adverb Clauses to Combine Sentences

Combine each pair of sentences into one sentence by changing one of the pair into an adjective or adverb clause. Use the introductory word given in parentheses. Use commas as needed.

1. Isaac Newton is famous for discovering gravity. He also developed color theories. (Use *who*.)

2. White light passes through a prism. It separates into many colors. (Use *when*.)

3. Red cannot be formed by combining colors. Red is called a primary color. (Use *because*.)

4. Stare at a colored area for 30 seconds. You will see color on a white sheet of paper. (Use *if*.)

5. Aristotle saw that eyes need light to see color. His explanation for this fact was incorrect. (Use *although*.)

6. Yellow is a primary color in paint. Yellow is not a primary color in light. (Use *which*.)

B. Using Adjective and Adverb Clauses to Develop Sentences

Rewrite each of the following sentences, adding an adjective clause, an adverb clause, or both types of clauses. Use commas as needed.

1. There are no set rules of color harmony.

2. The prism separates white light into many colored lights.

3. Scientists measure the different wavelengths of light.

4. Brenda became an expert at mixing paint colors.

5. You can produce white light.

Noun Clauses

Reteaching

A **noun clause** is a subordinate clause that is used as a noun. Noun clauses may be used wherever nouns can be used, including as the object of a verbal or as an appositive.

Subject	<u>Whether animals perceive color</u> can be determined.
Direct Object	We know <u>that a cat has excellent night vision</u> .
Indirect Object	They charge <u>whoever uses their binoculars</u> a fee.
Predicate Nominative	His color blindness is <u>what caused the traffic accident</u> .
Object of a Preposition	I'm fascinated by <u>how a fly sees</u> .
Direct Object of Verbal	I'd like to know <u>how its mind deals with all the images</u> .
Appositive	Publish your findings, <u>whatever they may be</u> .

Usually, a noun clause is introduced by one of these words: a **relative pronoun**, such as *what, whatever, who, whoever, whom, whomever, and which*; or a **subordinating conjunction**, such as *how, that, when, where, whether, and why*.

Identifying Noun Clauses and Their Uses

Underline the noun clause in each sentence. Then underline the initials in parentheses that identify how the noun clause is used: **S** for subject, **DO** for direct object, **IO** for indirect object, **PN** for predicate nominative, **OP** for object of a preposition, **DOV** for direct object of a verbal, or **APP** for an appositive.

1. That yellow is a primary color only in paint did not make sense to me. (**S, PN, APP**)
2. The teacher awarded whoever mixed paint to make green an extra 10 points. (**S, DO, IO**)
3. She understood that the different wavelengths of light produced different colors. (**DO, PN, OP**)
4. Whoever created that color wheel is an excellent artist. (**APP, DOV, S**)
5. We were amazed at how many different colors have been identified. (**OP, DO, PN**)
6. Seeing how a prism split light into colors, John finally understood the concept. (**OP, PN, DOV**)
7. Building a color projector can help you, whoever you are, learn about color and light. (**S, DO, APP**)
8. Optical illusions with afterimages were what she enjoyed the most. (**PN, DO, IO**)
9. He remembered that Albert Munsell created a color system. (**S, PN, DO**)
10. They were bored by how long the speaker talked about color harmony. (**PN, DO, OP**)
11. The position of a color on the color wheel is what determines its complement. (**OP, IO, PN**)
12. The opponent color theory, whatever that is, will be on the test. (**S, APP, IO**)
13. He showed whoever asked to see it his chart of color wavelengths. (**IO, DO, APP**)
14. To see how the students tested for color blindness was the goal of the exercise. (**OP, DOV, S**)

Noun Clauses

More Practice

A. Identifying Noun Clauses and Their Uses

Underline the noun clause in each sentence. Then, on the line, write how the noun clause is used: **S** for subject, **DO** for direct object, **IO** for indirect object, **PN** for predicate nominative, **OP** for object of a preposition, **DOV** for direct object of a verbal (gerund, participle, or infinitive) and **APP** for an appositive.

1. The Renaissance was when the countries of Europe rediscovered classical art, literature, and learning. _____
2. The club sent thank-you notes to our advisors, whoever helped on our project. _____
3. There is absolutely no evidence for what she is alleging. _____
4. Give whoever requested directions the map of Lantern Lane. _____
5. Anticipating what questions an interviewer might ask can help you prepare. _____
6. Do you know why Angles and Saxons invaded the British Isles? _____
7. Whether or not you succeed depends to a great extent on your attitude. _____

B. Using Noun Clauses

Use each of the following clauses as a noun clause in an original sentence. In parentheses after your sentence, write how the noun clause is used.

