

# CONDITIONAL PRACTICE IN HASLEHURST'S *THE FAMILY FRIEND* (1814)\*

Margarita-Esther Sánchez-Cuervo  
Carmen-María Yeste-Ruiz  
Universidad de Las Palmas de Gran Canaria

## ABSTRACT

This article examines *if*-sentences in Priscilla Haslehurst's *The Family Friend* (1814) as a case study of women's recipe writing within instructive prose. Combining Sweetser's functional domains with Martin and White's Appraisal framework, it analyses both what conditionals do and how forcefully they are expressed. Using targeted *CasualConc* searches and manual checking, 109 conditionals were identified: 88 content and 21 speech-act tokens, with no epistemic uses, an absence that fits the procedural logic of the genre. Content *if*-clauses mainly realise Engagement as entertain, shifting to disclaim or proclaim in categorical contexts, while Graduation operates through modals, thresholds, and quantification. Overall, the analysis shows a clear functional division: content clauses organise action and outcome, whereas speech-act clauses manage interpersonal stance, offering a replicable model for comparison across women's instructive texts.

KEYWORDS: *If*-Conditional Sentences, Appraisal Theory, Women's Instructive Prose, Historical Recipe Discourse, Evaluative Language

## EMPLEO DEL CONDICIONAL EN EL LIBRO DE RECETAS DE HASLEHURST: *THE FAMILY FRIEND* (1814)

## RESUMEN

Este artículo analiza las oraciones condicionales con *if* en *The Family Friend* (1814) de Priscilla Haslehurst como ejemplo de escritura instructiva femenina. A partir de los dominios funcionales de Sweetser y la Teoría de la Valoración de Martin y White, se estudia su función y grado de fuerza expresiva. El análisis identifica 109 condicionales, 88 de contenido y 21 de acto de habla, sin usos epistémicos, en línea con la lógica procedimental del género. Las cláusulas de contenido realizan *engagement* como *entertain*, con desplazamientos hacia *disclaim* o *proclaim*, mientras que la graduation se articula mediante modales y cuantificación. Los resultados muestran una división clara: las cláusulas de contenido organizan la acción y el resultado, y las de acto de habla gestionan la postura interpersonal.

PALABRAS CLAVE: oraciones condicionales con *if*, teoría de la valoración, prosa instructiva de mujeres, discurso histórico de recetas, lenguaje evaluativo

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## 1. INTRODUCTION

This article examines the *if*-conditional sentences in Priscilla Haslehurst's *The Family Friend, and Young Woman's Companion; or Housekeeper's Instructor* (1814), hereafter *Family Friend*, a single-author recipe book. The study is situated within the wider *Corpus of Women's Instructive Texts in English* (1800-1899), hereafter CoWITE19 (Alonso-Almeida et al. 2025), but narrows its lens to one author so that patterns of conditional usage can be traced consistently across a unified stylistic and pragmatic context.

Written recipes often offer more than bare instructions. Authors anticipate readers' likely needs and calibrate guidance accordingly: choices of presentation, degree of technicality, and the staging of procedures all reflect an assessment of audience knowledge (Wharton 2010, 68-69). In this sense, recipe prose is typically less mannered than the language of a treatise because it addresses a broad readership who may not favour elevated expression. As a flexible genre that adapts to its users, the recipe can register changes in social and cultural codes and show how language is recruited to secure a practical effect on the reader (Alonso-Almeida 2013, 68-69). It is unsurprising, then, that recipes often tell us as much about expectations and norms as about cuisine itself (Pennell 2009, 15; see also Griffin & Ryley 2024).

The notion of genre applied here follows a functional-grammar perspective in which categories are established according to use rather than form (Eggs 2004; Biber 1988, 170). By contrast, text types are defined through internal linguistic criteria, including morphosyntactic and lexical features (Alonso-Almeida & Álvarez-Gil 2020, 64-65; Biber 1988, 70; Carroll 1999, 28). Although many recipes are strongly paratactic, complex subordination is common, including clauses of time, cause, condition, and concession (Álvarez-Gil and Sánchez-Cuervo 2024; Sánchez-Cuervo 2025). Distinctive traits of the register include headings, variable sentence realisation (from full sentences to 'telegram' style), imperative and other verbal choices, possessive reference to ingredients and implements, object omission, temporal sequencing, sentence complexity, and the presence of loanwords and polite refinements. Technical specification covers weights and measures, required instruments, temperatures, and timings. A conventional organisation into 'title', 'ingredients', 'procedure', and 'how to serve' is well attested (Görlach 1992, 746; 2004, 124-125), yet authors frequently extend this template with storage advice, 'use before' guidance, and other context-specific sections (Alonso-Almeida 2013, 2024, forthcoming; Álvarez-Gil & Soto-Déniz 2024; Carroll 2003, 2009; De la Cruz Cabanillas 2017; Griffin & Ryley 2024; Mäkinen 2011; Ortega-Barrera 2010; Taavitsainen 2001).

