



**FOCUS ON**  
**VOCABULARY 1**  
Bridging Vocabulary

**Diane Schmitt**  
**Norbert Schmitt**  
**David Mann**



PEARSON  
Longman

*In honor of your retirements:*

*To Paul Meara, thank you for helping us to understand how the mind processes vocabulary.*

*To Paul Nation, thank you for guiding us in how to teach vocabulary effectively.*

## **Focus on Vocabulary 1: Bridging Vocabulary**

Copyright © 2011 by Pearson Education, Inc.  
All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Education, 10 Bank Street, White Plains, NY 10606 USA

**Staff credits:** The people who made up the *Focus on Vocabulary 1* team, representing editorial, production, design, and manufacturing, are Pietro Alongi, John Brezinsky, Dave Dickey, Oliva Fernandez, Christopher Leonowicz, Maria Pia Marrella, Amy McCormick, Jennifer Stem, and Paula Van Ells.

**Development editor:** Leigh Stolle

**Text composition:** Rainbow Graphics

**Cover and text design:** Maria Pia Marrella

**Photo credits:** Cover, Jodi Cobb/National Geographic Stock; All photos are from Shutterstock.com except for the following: Page 54, RIA Novosti/Alamy; 83, AP Images/Marcio Jose Sanchez; 136, Image Source/Alamy; 184, (middle left) Pictorial Press Ltd/Alamy, (bottom right) Pictorial Press Ltd/Alamy; 186, Dinodia Images/Alamy; 203, Trinity Mirror/Mirrorpix/Alamy.

**Text fonts:** Helvetica Neue, New Aster

### **Library of Congress Cataloging-in-Publication Data**

Schmitt, Diane, 1963-

Focus on vocabulary. 1 : bridging vocabulary / Diane Schmitt, Norbert Schmitt, David Mann. -- 2nd ed.  
p. cm.

Includes index.

ISBN 0-13-137619-5 -- ISBN 0-13-137617-9 1. Vocabulary--Problems, exercises, etc. 2. Reading (Higher Education)--Problems, exercises, etc. I. Schmitt, Norbert, 1956- II. Mann, David. III. Title.

PE1449.S343 2011

428.1--dc22

2010036452

ISBN-10: 0-13-137619-5

ISBN-13: 978-0-13-137619-9

#### **PEARSON LONGMAN ON THE WEB**

**Pearsonlongman.com** offers online resources for teachers and students. Access our Companion Websites, our online catalog, and our local offices around the world.

Visit us at **[www.pearsonlongman.com](http://www.pearsonlongman.com)**.

# Contents

---

To the Teacher .....	v
To the Student .....	ix
About the Authors .....	xv

## **UNIT 1** Happiness ..... 1

<b>CHAPTER 1:</b> Can We Be Happier?.....	2
<i>Reading:</i> Why Are You Happy?.....	3
<b>CHAPTER 2:</b> Into the Flow .....	11
<i>Reading:</i> Getting into the Flow .....	12
<b>CHAPTER 3:</b> Happiness in Bhutan .....	21
<i>Reading:</i> Gross National Happiness.....	23
<b>CHAPTER 4:</b> Strategy Practice .....	35

## **UNIT 2** Mind ..... 43

<b>CHAPTER 5:</b> What Are You Thinking?.....	44
<i>Reading:</i> When Did Humans Begin to Think?.....	45
<b>CHAPTER 6:</b> What Color Is Your Laugh? .....	53
<i>Reading:</i> Synesthesia.....	54
<b>CHAPTER 7:</b> Did You Have Trouble Getting Up This Morning? .....	63
<i>Reading:</i> The Teenage Brain .....	64
<b>CHAPTER 8:</b> Strategy Practice .....	74

## **UNIT 3** Design ..... 81

<b>CHAPTER 9:</b> Science Fiction into Reality .....	82
<i>Reading:</i> <i>Star Trek</i> Technology .....	83
<b>CHAPTER 10:</b> How Choice Architects Can Help You!.....	91
<i>Reading:</i> A Nudge in the Right Direction .....	92
<b>CHAPTER 11:</b> Positive Design .....	100
<i>Reading:</i> Easier on the Eye—Easier to Use? .....	102
<b>CHAPTER 12:</b> Strategy Practice .....	113

