

## Fix It Book 5: Chanticleer Errata

### Errata for the Second Printing, version 4

Week 6 Day 4 (Teacher Book page 48)

Under **Fixes: Punctuation**, last bullet point change *verb* to *verbal*: ...objects of the ~~verb~~ verbal *dread*.

### Errata for the Second Printing, version 3

Week 1 Day 4 (Teacher's Book page 16)

Under **Fixes: Punctuation**, the first sentence of the first bullet point should read as follows, adding the highlighted text. The rest of the paragraph is fine.

- **3-ly adverb openers** take commas when they modify the sentence but ~~follow the pause test~~ **do not** when they modify just the verb.

Week 2 Day 1 (Student Book page 7 and Teacher's Book pages 19, 20, and 25)

In both books, add a comma to the passage after *Usually*: Usually, her spartan table.

On page 16 of the Teacher's Book under **Fixes: Punctuation**, the third bullet point should read :

- **#3-ly adverb opener**. "Usually" takes a comma because it modifies the whole sentence: *it was usual that* her Spartan table served these things. The original is correct: **Usually**, her Spartan table served milk.

On page 25, add the comma to the rewrite: Usually, her spartan table.

Week 2 Day 2 (Teacher Book page 21)

Under **Fixes: Who versus which**, delete "even if they have a name." Thus, that sentence should read as follows: "Use *which* with animals in the wild and farm animals that are not pets, ~~even if they have a name~~."

Week 3 Day 1 (Teacher Book page 27)

Under **Fixes: Punctuation**, the first bullet point should read as follows:

- **#3-ly adverb openers** do not need commas when they modify just the verb: *he knew in a visceral manner*. Fix: **Viscerally** he knew the passing of time.

Week 6 Day 4 (Teacher Book page 48)

Under **Fixes: Punctuation**, the second bullet point should read as follows:

- **#3-ly adverb openers**. *Unquestionably* modifies the whole sentence (*It is unquestionable that...*), not the verb alone since he did not have the dream in an unquestionable manner. The -ly opener therefore needs a comma after it. Fix: **Unquestionably**, this fearful dream you had tonight came ... .

Week 10 Day 2 (Student Book page 23 and Teacher's Book pages 70 and 73.)

In the passages of both books, remove comma in the second sentence after "Early in the morning."

On page 73, remove the comma in the rewrite.

Week 11 Day 4 (Teacher Book page 78)

Remove the *V* over *slain* in the passage.

Under **Fixes: Spelling**, the note after *slain* should read as follows: **slain** [*past participle of to slay, functioning as an ~~adverb~~ adjective here.*]

Week 14 Day 3 (Teacher Book page 95)

Under **Fixes: Punctuation**, the fourth bullet point should read as follows:

- **#3-ly adverb openers**. *Invariably* modifies the whole sentence (*It is invariable*—that is, always true—that men dream of absurdities), not the verb alone (they do not dream in an invariable manner), so the -ly opener needs a comma after it. Fix: **Invariably**, men dream of absurdities.

(continued next page)

Week 15 Day 4 (Teacher Book page 102)

Under **Fixes: Punctuation**, the fourth bullet point should read as follows:

- **#3 -ly adverb openers** do not need commas when they modify the verb (*I would relinquish in a willing manner*). The original is correct with no comma: **Willingly** would I relinquish.)

Week 21 Day 4 (Teacher Book page 139)

At the top of page 139, the second bullet point should read as follows:

- **#3 -ly adverb openers** do not need commas when they modify just the verb (*homicides lie in ambush in a vile manner*). This is correct without a comma.

Week 27 Day 2 (Teacher Book page 172)

In the **Fixes** section under **Punctuation: #3 -ly adverb openers** should be revised as follows, replacing the deleted text with the highlighted:

- **#3 -ly adverb openers** take commas when they modify the whole sentence and ~~follow the pause test~~ **no commas** when they modify just the verb.

Week 29 Day 4 (Teacher Book page 186)

Under **Fixes: Punctuation**, the first bullet point should read as follows:

- **#3 -ly adverb openers** do not need commas when they modify the verb: shrieked in a lusty manner. The original is correct without a comma: **Lustily** Dame Pertelote shrieked.

