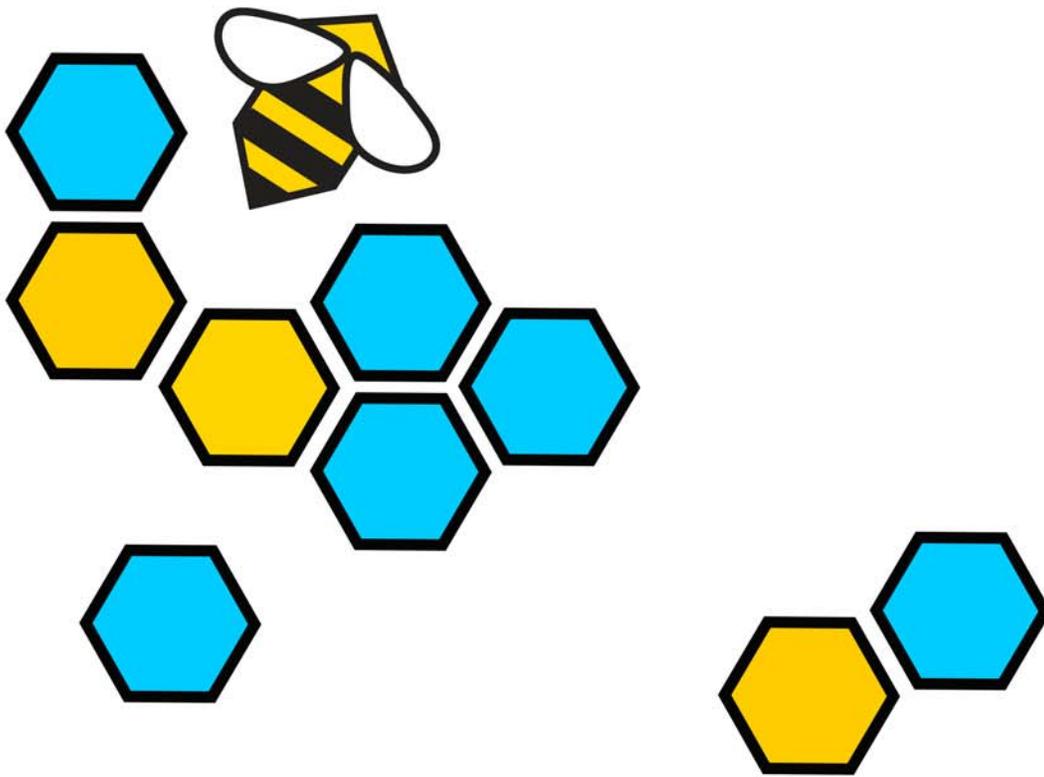


# MAIS Spelling Bee Organizer

based on the 2018-19 *Spell It!* list



Official List for Conducting Spelling Bees

Phonetic Pronunciations | Definitions

Parts of Speech | Etymology | Sentences



Scrrips has switched from the printed version of Webster's Third New International © 2002 to their online version of of their dictionary at <http://unabridged.merriam-webster.com/unabridged/>. About 30+% of the words in this list were changed to reflect the pronunciation, part of speech, capitalization, alternate spellings, etc. that are acceptable to this Merriam-Webster Unabridged online version.

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This *Spelling Bee Organizer* is produced annually for bees that want to select their own words from the full collection of Spell It words. This is the 32<sup>st</sup> annual edition of *Organizers* produced for conducting first-class bees in schools. This is the 33<sup>rd</sup> year for some of our various products.

We are all spellers, and this product resulted from a suggestion by my fourth-grade teacher who wished to have the words in a sequence of difficulty with more information than we provided in the **Supplement** in order to conduct a better bee with less effort. We've improved the product along the way, and we know you will be pleased with the latest features.

Every word has been researched for inclusion in this volume. Some of these sentences are quite slow to write, as those of you know who formerly prepared for bees without our products. We're proud to present so many hours of dictionary work, for such an affordable price.

My sisters and I have long since retired from spelling competition. We have each been fortunate to have spelled at The National Bee. This past year, over half of all participants used one or more of Hexco's products in studying for their bees. In 2017, the 20th champion in a row at the National Spelling Bee Champions used Hexco products in preparation.

