

Section 1:

#1 "The last patient strolled away from my dental clinic as the possibility of a relaxing evening came in to the mind, that's when a family, the child was crying but his parents were pushing him forward, something told me that this would not be a smooth appointment."

Strengths: Your opening effectively establishes the setting and creates immediate tension. You've used contrasting imagery between the relaxing evening and the crying child.

Weakness: Sentence structure → This opening sentence is too lengthy and contains multiple ideas squeezed together without proper punctuation. You've included several thoughts that would be better separated into distinct sentences. The transitions between ideas feel abrupt and disjointed.

Exemplar: *The last patient strolled away from my dental clinic as thoughts of a relaxing evening entered my mind. Just then, a family approached—their child crying while his parents gently urged him forward. Something told me this wouldn't be a smooth appointment.*

#2 "I reached my hand in to his mouth and took a look at his mouth, it was a horrible sight, his teeth seemed to be knocked out and all of them were bleeding. This wasn't going to be easy. I grabbed the wind pipe and aimed at his mouth, but just when I triggered it he jerked his head sideways."

Strengths: You've created vivid imagery of the dental situation. Your description of the patient's response shows his fear effectively.

Weakness: Medical terminology → Your description lacks precise dental terminology. The phrase "wind pipe" is confusing as it typically refers to the trachea, not a dental instrument. The description of teeth being "knocked out" yet still present for examination is contradictory and unclear.

Exemplar: *I gently examined his mouth and was shocked by what I saw—several teeth were severely damaged and bleeding from the gums. This would require careful treatment. I reached for the air syringe to clear debris, but just as I pressed it, he jerked his head away.*

#3 "I even gave him a lollipop after the operation and this time he thanked me and skipped out of the door. I had made a new acquaintance and learnt a tactic for younger children."

Strengths: Your conclusion shows character growth and resolution. There's a satisfying contrast between the first and second appointments.

Weakness: Development depth → The resolution feels rushed and underdeveloped. The transformation from a difficult patient to a cooperative one happens too quickly without showing the process of building trust. The conclusion lacks emotional depth about what specifically was learned.

Exemplar: *After the treatment, I offered him a sugar-free lollipop as a reward for his bravery. He thanked me with a genuine smile before skipping out the door. I had not only gained a new young friend but had discovered an important approach for treating anxious children—patience, explanation and letting them become familiar with the equipment before treatment.*

Your narrative presents an interesting scenario with potential for a compelling story about dental anxiety in children and building patient trust. However, the plot development needs more careful pacing. The sudden change in the child's behaviour between appointments feels unrealistic without showing the steps that built this trust.

Additionally, your characterisation could be strengthened by including more of the dentist's thoughts and feelings throughout the experience. How did the dentist feel when insulted? What specific techniques were used during the second visit that worked so well?

Your dialogue effectively shows the child's personality, but consider adding more varied emotional responses from both characters. The descriptions of dental procedures would benefit from more accurate terminology to create authenticity in your writing.

Try expanding the middle section to show the gradual building of rapport rather than jumping straight to the successful second appointment. This would create a more satisfying story arc and demonstrate character growth more convincingly.

Also, consider adding sensory details beyond just visual descriptions—include sounds, smells, and tactile sensations of a dental office to make your reader feel present in the scene.

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Overall Score: 40/50

Section 2:

~~The last patient strolled away from my dental clinic as the possibility of a relaxing evening came in to the mind, that's when a family, the child was crying but his parents were pushing him forward, something told me that this would not be a smooth appointment.~~ [The last patient strolled away from my dental clinic as the possibility of a relaxing evening came into my mind. That's when a family approached—the child was crying but his parents were pushing him forward. Something told me that this would not be a smooth appointment.] #1

The child grudgingly made his ~~in to~~ [into] my office as I eyed him closely. I asked him to sit on the chair. He yelled back, "I know! ~~no~~ [No] need to be so bossy."

I opened my mouth to protest but clamped it shut, it was better not to get ~~in to~~ [into] a fight ~~wit~~ [with] a patient. He jumped ~~on to~~ [onto] the chair and ~~lied~~ [lay] down, ~~I reached my hand in to his mouth and took a look at his mouth, it was a horrible sight, his teeth seemed to be knocked out and all of them were bleeding.~~ [I reached my hand into his mouth to examine it. It was a horrible sight—his teeth appeared damaged and were bleeding profusely.] #2 This wasn't going to be easy. I grabbed the ~~wind pipe~~ [air syringe] and aimed at his mouth, but just when I triggered it, he jerked his head sideways.

I said to him, "~~it's~~ [It's] just some ~~wind~~ [air], see," blowing some of the ~~wind~~ [air] ~~on to~~ [onto] his hands. He calmed down after that and let me blow ~~his teeth~~ [on his teeth]. I grabbed my mirror and started inspecting his teeth, they were horrible. I shut my mouth when I realised I said that out loud. I stuttered before continuing on with the inspection.

"What did you say?" the boy threatened.

I didn't respond, but he jerked up and said, "Don't say that my teeth are terrible, they are the best," he gloated.

I got out my water ~~gun~~ [syringe] and tried to spray some in his mouth, but he clamped his mouth shut. I sprayed some on his mouth and he yelped in surprise. He slowly opened his mouth and I sprayed his teeth clean. I gave him a rinse of water and he grimaced; he must have been embarrassed.

The child must have thought what I was thinking because he said, "What are you looking at?"

I shook my head and laughed under my breath; this was the most ridiculous patient I ~~had~~ had ever - [seen.] He climbed out of the chair and walked out of the door without any thanks and left. I went back to my house and finally relaxed, but in my head, I couldn't stop bringing up the boy.

~~The next day the boy came again, but this time everything went smooth, I let him try and feel all of my tools and by the time I had to start operating I could easily do everything without even a flinch. I even gave him a lollipop after the operation and this time he thanked me and skipped out of the door. I had made a new acquaintance and learnt a tactie for younger children.~~ [The next day the boy came again, but this time everything went smoothly. I let him try and feel all of my tools, and by the time I had to start the treatment, I could easily do everything without him even flinching. I even gave him a lollipop after the procedure and this time he thanked me and skipped out of the door. I had made a new acquaintance and learnt a valuable tactic for treating younger children.] #3