



For the Mississippi
 Association of
 Independent Schools
 for 2011-2012

This edition of *Natalie's Spelling Bee Organizer* is produced specifically for schools participating through the Mississippi Association of Independent Schools (MAIS).

Words are in difficulty sequence, and length of words is considered in the difficulty sequencing since shorter words are generally easier to spell than longer ones. All words are in the downloadable list distributed by MAIS, and all of these words plus additional words are in our publication *Valerie's Spelling Bee Supplement*, our *Spelling Mentor* software, and our *Spelling Flips* which are accessed through our website.

Listening to customers, coaches, and bee coordinators, we heard that the consensus wanted a longer study list, and they wanted more vocabulary-enriching words. We have embellished Scripps' graded class and school bee list with additional words to give students a broader range to study, and these are in our annual publications and software, but they are not in the MAIS list..

Our pronunciations follow those in *Webster's Third New International*, unabridged, and its addenda. Providing up to 4 possibilities, we have omitted many strictly regional dialects. Also included for all words are the part(s) of speech and a short speller's definition (not intended to define the word in every meaning), and we have carefully researched each word to craft a meaningful sentence with context clues and correct usage. For each word language of origin is shown, using abbreviations, such as the following: *E=English, Fr=French, Du=Dutch, Ep=Eponym, Ger=German, Gk=Greek, Imit=imitative, It=Italian, J=Japanese, L=Latin, Unk=unknown origin*, etc. Simple abbreviations are used to compact this data, such as *fr=from, prob=probably, perh=perhaps, etc.* These should all become self-evident.

Our unique pronunciation scheme provides a simple, keyless scheme. Several dictionaries use a similar system. Much easier to utilize than the diacritical system in *Webster's Third*, which is used in the *School Pronouncer Guide*, our system recognizes 14 primary vowel sounds below. Only one or two should require your referencing our key at the bottom of each page.

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

Syllables are separated by periods. Those with primary emphasis are capitalized; those not emphasized appear in lower case. Secondary emphasis is not indicated. Our simple system has been in use by schools using our line of companion products for the National Spelling Bee since 1984.

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This is an edition of *Natalie's Spelling Bee Organizer* produced for the Mississippi Association of Independent Schools. This is the 26th annual edition of *Organizers* produced for conducting a first-class bee in your school. This is the 29th year for some of our the 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 each year, 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, including all 5 of the top 5 spellers at the National Bee in 2012 used one or more of Hexco's products in studying for their bees. The National Spelling Bee Champion Sukanya Roy was the 12th champion in a row to use some of Hexco's 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 in May of 2001 with an MBA and is married with a daughter and son and working in Houston. I graduated from Baylor Medical School in Houston, Texas, finished my residency in pediatrics at Baylor, am currently practicing in a clinic in Austin, Texas, and am married with one daughter. Huntley graduated in May of 2006 with an MBA from Harvard and is working in Austin for Mind Bites. All of us still participate in some of the workings of Hexco.

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, M. D.

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

Natalie's Spelling Bee Organizer for Mississippi Association of Independent Schools

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Directions for Conducting a Bee

Preparation Before 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..."
- **Highlight the word list.** To make your bee unique, use a highlighter to mark words you intend to use in the *Organizer* volume. If your judges also have *Organizers*, be certain to mark these as well. Preparation is not time-consuming using this product, but allow a pronouncer to rehearse selections ahead of time to be familiar with the phonetic scheme.

Conducting Your Bee:

Having all the information that is in the *Organizers* readily available marks your bee as professional.

- 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.
- If a speller asks for part(s) of speech, alternate pronunciations, definition, sentence, or language of origin, these should be read, and language of origin, this should be given in abbreviated form, as "Latin from Greek."
- If questions arise, consult *Webster's Third* as the final authority, and we recommend a version installed on a laptop.

General:

We have arranged words into difficulty sequence taking into consideration the length of the word. This *Organizer* is broken into Beginning Level, Intermediate Level, and Advanced Level words. The intent is to give spellers words of the same difficulty and length, 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 a study list is sufficient in length.

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.

