

Fix It Book 1: The Nose Tree

Errata Page

Errata for the Second Printing, version 4

Introduction (Teacher's Book page 8)

Delete the extra "Grammar" in the line under the image of the student book page.

Week 18 Day 1 (Teacher's Book pages 83 and 87; Student Book page 39)

Add comma after *disbanded*: ... the besieging army instantly **disbanded**, and

Week 20 Day 1 (Teacher's Book page 95)

Under **Grammar Notations: Verbs**, delete the first advanced note because *laden* is an adjective, not a verb: **Advanced**. Ask: Which was is a helping verb? Answer: The second. It helps along the action verb *laden*. The first cannot be a helping verb because it is not followed by an action verb.

Errata for the Second Printing, version 3

Week 5 Day 3 (Teacher's Book page 28)

Remove the *n* over the word *soldier's* in the passage. Remove *soldier's* from the list under **Articles and nouns**.

Week 10 Day 4 (Teacher's Book page 49)

The **Advanced** note should read "*no one* and *one* are indefinite pronouns, but this is too advanced to teach now.

Week 11 Day 2 (Teacher's Book page 51)

Add this note to the **Grammar Notations: Nouns**. If students flag *one* as a pronoun, praise them, but you do not need to teach indefinite pronouns at this level.

Week 11 Day 4 (Teacher's Book page 53)

Remove the *n* over *nothing* in the passage. Add this advanced note to the Grammar Notations under Pronouns: ★**Advanced**. *Nothing* is an indefinite pronoun, but this is too advanced to teach now.

In the **Teacher's note** under **Articles and Nouns**, make these changes:

- Remove these two sentences about *nothing*: ~~Nothing is countable because there are no things in nothing. It is also a thing, so it is a noun.~~
- Change the word *another* to *a* in this clause: ... *gold* is a ~~another~~ thing

Week 12 Day 3 (Student Book page 27 and Teacher's Book pages 56 and 57)

In the passage in both books, there should be a comma after *immediately*: *Immediately, the first soldier ...* . Check that the comma is present in the sample rewrite in the teacher's book on page 57.

Week 16 Day 3 (Teacher's Book page 75)

Another should not be marked. In the **Grammar Notations: Adjectives** section, remove *another* from the list and delete the "Advanced" note. It should now simply read: **Adjectives**. *some*.

Add this note about pronouns:

Pronouns. *She, I, them*.

★**Advanced**. *Another* is an indefinite pronoun, meaning there is no specific noun that it is replacing, but this is too advanced to teach now.

Week 19 Day 3 (Teacher's Book page 91)

Add this note to the **Grammar Notations**:

Nouns. If students flag *one* as a pronoun, praise them, but you do not need to teach indefinite pronouns at this level.

Week 21 Day 1 (Teacher's Book page 101)

In the passage, the exclamation point after "Dear me!" should be handwritten.

In the second "Advanced" notation, change the period after *exclaimed* to a comma: *Dear me," he exclaimed, "it's steadily changing and growing!"*

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Under **Grammar Notations: Verbs**, add *changing* to the list of verbs.

Under **-ly adverbs**, the answer should include both verbs: *changing* and *growing*.

Week 22 Day 2 (Teacher's Book page 108)

Remove the *n* over *something* in the passage.

Add this note to the **Grammar Notations:**

Nouns. If students flag *one* or *something* as a pronoun, praise them, but you do not need to teach it at this level. Technically, these are indefinite pronouns because they do not refer back to a specific noun, but that is too advanced for this level.

Week 22 Day 4 (Teacher's Book page 110)

Remove the *n* over *nothing* and the *cc* over *but*.

Under **Pronouns**, add this note:

★**Advanced.** Students do not need to mark *nothing*. It is an indefinite pronoun that does not refer back to a specific nouns.

Under **Prepositions**, add this note:

★**Advanced.** Usually, *but* is a cc; however, when it means except, it is actually a preposition: nothing but (except) a nose.

Under **Coordinating Conjunctions**, correct the text to read as follows:

★**Advanced.** Ask what words ~~these cc's~~ this cc joins. Answer: *and* joins two verbs (*inspected* and *could think*) to the same subject (*they*). ~~*but* joins two nouns, *nothing* and *nose*.~~

Week 23 Day 1 (Teacher's Book page 113)

In the passage, remove *vb* from over *find*.

Under **Grammar Notations: Verbs**, remove the word *find* from the list of verbs.

In the **Advanced** section under verbs, revise the following:

- Delete the last two sentences: ~~Few students ... performing an action.~~
- Replace them with this sentence: *Infinitives are formed from verbs, but they do not function as verbs.*

Week 23 Day 4 (Student Book page 49; Teacher's Book pages 116 and 117)

In the passage of both books, add a comma after *immediately*: *immediately, they tried*. Also, be sure to add the comma in the sample rewrite on page 117.

