

Section 1:

#1 "Mr Alex, on Monday, Mr Frank and I had discussed about having a class pet, so he let our class have a vote. It all came to the conclusion that almost everyone wanted a class pet. I have been collecting data from all of the students personally to see why they would want a class pet or not. This data would be very vital for us, because we can see if they can concentrate in class with a pet. While were in class I got some information that whenever most students get mad they could go to the class pet and relax."

Strengths:

- Good use of evidence by mentioning the data collection from classmates
- Clear introduction of the class vote and purpose for wanting a pet

Grammatical structure → The paragraph contains several grammatical errors that affect clarity. For example, "had discussed about" is incorrect phrasing, and "While were in class" is missing an apostrophe. These small errors make your writing less professional and can distract from your message.

Mr Alex, on Monday, Mr Frank and I discussed having a class pet, and he let our class have a vote. The results showed that almost everyone wanted a class pet.

#2 "Class pets can make a big impact on students learning. Class pets are a great head start on advancing our education, because we can learn about the pet. We can also learn about how do take responsibility for the pet, by feeding it, cleaning up its droppings and checking on it. While pets can help us learn, pets can also relax and chill our minds, when we feel stressed or overwhelmed."

Strengths:

- Good explanation of how pets can help with both education and emotional wellbeing
- Specific examples of responsibilities mentioned (feeding, cleaning)

Sentence flow → Many sentences begin with similar patterns, making the paragraph sound repetitive. Four sentences begin with either "Class pets" or "We can" or "pets can". This repetition makes your writing sound monotonous and doesn't showcase varied sentence structures.

Class pets can significantly impact students' learning by providing hands-on education about animal care. Through feeding, cleaning and daily check-ups, we develop responsibility while also having a calming presence when feeling stressed or overwhelmed.

#3 "Finally, I have a good idea on what the pet should be. It should be a tiny hamster, they are small, fluffy, cute and their cheap too. This will make a great pet for our class, it is at least small enough to fit

into a tiny cage. Unlike dogs, dogs are great, but they are not small enough to fit inside of a cage or a petite house."

Strengths:

- Clear pet recommendation with reasoning
- Good use of comparison with dogs to strengthen the argument

Pronoun consistency → There's inconsistent use of pronouns when referring to the hamster, switching between "it" and "they" and using "their" instead of "they're". This creates confusion for the reader and weakens your argument about why a hamster would be suitable.

Finally, I recommend we get a tiny hamster as our class pet. Hamsters are small, fluffy, cute and they're inexpensive too. This would make an ideal pet for our classroom as it's small enough to fit in a cage, unlike dogs which require much more space.

■ Your persuasive letter shows enthusiasm and contains several good points about why a class pet would benefit students. However, your arguments need more specific details to make them stronger. For instance, when you mention that pets help with relaxation, you could include a specific example like "During our maths test last week, many students felt anxious, and a class pet could help them stay calm." Additionally, your organisation needs improvement—consider grouping similar benefits together rather than spreading them across different paragraphs. The educational benefits could form one paragraph, and the responsibility lessons could form another. Also, try adding a more formal closing paragraph that summarises your main points and makes a clear request: "Would you please consider allowing our class to have a hamster as our class pet?" Remember to check your writing carefully for spelling and grammar errors, as these can weaken even the strongest arguments.

Score: 41/50

Section 2:

Dear Mr Alex,

Mr Alex, on Monday, Mr Frank and I ~~had discussed about~~ [discussed] having a class pet, so he let our class have a vote. It all came to the conclusion that almost everyone wanted a class pet. I have been collecting data from all of the students personally to see why they would want a class pet or not. This data would be very vital for us, because we can see if they can concentrate in class with a pet. ~~While were in~~ [While we were in] class I got some information that whenever most students get mad they could go to the class pet and relax. #1

Class pets can make a big impact on ~~students learning~~ [students' learning]. Class pets are a great head start on advancing our education, because we can learn about the pet. We can also learn about ~~how do take~~ [how to take] responsibility for the pet, by feeding it, cleaning up its droppings and checking on it. While pets can help us learn, pets can also relax and chill our minds, ~~when we feel~~ [whenever we feel] stressed or overwhelmed. #2

Pets are great for having fun! Every week there could be a roster on who can take the pet home to protect for the weekends. All the students would get at least one turn bringing the pet to their home and taking care of it. This would be great, because ~~since there is not~~ [since there is no] school on weekends instead of the school taking care of the pet one of the children can. While the students take the pet home they can learn how to be more responsible about having a pet.

Finally, I have a good idea ~~on~~ [about] what the pet should be. It should be a tiny hamster, ~~they are~~ [hamsters are] small, fluffy, cute and ~~their~~ [they're] cheap too. This will make a great pet for our class, it is at least small enough to fit into a tiny cage. ~~Unlike dogs, dogs are great,~~ [Dogs are great, but] they are not small enough to fit inside of a cage or a petite house. #3

Kind Regards,

Xander