

## Index

- affixation, 47–9, 141–2  
 antonymy, 7, 24–8, 31–3, 74,  
     138–40  
 appropriacy activities, 159–61  
  
 clines, 70, 75, 108  
 cognates, 19, 67  
     false, 3, 67, 71, 127–8  
 collocation, 7–8, 23, 37–40, 71,  
     138–40, 167–8, 175  
 complementarity, 25  
 componential analysis, 40–3  
 compounding, 48–9  
 connectives, 70, 137–8, 153  
 connotation, 18, 71, 172, *see also*  
     meaning, affective  
 contextual guesswork, 32, 79, 83,  
     105–6, 117–19, 121–4, 135–8,  
     153, 172, 179  
 converseness, 25–6  
 conversion, 48–9  
 course books, 54, 68, 129, 171–84  
 cultural factors, 12, 19–20, 30, 59,  
     156, 169, 180  
  
 deduction, *see* contextual guesswork  
 derivatives, 51, 70, 175, *see also* word  
     building  
 dialect, 21–2  
 dictionaries, 4–5, 17, 22, 42–3, 46,  
     79–81, 101, 125–43, 151,  
     174–5, 183  
  
 expediency, 61–3  
  
 frequency, 58–9, 80, 88, 171  
  
 games, 163–7  
 gradable antonymy, 26–7, 109  
  
 grammar, 6–7, 33–4, 36, 44–6, 55,  
     70, 80, 153, 174  
 grouping items, 69–71, 172  
  
 homonymy, 14–15, 71  
 hyponymy, 24, 27–9, 31–3  
  
 idioms, 5, 35–7, 71, 80  
 imagery, 92  
  
 lexical set, 119, 129, *see also* semantic  
     field  
 lexicons, 42–3, 58, 60  
  
 meaning, 13–43, 69, 71, 80, 88  
     affective, 10–11, 18–20  
     conceptual, 13–18  
 meaningful tasks, 90–1  
 memory, 67–8, 86–100, 177  
     forgetting, 89–90  
     organisation, 87–9  
     types, 86–7  
 mother-tongue interference, 3, 21, 40,  
     175  
 multiple incompatibility, 27–8  
 multi-word verbs, 8, 33–5, 45, 71, 80,  
     81–2, 154  
  
 narrative, 149–54  
 need and level, 16–17, 19, 20, 59–61,  
     77, 84  
 number of items to teach, 66–8, 172  
  
 paraphrase and circumlocution, 42,  
     77–9, 125–7, 146–8, 151  
 phonemics, 51–2, 80, 82, 107, 134,  
     172  
 phonology – *see* pronunciation  
 phrasal verbs – *see* multi-word verbs

*Index*

- polysemy, 14  
 prediction, 119–20, 150–1, 178  
 prepositional verbs – *see* multi-word verbs  
 presenting vocabulary, 73–85  
 priorities, 157–9  
 problem solving, 169–70  
 processes, 69, 154–6  
 pronunciation, 9, 48–9, 50–3, 71, 80–1, 82, 88, 134, 180
- questionnaires, 167–8  
 quizzes, 169, 180
- receptive *vs.* productive, 64–6, 167  
 recycling, 90, 93–5, 112, 163–70, 173, 174, 177  
 register, 21–2, 80  
 revision – *see* recycling  
 role play, 144–9  
 rote learning, 93
- scales – *see* clines  
 selection of items, 54–61, 171–2, *see also* frequency, cultural factors, need and level, expediency
- semantic field, 35, 40–3, 69, 104, 169–70, *see also* lexical set  
 sense relations, 22–33, 103  
 spelling, 48, 50–1, 71, 80, 88, 134  
 student-centred learning, 76–85  
 style, 9–10, 20–2, 34, 71, 80, 135–6, 166–7, 172  
 superordinates, 24, 75, 89, *see also* hyponymy  
 synonymy, 15–16, 23–4, 31–3, 40–3, 74, 135–6, 166–7
- texts, 19, 84–5, 105–6, 115–24, 159  
 translation, 17, 30, 75–6
- verb patterns, 131–2, 145–6  
 verbal techniques, 74–5  
 visual aids, 103–14, 125–7, 149–53, 173  
 visual techniques, 73–4, 96–9
- word building, 6, 47–9, 53, 121–4, 129–30, 141–2, 153, 180  
 written storage, 95–100