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# 2018

# CLASSROOM PRONOUNCER GUIDE

*Spelling Only Edition*

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## Merriam-Webster Pronunciation Symbols

- ə ..... banana, collect
- ʼə, ə ..... humdrum
- ɚ ..... as in one pronunciation used by *r*-droppers for *bird* (alternative |ə|)
- ə̃ ..... two-value symbol equivalent to the unstressed variants |ə|, |ɪ|, as in *habit*, *duchess* (|ˈhəbət| = |ˈhəbət, -bit|)
- ° ..... immediately preceding |l|, |n|, |m|, |ŋ|, as in *battle*, *mitten*, and in one pronunciation of *cap* and *bells* |ˈm-|, *lock* and *key* |ˈŋ-|; immediately following |l|, |m|, |r|, as in one pronunciation of French *table*, *prisme*, *titre*
- əɪ ..... as in one pronunciation used by *r*-droppers for *bird* (alternative |əɪ|)
- ɔr ..... operation; stressed, as in *bird* as pronounced by speakers who do not drop *r*; stressed and with centered period after the |r|, as in one pronunciation of *burry* (alternative |ər|) and in one pronunciation of *hurry* (alternative |əɪr|); stressed and with centered period after |ər| as in one pronunciation of *hurry* (alternative |ər˙|)
- ɑ ..... mat, map
- ɑ̃ ..... day, fade, date, aorta
- ä ..... bother, cot; most American speakers have the same vowel in *father*, *cart*
- ɑ̃ ..... father as pronounced by speakers who do not rhyme it with *bother*; *farther* and *cart* as pronounced by *r*-droppers
- aa ..... 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 |aaə|
- ai ..... as in some pronunciations of *bag*, *bang*, *pass*
- aú ..... now, loud, some pronunciations of *talcum*
- b ..... baby, rib
- ch ..... chin, nature |ˈnɑːtʃə(r)| (actually, this sound is |t| + |ʃh|)
- d ..... elder, undone
- d̃ ..... as in the usual American pronunciation of *latter*, *ladder*
- e ..... bet, bed
- ʼe, ē ..... beat, nosebleed, evenly, sleepy
- ē ..... as in one pronunciation of *evenly*, *sleepy*, *envious*, *igneous* (alternative |i|)
- ee ..... (in transcriptions of foreign words only) indicates a vowel with the quality of *e* in *bet* but long, not the sound of *ee* in *sleep*: *en arrière* |äˈnɑːryeər|
- eũ ..... as in one pronunciation of *elk*, *helm*
- f ..... fifty, cuff
- g ..... go, big
- h ..... hat, ahead
- hw ..... whale as pronounced by those who do not have the same pronunciation for both *whale* and *wail*
- ɪ ..... tip, one pronunciation of *banish* (alternative unstressed |ē|), one pronunciation of *habit* (alternative |ə|; see ə)
- ī ..... site, side, buy (actually, this sound is |ä| + |i|, or |á| + |i|)
- iũ ..... as in one pronunciation of *milk*, *film*
- j ..... job, gem, edge, procedure |prəˈsɛjə(r)| (actually, this sound is |d| + |zh|)
- k ..... kin, cook, ache
- ƙ ..... as in one pronunciation of *loch* (alternative |k|), as in German *ich-laut*
- l ..... lily, pool
- m ..... murmur, dim, nymph
- n ..... no, own
- ⁿ ..... indicates that a preceding vowel is pronounced with the nasal passages open, as in French *un bon vin blanc* |œˈbɔ̃ˈvaˈblɑ̃|
- ŋ ..... sing |ˈsɪŋ|, singer |ˈsɪŋə(r)|, finger |ˈfɪŋgə(r)|, ink |ˈɪŋk|
- ɔ̃ ..... bone, snow, beau; one pronunciation of *glory*
- ó ..... saw, all, saurian; one pronunciation of *horrid*
- œ ..... French *bœuf*, German *Hölle*
- œ̃ ..... French *feu*, German *Höhle*
- ói ..... coin, destroy, strawy, sawing
- oõ ..... (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* |kɔ̃ˈt|
- p ..... pepper, lip
- r ..... rarity, one pronunciation of *tar*
- s ..... source, less
- sh ..... with nothing between, as in *shy*, *mission*, *machine*, *special* (actually, this is a single sound, not two); with a stress mark between, two sounds as in *death's-head* |ˈdeθs.hed|
- t ..... tie, attack; one pronunciation of *latter* (alternative |d|)
- th ..... 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* |ˈniːt.hʊd|
- th̃ ..... then, either (actually, this is a single sound, not two)
- ü ..... rule, fool, youth, union |ˈyünyən|, few |ˈfyü|
- ú ..... pull, wood, curable |ˈkyürəbəl|
- œ ..... German *füllen*, *hübsch*
- œ̃ ..... French *rué*, German *föhlen*
- v ..... vivid, give
- w ..... we, away
- y ..... yard, cue |ˈkyü|, union |ˈyünyən|
- ʸ ..... (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* |dēˈnˈ|
- yü ..... youth, union, cue, few
- yú ..... curable
- z ..... zone, raise
- zh ..... with nothing between, as in *vision*, *azure* |ˈazhə(r)| (actually, this is a single sound, not two); with a stress mark between, two sounds as in *rosehill* |ˈrɔ̃z.hil|
- ˈ ..... mark preceding a syllable with primary (strongest) stress: |ˈpenmən.ʃɪp|
- ˌ ..... mark preceding a syllable with secondary (next-strongest) stress: |ˌpenmən.ʃɪp|
- ( ) ..... indicate that what is symbolized between is present in some utterances but not in others: *factory* |ˈfakt(ə)rɪ|

# Guidelines Regarding Pronunciation

## Pronunciation

For many words in Merriam-Webster Unabridged, copyright 2017, Merriam-Webster (<http://unabridged.merriam-webster.com>), 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.

Many of the variations in pronunciation listed in Merriam-Webster Unabridged 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 Merriam-Webster Unabridged 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](http://spellingbee.com), *and*
- providing the full 2018 School Spelling Bee Study List to your students if they seek a challenge.

### Familiarize yourself with the *2018 Classroom Pronouncer Guide*, in which:

- words 1-225 were selected from the 2018 School Spelling Bee Study List,
- words 226-250 were selected from Merriam-Webster Unabridged, copyright 2017, 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 10),
- begin **Grade 2** classroom spelling bees with **word 26** (page 13),
- begin **Grade 3** classroom spelling bees with **word 51** (page 17),
- begin **Grade 4** classroom spelling bees with **word 76** (page 20),
- begin **Grade 5** classroom spelling bees with **word 101** (page 23),
- begin **Grade 6** classroom spelling bees with **word 126** (page 27),
- begin **Grade 7** classroom spelling bees with **word 151** (page 30), *and*
- begin **Grade 8** classroom spelling bees with **word 176** (page 33).

