

The Word *Within the Word*

HOME SCHOOL EDITION
PARENT/MENTOR MANUAL

by
Michael Clay Thompson

Royal Fireworks Press



Copyright © 2008, Royal Fireworks Publishing Co. Inc.
All Rights Reserved.

Royal Fireworks Press
PO Box 700
First Ave
Unionville, NY 10988
Website: rfwp.com
Email: mail@rfwp.com



ISBN: 978-0-88092-559-0

Printed and bound in the United States of America by proud unionized craftsmen using recycled paper, vegetable-based inks, and environmentally-friendly cover coatings at the Royal Fireworks Printing Company of Unionville, New York.

Introduction

If you are reading this sentence, it is probable that you are already familiar with *The Word Within the Word*. Perhaps you are a teacher and have previously used either or both of the first two volumes in your classes. Or perhaps you are considering using the series in your curriculum and want to understand what part this third volume plays in the *Word Within the Word* program.

The most salient fact about the third book (W3) is that like volume two (W2) it emerges organically from the previous work. It continues to extend and apply the students' previous knowledge. It continues to emphasize not isolated words but a Latin and Greek-based system of words; it is the word system that is the object of examination. It once again emphasizes why words mean what they mean and how their meaning is constructed within the words. Once again, the hidden inner poetry and philosophic insight of the words is disclosed. It is once again anti-unit in nature, building cumulatively not only on the content within itself, but also on the words and stems of volumes one and two; nothing is left behind.

There are some particular goals that have motivated me in the exciting but enormously laborious process of writing W3. Some of these goals are part of the entire *Word Within the Word* series, while others have received special emphasis in the third book. I hope that these are your goals, too.

- In the age of the dumbed-down curriculum, I have wanted-more than I can adequately express-to create an antidote, an anti-dumbed down curriculum. The land is replete with pallid, bled texts, anemically vacuous of big words, big ideas, and big readings, not to mention shocking words, divergent ideas, and controversial readings. The approved, sanitized curriculum has been educationally cleansed. I have wanted this book, without being aloof or stuffy, to convey the sanguine joy of high learning-the fun of it-and to lure students down the beginning of a path that will lead them to a lifelong love of scholarship. This book is filled with literary and scholarly allusions, such as a story about a cloud named Percy that will serve as a springboard to reading Percy Shelley's immortal, thunderous and drenched, "The Cloud," *Caveat emptor*: I have not provided any sort of key to the numerous allusions-they are hidden in the hidey-holes of the lessons, and I hope that part of the fun for teacher and student alike will be to catch me. Catch me if you can. I like to imagine

that many of these sometimes oblique allusions will cause students and teachers to dash off on spontaneous jaunts of the mind, reading or researching something I have alluded to.

- Part of my intent in W3 has been to study English as though it were a foreign language. Why should we not? It is customary, in studying foreign languages, to be methodical, exacting, demanding, rigorous, and yet when we study our own language we are often disarmed. We somehow feel that since English is our own language, we need not be so seriously rigorous. We feel that in the case of English we already know those things, whatever those things are. Well, if foreign language has permission to be challenging, then English may be challenging, too. In fact, our culture has become so popular that for many English speaking students, the educated stratum of English *is* foreign to them. It *must* be studied as though it is a foreign language.

- A related idea is that I have attempted to make this book uncompromising, difficult, rigorous, substantial. Even the brightest students, I think, will have to study in order to succeed with this curriculum. Autopilot will not work. And this is good. Must all curricular material be accessible to the unmotivated? I think not. This book, certainly, will be an impenetrable barrier to the unmotivated; only students who have the will and the self-discipline to study will be able to move through it, and that good experience is a part of the purpose, a part of what motivated me in writing it. I want extraordinary students to have a book written for them. Unmotivated students will have to *change*.

