

Catch Word #137 – To dot your i's and cross your t's

Informal Contractions in this Episode

Informal contractions are unofficial short forms of other words, and they're usually only used in casual conversation. For example, when a native English speaker talks casually, they might say *gonna* instead of *going to*, or *whaddya* instead of *what do you*. Even though informal contractions are usually only used in spoken English, we include them in the Culips written transcripts to help you get used to how they're used and what they sound like.

These are the informal contractions used in today's episode, along with their meanings:

- **kinda**: kind of
- **gotta**: got to
- **wanna**: want to
- **gonna**: going to

Transcript

Harp: Hello everyone. This is Harp.

Maura: And I'm Maura.

Harp: And we're here at Culips English Learning Podcast, bringing you another great episode.

Maura: That's right. Have you been to our website, Culips.com? C-U-L-I-P-S.com. Well, if you haven't, you should go, because that is where you can listen to a bunch of our other episodes. And it's also the place where you can become a member.

Harp: You should become a member, because when you're a member, you have access to the Learning Materials. And in the Learning Materials, you get access to a complete transcript, detailed explanations, and even a quiz.

Maura: That is right. And Harp, how are you feeling today?

Harp: You know, I'm really good. But I'm so full.

Maura: I bet I know why you're full. We just had pie.

Harp: I know. Why did I take that second piece though?

Maura: Because it was so good. And Harp, you brought such an interesting flavour tonight.

- Harp: Yeah. It was kinda different. It had apples and pears and cranberries.
- Maura: And then there's also a kind of pie that's very popular in Quebec called **sugar cream pie**. And they had bits of sugar cream in the pie, too.
- Harp: Really, it was pretty intense. It was a flavour explosion.
- Maura: Yeah. It was **original and unique**. But **you can't complain**. It's a pie; it's gotta be good, right?
- Harp: Yes. Next time I'll only have one piece though.
- Maura: All right. Let's get to today's episode. Today we're doing a Catch Word episode, and that is where we talk about different related expressions. Of course, we tell you what they mean, how you can use them, and we give you examples.
- Harp: Yes. So let's get started. Today we're looking at expressions that mean to review something very carefully.
- Maura: That's right. So all today's expressions are talking about looking at something in a very detailed manner. This means to be meticulous or thorough, which just means that you're looking very carefully at something.
- Harp: Let's get started with the first expression.
- Maura: The first expression is **to dot your i's and cross your t's**.
- Harp: Yes. **To dot your i's and cross your t's**.
- Maura: Now, this expression is kind of long and could be confusing, so let's say it a couple more times. **To dot your i's and cross your t's**.
- Harp: **To dot your i's and cross your t's**.
- Maura: Now the first thing that's worth mentioning: in this expression, when we say *i's*, we're not talking about the word that's spelled *E-Y-E-S*, like the two eyes in your head. It's the plural of the letter *i*. And when we talk about *t's*, we're not talking about that great drink, a cup of tea. We're actually talking about the letter *t*, and that is also plural, when we say *t's*.
- Harp: Yes, so **to dot your i's and cross your t's**; we're talking about the letters *i* and *t*.

- Maura: Now, this expression means to review something carefully, to go over something in a very detailed way in order to make sure that you don't have any mistakes. So with this expression, you're checking something carefully to make sure that there isn't an error and to make sure that you finished it well.
- Harp: Yes. So when you say **to dot your i's and cross your t's**, you're carefully going over your work to make sure that there are no mistakes, there are no errors, everything is perfect.
- Maura: Right. This could be for written work, or it could be for a project, or a presentation, any kind of work that has been or is almost completed.
- Harp: Yes. **To dot your i's and cross your t's**. It's something you do at the end, when your work is being finished. It's your final check before you hand in a project or before you're finished a presentation.
- Maura: Now this expression is related to cursive **handwriting**. And this is a style of writing where all of the letters of your word are connected together, so as you're writing, you don't have to lift your pen and pencil. Also, when you're writing like this, you might write the letter *i* or the letter *t*, and when you get to the end of the word, you have to go back to dot the *i* and cross the *t*.
- Harp: I remember being young and learning **handwriting** and having to go back and cross the *t*, make sure all the *i*'s were dotted, so I see where this expression comes from.
- Maura: Right. Sometimes when we're writing really fast and we have a lot of ideas, we might forget to dot an *i* or cross a *t* when we're writing, and so, at the end of something that you've written, it's a good idea to check and make sure that you've dotted your *i*'s and crossed your *t*'s. That's where this expression comes from. But now, it's not speaking specifically about the letter *i* and the letter *t*, it just means that you're checking over your work to make sure there are no mistakes.
- Harp: Yes. You go back, you read over what you've written or you look at the project that you've completed to make sure that there are no mistakes, there are no errors.
- Maura: All right. Let's give a first example now with **to dot your i's and cross your t's**.
- Harp: OK. Let's do it.