Thank you for your continued support! My sisters and I are the entrepreneurs\* in this publishing venture. Valerie graduated from the University of Texas in Austin with an MBA and is married with an 9-year-old daughter, Claire, and a 6-year-old son, Taylor, and working in Houston. I graduated from Baylor Medical School in Houston, Texas, am currently a pediatrician in Austin, Texas, with a 7-year-old daughter, Cora. Huntley graduated with an MBA from Harvard and is working in Austin.

Spelling has been good for us in a multitude of ways. Our spelling "memory muscles" and techniques have also been helpful with later study of other masses of information for the SAT and in the science fields.

Thanks again, and the best of luck with your bee.

*Natalie*

Natalie Tarrant, MD

\* <AHN.truh.puh.nuhrz>+ n those beginning a business and assuming financial risk

**MAIS Spelling Bee Organizer  
for the Mississippi Association of Independent Schools**

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[hexco@hexco.com](mailto:hexco@hexco.com)   [www.hexco.com](http://www.hexco.com)

Orders: 1-800-391-2891 ☎ fax: (830) 367-3824 ☎ Info: (830) 367-3825

## Directions for Use

### Preparation Before Your Bee:

**Select the words.** Select words from all of the words in this book prior to your bee. If you have judges, be sure that they have a list with words marked for your bee.

**Purchase a counter bell.** This is an ideal way to signal that a student has missed his or her word without having someone explain over and over, "Wrong, the correct spelling is..." (Our Spelling Bee Sponsor Bundle on our website includes this type bell along with *Organizers*, certificates, and awards for winners.)

**Highlight the word list.** To make your bee unique, use a colored marker to highlight the words you intend to use in the *Organizer* volume. In making your selection, you may take advantage of the difficulty sequencing. Preparation is not time-consuming using this product, but you should allow your pronouncer to rehearse the selections ahead of time to become familiar with pronunciations, phonetic key, and perhaps definitions.

### Conducting Your Bee:

Having all the information readily available that is in the *Organizers* marks your bee as professional. For any questions that are beyond this scope, have a computer on hand with a subscription to the Merriam-Webster Unabridged online dictionary at <http://unabridged.merriam-webster.com/unabridged/>. This is now the official reference for the Scripps spelling bees, not the printed dictionary, Webster's Third New International, © 1993 that has been used prior to the 2016-2017 competitions.

1. Read the word's first pronunciation, referring to the phonetic key at the bottom of each page when necessary. If a word is apt to be confused with another word or homophone or if a pronouncer simply wants to make the spelling bee a friendlier event, giving a definition is often appropriate.
2. If a speller asks for part(s) of speech or definition, these should be read.
3. A carefully researched sentence, often with context clues, is provided for those spellers asking that their word be used in a sentence.
4. If a speller asks for language of origin, this should be given in abbreviated form, as "Latin from Greek."
5. If a speller asks for any alternate pronunciations, these may be read from those provided. There are up to four alternate pronunciations for each word. Each is derived from the Merriam-Webster Unabridged online dictionary and is spelled phonetically in its entirety for convenience..
6. If questions arise over a particular word, consult the online dictionary as the final authority.

### General:

We have arranged words in a random or difficulty sequence within groups identified as Beginning, Intermediate, and Advanced level words, and some weighting is given to length of word in this order.

The intent is to give spellers words of similar difficulty, slowly increasing in difficulty through the bee. Hopefully, with our system, the students who worked hardest and learned the most words will be spelling at the end of your bee. Using words that students have not studied in a bee can be discouraging to those spellers who worked hard in preparation, and it is rarely necessary to give "off-list" words to determine a winner if the study list is sufficient in length and difficulty.

**Visit other bees.** If you are conducting your school's bee for the first time or if you wish to improve last year's event, consider visiting other school bees or your regional bee. Generally, regional bees, sponsored by area newspapers, offer the most experience to observe. Our book, *Bee Prepared*, contains more information on conducting bees.

