2016
CLASSROOM PRONOUNCER GUIDE
Spelling Only Edition

CONTENTS

Merriam-Webster Pronunciation Symbols ................................................................. 2
Guidelines Regarding Pronunciation ........................................................................ 3
Tips for Conducting Your Classroom Spelling Bee .................................................. 4
Rules for Local Spelling Bees .................................................................................. 5
Words 1–225: 2016 School Spelling Bee Study List Words ...................................... 11
Words 226-250: Words Selected from Webster’s Third* ......................................... 42
Numerical Index of Spelling Words .......................................................................... 45
Alphabetical Index of Spelling Words ...................................................................... 46

*Webster’s Third New International Dictionary, copyright 2002, Merriam-Webster

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## Merriam-Webster Pronunciation Symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>banana, collect</td>
<td>as in one pronunciation used by r-droppers for bird</td>
</tr>
<tr>
<td>ˈo, ə</td>
<td>humdrum</td>
<td>as in one pronunciation used by r-droppers for bird (alternative ə)</td>
</tr>
<tr>
<td>ʃ</td>
<td>two-value symbol equivalent to the unstressed variants ə, ʊ, as in habit, duchess</td>
<td></td>
</tr>
<tr>
<td>ˈ</td>
<td>immediately preceding ə, ʊ, a, as in battle, mitten, and in one pronunciation of cap and</td>
<td></td>
</tr>
<tr>
<td>ä</td>
<td>lock and key</td>
<td>immediately following ə, ʊ, a, as in one pronunciation of French table, prisme, titre</td>
</tr>
<tr>
<td>œi</td>
<td>in one pronunciation used by r-droppers for bird (alternative ə)</td>
<td></td>
</tr>
<tr>
<td>ɔr</td>
<td>operation, stressed, as in bird as pronounced by speakers who do not drop r; stressed and with centered period after the ə, as in one pronunciation of hurry (alternative ər)</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>mat, map</td>
<td></td>
</tr>
<tr>
<td>ɪ</td>
<td>day, fade, date, aorta</td>
<td></td>
</tr>
<tr>
<td>ʊ</td>
<td>bother, cot; most American speakers have the same vowel in father, cart</td>
<td></td>
</tr>
<tr>
<td>ˈɑ</td>
<td>father as pronounced by speakers who do not rhyme it with bother; farther and cart as pronounced by r-droppers</td>
<td></td>
</tr>
<tr>
<td>ɑɑ</td>
<td>bad, bag, fan as often pronounced in an area having New York City and Washington, D.C., on its perimeter; in an emphatic syllable, as before a pause, often əə</td>
<td></td>
</tr>
<tr>
<td>əi</td>
<td>as in some pronunciations of bag, bang, pass</td>
<td></td>
</tr>
<tr>
<td>ɑu</td>
<td>now, loud, some pronunciations of talcum</td>
<td></td>
</tr>
<tr>
<td>ɔ</td>
<td>baby, rib</td>
<td></td>
</tr>
<tr>
<td>ch</td>
<td>chin, nature ˈnɑʃ(ə)r(ə) (actually, this sound is ə + əh)</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>elder, undone</td>
<td></td>
</tr>
<tr>
<td>əd</td>
<td>as in the usual American pronunciation of latter, ladder</td>
<td></td>
</tr>
<tr>
<td>ɛ</td>
<td>bet, bed</td>
<td></td>
</tr>
<tr>
<td>ɛ, ɛɛ</td>
<td>beat, nosebleed, evenly, sleepy</td>
<td></td>
</tr>
<tr>
<td>ɛɛ</td>
<td>as in one pronunciation of evenly, sleepy, envyous, igneous (alternative ɛ)</td>
<td></td>
</tr>
<tr>
<td>ee</td>
<td>as in pronunciation of evenly, sleepy; envious, igneous (alternative ə)</td>
<td></td>
</tr>
<tr>
<td>ee</td>
<td>(in transcriptions of foreign words only) indicates a vowel with the quality of ə in bet but long, not the sound of ee in sleep: en arrière ənˈnaryɛʁ</td>
<td></td>
</tr>
<tr>
<td>eʊ</td>
<td>as in one pronunciation of elk, helm</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>fifty, cuff</td>
<td></td>
</tr>
<tr>
<td>ɡ</td>
<td>go, big</td>
<td></td>
</tr>
<tr>
<td>h</td>
<td>hat, ahead</td>
<td></td>
</tr>
<tr>
<td>hw</td>
<td>whale as pronounced by those who do not have the same pronunciation for both whale and wail</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>tip, one pronunciation of banish (alternative unstressed ə), one pronunciation of habit (alternative ə; see ə)</td>
<td></td>
</tr>
<tr>
<td>ɪ</td>
<td>site, side, buy (actually, this sound is ə + ɪ, or ə + ɪ)</td>
<td></td>
</tr>
<tr>
<td>iə</td>
<td>as in one pronunciation of milk, film</td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>job, gem, edge, procedure ˈprɛʃəˈpaj(ə)r(ə) (actually, this sound is ə + əh)</td>
<td></td>
</tr>
<tr>
<td>k</td>
<td>kin, cook, ache</td>
<td></td>
</tr>
<tr>
<td>ˈk</td>
<td>as in the pronunciation of loch (alternative ək), as in German ich-laut</td>
<td></td>
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<tr>
<td>l</td>
<td>lily, pool</td>
<td></td>
</tr>
<tr>
<td>m</td>
<td>murmur, dim, nymph</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>no, own</td>
<td></td>
</tr>
<tr>
<td>ˈn</td>
<td>indicates that a preceding vowel is pronounced with the nasal passages open, as in French un bon vin blanc ˈɛmbõvabl</td>
<td></td>
</tr>
<tr>
<td>əʊ</td>
<td>sing ˈsɪŋ, singer ˈsɪŋə(ɹ), finger ˈfɪŋə(ɹ), ink ˈɪŋk</td>
<td></td>
</tr>
<tr>
<td>ɔ</td>
<td>bone, snow, beau; one pronunciation of glory</td>
<td></td>
</tr>
<tr>
<td>ˈɔ</td>
<td>saw, all, saurian; one pronunciation of horrid</td>
<td></td>
</tr>
<tr>
<td>əɛ</td>
<td>French bœuf, German Hülle</td>
<td></td>
</tr>
<tr>
<td>əɛɛ</td>
<td>French feu, German Hülle</td>
<td></td>
</tr>
<tr>
<td>ɔi</td>
<td>coins, destroy, straw, sawing</td>
<td></td>
</tr>
<tr>
<td>əʊ̯</td>
<td>(in transcriptions of foreign words only) indicates a vowel with the quality of o in bone but longer, not the sound of oo in food: comte ˈkemt</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>pepper, lip</td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>rarity, one pronunciation of tar</td>
<td></td>
</tr>
<tr>
<td>s</td>
<td>source, less</td>
<td></td>
</tr>
<tr>
<td>ʃh</td>
<td>with nothing between, as in shy, mission, machine, special</td>
<td></td>
</tr>
<tr>
<td>ˈt</td>
<td>actually, this is a single sound, not two; with a stress mark between, two sounds as in death ˈdɛθ ˈdeθ</td>
<td></td>
</tr>
<tr>
<td>ʈ</td>
<td>tie, attack; one pronunciation of latter (alternative ə)</td>
<td></td>
</tr>
<tr>
<td>ʈʰ</td>
<td>with nothing between, as in thin, ether (actually, this is a single sound, not two); with a stress mark between, two sounds as in knighthood ˈkɪnθhʊd</td>
<td></td>
</tr>
<tr>
<td>ʈʰʰ</td>
<td>then, either (actually, this is a single sound, not two)</td>
<td></td>
</tr>
<tr>
<td>ʊ</td>
<td>rule, fool, youth, union ˈyʊ̯ˈnɪʃn, few ˈfʊ̯</td>
<td></td>
</tr>
<tr>
<td>ʊɛ</td>
<td>pull, wood, curable ˈkʊrəbəl</td>
<td></td>
</tr>
<tr>
<td>ʊɛɛ</td>
<td>German hüllen, hüblsche</td>
<td></td>
</tr>
<tr>
<td>ʊɛɛɛ</td>
<td>French rue, German hüllen</td>
<td></td>
</tr>
<tr>
<td>w</td>
<td>vivid, give</td>
<td></td>
</tr>
<tr>
<td>ʍ</td>
<td>we, away</td>
<td></td>
</tr>
<tr>
<td>ʒ</td>
<td>yard, cue ˈkju, union ˈyʊniʃn</td>
<td></td>
</tr>
<tr>
<td>ʒɛ, ʒɛɛ</td>
<td>(in transcriptions of foreign words only) indicates that during articulation of the sound represented by the preceding character the tip of the tongue has substantially the position it has for the articulation of the first sound of yard, as in French digne ˈdɛn</td>
<td></td>
</tr>
<tr>
<td>ʒ yu</td>
<td>youth, union, cue, few</td>
<td></td>
</tr>
<tr>
<td>ʒu</td>
<td>curable</td>
<td></td>
</tr>
<tr>
<td>z</td>
<td>zone, raise</td>
<td></td>
</tr>
<tr>
<td>ʒh</td>
<td>with nothing between, as in vision, azure ˈvɛzə(r) (actually, this is a single sound, not two); with a stress mark between, two sounds as in rosehill ˈrəʊsɨhɪl</td>
<td></td>
</tr>
<tr>
<td>ˈʃɛ, ˈʃɛɛ</td>
<td>mark preceding a syllable with primary (strongest) stress: ˈpɛnˌmənˌʃɪp</td>
<td></td>
</tr>
<tr>
<td>ˈʃɛɛ, ˈʃɛɛɛ</td>
<td>mark preceding a syllable with secondary (next-strongest) stress: ˈpɛnˌmənˌʃɪp</td>
<td></td>
</tr>
</tbody>
</table>

( ) indicate that what is symbolized is between is present in some utterances but not in others: factory ˈfæktərɪ
Guidelines Regarding Pronunciation

Pronunciation

For many words in *Webster’s Third New International Dictionary*, copyright 2002, Merriam-Webster (*Webster’s Third*), more than one pronunciation is offered. In this classroom pronouncer guide, the chief pronunciation for a word is most often the first pronunciation given in this dictionary. Occasionally, however, the word panel has chosen to assign the dictionary’s second or third pronunciation as the chief pronunciation. This decision has been made whenever the panel has reason to think that a certain pronunciation has become the most prevalent one since this dictionary was first published.

Many of the variations in pronunciation listed in *Webster’s Third* are included in this publication as alternate pronunciations and are listed in square brackets under the chief pronunciation. These alternate pronunciations are all the variants in the dictionary’s pronunciation data that differ phonemically from the chief pronunciation. Minor phonetic variations that are described in the dictionary pages are not included here, however, such as pronunciations that differ only in the level of stress on given syllables. In addition, this publication has not included the voluminous treatment of *r*-dropping and vowel variations before /r/ such as those that are found in certain geographical dialects of American English. Experience has shown that this information about nuances of phonetic variation in pronunciation can be the cause for confusion for spellers and pronouncers alike.

Nevertheless, every pronunciation in *Webster’s Third* that can offer any clues about spelling is listed as an alternate pronunciation herein. The phrase *no alternate pronunciations* means simply that, while the dictionary entry may or may not contain further details about phonetic differences in different dialects, the word in question has no other pronunciations that differ phonemically from the chief pronunciation that is provided.
Tips for Conducting Your Classroom Spelling Bee

Help your students prepare by:

- giving your students the grade-specific 100-word study list from the log-in section of spellingbee.com, and
- providing the full 2016 School Spelling Bee Study List to your students if they seek a challenge.

