**English Language intuition work**

**Text 1 (given example)**

t’s not hard to make biscuits that hold their shape well while cooking; it’s not hard to make biscuits that taste good and have a melting, buttery texture: what’s hard is to find a biscuit that does all of these things together. This one does it all, and with ease.

Like all doughs, it freezes well, so it makes sense – in a smug, domestic kind of a way – to wrap half of this in clingfilm and stash it in the deep freeze until next needed. It’s hard to specify exactly how much icing you’ll need, but you might end up using more than specified below if you’re using a lot of different colours.

As my children grew up, I always cut out the newly acquired age of each child on his or her birthday. My children couldn’t have contemplated a birthday party without them, and nor could I. Since then, I have found them deliciously invaluable to say and celebrate anything I've needed them to. Truly, an indispensable recipe.

For US cup measures, use the toggle at the top of the ingredients list

I believe the language in this text is emotional as Nigella Lawson who made the book how to be a Domestic Goddess references her kids to emphasise how special theses biscuits are to make them sound more convincing using emotional language. Another way Nigella Lawson uses language to improve her introduction is that she speaks in the first person on the third paragraph to allow us to sympathise with her feelings towards the specialty of these biscuits which then encourages too bake them ourselves giving us another example of how she is able to use language to convince us of the quality of her product and recipe.

Throughout this short introduction it is worth identifying that Nigella Lawson uses a very informal approach of language as she uses pronouns such as I and We. Even the layout is purposely made to grab are attention as the text is broken into three small paragraphs all being different and trying to grab our attention whether that’s through the use of strong adjectives such as melting and buttery texture for the first paragraph and then a first person memory to push us into believing the biscuits hold special sentimental value and are completely unique.

**Text 2**

Touring USA and Canada

This is not your grandparents’ touring holiday. Forget being herded around against the clock, and joyless, conveyor-belt meals. This is touring curated with time and space to breathe in

your surroundings and truly experience your destination. This is exploring unforgettable regions in unexpected and exciting ways. This is the new touring, and we think you’re going to love it.

**ESCORTED TOURS**

It’s all about give and take. We take the time to source itineraries that explore extraordinary regions and inspiring themes. We take care of all the planning and organisation, from travel and accommodation to delicious meals and phenomenal experiences. And, we give you

a holiday brimming with fun, relaxation and adventure.

**SELF-DRIVE TOURS**

With our fantastic, freedom-focused self-drive tours, we do all the organisational heavy lifting. All you have to do, once you’ve arrived, is pick up the keys to your ride (that drop-top Mustang looks so you) tap your first destination into the sat nav and hit the open road. And if you fancy taking a detour (or three), we say *feel free*. It’s your holiday.

**RAIL JOURNEYS**

Leave the commuter crush way behind you. This is comfortable, convenient rail travel through some of the most sensational terrain in North America. Whether you cross unspoilt Canada on the legendary Rocky Mountaineer or thread the needle between iconic East Coast cities, you’ll be in no hurry to disembark.

This text is really quite effective at immersing your imagination through its use of language as after reading it you feel compelled to experience this holiday for yourself showing its effectiveness as an advertisement. The genre is family brochures and its language convince you to participate through its strong endearing adjectives such as “phenomenal experiences”.

Within the first line of the text the writer of the brochure uses the synonym grandparents’ touring holiday to persuade us this will not be something the elderly would enjoy and that it will be packed with excitement throughout the holiday. This is such a great use for a synonym as the writer uses the fact that when we hear grandparents wouldn’t like or might hate it we are instantly drawn to the idea of this holiday being suited for us instead and in our mind our imagination now raises our expectations of the holiday and makes the audience want to participate more than ever. Another use of language would be the layout of this text, the layout draw’s our attention as due to the spacing and titles we now have another 3 highlighted positives for paying for this trip which build up to feel that the holiday arrangements for the price are generous. Those positives are self-drive tours, rail journeys and escorted tours. These benefits are purposely arranged separately in order to exaggerate each benefit rather than just briefly listing them making the positives stand out and giving me another example of how language can be used to improve advertisement.

Text 3

**September 2, 1666**

It was a small mistake, but with great consequences. On September 2, 1666, Thomas Farrinor, baker to King Charles II of England, failed, in effect, to turn off his oven. He thought the fire was out, but apparently the smouldering embers ignited some nearby firewood and by one o'clock in the morning, three hours after Farrinor went to bed, his house in Pudding Lane was in flames. Farrinor, along with his wife and daughter, and one servant, escaped from the burning building through an upstairs window, but the baker's maid was not so fortunate, becoming the Great Fire's first victim. Did these cakes set fire to London?

The fire then leapt across Fish Street Hill and engulfed the Star Inn. The London of 1666 was a city of half-timbered, pitch-covered medieval buildings and sheds that ignited at the touch of a spark--and a strong wind on that September morning ensured that sparks flew everywhere. From the Inn, the fire spread into Thames Street, where riverfront warehouses were bursting with oil, tallow, and other combustible goods. By now the fire had grown too fierce to combat with the crude firefighting methods of the day, which consisted of little more than bucket brigades armed with wooden pails of water. The usual solution during a fire of such size was to demolish every building in the path of the flames in order to deprive the fire of fuel, but the city's mayor hesitated, fearing the high cost of rebuilding. Meanwhile, the fire spread out of control, doing far more damage than anyone could possibly have managed.