Against this backdrop, Haslehurst's book offers a compact setting in which to observe how conditionality guides instruction. We classify each *if*-clause by

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function and relate that function to stance using Martin and White's Appraisal framework (2005), and we also read the clauses through Sweetser's domains (1990). In practice, we distinguish conditionals that link a state of the world to an action or outcome (Sweetser's content domain) from those that manage reader choice and convenience (Sweetser's speech-act domain). This mapping supports a functional split, since content *if*-clauses do the ideational work of modelling processes and results, while speech-act *if*-clauses do the interpersonal work of offering options, softening directives, and addressing the reader's purposes. Although all three domains (content, epistemic, speech-act) were considered, no epistemic instances were found in this book, so the analysis focuses on content and speech-act conditionals. This study addresses three questions: (1) how 'content' and 'speech-act' conditionals are distributed in *Family Friend*; (2) which 'Engagement' values they realise, given the domain defaults and override rules; and (3) how 'Graduation' resources ('Force', 'Focus', 'Quantification') modulate instruction. We treat 'content' as modelling world-states linked to outcomes and 'speech-act' as offering options to readers.

Focusing on a single author has two advantages. First, it reduces variation from different house styles or editorial habits, which in larger corpora can hide how a single writer handles conditional meaning in a consistent way. Second, it lets us give a closer account of how lexico-grammatical choices (for example, modals in either protasis or apodosis, negation and focusers like 'only') adjust the writer's Engagement and Graduation values while keeping Attitude mostly practical and explicit. In Haslehurst, these resources signal readiness tests, warnings, remedies, and procedural branches, and they also mark optional paths when reader preference is invited.

The results below show how conditional resources are distributed in Haslehurst's collection and how they balance procedural clarity with interpersonal flexibility. They also show that nineteenth-century instructional prose persuades not only by telling readers what to do, but by managing likelihood, choice, and degree for the reader. The article is organised as follows. Section 1 sets out the framework (Appraisal) and how it is used with conditional analysis. Section 2 describes the corpus and method, the analytic stages, and the coding protocol used for the commentary on *if*-sentences. Section 3 presents the analysis and discussion, grouping instances into 'content' and 'speech-act' cases. The conclusions follow.

## 2. THEORETICAL FRAMEWORK

### 2.1. THE APPRAISAL THEORY

'Evaluation' refers to the linguistic means by which writers signal attitudes, judgements, and stances toward entities, events, or propositions. It ranges from lexical choice to grammatical patterning and discourse organisation, shaping both interpersonal and ideational meaning (Hunston and Thompson 2000). Through evaluation, authors position themselves, negotiate values, and either affiliate with or distance from readers, by explicit or implicit means.



Appraisal provides a framework for analysing these resources within Systemic Functional Linguistics (Martin and White 2005). Halliday treats language as a social semiotic that realises three metafunctions at once: ideational, interpersonal, and textual (Halliday 1978, 1994). Appraisal elaborates the interpersonal metafunction and is conventionally described in three subsystems: 'Attitude' (affect, judgement, appreciation), 'Engagement' (sourcing and dialogic scope), and 'Graduation' (force and focus). These categories allow a fine-grained account of how writers manage stance and value in context. The theory comprises three interconnected domains: 'Attitude', 'Engagement', and 'Graduation'.

1. 'Attitude'. The 'Attitude' system operates through three linked evaluative domains that structure how writers position themselves towards experience, behaviour, and phenomena. It includes the linguistic resources for expressing emotions ('Affect'), ethical assessments of behaviour ('Judgement'), and aesthetic valuations of phenomena ('Appreciation') (Martin and White 2005, 35-52). 'Affect' deals with resources for construing emotional reactions, registering positive and negative feelings in response to events (Martin and White 2005, 42). This dimension includes various types of emotional response, realised through modification of participants, affective mental and behavioural processes, and modal adjuncts (Martin and White 2005, 45). 'Judgement' involves attitudes towards behaviour, distinguishing between social esteem (normality, capacity, tenacity) and social sanction (veracity and propriety) (Martin and White 2005, 52-53). These assessments move beyond personal reaction to involve institutionalised feelings about how people should behave. Social esteem is typically policed through oral culture and social networks, whilst social sanction is more often codified as rules, regulations, and laws administered by formal institutions, such as church and state (Martin and White 2005, 52). 'Appreciation' concerns evaluations of semiotic and natural phenomena according to their value within particular fields, encompassing reaction, composition, and valuation as core dimensions (Martin and White 2005, 56). Like 'Judgement', 'Appreciation' represents institutionalised feelings, but as propositions about the worth of things rather than behaviour, often formalised through awards, prizes, grades, and similar systems of assessment (Martin and White 2005, 45).
2. 'Engagement'. This system manages dialogic space in discourse, distinguishing 'monoglossic' utterances (presenting propositions as absolute truths) from 'heteroglossic' ones that acknowledge alternative voices and viewpoints (Martin and White 2005, 97-99). In practical terms, 'Engagement' offers resources that either open space for alternatives ('dialogic expansion') or restrict that space ('dialogic contraction').

Under expansion, 'entertain' ('possibly', 'might') presents a reading as one among several, and 'attribute' ('X claims', 'according to ...') assigns a source. 'Entertain' signals that the writer treats a proposition as one possibility among others, typically through modals ('may', 'might', 'could', 'would'), modal adjuncts ('possibly', 'perhaps',



‘probably’, ‘apparently’), and evidentials (‘it seems/appears’, ‘it would seem’), thereby opening dialogic space (Martin and White 2005, 104-16).