# Rules for Conducting a Bee

## Historical Rules:

Suggested rules have been altered in recent years. By all means, read the rules at Scripps' website in their entirety. Briefly, the revised rules have discontinued the original format whereby when one of the last two spellers missed a word, the opposing speller spelled the missed word plus an additional word to win. This format favored the speller with a higher numbered sequence. To win, the speller with the higher sequence number spelled one more word than the opponent. The lower numbered speller had to spell two words more than an opponent to win.

## Major Changes

Scripps has added a vocabulary element to bees at all levels. This is optional for class and school bees, of course, and it may simply complicate the operation of the bee. If your school prefers to use the vocabulary testing, either written or oral, there are available tests on their website.

Big changes are afoot in the rules governing local spelling bees that will make the bees more equitable. (A computerized test with all spellers fielding the same words would be a step higher on the equitable scale.) The basic format of the new rules are the following:

- ◆ The winner must spell two more words than the runner(s)-up. No matter how many spellers are in the round when only one speller correctly fields his or her word, the lead speller must spell one additional word to win. If the lead speller misses this deciding word, all spellers in the previous round are reinstated in original order.
- ◆ If all spellers in a round miss their word, all are reinstated.
- ◆ An appeal may be made for a speller's reinstatement. A parent, legal guardian or teacher may appeal in writing (or orally, if there are less than 6 spellers in a round) to the appropriate bee official prior to the time that speller would next have a turn if he/she had not been disqualified. Appropriate protocol must be used.
- ◆ Roles of officials at spelling bees have been qualified.

### Pronouncer's functions

- ◆ He/she pronounces each word for the respective speller.
  - ◆ If a word is a homonym, a pronouncer should define the word, or judges should accept either spelling.
  - ◆ If a speller asks for definition, parts of speech, language(s) of origin, or use in a sentence, the pronouncer supplies the information.
  - ◆ If a speller asks for alternate pronunciation(s), the pronouncer or aide gives the additional pronunciations.
  - ◆ Spellers may not ask for alternate definitions or questions concerning word roots. If asked such, the pronouncer should decline to respond.
- ◆ Judges' functions
    - ◆ They uphold rules, decide if a speller has correctly spelled his/her word, render decisions on appeals, and disqualify spellers when it is deemed necessary.
    - ◆ Judges ensure that participants and audience members have copies of rules prior to bee.
    - ◆ If judges deem that a speller has not understood the word given, they may recommend that the pronouncer speak the word again, but judges are not responsible for a student's not understanding the word given.
    - ◆ If a pronouncer mispronounces a word, judges should ask him or her to correct it.
- ◆ Spellers' functions
    - ◆ They listen to the pronouncement of the word and face the judges to speak the word.
    - ◆ They may ask a pronouncer for definition, alternate pronunciations, sentence, and language of origin or ask a pronouncer to speak the word additional times until they are sure they are fielding the right word.
    - ◆ When they are sure of the word, they attempt to spell the word for the judges to hear.
    - ◆ Spellers may stop in the middle of spelling a word and restart, but they may not alter order of letters.
    - ◆ Spellers should speak the word again when they have completed their spelling, but this is optional.
    - ◆ New requirements define that all spellers must follow a "conventional curriculum" which Scripps defines as at least four hours of study per weekday for 34 of the 38 weeks between early September and late May, in courses other than language arts, spelling, Latin, Greek, vocabulary, and etymology, and students may not have repeated a grade in order to participate again in the spelling bee. A limit has been placed on high school or college courses that may be taken.

## Miscellaneous:

For students never having participated in a public bee, a rehearsal is desirable. Many bees give one practice round to allow nerves to settle where correct spelling is ignored. Inexperienced spellers should be encouraged to focus their attention somewhere on the judges or over the heads of the audience, rather than becoming distracted by friends who are watching. Most pronouncers introduce words with, "Your word is \_\_\_," and judges signify correct spellings by announcing, "That is correct." To indicate errors, some ring a counter-type bell; other say, "That is incorrect;" and then one of the judges provides the correct spelling.

