

Section B: Adaptive writing and commentary

Texts C, D and E relate to smoking.

Text C is from an online article produced by the Singapore Health Promotion Board.

Text D is a report about a presentation at an academic seminar at the National University of Singapore.

Text E is from a citizen-journalism website in Singapore. Members of the public may post images, stories and comments, to which others may reply.

Read all three texts, and then complete the following tasks:

- 2 (a)** Your school or college is concerned that students are still not getting the message about the damaging effects of smoking. It has been decided that a new anti-smoking campaign should be launched in your school/college. As part of the campaign, you have been asked to produce a pamphlet for students.

Write the text for the pamphlet in approximately 300–400 words. Base your writing on the ideas and references which are contained in Texts C, D and E, adapting them in a way which will be suitable for your purpose and audience.

and

- (b)** Write an evaluation of approximately 300–400 words of your adaptation for (a). Your evaluation should illustrate significant linguistic differences between your adaptation and Texts C, D and E, by considering
- mode of address to the reader
 - lexical choices
 - grammatical and syntactical cohesion
 - morphology
- and any other relevant linguistic issues.

[25]

TEXT C

Why do teenagers experiment with smoking?

Teenagers may experiment with smoking because:

1. They are curious about cigarettes

Teenagers are curious about new things. They may have seen people smoking on television, on the internet or in magazines and want to find out what a cigarette tastes like. 5

Sometimes they may also be bored and smoke just to have something to do. As their bodies get addicted to nicotine, smoking may turn into a lifelong habit.

2. They want to fit in with friends

There may be smokers among their friends who may offer them cigarettes or dare them to smoke. They may give in to their friends' vices just to be accepted by the group. 10

3. They are stressed

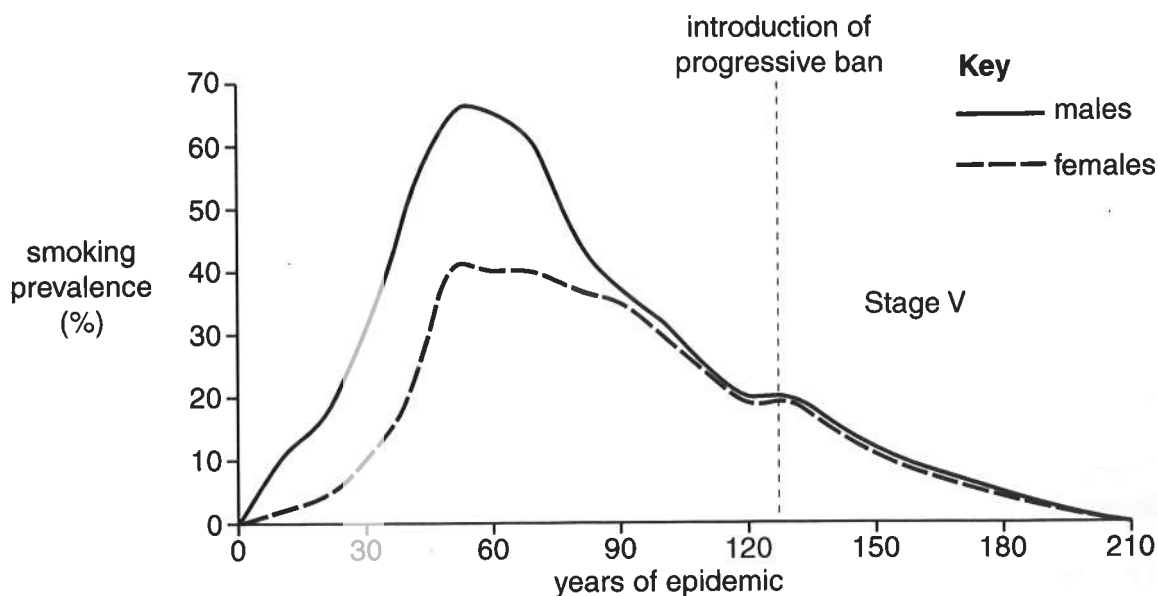
Growing up teenagers have to cope with many changes – their bodies are growing in ways that are new to them; they are expected to be independent and to do well in school; they find it even more important to make new friends; and the list goes on. To relieve stress and distract themselves from their problems, they may turn to smoking. 15

4. They want to appear like adults

They may see smoking as part of growing up, and think that it makes them look more mature, confident and "cool".