Familiarize yourself with the 2016 Classroom Pronouncer Guide, in which:

- words 1-225 were selected from the 2016 School Spelling Bee Study List,
- words 226-250 were selected from Webster’s Third New International Dictionary, copyright 2002, Merriam-Webster,

Decide at what point in the Classroom Pronouncer Guide to begin your bee. We recommend that you:

- begin Grade 1 classroom spelling bees with word 1 (page 11),
- begin Grade 2 classroom spelling bees with word 26 (page 15),
- begin Grade 3 classroom spelling bees with word 51 (page 18),
- begin Grade 4 classroom spelling bees with word 76 (page 22),
- begin Grade 5 classroom spelling bees with word 101 (page 25),
- begin Grade 6 classroom spelling bees with word 126 (page 28),
- begin Grade 7 classroom spelling bees with word 151 (page 31), and
- begin Grade 8 classroom spelling bees with word 176 (page 34).

As pronouncer, be sure to:

- review the 2016 Classroom Pronouncer Guide prior to your bee, and
- refer to the Merriam-Webster Pronunciation Symbols on page 2 of the 2016 Classroom Pronouncer Guide if you need assistance interpreting diacritical markings.

As judge, keep in mind that:

- You may consult our Rules for Local Spelling Bees (on page 5 of the 2016 Classroom Pronouncer Guide) if you need rules (pay special attention to Rule 10 for instruction regarding end-of-bee procedure) and
- You may wish to have a copy of Webster’s Third New International Dictionary, copyright 2002, Merriam-Webster, available for reference. If you do not have a copy of Webster’s Third, the preferred alternative is Merriam-Webster’s Collegiate Dictionary, eleventh edition, copyright 2003, Merriam-Webster.
Rules for Local Spelling Bees

Preface

We encourage spellers, parents, teachers, and spelling bee officials to read these rules prior to any spelling bee. These rules are guidelines designed to assist spelling bee officials and spellers at the local level. Spellers should check with their local spelling bee officials for the rules in effect in their area. Spelling bee officials include the pronouncer, judges, coordinator and sponsor.

While local spelling bee officials have the prerogative to amend Rules 2 through 11, amendments —particularly any amendments to the end-of-bee procedure — should be undertaken only with careful consideration of the various outcomes that may result from the amendments.

The Scripps National Spelling Bee has no authority over the conduct of local spelling bees (namely, spelling bees other than the Scripps National Spelling Bee near Washington, D.C.). Consequently, the national office will not render judgments relating to the conduct of local spelling bees. Individuals bearing complaints about the conduct of local spelling bees should register their concerns with local spelling bee officials. DECISIONS OF LOCAL SPELLING BEE OFFICIALS ARE FINAL.

These Rules for Local Spelling Bees are not the rules in effect at the Scripps National Spelling Bee near Washington, DC. When a local spelling bee official says, “We use the national rules,” he or she is probably indicating that the Rules for Local Spelling Bees are in effect.

The Scripps National Spelling Bee near Washington, D.C. operates under a significantly different set of rules called the Contest Rules of the 2016 Scripps National Spelling Bee. These rules contain provisions that are specific to unique conditions at the event near Washington, D.C. Their successful implementation at the local level is considered impossible and therefore is not recommended.

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Rules

1. **Eligibility:** A speller qualifying for the 2016 Scripps National Spelling Bee near Washington, D.C. must meet these requirements:

   (1) The speller must not have won a Scripps National Spelling Bee championship near Washington, D.C.

   (2) The speller must attend a school that is officially enrolled with the Scripps National Spelling Bee.

   (3) The speller must not have passed beyond the eighth grade on or before February 1, 2016.

   (4) The speller must not have repeated any grade for the purpose of extending spelling bee eligibility. If the speller has repeated any grade, the speller must notify the Scripps National Spelling Bee of the circumstances of grade repetition by March 31, 2016; and the Scripps National Spelling Bee will, at its sole discretion, determine the speller’s eligibility status on or before April 30, 2016.

   (5) The speller—or the speller’s parent, legal guardian, or school official acting on the speller’s behalf—must not have declared to another entity an academic classification higher than eighth grade for any purpose, including high school graduation equivalency or proficiency examinations and/or examinations such as the PSAT, SAT, or ACT.

   (6) The speller must not have earned the legal equivalent of a high school diploma.

   (7) The speller must not have completed or have been enrolled in more than six high school-level courses or two college-level courses on or before April 30, 2016.

   (8) The speller must not eschew normal school activity to study for spelling bees. The Scripps National Spelling Bee defines normal school activity as adherence to at least four courses of study other than language arts, spelling, Latin, Greek, vocabulary, and etymology for at least four hours per weekday for 34 of the 38 weeks between August 25, 2015, and May 16, 2016.
(9) The speller must not have reached his/her 15th birthday on or before August 31, 2015.

(10) The speller must have been declared a champion of a final local spelling bee taking place on or after February 1, 2016, or be a spelling champion of a school whose application for participation in the Scripps National Spelling Bee’s school self-sponsorship program has received final approval by the Scripps National Spelling Bee.

(11) Once having been disqualified at any level of a sponsor’s spelling bee program between June 2015 and April 2016, the speller remains disqualified for the 2016 Scripps National Spelling Bee and may not seek advancement in the 2016 Scripps National Spelling Bee program through another sponsor and/or enrollment in another school.

(12) The speller, upon qualifying for the 2016 Scripps National Spelling Bee near Washington, D.C., must submit a completed Champion Bio Form, a Certification of Eligibility Form, a signed Appearance Consent and Release Form and a photo to the Scripps National Spelling Bee. The speller will notify the Bee — at least 24 hours prior to the first day of competition in the 2016 Scripps National Spelling Bee in Washington, D.C. — if any of the statements made on the Certification of Eligibility Form are no longer true or require updating. The speller’s sponsor will provide access to the necessary forms.

(13) The speller must not have any first-, second- or third-degree relatives (i.e. sibling, parent, grandparent, aunt, uncle, niece, nephew, half-sibling, first cousin or great grandparent) who are current employees of The E.W. Scripps Company.

The Scripps National Spelling Bee may disqualify prior to or during competition any speller who is not in compliance with any of its eligibility requirements; and it may — at any time between the conclusion of the 2016 Scripps National Spelling Bee and April 30, 2017 — require any speller who is found to have not been in compliance with any of the eligibility requirements to forfeit the prizes, rank, and other benefits accorded to the speller as a result of participation in the 2016 Scripps National Spelling Bee.

2. Format: The spelling bee is conducted in rounds. Each speller remaining in the spelling bee at the start of a round spells one word or answers one vocabulary question in each round — except in the case of a written, multiple choice, or online test. The spelling bee may be conducted orally or in writing in a manner that is a combination of the two; however, if the spelling bee officials specify an oral format, the speller may not demand a written format except under the conditions of Rule 4.

3. Word list: Local spelling bee officials are responsible for selecting the word lists for use at each local spelling bee. Many local spelling bee officials use word lists generated by the Scripps National Spelling Bee. These lists include many words that appear in the current edition of Spell It! as well as some “end-of-bee” words. All words on Scripps National Spelling Bee word lists are entries in Webster’s Third New International Dictionary and its addenda section, copyright 2002, Merriam-Webster, the official dictionary of the Scripps National Spelling Bee.

4. Special needs: Spelling bee officials will strive to provide accommodation for spellers who have physical challenges. All requests for spelling bee officials to accommodate special needs involving sight, hearing, speech, or movement should be directed to spelling bee officials well in advance of the spelling bee date. The judges have discretionary power to amend oral and/or written spelling requirements on a case-by-case basis for spellers with diagnosed medical conditions involving sight, hearing, speech, or movement.

5. Pronouncer’s role: The pronouncer strives to pronounce words according to the diacritical markings in Scripps National Spelling Bee word lists.

In Oral Spelling Rounds:

Homonyms: If a word has one or more homonyms, the pronouncer indicates which word is to be spelled by defining the word.

Speller’s requests: The pronouncer responds to the speller’s requests for a definition, sentence, part of speech, language(s) of origin, and alternate pronunciation(s). When presented with requests for alternate pronunciations, the pronouncer or an aide to the pronouncer checks for alternate pronunciations in either Webster’s Third New International Dictionary and its addenda section, copyright 2002, Merriam-Webster or Merriam-Webster’s Collegiate...
Dictionary, eleventh edition. The pronouncer does not entertain root word questions, requests for alternate definitions, or requests for markedly slower pronunciation.

Pronouncer’s sense of helpfulness: The pronouncer may offer word information—without the speller having requested the information—if the pronouncer senses that the information is helpful and the information is presented in the entry for the word in a 2016 Scripps National Spelling Bee word list.

In Oral Vocabulary Rounds:

Procedure: The pronouncer reads aloud the vocabulary question and both options (A) and (B), but does not indicate which is correct.

Homonyms: If a word has one or more homonyms, the pronouncer indicates which word is in question by spelling the word aloud.

Speller’s requests: The pronouncer responds to the speller’s requests for the question and/or answer options to be repeated. The pronouncer may also provide the spelling of the word in question.

6. Judges’ role: The judges uphold the rules and determine whether or not words are spelled correctly or vocabulary items are answered correctly. They also render final decisions on appeals in accordance with Rule 11. They are in complete control of the competition and their decision is final on all questions.

Interaction with the speller: Because seeing the speller’s lip movements may be critical in detecting misunderstandings or misspellings, the judges encourage spellers to face them when pronouncing and spelling the word.

Notice of rules: The judges ensure that all spellers and audience members are given an opportunity to receive a complete copy of the rules prior to the start of the spelling bee.

Misunderstandings: The judges participate in the exchange of information between the speller and pronouncer if they feel that clarification is needed. Also, the judges listen carefully to the speller’s pronunciation of the word; and, if they sense that the speller has misunderstood the word, the judges work with the speller and pronouncer until they are satisfied that reasonable attempts have been made to assist the speller in understanding the word. While the judges are responsible for attempting to detect a speller’s misunderstanding, it is sometimes impossible to detect a misunderstanding until an error has been made. The judges are not responsible for the speller’s misunderstanding.

Pronouncer errors: The judges compare the pronouncer’s pronunciation with the diacritical markings in the word list. If the judges feel that the pronouncer’s pronunciation does not match the pronunciation specified in the diacritical markings, the judges direct the pronouncer to correct the error as soon as it is detected.

Disqualifications for reasons other than error: The judges will disqualify a speller (1) who refuses a request to start spelling or to provide an answer to a vocabulary question; (2) who does not approach the microphone when it is time to receive the word or question; (3) who does not comply with the eligibility requirements; (4) who engages in unsportsmanlike conduct; (5) who, in the process of retracing a spelling, alters the letters or sequence of letters from those first uttered; (6) who, in the process of spelling, utters unintelligible or nonsense sounds; or (7) who, in the process of providing an answer in an oral vocabulary round, provides a blend of correct and incorrect information (For example: If in answering the question, “What is porridge made from? A. fur, or B. grain,” the speller provides as an answer either “A. grain” or “B. fur.”).

Speller activities that do not merit disqualification: The judges may not disqualify a speller (1) for failing to pronounce the word either before or after spelling it, (2) for asking a question, or (3) for noting or failing to note the capitalization of a word, the presence of a diacritical mark, the presence of a hyphen or other form of punctuation, or spacing between words in an open compound.

