

## Section 1:

#1 "I hope this email finds you well. I'm writing in regard for the student idea contest as I have proposed an idea of adding afterschool boardgames on Friday. This does not only allow the early secondary grades to create friends but also learn competitive and teamwork building skills."

Strengths: Your introduction clearly states the purpose of your proposal and mentions key benefits (friendship formation and skill development).

Grammatical inconsistency → Your phrasing "in regard for" is incorrect, and there's subject-verb agreement issue with "does not only allow". These small errors affect the professional tone you're aiming for in a letter to your principal. ***I hope this email finds you well. I'm writing in regards to the student idea contest where I have proposed adding afterschool board games on Fridays. This would not only allow early secondary students to make friends but also learn competitive and teamwork building skills.***

#2 "Board games, known as the basis for competitive and teamwork production, helps us to generate pure focus on a game while we play in a team and discuss the possible ways of beating our opponent."

Strengths: You effectively explain how board games develop focus and strategic thinking while promoting teamwork.

Underdeveloped explanation → Your description of board games as "the basis for competitive and teamwork production" lacks specificity and sounds vague. The sentence structure is also convoluted, making your point harder to follow. ***Board games are excellent tools for developing competitive spirit and teamwork skills, as they require us to focus intently while collaborating with teammates to develop strategies for success.***

#3 "I hope we can allow board games in our school for some afterschool fun as this will promote a happier environment at school by forcing more friendships and giving a competitive environment for us children in high school."

Strengths: Your conclusion effectively restates your proposal and summarises the key benefits discussed.

Word choice issues → The phrase "forcing more friendships" has negative connotations, suggesting unwanted pressure rather than natural social development. Additionally, there's confusion about whether you're in high school or year 7, as both are mentioned. ***I hope we can introduce board games as an afterschool activity to promote a happier environment by fostering new friendships and providing a healthy competitive outlet for us students in Year 7.***

■ Your piece presents a thoughtful proposal with clear enthusiasm for the idea. However, you could strengthen your argument by providing specific examples of board games that develop particular skills. For instance, mentioning how strategy games like chess improve critical thinking or how cooperative games like Pandemic build teamwork would add substance to your claims. Additionally, addressing potential concerns such as supervision needs or costs would show you've thought through practical aspects of implementation. You might also consider gathering preliminary interest from classmates to demonstrate demand, perhaps mentioning "Many Year 7 students have expressed interest in this idea" to strengthen your case. The email would benefit from a more formal structure with clearer paragraphing to separate different points, making it easier for Ms. Mullins to follow your reasoning.

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**Score: 39/50**

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Section 2:

Respected Ms. Mullins (school principal),

I hope this email finds you well. I'm writing ~~in regard for~~ [with regard to] the student idea contest ~~as~~ [where] I have proposed an idea of adding afterschool ~~boardgames~~ [board games] on ~~Friday~~ [Fridays]. This ~~does~~ [would] not only allow the early secondary grades to ~~create~~ [make] friends but also learn competitive and teamwork building skills. #1

After so much homework and a tough day, we deserve this. Board games, ~~known as the basis for competitive and teamwork production,~~ ~~helps~~ [which are excellent for developing competition and teamwork skills, help] us to generate pure focus on a game while we play in a team and discuss the possible ways of beating our opponent. This realm translates tests in a fun and engaging way by allowing young children to compete against children of their age and ~~building~~ [build] confidence against people they think are better, ~~know~~ [knowing] ways that they may be able to defeat them. By this miniature act, as a school we can improve significantly and be a happier place where students look up to ~~coming~~ [attending]. #2

While this is ~~important~~ [an important] part of why we should implement board games afterschool, this idea also carries an additional benefit of having more social connections. This includes not only making more friendships with the people you share ~~interest~~ [interests] with but also ~~deepen~~ [deepening] connection with ones you already know by simply finding out more about your friends and ~~build~~ [building] each other's trust as you hang out with them more often now. This can be beneficial for us as kids because the more relations we have the more included and better we feel while we can get more support in any shape or form.

I hope we can allow board games in our school for some afterschool fun as this will promote a happier environment at school by ~~foreing~~ [fostering] more friendships and giving a competitive environment for

us children in ~~high school~~ [Year 7]. Thanks for considering this as an idea and I ~~look up to~~ [look forward to] ~~get~~ [getting] chosen for this year's student idea contest. #3

Regards, Nakshita Goyal from 7J