

Perspectives Plus: English Literature with Grammar Answer Key

Unit 1 Understanding Perspectives ... and More

Reading for Information

1. nauseous (line 37)
2. boy (line 44)
3. miserable (line 68)
4. young child found abandoned (line 122)
5. marked with blotches (spots) (line 124)

Pages 3–10

6. twisted (line 138)
7. worthless (line 199)
8. disorderly (line 200)
9. benevolent and friendly (line 223)
10. enjoy (line 284)

PLOT SUMMARY

An elderly woman with a great many secrets is viewed (mostly) negatively by others as she cuts the grass and enjoys a vacation in Japan. She is unaware of how others see her. There is much she doesn't know about others, and much others don't know about her. (Answers will vary.)

Reading for Meaning

Pages 11–12

1. She's wearing old, revealing clothing uncommon for a woman of her age: shorts, a halter top, sandals and her husband's old golf cap. / She is a nonconformist. She doesn't care about how she looks.
2. She doesn't use a catcher when she cuts the grass, and she uses a weed killer on her lawn. (The Saschers are ardent environmentalists.) / They have a tendency to overreact. / They're cowardly. They're non-confrontational.
3. Mrs. Turner has cellulite (which she doesn't hide). / The girls are superficial.
4. She was caught in a hotel room with Gus MacGregor, a married man. / She was very brave (or she was very cowardly).
5. She was a nonconformist. She was brave. She didn't care what others thought about her. She was not a racist.
6. She's practical. She's heartless. She's selfless (or selfish).
7. Mrs. Turner may well be murdering her son by abandoning him: the night is dangerously hot and humid, and he may be killed by "a rabid cat" (lines 129–130). We don't know the child's fate.
8. Mrs. Turner's son is a burden to her; once she no longer has her son, her burden has been lifted. The physical setting mirrors her psychological state. (For more information on setting, see the *Literary Handbook*.)
9. Gord "loved every inch of his house" (line 149). / The Professor thinks of the house as "squat" and "ugly" (line 243). / They are looking at the house from different perspectives: Gord lived in the house with a wife he loved, and the Professor associates the house with a woman he intensely dislikes and who he thinks is short, fat and ugly.
10. The story takes place largely in Manitoba (Boissevain and River Heights), New York City and Japan. / Part of the story takes place in the 1930s (New York City) and the remainder, at an unidentified time, likely in the late 1970s or early 1980s: Mrs. Turner was 19 years old in 1930, and she is likely a woman in her 60s or 70s.
11. The first sentence implies that Mrs. Turner is a strange sight, a sight people may mock: "Oh, Mrs. Turner is a sight cutting the grass on a hot afternoon in June!" The last sentence compares Mrs. Turner to a thing of beauty: "Oh, what a sight is Mrs. Turner cutting her grass, and how, like an ornament, she shines."

Reading for Rhetoric

Pages 12–14

1. Gord has a seizure while winding the mantel clock: time will go on for the clock—but not for Gord!
2. Girlie Fergus (Mrs. Turner) left Boissevain humiliated in 1930 when she was discovered in a Boissevain hotel room with a married man. Many years later her underdrawers, an item associated with sexuality, are on display for all Boissevain to admire.
3. It is ironic for a man of the Professor's physical appearance to be critical of Mrs. Turner: "He was bald, had a trim body and wore Bermuda shorts, sandals and black nylon socks" (lines 192–194). / He is self-deceiving, unaware of his own physical shortcomings.
4.
 - a) Mrs. Turner abandons her child at night, when the moon shines, when much of the world sleeps. She is acting furtively. (Answers will vary.)
 - b) It is appropriate for a place of worship to have a roof "like wings," connecting worshippers with "the above." (Answers will vary.)
 - c) The Professor is compared to a sick man. Note: Given the obsessive nature of his note-taking, it is doubtful as to whether he himself was able to appreciate fully the beauty of the Golden Pavilion. (Answers will vary.)
 - d) An ornament is an accessory used to beautify. Mrs. Turner is at once both superfluous and beautiful. (Answers will vary.)

Exercise

Page 16

1. Some people see the glass as half empty and others, as half full.
2. Bob and Linda both lose their jobs but react in completely different ways: Bob reacts negatively, basically giving up, while Linda reacts positively, starting a new life for herself (and for Bob).
3. True

Unit 2 Solitary Lives

Vocabulary and Comprehension

Page 24

1. Peace and hope
2. A couple is fighting inside a room, surrounded by peace and hope.
3. The first time the word is used, *crack* means "a wisecrack" or "a joke." The second time the word is used, *crack* means "a narrow opening."
4. The darkened relationship between the narrator and the partner after the "silly crack"
5. The partner's. They had a fight. / The narrator's. In the lines that follow, the narrator seems to be drowning and compares the salt water to "medicine" (lines 19–20). Is drowning "healing" for the narrator?
6. The narrator's dying
7. The partner cannot see the narrator, literally or figuratively. The narrator is very much alone.

Reading 2.1

Reading for Information

Pages 25–29

- | | |
|---|--|
| 1. apartment (line 2) | 6. dried up (line 53) |
| 2. protective waterproof covering (line 14) | 7. period of sorrow for a person's death (line 73) |
| 3. short and stocky (line 24) | 8. make a sudden, swift run (line 119) |
| 4. do business with (line 28) | 9. lamented or cried loudly (line 157) |
| 5. gold (line 53) | 10. great misfortune (line 165) |

PLOT SUMMARY

In Montreal during the 1930s, a bereaved French-speaking woman and her daughters must move due to diminished circumstances and rent a flat from a French-speaking man and his English-speaking wife. Unlike the man, the four women are sad and lonely.

