

# Verbomania

Alphabetical Sequence

Granddaddy of all vocabulary lists  
for SAT & PSAT preparation



HEXCO ACADEMIC

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For students seeking an erudite vocabulary, this volume represents an extensive collection of some 13,000 words that have been suggested by one source or another for preparation for the SAT or PSAT tests. This tome is designed for those students seeking to go beyond the classroom level for in-depth study of vocabulary words that will greatly enhance communication ability, in addition to reading and writing skills.

For students expanding their spelling skills, this large collection of words should greatly broaden the spelling foundation.

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## Verbomanía Vocabulary Volume

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## Preface

Our language is blessed with a collection of words from languages, new and old alike, from all parts of the world. Those people who have the ability to draw on a colorful, splashy, and extensive vocabulary are able to pique the interest of others both in conversation and in the written word. Others tend to *listen* to what they say. Filling a blank spot in a sentence with just the right word is a gift, but having the foundation to do this without depending on research in one thesaurus or another, that is an incredible strength. Building vocabulary starts very, very early in the learning process. Our curriculum is designed to stabilize a student's vocabulary at an early period and keep building through the elementary and junior high years so that hopefully the love of language and words will be well instilled so that the high school student will embellish his or her own vocabulary as time goes by.

In education, students start gathering their vocabulary in conversation and it expands as they gain reading and spelling skills. This process continues through their entire school career and often through life. The trick to accelerating this process is to build a "spelling foundation" by learning a fairly large cadre of words and then stopping at new words over a long period to learn meanings as these new words are encountered. Thus students continually accumulate word knowledge. This habit should be developed early to garner a significant personal lexicon. To jump start the process of expanding vocabulary takes some dedicated study along the way and the motivation to have a dictionary and thesaurus close at hand with the will to use these regularly. Ideally, a student will have mastered an extraordinary vocabulary before taking the all-important PSAT and SAT tests which affect students primarily in their junior and senior years of school as they aim toward college.

If you combine the "Reading Comprehension" and "Essay" portion of the test, the PSAT and SAT language requirement accounts for two-thirds of the total test score. Both are notorious for incorporating esoteric and sometimes confounding words into the test.

Starting early on this journey of words will produce the most benefit for the long run. One's basic vocabulary is his or her *listening vocabulary*. This includes words necessary to understand what others are saying. One's *reading vocabulary* is similar and includes words needed to understand what is read. A person's reading vocabulary is usually much larger than one's speaking vocabulary and often a bit larger than a listening vocabulary. As one gains mastery over a variety of words, they become assimilated into a *writing vocabulary*. This includes words that can be called up in composition. Unlike a speaking vocabulary, a writing vocabulary usually has enough built-in time for the writer to double check the meaning or usage of a word before actually committing it to print. Knowing a word and having command of it are not always the same thing. Those words that become part of one's *speaking vocabulary* are words that have been truly mastered.

The goal of this book is to provide a strong start for young students to build a spelling foundation. As your student incorporates stronger and more powerful vocabulary words, the student's skills in communication and writing slowly start expanding.

## Introduction & Approaches

Designed to expand a young student's spelling foundation, this collection of 1,200 words has many that are grade appropriate, many that enhance a vocabulary with more expressive and more interesting words, and some that will stretch a student beyond his or her current level.

All of these words should be a part of every student's listening, reading, writing, and ultimately, speaking vocabulary.

## Learning and Memorization

Most people fall into the three classes of learning abilities, those that learn through visualization, those that learn by hearing, and those that require activity to learn. Your first step is to identify to which type of learning category your speller belongs.

The *visual learner* has a strong visualization ability and relates best to written information, such as notes, charts, or pictures. This type of person typically prefers to take notes, and will often take notes even when there are handouts available with all the information being presented. Their learning takes place initially in their writing down the information presented. Visual learners make up the largest percentage of the population, approximately 65%.

The *auditory learners* account for about 30% of the population, and this group learns best listening to a lecture or presentation. They prefer to rely on printed notes or notes jotted down after the fact that identify key points. This type of learner will often read information aloud to imprint it into memory. This group typically has an appreciation for words and language and a larger than average vocabulary. These enable auditory learners to become skillful communicators or sophisticated speakers.

