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การวิเคราะห์คำศัพท์ภาษาอังกฤษและรูปแบบของคำกริยาที่ใช้ในสูตรอาหารไทย



ANALYSIS OF ENGLISH VOCABULARY AND
VERB FORMS IN THAI FOOD RECIPES



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พ.ศ. 2549

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VERB FORMS IN THAI FOOD RECIPES**



**A THEMATIC PAPER SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS IN
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หัวข้อสารนิพนธ์	การวิเคราะห์คำศัพท์ภาษาอังกฤษและรูปแบบของคำกริยาที่ใช้ในสูตรอาหารไทย
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บทคัดย่อ

สารนิพนธ์ฉบับนี้ศึกษาภาษาอังกฤษที่ใช้ในสูตรอาหารไทยโดยการสร้างคลังข้อมูลทางภาษา (Corpus) ซึ่งประกอบด้วยสูตรอาหารไทยจำนวน 100 สูตร โดยทำการสุ่มมาจากหนังสือคู่มือการทำอาหารไทยและจากเว็บไซต์ทางอินเทอร์เน็ต สูตรอาหารไทยแบ่งเป็น 3 กลุ่มหลักใหญ่ๆ ได้แก่ อาหารเรียกน้ำย่อย (Appetizers) อาหารจานหลัก (Main Dishes) และของหวาน (Desserts) เครื่องมือที่ใช้ในการวิเคราะห์คำศัพท์ คือ โปรแกรมเวิร์ดสมิททูลส์ (WordSmith Tools Program) เพื่อใช้ศึกษาความถี่ของคำศัพท์ ส่วนการวิเคราะห์รูปแบบของคำกริยาอ้างอิงจากหนังสือ ลองแมน อิงลิชแกรมม่า (อเล็กซานเดอร์, 1988)

ผลการศึกษาแสดงให้เห็นว่าภาษาที่ใช้ในสูตรอาหารไทยเป็นภาษาที่ใช้ในการแนะนำอย่างหนึ่งในการทำอาหาร จากการวิเคราะห์คำศัพท์พบว่ามีคำศัพท์แบบ คำปิด (Closed Classes) และคำเปิด (Open Classes) ทั้งสองประเภท คำนามที่พบส่วนมากจะเกี่ยวกับชื่อของส่วนผสมในสูตรอาหารและคำย่อที่พบเกี่ยวกับหน่วยในระบบการวัดน้ำหนัก อุณหภูมิและเวลา

ส่วนการวิเคราะห์รูปแบบของคำกริยา พบรูปแบบของคำกริยาเชิงบังคับ (Imperative forms) 1,066 ประโยค (91.35 เปอร์เซ็นต์) และประโยคที่มีกรรมจาก (Passive forms) จำนวน 101 ประโยค (8.65 เปอร์เซ็นต์) จากจำนวนเอกัตถประโยคทั้งหมด 1,167 ประโยค

ผลการศึกษาจากคลังข้อมูลทางภาษาที่เกี่ยวกับความถี่ของคำศัพท์ การปรากฏร่วมของคำตลอดจนรูปแบบของคำกริยาสามารถนำไปเป็นแหล่งข้อมูลในการพัฒนาการเรียนการสอนการทำอาหารไทยเป็นภาษาอังกฤษ อีกทั้งยังเป็นประโยชน์ต่อนักเรียนไทยหรือชาวต่างชาติที่สนใจการทำอาหารไทยอีกด้วย

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ABSTRACT

The goal of this study was to analyze vocabulary and verb forms in Thai Food Recipes based on corpus evidences. The one hundred recipes of Thai food were collected from cookbooks and the Internet. The recipes were divided into three main groups, namely appetizers, main dishes and desserts. The concordancing program (WordSmith Tools) was used to study the frequency of occurrences of vocabulary. The analysis of verb forms was based on Longman English Grammar (Alexander, 1988).

The results of the study showed that the language in Thai food recipes was the instruction for cooking. According to the corpus evidence, two main types of word classes were found, namely closed classes and open classes. Most nouns in this corpus were related to the ingredients of cooking and the abbreviations were related to the measurement units of weight, temperature, and time.

With respect to the analysis of verb forms, there were 1,066 imperatives (91.35%) and 101 passive forms (8.65%) from 1,167 simple sentences.

The corpus findings in terms of word frequencies, corpus evidence on collocations and the analysis of verb forms are useful as a resource to develop English language teaching for Thai cooking courses. These results can also be a guideline for Thai students or foreigners who are interested in Thai cooking.

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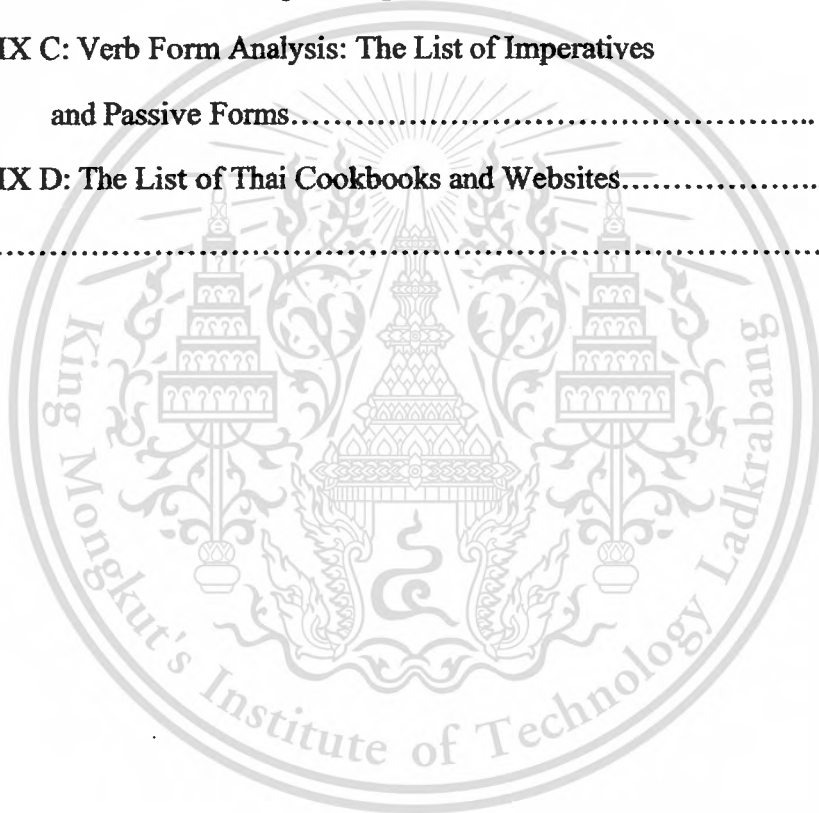
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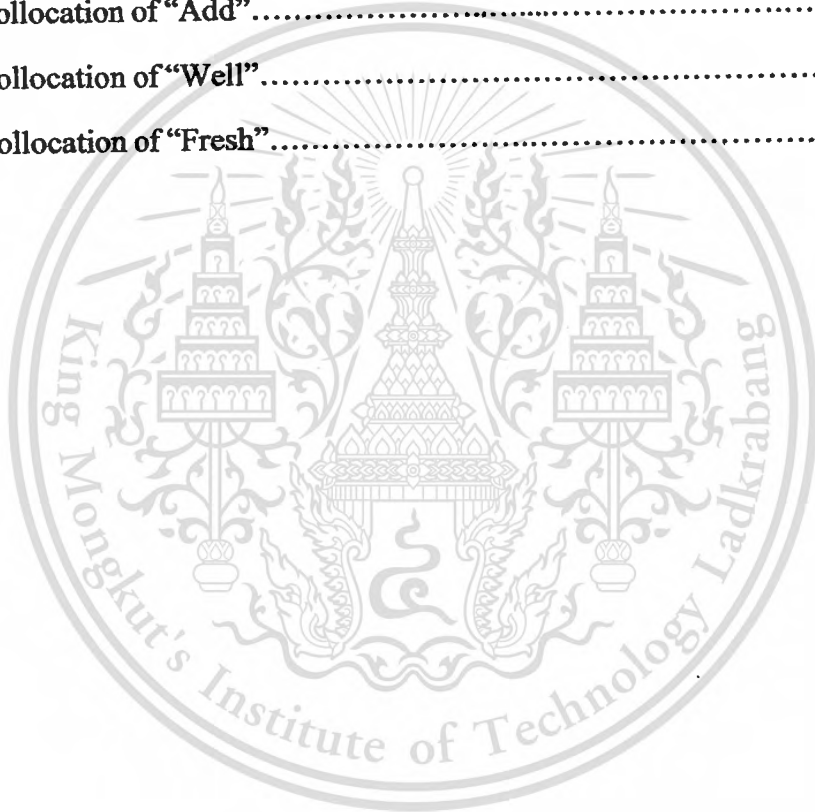
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CHAPTER I

INTRODUCTION

1.1 Statement of the Problems

In recent years, Thai food is internationally famous as one of the world's favorite cuisine (Tourism Authority of Thailand, 2004: Online). There has been a wonder why Thai food has become very popular. Closer observation shows that there are three main reasons. Firstly, Thai food is healthy because it is cooked with herbs as basic ingredients such as garlic, chilies, lime, lemon grass, and fresh coriander. Secondly, Thai food is tasty. It has a fairly strong and pleasant flavor. It is widely known for being hot and spicy (Daorong, 2000: Online). Thirdly, most western people today are more health-conscious. They realize that having the traditional western-style food in their diets can be critically harmful for their health because of an excessive amount of fat and cholesterol. Now they feel like changing their eating habit and looking for healthier alternatives. Therefore, Thai food is a good choice for them because it is healthier and lighter than western food. The herbs and spices in Thai food also have medicinal properties. Some of them are good for digestion while some have benefits to drive away fever and clear throat. Best of all, Thai cuisine can easily beat gourmets from all over the world because of their amazing taste (Thailand.com, 2004: Online).

Thai cuisine is a proud heritage of Thai people. It reflects the wisdom and culture of Thai nation. Basing on this strong reputation of Thai food, the Thai government promoted Thailand as the "Kitchen of the World". In 2003, Dr.Somkid Jatusripitak was assigned as the chairman of the Kitchen of the World Concept Development Committee. The committee's work is to encourage Thai food industry to build the competitive edges. Participation from all government and business agencies are being called upon. The project's objective is promoting Thai food. The goal is that Thai food will reach the status of top five of world food within 2007. The number of Thai restaurants all over the world is expected to increase from today's 6,537 to 10,000 in the next three years. Hence, the Thai chef classes are one of the efforts to train skilled personnel for the expected increasing number of Thai restaurants worldwide (The Government Public Relations Department, 2004: Online). Dr.Somkid stated as follows:

"The course ought to teach the students to be fluent in both culinary and nutritional aspects of Thai ingredients and all personnel must be able to communicate to customers in English."

(Jatusripitak 2004: Online)

Nowadays there are many Thai cooking schools in Thailand. They give training in Thai cooking for interested Thais and foreigners. These schools and institutes provide courses in both theory and practice but they put an emphasis on teaching cooking skills in Thai rather than in English. It is a problem for Thai students who want to be the chefs of Thai restaurant worldwide because they can not present Thai cooking in English when they work abroad. Cooking business needs people who can efficiently serve their foreign customers.

Given the problems already mentioned, this study attempts to analyze English used in Thai food recipes in terms of vocabulary and verb forms. The results of this study can be a source of English language for Thai cooking studies. Moreover, it can be useful to English teachers in home economics and students who aim to be the chefs of Thai restaurants worldwide.

1.2 Goals and Objectives

The objective of this study is to analyze the vocabulary and verb forms in Thai food recipes. The study has three main objectives as follows:

1.2.1 To compile a corpus of Thai food recipes.

1.2.2 To analyze vocabulary used in Thai food recipes.

1.2.3 To calculate the frequency of occurrences of two verb forms, i.e. imperatives and passives in the simple sentences.

1.3 Process of the Study

The process of this study was divided into four main stages: data collection, data analysis, results and discussions, and conclusions and suggestions.

1.4 Scope or Limitations of the Study

There were three limitations as follows:

1.4.1 The total number of Thai food recipes analyzed was one hundred recipes.

1.4.2 The collection of recipes were selected from 50% Thai food cookbooks and 50% Thai food recipes from the Internet.

1.4.3 This study focused on two verb forms: imperatives and passive forms in simple sentences.

1.5 Definition of Terms

Collocations

The occurrence of two or more words within a short space of each other in a text, or the lexical co-occurrence of words. (Sinclair, 1991: 170)

Concordance

A tool in corpus studies which helps researchers find all occurrences of word combinations within the context in a corpus or a large collection of texts.

KWIC

An acronym stands for Key Word In Context. The word-form under examination appears in the centre of each line, with extra space on either side of it. (Sinclair, 1991: 33)

Word Frequency List

The list of vocabulary items in the corpus. The information can be shown in either alphabetical order or frequency order (Sinclair, 1991: 31).