Under contraction, ‘disclaim’ rejects or counters alternatives (negation, ‘even if’), and ‘proclaim’ presents a view with heightened certainty (‘clearly’, ‘of course’). ‘Contraction’ restricts alternatives through ‘disclaim’ (denial/countering) and ‘proclaim’ (heightened certainty). Negation often intensifies contraction: negated *if*-clauses (‘if not ...’, ‘unless ...’) realise ‘disclaim’ by denial, raising a negative condition as the trigger for the main instruction. Concessives (‘even if ...’) realise ‘disclaim’ by countering, acknowledging a contrary case while maintaining the point. ‘Proclaim’ closes space with stance markers such as ‘clearly’, ‘obviously’, and ‘of course’ (Martin and White 2005, 117-35).

3. ‘Graduation’. The third domain, ‘Graduation’, adjusts evaluative meanings by providing resources for amplifying or attenuating both the intensity and the categorical boundaries of attitudinal assessments. It modulates evaluative force through scaling intensity (‘Force’) or adjusting categorical boundaries (‘Focus’) (Martin and White 2005, 135-60). ‘Force’ operates through intensification (‘very sad’, ‘extremely difficult’) and quantification (‘many’, ‘few’, ‘most’) to amplify or diminish the degree of evaluation (Martin and White 2005, 140-44). ‘Focus’ sharpens or softens categorical boundaries, creating prototypical or peripheral instances of categories through resources such as ‘true’, ‘genuine’, ‘real’ (sharpening) or ‘sort of’, ‘kind of’, ‘about’ (softening). Additionally, a structure like ‘only if ...’ is an instance of ‘Graduation’ through focus-sharpening, as it sharply defines a necessary condition and excludes others (Martin and White 2005, 137-39). This system recognises that evaluation is gradable, with meanings that can be intensified, compared, and scaled across a continuum from low to high intensity (Martin and White 2005, 140).

## 2.2. APPRAISAL FRAMEWORK FOR CONDITIONAL DISCOURSE ANALYSIS

The systematic framework for evaluating language provided by ‘Appraisal’ proves particularly helpful when applied to hypothetical discourse, which comprises structures concerned with reasoning, possibility, and consequence. Conditional sentences are ideal sites for ‘Appraisal’ analysis because their speculative nature creates dialogic spaces where speakers negotiate epistemic stance through both ‘Engagement’ and ‘Graduation’ resources. Although all three domains (‘content’, ‘epistemic’, ‘speech-act’) were considered (Sweetser 1990), recipe conditionals typically encode either world-states linked to procedures or options for readers, not hypotheses about the truth of propositions. This helps explain the absence of epistemic tokens in *Family Friend*.

The study of conditional sentences in English has evolved considerably from traditional grammatical frameworks to contemporary corpus-linguistic investigations, revealing significant discrepancies between prescriptive models and authentic usage patterns. The foundational work of Quirk et al. (1985, 1086) established conditionals



within the broader category of adverbials, emphasising their semantic role alongside other meanings such as purpose, result, and concession. Their systematic distinction between direct and indirect conditions, with direct conditions subdivided into open and hypothetical conditions (Quirk et al. 1985, 1088-91), has dominated pedagogical approaches for decades. The traditional grammatical paradigm, also exemplified by Thompson et al. (2007, 255), draws a semantic distinction between 'reality' conditionals, referring to 'real' present, 'habitual/generic', or 'past' situations, and 'unreality' conditionals, which designate 'unreal' situations, including imaginative and predictive subtypes.

The functional approach established by Sweetser (1990, 113-21) challenged traditional classifications by introducing a cognitively oriented framework that considers conditional constructions within three domains: 'content', 'epistemic', and 'speech-act' conditionals:

1. The content domain includes conditionals expressing real-world cause and effect.
2. The epistemic domain concerns conditionals reflecting processes of logical reasoning and inference.
3. The speech-act domain focuses on conditionals that negotiate the felicity or appropriateness of a communicative act.

Scholars show that conditionals work interpersonally. Warchal (2010, 141) treats them as a rhetorical means to secure uptake of claims, with evidence across domains (Carter-Thomas and Rowley-Jolivet 2008; Lastres-López 2020; Links 2018; Puentes-Castelo 2017, 2023; Reuneker 2023). They often hedge by making a claim's validity contingent on other factors (Crompton 1997; Hyland 1994; Warchal 2010, 142). They also act as stance markers via evaluative adjectives and adverbs, obligation modals, common-knowledge cues, and inclusive 'we' (Graff and Winn 2006, 2011; Hyland 1998, 2001; Koutsantoni 2004; Myers 1989). These uses manage politeness, humility, uncertainty, and doubt, improving reception of claims (Puentes-Castelo 2023, 74). Interpersonally, they support argumentative force by linking premises to conclusions (Horsella and Sindermann 1992, 138; Katzav and Reed 2004, 242). We argue that historical recipe writing uses the same strategies: conditional frames give clear instructions while engaging readers (Álvarez-Gil and Sánchez-Cuervo 2024; Sánchez-Cuervo 2025). This research emphasises the evolution from purely formal grammatical analysis towards discourse-functional approaches that recognise the rhetorical and interpersonal functions of conditional constructions in authentic communicative contexts.