7. Speller’s role: In a spelling round, the speller makes an effort to face the judges and pronounce the word for the judges before spelling it and after spelling it. The speller while facing the judges makes an effort to utter each letter distinctly and with sufficient volume to be understood by the judges. The speller may ask the pronouncer to say the word again, define it, use it in a sentence, provide the part of speech, provide the language(s) of origin, and/or provide an alternate pronunciation or pronunciations.
**Misunderstandings:** The speller is responsible for any misunderstanding of the word unless (1) the pronouncer never provided a correct pronunciation; (2) the pronouncer provided incorrect information regarding the definition, part of speech, or language of origin; or (3) the speller correctly spelled a homonym of the word and the pronouncer failed to either offer a definition or distinguish the homonyms.

In an oral vocabulary round, a speller may answer the question by providing (1) the letter associated with the chosen answer, (2) the chosen answer or (3) both. If the correct answer is identified by (1) associated letter alone or (2) by answer alone or (3) by both correct letter and correct answer, the speller is correct.

For example: If the speller is offered the question, “What is porridge made from? A. fur, or B. grain,” each of the following methods of answering is correct: “B,” “grain,” or “B. grain.”

**8. Correction of a misspelling:** The pronouncer and judges will not ask the speller to correct another speller’s misspelling, even in end-of-bee circumstances.

**9. Errors:** Upon providing an incorrect spelling of a word or an incorrect answer to a vocabulary question, the speller immediately drops out of the competition, except as provided in Rule 10.

**10. End-of-bee procedure:**

If all spellers in a round misspell or answer vocabulary questions incorrectly: If none of the spellers remaining in the spelling bee at the start of a round spells a word correctly or answers a vocabulary question correctly during that round, all remain in the competition and a new spelling round begins.

**Ties:** All spellers eliminated in the same round are tied for the same place. After the champion has been determined, spelling bee officials may opt to conduct tiebreakers (of their own design) if tiebreakers are necessary for the awarding of prizes or the determination of qualifying spellers for the next level of competition.

If only one speller in a round spells correctly or answers a vocabulary question correctly: If only one speller spells correctly in a round, a new one-word spelling round begins and the speller is given an opportunity to spell a word on the list (anticipated championship word). If the speller succeeds in correctly spelling the anticipated championship word in this one-word round, the speller is declared the champion.

Example: In Round 12 there are four spellers. Spellers 6 and 21 misspell. Speller 30 spells correctly. Speller 42 misspells. So, Speller 30 is the only speller in the round to spell correctly. Speller 30 begins Round 13—a one-word round—and is offered the anticipated championship word. Speller 30 correctly spells the anticipated championship word and is declared champion.

Example: Two spellers spell in Round 10. Speller 14 misspells. Speller 25 spells correctly. Speller 25 begins Round 11—a one-word round—and is offered the anticipated championship word. Speller 25 correctly spells the anticipated championship word and is declared champion.

Example: Two spellers spell in Round 16. Speller 3 spells correctly. Speller 9 misspells. Speller 3 begins Round 17—a one-word round—and is offered the anticipated championship word. Speller 3 correctly spells the anticipated championship word and is declared champion.

**VERY IMPORTANT:** If a speller misspells the anticipated championship word in a one-word round: A new spelling round begins with ALL the spellers who participated in the previous round. These spellers spell in their original order.

Example: In Round 8 there are three spellers. Speller 12 spells correctly and Spellers 23 and 37 misspell. Round 9—a one-word round—begins, and Speller 12 is offered the anticipated championship word. Speller 12 misspells the anticipated championship word. Round 10 begins and includes Spellers 12, 23, and 37. The rules prescribe that spellers 12, 23, and 37 spell in their original order; so Speller 12 gets the next word on the list even though Speller 12 misspelled the previous word on the list. Round 10 is not complete until all three spellers have spelled.

**Tip:** Spelling bee officials may find it helpful to designate a record keeper or judge to track the progress of spellers throughout the rounds. The record keeper’s information will be helpful in preventing end-of-bee confusion.

**11. Appeals:** The speller’s parent(s), legal guardian, or teacher may appeal to the judges for the speller’s reinstatement provided that the appeal is in compliance with the appeal protocol. The judges...
render a final decision on the appeal in accordance with the reinstatement protocol.

**Appeal protocol**

A written appeal must be hand delivered to the designated official (usually the spelling bee coordinator/director). The deadline for delivering an appeal is before the speller affected would have received his/her next word had he/she stayed in the spelling bee; however, to minimize disruptions to the spelling bee, every effort should be made to deliver an appeal by the end of the round in which the speller was eliminated. When five or fewer spellers remain, the written appeal requirement is suspended, and an oral appeal must be made before the speller would have received his/her next word had he/she stayed in the spelling bee. A written appeal must provide the speller’s name, the word in question, and the reason the speller should be reinstated.

While the competition is in session, individuals who have filed appeals may not directly approach the judges unless explicit permission to approach the judges has been given. The judges will contact the speller if they decide to reinstate the speller. To minimize disruption to the pace of the spelling bee and the concentration of the spellers, the judges are under no obligation to stop the spelling bee in order to discuss with the speller’s parent(s), legal guardian, or teacher a denied appeal. The judges’ decisions are final and are subject neither to review nor to reversal by the Scripps National Spelling Bee’s headquarters office.

**Reinstatement protocol**

**Pronouncer mispronunciation:** An appeal claiming that a speller’s elimination from the spelling bee was due to pronunciation error should be denied unless there is agreement that the pronouncer never offered a correct pronunciation.

**Alternate pronunciations:** An appeal claiming that the pronouncer did not offer alternate pronunciations should be denied unless it is determined that the speller requested alternate pronunciations and the pronouncer did not accommodate the speller’s request for alternate pronunciations and it appears that the speller’s spelling almost matches the correct spelling.

**Speller’s misunderstanding:** An appeal claiming that the speller’s elimination from the spelling bee was due to the speller’s not understanding the word [its pronunciation(s) and/or other information about the word] should be denied. It is the speller’s responsibility to understand the word.

**Speller offered correct spelling for a word in this guide:** An appeal claiming that the speller correctly spelled the word should be denied unless an audio recording of the bee’s proceedings or bee officials’ recollections clearly indicate that the word was indeed spelled correctly.

*Exception:* If the speller’s spelling is listed in *Webster’s Third New International Dictionary* and its addenda section, Merriam-Webster, copyright 2002, the speller should be reinstated if all of the following three criteria are met: (1) The pronunciations of the words are identical, (2) the definitions of the words are identical, and (3) the words are clearly identified as being standard variants of each other. Spellings at other locations having temporal labels (such as *archaic, obsolete*), stylistic labels (such as *substandard, nonstandard*), or regional labels (such as *North, Midland, Irish*) which differ from main entry spellings not having these status labels will not be accepted as correct.

**Speller offered correct spelling, as indicated in a dictionary other than Webster’s Third:** An appeal claiming that the speller spelled the word correctly according to a dictionary other than *Webster’s Third New International Dictionary* and its addenda section, copyright 2002, Merriam-Webster, should be denied.

**Homonym in a spelling round:** An appeal claiming that the speller’s elimination was unfair because the speller’s word is a homonym should be denied unless the pronouncer failed to define the word and the speller correctly spelled a homonym of the word.

**Homonym in an oral vocabulary round:** An appeal claiming that the speller’s elimination was unfair because the speller’s word is a homonym should be denied unless the pronouncer failed to spell the word and the speller identified an answer matching the definition of a homonym of the word.
Incorrect or unsolicited information: An appeal claiming that the speller’s elimination was unfair because the pronouncer offered incorrect or unsolicited information about the word should be denied unless it is determined that the pronouncer indeed gave factually incorrect information and it appears that the speller’s spelling would have been correct if not for the incorrect or unsolicited information provided by the pronouncer.

Bee officials failed to correct a misunderstanding: An appeal claiming that the speller misspelled or incorrectly answered because the judges and/or pronouncer failed to correct the speller’s mispronunciation of the word should be denied. It is sometimes impossible to detect a speller’s mispronunciation or misunderstanding, and ultimately it is the responsibility of the speller to understand and correctly pronounce the word.

Disqualification request: An appeal seeking to dislodge another speller from the spelling bee should be denied.
Words 1–225 are Scripps National Spelling Bee School Level Study Words.

This is the recommended starting point for Grade 1 Classroom Spelling Bees.

There is no rule stating that you must proceed word-for-word from this list.

You may skip a word if you sense that the word may present a problem at your bee.

If a word has a homonym or near homonym, the word’s homonym status is probably noted at the word’s entry in this guide. We encourage you to include these words in your bee, provided you indicate the word’s homonym or near homonym status to the speller.

If you think a word is a homonym and yet a homonym is not listed, please check Webster’s Third New International Dictionary for further information or skip the word.

It is possible that we did not note the fact that the word is a homonym.

1. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **Bat**
   - Pronunciation: \\bat\\
   - Part of Speech: noun
   - Definition: [Has homonym: batt.]
   - Description: A usually wooden piece of sports equipment used to hit a ball.

   Ever since Caiden got a bat and a glove for his sixth birthday, he has dreamed of becoming a professional baseball player.

2. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **Pull**
   - Pronunciation: \\pul\\
   - Part of Speech: verb
   - Definition: [Could be confused with pool.]
   - Description: To hold onto something and move it toward yourself or toward the direction you are going.

   Candace loaded her red wagon full of toys and began to pull it down the sidewalk.

3. **Five**
   - Pronunciation: \\fiv\\
   - Part of Speech: adjective
   - Definition: Being one more than four.

   Mrs. Levi gave gold stickers to the five students who got perfect scores on the test.

4. **Melt**
   - Pronunciation: \\melt\\
   - Part of Speech: verb
   - Definition: To change from a solid to a liquid because of heat.

   It was so hot outside that Britney couldn't eat much of her snow cone before it started to melt.

5. **Navy**
   - Pronunciation: \\n\ave\\
   - Part of Speech: noun
   - Definition: A dark blue with gray and purple tones.

   The sailor costume for Mackenzie's tap dance recital is mostly navy with white stripes.
6. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

sock

\säk\

n noun [Has homonym: Sauk.]

a piece of clothing that covers the foot and is worn inside a shoe.

Dad searched the laundry room for the missing **sock** for 20 minutes before he gave up and wore a mismatched pair.

7. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**tiger**

\ˈtɪɡər\

n noun [Could be confused with taiga.]

a large, wild cat that lives in Asia and usually has orange fur with black stripes.

*During his trip to the zoo, Mitch was sad to learn that the world’s **tiger** population is at an all-time low, with as few as 3,200 living in the wild.*

8. **jelly**

\ˈdʒelē\

n noun

a soft food made by boiling sugar and fruit juice.

*Dante learned to make his own peanut butter and **jelly** sandwiches when he was in kindergarten.*

9. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**tuba**

\ˈtəbə\ [\ˈtəbo\]

n noun [Has near-homonym: tuber.]

a large, low-pitched brass musical instrument.

*Tyler plays **tuba** in the marching band, even though the instrument seems to be almost as big as he is.*

10. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**candy**

\ˈkændi\ [\ˈkændə\]

n noun [Has homonym: geographical entry Kandy.]

a sweet food made with sugar and often flavoring (such as chocolate) and filling.

*After the tour of the jelly bean factory, each student got to select one piece of **candy** to take home.*

11. **good**

\ˈgʊd\ [\ˈgʊd\]

adj adjective

correct, proper or right.

*The museum tour guide was impressed by the **good** behavior of Mrs. Garcia’s class during their field trip.*

12. **dress**

\ˈdres\ [\ˈdres\]

v verb

to put clothes on.

