



**2017**

# **CLASSROOM PRONOUNCER GUIDE**

*Spelling and Vocabulary Edition*

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## Merriam-Webster Pronunciation Symbols

- ə ..... banana, collect
- ʼə, ə ..... humdrum
- ɚ ..... as in one pronunciation used by *r*-droppers for *bird* (alternative |ə|)
- ə̃ ..... two-value symbol equivalent to the unstressed variants |ə|, |ɪ|, as in *habit*, *duchess* (|ˈhəbət| = |ˈhəbət, -bit|)
- ° ..... immediately preceding |l|, |n|, |m|, |ŋ|, as in *battle*, *mitten*, and in one pronunciation of *cap* and *bells* |ˈm-|, *lock* and *key* |ˈŋ-|; immediately following |l|, |m|, |r|, as in one pronunciation of French *table*, *prisme*, *titre*
- əɪ ..... as in one pronunciation used by *r*-droppers for *bird* (alternative |əɪ|)
- ɔr ..... operation; stressed, as in *bird* as pronounced by speakers who do not drop *r*; stressed and with centered period after the |r|, as in one pronunciation of *burry* (alternative |ɔr|) and in one pronunciation of *hurry* (alternative |ɔr|); stressed and with centered period after |ɔr| as in one pronunciation of *hurry* (alternative |ɔr|)
- ɑ ..... mat, map
- ɑ̃ ..... day, fade, date, aorta
- ä ..... bother, cot; most American speakers have the same vowel in *father*, *cart*
- ɑ̃ ..... father as pronounced by speakers who do not rhyme it with *bother*; *farther* and *cart* as pronounced by *r*-droppers
- aa ..... bad, bag, fan as often pronounced in an area having New York City and Washington, D.C., on its perimeter; in an emphatic syllable, as before a pause, often |aaə|
- ai ..... as in some pronunciations of *bag*, *bang*, *pass*
- au ..... now, loud, some pronunciations of *talcum*
- b ..... baby, rib
- ch ..... chin, nature |ˈnɑtʃə(r)| (actually, this sound is |t| + |ʃh|)
- d ..... elder, undone
- d̃ ..... as in the usual American pronunciation of *latter*, *ladder*
- e ..... bet, bed
- ʼe, ē ..... beat, nosebleed, evenly, sleepy
- ē ..... as in one pronunciation of *evenly*, *sleepy*, *envious*, *igneous* (alternative |i|)
- ee ..... (in transcriptions of foreign words only) indicates a vowel with the quality of *e* in *bet* but long, not the sound of *ee* in *sleep*: *en arrière* |äˈnɑryeer|
- eũ ..... as in one pronunciation of *elk*, *helm*
- f ..... fifty, cuff
- g ..... go, big
- h ..... hat, ahead
- hw ..... whale as pronounced by those who do not have the same pronunciation for both *whale* and *wail*
- ɪ ..... tip, one pronunciation of *banish* (alternative unstressed |ē|), one pronunciation of *habit* (alternative |ə|; see ə)
- ī ..... site, side, buy (actually, this sound is |ä| + |i|, or |ā| + |i|)
- iũ ..... as in one pronunciation of *milk*, *film*
- j ..... job, gem, edge, procedure |prəˈsɛjə(r)| (actually, this sound is |d| + |zh|)
- k ..... kin, cook, ache
- ƙ ..... as in one pronunciation of *loch* (alternative |k|), as in German *ich-laut*
- l ..... lily, pool
- m ..... murmur, dim, nymph
- n ..... no, own
- ⁿ ..... indicates that a preceding vowel is pronounced with the nasal passages open, as in French *un bon vin blanc* |œˈbɔ̃ˈvaˈblɑ̃|
- ŋ ..... sing |ˈsɪŋ|, singer |ˈsɪŋə(r)|, finger |ˈfɪŋgə(r)|, ink |ˈɪŋk|
- ɔ̃ ..... bone, snow, beau; one pronunciation of *glory*
- ó ..... saw, all, saurian; one pronunciation of *horrid*
- œ ..... French *bœuf*, German *Hölle*
- œ̃ ..... French *feu*, German *Höhle*
- ói ..... coin, destroy, strawy, sawing
- oõ ..... (in transcriptions of foreign words only) indicates a vowel with the quality of *o* in *bone* but longer, not the sound of *oo* in *food*: *comte* |kɔ̃ˈt|
- p ..... pepper, lip
- r ..... rarity, one pronunciation of *tar*
- s ..... source, less
- sh ..... with nothing between, as in *shy*, *mission*, *machine*, *special* (actually, this is a single sound, not two); with a stress mark between, two sounds as in *death's-head* |ˈdeθs.hed|
- t ..... tie, attack; one pronunciation of *latter* (alternative |d|)
- th ..... with nothing between, as in *thin*, *ether* (actually, this is a single sound, not two); with a stress mark between, two sounds as in *knighthood* |ˈnɪt.hʊd|
- th̃ ..... then, either (actually, this is a single sound, not two)
- ü ..... rule, fool, youth, union |ˈyünyən|, few |ˈfyü|
- û ..... pull, wood, curable |ˈkyürəbəl|
- œ ..... German *füllen*, *hübsch*
- œ̃ ..... French *rue*, German *fühlen*
- v ..... vivid, give
- w ..... we, away
- y ..... yard, cue |ˈkyü|, union |ˈyünyən|
- ʸ ..... (in transcriptions of foreign words only) indicates that during articulation of the sound represented by the preceding character the tip of the tongue has substantially the position it has for the articulation of the first sound of *yard*, as in French *digne* |dɛ̃ˈn|
- yü ..... youth, union, cue, few
- yũ ..... curable
- z ..... zone, raise
- zh ..... with nothing between, as in *vision*, *azure* |ˈazhə(r)| (actually, this is a single sound, not two); with a stress mark between, two sounds as in *rosehill* |ˈrɔ̃z.hil|
- ˈ ..... mark preceding a syllable with primary (strongest) stress: |ˈpenmən.ʃɪp|
- ˌ ..... mark preceding a syllable with secondary (next-strongest) stress: |ˌpenmən.ʃɪp|
- ( ) ..... indicate that what is symbolized between is present in some utterances but not in others: *factory* |ˈfakt(ə)rɪ|

## Guidelines Regarding Pronunciation

### Pronunciation

For many words in Merriam-Webster Unabridged, copyright 2016, Merriam-Webster (<http://unabridged.merriam-webster.com>), more than one pronunciation is offered. In this classroom pronouncer guide, the chief pronunciation for a word is most often the first pronunciation given in this dictionary. Occasionally, however, the word panel has chosen to assign the dictionary's second or third pronunciation as the chief pronunciation. This decision has been made whenever the panel has reason to think that a certain pronunciation has become the most prevalent one.

Many of the variations in pronunciation listed in Merriam-Webster Unabridged are included in this publication as alternate pronunciations and are listed in square brackets under the chief pronunciation. These alternate pronunciations are all the variants in the dictionary's pronunciation data that differ phonemically from the chief pronunciation. Minor phonetic variations that are described in the dictionary pages are not included here, however, such as pronunciations that differ only in the level of stress on given syllables. In addition, this publication has not included the voluminous treatment of *r*-dropping and vowel variations before /r/ such as those that are found in certain geographical dialects of American English. Experience has shown that this information about nuances of phonetic variation in pronunciation can be the cause for confusion for spellers and pronouncers alike.

Nevertheless, every pronunciation in Merriam-Webster Unabridged that can offer any clues about spelling is listed as an alternate pronunciation herein. The phrase *no alternate pronunciations* means simply that, while the dictionary entry may or may not contain further details about phonetic differences in different dialects, the word in question has no other pronunciations that differ phonemically from the chief pronunciation that is provided.

## Tips for Conducting Your Classroom Spelling Bee

### Help your students prepare by:

- giving your students the grade-specific 100-word study list from the log-in section of [spellingbee.com](http://spellingbee.com), *and*
- providing the full 2017 School Spelling Bee Study List to your students if they seek a challenge.

### Familiarize yourself with the *2017 Classroom Pronouncer Guide*, in which:

- words 1-225 were selected from the 2016 School Spelling Bee Study List,
- words 226-250 were selected from Merriam-Webster Unabridged, copyright 2016, Merriam-Webster,
- the 25 questions in the Basic Oral Vocabulary Round were selected from the 2017 School Spelling Bee Study List,
- the 25 questions in the Intermediate Oral Vocabulary Round were selected from the 2017 School Spelling Bee Study List, *and*
- the 10 questions on each grade-specific Written Vocabulary Test were selected from the respective grade level in the 2017 School Spelling Bee Study List.

### Decide at what point in the *Classroom Pronouncer Guide* to begin your bee. We recommend that you:

- begin **Grade 1** classroom spelling bees with **word 1** (page 11),
- begin **Grade 2** classroom spelling bees with **word 26** (page 14),
- begin **Grade 3** classroom spelling bees with **word 51** (page 17),
- begin **Grade 4** classroom spelling bees with **word 76** (page 20),
- begin **Grade 5** classroom spelling bees with **word 101** (page 23),
- begin **Grade 6** classroom spelling bees with **word 126** (page 26),
- begin **Grade 7** classroom spelling bees with **word 151** (page 29), *and*
- begin **Grade 8** classroom spelling bees with **word 176** (page 32).

### As pronouncer, be sure to:

- review the *2017 Classroom Pronouncer Guide* prior to your bee, *and*
- refer to the Merriam-Webster Pronunciation Symbols on page 2 of the *2017 Classroom Pronouncer Guide* if you need assistance interpreting diacritical markings.

### As judge, keep in mind that:

- You may consult our *Rules for Local Spelling Bees* (on page 5 of the *2017 Classroom Pronouncer Guide*) if you need rules (pay special attention to Rule 10 for instruction regarding end-of-bee procedure) *and*
- You may wish to have a Merriam-Webster Unabridged, copyright 2016, Merriam-Webster (<http://unabridged.merriam-webster.com>) available for reference. If you do not have a subscription to Merriam-Webster Unabridged, the preferred alternative is *Merriam-Webster's Collegiate Dictionary*, eleventh edition, copyright 2003, Merriam-Webster.

## Rules for Local Spelling Bees

### Preface

We encourage spellers, parents, teachers and spelling bee officials to read these rules prior to any spelling bee.

These rules are guidelines designed to assist spelling bee officials and spellers at the local level. Spellers should check with their local spelling bee officials for the rules in effect in their area. Spelling bee officials include the pronouncer, judges, coordinator and sponsor.

While local spelling bee officials have the prerogative to amend Rules 2 through 11, amendments — particularly any amendments to the end-of-bee procedure — should be undertaken only with careful consideration of the various outcomes that may result from the amendments.

The Scripps National Spelling Bee has no authority over the conduct of local spelling bees (namely, spelling bees other than the Scripps National Spelling Bee near Washington, D.C.). Consequently, the national office will not render judgments relating to the conduct of local spelling bees. Individuals bearing complaints about the conduct of local spelling bees should register their concerns with local spelling bee officials. **DECISIONS OF LOCAL SPELLING BEE OFFICIALS ARE FINAL.**

These *Rules for Local Spelling Bees* are not the rules in effect at the Scripps National Spelling Bee near Washington, D.C. When a local spelling bee official says, “We use the national rules,” he or she is probably indicating that the *Rules for Local Spelling Bees* are in effect.

The Scripps National Spelling Bee near Washington, D.C., operates under a significantly different set of rules called the *Contest Rules of the 2017 Scripps National Spelling Bee*. These rules contain provisions that are specific to unique conditions at the event near Washington, D.C. Their successful implementation at the local level is considered impossible and therefore is not recommended.

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### Rules

**1. Eligibility:** A speller qualifying for the 2017 Scripps National Spelling Bee near Washington, D.C., must meet these requirements:

- (1) The speller must not have won a Scripps National Spelling Bee championship near Washington, D.C.
- (2) The speller must attend a school that is officially enrolled with the Scripps National Spelling Bee.
- (3) The speller must not have passed beyond the eighth grade on or before February 1, 2017.
- (4) The speller must not have repeated any grade for the purpose of extending spelling bee eligibility. If the speller has repeated any grade, the speller must notify the Scripps National Spelling Bee of the circumstances of grade repetition by March 31, 2017; and the Scripps National Spelling Bee will, at its sole discretion, determine the speller’s eligibility status on or before April 30, 2017.

(5) The speller — or the speller’s parent, legal guardian or school official acting on the speller’s behalf — must not have declared to another entity an academic classification higher than eighth grade for any purpose, including high school graduation equivalency or proficiency examinations and/or examinations such as the PSAT, SAT or ACT.

(6) The speller must not have earned the legal equivalent of a high school diploma.

(7) The speller must not have completed or have been enrolled in more than six high school-level courses or two college-level courses on or before April 30, 2017.

(8) The speller must not eschew normal school activity to study for spelling bees. The Scripps National Spelling Bee defines normal school activity as adherence to at least four courses of study other than language arts, spelling, Latin, Greek, vocabulary and etymology for at least four hours per weekday for 34 of the 38 weeks between August 29, 2016, and May 22, 2017.

(9) The speller must not have reached his/her 15th birthday on or before August 31, 2016.