The integration of Martin and White's (2005) tripartite system of 'Attitude', 'Engagement', and 'Graduation' offers a clear account of how conditional sentences position writers and readers within their discourse communities:

1. Attitude. Attitude is only lightly used here. We treat Attitude as explicit evaluation of processes and outcomes, chiefly as 'Appreciation' ('proper degree', 'sufficient', 'good coloured'), with 'Judgement' and 'Affect' effectively absent in this book.



2. Engagement. For this book, content conditionals are ‘entertain’ by default, opening a possible path (‘if P, then Q’). They shift to ‘disclaim’ with negative or concessive triggers (‘if not’, ‘unless’, ‘even if’) and to ‘proclaim’ when the main clause is categorical (‘must’/‘never’/‘always’). Speech-act conditionals also read as ‘entertain’, since they present options tied to reader goals or preferences. No ‘epistemic’ tokens were found.
3. Graduation. Conditional clauses regularly scale meaning. ‘Force’ appears in modals and intensifiers (‘will’, ‘may’, ‘must’; ‘a little’; ‘very’). ‘Focus’ sharpens or softens boundaries through thresholding and exclusives (‘enough’; ‘only if’; ‘proper’). ‘Quantification’ provides times and measures. Modals in the protasis are logged under ‘Graduation: Force’ and do not change the domain when the protasis still names a world state; modals in the apodosis set stance (‘must’ → ‘proclaim’; ‘may’ → ‘entertain’; ‘will’ → predictive force). This pattern shows how conditional sentences manage the logical link between states and results while calibrating interpersonal pressure with minimal ‘Attitude’.

This theoretical convergence shows how functional linguistics moves beyond traditional taxonomies and frames the analysis that follows, leading into the description of the corpus and method.

### 3. CORPUS DESCRIPTION AND METHODOLOGY

This study employs a mixed-methods approach that integrates corpus-linguistic analysis with ‘Appraisal’ theory (Martin and White 2005) to examine *if*-conditionals in early nineteenth-century women’s instructional writing. The research follows established protocols for evaluative language (Hunston 2010), combining quantitative distributional analysis with qualitative discourse analysis to identify both general patterns and specific interpersonal functions. We cite the 1814 imprint of *The Family Friend, and Young Woman’s Companion; or, Housekeeper’s Instructor*. Examples retain original spelling and capitalisation in citations; normalisation is limited to obvious typographic defects. Page references are to the printed edition.

#### 3.1. CORPUS DESCRIPTION

The data source consists of Priscilla Haslehurst’s *The Family Friend, and Young Woman’s Companion; or, Housekeeper’s Instructor* (1814), selected from the CoWITE19 subcorpus (Corpus of Women’s Instructive Texts in English, 1800-1899) database (Alonso-Almeida et al. 2025). CoWITE represents a comprehensive diachronic corpus of instructional and technical texts authored by women in English between 1550 and 1899, containing approximately 1.75 million words, organised by decade, and encompassing excerpts from printed books and manuscripts related to cookery, domestic economy, health, and dietetics. This project, developed by



the Discourse, Communication and Society research group at the University of Las Palmas de Gran Canaria under the leadership of Francisco J. Alonso-Almeida, comprises four distinct subcorpora, with CoWITE19 (1800-1899) containing approximately 500,000 words and focusing particularly on women's contributions to knowledge transmission in domestic and semi-professional domains. The database entries derive from primary sources accessed through institutional repositories, particularly the Wellcome Collection, the University of Leeds Library, and national repositories in the UK and US. The corpus is accessible through the DiCoS-LA web-based platform and is archived in Zenodo, with comprehensive metadata documentation providing structured information on authorship, dates, genres, topics, and transcription provenance to support research into historical patterns of modality, stance, politeness, and textual authority.

Haslehurst's text is a strong choice for this study due to the author's extensive professional experience spanning more than two decades in domestic service and confectionery instruction. She served as a housekeeper for twelve years in prominent households, such as those of 'Wm. Bethell, Esq., of Rise Park near Beverley, and Mrs. Joddrell of Manchester', as indicated both in her book and documented in historical records (Whitaker 1913, 132). This position within upper-middle-class and aristocratic homes gave her firsthand knowledge of both elaborate entertaining and efficient household management, before she later established an independent confectionery and instructional practice in Sheffield that she maintained for more than two decades.

The work enjoyed considerable commercial success, first issued in Sheffield in 1802 by J. Montgomery and subsequently reprinted, culminating in a seventh enlarged edition of 215 pages, with illustrations, including a frontispiece on carving techniques. The cookbook's subscription model, documented by more than 300 advance orders, indicates strong local support and recognition of Haslehurst's expertise within Yorkshire's regional domestic economy networks. Such subscription patterns were typical of specialised instructional texts authored by practitioners rather than literary figures, reflecting the professionalisation of domestic management in the early nineteenth century.

The text contains more than 350 entries, including recipes, culinary techniques, confectionery methods, meat-carving procedures, and preservation methods. It covers a comprehensive range of early nineteenth-century domestic practices and is arranged systematically into thematic categories, such as soup cookery, meat preparation, and food preservation. The techniques reflect contemporary French influences while maintaining distinctly English characteristics. The pedagogical approach shows Haslehurst's instructional background through a systematic presentation and detailed explanatory notes, including precise timing, temperature guidance, and troubleshooting advice. The subtitle, 'Housekeeper's Instructor', signals an intended audience of domestic professionals and serious practitioners, reflecting the period's recognition of domestic management as a skilled profession.