*In the winter it is wise to **dress** in warm layers of clothing.*
13. *Say to the speller “This word has a homonym.”* Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**blue**

\verb|/blü|  
**[no alternate pronunciation(s)]**

adjective  
[Has obsolete variant: blew. Has homonyms: blew and blew.]

having the color of the clear sky or the deep sea.  
*After he drew a detailed pirate ship, Zach grabbed a blue crayon to color in the ocean.*

14. *Say to the speller “This word could be confused with a similar word.”* Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**frame**

\verb|/frēm|  
**[no alternate pronunciation(s)]**

noun  
[Could be confused with flame.]

an open structure used for holding and supporting something.  
*Sarina placed the picture of her best friends in the frame and then hung it on her bedroom wall.*

15. *Say to the speller “This word could be confused with a similar word.”* Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**erase**

\verb|/ərēs|  
**[\verb|ərēs|]**

verb  
[Could be confused with arise.]

to remove written letters or figures by rubbing or scraping.  
*Ms. Taylor asked for a volunteer to erase all the writing from the whiteboard at the end of class.*

16. *Say to the speller “This word has a homonym.”* Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**soup**

\verb|/süp|  
**[no alternate pronunciation(s)]**

noun  
[Has homonyms: soop, soup.]

a liquid food made with broth that often contains pieces of meat, fish, pasta or vegetables.  
*When Lena is feeling sick, vegetable noodle soup always makes her feel better.*

17. *Say to the speller “This word has a near-homonym.”* Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**fuzzy**

\verb|/fuzzy|  
**[no alternate pronunciation(s)]**

adjective  
[Has near-homonym: fussy.]

looking furry, soft or fluffy.  
*Marcel reached out to pet the fuzzy bunny his mom was holding.*

18. **cheese**

\verb|/chēz|  
**[no alternate pronunciation(s)]**

noun  
the curd of milk that has been pressed and ripened for use as a food.  
*Nico’s favorite type of pizza has a simple tomato sauce and four types of cheese.*

19. **lucky**

\verb|/lākē|  
**[no alternate pronunciation(s)]**

adjective  
having good fortune.  
*Before the spelling bee, Natalie made sure her lucky coin was in her pocket.*
20. **hidden**  
\h'\id\'n\  
[no alternate pronunciation(s)]  
adjective  
out of sight : concealed.

_Betty could not believe her little brother had found the secret location of her hidden diary._

21. **copycat**  
\k\ä\p\ë\.\k\ä\t\  
[no alternate pronunciation(s)]  
noun  
a person who imitates or adopts another person's ideas, style or behavior.

_When Jeannie and Miranda both wore the same dress to prom, they each accused the other of being a copycat._

22. **sailor**  
\s\ä\l\ä\r\  
[no alternate pronunciation(s)]  
noun  
a person who works on the crew of a boat or ship.

_Jaime could not decide whether to become a sailor on the deep blue sea or a soldier in the army._

23. **trace**  
\tr\ä\s\  
[no alternate pronunciation(s)]  
verb  
[C[ould be confused with Spanish word tres.]  
to copy something (such as a drawing) by putting a see-through piece of paper over it and following the lines.

_Tiffany is teaching herself to draw, and likes to bring thin paper to the library and trace comics onto it._

24. **grandma**  
\gr\ä\n\mä\  
[\gr\än\mä\, \gr\äm\ä \]  
noun  
[C[ould be confused with gram/a/gramma, grammar.]  
the female parent of either of your parents.

_Taye and Grace argued over whose grandma makes the best pancakes._

25. **which**  
\hw\ich\  
[\w\ich\]  
adjective  
[C[ Has homonym: witch.]  
being what one or ones out of a group.

_Maya had a hard time deciding which outfit to wear for the first day of school._
This is the recommended starting point for **Grade 2 Classroom Spelling Bees**.

There is no rule stating that you must proceed word-for-word from this list. You may skip a word if you sense that the word may present a problem at your bee.

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26. **solo**
   
   
   noun
   
   a piece of music played or sung by a single person.
   
   Han was honored to be selected to sing the **solo** in his choir's version of "Cheerleader."

27. **regular**
   
   
   adjective
   
   not showing change in occurrence, practice or habit.
   
   A **regular** school day for Andre begins at six in the morning when he hits the snooze button on his alarm and falls back asleep.

28. **Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

   **pamper**
   
   
   verb  [Has homonym: pampre.]
   
   to treat with a lot of care and attention.
   
   Simone loves to **pamper** her puppy, Oliver, and gives him a treat every time they go for a walk.

29. **April**
   
   
   noun
   
   the fourth month of the year.
   
   Afternoon rain showers often happen during the month of **April**.

30. **Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

   **satin**
   
   
   noun  [Could be confused with sateen/satine.]
   
   a smooth fabric with a shiny front and dull back.
   
   For her birthday, Alondra gave her mother a pink robe made of **satin**.

31. **dozen**
   
   
   noun
   
   a group of 12.
   
   Carl took a **dozen** freshly baked cookies to his next-door neighbor.

32. **brunch**
   
   
   noun
   
   a meal served usually in the late morning.
   
   Mrs. Salazar fixed a special French toast **brunch** late Sunday morning to celebrate Jose’s good report card.

33. **jersey**
   
   
   noun
   
   a soft knitted fabric used for making clothing.
   
   Becky prefers **jersey** dresses for traveling, because she can pack them tightly and they don’t wrinkle too much.
34. Say to the speller “This word could be confused with a similar word.” Next, say the word. Next, provide the word’s part of speech and definition. Next, answer speller’s questions, if any, about the word.

truth
\truth\noun [Could be confused with truce.]
the real state of things: fact.
Mom asked Bradley to please tell her the **truth** about how the lamp ended up broken.

35. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

attic
\’adik\noun [Has near-homonym addict.]
a room or storage space just below the roof of a building.
When the weather turned colder, Micah climbed the ladder to the **attic** to get his winter coat out of storage.

36. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

cream
\krēm\noun [Could be confused with crème, which shares a different definition and one pronunciation.]
the thick part of milk that contains butterfat.
Dad likes **cream** and sugar in his coffee, but Mom prefers to drink hers plain.

37. zilch
\’zilch\noun
nothing.
Cam searched his pockets for quarters for the vending machine and came up with **zilch**.

38. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

hallway
\hōl.wā\noun [Could be confused with haulaway.]
the area inside the entrance of a building.
Valentina and Emily always meet in the school **hallway** between classes and chat until the next bell rings.

39. connect
\kəˈnek t\verb
to join, fasten or link (two or more) things together.
Leon made sure to **connect** the hose tightly to the faucet to prevent leaking.

40. future
\ˈfyūchər\noun
time that is to come.
Zoe asked her dad if he thought there would be flying cars in the **future**.

41. motto
\ˈmōtə\noun
a short phrase or sentence that expresses a guiding principle for a person or group.
Julie’s personal **motto** is “Actions speak louder than words.”

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*2016 Classroom Pronouncer Guide*
42. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**hinge**

\hij\ 

[noun]

[Could be confused with henge.]

a jointed piece on which a swinging part (like a door or a lid) turns.

*The hinge* stopped creaking after Tony oiled it.

43. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**newbie**

\yib\ 

[noun]

[Could be confused with Newfie.]

a person who has recently started a particular activity: a beginner.

*Frankie, a newbie* at playing basketball, asked his coach a lot of good questions.

44. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**tractor**

\trak\ 

[noun]

[Could be confused with tracker, attractor/attracter.]

a usually four-wheeled vehicle used mainly on farms to pull or drive equipment.

*Kenny plowed the field using his tractor.*

45. The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.

**Ping-Pong**

\pi\n\n\n\n
[trademark]

a game played on a table with wooden paddles and a small plastic ball: table tennis.

*Will practices Ping-Pong in his free time and dreams of someday playing in the Olympics.*

46. **teacher**

\te\n\n\n\n
[noun]

a person who helps another learn a subject or a skill.

*Felix’s art teacher explained how to cut the block of clay using a wire tool.*

47. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**canopy**

\kan\p\n\n\n\n
[noun]

[Has homonym: canapé.]

a covering usually for shelter or protection.

*After the long walk through the festival, Malik rested from the heat under the large striped canopy.*

48. **trademark**

\tr\d\m\rk\n\n\n\n
[noun]

a name or symbol that is used to identify a maker's products and legally only be used by its owner.

*The word escalator was originally a trademark but has since become a generic word.*
49. **surefire**  
\[\text{\textbackslash{}sh\textbackslash{}r\textbackslash{}f\textbackslash{}r}\]  
adjective  
[no alternate pronunciation(s)]  
certain to succeed : dependable.  
*A surprise hug is a surefire way to make Grandpa smile.*

50. **caramel**  
\[\text{\textbackslash{}k\textbackslash{}r\textbackslash{}\textbackslash{}m\textbackslash{}l}\]  
noun  
[\text{\textbackslash{}ker\textbackslash{}m\textbackslash{}l, k\textbackslash{}\textbackslash{}r\textbackslash{}m\textbackslash{}l}]  
a light brown color.  
*Ida chose to paint her bedroom caramel with white borders, because the color reminded her of coffee with cream.*

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**This is the recommended starting point for Grade 3 Classroom Spelling Bees.**

There is no rule stating that you must proceed word-for-word from this list. You may skip a word if you sense that the word may present a problem at your bee.

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51. **upshot**  
\[\text{\textbackslash{}up\textbackslash{}sh\textbackslash{}\textbackslash{}t}\]  
noun  
[no alternate pronunciation(s)]  
outcome.  
*The soccer team’s practice schedule was rigorous, but the upshot was a trophy in the tournament.*

52. **garlic**  
\[\text{\textbackslash{}g\textbackslash{}r\textbackslash{}l\textbackslash{}k}\]  
noun  
[Has archaic variant not listed in Webster's Third: garlicke.]  
the bulb of a plant related to the onion that has a strong smell and taste, is composed of smaller bulbs called cloves, and is used in cooking.  
*Freya added an extra clove of garlic and some crushed red peppers to the spaghetti sauce.*

53. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**bawl**  
\[\text{\textbackslash{}b\textbackslash{}\textbackslash{}l}\]  
verb  
[Has homonym: ball. Has near-homonyms: boll, bowl.]  
cry out loudly and without restraint : yell.  
*The rancher knows from experience that his calves will bawl if a rustler enters the pen.*

54. **glimmer**  
\[\text{\textbackslash{}g\textbackslash{}lim\textbackslash{}r}\]  
noun  
[no alternate pronunciation(s)]  
a small amount or degree : a faint trace.  
*When the doctor said he would remove her cast a week early, Josie felt a glimmer of hope that she might play in the championship game after all.*

55. **native**  
\[\text{\textbackslash{}n\textbackslash{}\textbackslash{}\textbackslash{}t\textbackslash{}v}\]  
adjective  
[\text{\textbackslash{}n\textbackslash{}\textbackslash{}t\textbackslash{}v} ]  
born in a particular place or country.  
*Although she lives in Dallas, McKenna is a native New Yorker.*
56. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**dearly**  
\dirɛl\\  
[no alternate pronunciation(s)]  
adverb  [Has near-homonym: dearie.]  
with affection : fondly.  
Margot loved her cat Fuzzball dearly, but she wished he wouldn’t shed all over her favorite black sweater.

57. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**polar**  
\pɔlər\\  
[no alternate pronunciation(s)]  
adjective  [Has homonym: poler.]  
of, relating to or near the north pole or the south pole.  
One of Ben’s goals is to someday go on a polar journey to Antarctica to see Emperor penguins in their natural habitat.

58. **field**  
\fɛld\\  
[no alternate pronunciation(s)]  
noun  
an area, category or division of work or study.  
After extensive reading and a trip to Greece, Hugo considered himself an expert in the field of Greek mythology.

59. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**kiwi**  
\kɛ.wɛ\\  
[no alternate pronunciation(s)]  
noun  [Could be confused with iiwi.]  
a bird from New Zealand that cannot fly and that has weak wings and a long bill.  
An unusual feature of the kiwi is that its nostrils are located at the tip rather than at the base of its long bill.

60. **gusto**  
\gə.sto\\  
[no alternate pronunciation(s)]  
noun  
enthusiastic enjoyment or delight.  
Vanya’s favorite food is pizza, which she eats with gusto whenever she gets the chance.

61. **warning**  
\wɔr.niŋ\\  
[no alternate pronunciation(s)]  
noun  
a notice, bulletin or signal that serves to caution of the approach of danger.  
When Rosie got to the beach, she was surprised to see a warning about high surf posted near the edge of the water.

62. **layover**  
\læ.əvər\\  
[no alternate pronunciation(s)]  
noun  
a temporary stop in a journey.  
Christina had a two-hour layover before her flight to London.

63. **hefty**  
\heftɛ\\  
[no alternate pronunciation(s)]  
adjective  
impressively large.  
Little Jolene served herself a hefty portion of mashed potatoes.
64. The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.

o'clock \ö\'kläk\ adverb [Alternate pronunciation found in Webster's Collegiate.
[ \ö\'kläk\] according to the clock.

Class starts at eight o'clock sharp.

65. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

random \rändm\ adjective [Has homonym: randem.] lacking or seeming to lack a regular plan, purpose or pattern.

Lara’s shelves were neatly organized, except the one that held a random assortment of knickknacks and some origami animals she made in art class.

66. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

around \ərəund\ adverb [Has obsolete variant not listed in Webster’s Third: around. Could be confused with errand.] approximately, about.

Matilda goes to school at around the same time every day.

67. domino \dəmənö\ noun a flat rectangular block the face of which is divided into two equal parts that are blank or bear from one to six dots, and that is used to play a game.

As a prank, Grandpa hid a domino before asking Billy if he’d like to play.

68. tirade \ˈtirəd\ noun a long speech marked by harsh language : rant.

The grumpy woman screamed a tirade of protest whenever children made joyful noises outside her window.

69. jackpot \ˈjakˌpāt\ noun an unexpected success or reward.

Trevor hit the jackpot at the library when he found two new books by his favorite author.

70. beagle \ˈbēgəl\ noun a small hunting dog with short legs and smooth fur that is often black, brown and white.

Vivienne took Snoopy, her pet beagle, for a quick walk before lunch.
71. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

eyebrow 

\'i.brəʊ\n
[no alternate pronunciation(s)]
noun [Has near-homonym highbrow.]

the arch or ridge over the eye, or the covering of hair growing on it.

Chester was jealous of Winnie's ability to raise one eyebrow at a time.

72. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

dough 

\dɔ\n
[no alternate pronunciation(s)]
noun [Has homonyms: d'oh/doh, doe. Has differently pronounced dialectical variants not listed in Webster's Third: dow, doff, duff.]
a mixture of flour and other ingredients that is kneaded or rolled and then baked.

Simon kneaded the dough on the counter before placing it in a covered bowl to rise.

73. wrinkle 

\riŋkəl\n
[no alternate pronunciation(s)]
noun [Has obsolete variant not listed in Webster's Third: wrincle.]
a slight fold formed on a surface of a smooth substance : crease.

Angus irons all his clothes, but when he put on his green shirt this morning there was still a wrinkle on the sleeve.

74. The following word has two or more correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.

Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

impostor or imposter 

\imˈpāstər\n
[no alternate pronunciation(s)]
noun [Could be confused with imposture. Has obsolete variant not in Webster's Third: impostour.]
a person who tricks others by pretending to be someone else.

In the fairy tale, the ball was disrupted when one of the visiting princes was revealed to be an impostor with no royal connections.

75. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

tomorrow 

\toʊˈmɔrəʊ\n
[\toʊˈmɔrəʊ]\nadverb [Could be confused with synonymous cross-reference morrow.]
on or for the day after today.

Patrice intends to start reading her new book tomorrow.
This is the recommended starting point for Grade 4 Classroom Spelling Bees. There is no rule stating that you must proceed word-for-word from this list. You may skip a word if you sense that the word may present a problem at your bee.

76. **galaxy**  
\`
galəksē\`  
[no alternate pronunciation(s)]  
noun  
one of billions of large systems of stars that make up the universe.

*Our solar system is in the galaxy known as the "Milky Way."*

77. **seldom**  
\`
səldəm\`  
[no alternate pronunciation(s)]  
adverb  
not often.

*The math teacher is very patient, seldom displaying any signs of frustration.*

78. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**waist**  
\`
wäst\`  
[no alternate pronunciation(s)]  
noun  
[Has homonym: waste. Has obsolete variants not in Webster’s Third: waste, wast.]

the part of the body between the chest and hips.

*Jane wanted to grow her hair so long that it would hang past her waist.*

79. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**nimble**  
\`
ˈnimbəl\`  
[no alternate pronunciation(s)]  
adjective  
[Has near-homonym: nibble.]

marked by quick light movement : agile.

*Jack’s nimble fingers moved quickly up and down the piano as he practiced his scales.*

80. **aloha**  
\`
ˈəlohi\`  
[\ˈəlohi, əˈlohi, əˈlo\]  
noun

love, affection, kindness — often used to express greeting or farewell.

*The first thing Samuel does when he gets home from school is say aloha to his baby sister.*

81. **mineral**  
\`
ˈmərənəl\`  
[no alternate pronunciation(s)]  
noun  
[Has obsolete variant not listed in Webster’s Third: mineral.]

a substance (such as diamond, gold or quartz) that is naturally formed and is not of plant or animal origin.

*Each time her class visits the natural history museum, Zelda spends as much time as she can looking at the beautiful crystals in the mineral collection.*

82. **snippet**  
\`
ˈsnipət\`  
[no alternate pronunciation(s)]  
noun  
a small part, piece or thing; specifically : a brief quotable passage.

*Lisa cut a snippet from the news article to include in her scrapbook.*
83. **valiant**
   
   adjective
   
   [Has obsolete variant not in *Webster's Third: valiaunt.*]
   
   showing courage: brave
   
   *The monument was dedicated to the memory of the valiant warrior.*

84. **medley**
   
   noun
   
   a performance blending together a series of songs or other musical pieces.
   
   *The symphony orchestra performed a medley of popular holiday songs.*

85. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **truce**
   
   noun
   
   [Could be confused with *truth.*]
   
   an agreement between opponents to stop fighting for a period of time.
   
   *After months of fighting, the countries finally agreed to a truce.*

86. **mutiny**
   
   noun
   
   refusal to obey authority or orders.
   
   *Captain Bligh, unable to suppress the mutiny, was set adrift in a rowboat.*

87. **trinket**
   
   noun
   
   a small ornament (as a jewel or ring).
   
   *Katie examined the trinket from the gumball machine.*

88. **nonfiction**
   
   noun
   
   writing that is about facts or real events (rather than novels or stories).
   
   *A history buff, Theo spends most of his library time in the nonfiction section.*

89. **difficult**
   
   adjective
   
   hard to do: not easy.
   
   *Milo thought the most difficult chore on his list was mowing the lawn.*

90. **several**
   
   adjective
   
   [Has obsolete variant not in *Webster's Third: several.*]
   
   being more than two in number but not very many.
   
   *Tito spent several weeks working on his research paper.*

91. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

   **grumbling**
   
   verb
   
   [Could be confused with *grumbly* or *crumbling.*]
   
   complaining in a low voice.
   
   *The class started grumbling when Mrs. Griffin announced a pop quiz.*
Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

92. magma

\magma\ 

noun  

[Could be confused with magma.]

hot liquid rock below the earth’s surface.

Many geothermal hot spots have magma underneath them.

93. everglades

\evərˈglædz\ 

plural noun 

swampy grasslands at least seasonally covered by slowly moving water.

One of Queenie’s favorite shows features a man who wrestles with alligators in what looks like everglades.

94. blossom

\ˈblɪsəm\ 

noun 

the usually colorful flower of a seed plant.

Harriet plucked a blossom from the crabapple tree in her backyard and tucked it behind her ear.

95. masterpiece

\ˈmæstərˌpiːs\ 

noun 

a supreme intellectual or artistic achievement; specifically: a work that marks the high point of a person’s creativity.

Although she was proud of all of her charcoal sketches, Emme felt that the self-portrait was her masterpiece.

96. atrium

\ˈætrēəm\ 

noun 

a square hall from which other rooms open and which is often used as a sitting room.

Douglas bought a new armchair and two large ferns to decorate his atrium.

97. kangaroo

\ˈkæŋgərəʊ\ 

noun 

a marsupial from Australia that moves by hopping on its strong rear legs.

A red kangaroo usually lives with a migrating group called a “mob.”

98. announcer

\ˈɑnəˈnər\ 

noun 

a person who introduces television or radio programs and gives information.

The game show contestant waited nervously for the announcer to introduce her.

99. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

92. cymbals

\ˈsɪmˌbælz\ 

plural noun  

[Has homonym: symbols.]

large brass plates that make a clashing sound when struck together or hit with a drumstick.

The villain timed his shot to coincide with the clash of the cymbals.
100. **breadwinner**  
\[\text{brend\text{\text千年ar}}\]  
[noun]  
a family member whose wages pay for the household’s expenses.  

*Even before Mr. Davis suffered a leg injury that prevented him from working, Mrs. Davis was the breadwinner for the family.*

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### This is the recommended starting point for Grade 5 Classroom Spelling Bees.  
*There is no rule stating that you must proceed word-for-word from this list.*  
*You may skip a word if you sense that the word may present a problem at your bee.*

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101. **diploma**  
\[\text{di\text{\text千年ma}}\]  
[noun]  
a document that records that a person has completed a course or graduated from a school.  

*Abdul framed his university diploma and hung it on the wall of his office.*

102. **absurd**  
\[\text{ab\text{\text千年rd}}\]  
[\[\text{ab\text{\text千年rd, ab\text{\text千年rd}}}]  
[adjective]  
extremely silly, foolish or unreasonable : completely ridiculous.  

*Nora refused to play the game her little brother invented, saying the rules were too absurd.*

103. **Victorian**  
\[\text{vik\text{\text千年re\text{\text千年n}}}\]  
[\[\text{vik\text{\text千年re\text{\text千年n}}}]  
[adjective]  
relating to or typical of the art, letters or taste during Queen Victoria’s reign.  

*Alice’s Adventures in Wonderland is a famous Victorian novel.*

104. **dispel**  
\[\text{d\text{\text千年spel}}\]  
[no alternate pronunciation(s)]  
[verb]  
clear away : make something go away.  

*Dr. McKellar’s explanation of the surgical procedure did not dispel his patient’s fear.*

### Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

- **coffee**  
\[\text{ko\text{\text千年f\text{\text千年}}}\]  
[\[\text{ka\text{\text千年f\text{\text千年}}}\]  
[noun]  
[Could be confused with genus “Coffea.”]  
a drink made from the roasted and ground seeds of certain trees or shrubs that have cherrylike fruits.  

*If Griff drinks coffee after dinner, he will stay awake until dawn.*

- **tarnish**  
\[\text{t\text{\text千年rnish}}\]  
[\[\text{t\text{\text千年rnish}}\]  
[verb]  
to become dull, discolored or stained in appearance.  

*Silverware will tarnish if it isn’t polished frequently.*

- **splurge**  
\[\text{spl\text{\text千年r\text{\text千年}}}\]  
[no alternate pronunciation(s)]  
[verb]  
to indulge in some unusual activity, expense, pleasure or luxury.  