- In W3 I have continued to disregard the idea of grade-level vocabulary. I should say, *specious* idea, because that is what I think. And the more I have thought about it, the more convinced I am that the idea of specific words belonging at specific grade-levels is patent and tragic pedagogical nonsense. What would it mean to say that *clamor* is a ninth-grade word? Would it mean that a third grader could not learn the meaning and use of *clamor*? No, of course not. I could teach an entire second grade class to use *clamor* in one minute. If *clamor* is a ninth grade word, are we *waiting* for something before we teach it? What are we waiting for? Look closely, and behind the arras of grade-level vocabulary you will sniff the noisome treachery of anti-intellectualism. We lack the confidence of learning, and so we pronounce our youngsters unready for *clamor*, though any self-respecting first grader can say *sanfranciscofortyniner* with ease. What do you think the grade-level is of the book the following words come from: *ignominy, gesticulate, tedious, stringent, peremptory, assuage, repartee, sonorous, doleful, voluble, plausible, irrevocable, subterfuge, sanguine,*

paroxysm, asperity, obtuse, dolorous, affable, benison, and turbid? Would this be a ninth-grade book? A senior book? A college-level book?

No, these words come from Kenneth Grahame's *The Wind in the Willows*, a children's book. Mole, Ratty, Badger, and Toad. The incorrigible Toad, mind you. For learning great words, the great youngsters are ready already; it is we who must drop our perfidious hesitations and proceed confidently to teach them wonderful things. Some of the words in W3 may strike you as elementary, and some may strike you as impossibly abstruse, erudite, and advanced, but that is part of the point: they are neither. They are all words that are examples of the system of words that is the true object of examination. Certainly, there are rare and exceptionally erudite words to be found in the lists; I have attempted to expose students to some of the most scholarly and difficult language that they are likely to encounter in their future learning.

- I also continue to view the contents of this program not as stringent requirements but as options, as alternatives. I do not expect every teacher to use every part of every lesson; rather, each lesson contains a variety of possible experiences that different teachers will be differently drawn to. In my case, the weekly lessons are assigned as homework; I give a quiz on the last day of each week, and we play with the other components as time permits. If we are reading *Crime and Punishment*, then a few weeks may pass in which the weekly quiz is the only thing we do. When the literary dust clears, we may spend extra time retrieving some of the readings, notes, and ideas. It is bootless to pound a round curriculum into a square class.

- The words I have selected for this book have been chosen for their interdisciplinary connections. Each list of words is a point of departure for sorties into history, painting, poetry, ballet, philosophy, military strategy, fiction, or science. Each list is a set of word-phenomena that radiate out to the fields of thought from which they came. One word, such as *pointillism*, might suggest art, while another, such as *demography*, might suggest social science. This may be a vocabulary book, but it is not in some narrow sense an "English" book, whatever that may mean. Its purpose is to launch students off into the higher language of all disciplines, to make them articulate in an ecumenical way.

- As I suggested above, this three-volume program is cumulative with a vengeance. It is an anti-unit, cumulative both within each book and across books. The cumulative weekly quizzes are not merely an authentic assessment of the student's mastery of the accumulated content, they are an authentic learning experience in their own right. The testing is a teach-

ing. The sheer repetition for years of the same stems that the student has already repeatedly been tested on has its own cumulative effect, its own message; this is much better than if the students had been tested once, found to have “mastered” the word or stem, and had moved on. The cumulative nature of the program gives years of weekly reinforcement for meaning, pronunciation, spelling, and insight. The stems and words finally become routine facts of life. It is impossible for me to imagine that any student who had gone through three years of *The Word Within the Word* would not have his or her vocabulary permanently affected by the experience. (I am increasingly suspicious of the “unit” concept; in too many cases, finishing a unit means finishing the knowledge; the unit is over, and the students now have permission to forget it. And if it has no more value than that, why teach it in the first place? There is so little time, and there are so many vital things to teach, things that have profound, lifelong value. I teach no units of anything; everything I do is cumulative.)

- One goal that has been continually in my mind in writing these books is to make them free of gender bias and sexist stereotypes. For a writer, this presents problems far beyond ordinary grammar dilemmas such as the *his*, *his-or-her*, and *his/her*, choice. It is also beyond the mere questions of representation, such as, Are female names used in example sentences?, Are women’s novels included in the classics referred to?, Are females used as characters in creative readings? These matters are important, but insufficient. There is also the simple question of content. Is there a divergent variety of ideas, exercises, and readings that will appeal to both male and female students? And finally, there is the trap of stereotypes. One can not simply assume, say, that girls don’t like armies and boys don’t like ballet, and set about writing example sentences of girls in art museums and boys at scout camp. The stereotypes must be rejected and confounded, offering food for thought to boys and girls alike about life’s rich opportunities. And yet, it would be a mistake to feature a gender role reversal in every sentence. In W3 I have not tabulated such matters, but I have tried to write in the most complete good faith I could summon.

