



# Book 4: Chreia & Proverb

## Errata Sheet

To find applicable changes, find your version of the book listed below (e.g., Version 3.4). All changes listed under that version and any versions that follow (e.g., Version 3.5 and higher) will apply to your version.

Location	Incorrect	Correct
<b>Version 1.2</b>		
page 39, Lesson 3, Copiousness	The example has <i>blossom</i> labeled as the verb, but this is incorrect.	Move <b>V</b> designation to be above <i>started</i> and underline <i>started</i> , not <i>blossom</i> . In TE box below, change to: in the form of chivalry, began to blossom.
page 114, Lesson 8, Copiousness, Exercise B	All of the suggested topics in parentheses that are mentioned in the instructions for exercise B are missing.	Add the parenthetical topics as follows: i. quickly (Khayyam solving math problems) ii. slowly (Tusser tilling the soil) iii. accidentally (a diver slipping) iv. usually (belching) v. happily (a dog running)
page 159, Lesson 11, Dictation (TE) page 172, Lesson 12, Dictation (TE)	The Dictation icon is in the wrong place.	The Dictation icon only applies to exercise 1, not to all of the exercises in the Writing Time section.
<b>Version 1.1</b>		
page xii	The description of Comparison was changed slightly with the writing of Book 8.	Under "Here is how the progym develop each stage . . ." #7, change the description of Comparison to the following: Comparison—Comparative essay with narrative, descriptive, and expository elements
page 50, Lesson 4, Go Deeper, #5	The question and instructions for #5 have been changed.	Delete all but proverb a. Delete the "a." before the proverb. Rephrase the question/instructions as follows: How is the following proverb similar to and different from "As a door turns on its hinges, so a sluggard turns on his bed"? In the TE, change the sample answer to: Answers will vary. This proverb is also about someone lying on his or her bed. In that way it is like the original proverb. Unlike the original, it goes on to list the consequences of the sluggard's behavior.

Location	Incorrect	Correct
page 64, Lesson 5, Go Deeper, #1	Since students have not yet gotten to the writing of the chreia at this point in the book, this question has been changed to multiple-choice.	Change to: Why does a round table suggest that everyone at the table can be equal? a. because it is made of wood b. because there is no head of the table c. because people can all face each other d. because of its sturdy legs e. because everyone's position is the same In the TE, indicate that b, c, and e are the correct answers.
page 64, Lesson 5, Go Deeper, #2	Since students have not yet gotten to the writing of the chreia at this point in the book, this question has been changed to multiple-choice.	Change to: The English word "equal" comes from the Latin word <i>aequus</i> . Which of the following word(s) do you think are synonyms for the word "equal"? a. best b. balanced c. same d. proud In the TE, indicate that the correct answer is b
page 90, Lesson 6, Speak It	The last word in the first line of the indented text should be "enow" not "now." It should also be bolded.	Change to: <b>enow</b>
page 95, Lesson 7 illustration	The image is captioned as a painting by James Edwin McConnell, but that is incorrect.	Change caption to: <i>King Canute Defies the Waves</i> , an etching taken from a Victorian newspaper, 1868.
pages 110–111, Lesson 8, Go Deeper	The exercises in this section are both lettered and numbered.	Delete the numbering and leave the capital letters A–F.
page 113, Lesson 8, Copiousness, A. i.	The use of "poet" in exercise i. was deemed confusing and replaced with "farmer."	In Copiousness A. i., change "poet" to "farmer." In the TE, change the sample sentence to: The farmer milked the cow energetically.
page 115, Lesson 8, Coiousness, C. i.	The combination of looking at Orion's Belt and the prepositional phrase "next to" was confusing and best removed.	Delete Coiousness C. i. and renumber the remaining exercises accordingly.
page 127, Lesson 9, Go Deeper, #2	Question #2 in the Go Deeper section was confusing and too difficult to answer without more outside knowledge. It has been removed.	Delete #2 and renumber the remaining questions accordingly.

<b>Location</b>	<b>Incorrect</b>	<b>Correct</b>
page 158, Lesson 11, Go Deeper, #2	Question #2 in the Go Deeper section was deemed beyond the ability of a fourth grader to answer. The second half of the question has been deleted.	Delete "What do you think motivated him to speak that way to his wife and to suggest such an action?"
page 170, Lesson 12, Go Deeper, #2	The possible answers to question #2 were too difficult for students of this age group. They have been replaced with simpler possible answers.	Replace "off the cuff," "playing by ear," and "impromptu" with: "unready," "unable," and "unprepared." Mix up the answers so they're not right next to each other.
pages 181–184, Glossary	The words <b>clause</b> , <b>monologue</b> , and <b>proverb</b> and their definitions were listed under the Vocabulary Builder section, but should be listed under Literary and Rhetorical Concepts.	Move <b>clause</b> , <b>monologue</b> , and <b>proverb</b> and their definitions to the correct alphabetical placement under the heading Literary and Rhetorical Concepts.

