

Natalie's

Spelling Bee Organizer

2006 Paideia Words

*<AWR.guh.nii.zuhr> n one who arranges items into a functional whole
 A natural-born ---, Natalie has always been particular
 about making things neat and efficient.

This work complements the annual word list from Scripps' *Paideia*. We rearranged the sequence of the words in each level of difficulty from their topical sequence into our own order of difficulty. Our unique sequence brings more fairness to your bee since shorter, less difficult words never follow longer, more difficult ones. Our breakdown of the word list enables educators to allocate only part of the annual list to different levels of students for their bees.

Recommendations for School Bees

ELEMENTARY Schools.....**Beginner**.....(+ Intermediate. if needed)
 JUNIOR HIGH/MIDDLE Schools.....**Intermediate**.....(+Advanced if needed)
 WIDER AREA BEES & COMPETITIVE SPELLERS.....all words Including.....**Advanced**

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. In answer to user requests, an abbreviated etymology is given for words that had this information in our master file of words. Simple abbreviations are used to compact this data, such as *L=Latin, Fr - French, Gk=Greek, Ger=German, E=English, I=Italian*, and others as used in *Webster's Third*. Used in combination with these language indicators are the following: *O=Old, M=Middle, L=Late, V=Vulgar, H=High, No=North*. Connecting words abbreviated are *fr=from, prob=probably, and orig=origin, unk=unknown origin, and perh=perhaps*. These should all become self-evident.

Spelling eMentor contains all the information found in the **Organizers** in an Internet accessible format, and the words are presented in the same sequence of difficulty. Thus, this **Organizer** may be used as a printed guide for coaches or spellers.

Our unique pronunciation scheme provides a simple, keyless scheme for difficult words. Several dictionaries use a similar system, and the pronunciation of *paideia* on the inside of the front cover of the *Paideia* uses a very similar method. Much easier to utilize than the diacritical system in *Webster's Third* which Scripps uses 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. Consonant sounds are self-explanatory with the possible exception of <uh.PEES> for *apiece* versus <uh.PEEZ> for *appease*. Our simple system has been in use by schools using our line of companion products for the National Spelling Bee since 1984 and for UIL since 1988.

NOTE: We have editorially deleted some pronunciations from *Webster's Third*, including some of the regional dialects that the Merriam company does not include in their more popular *Collegiate*. For instance, had we followed *Webster's Third* completely, we would have derived 34 different pronunciations for *grandeur*, bogging down any pronouncer.

2006 Notes:

Scripps' division of *Paideia* words into difficulty levels created 1,563 Beginning Words, 1,670 Intermediate Words, and 885 Advanced Words for 2006, making a total of 4,118. Four pages from the 2005 *Paideia* were replaced. Two words were dropped from the 2005 *Paideia*: *storeen* and *gerrymander*. The 2006 *Paideia* actually has 666 words that weren't in the prior year's booklet.

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This *Organizer* is produced for school, county or district bees with all the words from *Spell It*, so that these bees can choose their own collection of words. This is the 30th annual edition of *Organizers* produced for conducting first-class bees in schools. This is the 31th 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 2015, the 17th champion in a row at the National Spelling Bee Champions used Hexco products in preparation and participated in Hexco's Spelling Coaching Program.

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 a 7-year-old daughter, Claire, and a 4-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 5-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

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

Spelling Bee Organizer

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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, it is great to have *Webster's Third New International Dictionary* installed on a laptop or notebook computer or just have a copy of the dictionary for anything truly sticky.