Lemmas

A headword and some of its inflected and reduced forms. For example, *want*; *wants*; *wanting*; *wanted* as members of the same lemma. The English inflections consist of plural, third person singular present tense, past tense, past participle, -ing, comparative, superlative and possessive. The reduced forms contain *n't*, *'s*, *'ll*, *'ve*, *'d*, and *'re* (Biber, 1998).

CHAPTER II

LITERATURE REVIEW

This chapter reviews the relevant research studies on food recipes and the practical issues of corpus study. The chapter is divided into four sections. The first section reviews previous research on food recipes. The second section describes background of corpus which consists of definition of corpus, and types of corpus. The third section presents the vocabulary analysis and the fourth section explains the verb forms analysis.

2.1 Previous Research on Food Recipes

There have been few research studies on language of cooking recipes. The earliest research to examine English recipes was that of Leskinen (2001). He studied medical vocabulary and recipe structure in four early English recipe collections. The aim was to compare and contrast four recipe collections from the fifteenth and sixteenth centuries with reference to medical vocabulary and the structure of recipes. The four texts used in this study were included in the Corpus of Early English Medical Writing (CEEMW) prepared at the University of Helsinki. It was a collection of both medical and cookery recipes intended for a popular audience. In summary, he found that there was correlation between the background of the text and the origins of the medical terms used in his study. The approach in this study was less linguistics, and concentrates more on the different sections of the recipes (Leskinen, 2001: Online).

In very recent research, Schaefer (2004) studied verbs and their complements in recipes. The purpose of the study was to find out how verbs and their complements work. The recipes were collected from an online source (www.allrecipes.com). A main problem encountered in his study was the ellipses of direct objects (DO) and subject, for example, "Roll in the bread crumb mixture!". The same was true then for cooking instructions with ellipted elements; the direct object was thought to be understood by the order in which they were written. In conclusion, he found that a recipe was a continuous act done chronologically from number one to the end. Recipes contained many direct objects and subject ellipses (Schaefer, 2004: Online).

2.2 Background of Corpus

A corpus-based approach to language study is not a new idea. In the Middle Ages work began on making lists of all the words in particular texts, together with their contexts called *concordancing*. Scholars counted word frequencies from single texts or from collections of texts and produced lists of the most frequent words. Areas where corpora were used include language acquisition, syntax, semantics, and comparative linguistics, among others (University of Essex, 2004: Online).

2.2.1 The Definition of Corpus

Corpus linguistics deals with the principles and practice of using corpora in language study. A corpus is a large body of machine-readable texts and a collection of linguistic data, either compiled as written texts or as a transcription of recorded speech (Crystal, 1992). The main purpose of a corpus is to verify a hypothesis about language for example, to determine how the usage of a particular sound, word, or syntactic construction varies. Currently, computer corpora may store many millions of running words, whose features can be analyzed by means of tagging (the addition of identifying and classifying tags to words and other formations) and the use of concordancing programs (McArthur, 1992).

2.2.2 Types of Corpus

A corpus is always designed for a particular purpose, and the types of corpus will depend on its purpose. There are many different kinds of corpora. They can contain written or spoken (transcribed) language, modern or old texts, texts from one language or several languages. The texts can be whole books, newspapers, journals, or speeches.

Lewis (2000:2) stated that there are two main kinds of corpus. The first is a general corpus that includes texts from a wide variety of different genres. The second is a corpus of a specific genre of text, for example, academic articles, business letters, and newspaper feature articles.

2.2.2.1 General Corpora

General corpora refer to the collections of written or spoken language, or both, and may include texts produced in one country or many. It is unlikely to be representative of any particular whole, but includes as wide a spread of texts as possible. Hunston (2002: 14) defined the general corpus as follows:

“A general corpus is usually much larger than a specialized corpus. It may be used to produce reference materials for language learning or translation, and it is often used as a base line in comparison with more specialized corpus.”

(Hunston, 2002: 14)

The following section traced the generation of well-known general corpora from year 1961 to 2002. The first modern electronically readable corpus was the *Brown Corpus of Standard American English*. The corpus consisted of one million words of American English texts printed in 1961. To make the corpus a good standard reference, the texts were sampled in different proportions from 15 different text categories: press (reportage, editorial, reviews), skills and hobbies, religious, learned/scientific, fiction (various subcategories), and etc.

The next important general corpus was the *London-Lund Corpus of Spoken British English* (LLC). Jan Svartvik compiled the LLC at the Lund University during the years 1975 - 1981. This corpus was the first computer readable corpus of spoken language and it consisted of 100 spoken texts of approximately 5,000 words each. The texts were classified into different categories such as spontaneous conversation, spontaneous commentary, spontaneous and prepared oration, and so on. The texts were orthographically transcribed and had been provided with detailed prosodic marking (University of Essex, 2004: Online).

In 1980, *Cobuild* started to collect a corpus of texts on computer for dictionary making and language study. The compilers of the Collins Cobuild English Language Dictionary (1987) had daily access to a corpus of approximately 20 million words. New texts were added to the corpus, and in 1991 it was launched as the *Bank of English* (BoE). More and more data has been added to the BoE, and the latest release (1996) contained some 320 million words (Collins, 2003: Online).

The International Corpus of English (ICE) began in 1990 with the primary aim of collecting material for comparative studies of English worldwide. Fifteen research teams around the world were preparing electronic corpora of their own national or regional variety of English. Each ICE corpus consisted of one million words of spoken and written English produced after 1989. For most participating countries, the ICE corpus stimulated the first systematic investigation of the national variety (Nelson, 2002: Online).

In 1995, the *British National Corpus (BNC)* was released. This corpus consisted of some 100 million words. Like the BoE, it contained both written and spoken material, but unlike the BoE, the BNC was finite - no more texts were added to it after its completion. The BNC texts were selected according to carefully pre-defined selection criteria with targets set for the amount of text to be included from different text types. The texts had been encoded with mark-up providing information about the texts, authors, speakers (Oxford University, 2004: Online).

Later, the *American National Corpus (ANC)* was first released in 2002. The project was fostered the development of a corpus comparable to the *British National Corpus (BNC)*, covering American English. Corpus-analytic work had demonstrated that the BNC was inappropriate for the study of American English, due to the numerous differences in use of the language. Creation of a corpus of American English was significantly contribute to language and linguistic research, as well as provided a rich national resource for use in education at all levels. The First Release consisted of over 10 million words marked for part of speech and lemma, in both a standoff and merged format (American National Corpus Project, 2004: Online).

2.2.2.2 Specialized Corpora

Specialized corpus is a corpus of texts of a particular type, such as newspaper editorials, geography textbooks, and academic articles in a particular subject, lectures, casual conversations, essays written by students and so on. It aims to be representative of a given type of text (Hunston, 2002: 14). It is used to investigate a particular type of language. The following section discusses three research projects involving specialized corpora.

The first specialized corpus to mention is *JDEST Corpus* (Jiao Da English for Science and Technology). It consisted of one million words. Jiao Tong University in Shanghai built up the JDEST Corpus in 1985. The JDEST Corpus collected English texts covered ten subject areas in science and technology: physics, nuclear energy, metallurgy, computer science, aeronautics, mechanics, electrical engineering, chemical engineering, architectural engineering and shipbuilding. The texts were randomly selected from theses, textbooks, academic works, popular

science and science digests, published in the United Kingdom, the United States and other countries. The corpus consisted of 2,000 units of about 500 words each (Huang, 2006: Online).

The second is *HKUST Corpus*. HKUST refers to the Hong Kong University of Science and Technology. Fang (1992: Online) suggested that the HKUST Corpus comprised one million words of samples of computer science textbooks written in English. James et. al. (1994:4) concluded that the corpus was completed in 1992 at the Language Centre of the university. The findings provided a basis for the construction of one or more specialized electronic glossaries derived from the users and frequencies of occurrence of lexical items and collocations in the corpus. They informed the design and construction of lexically based language teaching materials for the target student population.

The last corpus is *Air Traffic Control (ATC) Corpus*. It consisted of seventy hours of recorded conversation between controllers and aircrafts. The corpus was divided into three sub corpora corresponding to three major airports of the United States. Each sub corpus consisted of 20-25 hours of data, representing continuous recording without silence elimination. The speech files were fully transcribed, with time marking indicating beginning and end of transmission (Lee, 2005: Online).

The three specialized corpora just described are similar to this study, because this study aims to compile a specialized corpus of Thai food recipes and investigate the specific type of language in terms of vocabulary and verb forms used in Thai food recipes.

2.3 Vocabulary Analysis

This section pays attention to the analysis of vocabulary: word classes, abbreviations and collocations.

2.3.1 Word Classes

Word class is one of a group of traditional classifications of words according to their functions in context. Word class is divided into two types: closed classes, and open classes as mentioned in the section below.

2.3.1.1 Closed Classes

Closed classes or function words are the sets of items which are *closed* in the sense that they cannot normally be extended by the creation of additional members (Quirk et al, 1973: 19). Closed classes comprise of prepositions, pronouns, determiners, conjunctions, modal verbs, and auxiliary verbs. They are detailed below along with some examples.

a) Prepositions

A preposition is a word such as 'by', 'for', 'into', or 'with'. We normally use prepositions in front of nouns or noun phrases, pronouns or gerunds to express a relationship between one person and thing, or person and event (Alexander, 1988: 144):

- preposition + noun: I gave the book *to Charlie*.
- preposition + pronoun: I gave it *to him*.
- preposition + gerund: Charlie devotes his time *to reading*.

b) Pronouns

A pronoun is a word that can be used in place of a noun or a noun phrase. We use pronouns like *he*, *she*, *it* and *they* when we already know who or what is referred to. This saves us from having to repeat the name or the noun whenever we need to refer to it (Alexander, 1988: 72):

- *John* arrived late last night. *He* had a tiring journey.
- I wrote to *Kathy* and told *her* what had happened.

c) Determiners

Determiners are always followed by a noun. Words such as *some* and *this* followed by a noun function as determiners (Alexander, 1988: 72):

- I want *some milk*. (*some* + noun, functioning as determiner)
- I want *this book*. (*this* + noun, functioning as determiner)

d) Conjunctions

A conjunction is a word such as 'or', 'and', or 'either...or'. The subjects of two or more simple sentences can be joined to make one simple sentence with conjunctions (Alexander, 1988: 9):

- It wasn't cold. It wasn't wet.
It wasn't cold *or* wet.
- I met Jane. I met her husband.
I met Jane *and* her husband.
- I didn't meet Jane. I didn't meet her husband.
I didn't meet *either* Jane *or* her husband.

e) Modal Verbs

We frequently use modals when we concern with our relationship with someone else. We may, for example, ask for permission to do something; grant permission to someone; give or receive advice; make or respond to requests and offers, etc. Some modals share the same grammatical characteristics as examples below (Alexander, 1988: 207):

- *can - could* related mainly to ability: *I can lift 25 kg., or I can type.*
- *may - might* related mainly to permission: *You may leave early.*
- *will - would* related mainly to prediction: *It will rain soon.*

f) Auxiliary verbs

Auxiliary verbs or helping verbs are used when they combine with other verbs to help the grammatical functions completed (Alexander, 1988: 187). The words such as *be*, *have* and *do* are auxiliary verbs, for examples:

- *It can't be done.*
- *I have eaten.*
- *Do your shopping once a week?*

2.3.1.2 Open Classes

Open classes or content words belong to a class. The class is 'open' in the sense that it is indefinitely extendable (Quirk et al, 1973: 19). The open class includes nouns, verbs, adjectives, and adverbs as shown below.

a) Nouns

A noun tells us what someone or something is called. For example, a noun can be the name of a person (*John*); a job title (*doctor*); the name of a thing (*radio*); the name of a place (*London*); the name of a quality (*courage*); or the name of an action (*laughter/laughing*). Nouns are the name we give to people, things, places, etc. in order to identify them (Alexander, 1988: 34).

b) Verbs

A verb is a word or a phrase which expresses the existence of a state or the doing of an action. Verbs are used to express distinctions in time (past, present, future) through tense (often with adverbials of time or frequency) (Alexander, 1988: 34):

- Past: I *worked*.
- Present: I *work*.
- Future: I *will work*.

c) Adjectives

An adjective describes the person or thing which a noun refers to. We use adjectives to say what person or thing is like or seems like (Alexander, 1988: 106). Adjectives can give us information about quality, size, age, temperature, shape, color, and origin as shown below:

Quality:	a <i>beautiful</i> dress; a <i>nice</i> day.
Size:	a <i>big</i> car; a <i>small</i> coin; a <i>tall</i> man.
Age:	a <i>new</i> handbag; a <i>young</i> man.
Temperature:	a <i>cool</i> evening; a <i>hot</i> day
Shape:	a <i>round</i> table; a <i>square</i> box.
Color:	<i>blue</i> eyes; <i>grey</i> hair; a <i>white</i> horse.
Origin:	a <i>Japanese</i> camera; a <i>Swiss</i> watch.

d) Adverbs

The word *adverb* suggests the idea of adding to the meaning of a verb. The adverbs tell us something about the action in a sentence by modifying a verb, that is by telling us how, when, where, etc. something happens or is done (Alexander, 1988: 122). Adverbs can also modify:

- Adjectives: *very* good; *awfully* hungry.
- Nouns: The man *over there* is a doctor.
- Prepositional phrases: You're *entirely* in the wrong.
- Complete sentences: *Strangely enough*, I won first prize.