Spellers should pronounce their word so that obvious misunderstandings can be caught by the judges before spelling begins. Under the Scripps' rules, this is the student's responsibility, not the responsibility of the judges. Some ask that pronunciations also follow the spelling, serving only to signify that the speller's final letter has been given, but this is not required. Many schools find it desirable to assign study words in groups of difficulty, with more difficult sections begun only after narrowing the field. We find that bees are successful when they remain at a level of difficulty where 20% to 25% of the spellers miss a word in each round. This reserves more difficult words until the contest has narrowed to spellers who are clearly the best prepared, and this is often when the field has been reduced to 2-3 spellers. At this point a speller may have a second chance after misspelling a word if his or her opponents also spell words incorrectly.

Maintaining the same sequence of spellers throughout a bee is important, and giving spellers words of the same level is critical. If there are not enough words at a given level to give all spellers a word of the same level, it is best to skip to the next group. Assigning each speller a number is usually the easiest method of control sequencing. In many bees spellers draw for placement. We suggest that you inform your audience and spellers when the pronouncer is beginning a more difficult group of words and absolutely delay this until you reach your first speller in the sequence. This gives each speller the same number of words of an equivalent level of difficulty. A suggested rule of thumb for when to progress to more difficult words is the round in which fewer than 20% of the spellers miss a word. Prematurely skipping to the more difficult words (before the field has narrowed) can lead to the awkward situation of having the contest largely determined by the spellers' mere sequence in the bee. In such embarrassing bees, every standing speller may fall to the more difficult words, with pronouncers sometimes having trouble finding two words in a row which can be spelled correctly to declare a champion by NSB rules.

Open your bee to the community, encouraging parents, teachers and others interested in academics to attend. Conducting a first-class bee, which is fair to all spellers, is difficult; but after the many hours of necessary student preparation, schools should desire to do no less. For the initial meeting of bee prospects (often in November or December), your principal or a well-qualified teacher should present some inspiration for student participation. Success stories of previous school winners or, better yet, regional winners, may best accomplish this. Behind-the-scenes glimpses of a successful prior speller's exciting experiences can be the motivational tool needed. For most schools, spellers begin studying sometime in the late fall. For quite serious participants, the study list should be issued in the fall as soon as it is available for students to begin their outside study.

To determine a winner after the field has been narrowed, the pronouncer can advance to a more difficult section. This allows the majority of participating students to study only a limited number of words and have a positive experience of publicly spelling two, three, or even several words correctly. For all but your most serious students, a single level of words is a sizable study list. If they are highly competitive, they can also learn words in the higher levels.

Very few, if any, schools need to resort to surprise words to declare a champion. Moving too quickly to advanced words can be a negative experience for spellers and parents. Having possibly learned several hundred new words, students want the opportunity to field several of these. Requiring too many students to participate, especially when they have little interest, can also be self-defeating. The stage experience of thinking under pressure is a valuable skill to learn.

For your students studying the word list, we find that recognizing the pronunciations is absolutely necessary; knowing at least part of a definition is desirable, and learning the word's usage is ideal. Studying a large number of words where many may be new to the students, is a large task. With the use of **Valerie's Spelling Bee Supplement**, students will be able to pronounce each word using our phonetic pronunciation and will also have definitions for the words. Then students and parents can limit their dictionary research to only those words that interest them and save the larger amount of time to learn the many spellings. For repeated drilling on the word list and to hear each word correctly pronounced, our strongest recommendation would be to use our **Spelling eMentor** software which tracks up to 20 students or **Spelling Flips** to work from the Internet.