(10) The speller must have been declared a champion of a final local spelling bee taking place on or after February 1, 2017, or be a spelling champion of a school whose application for participation in the Scripps National Spelling Bee's school self-sponsorship program has received final approval by the Scripps National Spelling Bee.

(11) Once having been disqualified at any level of a sponsor's spelling bee program between June 2016 and April 2017, the speller remains disqualified for the 2017 Scripps National Spelling Bee and may not seek advancement in the 2017 Scripps National Spelling Bee program through another sponsor and/or enrollment in another school.

(12) The speller, upon qualifying for the 2017 Scripps National Spelling Bee near Washington, D.C., must submit a completed Champion Bio Form, a Certification of Eligibility Form, a signed Appearance Consent and Release Form, and a photo to the Scripps National Spelling Bee. The speller will notify the Bee — at least 24 hours prior to the first day of competition in the 2017 Scripps National Spelling Bee in Washington, D.C. — if any of the statements made on the Certification of Eligibility Form are no longer true or require updating. The speller's sponsor will provide access to the necessary forms.

(13) The speller must not have any first-, second- or third-degree relatives (i.e., sibling, parent, grandparent, aunt, uncle, niece, nephew, half-sibling, first cousin or great grandparent) who are current employees of The E.W. Scripps Company.

The Scripps National Spelling Bee may disqualify prior to or during competition any speller who is not in compliance with any of its eligibility requirements; and it may — at any time between the conclusion of the 2017 Scripps National Spelling Bee and April 30, 2018 — require any speller who is found to have not been in compliance with any of the eligibility requirements to forfeit the prizes, rank, and other benefits accorded to the speller as a result of participation in the 2017 Scripps National Spelling Bee.

**2. Format:** The spelling bee is conducted in rounds. Each speller remaining in the spelling bee at the start of a round spells one word or answers one vocabulary question in each round — except in the case of a written, multiple choice or online test. The spelling bee may be conducted orally or in writing or in a manner that is a combination of the two; however, if the spelling bee officials specify an oral format, the speller may not demand a written format except under the conditions of Rule 4.

**3. Word list:** Local spelling bee officials are responsible for selecting the word lists for use at each local spelling bee. Many local spelling bee officials use word lists generated by the Scripps National Spelling Bee. These lists include many words that appear in the current edition of the School Spelling Bee Study List and *Spell It!* as well as some “end-of-bee” words. All words on Scripps National Spelling Bee word lists are entries in Merriam-Webster Unabridged, the official dictionary of the Scripps National Spelling Bee, available at <http://unabridged.merriam-webster.com/>.

**4. Special needs:** Spelling bee officials will strive to provide accommodation for spellers who have physical challenges. All requests for spelling bee officials to accommodate special needs involving sight, hearing, speech or movement should be directed to spelling bee officials well in advance of the spelling bee date. The judges have discretionary power to amend oral and/or written spelling requirements on a case-by-case basis for spellers with diagnosed medical conditions involving sight, hearing, speech or movement.

**5. Pronouncer's role:** The pronouncer strives to pronounce words according to the diacritical markings in Scripps National Spelling Bee word lists.

#### In Oral Spelling Rounds:

**Homonyms:** If a word has one or more homonyms, the pronouncer indicates which word is to be spelled by defining the word.

**Speller's requests:** The pronouncer responds to the speller's requests for a definition, sentence, part of speech, language(s) of origin and alternate pronunciation(s). When presented with requests for alternate pronunciations, the pronouncer or an aide to the pronouncer checks for alternate pronunciations in either Merriam-Webster Unabridged or *Merriam-Webster's Collegiate Dictionary*, eleventh edition.

The pronouncer does not entertain root word questions, requests for alternate definitions or requests for markedly slower pronunciation.

Pronouncer's sense of helpfulness: The pronouncer may offer word information — without the speller having requested the information — if the pronouncer senses that the information is helpful and the information is presented in the entry for the word in a 2017 Scripps National Spelling Bee word list.

#### In Oral Vocabulary Rounds:

Procedure: The pronouncer reads aloud the vocabulary question and both options (A) and (B), but does not indicate which is correct.

Homonyms: If a word has one or more homonyms, the pronouncer indicates which word is in question by spelling the word aloud.

Speller's requests: The pronouncer responds to the speller's requests for the question and/or answer options to be repeated. The pronouncer may also provide the spelling of the word in question.

**6. Judges' role:** The judges uphold the rules and determine whether or not words are spelled correctly or vocabulary items are answered correctly. They also render final decisions on appeals in accordance with Rule 11. They are in complete control of the competition and their decision is final on all questions.

Interaction with the speller: Because seeing the speller's lip movements may be critical in detecting misunderstandings or misspellings, the judges encourage spellers to face them when pronouncing and spelling the word.

Notice of rules: The judges ensure that all spellers and audience members are given an opportunity to receive a complete copy of the rules prior to the start of the spelling bee.

Misunderstandings: The judges participate in the exchange of information between the speller and pronouncer if they feel that clarification is needed. Also, the judges listen carefully to the speller's pronunciation of the word; and, if they sense that the speller has misunderstood the word, the judges work with the speller and pronouncer until they are satisfied that reasonable attempts have been made to assist the

speller in understanding the word. While the judges are responsible for attempting to detect a speller's misunderstanding, it is sometimes impossible to detect a misunderstanding until an error has been made. The judges are not responsible for the speller's misunderstanding.

Pronouncer errors: The judges compare the pronouncer's pronunciation with the diacritical markings in the word list. If the judges feel that the pronouncer's pronunciation does not match the pronunciation specified in the diacritical markings, the judges direct the pronouncer to correct the error as soon as it is detected.

Disqualifications for reasons other than error: The judges will disqualify a speller (1) who refuses a request to start spelling or to provide an answer to a vocabulary question; (2) who does not approach the microphone when it is time to receive the word or question; (3) who does not comply with the eligibility requirements; (4) who engages in unsportsmanlike conduct; (5) who, in the process of retracing a spelling, alters the letters or sequence of letters from those first uttered; (6) who, in the process of spelling, utters unintelligible or nonsense sounds; or (7) who, in the process of providing an answer in an oral vocabulary round, provides a blend of correct and incorrect information. (For example: If in answering the question, "What is porridge made from? A. fur, or B. grain," the speller provides as an answer either "A. grain" or "B. fur.")

Speller activities that do not merit disqualification: The judges may not disqualify a speller (1) for failing to pronounce the word either before or after spelling it, (2) for asking a question, or (3) for noting or failing to note the capitalization of a word, the presence of a diacritical mark, the presence of a hyphen or other form of punctuation, or spacing between words in an open compound.

**7. Speller's role:** In a spelling round, the speller makes an effort to face the judges and pronounce the word for the judges before spelling it and after spelling it. The speller *while facing the judges* makes an effort to utter each letter distinctly and with sufficient volume to be understood by the judges. The speller may ask the pronouncer to say the word again, define it, use it in a sentence, provide the part of speech, provide the language(s) of origin, and/or provide an alternate pronunciation or pronunciations.

**Misunderstandings:** The speller is responsible for any misunderstanding of the word unless (1) the pronouncer never provided a correct pronunciation; (2) the pronouncer provided incorrect information regarding the definition, part of speech or language of origin; or (3) the speller correctly spelled a homonym of the word and the pronouncer failed to either offer a definition or distinguish the homonyms.

In an oral vocabulary round, a speller may answer the question by providing (1) the letter associated with the chosen answer, (2) the chosen answer or (3) both. If the correct answer is identified by (1) associated letter alone *or* (2) by answer alone *or* (3) by both correct letter and correct answer, the speller is correct.

For example: If the speller is offered the question, “What is porridge made from? A. fur, or B. grain,” each of the following methods of answering is correct: “B,” “grain,” or “B. grain.”

**8. Correction of a misspelling:** The pronouncer and judges will not ask the speller to correct another speller’s misspelling, even in end-of-bee circumstances.

**9. Errors:** Upon providing an incorrect spelling of a word or an incorrect answer to a vocabulary question, the speller immediately drops out of the competition, except as provided in Rule 10.

#### **10. End-of-bee procedure:**

If all spellers in a round misspell or answer vocabulary questions incorrectly: If none of the spellers remaining in the spelling bee at the start of a round spells a word correctly or answers a vocabulary question correctly during that round, all remain in the competition and a new spelling round begins.

Ties: All spellers eliminated in the same round are tied for the same place. After the champion has been determined, spelling bee officials may opt to conduct tiebreakers (of their own design) if tiebreakers are necessary for the awarding of prizes or the determination of qualifying spellers for the next level of competition.

If only one speller in a round spells correctly or answers a vocabulary question correctly: If only one speller spells correctly in a round, a new one-word spelling round begins and the speller is given an opportunity to spell a word on

the list (anticipated championship word). If the speller succeeds in correctly spelling the anticipated championship word in this one-word round, the speller is declared the champion.

Example: In Round 12 there are four spellers. Spellers 6 and 21 misspell. Speller 30 spells correctly. Speller 42 misspells. So, Speller 30 is the only speller in the round to spell correctly. Speller 30 begins Round 13 — a one-word round — and is offered the anticipated championship word. Speller 30 correctly spells the anticipated championship word and is declared champion.

Example: Two spellers spell in Round 10. Speller 14 misspells. Speller 25 spells correctly. Speller 25 begins Round 11 — a one-word round — and is offered the anticipated championship word. Speller 25 correctly spells the anticipated championship word and is declared champion.

Example: Two spellers spell in Round 16. Speller 3 spells correctly. Speller 9 misspells. Speller 3 begins Round 17 — a one-word round — and is offered the anticipated championship word. Speller 3 correctly spells the anticipated championship word and is declared champion.

**VERY IMPORTANT:** If a speller misspells the anticipated championship word in a one-word round: A *new* spelling round begins with ALL the spellers who participated in the previous round. These spellers spell in their original order.

Example: In Round 8 there are three spellers. Speller 12 spells correctly and Spellers 23 and 37 misspell. Round 9 — a one-word round — begins, and Speller 12 is offered the anticipated championship word. Speller 12 misspells the anticipated championship word. Round 10 begins and includes Spellers 12, 23 and 37. The rules prescribe that spellers 12, 23 and 37 spell in their original order; so Speller 12 gets the next word on the list even though Speller 12 misspelled the previous word on the list. Round 10 is not complete until all three spellers have spelled.

**Tip:** Spelling bee officials may find it helpful to designate a record keeper or judge to track the progress of spellers throughout the rounds. The record keeper’s information will be helpful in preventing end-of-bee confusion.

**11. Appeals:** The speller’s parent(s), legal guardian or teacher may appeal to the judges for the speller’s reinstatement provided that the appeal is in compliance with the appeal protocol. The judges render a final decision on the appeal in accordance with the reinstatement protocol.



### *Appeal protocol*

A written appeal must be hand delivered to the designated official (usually the spelling bee coordinator/director). The deadline for delivering an appeal is before the speller affected would have received his/her next word had he/she stayed in the spelling bee; however, to minimize disruptions to the spelling bee, every effort should be made to deliver an appeal by the end of the round in which the speller was eliminated. When five or fewer spellers remain, the written appeal requirement is suspended, and an oral appeal must be made before the speller would have received his/her next word had he/she stayed in the spelling bee. A written appeal must provide the speller's name, the word in question and the reason the speller should be reinstated.

While the competition is in session, individuals who have filed appeals may not directly approach the judges unless explicit permission to approach the judges has been given. The judges will contact the speller if they decide to reinstate the speller. To minimize disruption to the pace of the spelling bee and the concentration of the spellers, the judges are under no obligation to stop the spelling bee in order to discuss with the speller's parent(s), legal guardian or teacher a denied appeal. The judges' decisions are final and are subject neither to review nor to reversal by the Scripps National Spelling Bee's headquarters office.

### *Reinstatement protocol*

Pronouncer mispronunciation: An appeal claiming that a speller's elimination from the spelling bee was due to pronunciation error should be denied unless there is agreement that the pronouncer *never* offered a correct pronunciation.

Alternate pronunciations: An appeal claiming that the pronouncer did not offer alternate pronunciations should be denied unless it is determined that the speller requested alternate pronunciations *and* the pronouncer did not accommodate the speller's request for alternate pronunciations *and* it appears that the speller's spelling almost matches the correct spelling.

Speller's misunderstanding: An appeal claiming that the speller's elimination from the spelling bee was due to the speller's not understanding the word (its pronunciation(s) and/or other information about the word) should be denied. It is the speller's responsibility to understand the word.

Speller offered correct spelling for a word in this guide: An appeal claiming that the speller correctly spelled the word should be denied unless an audio recording of the bee's proceedings or bee officials' recollections clearly indicate that the word was indeed spelled correctly.

Exception: If the speller's spelling is listed in Merriam-Webster Unabridged, the speller should be reinstated if all of the following three criteria are met: (1) The pronunciations of the words are identical, (2) the definitions of the words are identical, and (3) the words are clearly identified as being standard variants of each other. Spellings at other locations having temporal labels (such as *archaic, obsolete*), stylistic labels (such as *substand, nonstand*), or regional labels (such as *North, Midland, Irish*) which differ from main entry spellings not having these status labels will not be accepted as correct.