2011-2012 Rules

By all means, read the rules at www.spellingbee.com in entirety. Here are the basic rules.

- The winner must spell two more words than the runner-up or runners-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 the spellers in the previous round are reinstated in the same order.
- If all spellers in a round miss their words, all are reinstated.
- Appeals may be made for a speller's reinstatement. Protocol should be explained so speller, parent, or teacher may appeal in writing (or orally, if less than 6 spellers remain). Appeal must be made before speller's next turn would occur.

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 either spelling should be accepted by judges.
- If a speller asks for definition, parts of speech, alternate pronunciations, sentence, or language(s) of origin, the pronouncer should read the requested information.
- Spellers may not ask for alternate definitions or questions concerning word roots.

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 the rules prior to the 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 not understanding the word given.
- If a pronouncer mispronounces a word, judges may ask him/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 the 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 start over, but they may not alter the 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 August 29, 2011, and May 19, 2012, in courses other than language arts, spelling, Latin, Greek, vocabulary, and etymology, and that students may not have repeated a grade in order to participate again in the spelling bee, and a limit has been placed on high school or college courses that may be taken.

Miscellaneous suggestions:

For students never having participated in a public bee, a rehearsal or practice round is desirable. Many bees give a practice round to allow nerves to settle. Inexperienced spellers should be encouraged to focus their attention somewhere 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 small counter-type bell, others say, "That is incorrect," and then a judge 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. We find that the bees are successful when they remain at a level of word difficulty by which 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 two or three spellers. At this point a speller may have a second chance after misspelling a word if his or her opponent also spells a word 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 at the first of a round. Assigning each speller a number is usually the easiest method of control sequencing. In many bees spellers draw for placement. The pronouncer should inform spellers when 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.

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 necessary motivational tool needed. For most elementary schools, spellers begin studying sometime in the late fall. For quite serious elementary schools or certainly for serious middle schools, the study list should be issued in the fall as soon as they are available for students to begin their outside study.

A pronouncer can and probably should advance to a more difficult group of words to determine a winner after the field has been narrowed to two to four spellers. 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.

Moving too quickly to advanced words can be a negative experience for spellers (and parents). Very few, if any, schools need to resort to surprise words to declare a champion. Having possibly learned several hundred new words, students naturally 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 may be difficult, particularly for elementary school youngsters, but it is also a valuable skill to learn.

Providing students with products to enable learning is beneficial, and allows them to learn more definitions and usage for words. We offer the following products for student study, and additional information is available at the back of the book: *Valerie's Spelling Bee Supplement*, *Spelling Mentor* software, *SpellingFlips* to work from the Internet, and *Talking Webster* to use in a CD player or on your computer.