### As pronouncer, be sure to:

- review the *2018 Classroom Pronouncer Guide* prior to your bee, *and*
- refer to the Merriam-Webster Pronunciation Symbols on page 2 of the *2018 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 *2018 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 Merriam-Webster Unabridged, copyright 2017, Merriam-Webster (<http://unabridged.merriam-webster.com>) available for reference. If you do not have a subscription to Merriam-Webster Unabridged, 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, D.C. 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 2018 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 2018 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, 2018.

(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, 2018; and the Scripps National Spelling Bee will, at its sole discretion, determine the speller’s eligibility status on or before April 30, 2018.

(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, 2018.

(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 27, 2017, and May 22, 2018.

(9) The speller must not have reached his/her 15th birthday on or before August 31, 2017.

(10) The speller must have been declared a champion of a final local spelling bee taking place on or after February 1, 2018, or be a spelling champion whose application for participation in the Scripps National Spelling Bee’s self-sponsorship program has received final approval by the Scripps National Spelling Bee.

(11) The speller, upon qualifying for the 2018 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 2018 Scripps National Spelling Bee near 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.

(12) 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 2018 Scripps National Spelling Bee and April 30, 2019 — 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 2018 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 or 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 the School Spelling Bee Study List and *Spell It!* as well as some “end-of-bee” words. All words on Scripps National Spelling Bee word lists are entries in Merriam-Webster Unabridged, the official dictionary of the Scripps National Spelling Bee, available at <http://unabridged.merriam-webster.com/>.

**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 Merriam-Webster Unabridged, *Merriam-Webster’s Collegiate Dictionary*, eleventh edition or on Merriam-Webster’s online dictionary at [m-w.com](http://m-w.com). 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 2018 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 Merriam-Webster Unabridged, 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 *substand*, *nonstand*), 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 Merriam-Webster Unabridged:** An appeal claiming that the speller spelled the word correctly according to a dictionary other than Merriam-Webster Unabridged 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.











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.
- spurs**                    \ 'spɜrz \                    plural noun      [Could be confused with *spurse*.]  
                                  [no alternate pronunciation(s)]      U-shaped tools that are either pointed or end in spinning disks and that are worn on the heel of a rider and used to urge on or manage his or her horse.  
                                  *The old **spurs** appraised on Antiques Roadshow were worth quite a bit of money.*
37. **alone**                    \ ə'lon \                    adjective  
                                  [no alternate pronunciation(s)]      away from other people or things.  
                                  *Libby was **alone** in the corner, quietly reading.*
38. 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.
- frogs**                    \ 'frɔgz \                    plural noun      [Has near-homonym: *frocks*.]  
                                  [no alternate pronunciation(s)]      smooth-skinned, web-footed, tailless, leaping animals that lives mostly in the water.  
                                  *Rick could hear the **frogs** croaking in the pond.*
39. 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.
- stack**                    \ 'stak \                    noun      [Has near-homonym: *stag*.]  
                                  [no alternate pronunciation(s)]      a usually neat pile or heap.  
                                  *Isaac covered his **stack** of pancakes in maple syrup before he dug in.*
40. **winner**                    \ 'winər \                    noun  
                                  [no alternate pronunciation(s)]      a person who has gained victory especially in games and sports.  
                                  *As the **winner** of the poetry contest, Tyler received both prizes and bragging rights.*
41. 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.
- fresh**                    \ 'frefh \                    adjective      [Has homonym: *fraiche*. Has near-homonym: *flesh*.]  
                                  [no alternate pronunciation(s)]      newly produced, gathered or made.  
                                  *One of Mrs. Royce’s favorite things about summer is eating **fresh** strawberries.*
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.
- lower**                    \ 'loʊər \                    adjective      [Could be confused with unrelated, differently pronounced *lower/lour*.]  
                                  [no alternate pronunciation(s)]      reaching upward less than other things : not as high.  
                                  *The old fence was much **lower** than the new one.*
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.
- pilot**                    \ 'pilət \                    noun      [Could be confused with *pilate, pirate*.]  
                                  [no alternate pronunciation(s)]      a person who flies or is able to fly an airplane.  
                                  *Originally in the Air Force, Doran has been a **pilot** for 40 years.*

44. **wishes** \ 'wɪʃəz \ plural noun  
 [no alternate pronunciation(s)] things you ask for or really want.  
*The genie promised to grant Aladdin three **wishes**.*
45. *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.*  
**roof** \ 'rʊf \ noun [Could be confused with *rue, rude, rood, rough, ruth.*]  
 [\ 'rʊf \] the outside cover on top of a building or home.  
*Rick and Jo climbed on the **roof** to clean out their gutters.*
46. *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.*  
**panda** \ 'pændə \ noun [Could be confused with *pander.*]  
 [no alternate pronunciation(s)] a large black-and-white mammal from China that looks like a bear.  
*Cybelle was thrilled to see a giant **panda** at the zoo.*
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.*  
**south** \ 'saʊθ \ noun [Has homonym: *sowf/sowff/sowth.*]  
 [no alternate pronunciation(s)] the direction to the right when you're facing east.  
*Andy's grandparents, much like a flock of birds, always go **south** for the winter.*
48. *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.*  
**gall** \ 'gɒl \ noun [Has homonym: *Gaul.*]  
 [no alternate pronunciation(s)] extreme confidence expressed in an impolite way.  
*Marjorie couldn't believe that Lyndsey had the **gall** to ask to borrow another shirt when she'd ruined the last one.*
49. **change** \ 'tʃeɪnj \ verb  
 [no alternate pronunciation(s)] to make different.  
*Mrs. Longacre told her students that it was okay to **change** an answer on the test, as long as they erased completely.*
50. *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.*  
**nodded** \ 'nɒdəd \ verb [Has homonym: *knotted.*]  
 [no alternate pronunciation(s)] moved your head quickly up and down as a sign of agreement or as a greeting.  
*Josie **nodded** her head in agreement.*