Reading for Meaning**Pages 30–32**

1. An unidentified man / Her brother-in-law / M. Grosjean / They are all men.
2. The death of Mme. Carette's husband was a life-changing event, one that diminished her financially (see paragraph 1, lines 1–6) and socially.
3. A trousseau is composed of the clothing, linen and other household items collected by a bride for her marriage. Mme. Carette's life was dedicated to getting married. Her marriage is now over, as is a significant part of her life (from her perspective).
4. Perhaps she herself is only "half mourning." This may be due to time, since her husband has been dead "about a year" (line 1). This may also be due to hopes for a second marriage. (See first parenthetical comment in the answer to question 6.)
5. If a dog could understand both languages, then surely an English-speaking woman married to a French-speaking man and living in a French-speaking neighbourhood could do the same.
6. The Grosjeans' marriage will dissolve once Arno, their dog, dies; Arno is all the couple have in common. (Perhaps Mme. Carette hopes for the marriage to break up.) She is lucky to have children who will take care of her in her old age, while the Grosjeans do not. (Perhaps this makes her feel superior to her landlords, or perhaps she is worried only about her financial future.)
7.
 - a) Answer given in text
 - b) M. Grosjean / Mme. Grosjean, Mme. Carette, Berthe, Marie
 - "He [M. Grosjean] made it a point never to say where he was going: He did not think it a good thing to let women know much" (lines 99–101).
 - "Of course, M. Grosjean did not know that all the female creatures in his house were frightened and lonely, calling and weeping" (lines 173–174).
 - c) The moving men / those parts of Montreal outside their neighbourhood
 - "They told Mme. Carette that they had never worked outside that quarter; they knew only some forty streets of Montreal but knew them thoroughly" (lines 11–13).
 - d) Mme. Grosjean / the Carette family
 - Although Mme. Grosjean and Mme. Carette are the same age, they never become friends because they cannot speak each other's language (lines 102–105).
 - Berthe, who is quickly picking up English, understands M. Grosjean's disparaging comment about her sister being "no picnic" (lines 128–130).
 - "Berthe asked, in French, 'What is he saying?' Mme. Grosjean answered in English, 'A well-known Irish tenor'" (lines 142–143).
 - e) Mme. Carette (Catholics) / Protestants
 - "God had sent them [the Irish] to Canada to keep people from marrying Protestants" (lines 107–108).
8. He is playing go-fetch-it in the park with his dog, Arno. / He is playing at night, when it is dark. M. Grosjean is "in the dark" about the women in his life.

Reading for Rhetoric**Page 32**

1. "... soft snow, like greying lace, fell."
2. clang / murmur / rustle
3. "Presently, a new, continuous sound moved in the waking streets, like a murmur of leaves."

Reading 2.2**Reading for Information****Pages 33–35**

- | | |
|---------------------------------------|-----------------------------------|
| 1. fussy (line 1) | 6. provoked (line 30) |
| 2. damaged (line 6) | 7. pristine/uncorrupted (line 38) |
| 3. detachment (line 24) | 8. mourning clothes (line 48) |
| 4. indirectly/cleverly (line 27) | 9. smiled mockingly (line 54) |
| 5. stayed silently offended (line 30) | 10. small argument (line 63) |

PLOT SUMMARY

An aging same-sex Toronto couple have a shared passion for collecting old stamps. One partner is somewhat effeminate and is mocked by the other partner for this while they are admiring an expensive stamp at a philatelic (stamp-collector) shop. The mocked partner has his revenge when he buys and publicly destroys the expensive stamp. (Answers will vary.)

Reading for Meaning

Pages 36–37

1. Their house is well-preserved and old; it has not changed significantly over time. / Their neighbourhood is experiencing urban decay; factories are replacing the old homes. The neighbours are largely recent immigrants. / Hughes and McCrae cling to the past in a world of change.
2. McCrae has long, greying hair, wears feminine shoes and lacquers his fingernails. / Hughes has a short moustache. (Both are older men.) / McCrae is effeminate; Hughes, (more) masculine. We know more about McCrae than Hughes because McCrae is the main character.
3. Effeminate men can be targets. McCrae risks getting beaten up (getting “poked in the eye”) by not conforming to societal expectations of how a man should look (lines 12–13).
4. They are unable to accept their aging bodies, share the sorrow of their lost youth or express tenderness with each other. They are no longer able to be intimate with each other: “... if one touched the other’s hand then suddenly they both withdrew into an unspoken, smiling aloofness ...” (lines 23–24).
5. For Hughes and McCrae, the past is more desirable than the present, and they want to keep it intact. Also, these stamps are old but perfectly preserved, which the men themselves are not.
6. A stamp that has not been postmarked because the letter was undeliverable. It is a stamp in mint condition.
7. The shop owner’s smirking at McCrae’s effeminate appearance and speech
8. The fact that McCrae is now not planning on making jelly when the crabapples are ready for picking may indicate that he soon won’t be living in the house he shares with Hughes.
9. A “queen” is a derogatory term for an effeminate male homosexual. The action is both self-deprecating and vengeful. By wearing the stamp with an old queen on it, McCrae makes a public mockery of himself while diminishing its value. (He may also be mourning the end of his relationship with Hughes, as he is wearing “widow’s weeds.”)

Reading for Rhetoric

Page 38

1. The white picket fence has come to represent the ideal North American middle-class life: a husband and wife living with their children in a big house. The fact that the fence is pale blue underscores Hughes and McCrae’s inability (or lack of desire) to conform to this ideal.
2. Themselves: “They agreed there was something almost sensual about holding a perfectly preserved piece of the past [an old stamp], unsullied, as if everything didn’t have to change, didn’t have to end up swamped by decline and decay” (lines 37–40). Their bodies are old; they have changed. Neither character accepts his changing body. They wish their youthful bodies had been preserved.
3. When they first met, Hughes said he needed to be with McCrae to protect McCrae from people who might want to hurt him because of his effeminacy. Instead of protecting McCrae, Hughes hurts him.
4. Mockery and bittersweetness foster (or feed) Hughes and McCrae’s intimacy.

Unit 3 Surviving and Thriving

Survival Quiz

Pages 46–47

1. a) three
b) three
c) three
2. four to six
3. Making it too large: the shelter must be big enough to protect and small enough to contain body heat. (*Discovery Channel*)
4. a

5. Lower the windows.
6. c
7. thirty
8. True
9. False
10. b

Before Listening

Page 48

- | | |
|----------------------|---|
| 1. <i>escarpment</i> | (long and steep) cliff (answer given in text) |
| 2. stern | back (of a boat) |
| 3. shoal | sandbank (sandbar) |
| 4. drift | be carried along by the current |
| 5. throbbing | hurting with rhythmic pain |
| 6. concussion | damage to the brain due to a blow |
| 7. churning | moving quickly and violently |
| 8. whisk | move rapidly |
| 9. abyss | deep, seemingly bottomless, empty space |
| 10. void | empty space |

While Listening

Page 49

- | | |
|------------------------------|--------|
| 3 / RA | 6 / RA |
| 1 / E (answer given in text) | 10 / R |
| 12 / R | 8 / FA |
| 2 / RA | 11 / R |
| 7 / C | 9 / R |
| 4 / RA | 5 / RA |

Reading 3.1

Reading for Information

Pages 50–55

- | | |
|-----------------------------------|-------------------------------------|
| 1. slow-paced (line 4) | 6. saved (line 146) |
| 2. unhealthily (line 10) | 7. insensitivity (line 160) |
| 3. guessed (line 57) | 8. flaunted (it) (line 161) |
| 4. demeanour/appearance (line 65) | 9. spoiled (something) (line 166) |
| 5. dangerous (line 88) | 10. frightened/surprised (line 186) |

PLOT SUMMARY

A Toronto woman, together with her husband, attends prenatal classes with nine other pregnant women. Nine babies are born healthy; one is stillborn. The mothers of the healthy babies are relieved to have been spared this tragedy but fear other tragedies await. (Answers will vary.)