Harp: Mom! I'm so excited. I'm finished my history essay.

Maura: OK. Did you **dot your i's and cross your t's**?

Harp:	Don't worry. I read it over three times. I think it's perfect. I checked the grammar. I checked my spelling.
Maura:	All right. Well, I hope it's ready for tomorrow.
Harp:	It's all ready to go.

Maura: In that example, we had a student who had completed a school essay and she was finished. She had reviewed the essay very closely, very carefully, to make sure that there were no mistakes.

Harp: Yeah. She had **double-checked** and gone over it again, and she made sure that she checked all her mistakes and fixed all of them.

Maura: Now, in this case, the student had completed something that was written, but she wasn't actually making sure that her i's were dotted and her t's were crossed. She was just checking to see if there were any mistakes. She said that she was checking spelling and grammar and all of these other really important things in writing.

Harp: Yes. Let's give an example that's not about writing.

Maura: Let's do it.

Harp:	What's wrong?
Maura:	Oh. I just gave my big presentation to the CEOs . And I just feel it didn't go very well.
Harp:	Oh no! Did you not prepare enough?
Maura:	Well, I thought I did. But they had some questions and I just didn't know the answers.
Harp:	Next time you need to make sure that you dot your i's and cross your t's . Get all the detailed information, you get all the statistics, and you make sure all your information is correct.
Maura:	Yeah. At least I know for next time.

Maura: So in this example, we heard from someone who just gave a presentation, and she didn't think that it went very well. The reason for this is that she didn't know all of the information that she should have. She wasn't detail-oriented enough and didn't have all of the information that she needed.

Harp: Yes. You can imagine that if she had practised before for her presentation, she didn't make sure that she had enough information.

- Maura: So that's why her colleague said to her that you have to make sure that you **dot your i's and cross your t's**. You have to make sure that you have all the information you need and that you know it very well.
- Harp: Yes. And this is good advice in general for when you're giving a presentation.
- Maura: Definitely. You always have to sound knowledgeable.
- Harp: So for this expression, **to dot your i's and cross your t's**, the thing that is interesting is that sometimes people switch the expression and they say **to cross your t's and dot your i's**.
- Maura: That's right. Sometimes we look at expressions at Culips and there's only one way that you can say it, but this expression is a little bit flexible. We've been saying **to dot your i's and cross your t's**, but you could hear someone say **to cross your t's and dot your i's**.
- Harp: Yes. OK. Let's move on to the next expression.
- Maura: The next expression, which also means to review something very carefully, is **to go over something with a fine-tooth comb**.
- Harp: **To go over something with a fine-tooth comb**.
- Maura: Gee, Harp. I think we only have long expressions today.
- Harp: This one's really long.
- Maura: **To go over something with a fine-tooth comb**.
- Harp: **To go over something with a fine-tooth comb**.
- Maura: And, like I said, this means to very carefully review something, to examine something very, very closely.
- Harp: Yeah. To examine every part of it, to really make sure that you've checked it. And with this expression, we could also use it to talk about searching for something.
- Maura: So, you might review something because you're looking for something specific, like some specific information. You might also examine something very closely because you're looking for a mistake and you wanna make sure that there isn't a mistake.
- Harp: Yeah. You're just looking at it very carefully.
- Maura: Now. **A comb**. I wonder if most of our listeners know what **a comb** is.

