

Section 1:

#1 "It was an ordinary, normal, school lunch. Everyone was waiting in line to get their food served to themselves. I was waiting for my turn, since my stomach was growling at me since the end of recess! I saw the lunch hall becoming more and more empty overtime, and it felt weird. Nobody was coming back from the chef to their tables. Suddenly, I had this ominous feeling taking over my body. Something was making me feel less and less hungry overtime. This had never happened to me before."

Strengths: You've established a clear setting and built suspense effectively. Your use of physical sensations (stomach growling) helps readers connect with your experience.

Weakness: Word repetition → You've used several words repeatedly such as "ordinary, normal" and "overtime" which makes your writing sound monotonous. Using different words would make your writing more interesting and show your wide vocabulary.

Exemplar: ***It was a typical school lunch break. Students queued patiently, waiting for their meals while my stomach rumbled loudly, reminding me of my hunger since recess ended.***

#2 "Eventually, that feeling left my body, and it was replaced with the feeling of relief. But all the conflict in me wasn't gone. My stomach was saying that it was filled with food already, while my brain was saying that it's not. I tried to ignore it, but eventually, my stomach took advantage of my unawareness, and while I was staring at a blank wall, I slowly drifted to the back of the line. If I was to make my own decision, I would just stay in the line. I am starving, (Well, my stomach is not but I am)."

Strengths: You've created an interesting internal conflict between stomach and brain. The personification of body parts adds creativity to your narrative.

Weakness: Unclear cause and effect → The connection between staring at a wall and moving to the back of the line isn't clearly explained. This makes it difficult for readers to understand why and how you moved backwards.

Exemplar: ***My mind and body were at war. While my brain insisted I needed food, my stomach felt strangely full. Lost in thought, I absentmindedly stepped away from my place, finding myself shuffling towards the back of the queue.***

#3 "I was finally getting close to the counter. So close that I can smell the food. It didn't smell that good honestly. The food also didn't look the same from where I am standing. It looked, brown. It usually looks green and colorful. Before I knew it, It was my turn. I was nervous. He asked me what I wanted. He said some weird words that sounded like gibberish. Just before he finished, I saw some students coming back from the toilets, covered in vomit. That made me switch to my stomach's side. I felt full already."

Strengths: You've used sensory details (smell, sight) effectively. The dramatic reveal of students returning covered in vomit creates a powerful climax.

Weakness: Tense shifts → You switch between past tense ("I was finally") and present tense ("I can smell") which makes your writing confusing to follow.

Exemplar: *As I approached the counter, the strange odour of the food reached my nostrils. Instead of the usual vibrant greens and colourful vegetables, today's meal appeared disturbingly brown and unappetising.*

■ Your piece has a strong concept with excellent potential! The mysterious atmosphere you've created around a seemingly ordinary school lunch creates immediate interest. You might consider expanding the middle section to build more tension before the revelation. Also, try using more specific descriptive words to paint a clearer picture of the lunch hall environment. When describing the food, consider adding more sensory details like texture and specific smells. Additionally, think about developing the ending further - perhaps explain what happened to the other students or what the food actually contained. Your dialogue could be strengthened by adding more detail about the lunch server's appearance and manner. Remember to maintain consistent tenses throughout your story and use varied sentence lengths to create rhythm in your writing. By adding these elements, your already engaging story will become even more captivating and complete.

Score: 39/50

Section 2:

The Lunch of Disgust

It was ~~an ordinary, normal~~, [a typical] school lunch. Everyone was waiting in line to get their food served ~~to themselves~~ [to them]. I was waiting for my turn, since my stomach was growling at me since the end of recess! I saw the lunch hall becoming more and more empty ~~overtime~~ [over time], and it felt weird. Nobody was coming back from the chef to their ~~tables~~ [tables]. Suddenly, I had this ~~ominus~~ [ominous] feeling taking over my body. Something was making me feel less and less hungry ~~overtime~~ [over time]. This had never happened to me before. #1

~~Eventually, that feeling left my body, and it was replaced with the feeling of relief.~~ [Soon, the strange feeling subsided, replaced by momentary relief.] But all the conflict in me wasn't gone. My stomach was saying that it was filled with food already, while my brain was saying that it's not. I tried to ignore it, but eventually, my stomach took advantage of my unawareness, and while I was staring at a blank wall, I slowly drifted to the back of the line. If I was to make my own decision, I would just stay in the line. I am starving, (Well, my stomach is not but I am). #2

I was finally getting close to the counter. So close that ~~I can~~ [I could] smell the food. It didn't smell that good honestly. The food also didn't look the same from where ~~I am~~ [I was] standing. It looked, brown. It usually looks green and ~~colorful~~ [colourful]. Before I knew it, ~~it~~ [it] was my turn. I was nervous. He asked me what I wanted. He said some weird words that sounded like gibberish. Just before he finished, I saw some students coming back from the toilets, covered in vomit. That made me switch to my stomach's side. I felt full already. #3

I think now, that the ~~ominus~~ [ominous] feeling was trying to protect me from eating the food. It must have ~~communicated~~ [communicated] with my stomach in some way.