

# Verbomania

Difficulty Sequence

in 3 volumes

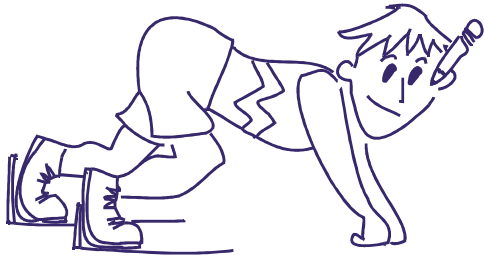
Granddaddy of all vocabulary lists  
for spelling bee and SAT preparation



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VBOOKD V2



Full speed ahead to build your spelling foundation and expand your vocabulary!

For students seeking an erudite vocabulary or studying for spelling bees, this volume represents an extensive collection of some 13,000 words. This tome is designed for those students seeking to go beyond the classroom level for in-depth study of spelling and vocabulary words that will greatly enhance their spelling ability and communication proficiency, in addition to reading and writing skills.

All words in this collection are presented in a difficulty sequence that is primarily by length of word. The words have been broken into three volumes arbitrarily. Each presents primary spelling, alternate spellings if they exist, pronunciations, alternate pronunciations that are important, parts of speech, definitions, and language of origin. The original *Verbomania* contains the same words in alphabetical order, but without language of origin.

**Consider our Spelling Mentor software for learning this extensive collection.** This software speaks the word while showing pronunciations, parts of speech, and definitions for all of the words. A myriad of the words also have sentences. A student then keys in the spelling, and the computer checks for accuracy. If a word is incorrect, the speller may try again from the point of his/her error, ask for the next letter, or simply view the word and continue. Language of origin is shown when a word is spelled correctly. The software keeps up with words that were missed on the last attempt as well as a pool of all the words that have ever been missed by a speller, enabling extensive work on the problem words and breezing through those that are familiar, just like a coach would do.

We are a small company that listens! We encourage comments from teachers, coaches, and students! If you encounter any errors, we want to hear; this was a huge number of words to revisit. If there is an area that you would like fully explored, let us hear from you! If you wish the approach were different, let us hear from you! Our best products have been developed from your suggestions, and we encourage your interchange with us.

## Verbomanía ~ Volume 1

### Vocabulary Volume

Author: Linda Tarrant

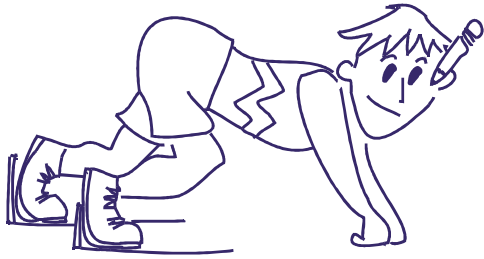
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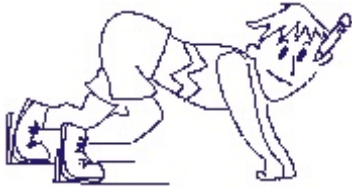
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## Instructions

### **What is the source of the words?**

This list contains 13,000+ words, and 7,800+ of these vocabulary-enriching words are from Scripps Consolidated Word List (CWL) of 23,000+ words. The remaining words were gathered from various sources past bees and from resources for preparing for the SAT or PSAT tests.

### **Why study vocabulary-enriching words?**

For spellers, knowing the words on this list helps enormously in fielding words that are given off-list in class, school, district, county, and regional bees, since many are of this ilk. The all-important written round at the National Spelling Bee in 2008, which had 25 words, contained 15 words from this list and 10 words from *New Nat's Notes*. In 2009, the written round again presented 17 words from *Verbomania* and 6 words from *New Nat's Notes*. Knowing the spelling of all the words in both of these books ensured that a speller would advance past the written round if he/she had spelled the oral words correctly in the first round or two. ***This is a huge advantage since only 14% of the total number of spellers advanced in 2009 compared with 31% in 2008!***

For those preparing for the SAT and PSAT, this list expands vocabulary, and language skills which are critically important as more emphasis is placed on testing verbal skills than mathematical skills in this arena.

### **How should a student approach this list?**

Using the *Spelling Mentor* software is an efficient way to learn all the words in this book. Learning the words without the software takes a more resolved dedication to the task. We recommend that a student read thru 5 to 10 pages at a time and mark all the words that he/she already knows. At this point a parent or coach should quiz the student on the words that have been marked, then review the errors until all are spelled correctly. For very young spellers, continue through the book with this process. To ensure that a student is truly learning the words, after 15 to 20 pages, trace back to the first set of pages covered and quiz over the words to be sure that the student has mastered them. At the end of the book, start back through with the same approach to the words that were not marked to learn these. It will take several trips thru the book to ultimately commit all the words to a student's long-term memory.