- Harp: I'm not sure. But just to explain it, **a comb** is like a kind of brush that you use to separate pieces of hair.
- Maura: Right. It's like a brush, but it's flat and it looks quite different. Some people might use it to separate their pieces of hair so that they can look deep at someone's scalp.
- Harp: Yeah. I use **a comb** to make sure that my hair is nice and smooth and separated and it looks nice.
- Maura: You know what **a comb** makes me think of, Harp? It makes me think of little kids who have **lice**.
- Harp: Oh. Yes, you're right. That makes me think of it, too.
- Maura: **Lice** are small insects that often live in human hair. It's a common problem in Canada with kids. Not usually with adults, but with kids, from the age of, like, 3 to about 12, there might be a case where a child has **lice** and then all of their friends have **lice** too.
- Harp: Yeah. So if a child gets **lice**, their parents or the teacher usually have **to comb** through their hair and really check and make sure that they get rid of all of the lice.
- Maura: That's right. So, in the same way, you're actually using **a comb** to look very carefully at each child's head to make sure that they don't have **lice**. Did you ever get checked for **lice** when you were a kid?
- Harp: Yes, I do remember being checked for **lice** because someone in my class had **lice**.
- Maura: I was also checked for **lice** once because some family friends had **lice**. But I didn't have it. Did you?
- Harp: Nope, me neither. I really am happy I've never had it. My sister's a teacher; sometimes I worry she's going **to bring it home**.
- Maura: So, anyway, back to this expression. If you **go over something with a fine-tooth comb**, this means that you're looking at something very, very carefully. You're examining all the details.

Harp: Let's give an example with this expression.

Maura: OK.

Maura: I just filled out about five job applications, so I'm gonna go drop them off now.

Harp: That's great. Do you want me to look them over quickly before you drop them off?

Maura: Actually, I was so careful when I filled them out. I **went over all of them with a fine-tooth comb**. I'm sure they're perfect.

Harp: OK. Well that's good. If you're happy that there are no mistakes, that's good.

Maura: And I'll let you know when I hear back about my jobs.

Harp: Good luck!

Maura: In that example, we heard from someone who had filled out some job applications, and she felt pretty good that there were no mistakes and everything looked perfect, because she had **gone over them with a fine-tooth comb**, which means she examined them very carefully to make sure that she didn't make a mistake or leave out any important information.

Harp: Yeah. She said she **went over them with a fine-tooth comb**. So that means she checked carefully, made sure she didn't make any mistakes, and also that she didn't miss any information.

Maura: All right. Let's give you one more example with this expression now.

Harp: OK.

Harp: Did you hear about the bank robbery?

Maura: No! What happened?

Harp: Apparently the bank down the street got robbed last night, in the middle of the night.

Maura: Oh. That sounds like a movie.

Harp: I know.

Maura: Do they know anything about what happened or who did it?

Harp: I don't know if they do yet, but they're **going over the crime scene with a fine-tooth comb**, so they'll probably find some clues.

Maura:	If they're gonna be that meticulous about it, I'm sure those robbers got away with a lot of money.
Harp:	Yes.
Maura:	Now in this example, we heard about the police going over a crime scene with a fine-tooth comb . And in this way, they were examining something very closely. And here they weren't looking for a mistake. They were looking for clues and evidence about who could have committed this crime.
Harp:	Yes. They were looking for some sort of evidence about who the robbers were.
Maura:	OK. So we have one last expression for you today.
Harp:	Our last expression is to dissect .
Maura:	That is right. So we started with two long expressions, and we're ending with a short one. The last expression is to dissect .
Harp:	Yes. To dissect .
Maura:	And this also means to examine, to analyze, to review something in a very detailed way.
Harp:	Yes. You analyze and you look at all the details of something. That means you dissect it.
Maura:	Now, when you actually dissect something, you physically take it in your hands, you open it up, and you look at all of the parts. It's the same idea when you're talking about reviewing something really carefully, because in the same way, you're looking at all of the parts and all of the details.
Harp:	Yeah. This expression is making me think of when I was in high school biology class and we had to dissect a frog.
Maura:	That's a classic. Yeah. When you actually dissect something, like I said, you open it up and see what's inside and in many, many high school classrooms in Canada and the US, one of the things that most students do is they dissect a frog. Or in my case, I dissected a fetal pig.
Harp:	Uh. Yucky.
Maura:	Yeah. I think it's something a lot of students don't look forward to. But in your science class, what happens is you cut it open and look at all of the parts of the body, so it does help you learn.

Harp: Yes. So this expression, **to dissect**, means to analyze and look at all the details of something, maybe something you wrote or a presentation you're about to give.

Maura: Right. You could use it to talk about pigs and frogs, but that's not the way we're looking at it in this episode.

Harp: No, exactly.

Maura: OK. So, let's give a couple examples with **to dissect**, meaning to review and analyze something very carefully.