## 3.2. ANALYTICAL FRAMEWORK AND PROCEDURE

The analysis was conducted in two integrated stages and a coding protocol:

### 3.2.1. *Functional classification*

Conditional constructions were identified using CasualConc (Imao 2022), combining targeted searches for ‘if’-constructions with manual verification to remove false positives and non-conditional uses. Each instance was classified functionally according to Sweetser’s (1990) tripartite model into three domains, and, as noted in the introduction, no ‘epistemic’ tokens were found in this book. The analysis thus focuses on ‘content’ conditionals, which encode causal relations, and ‘speech-act’ conditionals, which set the felicity conditions for a communicative act.

### 3.2.2. *Appraisal analysis.*

Interpersonal meaning was examined using ‘Appraisal’, with a focus on the ‘Engagement’ subsystem. As a working rule:

- ‘Content’ conditionals typically realise ‘entertain’ within ‘Engagement’ (they open a possible path), shifting to ‘disclaim’ with negative or concessive triggers (‘if not’, ‘unless’, ‘even if’) and to ‘proclaim’ when the main clause is categorical (‘must’, ‘never’, ‘always’).
- ‘Speech-act’ conditionals are also ‘entertain’ by default, because they open an option rather than close debate.

### 3.2.3. *Coding protocol.*

The coding was systematic and grid-based, with four passes:

1. Domain. Assign Sweetser domain (‘content’ / ‘speech-act’).
2. Engagement. Start from the domain default (typically ‘entertain’), then override on lexical or modal cues:
  - ‘disclaim’ with forms like ‘unless’, ‘if not’, ‘even if’;
  - ‘proclaim’ with categorical modals (‘must’, ‘never’, ‘always’) or exclusives (‘only if’);
  - Modal placement rule: modals in the protasis (‘should’, ‘can’, ‘may’) are recorded under ‘Graduation: Force’ and do not change the domain if the protasis still describes a state; modals in the apodosis set stance (‘must’ → ‘proclaim’; ‘may’ → ‘entertain’; ‘will’ → predictive force).
3. Attitude. Note any explicit evaluative language (‘A±’ for ‘Appreciation’; ‘J±’ for ‘Judgement’) about outcomes or reader conduct.



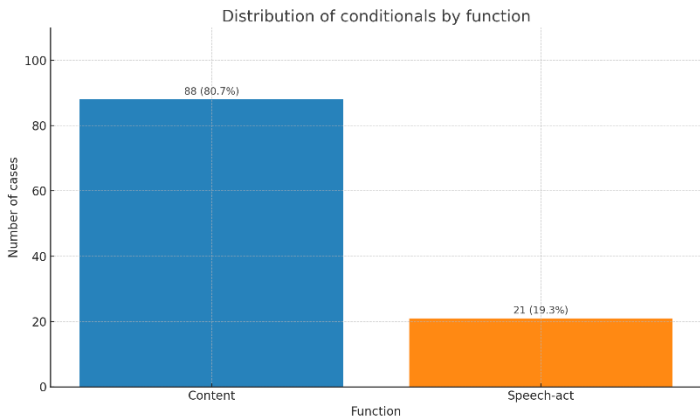


Figure 1. Distribution of *if*-conditionals within *The Family Friend, and Young Woman's Companion; or, Housekeeper's Instructor* (1814).

4. Graduation. Record tokens that scale intensity ('Force'), sharpen or soften categories ('Focus'), or quantify time/amount ('Quantification'). Domain checks used throughout:

- (1) If 'whenever'/'because' paraphrases read naturally → 'content'.
- (2) If the protasis names a world state → 'content'; if it names a reader goal or permission → 'speech-act'.

Within the 'speech-act' domain, we use 'offer' for preference-based options ('if you like/choose/want ...') and 'politeness' when the protasis sets a serving purpose or convenience ('if it is to be served hot'; 'if you please'). Both are coded as 'entertain' within 'Engagement'.

The following table shows the distribution of tokens, types, and lemmas within *The Family Friend* corpus extract:

TABLE 1. TOKENS, TYPES, AND LEMMAS IN PRISCILLA HASLEHURST'S <i>THE FAMILY FRIEND, AND YOUNG WOMAN'S COMPANION; OR, HOUSEKEEPER'S INSTRUCTOR</i> (1814)			
FILE	TOKENS	TYPES	LEMMAS
Haslehurst, Priscilla 1814	46417	2254	2172

#### 4. ANALYSIS AND DISCUSSION OF THE RESULTS

This section examines how *if*-conditionals operate in Priscilla Haslehurst's *Family Friend* (1814), combining Sweetser's domains with the 'Appraisal' framework to describe function and stance in context. As Figure 1 shows, the distribution is

clear, dividing into 88 content cases and 21 speech-act occurrences; no epistemic tokens were found. This pattern suits recipe writing, where conditionals mainly link observable states and procedures to actions and results.

