Contents

General Editor's Preface	ix
Acknowledgements	xi
Chapter 1 Words, Words, Words	1
1.1 How important is vocabulary?	1
1.2 What does it mean to 'know' a word?	1
1.3 Experiment: To establish that boundaries of word meanings are fuzzy	4
1.4 Is L2 vocabulary learning like L1 vocabulary learning?	6
1.5 Tasks	8
Notes and references	12
Chapter 2 The Communicative Teaching of Vocabulary:	
Presenting New Items	14
2.1 How should I present new vocabulary?	14
2.1.1 Using a written stimulus	14
2.1.2 Using a non-verbal stimulus	16
2.1.3 Using an oral/aural stimulus	16
2.1.4 Recommendations for use of stimuli	17
2.2 Frequency	18
2.3 Register	22
2.4 Collocation	23
2.5 Morphology	24
2.6 Semantics: Denotation and connotation	25
2.7 Polysemy and the relationship of sound to spelling	29
2.8 Mother tongue	31
2.9 Tasks	32
Notes and references	33
Chapter 3 Repetition and Interaction	35
3.1 How can I tell if my explanation has been understood?	35
3.2 How can I ensure that my students will be able to use the vocabulary I	chriser
have taught them?	36

	How can I improve the effectiveness of my initial vocabulary teaching? 3.3.1 Danger 1: Encouraging under- or over-generalisation	38 38	
	3.3.2 Danger 2: Omitting to teach by contrasts	38	
	3.3.3 Danger 3: Choosing an inappropriate stimulus3.3.4 Danger 4: Asking stupid questions	39 39	
		39	
	3.3.5 Danger 5: Making explanations less than explicit3.3.6 Danger 6: Asking learners to concentrate simultaneously	39	
	on both meaning and form	40	
3.4	Tasks	41	
	and references	43	
Tions	and references		
Chai		44	
4.1	Now that I've taught the vocabulary item, what further practice can I provide?	44	
	4.1.1 Frequency	44	
	4.1.2 Register Systematics at management wolf	45	
	4.1.3 Collocation	47	
	4.1.4 Morphology	51	
	4.1.5 Semantics: Denotation and connotation	54	
	4.1.6 Polysemy and the relationship of sound to spelling	62	
	4.1.7 Mother tongue transfer	68	
	Tasks	72	
Notes	and references 4 A A A A A A A A A A A A A A A A A A	74	
	Presenting New Items		
Chap	pter 5 Vocabulary in Discourse	76	
5.1	The wider context: Spoken discourse	76	
81	5.1.1 The discourse organiser	76	
21	5.1.2 The downgrader and an admit the second of the second	77	
TI.	5.1.3 The emphasiser Homes to say not anothebnoammood. A.1.5	77	
5.2	Prosody	78	
5.3	The wider context: Written discourse	81	
100	Tasks	85	
Notes	and references	87	
1	Sementics: Denotation and compotation	00	
Appendix: Key to Self-Assessed Tasks			