2012 Natalie's Spelling Bee Organizer - Beginning Level for Mississippi Association of Independent Schools

<p>guy <GII> n / cable, rope or such used to brace or hoist a heavy item <i>Several cables were bracing the tower when one --- snapped, but the others held and nothing toppled.</i> Ety/Notes: Du</p> <p>hog <HAWG> or <HAHG> n / pig; grasp in a selfish manner <i>Lisa's huge --- won first place in the swine division at the stock show.</i> Ety/Notes: E</p> <p>hue <HYOO> n, v / color; take on color <i>The nursery was painted with every --- of the color blue ranging from violet to bluish green.</i> Ety/Notes: E Hom: hew</p> <p>raj <RAHJ> n / rule by royalty <i>The --- of the Indian prince began immediately after his father's death.</i> Ety/Notes: Hindi fr Skt</p> <p>taj <TAHZH> or <TAHJ> n / cone-shaped cap worn by Muslim monks and beggars <i>We recognized the dervish by his distinct --- and his trance-like devotional state.</i> Ety/Notes: Arab fr Pers</p> <p>jute (J) <JOOT> n / fiber of a plant used in burlap; member of a Germanic tribe <i>The rug on Hal's screen porch was made of ---, and the natural fibers wore well in the setting.</i> Ety/Notes: 1st: Hindi/Skt; 2nd: E/L/Gmc</p> <p>guru <guh.ROO> or <GOO.roo> <GU.roo> n / one serving as mentor; religious and spiritual teacher in Hinduism <i>Mr. Ames was something of a ---, and young felt him more a strong mentor than a teacher.</i> Ety/Notes: Hindi fr Skt</p> <p>axle <AK.suhl> n / shaft on which a wheel revolves <i>My brother made a car out of a wooden crate using a lead pipe for the --- of the wheels.</i> Ety/Notes: E fr Norse Hom: axel</p> <p>aria <AHR.ee.uh> or <EHR.ee.uh> n / elaborate operatic melody sung by one accompanied voice <i>The --- was performed by a soprano with a clear, golden voice.</i> Ety/Notes: It fr L and Gk Hom: area</p> <p>kama <KAH.muh> n / enjoyment of life through the senses in Hinduism <i>Among the religious goals of Hinduism are --- (pleasure), dharma (virtue), and artha (success).</i> Ety/Notes: Haw</p> <p>loot <LOOT> v, n / plunder; booty <i>Fearing invaders would --- the village, the people built fortification around the area and hid all valuables.</i> Ety/Notes: Hindi fr Skt</p>	<p>Slav <SLAHV> n / one speaking one of the Indo-European languages <i>A --- can be any of these nationalities: Russian, Bulgarian, Serbo-Croat, Slovene, Pole, Czech, etc.</i> Ety/Notes: E fr L fr Slav</p> <p>scow <SKOW> n / large boat with a flat bottom; light sailboat particularly good for racing <i>The large --- lumbered down the waterway laden with refuse bound for the dump.</i> Ety/Notes: Du</p> <p>kith <KITH> n / close friends or related people <i>All Grandpa's --- and kin arrived for his annual picnic, and he thoroughly enjoyed renewing old friendships.</i> Ety/Notes: E</p> <p>sumo <SOO.moh> n / Japanese form of wrestling; Japanese wrestler <i>Studying ---, Mari was intrigued with the huge physical size of the wrestlers and the respect they received.</i> Ety/Notes: Jap</p> <p>baba <BAH.bah> or <BAH.buh> n / fruit cake with rum and syrup; Chinese, European or Eurasian baby male <i>Gran's --- was a delicious cake that she soaked in a rum sauce while it was hot to give it a rich flavor.</i> Ety/Notes: Fr fr Pol</p> <p>menu <MEN.yoo> or <MAYN.yoo> n / list of dishes available for serving; list of options <i>The --- at the exclusive restaurant had no prices shown, and we knew the meal would be costly.</i> Ety/Notes: Fr</p> <p>geta <GEH.tah> n / Japanese clog made of wood and used for outdoor wear <i>The Japanese gardener removed each --- before entering his apartment for the clogs were his outdoor shoes.</i> Ety/Notes: Jap</p> <p>mole <MOH.lee> n / spicy sauce for meat that is made with chocolate <i>Juan thought his grandmother's turkey --- was the tastiest dish he'd ever eaten, especially the spicy gravy.</i> Ety/Notes: Sp fr Nahuatl</p> <p>scum <SKUHM> n, v / layer with impurities that rise to the top of liquid; despicable person <i>Cooking poached eggs, Jan spooned the --- off the top of the boiling water, then removed the eggs.</i> Ety/Notes: E fr Du</p> <p>mart <MAHRT> n / public place where goods are bought and sold <i>The elderly gentleman frequented the book --- that attracted booksellers from all over the country.</i> Ety/Notes: E fr Du</p>
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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

2012 Organizer for MAIS - Beginning Level - continued

marshmallow <MAHRSH.mel.oh> or
<MAHRSH.mal.oh> <MAHRSH.mel.uh> <MAHRSH.mal.uh>
n / sugar and gelatin beaten into a light consistency and dried
Lisa roasted a --- over the glowing coals until it was golden brown, then bit into the sweet, gooey center.
Ety/Notes: E

mathematics <math.uh.MAD.iks> or
<MATH.uh.mad.iks>
n / science of solving problems by using numbers
Having a natural acumen for ---, Val entered the engineering program at college.
Ety/Notes: L fr Gk

wintergreen <WIN.tuhr.green>
n / low growing, evergreen herb; yellowish-green color
The leaves of --- yield an oil that is used in aromatherapy.
Ety/Notes: Du