For more experienced spellers, mark and address the words that are family on 5 to 10 pages, have someone quiz you over these until all are mastered, then study the rest of the words and quiz on them until all words are mastered on several pages at a time. Continue to the next few sets of words then back track to review the first group of words to ensure that the words have been mastered.

We strongly suggest that this list be broken down into flash cards, primarily for those words that are new, unfamiliar, or difficult for a particular student. A great deal of the initial learning that a student experiences occurs when he or she is creating the flash cards, thus the student should be the one to write each card and associated definition so they become familiar with unknown words. 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. Practice them whenever you have free time.
- Work towards learning 10 to 20 new words a day and find an occasion to use each of the words in writing or in conversation regularly.

# Background Information

Our language is rich with 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. Filling a blank spot in a sentence with just the right word is an incredible strength, but having the foundation to do this without the aid of a thesaurus is a developed skill. Students start building their spelling and vocabulary foundation by reading and gaining exposure to a fairly large cadre of words. They add to this foundation by stopping as they encounter new words to learn meanings and spellings therefore developing a significant personal lexicon. The goal of this book is to provide a strong start for young students to build a spelling foundation for school and competition as well as increasing vocabulary for students preparing for college admittance exams such as the PSAT, SAT, and ACT. As your student incorporates stronger and more powerful vocabulary words, their lifelong skills in communication and writing begin to expand.

## Learning and Memorization

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

- The **visual learner** relates best to written information, such as notes, charts, or pictures. This type of person typically prefers to take notes even when the information is written for them. Their learning takes place initially by writing the information presented. Visual learners make up the largest percentage of the population, approximately 65%. A visual learner would greatly benefit from the flash card method previously described. Additionally, the **Spelling Mentor** software would profit such a learner because all of the information is graphically displayed on the screen, and the student is required to key in the answers.
- The **auditory learners** account for about 30% of the population. This group learns best listening to a lecture or presentation. They prefer to rely on printed notes and will often read information aloud to imprint it into memory. This group typically has an larger than average vocabulary and appreciation for words and language, thus they often become skillful communicators and sophisticated speakers. An auditory learner would benefit greatly from the **Spelling Mentor** software because this requires the student to responds to the spoken word.
- **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. The interactive style of the **Spelling Mentor** software coupled with the repetition of missed words aids tactile learners in mastering a myriad of words.

Our products, both **Verbomania** and the additional **Spelling Mentor** software are designed to cater to each type of learner. A vital part for mastering such spelling and vocabulary is to move words from *short-term*, or *working memory* into *long-term*, or *reference memory*.

*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: *sarcophagus* is from Greek words meaning *eating flesh*
- Repeat and rehearse to keep newly acquired information in an active state.