Speller offered correct spelling, as indicated in a dictionary other than Merriam-Webster Unabridged: An appeal claiming that the speller spelled the word correctly according to a dictionary other than Merriam-Webster Unabridged should be denied.

Homonym in a spelling round: An appeal claiming that the speller's elimination was unfair because the speller's word is a homonym should be denied unless the pronouncer failed to define the word *and* the speller correctly spelled a homonym of the word.

Homonym in an oral vocabulary round: An appeal claiming that the speller's elimination was unfair because the speller's word is a homonym should be denied unless the pronouncer failed to spell the word *and* the speller identified an answer matching the definition of a homonym of the word.

Incorrect or unsolicited information: An appeal claiming that the speller's elimination was unfair because the pronouncer offered incorrect or unsolicited information about the word should be denied unless it is determined that the pronouncer indeed gave factually incorrect information *and* it appears that the speller's spelling would have been correct if not for the incorrect or unsolicited information provided by the pronouncer.

Bee officials failed to correct a misunderstanding: An appeal claiming that the speller misspelled or incorrectly answered

because the judges and/or pronouncer failed to correct the speller's mispronunciation of the word should be denied. It is sometimes impossible to detect a speller's mispronunciation or misunderstanding, and ultimately it is the responsibility of the speller to understand and correctly pronounce the word.

Disqualification request: An appeal seeking to dislodge another speller from the spelling bee should be denied.

**Words 1–225 are Scripps National Spelling Bee School Level Study Words.**

*This is the recommended starting point for **Grade 1 Classroom Spelling Bees**.  
There is no rule stating that you must proceed word-for-word from this list.  
You may skip a word if you sense that the word may present a problem at your bee.*

*If a word has a homonym or near-homonym, the word’s homonym status is probably noted  
at the word’s entry in this guide. We encourage you to include these words in your bee,  
provided you indicate the word’s homonym or near-homonym status to the speller.*

*If you think a word is a homonym and yet a homonym is not listed, please check  
Merriam-Webster Unabridged for further information or skip the word.  
It is possible that we did not note the fact that the word is a homonym.*

1. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**bus**                      \ 'bəs \                      noun    [Has homonym: *buss*.]  
[no alternate pronunciation(s)]    a vehicle used for transporting children to or from school.  
*Justin sat at the front of the **bus** on the way home from school.*

2. Say to the speller “This word could be confused with a similar word.” Next, say the word. Next, provide the word’s part of speech and definition. Next, answer speller’s questions, if any, about the word.

**fit**                      \ 'fit \                      verb    [Different definition has archaic variant: *fytte*.]  
[no alternate pronunciation(s)]    to be correctly adjusted to or shaped for someone or something.  
*Paul tried on three jackets before finding one that **fit**.*

3. **job**                      \ 'jəb \                      noun  
[no alternate pronunciation(s)]    a specific required task, role or function.  
*It was Neveah’s **job** to water the plants in the classroom every Thursday afternoon.*

4. **tree**                      \ 'trē \                      noun  
[no alternate pronunciation(s)]    a usually tall plant with one main woody stem and lots of branches and leaves.  
*On hot summer days, Luke relaxes in the shade of the huge oak **tree** in his backyard.*

5. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**room**                      \ 'rüm \                      noun    [Has homonym: *rheum*]  
[ \ 'rüm \ ]                      a part of the inside of a building usually divided from other areas by walls.  
*The kitchen is the biggest **room** in Greta’s house.*

6. **case** \ 'kās \ noun  
 [no alternate pronunciation(s)] a situation requiring investigation or action by the police or other agency.  
*Seth loved being a detective, especially when he had a new **case** to solve.*
7. **spy** \ 'spī \ verb  
 [no alternate pronunciation(s)] to try to get information about a country or people without them knowing.  
*Eli denied that he was there to **spy** on the other team.*
8. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- lost** \ 'lōst \ adjective [Has near-homonym: *loss*.]  
 [no alternate pronunciation(s)] put in a place you don’t remember.  
*Micah found his **lost** glasses between the couch cushions, along with a paper clip, two quarters, a ticket stub and some popcorn kernels.*
9. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- need** \ 'nēd \ verb [Has Scottish variant: *neid*. Has homonyms: *knead*, *knead*. Has near-homonym: *neat*.]  
 [no alternate pronunciation(s)] to feel like you must have or do something.  
*Kittens **need** lots of sleep when they are very little.*
10. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- rang** \ 'rɑŋ \ verb [Has homonym: *wrang*.]  
 [no alternate pronunciation(s)] sounded clearly and in a loud, echoing manner.  
*Lila had just started her homework when the telephone **rang**.*
11. **start** \ 'stārt \ verb  
 [no alternate pronunciation(s)] to begin.  
*Betsy knew it was wise to **start** working on her project as soon as possible.*
12. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- chew** \ 'chü \ verb [Has homonym: geographical entry *Chu*.]  
 [no alternate pronunciation(s)] to crush or grind food with teeth in preparation for swallowing.  
*Mrs. Phillips reminded her children to **chew** their food thoroughly before swallowing.*
13. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Next, provide the word’s part of speech and definition. Next, answer speller’s questions, if any, about the word.*
- tile** \ 'tīl \ noun [Different definition has variant: *tile/tyle*.]  
 [no alternate pronunciation(s)] a usually flat piece of hard clay, stone or other material used for roofs, floors or walls.  
*Last weekend, Mr. Fisher installed new **tile** in the bathroom.*



22. **sharp** \ 'shärp \ adjective  
 [no alternate pronunciation(s)] tapering to a fine point.  
*Jasmyne found a **sharp** pencil and started working on the crossword puzzle.*
23. **bones** \ 'bōnz \ plural noun [Has differently pronounced, chiefly Scottish  
 [no alternate pronunciation(s)] variant: *banes*.]  
 the hard parts of the skeleton of a vertebrate.  
*The X-ray revealed that Delia had broken two **bones** in her left foot.*
24. **digging** \ 'digiŋ \ verb  
 [no alternate pronunciation(s)] turning up, loosening or removing soil or earth.  
*Colby put on his pirate costume and spent the afternoon **digging** for buried treasure in his backyard.*
25. **monster** \ 'mäntər \ noun  
 [ \ 'män(t)stər \ ] a ferocious legendary animal usually of great size.  
*Peyton dressed as a **monster** for Halloween last year.*

*This is the recommended starting point for **Grade 2 Classroom Spelling Bees**.  
 There is no rule stating that you must proceed word-for-word from this list.  
 You may skip a word if you sense that the word may present a problem at your bee.*

26. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- tusk** \ 'təsk \ noun [Could be confused with *dusk*.]  
 [no alternate pronunciation(s)] a large, long tooth that sticks out of an animal’s mouth.  
*The narwhal usually has a single **tusk** that is straight and has a spiral structure.*
27. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- news** \ 'nü:z \ plural noun [Has near-homonym: *gnus*.]  
 [ \ 'nyüz \ ] recent information.  
*Kennedy told her class the **news** about the change to the lunchroom menu.*
28. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- ivy** \ 'ivē \ noun [Has homonym: *IV*.]  
 [no alternate pronunciation(s)] a climbing vine that clings to upright surfaces (such as walls).  
*Charlotte gently pulled the **ivy** off the side of the house.*
29. **fold** \ 'földz \ verb  
 [no alternate pronunciation(s)] reduces in size by laying one part over another part of.  
*Carmen carefully **fold**s each sheet and pillowcase before putting them in the closet.*

30. **oven** \ 'əvən \ noun  
 [no alternate pronunciation(s)] a closed, heated device used for cooking.  
*Tomas preheated the **oven** while he mixed the cake batter.*
31. **miles** \ 'mīlz \ plural noun  
 [no alternate pronunciation(s)] more than one of a unit of distance equal to 5280 feet.  
*Lyle walks nearly two **miles** to get to school each day.*
32. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**road** \ 'rōd \ noun [Has homonyms: *rode, rowed*, and geographical entry *Rhode.*]  
 [no alternate pronunciation(s)] a track for vehicles, people and animals to travel on.  
*Mrs. Dalton drove her car down the **road** that led out of town.*
33. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**corner** \ 'kɔrnər \ noun [Has near-homonym: *coroner.*]  
 [no alternate pronunciation(s)] the place where two streets or roads meet.  
*Anya and Mason met at the **corner** of 5th Avenue and Main Street before walking to school.*
34. **snack** \ 'snak \ noun  
 [no alternate pronunciation(s)] a small amount of food usually eaten between meals.  
*Jillian eats a healthy **snack** every day before starting her homework.*
35. **pages** \ 'pājəz \ plural noun  
 [no alternate pronunciation(s)] leaves of a book or other printed item.  
*Ellen grabbed the book away from her little brother before he ripped out all the **pages**.*
36. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**hardly** \ 'hɑrdlē \ adverb [Had near-homonym: *hardily*. Could be confused with *heartily.*]  
 [no alternate pronunciation(s)] barely, scarcely.  
*Addyson **hardly** noticed when her mom gave her whole wheat noodles instead of white ones.*
37. **float** \ 'flōt \ verb  
 [no alternate pronunciation(s)] to rest on or partly under the surface of a liquid.  
*Moira likes to **float** on her back in her pool and stare up at the clouds.*
38. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**bother** \ 'bʌθər \ verb [Has near-homonym: *father.*]  
 [no alternate pronunciation(s)] to pester or disturb (someone).  
*Michaela knew better than to **bother** her baby brother while he was napping, but sometimes she did it anyway.*





48. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- chance**                    \ 'chan(t)s \                    noun    [Has homonym: *chants*.]  
    [no alternate pronunciation(s)]    opportunity.  
    *Robbie hadn’t had a **chance** to tell his mother about his idea for his Halloween costume.*
49.    **backdrop**                \ 'bak.dräp \                    noun  
    [no alternate pronunciation(s)]    a cloth hung across the back of a stage that looks like a scenic background.  
    *Suddenly in the middle of the play, the **backdrop** fell down onto the stage.*
50.    **thumb**                    \ 'thəm \                    noun  
    [no alternate pronunciation(s)]    the short, thick finger on your hand that can be placed opposite the other fingers.  
    *The politician would miss many things while nursing his broken **thumb**, but none quite so much as pinching babies’ cheeks while on the campaign trail.*

*This is the recommended starting point for **Grade 3 Classroom Spelling Bees**.  
 There is no rule stating that you must proceed word-for-word from this list.  
 You may skip a word if you sense that the word may present a problem at your bee.*

51. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- frown**                    \ 'fraɪn \                    noun    [Could be confused with plural noun *frauen*.]  
    [no alternate pronunciation(s)]    scowl.  
    *Matthias’ mom was very fond of the expression, “Turn that **frown** upside down!”*
52. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- soul**                    \ 'sōl \                    noun    [Has homonyms: *sol, sole, sowl*.]  
    [no alternate pronunciation(s)]    human being.  
    *“You are such a kind **soul**!” said Jessie’s grandma after Jessie brought her cookies.*
53.    **partly**                    \ 'pärtlē \                    adverb  
    [no alternate pronunciation(s)]    not completely.  
    *Camila suspected that her brother’s story about the neighbor breaking her guitar was only **partly** true.*
54. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- burst**                    \ 'bɜrst \                    verb    [Has near-homonyms: *versed, pursed*.]  
    [no alternate pronunciation(s)]    exploded.  
    *The pipes **burst** and Gregg’s basement began to fill with water.*

55.	<b>silver</b>	\ 'silvər \ [no alternate pronunciation(s)]	noun a white metallic element used to make coins, silverware, jewelry and other items. <i>Gavin wore a chain made of <b>silver</b> around his neck for luck during his swim meets.</i>
56.	<b>bakery</b>	\ 'bākərē \ [no alternate pronunciation(s)]	noun a store that sells bread, cakes, pastries and other edible goods. <i>Austin insisted on a cake from his favorite <b>bakery</b> every year on his birthday.</i>
57.	<b>dishes</b>	\ 'dishəz \ [no alternate pronunciation(s)]	plural noun shallow containers used for serving food. <i>Anthony brought each of the <b>dishes</b> filled with piping hot food to the table.</i>
58.	<b>curved</b>	\ 'kərvd \ [no alternate pronunciation(s)]	verb took a turn or changed direction from a straight line. <i>Patrick <b>curved</b> his bike to the left to avoid the pothole in the road.</i>
59.	<b>porch</b>	\ 'pɔrch \ [ \ 'pɔrch \ ]	noun a covered entrance to a building. <i>Adrian enjoyed sitting on his <b>porch</b> in the summer and watching thunderstorms.</i>
60.	<i>Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.</i>		
	<b>leaky</b>	\ 'lɛkē \ [no alternate pronunciation(s)]	adjective [Has homonyms: <i>leaky</i> , proper name <i>Leakey</i> .] allowing a liquid to enter or escape through a hole. <i>The plumber searched and searched, but she couldn’t locate the source of the <b>leaky</b> pipe.</i>
61.	<b>rather</b>	\ 'rathər \ [ \ 'rathər \ ]	adverb preferably. <i>Heather told her mom she would <b>rather</b> eat worms than babysit her younger sister.</i>
62.	<i>Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.</i>		
	<b>hungry</b>	\ 'hʌŋgrē \ [no alternate pronunciation(s)]	adjective [Could be confused with <i>Hungary</i> .] needing or craving food. <i>Jaime was so <b>hungry</b> that even broccoli started sounding appetizing.</i>
63.	<b>interact</b>	\ 'intərækt \ [no alternate pronunciation(s)]	verb to have an effect on one another. <i>The shelter’s new program allowed citizens to <b>interact</b> with animals on a regular basis.</i>