#### 4.1. CONTENT: READINESS TESTS

These items teach readers to recognise stages and thresholds. The ‘protasis’ names a state that can be seen, touched, or otherwise checked in practice, and the ‘main clause’ states a conclusion about sufficiency or attainment. In Appraisal terms, the stance is Engagement: ‘entertain’, carried by predictive futures or plain present. Attitude appears only when evaluation is explicit, typically as positive Appreciation (‘enough’, ‘proper degree’, ‘sufficient’). Graduation gives the fine control: threshold words such as ‘enough’, focused descriptors such as ‘clear’, and occasional comparatives. These tests are central to the genre because they transfer know-how without specialist instruments. The three examples in this group follow the pattern closely and show how simple signals license reliable conclusions.

- (1) “When you have so done, first shake it over the pan, then give it a sudden flirt behind you, and *if* it is enough, the sugar will fly off like feathers”. (Haslehurst 1814, 87)

We read this as a readiness test. The ‘*if*-clause’ sets a checkable threshold, and the ‘main clause’ gives the sign that confirms it. In Sweetser’s terms the domain is ‘content’, since the condition concerns a property of the mixture. In Appraisal we code Engagement as ‘entertain’, supported by the predictive ‘will’. Attitude is positive because ‘enough’ signals success, and ‘Graduation’ is carried by the threshold word ‘enough’ and by the future that marks the prediction. The sentence teaches recognition of a successful stage, not merely the next operation.

- (2) “Draw off the sugar that hangs to the stick into the water, and *if* it becomes hard, and snaps, it has acquired the proper degree”. (Haslehurst 1814, 87)

Here the writer pairs two simple signals with a conclusion about attainment. This is again in the ‘content’ domain, because the condition names a state in the world rather than a conversational choice. The stance is ‘entertain’. ‘Attitude’ is positive through ‘proper degree’, which we take as Appreciation of the result, and ‘Graduation’ sharpens the standard with ‘proper’. The inference is presented as routine practice knowledge that the reader can verify.

- (3) “In order to know if it is done, dip a pen into it, write on white paper, and *if* it shows the colour clear, it is sufficient”. (Haslehurst 1814, 88)

This example uses a visual signal to judge whether the colour of refined sugar is sufficient. The domain is ‘content’, since the *if*-clause describes what the substance



looks like. We code the stance as 'entertain'. Attitude is positive in 'sufficient', and 'Graduation' sharpens the judgement through 'clear'. The line calibrates judgement by linking an observable sign to adequacy.

#### 4.2. CONTENT: WARNINGS AND REMEDIES

Here the conditional flags a risk or a fault and pairs it with either a predicted problem or a corrective step. Negative protases narrow the trigger and therefore contract the dialogic space ('disclaim > deny'), while 'must' in the main clause signals obligation ('proclaim'). When no deontic appears, the stance remains 'entertain' and the strength of the step is recorded under 'Graduation' (for instance 'a little' as lowered 'Force'). This balance of firm triggers with scaled fixes suits household practice, where the writer needs to warn clearly yet avoid overstating amounts or times. The cases below show all three levers at work: process logic ('If you let it boil, it will curdle'), a small remedy for a colour fault, and a necessary remedy once dryness is observed.

- (4) "Then set it over a slow fire, and stir it till it looks white and thick; *if* you let it boil, it will curdle". (Haslehurst 1814, 10)

We read this as a causal warning. The 'if-clause' names an action in the world, and the 'main clause' states the likely consequence. In Sweetser's terms the domain is 'content'. In Appraisal we code Engagement as 'entertain', supported by predictive 'will'. Attitude is negative because 'curdle' marks an undesirable result, and Graduation sits in the certainty of the prediction. The pressure on the reader comes from process logic rather than from deontic wording.

- (5) "Cut the nicest part or two heads of celery, and cayenne pepper, and salt to your taste; *if* not good coloured, put to it a little browning". (Haslehurst 1814, 2)

Here a negative condition activates a small remedy. The reading is 'content', since the trigger is a fault in appearance. For Appraisal, the negated protasis contracts the dialogic space and we code it as 'disclaim > deny'. Attitude is negative in the fault expression. Graduation records 'a little' as a downscaler of force. The balance is typical of the genre, with a firm trigger coupled with a modest correction.

- (6) "*If* the skin appears dry in roasting, you must have a little butter in a cloth and rub over it". (Haslehurst 1814, 35)

Observation of dryness when roasting a pig triggers action. The domain is 'content' because the condition is a property of the meat during roasting. In Appraisal the stance tightens through 'must', which we code as 'proclaim'. Attitude remains negative around 'dry'. Graduation shows a mixed profile: obligation is strong, but amount is restrained by 'a little'. The sentence states necessity without excess.



- (7) *If* the sugar should not appear very fine, give it another boil before you strain it. (Haslehurst 1814, 87)

In clarifying sugar, a tentative trigger meets a clear remedy. The domain is ‘content’, since the protasis describes what the substance looks like. In Appraisal we mark the negated protasis as ‘disclaim > deny’; ‘should’ registers under ‘Graduation: Force’ as a reduction in strength. Attitude is negative in ‘not ... very fine’. Additional Graduation appears in ‘another’ for iteration and in ‘before’ for sequencing. The line acknowledges uncertainty in the test while keeping the corrective step straightforward.

