

## Analysis of a Corpus of Written Recipes to Add Authenticity to EFL Materials

### EFL 教材の信憑性を高めるために行われた料理レシピのコーパス分析

Edward McShane

マクシェイン・エドワード

**Abstract:** This paper uses a specialised corpus of English written recipes to determine the suitability of vocabulary presented in a textbook lesson. Additionally, it aims to provide data that can be used to inform the design of classroom materials that better exemplify authentic English usage than that presented in the textbook. The corpus is analysed to identify the most frequent verbs in recipes and record frequently occurring patterns of those verbs. The findings are compared with the textbook and suggestions are made for how the data could be used pedagogically. It was found that the vocabulary presented in the textbook did not represent frequently used vocabulary in authentic texts and that the examples of how the vocabulary items are used also lacked authenticity.

**Keywords:** specialised corpus, authenticity, patterns, textbook, recipes

**要旨:** 本論文は、英語の教科書に書かれている料理レシピの語彙の適合性を判断するために、専門コーパスを使用している。さらに、教科書に提示されている語彙よりも、より信憑性が高い英語使用法を表している教材を作成する為に、使用可能なデータを提供することも目的としている。コーパスを分析し、レシピの中で最も頻度の高い動詞を識別したうえで、動詞の頻出パターンを記録している。調査目的として使用された教科書と調査結果を比較し、どのようにそのデータを教育用として使用できるかについての提案がなされている。教科書にある語彙は本物の料理レシピでは頻繁に使用されてはいるが、また語彙の使用例も信憑性を欠いていることがわかった。

**キーワード:** 専門的なコーパス、信憑性、パターン、教科書、(料理) レシピ

## 1. Introduction

Language teachers around the world rely on textbooks to help demonstrate to their students how language should be used. However, some textbooks fail to provide authentic examples of language use (Gilmore, 2004; Siegel, 2014). Corpora, together with corpus analysis software, allow us to investigate authentic language use to produce classroom materials that provide more authenticity than that of many textbooks. Furthermore, specialised corpora allow us to narrow our investigations to focus on a specific type of language use to meet the needs of a particular group of students (McCarthy, 2004). By analysing a specialised corpus, this paper aims to produce data

that can inform the design of teaching materials that add authenticity to an EFL textbook lesson.

## 2. The Textbook Lesson

The focus of this research is a lesson from a Japanese Ministry of Education approved textbook used to teach English conversation in high schools, called *Hello There* (2012). Other Ministry approved textbooks have been found to lack authenticity through their lack of noun phrases and verb phrases (Chujo, 2003, cited in Oghigian & Chujo, 2010). *Hello There* contains a lesson on communicating recipes through writing and speaking (see Appendix A) that begins with a vocabulary section consisting of 12 verbs, each of which is accompanied by a picture to demonstrate its meaning, with no examples of how the verb should be used. Japanese to English translations appearing at the back of the book do little to help the learner understand how to use the vocabulary items. For instance, the Japanese verb 焼く (*yaku*), is translated as *grill, roast, bake, fry, and cook*, with no information about the difference in meaning or usage of the English words.

In addition to the vocabulary items, there is an example of a written recipe involving six steps. Each step of the recipe is short, with only two containing more than one clause, and only two steps including prepositional phrases. While such structures lacking in complexity may be convenient for teaching, it seems unlikely that authentic texts would be so simple. The lack of information regarding how the vocabulary items should be used, combined with the apparent inauthenticity in the example provided suggest the textbook content may not only be inadequate for preparing learners to communicate the target language effectively, but also to understand authentic texts.

## 3. Corpus Construction

In order to analyse authentic written recipes, a specialised corpus was constructed. "A specialized corpus contains texts of a certain type and aims to be representative of the language type" (Bennett, 2010, p.13). All of the texts were sourced from a website, *recipessource.com*, which gathers user submitted recipes from other websites. Written recipes are a type of instruction. Henry and Roseberry (2001) describe *instruction* as a mode of discourse and a *genre* as an interpersonal event with a communicative purpose. From here, written recipes will be referred to as a *genre*. The ideal aim of the corpus would be to be representative of all English written recipes, which is impossible.