- | | |
|--------------------------------------|------------------------------------|
| a. whoever mixes red and green paint | d. that our retinas perceive color |
| b. how much light is in the room | e. whoever studies color theory |
| c. what terms describe color | f. why green seems restful |

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Sentence Structure

Reteaching

A **simple sentence** has one independent clause and no subordinate clauses. Any part of the sentence, such as subject, predicate, verb, or object, may be compound.

Art and music please adults and children. (compound subject, compound object)

A **compound sentence** has two or more independent clauses joined together. Any of these can be used to join independent clauses: a comma and a coordinating conjunction, a semicolon, or a semicolon followed by a conjunctive adverb.

Museums display art, but they are not the only places with valuable art.

A **complex sentence** has one independent clause and one or more subordinate clauses.

Residents of this community can merely look at nearby walls to find art that reflects the culture of the community.

A **compound-complex sentence** consists of two or more independent clauses and one or more subordinate clauses.

The mural is an ancient art form, but since the 1920s, when Mexican painters began painting murals, modern artists have given it new life.

Identifying Kinds of Sentences

Identify each sentence below with **S** for simple, **CD** for compound, **CX** for complex, or **CC** for compound-complex.

1. Probably the best-known modern muralist is Diego Rivera. _____
2. Rivera's work decorates many public buildings in Mexico City, where people from around the world come just to see his paintings. _____
3. In the 1920s Diego Rivera, José Orozco, David Siqueiros, and other Mexican artists turned to the mural to present the history and legends of their country. _____
4. Rivera drew scenes of life in Mexico before the Spanish arrived. _____
5. Anyone who sees these massive paintings is impressed by their distinctive style, but Rivera also intended to communicate his political beliefs. _____
6. Worldwide, murals are used for political and social purposes because, like advertising billboards, they are seen by so many people. _____
7. The Mexican muralists may be better known, but mural painters were very active in the United States in the first half of the 20th century as well. _____
8. Many of the wall-size works of art in public buildings in the United States date from the 1930s, when artists were working for the Works Progress Administration, or WPA. _____
9. During the Great Depression, the federal government founded the WPA, and it provided work for many artists who would otherwise have left the field. _____

Sentence Structure

More Practice

A. Identifying Kinds of Sentences

Identify each sentence below with **S** for simple, **CD** for compound, **CX** for complex, or **CC** for compound-complex.

1. A mural is a wall-size work of art, and it can be produced in one of several ways. _____
2. The fastest way to make a mural is by painting on a dry surface, but more enduring murals are made by the *fresco* technique, in which paint is applied to wet plaster. _____
3. Perhaps the most famous muralist of all is Michelangelo. _____
4. Michelangelo used the fresco method when he decorated the ceiling of the Sistine Chapel in the Vatican with scenes from the Old Testament. _____
5. In the fresco method, paint must be applied quickly, before the plaster dries, so the artist prepares by drawing a sketch of what he or she will be painting. _____
6. Mexican muralists such as Diego Rivera and José Clemente Orozco are credited with reviving the fresco technique in modern times. _____
7. Today, the drawing of community murals is promoted by such groups as the Social and Public Art Resource Center, which was founded by Judith Baca and others in Los Angeles in 1976. _____

B. Using Different Kinds of Sentences

Combine each pair of sentences into one sentence of the type indicated in parentheses.

1. Diego Rivera, the Mexican muralist, was married to Frida Kahlo. She was a noted Mexican painter. (complex sentence)

2. Diego Rivera produced murals in Mexico in the 1920s. So did José Clemente Orozco. David Siqueiros also produced murals in Mexico then. (simple sentence)

3. Los Angeles has had many murals painted since the 1960s. It is not the only city in the United States with murals in ethnic neighborhoods. (compound sentence)

4. To create a fresco, first an artist makes full-size drawings on heavy paper. Then the artist or his or her assistants make tracings of the drawings on the plaster. The plaster is still wet. (compound-complex sentence)

CHAPTER 3

Sentence Structure

Application

A. Using Different Structures to Combine Sentences

Combine the ideas expressed in the simple sentences of this paragraph into only four sentences. In parentheses after each sentence, label what kind of sentence you used.

During the 1960s Hispanic people in the United States wanted to promote appreciation for Hispanic heritage. Many Hispanic artists chose to work with the mural form. The artists knew that young people would see murals as they walked in the neighborhood. The young people would become aware of important people and traditions of the community. They would feel more pride in their background and themselves. Los Angeles has a very large Hispanic population. Artists there formed a committee. It drew in young people to help in creating neighborhood murals. Since then, many impressive murals have been created. Probably the largest of these is the Great Wall of Los Angeles. This mural is half a mile long. It presents the history of California from the viewpoints of women and minorities.