#### 4.3. CONTENT: TIMING AND METHOD

These conditionals map a trait or a technique onto time or ease. In Sweetser’s terms the domain is ‘content’ when size drives roasting duration, method predicts how easily a joint separates, and a two-branch schedule balances precision with flexibility. Stance is usually ‘entertain’, with ‘proclaim’ only where timing is categorical (‘must boil eight minutes’). The older ‘be’ in the protasis is a stylistic choice rather than a stance shift. Overall, they set expectations and prevent over- or under-cooking by linking observable properties to procedural timing.

- (8) “Tie it well to keep the paste from falling; *If* it be a large one, it will take four hours roasting”. (Haslehurst 1814, 11)

While roasting a haunch of venison, we read this as a timing rule that ties size to duration. In Sweetser’s terms the domain is ‘content’, since the condition names a property of the joint. In Appraisal the stance is ‘entertain’ through the predictive ‘will’. There is no Attitude. Graduation lies in the precise measure ‘four hours’. The older ‘be’ is a stylistic form and does not alter the analysis. The mapping of size to time is presented as stable practice knowledge.

- (9) “*If* they are large, they must boil eight minutes; *if* small, not so long”. (Haslehurst 1814, 16)

Here the writer gives a two-branch schedule in her instructions for pickling oysters. The domain is ‘content’ in both branches. In the first apodosis the stance is ‘proclaim’ through ‘must’ with an exact duration; in the second it returns to ‘entertain’ with an open comparative. There is no Attitude. Graduation appears as quantification in ‘eight minutes’ and as a comparative downscaler in ‘not so long’. The pair shows how precision and flexibility are coordinated.

- (10) “In the boiled fowl the leg should be separated from the drumstick, at the joint, which is easily done, *if* the knife is introduced in the hollow, and the thigh bone turned back from the leg bone”. (Haslehurst 1814, 94)



This is a method condition that yields ease of execution. The domain is ‘content’ because the *if*-clause sets a technique. The stance is ‘entertain’. Attitude is positive through ‘easy’, which we take as Appreciation of process. Graduation is not central. The line encodes procedural know-how as a conditional technique that turns a difficult task into a manageable one.

#### 4.4. CONTENT: AVAILABILITY AND EQUIPMENT

Here the conditional ties a step to what the cook has to hand. Because the protasis names inventory or tools, the domain remains ‘content’. The stance is ‘entertain’, and ‘Graduation’ records quantification or gentle scaling (‘any’, ‘a little’). This wording respects kitchen realities and leaves room for sensible substitutions or extra protection, for example laying something over the meat to prevent burning when enough material remains.

- (11) “Stuff it under the two fleshy parts of the meat, and *if* you have any left, lay it over to prevent the meat from burning”. (Haslehurst 1814, 4)

We read this as a precaution that depends on the meat available when dressing a turtle. The protasis names a resource state rather than a preference, so the domain is ‘content’. In Appraisal we code Engagement as ‘entertain’. Attitude is implicitly negative, since ‘burning’ is to be avoided. Graduation appears in the quantifier ‘any’. The instruction respects kitchen realities while protecting the result.

- (12) “*If* you have any oval tins bake a little light paste with a little bread in the inside”. (Haslehurst 1814, 29)

Here the step is conditional on the tools to hand for cooking veal patties. The trigger is equipment on hand, not a reader choice, which keeps the reading in the ‘content’ domain. The stance is ‘entertain’. There is no Attitude. Graduation lowers force through the repeated ‘a little’, signalling delicacy rather than excess. The sentence tells the cook to adapt method to what is available.

- (13) “*If* you have no Rhenish wine, white will do”. (Haslehurst 1814, 45)

This is an inventory-based substitution in the preparation of hartshorn jelly. The domain is ‘content’, since the protasis concerns stock, not taste. We code the stance as ‘entertain’, with predictive force carried by ‘will’. There is no Attitude. ‘Graduation’ is marked by the polarity item ‘no’ and by the future ‘will’. The alternative is framed as sufficient, which suits the economy of recipe writing.



#### 4.5. CONTENT: POLARITY, ‘UNLESS’, AND CONCESSIVES

Negation in the protasis (‘if not ...’, ‘unless ...’) produces ‘disclaim > deny’. Concessives (‘even if ...’) would be coded as ‘disclaim > counter’, but they do not occur in this corpus. In all such cases the domain remains ‘content’ because the *if*-clause still encodes a state of affairs in the world. The single ‘unless’ item is paired with an anaphoric instruction that includes ‘must’, which raises the stance of the main clause to ‘proclaim’. This pairing shows how exception-handling and obligation combine in a compact way that suits recipe prose.

- (14) “A goose is seldom quite dissected, *unless* the company is very large, in which case the method must be pursued”. (Haslehurst 1814, 95)

We read this as an exception rule. The ‘unless’ clause functions as a negative conditional and sets the special case where full dissection becomes appropriate. The domain is ‘content’, since the condition names a worldly circumstance (party size). In Appraisal we code the ‘unless’ part as ‘disclaim > deny’, and the follow-up instruction as ‘proclaim’ through ‘must’. There is no Attitude. Graduation appears in ‘very large’ and in the categorical force of ‘must’. The pair shows how exception-handling and obligation work together in recipe prose.