Reading for Meaning

Pages 56–58

1. 2 / 4 / 3 / 1
2. A period of approximately six months: the main character attends six weeks of prenatal classes and the oldest baby to attend the prenatal class reunion is three months old.
3. Emotionally detached. Cerebral. Unsurprised. There is little sign of emotion as events related to the mugging are recounted. The only time the reader gets a hint of emotion from Ellen is when she “groans” (line 21) after Alec takes off his father’s gold watch and hands it to the mugger.
4. Her mental state is unhealthy: she is fixated on morbid (unhealthy) thoughts. (She is constantly expecting the worst to happen and to be a victim of violence.)
5. She thought she would become friends with the other women in the class; this did not happen. (Should the reader infer that Ellen is not liked by the others? This is hard to answer as most eventually accept an invitation to her home after their babies are born.)

6. He has an unpleasant exterior that matches his unpleasant interior: "His tone was mean, humble but punishing" (line 142).
7. For Ellen, pregnancy is viewed as a problem that childbirth solves, or that pregnancy and childbirth would solve her problems with herself and her life.
8. Ellen's morbid fixation continues: she has just nearly lost her son in childbirth and then invites the other couples to her home to find out whether another couple has experienced a similar tragic or near-tragic event.
9. No. She suspects something bad may have happened, preventing these couples from accepting her invitation. While this is only conjecture, it is in keeping with her curiosity and morbidness of character. When she learns that Robert and June's baby was stillborn, "She was dying to know what happened ..." (lines 132–133).
10. Sociology is the study of how people behave in society. Instead of (emotionally) enjoying the gathering of couples and their offspring, the main character is content to analyze them: she is detached and cerebral. (See answer to question 3 on page 56.)

Reading for Rhetoric

Page 58

1. She is pregnant: a pack horse carries freight in a way similar to how Ellen is portrayed (somewhat negatively) by the narrator to be carrying her unborn child.
2. The first, second and third quotations (which occur earlier in the story than the fourth) suggest that a disaster is to come—and it does, with the stillbirth of Robert and June's baby.
3. An oracle answers questions and gives advice, especially about the future. Ellen is an extremely curious character, a character who wishes to know all. She is also very superstitious.

Reading 3.2

Reading for Information

Pages 59–62

- | | |
|------------------------------------|----------------------------------|
| 1. longing (n.) (line 1) | 6. belongings (n.) (line 34) |
| 2. garment (n.) (line 2) | 7. bind (v.) (line 36) |
| 3. rending (n.) (line 3) | 8. eyesore (n.) (line 43) |
| 4. mourner (n.) (line 17) | 9. ingrate (n.) (line 45) |
| 5. inarticulateness (n.) (line 17) | 10. bittersweet (adj.) (line 86) |

Reading for Meaning

Pages 62–63

1. In Judaism, a thirty-day period following the burial of the dead
2. In the dream, her father enters a cave, embraces her and says goodbye. Her period of mourning has come to an end. Emotionally, she has laid her father to rest.
3. All her belongings were taken away from her in the war, so she no longer wants to invest in objects emotionally.
4. Found the nerve
5. It reminds her of her father, and remembering him is both painful and pleasurable. Also, the ring has a sad history.

Reading for Rhetoric

Page 63

1. A hole that grows covered with longing (line 1)
2. The garment cut by the rabbi (The garment is black, a colour symbolic of death.)
3. "There was a suede vest my father always wore when he drove his truck and made deliveries to people's homes of barbecued chickens and eggs. I took the vest with me and wore it at times, when sitting at my desk, delivering ink to paper" (lines 9–12).
4. The survival of the author's ancestors, her people / The unbroken circle of life

Unit 4 What Lies Ahead

Prepare

A Matching

1. n
2. j
3. g
4. f
5. k
6. e
7. a
8. o

Pages 70–71

9. c
10. h
11. i
12. m
13. l
14. b
15. d

B Questions about the Quotations

Page 71

1. There comes a point when the things we can do now are no longer doable: time runs out.
2. Prejudice divides people, pitting one against another.
3. We each move toward the future at the same pace; time is the great equalizer.
4. James Joyce (and possibly Pearl S. Buck)
5. Edgar Allan Poe
6. Percy Bysshe Shelley and Tennessee Williams

Vocabulary and Comprehension

Pages 73–74

1. A trip (You pack when you're going on a trip.)
2. a) To help you walk when the walking gets difficult due to water, stones or high places (steep inclines) (answer given in text)
b) To leave room for (to carry) sadness and another language
c) To carry that small thing you cannot leave, such as a key with no lock, a photograph or a ball of string
d) To get you through periods of rejection: doors nailed shut, painted windows and signs warning you off
3. Above all else, a mother wishes (or dreams of) a future for her child. This wish is tinged with sadness (a child will eventually leave his or her mother) and happiness (a child's future is filled with possibilities). / (Blue can symbolize sadness: if one is "blue," one is sad. Blue can also symbolize happiness: blue is the colour of the sky, and a period of blue skies is a happy period.)
4. Where you come from: the past. (The expression "walk into the light" is associated with dying. Perhaps the past is dead or inaccessible to those on a journey to the future. Also consider the expression, "You can never go back!")
5. a) Caring
b) Carefree
c) Careful (frugal)
6. People who are caring, carefree or careful (frugal)
7. A cheerful heart
8. To be happy (cheerful), take only what you need into the future.

Reading 4.1

Reading for Information

1. resent/envy (line 17)
2. abandoned (line 18)
3. alarmist (line 21)
4. treacherous/dangerous (line 39)
5. enthusiasm (line 46)

Pages 75–79

6. grapple (handle clumsily) (line 48)
7. notable achievement (line 86)
8. witty remark (line 93)
9. fanatics (116)
10. god (122)

PLOT SUMMARY

A woman's husband disappears mid-jump as he competes in the Olympic Games. Everyone seeks to solve the mystery of his disappearance, leading one unbeliever to turn to God and some believers to turn away from God. The mystery is never solved. (Answers will vary.)