Verbomania – Volume 1 - continued

- status** <STAYT.uhs> or <STAT.uhs> <STAY.duhs>  
<STAD.uhs>  
n / condition of affairs  
*Ety:* L
- ataxia** <uh.TAK.see.uh> or <ay.TAK.see.uh>  
<AY.tak.see.uh>  
n / confusion, disorderliness; inability to coordinate muscle movements  
*Ety:* Gk
- quaint** <KWAYNT>  
adj, v / old fashioned; clever in appearance  
*Ety:* E fr Fr fr L
- quaker (Q)** <KWAYK.uhr>  
n, v / one belonging to the Society of Friends; one who trembles  
*Ety:* E
- nuance** <NOO.ahns> or <NYOO.ahnts> <NOO.ahnts>  
<NYOO.ahns>  
n, v / small alteration  
*Ety:* Fr fr L
- quarry** <KWAWR.ee> or <KWAHR.ee>  
<KWEHR.ee>  
n, v / excavation for building stones; dig for something  
*Ety:* E fr Fr fr L
- quaver** <KWAY.vuhr>  
v, n / shake, tremble  
*Ety:* E
- avatar** <AV.uh.tahr> or <AV.uh.tawr>  
n / archetype; representation of Hindu deity in animal form  
*Ety:* Skt
- awaken** <uh.WAY.kuhn>  
v / arouse from sleep  
*Ety:* E
- swathe** <SWAHTHH> or <SWAWTHH>  
v, n / wrap, as with a bandage; envelop, surround  
*Ety:* E
- cabana** <kuh.BAN.uh> or <kuh.BAN.yuh>  
n / small canopied shelter facing a pool or beach  
*Ety:* Sp fr L
- babble** <BAB.uhl>  
v, n / prattle, chatter; foolish nonsense  
*Ety:* E of imit orig
- gabble** <GAB.uhl>  
v, n / jabber; chatter, babbling  
*Ety:* imit orig
- jabber** <JAB.uhr>  
v, n / chatter, talk rapidly while not making sense  
*Ety:* E of imit orig
- rabbit** <RAB.it>  
n, v / small mammal with soft fur; container for radioactive material  
*Ety:* E fr Walloon fr Du
- labile** <LAY.bil> or <LAY.biil> <LAY.beel>  
adj / unstable chemically  
*Ety:* E fr Fr fr L
- rabies** <RAY.beez>  
n / fatal disease that attacks the nervous system  
*Ety:* NL fr L
- tablet** <TAB.lit>  
n, v / collection of sheets of paper attached together; block of material  
*Ety:* E fr Fr
- baboon** <ba.BOON> or <BA.boon>  
n / large African or Asian primate  
*Ety:* E fr Fr
- debase** <di.BAYS> or <dee.BAYS>  
v / contaminate; vitiate; debauch  
*Ety:* L + E fr Fr fr L fr Gk
- debate** <di.BAYT> or <dee.BAYT> <duh.BAYT>  
n, v / verbal contention or argument; consider opposed arguments  
*Ety:* E fr Fr
- rebate** <REE.bayt> or <ree.BAYT>  
n, v / return of a portion of a payment; diminish or lessen  
*Ety:* E fr Fr fr L
- pebble** <PEB.uhl>  
n, v / small round stone; irregular surface  
*Ety:* E of imit orig
- debris** <duh.BREE> or <day.BREE> <DAY.bree>  
<duh.BREEZ>  
n / waste, remains of something broken, refuse  
*Ety:* Fr
- debtor** <DET.uhr> or <DED.uhr>  
n / person owing an obligation to another  
*Ety:* E fr Fr fr L
- debunk** <dee.BUNK> or <dee.BUNGK>  
v / denounce; expose; unmask; brand  
*Ety:* L + Scots
- nebula** <NEB.yuh.luh>  
n / galaxy  
*Ety:* NL fr L
- rebuff** <ri.BUHF> or <ree.BUHF>  
n, v / abrupt snub  
*Ety:* Fr fr It
- rebuke** <ri.BYOOK> or <ree.BYOOK>  
v, n / reprimand, reprove, criticize disapprovingly  
*Ety:* Fr fr Ger or E
- ribald** <RIB.uhld> or <RIB.awld> <RII.bawld>  
<RII.buhld>  
n, adj / person who is coarse in appearance, rogue; offensive  
*Ety:* E fr Fr of Gmc orig
- gibber, jibber** <JIB.uhr>  
n, v / desert stone of Australia made smooth from wind; prattle nonsensically  
*Ety:* native name of Australia

Verbomania – Volume 2 - continued

**hackneyed** <HAK.need>

adj, v / worn out from common use  
*Ety:* E fr geog name of England

**jackknife** <JAK.niif>

n, v, adj / large, cutting instrument that folds up  
*Ety:* E fr name + E

**cacoëthes** <kak.oh.WEE.theez>

n / compulsive action or desire  
*Ety:* L fr Gk

**cacophony** <ka.KAH.fuh.nee> or <kuh.KAH.fuh.nee>

n / harsh sounds  
*Ety:* Gk

**raconteur** <rak.ahn.TUHR> or <rak.uhn.TUHR>

n / skilled storyteller  
*Ety:* Fr

**macrocosm** <MAK.ruh.kahz.uhm>

n / entire universe  
*Ety:* Fr fr L + Gk

**sacrament (S)** <SAK.ruh.muht>

n, v / consecrated elements of the Eucharist celebration  
*Ety:* E fr Fr & L

**sacrifice** <SAK.ruh.fiiis> or <SAK.ruh.fis>

<SAK.ruh.fiiiz>  
 n, v / valued item given up to get something else  
*Ety:* E fr Fr fr L

**sacrilege** <SAK.ruh.lij>

n / desecration of something holy  
*Ety:* E fr Fr fr L

**facsimile** <fak.SIM.uh.lee>

n, v / identical copy of something; process or copying and transmitting documents  
*Ety:* L