2.3.2 Abbreviations

Abbreviations are shortened form of a word or phrase used chiefly in writing to represent the complete form, such as *Mass.* for *Massachusetts* or *USMC* for *United States Marine Corps*. They are often used to save space and effort when writing (The American Heritage Dictionary of the English Language, 2000). Abbreviations are divided into two main kinds, namely acronyms and initialisms.

Acronyms are words formed from the initial letters (or larger parts) of words that make up a descriptive phrase or a proper name, for example *NATO* means *North Atlantic Treaty Organization*. On the other hand, initialisms are words created from typically the first letters of the words in a phrase. Example: *FBI* means *Federal Bureau of Investigation*. Acronyms differ from initialisms in that acronyms are pronounced as they are spelled, for instance *NATO*, whereas initialisms are pronounced as their component initials, for example *FBI* (Quirk, 1972: 1031).

2.3.3 Collocations

Collocation is the tendency of words to be biased in the way they co-occur. For example, the word *toys* co-occur with *children* more frequently than with *women* or *men*. This collocation might be said to be motivated, in that there is a logical explanation for it (toys belong to children, on the whole, rather than to adults). Collocation may be observed informally in any instance of language, but it is more reliable to measure it statistically (Hunston, 2002: 18).

Lewis (2001: 134) claimed that collocation was divided into two types, namely lexical collocations and grammatical collocations. Lexical collocations combine two equal lexical components (open class words) such as nouns, adjectives, verbs, and adverbs but do not consist of prepositions, infinitives or clauses such as *fish sauce*, and *fresh ginger*. In contrast, grammatical collocations combine a lexical word (closed class word) such as a preposition, an infinitive or clauses for instance, *to cook*, and *in time*.

2.4 Verb form Analysis

A claim made by Families.com (2005: Online) suggests that a food recipe is a set of instructions or advice for preparing food. A recipe also include explanatory notes, which might give advice about ingredients, including possible substitutions, or tips on method. The sentences in the recipes typically start with verbs such as "Take one pound of flour". This claim has highlighted the use of imperative forms in food recipes. This study thus paid particular attention to imperative forms of verb in Thai food recipes in order to reflect upon Thai situation. Moreover, passive is the second main focus of this study because passive focuses on the person or thing that receives or is the result of action. The passive is often used in instructions and tips on method when we are not interested in who or what does something. Therefore, this study intended to examine the two verb forms in simple sentences focusing on imperatives and passive forms.

The analysis of verb forms was based on *Longman English Grammar* written by Louis Alexander (1988). The following section thus pays attention to imperatives and passive forms.

2.4.1. Imperatives

Alexander (1988: 184) stated that the imperative form is the base form of the verb. We use the imperative for direct orders, instructions, suggestions and also for a variety of other purposes. The negative form is usually expressed by *Don't*. The full form (*Do not*) is used mainly in public notices. Here are some common uses of the imperatives for various purposes:

- Direct commands, requests, and suggestions:

Follow me. Shut the door (please). Don't worry!

- Warnings:

Look out! There's a bus! Don't panic!

- Directions:

Take the 2nd turning on the left and then turn right.

- Instructions:

Use a moderate oven and bake for 20 minutes.

- Prohibitions (in e.g. public notices):

Keep off the grass! Do not feed the animals!

- Advice (especially after *always* and *never*):

Always answer when you're spoken to! Never speak to strangers!

Alexander (1988: 184) also divided the imperatives into six forms as follows:

1. Affirmative form (base form of the verb):	<i>Wait!</i>
2. Negative form (<i>Do not</i> + base form):	<i>Do not wait!</i>
3. Emphatic form (<i>Do</i> + base form):	<i>Do wait a moment!</i>
4. Addressing someone (e.g. pronoun + base form):	<i>You wait here!</i>
5. Imperative + question tag:	<i>Wait here, will you?</i>
6. Imperatives joined by <i>and</i> :	<i>Go and play outside.</i>

2.4.2 Passive Forms

The passive voice means the verb forms that are used when the subject refers to someone or something that does not perform the action but is affected by the action of the verb. The passive voice is used to indicate that the grammatical subject of the verb is the recipient of the action denoted by the verb (Alexander, 1988: 241). Passives can be formed in the following ways:

1. A tense of be + past participle:

- *The food is/has been/will be + cooked.*

- *The food is/was being + cooked.*

2. Modal + be/have been + past participle:

- *The food may be/have been + cooked.*

3. Infinitive: V.to be + to be/to have been + past participle:

- *The food is to be/was to have been + cooked.*

4. -ing form: being/having been + past participle:

- *Being/Having been + cooked...*

2.5 Summary

In summary, this chapter reviews the previous research on food recipes and corpus study. Then it describes the analysis of two main language points of Thai food recipes: vocabulary and verb forms. The vocabulary analysis presents the word classes, collocations and abbreviations. The verb forms analysis explains two verb forms, namely imperatives and passive forms. The methodology of this study could be found in the Chapter three, followed by the results and discussions in the Chapter four.

CHAPTER III

METHODOLOGY

This chapter focuses on compiling the Thai food recipe corpus and describes the methodology of this study. The first part of the chapter presents the data collection. It explains the procedures and number of recipes for analysis. The second part focuses on data analysis of vocabulary and verb forms.

3.1 Data Collection

Seven hundred and forty one Thai food recipes were collected as the sample in this study from five Thai cookbooks and five websites. The groups of Thai food recipes were classified by using the food classification from Tourism Authority of Thailand (2003:Online). Then these recipes were divided into three main groups, i.e. appetizers, main dishes, and desserts. The main dish group was subdivided into curries, dips, salads, single dishes, soups, and stir-fries. One hundred recipes were randomly selected from 741 recipes. The number of Thai food recipes collection is shown in Table 3.1.

Table 3.1 The Number of Thai Food Recipes Collection

Groups of Thai Food Recipes	Sources of Recipes		Total of Recipes in Each Group	Number of Recipes for Analysis
	Cookbooks	Internet		
1. Appetizers	50	62	112	10
2. Main Dishes	259	260	519	76
<i>2.1 Curries</i>	<i>47</i>	<i>43</i>	<i>90</i>	<i>14</i>
<i>2.2 Dips</i>	<i>24</i>	<i>25</i>	<i>49</i>	<i>14</i>
<i>2.3 Salads</i>	<i>51</i>	<i>42</i>	<i>93</i>	<i>12</i>
<i>2.4 Single Dishes</i>	<i>43</i>	<i>47</i>	<i>90</i>	<i>12</i>
<i>2.5 Soups</i>	<i>27</i>	<i>39</i>	<i>66</i>	<i>12</i>
<i>2.6 Stir-fries</i>	<i>67</i>	<i>64</i>	<i>131</i>	<i>12</i>
3. Desserts	51	59	110	14
Total	360	381	741	100

Seven hundred and forty one recipes were collected as shown in Table 3.1. One hundred recipes were randomly selected by using simple random sampling procedure. Simple random sampling is the basic sampling technique that every case has an equal chance of being selected for the sample (Healey, 1993). All elements or cases in the population of this study were 741 Thai food recipes and the samples were 100. The division of groups was intended for random sampling procedure. The recipes were randomized by setting up the number of recipes and then picking them up from every group. The collection of one hundred recipes was shown in Table 3.2 below:

Table 3.2 The Number of Thai Food Recipes Selected

Groups of Thai Food Recipes	Sources		Number of Recipes Selected
	Cookbooks	Internet	
1. Appetizers	5	5	10
2. Main Dishes	38	38	76
2.1 Curries	7	7	14
2.2 Dips	7	7	14
2.3 Salads	6	6	12
2.4 Single Dishes	6	6	12
2.5 Soups	6	6	12
2.6 Stir-fried	6	6	12
3. Desserts	7	7	14
Total	50	50	100

In Table 3.2, one hundred recipes were selected from two sources. First fifty recipes were taken from five best sellers' cookbooks of three famous bookshops (Asia Books, the Book Center of Chulalongkorn University, and Duangkamon Bookshops) during the year 2003 – 2004. Another fifty recipes were taken from five top hit Thai food websites during the year 2004 – 2005 as mentioned in Web Hot & Hit Guidebooks (For the list of cookbooks and websites see Appendix D). After one hundred recipes were selected for analysis, the first fifty recipes were scanned from the cookbooks as well as downloaded another fifty recipes from the Internet. Both scanned materials and downloaded documents were stored in a computer as plain-text files (*.txt) using the OCR (Optional Character Recognition) program to convert files.

3.2 Data Analysis

Data analysis was based on the two main parts: vocabulary and verb forms in Thai food recipes.

3.2.1 Vocabulary Analysis

The vocabulary analysis was divided into three parts, namely word classes, abbreviations and collocations. The analysis tool in this study was the concordancing software called 'WordSmith Tools Version 3'. The WordSmith Tools are a set of MS-Windows programs for generating word frequency listings and concordances. It is a tool to investigate how words behave or used in the texts (Scott, 2005: Online). In this study, WordSmith was used as a tool to analyze the frequency of words. Then, those words were grouped into nouns, verbs, adverbs, adjectives, conjunctions, prepositions, collocations and abbreviations. The data were presented in the form of word frequency and percentage.

3.2.2 Verb Form Analysis

The verb form analysis was divided into two main parts, i.e. imperatives and passive forms. They were classified manually from simple sentences in the Thai food recipe corpus. Then, the frequency of occurrences of the verb forms was calculated. The guidelines for the analysis were based on *Longman English Grammar* written by Louis Alexander (1988). The data were presented in the form of percentage and the examples of sentences were given.

3.3 Summary

This chapter presents the methodology of the study. It explains the data collection and data analysis. The results and discussions of this study will be discussed in Chapter four, followed by the conclusions and suggestions in Chapter five.

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents and discusses the results of this study. It is divided into four main sections. The first section presents the corpus findings, which consist of statistical analysis of Thai food recipes corpus, and word frequency statistics. The second section concerns the vocabulary analysis focusing on word classes, abbreviations, and collocations. The third section presents the verb form analysis: imperatives and passive forms. The final section is the summary of this chapter.

4.1 Corpus Findings

This section presents the analysis results of Thai food recipes corpus from the Wordlist tools. Word list is a tool of WordSmith program that is shown in alphabetical and frequency order. This section is divided into two parts: statistical analysis of Thai food recipes corpus, and word frequency statistics.

4.1.1 Statistical Analysis

The statistical analysis of Thai food recipes corpus provides various kinds of summary of the contents for corpus. Apart from word counts and frequency for individual words, it shows the type/token ratio of the whole vocabulary in the corpus, which is computed by dividing the number of tokens by the number of types. It shows the concentration or dispersion of the vocabulary. The lower the type-token ratio, the greater the diversity of words in the corpus (McEnery and Willson, 1996: 171). The statistical analysis of Thai food recipes corpus is shown in Figure 4.1.



N	1	2	3
Text File	OVERALL	COOKBOOK	INTERN-1 TMT
Bytes	144,260	56,068	88,192
Tokens	20,877	9,876	11,001
Types	1,107	1,111	1,111
Type/Token Ratio	8.90	11.41	12.93

Figure 4.1 Statistical Analysis of Thai Food Recipes Corpus

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In Figure 4.1, the corpus consists of two text files, namely cookbook (COOKBO~1.TXT), and Internet (INTERN~1.TXT). Cookbook comprises 9,876 words whereas the Internet consists of 11,001 words. The summary of overall running words (or *tokens*) is 20,877 words (144,260 bytes). There are 1,859 word types in the corpus. With a type/token ratio of 1:11.23, each word in the corpus is repeated nearly 12 times on average throughout the corpus.

4.1.2 The Word Frequency Statistics

Word Frequency Statistics are divided into two main parts, namely alphabetical list and frequency list.

4.1.2.1 Alphabetical List

The alphabetical list shows all words in corpus. This list is arranged in English alphabetical order from A – Z with their frequency as shown in Figure 4.2.

	Word	Freq	%	Lemmas
1	A	398	1.91	
2	ABOUT	51	0.24	
3	ABOVE	7	0.03	
4	ABOVE	1		
5	ABOVE	2		
6	ABOVE	1		
7	ABSORBENT	1		
8	ACCOMPANIED	2		
9	ACCOMPANIES	1		
10	ACCOMPANIMENT	5	0.02	
11	ACCOMPANIMENTS	1		
12	ACCOMPANY	1		
13	ACHIEVE	1		
14	ACRESS	1		

Figure 4.2 Alphabetical List

Figure 4.2 illustrates the alphabetical list of Thai food recipes corpus. The article ‘A’ appears at the highest frequency (398 times or 1.91%). It is used at the beginning of noun groups, which refer to only one thing or person. Alphabetical list is also useful to help finding out many

forms of words in the same lemma, or the word family for example, *absorb*, *absorbed*, and *absorbent* or *accompany*, *accompanied*, *accompanies*, *accompaniment*, and *accompaniments*.