## **UNIT 4** Face It ..... 117

<b>CHAPTER 13:</b> What's behind an Attractive Face?.....	118
<i>Reading:</i> Facial Attraction.....	119
<b>CHAPTER 14:</b> Makeup: Painted Faces .....	126
<i>Reading:</i> Face Paint.....	127
<b>CHAPTER 15:</b> Facial Recognition: Do You Know Who I Am?.....	135
<i>Reading:</i> I Know That Face.....	136
<b>CHAPTER 16:</b> Strategy Practice .....	146

# To the Teacher

---

## Overview

We know that learners need to have a very large vocabulary in order to be able to function in an English environment. Recent research has shown that learners must know as many as 6,000–7,000 word families to be able to understand spoken discourse in a wide variety of contexts. Furthermore, learners also need to know around 8,000–9,000 word families in order to read a range of authentic texts (e.g. novels and newspapers) (Nation, 2006). Of course, learners can cope to some extent with smaller vocabularies than these, but then unknown words will be a recurring problem.

These figures may seem daunting, but even so, they do not fully reflect the learning that students must do. Each word family includes several individual word forms, including the root form (*reflect*), its inflections (*reflected*, *reflecting*, *reflects*), and regular derivations (*reflection*, *reflective*). Nation (2006) shows that the most frequent 1,000 word families average about six members (types per family), decreasing to about three members per family at the 9,000 frequency level. According to his calculations, a vocabulary of 6,000 word families (enabling listening) entails knowing 28,015 individual word forms, while the 8,000 families (enabling wide reading) entails 34,660 words (Schmitt, 2008). However, it cannot be assumed that knowing one word family member implies knowing (or being able to guess) related members. Schmitt and Zimmerman's (2002) advanced learners of English typically knew only some, but not all, of the noun / verb / adjective / adverb members of word families they studied.

The upshot is that learners must learn a very large number of words to be successful English users. Unfortunately, learners typically fall well short of the size requirements reported here. Laufer (2000) surveyed a number of international teaching contexts and found that some university students knew around 4,000 word families (after 1,800–2,400 hours of instruction). However, the majority of learners she surveyed only knew between 1,000 and 2,000 word families. These learners did know some or all of the most frequent word families in English (often considered the most frequent 2,000) but had woefully inadequate vocabulary sizes compared to the requirements outlined here.

What are teachers to do about this typical deficiency in vocabulary size? Clearly, the long-term goal of 6,000–7,000 or 8,000–9,000 words requires extended study, but in the short term, it makes sense to work towards a more achievable interim objective. For learners who have most of the high-frequency, first 2,000 families in place, the obvious target is the next frequency band, that is, 3,000–4,000.

*Focus on Vocabulary 1: Bridging Vocabulary* focuses on just this vocabulary. This vocabulary can be considered “bridging vocabulary” as it exists between high-frequency vocabulary (which mainly expresses basic everyday concepts) and the less frequent, extensive vocabulary, which allows the expression of precise, nuanced, and stylistically appropriate communication. After your students have mastered this bridging vocabulary, they should be able to talk about a wider range of topics and use English with more precision. This should put them on the threshold of using English for more academic or formal purposes if they wish. As such, we see this book as a very good foundation for the more academic vocabulary and style found in *Focus on Vocabulary 2: Mastering the Academic Word List*.

In this book, we explicitly teach 504 word families from the 3,000–4,000 frequency band, although the majority of them are from the easier 3,000 band. It would have been possible to include more words in this book, but there is

- **Word Families** provides practice in recognizing and using the various derivative word forms that make up a word's family (*behave, behavior, behavioral*).
- **Collocation** exercises are designed to improve students' intuitions about the collocations a word takes (*human behavior, behavior modification*).

**Expanding the Topic** provides various reading, discussion, and writing activities that recycle the target words and expand students' word knowledge in new ways.