Flowerdew (2004, p.26) states, "Specialized corpora are generally considered as representative of the genre under investigation if they contain numerous texts from a variety of authors". As the recipes on this website span a wide range of cuisines, styles, and authors, a corpus of these texts can be considered representative of the English written recipe genre.

The recipe files were extracted from the website using the Wget (version 1.16) program. The result of this operation was a main directory with subdirectories of recipes divided by food category and region, totalling more than 65,000. Such a large corpus would provide many more patterns than any learner could handle (McEnery et al., 2006), so the size of the corpus was reduced by 95% using a shell script. The script counted the number of files in each directory and subdirectory, and multiplied the number by 0.95, selected that number of files randomly, rounding down to the nearest whole number, and removed them from the directory. This resulted in a new, smaller corpus approximately 5% the size of the original one.

#### 4. Corpus Analysis

The corpus was analysed using a concordancing program called Antconc (Anthony, 2014) for Mac OS X. Antconc measured the new reduced size corpus as 3,375 files and 558,922 word tokens. In response to the issues raised in section 2 of this paper, the analysis involved first determining the most frequently used verbs in authentic written recipes, and secondly examining how the verbs are used.

Many of the recipes included tables or headers containing ingredient and quantities lists along with metadata for the recipe. For this analysis these sections were ignored due to their lack of grammatical features. Figure 1 shows a sample of a concordance for the word *measure* showing lines that are easily recognisable as being part of a table and not the body of the recipe.

	Low-fat	Amount	Measure	Ingredient	--	Preparation Method	-----	-----
.	Nov.	Amount	Measure	Ingredient	--	Preparation Method	-----	-----
Christmas	Vegan	Amount	Measure	Ingredient	--	Preparation Method	-----	-----
1 Dishes	Vegan	Amount	Measure	Ingredient	--	Preparation Method	-----	-----
	Vegetarian	Amount	Measure	Ingredient	--	Preparation Method	-----	-----
:00 Categories	: Vegetarian	Amount	Measure	Ingredient	--	Preparation Method	-----	-----
:00 Categories	: Vegetarian	Amount	Measure	Ingredient	--	Preparation Method	-----	-----
	Main Dish	Amount	Measure	Ingredient	--	Preparation Method	-----	-----
	Vegetarian	Amount	Measure	Ingredient	--	Preparation Method	-----	-----

Figure 1. Concordance lines of recipe tables not included in analysis

#### 4.1 Verb frequency

The most frequently occurring verbs were found by first producing a frequency list using Antconc's Word List function. This list was then reduced to contain only words that could occur as verbs. For each verb on this list, a concordance was produced and examined. Some words on the list rarely occurred as verbs, and were removed. For example, the word *pepper*, usually occurs as a noun and was thus removed (see Figure 2). Finally, this list was reduced to 15 verbs: a round number slightly higher than the number of verbs presented in the textbook lesson.

sauce. Season with salt and	pepper and a little fresh	lemon
organo, rosemary, some freshly ground	pepper, and a little salt	(remembering
. Add the chopped herbs, salt,	pepper and a little	grated nutmeg.
to taste, I use salt,	pepper, and a little	good mustard.
it with a little salt,	pepper, and a pinch	of thyme.
well. Combine breadcrumbs, 1 ts. salt,	pepper, and Ac'cent.	Dip steak
oil and season with salt,	pepper and allspice.	Grill until cooked

Figure 2. Concordance lines of *pepper* as a noun

#### 4.2 Verb usage

In order to examine the way in which the high frequency verbs are used, the verbs' patterns were recorded. The patterns of a word are "the words and structures which are regularly associated with the word and which contribute to its meaning" (Hunston & Francis, 2000, p.51). Concordances were produced and examined for repeating patterns. For a pattern to be recorded it required that at least 15 occurrences could be found. Including less frequent patterns would have resulted in an abundance of patterns.

In addition to these concordances, lists of high frequency clusters and collocates were produced using Antconc's Collocates and Clusters functions, respectively (see Figures 3 and 4). A collocate of a word is a word that frequently appears close to it. A cluster is a group or chunk of words appearing together. As well as frequency lists, clusters and collocates are a good starting point for analysis (Gilquin & Granger, 2010). The collocates to the right of the verb were looked at as this is a suitable way to examine verb complementation patterns (Hunston & Francis, 2000). The clusters and collocates were then used as search terms to produce new concordances, with the help of regular expressions and wildcards for the collocates. These concordances were also examined for repeating patterns.