4.1.2.2 The Word Frequency List

This section shows the frequency list of Thai food recipes corpus. The frequency list records the number of times that each word occurs in the corpus. Table 4.1 shows the top twenty-eight words in the Thai food recipes corpus. (See Appendix A for more information)

Table 4.1 The Top Twenty-Eight Words in the Thai Food Recipes Corpus

No.	Word	Freq.	%
1.	THE	1,139	5.46
2.	AND	836	4.00
3.	A	398	1.91
4.	TO	353	1.70
5.	IN	295	1.41
6.	OF	291	1.39
7.	ADD	269	1.29
8.	WITH	236	1.13
9.	SAUCE	235	1.13
10.	FOR	191	0.91
11.	UNTIL	190	0.91
12.	CUP	184	0.88
13.	SUGAR	170	0.81
14.	COCONUT	164	0.79
15.	INTO	157	0.75
16.	MINUTES	152	0.73
17.	HEAT	151	0.72
18.	OR	144	0.69

Table 4.1 The Top Twenty-Eight Words in Thai Food Recipes Corpus (Continued)

19.	WATER	142	0.68
20.	IS	140	0.67
21.	TABLESPOONS	132	0.63
22.	OIL	122	0.58
23.	FISH	121	0.58
24.	STIR	115	0.55
25.	GARLIC	113	0.54
26.	THEN	110	0.53
27.	MILK	109	0.52
28.	CHICKEN	107	0.51

Table 4.1 presents the top twenty-eight words in the Thai food recipes corpus. The top six tokens are function words or closed classes: *the, and, a, to, in, of*. The article “the” of this corpus appears at the highest frequency (1,139 times or 5.46 %). It is not surprising to find this article since “the” is always used before nouns to show a person or thing which it refers to.

The next section presents the content words or open classes of the corpus. Table 4.2 illustrates the top twenty content words in the Thai food recipes corpus.

Table 4.2 The Top Twenty Content Words in the Thai Food Recipes Corpus

No.	Rank	Word	Freq.	%
1.	7	ADD	269	1.29
2.	9	SAUCE	235	1.13
3.	12	CUP	184	0.88
4.	13	SUGAR	170	0.81
5.	14	COCONUT	164	0.79
6.	16	MINUTES	152	0.73
7.	17	HEAT	151	0.72
8.	19	WATER	142	0.68
9.	21	TABLESPOONS	132	0.63
10.	22	OIL	122	0.58
11.	23	FISH	121	0.58
12.	24	STIR	115	0.55
13.	25	GARLIC	113	0.54
14.	27	MILK	109	0.52
15.	28	CHICKEN	107	0.51
16.	29	SLICED	100	0.48
17.	30	CUT	95	0.46
18.	31	RICE	94	0.45
19.	32	CHOPPED	93	0.45
20.	33	TABLESPOON	93	0.45

Table 4.2 concentrates on the top twenty content words in the corpus. The first content word found is the verb “add” with the frequency of 269 or 1.29%. We can see that all verbs occur in this table such as *add*, *heat*, *stir*, *sliced*, and *cut* are food-related verbs. The high frequency nouns such as ‘*sauce*’ (Freq 235 or 1.13%), ‘*sugar*’ (Freq 170 or 0.81%), and ‘*coconut*’ (Freq 164 or 0.79%) are the ingredients of the recipes. The other groups of high frequency nouns are related

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to the unit of measurements, for example, '*minutes*' (152 times or 0.73%), and '*tablespoons*' (132 times or 0.63%).

4.2 Vocabulary Analysis

4.2.1 Word Classes

Referring to the literature review in Chapter two, words are divided into two groups: *Function Words* and *Content Words*. Function words are *Closed classes* while content words are *Open classes*. The following part presents the word classes of this corpus.

4.2.1.1 Closed Classes

Closed classes or function words consist of prepositions, pronouns, determiners, conjunctions, modal verbs, and auxiliary verbs as shown in Table 4.3.

Table 4.3 The Closed Classes in Thai Food Recipes Corpus

Closed Classes	Examples
Prepositions	<i>to, in, of, with, and for</i>
Pronouns	<i>it, you, they, one, and this</i>
Determiners	<i>the, a, that, more, and much</i>
Conjunctions	<i>and, as, when, while, and or</i>
Modal verbs	<i>can, must, will, should, and could</i>
Auxiliary verbs	<i>be, is, are, have, and do</i>

Table 4.3 presents the closed classes found in Thai Food Recipes Corpus. The top five prepositions are *to, in, of, with, and for*. The examples are as follows:

- (1) Place a little filling *in* the center *of* each wipe sheets.
- (2) Serve *with* chili sauce or ketchup.

The pronouns are *it, you, they, one, and this*. There are no *we, he* and *she*, because pronouns in the recipes are mostly concerned with the things rather than person(s). However, '*it*' occurs because it refers to the ingredients of recipes while *you* refers to readers and *they* refers to the things in the recipes. The examples are:

- (1) If *you* can only frozen peas, then drop them in hot water until defrosted.
- (2) Return the chicken to the sauce, and add the cashews. Make sure *they* heated through.

Moreover, the top five determiners are *the, a, that, more, and much*. Article '*the*' and '*a*' always find in every writing works. '*More*' is used to make the comparative form when the sentences have two or more things such as "If the pineapples are *more sour* than tomatoes, you may need to add sugar to compensate".

In addition, modal verbs in this corpus are *can, must, will, should, and could*. Modals are used to suggest something or talk about what is possible or obligation. '*Must*' is used for strong advice or safety instructions. For example, "This is a curry in the northern style. It could also be made with pork or chicken, in which case the cooking time *must* be shortened".

4.2.1.2 Open Classes

Open classes consist of verbs, nouns, adverbs, and adjectives. From the whole corpus, Table 4.4 shows the top twenty open classes. They are divided into four sections, i.e. verbs, nouns, adverbs, and adjectives. They are presented in Table 4.4 with their frequency.

Table 4.4 The Top Twenty Open Classes and Their Frequency

No.	Verbs	Nouns	Adverbs	Adjectives
1	ADD (269)	SAUCE (235)	THEN (110)	THAI (75)
2	HEAT (151)	CUP (184)	OVER * (72)	THIS (70)
3	STIR (115)	SUGAR (170)	WELL (67)	RED (66)
4	SLICED (100)	COCONUT (164)	ABOUT* (51)	HOT (65)
5	CUT (95)	MINUTES (152)	AS* (50)	FRESH (58)
6	CHOPPED (93)	WATER (142)	FINELY (49)	MEDIUM (54)
7	PASTE (85)	TABLESPOONS (132)	NOT* (30)	SMALL (53)
8	SERVE (79)	OIL (122)	TOGETHER (27)	ALL (32)
9	FRY (65)	FISH (121)	THINLY (26)	SWEET (30)
10	BOIL (60)	GARLIC (113)	VERY* (26)	THICK (29)
11	REMOVE (59)	MILK (109)	EACH (19)	HALF (24)
12	FRIED (55)	CHICKEN (107)	LITTLE (19)	LIGHT (24)
13	MIX (52)	RICE (94)	LONG (18)	TOP (24)
14	SERVES (51)	TABLESPOON (93)	THOROUGHLY(18)	THIN (22)
15	PUT (48)	INGREDIENTS (90)	AGAIN (16)	FRAGRANT (21)

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Table 4.4 The Top Twenty Open Classes and Their Frequency (Continued)

16	COOK (46)	CURRY (88)	ALSO (15)	LARGE (20)
17	DRIED (45)	LIME (83)	ONCE (15)	DEEP (17)
18	COOKED (43)	LEAVES (82)	JUST (14)	RAW (17)
19	PLACE (42)	CUPS (79)	MORE (14)	BLACK (14)
20	ROASTED (40)	PORK (78)	OFF (13)	OPTIONAL (14)

* The word can also be used as an adjective, but less frequently.

Table 4.4 presents the top twenty open classes and their frequency, we can see that these verbs are concerned with what things do in cooking and what happened to them, for example, *add* (269), *heat* (151), and *stir* (115). The adverbs add information about the verbs telling when and how, for instance, *then* (110), *well* (67) and *finely* (49). Adjectives show the information about origin, quality, colour, and temperature such as *Thai* (75), *red* (66), *hot* (65), and *fresh* (58). This finding can be a resource for English teachers in Thai cooking courses. They can prepare the important vocabulary for their courses.

4.2.2 Abbreviations

In Thai food recipes corpus, most of the abbreviations refer to the unit of measurement, for example weights, temperatures, and time. Table 4.5 shows the first eighteen frequent abbreviations and their frequency in Thai food recipes corpus.

Table 4.5 The First Eighteen Abbreviations in Thai Food Recipes Corpus

No.	Rank	Word	Freq.	%	Full Name
1.	34	TBSP	91	0.44	Tablespoon
2.	55	OZ	67	0.33	Ounce
3.	67	G	56	0.27	Gram
4.	107	TSP	36	0.17	Teaspoon
5.	111	MLS	33	0.16	Milliliter(s)
6.	189	MINS	18	0.09	Minute(s)
7.	307	ML	10	0.05	Milliliter
8.	344	CM	8	0.04	Centimeter
9.	349	FL	8	0.04	Fluid

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Table 4.5 The First Eighteen Abbreviations in Thai Food Recipes Corpus (Continued)

10.	377	F	7	0.03	Fahrenheit
11.	423	LB	6	0.03	Pound
12.	545	ETC	4	0.02	Et Cetera
13.	799	C	2	-	Celsius, Centigrade
14.	907	M	2	-	Meter, Minute
15.	1406	KG	1	-	Kilogram(me)
16.	1422	LBS	1	-	Pound(s)
17.	1472	MM	1	-	Millimeter
18.	1619	S	1	-	Second

Table 4.5 clearly indicates the important abbreviations in the Thai food recipes corpus. It is interesting to note that the measurement unit of weight occurs frequently. For example, we find **TBSP** 91 times or 0.44% (**TBSP** stands for **Tablespoon**), **OZ** 67 times or 0.33% (**OZ** stands for **Ounce**) and **G** 56 times or 0.27% (**G** stands for **Gram**). These abbreviations are mostly used because the recipes always refer to the weight of the ingredients. The second most frequent abbreviations are temperatures. We find **F** 7 times or 0.03% (**F** stands for **Fahrenheit**), and **C** 2 times (**C** stands for **Celsius** or **Centigrade**). The least frequent abbreviations are time unit, for example we find **MINS** 18 times or 0.09% (**MINS** stands for **Minutes**), and **S** 1 time (**S** stands for **Second**). They refer to cooking time in the recipes.

4.2.3 Collocations

This study aims to analyze collocations of four main types of words, namely verbs, nouns, adjectives, and adverbs. Collocations are divided into two groups, i.e. lexical collocations and grammatical collocations, as mentioned in Chapter two. Concordance shows combinations of words or collocations. The key word appears in the centre of each line, with extra space on either side of it called "*Key Word In Contexts* or *KWIC*" (Sinclair, 1991: 33). The collocations of noun, verb, adverb, and adjective are shown in the next section.

4.2.3.1 The Collocation of Noun: “Sauce”

“Sauce” function as a noun in open classes. It is the first noun found in this corpus with the frequency of 235 or 1.13%. The collocations of the word “sauce” are shown in the Figure 4.4.

N	Concordance
46	arlic and shallots and stir -fry again to combine. Once the sauce is cooked, add the crispy noodles to the sauce
47	th the basil leaves and lime. Mix all the ingredients for the sauce together and serve as an accompaniment to the
48	ETHOD Put the pork into a bowl along with the light soy sauce , soy sauce, white peppercorns and tapioca flou
49	ETHOD Put the pork into a bowl along with the paste, fish sauce , palm sugar and gaeng hanglay curry powder :
50	; add 2 table-spoons of lime juice and 1 tablespoon of fish sauce . Serve immediately with rice. Serves 4 Stir-Fri
51	chili powder, roasted shallots and garlic. Add sugar, fish sauce and lime juice, mix thoroughly. Transfer to a r
52	. Garnish with basil or coriander and serve with hot sweet sauce - sprig of basil or coriander, to garnish Hot Sw
53	ong the side of the wok until it melts and then add the soy sauce . Simmer for about 5 minutes until the chicken
54	ients, and stir until blended and heated through. Taste the sauce for balance of flavors (it should be just on the
55	edium heat. Add coconut milk and blend well. Bring the sauce back to a boil. 3. Once the curry sauce is boili

Figure 4.3 The Collocation of “Sauce”

As demonstrated in Figure 4.4, the word “sauce” usually co-occurs with nouns such as *fish sauce*, *hot sweet sauce*, *soy sauce*, and *light soy sauce*. With these results, we can look into lexical collocations of “sauce” in order to determine what kind of sauce is used in Thai food. Table 4.6 presents the occurrences of lexical collocations (noun + noun) of “sauce” and their frequency.