## STRATEGY PRACTICE

The fourth chapter in each unit is a Strategy Practice chapter that gives students another chance to engage with many of the word families they have studied in the unit while at the same time developing vocabulary learning strategies. Each Strategy Practice chapter begins with a Getting Started section and ends with a Focusing on Vocabulary Cards section. The Strategy Practice chapters deal with a variety of topics. For example, in Chapter 4, dictionary use is discussed. In Chapter 8, the focus is on essay writing. The remaining Strategy Practice chapters (12, 16, 20, 24, 28) also have a Learning More about Words section as well as a reading skills section. The Strategy Practice chapters are thus a combination of recycling, focusing on word knowledge types, and developing strategies.

## Answer Key and Unit Tests

*Focus on Vocabulary 1* is accompanied by an online Student Book Answer Key and Unit Tests. The tests give students additional vocabulary practice and assess their word knowledge.

*Focus on Vocabulary 1* draws on our vocabulary research and many years of experience teaching vocabulary. We hope that you enjoy using it in your classes and that it helps your students learn the type of vocabulary they need to use English in more competent ways. Good luck!

## References

- Laufer, B. (2000). Task effect on instructed vocabulary learning: The hypothesis of involvement. In *Selected Papers from AILA '99 Tokyo* (pp. 47–62). Tokyo: Waseda University Press.
- Nation, I.S.P. (1990). *Teaching and learning vocabulary*. New York: Heinle and Heinle.
- Nation, I.S.P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63:1: 59–82.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11: 129–158.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge, UK: Cambridge University Press.
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12: 329–363.
- Schmitt, N., and Zimmerman, C. B. (2002). Derivative word forms: What do learners know? *TESOL Quarterly*, 36: 145–171.

## USING INTERNET TOOLS

Nowadays, there are many Internet sites that can help your learning. One of the best ones for discovering information about words is the *Lextutor* website (<http://www.lex tutor.ca>). One of the things it can show is how frequent words are. *Lextutor* gives frequency information in 1,000-word bands. For example, "1,000" means that the word occurs in the 1,000 most frequent words in English, and "3,000" means that the word occurs in the band between the 2,001 and 3,000 most frequent words. Frequent words can be used in many situations, as they are not restricted to particular contexts. Less frequent words are likely to be used mainly in particular situations, so you must be careful to only use them in these contexts. For example, *old* occurs about 474 times per million words of English and has many uses. On the other hand, *decrepit* occurs only about once per million words. This is because it is mainly used to describe buildings and machinery that are so old that they are falling apart and no longer of any value.

See if you have a feeling for how frequent the following synonyms are. Rank them from 1 (most frequent) to 4 (least frequent). Then go to the *Lextutor* website and click on the "Vocabprofile" and then the "BNC-20" links to take you to the frequency page. Check and see how frequent the words are.

- |                   |                   |
|-------------------|-------------------|
| 1. ____ essential | 2. ____ excellent |
| ____ imperative   | ____ exquisite    |
| ____ necessary    | ____ magnificent  |
| ____ vital        | ____ superb       |

1. \_\_\_\_\_ the main person responsible for a plan or idea
2. \_\_\_\_\_ fashionable products
3. \_\_\_\_\_ a list of food available for the evening meal
4. \_\_\_\_\_ a life in which you have enough money to buy the things you want
5. \_\_\_\_\_ to quickly get something to eat
6. \_\_\_\_\_ things that people buy for their own use
7. \_\_\_\_\_ to make something hurt less
8. \_\_\_\_\_ an indirect suggestion that is not very easy to understand

## Expanding the Topic

- A. If you were completely free, what kind of life would you choose? Complete the sentences and phrases with the target words from the box. You may need to change the form of one word in the collocation to fit the sentence. There are three extra words.

adopt	encounter	indulge
architect	gently	layout
beware	glance	lifestyle
classify	handy	professor
consumer	hint	relieve
donate	impose	shelf

1. Which \_\_\_\_\_ would you like?
  - a. eating at nice restaurants with fancy **menus** every evening
  - b. eating at home in the dining room with your family
  - c. eating on the sofa watching TV
2. Which kind of career would you prefer?
  - a. working outdoors in forests and gardens
  - b. being a(n) \_\_\_\_\_ at a university
  - c. being an entertainer such as an actor or musician
3. If you wanted to \_\_\_\_\_ yourself, which kind of treat would you prefer?
  - a. going shopping to buy yourself something nice
  - b. going out to an expensive restaurant
  - c. taking some time off to \_\_\_\_\_ stress and just relax