Week 25 Day 2 (Teacher's Book page 126)

Remove the *n* from over the word *something*. Add this note to the **Grammar Notations:**

Pronouns.

★**Advanced.** Students do not need to mark the indefinite pronoun *something*, which is too advanced for this level.

Week 26 Day 1 (Teacher's Book page 131)

Remove the *adj* over *all*.

Under **Grammar Notations: Adjectives**, change the notation to read as follows:

Adjectives. *old. All* is also an adjective, meaning "the whole of," but it is too advanced for this level.

Week 28 Day 1 (Teacher's Book page 143)

Remove the *n* from over the word *many*.

In the **Grammar Notations** section, the **Articles and Nouns** section should read as follows:

Articles and nouns. suffering, the princess, relief.

★**Advanced.** Students do not need to mark the indefinite pronoun *many*.

Week 30 Day 4 (Teacher's Book page 158)

Remove the *n* over *something*. Add this note under the "Pronouns" section of the "Grammar Notations."

★**Advanced.** Students do not need to mark the indefinite pronoun *something*, which is too advanced for this level.
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Grammar Glossary Corrections

Page G-31: Numbers

Numbers, rule 3, cut second period after “dates.”

Page G-40: #3 Adverb Opener Section

After much study, Pamela White revised the comma rule for -ly adverb openers. The **#3 -ly Adverb Opener** section should read as follows:

#3 -ly Adverb Opener

The main difference between an -ly dress-up and -ly sentence opener is the flow of the sentence. Beginning the sentence with the -ly adverb gives a different kind of rhythm than placing it later in the sentence.

Advanced: -ly Adverb Punctuation. -ly openers take a comma after them when they modify the sentence but do not need a comma when they modify the verb. The best way to tell what they modify is to put the sentence in two patterns that use the adjective form of the -ly adverb.

- Did the subject act in the [adjective] manner? **If so, the -ly modifies the verb: no comma.**
 - Example: **Resentfully** the stranger answered him. The stranger answered in a resentful manner, so this -ly modifies the verb and therefore does not take a comma.
- Is it [adjective] that the rest of the sentence is true? **If so, the -ly modifies the sentence: comma.**
 - Example: **Unfortunately**, Queen Mary was traveling with him at the time. It is unfortunate that she was traveling with him at the time, so this -ly modifies the whole sentence and needs a comma.

Sometimes, both the comma and no comma are correct but affect the meaning.

Sorrowfully Chanticleer acceded to the counsel of his wife. He acceded, but he did so sorrowfully, with regret.

Sorrowfully, Chanticleer acceded to the counsel of his wife. This opener is the narrator’s warning that Chanticleer made a mistake in acceding to his wife’s advice. It is sorrowful that Chanticleer acceded to his wife’s counsel.

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| Additional errata for Second Printing, version 2 and previous |
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Possessive Pronouns (throughout the book)

In the first printing of this book the author tried to simplify the marking of pronouns by not marking possessive pronouns. However, this turned out to be more confusing for students, so most of the possessive pronouns have been added to the list for marking.

If you have one of these first printing books, you may need to add *pr* over the possessive pronouns listed below. Moreover, the list of pronouns on the Pronoun grammar card and on pages 10 and 11 of the student book should read as follows. This is not intended to be a comprehensive list but just of the ones that the student will need to mark in this book.

I, me, you, he, him, his, she, her, it, its, we, they, them, their

Week 2 Day 3 (Student Book page 7, Teacher’s Book pages 16 and 17)

Remove the comma between *long* and *before*: *He had not sat long before, all of a sudden, up came....*

Week 4 Day 2 (Teacher’s Book page 23)

Remove the *n* over the word *soldier’s*. Add this to the second “Advanced” note: Possessive nouns like *soldier’s* are nouns that function as adjectives. Some grammar programs call them adjectives; some call them nouns. Fortunately, it does not really matter because it will not affect punctuation or grammar so long as students recognize that possessive nouns need an apostrophe.

Week 5 Day 2 (Teacher’s Book page 27)

Remove the *n* over the word *soldier’s* in the passage and delete *soldier’s* from the list in the **Articles and nouns** section.

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Week 28 Day 4 (Teacher's Book page 146)

Remove the *pr* from over the word *first*. There should not be any notation there.

Week 32 Day 3 (Teacher's Book page 169)

Remove *n* over *three* and *no one*. Replace the first "Advanced" note with the following: Students will probably not catch the noun *three* or pronoun *no one*. *Three* is usually an adjective but must then have a noun after it that it describes; here, it is a noun. *No one* means *no person* and is a pronoun.

Grammar Cards: Week 11

The Week 11 grammar card on contractions should be titled "Apostrophes: Contractions," not "Apostrophes: Possessives."

Grammar Glossary Corrections

Page G-7: Possessive Pronouns

Remove "it" from the Possessive Pronouns list.