

Section 1:

#1 "But suddenly, a drone flew on the horizon of the sky slicing the clouds and released a box on the oval, children's eyes flickered, staring at the box. Curiously."

Strengths: Your writing creates immediate tension and mystery with the unexpected arrival of the drone. You've used vivid imagery with "slicing the clouds" that helps readers picture the scene.

Weakness: Sentence fragments → The word "Curiously" stands alone as an incomplete thought. Additionally, the sentence runs on too long without proper punctuation, making it difficult to follow your ideas clearly.

Exemplar: *"But suddenly, a drone flew across the horizon, slicing through the clouds and releasing a box onto the oval. The children's eyes flickered as they stared at the mysterious object with curiosity."*

#2 "Children stood around boxes freezed like six thousand tons of rock sitting around an iceberg."

Strengths: You've attempted to use a simile to show how still and frightened the children were. Your choice to describe their fear through their physical reaction is effective.

Weakness: Unclear comparison → The comparison between frozen children and "six thousand tons of rock sitting around an iceberg" doesn't make logical sense. Rocks don't typically sit around icebergs, making your metaphor confusing rather than helpful.

Exemplar: *"The children stood around the box, frozen like statues, too frightened to move."*

#3 "Students' tears ran out from their eyes like making a sea at school with tears."

Strengths: You're trying to show the emotional impact of the scary situation on the students. Using imagery about crying demonstrates empathy for the characters.

Weakness: Repetitive phrasing → You've used "tears" twice in the same sentence, and the phrase "making a sea at school with tears" is awkward and unclear in its meaning.

Exemplar: *"Students' tears flowed down their faces, creating puddles on the ground."*

■ Your piece tells an exciting story that would capture readers' attention from the beginning. You've chosen an interesting topic about a mysterious box that creates suspense throughout your writing. However, your ideas need clearer organisation to help readers follow the story more easily. Many of your sentences are quite long and contain multiple ideas that would work better if separated into

shorter, clearer sentences. Additionally, you should focus on making your comparisons and descriptions more logical and easier to understand. Your story moves very quickly from one event to the next, but adding more details about how characters feel and what they're thinking would make your writing more engaging. Also, try connecting your paragraphs better by using linking words like "meanwhile," "after that," or "as a result." Your ending feels rushed - consider spending more time describing how the school rebuilds and how students feel when they return. Finally, check your grammar carefully, particularly verb tenses and sentence structure, to make your writing flow more smoothly.

Overall Score: 37/50

Section 2:

A box with a bomb #1

In the middle of lunch, when the bell ~~rings~~ [rang], children ~~rush~~ [rushed] out with excitement, chatting, eating, and playing. But suddenly, a drone flew ~~on~~ [across] the horizon of the sky [and was] slicing the clouds ~~and~~ [before it] released a box ~~on~~ [onto] the oval [. The] children's eyes flickered, staring at the box ~~. Curiously~~ [with curiosity]. The clouds were as grey as the dust on the window flying in the sky. Then one student touched it but he was scared [and] closed his eyes. ~~He touched it.~~ [When he made contact,] ~~The~~ [the] black smoke flew out of the box, and the boy asked "What is that?" The principal yelled "Don't touch it." ~~Children~~ [The children] stood around ~~boxes-frozeed~~ [the box, frozen] like ~~six thousand tons of rock sitting around an iceberg~~ [statues]. The students ~~trying~~ [were trying] not to look back ~~their~~ [as their] hearts were pounding as fast as a cheetah running ~~around~~ [through] the ~~grasses~~ [grass]. #2

For a long period of time, the military came into the school and researched the box carefully. It was a bomb. Students ran out and screamed, scaring the birds away from every direction [while] teachers tried to calm the students down, but it didn't work. The ~~voice~~ [noise] was so loud that it nearly ~~exploded~~ [detonated] the bomb. ~~Military~~ [The military] took it back ~~however~~ [, however,] it exploded and ~~strongly~~ [severely] damaged the classrooms ~~some~~ [. Some] students got injured and went to the hospital. ~~Students' tears ran out from their eyes like making a sea at school with tears~~ [Students wept, their tears flowing like rivers across the school grounds]. The fire ~~got awakened, it~~ [awakened and] roared ~~to~~ [through] the buildings. Fortunately ~~the~~ [, the] water ~~bucket~~ [from the clouds above] ~~on the sky~~ poured down ~~water~~ and stopped the fire. #3

~~Days to days~~ [Day by day] the school ~~got~~ [was] rebuilt by the workers and the school is fine now [. Now] the joy came back again, and ~~then~~ students came back to school to study again.