Netherlander <NETHH.uhr.land.uhr> or
<NETHH.uhr.luhnd.uhr> <NETHH.uh.land.uhr>
<NETHH.uh.luhnd.uhr>
n / person from Dutch country
After the --- settled in Texas, he promptly ordered tulip bulbs to fill his garden and remind him of Holland.
Ety/Notes: Du

ostentatious <ahs.ten.TAY.shuhs> or
<AHS.ten.tay.shuhs>
adj / exaggerated or overly ornate to attract attention, conspicuous
Edie found the mansion decorated in an --- manner, and she preferred subtle good taste in decor.
Ety/Notes: E fr Fr fr L

capitulation <kuh.pich.uh.LAY.shuhn>
n / act of giving up; document that states terms of surrender
The battle-worn troops were so out-numbered that --- was the only sensible alternative, so they surrendered.
Ety/Notes: Fr fr L

prescription <pree.SKRIP.shuhn> or
<pri.SKRIP.shuhn>
n / written direction for the preparation and use of a medication
The --- that the dermatologist gave Esther cleared up her face within two weeks.
Ety/Notes: E fr Fr fr L

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/Notes: Ep fr E

kindergarten <KIN.duhr.gahrt.uhn> or
<KIN.duhr.gahrd.uhn>
n, adj / division of school below the first-grade level
Manuel entered --- after his fifth birthday, and he was very excited about attending a "real school."
Ety/Notes: Ger

retrospective <ret.ruh.SPEK.tiv> or
<RET.ruh.spek.tiv>
adj, n / given after the fact, based on remembering
When Todd gave his --- report, he realized that many of the factual sequences weren't clear in his mind.
Ety/Notes: L

incorruptible <in.kuh.RUHP.tuh.buhl>
adj, n / not capable of being bribed
The lobbyist learned no bribe would buy the vote of the venerable senator who prided himself on being --- .
Ety/Notes: E fr Fr fr L