## Spelling Bee Organizer – Spell It - 2019 - Beginning

<p><b>khan</b> &lt;KAHN&gt; or &lt;KAN&gt; n / distinguished ruler of Asian countries At a critical moment, the great --- of the country died, and turmoil ensued with little leadership. Ety: E fr Fr fr Turk - Notes: Hom: con/conn</p>	<p><b>scum</b> &lt;SKUHM&gt; n, v / layer with impurities that rise to the top of liquid; despicable person Cooking poached eggs, Jan spooned the --- off the top of the boiling water, then removed the eggs. Ety: E fr Du</p>
<p><b>hue</b> &lt;HYOO&gt; n, v / color; take on color The nursery was painted with every --- of the color blue ranging from violet to bluish green. Ety: E - Notes: Hom: hew</p>	<p><b>hog</b> &lt;HAWG&gt; or &lt;HAHG&gt; n / pig; grasp in a selfish manner Lisa's huge --- won first place in the swine division at the stock show. Ety: E</p>
<p><b>mart</b> &lt;MAHRT&gt; n / public place where goods are bought and sold The elderly gentleman frequented the book --- that attracted booksellers from all over the country. Ety: E fr Du</p>	<p><b>imam</b> &lt;i.MAHM&gt; or &lt;EE.mahm&gt; &lt;ee.MAHM&gt; &lt;i.MAM&gt; n / Muslim leader or prince In the Muslim world, the caliph who is successor to Mohammed as supreme leader of Islam is the --- . Ety: Arab</p>
<p><b>guy</b> &lt;GII&gt; n / cable, rope or such used to brace or hoist a heavy item Several cables were bracing the tower when one --- snapped, but the others held and nothing toppled. Ety: Du</p>	<p><b>fete, fête</b> &lt;FAYT&gt; or &lt;FET&gt; n, v / festival, elaborate party; celebrate or entertain Hunter hosted a --- on his yacht to commemorate the Fourth of July. Ety: Fr - Notes: Hom: fate; circumflex opt on 1st 'e'</p>
<p><b>echt</b> &lt;AYKKT&gt; or &lt;EKKT&gt; adj / genuine, authentic Mr. Locke is an --- master of the cello. Ety: Ger - Notes: Hom: ached</p>	<p><b>alim</b> &lt;AH.lim&gt; n / person belonging to and knowledgeable about the Muslim religion The youth studied Islam under the tutelage of an --- for several years. Ety: Arab</p>
<p><b>puma</b> &lt;POO.muh&gt; or &lt;PYOO.muh&gt; n / mountain lion, cougar In the 1530s Pizarro learned what a --- was, and its name dates to the Incan word for this mountain lion. Ety: Sp fr Quechua</p>	<p><b>kami</b> &lt;KAH.mi&gt; n / strong forces in the Shinto religion which are worshiped In Shinto religion, --- include gods, spirit beings, and such forces as earthquakes, oceans, and mountains. Ety: Jap</p>
<p><b>tutu</b> &lt;TOO.too&gt; n / ballet dancer's short skirt; New Zealand plant; Hawaiian term for grandparent The young ballerina gracefully twirled in her ruffled pink --- as she imagined dancing to Swan Lake. Ety: 1st-Fr;2nd-Maori;3rd-Haw</p>	<p><b>sumo</b> &lt;SOO.moh&gt; n / Japanese form of wrestling; Japanese wrestler Studying ---, Mari was intrigued with the huge physical size of the wrestlers and the respect they received. Ety: Jap</p>
<p><b>etch</b> &lt;ECH&gt; v, n / carve, chisel, engrave; inscription The artist carefully used a dilute acid solution to --- a pattern on the wine glass. Ety: Du fr Ger</p>	<p><b>loam</b> &lt;LOHM&gt; n, v / topsoil The --- is so fertile in the river valley that seeds dropped on the surface take root and grow abundantly. Ety: E - Notes: Hom: loom</p>
<p><b>hock</b> &lt;HAHK&gt; v, n / pawn, pledge a valuable item as collateral for a loan The story told of a youth who was forced to --- his father's watch, then spent years trying to buy it back. Ety: Du</p>	<p><b>dune</b> &lt;DOON&gt; or &lt;DYOON&gt; n / knoll, hill of sand The tortoise swam to the beach from the ocean and disappeared behind a --- to lay its eggs. Ety: Fr fr Du</p>

Phonetic key: ii=sign eh=care uh=ago ay=wade ah=calm aw=paw a=cap oh=home oo=too ow=how ee=heat e=pet i=hit u=put

**monsoon** <mahn.SOON> or <MAHN.soon>  
 n / heavy rain associated with high winds in the Indian Ocean and southern Asia  
 The weather felt like a --- with its thundering wind and driving sheets of rain that continued for two days.  
 Ety: Du fr Port fr Arab