TEXT D

“THE END OF TOBACCO”***Will the tobacco epidemic ever end?***

This is the question Professor A J Berrick, one of the authors of the proposal to prohibit the supply of tobacco to Singaporeans born from the year 2000, addressed in a presentation entitled “The End of Tobacco” at a seminar in the Department of Epidemiology and Public Health at the National University of Singapore.

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The presentation looked at the four stages of the tobacco epidemic, which began at the end of the 19th century, and proposed a fifth and final stage: the end of the tobacco epidemic. Prof Berrick argued that the ‘end of tobacco’ could be brought about by the introduction of a progressive ban which would lead to a gradual phasing-out of tobacco without affecting addicted smokers. He compared this to the way CFCs were successfully phased-out in the 1990s after the environmental damage they were causing became clear.

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Tobacco is unlike other threats to global health (such as AIDS or malaria) in that it is fuelled by a profit-making industry and a highly addictive substance. Despite some successes in the fight against tobacco, statistics indicate that in Singapore and other developed countries, progress has faltered and may even be reversing. This suggests that a bold new approach to tobacco regulation is needed.

15

A progressive ban, which prohibits the supply of tobacco to future generations of Singaporeans born after the year 2000, would result in a gradual phasing-out of tobacco without affecting the rights of existing smokers. This would lead to a steady decline in the prevalence of smoking so that, by the end of the current century, tobacco use would be all but non-existent in Singapore.

20

TEXT E

Teens caught smoking on community centre staircase

I wish to highlight to you in regards to some teenagers smoking at the emergency staircase landing on the second floor of the ***** Community Centre.

After they were done smoking, they just headed straight to the nearest toilet. I believe they were still in secondary school. 5

The incidents occurred on the Aug 29 and Sep 5 at around 11.30am.

Hope the community officers are informed as they don't do checking.

What I saw were some cleaners and other members of the community hiding inside the room and eating.

40 comments

10

1. 16 Sep, 2009

Smoking? Please la! where got siol? Their hands got holding cigg mehs? ahya you stalker! I also can anyhow go take other ppl's picture say they smoking la. Use some sense la, wah! You god? can see whether they all secondary school or what? stupid stalker think you so 'COOL' taking pictures of girls and claim that they smoke? Actually NO la! Go do something that you make you have a better life la=. STALKER! 15

2. 16 Sep, 2009

Yet another boring post, never see teens smoking before mehh, mountain out of molehill. No life lehhs. Why never put video?! Scarly you only not happy them want sabo them only, you can easily take pictures of people's back view right? Boliaos got or not? 20

3. 16 Sep, 2009

They are bringing in more tax revenue to our country, applaud !!! But remember not to litter after puffing... :)

4. 16 Sep, 2009

Why do you care so much about other's lives? It's their fault if they want to risk their body at a young age. Go find something better to do with your time. 25

5. 16 Sep, 2009

You know what? You should not care about these teens... It's their life... They decide the choice whether to choose to smoke or not to smoke. It's their lives are at risk not yours... So the moral of the story is not to be KPO! 30



44 SIMPLE STEPS TO STOP SMOKING

Interest decision to employ a mnemonic here.

Call for help : consult a professional to help you work out a plan that can help you get rid of your reliance on cigarettes.

Lock them away : keep any cigarettes you might still have out of sight and out of mind. Better yet, throw them away!

Alert your friends : Tell your friends of your plan to stop smoking so that they can help keep you accountable.

Play a sport : Picking up an active hobby can help keep your mind off smoking and still give you a similar shot of adrenaline

If you need more help, contact the following helplines:

Hotline: 1800-X-SMOKING

Email: inneedhelp@stopsmoking.com

website: <http://www.stopsmoking.com.sg>

Provision of call & contact info 2 useful here.

Name: _____
Class: _____
Date: _____

PRACTICE EXERCISE

1. Wei cheng buys 3 packets of cigarettes weekly at a price of \$13 per packet.
- 2
- 3 If Wei cheng receives a monthly allowance of \$250, how much allowance will he
- 4
- 5 have left each month for living expenses?