64. **London** \ 'lɒndən \ geographical entry  
 [no alternate pronunciation(s)] a city in southeastern England that is the capital of the United Kingdom.  
*While in **London**, Ian wanted to visit Big Ben and eat fish and chips.*
65. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**sign** \ 'sɪn \ noun [Has homonyms: *sine, syne.*]  
 [no alternate pronunciation(s)] a board on a building that tells the name and type of a business.  
*The **sign** told Melanie that she had arrived at the public library.*
66. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**forward** \ 'fɔrwərd \ adverb [Has homonym: *foreword.*]  
 [no alternate pronunciation(s); nonstandard pron(s): \ 'fɔrwərd \ ] to or toward what is before or in front.  
*Liam moved **forward** to the front of the lunch line.*
67. **arcade** \ ər'kɑd \ noun  
 [no alternate pronunciation(s)] a place where you can play coin-operated games.  
*Katie spent all of the money in her piggy bank playing her favorite game at the **arcade**.*
68. **hitched** \ 'hɪtʃ \ verb  
 [no alternate pronunciation(s)] attached with a hook or knot.  
*Gianna **hitched** her kayak to the top of the truck with a rope.*
69. **chamber** \ 'tʃæmbər \ noun  
 [no alternate pronunciation(s)] a private room : bedroom.  
*After a long day, the king retired to his **chamber** with the order that he was not to be disturbed.*
70. **shrill** \ 'ʃrɪl \ adjective [Has similarly pronounced archaic chiefly Scottish variants: *schill, shill.*]  
 [no alternate pronunciation(s)] piercing.  
*The lifeguard’s **shrill** whistle made everyone jump.*
71. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**mayor** \ 'mɑər \ noun [Has homonyms: *mare, mayer.*]  
 [no alternate pronunciation(s)] the primary public official of a city.  
*Jade was determined to become the next **mayor** of her hometown.*
72. **snoozing** \ 'snuzɪŋ \ verb  
 [no alternate pronunciation(s)] sleeping briefly during the day.  
*Kathryn loved **snoozing** in the summertime with the windows open.*

73. **prevented** \ pri'ventəd \ verb  
 [no alternate pronunciation(s)] kept from happening due to previous caution.  
*Hannah **prevented** cavities from forming by brushing her teeth daily.*
74. **beginning** \ bi'giniŋ \ noun  
 [ \ bē'giniŋ \ ] the first part.  
*While she found the **beginning** of the book to be boring, Greta loved the dramatic ending.*
75. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- lotion** \ lōshən \ noun [Has near-homonym: *Laotian*.]  
 [no alternate pronunciation(s)] a liquid used to soften the skin.  
*Cliff applied a generous amount of **lotion** to soothe his dry hands.*

*This is the recommended starting point for **Grade 4 Classroom Spelling Bees**.  
 There is no rule stating that you must proceed word-for-word from this list.  
 You may skip a word if you sense that the word may present a problem at your bee.*

76. **studio** \ 'stüdə.ō \ noun  
 [ \ 'styüdə.ō \ ] a place to study various performing arts such as dancing, singing or acting.  
*Nathaniel visited his dance **studio** three times each week to prepare for his upcoming recital.*
77. **destiny** \ 'destənē \ noun  
 [no alternate pronunciation(s)] fate.  
*Flynn knew it was his **destiny** to become an Olympic athlete.*
78. **wonderful** \ 'wəndərfəl \ adjective  
 [no alternate pronunciation(s)] unusually good, interesting, amusing, lovely.  
*Janice and Kristen told all of their friends about the **wonderful** movie they saw last weekend.*
79. **smirk** \ 'smərk \ verb  
 [no alternate pronunciation(s)] to smile in a false way.  
*Jill tried not to **smirk** when she won the contest.*
80. **pottery** \ 'pätərə \ noun  
 [no alternate pronunciation(s)] an article made of fired clay.  
*Gloria enjoyed collecting **pottery** from all over the world.*
81. **estate** \ ə'stāt \ noun  
 [ \ e'stāt \ ] the sum of all property and debts that someone leaves behind when they die.  
*The **estate** of the deceased billionaire has been tied up in lawsuits for over 12 years.*

82. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- pouring**                    \ 'póriŋ \                    verb    [Has homonym: *poring*.]  
    [no alternate pronunciation(s)]    causing or allowing something to flow in a steady stream.  
    *It was when Martin was halfway through **pouring** sugar into his coffee that he realized he had grabbed the salt by mistake.*
83. **square**                    \ 'skwer \                    noun  
    [no alternate pronunciation(s)]    a rectangle with all four sides equal.  
    *The instructions indicated that the **square** in the top right corner of the form is for official use only.*
84. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Next, provide the word’s part of speech and definition. Next, answer speller’s questions, if any, about the word.*
- lantern**                    \ 'lantərn \                    noun    [Has differently pronounced, chiefly British variant with one overlapping pronunciation: *lanthorn*.]  
    [no alternate pronunciation(s)]    a portable lamp.  
    *The red light in the distance came from a **lantern** that hung from the last car of the train.*
85. **umbrella**                    \ ,əm'brələ \                    noun  
    [no alternate pronunciation(s)]    a small portable covering that provides protection against the weather.  
    *Corrie borrowed Molly’s **umbrella** for her rainy walk home.*
86. **promote**                    \ prə'mōt \                    verb  
    [no alternate pronunciation(s)]    to move forward in station, rank or honor.  
    *Michael wanted to **promote** Sandra to manager, but he was concerned about her constant tardiness.*
87. **country**                    \ 'kəntre \                    noun  
    [no alternate pronunciation(s)]    a political state or nation.  
    *Peter has always wanted to visit the **country** of Switzerland.*
88. **liquid**                    \ 'likwəd \                    noun  
    [no alternate pronunciation(s)]    an extremely fluid substance that flows freely like water.  
    *Annabelle wasn’t sure if the suspicious **liquid** on the floor was water or if her new puppy had had an accident.*
89. **furnish**                    \ 'fərnish \                    verb  
    [no alternate pronunciation(s)]    to provide a room with necessary and decorative items.  
    *Leilani couldn’t wait to **furnish** her new home with all her belongings.*
90. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- bronze**                    \ 'brānz \                    noun    [Has near-homonym: *brawns*.]  
    [no alternate pronunciation(s)]    a substance made of copper and tin that is used to make industrial items, art and bells.  
    *The antique candlesticks that Alex inherited from his great-aunt were made of **bronze**.*

91.	<b>merely</b>	\ 'mɪrlē \ [no alternate pronunciation(s)]	adverb only, simply. <i>Joseph was <b>merely</b> repeating what his brother had told him.</i>
92.	<b>balance</b>	\ 'bælən(t)s \ [no alternate pronunciation(s)]	noun stability as a result of equally spreading your weight. <i>Lauren quickly learned how to maintain her <b>balance</b> on a bicycle.</i>
93.	<b>subtracting</b>	\ səb'træktɪŋ \ [no alternate pronunciation(s)]	verb taking away an amount from a total. <i>Marion's teacher pointed out that she was <b>subtracting</b> two numbers when she should have been adding them.</i>
94.	<b>thunderbolt</b>	\ 'θʌndər,bɔlt \ [no alternate pronunciation(s)]	noun a flash of lightning that makes the loud sound of thunder. <i>Jenna's dog ran to hide under her bed every time a <b>thunderbolt</b> cracked outside her window.</i>
95.	<b>mansion</b>	\ 'mæŋtʃən \ [no alternate pronunciation(s)]	noun a home that is impressive due to its size. <i>Local children refuse to go near the reportedly haunted <b>mansion</b> on the hill.</i>
96.	<b>available</b>	\ ə'væləbəl \ [no alternate pronunciation(s)]	adjective being free to do something at an exact time. <i>Lara told Todd she was <b>available</b> to study for the test on Thursday evening.</i>
97.	<i>Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.</i>		
	<b>gallant</b>	\ gə'lænt \ [ \ gə'lænt, 'gælənt \ ]	adjective [Has homonym: <i>galant</i> .] brave, dashing and generous. <i>The press conference featured speeches in praise of the <b>gallant</b> adventurers who had rescued the lost hikers.</i>
98.	<b>portions</b>	\ 'pɔrʃənz \ [no alternate pronunciation(s)]	plural noun parts of a whole. <i>Marisol divided the dough into equal <b>portions</b> for her children to knead.</i>
99.	<b>whistling</b>	\ 'hwɪslɪŋ, \ [ \ 'hwɪsəlɪŋ, 'wɪslɪŋ \ ]	verb making clear sounds by blowing air through pursed lips. <i>Jessie practiced <b>whistling</b> day and night so that she could someday compete as a professional.</i>
100.	<b>voyage</b>	\ 'vɔi(i)j \ [no alternate pronunciation(s)]	noun a journey by water : cruise. <i>Bill and Gail went on a sea <b>voyage</b> for their honeymoon.</i>

*This is the recommended starting point for **Grade 5 Classroom Spelling Bees**.  
There is no rule stating that you must proceed word-for-word from this list.  
You may skip a word if you sense that the word may present a problem at your bee.*

101. **funnel** \ 'fʌnəl \ noun  
[no alternate pronunciation(s)] a tool shaped like a hollow cone with a tube extending from the point that is used to direct the flow of liquid.  
*To avoid a spill, Mary Ann used a **funnel** when she refilled the windshield washer fluid in her car.*
102. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- hangar** \ 'hæŋər \ noun [Has homonym: *hanger*.]  
[ \ 'hæŋər \ ; nonstandard pron(s): \ 'hæŋgər \ ] a covered and usually enclosed area or a large shed for housing and repairing aircraft (as airplanes).  
*The huge empty **hangar** made Ms. Bostock feel tiny.*
103. **gravely** \ 'grævliē \ adverb  
[no alternate pronunciation(s)] seriously.  
*Phoebe’s leg was **gravely** injured when she fell from the tree.*
104. **dowdy** \ 'daʊdiē \ adjective  
[no alternate pronunciation(s)] old-fashioned : out of date.  
*Her stepsisters told Cinderella that she couldn’t possibly go to the ball in her mother’s **dowdy** old dress.*
105. **clients** \ 'kliənts \ plural noun  
[no alternate pronunciation(s)] patrons, customers.  
*Stevie loves getting to know her regular **clients** at the salon.*
106. **quality** \ 'kwälətē \ noun  
[no alternate pronunciation(s)] a special or distinguishing attribute : characteristic.  
*Kai’s sunny personality is a **quality** that has made him many friends.*
107. *Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- blurred** \ 'blɜrd \ adjective [Has near-homonym: *blurt*.]  
[no alternate pronunciation(s)] characterized by dimness, indistinctness or obscurity.  
*Ali couldn’t identify anyone in the **blurred** photograph.*
108. **classical** \ 'klasikəl \ adjective  
[no alternate pronunciation(s)] relating to music other than popular music or music for entertainment.  
*Jun enjoys playing both contemporary pop and **classical** pieces on the piano.*





118.	<b>dignified</b>	\ 'dignəˌfɪd \ [no alternate pronunciation(s)]	adjective showing or expressing formality, seriousness and self-confidence in appearance, manner or language. <i>Jayden quickly learned that it was hard to learn to ice skate and look <b>dignified</b> at the same time.</i>
119.	<b>unbearable</b>	\ ənˈberəbəl \ [no alternate pronunciation(s)]	adjective not able to be endured. <i>Losing the big game to their school rival was almost <b>unbearable</b>.</i>
120.	<b>vinegar</b>	\ 'vɪnɪgər \ [ \ 'vɪnɛgər \ ]	noun a sour liquid used as a condiment or a preservative and is often seasoned especially with herbs. <i>Jacques enjoyed making his own pickles using cucumbers, <b>vinegar</b>, salt and spices.</i>
121.	<b>initials</b>	\ ɪˈnɪʃəlz \ [no alternate pronunciation(s)]	plural noun the first letters of each word in a person's name. <i>Rachel had her <b>initials</b> sewn decoratively on a pillow.</i>
122.	<b>poisonous</b>	\ 'pɔɪzˌnəs \ [no alternate pronunciation(s)]	adjective having the qualities or effects of a substance that in the right amounts can harm or kill a living thing. <i>The guide taught Greer and her friends to identify several different <b>poisonous</b> mushrooms.</i>
123.	<b>dumbwaiter</b>	\ 'dʌm.wɑːtər \ [no alternate pronunciation(s)]	noun a small elevator used for carrying food and dishes or small goods from one floor of a building to another. <i>Jenni had a <b>dumbwaiter</b> in her house that would lift heavy groceries from her garage up to the second floor kitchen.</i>
124.	<b>lounge</b>	\ 'laʊnj \ [no alternate pronunciation(s)]	verb to stand, sit or recline lazily : loaf. <i>Aja's plans for the day were to <b>lounge</b> around the house until her mom caught her and made her do chores.</i>
125.	<i>Say to the speller "This word has a homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.</i>		
	<b>terrier</b>	\ 'terɪər \ [no alternate pronunciation(s)]	noun [Has homonym: <i>tarrier</i> .] a type of small dog now mainly kept as a pet but originally used for hunting. <i>Different breeds of <b>terrier</b> range greatly in size from just a couple of pounds to over 70 pounds.</i>