B. Using Different Sentence Structures in Directions

Write a paragraph telling how to produce a work of art or craft, or describing a finished piece. You could write about painting on canvas, working with clay to make a statue or piece of pottery, sewing a quilt, or any other technique with which you have some familiarity. Include at least one of each kind of sentence: simple, compound, complex, and compound-complex. Label in parentheses the sentence type.

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Fragments and Run-Ons

Reteaching

A **sentence** must have both a subject and a verb, and express a complete thought.

A **sentence fragment** is only part of a sentence.

A **phrase fragment** is missing both a subject and a verb.

FRAGMENT In modern days. Women worldwide are gaining more of their rights.

REVISION In modern days, women are gaining more of their rights.

A **clause fragment** consists of a subordinate clause, which has a subject and verb but does not express a complete thought.

FRAGMENT Although half their people are women. Some lands limit women's rights.

REVISION Although half their people are women, some lands limit women's rights.

Other kinds of fragments lack either a subject or a verb.

FRAGMENT Women in past ages sometimes more respect than modern women.

REVISION Women in past ages sometimes had more respect than modern women.

A **run-on sentence** is made up of two or more sentences written as if they were one. Often run-ons have a **comma splice**, the incorrect joining of two sentences by a comma. Correct a run-on by separating the sentences or by joining them correctly one of these ways: (1) with a comma and coordinating conjunction; (2) with a semicolon, (3) with a semicolon and conjunctive adverb; (4) by changing one of the sentences into a subordinate clause.

RUN-ON The role of woman varied from country to country, each land was unique.

REVISION The role of woman varied from country to country; each land was unique.

Identifying Sentences, Sentence Fragments, and Run-Ons

On the line to the right of each word group below, write **S**, **F**, or **R** to identify the word group as a complete sentence, a fragment, or a run-on sentence.

1. Geraldine Ferraro ran for vice-president on the Democratic ticket in 1986 she was the first woman to run for this high office. _____
2. Elizabeth Dole, cutting short her run for the presidency in 1999. _____
3. Queen Elizabeth I led England into an age of prosperity and international power. _____
4. In more recent times, with Margaret Thatcher as Prime Minister of Great Britain from 1979 to 1990: _____
5. Women were rulers in ancient times Queen Hatshepsut of Egypt was sovereign in the land of the pyramids. _____
6. In Roman times the emperor Julius Caesar confronted another Egyptian queen, Cleopatra. _____
7. Was known for her beauty as well as her power. _____
8. During the so-called Dark Ages, which was the period between the fifth and ninth centuries. _____
9. Women in Europe had more power than you might expect. _____
10. Some women of that era were wealthy landowners women also had power in the church. _____

Fragments and Run-Ons

More Practice

A. Identifying and Correcting Fragments and Run-Ons

On the line after each word group below, write **S**, **F**, or **R** to identify the word group as a complete sentence, a fragment, or a run-on sentence. Then rewrite any fragment or run-on as one or more correct sentences. Add sentence parts as needed.

1. Is my favorite cartoon character. _____

2. The wood panels were scratched we were staining them. _____

3. Dances, such as the *Deuce Coupe* by Twyla Tharp, have been set to rock-and-roll music. _____

4. The maple seeds spinning like little helicopter blades on their way to the ground. _____

5. Lightning flashed, and rain poured in sheets, we felt safe in the shelter of the lean-to. _____

B. Correcting Fragments and Run-Ons

Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or combine it with another sentence. To correct a run-on, you may either separate the sentence or join it correctly.

The idea of a woman in a position of leadership is not new. Even during the Dark Ages in Europe. Women occasionally held power. The Franks, or French as they were later called, were accustomed to obeying their queens, eventually they followed a woman to war. Joan of Arc led the armies of France. Against the might of England. The English feared her power and her ability to lead eventually she was imprisoned and condemned.

Fragments and Run-Ons

Application

A. Proofreading for Fragments and Run-Ons

Rewrite this paragraph, correcting each fragment and run-on. You may add words to any fragment to make it a sentence, or combine it with another sentence. To correct a run-on, you may either separate the sentences or join them correctly.

During the Middle Ages, women often managed great estates and farmlands. A woman did not have to be a great lady to have authority she was often treated as a full partner in a small business, for example. Cloth sellers and cloth makers often husband-and-wife teams. Also trained other family members in the business. In any household the woman's work was of prime importance, she made almost all the goods the family owned.