*Tactile or kinesthetic learners* acquire knowledge most effectively through touch, movement, and space. They prefer imitation or practice to commit information to memory. Learning for this group is best done in conjunction with movement and physical involvement. They are typically hands-on learners who concentrate best while doing. Only about 5% of the populace falls in this category.

Learning and committing 1,200 words to one's vocabulary in early grade school is a daunting task. However, once completed, this is the basic building block to an expansive and flamboyant vocabulary with a lifetime of rewards in communication skills. The right approach to the task of learning the extensive list of words is to take it in bite-sized pieces as we've outlined in the Grids at the back of this booklet.

*Remembering* is defined as *the ability to reproduce or recount information or an experience that occurred at an earlier time*. For instance, we *remember* a phone number if we can restate it accurately at a later time, or we *remember* a childhood incident when we can recount the experience later in life. There are actually three parts to remembering.

1. ACQUISITION - acquiring of information to be retained for some period of time.
2. RETENTION - period of time information is retained.
3. RETRIEVAL - reactivation of retained information.

*Working memory* or *short-term memory* is the retention of recently acquired information retained for a limited duration, as only long enough to reuse and discard. This is the type of *memory* that let's you regurgitate the information you crammed into your head the night before your massive biology exam.

*Reference memory* or *long-term memory* is the retention of information for longer periods of time that is necessary for successful use of incoming and recently acquired information. *Memory consolidation* is a process by which information is gradually put into long-term or reference memory, and there are many aids that enable this retention of information, in this case, vocabulary words.

- Learn a matching rule by relating any unfamiliar words with a common one.
  - Virtuosity - virtue
  - reservoir - reserve
- Hone in on surprising information, like, the Hexco Academic phone number is 1-800-PAJAMAS, You'll never forget it!
- Repetition and rehearsal is key to keeping newly acquired information in an active state.
  - Initial repetition assures short-term memory gains; spaced repetition enables long-term memory recognition.
  - Seeing a word many times enhances the possibility of committing a word's meaning to reference memory.
  - It takes longer to commit a word to one's reading or writing memory, and still longer to incorporate it into a speaking vocabulary.
- Context clues or mnemonics aid retention, and these can be humorous and imaginative.
  - See *flamboyant* as a *boy* following an *ant* with a *flaming* torch.
  - Exaggerate the difficult or confusing part of the image
  - Add sounds, taste, smell, feeling, movements, and pictures to mnemonic aids
- Learn language roots and patterns.
  - *Pernicious* comes from the Latin words *per* meaning *through* and *nex/necis* meaning *murder*, hence *through murder*, or *deadly* or *wicked*.
  - *Penultimate* from *paene* meaning *almost* and *ultimus* or *ultimatum* meaning *farthest*, hence *almost the last* or *next to the last*.

Suggested approaches - Studying the list is a good method for learning the words, but for those words that are abstruse or totally unfamiliar, an excellent tool for learning vocabulary that employs the theory of repetition is flash cards. This is particularly valuable for visual learners. We strongly suggest that this list be broken down into flash cards for the student to study, at least for those words that are new or unfamiliar. The student will probably know a large number of the words on his or her initial pass. The set of flash cards created should be for those words that are difficult for the particular student. A great deal of the learning that a student experiences occurs when he or she is making the flash cards. Thus creating the cards is the first leap in the learning process because it helps the student become familiar with each word that is unknown. The student should be the one to write each card and associated definition. Many of the words will be eliminated that are already an integral part of his or her vocabulary. For the remaining words, we have a few tips:

- Create a stack of words that you are currently trying to master. As you learn a word, remove it from the main stack and replace it with a new one. You should try and always keep 50 cards in your working stack.
- Regularly shuffle the cards to ensure that you are learning the individual words without associating an order to them.
- Keep your cards with you and practice them whenever you have free time.
- Work towards learning 10 to 20 new words a day.
- Make sure you are familiar with all of the definitions of a word before you remove it from your working stack.
- Once a week, review the stack of cards that contain those that you have learned to retain those words you already studied.
- Find an occasion to use each of the words in writing or in conversation, if possible.