*This is the recommended starting point for **Grade 6 Classroom Spelling Bees**.  
There is no rule stating that you must proceed word-for-word from this list.  
You may skip a word if you sense that the word may present a problem at your bee.*

126. **botany** \ 'bätənē \ noun  
[no alternate pronunciation(s)] the branch of science dealing with plants.  
*Mary has little formal education in **botany**, but she definitely has a green thumb.*
127. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.  
**vertical** \ 'vərtikəl \ adjective [Could be confused with *vortical*, *Vertikal* (company).]  
[no alternate pronunciation(s)] perpendicular to the plane of the horizon or to a primary axis : upright.  
*Enid tried on a green skirt with thin **vertical** stripes.*
128. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.  
**gourd** \ 'görd \ noun [Has homonym: *gored*. Could be confused with *chord*, *cored*, *cord*.]  
[ \ 'gürd \ ] a fruit that is hard-shelled, inedible and used often for decoration, and that comes from a vine.  
*Kimiko arranged a **gourd**, a candle and three ears of maize as a centerpiece for her Thanksgiving celebration.*
129. Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.  
**linen** \ 'linən \ noun [Could be confused with *linon*.]  
[no alternate pronunciation(s)] a strong cloth made of flax noted for its strength and coolness but that wrinkles easily.  
*Jin loved that his suit made of **linen** kept him cool in the summertime, but he hated that it was always wrinkled by midmorning.*
130. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.  
**cathedral** \ kə'thēdrəl \ noun [Has near-homonym: cross-reference *cathedra*.]  
[no alternate pronunciation(s)] a church that was once a bishop’s church.  
*On her trip to Italy, Thalia toured a large **cathedral** with a cross-shaped floor plan and an impressive frescoed dome.*
131. **perimeter** \ pə'rimətər \ noun  
[no alternate pronunciation(s)] the sum of the lengths of the line segments forming a polygon.  
*Laila knew how to calculate the **perimeter** of a rectangle, but she couldn’t remember how to calculate the area.*
132. **concise** \ kən'sīs \ adjective  
[no alternate pronunciation(s)] expressed using few words and without unnecessary detail.  
*Ms. Powers asked Lydia to write a **concise** summary of the novel.*

133.	<b>naturalist</b>	\ 'nachərələst \ [ \ 'nachrələst, 'nachərləst \ ]	noun someone who studies the physical world and everything in it, such as plants and animals. <i>As a budding <b>naturalist</b>, Ricardo recorded lots of facts about plants and animals he saw on his frequent walks in the woods.</i>
134.	<b>fervently</b>	\ 'fərvəntlē \ [no alternate pronunciation(s)]	adverb in a manner characterized by often deep intensity of feeling or expression. <i>Christopher spoke <b>fervently</b> about his desire for more dessert and fewer vegetables at every meal.</i>
135.	<b>pitiful</b>	\ 'pɪtəfəl \ [ \ 'pɪtəfəl \ ]	adjective deserving or giving rise to compassion. <i>Fido the dog wore a <b>pitiful</b> expression as he watched his owner leave for work.</i>
136.	<b>spatula</b>	\ 'spachələ \ [no alternate pronunciation(s)]	noun a flat thin dull-edged tool used for spreading or mixing soft substances, scooping or lifting. <i>With brownie batter on his face and a <b>spatula</b> in his fist, Kasey smiled for his mom and her camera.</i>
137.	<b>oblivious</b>	\ ə'blɪvἔəs \ [ \ ə'blɪvἔəs, ä'blɪvἔəs \ ]	adjective unaware. <i>Yasmine walked confidently onto the old rope bridge, seemingly <b>oblivious</b> to any dangers that might lie ahead.</i>
138.	<b>unappealing</b>	\ .ənə'pἔlɪŋ \ [no alternate pronunciation(s)]	adjective lacking interest or charm : plain. <i>Lewis found doughnuts without sprinkles entirely <b>unappealing</b>.</i>
139.	<b>satchel</b>	\ 'sachəl \ [no alternate pronunciation(s)]	noun a small bag usually of leather or canvas with a flat bottom and a shoulder strap. <i>Harry packed the books in his <b>satchel</b> and headed out for the library.</i>
140.	<b>diligent</b>	\ 'dɪləjənt \ [no alternate pronunciation(s)]	adjective [Has archaic variant not in Webster's Unabridged: deligent.] characterized by steady, earnest, attentive and energetic effort. <i>Despite his <b>diligent</b> study habits, Horatio always panics at exam time.</i>
141.	<i>Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.</i>		
	<b>pensive</b>	\ 'pen(t)sɪv \ [no alternate pronunciation(s)]	adjective [Could be confused with <i>pensieve</i> (Harry Potter term).] absorbed or engrossed in or given to sober thoughtfulness. <i>Malik appeared <b>pensive</b> on the last day of school.</i>



150. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.

**tortoise**                    \ 'tɔ:rtəs \                    noun    [Has homonym: *tortas*.]  
    [no alternate pronunciation(s)]    a turtle — used especially of land-dwelling turtles.  
    *A **tortoise** takes about five hours to walk one mile.*

*This is the recommended starting point for **Grade 7 Classroom Spelling Bees**.  
 There is no rule stating that you must proceed word-for-word from this list.  
 You may skip a word if you sense that the word may present a problem at your bee.*

151.    **zodiac**                    \ 'zōdē.ak \                    noun  
    [no alternate pronunciation(s)]    a figure representing the signs and the symbols of 12 constellations that combine to form an imaginary belt in space.  
    *Of all the symbols of the **zodiac**, the one for Aquarius is Ginger’s favorite.*
152.    **antidote**                    \ 'antidōt \                    noun  
    [no alternate pronunciation(s)]    something that stops the effects of poison.  
    *When Clara was bitten by a rattlesnake, she had to be taken to the hospital to receive an **antidote**.*
153.    **emperor**                    \ 'empərər \                    noun  
    [no alternate pronunciation(s)]    the sovereign or supreme monarch of an extended territory.  
    *George VI was the last British king to be called “**Emperor** of India.”*
154.    **hovel**                        \ 'həvəl \                    noun  
    [ \ 'hävəl \ ]                    a small shabby house or hut.  
    *The hiker hid from the storm in a **hovel** close to the path.*
155.    **resonate**                    \ 'rezənāt \                    verb  
    [no alternate pronunciation(s)]    to echo again or repeat.  
    *The words of the nation’s Founding Fathers **resonate** throughout the museum.*
156.    **derelict**                    \ 'derəlɪkt \                    adjective  
    [no alternate pronunciation(s)]    forgotten, run-down.  
    *While out for a hike, Theo and Gabby discovered a **derelict** cabin in an overgrown clearing.*
157.    **nonviolent**                    \ nän'vīələnt \                    adjective                    [Also *non-violent*.]  
    [no alternate pronunciation(s)]    not done with the use of physical force : peaceful.  
    *Historical figures such as Mahatma Gandhi and Martin Luther King, Jr., encouraged the use of **nonviolent** resistance to bring about change.*

158. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- sentries**                    \ 'sentrēz \                    plural noun            [Has near-homonym: *centuries*.]  
    [no alternate pronunciation(s)]            soldiers standing guard.  
    *Sentries* flanked the palace door, preventing the entry of any uninvited guests.
159. Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.
- discreetly**                    \ dē'skrētīē \                    adverb            [Has homonym: *discretely*.]  
    [no alternate pronunciation(s)]            in a tactful manner.  
    *The news anchor hired a public relations agent to **discreetly** manage the announcement of her retirement.*
160. **charismatic**                    \ .kerəz'matik \                    adjective  
    [ \ .kariz'matik \ ]                    possessing a special magnetic charm or appeal.  
    *Mr. Brown’s **charismatic** teaching style inspired his students to put in extra effort on their assignments.*
161. **servitude**                    \ 'sərvətüd \                    noun  
    [ \ 'sərvətyüd \ ]                    the condition of subjecting to slavery or something like slavery.  
    *Moira objected to having to do chores during her summer vacation, telling her mom it was practically **servitude**.*
162. **tremendous**                    \ tri'mendəs \                    adjective  
    [no alternate pronunciation(s)]            astonishing due to extreme size, power, greatness or excellence.  
    *Wendy raved that her months of spelling bee preparation had left her with a **tremendous** vocabulary.*
163. **prosthetic**                    \ präs'thetik \                    adjective  
    [no alternate pronunciation(s)]            of or relating to an artificial device to replace a missing part of the body.  
    *Nico had to learn to walk again with a **prosthetic** right foot after losing his in an accident.*
164. **treatise**                    \ 'trētəs \                    noun  
    [no alternate pronunciation(s)]            a piece of writing that provides a thorough and careful discussion or argument about a subject.  
    *Victor’s **treatise** on international relations was well received by his colleagues.*
165. **petrifying**                    \ 'petrəfiɪŋ \                    verb  
    [no alternate pronunciation(s)]            turning organic matter into stone or a stony substance.  
    *In Greek mythology, the Gorgon Medusa had a nasty habit of **petrifying** anyone who looked at her face.*
166. **artillery**                    \ ăr'tilərē \                    noun  
    [no alternate pronunciation(s)]            the missiles fired by the weapons of war.  
    *The ship’s **artillery** bombarded the beaches before troops began their invasion.*

167.	<b>venerable</b>	\ 'venərəbəl \ [ \ 'venərəbəl \ ]	adjective deserving of respect due to age, character and accomplishments. <i>The <b>venerable</b> teacher's retirement saddened students who had hoped to attend her classes.</i>
168.	<b>enumerated</b>	\ ə 'nümərətəd \ [ \ ə 'nyümərətəd, ē 'nümərətəd \ ]	verb listed one after another. <i>Once the server had <b>enumerated</b> the dessert choices, picking just one was difficult.</i>
169.	<i>Say to the speller "This word has a near-homonym." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.</i>		
	<b>oracle</b>	\ 'örəkəl \ [ \ 'ärəkəl \ ]	noun [Has near-homonym: <i>auricle</i> .] a person of great authority or wisdom whose opinions or judgments are regarded with great respect. <i>After 35 years in the banking business, Annika was regarded as an <b>oracle</b> by her peers and her opinions were taken seriously.</i>
170.	<b>bestial</b>	\ 'beschəl \ [ \ 'beshəl, 'bestyəl, 'bēstēəl \ ]	adjective [Has obsolete variant: <i>beastial</i> .] of or relating to an animal. <i>Tina refers to her pets as her "<b>bestial</b> best buddies."</i>
171.	<b>stratagems</b>	\ 'stratəjəmz \ [ \ 'stratəjəmz \ ]	plural noun clever tricks used to deceive or outsmart an enemy. <i>Before the epic paintball battle, each team met to discuss their best <b>stratagems</b>.</i>
172.	<b>antiquated</b>	\ 'antək wātəd \ [no alternate pronunciation(s)]	adjective no longer used or popular due to being very old : obsolete. <i>As part of the remodel, the library is updating their <b>antiquated</b> computer system which has been in place since 2000.</i>
173.	<b>pearlescent</b>	\ ,pər'les'nt \ [no alternate pronunciation(s)]	adjective having the appearance of mother-of-pearl. <i>Crystal found a <b>pearlescent</b> shell on the beach.</i>
174.	<b>boulevards</b>	\ 'büləvārdz \ [ \ 'büləvārdz, 'bələvārdz \ ]	plural noun broad streets; especially: ones that are more showy than an ordinary street with trees along the center or sides. <i>While visiting Paris, Marta spent a full afternoon people-watching while strolling down the city's grand <b>boulevards</b>.</i>
175.	<b>laburnums</b>	\ lə'bərnəmz \ [no alternate pronunciation(s)]	plural noun plants of a small genus of poisonous shrubs and trees with bright yellow flowers. <i><b>Laburnums</b> are sometimes called "golden chains" due to their eye-catching hanging flowers.</i>

*This is the recommended starting point for **Grade 8 Classroom Spelling Bees**.  
There is no rule stating that you must proceed word-for-word from this list.  
You may skip a word if you sense that the word may present a problem at your bee.*

176. *The following word has two correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.*

**marvelous or marvellous**      \ 'märvələs \      adjective      [Alternate spelling *marvellous* is more commonly British.]  
[no alternate pronunciation(s)]

notably superior : excellent.

*Mrs. Tottersweet had a **marvelous** time at the opera.*

177. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**uranium**      \ yə'ranēəm \      noun      [Could be confused with *Uranian*.]  
[ \ yü'rānēəm \ ]      a silvery, heavy radioactive metallic element that is used primarily in atomic energy programs.

