

## Section 1:

#1 "My journey here started in 2021 (when I first got my job). When I first came to the school, I didn't know what to do and what I was doing but I kept thinking about my hobby, language learning and if I could run a club based on it."

Strengths: You've effectively established a timeline for your story and shared your personal interest in language learning as motivation for the club.

Sentence structure → Your sentences in this section tend to run on without proper punctuation. For example: "When I first came to the school, I didn't know what to do and what I was doing but I kept thinking about my hobby, language learning and if I could run a club based on it." This makes your ideas difficult to follow.

***"When I first came to the school, I didn't know what to do. However, I kept thinking about my hobby—language learning—and wondered if I could run a club based on it."***

#2 "Soon I stated to realise that it is probably because language learning is hard, I asked the class "do you want to do this?" They all said no. So, the club was no use."

Strengths: You've captured the initial disappointment well and shown how you tried to understand the students' perspective.

Connecting thoughts → The transitions between ideas are abrupt, making it difficult to follow the progression of events. You jump from realising language learning is hard to asking students a question without showing how these thoughts connect.

***"Soon I started to realise that the students might be hesitant because language learning can be challenging. To confirm my suspicions, I asked the class, 'Do you want to do this?' When they all said no, I felt the club was of no use."***

#3 "The club was back, and everyone worked together with a smile on their face."

Strengths: You've concluded your story with a positive outcome, showing perseverance pays off.

Narrative development → The ending feels rushed and doesn't fully explain how the club was revitalised. You mention students returned but don't share details about how the club functioned or what languages were taught.

***"The club was back in full swing, and everyone worked together with smiles on their faces as we began learning basic Japanese phrases. Students were especially interested in practical conversation skills they could use while travelling."***

■ Your piece tells an inspiring story about perseverance in creating a language club. However, it would benefit from more detailed descriptions of specific activities in the club. You could strengthen your writing by including examples of languages taught and specific learning methods used. Additionally, adding dialogue between you and your students would make the story more engaging and show their changing attitudes. You might also consider expanding on the emotional journey—how did you feel when students first rejected the club versus when they returned? Lastly, adding specific details about the success of the club (perhaps a student using their new language skills successfully) would provide a stronger conclusion that reinforces your "never give up" theme.

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**Score: 39/50**

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Section 2:

### **Never give up on your dream**

Hello, my name is Lilly a [ , a] chief journalist at a school. And today you will know about an organisation that I have ~~runed~~ [run]. My thoughts have made me come to a decision. Ever since I got a job as a chief journalist, I've been thinking to start a club on learning different types of languages. This will help students if they go to different countries or continents.

#1 My journey here started in 2021 (when I first got my job). ~~When I first came to the school, I didn't know what to do and what I was doing but I kept thinking about my hobby, language learning and if I could run a club based on it.~~ [When I first came to the school, I didn't know what to do or what I was doing, but I kept thinking about my hobby—language learning—and whether I could run a club based on it.]

At first, I didn't have the courage to go to ~~your~~ [the] principal and tell her about this idea of mine but after many conclusions I thought maybe I should tell the principal. And the Principal said I could run the club, so she gave me a location in the school. A student was chosen from each class. I told all the students to ~~met~~ [meet] at the ~~cota~~ [canteen] on Wednesday (lunchtime).

Soon it was Wednesday, and the students and I gathered up, I was excited, but the students weren't, I didn't know what I did wrong. I thought it was a bad idea. My brain felt like it was going to burst.

#2 ~~Soon I stated to realise that it is probably because language learning is hard, I asked the class "do you want to do this?" They all said no. So, the club was no use.~~ [Soon I started to realise that it was probably because language learning is hard. I asked the class, "Do you want to do this?" They all said no. So, the club seemed of no use.]

But things turned my frown upside down, I [One] day a student of mine went to Japan with her family. They thought they were going to have a good time but as soon as they landed, this man blocked them,

the man was speaking Japanese so they couldn't understand. The girl then explained this to all the classes and said, "even though language learning might be hard there is a purpose so never quit language learning." And since the girl said that I got all my students back asking me to teach them languages. I knew most of the languages in the world so it shouldn't have ~~not~~ been a problem.

#3 ~~The club was back, and everyone worked together with a smile on their face.~~ [The club was back, and everyone worked together with smiles on their faces as we began our language learning journey together.]