Week 29 Day 4 (Teacher Book page 195)

Under **Fixes: Punctuation**, the run-on sentence should have been identified as a comma splice, not a fused sentence. Thus, the second bullet point should read as follows with corrected text highlighted:

- **Run-on sentence** (comma splice MC, MC). First, have students decide if the *because of* phrase goes with the MC before or after. Answer: It makes some sense either place but is more logical setting up the second MC, so the comma splice is between *slaughter* and *because*. Fix with a period in place of the comma.

**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 Adverb Opener** section should read as follows:

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.

(continued next page)

## Errata for Second Printing, version 2 and previous

Week 1 Day 1 (Student Book page 5, Teacher’s Book pages 11–12)

In the passage in both the student and teacher book, remove the commas after *time* and *grove*: *at a by gone time in a small cottage beside a grove resided...* Also, remove the comma after *grove* in the rewrite on page 17 of the Teacher’s Book.

In the Teacher’s Book on page 12 under “Punctuation,” the first section should read as follows:

**(Advanced) Long #2 prepositional phrase openers** usually take commas, but not when a verb (*resided*) comes next. Notice also that there are three prepositional phrases starting this sentence. Treat them like one long prepositional phrase and do not separate them with commas. The original is correct with no commas in the opener.

Week 2 Day 4 (Teacher Book pages 24 and 25)

Remove the underlining of “than the merry organ” and “than any abbey bell.” In the Grammar Notations section, change the note about *than* to read as follows:

**Than** makes a comparison and sets up an implied clause: more than the organ and abbey bell were reverberating.

The word *than* could be a preposition or a conjunction in this passage, but determining which is not worth the effort because it doesn’t affect the punctuation. Thus, simply leave it be.

An astute teacher questioned the fix listed under “Adverbs versus adjectives.” Turns out, it could be fixed either way (*accurately/regularly* or *accurate/regular*). The author decided that it made more sense to turn them into adverbs instead of adjectives, so you may desire to choose this easier fix and add this wording to your teacher’s manual:

**Adverbs versus adjectives.** *Accurately* and *regularly* describe the verbal *reverberating* so need to be the adverb form. They also need to be the same part of speech as each other for proper parallelism. Fix: Reverberating more than the merry organ . . . and more accurately and regularly than any abbey bell.

Also, under **#4 ing openers**: Fix: ... more accurately and regularly ....

On page 25 add *accurately* and *regularly* to the list of possible strong -ly adverbs, and correct the rewrite passage: ... and more accurately and regularly ....

Week 3 Learn It page (Student Book page 8, Teacher’s Book page 26)

The example for an em dash showing emphasis is unclear because it could be seen as showing an interruption. Here is a better example of an em dash used for emphasis:

- **Emphasis:** In his youth, Chanticleer had studied music theory under the tutelage of Boethius—the maestro of music, no less!

Week 3 Day 3 (Teacher’s Book page 29)

In the passage, undo the underlining “than fine coral.”

Week 3 Day 4 (Teacher’s Book page 30)

In the passage, undo the underlining “than polished silver” and “than the lily.”

Week 4 Learn It page (Student Book page 10, Teacher’s Book page 32)

Under **That Clauses** please make this correction: *That* clauses are always essential and thus ~~always never~~ take commas.

Week 8 Day 4 (Teacher’s Book page 60)

Under the Grammar Notations, delete the entire notation after “**Than he.**”

In the Fixes section, change “**Pronoun usage**” to read as follows:

**Pronoun usage.** To determine whether to use *he* or *him* after *than*, complete the sentence.

We would say “men of greater authority than *he is*,” so *he* is correct. Fix: men of greater authority than **he**.

*Than* is a conjunction here setting up an implied clause: *than he is*.

Week 9 Day 1 (Teacher’s Book page 63)

Place a **V** over the last word in the passage: *told*.

(continued next page)

Week 10 Day 4 (Teacher's Book page 72)

Under **Capitalization**, the fix should be "Without a doubt," not "Believe me."