- Anyone who has looked long and long at a good dictionary will notice that there are myriads of negative words-words of insult, words of pain, words of failure, words of condescension, words of ethnocentrism, words of segregation, words of existential angst. Our nasty, brutish, and short life is reflected in the sympathetic vibration of nasty, brutish, and sometimes sesquipedalian words. Furthermore, centuries of ethnocentrism, bigotry, and sexism are incised in the stone tablet of our diction. For men’s foibles, there are only unisex adjectives; a man is *irritable*, poor thing. For women, there are stigmatizing nouns;

an irritable woman is a *shrew*. It is easy, in compiling a word list, to fall into the habit of featuring the stinging derogatory words, and one feels the thrill of revenge—smite the Philistines, smite them I say—by teaching students words such as *miscreant*, *Sybarite*, *refractory*, *antediluvian*, *specious*, *sophist*, *disingenuous*, *mendacious*, *odious*, *lassitude*, and *vituperate*. I have made an effort to avoid this trap, this delicious allure of negative words, and to include positive, bright, and lively words as well, such as *insouciant*, *rejuvenate*, *peripatetic*, *venial*, *procreant*, *edify*, *unique*, *perspicuous*, *renascent*, *pellucid*, *sapid*, *ruminant*, *emolument*, *ineffable*, *transcend*, *veridical*, *gregarious*, *prodigious*, *sanguine*, *encomium*, *munificent*, and *cogitate*. Are those wonderful words, or what? The cumulative effect of a good soak in the dictionary is to be reminded of the richness of life, to be aware of success and failure, youth and age, good and evil, beauty and ugliness, problems and possibilities. Vocabulary eventually emerges as a set of juxtaposed, opposite ideals, leaving we nonplused mortals scurrying in the ambiguous no-man's-land between the pure extremes.

There are some necessary observations to be made about the particular characteristics of W3:

- In W3, the stems in words are sometimes less obvious, more subtle, further in the historical background. In W1 and W2 I avoided spelling variations and confined myself more to words in which the stems were spelled in their primary form; *punct* reappeared in PUNCTilious. In W3 I have introduced many words that contain familiar stems in unfamiliar variations. (Variation is the spice of diction.) We find *punct* in *expunge*. We find *xero* in *serene*. We find *apo* in *aphorism*. Thirty centuries of dusty culture can bury a stem deeply in a word; only a sunbleached consonant or so may protrude above the arid surface, and it may take some deft work with a trowel to expose the buried *tang* or *circum* to the light.

- The tests in W3 are more difficult; in W3 students have to study stems *with* words in order to learn the right meaning in word context. Some new stems are introduced that have the same spelling as previous stems, and more emphasis is placed on knowing the right stem-meaning for any given word.

- Many of the stems are repeated repeatedly. You might find *pre* in three successive lists. Why not? The stem is *there* in the words, and so seeing it again (and again and again) in the stem lists makes a point, and sensitizes the student to the frequency and importance of the stem. You won't have to convince students that these stems are important; it will be as plain as the lists.

- In W3, as in W2, each list contains five review words. In W3 three of the five are from W2 and two are from WI, and the emphasis this time is on important words, words that frequently occur in the classics, words that are not rare or excessively erudite, but that will be frequently read or heard as the students enter college and professional life.

- The short definitions of the words are often only hints. In a short format such as this one, where I attempt to provide a two or three-word definition, all I can do is to provide a minute, functioning launch pad, a word group that will suggest the sense of the word. You will find that in many cases I have gone on in the Ideas or Notes pages to elaborate on the collateral meanings and subtleties of the words, but I hope that students and teachers will enjoy using my succinct definitions as incentives to look the words up and explore them further. I always envision this text being used in conjunction with a good college dictionary. Words, unlike Hamlet, cannot be bounded in a nutshell; each word is a microcosm, a poem, an artifact, a Swiss Army thought.

- You will notice that not every word in a word list will be represented by stems at the top of the List page. This may occur for a variety of reasons. Look up the etymology of the word in the dictionary to learn more, or to see why I may not have listed a stem.

- The grammar of the vocabulary transforms. I might list a word as a noun, and then use it in its adjective form in an example sentence. This is part of the insight I want the students to have, to recognize the word as the same word in its diverse grammatical manifestations.

