

# MAIS Spelling Bee Organizer

based on the 2017-18 *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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Published by HEXCO ACADEMIC • PO Box 199 • Hunt, Texas 78024-0199

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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, 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.

- kami** <KAH.mi>  
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
- puma** <POO.muh> or <PYOO.muh>  
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
- sumo** <SOO.moh>  
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
- menu** <MEN.yoo> or <MAYN.yoo>  
n / list of dishes available for serving; list of options  
The --- at the exclusive restaurant had no prices shown, and we knew the meal would be costly.  
Ety: Fr
- tuna** <TOO.nuh> or <TYOO.nuh>  
n / fish commonly canned for food  
Dale went deep sea fishing on his vacation and caught a --- in the waters off the Mexican coast.  
Ety: Sp fr Taino
- dune** <DOON> or <DYOON>  
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
- scow** <SKOW>  
n / large boat with a flat bottom; light sailboat particularly good for racing  
The large --- lumbered down the waterway laden with refuse bound for the dump.  
Ety: Du - Notes: Hom: schouw
- loot** <LOOT>  
v, n / plunder; booty  
Fearing invaders would --- the village, the people built fortification around the area and hid all valuables.  
Ety: Hindi fr Skt - Notes: Hom: lute
- mart** <MAHRT>  
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
- zero** <ZEE.roh> or <ZIR.oh>  
v, adj, n / focus attention on something; having no quantity  
Pete hides from his dachshund, but the dog's keen sense of smell allows him to --- in on Pete quickly.  
Ety: Fr It fr L fr Arab
- guru** <guh.ROO> or <GOO.roo> <GU.roo>  
n / one serving as mentor; religious and spiritual teacher in Hinduism  
Mr. Ames was something of a ---, and some felt him more a strong mentor than a teacher.  
Ety: Hindi fr Skt
- mesa (M)** <MAY.suh>  
n / hill that has fairly steep sides and a flat top and is surrounded by flat land; U.S. city  
The sides of the --- were steep, but Chip was determined to climb to the top to see the view.  
Ety: Sp fr L - Notes: Capitalized for city of Arizona
- nosh** <NAHSH>  
n, v / snack; to eat a snack or light meal  
Nora always had a bagel for her morning --- between classes.  
Ety: Yid fr Ger
- geta** <GEH.tah>  
n / Japanese clog made of wood and used for outdoor wear  
The Japanese gardener removed each --- before entering his apartment for the clogs were his outdoor shoes.  
Ety: Jap
- kith** <KITH>  
n / close friends or related people  
All Grandpa's --- and kin arrived for his annual picnic, and he thoroughly enjoyed renewing old friendships.  
Ety: E
- jute (J)** <JOOT>  
n / fiber of a plant used in burlap; member of a Germanic tribe  
The rug on Hal's screen porch was made of ---, and the natural fibers wore well in the setting.  
Ety: 1st: Hindi/Skt; 2nd: E/L/Gmc - Notes: Hom: jut
- scum** <SKUHM>  
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