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 *Webster's Third New International Dictionary* and is spelled phonetically in its entirety for convenience. This can be very helpful for serious spellers or complete novices.
6. If questions arise over a particular word, consult *Webster's Third* 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 - Paideia 2006 - Beginning Words

<p>odd <AHD> adj, adv, n / peculiar, not normal or expected Carey thought James was an --- child because he didn't mind doing his homework instead of playing ball. Ety: E fr Norse - Notes: Near hom: awed</p>	<p>now <NOW> adv, conj, n, adj / at the present time "If you don't pass in your tests right ---, I won't accept them at all," warned Professor Plum. Ety: E - Notes: Hom: nao</p>
<p>pod <PAHD> n, v / school of marine animals; seed covering; pouch The captain pointed at a --- of whales in a distance, and we slowly sailed closer to the group to watch them. Ety: E</p>	<p>may <MAY> n / shall, 5th month "--- I go to the grocery with you to get goodies for my lunches?" asked Rhonda. Ety: L</p>
<p>ace <AYS> n, v, adj / high card; means of determining used in several sports and games; one who excels Jan played the --- of hearts and took the trick; then she led with a three of spades. Ety: E fr Fr fr L</p>	<p>scan <SKAN> v, n / glance over quickly; peruse; analyze poetic verse "--- the reading assignment prior to lecture, then peruse it in depth the following evening," offered Mr. Day. Ety: E fr L</p>
<p>log <LAWG> or <LAHG> n, v / ship's daily record; tree cut for use in a fireplace; length of tree for making lumber Each evening the captain religiously filled out his ---, noting his ship's speed, problems, and distance. Ety: E fr Scand</p>	<p>veal <VEEL> n, v / very young calf or meat of a young calf Lisa's favorite Italian dish was --- parmigiana prepared with the tender beef and delicious cheese. Ety: E fr Fr fr L</p>
<p>kin <KIN> n, adj / person's relatives; related "My family is from a small town, and I am --- to most of the people living there," explained Ruth. Ety: E - Notes: Hom: ken</p>	<p>team <TEEM> n, v, adj / group of people playing on the same side in a game Sean's soccer --- would have done better if they had practiced last week. Ety: E - Notes: Hom: teem</p>
<p>urn <UHRN> n / ornamental vase or vessel, holding container Pansies were planted in the large --- by the door, and it reminded Ada of a large vase with a flower bouquet. Ety: E fr L - Notes: Hom: earn/erne</p>	<p>oral <OHR.uhl> or <AWR.uhl> <AHR.uhl> adj, n / uttered by mouth, spoken Jason gave his --- book report to the class without using a microphone. Ety: L - Notes: Hom: aural</p>
<p>two <TOO> adj, pron, n / relating to one more than one in number Never satisfied with just one candy, pudgy Carrie always asked her mom for --- or three pieces. Ety: E - Notes: Hom: to/too</p>	<p>cram <KRAM> v, n / prepare hastily at the last minute for a test; stuff into a space Ed knew he would have to --- for the history exam, but he didn't have time to study until the night before it. Ety: E</p>
<p>car <KAHR> adj / automobile "May I use the --- for my date on Saturday," asked Albert. Ety: E fr Fr fr L fr Celt</p>	<p>frat <FRAT> n, v / social group of men with a common purpose or interest Joel joined a --- in college, and his social life centered around the group. Ety: E fr Fr fr L</p>
<p>few <FYOO> pron, n, adj / some but not many Thousands of people entered the contest, but only a --- actually won a prize. Ety: E fr Fr - Notes: Hom: phew</p>	<p>fray <FRAY> v, n / quarrel, fight, frighten, dispel; apprehension, dispute, debate Every member of the basketball team jumped into the --- when the ruckus started on the court. Ety: E - Notes: Hom: fry/rae</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

salubrious <suh.LOO.bree.uhs>

adj / healthful or invigorating

The clean, --- mountain air made us feel invigorated and healthy.

Ety: L

chloroform <KLOHR.uh.fawrm> or <KLAWR.uh.fawrm>

n, v / drug that can cause anesthesia or death

The biologist selected --- to kill insects before mounting them in his collection.

Ety: Fr fr L fr Gk

willowware <WIL.oh.wehr> or <WIL.uh.wehr>

<WIL.uhw.wehr>

n / table platter with a design of a tree and bridge that suggests a story

--- was introduced from China into England in the late 18th century, then copied in Europe and America.

