

MAIS

School Pronouncer Guide

2019-20



Official List for Conducting Spelling Bees

Phonetic Pronunciations | Definitions

Parts of Speech | Etymology | Sentences



SCHOOL SPELLING BEE ORGANIZER FOR 2019-2020 MAIS STUDY LIST

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We are a small company that listens! If you have any questions or if there is an area that you would like fully explored, let us hear from you. We hope you enjoy this product and stay in contact with us throughout your academic journey.

~ President Hexco Inc., Linda Tarrant

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Spelling Rules Book

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.

ghost <GOHST>

n, v / spirit

The cemetery had Marvin so terrified, that when a cat jumped from behind a headstone, he swore it was a ---.

Ety: E

wreck <REK>

n, v / damaged ship; vessel or vehicle destroyed by accident

The ruins of an old ship washed upon shore, and excited divers began to search for more pieces of the ---.

Ety: E - Notes: Hom: reck

flask <FLASK> or <FLAHSK>

n, v / container with narrow neck; unit of measure equaling 76 pounds of mercury

The museum displayed an old muzzle-loader with an original leather --- used for dispensing powder.

Ety: Fr fr Sp fr L fr Gmc - Notes: Hom: flasque

banjo <BAN.joh>

n / instrument with 4 or 5 strings that is played by picking or strumming

A likely place to hear a --- being played is the county fair of a rural community.

Ety: Afr

boron <BAWR.ahn>

n / element occurring in borax and kernite

In its amorphous state --- is a powder, but in its pure form, the element is a hard crystalline material.

Ety: L fr E fr Fr fr Arab + ISV

girth <GUHRTH>

n, v / band around horse's belly to hold saddle

When the --- had been cinched tightly, the wrangler gathered the reins and swung up into the saddle.

Ety: E fr Norse

peony <PEE.uh.nee> or <PEE.uh.ni>

n / shrubby plant having showy red, pink or white flowers

When the gardener planted the --- bulbs, he knew it would be two years before they would produce flowers.

Ety: E fr Fr fr L fr Gk

plane <PLAYN>

n, v, adj / tool for smoothing the surface of wood; winged aircraft

The cabinetmaker used a --- to smooth the lumber for the table top he was crafting.

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

large <LAHRJ>

adj, adv, n, v / big, exceeding others in various ways including bulk, quantity or dimensions

Mrs. Smith's dining table seemed --- to Amy, but then she serves ten members in her family at every meal.

Ety: E fr Fr fr L

razor <RAY.zuhr>

n / sharp-edged metal instrument used for shaving or cutting hair

Whenever Jan shaved her legs, she seemed to get a small nick from the --- until she started using dull blades.

Ety: E fr Fr fr L - Notes: Hom: razer/raiser

tonic <TAH.nik> or <TAH.neek>

n, adj, v / something that increases health of muscles or body

A quick, invigorating swim in the cool water served as a --- to Evan's tired muscles.

Ety: Gk

pearl <PUHRL> or <PUHR.uhl>

n, v, adj / formation surrounding a foreign particle in some mollusks

Of all the oysters Chad had opened, he found only one ---, but its quality was quite poor.

Ety: E fr Fr fr L - Notes: Hom: perle/purl; near hom: pairle

tango <TANG.goh>

v, n / do a ballroom dance marked by stylized body positions and movements

Dan watched a couple --- with practiced expertise in the sudden pauses and exaggerated synchronized movements.

Ety: AmSp of Niger/Congo

chant <CHANT> or <CHAHNT>

v, n / recite in a monotonous manner with a repetitive intonation

The monks would --- the liturgy daily, and their monotonous sounds had an aura of adoration and dedication.

Ety: E fr Fr fr L

smelt <SMELT>

v, n / small fish; fuse, refine to separate metals; half guinea; simpleton; perceived an aroma

A common, but important, food fish, a --- generally resembles a trout of a translucent green and silver color.

Ety: E - Notes: Near hom: smelled

trout <TROWT>

n, v / freshwater fish related to the salmon

Most lakes in our area offer catfish or perch, but Canyon Lake is one of the few where a --- can be caught.