Rank	Freq	Freq(L)	Freq(R)	Stat	Collocate
1	338	0	338	3.21063	and
2	223	0	223	2.76055	the
3	199	0	199	3.37565	to
4	191	0	191	3.19607	in
5	185	0	185	4.27003	until
6	133	0	133	3.92773	add
7	125	0	125	4.69689	oil
8	109	0	109	2.48098	a
9	107	0	107	3.48087	for
10	106	0	106	3.81078	minutes

Figure 3. Collocates to the right of *heat*

Rank	Freq	Range	Cluster
1	142	120	heat and
2	85	73	heat to
3	78	72	heat the
4	76	72	heat until
5	46	38	heat for
6	44	44	heat oil
7	33	32	heat the oil
8	32	31	heat, stirring
9	28	28	heat and simmer
10	28	28	heat oil in

Figure 4. Clusters involving *heat*

The notation used to describe the patterns followed the labels described in Hunston and Francis (2000). However, in order to describe the usage of verbs in a way that would be helpful in teaching the target genre, and due to the fact that this was a specialised corpus involving specialised usage, greater detail was added to the pattern descriptions. The labels used are shown below. As with Hunston and Francis (2009), the word being focused on was capitalised and lexis, usually a preposition, was written in italics. Figure 5 shows a sample of a concordance revealing the pattern **V n-con into v-ed n** for the word *pour*.

<b>n</b>	noun group
<b>v</b>	verb group
<b>adj</b>	adjective group
<b>adv</b>	adverb group
<b>v-ing</b>	verb in 'ing' form
<b>v-ed</b>	verb in past participle form
<b>until</b>	clause or prepositional phrase introduced by until
<b>n-con</b>	noun group where everything is consumable
<b>n-pl</b>	plural noun group, including lists
<b>time</b>	phrases indicating a length of time

**temp** phrases indicating a temperature  
**prep** unspecified prepositional phrase(s)

cake mix according to directions.	Pour 1/2 batter into buttered and floured 9
ingredients and nuts, if desired.	Pour batter into foil-lined and
the cornbread tough and rubbery.	Pour batter into greased pan. Bake 25
, chopped pecans, raisins, and apricots..	Pour batter into 2 greased and floured 8-1/2
each addition. Stir in flavorings.	Pour batter into 3 greased and floured 9-
; beat 3 minutes at medium speed.	Pour batter into greased 9-inch Bundt
and sour cream, mixing well.	Pour batter into greased 13 x 9 x 2-
beating well after each addition.	Pour batter into greased and floured
or electric mixer until smooth.	Pour batter into greased 9-inch springform

**Figure 5. Concordance lines of *pour \* into*:** the wildcard \* allows for any text

Hunston and Francis (2000) do not consider structures that can occur with most words of a class to be a pattern, giving the example of relative clauses. A relative clause can complement almost any noun so they do not consider it part of the pattern of a noun it occurs with frequently. However, for this research, in order to provide learners with a better understanding of how a verb is used in this genre, all frequently occurring structures were considered part of a word's pattern. Although the two phrases, *cook for 40 minutes* and *cut for 40 minutes* are plausible, the latter seems very unlikely. It benefits a learner to know that *cook* is likely to be followed by a prepositional phrase indicating a length of time.

This analysis included complementation patterns as described in Hunston and Francis (2000), but patterns were extended to include prepositional phrases and dependent and independent clauses. In describing patterns, increasing the detail increases the difficulty (Hunston and Francis, 2000). Therefore, in order to gather as much detail as possible without over complicating the process, recorded patterns were limited to one additional clause, and two prepositional phrases. In the corpus it was common for the preposition to be omitted from a prepositional phrase (see Figure 6). The pattern with the preposition omitted was not recorded as a separate pattern.