- Speaking of dictionaries, the Verbal Diversions sections are written for use with dictionaries. I have used the Verbal Diversions as an opportunity to introduce good words that are not included in the lists. Students should not be expected to solve the analogies and antonyms on their own.

- Speaking of Verbal Diversions, note that the interpretive questions in these sections may have more than one good answer. In List #71, for example, I placed all of the answers in bold, as possible “right” (heh, heh) answers. Nonetheless, one of the answers may be best. Whether I have a “right” answer in bold or not, these are still offered as open-ended questions, for which cases may be made. I want them to serve as springboards for discussion, as catalysts for disagreement and debate, as incentives for the exchange of ideas. The paradigm for all philosophy is Socratic dialogue.

- Speaking of analogies, in the Verbal Diversions the analogies and antonyms are based on best choice, not on exact fit. To decide which answer is best is a more difficult and interesting experience than to decide which answer is correct.

- Speaking of antonyms, antonyms are being deleted from some of the national tests that students take, but that does not mean studying antonyms is a bad idea, even for students who will have to take such tests. Antonyms offer juxtapositions; contrasts disclose distinctions and limits; and these polarities draw students into the ineffable middle where ideas are sometimes thought-provokingly nameless. Antonyms are good for people.

It is a curious fact of writing that books appear like intuitive phantasms from hermit-like, lonely lucubrations. W3 has emerged from introspective hundreds of dark early mornings, of strong coffee and stronger dictionaries, of still silence before the bird tweets and the pink light, before the anonymous sound of tires on the roads. As Sandburg demanded, this book has been written one word at a time. And the paradox is that something so solitary will now become so public. You cannot imagine how much I hope you like this book.

The Word Within the Word • Test #61

biblio _____

demo _____

neo _____

phyte _____

phile _____

co _____

sangui _____

graph _____

cred _____

in _____

ob _____

anim _____

mens _____

micro _____

trans _____

tens _____

plex _____

per _____

plus _____

non _____

defenestrate _____

demography _____

animus _____

incredulous _____

perplex _____

interdiction _____

nonplused _____

showy _____

abundant _____

beginner _____

cheerful _____

small universe _____

cross _____

a book lover _____

THIS PAGE MAY BE COPIED FOR EXAM PURPOSES

The Word Within the Word • Answer Key #61

biblio *book*
demo *people*
neo *new*
phyte *plant*
phile *love*
co *together*
sangui *blood*
graph *write*
cred *believe*
in *not*

ob *against*
anim *mind*
mens *measure*
micro *small*
trans *across*
tens *stretch*
plex *weave*
per *through*
plus *more*
non *not*

defenestrate *toss out window*
demography *study of populations*
animus *intent or hatred*
incredulous *not believing*
perplex *confuse*
interdiction *prohibition*
nonplused *perplexed*

showy *ostentatious*
abundant *copious*
beginner *neophyte*
cheerful *sanguine*
small universe *microcosm*
cross *traverse*
a book lover *bibliophile*