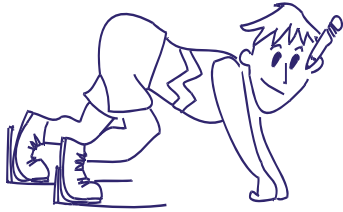
For auditory learners, a better approach might be to create an audio tape or CD labeled Volume 1 to listen to repetitively. This can then be played over earphones during exercise, in the car, or anywhere. After a percentage of the words and definitions have been mastered, and you feel too much time is being spent on words you've committed to memory, create a second and shorter tape or CD (Volume 2) with those that are elusive. Spend time with this selection in the same way you did with the first one.

When you feel successful, make a new tape or CD (Volume 3) of other words that are unfamiliar from the *Verbomania* book, and work through this selection in the same manner, learning most of the words. The review all the words on the Volume 2. Go back and repeat the Volume 1 before creating the next volume. Remember, repetition, repetition, repetition is the key. As you progress, continue to go back to prior volumes after several days to reinforce your long-term memory and to ultimately "own" the words as part of your vocabulary.

Tactile learners have a greater challenge ahead of them. Neither of these methods are ideal for this group. We would suggest trying a combination of flash cards and audio tapes or CD's to get started. Once you determine which of the two methods works best for you, focus on that method. Intentional use of the words should also be encouraged as this is a pro-active method of learning.

Learning all of these words can be a summer project, or it can take an entire year or several, depending on how many words you already recognize. There are also many words that relate to one another, but are listed as their own word because of a unique spelling or meaning. Once one word from this group is learned, the others will quickly follow.

We applaud your determination to master this list of words. Your level of success will be directly related to your effort and level of diligence that you are willing to dedicate to this project. This exercise should greatly enhance your PSAT or SAT score, but the greater good is the value of having a much more captivating and spellbinding vocabulary which will become evident in improved writing skills, reading enjoyment, and ultimately verbal communication abilities for the rest of your life. Good luck!



READY, SET, GO.....