the basil, mushrooms and peas.	COOK FOR 5 minutes longer. Discard the
onions, celery salt and pepper.	Cook 5 minutes. blend in flour. Add
, parsley and salt and pepper.	Cook 5 minutes. Add shrimp and snapper,
innamon, nutmeg, pepper and salt.	Cook 3 minutes. Cool. Melt 6 T butter
the vegetables, oil and seasoning	Cook for 45 - 60 minutes until the vegetable
boil. Add MSG and snowpeas.	Cook for 2 minutes. To serve, seat
Add the mashed beans and	cook 10 minutes more over low heat

**Figure 6. Concordance lines for *cook* followed by *for* prepositional phrases**

## 5. Results and Discussion

### 5.1 Verb frequency

The most frequently occurring verbs in the corpus are listed on the left side of Table 2, along with each word's rank within the corpus and the number of times the token appears. These frequencies are the word count of the token, not of the number of times it appears as a verb. For example, the word *heat* occurs more often as a noun. As a result, some of the verbs on this list are out of position in terms of frequency ranking. The right side of the table shows the frequencies of the tokens for the 12 verbs presented in the vocabulary section of the textbook lesson. Only three of the textbook verbs (*stir*, *bake*, and *beat*) were among the most frequent in the corpus. Thus, the verbs presented in the textbook are not representative of the most frequently used verbs in authentic recipes.

This could be applied pedagogically by creating a new vocabulary list focusing on the verbs most frequently used in authentic English recipes. Such a list would provide learners with vocabulary more suitable for communicating recipes in a native like manner, and for understanding authentic recipes. However, the selection of words in the textbook may offer advantages. For instance, the most frequent words may not be the most versatile. It could be argued that the best list is the one that will enable students to write the widest range of recipes. For example, the word *put* may be a more versatile substitute for the more frequent *add*.

**Table 2. Most frequently occurring verbs in the corpus**

Corpus			Textbook		
Wordlist Rank	Tokens	Word	Wordlist Rank	Tokens	Word
12	4395	add	37	2167	stir
30	2549	heat	57	1677	bake
37	2167	stir	96	1151	beat
50	1882	mix	126	848	boil
55	1747	place	163	638	simmer
57	1677	bake	190	555	put
60	1653	cook	226	449	peel
70	1504	cut	282	350	fry
76	1453	combine	417	216	chop
81	1358	remove	304	323	slice
83	1335	cover	1211	45	grate
86	1292	cool	1504	31	shred
88	1268	pour			
92	1198	serve			
96	1151	beat			

## 5.2 Verb usage

The pattern analysis of the frequently used verbs produced for each verb a list of the most salient patterns of usage along with an example sentence demonstrating this usage. Table 3 shows the results for *cook*, with the results for other verbs shown in Appendix B. As shown by the patterns and example sentences, it is common for cooking instructions in the corpus to include multiple prepositional phrases and clauses. In fact, the single clause pattern, **V n**, that accounts for three of the six of the steps in the textbook recipe only occurs frequently for the verb *add*. A common feature of the frequent patterns that is absent from the textbook example is the omission of the object when it is known from context, such as in the pattern **V adv until** for *cook*. The textbook example does include some features common among the patterns, such as dependent clauses initiated by *until*, and the omission of definite and indefinite articles.

These findings could be applied pedagogically in a number of ways. A corpus informed sample text containing authentic patterns could be produced, tailored to the students' level making it more suitable for classroom use than an authentic text, which might be too difficult for the students or contain authentic elements that the teacher does not wish to present to the students (McCarthy, 2004). Asking students to identify the object noun of verbs in this pedagogic recipe or an authentic one could encourage them to notice the omission of object nouns in the recipe. Hunston and Francis (2000) recommend matching example sentences sharing the same patterns in conscious raising



activities. As prepositional phrases are so frequent and learners often have difficulty with prepositions, it would be wise to focus on them when teaching this genre. This could be done through a data-driven learning activity where learners select the correct preposition to complete concordance lines from which the preposition has been removed.