B. Recognizing and Revising Fragments and Run-Ons

The following is a set of notes to be used in a paragraph about the history of medicine. Translate and rewrite its fragments and run-ons as correct sentences. Add whatever information that you need to make the paragraph understandable.

We know very little about the infectious diseases. Prevalent before the time of the Greeks. But much about these diseases during the Grecian era. Hippocrates, whose name we associate with the practice of medicine. A Greek. Even before Hippocrates, though, written records were kept. Nature and origin of various diseases. Other evidence, too. For example, that people weren't allowed to bury dead bodies too close to the temple at Delos. Indicates some understanding of how diseases were spread. Hippocrates, though, left detailed records. Inform us about diseases in ancient Greece.

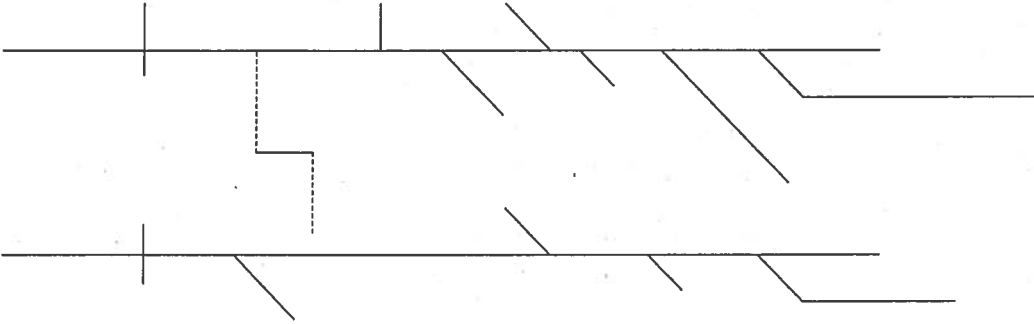
Sentence Diagramming

More Practice 1

Complete each diagram with the sentence provided.

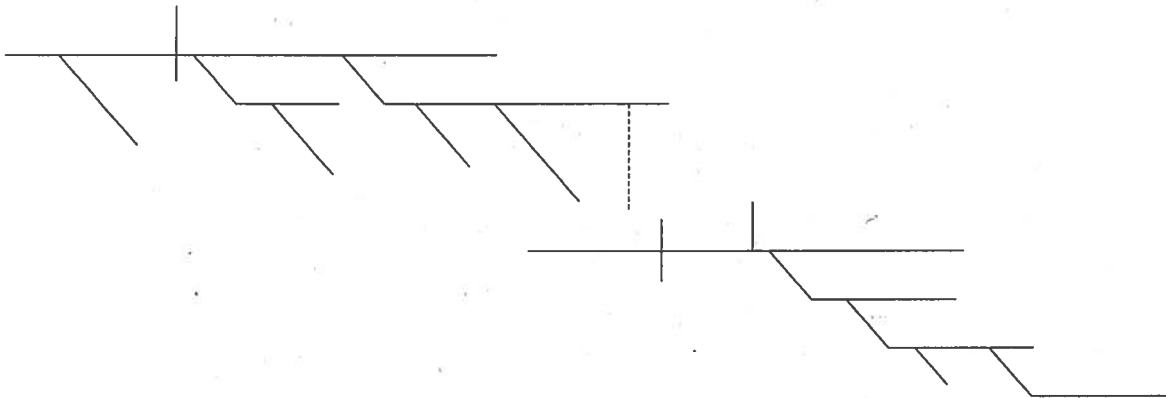
A. Compound Sentences

You might consider a bed a standard piece of furniture, but it also has been a symbol of wealth.

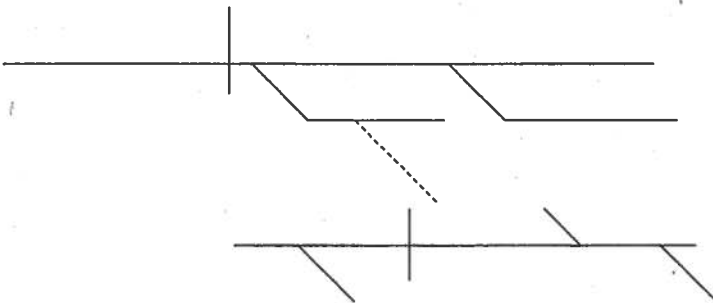


B. Complex Sentences

Adjective Clause Introduced by a Pronoun In ancient times, rich Egyptians slept on low wooden couches that had legs shaped like the legs of animals.



Adjective Clause Introduced by an Adverb In countries where the weather is very hot, people sleep in hammocks.