2012 Natalie's Spelling Bee Organizer - Intermediate Level

for Mississippi Association of Independent Schools

<p>poi <PAWI> or <POH.ee> n, adv / Hawaiian or Samoan food made of taro root cooked to a paste; Maori ball <i>Using our fingers, we tasted the authentic Hawaiian --- and found it had a slightly fermented flavor.</i> Ety/Notes: Haw</p> <p>aul <OWL> <OW.uhl> n / village or settlement of the Caucasian mountain or desert area <i>The --- was built of stone against a cliff for protection, and its towers dated back to the Middle Ages.</i> Ety/Notes: Rus Hom: owl</p> <p>talc <TALK> or <TOWK> n / mineral powder <i>The mineral soap contained a small amount of --- to help soften the skin.</i> Ety/Notes: Fr fr L fr Arab</p> <p>olio <OH.lee.oh> n / rich, highly seasoned stew; hodgepodge, eclectic mixture <i>Maria prepared her famous --- combining sausage, chickpeas, and other ingredients for the rich stew.</i> Ety/Notes: Sp fr L Hom: oleo</p> <p>koan <KOH.ahn> n / Zen Buddhist paradoxical riddle <i>A --- is used in training Zen Buddhist monks to make them leave reason to get to enlightenment.</i> Ety/Notes: Jap</p> <p>echt <AYKT> <EHKT> adj / genuine, authentic <i>Mr. Locke is an --- master of the cello.</i> Ety/Notes: Ger Hom: ached</p> <p>miso <MEE.soh> n / paste made of cooked rice, barley or soybeans that is used for soups <i>The Japanese chef started with ---, then added a variety of ingredients to make a delicious soup.</i> Ety/Notes: Jap</p> <p>kona <KOH.nuh> n / Hawaiian storm <i>We called it a raging storm, but the native called it an Hawaiian ---.</i> Ety/Notes: Haw</p> <p>imam <i.MAHM> or <EE.mahm> <ee.MAHM> <i.MAM> n / Muslim leader or prince <i>In the Muslim world, the caliph who is successor to Mohammed as supreme leader of Islam is the ---.</i> Ety/Notes: Arab</p> <p>loam <LOHM> or <LOOM> n, v / topsoil <i>The --- is so fertile in the river valley that seeds dropped on the surface take root and grow abundantly.</i> Ety/Notes: E</p> <p>tofu <TOH.foo> n / soft cheese made from soy beans; common to the Orient <i>The health food store featured a casserole topped with ---, but Elaine didn't like the tasteless soy product.</i> Ety/Notes: Jap</p>	<p>tutu <TOO.too> n / ballet dancer's short skirt; New Zealand plant; Hawaiian term for grandparent <i>The young ballerina gracefully twirled in her ruffled pink --- as she imagined dancing to Swan Lake.</i> Ety/Notes: Fr or Maori or Haw Tutu only for proper noun</p> <p>pyre <PIIR> n / pile of combustible material for burning a dead body <i>The Phoenix was reborn from the burning --- made of its own nest.</i> Ety/Notes: L fr Gk</p> <p>acme <AK.mee> n / summit; one who demonstrates the apex of something expressed <i>At the --- of his career, the actor retired from public life, saying he wanted to leave on a high note.</i> Ety/Notes: Gk</p> <p>luau <LOO.ow> or <loo.OW> n / feast with Hawaiian food and entertainment <i>The featured dish at the --- consisted of roasted taro leaves and octopus.</i> Ety/Notes: Haw</p> <p>kudzu <KUD.zoo> n / Japanese vine used for erosion control <i>In eastern Texas, --- was planted to control erosion on hillsides, but it has strangled many acres of forest.</i> Ety/Notes: Jap</p> <p>polka <POHL.kuh> n, v / lively dance performed by couples, type of woman's knitted jacket <i>It is a rare spectator who is not moved when witnessing lively Bohemians dancing their famous ---.</i> Ety/Notes: Czech fr Pol fr Ger fr Slav</p> <p>motif <moh.TEEF> n / central theme, recurring feature, repeated design <i>In art class, Lucy used her stylized butterfly --- repeatedly in many of her paintings and drawings.</i> Ety/Notes: Fr fr L</p> <p>cheka <CHAY.kah> n / secret police having power over life and death <i>The book was set in Russia in 1918 and focused on the --- which attempted to eliminate counterrevolutionaries.</i> Ety/Notes: Rus</p> <p>knish <kuh.NISH> n / dough stuffed with a savory filling and fried or baked in rounds <i>Our Jewish friend from Poland teasingly referred to our flauta as a Mexican ---.</i> Ety/Notes: Yid fr Rus</p> <p>gulag (G) <GOO.lahg> n / labor camp; system of concentration camps; place of much suffering <i>In Lithuania, Stalin killed or exiled 1/3 of the population and sent hundreds of thousands to a ---.</i> Ety/Notes: Rus</p>
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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

2012 Organizer for MAIS - Intermediate Level - continued

choreographer <kohr.ee.AHG.ruh.fuhr> or <kawr.ee.AHG.ruh.fuhr>
n / one who arranges and directs dancing
The --- for the troupe had carefully crafted a dance to display the diverse abilities of each member.
Ety/Notes: Fr fr Gk

tentativeness <TEN.tuh.div.nis> or <TEN.tuh.tiv.nis>
n / state of being hesitant or uncertain
Claud's --- was apparent as he stepped onto the stage to spell, but thankfully he fielded a word he knew.
Ety/Notes: L

carbohydrates <kahr.boh.HII.drays> or <kahr.buh.HII.drays> <kahr.buh.HII.dritz> <kahr.boh.HII.dritz>
n / chemical compounds found in green plants; major sources of food
Jill's diet always contained protein, green vegetables, and ---, usually pasta or rice.
Ety/Notes: Fr + E fr Fr fr L fr Gk