**Table 3. Usage patterns for the verb *cook***

Pattern	Example Sentence
<b>V adv for time</b>	cook slowly for 10 minutes
<b>V adv until</b>	cook gently until transparent
<b>V and stir</b>	Cook and stir onion, green peppers and garlic in oil
<b>V v-ed prep</b>	cook covered stirring once for 5 minutes
<b>V for time until</b>	cook for 10 minutes or until chicken is tender
<b>V in n prep</b>	Cook in boiling salted water with a squeeze of lemon juice for about 15 minutes until JUST tender.
<b>V n-con for time</b>	cook the mixture for 1 minute
<b>V n-con in n prep</b>	Cook chicken pieces in the butter until no longer pink
<b>V n-con over adj heat stirring</b>	cook over low heat, stirring occasionally
<b>V n-con over adj heat until</b>	Cook sugar, cornstarch and water over medium heat till smooth
<b>V n-con until</b>	cook bacon until crisp
<b>V on adj n for time</b>	cook on low heat for 20 minutes
<b>V over adj heat for time</b>	cook over medium heat for about 2 minutes
<b>V over adj heat stirring</b>	cook over low heat stirring occasionally
<b>V over adj heat until</b>	cook over medium-high heat until bubbles appear
<b>V stirring adv</b>	cook stirring constantly

### 5.3 Evaluation of the research

The research described in this paper has a number of issues. The concordances produced in the analysis of the corpus were quite large and sometimes difficult to examine by hand. Therefore, it is quite likely that some patterns were missed due to the difficulty of looking at large numbers of concordance lines. Also, although the most frequent patterns were recorded, they were not ranked. Tagging the corpus for parts of speech could alleviate these issues. This would allow concordances of particular patterns to be more reliably produced, allowing for a more accurate, quantitative approach to be taken. Additionally, a larger investigation looking at more verbs could produce a reference for students where verbs could be grouped together by pattern and meaning. Lastly, this paper has assumed that authenticity is desirable in teaching

materials; however, the definition and value of authentic teaching materials is an ongoing debate (Buendgens-Kosten, 2014).

## 6. Conclusion

This study described the construction and analysis of a specialised corpus of English written recipes. The analysis showed that both the vocabulary and linguistic structures presented in a Japanese Ministry of Education approved textbook are not representative of authentic English, highlighting the need to not only present appropriate vocabulary, but also to demonstrate how it is actually used. This adds to the examples of inauthenticity in textbooks, and demonstrates how a specialised corpus can be constructed and used to provide more authentic content.

This genre of written recipes, however, is particularly suited to this kind of analysis. Written content is much easier to attain than transcripts of spoken language. Also, it was fortunate to discover a single website containing so many texts from a variety of authors in a format that made them readily downloadable. More manual work or more sophisticated tools would often be required to produce similar corpora.

One such tool is The Sketch Engine, an online corpus linguistics tool that includes a function to create a specialised corpus from websites. Compared to the process described in this paper, it is slower, requires a paid subscription and does not give full access to the resulting corpus. However, it is more user-friendly, and it can more intelligently ignore unwanted data on websites. Authentic language patterns can also be investigated without the need for a specialised corpus. There are many free and easy to use corpus analysis tools such as Lextutor, Skell, or the Corpus of Contemporary American English. Using such tools allows us to investigate authentic language use in order to add authenticity to materials that meet the particular needs of our students, without the burden of using authentic texts that may not be of the appropriate level or may contain linguistic features that we do not wish to present to our students.

## References

- Anthony, L. (2014). AntConc (Version 3.4.3) [Computer Software]. Tokyo, Japan: Waseda University. Available from <http://www.laurenceanthony.net/>
- Bennett, G. R. (2010). *Using Corpora in the Language Learning Classroom: Corpus linguistics for teachers*. Ann Arbor, MI: University of Michigan Press.