This is novel (and a tad hilarious) as it is reminiscent of a primary school math problem sum. But I suppose this was the intended effect you were going for to begin with.

Ans: _____

DID YOU KNOW?

The average pack of cigarettes costs you 13 dollars in Singapore. 13 dollars can buy you three plates of chicken rice from your average hawker centre, or even 4 cups of milk tea from Geyala!

- 13 2. Sean smokes 5 sticks of cigarettes a day.
14 If each stick of cigarette smoked increases
15 his chances of contracting lung cancer by
16 0.021%, and Sean has a 1% chance of
17 contracting lung cancer at the start of the
18 month, how much will Sean's chances
19 have increased by the end of the month?

20 Ans: _____

21 DID YOU KNOW?

22 Cigarette smoking is the number one
23 cause of lung cancer in Singapore. Your
24 chances of contracting lung cancer are 25
25 times higher if you smoke than your
26 non-smoking friend. You will also harm
27 your friends and family as secondhand
28 smoke is even more deadly than firsthand
29 smoke.

- 30 3. Shreya smokes 4 sticks of cigarettes
31 a day. If every 2 sticks of cigarette causes
32 her teeth to become 0.012% yellower,
33 and Shreya's teeth are currently 3%
34 yellow, how much yellower will Shreya's
35 teeth be at the end of three months?

Ans _____

consistent
Same structure
used throughout, helps
retain the semblance of
the practice worksheet.

37 DID YOU KNOW?

38 Smoking not only affects your health, but
39 will also cause your appearance to suffer
40 negatively. Smoking causes yellower teeth,
41 premature aging of skin, darker eye circles
42 due to lack of effective sleep, and also
43 hair loss, among others.

Date

No.

Please label \bar{e} , Q1 number/part accordingly!

Date

No.

2b

While my adaptation shares a number of similar features to source texts C, D and E, particularly with regard to field, the specific and narrow audience of my adaptation — students in their later teens — as well as the stronger persuasive element required of a campaign pamphlet lend themselves to distinct linguistic differences between my adaptation and the source texts, especially in the area of mode.

Succinctly lists \bar{e} diff. b/w. \bar{e} adapt. & \bar{e} given source texts.

Perhaps the most salient difference between my adaptation and the source texts lies in the mode of my adaptation. While pamphlets themselves are already vastly different from online articles, reports and citizen-journalism posts, the genres of C, D and E respectively, I chose to differentiate my text further by mimicking the form of a school worksheet, with information on smoking being presented in the form of mathematics questions. By couching the content in the form of academic questions, a form that is instantly recognisable and familiar to my target audience of students, the information presented is easier to process. This decision to use intertextuality and pick the format of academic questions was further motivated by the fact that the pamphlet is part of a new anti-smoking campaign. Given that students of Singaporean schools have been constantly exposed to generic anti-smoking campaigns for majority of their schooling lives, structuring my adaptation as a "practice exercise" not only helps to capture the readers' attention by being interesting and non-conventional, but also pushes the student to process the information being presented and engage with the text, as the structure of academic questions requires the reader to provide an answer. This helps to subvert the risk of the reader just skimming through the information presented

Yes, this was immediately clear & sets you apart from the run-of-the-mill adapt. provided by other candidates.

An excellent observation! Something that was lost on most other candidates.

Good point.

The mimicking of the format of a mathematics question also allows my adaptation to incorporate more technical lexis and numerical statistics while still keeping the text engaging, as such lexis coincides with the academic nature of the genre. For example

Statistical information on the way smoking increases the chances of lung cancer are presented through the question, as seen in "increases his chances ... by 0.021%" (line 16). This feature can also be observed in Text D, which, being an academic report, also utilises more technical vocabulary such as "progressive ban" (line 8), as well as the inclusion of dates such as "the year 2000" (line 3). The level of education of the target audience also ensures that the use of such texts is appropriate as tertiary-level education students are likely to be familiar with such texts. ~~Indeed.~~