**symbiosis** <sim.bee.OH.sis> or <sim.bii.OH.sis>  
 n / union of two dissimilar organisms or groups in a beneficial relationship  
 Supplying support, water, and minerals, fungi live in --- with algae, which produces food.  
 Ety: L fr Ger fr Gk + Gk

**hustings** <HUHS.tingz> or <HUHS.teengz>  
 adj / activities or locations of political campaigns  
 The old senator was a veteran of the ---, and he loved nothing better than stumping on the campaign trail.  
 Ety: E fr Fr fr Norse

**altruism** <AL.troo.iz.uhm> or <AL.truh.wiz.uhm>  
 n / practice of seeking welfare of others before one's own  
 Frank's --- and work in community projects and organizations earned him the highest civic honors.  
 Ety: Fr fr L

**hypocrisy** <hi.PAHK.ruh.see> or <hii.PAHK.ruh.see>  
 <hi.PAHK.ruh.si> <hii.PAHK.ruh.si>  
 n / assumption of a false appearance  
 Ed's --- was evident when he would flatter friends to their faces but speak disparagingly behind their backs.  
 Ety: E fr Fr fr L fr Gk

**schнауzer (S)** <SHNOW.zuhr> or <SHNOWT.suhr>  
 <SHNOW.zuh> <SHNOWT.suh>  
 n / terrier with a long head, small ears and a heavy wiry coat or the breed  
 The owner was delighted when his --- won a championship ribbon in the dog show.  
 Ety: Ger - Notes: Capitalized for breed

**trattoria** <traht.uh.REE.uh>  
 n / informal Italian eating establishment  
 Nell picked a ---, and we all lunched outside in the delightful, small eatery on delicious Italian dishes.  
 Ety: It fr L

**kremlin (K)** <KREM.lin>  
 n, adj / fortress of a Russian city  
 Touring Russia we asked to see the --- in each town we visited; these citadels were smaller than Moscow's.  
 Ety: Ger fr Rus - Notes: Capitalized for citadel in Moscow

**Parmesan** <PAHR.mu.h.zahn> or <PAHR.mu.h.zhahn>  
 <PAHR.mu.h.zuhn> <PAHR.mu.h.zan>  
 n / hard, dry cheese  
 The waiter grated --- over our spaghetti, and I liked the cheese taste better than the sauce.  
 Ety: Fr fr It - Notes: Always capitalized

**Capricorn (c)** <KAP.ri.kawrn> or <KAP.ree.kawrn>  
 n / tenth sign of the zodiac represented by a goat  
 Nancy's zodiac sign was ---, and she showed the ambitious, but patient traits typical of that sign.  
 Ety: E fr L

**sashimi** <SAHSH.uh.mee>  
 n / Japanese dish made with raw fish and served with a sharp sauce  
 May tasted the --- served with grated radishes and soy sauce gingerly, not sure she'd like the raw fish dish.  
 Ety: Jap

**muskrat** <MUHSK.rat>  
 n / aquatic rodent that lives in holes in the banks of ponds or streams  
 With partially webbed feet, the --- is an expert swimmer whose waterproof fur is commercially valuable.  
 Ety: Algonquian

**gynarchy** <JIN.ahr.kee> or <GIIN.ahr.kee>  
 n / social structure among insects where the female establishes the colony  
 Many insects, such as wasps and ants, live in a --- where the queen rules the others.  
 Ety: Gk + E fr Fr fr L fr Gk

**libretto** <luh.BRET.oh>  
 n / text of an opera or musical for the theater  
 James consulted the --- to read the plot of the opera for a better understanding of the performance.  
 Ety: It fr L

**protocol** <PROHT.uh.kawl> or <PROHT.uh.kahl>  
 <PROHT.uh.kohl> <PROHD.uh.uahl>  
 n, v / strict rules of rank; original document; diplomatic records  
 The officer's relaxed behavior with foreign dignitaries was a distinct breach of ---.  
 Ety: Fr fr L fr Gk

**peloton** <pel.uh.TAHN> or <PEL.uh.tahn>  
 n / main group of cyclists in a bicycle race; decorative glass; platoon  
 We waited and waited for the --- of the Tour de France, and it took only seconds for the group to pass.  
 Ety: Fr - Notes: Fr pron <plaw.tohn>

**bandersnatch** <BAND.uhr.snach>

n / fantastically odd individual

The grotesque character in Lucy's nightmare was similar to the --- that Alice encountered in Wonderland.