Table 4.6 The Lexical Collocations of “Sauce”

No.	Cluster	Frequency
1	Fish sauce	126
2	Soy sauce	61
3	Oyster sauce	32
4	Hot sweet sauce	4
5	Mushroom sauce	3
6	Peanut sauce	3

Table 4.6 presents the lexical collocations (noun + noun) of “sauce”. The word with the highest frequency is “fish sauce”. We find this word 126 times in Thai food recipes corpus since fish sauce is a main ingredient for seasoning Thai food. The second word is “soy sauce” with the frequency of 61. The third frequent word is “oyster sauce” (32 times). We can see that in stir-fry recipes, we usually use soy sauce and oyster sauce as main seasonings. The next one is “hot sweet sauce” (“Num Jim Kai” in Thai). It occurs 4 times in this corpus. “Mushroom sauce” and “peanut sauces” are the least frequent collocation with the occurrences of 3 times.

4.2.3.2 The Collocation of Verb: “Add”

“Add” function as a verb. It is the first verb found in this corpus with the frequency of 269 or 1.29%. The collocations of the verb “add” are shown in Figure 4.3.

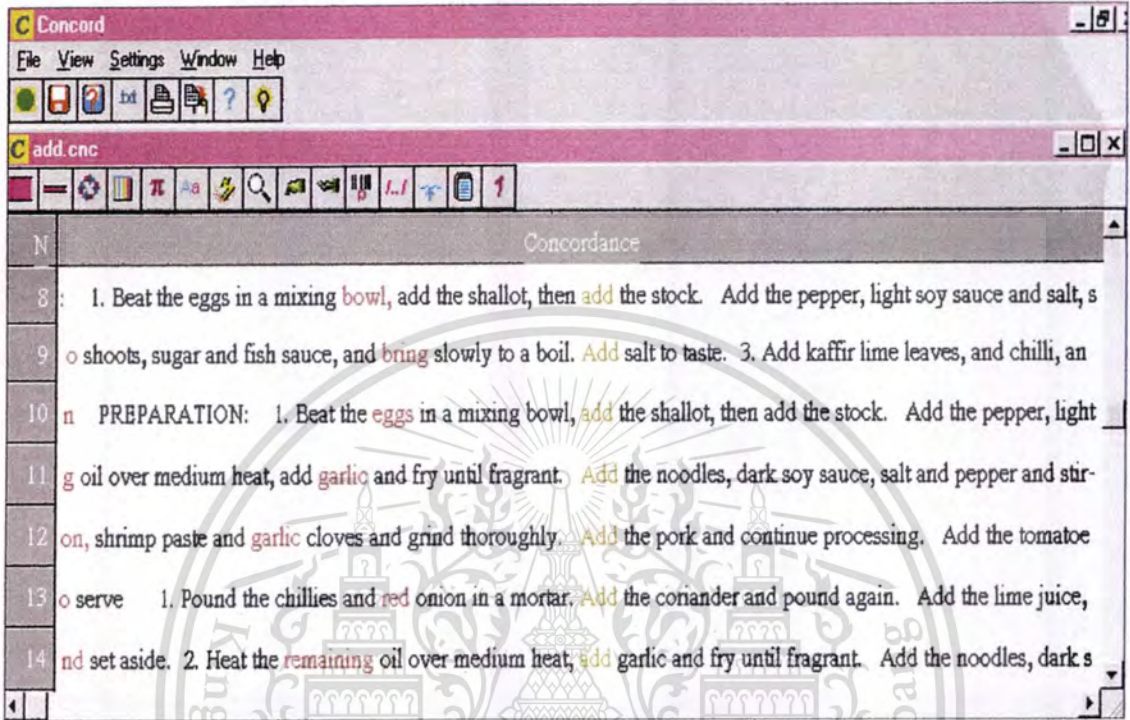


Figure 4.4 The Collocation of “Add”

Figure 4.3 illustrates the collocation of the verb “add”. The word “add” is a transitive verb which has an object. The concordance lines present the lexical collocation of “add” such as *add the stock*, *add the pork*, *add salt*, *add the noodles* and *add garlic*.

4.2.3.3 The Collocation of Adverb: “Well”

The word “well” is the third adverb found in this corpus. The collocations of this word are shown in Figure 4.5.

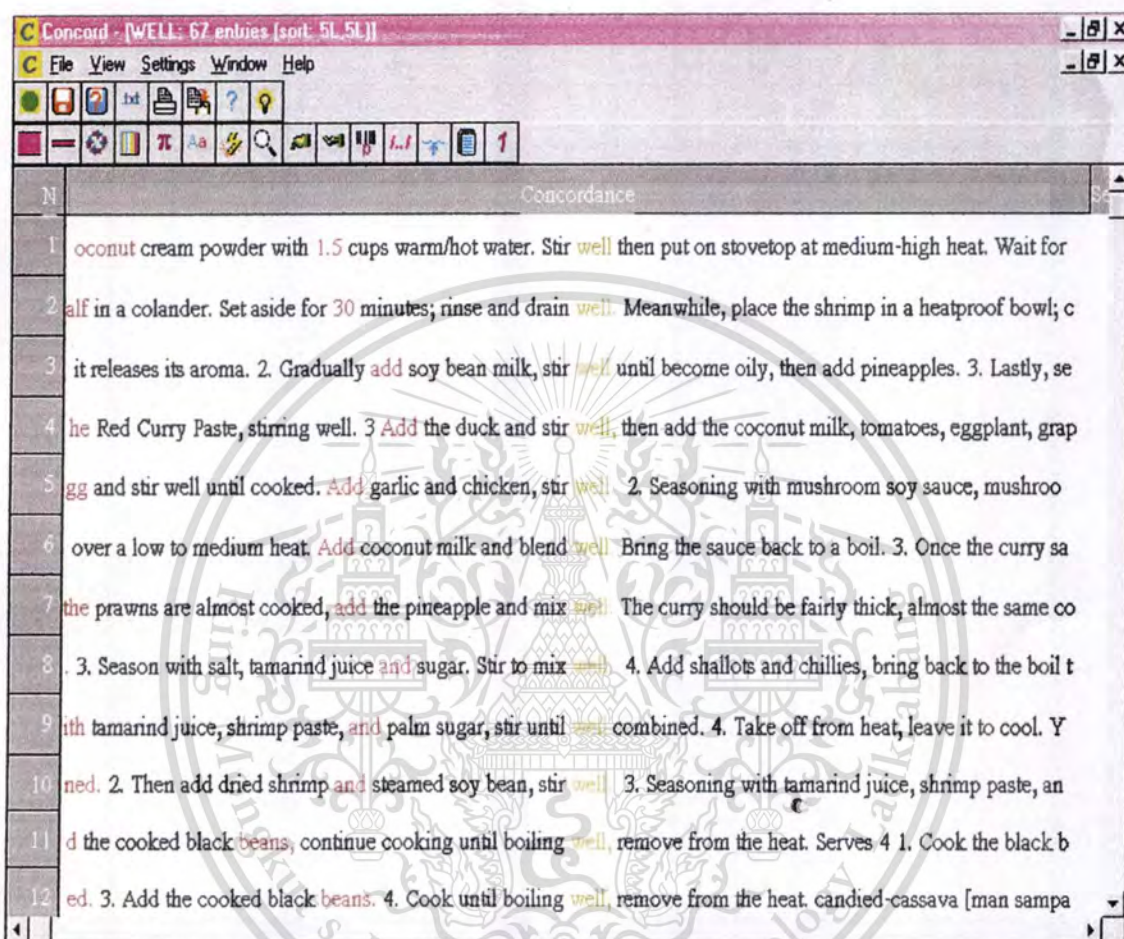


Figure 4.5 The Collocation of “Well”

Figure 4.5 illustrates the collocations of the word “well”. “Well” is often used after the verb such as *stir well*, *drain well*, *blend well* and *mix well* in this corpus. They are the lexical collocations (verb + adverb) of “well”.

4.2.3.4 The Collocation of Adjective: “Fresh”

The adjective “fresh” is often found in Thai food recipes corpus. Figure 4.6 presents the concordance of “fresh”.

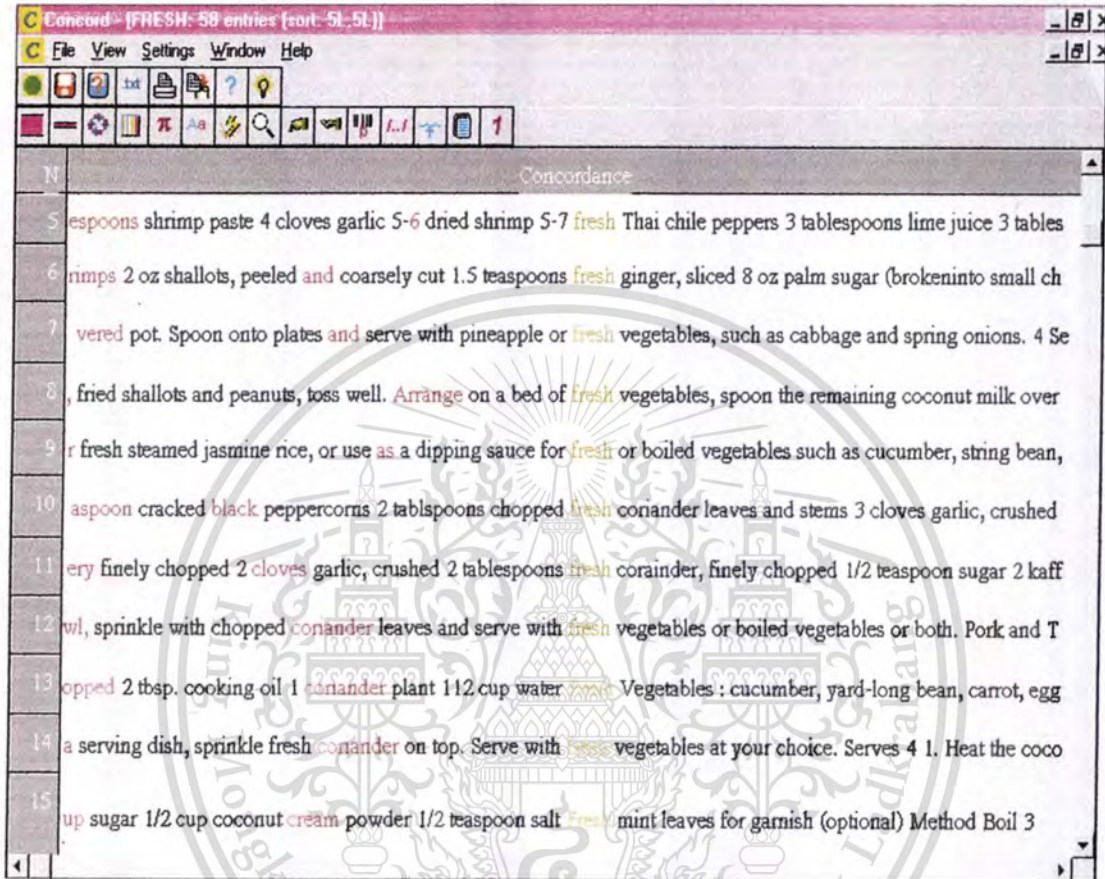


Figure 4.6 The Collocation of “Fresh”

Figure 4.6 demonstrates the collocation of the word “fresh”. This word is used before nouns such as *fresh vegetables*, *fresh ginger*, *fresh coriander*, and *fresh mint leaves*. Therefore, they are the lexical collocations (adjective + noun) of “Fresh”. This word is often used to emphasize the freshness of the ingredients in the recipes.

4.3 Verb Form Analysis

The overall number of sentences in the corpus is 1,416 sentences. Only simple sentences are selected out of other kinds of sentences such as compound, complex, and compound complex sentences. The frequency and percentage of occurrences of the simple sentences and other sentences are shown in Table 4.7.

Table 4.7 The Frequency of Sentence Types in Thai Food Recipes Corpus

Sentences types	Frequency of Occurrences	Percentage (%)
Simple sentences	1,167	82.42%
Other sentences*	249	17.58%
Total	1,416	100%

*Other sentences: compound, complex, and compound complex sentences.

As shown in Table 4.7, of all sentences in the corpus (1,416 sentences), there are 1,167 simple sentences (82.42%) and 249 other sentence types (17.58%). Table 4.8 shows the frequency of occurrences of two verb forms in simple sentences, namely imperatives and passive forms.

Table 4.8 The Frequency of Occurrences of Imperatives and Passive Forms in Simple Sentences

Verb Forms	Frequency of Occurrences	Percentage (%)
1. Imperatives	1,066	91.35%
2. Passive Forms	101	8.65%
Total	1,167	100%

As shown in Table 4.8, of 1,167 simple sentences, there are 1,066 imperatives (91.35%), and 101 passive sentences (8.65%). The result indicates that imperatives are mostly used (91.35%) in Thai food recipes. The passive forms are used only 8.65%. Hence, we can confirm that the recipes are the sets of instructions for cooking because the majority of sentences were imperatives that are used for telling how to mix and cook the ingredients in order to make a particular dish. The further details of imperatives and passive forms found in this study are shown in the next section.