*After studying hard for all of her finals, Kendra decided to splurge on a day at the spa as a reward.*
108. **variety**

\vərˈriədə\ 

noun

The quality or state of having numerous forms or types.

The florist had a wide **variety** of flowers on display.

109. **Say to the speller “This word has a near-homonym.”** Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**hodgepodge**

\hɒdʒˈpɒdʒ\ 

noun [Has near-homonyms: hotchpotch, hotchpot.]

a mixture or medley of different things.

Eddie’s pantry is a **hodgepodge** of canned fruits and vegetables, dried pasta, and half-eaten packages of cookies.

110. **superlative**

\səˈpɜrlətɪv\ 

adjective

surpassing all others.

Austin’s **superlative** skill as a violinist makes him the clear choice for concertmaster.

111. **prowess**

\ˈpraʊəs\ 

noun [no alternate pronunciation(s)]

extraordinary ability : excellence.

Francisco was named team captain because of his athletic **prowess** on the court, but also because of his ability to motivate his teammates.

112. **Say to the speller “This word could be confused with a similar word.”** Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**fondant**

\fɒndənt\ 

noun [Could be confused with fondante potatoes.]

a creamy sugar preparation that is used as a basis for candies or icings.

Duff carefully smoothed the **fondant** over the cake.

113. **soprano**

\səˈprɑːnə\ 

noun [\səˈprɑːnə\]

the highest voice part in four-part harmony.

Violet sings **soprano** in her church choir.

114. **Say to the speller “This word could be confused with a similar word.”** Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**wharf**

\ˈhwɔːrf\ 

noun [\ˈwɔːrf\]

a structure built at the water’s shore so that ships can load and unload cargo and passengers.

*As the freighter docked at the **wharf**, workers were waiting to unload its cargo.*

115. **lavender**

\ˈlævəndər\ 

noun [no alternate pronunciation(s)]

a fragrant mint plant with narrow leaves and spikes of lilac-purple flowers.

**Lavender** does not require much water or attention, and it can bring both color and fragrance to a garden.
116. **mirthful**  
\`marthf\'al \  
[no alternate pronunciation(s)]  
adjective  
[Has obsolete variant *mirthfull* not found in *Webster's Third.*]  
full of gladness or merriment.  
The stand-up comedian quickly put his audience in a *mirthful* mood.

117. **squander**  
\`skw\'\'nd\'ar \  
[no alternate pronunciation(s)]  
verb  
to spend extravagantly or foolishly : throw away.  
*Amy deposited her birthday money into her bank account so she wasn’t tempted to*  
squander *it away.*

118. **chemistry**  
\`kem\'\'str\'e \  
[no alternate pronunciation(s)]  
noun  
a science that deals with the composition, structure and properties of substances and transformations that they undergo.  
*In his chemistry class, Mr. Lerner is teaching his students how to read the periodic table of elements.*

119. **diagonal**  
\d`\'ga\'n\'l\  
[\d`\'gna\'l\]  
adjective  
running across from corner to corner.  
*Chris prefers the tile floor with the*  
diagonal *pattern.*

120. **balderdash**  
\`b\'\'ld\'dr\'d\'sh \  
[no alternate pronunciation(s)]  
noun  
nonsense : empty talk or discourse.  
*The diners, realizing that the people at the next table were eavesdropping, launched into*  
balderdash.*

121. **Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

**eerily**  
\`ir\'\'l\'e \  
[no alternate pronunciation(s)]  
adverb  
[Could be confused with *early.*]  
mysteriously or weirdly.  
*Main Street was eerily quiet for hours after the big thunderstorm.*

122. **Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

**gauze**  
\g\'\'z\  
[no alternate pronunciation(s)]  
noun  
[Could be confused with *gos.*]  
a loosely woven cotton fabric used to bandage wounds.  
*After the procedure, the nurses quickly dressed the wound with*  
gauze.*

123. **dwindled**  
\`dwind\'ld \  
[no alternate pronunciation(s)]  
verb  
became steadily less : diminished in size, amount or quality.  
*Conversation in the classroom slowly dwindled to nothing as Mrs. Hudson just stood and stared at her students.*
124. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**beret** \bəˈrɛt\ noun [Has archaic homonym: bewray. Has near-homonym: bourrée.] a soft flat hat that is usually woolen and has no visor. The painter’s beret was a bit tattered and moth-eaten.

125. **vigorously** \ˈvɪɡərəsli\ adverb [Has uncommon British variant vigourously not found in Webster’s Third.] forcefully, actively or energetically. Jesse vigorously objected to the referendum.

126. **platinum** \ˈplætənəm\ adjective of, relating to, or made of a heavy, expensive silver metallic element that is difficult to melt and is often used in electronic devices and jewelry. Lydia inherited a platinum ring and a pair of diamond earrings from her grandmother.

127. **mosaic** \ˈmɑːziək\ adjective of or relating to a colored surface pattern or picture made of inlaid tile, marble or glass. Bryan snapped a photo of the gorgeous mosaic floor in the hotel lobby.

128. **winsome** \ˈwɪn(t)səm\ adjective causing joy or pleasure : agreeable, pleasant. The little tyke’s winsome smile won him many friends.

129. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**yurt** \ˈyʊrt\ noun [Could be confused with differently pronounced variant yurta.] a circular domed tent of skins or felt used by Mongol nomads of Siberia. The yurt originally had a fire pit in the middle and a hole in the ceiling for smoke to escape.

130. **epoxy** \ˈɛpɔksə\ noun any of various sticky, flexible resins that usually become rigid when heated, are resistant to chemicals, and are often used in coatings and adhesives. Melanie reattached the handle of the serving dish with epoxy.
131. **gratis**

\`grad\`\`\s\` \n[\`grad\`\`\, `gr\'at\`\`\s\`]

adverb

without charge : free.

*Some restaurants no longer provide water gratis.*

132. **WYSIWYG**

\`w\'iz\`\`\j\`\`g\`\"

[noun no alternate pronunciation(s)]

a display on a computer that shows the exact appearance of a printed document.

*The desktop publishing program’s feature of WYSIWYG has no allure for Justin, who has formatted his club’s newsletter for several years using codes.*

133. **Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

**Scrooge**

\`sk\`\`\rij\`

[noun no alternate pronunciation(s)]

a person that hates to spend money.

*Devon was a Scrooge who would rather be cold in the winter than pay to turn on the heat.*

134. **Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

**mundane**

\`m\`\`\n\`d\`\`\n\`

[adjective no alternate pronunciation(s)]

characterized by human affairs, concerns, and activities that are often practical, immediate, temporary and ordinary.

*Penelope volunteered for the mundane task of folding her family's laundry each week.*

135. **boycott**

\`b\`\`\i\`\`\k\`\`

[verb no alternate pronunciation(s)]

combine against someone or something in a policy of absence of relations for economic or political reasons.

*The president announced that the country would boycott its neighbor until the political prisoners were released.*

136. **melodramatic**

\`mel\`\`d\`\`r\`\`\m\`\`d\`\`\k\`

[adjective no alternate pronunciation(s)]

extremely or overly emotional.

*Kendall later admitted that the tantrum he threw over his missing red sock was a little melodramatic.*

137. **cyclone**

\`si\`\`\kl\`\`n\`

[noun no alternate pronunciation(s)]

a storm with very high winds that rotate around a center of low atmospheric pressure.

*In 2008 a devastating cyclone in Myanmar killed nearly 140,000 people.*

138. **tapioca**

\`t\`\`p\`\`\`\`\j\`\`

[noun no alternate pronunciation(s)]

a preparation of cassava starch processed and used as a thickening agent in liquid foods, such as pudding, soups or juicy pies.

*Sam’s recipe for blueberry pie calls for two tablespoons of quick-cooking tapioca.*
| 139. documentary | \\d\textipa{\textquoteleft d\textipa{\textquoteleft kyo\textquoteleft m\textipa{\textquoteleft e\textipa{\textquoteleft m\textipa{\textquoteleft t\textipa{\textquoteleft ar\textquoteleft e}\textipa{\textquoteleft \textquoteleft}}}}}} \textipa{noun} | a film or television presentation that is factual. |
|                 | [\\d\textipa{\textquoteleft d\textipa{\textquoteleft kyo\textquoteleft m\textipa{\textquoteleft e\textipa{\textquoteleft m\textipa{\textquoteleft t\textipa{\textquoteleft ar\textquoteleft e}\textipa{\textquoteleft \textquoteleft}}}}}] | |
|                 | A documentary about the destruction of rainforests is at the top of Jeremiah's queue of movies to watch. |

| 140. revelation | \textipa{\textquoteleft r\textipa{\textquoteleft e\textipa{\textquoteleft v\textipa{\textquoteleft e\textipa{\textquoteleft l\textipa{\textquoteleft a\textipa{\textquoteleft s\textipa{\textquoteleft h\textipa{\textquoteleft o\textipa{\textquoteleft n}\textipa{\textquoteleft \textquoteleft}}}}}}}}}} \textipa{noun} | something that is revealed: disclosure. |
|                 | [no alternate pronunciation(s)] | |
|                 | Cullen shocked his parents with the revelation that he actually enjoyed broccoli. |

| 141. escarpment | \textipa{\textquoteleft \es\textipa{\textquoteleft k\textipa{\textquoteleft a\textipa{\textquoteleft r\textipa{\textquoteleft m\textipa{\textquoteleft o\textipa{\textquoteleft n}\textipa{\textquoteleft \textquoteleft}}}}}}}} \textipa{noun} | a long cliff or steep slope separating two flat or slightly sloped areas. |
|                 | [\es\textipa{\textquoteleft k\textipa{\textquoteleft a\textipa{\textquoteleft r\textipa{\textquoteleft m\textipa{\textquoteleft o\textipa{\textquoteleft n}\textipa{\textquoteleft \textquoteleft}}}}}}] | |
|                 | From the top of the escarpment, Peter had a great view of both baseball fields. |

| 142. guardian | \textipa{\textquoteleft \g\textipa{\textquoteleft a\textipa{\textquoteleft r\textipa{\textquoteleft d\textipa{\textquoteleft e\textipa{\textquoteleft n}\textipa{\textquoteleft \textquoteleft}}}}}}}} \textipa{noun} | a person who is legally appointed to the care of another person or another person's property. |
|               | [no alternate pronunciation(s)] | |
|               | To go on the field trip, Layla needed a permission slip signed by her legal guardian. |

| 143. electrode | \textipa{\textquoteleft \e\textipa{\textquoteleft l\textipa{\textquoteleft e\textipa{\textquoteleft k\textipa{\textquoteleft r\textipa{\textquoteleft o\textipa{\textquoteleft d\textipa{\textquoteleft \textquoteleft}}}}}}}}}} \textipa{noun} | a conductor used to establish electrical contact with a nonmetallic portion of a circuit. |
|               | [\e\textipa{\textquoteleft l\textipa{\textquoteleft e\textipa{\textquoteleft k\textipa{\textquoteleft r\textipa{\textquoteleft o\textipa{\textquoteleft d\textipa{\textquoteleft \textquoteleft}}}}}}}}] | |
|               | The electrode attached to the patient's chest was connected to a monitor that recorded his heart's rhythms. |

| 144. festooned | \textipa{\textquoteleft \f\textipa{\textquoteleft e\textipa{\textquoteleft s\textipa{\textquoteleft t\textipa{\textquoteleft ü\textipa{\textquoteleft n\textipa{\textquoteleft d\textipa{\textquoteleft \textquoteleft}}}}}}}}}} \textipa{verb} | suspended in a decorative chain hanging typically in a curve between two points. |
|               | [no alternate pronunciation(s)] | |
|               | Trees in New Orleans are often festooned with beads long after Mardi Gras festivities are over. |