Reading for Meaning

Pages 80–82

1. Because she does not know whether her husband is dead or alive.
2.
 - a) Drugs (answer given in text)
 - b) Husband caught in air current (Alpine wind)
 - c) Extramarital affair
 - d) Attempt to escape from his wife (the narrator)
3. He is described as “slippery-looking” (line 36). A “slippery” character is an untrustworthy character. (Students might also indicate that the Swiss ski jumper is a rival of her husband and so is probably untrustworthy.)
4. Nobody can surpass her husband's “perfect” jump (a jump with no landing).
5. True
6. The nuns in their habits
7. When they see the narrator's husband fail to land
8. Perhaps her persistent coughing is the cause. (Note: The narrator is sitting on the bed, beside Sister Perpetua.) / Possible reasons for the narrator's fear: fear for Sister Perpetua's health (she coughs for “a good three minutes”); fear for Sister Perpetua's loss of faith; fear of her own (recent) leap of faith; fear of the unknown; some kind of unconscious association with “the insidious Alpine wind” that the Swiss jumper theorizes took her husband from her; etc.
9. The narrator has lost her recently acquired faith. In lines 121–123, the narrator indirectly compares God to “a very large St. Bernard.” In this context, the line “all I'm left with is a dog” signifies that she no longer has God (or faith in God).
10. A verb / Some things in this world, such as faith, are forever unfinished: no one really knows how a person's faith finishes, whether the hope associated with this faith is ever realized.

Reading for Rhetoric

Pages 82–83

1. “... a perfect sky that held its breath for him.” / The sky is a person: God?
2. To emphasize meaning
3. Iago and Cassius are Shakespearean villains from *Othello* and *The Tragedy of Julius Caesar*, respectively. The allusion provides examples of “the troublemakers,” helping the reader better understand just how malicious the people are who approach the narrator with opinions about her husband's disappearance.
4. A snake / In the Judeo-Christian tradition, snakes are associated with evil—as are Iago and Cassius.
5. A snake / If troublemakers such as Iago and Cassius are compared to a snake and sleeplessness is compared to a snake, then sleeplessness is yet another malicious troublemaker having the same association with evil as do Iago and Cassius.
6. The letter v can be a symbol for “victory.” Her husband's undersea landing would be a deadly defeat, not a victory.
7. “It” refers to suddenly believing in God or finding faith in God. Once you believe in God, you have to make certain adjustments in your life, much in the same way you have to make certain adjustments when adopting a dog as a pet.
8. *Perpetua* means “perpetual” or “forever.” Sister Perpetua's faith was not forever, unlike that of Saint Perpetua, a third-century Christian martyr, whose name the sister bears.
9. The narrator's husband, like Christ, disappears into the sky and does not return. Some believe; others don't. Neither the believer nor the non-believer can affirm with certainty who is right.

Reading 4.2

Reading for Information

Pages 84–87

1. pittance (n.) (line 7)
2. droughts (n.) (line 8)

3. haven (n.) (line 17)
4. sceptical (adj.) (line 34)
5. crater (n.) (line 40)
6. forays (n.) (line 41)

7. quagmire (n.) (line 44)
8. withstand (v.) (line 68)
9. dusk (n.) (line 76)
10. lethargy (n.) (line 93)

Reading for Meaning

Page 88

1. Having a pond
2. They hired a team and equipment: an excavator, two trucks and a backhoe.

Reading for Rhetoric

Pages 88–89

1. A desert mirage / A simile / In the desert, extreme thirst makes some people see imaginary oases. The author has a very strong desire for this pond, which he can “see” even before it exists.
2. Amniotic fluid / A metaphor / Oceans (water) nurture life. The author creates an image that underscores the importance water has for him—the importance the pond has for him.
3. The 1989 film *Field of Dreams*. The original quotation is “If you build it, he will come.”
4. “... all the taps of heaven seemingly opened by some mad angel thinking the time had come for the Second Flood” (lines 52–54) / It provides an image that allows the reader to “see” just how much rain was falling.
5. A pregnant woman / Metaphor / Earlier in the memoir, the author compares the world’s oceans to amniotic fluid. (See answer to question 2.)
6. “Give the gift of water. Give the gift of life. Our pond is a gift” (line 127). The repeated structure of three sentences in close proximity allows the reader to infer that the pond is a gift of life.

Post

Narrative 1

Pages 90–91

1. Unknown
2. First person: the author uses the first-person singular.
3. Limited: the narrator writes, “For the longest time, I couldn’t figure out what her [Mrs. Baxter’s] problem was ...”
4. Intrusive: the narrative informs us that Mrs. Baxter is a “nutcase.”
5. Completely unreliable: the narrator’s assessment of Mrs. Baxter is doubtful, as his or her dogs are relieving themselves on her property on a fairly frequent basis. (It can be argued that the narrator is more of a “nutcase” than “old Mrs. Baxter.”)
6. Yes; the narrator is the main character.

Narrative 2

Page 91

1. Unknown
2. Largely third person: the author uses the third-person singular and plural for most of the text and uses the first-person singular twice in the last sentence.
3. Omniscient: the narrator knows what those around her feel: “... their senses could not fully comprehend the vision before them.”
4. Intrusive: the narrative informs us of one character’s intense physical beauty and of the admiration, jealousy and vindictiveness felt by others in response to her beauty.
5. Completely unreliable or perhaps somewhat reliable (Answers will vary.) The narrator is recounting her life from the standpoint of a suicidal woman nearing death. As such, the narrator cannot be seen as objective and, given her mental state, one may question her judgment.
6. Yes; the narrator is the main character.

Unit 5 What Lies Beneath

Vocabulary and Comprehension

1. a) pinch
b) copious
c) lurid
d) glaring
e) shrieking

Page 99

2. She's gullible or immature.
3. They're mischievous (playfully annoying).

Reading 5.1

Reading for Information

1. (very) thin (line 38)
2. cold and distant (line 64)
3. walked pompously (line 108)
4. passive/compliant (line 112)
5. real/concrete (line 141)

Pages 100–106

6. arrogant (line 157)
7. got angry / became upset (line 161)
8. ascertain / find out (line 183)
9. composed/calm (line 216)
10. kind/gentle (line 224)

PLOT SUMMARY

A racehorse owner whose horses are losing races consults a woman whose alleged ability to talk to horses is rumoured to help them win races. The owner is unpleasant, disliked by the consultant, his wife, his horses and himself. (Answers will vary.)