Harp: How's Samantha doing?

Maura: Well, you know, she's slowly getting over the breakup. But she's still really upset, and of course she keeps **dissecting** every event that happened in the past week to see if somehow things could have turned out differently.

Harp: Yeah. That doesn't surprise me. But hopefully she'll move on soon.

Maura: Yeah, I hope so. Because in my opinion, I think it's over.

Harp: Yeah. Me too.

Maura: In this example, we heard two friends talking about Samantha. And she was **dissecting** her relationship, which means that she was looking at her relationship, thinking about it, trying to figure out what happened.

Harp: Yeah. She was thinking about all the conversations they had had, all of the things they had done together, to see if she could understand it more.

Maura: That's right. People love doing this with relationships, too. They often talk about all of the details and analyze things so closely.

Harp: Yes. People love doing that.

Maura: OK. Let's give one more example now with **to dissect**.

Maura: So, how was your English class today?

Harp: It was great. We **dissected** a poem. It was awesome. We looked at all the different vocabulary he had used, and the different **stanzas** and what they all meant. It was really interesting to look in depth at a poem.

Maura: Oh. I didn't know you were such a fan of poetry.

Harp: I just love **dissecting** it and actually understanding it.

- Maura: So here we have an example where a student **dissected** a poem. Now, of course, you can't cut it open like you can cut open a frog, but this means that the class and the students looked at this poem very closely and looked at all of the details and examined it and reviewed it.
- Harp: Yeah. They looked at all the different **metaphors** that were in it, or the **stanzas**, and looked at all the different information they could get from it.
- Maura: That's right. And I think that about wraps it up for us today, Harp.
- Harp: OK. Let's do a quick recap. Today we looked at the expressions ***to dot your i's and cross your t's***...
- Maura: And then we looked at ***to go over something with a fine-tooth comb***.
- Harp: And then finally the expression ***to dissect something***.
- Maura: And all of these expressions have to do with examining something very carefully.
- Harp: Yes. Now, make sure that you go to our website and you examine it very carefully. Culips.com. That's C-U-L-I-P-S.com.
- Maura: That's right. Because it's only on our website where you can become a member. And when you become a member, your understanding of this episode and all the expressions we use goes even deeper. And if you're on Facebook or Twitter, you can always say hi to us over there.
- Harp: Yeah. And leave us a question if you have one.
- Maura: That's right. We will talk to you again soon. Bye everyone.
- Harp: Bye.

Detailed Explanation

Sugar cream pie

Sugar cream pie is a very sweet desert. The pie filling is made with flour, butter, cream, sugar, and sometimes, especially in Canada, maple syrup.

This kind of pie is popular in the province of Quebec, where Culips records. Sometimes you can find this pie in other areas of Canada, but it is definitely most popular in Quebec. It is also popular in France and Belgium, and since Quebec is also a French-speaking place, this might be the why this pie is also popular here. **Sugar cream pie** is also popular in some parts of the United States.

Original and unique

Original and **unique** are words that most of you probably already know. What makes these words special in this episode is how they are used. Maura says that the pie flavour was **original and unique**, which is true, but her tone implies that this is actually negative.

These words can be used to mean that something is strange or bizarre in a negative way. People might choose to use words like **original** and **unique** to be polite when they did not like something because it is strange.

Here's another example with these words where the meaning is negative:

Sal: The play last night was really... **unique**. I had never seen anything like that before.
Carmen: Hmm... That doesn't sound good.

What Sal says above could also be positive. Whether it is positive or negative depends on the tone used when speaking.

You can't complain

This expression, **you can't complain**, is used when someone has said a negative comment about something that is actually very positive. It's like saying that a person should not complain and they should appreciate what they have.

For example, if Jon wins a million dollars and then complains that he won't receive the money for a couple of weeks, someone might tell him **you can't complain**. Winning a million dollars is very positive, so Jon shouldn't complain about the small detail that he isn't getting the money right away. He should just appreciate the money!

In this episode, Maura and Harp talk about a pie they've just eaten. Maura says that the flavour is original and unique, which is a nice way of saying that it is strange. But she then says that **they can't complain**. Having a pie to eat is positive, and so they should not complain that the flavour was a little strange.

Here are a couple more examples with ***you can't complain***:

Jackie: I just got my test back and I think I deserved a higher mark. I'm not happy with it.