# VERBOMANIA

## VOCABULARY VOLUME

- aardvark, erdvark** <AHRD.vahrk> <EHRD.vahrk>  
n / nocturnal animal with sparse hair native to Africa
- abacus** <AB.uh.kuhs> <uh.BAK.uhs> <uh.BAHK.uhs>  
n / frame with rods on which beads are moved in arithmetic calculations
- abacuses** <AB.a.kuhs.es>  
n / instruments used for calculating by moving and positioning beads or counters
- abandon** <uh.BAN.duhn>  
v, n / withdraw one's support, give up, yield; freedom
- abandonedly** <uh.BAND.uhn.lee> <uh.BAND.uhnd.lee>  
adv / in a shameless or unrestrained manner
- abandonment** <uh.BAN.duhn.muht>  
n / state of having been forsaken or given up absolutely
- abase** <uh.BAYS>  
v / to lower in terms of respect, to give up prestige
- abash** <uh.BASH>  
v / cause to be ashamed, embarrass
- abat-jour** <ah.bah.ZHUR>  
n / skylight
- abatement** <uh.BAYT.muht>  
n / act of decreasing or lowering; deduction
- abattoir** <AB.uh.twahr> <AB.uh.twawr>  
<AB.uh.tawr> <ab.uh.TWAHR>  
n / public cattle slaughterhouse
- abbey** <AB.ee>  
n / type of monastery; American artist
- abbot** <AB.uht>  
n / person in charge at a monastery
- abbreviate** <uh.BREE.vee.ayt> <a.BREE.vee.ayt>  
<a.BREE.vee.uht> <uh.BREE.vee.uht>  
v, n, adj / make shorter
- abbreviation** <uh.bree.vee.AY.shuhn> <a.bree.vee.AY.shuhn>  
n / end result of abridgment
- abbreviator** <uh.BREE.vee.ayt.uhr> <a.BREE.vee.ayt.uhr>  
n / one who shortens something
- abdicate** <AB.di.kayt>  
v / renounce formally, abandon, relinquish or give up absolutely
- abdication** <ab.di.KAY.shuhn>  
n / act of renouncing or surrendering
- abdomen** <AB.duh.muhn> <ab.DOH.muhn>  
n / section of the body located in the lower part of the trunk
- abdominal** <ab.DAHM.uhn.uhl> <uhb.DAHM.uhn.uhl>  
adj, n / relating to part of body between the thorax and pelvis, referring to the belly
- abduction** <ab.DUHK.shuhn> <uhb.DUHK.shuhn>  
n / act of carrying away illegally
- abecedarian (A)** <ay.bee.see.DEHR.ee.uhn>  
<AY.bee.see.dehr.ee.uhn>  
n, adj / one learning the basics of something, such as the alphabet
- aberrance** <a.BEHR.uhns> <AB.uhr.uhns>  
<uh.BEHR.uhnts> <a.BEHR.uhnts>  
n / deviation
- aberrancy** <uh.BEHR.uhn.see> <a.BEHR.uhnt.see>  
<AB.ehr.uhn.see> <uh.BEHR.uhnt.see>  
n / deviation, departure from the normal course
- aberrant** <AB.ehr.uhnt> <a.BEHR.uhnt>  
adj, n / deviating from the right or usual way
- aberration** <ab.uh.RAY.shuhn>  
n / deviation from the correct, moral or common path; temporary mental lapse
- aberrational** <ab.uh.RAY.shuhn.uhl> <AB.uh.ray.shuhn.uhl>  
<ab.uh.RAY.shuhn> <AB.uh.ray.shuhn>  
adj / characterized by deviation from truth or a moral standard
- abet** <uh.BET>  
v / incite; arouse
- abetting** <uh.BET.ing>  
v / inciting; arousing
- abettor** <uh.BET.uhr>  
n / one who incites or arouses
- abeyance** <uh.BAY.uhns> <uh.BAY.uhnts>  
n / temporary suspension of activity, cessation
- abhor** <uhb.HAWR> <ab.HAWR>  
v / detest, hate
- abhorred** <uhb.HAWRD> <ab.HAWRD>  
v / detested, hated
- abhorrence** <uhb.HAWR.uhnts> <ab.HAWR.uhns>  
<ab.HAHR.uhnts> <uhb.HAHR.uhns>  
n / act of loathing or detesting
- abhorrent** <uhb.HAWR.uhnt> <uhb.HAHR.uhnt>  
<ab.HAHR.uhnt> <ab.HAWR.uhnt>  
adj / repugnant or detestable; conflicting or discordant
- abhorrently** <uhb.HAWR.uhnt.lee> <ab.HAWR.uhnt.lee>  
<uhb.HAHR.uhnt.lee> <ab.HAHR.uhnt.lee>  
adv / in a disagreeing manner; contrarily
- abidance** <uh.BIID.uhns> <uh.BIID.uhnts>  
n / continuance; compliance
- ability** <uh.BIL.uht.ee>  
n / state of having the power to do something
- abject** <AB.jekt> <ab.JEKT>  
adj, v / cast down in spirit; reject
- abjuration** <ab.jur.AY.shuhn> <ab.juh.RAY.shuhn>  
n / process of swearing an oath formally
- abjure** <ab.JUR> <uhb.JUR>  
v / reject or renounce
- ablation** <a.BLAY.shuhn>  
n / lowering of the surface of land; surgical organ removal;