66. **illness** \ 'ilnəs \ noun  
[no alternate pronunciation(s)] an unhealthy condition of the body or mind.  
*Dorrette missed several days of school because of **illness**.*
67. **jacket** \ 'jakət \ noun  
[no alternate pronunciation(s)] a type of long-sleeved outer garment.  
*When Shirley heard it would be a cool day, she grabbed a **jacket** on her way out the door.*
68. *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.*
- cartoon** \ kār'tün \ noun [Has near-homonyms: *cardoon*, *khatun*.]  
[no alternate pronunciation(s)] a movie or show made from a series of drawings or computer graphics.  
*Shawnie spent the day happily binge-watching her favorite **cartoon**.*
69. *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.*
- spiral** \ 'spīrəl \ adjective [Could be confused with *spiro*.]  
[no alternate pronunciation(s)] winding around a center point and slowly moving away from or getting closer to it.  
*Tyrone found a **spiral** seashell while walking on the beach.*
70. **alien** \ 'ālēən \ noun  
[ \ 'ālyən \ ] a being from another planet.  
*Larry wrote a short story in which he made friends with an **alien** and traveled around the galaxy.*
71. **rodents** \ 'rōdʰnts \ plural noun  
[no alternate pronunciation(s)] small, gnawing mammals that have upper teeth adapted for cutting.  
*Mice, rats, squirrels, beavers, hamsters and prairie dogs are all **rodents**.*
72. **liberty** \ 'libərtē \ noun  
[no alternate pronunciation(s)] the quality or state of being free.  
*The Declaration of Independence lists “life, **liberty** and the pursuit of happiness” as three rights that belong to everyone.*
73. **dumplings** \ 'dəmpliŋz \ plural noun  
[no alternate pronunciation(s)] small balls of dough cooked by boiling or steaming.  
*Katie served her famous chicken and **dumplings** for dinner.*
74. **voice** \ 'vōis \ noun  
[no alternate pronunciation(s)] the ability to speak.  
*Jenna lost her **voice** when her cold worsened.*
75. **excellent** \ 'eksələnt \ adjective  
[no alternate pronunciation(s)] very good.  
*Mariko’s parents rewarded her for making **excellent** grades.*

*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. **scale** \ 'skāl \ noun  
[no alternate pronunciation(s)] a collection of musical pitches arranged in ascending or descending order.  
*The violinist played an A-major **scale** to warm up before her recital.*
77. **insect** \ 'in.sekt \ noun  
[no alternate pronunciation(s)] one of many small, invertebrate, segmented animals with six legs and often wings.  
*Zara's favorite **insect** is the luna moth.*
78. **hushed** \ 'həʃt \ adjective [Has archaic variant: *husht*.]  
[no alternate pronunciation(s)] free of noise or agitation : calm.  
*Dad spoke in a **hushed** voice so he wouldn't wake the baby.*
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.*  
**crept** \ 'krept \ verb [Has near-homonym: *crypt*.]  
[no alternate pronunciation(s)] went timidly or cautiously or so as to escape notice or attention.  
*Father gently tucked the sleeping baby into her crib and **crept** quietly out of the room.*
80. *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.*  
**mossy** \ 'mɒsē \ adjective [Could be confused with *mussy*.]  
[no alternate pronunciation(s)] covered with a downy, spore-producing plant or something like it.  
*The hikers sat on a **mossy** log to have a quick snack.*
81. **speak** \ 'spēk \ verb  
[no alternate pronunciation(s)] to utter words : talk.  
*Gus always tries to **speak** quietly when his little sister is napping.*
82. *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.*  
**carving** \ 'kärviŋ \ noun [Could be confused with *carven*, *curving*.]  
[no alternate pronunciation(s)] a design or figure made by cutting (something) with deliberate care or practiced precision.  
*For her birthday, Mark gave his daughter a **carving** of a cat he whittled from a poplar branch.*

83. 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.
- tennis**                    \ 'tenəs \                    noun    [Has homonym: *tenace*.]  
                                  [no alternate pronunciation(s)]    a game played by two players or pairs of players with rackets and a ball on a court divided by a low net.  
*Trudy plays **tennis** twice a week and competes in doubles tournaments with her brother on weekends.*
84. **scraped**                    \ 'skrāpt \                    verb  
                                  [no alternate pronunciation(s)]    damaged or injured the surface of something by contact with a rough surface.  
*Raine fell off her bike and **scraped** her knee.*
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.
- narrow**                    \ 'nerō \                    adjective    [Could be confused with *marrow*.]  
                                  [ \ 'narō \ ]                    not as wide as usual or as expected.  
*The sidewalk was too **narrow** for the three girls to walk side by side.*
86. 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.
- breeze**                    \ 'brēz \                    noun    [Has homonym: *Bries* (the cheese).]  
                                  [no alternate pronunciation(s)]    a light, gentle soft-blowing wind.  
*Claudia’s curtains fluttered in the gentle **breeze**.*
87. 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.
- button**                    \ 'bətʰn \                    noun    [Has near-homonym: verb *butt in*.]  
                                  [no alternate pronunciation(s)]    a small device that is secured to an article (as of clothing or upholstery) that works as a fastener by passing it through a hole or loop.  
*Nestor carefully stitched a **button** on his shirt to replace the one that had fallen off.*
88. 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.
- world**                    \ 'wɜrl(ə)d \                    noun    [Has homonyms: *whirled, whorled*.]  
                                  [no alternate pronunciation(s)]    the earth with all its inhabitants and all things upon it.  
*Ian plans to travel all over the **world** when he grows up.*
89. 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.
- kettle**                    \ 'ketl \                    noun    [Could be confused with *kittle*.]  
                                  [no alternate pronunciation(s)]    a metallic vessel used for boiling liquids.  
*When the guests arrived, Polly put the **kettle** on to make some tea.*

90. 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.
- nannies**                    \ 'nanēz \                    plural noun            [Could be confused with *mannies*.]  
    [no alternate pronunciation(s)]            children’s nurses or caregivers.  
    *The **nannies** chatted while the children played on the swings.*
91. 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.
- complete**                    \ kəm'plēt \                    verb            [Has homonym: adjective *complete/compleat*.]  
    [no alternate pronunciation(s)]            to bring something to an end often in a finished or perfected state.  
    *Ms. Jenkins reminded Mandie to **complete** her math assignment before heading out for recess.*
92. **mailboxes**                    \ 'māl.bāksəz \                    plural noun  
    [no alternate pronunciation(s)]            closed containers at or near dwellings that hold the postal material (such as letters) of the people who live there.  
    *Marisol stuffed each of her neighbors’ **mailboxes** with a notice about her upcoming yard sale.*
93. **lukewarm**                    \ 'lük.wōrm \                    adjective  
    [no alternate pronunciation(s)]            neither cold nor hot : tepid.  
    *Jake washed his hands with **lukewarm** water and then slathered them with lotion.*
94. **violet**                    \ 'vīlət \                    noun  
    [ \ 'vīələt \ ]                    a small-flowered plant of a genus of usually spring-blooming flowers that have leafy stems and purple, yellow or white flowers.  
    *Thea picked a **violet** from the garden and tucked it behind her ear.*
95. 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.
- diaper**                    \ 'dīpər \                    noun            [Has near-homonym: *diapir*.]  
    [ \ 'dīəpər \ ]                    a basic garment for infants consisting of absorbent material (such as cloth) drawn up between the legs and fastened at the waist.  
    *Mom had a moment of panic when she realized she only had one **diaper** left for the baby.*
96. **matron**                    \ 'mātrən \                    noun  
    [no alternate pronunciation(s)]            a married woman who is usually older and has considerable social position or some other special prestige.  
    *Mrs. Lucas was a society **matron** who spent much time going from ball to ball and gossiping with a group of her friends.*
97. **transporting**                    \ 'tran(t)s.pòrtɪŋ \                    verb  
    [no alternate pronunciation(s)]            transferring, carrying or moving from one person or place to another.  
    *Jazmyne was responsible for **transporting** the groceries from the car to the house.*