4.3.1 Imperatives

As mentioned in Chapter two, the imperatives are used for instructions, direct orders and suggestions. The guidelines for the analysis are mainly based on “Longman English Grammar” written by Alexander (1988). The imperatives can be divided into six forms as follows:

1. Affirmative form (base form of the verb)
2. Negative form (*Do not* + base form)
3. Emphatic form (*Do* + base form)
4. Addressing someone (è.g. pronoun + base form)
5. Imperative + question tag
6. Imperatives joined by *and*

Referring to the six forms above, the results of imperatives analysis are presented in Table 4.9.

Table 4.9 The Frequency of Imperatives Forms

Imperative Form	Frequency of Occurrence	Percentage(%)
1. Affirmative form	678	63.60%
2. Negative form	11	1.03%
3. Emphatic form	-	-
4. Addressing Someone	-	-
5. Imperative + question tag	-	-
6. Imperatives joined by <i>and</i>	377	35.36%
Total	1,066	100%

Table 4.9 shows the frequency of occurrences of six imperative forms. The most frequent imperative form found is affirmative form (678 sentences or 63.60 %). The second one is the Imperatives form joined by *and* (377 sentences or 35.36%). Negative form came third from the list, consisting of 11 sentences or 1.03 %. The form 3,4 and 5 do not occur at all. Table 4.10 shows some examples of three forms of imperatives.

Table 4.10 The Examples of Imperative Forms

Imperative Form 1 Affirmative form (freq. 678 or 63.60%)	1. <i>Wash</i> the chicken wings.
	2. <i>Blend</i> all the ingredients in a blender.
	3. <i>Separate</i> the chicken meat into small pieces.
	4. <i>Garnish</i> with sweet basils.
	5. <i>Serve</i> with fresh vegetables at your choice.
Imperative Form 6 Imperatives joined by <i>and</i> (freq. 377 or 35.36%)	1. Scale <i>and</i> clean the fish.
	2. Put the oil into a wok <i>and</i> fry the pork.
	3. Add the water <i>and</i> bring to the boil.
	4. Garnish with spring onion <i>and</i> serve hot.
	5. Turn off the heat <i>and</i> serve with the basil leaves.
Imperative Form 2 Negative form (freq. 11 or 1.03%)	1. <i>Do not</i> stir.
	2. <i>Do not</i> cut right through them.
	3. <i>Do not</i> overcook the prawns.
	4. <i>Do not</i> crowd the wok.
	5. <i>Do not</i> add them.

Table 4.10 presents the examples of imperative forms. The affirmative form (Base form of Verb) has the highest frequency (678 times or 63.60%) in this study because the recipes usually start with the imperative forms, e.g. *wash*, *blend*, and *separate*. The next one is Imperatives joined by *and* with frequency of 377 or 35.36%. The examples are:

- (1) Put the oil into a wok *and* fry the pork.
- (2) Add the water *and* bring to the boil.

The negative form (Do not + Base Form) comes last with frequency of 11 or 1.03%. Since the recipes have the tips of cookings or cautions, the negative forms are used for warning readers about a cooking method. We can observe that *Don't* (Negative short form) does not occur in this corpus because recipes are written by using formal language.

4.3.2 Passive Forms

This section presents the results of the analysis of passive forms based on Longman English Grammar (Alexander, 1988) as shown below:

1. A tense of be + past participle. (V.to be + V.3)
2. Modal + be/have been + past participle. (Modal + be/have been + V.3)
3. V.to be + to be/to have been + past participle. (V.to be + to be/to have been + V.3)
4. Being/Having been + past participle... (Being/Having been + V.3...)

The results are presented in Table 4.11 below:

Table 4.11 The Frequency of Passive Forms

Passive Forms	Frequency of Occurrences	Percentage (%)
1. (V.to be + V.3)	79	78.21%
2. (Modal + be/have been + V.3)	21	20.80%
3. (V.to be + to be/to have been + V.3)	1	0.99%
4. (Being/Having been + V.3...)	-	-
Total	101	100%

Table 4.11 shows the frequency of occurrences of four passive forms. The most frequent passive form is V.to be + V.3 (78.21%). The second most frequent passive form is Modal + be/have been + V.3, consisting of 21 sentences or 20.80%. Modals such as *can*, *could* refer to the possibility; *must*, *may* refers to the certainty.

The lowest frequency is the passive form 3 (V.to be + to be/to have been + V.3), which consists of only 1 sentence or 0.99 %. The passive form 4 (Being/Having been + V.3) does not occur. Table 4.12 shows the examples of passive forms arranged according to their frequency of occurrences.

Table 4.12 The Examples of Passive Forms

<p>Passives Form 1</p> <p>V. to be + past participle</p> <p>(freq. 79 or 78.21%)</p>	1. The chicken <i>is cooked</i> .
	2. The sugar <i>is melted</i> .
	3. Main dishes <i>are eaten</i> with rice.
	4. Pods with shrimp filling <i>are placed</i> on a dish.
	5. The mushrooms <i>were soaked</i>
<p>Passives Form 2</p> <p>Modal + be/have been + past participle</p> <p>(freq. 21 or 20.80%)</p>	1. This <i>can be stored</i> .
	2. The cooking time <i>must be shortened</i> .
	3. It <i>could also be made</i> with pork or chicken.
	4. Shrimps, chicken, pork, beef or squid <i>may be substituted</i> for the crabmeat.
	5. Pickled ginger or cucumber relish <i>can also be served</i> as condiments.
<p>Passives Form 3</p> <p>V.to be + to be + past participle</p> <p>(freq. 1 or 0.99%)</p>	1. The kaffir lime leaves, galangal and lemon grass are what give this soup its tangy flavor, but <i>are not to be eaten</i> .

4.4 Summary

This chapter presents the results of vocabulary and verb forms analysis. In Thai food recipes corpus, the WordSmith Tools program is used to analyze the corpus findings. The frequency list shows the occurrences of vocabulary, and the concordance lines are used to present the collocations of corpus. The imperatives and passive forms are investigated in the verb form analysis part. The imperatives occur frequently in this corpus. In summary, the results show that recipe is a set of instructions telling how to cook the ingredients in order to make a particular dish. Some further suggestions and conclusions will be found in the next chapter.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into three main parts. The first part is the conclusion of this study. The second part describes the implications of the study. The last part suggests the further studies.

5.1 Conclusion of the Study

A corpus is a large and principled collection of natural texts and is used for investigating language features. This study aimed to compile a corpus of Thai food recipes and analyzed the English vocabulary and verb forms in the corpus.

One hundred Thai food recipes were randomly selected by using simple random sampling procedure. The recipes were divided into three main groups, namely appetizers, main dishes, and desserts. The groups were divided by basing on an online publication of the Tourism Authority of Thailand website (2003: Online).

The fifty recipes were taken from five cookbooks that were the best sellers during the year 2003 – 2004. Another fifty recipes were taken from five top hit websites about Thai food during the year 2004 – 2005 as mentioned in Web Hot & Hit Guidebooks. All recipes were scanned from the cookbooks as well as downloaded from the Internet. Both scanned materials and downloaded documents were stored in a computer as plain-text files (*.txt).

In vocabulary analysis, the concordancing program called “WordSmith Tools” was used to analyze the high frequent words, in terms of word classes, collocations and abbreviations. In verb form analysis, the imperatives and passive forms were analysed based on Longman English Grammar (Alexander, 1988).

The results of this study were divided into two parts, i.e. vocabulary and verb forms. In vocabulary analysis, most of nouns in Thai food recipes corpus were related to ingredients such as *sugar*, *coconut*, *fish*, and *oil*. The abbreviations were related to the measurement units of weight, time, and temperature. In verb form analysis, it was found that there were 1,167 simple sentences (82.42%) from overall sentences (1,416). There were 91.35% of imperatives and 8.65% of passive forms in simple sentences.

5.2 Implications

There are two main implications for this study.

5.2.1 Thai Cooking Courses

It is important for Thai cooking courses to offer both Thai cooking skills and English communication. We can see that typical Thai cooking courses focus on how to cook Thai food in Thai language. The problem has occurred when the students want to be professional chefs but they cannot introduce Thai food in English. Therefore, the Thai cooking courses need to prepare the students for English communication and train them to be the chefs of Thai restaurant worldwide. The findings in this study could be used as a source of the teaching materials for the course. The teachers can ensure that the language they present in the courses corresponds to the language that is required by the students in their cooking area.

The English courses for Thai cooking school should contain the following objectives to improve the communicative skills of the students. They are as follows:

- a) To be able to use food-related vocabulary in English.
- b) To explain the cooking instruction in English.
- c) To be able to use passive forms when writing or describing the recipes in English.
- d) To be aware of the standard abbreviations of measurement units of weight, temperature, and time.

5.2.2 Foreigners Training in Thai Cuisine.

In recent years, Thai food has been very popular in the world. The recognition of Thai food is the neatness, the delicacy, and the exquisiteness of the presentation. As a result, many tourists are interested in Thai cuisine and come from all over the world to taste the real Thai food. They also joined Thai cooking class using English. It is necessary for Thai cooking schools to offer courses in English. Thai cooking courses for foreigners should include specific vocabularies related to Thai food as mentioned in 5.2.1.

5.3 Suggestions for Further Study

From the findings of this study, further studies should be carried out as recommended below:

5.3.1 In order to obtain an insight into English language about Thai cooking, further studies on other sentence structures such as compound, complex, or compound complex sentences should be studied.

5.3.2 The corpus sizes of the further study should be larger than this study because the overall tokens or running words of this study is only 20,877 words from 100 recipes (as shown in statistical analysis list of Chapter four). It was not quite large enough. The corpus should be enlarged in order to confirm the findings.



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APPENDIX A

The Frequency List from WordSmith Program

N	Word	Freq.	%	Lemmas
1	THE	1,139	5.46	
2	AND	836	4.00	
3	A	398	1.91	
4	TO	353	1.69	
5	IN	295	1.41	
6	OF	291	1.39	
7	ADD	269	1.29	
8	WITH	236	1.13	
9	SAUCE	235	1.13	
10	FOR	191	0.91	
11	UNTIL	190	0.91	
12	CUP	184	0.88	
13	SUGAR	170	0.81	
14	COCONUT	164	0.79	
15	INTO	157	0.75	
16	MINUTES	152	0.73	
17	HEAT	151	0.72	
18	OR	144	0.69	
19	WATER	142	0.68	
20	IS	140	0.67	
21	TABLESPOONS	132	0.63	
22	OIL	122	0.58	
23	FISH	121	0.58	
24	STIR	115	0.55	
25	GARLIC	113	0.54	
26	THEN	110	0.53	
27	MILK	109	0.52	
28	CHICKEN	107	0.51	
29	SLICED	100	0.48	
30	CUT	95	0.46	
31	RICE	94	0.45	
32	CHOPPED	93	0.45	
33	TABLESPOON	93	0.45	
34	TBSP	91	0.44	
35	INGREDIENTS	90	0.43	
36	CURRY	88	0.42	
37	PASTE	85	0.41	
38	LIME	83	0.40	
39	LEAVES	82	0.39	
40	CUPS	79	0.38	
41	ON	79	0.38	
42	SERVE	79	0.38	

N	Word	Freq.	%	Lemmas
43	PORK	78	0.37	
44	TIME	77	0.37	
45	IT	75	0.36	
46	TEASPOON	75	0.36	
47	THAI	75	0.36	
48	OVER	72	0.34	
49	FROM	71	0.34	
50	THIS	70	0.34	
51	COOKING	68	0.33	
52	JUICE	68	0.33	
53	SALT	68	0.33	
54	WOK	68	0.33	
55	OZ	67	0.32	
56	WELL	67	0.32	
57	RED	66	0.32	
58	FRY	65	0.31	
59	HOT	65	0.31	
60	SOY	63	0.30	
61	BOIL	60	0.29	
62	REMOVE	59	0.28	
63	FRESH	58	0.28	
64	CORIANDER	57	0.27	
65	DISH	57	0.27	
66	YOU	57	0.27	
67	G	56	0.27	
68	FRIED	55	0.26	
69	MEDIUM	54	0.26	
70	PREPARATION	53	0.25	
71	SMALL	53	0.25	
72	ARE	52	0.25	
73	MIX	52	0.25	
74	PAN	52	0.25	
75	ABOUT	51	0.24	
76	SERVES	51	0.24	
77	AS	50	0.24	
78	SHRIMP	50	0.24	
79	FINELY	49	0.23	
80	GREEN	49	0.23	
81	PUT	48	0.23	
82	IF	47	0.23	
83	ONION	47	0.23	
84	PIECES	47	0.23	

The Frequency List from WordSmith Program (Continued)