**acceptant** <ik.SEP.tuhnt> or <ak.SEP.tuhnt>

<uhk.SEP.tuhnt> <ek.SEP.tuhnt>  
 adj / receptive  
*Ety:* E fr Fr fr L

**acception** <ik.SEP.shuhn> or <ak.SEP.shuhn>

n / understanding; belief; approval  
*Ety:* E fr Fr fr L

**accession** <ik.SESH.uhn> or <ak.SESH.uhn>

<uhk.SESH.uhn>  
 n, v / acquisition; record data concerning the acquisition of something  
*Ety:* Fr fr L

**accessory, accessory** <ik.SES.uh.ree> or

<ak.SES.uh.ree> <uhk.SES.uh.ree>  
 n, adj / something of secondary importance  
*Ety:* E fr L

**eccentric** <ik.SEN.trik> or <ek.SEN.trik>

<IK.sen.trik> <EK.sen.trik>  
 adj, n / different from established norms or patterns of behavior  
*Ety:* E fr Fr & L

**accipiter (A)** <ak.SIP.uh.duhr>

n / small hawk having short wings and a long tail  
*Ety:* NL fr L

**acclaimed** <uh.KLAYMD>

v / applauded; praised  
*Ety:* E fr L

**acclivity** <uh.KLIV.uh.dee> or <a.KLIV.uh.dee>

n / upward incline as on a hill  
*Ety:* L

**accompany** <uh.KUHMP.uh.nee> or <a.KUHMP.nee>

<a.KUHMP.uh.nee> <uh.KUHMP.nee>  
 v / go with; play or sing with another  
*Ety:* E fr Fr fr L

**accretion** <uh.KREE.shuhn> or <a.KREE.shuhn>

n / gradual buildup by process of growth or enlargement from natural causes  
*Ety:* L

**accumbent** <uh.KUHM.buhnt> or <a.KUHM.buhnt>

<A.kuhm.buhnt>  
 adj / reclining  
*Ety:* L

**occultism** <uh.KUHLT.iz.uhm> or

<AHK.uhl.tiz.uhm>  
 n / study of the supernatural; belief in existence of supernatural power  
*Ety:* L

**occupancy** <AHK.yuh.puhn.see> or

<AHK.yuh.puhnt.see>  
 n / act of taking possession of something  
*Ety:* Fr

**decadence** <DEK.uhd.uhns> or <DEK.uhd.uhnts>

<di.KAYD.uhnts> <dee.KAYD.uhns>  
 n / state of being bad, immoral or impure; literary movement marked by decay  
*Ety:* Fr fr L

**decalcify** <dee.KAL.suh.fii> or <DEE.kal.suh.fii>

v / remove lime from something  
*Ety:* ISV fr L

**decatalogue, decalog** <DEK.uh.lawg> or

<DEK.uh.lahg>  
 n / primary set of rules as the Ten Commandments  
*Ety:* E fr L fr Gk

**decathlon** <di.KATH.luhn> or <di.KATH.lahn>

<dee.KATH.luhn> <dee.KATH.lahn>  
 n / athletic contest having ten events  
*Ety:* Fr fr Gk

**deceitful** <di.SEET.fuhl> or <dee.SEET.fuhl>

adj / deceptive, dishonest  
*Ety:* E fr Fr fr L

**deception** <di.SEP.shuhn> or <dee.SEP.shuhn>

n / fraud, trickery  
*Ety:* E fr Fr fr L

Key: ii=sign eh=care uh=ago ay=wade ah=calm aw=paw a=cap oh=home oo=too ow=how i=hit ee=heat u=put e=pet

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Verbomania – Volume 3 - continued

**metaphysical** <met.uh.FIZ.ik.uhl> or  
<med.uh.FIZ.i.kuhl>  
adj / supernatural; theoretical  
*Ety:* E fr L fr Gk

**veterinarian** <vet.ruh.NEHR.ee.uhn> or  
<vet.uhr.uh.NEHR.ee.uhn> <ved.uhr.uh.NEHR.ee.uhn>  
n / one who treats animal disorders and diseases  
*Ety:* L

**metropolitan** <met.ruh.PAHL.uht.uhn> or  
<MET.ruh.pahl.uht.uhn> <met.ruh.PAHL.uh.duhn>  
adj, n / characteristic of a large city  
*Ety:* E fr L