Paul: Let's see. You got 83%. **You can't complain** with a mark like that!

Jasper: The weather doesn't look good for the first few days of my vacation next week.

Mike: You're going to Hawaii! **You can't complain!** I wish I were going.

This expression can be used with any subject, like *I*, *he*, *she*, or *they*. You might also hear ***you shouldn't complain***.

To dot your i's and cross your t's

To dot your i's and cross your t's is an expression that means to review something very closely, checking for mistakes in order to make sure it is perfect. Like we say in this episode, this expression was originally used to talk about reviewing written work. When people write very quickly, they might forget to put a dot on the letter *i* or to cross the letter *t*. Nowadays, this expression is not just for writing, but anything that is reviewed closely.

Here's one more example with ***to dot your i's and cross your t's***:

Nicole: I think I filled out all the government forms I needed to.

Don: Good. Make sure **to dot your i's and cross your t's**. You don't want to miss anything.

Here are a few variations of the above expression:

- To cross your t's and dot your i's
- To dot the i's and cross the t's
- To cross the t's and dot the i's

Handwriting

Handwriting is writing with a pen or pencil using your hand. This used to be the only way to write, before things like computers and cell phones existed!

There are two kinds of **handwriting**: cursive and printing. Cursive writing is when all the letters of a word are attached and the person writing does not have to lift the pen. This is the second kind of writing taught in school. Young students are first taught to write by printing, which is writing each letter separately. Nowadays, people often write in a style that combines elements of printing and cursive **handwriting**.

To double-check

To double-check means to check twice. Sometimes you may feel the need to check something important again, after you have already checked it once. You might also want **to double-check** something because you can't clearly remember checking it the first time.

A person can **double-check** something in a very detailed manner by examining it closely, or they could also **double-check** something quickly, like making sure they have their wallet with them.

In this episode, Harp uses this expression when she's talking about someone dotting her i's and crossing her t's. When someone reviews their work to make sure it looks good, we can say they are **double-checking** their work.

Here are a couple more examples with **to double-check**:

Carl: I'm just going **to double-check** that I turned off my oven before we leave.

Oscar: Go ahead. You wanna be sure.

Heather: Are you finished looking over my essay?

Fred: Almost. I just want **to double-check** it before I give it back. I'll have it for you tonight.

A CEO

A CEO is a Chief Executive Officer of a company. The **CEO** of a company is in charge of the organization. This is a powerful position in any company. Since this title is kind of long, it is made shorter by using the abbreviation **CEO**.

Here's a short list of other acronyms used for positions in business:

- CFO: Chief Financial Officer
- CAO: Chief Administrative Officer
- COO: Chief Operating Officer
- VP: Vice President

To go over something with a fine-tooth comb

To go over something with a fine-tooth comb means to examine something in great detail. When a person **goes over something with a fine-tooth comb**, this is because they are looking for something. They could be looking for any errors, or they might also be looking for some specific information.

A comb is similar to a brush, and it's used for separating hair. A fine-tooth comb has teeth that are very close together, and is used for even more detailed separation of hair.



Image courtesy of artur84/FreeDigitalPhotos.net

Here's one more example with **to go over something with a fine-tooth comb**:

Jasmine: Make sure you **go over the report with a fine-tooth comb**. We don't want to have any mistakes in the numbers.

Oliver: Don't worry. I will!

Comb

There are two more important notes to make about the word **comb**.

The first is the pronunciation. As with all English words that end in *-mb*, the *b* in the word **comb** is not pronounced.

Comb is also a verb. **To comb** can mean to use **a comb** on your hair. So you can use a **comb** (noun) **to comb** (verb) your hair. But **to comb** can also mean to search and examine something carefully.

Lice

Lice are very small insects that live in human hair. The singular form of the word **lice** is **louse**, but since a single louse is rarely seen all by itself, it's much more common to talk about **lice**, plural.

Lice survive by taking small amounts of blood from the head. They are not dangerous, but they can cause itching and possible infection. It's a good idea to try to get rid of **lice** right away. It's possible for older people to get **lice**, but **lice** are almost always associated with children. A special comb is used to check if a child has **lice**.

To get rid of **lice**, most often a medicated shampoo is used. It is also possible to remove them by hand, using a special comb to separate the hair and then remove the insects. It's important to take care of **lice** right away, as they spread easily from person to person.