*Long before its discovery as an element, **uranium** in its natural oxide form had been used to add color to ceramic glazes and glass.*

178. **alpinist**      \ 'alpənist \      noun  
[ \ al'pīnist \ ]      a mountain climber specializing in high difficult climbs.

*It took the **alpinist** several days to reach the summit.*

179. **quandary**      \ 'kwändrē \      noun  
[ \ 'kwändərē \ ]      a state of perplexity or doubt : dilemma.

*Taylor’s advice left Miriam in more of a **quandary** than she was in before she sought his help.*

180. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**bedlam**      \ 'bedləm \      noun      [Could be confused with the alteration of the geographical name from which it is derived.]  
[no alternate pronunciation(s)]

a place or scene of wild mad uproar.

*After the home team victory in the final game of the championship series, there was **bedlam** in the parking lot.*

181. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*

**collision**      \ kə'lizhən \      noun      [Could be confused with *collusion*.]  
[no alternate pronunciation(s)]      the action or an instance of two or more things striking forcefully together typically by accident.

*The **collision** on the highway had traffic backed up for hours.*





191.	<b>Einstein</b>	\ 'inz.tīn \ [ \ 'in.stīn \ nonstandard pron(s): \ 'in.shtīn \ ]	noun a mathematical genius. “Hey, <b>Einstein</b> ,” Juan called to his brother, “help me with my algebra homework.”
192.	<b>aperture</b>	\ 'apər.chūr \ [ \ 'apər.chər, 'apər.tyūr, 'apər.tūr \ ]	noun the opening in a photographic lens that admits the light passing through. <i>A photographer typically has to adjust the shutter speed and set the <b>aperture</b>.</i>
193.	<b>Holocaust</b>	\ 'hāl.ə.kōst \ [ \ 'hōl.ə.kōst, 'hōl.ə.kōst \ ]	noun the mass slaughter of European civilians and especially Jews by the Nazis during World War II. <i>Myra spoke to the assembly about her dreadful experiences in the World War II <b>Holocaust</b>.</i>
194.	<b>gladiatorial</b>	\ ,gladēə'tōrēəl \ [ \ ,gladēə'tōrēəl \ ]	adjective of, relating to or suggestive of persons in ancient Rome who fought against other people or wild animals for the entertainment of the public. <i>Mona was impressed when her brothers' fight over the last pork chop at dinner began to resemble <b>gladiatorial</b> combat.</i>
195.	<b>affectionately</b>	\ ə'fekshənətlē \ [no alternate pronunciation(s)]	adverb in a loving or fond manner. <i>Joyce rubbed the small kitten <b>affectionately</b> behind its ears.</i>
196.	<b>nuisance</b>	\ 'nūs⁰n(t)s \ [ \ 'nyūs⁰n(t)s \ ]	noun something that is disagreeable or troublesome : an annoyance. <i>Not wanting to be a <b>nuisance</b> to his neighbors, Jeff brought his dogs in to keep them from barking.</i>
197.	<i>The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order. Say to the speller “This word has a near-homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.</i>		
	<b>sanctum sanctorum</b>	\ 'sɑŋ(k)təm.sɑŋ(k)'tōrəm \ [ \ 'sɑŋ(k)təm.sɑŋ(k)'tōrəm \ ]	noun [Has near-homonym: plural <i>sancta sanctorum</i> .] a study, office or place of retreat where one is free from intrusion. <i>Josh knocked nervously on the door to his father’s office, reluctant to bother him in his <b>sanctum sanctorum</b>.</i>
198.	<b>undulating</b>	\ 'ənjə.lātiŋ \ [ \ 'əndyə.lātiŋ, 'əndə.lātiŋ \ ]	adjective rising and falling in waves : fluctuating. <i>Aniyah stared out at the stormy, <b>undulating</b> water.</i>



206.	<b>promulgate</b>	\ 'präməlgāt \ [ \ prō'məlgāt, prə'məlgāt \ ]	verb to make widely known through speech or writing : announce. <i>Jake used Facebook to <b>promulgate</b> his declarations of love for Amanda.</i>
207.	<b>syncope</b>	\ 'sɪŋkə,pē \ [ \ 'sɪnkə,pē \ ]	noun loss of consciousness resulting from arrest of the blood supply to the brain : faint. <i>Unexplained dizziness and <b>syncope</b> occasionally occur on arrival at high altitude.</i>
208.	<i>Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.</i>		
	<b>remonstrance</b>	\ ri'män(t)strən(t)s \ [no alternate pronunciation(s)]	noun [Could be confused with plural <i>remonstrants</i> .] an act or instance of saying or pleading in protest or opposition. <i>The loud <b>remonstrance</b> of the home team’s supporters caused the officials to award the away team two free throws.</i>
209.	<b>crustaceans</b>	\ ,krə'stāshənz \ [no alternate pronunciation(s)]	plural noun animals belonging to a large class of invertebrates comprising the majority of the marine or freshwater arthropods (as lobsters, shrimps, crabs and barnacles) and some terrestrial forms (as the wood lice). <i>On their way to the lobster festival, Aisha’s dad declared that they would feast on <b>crustaceans</b> that night.</i>
210.	<b>pterodactyl</b>	\ ,terə'daktəl \ [no alternate pronunciation(s)]	noun any of numerous extinct flying reptiles having no feathers, a wing membrane and a tail usually rather short but sometimes expanded and resembling a rudder. <i>The museum’s dinosaur exhibit includes a mechanical replica of a <b>pterodactyl</b>.</i>
211.	<b>pirouetted</b>	\ ,pɪrə'wetəd \ [no alternate pronunciation(s)]	verb performed a full turn on the toe or ball of one foot in ballet. <i>The ballerinas <b>pirouetted</b> gracefully across the stage.</i>
212.	<b>Cotswold</b>	\ 'kät.swōld \ [ \ 'kätswōld \ ]	noun a sheep of an English breed of large long-wooled sheep. <i>Morris took a picture of a <b>Cotswold</b> sitting in a beautiful green field.</i>
213.	<b>patronymic</b>	\ ,patrə'nɪmɪk \ [no alternate pronunciation(s)]	noun a name derived from that of the father or his ancestor usually by the addition of a prefix or suffix. <i>The surname MacDonald, meaning “the son of Donald,” is a common Scottish <b>patronymic</b>.</i>
214.	<b>cayenne</b>	\ kɪ'en \ [ \ kə'en \ ]	noun a very hot powder made by drying and grinding the whole fruits or the seeds of several hot peppers. <i>Paolo’s chili was too mild for his taste, so he sprinkled some <b>cayenne</b> on it.</i>

215. **ebullience** \ ə'bülyən(t)s \ noun  
 [ \ ɛ'bülyən(t)s, e'bülyən(t)s, ə'bölyən(t)s \ ]  
 high spirits : enthusiasm.  
*Molly loved the **ebullience** with which her puppy greeted her every time she came home.*
216. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**toccata** \ təkätə \ noun [Could be confused with Japanese name *Takata*.]  
 [ \ təkätə \ ]  
 a brilliant musical composition usually for pipe organ or harpsichord, in free fantasia style, and usually with many equal-timed notes in rapid movement.  
*Jamila sat down at the church organ and played a fast Bach **toccata**.*
217. **gendarme** \ 'zhän.därm \ noun  
 [ no alternate pronunciation(s); nonstandard pron(s): \ 'jän.därm, 'jen.därm \ ]  
 a European police officer, especially one from France.  
*The **gendarme** sighed heavily when he realized the only witness to the burglary was a mime.*
218. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**tumulus** \ 'tümyələs \ noun [Has homonym: *tumulous*.]  
 [ \ 'tümyələs \ ]  
 a small artificial hill or mound (as over a grave).  
*In the center of the cemetery is a large **tumulus** where one of the town’s founders is buried.*
219. **aspidistra** \ ,aspə'distrə \ noun  
 [no alternate pronunciation(s)]  
 any plant of a genus of Asian herbs with large pointed leaves and flowers in sets of four borne close to the ground.  
*Jeremiah chose an **aspidistra** as his first houseplant because they are hardy and can survive shade and neglect.*
220. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**reveille** \ 'revələ \ noun [Could be confused with similarly pronounced  
 [no alternate pronunciation(s)]  
 dialectical variant *revelly*.]  
 a signal usually sounded by bugle at about sunrise summoning soldiers or sailors to the day’s duties.  
*When it looks like his children have snoozed through their alarm, Mr. Harrison will play **reveille** on his trumpet to make sure they’re awake in time for school.*
221. **Huguenot** \ 'hyüɡə.nät \ noun  
 [ \ 'hyüɡə.nöt, 'hyüɡə.nō \ ]  
 a French Protestant in the 16th and 17th centuries.  
*Natalie can trace her ancestry back to a **Huguenot** who fled from France to the English colony of Pennsylvania.*

222. *The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.*
- recherché**                    \ rə.sher'shā \                    adjective  
    [no alternate pronunciation(s)]                    of highest quality : exquisite.  
    *As the food critic for an upscale magazine, Corrie had many opportunities to dine in **recherché** establishments.*
223. **supererogation**                    \ .süpə.rerə'gāshən \                    noun  
    [no alternate pronunciation(s)]                    the act of performing more than is necessary to complete an undertaking.  
    *The teacher asked for a three-page essay on insects, but in a burst of **supererogation**, Duane wrote six pages.*
224. *The speller should not be disqualified based upon noting or failing to note punctuation or spacing within the following word. The speller should be judged based upon uttering the correct sequence of letters in the correct order.*
- au fait**                    \ ɔ'fā \                    adjective  
    [no alternate pronunciation(s)]                    familiar : fully informed : in touch.  
    *Kimiani is always **au fait** with the latest fashion trends.*
225. *The following word has two correct spellings. Either one of the two spellings listed below should be accepted as correct; the speller only needs to provide one correct spelling.*
- Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*
- wallah or**                    \ 'wālə \                    noun    [Original Hindi suffix has multiple variants: -wala,  
    **walla**                    [ \ 'wólə \ ]                    -walla, vala. Has homonym: Arabic wallah/wullah.]  
    a person who is associated with a particular type of work or who performs a specific duty or service.  
    *Kumail flagged a rickshaw **wallah** who gave him a 15-minute ride to his hotel.*

**Words 226–250 are selected from Merriam-Webster Unabridged.**

226.	<b>triplets</b>	\ 'tripləts \ [no alternate pronunciation(s)]	plural noun a group of three offspring born at one birth. <i>With two young children and newborn <b>triplets</b>, Liza felt like she would never sleep again.</i>
227.	<b>legend</b>	\ 'leʒənd \ [no alternate pronunciation(s)]	noun one having a special status as a result of possessing or being held to possess extraordinary qualities that are usually partly real and partly mythical. <i>Baseball <b>legend</b> Babe Ruth was the first player to hit 60 home runs in a single season.</i>
228.	<b>jagged</b>	\ 'jagəd \ [no alternate pronunciation(s)]	adjective having a sharply uneven edge or surface. <i>Geoffrey was afraid he would get a splinter from the <b>jagged</b> edges of the firewood.</i>
229.	<b>cottage</b>	\ 'kätɪj \ [no alternate pronunciation(s)]	noun a small house designed typically for summer use. <i>Annie's family visited their <b>cottage</b> near Lake Erie every single summer in July.</i>
230.	<b>spruce</b>	\ 'sprüs \ [no alternate pronunciation(s)]	noun a color averaging a dark grayish green. <i>Mrs. Kim says that for her Christmas dinner tablecloth, the perfect shade of green to go with red napkins is <b>spruce</b>.</i>
231.	<b>matches</b>	\ 'mætʃəz \ [no alternate pronunciation(s)]	plural noun short thin pieces of wood tipped with a flammable mixture that bursts into flame through friction. <i>Henry bought lots of <b>matches</b> at the store so that he could light candles if the power went out.</i>
232.	<b>plunger</b>	\ 'plɛnjər \ [no alternate pronunciation(s)]	noun a device that functions by being thrust quickly and forcibly into a liquid or other medium. <i>The best-known example of a <b>plunger</b> is the toilet <b>plunger</b>.</i>
233.	<i>Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.</i>		
	<b>soaring</b>	\ 'sɔriŋ \ [no alternate pronunciation(s)]	verb [Could be confused with <i>souring</i> .] sailing or hovering in the air often at a great height : glide. <i>Lukas spotted an eagle <b>soaring</b> high up in the sky.</i>
234.	<b>general</b>	\ 'ʒenrəl \ [ \ 'ʒenərəl \ ]	adjective applicable or relevant to the whole rather than to a limited part, group or section. <i>The spring thaw began in one or two areas, but soon there was a <b>general</b> change in temperature throughout the country.</i>