Reading for Meaning

Pages 107–108

1. c
2. Neither his wife nor the consultant wants to relate to him in such a warm, intimate way.
3. By not being named, the female consultant comes to represent all women and how Gaddis relates to them: with contempt. (His desire to belittle his wife, Sarah, for her “dumb ideas” (line 38) further establishes his contempt for women.)
4. Because of George: he takes the life out of those around him.
5. George's world is as dead as the creatures that inhabit it.
6. His wife, Sarah, and his horses. He describes Sarah's ideas as “dumb” (line 38). He describes the horses as “standoffish” (line 64); he calls them “zombies” (line 67) and doubts their ability to communicate or “talk” with the female consultant (lines 9–10). / George scorns all living beings, so all living beings (naturally) keep their distance from him.
7. To remind George of how she had gotten the little swollen scratch on her forehead: it is probable that George had hit her the previous evening while she was dressed up in heels and wearing makeup. / To show George that he couldn't get the better of her

Reading for Rhetoric

Pages 108–109

1. In lines 37–39, George is anxious to go into the house, tell Sarah her idea is dumb and “watch her shrivel up.”
2. The ending, when Sarah angrily tells George to “stay away” and not touch her.
3. Sarah's love for George is dead, buried in the house they share. / Sarah and George's relationship is dead.
4. He has become a bad person. / His conversation with the female consultant and/or his wife's warning to stay away and not touch her (because he had hit her)

Reading 5.2

Reading for Information

1. amusement/laughter (line 11)
2. impulse/catalyst (line 26)
3. blockage/impasse (line 60)

Pages 110–118

4. homeless or neglected children (line 66)
5. (extravagantly) wasting (line 69)
6. way of walking (line 75)

7. sudden idea (line 124)
8. unstable/dizzy (line 143)

9. unconscious/comatose (line 319)
10. ecstasy / supreme happiness (line 325)

PLOT SUMMARY

A woman starts calling in fake bomb threats after her boyfriend has her unwittingly iron his wedding clothes in preparation for his marriage to another woman. (Answers will vary.)

Reading for Meaning

Pages 119–121

1. Downtown Vancouver, British Columbia
2. Hedy sees herself as Jesus, chasing the money-changers from the temple; Hedy, like Jesus, intends to chase the greedy from the cathedral. In lines 22–23, Hedy reflects on the cathedral's "shameless" passing of the gilded collection plates.
3. Stanley / Stanley treated her abominably, having Hedy (his girlfriend) unwittingly iron his tuxedo shirt and pants for his wedding to another woman.
4. False
5. One week after her breakup with Stanley (and Stanley's marriage to another woman), she saw Stanley walking arm in arm with his new wife into the Four Seasons hotel. She imagines the pair having lunch at the Chartwell, the hotel restaurant—a restaurant where she and Stanley had eaten after they had first moved in together.
6. Yes. Hedy's first bomb threat was called in on a whim (see question 4), and Hedy shows no remorse for her actions.
7. c
8. Stanley cheated on Hedy, and she fantasizes about avenging herself by exposing others who cheat on their partners. The target of Hedy's vengeance has generalized from Stanley and Stephanie to strangers.
9. The narrator informs the reader by the end of the story that Hedy see herself as—and doesn't merely compare herself to—Jesus, the Lamb of God.
10. True
11. She wants to understand Stanley's actions. / She finds the concept of evil titillating. / She enjoys making Hedy relive her breakup with Stanley.
12. True
13. False
14. *Detritus* means "debris," and the "coiled reddish hairs" and "rust flakes" are references to Stanley. Hedy has been trying to make Stanley "explode" but finds no remnants of him on her. (She is free of him.)
15. The Court is slowly acknowledging that people who behave immorally are not necessarily insane. Should Hedy one day harm others physically, her mental instability will not necessarily provide her with a viable defense.

Reading for Rhetoric

Pages 121–122

1. *Pure* can mean "good" or "righteous," the opposite of evil. (*Pure* can also mean "absolute," which is why the question refers to a "possible" irony.)
2. Accept any five of the following: "... people empty like ants from the art gallery ..." (line 3); "Hedy is like Jesus in the temple ..." (lines 9–10); "... some of them [today's temples] as violently rococo as the court of the Sun King ..." (lines 20–22); "... it [the iron] hissed like a small dragon" (line 33); "... eyes bulging like tennis balls" (lines 45–46); "... crushed children's heads like melons ..." (line 124); "Hedy ... pictures it [the telephone receiver] ... twisting a little like a freshly hooked fish" (lines 179–181); and "Hedy thought Donna's smile looked wickedly jejune, as if she had just scored a point at a high school debating tournament" (lines 228–229).
3. *The Boy Who Cried Wolf*
4. "And the cat ... would tumble out of the bag."
5. Earlier in the story, Brigit unknowingly defines Hedy as evil (see answers to questions 4 and 6 on pages 119 and 120): Hedy acts on a whim and shows no remorse for her actions.

Unit 6 Childhood Revisited

Vocabulary and Comprehension

Page 132

1. a) shin
b) sanguine
2. As a newlywed, “one night late in his youth”
3. Done
4. The answer is suggested in stanza three (lines 15–19): his father quit to avoid the life of the “luckless player”—the player who didn’t know when it was time to hang up his skates and move on.
5. A broken doll
6. Like a clock lost in a corner, the “luckless” player’s heart will eventually stop beating, with no one there to notice or care.
7. The narrator (the author) is the father’s son, and unlike his father, he continues playing hockey long after it would have been wise for an aging man to stop. The narrator is sad about his diminished ability but cannot grieve for the game because he hasn’t (yet) lost it.

Reading 6.1

Reading for Information

Pages 133–137

1. eliminated (line 30)
2. absolute/pure (line 52)
3. inadequate (line 82)
4. eats away at / nibbles (line 85)
5. branches (line 86)
6. extremely cold (line 93)
7. enthusiastic/jovial (line 121)
8. putting away / amassing (line 135)
9. nap / sleep lightly (line 138)
10. leap at / attack (line 143)

PLOT SUMMARY

An eleven-year-old Cape Breton boy recalls the Christmas when he left his childhood behind. (Answers will vary.)

Reading for Meaning

Pages 139–140

1. True
2. Between Hallowe’en and Christmas, 1947. (MacLeod was born in 1936 (see author’s profile, page 133), and he indicates in the prologue that he was eleven at the time of the story.)
3. The darkness is “magic” for Kenneth because he is only two and a half: his first Hallowe’en was likely the first time he had been allowed to stay up late.
4. Believing in Santa Claus brings hope to a desperate world.
5. Neil, the eldest son and brother who works on the lake boats, can come home when the lakes freeze, because the frozen water will put an end to the shipping season. The family is anxious for Neil to return.
6. To indicate that, contrary to his mother’s claim, there are presents—and not clothes—in the cartons that Neil has sent.
7. The family needs Neil because the father of the family is sick and slowly dying, so they are neither happy nor strong nor confident.
8. As a nineteen-year-old adult, Neil has a perspective on the father (and the father’s imminent death) that differs from that of his siblings, who are still children or young adolescents: Kenneth is two and a half, Bruce and Barry are six, Alistair is eleven, Annie is thirteen, and Mary is fifteen.
9. He doesn’t want to talk about how poorly his father is doing (in front of his much younger siblings).
10. Because the father wants his son to leave his childhood (belief in Santa Claus) behind: the narrator watches as his brother takes gifts out of cartons for his younger brothers. These gifts are tagged “from Santa Claus” (but the narrator’s are not).
11. When he is eleven, the narrator thinks his father is talking about Santa Claus; looking back as an adult, the narrator suspects his father was talking about his own death, which would make the father move on and leave “good things” (his wife and children) behind.
12. The adults in the family are immortalized in the tender scene (engraved in the narrator’s mind).