- Buendgens-Kosten, J. (2014). Authenticity. *ELT Journal*, 68(4), 457-459. <https://doi.org/10.1093/elt/ccu034>
- Chujo, K. (2003). *Eigo shokyuusha-muke TOEIC-goi 1 to 2 no sentei to sono kouka* [Selecting TOEIC vocabulary 1 & 2 for beginning-level students and measuring its effect on a sample TOEIC test]. *Journal of the College of Industrial Technology, Nihon University*, 36, 27-42.
- Flowerdew, L. (2004). The argument for using English specialized corpora to understand academic and professional language. In U. Connor and T. Upton (eds), *Discourse in the Professions. Perspectives From Corpus Linguistics*, (pp. 11–33). Amsterdam: John Benjamins.
- Gilmore, A. (2004). A comparison of textbook and authentic interactions. *ELT Journal*, 58(4), 363–374.
- Gilquin, G., & Granger, S. (2010). How can DDL be used in language teaching? In A. O’Keeffe & M. McCarthy (Eds.), *The Routledge handbook of corpus linguistics* (pp. 359–369). London, England: Routledge.
- Hello There! English Conversation (2012). Tokyo Shoseki
- Henry, A. and Roseberry, R. L. (2001). Using a small corpus to obtain data for teaching a genre. In Ghadessy, M., Henry, A. and Roseberry, R. L. (eds.) *Small corpus studies and ELT: theory and practice*, (pp. 93 – 133). Amsterdam: John Benjamins.
- Hunston, S., & Francis, G. (2000). *Pattern Grammar: A corpus driven approach to the lexical grammar of English*. Amsterdam: John Benjamins.
- McCarthy, M. J. (2004). *Touchstone: From corpus to coursebook*. Cambridge: Cambridge University Press.
- McEnery, T., Xiao, R., & Tono, Y. (2006). *Corpus-based Language Studies: An Advanced Resource Book*. Routledge.
- Oghigian, K., & Chujo, K. (2010). An effective way to use corpus exercises to learn grammar basics in English. *Language Education in Asia*. [http://dx.doi.org/10.5746/LEiA/10/V1/A17/Oghigian\\_Chujo](http://dx.doi.org/10.5746/LEiA/10/V1/A17/Oghigian_Chujo)
- RecipeSource [Website] Accessed 7 January 2015. [www.recipesource.com](http://www.recipesource.com)
- Siegel, A. (2014). What should we talk about? The authenticity of textbook topics. *ELT Journal*, 68(4), 363–375. <http://doi.org/10.1093/elt/ccu012>

## Appendix A: Textbook lesson items (from top clockwise: vocabulary items, example recipe, translations)

**1 Questions about cooking**  
 Memorize the questions on the right and then close your books. Stand up and ask several classmates all 4 questions. When you answer, do not only say 'yes' or 'no'—explain a little more!

1 Who usually cooks in your home?  
 2 Do you like cooking?  
 3 Are you a good cook?  
 4 Can you make (name of dish)?

**2 Vocabulary Building: Cooking Verbs**  
 Look at the cooking verbs below. With a partner, tell each other 1 or 2 kinds of food you can use with each verb.

<b>Boil</b> 	<b>Simmer</b> 	<b>Fry</b> 	<b>Bake</b> 
<b>Chop</b> 	<b>Slice</b> 	<b>Shred</b> 	<b>Grate</b> 
<b>Peel</b> 	<b>Put</b> 	<b>Stir</b> 	<b>Beat</b> 

- 皮をむく ● peel
- 薄く切る ● slice
- 浸す ● soak
- 焼く ● grill / roast / bake / fry / cook
- いためる ● fry / stir-fry
- 揚げる ● deep-fry
- 蒸す ● steam
- 煮る ● boil
- 煮込む ● stew
- にんじん ● carrot
- かぼちゃ ● (Japanese) pumpkin

**Part 2** Part 1で選んだ食べ物のレシピをグループで作りましょう。また、そのレシピをもとにして、作り方を発表しましょう。

例 *nikujaga*



**Ingredients (servings: 4)**

- 200 grams beef or pork
- 4 potatoes
- 1 onion
- 2 tablespoons sugar
- 2 tablespoons sake
- 2 tablespoons soy sauce
- 1 tablespoon oil
- 2 cups water

- 1 Cut the potatoes into four to six pieces each.
- 2 Cut up an onion and the thinly-sliced beef or pork.
- 3 Heat up oil in a pan, and fry the meat and the onion.
- 4 Add the potatoes.
- 5 Add the water, sugar, sake, and soy sauce.
- 6 Cook everything until the potatoes are done.

servings: 4 ● 4人分    tablespoon ● 大さじ    thinly-sliced ● 薄く切った    heat up ● ~を加熱する  
 pan ● フライパン    fry ● ~をいためる    \*until ~ are [is] done ● ~が煮えるまで

**レシピの極意?**      **Communication Strategy**

料理のレシピなどのように、相手に何らかの指示をするときは、この Lesson の Let's Listen! や Communication Workshop にあるように、命令形を効果的に使いましょう。声に出して説明するときは、柔らかい口調や表情を心がけるとよいでしょう。