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.
- decent**                    \ 'dēs'nt \                    adjective    [Could be confused with *descent*.]  
    [no alternate pronunciation(s)]    fairly good but not excellent.  
    *The first cake Jared made was **decent**, and he hoped to get better with practice.*
113. 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.
- sullen**                    \ 'sələn \                    adjective    [Could be confused with *solen, solon*.]  
    [no alternate pronunciation(s)]    gloomily or resentfully silent.  
    *When his name was called in class, Trey looked up in **sullen** resentment.*
114. **abroad**                    \ ə'brəd \                    adverb  
    [no alternate pronunciation(s)]    beyond the boundaries of a country.  
    *Liam and Cathleen traveled **abroad** for a year after college, visiting as many countries as they could.*
115. 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.
- clambering**                    \ 'klambəriŋ \                    verb    [Alternate pronunciation has homonym: *clamoring*.  
    [ \ 'klaməriŋ \ ]                    Could be confused with *clamping*.]  
    moving by or as if by catching hold with the hands and feet : crawling, climbing.  
    *Seth is **clambering** up the ladder to repair the leaky roof.*
116. 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.
- cinders**                    \ 'sindərz \                    plural noun    [Has near-homonym: *sinters*. Could be confused with *senders, sanders, sunders*.]  
    [no alternate pronunciation(s)]    ashes : the incombustible residue of something burnt.  
    *One of Max’s chores is to sweep the **cinders** from the fireplace.*
117. **neglected**                    \ ni'glektəd \                    adjective  
    [no alternate pronunciation(s)]    not properly or sufficiently attended to or cared for.  
    *Alexis bought the **neglected** house at auction and renovated it before moving in.*
118. 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.
- salvation**                    \ sal'vāshən \                    noun    [Could be confused with *solvation*.]  
    [no alternate pronunciation(s)]    the source, cause or means of preservation.  
    *Allison considers reading books her **salvation** from all of her daily chores.*

119. 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.
- expensive**                    \ ik'spen(t)siv \                    adjective    [Could be confused with *expansive*, *extensive*.]  
    [ \ ek'spen(t)siv, ik'spen(t)səv \ ]                    characterized by high price or cost.  
    *Janie knew that if she wanted to buy the **expensive** toy she would have to do extra chores to earn the money.*
120. **plantations**                    \ plan'tāshənz \                    plural noun  
    [no alternate pronunciation(s)]                    usually large estates in a tropical or subtropical region that are generally cultivated by unskilled or semiskilled labor under central direction.  
    *Mr. McNulty prepared a lesson about the history of slavery and agriculture on **plantations** in the 18th century.*
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.
- Venice**                    \ 'venəs \                    geographical entry    [Could be confused with *Venise* (lace),  
    [no alternate pronunciation(s)]                    *vannus*.]  
    city and port in northeastern Italy.  
    *Brady and Sofia ended their tour of Europe with a week in **Venice**.*
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.
- unison**                    \ 'yünəsən \                    adverb    [Could be confused with *eunicean*.]  
    [ \ 'yünəzən \ ]                    in precise and perfect agreement — used with “in.”  
    *Mrs. Kelly had her class recite the alphabet in **unison**.*
123. **pastures**                    \ 'paschərz \                    plural noun  
    [ \ 'pashchərz \ ]                    lands that are used for the grazing of animals or are suitable for such use.  
    *The farm has three fenced **pastures**, a pond, and trails for hiking and riding horses.*
124. **undesirable**                    \ undə'zīrəbəl \                    adjective  
    [ \ undē'zīrəbəl \ ]                    unwanted, objectionable.  
    *Carlos made a face at the **undesirable** raisins in his otherwise tasty-looking oatmeal cookie.*
125. **survival**                    \ sər'vīvəl \                    noun  
    [no alternate pronunciation(s)]                    the continuation of life or existence in the presence of or despite difficult conditions.  
    *The **survival** of the Donner Party, snowbound in the Sierra Nevada during the winter of 1846–1847, is a story that fascinates many people.*

*This is the recommended starting point for **Grade 6 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.*

126. 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.

**tomes**                    \ 'tōmz \                    plural noun      [Could be confused with *tones, domes*.]  
                                 [no alternate pronunciation(s)]      books that are often large or scholarly.  
*Kurt read three large **tomes** on the history of Roman Empire over summer break.*

127. 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.

**nursery**                    \ 'nərsrē \                    noun      [Could be confused with *mercery*.]  
                                 [ \ 'nərsərē \ ]                    a child’s bedroom.  
*After looking at interior design websites all morning, Mrs. Robinson decided on yellow walls with a dinosaur mural for the baby’s **nursery**.*

128. 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.

**levied**                    \ 'levēd \                    verb      [Has homonym: *leveed*.]  
                                 [no alternate pronunciation(s)]      imposed or collected (as a tax or tribute) by legal process or by authority : exacted.  
*The company had difficulty paying the import taxes that were **levied** on the goods.*

129. **roundabout**                    \ 'raündə.baüt \                    adjective  
                                 [no alternate pronunciation(s)]      not following a straight line or course.  
*The highway takes a **roundabout** route to get past the mountains.*

130. **improvise**                    \ 'impṛə.vīz \                    verb      [The Unabridged provides only an audio pronunciation. Written pronunciation is from m-w.com.]  
                                 [no alternate pronunciation(s)]      to compose, recite or sing especially in verse or to play on an instrument or act without preparation.

*When there was a delay in the program, the actors agreed to **improvise** a quick skit to keep the audience entertained.*

131. **musician**                    \ myü'zishən \                    noun  
                                 [no alternate pronunciation(s)]      someone who is skilled at incorporating pleasing, expressive, or intelligible combinations of vocal or instrumental tones into a structured, continuous composition.

*Rebekkah loves her job as a touring **musician**, but she finds the schedule somewhat tiring.*

132. **precise**                    \ pri'sīs \                    adjective  
                                 [no alternate pronunciation(s)]      lacking anything vague, unclear or uncertain.