Ety: E fict char

**mayonnaise** <MAY.uh.nayz> or <may.uh.NAYZ>

n / mixture of oil and egg prepared as a dressing for food

Paul spread --- over the bread so that his ham sandwich would not be so dry.

Ety: Fr geog name

**phenomenon** <fi.NAHM.uh.nahn> or <fi.NAHM.uh.nuhn>

n / observable fact or event

Superstitious people often attribute an unexplainable --- to supernatural powers.

Ety: L fr Gk

**belligent** <bi.LIJ.uh.ruhnt> or <bi.LIJ.ruhnt>

adj, n / showing a readiness to fight or quarrel

The --- tone of the student's voice prompted the teacher to send him to the office.

Ety: L

**hinterland** <HINT.uhr.land> or <HINT.uh.land>

n / area or region not bordering on a seacoast

Peasants living in the --- had to travel far to reach the coastal towns.

Ety: Ger

**Fletcherism** <FLECH.uhr.iz.uhm>

n / practice in eating which uses thorough chewing and eating small portions

An advocate of ---, the model ate very small portions, and these were consumed only when she was very hungry.

Ety: E nutritionist - Notes: Always capitalized

**coloratura** <kuh.luh.ruh.TUR.uh> or

<kah.luh.ruh.TUR.uh> <koh.luh.ruh.TUR.uh>

<kuh.luh.ruh.TYUR.uh>

n / ornamentation of vocal music; one who sings such music

Each measure of the soprano's aria was adorned with an interesting --- .

Ety: It fr L

**pumpnickel** <PUHM.puhr.nik.uhl> or

<PUHM.puh.nik.uhl>

n / coarse, dark rye bread

Dark rye flour and fermented sourdough are used to make --- .

Ety: Ger

**herpetology** <huhr.puh.TAHL.uh.jee>

n / study of reptiles

The professor of --- spoke to our zoology class and brought several snakes for us to see.

Ety: Gk

**prerogative** <pri.RAHG.uh.tiv>

n, adj / exclusive right or privilege; privileged

A President's --- to commute punishments and grant reprieves is a privilege that is rarely exercised.

Ety: E fr Fr fr L

**workmanship** <WUHRK.muhn.ship>

n / skill of execution of doing something with one's hands

Elvira marveled at the --- in the tiny vase, and she realized the artist was an extraordinary craftsman.

Ety: E

**blitzkrieg** <BLITS.kreeg>

n, v / violent, warlike action conducted with speed and force

Grandmother vividly remembered the German --- in Poland with the rapid bombings and columns of tanks.

Ety: Ger

**popularity** <pahp.yuh.LEHR.uh.tee> or

<pahp.yuh.LEHR.uh.ti>

n / state of being liked by many

Jim has so many friends that he would be the easy winner in any contest of --- .

Ety: L

**asthmogenic** <az.muH.JEN.ik> or <AZ.muH.jen.ik>

adj / causing attacks of labored breathing

Various pollens and molds are --- to people with sensitive respiratory systems.

Ety: L fr Gk

**Panglossian** <pan.GLAH.see.uhn> or <PAN.glah.see.uhn>

adj / very optimistic and upbeat; pertaining to the belief that all is for the best

With a --- attitude, Julia believed life was full of rainbows and happy endings.

Ety: Gk fict char - Notes: Always capitalized

**cauliflower** <KAWL.i.flow.uhr> or <KAHL.i.flow.uhr>

<KAWL.ee.flow.uhr> <KAHL.ee.flow.uhr>

n, v / vegetable similar to cabbage grown for its edible head of flowerlets

The cooked --- drenched in cheese sauce was delicious, although I usually prefer other vegetables.

Ety: It fr L + E

**benevolent** <bi.NEV.luhnt> or <bi.NEV.uh.luhnt>

adj / marked by kindness or goodwill

Considered a --- philanthropist, Mr. Geist would gladly donate to any scholarship fund for youths in his city.

Ety: E fr Fr fr L