expressionism <ik.SPRESH.uhn.iz.uhm> or <ek.SPRESH.uhn.iz.uhm>
n / movement of the early 20th century emphasizing the artists' view
--- in literature and art found artists depicting subjective ideas using abstraction and symbolism.
Ety/Notes: Ger fr Fr fr L

bildungsroman (B) <BIL.dungs.roh.mahn> <BIL.dungks.roh.mahn> <BIL.dungz.roh.muhn>
n / novel concerned with formative years or spiritual development of main character
An intense ---, the novel delved into the agonizing spiritual development of a man destined to be a priest.
Ety/Notes: Ger

manifestation <man.uh.fi.STAY.shuhn> or <man.uh.feh.STAY.shuhn>
n / act of clearly demonstrating or revealing
Mr. Johnson demanded some --- of repentance on the part of the student before he would let her back in class.
Ety/Notes: E fr L

correspondence <kawr.uh.SPAHN.duhns> or <kawr.uh.SPAHN.duhnts> <kahr.uh.SPAHN.duhns> <kahr.uh.SPAHN.duhnts>
n / communication by letters; agreement between things
After having received no response from his --- of an earlier date, he decided to write yet another letter.
Ety/Notes: E fr Fr fr L

circumlocution <suhr.kuhm.loh.KYOO.shuhn>
n / use of excessive number of words in explaining an idea
Mel was bogged down in the author's --- and felt he could express the entire chapter in two sentences.
Ety/Notes: L

astrophysicist <as.troh.FIZ.uh.sist>
n / specialist dealing with properties and relationship of celestial bodies
The --- explained he dealt with interaction between matter and radiation within celestial bodies.
Ety/Notes: Gk

slantindicular <slan.tuhn.DIK.yuh.luhr> or <SLAN.tuhn.dik.yuh.luhr>
adj / forming an oblique angle
Because the gold in the scalepan was heavier than the counterweight, the scale arms were --- to the support.
Ety/Notes: ME + L

linguistically <ling.GWIS.tik.lee> or <ling.GWIS.tik.uh.lee> <ling.GWIS.teek.lee> <ling.GWIS.teek.uh.lee>
adj / from the language-related point of view
Her poem was --- correct but boring and unimaginative.
Ety/Notes: L

extemporaneous <ek.stem.puh.RAY.nee.uhs> or <ik.stem.puh.RAY.nee.uhs> <EK.stem.puh.ray.nee.uhs> <ek.STEM.puh.ray.nee.uhs>
adj / impromptu
Arriving after the bell, Josh was asked to deliver an --- speech on tardiness.
Ety/Notes: L

extraordinarily <ik.strawr.duhn.EHR.i.lee> or <ek.strawr.duhn.EHR.i.lee> <ek.struh.AWRD.uhn.ehr.i.lee> <EK.struh.awrd.uhn.e>
adv / in an exceptionally good manner
When Alva dressed for the prom, she was --- beautiful, and her dad suddenly realized she was a young woman.
Ety/Notes: Fr fr L + L