Week 11 Day 4 (Teacher's Book page 78)

The fixed passage should end with an exclamation point and single quote mark (...lies slain!') instead of just a period.

Week 14 Day 3 (Teacher's Book page 95)

In the **Fixes** under **Punctuation's** "Avoid cc's starting sentences," the fixed sentence does not match the passage. Cross out *your nightmares* and in its place put *them*.

Week 15 Day 4 (Teacher's Book page 102)

In the second line of the passage, there should be just a parenthesis and no closed bracket after *heart*:

... (so virtuous was his heart). Willingly ....

Also, under **ADVANCED** it should read:

*So + adverb + would verb is an idiom ...*

Week 18 Learn It Page (Teacher's Book page 116 and Student Book page 38)

Delete the section on the Invisible #4. It was taught in Week 3, not Week 18.

Week 19 Day 4 (Teacher's Book page 126)

In the first and second line of the passage, there should be a closing parenthesis after *exhausted* and before *the thirty-second*. Also, add AC over *the thirty-second*.

AC

... was exhausted) and (the thirty-second day thereafter had been closed)

Also, consider this note in the place of "**When starts two clauses.**"

**When clauses.** A second *when* is implied (*when* the thirty-second day had been closed), so this clause is also dependent (an AC), not a main clause.

Week 23 Day 1 (Teacher's Book page 147 and Student Book page 49)

In the first line of the passage, add parentheses after *action* and before *free*, and add AC over *free*:

AC

... action) or else (free choice ....

Also, in the Student Book, change *was decreed* to *were decreed*, and make the change wherever it appears on the page in the Teacher's Manual. In the TM, add this explanation:

**Were decreed.** A later chapter will introduce the subjunctive mood. For now, if students ask, explain that "if it were decreed" correctly uses the subjunctive to indicate a situation that is not true (it was *not* decreed).

Week 24 Day 2 (Teacher's Notes page 154)

Clauses beginning with the word *while* are tricky! In the passage, delete the comma after *sand* and change the DC to AC over *while*.

Under **Grammar Notations**, delete the "*While* clause" section and also delete the teacher's note on the side.

Under the **Fixes** in the **Punctuation** section (second bullet), change the text to read as follows:

- **Mid-sentence www clauses** do not take commas when they start adverb clauses, as *while* does when it means *during* or *at the same time that*. When *while* clauses create a contrast with what comes before, they take commas (and are not ACs then), which could also make sense here, but the sentence stresses simultaneous action more than contrast. Fix: she lay gleefully bathing in the sand **while her sister hens basked in the warmth of the sun**.

Week 26 Day 2 (Teacher's Book page 166)

There should be no pilcrow (¶) at the start of the passage.

Also, under **ADVANCED** it should read:

*So + adverb + would verb is an idiom ...*

(continued next page)

Week 26 Day 3 (Teacher's Book page 167)

Under #4 -ing openers, correct this sentence: Fix the dangling modifier (illegal #4) by making ~~Chanticleer or he~~ (Chanticleer's father) the subject of the main clause instead of *neck*.

Week 27 Day 2 (Teacher's Book page 172)

In the second line of the passage, add a bracket after *ascertain*:

[Let us ascertain] (if you can emulate your father).

Add handwritten quotation marks before *clearly*: "**Clearly**... Also add them in the corrected passage on page 175.

Correct the punctuation section on Quotations as follows:

**Quotations.** ~~Do not~~ Open with quotations because this continues Sir Russell's speech but in a new paragraph. At the end of the passage, close with quotations because he is finished speaking. Check that the period is inside the closing quotes. Fix: "Clearly ... father."

Week 27 Day 3 (Teacher's Book page 173)

Under **ADVANCED** it should read:

*So + adverb + would verb is an idiom ...*

Week 31 Day 3 (Teacher's Book page 197)

Under **Punctuation** correct this section (inserted text highlighted):

- **Mid-sentence past participial phrases** are usually nonessential ~~and take commas~~, but this one is essential because it defines which instruments are meant (not all trumpets and instruments but only those made of brass, etc.), so no comma. Fix: On trumpets and instruments **made of brass**.

Grammar Glossary: Page G-7

Remove "it" from the Possessive Pronouns list.