oneself, verbal		
<b>workmanship</b>	<WUHRK.muhn.ship>	
n / skill of execution of doing something with one's hands		
<b>worldly</b>	<WUHRLD.lee><WUHRL.lee>	
adj / with material rather than spiritual things		
<b>worrisome</b>	<WUHR.ee.suhm>	
adj / tending to fret		
<b>worship</b>	<WUHR.ship>	
v, n / regard with respect		
<b>worsted</b>	<WUS.tid> <WUHRs.tid>	
n, adj / cloth made from woollen yarn		
<b>worthy</b>	<WUHR.thhee>	
adj, n, adv, v / having value		
<b>wound</b>	<WOOND> <WOWND>	
n, v / injury to the body, cut; make an opening; coiled up, twisted		
<b>woven</b>	<WOH.vuhn>	
v / interlaced threads forming a fabric		
<b>wraith</b>	<RAYTH>	
n / ghost, specter		
<b>wrangle</b>	<RANG.guhl>	
v, n / obtain by contrivance		
<b>wrapper</b>	<RAP.uhr>	
n, v / jacket; outside covering		
<b>wrath</b>	<RATH> <RAHTH>	
n / violent or unrestrained anger		
<b>wrathful</b>	<RATH.fuhl> <RAHTH.fuhl>	
adj / marked by anger, irate, incensed		
<b>wreak</b>	<REEK>	
v, n / inflict or cause to undergo harm		
<b>wreckage</b>	<REK.ij>	
n / act of or result of a damaging force		
<b>wrenched</b>	<RENCHT>	
v, adj / pulled with a violent twisting motion; distorted		
<b>wrest</b>	<REST>	
v, n / jerk loose with a pulling or twisting motion, wrench; divert to unnatural use		
<b>wrestle</b>	<RES.uhl>	
v, n / tussle, throw down, engage in a violent struggle		
<b>wring</b>	<RING>	
v, n / twist and squeeze to get excess moisture out		
<b>wrinkle</b>	<RING.kuhl>	
n, v / loose fold of skin		
<b>wrist</b>	<RIST>	
n / human joint connecting the hand to the arm		
<b>writ</b>	<RIT>	
n / legal instrument commanding a person to refrain from or perform an act		
<b>writer</b>	<RIIT.uhr>	
n / one who puts something down on paper, recorder		
<b>writhe</b>	<RIITHH>	
v, n / squirm, twist or turn as in pain or a struggle		
<b>wrongful</b>	<RAWNG.fuhl>	
adj / unfair, unjust		
<b>wrought</b>	<RAWT>	
adj / formed, created, shaped		
<b>wrung</b>	<RUHNG>	
v, adj / squeezed; twisted to extract water		
<b>wry</b>	<RII>	
v, adj, adv / twisted in a manner suggestive of irony		
<b>x-axis</b>		<EKS.aks.is>
n / horizontal line in the middle of a two-dimensional Cartesian graph		
<b>xenolith</b>		<ZEN.uhl.ith>
n / rock fragment included in another rock		
<b>xenophobe</b>		<ZEN.uh.fohb>
n / person fearing foreign customs or people		
<b>xenophobia</b>		<zen.uh.FOH.bee.uh>
n / fear of anything strange or foreign		
<b>xiphias (X)</b>		<ZIF.ee.uhs>
n / swordfish		
<b>xylophone</b>	<ZII.luh.fohn> <ZIL.uh.fohn>	
n / musical instrument made of wooden bars that are struck with a hammer		
<b>yacht</b>		<YAHT>
n, v / sailing vessel built for speed		
<b>yachtsman</b>		<YAHT.smuhn>
n / one who sails or owns a large boat		
<b>yahoo</b>	<YAH.hoo> <YAY.hoo> <yah.HOO> <yay.HOO>	
n / one that is crude or uncouth		
<b>Yankee (y)</b>		<YANG.kee>
adj, n / relating to a native of the New England area		
<b>yardstick</b>		<YAHRD.stik>
n / three-foot ruler for measuring		
<b>yarn</b>		<YAHRN>
n, v / strand of fiber in two or more plies used for weaving or knitting		
<b>yawn</b>		<YAWN> <YAHN>
n, v / mouth opened involuntarily with an intake of breath; gap		
<b>yea-sayer</b>		<YAY.say.uhr>
n / yes-man, one who confidently agrees		
<b>yeast</b>		<YEEST>
n, v / fungus used in bread-making that causes fermentation		
<b>yellow</b>		<YEL.oh> <YEL.uh>
adj, v, n / colored similar to gold		
<b>yelp</b>		<YELP>
n, v / shrill squeal or cry		
<b>yeoman</b>		<YOH.muhn>
n, adj / respectable commoner who cultivates his own land; seaman or petty officer in the Navy		
<b>yesterday</b>	<YEST.uhr.dee> <YEST.uhr.day>	
adv, n, adj / relating to a 24-hour period of time before the present one		
<b>Yiddish</b>		<YID.ish>
n, adj / language of Ashkenazic Jews which merged with German dialects		
<b>yield</b>		<YEELD>
v, n / surrender the possession of something to another; amount obtained		
<b>yielding</b>		<YEELD.ing>
n, adj, v / inclined to comply or give way		
<b>yippee</b>		<YIP.ee>
interj / expression of delight or triumph		
<b>yoga (Y)</b>		<YOH.guh>
n / Hindu philosophy and exercises involving mind, body and will		
<b>yogurt, yoghurt</b>		<YOH.guhrt>
n / pudding-like food made from milk that has fermented		
<b>yoke</b>		<YOHK>
n, v / arched frame to connect two draft animals for hauling		