- (15) “Let them stand a day or two, and *if* they are not then properly dried, put them in for a day or two longer”. (Haslehurst 1814, 90)

Here a negative trigger extends the drying time for damsons. The reading is ‘content’, because the condition is the state of the items. In Appraisal we mark the protasis as ‘disclaim > deny’. Attitude is negative in ‘not properly’. Graduation lies in the time expression ‘a day or two longer’ and in the focus term ‘properly’. The line refines timing by recognising variability and prescribing a measured extension.

#### 4.6. SPEECH ACT: OFFER

These items make a step appropriate when the reader adopts a preference or goal. The ‘protasis’ presents taste or intention, and the ‘main clause’ provides the corresponding adjustment. The stance is ‘entertain’ because the option is opened rather than enforced, and ‘Graduation’ records permission words such as ‘may’ and amount words such as ‘a glass’. This phrasing gives control to the reader without losing practical detail.

- (16) “*If* you want any for the table, make them smaller”. (Haslehurst 1814, 43)

We read this as an interpersonal conditional. The ‘protasis’ presents a serving goal for French bread that belongs to the reader, and the instruction follows only if that goal is adopted. In Sweetser’s terms the domain is ‘speech-act’, since the condition



regulates the appropriateness of the directive rather than a property of the bread. In Appraisal we code Engagement as ‘entertain’, because the clause opens an option rather than enforcing it. There is no Attitude. ‘Graduation’ appears in ‘any’ and in the comparative ‘smaller’. The effect is to give control to the reader while keeping the guidance practical.

- (17) “You may put a glass of wine in the sauce *if* you like the taste”. (Haslehurst 1814, 24)

This is an offer framed by preference in the preparation of a sauce. The condition is taste, not inventory or process, so we read it as ‘speech-act’. In Appraisal the stance is ‘entertain’ through the permission verb ‘may’. There is no Attitude. ‘Graduation’ includes the downscaled force in ‘may’ and the precise quantity ‘a glass’. The option reduces imposition while keeping the instruction exact.

#### 4.7. SPEECH ACT: POLITENESS

A second small group frames the action as entirely at the reader’s discretion (‘if you please’) or ties it to a serving purpose (‘if it be to eat hot’). The domain is ‘speech-act’ because the condition regulates the suitability of the next move, not a property of the dish. Stance remains ‘entertain’, and precise weights and measures preserve clarity. They keep the method clear and let the reader choose.

- (18) When you work it up with the second liquor, you may, *if* you please, break in two ounces of butter. (Haslehurst 1814, 101)

We read this as a polite option embedded in the procedural frame for making French bread. The relevant conditional element is ‘if you please’, which places the decision with the reader rather than in the state of the mixture. In Sweetser’s terms the domain is ‘speech-act’, since the condition regulates the suitability of the act rather than a property of the recipe. In Appraisal we code Engagement as ‘entertain’, supported by the permission verb ‘may’ and the polite marker. There is no Attitude. ‘Graduation’ appears in the exact quantity ‘two ounces’ and in the reduced force carried by ‘may’. The sentence offers courtesy without sacrificing procedural precision.

- (19) “*If* you would have it eat hot, stick it with cloves, rub it over with the yolk of an egg, strew over it breadcrumbs, baste it with butter”. (Haslehurst 1814, 83)

This ties the step to a serving plan that belongs to the reader. The ‘protasis’ states a preferred mode of service rather than a world state, so we take the domain as ‘speech-act’. We code the stance as ‘entertain’, since the line opens an option rather than enforcing it. There is no Attitude. ‘Graduation’ sits in the contextual marker ‘hot’ and, in the first line, in the softening ‘would’. The pathway is optional and depends on the reader’s plan, not on the behaviour of the dish.



#### 4. CONCLUSION

This study has shown how conditionality organises instruction in Haslehurst's *Family Friend* by combining a functional reading of *if*-clauses (after Sweetser) with an Appraisal account of stance. Across 109 instances, 88 'content' conditionals predominate over 21 'speech-act' uses limited to options and polite instances. No 'epistemic' tokens were found. This distribution suits the genre, where recipes link observable states and procedures to consequences, while the conditional is reserved for interpersonal work only when a reader's goal or preference is at issue.

In Appraisal terms, Engagement is typically 'entertain' for 'content' conditionals, shifting to 'disclaim' with negative or concessive triggers and to 'proclaim' when deontic wording presents a step as categorical. 'Graduation' does most of the fine work, with 'Force' expressed through modals and intensifiers, 'Focus' through thresholding and precision, and 'Quantification' through times and measures. 'Attitude' is scarce and concrete, usually limited to Appreciation of results or processes. The single 'unless' item behaves as a negative conditional ('disclaim > deny') paired with a 'must' instruction ('proclaim'), illustrating how exception-handling and obligation can be compactly combined in recipe prose.

Methodologically, coding the domain by the 'protasis' and the stance by clause, and reporting the 'apodosis' stance as primary when a single label is needed, proved practical and transparent. The result is a clear functional split, with 'Content' conditionals carrying ideational work (diagnosis, warning, remedy, timing, method), whereas 'speech-act' conditionals carry interpersonal work (offers and polite instances). The results also suggest that stance economy, with minimal 'Attitude', calibrated 'Engagement', pervasive 'Graduation', is a hallmark of nineteenth-century instructional style. Future work should test these patterns across additional authors and decades within CoWITE19, and across adjacent subgenres of domestic and technical writing, to assess how far this balance between procedural clarity and interpersonal flexibility generalises.

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