Reading for Rhetoric**Pages 140–141**

1. Accept any three of the following: "... yet I have hoped in all his [Santa Claus's] possibilities as fiercely as I can; much in the same way, I think, that the drowning man waves desperately to the lights of the passing ship on the high sea's darkness" (lines 41–43); b) "For without him [Santa Claus], as without the man's ship, it seems our fragile lives would be so much more desperate" (lines 43–45); "The clothes my mother hangs on the line are frozen almost instantly and sway and creak from their suspending clothespins like sections of dismantled robots ..." (lines 89–91); "... we move across the winter landscape like figures freed from a Christmas card" (lines 186–187); "The snow from the horse's hooves falls about our heads like the whiteness of the stars" (lines 187–188); "It is as if I have suddenly moved into another room and heard a door click lastingly behind me" (lines 201–202).
2. Wool (for sheep)
3. Creak, hiss

Reading 6.2**Reading for Information****Pages 142–147**

1. horseplay (n.) (line 23)
2. tomfoolery (n.) (line 23)
3. upbringing (n.) (line 42)
4. shackles (n.) (line 44)
5. lacklustre (adj.) (line 51)
6. trumped (v.) (line 101)
7. smug (adj.) (line 108)
8. culled (v.) (line 144)
9. basking (v.) (line 156)
10. frantic (adj.) (line 190)

Reading for Meaning**Pages 148–149**

1. A (limited) period during which Amish adolescents can "let loose"; at the end of Rumspringa, they must decide whether to adopt a modern (freer) lifestyle or return to their traditional lifestyle.
2. c
3. Suffice it to say
4. Accept any one (or more) of the following: She was at a cottage watching her friends swim and was envious of them because she couldn't swim. / She realized she had missed out on countless childhood experiences because she had spent her time watching TV as a child. / She had just turned thirty. / She realized she was bored with her routine-filled life.
5. False
6. She has never kept her New Year's resolutions, and there are so many items on the list that she would be dead (have "... the other [foot] in the grave ..."—line 220) before she fulfilled them all.

Reading for Rhetoric**Pages 149–150**

1. "1999," a song by Prince and the title track of the 1982 album of the same name
2. Clean (and its variant, cleaning)
3. "... a town whiter than snow ..." (line 12). "Town" is a substitute for "townspeople"; it is not the town that is whiter than snow but the people living in the town who are "whiter than snow."
4. "Mother makes glazed ham while father reads Russian classics and smokes a pipe" (lines 24–25). / "Kids dance around maypoles" (line 25).
5. The narrator humorously compares her eyebrow (singular form intended) to a slug, a snail-like creature, as her eyebrows joined together, which she found unattractive.
6. "... only a fool would think that learning a life-saving skill is more important than keeping your body hidden forever" (lines 157–159). The author obviously thinks it would have been more important (and not foolish) for her to learn a life-saving skill rather than hide her body.

Unit 7 Leaving

Prepare Across

2. door
3. Jack
5. Babe
6. Weep
10. Prison
11. Candle
14. Bittersweet

Page 157 Down

1. Free
2. die
4. Clowns
7. price
8. Midnight
9. Heaven
12. dust
13. Jet

Vocabulary and Comprehension

1. a) entwine
b) unravelling
c) caress
2. In the first stanza, the action is set inside an aquarium. In the second and third stanzas, the action is set outside an aquarium. The first physical setting is the more pleasing: it is described as a “paradise” (line 13), whereas the second is described as a place where the narrator’s partner has left her son and her.
3. In the second and third stanzas, the female and her offspring are separated from the male—tenderness is gone; in the first stanza, the male and his offspring are united with the female—tenderness is present.

Page 159

- d) hovers
- e) rapt

Reading 7.1

Reading for Information

1. easy/effortless (line 8)
2. difficult experience (line 46)
3. puzzling question or problem (line 69)
4. strangely/frighteningly (line 130)
5. dilemma (line 175)
6. serious criticism (line 199)

Pages 160–171

7. stupidities/silliness (line 279)
8. anxiety/commotion (line 315)
9. dwindled / gradually diminished and stopped (line 361)
10. big and strong (line 413)

PLOT SUMMARY

A dying man puts a Muslim spiritual leader in a difficult position: respect his dying wish to be cremated or respect a tradition associated with his faith, which prohibits cremation and prescribes burial. (Answers will vary.)

Reading for Meaning

Pages 172–175

1. An Islamic spiritual leader: Shamshu is leaving a mosque when Yasmin asks him to give her dying husband “chhanta,” a “... ceremony at which a [Muslim] person is granted forgiveness by his mukhi on behalf of the world and the Almighty” (lines 26–27). In line 44, Shamshu describes himself as “... presider of a mosque, father to its community ...” In line 345, the Chairman refers to Shamshu as “... a representative of God.”
2. Sceptical and hotheaded (arrogant)
3. True
4. False
5. The narrator doesn’t know whether to follow the traditions of his faith or respect a dying man’s last wish: this is the expression of the central conflict in the narrative.
6. Intense, controversial, outrageous, profound
7. Distant and (a bit) disdainful
8. In the midst of