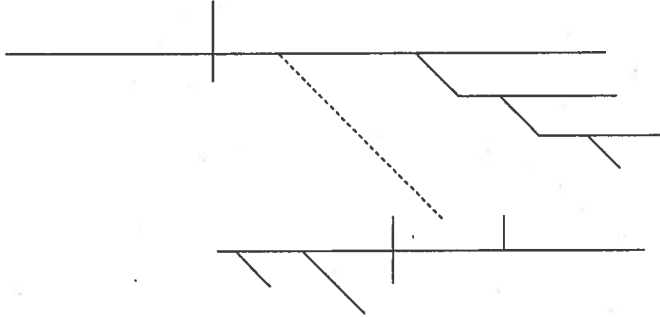


Sentence Diagramming

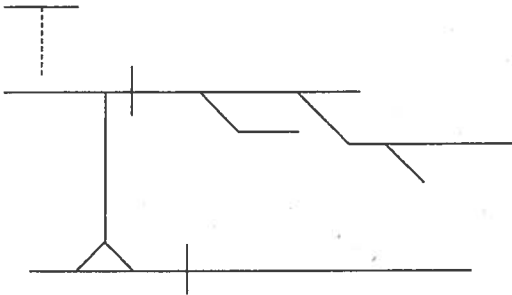
More Practice

B. Complex Sentences (continued)

Adverb Clause Before the common people used beds, they slept on pallets on the floor.

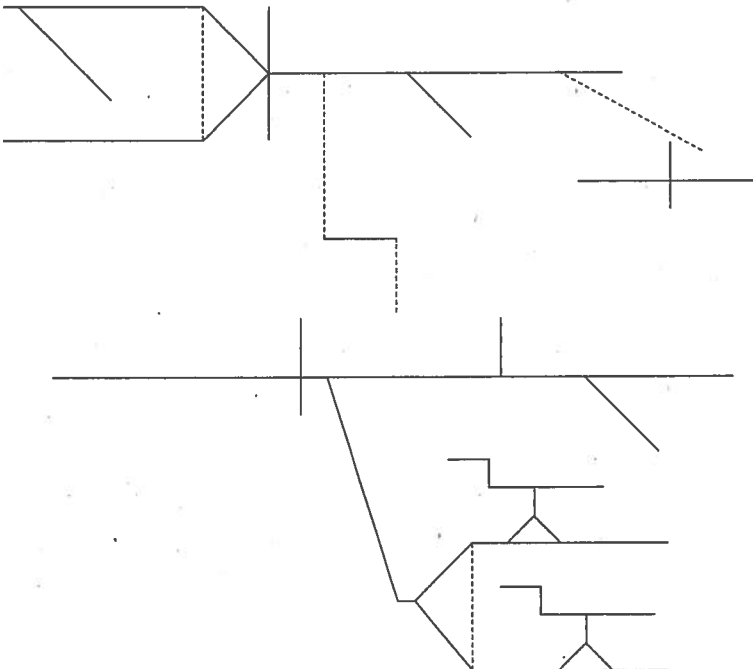


Noun Clause (Used as Subject) That bugs would get into bed with the people was assumed.



C. Compound-Complex Sentences

Ancient Greeks and Romans lay down while they ate, so they used their beds for dining and sleeping.



Sentence Diagramming

Application

On a separate piece of paper, diagram each of the following sentences.

A. Diagramming Compound Sentences and Complex Sentences

1. During the Middle Ages, most European homes had one room, and the whole family slept on the floor of that room.
2. One reason why everyone slept close together was to stay near the fireplace.
3. Rich people slept on elevated bedsteads, and they kept warm by putting curtains around each bed.
4. The mattresses, which were often stuffed with straw, could not have been very comfortable.

B. Diagramming Complex Sentences and Compound-Complex Sentences

1. In some northern countries, beds were in large cabinets that could be closed against the cold, and people slept in sitting position.
2. In countries where nobles competed to stay near the king, getting the king out of bed became a ceremony.
3. Nobles assembled in the king's bedroom before he arose.

C. Mixed Practice

1. A Murphy bed is a bed that can be folded into a closet.
2. Hiding the bed in a closet is useful in a room that is not a full-time bedroom.
3. Often, when people find that they need a bed for a short time, they use a dual-purpose bed.
4. A futon that turns into a couch by day is a dual-purpose bed, and another example is the sleeper sofa.
5. The trundle bed was a bed that children usually used.
6. The trundle bed was a small bed on wheels, and it could roll under a full-size bed when it was not in use.
7. For centuries, sailors slept in hammocks, but they did not invent this type of bed.
8. The first hammocks were used in South America, and sailors who came to the West Indies with Christopher Columbus were the first Europeans to use them.