

ERRATA for God Gave Me the Gift of Language Grade III

Page 3 IV. 1. hi *tch*

Page 24 IV. 3. yes, spring begins on march 21. (3)

Page 27 III. *Cross out each letter that should be capitalized and write a capital letter above it.*

Page 28 II. 1. Robert Louis Stevenson wrote "the friendly cow".

Page 39 III. 4. I hope ellen that you will sing with us (4)

Page 68 I. 8. Three (foot) _____ equal one yard.

Page 81 Respelled word (la ze) should have a macron over each vowel and an accent mark over the first syllable.

Page 89 King John signed the Magna Carta on June 15 1215 (2)

Page 93 I. Fill in the blanks with may or can.

Page 100 I. 2. Yes, you (can, may) come to the library with me.

Page 105 I. Ice covered the pond. (First paragraph - second line)

Page 119 Footnote is missing. ^{Classical Latin Pronunciation}
Explain: The Latin word for cross is *crux* (*croos*), so the Wars of the Cross are called the Crusades. Soldiers who fought under the symbol of the Cross are called Crusaders.

Page 148 II. 4. This torn, green tennis-ball doesn't bounce. (3)

Table of Contents

| | | | |
|------------------|---|--------------------|--|
| Lesson 1 - 10 | Syllables Sentences Kinds of sentences | Lesson 96 - 100 | Poem - "My Bed is a Boat" Diction Word usage - too, to, two good, well there, their, they're |
| 11 - 20 | Kinds of sentences Homonyms Synonyms Antonyms | 101 - 110 | Verbs - action verbs base verbs state of being verbs |
| 21 - 30 | Capitalization rules | 111 - 120 | Nouns - words that name two kinds of nouns Improving sentences Paragraphs |
| 31 - 40 | Poem - Someone Punctuation - commas | 121 - 130 | Pronouns Singular and plural pronouns |
| 41 - 49 | Contractions Possessive words Punctuation - quotation marks | 131 - 140 | Subject and predicate How to recognize the subject How to recognize the predicate Poem - "The Birds" |
| 50 | First Quarter Test | 141 - 144 | Abbreviations Paragraphs Review for Third Quarter Test |
| 51 - 60 | Oral composition Paragraphs Singular and plural Word usage - am, are, is | 145 | Third Quarter Test |
| 61 - 70 | Word usage - there is, there are was, were have, has Paragraphs Topic sentence | 146 - 150 | Adjectives Articles |
| 71 - 80 | Paragraphs Letters Envelopes Dictionary practice | 151 - 160 | Verbs tenses - regular verbs irregular verbs Paragraphs Helping verbs |
| 81 - 90 | Dictionary practice Word usage - may, can teach, learn sit, sat, set | 161 - 167 | Review - subjects and predicates singular and plural paragraphs possessive words, contractions and abbreviations sentences, capitalization, and punctuation |
| 91 - 94 | Review for Mid-Term Test | | Applying rules |
| 95 | Mid-Term Test | | |
| | | 168 | Final Test |

LESSON 1 - Syllables

A syllable is a word-part that has a vowel sound.

- Rules for dividing syllables:
 A. Divide syllables after a long vowel sound. e.g. bro-ken
 B. Divide syllables between double consonants. e.g. sup-per
 C. Divide syllables between unlike consonants. e.g. pen-cil



I. Rewrite the following words to show where you would divide the syllables.

Give the letter of the rule you use for each one. The first one has been done for you.

- | | rule | syllables |
|-------------|------|-----------|
| 1. crusade | A | cru-sade |
| 2. number | C | num-ber |
| 3. doctor | C | doc-tor |
| 4. minus | A | mi-nus |
| 5. manner | B | man-ner |
| 6. crater | A | crat-er |
| 7. unit | A | u-nit |
| 8. service | C | ser-vice |
| 9. raisin | A | rai-sin |
| 10. cellar | B | cel-lar |
| 11. Sabbath | B | Sab-bath |
| 12. seldom | C | sel-dom |

II. Think of a word that has a long vowel sound. Use the word in a short sentence, and underline your word.

Carroll will say.

III. Fill in the blanks.

- A syllable is a word-part that has a long vowel sound. e.g. mi-nus
 Divide syllables after a long vowel sound. e.g. ham-mer
 Divide syllables between double consonants. e.g. ham-mer
 Divide syllables between unlike consonants. e.g. pen-cil

LESSON 2 - Syllables

More rules for dividing syllables.