9. He is (surprisingly) tender, not a trait his classmates had readily associated with him up to this point; they must now alter their perception of him.
10. Many are drunk (while he is sober). The narrator humorously adds, "... [I] decided the moment was not quite the right one to request intelligent input from my friends" (lines 234–235).
11. Because few people of colour live there; Karim Bharwani wanted "refuge from his people" (line 265).
12. True
13. The Chairman is like a deity: heard by some but not seen.
14. She wears clothing that may be perceived as traditional but that, in reality, is not. The prohibition against cremation may be perceived as traditional but may, in fact, not be based "on theological grounds" (lines 301–302).
15. a) RS / The narrator describes himself as "not unsympathetic" (line 127) but hopes Karim will give in to pressure from his family (line 134). He believes the decision is the family's (lines 284–285 and lines 364–365).
- b) RS / She is described by the narrator as giving "grudging acquiescence" (lines 128–129), and she ultimately decides to honour her husband's last wish.
- c) RS / She, like her husband, hopes that Karim will be pressured into changing his mind (lines 131–135). She reluctantly supports her husband's decision, telling him to follow his conscience (line 376).
- d) CO / Zuleikha warns the narrator that some of her uncles may try to stop the cremation (lines 371–372); the uncles later participate in a tug-of-war over the deceased's body.
- e) RS / Jamal, Nanji and the other classmates help carry the casket out to the waiting hearse(s) for cremation (lines 434–437).
- f) RS / Emil dislikes the idea of cremation but believes his father's wishes should be respected (line 292).
- g) CS / She says, "I think cremation's the best way ..." (line 286).
- h) RS / He says, "I don't want Dad to be burnt ..." (line 293) but seems to accept his dad's cremation by the end of the story, believing his dad "is alive somewhere" (line 449).
- i) CO / For the Chairman, cremation is wrong, and it is the duty of his people to try to "save" Karim by having him buried, not cremated. At the funeral the Chairman is heard to say, "We do not cremate our dead ..." (line 409).

Reading for Rhetoric

Page 175

1. The Grim Reaper
2. "... until Yasmin and Karim Bharwani put me through an ordeal from which I don't think I recovered" (lines 45–47). At this point in the story, the reader has not yet been given the details of "the ordeal": Shamshu will have to choose between respecting Karim Bharwani's wishes and respecting one of the perceived tenets of his faith.
3. "Fervid" means glowing, blazing or impassioned: the description given of his eyes contrasts sharply with the description given of his exhausted, emaciated and dying body.
4. "... it would seem as if I was caught inside a maze from which there was no exit" (lines 138–139).
5. The verbal struggle over "cremation versus burial" is visually represented when those for and those against honouring Karim Bharwani's last wish physically fight over his dead body.

Reading 7.2

Reading for Information

Pages 176–178

- | | |
|----------------------------------|--------------------------------|
| 1. ailments (n.) (line 6) | 6. rowdy (adj.) (line 22) |
| 2. inadvertently (adv.) (line 9) | 7. bewildered (adj.) (line 28) |
| 3. dismay (n.) (line 11) | 8. rouse (v.) (line 36) |
| 4. bedridden (adj.) (line 13) | 9. burden (v.) (line 39) |
| 5. dismissively (adv.) (line 18) | 10. fleeced (v.) (line 58) |

Reading for Meaning**Page 179**

1. They both took things that did not belong to them: the doctor overcharged the author's grandmother, and the dog stole meat off the kitchen counter.
2. She was staying with her bedridden grandfather and her (sickly) grandmother; he was her grandparents' physician.
3. She was mentally incompetent at the time of his request.
4. True
5. Some doctors believe advocates of assisted suicide should be less vocal so that doctors can quietly go about performing mercy killings without fear of prosecution, helping those who cannot help themselves.
6. True
7. The author writes that she *thought* the doctor had been callous or dismissive when he told her "Death is not an emergency." She no longer thinks his statement was heartless.

Reading for Rhetoric**Page 179**

Before losing her mind, the grandmother had said that she could tolerate a physical handicap, but not a mental one.

Appendix A**Literary Analysis Exercises****Exercise 1****Page 189****Part A**

1. False
2. False
3. False

Part B

1. The essay is an example of a secondary-source analysis as it does not rely solely on the author's thoughts but refers (albeit briefly) to an external source in the introductory and concluding paragraphs.
2. A close-reading approach is used. The analysis focuses on a literary element: plot.

Exercise 2**Pages 189–190**

1. Significant / Supportable
2. Single / Specific / Supportable
3. Single / Significant / Supportable
4. Single / Significant / Specific / Supportable
5. Single / Significant / Specific

Exercise 3**Pages 190–192****Part A**

1. d
2. a / b / c
3. b
4. b / d / e / f
5. b
6. b / d
7. b

Part B

1. A quotation
2. Atwood's work is a didactic work that instructs the reader of literary works to focus less on the "what" of a narrative and more on the "how" and "why."
3. To begin with / To continue
4. Examples
5. To conclude
6. ... Atwood counsels the reader of literary works not only to read the lines but to read between them.
7. Connecting with the introduction

Appendix B

Exercise

Page 197

1. Anecdote / Series of rhetorical questions
2. I will demonstrate the transformative power of literature by referring to Carol Shields's "Mrs. Turner Cutting the Grass." First, I will present the diversity of the other characters' viewpoints on Mrs. Turner and her ignorance of these viewpoints; second, I will talk about how all this has transformed me.
3. First / Now
4. Examples
5. To sum up
6. Offering a suggestion
7. A self-created analysis

Appendix C

Exercise

Page 204

My opinions have been influenced by a variety of factors, the most important of which are age and gender. As an older man in his 40s, I have come to realize that the world in which I live is not the same as the one inhabited by my female friends. While my grey hair is "distinguished," theirs is died. While I cannot sit alone in a playground, they can. (Admit it! A man sitting alone in a playground elicits suspicion while a woman sitting alone in a playground elicits little more than a smile and a "Nice day, isn't it?") While we share the same time and the same place, we experience both from completely different perspectives.

Grammar and Style Guide

1 Sentence Structure

Pinpoint

Pages 212–214

Part A

1. You can cut the grass, or you can wash the car.
2. Because there had been an avalanche, the highway through the mountains was closed.
3. He won the lottery, so he quit his job.
4. Geoff exercises three times a week; nevertheless, he has not lost any weight.
5. Robin got an A, but Ryland got a B.
6. There was a serious accident on the highway; consequently, they missed their exam.
7. My e-mail account was hacked yesterday; moreover, my computer was infected with a virus.
8. Even though he lives two blocks from his office, he is often late for work.
9. She doesn't eat red meat, and she doesn't drink wine. / She doesn't eat red meat, nor does she drink wine.
10. I am finding my chemistry course difficult; in fact, I nearly failed my last exam.