## Appendix B: Usage patterns and example sentences

\* symbol marks phrasal verbs

<b>add</b>	
Pattern	Example Sentence
<b>V n-con to n</b>	add flour to butter
<b>V to n</b>	add to mixture
<b>V n-con</b>	add the ingredients
<b>heat</b>	
Pattern	Example Sentence
<b>V n to temp</b>	heat oven to 300 degrees
<b>V to temp</b>	heat to 350
<b>V for time</b>	heat for 10 minutes
<b>V n-con in n</b>	heat oil in a large skillet
<b>V to adj</b>	heat to boiling
<b>V until</b>	heat until hot
<b>stir</b>	
Pattern	Example Sentence
<b>V</b>	Stir.
<b>V adv until</b>	stir constantly until melted
<b>V until</b>	stir until smooth
<b>V n-con into n-con</b>	stir flour into the sour cream
<b>V into n-con</b>	Stir into the cheddar mixture
<b>V and v</b>	Stir and cook for 2 minutes longer
<b>V in n-con*</b>	stir in flour
<b>V over adj n</b>	Stir over low heat
<b>V to-inf</b>	Stir to blend
<b>V together n-con-pl</b>	In a small bowl, stir together flour, sugar, baking soda and cinnamon
<b>v V-ing until</b>	cook, stirring, until the sugar is dissolved
<b>v V-ing adv</b>	Cook over medium heat, stirring constantly
<b>mix</b>	
Pattern	Example Sentence
<b>V adv</b>	mix well
<b>V n-pl in n</b>	mix ingredients in a bowl
<b>V in n-con*</b>	mix in flour and sugar
<b>V together n-con</b>	Mix together cake mix and instant pudding
<b>V n-con-pl together</b>	Mix all ingredients together
<b>V with n-con</b>	mix with sour cream
<b>V n-con-pl except n-con</b>	Mix all ingredients except tomato sauce in a large bowl
<b>V until</b>	mix until blended
<b>V into n-con</b>	mix into butter mixture
<b>place</b>	
Pattern	Example Sentence
<b>V adv prep</b>	place skin side down on a tray
<b>V n in n</b>	place all ingredients in machine and push start.
<b>V in n</b>	place in a greased bowl
<b>V n on n</b>	place on an ungreased cookie sheet.
<b>V on n</b>	place on cookie sheet
<b>V n over adj n</b>	place the saucepan over high heat
<b>V over adj n</b>	place over medium heat
<b>V prep for time</b>	place in freezer for 1 hour
<b>bake</b>	
Pattern	Example Sentence

<b>V at temp</b>	bake at 400 degrees
<b>V at temp for time</b>	bake at 350 degrees for 35-40 minutes
<b>V for time</b>	Bake for 20 minutes
<b>V in temp oven</b>	Bake in a 375 oven until golden brown (12-18 minutes)
<b>V on n</b>	Bake on a baking sheet about 40 minutes
<b>V uncovered prep</b>	Bake uncovered, at 350, for 35 minutes.

<b>cook</b>	Example Sentence
Pattern	
<b>V adv for time</b>	cook slowly for 10 minutes
<b>V adv until</b>	cook gently until transparent
<b>V and stir</b>	Cook and stir onion, green peppers and garlic in oil
<b>V V-ed prep</b>	cook covered stirring once for 5 minutes
<b>V for time until</b>	cook for 10 minutes or until chicken is tender
<b>V in n prep</b>	Cook in boiling salted water with a squeeze of lemon juice for about 15 minutes until JUST tender.
<b>V n-con for time</b>	cook the mixture for 1 minute
<b>V n-con in n prep</b>	Cook chicken pieces in the butter until no longer pink
<b>V n-con over adj heat stirring</b>	cook over low heat, stirring occasionally
<b>V n-con over adj heat until</b>	Cook sugar, cornstarch and water over medium heat till smooth
<b>V n-con until</b>	cook bacon until crisp
<b>V on adj n for time</b>	cook on low heat for 20 minutes
<b>V over adj heat for time</b>	cook over medium heat for about 2 minutes
<b>V over adj heat stirring</b>	cook over low heat stirring occasionally
<b>V over adj heat until</b>	cook over medium-high heat until bubbles appear
<b>V stirring adv</b>	cook stirring constantly