The Word Within the Word • Verbal Diversions #61

Reading Comprehension

1. B
2. D

Analogies

3. A
4. C

Antonyms

5. B
6. D

THIS PAGE MAY NOT BE COPIED

The Word Within the Word • Test #62

co _____

sangui _____

graph _____

cred _____

in _____

ag _____

alter _____

pro _____

tude _____

hend _____

tens _____

plex _____

per _____

plus _____

non _____

ambi _____

ego _____

dol _____

greg _____

ad _____

nonplused _____

commensurate _____

demur _____

persiflage _____

mollify _____

altercation _____

gregarious _____

prodigious _____

alter ego _____

a book lover _____

sharp _____

lazy _____

low class _____

languor _____

indefinite _____

to understand _____

conflicting feelings _____

thought-to-be _____

THIS PAGE MAY BE COPIED FOR EXAM PURPOSES

The Word Within the Word • Answer Key #62

co <i>together</i>	tens <i>stretch</i>
sangui <i>blood</i>	plex <i>weave</i>
graph <i>write</i>	per <i>through</i>
cred <i>believe</i>	plus <i>more</i>
in <i>not</i>	non <i>not</i>
ag <i>to do</i>	ambi <i>both</i>
alter <i>other</i>	ego <i>I</i>
pro <i>forward</i>	dol <i>suffer</i>
tude <i>state of</i>	greg <i>group</i>
hend <i>grasp</i>	ad <i>to</i>
nonplused <i>perplexed</i>	a book lover <i>bibliophile</i>
commensurate <i>of like measure</i>	sharp <i>poignant</i>
demur <i>to object</i>	lazy <i>indolent</i>
persiflage <i>flippant style</i>	low class <i>déclassé</i>
mollify <i>make soft</i>	languor <i>lassitude</i>
altercation <i>heated dispute</i>	indefinite <i>ambiguous</i>
gregarious <i>sociable</i>	to understand <i>apprehend</i>
prodigious <i>amazing</i>	conflicting feelings <i>ambivalence</i>
alter ego <i>second self</i>	thought-to-be <i>putative</i>

The Word Within the Word • Verbal Diversions #62

Reading Comprehension

1. A
2. B

Analogies

3. D
4. A

Antonyms

5. B
6. A

THIS PAGE MAY NOT BE COPIED

The Word Within the Word • Test #63

APOcrypha _____

PHILander _____

apoCRYPha (crypt) _____

TENdentious _____

imPORTTune _____

PREcept _____

preCEPt (cap) _____

ACERbity (acr) _____

cacoPHONy _____

CACOethes _____

cacoethes _____

apocrypha _____

expunge _____

tangible _____

philander _____

importune _____

translucent _____

acerbity _____

putative _____

indolent _____

ALTERcation _____

alter EGO _____

PUTative _____

(tens) ambigUOUS _____

ambiVALent _____

PERsiflage _____

APprehend (ad) _____

ambivaLENT _____

ambIGUous (ag) _____

PROdigious _____

slanted _____

a maxim _____

physical beauty _____

breach of faith _____

truthful _____

bad noise _____

pithy saying _____

conflicting feelings _____

sharp _____

low class _____

THIS PAGE MAY BE COPIED FOR EXAM PURPOSES

The Word Within the Word • Answer Key #63

APOcrypha *away*

PHILander *love*

apoCRYPha (crypt) *hidden*

TENdentious (tens) *stretch*

imPORTTune *carry*

PREcept *before*

preCEPt (cap) *take*

ACERbity (acr) *sharp*

cacoPHONy *sound*

CACOethes *bad*

cacoethes *a mania*

apocrypha *unauthentic works*

expunge *completely remove*

tangible *touchable*

philander *engage in love affairs*

importune *to trouble with requests*

translucent *semitransparent*

acerbity *sharpness of temper*

putative *thought-to-be*

indolent *lazy*

ALTERcation *other*

alter EGO I

PUTative *think*

ambiguOUS full of

ambiVALent *worth*

PERSiflage *through*

APprehend (ad) *to*

ambivaLENT *full of*

ambIGuous (ag) *to do*

PROdigious *before*

slanted *tendentious*

a maxim *precept*

physical beauty *pulchritude*

breach of faith *perfidy*

truthful *veridical*

bad noise *cacophony*

pithy saying *apothegm*

conflicting feelings *ambivalence*

sharp *poignant*

low class *déclassé*

The Word Within the Word • Verbal Diversions #63

Reading Comprehension

1. C
2. A

Analogies

3. C
4. C

Antonyms

5. D
6. A

THIS PAGE MAY NOT BE COPIED

The Word Within the Word • Test #64

obSEQUIes _____
SERENE (xero) _____
perFIDy _____
CONdescend _____
conDEscend _____
ABate _____
NIHILism _____
UNDulate _____
SEDate _____
EXodus _____
serene _____
salubrious _____
interstice _____
demure _____
pensive _____
nihilism _____
sedate _____
amiable _____
tendentious _____
importune _____

VERidical _____
cacophonY _____
TANGible _____
apoCRYPHa (crypt) _____
imPORTune _____
pulchriTUDE _____
exPUNGe (punct) _____
ACERbity (acr) _____
appreHEND _____
PROdigious _____
a departure _____
to wave _____
concern for others _____
to lessen _____
funeral ceremonies _____
lower oneself _____
servile _____
conflicting _____
bad noise _____
unauthentic works _____