235.	<b>wilderness</b>	\ 'wildərnəs \ [no alternate pronunciation(s)]	noun a tract of land or a region (as a forest or a wide plain) uncultivated and uninhabited by human beings. <i>The Great Swamp in New Jersey is an area of <b>wilderness</b> located within 30 miles of Manhattan.</i>
236.	<b>swimmingly</b>	\ 'swimiŋlɪ \ [no alternate pronunciation(s)]	adverb in the easy, smooth or steadily progressive manner of one moving in water by natural means; especially : prosperously, successfully. <i>Nick was pleased to report to his parents that his exams had gone <b>swimmingly</b>.</i>
237.	<b>variable</b>	\ 'verɪəbəl \ [no alternate pronunciation(s)]	noun able or apt to change or shift. <i>The tour guide reminded the group that the day's schedule was <b>variable</b> in order to accommodate unpredictable weather.</i>
238.	<b>tapestry</b>	\ 'təpəstrɪ \ [no alternate pronunciation(s)]	noun a heavy handwoven textile for hangings, curtains and upholstery. <i>Tillie was surprised to learn that the vibrant colors in the <b>tapestry</b> were produced hundreds of years ago from plant dyes.</i>
239.	<b>boundary</b>	\ 'baʊndrɪ \ [ \ 'baʊndərɪ \ ]	noun something that indicates or fixes a limit or extent. <i>Celia's parents made it clear that her curfew is a <b>boundary</b> they take very seriously.</i>
240.	<b>ethnicity</b>	\ eth'nɪsətɪ \ [no alternate pronunciation(s)]	noun a group of people based on common racial, national, tribal, religious, linguistic or cultural origin or background. <i>The survey form offered detailed options to indicate <b>ethnicity</b>.</i>
241.	<b>significant</b>	\ sig'nɪfɪkənt \ [no alternate pronunciation(s)]	adjective having or likely to have influence or effect : important. <i>The 2008 presidential election was a <b>significant</b> event in American history.</i>
242.	<b>reputation</b>	\ .rɛpə'təʃən \ [no alternate pronunciation(s)]	noun a particular character in popular estimation. <i>The old dilapidated house had a <b>reputation</b> for being haunted.</i>
243.	<i>Say to the speller "This word could be confused with a similar word." Next, say the word. Then, provide the word's part of speech and definition. Finally, answer speller's questions, if any, about the word.</i>		
	<b>oppressive</b>	\ ə'presɪv \ [no alternate pronunciation(s)]	adjective [Could be confused with <i>impressive, pressive</i> .] overpowering or depressing to the spirit or senses. <i>The runners battled the <b>oppressive</b> heat by drinking large amounts of water.</i>



244. **integer**                    \ 'intəjər \  
  [ \ 'intējər \ ]                    noun  
any of the natural numbers (as 1, 2, 3, 4, 5), the negatives of these numbers, or 0.  
*Caroline reminded Max that any whole number was considered an **integer**, including zero.*
245. *Say to the speller “This word has a homonym.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**satirical**                    \ sə'tirikəl \  
  [no alternate pronunciation(s)]                    adjective                    [Has archaic homonym: *satyrical*.]  
characterized by caustic or ironic comment.  
*Mollie’s cartoons have a sharp, **satirical** edge.*
246. **perpendicular**                    \ .pərpən'dikyələr \  
  [no alternate pronunciation(s)]                    adjective  
being or set at right angles to a given line or plane.  
*Gemma noticed that the outside walls of the quaint house were not quite **perpendicular** to the ground.*
247. **connotative**                    \ 'känə.tātiv \  
  [ \ kə'nōtətiv \ ]                    adjective  
implying or tending to imply.  
*Beth hoped that the mouth-watering smells coming from the kitchen were **connotative** of a delicious meal to come.*
248. **leisurable**                    \ 'lēzh(ə)rəbəl \  
  [ \ 'lezh(ə)rəbəl \ ]                    adjective  
proceeding deliberately without haste.  
*The Smiths took a **leisurable** stroll after lunch.*
249. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**criterion**                    \ krī'tirēən \  
  [ \ krə'tirēən \ ]                    noun                    [Could be confused with *criteria*, differently pronounced synonymous cross-reference *criterion*.]  
a standard on which a decision or judgment may be based.  
*A grade average of at least B is the **criterion** for making the honor roll.*
250. *Say to the speller “This word could be confused with a similar word.” Next, say the word. Then, provide the word’s part of speech and definition. Finally, answer speller’s questions, if any, about the word.*  
**accomplice**                    \ ə'kæmpləs \  
  [ \ ə'kæmpləs \ ]                    noun                    [Could be confused with *accomplish*.]  
one that participates with another in a crime either as an actual participant or as one who contributes as an assistant or instigator.  
*The juvenile who had created a diversion outside the store was convicted as an **accomplice** in the robbery.*

## Numerical Index of Spelling Words

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## Oral Vocabulary Round: Basic Level

**Instructions:** Read aloud the word, the vocabulary question and both options (A) and (B), but do not indicate which option is correct.

Respond to speller's requests for the question and/or answer options to be repeated. You may also provide the spelling of the word in question.

A speller may answer the question by providing:

- the letter associated with the chosen answer,
- the chosen answer or
- both.

For example: If the speller is offered the question, "What is porridge made from? A. fur, or B. grain," each of the following methods of answering is correct:

- "B,"
- "grain," or
- "B. grain."

1. **innocent** \ 'inəsənt \

*Something described as **innocent** is:*

- A. agreeable to the senses
- ✓ B free from legal guilt

2. **failure** \ 'fæljər \

*Failure is:*

- ✓ A lack of success
- B. riotous noise

*Because the following word has a near-homonym, say the word then spell it aloud.*

3. **beckon** \ 'bekən \

*What is another word for **beckon**?*

- A. guess
- ✓ B attract

4. **specific** \ spə'sifik \

*Something **specific**:*

- ✓ A falls into a precisely stated category
- B. is characterized by sudden variations

5. **marooned** \ mə'rūnd \

*If you **marooned** someone, you:*

- A. danced a complex series of steps with them
- ✓ B left them alone on a desolate island or coast

6. **hooves** \ 'hūvz \

*What are **hooves**?*

- A. gaps or passages in a natural elevation of land
- ✓ B curved, hard coverings that protect the feet of an animal

7. **biology** \ brī'äləjē \

***Biology** is the science of:*

- A. rocks
- ✓ B life

8. **dimension** \ də'menʃən \

***Dimension** is:*

- A. disdain hidden with obvious indulgence or patience
- ✓ B measurement in a single line (as length, height or width)

9. **moisture** \ 'móischər \

*What is **moisture**?*

- A. the manner of carrying the body
- ✓ B liquid condensed on a cool surface

10. **vocabulary** \ vō'kabyə.lerē \

***Vocabulary** is:*

- ✓ A words used by a person or group
- B. flights or flocks of birds or their enclosure

11. **daunted** \ 'dɒntəd \  
What is another word for **daunted**?  
A. irresponsible  
✓ B. intimidated

12. **bemused** \ bi'myuzd \  
Something described as **bemused**:  
✓ A. has or shows feelings of wry entertainment  
B. is the most important or influential

13. **peculiar** \ pi'kyulyər \  
If something is **peculiar**, it is:  
✓ A. distinctive  
B. convenient

14. **mildew** \ 'mildü \  
What is **mildew**?  
✓ A. a whitish fungal growth  
B. a weakly brewed tea

Because the following word has a homonym, say the word then spell it aloud.

15. **pauper** \ 'pöpər \  
A **pauper** is:  
✓ A. a very poor person  
B. a large edible fruit

16. **infuriating** \ ən'fyūrē.ātɪŋ \  
What is another word for **infuriating**?  
✓ A. enraging  
B. shedded

Because the following word could be confused with a similar word, say the word then spell it aloud.

17. **quashed** \ 'kwäshd \  
What does **quashed** mean?  
✓ A. put an end to  
B. had a great time

18. **cutlery** \ 'kətlərē \  
What do you do with **cutlery**?  
✓ A. cut, serve and eat food  
B. attack or fight an enemy

19. **precursor** \ 'prē.kərsər \  
What is another word for **precursor**?  
✓ A. forerunner  
B. entertainer

Because the following word has a near-homonym, say the word then spell it aloud.

20. **equestrian** \ ə'kwestrēən \  
Something **equestrian** is related to:  
✓ A. horseback riding  
B. walking or running

21. **algae** \ 'aljē \  
What are **algae**?  
✓ A. A mostly photosynthetic aquatic plant or plantlike organisms  
B. pointed, close-lying, rigid hairlike scales or bristles

Because the following word could be confused with a similar word, say the word then spell it aloud.

22. **thicket** \ 'θɪkət \  
What is a **thicket**?  
✓ A. A dense growth of shrubbery or small trees  
B. the type of weave used for bathrobes

23. **bedraggled** \ bi'dragəld \  
If something is **bedraggled**, it is:  
A. confined to bed because of sickness  
✓ B. left wet and limp by or as if by rain

24. **esteem** \ ə'stēm \  
What is **esteem**?  
A. removal of wrinkles in cloth by use of water vapor  
✓ B. approval and respect often blended with great liking

Because the following word could be confused with a similar word, say the word then spell it aloud.

25. **suet** \ 'süət \  
**Suet** is a type of:  
A. stain remover  
✓ B. hard fat

**To return to a spelling round:**

Return to the word number you noted before beginning this oral vocabulary round.

## Oral Vocabulary Round: Intermediate Level

**Instructions:** Read aloud the word, the vocabulary question and both options (A) and (B), but do not indicate which option is correct.

Respond to speller's requests for the question and/or answer options to be repeated. You may also provide the spelling of the word in question.

A speller may answer the question by providing:

- the letter associated with the chosen answer,
- the chosen answer or
- both.

For example: If the speller is offered the question, "What is porridge made from? A. fur, or B. grain," each of the following methods of answering is correct:

- "B,"
- "grain,"
- or "B. grain."

1. **ravine** \ rə'vēn \

*What is a **ravine**?*

- ✓ A. a small valley with steep sides
- B. an overwhelming hunger

2. **alliance** \ ə'līənts \

*An **alliance** is most similar to a:*

- ✓ A. partnership
- B. command

3. **enchantment** \ ən'chantmənt \

***Enchantment** is the act of:*

- A. singing
- ✓ B. bewitching

4. **javelin** \ 'jəvəlɪn \

*A **javelin** is used in:*

- ✓ A. a sport
- B. a folk dance

5. **burglarious** \ .bər'glərēəs \

*A person in need of a **burglarious** item is planning to:*

- A. host a barbecue
- ✓ B. steal something

6. **feckless** \ 'fek.ləs \

*Someone described as **feckless**:*

- A. is ambitious and successful
- ✓ B. is lazy and impractical

7. **avian** \ 'āvēən \

*Which of the following would be described as **avian**?*

- A. a caterpillar
- ✓ B. a pigeon

8. **indifference** \ ən'difərən(t)s \

*Which of these expresses an attitude of **indifference**?*

- A. "I love it!"
- ✓ B. "I don't care!"

9. **heredity** \ hə'redətē \

*Where does **heredity** come from?*

- ✓ A. your ancestors
- B. your teachers

10. **tenaciously** \ tən'nāshəslē \

*If you do something **tenaciously**, you do it with great:*

- ✓ A. determination
- B. fear

11. **epithets** \ 'epəθets \

What is another word for **epithets**?

- A. inscriptions
- ✓ B. insults

12. **thaumaturge** \ 'thómə.tərj \

What is another word for **thaumaturge**?

- A. actor
- ✓ B. magician

13. **mahogany** \ mə'hägənē \

**Mahogany** is a type of:

- A. celebration
- ✓ B. wood

14. **vengeance** \ 'venjən(t)s \

What is **vengeance**?

- A. conformity in fulfilling formal or official requirements
- ✓ B. infliction of punishment in return for an injury or offense

15. **concussion** \ kən'kəʃən \

A **concussion** is a type of:

- ✓ A. brain injury
- B. spiral shell

Because the following word has a homonym, say the word then spell it aloud.

16. **allegiance** \ ə'leɪjən(t)s \

What is **allegiance**?

- A. a share or portion allotted or granted to someone
- ✓ B. devotion or loyalty especially to a person, group or cause

17. **perpetrator** \ 'pəpə.trəɪtər \

A **perpetrator** is:

- A. one that talks at length and to little purpose
- ✓ B. one that commits an offense or crime

18. **Mylar** \ 'mī.lär \

What is **Mylar**?

- ✓ A. a polyester film
- B. a Dutch gentleman

19. **vulpine** \ 'vəl.pīn \

What is another word for **vulpine**?

- ✓ A. sly
- B. hungry

20. **insulin** \ 'in(t)sələn \

**Insulin** is most often used for:

- ✓ A. the treatment and control of diabetes
- B. verbally attacking or berating someone

21. **overweening** \ ɔvər'wēniŋ \

Another word for **overweening** is:

- A. gentle
- ✓ B. excessive

Because the following word has a homonym, say the word then spell it aloud.

22. **Jacobean** \ jəkə'bēən \

If something is described as **Jacobean**, it:

- A. refers to a 20th-century style of poetry in the form of dialogue
- ✓ B. is of or relating to James I of England, his reign or his times

23. **legitimately** \ lə'jītəmətlē \

Something done **legitimately** is done:

- A. in or in the manner of a large army unit
- ✓ B. according to law or rules

24. **catastrophic** \ kətə'sträfik \

If something is **catastrophic**, it:

- ✓ A. is of, relating to, resembling or resulting in disaster
- B. has a stern or cold appearance or manner

25. **semaphore** \ 'semə.fōr \

**Semaphore** is a type of:

- ✓ A. a system of visual signaling using flags and a code alphabet
- B. historical system or theory of change and meaning

**To return to a spelling round:**

Return to the word number you noted before beginning this oral vocabulary round.