- D. Divide syllables between the root word and a suffix. e.g. slow-ly
 E. Divide syllables between the root word and a prefix. e.g. re-turn
 F. Do not split a consonant team. e.g. chick-en



I. Rewrite these words to show syllable division.

- | | | | |
|------------|----------|---------------|-------------|
| 1. farming | farm-ing | 8. thoughtful | thought-ful |
| 2. recite | re-cite | 9. unfair | un-fair |
| 3. sandy | sand-y | 10. useless | use-less |
| 4. return | re-turn | 11. showy | show-y |
| 5. harder | hard-er | 12. deafen | deaf-en |
| 6. mistake | mis-take | 13. away | a-way |
| 7. stacked | stack-ed | 14. tonight | to-night |

Dividing special words into syllables

When a two syllable word ends consonant le, the l acts as a vowel.
 The consonant preceding the l usually begins the second syllable.

e.g. ta-ble ap-ple



I. Rewrite these words showing how you would divide the syllables.

- | | | | |
|------------|-----------|--------------|------------|
| 1. double | double | 8. apostle | ap-ostle |
| 2. tumble | tum-ble | 9. tangle | tan-gle |
| 3. capable | ca-pa-ble | 10. triple | tri-ple |
| 4. buckle | buck-le | 11. saddle | sad-dle |
| 5. noble | no-ble | 12. muscle | mus-cle |
| 6. settle | set-tle | 13. apple | ap-ple |
| 7. handle | han-dle | 14. terrible | ter-ri-ble |

II. Choose a word that ends consonant le. Use the word in a short sentence, and underline your word.

Answered with pray.

LESSON 3 - Accent marks

The accent mark is a short slanted line above the stressed syllable.

e.g. bro' - ken a - way' pen' - cil con - fess'



I. These words are divided into syllables for you. Say each word aloud. Listen for the stressed syllable. Put an accent mark over each stressed syllable.

- | | | | |
|-----------------|-------------|---------------------|---------------|
| 1. safe ty | 4. be stow' | 7. win' dow | 10. ú' ni ty |
| 2. cre a'tor | 5. plan' et | 8. plan e taf' i um | 11. a do're |
| 3. tel' e phone | 6. tim' bo | 9. Re deem' er | 12. lí brar y |

II. Choose a word from the list above and use it in a sentence. Place the correct punctuation at the end of your sentence.

Remember still stay.

When the /ch/ sound comes before a vowel or after a consonant we use the consonant team ch. e.g. Shop punch
When the /ch/ sound comes after a short vowel use the consonant team tch. e.g. match



III. Spell the /ch/ sound in each of these words.

- | | | | |
|---------------------|------------------|------------------|---------------------|
| 1. <u>ch</u> ildren | 4. bir <u>ch</u> | 7. <u>ch</u> ill | 10. <u>ch</u> op |
| 2. <u>ch</u> ampion | 5. pin <u>ch</u> | 8. ben <u>ch</u> | 11. <u>ch</u> ick |
| 3. <u>ch</u> eat | 6. lun <u>ch</u> | 9. ran <u>ch</u> | 12. <u>ch</u> arity |

IV. Spell the /ch/ sound in each of these words. Mark the short vowel sound in each word. The first one is done for you.

- | | | | |
|------------------|------------------|------------------|------------------|
| 1. hĭ <u>tch</u> | 3. cā <u>tch</u> | 5. pĭ <u>tch</u> | 7. dĭ <u>tch</u> |
| 2. nŏ <u>tch</u> | 4. bā <u>tch</u> | 6. fĕ <u>tch</u> | 8. pā <u>tch</u> |

V. There are six exceptions to the tch rule. See if you can memorize them.

- | | | | | | |
|---------|----------|---------|---------|----------|-------------|
| 1. rich | 2. which | 3. such | 4. much | 5. touch | 6. bachelor |
|---------|----------|---------|---------|----------|-------------|

LESSON 4 - Sentences

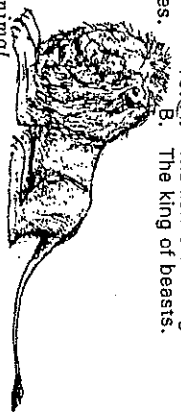
A sentence is a group of words that expresses a complete thought.

e.g. Tom broke his leg. (complete thought)
Tom's broken leg. (not a complete thought)