N	Word	Freq.	%	Lemmas
85	COOK	46	0.22	
86	PRAWNS	46	0.22	
87	WHEN	46	0.22	
88	BE	45	0.22	
89	DRIBD	45	0.22	
90	COOKED	43	0.21	
91	GRAMS	43	0.21	
92	MIXTURE	43	0.21	
93	NOODLES	43	0.21	
94	PLACE	42	0.20	
95	STOCK	41	0.20	
96	VEGETABLES	41	0.20	
97	BEAN	40	0.19	
98	ROASTED	40	0.19	
99	PEPPER	39	0.19	
100	BRING	38	0.18	
101	SHALLOTS	38	0.18	
102	CAN	37	0.18	
103	SERVING	37	0.18	
104	BOWL	36	0.17	
105	GARNISH	36	0.17	
106	PALM	36	0.17	
107	TSP	36	0.17	
108	SPRING	35	0.17	
109	THEM	35	0.17	
110	GROUND	34	0.16	
111	MLS	33	0.16	
112	SIMMER	33	0.16	
113	ALL	32	0.15	
114	BOILING	32	0.15	
115	POWDER	32	0.15	
116	BROWN	31	0.15	
117	CHILLIES	31	0.15	
118	ONIONS	31	0.15	
119	CLOVES	30	0.14	
120	NOT	30	0.14	
121	SWEET	30	0.14	
122	CHILI	29	0.14	
123	CHILLI	29	0.14	
124	FLOUR	29	0.14	
125	THICK	29	0.14	
126	CREAM	28	0.13	

N	Word	Freq.	%	Lemmas
127	DRAIN	28	0.13	
128	MEAT	28	0.13	
129	POUND	28	0.13	
130	STEP	28	0.13	
131	CHILIES	27	0.13	
132	KAFFIR	27	0.13	
133	TOGETHER	27	0.13	
134	TRANSFER	27	0.13	
135	BEANS	26	0.12	
136	CONTINUE	26	0.12	
137	EGG	26	0.12	
138	EGGS	26	0.12	
139	PEANUTS	26	0.12	
140	TASTE	26	0.12	
141	THINLY	26	0.12	
142	VERY	26	0.12	
143	CABBAGE	25	0.12	
144	METHOD	25	0.12	
145	MUSHROOMS	25	0.12	
146	PBLED	25	0.12	
147	STIRRING	25	0.12	
148	BY	24	0.11	
149	HALF	24	0.11	
150	LIGHT	24	0.11	
151	TOP	24	0.11	
152	COMBINE	23	0.11	
153	FILLING	23	0.11	
154	FRYING	23	0.11	
155	SALAD	23	0.11	
156	SHREDDED	23	0.11	
157	SPOON	23	0.11	
158	USE	23	0.11	
159	AN	22	0.11	
160	THIN	22	0.11	
161	FRAGRANT	21	0.10	
162	MINCED	21	0.10	
163	POUR	21	0.10	
164	REMAINING	21	0.10	
165	THEY	21	0.10	
166	LARGE	20	0.10	
167	LOW	20	0.10	
168	MINUTE	20	0.10	

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The Frequency List from WordSmith Program (Continued)

N	Word	Freq.	%	Lemmas
169	POT	20	0.10	
170	SOUP	20	0.10	
171	THROUGH	20	0.10	
172	UP	20	0.10	
173	ASIDE	19	0.09	
174	BEEF	19	0.09	
175	BUT	19	0.09	
176	CHINESE	19	0.09	
177	DONE	19	0.09	
178	EACH	19	0.09	
179	GINGER	19	0.09	
180	LITTLE	19	0.09	
181	TAMARIND	19	0.09	
182	TEASPOONS	19	0.09	
183	TENDER	19	0.09	
184	YOUR	19	0.09	
185	BASIL	18	0.09	
186	COOL	18	0.09	
187	GALANGAL	18	0.09	
188	LONG	18	0.09	
189	MINS	18	0.09	
190	MORTAR	18	0.09	
191	OYSTER	18	0.09	
192	PLATE	18	0.09	
193	THOROUGHLY	18	0.09	
194	TOSS	18	0.09	
195	WHITE	18	0.09	
196	DEEP	17	0.08	
197	MAKE	17	0.08	
198	PEPPERCORNS	17	0.08	
199	RAW	17	0.08	
200	SLICES	17	0.08	
201	STEAMED	17	0.08	
202	SYRUP	17	0.08	
203	TAPIOCA	17	0.08	
204	USING	17	0.08	
205	AGAIN	16	0.08	
206	AT	16	0.08	
207	HAS	16	0.08	
208	I	16	0.08	
209	PRAWN	16	0.08	
210	SET	16	0.08	

N	Word	Freq.	%	Lemmas
211	SHOULD	16	0.08	
212	THAT	16	0.08	
213	VEGETABLE	16	0.08	
214	ALSO	15	0.07	
215	BOILED	15	0.07	
216	CHILE	15	0.07	
217	CRUSHED	15	0.07	
218	CUCUMBER	15	0.07	
219	LEAVE	15	0.07	
220	MANGO	15	0.07	
221	NAM	15	0.07	
222	ONCE	15	0.07	
223	ONE	15	0.07	
224	ROOT	15	0.07	
225	SIZED	15	0.07	
226	SOAKED	15	0.07	
227	STRIPS	15	0.07	
228	TOMATO	15	0.07	
229	TOMATOES	15	0.07	
230	BLACK	14	0.07	
231	CHESTNUTS	14	0.07	
232	INCH	14	0.07	
233	JUST	14	0.07	
234	LETTUCE	14	0.07	
235	MORE	14	0.07	
236	OPTIONAL	14	0.07	
237	PEAS	14	0.07	
238	SOUR	14	0.07	
239	SPRINKLE	14	0.07	
240	ALLOW	13	0.06	
241	BAMBOO	13	0.06	
242	DICED	13	0.06	
243	DOUGH	13	0.06	
244	FOOD	13	0.06	
245	GLUTINOUS	13	0.06	
246	GOLDEN	13	0.06	
247	GRATED	13	0.06	
248	OFF	13	0.06	
249	PEPPERS	13	0.06	
250	PUMPKIN	13	0.06	

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APPENDIX B

The Frequency and Word Classes of Thai Food Recipes Corpus

n. = Noun adv. = Adverb conj. = Conjunction det. = Determiner
 v. = Verb prep. = Preposition abbr. = Abbreviation neg. = Negative
 adj. = Adjective pron. = Pronoun inf. = Infinitive

<u>All Groups</u>					<u>Internet</u>		<u>Cookbook</u>	
No.	Word	Freq.	%	WordClasses	Word	Freq.	Word	Freq.
1	THE	1,139	5.46	det.	THE	601	THE	538
2	AND	836	4.00	conj.	AND	414	AND	422
3	A	398	1.91	det.	A	230	A	168
4	TO	353	1.69	prep., inf.	OF	211	TO	146
5	IN	295	1.41	adv., prep.	TO	207	ADD	143
6	OF	291	1.39	conj.	IN	170	IN	125
7	ADD	269	1.29	v.	WITH	131	SAUCE	114
8	WITH	236	1.13	prep.	ADD	126	WITH	105
9	SAUCE	235	1.13	n.	SAUCE	121	FOR	97
10	FOR	191	0.91	prep.	UNTIL	104	INTO	91
11	UNTIL	190	0.91	prep.	CUP	99	UNTIL	86
12	CUP	184	0.88	n.	FOR	94	CUP	85
13	SUGAR	170	0.81	n.	COCONUT	92	HEAT	81
14	COCONUT	164	0.79	n.	SUGAR	89	SUGAR	81
15	INTO	157	0.75	prep.	IS	83	OF	80
16	MINUTES	152	0.73	n.	MINUTES	79	WATER	79
17	HEAT	151	0.72	n., v.	OR	73	MINUTES	73
18	OR	144	0.69	conj.	TABLESPOONS	73	COCONUT	72
19	WATER	142	0.68	n.	HEAT	70	OR	71
20	IS	140	0.67	v.	INTO	66	TBSP	66

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<u>All Groups</u>					<u>Internet</u>		<u>Cookbook</u>	
No.	Word	Freq.	%	WordClasses	Word	Freq.	Word	Freq.
21	TABLESPOONS	132	0.63	n.	STIR	63	OIL	63
22	OIL	122	0.58	n.	WATER	63	FISH	62
23	FISH	121	0.58	n.	THAI	61	OZ	62
24	STIR	115	0.55	v.	TABLESPOON	60	GARLIC	60
25	GARLIC	113	0.54	n.	FISH	59	TABLESPOONS	59
26	THEN	110	0.53	adv.	OIL	59	PORK	58
27	MILK	109	0.52	n.	THEN	57	CUT	57
28	CHICKEN	107	0.51	n.	INGREDIENTS	56	IS	57
29	SLICED	100	0.48	v.	MILK	56	CHICKEN	54
30	CUT	95	0.46	v.	CHOPPED	54	MILK	53
31	RICE	94	0.45	n.	CHICKEN	53	THEN	53
32	CHOPPED	93	0.45	v.	GARLIC	53	STIR	52
33	TABLESPOON	93	0.45	n.	SLICED	52	SLICED	48
34	TBSP	91	0.44	abbr.	RICE	51	LIME	47
35	INGREDIENTS	90	0.43	n.	CURRY	50	CUPS	46
36	CURRY	88	0.42	n.	PAN	47	RICE	43
37	PASTE	85	0.41	n., v.	PASTE	46	SERVE	43
38	LIME	83	0.4	n.	THIS	46	LEAVES	42
39	LEAVES	82	0.39	n.	TEASPOON	43	FRY	41
40	CUPS	79	0.38	n.	WELL	43	ON	41
41	ON	79	0.38	prep., adj.	IT	42	CHOPPED	39
42	SERVE	79	0.38	v.	YOU	42	OVER	39
43	PORK	78	0.37	n.	LEAVES	40	PASTE	39
44	TIME	77	0.37	n.	AS	39	CURRY	38
45	IT	75	0.36	pron.	COOKING	39	JUICE	38
46	TEASPOON	75	0.36	n.	TIME	39	TIME	38
47	THAI	75	0.36	n., adj.	CUT	38	RED	36

All Groups					Internet		Cookbook	
No.	Word	Freq.	%	WordClasses	Word	Freq.	Word	Freq.
48	OVER	72	0.34	prep., adv.	ON	38	SALT	36
49	FROM	71	0.34	prep.	FROM	37	PUT	35
50	THIS	70	0.34	pron., adj.	LIME	36	FROM	34
51	COOKING	68	0.33	n.	SERVE	36	G	34
52	JUICE	68	0.33	n.	WOK	36	HOT	34
53	SALT	68	0.33	n.	FRIED	35	INGREDIENTS	34
54	WOK	68	0.33	n.	FRESH	34	IT	33
55	OZ	67	0.32	abbr.	ARE	33	MLS	33
56	WELL	67	0.32	adv.	CUPS	33	SOY	33
57	RED	66	0.32	n., adj.	OVER	33	TABLESPOON	33
58	FRY	65	0.31	v.	SHRIMP	33	CORIANDER	32
59	HOT	65	0.31	adj.	BE	32	TEASPOON	32
60	SOY	63	0.30	n.	DISH	32	WOK	32
61	BOIL	60	0.29	v.	SALT	32	REMOVE	30
62	REMOVE	59	0.28	v.	BOIL	31	BOIL	29
63	FRESH	58	0.28	adj.	HOT	31	COOKING	29
64	CORIANDER	57	0.27	n.	IF	31	SERVES	29
65	DISH	57	0.27	n.	CAN	30	PRAWNS	28
66	YOU	57	0.27	pron.	JUICE	30	ONION	27
67	G	56	0.27	abbr.	RED	30	PIECES	27
68	FRIED	55	0.26	v.	SOY	30	STOCK	27
69	MEDIUM	54	0.26	n., adj.	MEDIUM	29	ABOUT	26
70	PREPARATION	53	0.25	n.	PEPPER	29	COOK	26
71	SMALL	53	0.25	adj.	REMOVE	29	TSP	26
72	ARE	52	0.25	v.	SMALL	29	DISH	25
73	MIX	52	0.25	v.	PREPARATION	28	FINELY	25
74	PAN	52	0.25	n.	STEP	28	GREEN	25
75	ABOUT	51	0.24	adv.	GRAMS	27	MEDIUM	25