- jiva** <JEE.vuh>  
n / life, soul, self  
In Hinduism and Jainism, the ---, or immortal essence of one, survives physical death and is reincarnated.  
Ety: Skt
- diary** <DII.ree> or <DII.uh.ree> <DII.uh.ri> <DII.ri>  
n, adj / written record of events  
Ivan kept a travel --- of his trip to Europe and shot mountains of photos.  
Ety: L
- alamo** <AL.uh.moh> or <AHL.uh.moh>  
n / aspen tree  
Jan identified the tree in her yard in Santa Fe as a type of poplar, but the area folks called it an ---.  
Ety: Sp
- llama** <LAH.mu> or <YAH.mu>  
n / South American animal resembling a camel without a hump  
The --- has been used for centuries as a beast of burden and a source of wool in South America.  
Ety: Sp fr Quechua - Notes: Hom: lama
- slave** <SLAYV>  
n, v, adj / person held in bondage, servant; work at hard labor  
The poor Egyptian --- was forced to carry the heavy stones that were needed for his master's temple.  
Ety: E fr Fr fr L fr Slav - Notes: Also <SLAHV> <SLAV> for variant of Slav
- trawl** <TRAWL>  
v, n / fish or catch fish with a big cone-shaped net dragged on the sea bottom  
The old angler left shore early in the morning to --- along his favorite fishing banks.  
Ety: Du
- babka** <BAHB.kuh> or <BAB.kuh>  
n / type of bread that has a sweet taste and is made from dried fruit  
Ann's grandmother baked --- every Easter, and talked of her youth in Poland over the delicious bread.  
Ety: Pol
- sable** <SAY.buhl>  
n, adj / black color; wearing black; gloomy, dismal  
The shield had brilliant red lions on a --- background, and the black and red was a fearsome combination.  
Ety: E fr Fr fr Ger fr Slav
- nabob** <NAY.bahb>  
n / native deputy of India; one who returns from the East with riches  
In Calcutta, the --- ruled with an iron fist, and foreign traders were taken to his court to pay homage.  
Ety: Hindi fr Arab
- robot** <ROH.baht> or <ROH.buht>  
n / automated device that performs tasks usually done by a person  
Mom always wanted a --- that would vacuum the house every day, but no such luck.  
Ety: Czech
- pecan** <pi.KAHN> or <pi.KAN> <PEE.kan> <pee.KAHN>  
n / tree native to the warmer parts of the U.S.; nut of such a tree  
Dad planted an improved variety of ---, but he said it would be about ten years before we had a crop of nuts.  
Ety: Algonquian
- decoy** <di.KAWI> or <dee.KAWI> <DEE.kawi>  
n, v / artificial bird used to lure wild fowl; allure  
Uncle Harry painted the wooden --- so accurately that it looked like a real duck bobbing on the lake.  
Ety: Du fr L
- yield** <YEELD>  
v, n / surrender the possession of something to another; amount obtained  
"I will not surrender to the enemy or --- to their demands," roared the angry leader.  
Ety: E
- opera** <AHP.ruh> or <AHP.uh.ruh>  
n, adj / drama in which music is essential  
The squirmy youth wondered when the --- would end because all the foreign arias were over his head.  
Ety: L - Notes: Also <OHP.uh.ruh> for plural of opus
- quell** <KWEL>  
v, n / quiet, suppress; overpower  
Mrs. Calder spoke quietly and calmly to the child, trying to --- the youngster's fear of the zoo animals.  
Ety: E
- bagel** <BAY.guhl>  
n / hard roll shaped like a doughnut  
Though it looks like a doughnut, a --- is much heavier and not nearly as sweet.  
Ety: Yid fr Ger
- hogan** <HOH.gahn> or <HOH.gan>  
n / Navaho Indian dwelling made of logs and mud  
Navajos used the --- because they could build it from logs and mud available almost anywhere.  
Ety: Navajo

**cashew** <KASH.oo> or <kuh.SHOO>  
n / nut of a tree found in tropical America  
Arnold methodically ate every single --- in the can of mixed nuts, and Ernest picked out all the almonds.

Ety: Port fr Tupi

**nestle** <NES.uhl>  
v / get comfortable; make a cozy bed  
Jonah loved to --- down under the soft, fluffy comforter on the bed he used at Gran's house.

Ety: E

**kishke** <KISH.kuh>  
n / beef or chicken casing stuffed with a mixture  
Frank's Polish grandmother prepared --- by stuffing a sausage casing with matzo, flour, and chicken fat.

Ety: Yid fr Slav

**gospel** <GAHS.puhl> or <GAWS.puhl>  
n, adj / something accepted as absolute truth; first four books of New Testament  
Lenny believed everything his friend said was absolute ---, and he was devastated when he found he'd lied.

Ety: E fr L

**mosque** <MAHSK>  
n / public place of worship for Islamic people  
Touring the ---, a guide explained that the prayer niche pointed to Mecca for Muslims to face during prayers.

Ety: Fr fr It fr Sp fr Arab

**tatami** <tuh.TAHM.ee>  
n / rush-colored straw matting used as floor coverings in Japanese homes  
Expecting straw mats to be coarse, Mari was surprised that the Japanese --- were made of soft, elegant rushes.

Ety: Jap

**satori** <suh.TOHR.ee>  
n / state of sudden spiritual enlightenment in Zen Buddhism  
The Buddhist wrote he'd spent ten years of meditation with koans to achieve a single flash of --- .

Ety: Jap

**kitsch** <KICH>  
n / art or literature of low quality that appeals to the masses  
The novel was pure ---; however, with its slick cover and sensational plot, I had to read it.

Ety: Ger

**iguana** <i.GWAHN.uh> or <ee.GWAHN.uh>  
n / large tropical American lizard with a dorsal crest and gular pouch

A fat --- sunned itself on warm steps of the temple ruins, startling tourists unused to seeing large reptiles.

Ety: Sp fr Arawak

**toucan** <TOO.kan> or <TOO.kahn> <too.KAHN> <TOO.kuhn>  
n / fruit-eating, tropical bird with very large bill  
The massive striped beak of the --- easily distinguishes it from other tropical birds.

Ety: Fr fr Port fr Tupi

**nougat** <NOO.guht>  
n / confection made with nuts and fruit in a sugar paste  
In the box of Valentine's candy, my favorite was a cherry --- covered with chocolate.

Ety: Fr fr Prov fr L

**stucco** <STUH..koh>  
n, v / cement mixture applied to form a hard covering for exterior walls  
Constructed of ---, Joel's house was designed to look like a Spanish hacienda.

Ety: It fr Gmc

**muumuu** <MOO.moo>  
n / loose dress having bright colors worn by Hawaiian women  
The tourist took photos of the Hawaiian woman sporting orchids in her hair and wearing a loose, bright --- .