To bring something home

In this episode, the phrase **to bring something home** is used to talk about lice. This phrase can also, of course, mean that someone brings something home with them, like dinner! But it can also be used to talk about bringing something negative into your home unintentionally, like lice.

In this episode, Maura and Harp talk about lice, which are obviously something that people do not want to have. Lice are not something that you want in your home, as lice spread easily and can also get into furniture, clothing, and stuffed toys. Harp says that she worries that her sister is going **to bring lice home**. Her sister is a teacher, so she could catch lice at school and then **bring them home** without knowing they were in her hair.

To dissect something

To dissect something means to look closely at all the parts of it and analyze them. When a person **dissects something**, it might be because they are looking for something specific. When you **dissect something**, you can learn a lot about what you are **dissecting**.

Here's an example with **to dissect something**:

George: I started thinking about the problem we're having at work with Jocelyn and I really started **to dissect** what happened on Thursday.

Shayne: She really overreacted on Thursday, didn't she? Why do you think she's acting this way?

The other meaning of **to dissect something** is to physically take something apart and look at all the pieces. This is especially done with plants and animals. In this case, the people **dissecting something** are usually studying and trying to learn from their **dissection**.

Dissections in biology class

In Canada and the US, high school students studying biology are often required to perform a dissection of a dead animal. Like Harp did in high school, most students dissect a frog.

This is something that some students have strong feelings about. Some students are excited and some are nervous. It's often a big event in the school year when dissections happens. Dissecting frogs has been in many American films and TV shows that focus on high school.

Metaphors and stanzas

Metaphors and **stanzas** are literary devices. Literary devices are techniques or structures that authors use to express themselves. They are used in all types of literature, from poems to novels. There are actually hundreds of literary devices, but some are more popular and well known than others.

A metaphor is a very common literary device that is found in many pieces of literature and in many expressions, too! It's one of the most well-known literary devices. **A metaphor** is a kind of comparison between two things, without using the words *like* or *as*, where a characteristic of one thing is used to describe something else. This comparison provides us with information, and is often a more beautiful way of expressing something.

A very famous **metaphor** by William Shakespeare is "All the world's a stage." In this **metaphor**, the world is compared to a stage, although we know that the world is not actually a stage. The **metaphor** applies the characteristics of a stage to the world. This means that the world is like a stage, because the people in the world are acting and pretending.

A stanza is a group of lines in a poem. Some poems are written in a style where there are

lines grouped together, and then a space, and then more lines grouped together. **Stanzas** can have specific rhyming patterns, or be of a certain length, or have some other common characteristics.

Quiz

1. **When is the expression *you can't complain* often used?**
 - a) when someone has complained about something that is actually quite positive
 - b) when someone has complained about something that is actually quite negative
 - c) before someone has complained about something that is actually quite negative
 - d) none of the above

2. **Which of the following is NOT a variation of the expression *to dot your i's and cross your t's*?**
 - a) to cross your t's and dot your i's
 - b) to cross the t's and dot the i's
 - c) to dot the i's and cross the t's
 - d) to dot the t's and cross the i's

3. **What are the two kinds of handwriting?**
 - a) cursive and typing
 - b) cursive and printing
 - c) typing and printing
 - d) penmanship and cursive

4. **What does *to double-check* mean?**
 - a) to check again for a second time
 - b) to make two copies of what you're checking
 - c) to check everything once
 - d) not to check again

5. **What is important to remember about the pronunciation of the word *comb*?**
 - a) pronounce the *b* strongly
 - b) do not pronounce the *b*
 - c) the *c* is silent
 - d) the *o* is pronounced like an *i*

6. Who is a CEO?

- a) someone who has just received a promotion
- b) someone who checks everyone's work
- c) a very important person in a business
- d) a person who is not important in a business

7. Jim brought a cold home to his kids.

What does the above sentence mean?

- a) Jim caught a cold and his kids caught it from him.
- b) Jim's kids gave him a cold.
- c) Jim wanted to give his kids a cold.
- d) Jim is not sick.

8. What animal is most commonly dissected by high school students in Canada and the US?

- a) a fetal pig
- b) a frog
- c) a worm
- d) a blue bird

9. What is a metaphor?

- a) a stanza
- b) a literary device
- c) a poem
- d) any piece of literature

Answers:

1.a 2.d 3.b 4.a 5.b 6.c 7.a 8.b 9.b