THIS PAGE MAY BE COPIED FOR EXAM PURPOSES

The Word Within the Word • Answer Key #64

obSEQUies *follow*

SERENE (xero) *dry*

perFIDy *faith*

CONdescend *together*

conDESCend *down*

ABate *away*

NIHILism *nothing*

UNDulate *wave*

SEDate *sit*

EXodus *out*

VERidical *true*

cacoPHONy *sound*

TANGible *touch*

apoCRYPha (crypt) *hidden*

imPORTune *carry*

pulchriTUDE *state of*

exPUNGe (punct) *point*

ACERbity (acr) *sharp*

appreHEND *grasp*

PROdigious *before*

serene clear and calm

salubrious healthful

interstice small space

demure modest or affectedly modest

pensive sadly thoughtful

nihilism belief in nothing

sedate calm

amiable friendly

tendentious slanted

importune to trouble with requests

a departure exodus

to wave undulate

concern for others altruism

to lessen abate

funeral ceremonies obsequies

lower oneself condescend

servile obsequious

conflicting feelings

bad noise cacophony

unauthentic works apocrypha

The Word Within the Word • Verbal Diversions #64

Reading Comprehension

1. A
2. C

Analogies

3. A
4. D

Antonyms

5. C
6. A

THIS PAGE MAY NOT BE COPIED

The Word Within the Word • Test #65

conCUPiscence _____

SOPHist _____

DIAlectic _____

exCULPate _____

interLOCUtor _____

REify (res) _____

perTINacious (ten) _____

deNOUement (nod) _____

ESculent (ed) _____

NIHILism _____

erudite _____

sophist _____

dialectic _____

autodidact _____

denouement _____

aphorism _____

reify _____

in medias res _____

exodus _____

serene _____

AUTOdidact _____

CIRCUMvent _____

circumVENT _____

in MEDIas res _____

APHOrism (apo) _____

reiFY _____

sophIST _____

escuLENT _____

DEnouement (dis) _____

ABate _____

reckless _____

holding stubbornly _____

edible _____

get around _____

person in conversation _____

free from blame _____

intense desire _____

to lessen _____

to wave _____

funeral ceremonies _____

THIS PAGE MAY BE COPIED FOR EXAM PURPOSES

The Word Within the Word • Answer Key #65

conCUPiscence *desire*

SOPHist *wisdom*

DIAlectic *across*

exCULPate *blame*

interLOCUtor *talk*

REify (res) *thing*

perTINacious (ten) *hold*

deNOUement (nod) *knot*

ESculent (ed) *eat*

NIHILism *nothing*

AUTOdidact *self*

CIRCUMvent *around*

circumVENT *come*

in MEDIas res *middle*

APHOrism (apo) *away*

reiFY *make*

sophIST *one who*

escuLENT *full of*

DEnouement (dis) *away*

ABate *away*

erudite *scholarly*

sophist *a specious reasoner*

dialectic *logical argument*

autodidact *self-taught person*

denouement *unraveling of plot*

aphorism *a concise wisdom*

reify *treat as real intense*

in medias res *in the middle of things*

exodus *a departure*

serene *clear and calm*

reckless *temerarious*

holding *stubbornly pertinacious*

edible *esculent*

get around *circumvent*

person in conversation *interlocutor*

free from blame *exculpate*

desire *concupiscence*

to lessen *abate*

to wave *undulate*

funeral ceremonies *obsequies*

The Word Within the Word • Verbal Diversions #65

Reading Comprehension

1. D
2. C

Analogies

3. A
4. B

Antonyms

5. C
6. B

THIS PAGE MAY NOT BE COPIED

The Word Within the Word • Test #66

CUPidity _____

SOPORific _____

pontiFICate _____

EPIphany _____

euPHORia _____

UXORious _____

dichoTOMY _____

OBjurgate _____

VISage (vid) _____

DIAlectic _____

visage _____

apophasis _____

euphoria _____

soporific _____

objurgation _____

protocol _____

uxorious _____

dichotomy _____

erudite _____

autodidact _____

PROTOcol _____

epiPHANy _____

APOphasis _____

MENDacious _____

EUphoria _____

DICHOTomy _____

INTERnecine _____

REbuke _____

obJURgate _____

ESculent (ed) _____

disgusting _____

sharp reprimand _____

greed _____

speak dogmatically _____

revelation _____

untruthful _____

mutually destructive _____

conflicting feelings _____

treat as real _____

unraveling of plot _____

THIS PAGE MAY BE COPIED FOR EXAM PURPOSES