Ety: E fr L fr Gk

minnow <MIN.oh> or <MIN.uh>

n / very small fish that is often used as bait
Thad picked up a ---, attached it to his fishing hook,
dropped the line in the lake and waited for a
strike.
Ety: E

masonry <MAYS.uhn.ree> or <MAYS.uhn.ri>

n / occupation of a person who builds with stone or
brick
Juan studied the art of --- with his father so that he
could become a skilled bricklayer.
Ety: E fr Fr

chapter <CHAP.tuhr>

n / primary division of a book or other writing
A lover of high adventure, Judy thought the
introductory --- was boring when compared to
the rest of the book.
Ety: E fr Fr fr L

dockize <DAH.kiiz>

v / equip with harbors or moorings for boats
The housing development planned to --- the common
lakefront area for boats of residents to be kept.
Ety: E

essence <ES.uhns> or <ES.uhnts>

n / perfume; nature of a thing
Ria wanted a new --- and tried every perfume in the
store but liked nothing better than her old stand-
by.
Ety: E fr Fr fr L

dewdrop <DOO.drahp> or <DYOO.drahp>

n / dot of condensed moisture
A tiny --- still glistened on one leaf of the plant.
Ety: E + E

hickory <HIK.ree> or <HIK.uh.ree> <HIK.uh.ri> <HIK.ri>

adj, n, v / relating to a hard-wooded, North
American, nut-bearing tree
The carpenter made his son's desk of --- so that it
would resist marring and general childhood
abuse.
Ety: Native Amer lang

huddled <HUHD.uhld>

v / crouched together, crowded together
When we found the two children --- together in a cave,
they were reluctant to let go of each other.
Ety: Prob E

firefly <FIIR.flii> or <FIU.uhr.flii>

n / winged insect that produces light
Seeing the toddler chase a ---, June remembered filling
glass jars with the insects to use as a flashlight.
Ety: E + E

forgery <FOHRJ.ree> or <FOHR.juh.ree> <FAWRJ.ree>
<FAWR.juh.ri>

n / act of fraudulently making or changing something
to appear original

The painting which sold for thousands of dollars at
auction was later declared a --- .

Ety: E fr Fr fr L

compact <kuhm.PAKT> or <kahm.PAKT> <KAHM.pakt>

adj, v, n / arranged in units pressed together;
combine

The powerful machine pressed the car into a --- square
of metal and shipped it to the recycling plant.

Ety: E fr L

sardine <sahr.DEEN> or <SAHR.deen> <SAHR.diin>

<SAHR.duhn>
n / small edible fish; relating to kind of stone
Julie tasted her first --- on the picnic but decided to
stick with tuna sandwiches.

Ety: E fr L fr Gk geog name

disobey <dis.oh.BAY> or <dis.uh.BAY> <DIS.uh.bay>

<DIS.oh.bay>

v / violate a rule, refuse to follow orders

Todd didn't mean to --- the rules, but he was caught up
in his play and wandered out in the street.

Ety: E fr Fr

grouper <GROO.puhr> or <GROO.puh>

n / large fish inhabiting warm seas
Unique in ability to change color, the --- lives on the
bottom of warm seas and can attain an immense
size.

Ety: Port

lozenge <LAHZ.uhnj> or <LAHZ.inj>

n / cough drop or candy

The speaker took a medicated --- for her cough so she
could proceed without interruption.

Ety: Fr

bandage <BAN.dij>

n, v / covering for a wound

Alan's mother cleaned his skinned elbow and applied a
fresh --- to the wound for protection.

Ety: Fr

handgun <HAND.guhn> or <HAN.guhn>

n / small firearm, revolver

When the teller saw the masked man brandishing a ---,
she had the presence of mind to push her alarm
button.

Ety: Ger

upstage <uhp.STAYJ> or <UHP.stayj>

n, adj, adv, v / part of the performing area in a
theater away from the audience

Todd's directions were to move --- when his rival
arrived, but he remained at the front by the
footlights.

Ety: E + E fr Fr fr L

article <AHRT.i.kuhl>

n, v / section of a written document; part of speech