Ety: Haw

**coyote** <kii.OH.tee> or <KII.oht>  
n, v, adj / small wolf native to western North America  
The rancher blamed a lone --- for killing his newborn lambs.

Ety: MexSp fr Nahuatl

**plateau** <pla.TOH> or <PLA.toh>  
n, adj, v / flat area of land sharply raised above adjacent land  
The quaint village rested high on a --- with a view in all directions across the prairie to the mountains.

Ety: Fr

**knavery** <NAYV.uh.ree> or <NAYV.ree> <NAYV.uh.ri> <NAYV.ri>  
n / deceitful action, petty trickery or villainy  
John's --- and hypocrisy turned his fellow compatriots against him when he deliberately led them into a trap.

Ety: E



**comandante** <kahm.uhn.DAN.tee> or <koh.mahn.DAHN.tay>  
n / officer in charge of a military group of installation  
The rebels revered their leader and swore to follow their --- to the ends of the world.  
Ety: Sp

**fantoccini** <fahnt.uh.CHEE.nee> or <fant.uh.CHEE.nee>  
n / puppets moved by mechanical devices, puppet shows  
Marionettes are children's favorites everywhere although the Italians often call them --- .  
Ety: It fr L

**rendezvous** <RAHN.di.voo> or <RAHN.day.voo>  
n, v / place selected for assembling or meeting; meeting time and place  
The grove of trees near the lake was a favorite --- for dating couples.  
Ety: Fr fr L

**prosciutto** <proh.SHOOT.oh>  
n / dry-cured spiced ham  
Mother always buys some --- when we shop at the Italian delicatessen, and we all like the spicy ham.  
Ety: It fr L

**capricious** <kuh.PRISH.uhs> or <ka.PREESH.uhs> <ka.PRISH.uhs> <kuh.PREESH.uhs>  
adj / changeable, erratic, whimsical  
The child seemed --- and easily wearied of the activity at hand, always wanting something new.  
Ety: It

**repertoire** <REP.uhr.twahr> or <REP.uh.twahr>  
n / set of skills or list of work available; stock-in-trade; one's bag of tricks  
The acting company's --- ranged from tragedy to comedy to short skits.  
Ety: Fr fr L

**Maraschino (m)** <mehr.uh.SKEE.noh> or <mehr.uh.SHEE.noh>  
n / sweet liqueur made from cherry juice; large cherry  
As an after-dinner drink, Mrs. Leone served ---; she particularly enjoyed the cherry-flavored liqueur.  
Ety: It - Notes: Capitalized for liqueur or type of cherry

**hartebeest** <HAHRT.uh.beest>  
n / large African antelope  
On the safari, Wes identified a large animal as a --- from its ringed horns standing in a lyre shape.  
Ety: Afrik fr Du

**vernacular** <vuhr.NAK.yuh.luhr> or <vuh.NAK.yuh.luhr>  
adj, n / native or unique to a particular place, as a language  
Although our lecturer spoke English, his --- pronunciations made his speech difficult to understand.  
Ety: L

**pernicious** <puhr.NISH.uhs>  
adj / highly destructive, deadly, wicked  
The libelous candidate spread --- rumors about his opponent to discredit his reputation and chance of winning.  
Ety: E fr Fr fr L

**springerle** <SPRING.uhr.luh> or <SHPRING.uhr.luh>  
n / hard cookie with anise flavoring and an impressed design  
Frieda snatched a --- from the tray of cookies that her German grandmother prepared for the Christmas season.  
Ety: Ger

**pasteurize** <PAS.chuh.riiz> or <PASH.chuh.riiz> <PAS.tuh.riiz>  
v / partially sterilize fluid to destroy bacteria  
In the country, farmers often --- milk themselves by heating it to 145 degrees for 30 minutes.  
Ety: Fr physician

**gesundheit** <guh.ZUNT.hiit>  
interj / word spoken to someone who sneezes to wish them good health  
It is a tradition in our family to say, "---," after someone sneezes.  
Ety: Ger

**misogynist** <mi.SAHJ.uh.nist> or <mii.SAHJ.uh.nist>  
n / one who dislikes women; relating to hatred of women  
An unfortunate love affair had turned Mr. Gill into a ---, and afterward he showed only disdain for women.  
Ety: Gk

**Rottweiler (r)** <RAHT.wii.luhr> or <RAHT.wii.luh>  
n / German breed of dog with stocky build and short black fur with brown markings  
Though Jim's --- could appear to be an attack dog when a stranger appeared, it was really a very gentle pet.  
Ety: Ger geog name - Notes: Capitalized for breed

**euthanasia** <yoo.thuh.NAY.zhuh> or <yoo.thuh.NAY.zhee.uh>  
n / killing or allowing the death of the hopelessly sick or injured  
The practice of --- on humans is illegal, but it is frequently used to put animals out of their misery.  
Ety: Gk