

To Work, or not to Work

To work, or not to work; that is the question, ✓
Whether it is better to have half-priced food, but to suffer
At the expense of coffee burns and demanding customers
Or to quit and be free of that horror
And by opposing end ~~them~~? To quit; to be free,
No more; and by not quitting I mean to earn a living
All that I once craved I can now have
Clothes, food, more clothes, are now in my grasp
No longer am I in debt to others, but now
Others are in debt to me
Half-priced burgers make the eight hours go by
And when customers pay \$6.10 for a Big Mac
I only have to pay \$ 3.05 ✓
To work: To quit
To quit: Perchance to have peace of mind
No longer stressed from demeaning customers and lousy bosses
Who only seem to know how to yell
And all I can do is grit my teeth as I smile politely
The stench of salty fries and greasy burgers
Seems to be the only smell I know
Will no longer be part of my life
Thus conscience does make cowards of us all; ✓
When at last the final customer leaves
And I am left to unblemish the day's turmoil

I like this use of sense imagery

I am left with one thought and one thought only

That despite the taxing agony of the drawn out day

The ascending numbers of my bank account

Make all of the days stress worth while. ✓

By: Anna-Marie Svistoun

Speakers and writers often use strategies and devices (visuals, layouts, pacing, props, sound effects, etc.) to enhance the presentation or publication of their texts.

Identify a strategy or device you might use and explain how it would enhance your text for presentation or publication.

For my presentation a device I would use to enhance it would be actors and props. Like how a singer has backup dancers I would have my own "back up dancers". To clarify they would not be dancing but instead help support me and act out certain parts of my soliloquy. For instance when read the part "coffee burns and demeaning customers. I can have people act out getting burned by coffee and have them act out a customer yelling at an employee. When I say "clothes, food, more clothes" I can have someone throw a pile of clothes in the air and have it rain down on them. There are many parts to my soliloquy that can be acted out with props. Not only does this make my soliloquy more dramatic it also adds humor which is the best way to keep someone's attention. If I was going to perform this soliloquy for a bunch of teenagers how better to keep their attention than with some humor.

Explaining Your Writing Variables

Identify the five writing variables you have chosen for your writing task ~~_____~~

Central Idea: Work and make money or quit and not have to deal with work stress
 Form: Soliloquy
 Purpose: To tell teens the pros and cons of working in fast food
 Public Audience: Teenager in fast food jobs
 Context: In fast food restaurants (i.e. McDonalds)

Explain how your chosen writing variables work together to make your text effective.

5 marks

110

The central idea is definitely an idea worth ~~discussing~~ discussing as it has most likely crossed everyone's mind once in their life. This idea is best represented in a soliloquy because it shows not only exactly what I think but also the pros and cons of employment within the fast food industry in a way that is easily understood. The central idea is most relateable to teenagers as it is teenagers specifically between the ages of 15 to 18 that make up the majority of employees in fast food restaurants. I being an employee in a fast food restaurant know for a fact that the central idea is debated in teenagers heads on a daily bases and the purpose of my soliloquy is tell teens the pros and cons of working in fast food, and to let teens decide for themselves if it worth it to stay or quit. As I am trying to reach teens in fast food restaurants the best place for me to perform my soliloquy would be in a fast food restaurant. I would be able to reach my intended audience best inside a McDonalds or Tim Hortons. From there teens could take a video and post it on ~~see~~ social media where it would really spread. The central idea will get across and teenagers will have to decide for themselves if they wish to still work or quit.

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Whether it is better to have half priced food, but suffer
at the expense of coffee burns and demanding customers
Or to quit and be free of that horror.

And by opposing end them? To quit: To be free;
No more; and by not quitting I mean to earn a living
All that I once ~~craved~~ I can now have

What was once out of reach is now in my ~~hands~~ grasp

No longer I am ~~in debt~~ ^{indebted} money to others, but now

Others are in debt ^{to me} ~~to me~~

Half-priced burgers and fries make the day go by

And when ~~others~~ ^{customers} pay 6 dollars

I only have to pay 3

To ~~work~~ ^{quit}: To ~~be free~~

To quit: Perchance to have peace of mind

No longer stressed from ~~demanding~~ ^{demanding} customers and bosses

Who always seem to yell and all you can do is smile.

The stench of fries and burgers

Seems to be the only smell I know

Will no longer be part of ~~my~~ ^{my} life

When at last the final customer leaves

And I am left to ~~unblemish~~ ^{unblemish} the days ~~and~~ turmoil

~~I remember one thing and one thing only~~

~~That despite the ^{agony} pain and stress of the day~~

The ^{rising} bank account/makes it all worth it

ascending numbers in my

Make all ^{at} the ^{days} agony worth while

Replace =

I am left with one
thought and one
thought only
That despite the taxing agony
of the drawn out day