*Mr. Jones encourages his students to use clear and **precise** language in all forms of writing.*

133. **simulate** \ 'simyə.lāt \  
[no alternate pronunciation(s)] verb  
to give the appearance or effect of : imitate.  
*On Saturday the emergency response team will **simulate** a rescue of individuals exposed to anthrax.*
134. **heralded** \ 'herəldəd \  
[no alternate pronunciation(s)] verb  
greeted especially with enthusiasm : hailed.  
*Mrs. Hesch's announcement that the class would have extra time for recess was **heralded** with cheers.*
135. **Mohawk** \ 'mō.hók \  
[no alternate pronunciation(s)] noun  
a hairstyle with a narrow center strip of upright hair and the sides of the head shaved.  
*Alistair was surprised at the amount of daily maintenance his **Mohawk** required to keep it looking snazzy.*
136. *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.*
- scenery** \ 'sɛnrē \  
[ \ 'sɛnrē \ ] noun [Has homonym: *senary*. Has archaic variant: *scenary*.]  
the array of impressive natural prospects and imposing features of a particular place.  
*What Delia remembered most from her trip to Scotland was the rugged mountain **scenery**.*
137. **allowance** \ ə'laɪən(t)s \  
[no alternate pronunciation(s)] noun  
an amount of money that is given in reimbursement and is to be used for personal or household expenses.  
*Greta begged her parents for a higher **allowance** so that she could attend concerts more frequently.*
138. **exterior** \ ek'stirēər \  
[ \ ek'stirēər, ik'stirēər \ ] adjective  
suitable for use on outside surfaces (as of a house).  
*Ashley bought purple **exterior** paint for her front door.*
139. *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.*
- Pacific** \ pə'sifik \  
[no alternate pronunciation(s)] adjective [Could be confused with *specific*.]  
of or relating to the ocean extending from western North America and western South America to eastern Asia and Australia.  
*Melodie enjoyed a main course of **Pacific** salmon with wild rice and steamed asparagus.*
140. **automated** \ 'ötə.mātəd \  
[no alternate pronunciation(s)] verb  
converted to operation by mechanical or electronic devices that take the place of human labor.  
*The university recently **automated** its admissions process.*

141.	<b>committee</b>	\ kə'mitē \ [no alternate pronunciation(s)]	noun a group of people delegated to consider, investigate, or act on and usually to report on some matter or business. <i>Lucia's activities with the grounds beautification <b>committee</b> take up most of her spare time.</i>
142.	<b>sconces</b>	\ 'skän(t)səz \ [no alternate pronunciation(s)]	plural noun ornamental electric light fixtures for a wall that look like bracket candlesticks or groups of candlesticks. <i>Michael bought <b>sconces</b> to hang by the bathroom mirror.</i>
143.	<b>consecutive</b>	\ kən'sekyətiv \ [ \ kən'sekətiv \ ]	adjective one right after the other often with small intervening intervals. <i>Mario's hockey team won seven <b>consecutive</b> games to get to the play-offs.</i>
144.	<i>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.</i>		
	<b>appointed</b>	\ ə'pɔintəd \ [no alternate pronunciation(s)]	verb [Could be confused with <i>pointed</i> .] assigned, designated or set apart by authority. <i>Ms. Jakes <b>appointed</b> Ruby as president of the AV club after Astrid graduated.</i>
145.	<b>geometry</b>	\ jē'ämətrē \ [no alternate pronunciation(s)]	noun a branch of mathematics that deals with the measurement, properties, and relationships of points, lines, angles, surfaces and solids. <i>Rachel was surprised to learn that the study of <b>geometry</b> can be traced all the way back to ancient Mesopotamia and Egypt.</i>
146.	<b>scavenger</b>	\ 'skavənjər \ [no alternate pronunciation(s)]	noun an organism that typically feeds on refuse or carrion. <i>The raccoon is a <b>scavenger</b> that will eat nearly any plant or animal matter it can get its paws on.</i>
147.	<b>aerospace</b>	\ 'erō.spās \ [no alternate pronunciation(s)]	adjective of or relating to the earth's atmosphere and beyond, to vehicles used in that region or the manufacture of such vehicles, or to travel in that region. <i>Kim plans to study <b>aerospace</b> engineering in college and then work for NASA.</i>
148.	<b>subdivision</b>	\ 'səbdəvizhən \ [no alternate pronunciation(s)]	noun a tract of land surveyed and divided into lots for purposes of sale. <i>Mom and Dad are considering buying a lot in a <b>subdivision</b> on the edge of town.</i>
149.	<b>instantaneous</b>	\ .ɪntən'tānēəs \ [ \ .ɪn(t)stən'tānēəs, .ɪntən'tānyəs \ ]	adjective done, occurring or acting without any perceptible duration of time. <i>Karl's slow, nervous marriage proposal was balanced by Willa's <b>instantaneous</b> rejection.</i>

150. **nausea** \ 'nóuzēə \ noun  
 [ \ 'nózhə, 'nósēə, 'nóshə \ ] a sensation of stomach discomfort usually associated with an urge to retch or vomit.  
*Kyle keeps his window rolled down to minimize the **nausea** he sometimes experiences on road trips.*

*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. **miracle** \ 'mirəkəl \ noun  
 [no alternate pronunciation(s)] an accomplishment or occurrence so outstanding or unusual as to seem beyond human capability or endeavor.  
*Many consider the moon landing to be a **miracle** of modern science.*
152. **alacrity** \ ə'lakrətē \ noun  
 [no alternate pronunciation(s)] cheerful readiness : eagerness.  
*Dr. Cameron's students always enter his class with **alacrity** and depart with reluctance.*
153. **cordial** \ 'kórjəl \ adjective  
 [no alternate pronunciation(s);  
 nonstandard pron(s):  
 \ 'kórdēəl \ ] showing warm and often hearty friendliness, favor or approval.  
*Leland gave his guests a **cordial** greeting and offered them tea.*
154. **orchids** \ 'órkədz \ plural noun  
 [no alternate pronunciation(s)] plants of a family of herbaceous plants that have bulbous or thickened roots and extremely complex showy flowers.  
*Georgia insisted on growing **orchids** in her front garden so she could admire them in the evening when she drank her lemonade on the porch.*
155. *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.*  
**calamine** \ 'kalə.mīn \ noun [Has homonym and near-homonym: *Kalamein, calami.*]  
 [ \ 'kaləmən \ ] a powder that consists of zinc oxide and ferric oxide that is used in lotions and skin treatments.  
*A lotion containing **calamine** gave Pam much relief from her reaction to poison ivy.*
156. *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.*  
**jauntily** \ 'jəntɪlē \ adverb [Has near-homonym: variant *jauntingly*.  
 [ \ 'jəntɪlē \ ] "Jaunty" has archaic variant "janty."  
 in a light or carefree manner.  
*Steve's hat was perched **jauntily** on the side of his head.*