Ety: E

allegation <al.i.GAY.shuhn> or <al.ee.GAY.shuhn>

n / act of stating under oath without proof

The defense attorney motioned the --- against his client be dismissed due to lack of evidence.

Ety: E fr Fr fr L - Notes: Hom: allegation

illiteracy <il.LIT.uh.ruh.see> or <i.LIT.ruh.see>

<IL.lit.uh.ruh.see> <IL.lid.ruh.see>

n / quality or state of ignorance, inability to read or write

Statistics show --- is increasing, and the number of people unable to read and write is already enormous.

Ety: E fr L

polemology <pohl.uh.MAHL.uh.jee>

n / study of war

Interested in causes and effects of military conflicts, Aldo concentrated on --- in pursuing a history major.

Ety: Gk

hematology <hee.muh.TAHL.uh.jee> or

<hem.uh.TAHL.uh.jee>

n / branch of biology dealing with the blood

Dr. Phelps specialized in --- and now treats people with blood-related diseases and abnormalities.

Ety: L fr Gk

membranous <MEM.bruh.nuhs> or <mem.BRAY.nuhs>

<MEM.bray.nuhs>

adj / relating to a thin and transparent layer

The beautiful moth had a --- patch on each wing that was a thin, translucent covering devoid of color.

Ety: Fr fr L

homologate <hoh.MAHL.uh.gayt>

v / approve or confirm especially in an official manner

Such dissension existed between the two ruling groups, that neither would --- any decision of the other.

Ety: L

tumultuous <tyoo.MUHLCH.uh.wuhs> or

<too.MUHLCH.uh.wuhs> <tuh.MUHL.chuhs>

<too.MUHLCH.wuhs>

adj / tending or disposed to commotion

The quiet river seemed a different stream than the ---, ravaging waters that devastated the valley last month.

Ety: L

mandibular <man.DIB.yuh.luhr>

adj / pertaining to the jaw

In nearly all mammals teeth exist in a single row on the --- bones.

Ety: L

connatural <kah.NACH.ruhl> or <KAH.nach.uhr.uhl>

<kuh.NACH.uhr.uhl> <kuh.NACH.ruhl>

adj / innate, inborn

Tom's experiment showed that rats have a --- fear of cats, not a learned fear.

Ety: L + L

nonnuclear <nahn.NOO.klee.uhr> or

<nahn.NYOO.klee.uhr> <NAHN.noo.klee.uhr>

<NAHN.nyoo.klee.uhr>

adj / not involving atomic energy

All the electric plants in the state are ---, but several are hydroelectric plants.

Ety: E fr Fr fr L + ISV fr Fr

consecrate <KAHN.si.krayt>

v, adj / dedicate as holy, make sacred

The medicine man performed a sacred dance to --- the new campsite so evil spirits would not approach it.

Ety: E fr L

contingent <kuhn.TIN.juhnt>

adj, n / dependent on something else; not predictable; something that is dependent

Continuance of the grant is wholly --- on the success of the research and the value of the findings.

Ety: E fr Fr fr L

ponticello <pahn.tuh.CHEL.oh>

n / bridge holding strings on a stringed instrument that is played with a bow

Jim noted a small crack on the --- of the antique violin and feared the bridge would have to be replaced.

Ety: It

idolatrous <ii.DAHL.uh.truhs> or <II.dahl.uh.truhs>

adj / relating to the worship of an image

The --- religion practiced the worship of several gold figurines made to represent their various gods.

Ety: E fr Fr fr L fr Gk

profligacy <PRAHF.li.guh.see> or <PRAHF.lee.guh.see>

n / reckless wastefulness; extravagance

The king was criticized for ---, but he continued with his lavish lifestyle while the lower classes starved.

