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transcribed speech. One important feature of the vocabulary frequency information presented in this series is that they are derived from recently collected language data. The earlier lists for English included samples from, for example, Austen's *Pride and Prejudice* and Defoe's *Robinson Crusoe*, but they could no longer represent authentic language in any sense. Frequency data derived from a large representative sample of a language brings students closer to the language as it is used in real life as opposed to a textbook language which often distorts the frequencies of features in a language (see Lewis 1990). The information in these dictionaries is presented in a number of formats to allow users to access the data in different ways. So, for example, if you would prefer not to simply drill down through the word frequency list, but would rather focus on verbs for example, the part of speech index will allow you to focus on just the most frequent verbs. Given that verbs typically account for 20% of all words in a language, this may be a good strategy. Also, a focus on function words may be equally rewarding – 50% of speech in English is composed of more than 50 function words. The series also provides information of use to the language teacher. The idea that frequency information may have a role to play in syllabus design is not new (see, for example, Sinclair and Rodin, 1985). However, to date it has been difficult for those teaching languages other than English to use frequency information in syllabus design because of a lack of data.