## Scripps National Spelling Bee Vocabulary Test

### First Grade

1. What are you most likely to do with a **brush**?
  - A. surf the internet
  - B. water a plant
  - C. paint a picture
2. If something is **tiny**, it is:
  - A. high up
  - B. very little
  - C. by itself
3. What is a **straw**?
  - A. a surprising or rare event
  - B. a quick, traditional English dance
  - C. a tube used for sucking up a drink
4. What is a **meal**?
  - A. food eaten at a specific time
  - B. a mark or line defining a boundary
  - C. metal used for building
5. What does it mean to **wash**?
  - A. put one foot in front of the other
  - B. look at one thing for a while
  - C. clean something with water
6. What is a **nest**?
  - A. a great result gained by effort
  - B. a meal made for you
  - C. a place a bird builds to lay its eggs
7. If something is done **sadly**, it is done:
  - A. in an unhappy way
  - B. indoors
  - C. first
8. What is the **center**?
  - A. a coin with not much value
  - B. the fixer of broken concrete
  - C. the middle area
9. What is a **trail**?
  - A. a difficult test
  - B. a part of a fence
  - C. a marked path
10. What is **lava**?
  - A. a flowy women's skirt
  - B. fluid rock from a volcano
  - C. a dessert with honey and nuts



## Scripps National Spelling Bee Vocabulary Test

### First Grade Answer Key

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  - C. a dessert with honey and nuts



## Scripps National Spelling Bee Vocabulary Test

### Second Grade

1. A **bird** is a type of:
  - A. feathered, winged animal
  - B. colorful mineral
  - C. game piece in chess
2. What are **rules**?
  - A. precious stones that are a deep red and are used for jewelry
  - B. words or language having no meaning
  - C. a set of codes that tell you what you can and cannot do
3. What does it mean to **braid**?
  - A. cover with cheese before cooking
  - B. give cheer or encouragement to (someone)
  - C. weave three or more strands (of hair) together
4. A **mouse** is a type of:
  - A. strong feeling
  - B. small animal
  - C. large home
5. What is a **taxi**?
  - A. a large sweet pineapple
  - B. a long skirt or coat that usually extends to the ankle
  - C. a car that carries a passenger in exchange for money
6. If you **stuck** something, you
  - A. ground it up (as beef)
  - B. attached it firmly (as if with glue)
  - C. found it by chance
7. What is an **elbow**?
  - A. the joint between your upper arm and forearm
  - B. a short Spanish necktie
  - C. the light especially in the western sky after sunset
8. If you are **restless**, you are:
  - A. stubborn
  - B. not calm
  - C. very skilled
9. What are **posters**?
  - A. things that give out heat
  - B. signs hung in a public place
  - C. lists of students in a class
10. If something is **swift**, it can:
  - A. reach high temperatures
  - B. sing with a clear voice
  - C. move with great speed



## Scripps National Spelling Bee Vocabulary Test

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  - B. sing with a clear voice
  - ✓ C. move with great speed



## Scripps National Spelling Bee Vocabulary Test

### Third Grade

1. What would you most likely do with an **onion**?
  - A. read it
  - B. wear it
  - C. eat it
2. Which would you most likely describe as **young**?
  - A. a peppermint
  - B. a kitten
  - C. planet Earth
3. What are **dollars**?
  - A. small-scale figures of babies used especially as a children's toys
  - B. notes representing the unit of money used in the United States
  - C. hunting dogs trained to lure ducks and other aquatic birds
4. What does it mean to **pounce**?
  - A. to say words correctly
  - B. to suddenly grab for something
  - C. to weigh carefully (as goods)
5. If something is **sturdy**, it is:
  - A. sleepy : tired
  - B. durable : solid
  - C. mixed : blended
6. **Puzzles** are types of:
  - A. decorated edges on garments
  - B. fastenings for the mouths of animals
  - C. questions, problems or toys
7. **Temper** is:
  - A. fleetness of foot
  - B. a tool for flattening concrete
  - C. calmness of mind
8. If something is described as **untidy**, it is:
  - A. rising and falling (as the ocean)
  - B. secured so it cannot move
  - C. not neat in appearance
9. A **poem** is:
  - A. a raised platform
  - B. a peaked cap
  - C. writing in verse
10. Another word for **strange** is:
  - A. musical
  - B. unusual
  - C. fanciful



## Scripps National Spelling Bee Vocabulary Test

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  - C. fanciful



## Scripps National Spelling Bee Vocabulary Test

### Fourth Grade

1. What do you do with **laundry**?
  - A. hug it
  - B. cook it
  - C. wash it
2. **Twine** is a type of:
  - A. wild cat
  - B. strong string
  - C. identical person
3. Someone described as **elderly** is:
  - A. well-spoken
  - B. always on time
  - C. advanced in years
4. What does **flexible** mean?
  - A. soft and silky to the touch
  - B. bending easily without breaking
  - C. having an intricate and delicate design
5. What does a **janitor** do?
  - A. interviews a jury
  - B. explains the weather
  - C. keeps a building clean
6. What is a **deadline**?
  - A. a date or time by which something must be done
  - B. a compound used in medicine as a heart stimulant
  - C. a pipe or hose used to supply air under pressure
7. Something done **timidly** is done:
  - A. quickly or haphazardly
  - B. brashly or loudly
  - C. in a way that is not brave
8. What is **nonsense**?
  - A. words or language that have no meaning
  - B. trips where all costs are paid by someone else
  - C. something that has very little or no odor
9. What is **lodging**?
  - A. the act or business of piloting
  - B. a temporary place to stay
  - C. a vessel that is usually tall, wide and rounded
10. A **mountain** is a type of:
  - A. classical song
  - B. refreshing beverage
  - C. high landmass



## Scripps National Spelling Bee Vocabulary Test

### Fourth Grade Answer Key

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## Scripps National Spelling Bee Vocabulary Test

### Fifth Grade

1. What is a **caterpillar**?
  - A. a formal written document
  - B. a column by itself acting as a monument
  - C. the larva of a butterfly or moth
2. What is another word for **fortune**?
  - A. success
  - B. disarray
  - C. medley
3. What is a **performance**?
  - A. a conscious dismissal
  - B. a disgraced elder
  - C. a public presentation
4. What would **contestants** most likely do?
  - A. design jewelry for royalty
  - B. conduct examinations
  - C. participate in a competition
5. What does it mean to **indicate**?
  - A. to annoy
  - B. to point at
  - C. to guard from attack
6. When would you be most likely to hear **applause**?
  - A. in a library
  - B. at the end of a play
  - C. when you're underwater
7. What is a **cupboard**?
  - A. a closet with shelves to receive cups, dishes or food
  - B. a straightforward, open person or transaction
  - C. a rectangular plank that is behind the basket in basketball
8. Something **invisible** is:
  - A. out of sight : hidden
  - B. fearless in meeting danger, difficulty or adversity
  - C. well rounded : plump
9. What is a **clause**?
  - A. a pigeon of a long-established breed having a frill on the front of the neck
  - B. a group of words in a sentence that has its own subject and verb
  - C. a body of water usually smaller than a lake and larger than a pond
10. A **settee** is a type of:
  - A. fight
  - B. window
  - C. sofa



## Scripps National Spelling Bee Vocabulary Test

### Fifth Grade Answer Key

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10. A **settee** is a type of:
  - A. fight
  - B. window
  - ✓ C. sofa



## Scripps National Spelling Bee Vocabulary Test

### Sixth Grade

1. What is a **microscope**?
  - A. a land surface with a small, angled incline
  - B. a small painting of a rural scene with few people
  - C. an instrument used for looking at very small objects
2. **Sediment** is:
  - A. textile used in tapestry weaving
  - B. a red sweet juicy edible berry
  - C. material that has been deposited
3. What is an **auction**?
  - A. an adult male bovine with a stout body and curved horns
  - B. a public sale of property to the person who pays the most
  - C. a decorative or utilitarian object made or plated with gold
4. What is **dandruff**?
  - A. a strategy in some card games
  - B. small white flakes from your scalp
  - C. the seeds of a common yellow weed
5. Something described as **paisley**:
  - A. is printed with an elaborate design of curved abstract figures
  - B. has an abnormal lack of color on all or part of the human body
  - C. consists of pointed or sharpened stakes (as a fence)
6. A **bushel** is:
  - A. an inhabitant of swamps
  - B. a brass wind instrument
  - C. a unit of dry measure
7. If something is **gnarled**, it is:
  - A. marked by a mixing of fat and lean
  - B. rolled up or gathered into a secure place
  - C. warped or twisted as if with knots
8. A **clodhopper** is:
  - A. a small firework that jumps about
  - B. a green leaping insect
  - C. a large heavy shoe
9. A **partridge** is a type of:
  - A. garden with ornamental beds
  - B. automatic physical response
  - C. medium-sized game bird
10. A **marionette** is kind of:
  - A. melody
  - B. puppet
  - C. dance



## Scripps National Spelling Bee Vocabulary Test

### Sixth Grade Answer Key

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  - ✓ B. puppet
  - C. dance



## Scripps National Spelling Bee Vocabulary Test

### Seventh Grade

- Someone described as **opinionated**:
  - has been put in shackles
  - volunteers selflessly
  - sticks stubbornly to a belief
- Which of these would most likely be described as **perilous**?
  - driving on the wrong side of the road
  - eating healthy foods and exercising regularly
  - receiving an antique pearl necklace
- A **mystic** must be very:
  - unpredictable
  - spiritual
  - memorable
- Something done **scrumptiously** is done in what manner?
  - nonsensically
  - expensively
  - delightfully
- Someone described as **implacable** can't be:
  - replaced
  - calmed
  - understood
- A **lyre** is a type of:
  - musical instrument
  - epic poem
  - funeral ceremony
- Which of these would most likely be described as **austere**?
  - a sequined dance costume
  - an empty white room
  - a colorful tropical sunset
- What is another word for **compatriots**?
  - colleagues
  - contributions
  - communists
- What is **Icarus** famous for?
  - flying too close to the sun
  - being obsessed with his own beauty
  - killing the Minotaur in the labyrinth
- A **cavalcade** is most like:
  - an archway
  - a procession
  - a bridle



## Scripps National Spelling Bee Vocabulary Test

### Seventh Grade Answer Key

- Someone described as **opinionated**:
  - has been put in shackles
  - volunteers selflessly
  - ✓ C. sticks stubbornly to a belief
- Which of these would most likely be described as **perilous**?
  - ✓ A. driving on the wrong side of the road
  - eating healthy foods and exercising regularly
  - receiving an antique pearl necklace
- A **mystic** must be very:
  - unpredictable
  - ✓ B. spiritual
  - memorable
- Something done **scrumptiously** is done in what manner?
  - nonsensically
  - expensively
  - ✓ C. delightfully
- Someone described as **implacable** can't be:
  - replaced
  - ✓ B. calmed
  - understood
- A **lyre** is a type of:
  - ✓ A. musical instrument
  - epic poem
  - funeral ceremony
- Which of these would most likely be described as **austere**?
  - a sequined dance costume
  - ✓ B. an empty white room
  - a colorful tropical sunset
- What is another word for **compatriots**?
  - ✓ A. colleagues
  - contributions
  - communists
- What is **Icarus** famous for?
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## Scripps National Spelling Bee Vocabulary Test

### Eighth Grade

1. An **avalanche** is:
  - A. a blank document signed in advance by one party and given to another party to fill in
  - B. either of two curved segments encroaching on a heraldic field one from each side
  - C. a large mass of snow, ice, dirt, rock or other material sliding swiftly down a mountainside
2. If something **silhouetted**, it:
  - A. caused someone to suffer persistent emotional turmoil
  - B. was performed in a small group (used of music)
  - C. projected upon a background like an outline of a person or thing
3. **Habanero** is a type of:
  - A. wild berry
  - B. chili pepper
  - C. traditional costume
4. If something is **inconceivable**, it:
  - A. falls outside the limit of what can be comprehended, accepted as true or tolerated
  - B. cannot be divided into parts or pieces of equal or variable size or dimension
  - C. has no noticeable covering or garment on the arms (as clothing or blanket)
5. A **neutron** is a type of:
  - A. elementary particle
  - B. veterinary surgery
  - C. popular music
6. If something is **enervating**, it is:
  - A. introducing something new or novel
  - B. restoring something to life, vigor or activity
  - C. lessening the nerve, vitality or strength of
7. Which of these is most similar to a **conflagration**?
  - A. a large fire
  - B. the raising of a symbolic banner
  - C. a project completed by multiple parties
8. **Pilgrimages** are types of:
  - A. facial expressions conveying contempt or complacency
  - B. trips taken to places of historic or sentimental interest
  - C. photographs printed on archival-quality paper
9. Someone described as **unscrupulous** is:
  - A. lacking or exhibiting a lack of brilliance or shine
  - B. lacking or exhibiting a lack of moral principles
  - C. lacking in persistence, strength or tenacity
10. **Stilton** is a type of:
  - A. horse
  - B. carpet
  - C. cheese



## Scripps National Spelling Bee Vocabulary Test

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