| 145. cumulus | \textipa{\textquoteleft \k\textipa{\textquoteleft y\textipa{\textquoteleft ü\textipa{\textquoteleft m\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë}}}}}}}}}}}}}}}}}} \textipa{noun} | [Has homonym: cumulous.] |
|               | [\ky\textipa{\textquoteleft y\textipa{\textquoteleft ü\textipa{\textquoteleft m\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë}}}}}}}}}}}}] | |
|               | a cloud form with a flat base and rounded outlines that often looks like a mountain. |
|               | The fluffy cumulus reminded Ashley of cotton candy. |

| 146. quagmire | \\kw\textipa{\textquoteleft w\textipa{\textquoteleft ag\textipa{\textquoteleft m\textipa{\textquoteleft ë\textipa{\textquoteleft r\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë}}}}}}}}}}}}}}}}}} \textipa{noun} | a complex situation that is hard to get out of. |
|               | [\kw\textipa{\textquoteleft w\textipa{\textipa{\textquoteleft ag\textipa{\textquoteleft m\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë\textipa{\textquoteleft ë}}}}}}}}}}}}}}}}] | |
|               | Russell found himself in a quagmire when each of his two best friends asked him to take sides in their push-up contest. |
147. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**tonsils**
\[\text{\textipa{\textasciitilde{'}tain(t)s\textipa{\textsl{a}lzd}}\] plural noun  
[no alternate pronunciation(s)]  
a pair of masses of spongy tissue that lie one on each side of the throat.  
*After months of repeated strep throat infections, Tilly finally had her tonsils removed.*

148. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.

**décor**
\[\text{\textipa{da'kae\textipa{\textsl{orrh}}}\] noun  
[\textipa{da'kae\textipa{\textsl{orrh}}}\]  
arrangement of accessories in interior ornamentation.  
*The décor of Summer’s room reflects her love of horses.*

149. **ottoman**
\[\text{\textipa{oi\textipa{\textsl{dh}om}\textipa{\textsl{en}}}\] noun  
[\textipa{oi\textipa{\textsl{dh}om\textipa{\textsl{en}}}\]  
an overstuffed footstool.  
*Daniel spilled orange juice all over the ottoman.*

150. **alpaca**
\[\text{\textipa{al'pak\textipa{\textsl{a}}}\] noun  
[no alternate pronunciation(s)]  
a South American animal like a llama with fine long woolly hair.  
*The petting zoo featured four goats, an alpaca, a pony and three lambs.*

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**This is the recommended starting point for Grade 7 Classroom Spelling Bees.**

*There is no rule stating that you must proceed word-for-word from this list.*

*You may skip a word if you sense that the word may present a problem at your bee.*

151. **maximum**
\[\text{\textipa{\textasciitilde{'}maks\textipa{\textsl{om}\textipa{\textsl{en}}}\] noun  
[no alternate pronunciation(s)]  
the greatest quantity or value attainable in a given case.  
*Each question on the test is worth a maximum of eight points.*

152. **supine**
\[\text{\textipa{so\textipa{\textsl{pin}}}\] adjective  
[\textipa{si\textipa{\textsl{pin}}\]  
lying on the back or with the face upward.  
*Hunter’s dog stayed supine while getting her belly rubbed.*

153. **query**
\[\text{\textipa{kw\textipa{\textsl{er}{\textipa{\textsl{e}}}\] noun  
[\textipa{kw\textipa{\textsl{er}{\textipa{\textsl{e}}}\]  
a request for information.  
*Stan’s query regarded the bank’s hours of operation on Saturdays.*
154. The following word has two or more correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.

caftan or kaftan

noun
an ankle-length coatlike garment with very long sleeves.
All of the band members were colorfully dressed, but the lead singer, who was wearing an elaborately striped caftan, stood out the most.

155. tranquil

adjective
free from disturbance or turmoil: quiet, peaceful.
Eloise spent a tranquil afternoon hiking in the woods.

156. commandeer

verb
to take arbitrary or forcible possession of.
Arwen felt it necessary to commandeer the TV remote from her sister.

157. umbrage

noun
displeasure: resentment: annoyance.
Guillermo took great umbrage at the newspaper's review of his new film.

158. synthetic

adjective
produced by artificial processes: man-made.
To reduce calories, the sugar content of some foods is replaced by synthetic sweeteners.

159. Gemini

plural noun
the third sign of the zodiac.
Gemini is Latin for "twins" and is often symbolized in written form as the Roman numeral for two.

160. tarmac

noun
a road or runway made of asphalt.
Neil's suitcase was damaged beyond repair when it fell from the plane's cargo compartment to the tarmac.

161. methodology

noun
a set of methods, procedures and rules employed by a science, art or discipline.
Macklin hopes to study music therapy and its methodology when he attends college.

162. esoteric

adjective
difficult to understand.
Phil found the article on metaphysics too esoteric.
addison looked over the menu before selecting tacos filled with **carnitas** and spicy salsa.

the debaters held **diametrically** opposed viewpoints.

nicolette sometimes found it difficult to avoid **hubris** when she discussed her achievements.

engineers are looking at the bay of fundy’s high tides as a possible source of **sustainable** energy.

the middle schoolers spent a week of social studies class playing a computer game in which they coordinated the taxation, zoning, public services and **infrastructure** of a city.

vera showed her **resilience** by recovering quickly from her skiing accident.

polly grew up in a **tenement** on the north side of the city.

many books and magazines are printed in **braille** for use by the visually impaired.
171. The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.

résumé \ˈrezəˌmā\ noun a brief account of one's education and professional experience. Ferdinand realized he had forgotten to update his résumé with his summer job at the Snack Shack.

172. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

acoustic \ˈakˈsū̇stık\ adjective [Could be confused with caustic.] of or relating to sound or to the sense of hearing. Seals and sea lions have a wider acoustic range than dolphins and porpoises.

173. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

molasses \ˈmələsəz\ noun [Could be confused with molasse.] thick brown syrup made from raw sugar. Mollie always adds molasses to beans before baking them.

174. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

gibbous \ˈjibəs\ adjective [Has homonym gibbus and could be confused with differently pronounced variant gibbose.] seen with more than half but not all of the visible surface lit up — used of a moon or planet. Sonya took a long, dreamy walk under the bright gibbous moon.

175. philharmonic \ˈfɪlərˈmænɪk\ noun a musical concert or musical organization (as a society or orchestra). The philharmonic celebrated the Fourth of July with a program of patriotic music.

This is the recommended starting point for Grade 8 Classroom Spelling Bees.
There is no rule stating that you must proceed word-for-word from this list. You may skip a word if you sense that the word may present a problem at your bee.

176. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

arboreal \ˈɑrbərēəl\ adjective [Has similarly pronounced variant arborean.] inhabiting or frequenting trees. The arboreal fauna of Madagascar are endangered by logging.
177. **effusive** \ˈɛfəsɪv\  adjective expressing unrestrained emotion.

*Troy was bowled over by the effusive greeting of his Labrador retriever.*

178. **quasar** \ˈkwəzər\ noun a bright celestial object that resembles a star, is extremely distant from earth and has a huge energy output.

*A quasar can emit up to 100 times the energy output of the entire Milky Way.*

179. **impervious** \imˌparəvəs\ adjective not allowing entrance or passage through : impenetrable.

*Ted covered the woodpile with a tarp that was impervious to water.*

180. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**patrician** \ˈpətrishən\ adjective [Could be confused with petition.]

*of, relating to or characteristic of gentle or noble birth or of breeding and cultivation.

*Escorting Cassie to her debutante ball is a patrician experience Rob will never forget.*

181. **augment** \ˈəɡˈmənt\ verb

*enlarge or increase in size, amount or degree.

*The recent heavy rainfall will probably augment the creek’s water level to that of a one-hundred-year flood.*

182. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**melee** \ˈmələ\ noun [Has homonyms: Malay, mele.]

*a confused fight, contest or struggle between individuals.

*The soccer match turned into a melee after angry fans stormed the field.*

183. **jurisdiction** \ˈjərəsˈdikshən\ noun

*the area within which authority may be exercised.

*The country’s jurisdiction includes its territorial waters along the coast.*

184. **nascent** \ˈnəsnt\ adjective [Has uncommon synonymous cross-reference naissant. Judges should accept either spelling.]

*emerging : beginning to exist.

*The Boston Tea Party revealed nascent revolutionary tendencies among the American colonists.*
185. **commodious** \ˈkəmōdēəs\ 
   [no alternate pronunciation(s)]
   adjective
   large or roomy and convenient.
   *Leo and his family rented a modest but commodious villa in Spain.*

186. **languish** \ˈlangwish\ 
   [no alternate pronunciation(s)]
   verb
   to lose strength or animation : fade.
   *Because of the ban on watering, the gardener’s plants will languish in the drought.*

187. **Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

   **germane** \ˈgərnən\ 
   [no alternate pronunciation(s)]
   adjective
   [Could be confused with proper name Jermaine.]
   relating to a subject in an appropriate way : pertinent.
   *Judge Beacon ruled that the plaintiff’s past record was not germane to the current case.*

188. **ostensibly** \ˈōstən(t)səbl\ 
   [\əˈsten(t)səbl\ ]
   adverb
   to all outward appearances.
   *Ostensibly, Brent needed the computer to help him with his homework, but he really wanted it so he could play video games.*

189. **Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.**

   **porcelain** \ˈpərslən\ 
   [no alternate pronunciation(s)]
   noun
   [Has near-homonym: purslane.]
   a hard, white, delicate ceramic substance that is fired at a high temperature, and is used especially for table and ornamental goods.
   *Some old houses have doorknobs made of porcelain.*

190. **reciprocate** \ˈre-siprō-kāt\ 
   [\ˈrē-siprō-kāt\ ]
   verb
   return in kind or degree : repay.
   *Mrs. Schneider told her children that people who reciprocate greetings immediately are using good manners.*

191. **machination** \ˈmākəˈnāshən\ 
   [\ˈmāshəˈnāshən\ ]
   noun
   a scheme or subtle maneuver intended to accomplish some end.
   *The risky presidential machination led to impeachment.*

192. **esplanade** \ˈesplənăd\ 
   [\ˈesplənăd\ ]
   noun
   a level open stretch of paved or grassy ground often designed for walking or driving.
   *Carole decided to go for a stroll on the esplanade before dinner.*
193. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**tarantula**  
\taˈrantələ\  
[noun] [Could be confused with *tarantella.*]  
a large hairy spider that is capable of biting but is not significantly poisonous to humans.  
*Alexander’s friend tried in vain to convince him to get a pet tarantula.*

194. **smorgasbord**  
\smɔrˈɡæs.bɔrd\  
[noun]  
a buffet offering a variety of foods and dishes.  
*Anita’s smorgasbord included turkey, smoked salmon and an elaborate display of cheeses.*

195. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**buoyancy**  
\bɔˈɪænsə\  
[noun] [Could be confused with variant *buoyance.*]  
the tendency to float on the surface of a liquid or in a fluid.  
The boat’s previous buoyancy was destroyed by a leak.

196. **Sanskrit**  
\sænz.krɪt\  
[noun] [Has uncommon variant Sanscrit not found in Webster’s Third.]  
an ancient language that is the classical language of India and of Hinduism.  
*As part of her studies in ancient Indian history, Opal was learning to read Sanskrit.*

197. **phoenix**  
\fəˈnɪks\  
[noun] [Has nonstandard spellings not in Webster’s Third: phenix, phoenix.]  
a legendary bird that is consumed in fire by its own act and then rises from its own ashes.  
The phoenix is a prominent symbol on the flag and seal of the city of San Francisco.