This text is taken from the diary of Samuel Pepys and refers to the time of the great fire of London making the genre historic. The Text uses language creatively to portray the situation for example the line “thought the fire was out” foreshadows the start of the Great Fire, building tension through the diary grabbing our attention to the devastation soon to happen. Another use of language in the text is how the text ends on the fire spread out of control before sharply finishing leaving the reader thinking about the vast damage allowing the diary to stick in their head.

**Text 4**

**July 22, 2016**

**Why Singapore’s kids are so good at maths**

**The city-state regularly tops global league tables. What’s the secret of its achievement?**

Sie Yu Chuah smiles when asked how his parents would react to a low-test score. “My parents are not that strict, but they have high expectations of me,” he says. “I have to do well. Excel at my studies. That’s what they expect from me.” The cheerful, slightly built 13-year-old is a pupil at Admiralty, a government secondary school in the northern suburbs of Singapore that opened in 2002.

At meetings of the world’s education ministers, when it is Singapore’s turn to speak, “everyone listens very closely”, says Andreas Schleicher, head of the OECD’s education assessment programme.

But what is it about Singapore’s system that enables its children to outperform their international peers? And how easy will it be for other countries to import its success?

A densely populated speck of land in Southeast Asia, Singapore is bordered by Malaysia to the north and the leviathan archipelago of Indonesia to the south. The former British trading post gained self-rule in 1959 and was briefly part of a Malaysian federation before becoming fully independent in 1965. A sense of being dwarfed by vast neighbours runs deep in the national psyche, inspiring both fear and pride. In a speech to trade union activists on May Day last year, prime minister Lee Hsien Loong told citizens: “To survive, you have to be exceptional.” The alternative, he warned, was being “pushed around, shoved about, trampled upon; that’s the end of Singapore and the end of us”.

*The Financial Times*, Jeevan Vasagar

This text use of language is quite effective as even the opening title is a bold statement and draws your attention as the reader to pay closer attention as too why this may be. They then follow this up with the rhetorical question “what’s the secret of its achievement” to interest the reader and allow them to speculate about the subject and so desire to read more to find out the answer as wanting answer’s is in human nature. The tone is not too formal as shown by the word’s “kids”, and “what’s”.

 Another example of a language device used in the text would be the metaphor “speck of land” which makes Singapore sound tiny – the reader is even more amazed at its huge success – and its tiny size is reinforced by the description that it is “dwarfed” by its neighbours. The extract ends with a rule of three, “pushed around, shoved about, trampled upon” – the aggressive verbs imply the struggle Singapore students face if they do not achieve highly at school explaining how it may be fear that pushes the children to outperform the rest of the world.

**Text 5**

**Eat Right: Live Longer**

It has been scientifically proven that the less junk food a person consumes, the longer they are likely to live. So why isn’t everyone dumping the junk? Jordan McIntyre investigates.

**Fast food equals fat**

A staple part of twenty-first century British home-life is the weekly takeaway treat: finger-licking burgers, sticky ribs and crispy chicken wings are, for many, the normal Friday night feast. The average national calorie count in the UK is a whopping 4500 a day, a key factor in the obesity cases that are soaring. Fast food is packed with fat and obesity contributes to a range of health issues - most significantly heart disease and depression. So why aren’t we changing our lifestyles?

**Short on time**

Families these days are spending less and less time at home during the working week. School commitments, work meetings and extra-curricular activities mean that time is short and fewer people are prepared to put in the effort to prepare fresh, healthy meals.

And when time is tight, it seems we are even more willing to compromise our waistlines for a little bit of what we fancy – fast fatty food.

**Eat yourself healthy**

However, Georgia Thomas of the University of Food says, ‘I am convinced that it is possible to live a busy lifestyle AND prepare healthy, satisfying meals. It seems that people have simply got out of the habit of cooking. We are busy people; how do we reward ourselves? You guessed it - food.’ Britain clearly needs to shift the stodge, and fast.

This text uses many different language types with the goal of convincing you to eat more healthily. The article uses a short, bold headline using alliteration to get the reader’s interest and present the topic of the article “Eat Right: Live Longer”. Another example of language used in the text could be the rhetorical question in the opening paragraph which challenges the reader to question the topic making the advice given on eating healthy more worthwhile.

The text is structured with subheadings which direct the readers throughout the text, and act as mini headlines, drawing the reader’s attention. The writer uses hyperbole, and colloquial sayings to produce a lively, interesting article. This style of language is used throughout with phrases such as ‘little bit of what we fancy’ and ‘shift the stodge’ adding a conversational tone to the whole piece. The final paragraph uses quotations from an **expert** to add credibility to the argument.