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All Groups					Internet		Cookbook	
No.	Word	Freq.	%	WordClasses	Word	Freq.	Word	Freq.
76	SERVES	51	0.24	v.	MIX	27	MIX	25
77	AS	50	0.24	adv., prep.	ONIONS	27	PREPARATION	25
78	SHRIMP	50	0.24	n.	ABOUT	25	FRESH	24
79	FINELY	49	0.23	adv.	CORIANDER	25	SMALL	24
80	GREEN	49	0.23	n.	TBSP	25	THIS	24
81	PUT	48	0.23	n., adj.	FINELY	24	WELL	24
82	IF	47	0.23	conj.	FRY	24	WHEN	24
83	ONION	47	0.23	n.	GREEN	24	COOKED	23
84	PIECES	47	0.23	n., v.	MEAT	24	DRIED	23
85	COOK	46	0.22	v.	NOODLES	24	VEGETABLES	23
86	PRAWNS	46	0.22	n.	BOWL	22	CHILIES	22
87	WHEN	46	0.22	adv., conj.	DRIED	22	MIXTURE	22
88	BE	45	0.22	v.	G	22	ROASTED	22
89	DRIED	45	0.22	v.	PLACE	22	BRING	21
90	COOKED	43	0.21	v.	SERVES	22	SERVING	21
91	GRAMS	43	0.21	n.	WHEN	22	BEAN	20
92	MIXTURE	43	0.21	n.	MIXTURE	21	FRIED	20
93	NOODLES	43	0.21	n.	PALM	21	PLACE	20
94	PLACE	42	0.20	n., v.	SHALLOTS	21	ARE	19
95	STOCK	41	0.20	n., v., adj.	THEM	21	NOODLES	19
96	VEGETABLES	41	0.20	n.	VERY	21	SPRING	19
97	BEAN	40	0.19	n.	BEAN	20	SWEET	19
98	ROASTED	40	0.19	v., adj.	COOK	20	GARNISH	18
99	PEPPER	39	0.19	n.	COOKED	20	MINCED	18
100	BRING	38	0.18	v.	GROUND	20	MINS	18
101	SHALLOTS	38	0.18	n.	ONION	20	BASIL	17
102	CAN	37	0.18	n., v.	PIECES	20	CHILLI	17

All Groups					Internet		Cookbook	
No.	Word	Freq.	%	WordClasses	Word	Freq.	Word	Freq.
103	SERVING	37	0.18	n.	PORK	20	CLOVES	17
104	BOWL	36	0.17	n.	BROWN	19	DRAIN	17
105	GARNISH	36	0.17	v.	CREAM	19	LIGHT	17
106	PALM	36	0.17	n.	USE	19	POUND	17
107	TSP	36	0.17	abbr.	BY	18	POWDER	17
108	SPRING	35	0.17	v.	GARNISH	18	SHALLOTS	17
109	THEM	35	0.17	pron.	NOT	18	SHRIMP	17
110	GROUND	34	0.16	n., v.	PRAWNS	18	SIMMER	17
111	MLS	33	0.16	abbr.	ROASTED	18	STIRRING	17
112	SIMMER	32	0.16	v.	VEGETABLES	18	BOILING	16
113	ALL	32	0.15	n., adj., adv.	ALL	17	FLOUR	16
114	BOILING	32	0.15	n.	BRING	17	GRAMS	16
115	POWDER	32	0.15	n.	CHILI	17	IF	16
116	BROWN	31	0.15	n., v.	FILLING	17	ALL	15
117	CHILLIES	31	0.15	n.	ASIDE	16	BEANS	15
118	ONIONS	31	0.15	n.	BOILING	16	CHILLIES	15
119	CLOVES	30	0.14	n.	CHILLIES	16	CONTINUE	15
120	NOT	30	0.14	adv., neg.	EGG	16	EGGS	15
121	SWEET	30	0.14	n., adj.	HALF	16	PALM	15
122	CHILI	29	0.14	n.	SERVING	16	SYRUP	15
123	CHILLI	29	0.14	n.	SHREDDED	16	TRANSFER	15
124	FLOUR	29	0.14	n.	SIMMER	16	YOU	15
125	THICK	29	0.14	n., adj.	SPRING	16	BOWL	14
126	CREAM	28	0.13	n., v., adj.	TASTE	16	CHESTNUTS	14
127	DRAIN	28	0.13	v.	TEASPOONS	16	GROUND	14
128	MEAT	28	0.13	n.	AN	15	KAFFIR	14
129	POUND	28	0.13	v.	CHILE	15	MUSHROOMS	14

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All Groups					Internet		Cookbook	
No.	Word	Freq.	%	WordClasses	Word	Freq.	Word	Freq.
130	STEP	28	0.13	n., v.	POWDER	15	POT	14
131	CHILIES	27	0.13	n.	SALAD	15	REMAINING	14
132	KAFFIR	27	0.13	n.	SPOON	15	SOAKED	14
133	TOGETHER	27	0.13	adv.	THICK	15	THAI	14
134	TRANSFER	27	0.13	v.	THINLY	15	THEM	14
135	BEANS	26	0.12	n.	ALSO	14	THICK	14
136	CONTINUE	26	0.12	v.	FRYING	14	BE	13
137	EGG	26	0.12	n.	LARGE	14	DONE	13
138	EGGS	26	0.12	n.	METHOD	14	TOGETHER	13
139	PEANUTS	26	0.12	n.	PEANUTS	14	TOP	13
140	TASTE	26	0.12	v.	SET	14	BROWN	12
141	THINLY	26	0.12	adv.	STOCK	14	CABBAGE	12
142	VERY	26	0.12	adv., adj.	TOGETHER	14	CHILI	12
143	CABBAGE	25	0.12	n.	YOUR	14	CHINESE	12
144	METHOD	25	0.12	n.	BUT	13	COMBINE	12
145	MUSHROOMS	25	0.12	n.	CABBAGE	13	FRAGRANT	12
146	PEELED	25	0.12	v.	CLOVES	13	GALANGAL	12
147	STIRRING	25	0.12	n.	FLOUR	13	LEMONGRASS	12
148	BY	24	0.11	prep., adj.	JUST	13	NOT	12
149	HALF	24	0.11	n., adj.	KAFFIR	13	PEANUTS	12
150	LIGHT	24	0.11	adj.	PEELED	13	PEELED	12
151	TOP	24	0.11	adj.	PEPPERS	13	AS	11
152	COMBINE	23	0.11	n., v.	POUR	13	DEEP	11
153	FILLING	23	0.11	n.	PUT	13	GLUTINOUS	11
154	FRYING	23	0.11	n.	THAT	13	LONG	11
155	SALAD	23	0.11	n.	VEGETABLE	13	LOW	11
156	SHREDDED	23	0.11	v.	BEEF	12	MAKE	11

<u>All Groups</u>					<u>Internet</u>		<u>Cookbook</u>	
No.	Word	Freq.	%	WordClasses	Word	Freq.	Word	Freq.
157	SPOON	23	0.11	n., v.	CHILLI	12	METHOD	11
158	USE	23	0.11	v.	COOL	12	SIZED	11
159	AN	22	0.11	det.	MINUTE	12	SOUP	11
160	THIN	22	0.11	adj., adv.	SHOULD	12	THEY	11
161	FRAGRANT	21	0.10	adj.	STEAMED	12	THIN	11
162	MINCED	21	0.10	v.	TRANSFER	12	THINLY	11
163	POUR	21	0.10	v.	BEANS	11	AGAIN	10
164	REMAINING	21	0.10	n.	COMBINE	11	BLACK	10
165	THEY	21	0.10	pron.	CONTINUE	11	EACH	10
166	LARGE	20	0.10	adj., adv.	DRAIN	11	EGG	10
167	LOW	20	0.10	adj., adv.	EGGS	11	ONCE	10
168	MINUTE	20	0.10	n.	INSTRUCTIONS	11	PEPPER	10
169	POT	20	0.10	n.	LITTLE	11	TAMARIND	10
170	SOUP	20	0.10	n.	MUSHROOMS	11	TASTE	10
171	THROUGH	20	0.10	v., adj.	PLATE	11	THOROUGHLY	10
172	UP	20	0.10	adv., prep.	POUND	11	TOMATO	10
173	ASIDE	19	0.09	adj.	RETURN	11	TOMATOES	10
174	BEEF	19	0.09	n.	SLICES	11	TURN	10
175	BUT	19	0.09	conj., adv.	SWEET	11	BOILED	9
176	CHINESE	19	0.09	n.	TAPIOCA	11	CREAM	9
177	DONE	19	0.09	v., adj.	TENDER	11	FOOD	9
178	EACH	19	0.09	adj., adv.	THAILAND	11	FRYING	9
179	GINGER	19	0.09	n.	THIN	11	GINGER	9
180	LITTLE	19	0.09	adj., adv.	THROUGH	11	HAS	9
181	TAMARIND	19	0.09	n.	TOP	11	ML	9
182	TEASPOONS	19	0.09	n.	TOSS	11	OYSTER	9
183	TENDER	19	0.09	v., adj.	TWO	11	PEPPERCORNS	9

<u>All Groups</u>					<u>Internet</u>		<u>Cookbook</u>	
No.	Word	Freq.	%	WordClasses	Word	Freq.	Word	Freq.
184	YOUR	19	0.09	pron.	UP	11	RAW	9
185	BASIL	18	0.09	n.	USING	11	SEASON	9
186	COOL	18	0.09	n., adj.	WHITE	11	SHALLOT	9
187	GALANGAL	18	0.09	n.	GINGER	10	SOUR	9
188	LONG	18	0.09	n., adv., adj.	GRATED	10	STRIPS	9
189	MINS	18	0.09	abbr.	MORTAR	10	THROUGH	9
190	MORTAR	18	0.09	n.	PEAS	10	UP	9
191	OYSTER	18	0.09	n.	PODS	10	AT	8
192	PLATE	18	0.09	n.	RECIPE	10	BIG	8
193	THOROUGHLY	18	0.09	adj., adv.	STYLE	10	BITE	8
194	TOSS	18	0.09	n., v.	THEY	10	CASSAVA	8
195	WHITE	18	0.09	n., adj.	TSP	10	CUCUMBER	8
196	DEEP	17	0.08	adj.	USED	10	FL	8
197	MAKE	17	0.08	v.	WE	10	HALF	8
198	PEPPERCORNS	17	0.08	n.	ZUCCHINI	9	I	8
199	RAW	17	0.08	adj.	COVER	9	LITTLE	8
200	SLICES	17	0.08	v.	EACH	9	MANGO	8

APPENDIX C

Verb Form Analysis

I Imperatives

Some examples of imperatives and passive forms are shown into two parts, namely cookbooks and the Internet as follows:

Imperatives from Cookbooks

1. Place the oil in a wok over medium heat.
2. Do not crowd the wok.
3. Remove from the oil and drain on absorbent paper.
4. Serve with chilli sauce or catsup.
5. Steam the stuffed chicken wings over boiling water on medium heat for 15 minutes.
6. Arrange on a serving dish.
7. Garnish with sweet basil.
8. Grind the coriander roots, garlic and peppercorn in a mortar and pestle or spice grinder.
9. Deep-fry the rolls in hot oil over medium-high heat.
10. Bring half the coconut milk to a slow boil.
11. Do not stir.
12. Scale and clean the fish.
13. Remove all bones from the duck and cut the meat into bite-sized pieces.
14. Serve with plain rice.
15. Sprinkle with the basil leaves and chilies.

Imperatives from the Internet

1. Clean and prepare the chicken.
2. Place the shrimp rolls in a steamer over boiling water.
3. Transfer from the steamer and leave to cool.
4. Do not overcook the mushrooms.
5. Combine all the curry paste ingredients and process to a fine paste.
6. Add coconut milk and blend well.
7. Spoon the curry into a bowl and serve with rice.
8. Transfer to a small pan and cook for 15 minutes over medium heat.
9. Peel the prawns and clean well.
10. Drain and put aside.
11. Decorate the dish with fresh mint leaves.
12. Soak the dried shrimp in the hot water for about 15 minutes.
13. Garnish the salad with a sprig of fresh coriander.
14. Taste for the balance of sugar and salt.
15. Pick up a little rice and eat it.

II Passive Forms

Passive Forms from Cookbooks

1. The outside of the pork is cooked.
2. Pickled ginger or cucumber relish can also be served as condiments.
3. All the ingredients are thoroughly mixed.
4. The sugar is melted.
5. The cake is cooked and browned on top.
6. Red pork rice would be eaten with Tofu soup.
7. The pork and prawn are done.
8. Any variety of seafood may be substituted.

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9. All the vegetables are cooked.
10. This can be stored in a bottle for about 1 month.

Passive Forms from the Internet

1. The filling is cooked.
2. The beef is simmered
3. It could also be made with pork or chicken.
4. The cooking time must be shortened.
5. The prawns are almost cooked.
6. This can be served in a wide variety of ways.
7. Ground pepper can be added in the fried rice.
8. The other ingredients are almost cooked.
9. Green peppercorns are sold in Thailand on the stem.
10. Cauliflower is almost done.



APPENDIX D

The List of Thai Cookbooks

1. *The Best of Thai Dishes* by Srisamon Kongpan (2003) from Duangkamon Bookshop.
2. *Popular Thai Cuisine* by Nida Hongwiwat (2003) from Dokya Bookshop.
3. *A Passion for Thai Cooking* by Sompon & Elizabeth Nabnian (2000) from the Book Center of Chulalongkorn University.
4. *Authentic Recipes from Thailand* by Sven Hrauss & Vira Sanguanwong (2004) from Asia Books.
5. *Thai Cooking* by Jackum Brown (1998) from Asia Books.

The List of Websites from the Internet

1. <http://www.yummytaste.com>
2. <http://www.mcdang.com> by M.L.Sirichalerm Svatiwat.
3. <http://www.importfood.com>
4. <http://www.yingsakfood.com> from Institute of Culinary Art (ICA) and Thai & International Food Academy (TIFA) by Yingsak Jonglerdjedsadawong.
5. <http://www.thaimenu.net>

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