166. 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.
- tapirs**                    \ 'tāpərz \                    plural noun            [Has homonym: *tapers*.]  
                                  [no alternate pronunciation(s);  
                                  nonstandard pron(s): \ ,tə'pɪrz,  
                                  'tā.pɪrz \ ]                    plant-eating mammals from tropical American and southeastern Asia that have a heavy, sparsely hairy body and short flexible trunk.  
                                  *Although they frequently live in forests, **tapirs** with access to rivers spend a good deal of time in and underwater.*
167. **flabbergasted**            \ 'flabər.gəstəd \            verb  
                                  [ \ 'flabər.gəstəd \ ]            overwhelmed with shock, surprise or wonder.  
                                  *Ranjeev’s mother was so **flabbergasted** that he had received all A’s on his report card that she couldn’t speak.*
168. **contagious**                \ kən'tājəs \                adjective  
                                  [no alternate pronunciation(s)]            communicable by contact.  
                                  *The patient’s **contagious** disease necessitated his isolation from the other people in the hospital.*
169. **stevedores**                \ 'stēvə.dō(ə)rz \            plural noun  
                                  [no alternate pronunciation(s)]            those who work at or are responsible for the loading or unloading of a ship in port.  
                                  *The captain instructed his crew that they would be acting the parts of the **stevedores** when they arrived at port.*
170. **vociferous**                \ vō'sɪfərəs \                adjective  
                                  [ \ və'sɪfərəs \ ]                marked by or given to ready vehement insistent outcry.  
                                  *The students’ **vociferous** complaints led to the reinstatement of Taco Tuesday.*
171. **reservoir**                 \ 'rezə.vwär \                noun  
                                  [ \ 'rezər.vwär, 'rezə.vwör,  
                                  'rezə.voi \ ]                a place where water is collected and kept in quantity for use when wanted.  
                                  *Because of the dry spell, the town **reservoir** was only half full and water restrictions had to be imposed.*
172. **azalea**                     \ ə'zālyə \                    noun  
                                  [ \ ə'zālēə \ ]                    a plant with deciduous leaves and funnel-shaped flowers.  
                                  *Anna grew a magnificent **azalea** on her balcony.*
173. **generalissimo**            \ ,jenərə'lisə.mō \            noun  
                                  [no alternate pronunciation(s)]            the chief commander of an army.  
                                  *Jack was surprised to find out that Mrs. Pedrera thought he resembled the **generalissimo** from her favorite daytime soap opera.*
174. **claustrophobic**            \ ,klōstrə'fōbɪk \            adjective  
                                  [no alternate pronunciation(s)]            inclined to abnormal dread of being in closed or narrow spaces.  
                                  *Kelsea was extremely **claustrophobic** and therefore never rode in elevators.*



175. **monsieur** \ məs'yə \ noun [Has archaic, differently-pronounced variant *mounseer*.]  
 [\ məsh'yə, məs'yər, mə'siər, mister.  
 məs'yüər \] **Monsieur** Robert frequented the same bakery every day on his walk to work to have his favorite chocolate croissant.

*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.

**crampon** \ 'kram.pän \ noun [Has alternate spelling *crampoon* that is pronounced differently.]  
 [no alternate pronunciation(s)] a steel frame with spikes that is attached to a boot with straps for use in climbing on ice and snow.  
*Brady put the new **crampon** on his boot and knew he was one step closer to scaling Mt. Everest.*

177. 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.

**intimation** \ .intə'māshən \ noun [Could be confused with *intonation*.]  
 [no alternate pronunciation(s)] announcement, notification.  
*If there had been any **intimation** that Beyoncé’s new album was coming out, Harold would have prepared properly and taken the day off of work to listen to it.*

178. **proviso** \ prə'vī.zō \ noun  
 [\ prō'vī.zō \] an article or clause (as in a statute, contract or grant) that introduces a condition, qualification or limitation.  
*The Wilmot **Proviso** of 1846 stipulated that no territory acquired by ending the Mexican-American War should be open to slavery.*

179. **brigands** \ 'brīgəndz \ plural noun  
 [\ 'brīgəndz \] bandits.  
*The **brigands** in Mary’s book were known for only stealing items made of gold, never silver.*

180. **strenuous** \ 'strenyəwəs \ adjective  
 [no alternate pronunciation(s)] arduous : rigorous.  
*Paul relaxed after his **strenuous** workout.*

181. 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.

**gargoyle** \ 'gär.góil \ noun [Could be confused with differently pronounced variant *gurgoyle*.]  
 [no alternate pronunciation(s)] a spout that is often in the shape of a grotesque animal and projects from a roof gutter to throw rainwater clear of a building.  
*The stonemason spent weeks meticulously carving a **gargoyle** to place on a corner of the cathedral tower.*

182.	<b>monomania</b>	\ .mä'nə'mā'nēə \ [ \ .mä'nə'mānyə \ ]	noun extreme or excessive concentration on a single object or idea. <i>Fernando's obsession with soccer could only be described as <b>monomania</b>.</i>
183.	<b>Sherpa</b>	\ 'shərpə \ [ \ 'sherpə \ ]	noun a member of a Tibetan people living on the high southern slopes of the Himalayas and skilled in mountain climbing. <i>The famous <b>Sherpa</b> Tenzing Norgay climbed to the summit of Mount Everest with Edmund Hillary.</i>
184.	<b>atrocitiy</b>	\ ə'träsətē \ [no alternate pronunciation(s)]	noun a savagely brutal or cruel deed. <i>Gretchen was overwhelmed by details of the foreign <b>atrocitiy</b>.</i>
185.	<b>pastrami</b>	\ pə'strämē \ [no alternate pronunciation(s)]	noun a highly seasoned smoked beef prepared especially from shoulder cuts. <i>For lunch Ollie made a sandwich with <b>pastrami</b> and mustard.</i>
186.	<b>memorandum</b>	\ .memə'randəm \ [no alternate pronunciation(s)]	noun a usually brief informal communication typically written for interoffice circulation. <i>Britta sent a <b>memorandum</b> to all her employees announcing a change to the company's social media policy.</i>
187.	<b>voluminous</b>	\ və'lümənəs \ [ \ vəl'yümənəs \ ]	adjective having or marked by great amount, bulk, mass or quantity. <i>Even though the skirt of her gown was very <b>voluminous</b>, the young starlet had no trouble moving down the red carpet.</i>
188.	<i>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.</i>		
	<b>crematoria</b>	\ .krēmə'tórēə \ [ \ .kremə'tórēə \ ]	plural noun [Could be confused with singular <i>crematorium</i> .] buildings containing furnaces for reducing (a dead body) to ashes by the action of fire. <i>The first <b>crematoria</b> in England were built in the 1870s in the Dean and Chapter of Westminster Abbey.</i>
189.	<b>financiers</b>	\ .finən'siərz \ [ \ fə.nən'siərz, fi.nən'siərz \ ]	plural noun people who invest a lot of money in a business. <i>The <b>financiers</b> were interested to see last year's earnings report from the restaurant.</i>
190.	<b>conspicuous</b>	\ kən'spikyəwəs \ [ \ kən'spikyüs \ ]	adjective undesirably noticeable. <i>The heiress was skewered in the press for her <b>conspicuous</b> spending habits during the time of national crisis.</i>