2012 Natalie's Spelling Bee Organizer - Advanced Level

for Mississippi Association of Independent Schools

<p>khan <KAHN> or <KAN> n / distinguished ruler of Asian countries <i>At a critical moment, the great --- of the country died, and turmoil ensued with little leadership.</i> Ety/Notes: E fr Fr fr Turkic Hom: con</p>	<p>nadir <NAY.dir> or <NAY.duhr> n / lowest point <i>The astronomer said that the highest point of the heavens was the zenith, and the lowest point was the ---.</i> Ety/Notes: E fr L fr Arab</p>
<p>fete, fête <FAYT> n, v / festival, elaborate party; celebrate or entertain <i>Hunter hosted a --- on his yacht to commemorate the July 4th.</i> Ety/Notes: Fr Hom: fait/fate; Circumflex optional over 1st 'e'</p>	<p>keest <KEEST> n / marrow, basic substance <i>Gran complained, "I'm cold to the ---, and I've seen more of this blizzard than I wanted to see!"</i> Ety/Notes: Du</p>
<p>ecru <EK.roo> or <AY.kroo> <eh.KROO> <ay.KROO> n / grayish color that is between yellow and white <i>Instead of the traditional color of white the bride chose to wear a gown of ---.</i> Ety/Notes: Fr fr L</p>	<p>bhalu <BAH.loo> or <bah.LOO> n / sloth bear <i>A small bear of Sri Lankan and Indian forests, a --- has a shaggy black coat and light v-shaped chest marking.</i> Ety/Notes: Hindi fr Skt</p>
<p>alim <AH.lim> n / person belonging to and knowledgeable about the Muslim religion <i>The youth studied Islam under the tutelage of an --- for several years.</i> Ety/Notes: Arab</p>	<p>nisei <nee.SAY> or <NEE.say> n / Japanese child of immigrant parents who is born in America <i>Jay was born in the U.S. shortly after his parents had come to this country, and thus he was a ---.</i> Ety/Notes: Jap</p>
<p>Holi (h) <HOH.lee> n / Hindu festival occurring in spring and characterized by revelry <i>We were in India for the ---, or Festival of Colors, and watched crowds throwing colored powders everywhere.</i> Ety/Notes: Hindi fr Skt</p>	<p>chary <CHEH.ree> <CHAYR.ee> adj / extremely cautious or wary; fastidious; reserved <i>Jean was always --- about receiving gifts because she might be expected to reciprocate the favor later.</i> Ety/Notes: Ep fr Gk Hom: cherry</p>
<p>khorr <KAWR> n / watercourse, ravine <i>Water spilled down through the --- only in the rainy season, and the ravine was dry the rest of the year.</i> Ety/Notes: Arab</p>	<p>kibeï (K) <kee.BAY> or <KEE.bay> n / offspring of a first generation Japanese immigrant to the Americas <i>Midori called herself a ---, noting that her parents had immigrated here, but she was born in the U.S.</i> Ety/Notes: Jap</p>
<p>julep <JOO.lip> n / sweet drink with syrup, flavoring and water; alcoholic drink <i>At the Kentucky Derby party, each adult ordered at least one mint --- to celebrate the occasion.</i> Ety/Notes: E fr Fr fr Arab fr Pers</p>	<p>tanha <ten.HAH> n / very strong thirst for living in Buddhism <i>The second of the Four Noble Truths in Buddhism identifies --- as the origin of suffering.</i> Ety/Notes: Pali fr Skt</p>
<p>difff <DII.fuh> n / reception <i>Invited to a --- when traveling in North Africa, Jules had no idea how grand a Moroccan feast could be.</i> Ety/Notes: Arab</p>	<p>raita <RII.tuh> or <RAH.ee.tah> n / dish served on the side in India of yogurt, cucumber and spices <i>The --- was a tasty complement to the curried fish that the Indian restaurant served.</i> Ety/Notes: Hindi & Urdu fr Skt</p>
<p>coati <kuh.WAHD.ee> n / mammal of tropical Americas related to the raccoon <i>A raccoon-like rodent, the --- has a long, slender body, a tapering snout, and a ringed tail.</i> Ety/Notes: Port fr Tupi</p>	<p>issei (I) <ee.SAY> or <EE.say> n / Japanese person who relocates to another country especially the US <i>Midori's granddad was first in her family to move to U.S. and thus an ---, while she was considered a sansei.</i> Ety/Notes: Jap</p>
<p>asana <AHS.uh.nuh> n / way in which one sits when practicing yoga; posture <i>The favored --- for the yoga practitioner is the lotus pose, which is an advanced posture.</i> Ety/Notes: Skt</p>	<p>segue <SAY.gway> <SEG.way> v, n / change from one musical dance type to another without pause <i>Leslie's new dance routine will --- from a waltz to a rumba.</i> Ety/Notes: It fr L</p>
<p>batik <buh.TEEK> or <BAT.ik> <BAH.teek> n / method of hand painting fabric by waxing parts not to be dyed <i>Irene burned her hand in art class while working with the hot wax to finish her ---.</i> Ety/Notes: Malay fr Javanese</p>	<p>salve <SAV> or <SAHV> <SALV> <SAHLV> n, v / soothing ointment for sores <i>Application of --- to a sunburn produces an instant, cooling relief.</i> Ety/Notes: E</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

