## Contents

	The author and series editors Introduction	vii viii
	Section One: Explaining vocabulary	
1	Words	3
1.1	Introduction	3
1.2	Word-formation	3
1.3	Multi-word units	6
2	Lexical relations	12
2.1	Collocation	12
2.2	Sense relations	15
2.3	Semantic fields	21
2.4	Homonymy and polysemy	22
2.5	Metaphor	27
2.6	Componential analysis	31
3	The mental lexicon	34
3.1	Introduction	34
3.2	Input, storage, and retrieval	34
3.3	Prototypes	45
3.4	Meaning and cognition	46
4	Vocabulary in use	49
4.1	Core vocabulary	49
4.2	Procedural vocabulary	50
4.3	Discourse	52
4.4	Register	61
5	Vocabulary as data for learning	66
5.1	Frequency	66
5.2	Range	69
5.3	Lexical density and variation	71
5.4	Concordances	74

	Section Two: Demonstrating vocabulary	
6	Selecting what to teach	79
6.1	Frequency and range	79
6.2	Learnability	86
6.3	Learners' needs	87
7	Organizing vocabulary	91
7.1	Topic	91
7.2	Meaning	92
7.3	Form	99
7.4	Contextual relations: register and discourse	102
8	Presenting vocabulary in the classroom	108
8.1	Pre-teaching Pre-teaching	108
8.2	Form and meaning	110
8.3	Types of stimuli	115
8.4	Input, reinforcement, and uptake	116
9	Teachers and learners	121
9.1	Classroom interaction	121
9.2	Learning strategies	124
9.3	Note-taking	127
9.4	Learner autonomy	129
10	Lexical reference	132
10.1	Types of reference book	132
10.2	Workbooks and reference activities	141
10.3	Conclusion	144
	Section Three: Exploring vocabulary	
11	Investigating vocabulary problems in the classroom	147
	Glossary	158
	Further reading	160
	Bibliography	161
	Index	168