191. **incarcerated** \ ɪn'kɑrsə.rāted \ verb  
 [no alternate pronunciation(s)] imprisoned.  
*Fatima didn't think it was fair that she was **incarcerated** in her room for telling her little brother a monster lived in his closet.*
192. *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.*  
**appendectomy** \ .əpən'dektəmē \ noun [Has differently pronounced British variant  
 [ \ .əpen'dektəmē \ ] *appendicectomy.*]  
 the surgical removal of a narrow tube found in the abdomen.  
*Heidi was rushed to the hospital to have an emergency **appendectomy** after complaining of severe pain in her abdomen.*
193. **extenuation** \ ik.stenyə'wāshən \ noun  
 [ \ ek.stenyə'wāshən \ ] partial justification.  
*Silas knew that the act of breaking his mother's favorite vase was incapable even of **extenuation**, but still he tried to explain himself to her.*
194. *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.*  
**sphinx** \ 'sfɪŋ(k)s \ noun [Has homonym: cat breed *sphynx* (not in Merriam-Webster Unabridged).]  
 [no alternate pronunciation(s)] a monster in Greek mythology having typically a lion's body, wings, and the head and bust of a woman.  
*According to Greek legend, the **sphinx** of Thebes would pose a riddle to a passerby and then kill that person if he or she could not answer the riddle.*
195. **treacherous** \ 'trechərəs \ adjective  
 [ \ 'trechrəs \ ] characterized by usually hidden dangers, hazards or perils.  
*Throughout the winter, frigid temperatures and the damp sea air cause **treacherous** black ice to form on the coastal town's streets.*
196. **hallucinations** \ hə.lūsə'nāshənz \ plural noun  
 [no alternate pronunciation(s)] perceptions of objects with no reality.  
*Kyle was so hungry that he kept having **hallucinations** of warm chocolate chip cookies served with a cold glass of milk.*
197. *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.*  
**Seminole** \ 'semə.nōl \ noun [Has near-homonym: *seminal*.]  
 [no alternate pronunciation(s)] a Muskogean people.  
***Seminole** women traditionally wore wraparound skirts, usually woven from palmetto.*
198. **uncoquettish** \ .ənkwō'ketish \ adjective  
 [no alternate pronunciation(s)] not trifling : sincere.  
*Mindy was surprisingly **uncoquettish**, compared with her sister.*

199.	<b>excruciating</b>	\ ik'skrūshēātɪŋ \ [ \ ek'skrūshēātɪŋ \ ]	adjective so intense as to cause great pain or anguish. <i>An <b>excruciating</b> toothache kept Marcel from enjoying the camping trip.</i>
200.	<b>tempestuous</b>	\ tem'peshchəwəs \ [ \ tem'peshchəwəs \ ]	adjective of, involving or resembling a furious storm. <i>When the novice sailors began to doubt that they would be able to handle the <b>tempestuous</b> conditions, they radioed the Coast Guard for help.</i>
201.	<b>grotesque</b>	\ grō'tesk \ [no alternate pronunciation(s)]	adjective departing markedly from the natural, the expected or the typical (as by distortion, exaggeration) : atypical. <i>Circus sideshows often featured <b>grotesque</b> forms of animal life.</i>
202.	<b>bilious</b>	\ 'bilyəs \ [ \ 'bilēəs \ ]	adjective marked by disordered liver function. <i>Trixie fed her dog late at night to prevent <b>bilious</b> vomiting.</i>
203.	<i>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.</i>		
	<b>cypress</b>	\ 'sɪprəs \ [no alternate pronunciation(s)]	noun [Has homonym: <i>Cyprus</i> . Alternate definition has variant spelling: <i>cyprus/cypress</i> .] any of a genus of cone-bearing, evergreen trees and shrubs with usually scalelike, overlapping leaves and reddish to brown bark that often peels or flakes off in strips or scales. <i>Angelo’s favorite part about his new house was that there was an enormous <b>cypress</b> growing in the front yard.</i>
204.	<b>disquisition</b>	\ ,diskwə'zɪʃən \ [no alternate pronunciation(s)]	noun a complex essay or discussion that serves to explain or analyze a topic. <i>Rhetta’s first book was a lengthy <b>disquisition</b> on the Irish potato famine.</i>
205.	<b>variegated</b>	\ 'verēə,gātəd \ [ \ 'veri,gātəd \ ]	adjective marked with different colors or tints in spots, streaks or stripes. <i>A shady corner of the garden was brightened by a clump of <b>variegated</b> coleus plants.</i>
206.	<b>annexation</b>	\ ,a.nək'sāʃən \ [no alternate pronunciation(s)]	noun the act of uniting a country or other territory into the domain of another state. <i>The <b>annexation</b> of Texas by the United States in 1845 was one of the causes of the Mexican War.</i>

207. 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.
- cupolas** \ 'kyüpələz \ plural noun [Different definition has variant: *cupula*.]  
 [ \ 'kyüpyələz, 'küpələz, 'küpyələz \ ] rounded vaults raised on a circular or other base and forming a roof or a ceiling.  
*Sebastien’s favorite part about Rome was seeing all of the **cupolas** in the architecture.*
208. **avocations** \ ,avə'kāshənz \ plural noun  
 [no alternate pronunciation(s)] hobbies.  
*Although she was a lawyer by day, Ashley’s **avocations** included painting and singing.*
209. **requisites** \ 'rekwəzətz \ plural noun  
 [no alternate pronunciation(s)] things that are required or necessary.  
*Isla knew that biology and chemistry classes were **requisites** for her college major.*
210. 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.
- succulent** \ 'səkylənt \ adjective [Could be confused with *succulence*.]  
 [no alternate pronunciation(s)] full of juice : juicy.  
*Perry wiped his mouth with his sleeve after he bit into the **succulent** peach.*
211. **pitons** \ 'pē.tānz \ plural noun [The Unabridged provides only an audio pronunciation. Written pronunciation is from m-w.com.]  
 [no alternate pronunciation(s)] usually iron spikes, wedges or pegs that are driven into fissures or cracks into rock or ice so as to serve as a support for climbers, and that often have an eye at one end through which safety ropes may be passed.  
*Climbers who subscribe to the clean climbing ethic avoid hammering **pitons** directly into rock whenever possible to avoid damaging it.*
212. **lassitude** \ 'lasətüd \ noun  
 [ \ 'lasətyüd \ ] fatigue.  
***Lassitude** is a symptom of many tropical diseases.*
213. **pecuniary** \ pi'kyünē.ērē \ adjective  
 [ \ pi'kyünyəērē \ ] taking the form of or consisting of money.  
*Margaret appreciates her grandmother’s engagement ring for its sentimental value rather than its **pecuniary** worth.*
214. **supercilious** \ ,süpər'silēəs \ adjective  
 [ \ ,süpər'silyəs \ ] arrogantly superior : haughty : disdainful.  
*The **supercilious** senior ignored the first-year student.*