Keeping with the aspect of field, my adaptation also incorporates local references to make the text more accessible and relatable to the target audience. For example, references to the very Singaporean "hawker centre" (line 11), and also "Gongcha" (line 12), which are not just popular destinations for Singaporeans but also students in particular due to their affordability, are included. Common Singaporean names, such as Chinese name "Wei Chey" (line 1) and Indian name "Shreya" (line 30), were also chosen to be the subjects of the questions. The element of local references is one that can be found in Text E, where there is a preponderance of slang, such as "Siol" (Text E, line 12), "Scarly" (Text E, line 19) and "KPO" (Text E, line 30), and syntax characteristic of Singaporean colloquial English such as the omission of the verb in "You god?" (Text E, line 13) and the omission of the subject in "Boiaos got or not?" (Text E, line 20). However, while the usage of such informal terms and syntax is justified in Text E, given that it is a community based website and requires a less formal register from its contributors, such features would be rather out of place in my adaptation. As such, instead of using explicitly informal slang and colloquialisms, I chose to incorporate local texts more subtly through names of places and people, ensuring that the formality of the text is still maintained.

Another feature from Text E that I decided to incorporate is the use of direct address through the second person personal pronoun.

The 2nd reference here is especially relevant for your target audience mentions.

You could further break this down & showcase your linguistic knowledge by commenting on the different word-formation processes in each instance.

"you" and second person possessive personal pronoun "your", such as in "You will harm your friends" (line 26) and "Your chances of contracting lung cancer" (lines 23-24). This direct address helps to directly engage the reader and make the information being presented, particularly the consequences of smoking, more immediately relevant to the reader, thus further emphasizing the impact smoking has on ^{the} reader. However, while the pronoun takes on two referents in Text E - the official to whom the original post is being addressed to in the first half (Text E, lines 1-9), and the original poster in the second half (Text E, lines 11-30), the personal pronoun only refers to one subject in my adaptation - the reader. This stems from the fact that while Text E has a number of text producers due to the nature of online comments, my adaptation only has one. As such, the use of the direct address takes on only one referent, and is much more aligned to how Text E uses the personal pronoun in the second half - a more finger-pointing way to create in the reader a sense of guilt and fear.

The severity of the statements is also increased by the use of ~~low~~ modality in my adaptation, such as the use of strong modal verb "will" in "you will harm your friends" (line 26), and "will cause your appearance to suffer negatively." (line 29). This allows the information being presented to seem more like fact, thus making the consequences of smoking appear more severe. This is a marked difference from Text C, which uses weaker modal verbs, such as "may" in "There may be smokers among their friends" (Text C, line 10) and "They may see smoking as part of growing up" (Text C, line 8). While this serves the purpose of hedging the information being presented and acknowledge that the text's assertions may not always be applicable, imitating this in my adaptation would detract from the persuasiveness of the statements being made, which is counter to what I wanted my pamphlet to achieve. As such I did not incorporate this feature into my adaptation.

Yes, this
was a
sound
strategy
to employ.

To make the text more persuasive, I also utilised rhetorical devices. For example, the repetition^{SP!} of the interrogative "DID YOU KNOW?" (lines 7, 21 and 37) as subheadings, helps to provide a consistency to the information being presented and help the reader preempt the kind of information that will be coming up next, thus making it easier to process and remember. The use of the acronym "CLAP" to present practical suggestions in panel 4 also provides a pithy and memorable takeaway for the reader that can be easily called to mind when needed; this ensuring that the information they glean from the pamphlet has longer staying power.

While the source texts, particularly C and D, feature a preponderance of declaratives, I chose not to emulate this in my adaptation, opting instead to use more imperatives, such as "Call for help" (line 45), "Alert your friends" (line 53), and in fact most of the sentences ~~are~~ in panel 4. This allows the statements to come across more as orders or commands as opposed to suggestions, tying in with and serving a similar purpose as the aforementioned low modality of the text.

In conclusion, since the source texts are useful in providing features to include in my adaptation, particularly with regard to field, the more persuasive nature of the adaptation and the choice of mode results in a marked difference between the texts and my adaptation, especially with regard to mood types and modality. In addition, features that were incorporated, such as direct address and local references, were tweaked and modified to suit the purpose of the adaptation better.

Band 1 → 22/25

Faith, I hope this was done under timed conditions as it is v. well done & should be replicated for future assessments. The adaptation was entertaining to read & fulfilled the task requirements & a commentary does not need to explain/account for your choices which reveal a lot of thought was put in to craft such a purposeful adaptation.