Part B

1. Dependent clause / adjective clause (answer given in text)
2. Dependent clause / noun clause
3. Independent clause
4. Dependent clause / noun clause
5. Independent clause
6. Dependent clause / adjective clause
7. Dependent clause / adverb clause
8. Dependent clause / noun clause
9. Independent clause
10. Dependent clause / noun clause

2 Present, Past and Future Tenses

Pinpoint

Pages 223–224

Part A

1. is filling / fill
2. understands / is losing
3. are listening / hear
4. is having / has
5. were counting / entered

6. was washing / cut
7. was pouring / broke
8. Will / be / are going to wake
9. will open / Are / going to make
10. will bring / are going to have

Part B

1. takes / is driving
2. read / told
3. spoke / made / are paying
4. costs
5. was changing / rang
6. will go / am going to go

7. are sleeping
8. travels / taught / is giving / will lead/is going to lead
9. will need / are going to need
10. will get

3 The Perfect Aspect

Pinpoint

Pages 232–233

1. has been / have saved/have been saving / have accumulated / will have added
2. had compared / has served
3. had been looking / had not checked
4. have developed/have been developing / will have lost
5. have lived/have been living / had made
6. had been running
7. has skied / has been skiing
8. had had
9. will have been conducting / will have spoken
10. have had/have been having / have checked / have not found

4 Modals, Conditionals and Subjunctives

Pinpoint

Pages 239–240

Part A

1. must have forgotten
2. might/could/may get
3. should wear
4. Would/Will/Could / tell
5. could not avoid

6. must be
7. cannot lift
8. must / has to renew
9. must have been sick
10. could not run

Part B

1. may/might sell
2. would/could have received
3. could take
4. were
5. had not lost

6. would have signed
7. could/would have left
8. is
9. might/could/would have gotten
10. were

5 Passive Voice and Reported Speech

Pinpoint

Pages 244–245

Part A

1. Your loan request will be processed tomorrow. (answer given in text)
2. The prisoner was released last Saturday.
3. The oven hadn't been cleaned in years.

4. Must the food be thrown out?
5. The phone bill is paid by credit card.
6. The floors were not being washed at 9:00 p.m.
7. Are the roads going to be plowed tonight?
8. All my files have been deleted.
9. The tests will have been completed by 10:00 a.m.
10. Could the money have been stolen?

Part B

1. Louise said (that) she wouldn't call you/me back. (answer given in text)
2. Paul said (that) he had never read such a clear report.
3. The children said (that) they had wanted to go to camp this summer.
4. George said (that) he was not interested in going to France.
5. Melissa said (that) her parents were coming for dinner.
6. David said (that) Iqaluit is the capital of Nunavut.
7. The police officer said to put your/our hands up.
8. Steve said (that) he could fix the car.
9. Mike said (that) the teacher had been sitting at her desk.
10. The witness said (that) he/she had never seen that man in his/her life.

6 Nouns and Pronouns

Pinpoint

Page 254

Part A

1. boys'
2. hypotheses
3. raspberries

4. feeding
5. Wolves / chasing / sheep

Part B

1. some
2. is
3. is

4. 1960s
5. are

Part C

1. his/her
2. Hers / theirs
3. who

4. ourselves
5. whose

7 Adjectives and Adverbs

Pinpoint

Page 259

Part A

1. Chinese delicious / delicious Chinese
2. worse / worst
3. specifcly / specifically
4. more green / greener
5. fiter / fitter

6. truely / truly
7. fast his car / his car fast
8. recent / recently
9. better / best
10. fastly / fast/faster

Part B

1. smoked
2. Speeding
3. lying
4. done
5. racing

6. broken
7. sitting
8. hidden
9. built
10. dying

8 Articles and Prepositions

Pinpoint

Pages 262–263

Part A

- | | |
|-----------------------------|-----------------------|
| 1. a / The / 0 / 0 | 4. an / a / an |
| 2. an / the | 5. a / an / a / a / 0 |
| 3. the / the / an / 0 / the | |

Part B

- | | |
|----------------------------|-------------------------------------|
| 1. along / behind / around | 4. like / like / across / from / to |
| 2. on / in / to / beside | 5. by / Before / at / in / after |
| 3. before / to / through | |

Part C

1. (in the world) you / are (answer given in text)
2. (beside the coffee maker) / I / left
3. (of the students) / each / is
4. (between the pages)(of that book) / bill / is
5. (by car)(to the hockey game) / Calvin / went
6. (from her generation) / (like that) / people / don't discuss

9 Capitalization and Punctuation

Pinpoint

Page 267

1. The witness said, "The taxi driver asked, 'Where to?'"
2. Our son-in-law speaks Portuguese and a little English.
3. *The Shining* is such a scary book!
4. Costumes, Inc. hasn't changed its address on its website.
5. Which organization has its headquarters in Geneva?
6. You can contact Mr. Lombardi if you want an Italian translation of the contract.
7. Steve didn't remember his wife's birthday, but he did buy her chocolates for Valentine's Day.
8. The secretaries' offices are being renovated next week. New furniture has been ordered; it will arrive tomorrow.
9. Mr. and Mrs. Smith's cottage was destroyed by fire on May 15, 2010; arson is suspected. The police have no leads.

10 Common Sentence Errors

Pinpoint

Pages 272–273

Part A

1. Because I had trained every day, the marathon went well.
2. I was tired out; it was difficult for me to finish the race.
3. On weekends, we order food, open a bottle of wine and watch old movies.
4. As soon as you clear the table, please wash the dishes.
5. She asked the teenager who lives next door to babysit her newborn.
6. The organizing committee decorated the cafeteria and hired a band.
7. They quickly realized the danger of neglecting car maintenance.

Part B

- | | |
|---------------|--------|
| 1. was having | 4. are |
| 2. was | 5. is |
| 3. know | |

Part C

1. Angelo enjoys working with Carla and Sandra even though Sandra has a reputation for being difficult.
2. I completed exercises A and B. Exercise B was hard.
3. Laura is a good writer; she writes often.

4. Have you heard the news? Yes, it's awful!
5. The teacher corrected tests, put them in her briefcase and dined with colleagues.

11 Commonly Misspelled and Misused Words

Pinpoint

1. Accept / their
Except / there
2. past
passed
3. of / use
have / used
4. choose / coarse / writting
chose / course / writing
5. truely / beleive
truly / believe
6. Its / comming

Pages 277–278

- It's / coming
7. Their / there
They're / their
8. Wich / effected
Which / affected
9. piece / quite
peace / quiet
10. than
then

12 Writing Style

Pinpoint

Page 283

Answers will vary.

1. 6 / First, you should apologize; second, you should leave.
2. 2 / He feels unwell.
3. 1 / She respects him.
4. 4 / He's retiring soon.
5. 2 / I doubt you are telling me the truth.
6. 7 / Every weekend, my father and mother go golfing.
7. 6 / My teacher isn't as demanding as your teacher.
8. 3 / She's four feet, eleven inches tall.
9. 4 / The professor likes to reads novels.
10. 5 / This is a difficult exercise because there are many possible answers to each question. My writing style needs work; I have never studied this topic before. I will do all the exercises, but it will take me a long time to complete them.