215. **sanguine** \ 'sɑŋgwən \ adjective  
 [no alternate pronunciation(s)] marked by eager hopefulness : ardently or confidently optimistic.  
*Ever **sanguine**, Kathy said that she would one day be as famous as Oprah Winfrey and The Cat in the Hat, combined.*
216. **oologist** \ ɔ'äləjəst \ noun  
 [no alternate pronunciation(s)] a collector of birds' eggs.  
*Molly's mom fancied herself an **oologist** because she had the shells of three different birds in her collection.*
217. *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.*
- coppice** \ 'kɑpəs \ noun [Has near-homonym: *cappas*. Could be confused with  
 [no alternate pronunciation(s)] synonymous cross-reference *copse*.]  
 a thicket, grove or growth of small trees that are cut on a short rotation.  
*The only remaining large-scale commercial **coppice** crop in England is the sweet chestnut.*
218. **rhododendron** \ ,rɒdə'dendrən \ noun  
 [no alternate pronunciation(s)] any of various plants of a genus of the same name with persistent leathery leaves and bell-shaped flowers.  
*Evan's mother plants a **rhododendron** along the driveway every year on his birthday.*
219. *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.*
- conciierge** \ kɔ̄n'syerzh \ noun [Plural *concierges* can be pronounced identically.]  
 [ \ ,kɑnsē'erzh \ ] an attendant at the entrance of a building : a doorkeeper.  
*The **conciierge** took note of the mysterious man's comings and goings at the hotel.*
220. **millinery** \ 'mɪlənerē \ noun  
 [no alternate pronunciation(s)] the business or work of one who designs, makes, trims or sells women's hats.  
*Tabitha's mother worked in **millinery** for over 30 years before opening her own small clothing shop.*
221. **cabochon** \ 'kɑbə.shän \ noun  
 [no alternate pronunciation(s)] a gem or bead that has been polished but not cut to enhance beauty.  
*Kate's pendant featured a green jasper **cabochon**.*
222. *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.*
- mitochondria** \ ,mɪtə'kändrēə \ plural noun [Could be confused with singular  
 [no alternate pronunciation(s)] *mitochondrion*.]  
 round cellular organelles that are found outside the nucleus, produce energy for the cell, and are rich in fats, proteins and enzymes.  
*The enzymes in **mitochondria** play an essential role in turning nutrients into energy.*







233. **happiest** \ 'hæpēəst \ adjective  
[no alternate pronunciation(s)] most joyous.  
*Gillian thought that the day she graduated from medical school was certainly the **happiest** day of her life.*
234. **hamstring** \ 'hæm.striŋ \ verb [The Unabridged provides only an audio pronunciation.  
[no alternate pronunciation(s)] Written pronunciation is from m-w.com.]  
to make ineffective or powerless : hinder, impair.  
*Losing funding will **hamstring** Nola's ability to do field research.*
235. **multiplex** \ 'mʌltəpleks \ noun  
[no alternate pronunciation(s)] a complex housing several movie theaters.  
*The new **multiplex** featured a coffee shop in its lobby for its theater patrons.*
236. *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.*
- trainer** \ 'trānər \ noun [Could be confused with *drainer*.]  
[no alternate pronunciation(s)] one that coaches athletes.  
*Gabby met her **trainer** every day after school in the weeks before the track meet.*
237. **oath** \ 'oʊθ \ noun  
[no alternate pronunciation(s)] a usually formal affirmation made solemn by being coupled with the invocation of something viewed as sacred.  
*Deirdre made Tom take an **oath** of silence before telling him her secret.*
238. **faithful** \ 'fæɪθfəl \ plural noun  
[no alternate pronunciation(s)] adherents of a system of religious belief.  
*The pope spoke to the **faithful** from his balcony, asking them to pray for the future of the world.*
239. *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.*
- jeer** \ 'jir \ verb [Could be confused with *cheer*.]  
[no alternate pronunciation(s)] speak or cry out with derision or mockery.  
*People who **jeer** at the ruling of the officials will be escorted to the gate.*
240. **causeway** \ 'kôz.wā \ noun  
[no alternate pronunciation(s)] a way of access or raised road typically across marshland or water.  
*The politician promised funds to repair the **causeway** that stretched across the bay.*
241. *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.*
- mince** \ 'min(t)s \ verb [Has homonym: *mints*.]  
[no alternate pronunciation(s)] cut or chop into very small pieces.  
*Some cooks breathe through their mouths instead of their noses when they **mince** onions.*

242. 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.

**blizzard**                    \ 'blɪzərd \                    noun    [Could be confused with *blithered*.]  
    [no alternate pronunciation(s)]    a severe and prolonged snowstorm.  
*Mom and Dad spent an entire afternoon digging the car out of a snowbank after the **blizzard** let up.*

243. **experiment**            \ ɪk'spɛrəmənt \            noun  
    [ \ ek'spɛrəmənt \ ;  
    nonstandard pron(s):  
    \ ɪk'spɪrəmənt \ ]            a test or trial.  
*Matt cooked a trial run of the meal as an **experiment** before inviting his whole family over for dinner.*

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

**meander or**                    \ mē'andər \                    verb  
**maeander**                    [no alternate pronunciation(s)]    to wander aimlessly or casually and without urgent destination :  
    ramble, drift.  
*Dev leaves for school early each day so he can **meander** and chat with his friends rather than rush.*

245. 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.

**gaunt**                            \ 'gɔ̃nt \                            adjective    [Has near-homonym: similarly pronounced  
    [ \ 'gänt \ ]                            dialectical variant *gant*. Could be confused with  
    *Ghent, gant*.]  
    thin and angular : attenuated especially by fasting or suffering.  
*A long illness contributed to Lettie’s newly **gaunt** appearance.*

246. 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.

**cellular**                        \ 'selyələ̀r \                        adjective    [Could be confused with noun *cellula*.]  
    [no alternate pronunciation(s)]    characterized by, consisting of or dealing with compartments.  
*Lizzie was fascinated by the **cellular** construction of the honeycomb.*

247. **cement**                        \ si'ment \                        verb  
    [no alternate pronunciation(s);  
    nonstandard pron(s):  
    \ 'sē.ment \ ]                        to join, unite or cause to adhere by or as if by means of a binding  
    element or agency.  
*Abigail used a strong mortar to **cement** the tiles to the bathroom floor.*

248. **Tabasco**                    \ tə'ba(,)skō \                    trademark  
    [no alternate pronunciation(s)]    — used for a pungent condiment sauce made from capsicum  
    berries.  
*A dash of **Tabasco** gave the barbecued chicken the extra spiciness Caleb desired.*

249.	<b>sabotage</b>	\ 'sabətāzh \ [no alternate pronunciation(s)]	noun malicious destruction of or damage to property with the intention of injuring a business or impairing the economic system or weakening a government or nation in time of war or national emergency. <i>When a drug enforcement agency airplane crashed, <b>sabotage</b> was suspected and an investigation was launched.</i>
250.	<b>lacuna</b>	\ lə'kyünə \ [\ lə'kyünə \]	noun a blank space : a missing part. <i>Gabe discovered a mysterious <b>lacuna</b> in the manuscript.</i>

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