<b>cut</b>	Example Sentence
Pattern	
<b>V in n</b>	cut in half, cut in wedges
<b>V in n-con until*</b>	cut in butter until mixture resembles coarse crumbs
<b>V into n-pl</b>	cut into wedges
<b>V n adv into n</b>	cut chicken crosswise into thin strips
<b>V n in n</b>	cut the pumpkin in wedges
<b>V n into n-pl</b>	cut the chiles into small pieces
<b>V n off n</b>	cut tops off peppers and remove seeds
<b>V in n-con*</b>	cut in butter
<b>V off n</b>	cut off the stem ends
<b>V with n</b>	cut with cookie cutters

<b>combine</b>	Example Sentence
Pattern	
<b>V n with n</b>	Cover raisins with hot water
<b>V n-pl</b>	combine the sugar and cornstarch
<b>V n-pl except n</b>	Combine all the ingredients except for the lemon zest
<b>V n-pl in n</b>	combine flour and cinnamon in a small bowl
<b>V with n-pl</b>	combine with remaining ingredients

<b>remove</b>	Example Sentence
Pattern	
<b>V from n</b>	remove from heat
<b>V to n</b>	remove to wire racks
<b>V n from n</b>	remove cake from the oven
<b>V n to n</b>	remove the fish to a serving platter
<b>V n-con from n-con</b>	remove the skin from the chicken
<b>V and v</b>	Remove and set aside
<b>V n with n</b>	remove meatballs with a slotted spoon

<b>cover</b>	Example Sentence
Pattern	

<b>V adv with n</b>	cover loosely with plastic wrap
<b>V and v</b>	Cover and cook on Low for 10 to 12 hours
<b>V with n</b>	Cover with foil

cool	Example Sentence
<b>Pattern</b>	
<b>V adv</b>	cool completely
<b>V adv before v-ing</b>	cool slightly before cutting
<b>V adv on n</b>	cool completely on a wire rack
<b>V and v</b>	cool and store in airtight containers
<b>V before v-ing</b>	cool before removing rim of pan
<b>V for time</b>	cool for 5 minutes
<b>V in n for time</b>	cool in pans for 10 minutes
<b>V in n on n</b>	cool in pan on wire rack
<b>V on n</b>	cool on a wire rack
<b>V to temp</b>	cool to room temperature

pour	Example Sentence
<b>Pattern</b>	
<b>V in n</b>	pour in a pan
<b>V in n-con *</b>	pour in olive oil
<b>V into n</b>	pour into bowl
<b>V into v-ed n</b>	pour into prepared pan
<b>V n-con into n</b>	pour filling into crust
<b>V n-con into v-ed n</b>	pour batter into greased pan
<b>V n-con over n-con</b>	pour sauce over ribs
<b>V off n-con*</b>	pour off excess grease
<b>V on n-con*</b>	pour on the sauce
<b>V over n-con</b>	pour over meatballs

serve	Example Sentence
<b>Pattern</b>	
<b>V adj with n-con</b>	serve warm with butter
<b>V adv</b>	serve at once   immediately
<b>V as n-cons</b>	serve as an appetizer
<b>V at temp</b>	serve at room temperature
<b>V n-con over n-con</b>	serve beans and meat over rice
<b>V on n</b>	serve on lettuce-lined platter
<b>V over n-con</b>	serve over rice
<b>V V-ed with n-con</b>	serve garnished with parsley
<b>V with n-con</b>	serve with whipped cream

beat	Example Sentence
<b>Pattern</b>	
<b>V in n-con*</b>	beat in sugar
<b>V until</b>	beat until smooth
<b>V adv</b>	beat well
<b>V together n-pl-con</b>	beat together eggs, buttermilk, vanilla, and baking soda
<b>V on adj speed</b>	beat on low speed to blend
<b>V with n</b>	beat with electric mixer
<b>V for time</b>	beat for 3 minutes
<b>V n-con until</b>	beat eggs & sugar until light & foamy.
<b>v and V</b>	Then add sugar and beat well
<b>V n-pl-con together</b>	beat bananas, sugar and eggs together until light.