I. Circle the letter of each group of words that is a sentence.

- | | |
|---|--|
| 1. <input type="radio"/> A. The rising sun. <input checked="" type="radio"/> B. The sun shines in the sky. | 2. <input checked="" type="radio"/> A. Michael swims everyday. <input type="radio"/> B. At the pool everyday. |
| 3. <input type="radio"/> A. All these cherries. <input checked="" type="radio"/> B. I love cherries. | 4. <input checked="" type="radio"/> A. God created all things. <input type="radio"/> B. All the plants and animals. |
| 5. <input checked="" type="radio"/> A. Thomas found a dollar. <input type="radio"/> B. Found a dollar on his way home. | 6. <input checked="" type="radio"/> A. I saw four little birds in the nest. <input type="radio"/> B. Birds in the nest. |
| 7. <input type="radio"/> A. John and Andrew home. <input checked="" type="radio"/> B. John and Andrew walked home. | 8. <input type="radio"/> A. Lots of fresh air. <input checked="" type="radio"/> B. Fresh air makes me come to life. |
| 9. <input checked="" type="radio"/> A. Our lady appeared at Fatima. <input type="radio"/> B. Our Lady at Fatima and Lourdes. | 10. <input checked="" type="radio"/> A. The lion is the king of beasts. <input type="radio"/> B. The king of beasts. |



II. A. Write one sentence about a jungle animal.

Remember still stay.

B. Write a sentence about a gentle animal.

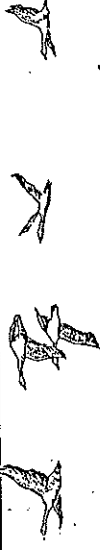
III. Rewrite these words to show the syllables. Place accent marks over the stressed syllable.

- | | | | |
|---------|---------------------------|--------|-----------|
| forever | <u>for</u> ' <u>ev</u> er | unless | un' less' |
| fishing | fish' ing | marble | mar' ble |
| cozy | co' zy | accent | ac' cent |

LESSON 5 - Sentences

Remember! A sentence is a group of words that expresses a complete thought.
 I. Make sentences by adding the phrase that tells something about the person or thing named.
 Place the correct punctuation at the end of each sentence.

perched on the fence is a sacrifice lives in Calgary work underground
 hatch in fresh water love to go camping flew overhead



1. A flock of geese flew overhead.
2. A sparrow perched on the fence.
3. My grandmother lives in Calgary.
4. Salmon eggs hatch in fresh water.
5. My sister and I love to go camping.
6. The Mass is a sacrifice.
7. Coal miners work underground.

II. Make sentences by adding the name of the person or thing that is talked about.

| | | | |
|-----------|--------------------|-----------------|----------------|
| Crusaders | David and Jonathan | Blind people | The Pied Piper |
| Giraffes | St. Stephen | Prairie farmers | |

1. Blind people read Braille with their fingertips.
2. St. Stephen was the first Christian martyr.
3. Giraffes have very long necks.
4. Prairie farmers grow tons of cereal grain.
5. David and Jonathan became best friends.
6. Crusaders were soldiers of the Cross.
7. The Pied Piper played a tune on his pipe.

III. Complete the definition below.
 A sentence is copy from the frame above.

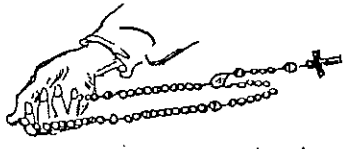
LESSON 6 - Sentences

I. Put a check mark in the blank if the group of words is a sentence. Leave the blank empty if the group of words is not a sentence.

1. Painting the sign.
2. We finished our arithmetic.
3. Mark fishes at the trout pond.
4. All the way to school.
5. Do you like to read?
6. Riding my bike.
7. A cherry tree.
8. The fogs burn brightly.
9. Does Patsy like carrots?
10. Likes apples better.
11. The policeman and the mailman.
12. Let us say the rosary now.
13. Do ants work hard?
14. Grasshoppers play all summer.
15. Pick up the paper please.
16. Stacks of paper.

II. Use each of these words in a sentence. Remember to place the correct punctuation at the end of your sentences.

1. prayers Prayers will say.
2. crucifix _____
3. rosary _____



III. These words are divided into syllables for you. Place accent marks to show the stressed syllables.

- dark'en re turn' cre a'tion sod'dle col'lar ba na' nas
- want'ed cher'y reg'u lar Al a's ka pa' per a nith me tic