**retrenchment** <ri.TRENCH.muht> or  
<ree.TRENCH.muht>  
n / reduction; curtailment; second line of defense in a battle  
*Ety:* Fr

**aftereffects** <AF.tuhr.i.fekts> or <AF.tuhr.ef.ekts>  
<AF.tuhr.ee.fekts>  
n / event succeeding its cause following a period of time  
*Ety:* E + E fr Fr fr L

**afterthought** <AF.tuhr.thawt>  
n / idea considered after the event; postscript  
*Ety:* E

**vituperation** <vii.too.puh.RAY.shuhn> or  
<vi.too.puh.RAY.shuhn> <vi.tyoo.puh.RAY.shuhn>  
<vii.tyoo.puh.RAY.shuhn>  
n / harsh, insulting language  
*Ety:* E fr Fr fr L

**vituperative** <vii.TOO.puh.ray.div> or  
<vii.TOO.puh.ruht.iv> <vi.TYOO.pruht.iv>  
<vi.TOO.puh.ray.tiv>  
adj / characterized by uttering wordy abuse  
*Ety:* L

**antagonistic** <an.tag.uh.NIS.tik>  
adj / exhibiting severe hostility or antipathy  
*Ety:* Fr fr Gk

**antediluvian** <ant.ee.di.LOO.vee.uhn> or  
<ANT.ee.di.loo.vyuhn> <an.ti.dii.LOO.vee.uhn>  
<AN.tee.di.loo.vee.uhn>  
adj, n / relating to the period before the Biblical flood;  
antiquated  
*Ety:* E fr L + L

**antemeridian** <ant.ee.muh.RID.ee.uhn> or  
<ANT.i.muh.rid.ee.uhn> <an.tee.muh.RID.ee.uhn>  
<an.ti.muh.RID.ee.uhn>  
adj / relating to time before noon  
*Ety:* L

**enterprising** <ENT.uhr.prii.zing>  
adj, v / marked by an entrepreneurial spirit or originality  
*Ety:* E fr Fr fr L

**intellectual** <int.uhl.EK.chuhl> or  
<int.uhl.EK.chuh.wuhl> <int.uhl.EK.shwuhl>  
<in.tuh.LEK.shuh.wuhl>  
adj, n / given to scholarly activity  
*Ety:* E fr Fr fr L

**intelligence** <in.TEL.uh.juhns> or <in.TEL.uh.juhnts>  
n, v / capacity to learn or understand  
*Ety:* E fr Fr fr L

**intelligible** <in.TEL.uh.juh.buhl>  
adj, n / able to be understood  
*Ety:* E fr L

**intercession** <in.tuhr.SESH.uhn>  
n / interposition; mediation; intervention; negotiation  
*Ety:* Fr fr L

**interference** <in.tuhr.FIR.uhns> or  
<in.tuhr.FEER.uhnts> <in.tuhr.FIR.uhnts>  
<in.tuhr.FEER.uhns>  
n / act of hampering  
*Ety:* Fr fr L

**intermediary** <int.uhr.MEED.ee.ehr.ee> or  
<INT.uhr.meed.ee.ehr.ee>  
n, adj / one who acts as a go-between  
*Ety:* Fr fr L

**intermediate** <int.uhr.MEED.ee.ayt> or  
<INT.uhr.meed.ee.ayt> <int.uhr.MEED.ee.it>  
<INT.uhr.meed.ee.it>  
v, adj, n, prep / act as an agent between others; being in the middle; agent  
*Ety:* L

**interminable** <in.TUHR.mi.nuh.buhl> or  
<in.TUHRM.nuh.buhl>  
adj / endless, long and wearisome  
*Ety:* E fr L

**interminably** <in.TUHRM.nuh.blee> or  
<in.TUHR.min.uh.blee>  
adv / boundlessly; ceaselessly; limitlessly  
*Ety:* E fr L

**intermission** <in.tuhr.MISH.uhn>  
n / break between parts, as of a play  
*Ety:* L

**intermittent** <int.uhr.MIT.uhnt> or  
<INT.uhr.mit.uhnt>  
adj / occurring at intervals, alternating, recurrent  
*Ety:* L

**interruption** <int.uh.RUHP.shuhn> or  
<INT.uh.ruhp.shuhn>  
n / cessation of continuity or regularity  
*Ety:* E fr L

**intervention** <in.tuhr.VEN.shuhn> or  
<in.tuhr.VENT.shuhn>  
n / intrusion; mediation; interruption; interposition  
*Ety:* L