198. **espadrille**  
\ɛspəˈdrɪl\  
[noun]  
a sandal with a fabric upper and a flexible often rope sole.  
*Melinda put on her other espadrille and headed for the boardwalk.*

199. **schnitzel**  
\ʃnɪtsəl\  
[noun]  
a seasoned and garnished veal cutlet.  
The Bavarian restaurant’s menu included sauerbraten, sausages and schnitzel.

200. The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.

**par excellence**  
\ˈpær.ɪkˈsɛns(ə)\  
[adjective]  
being the best of its kind.  
*Of all the boys in the middle school cooking class, Aaron was singled out as the pastry chef par excellence for his innovative coconut peanut cookies.*
201. **conglomerate**  
/kənˈɡlɪmərət/  
[noun]  
a corporation that acquires other companies whose activities are unrelated to the corporation’s primary activity.  
*The California-based conglomerate is primarily focused on media, but it recently acquired a string of restaurants in upscale resort towns as a way to diversify interests.*

202. **basilica**  
/bəˈsɪlɪkə/  
[noun]  
an oblong building with a wide central hall flanked by colonnaded aisles or porticoes and ending in a semicircular wall.  
*Many American barns borrow their shape from that of the basilica.*

203. **echelon**  
/ˈɛʃəˌlən/  
[noun]  
a level (as of leadership or responsibility) in an organization or field of activity.  
*Melody quickly rose to the top echelon in her company’s administration.*

204. **corsair**  
/ˈkɔrˌsɛr/  
[noun]  
a pirate of any kind or period.  
*Westley was just a poor farm boy until he had an encounter with a particularly famous corsair.*

205. **obelisk**  
/əˈbəlɪsk/  
[noun]  
[Has uncommon variant *obelisc* not found in Webster’s Third.]  
an upright, four-sided pillar that gradually tapers as it rises and terminates in a pyramid.  
The Washington Monument is a world-famous obelisk.

206. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**desiccate**  
/dɛsɪˈkæt/  
[verb]  
[Has near-homonym: desecrate.]  
to dry up or cause to dry up.  
The hot sunshine and the dry wind will no doubt desiccate Margaret’s tomato plants.

207. **nanotechnology**  
/ˌnænəˈtekˈnɒlədʒi/  
[noun]  
the art of manipulating atoms and molecules especially to build extremely small devices (such as robots).  
*Scientists are hopeful that advances in nanotechnology will lead to new therapies for the ill.*
208. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

anemone \əˈnɛmən\ [no alternate pronunciation(s)] noun [Has archaic variant anemony. Judges may decide to accept both spellings. Could be confused with differently pronounced dialectical variant emony.] a brightly colored sea animal that resembles a flower and has a cluster of tentacles around the mouth. An anemone attaches itself to a rock or coral reef and feeds on organisms that pass by.

fungible \ˈfəŋgəbəl\ [no alternate pronunciation(s)] adjective capable of being used in place of each other : interchangeable. The cookbook offered several variations on recipes by listing fungible ingredients.

gossamer \ˈgəsəmər\ [no alternate pronunciation(s)] noun a fine filmy substance consisting of fragments or strands of cobweb often seen floating in air or caught on grass or bushes. The dew and gossamer had dried from the grass by midmorning.

sanctimonious \sənˈtəmənəs\ [\ sənˈtəmənəs \] adjective displaying high-mindedness in order to impress. Ronnie’s voice took on a sanctimonious tone when he volunteered to give his brother his meal.

potpourri \ˈpōpərē\ [no alternate pronunciation(s)] noun [Has near-homonym: popery.] a jar of flower petals mixed with spices and used for scent or perfume. Stella makes her own potpourri to keep on her kitchen windowsill.

idiosyncratic \ˈaɪdəsɪnˈkrædɪk\ [\ aɪdəsɪnˈkrædɪk, idəˈsɪnˈkrædɪk \] adjective marked by a peculiar way of behaving, being or thinking. In his autobiography Andrew described the idiosyncratic behavior of his quirky upper-class family.

concatenate \ˈkɑnˌkætənət\ [\ kənˈkætənət \] verb link together : unite in a series or chain. The student said that he would concatenate his research results into a final report.

pulchritude \ˈpəlfkrəˈtju\d\ [\ ˈpəlfkrəˈtju\d \] noun physical beauty. When he was a sixth grader, Richard composed a mushy ode to his girlfriend’s pulchritude.
216. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

freesia \frɛzho\ noun [Has near-homonym: vriesia.] a sweet-scented plant of the iris family with narrow tubular red, white or yellow flowers. The most colorful flower in Sylvie’s bouquet was the freesia.

guttural \'gædrəl\ adjective being a speech sound that is formed in the throat. Guttural consonants posed a problem for Jasmine in German class.

Orwellian \ôr'welən\ adjective [no alternate pronunciation(s)] relating to or suggestive of George Orwell or his writings; especially: relating to or suggestive of his novel 1984. Gina accused the government of being Orwellian in its repression of individual rights.

xenophobic \'zenəfəbik\ adjective characterized by fear and hatred of anything strange or foreign, especially people. Clyde’s xenophobic attitudes cost him his job at the department store.

Chihuahua \chɔ'wə.wi\ noun [shə'wə.wi, chə'wəwə] a very small round-headed large-eared short-coated dog reputed to predate Aztec civilization. A popular fast-food chain once used a talking Chihuahua in its advertisements.

nunchaku \nən.chək\ noun [Has several differently pronounced variants not found in Webster’s Third.] a Japanese weapon made of two sticks with one end of each joined by rawhide, cord or chain. Eli insists that a nunchaku with a Bruce Lee image would make his collection of martial arts paraphernalia complete.

217. oubliette \üblə'et\ noun [no alternate pronunciation(s)] a dungeon with an opening only at the top and often a concealed pit below the floor. Every medieval French castle Trudy visited on the tour had an oubliette.

218. The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.

force majeure \.fɔrsmə'zhər\ noun an event or effect that cannot reasonably be anticipated or controlled. The landlord was not responsible for damages caused by flooding, storms or any other force majeure.
224. **eleemosynary** \eləˈmɪsˈnərˈɛ\ 

adjective

of or relating to charity: philanthropic.

*Participation in eleemosynary activities is a graduation requirement at Janie’s school.*

225. **Iroquois** \ɪrəˈkwɔɪ\ 

adjective

of, relating to, or characteristic of Native American people comprising a confederacy of the Cayuga, Mohawk, Oneida, Onondaga and Seneca.

*The museum displayed a pair of Iroquois moccasins made from corn husks.*
226. **plumber**  
\[\text{noun}\] one who installs, repairs and maintains piping and fixtures that are involved in the use of water in a building.  
*The plumber replaced the lead pipes in the Davidsons’ house with copper ones.*

227. **flounced**  
\[\text{verb}\] moved suddenly and usually clumsily and jerkily in or as if in a state of emotional turmoil.  
*Shawna huffed at the insult and flounced angrily from the room.*

228. **improve**  
\[\text{verb}\] enhance in value or quality : make more profitable, excellent or desirable.  
*Janice’s doctor told her that an exercise regimen would improve her health.*

229. **fortify**  
\[\text{verb}\] to give physical strength, courage or endurance to : invigorate, refresh.  
*DURING half time, the coach gave the team a pep talk in order to fortify them for the rest of the game.*

230. **glacial**  
\[\text{adjective}\] extremely cold : frigid : freezing.  
*A glacial wind withered the roses overnight.*

231. **brandish**  
\[\text{verb}\] to exhibit or expose in an ostentatious, shameless or aggressive manner.  
*James was embarrassed by the way his sister would brandish her enormous engagement ring whenever any of their friends were around.*

232. **nominate**  
\[\text{verb}\] to propose, select or formally enter as a candidate for public or nonpublic office.  
*The class unanimously decided to nominate Darren as their candidate for student body president.*

233. **menacing**  
\[\text{adjective}\] presenting, suggesting or constituting a threat.  
*Sigmund’s menacing gaze frightened Julia.*

234. **oboe**  
\[\text{noun}\] a wooden double-reed wind instrument.  
*Tommy introduced his mother to his friend who played the oboe in the orchestra.*
235. **absolutely** \(\text{ˈæb’səltəl} \)
   
   [\(\text{ˈæb’səltəl} \)]
   
   *adverb*
   
   in a manner that is not dependent on anything else.
   
   *The tall, rectangular buildings were absolutely plain: Each window and each entrance were exactly like every other.*

236. **sterile** \(\text{ˈstərəl} \)
   
   [\(\text{ˈstərəl} \)]
   
   *adjective*
   
   free from living organisms and especially microorganisms.
   
   *Only in a dire emergency would a conscientious surgeon use instruments that are not sterile.*

237. **transmute** \(\text{ˈtrən(t)ˈməyt} \)
   
   [\(\text{ˈtranzˈmyʊt} \)]
   
   *verb*
   
   to change or alter in form, appearance or nature.
   
   *Through careful editing, Philip plans to transmute his rough journals into a publishable memoir.*

238. **regency** \(\text{ˈregənsi} \)
   
   [no alternate pronunciation(s)]
   
   *noun*
   
   a period of government by one who governs a kingdom in the minority, absence or disability of the sovereign.
   
   *When King George III was finally declared unable to rule England, George IV’s decade of regency began.*

239. **manacles** \(\text{ˈmænəkəlz} \)
   
   [no alternate pronunciation(s)]
   
   *plural noun*
   
   something used as a restraint.
   
   *Dr. King’s “I Have a Dream” speech delineated how many lives were still “sadly crippled by the manacles of segregation and the chains of discrimination.”*

240. **seaworthiness** \(\text{ˈsiːwərθənəs} \)
   
   [no alternate pronunciation(s)]
   
   *noun*
   
   the quality or state of being fit or safe for an ocean voyage.
   
   *The ocean liner was sent to dry dock to preserve its seaworthiness.*

241. **campaign** \(\text{ˈkæmpən} \)
   
   [no alternate pronunciation(s)]
   
   *noun*
   
   a period of activity usually continuous and often competitive especially in any seasonal occupation or industry.
   
   *The football team triumphantly ended its ambitious campaign to win the state championship.*

242. **titanic** \(\text{ˈtiːtənək} \)
   
   [no alternate pronunciation(s)]
   
   *adjective*
   
   of enormous magnitude, power, scope, strength, or influence : colossal : gigantic.
   
   *World War II brought political change on a titanic scale to Europe.*

243. **executive** \(\text{ɪɡˈzɛkjuːdɪv} \)
   
   [\(\text{ɪɡˈzɛkjuːdɪv, ɪɡˈzɛkjuətɪv} \)]
   
   *noun*
   
   one who holds a position of administrative or managerial responsibility in a business or other organization.
   
   *Carrie Ann’s mom is a high-powered executive in a large corporation and is usually very busy.*
Mary's favorite food is broccoli, which she had thought was completely disagreeable until her mom finally made her try some.

As a precaution against a problem with pressurization, most planes carry oxygen masks.

The principal appointed interim leaders of the student body until elections could be held.

Robert could not start his car because its battery lacked the requisite charge.

Many police officers take courses in criminology and penology at community colleges.

A Saturnian was the villain in Steven's story about life in space.

The novelist Ayn Rand held a strong opinion that collectivism led to totalitarianism.
## Numerical Index of Spelling Words

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2016 Classroom Pronouncer Guide
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