Ety: L

aerolithology <ehr.uh.li.THAHL.uh.jee> or
<ehr.oh.li.THAHL.uh.jee> <EHR.uh.lith.ah.luh.jee>
<EHR.oh.lith.ah.luh.jee>

n / science and study that deals with meteorites
Always fascinated with stars and planets, Rob studies
--- to become knowledgeable in meteorites.
Ety: Gk

chrysanthemum (C) <kri.SAN.thuh.muhm> or
<kri.SANT.thuh.muhm> <kri.ZAN.thuh.muhm>
<kri.ZANT.thuh.muhm>

n / plant related to the daisy possessing showy,
brightly colored blooms
Mrs. Beadles placed a large, showy --- in her front
planter to give a splash of yellow to her porch.
Ety: L fr Gk - Notes: Capitalized for genus

jurisprudence <joor.i.SPROOD.uhns> or
<joor.i.SPROOD.uhnts> <jur.i.SPROO.duhns>
<jur.i.SPROO.duhnts>

n / system or science of law; organized entity or
body of law
Hal entered law school to study ---, hoping to get his
degree, practice, and eventually become a judge.
Ety: Fr fr L

anthropogenic <an.thruh.poh.JEN.ik> or
<an.thruh.puh.JEN.ik> <an.throh.poh.JEN.ik>
<AN.thruh.poh.jen.ik>

adj / relating to the effect of mankind on nature and
the natural state of things
Comparing property in the restricted preserve to
nearby acreage emphasizes the --- effects on the
environment.
Ety: L + Gk

extinguishant <ik.STING.wish.uhnt>

n / substance that puts out fires
The fireman poured an --- on the small blaze, and the
fire was quickly controlled.
Ety: L

unupholstered <uhn.uhp.HOHLZ.tuhrd> or
<uhn.uh.POHLZ.tuhrd> <uhn.uhp.HOHLT.stuhrd>
<UHN.uhp.hohlz.tuhrd>

adj / not covered with fabric, as a chair
The antique chair was ---, but I bought it anyway and
felt I could cover it with fabric myself.
Ety: E + E

equilibratist <ee.kwi.LIB.ruh.stat> or
<ek.wuh.LIB.ruh.stat>

n / instrument used to measure the balance of a
train when rounding a curve
When the --- indicated the train was out of balance, it
was scheduled for alterations.
Ety: L + L fr Gk

thalassography <thal.uh.SAHG.ruh.fee>

n / study of the oceans, particularly relating to seas
and gulfs
Studying ---, Edgar wanted to visit the large seas of the
world for firsthand information and research.
Ety: ISV fr Gk + Fr fr GK

barometrograph <behr.uh.MET.ruh.graf>

n / automatic instrument for recording changes of
atmospheric pressure
A --- measures temperature and atmospheric pressure
and automatically records both using two pencils
on paper.
Ety: Gk

irreconcilable <ir.rek.uhn.SII.luh.buhl> or
<ir.ek.uhn.SII.luh.buhl> <IR.ek.uhn.sii.luh.buhl>
<ir.REK.uhn.sii.luh.buhl>

adj / impossible to make harmonious
The bordering countries were --- enemies that were
destined to endless wars and disputes.
Ety: E fr Fr fr L

synchronization <sing.kruh.ni.ZAY.shuhn> or
<sing.kruh.nii.ZAY.shuhn>

n / act of causing two or more things to occur
simultaneously
After --- of their watches, the two friends went
separate ways with plans to meet two hours
later.
Ety: L fr Gk

desertification <di.zuhr.duh.fi.KAY.shuhn>

n / process in which land becomes dry and
uninhabitable
Areas adjoining the Sahara had slowly been going
through a process of --- as global warming was
occurring.
Ety: E fr Fr fr L

dendrochronology <den.droh.kruh.NAHL.uh.jee> or
<den.droh.krah.NAHL.uh.jee>
<den.droh.kroh.NAHL.uh.jee>

n / study of growth rings of trees to determine
history of climate changes
When the ancient oak died, an expert at --- asked for a
cross section to study its growth rings.
Ety: Gk

gastroenterology <gas.troh.en.tuh.RAHL.uh.jee>

n / study of the tissues and disorders of the stomach
and intestines
With chronic intestinal problems, Mrs. Weston decided
to consult a specialist in --- .
Ety: Gk + E fr Fr fr L + L fr Gk