2012 Organizer for MAIS - Advanced Level - continued

surveillance <suhr.VAY.luhns> or
<suhr.VAY.luhnts> <suhr.VAYL.yuhns>
<suhr.VAYL.yuhnts>
n / close observation over a person or thing, supervision
Police put the criminal under twenty-four hour --- after releasing him from jail.
Ety/Notes: Fr fr L

commensurate <kuh.MENS.rit> or
<kuh.MENTS.rit> <kuh.MENCH.rit> <kuh.MENTS.uh.rit>
adj / tantamount, proportional, equal
Ben felt that the small salary the employer wanted to pay him wasn't --- with the vast experience he had.
Ety/Notes: L

Weissnichtwo (w) <vii.snik.VOH> or <VII.snikt.voh>
<VII.snik.voh> <vii.snikt.VOH>
n / imaginary spot or place
Gran dubbed the children's secret hideout their ---, and they played endless imaginary games there.
Ety/Notes: Ger geog name

hippopotamus (H) <hip.uh.PAHD.uh.muhs> or
<hip.uh.PAHT.uh.muhs>
n / water-dwelling mammal
As it emerged from the water, the large --- looked as if it weighed at least five tons.
Ety/Notes: L fr Gk Capitalized for genus

narcissistic <nahr.suh.SIS.tik> or
<NAHR.suh.sis.tik>
adj / egoism, love or desire for oneself
A psychologist described Julie's personality as ---, but her mother just called it self-centered and spoiled.
Ety/Notes: Ep fr Ger name

recalcitrant <ri.KAL.suh.truhnt> or
<ree.KAL.suh.truhnt>
adj, n / difficult to handle, unmanageable; one who is defiant of authority
"The Blackboard Jungle" was a movie about --- youths defying all authority in an inner city school.
Ety/Notes: L

sarsaparilla <sas.puh.RIL.uh> or
<sas.uh.puh.RIL.uh> <sahrs.puh.RIL.uh> <sas.puh.REL.uh>
n / root beer-like drink; flavoring from dried greenbrier roots
In Faulkner's "The Sound and the Fury," T.P. steals a bottle of --- and shares it with Benjy.
Ety/Notes: Sp

glockenspiel <GLAHK.uhn.speel> or
<GLAHK.uhn.shpeel>
n / percussion instrument having a series of metal bars
Using the two hammers, Marie played lightly on the --- and was intrigued with the delightful muted tones.
Ety/Notes: Ger fr Celt + Ger

conquistador <kuhn.KIS.tuh.dawr> or
<kuhn.KWIS.tuh.dawr> <kahng.KIS.tuh.dawr>
<kohng.KIS.tuh.dawr>
n / conqueror, leader of the Spanish conquest of America
Charged with the conquest of a New World, the Spanish --- used cruel means to conquer and subdue the Indians.
Ety/Notes: Sp fr L

infinitesimal <in.fin.uh.TES.muhl> or
<in.fin.uh.TEZ.uh.muhl> <in.fin.uh.TES.uh.muhl>
<IN.fin.uh.tes.uh.muhl>
adj, n / extremely small
Some fossils are so --- that they can only be seen by the most powerful of microscopes.
Ety/Notes: L

metamorphosis <med.uh.MAWR.fuh.sis> or
<met.uh.MAWR.fuh.sis>
n / physical change; changes of an insect from embryo to imago
After her surgery to regain vision, Marianne experienced a complete --- in her attitude.
Ety/Notes: L fr Gk

schadenfreude <SHAHD.uhn.frawi.duh>
n / pleasure resulting from the tragedies of others
Ed was not without --- when his opponent lost, and he well remembered his own bitter defeat in the last vote.
Ety/Notes: Ger

philhellenism <fil.HEL.uhn.iz.uhm>
n / strong appreciation and interest in Greece and Greek things
Absorbed with ---, the professor for Classical Civilization ignored the study of Rome in favor of Greece.
Ety/Notes: Gk