

Section 1

#1: Opening paragraph ("It was a windy Friday evening... antique light flashing.")

Strengths:

- Your sensory details bring the library to life. Words like "silent footsteps tapped," "wind growled and rustled," and "antique light flashing" help readers feel present in the scene.
- You've created a nice contrast between the stormy weather outside and the peaceful atmosphere inside the library.

Awkward sentence construction → The opening sentence tries to combine too many ideas at once: "A blast of wind blew different series of aged books to the ground as Mr Miller, an elderly and heart warming librarian's silent footsteps tapped on the carpet floor, ambulating towards the shelf." This makes it confusing to follow. The phrase "different series of aged books" is unclear, and connecting the wind blowing books down with Mr Miller's footsteps in one sentence creates confusion about what's happening when.

Exemplar: *"A blast of wind blew several aged books to the ground. Mr Miller, an elderly and heartwarming librarian, quietly walked towards the shelf, his footsteps barely audible on the carpeted floor."*

#2: Kate and Peter's sections ("Kate, a teenaged girl gasped... typing his essay.")

Strengths:

- You show different people using the library for different purposes, which demonstrates that libraries serve many needs.
- The dialogue adds liveliness to your writing and helps us understand the characters better.

Underdeveloped character moments → Whilst you tell us what Kate and Peter are doing, you don't help us understand their feelings deeply enough. For example, when Kate exclaims "What?!" about Voldemort, we don't learn why this moment matters to her or what she's thinking. Peter's worry about time is mentioned, but you could show his stress through his actions or thoughts more clearly. The phrase "up to writing his essay" is also an unusual way to describe his activity.

Exemplar: "Peter, a university student, sat crossed-legged on the floor, his fingers flying across the keyboard. He glanced at his watch again—only three hours left. His stomach tightened as he worried whether he'd finish in time."

#3: Closing paragraph ("Done! Peter shouted softly... their very own activities")

Strengths:

- You've brought the story full circle by showing everyone leaving together, which creates a satisfying ending.

Unclear central message → Your final sentences try to express an important idea about the library bringing people together, but the phrasing makes it difficult to understand. "Maybe each of them are doing different things., but this library had given them the greatest opportunity to do their very own activities" contains grammar errors and doesn't clearly explain what makes the library special. Is it just that people can do different activities, or is there something deeper about community, learning, or escape that you want to highlight?

Exemplar: "Although each person came to the library for different reasons—to escape, to learn, to bond—they all found exactly what they needed within its welcoming walls."

■ Your piece captures the warm, community feeling of a local library beautifully, and you've chosen interesting characters to showcase different library experiences. However, your writing would benefit from developing your ideas more fully. Right now, you show us what's happening, but you could dig deeper into why these moments matter. For example, when you mention that Kate uses the library to avoid bullying, this is a powerful detail that deserves more attention. How does the library make her feel safe? What changes about her when she's there? Additionally, your descriptive language sometimes tries to do too much at once, making sentences confusing rather than vivid. Focus on one clear image at a time. Also, work on connecting your paragraphs more smoothly—right now, the story jumps from person to person without clear transitions. Consider how each character's experience might relate to the others, or use Mr Miller as a thread that ties everyone together since he observes them all. Finally, your ending hints at a meaningful message about community and belonging, but it gets lost in unclear phrasing. Think carefully about what you want readers to take away from your story and state it more directly.

Overall Score: 40/50

Section 2:

~~#1 It was a windy Friday evening with the Newton Library busier than ever.~~ [It was a windy Friday evening, and Newton Library was busier than ever.] ~~A blast of wind blew different series of aged books to the ground as Mr Miller, an elderly and heart warming librarian's silent footsteps tapped on the carpet floor, ambulating towards the shelf.~~ [A blast of wind blew several aged books to the ground. Mr Miller, an elderly and heartwarming librarian, quietly walked towards the shelf, his footsteps barely audible on the carpeted floor.] Everyone was up to something, flipping pages of thick books, researching on a computer and ~~quiet laughter~~ [quiet laughter] of kids. The wind growled and rustled outside like a devil looking for its prey, [;] ~~but~~ inside the library, it was a calming and warm atmosphere with the antique ~~light~~ [lights] flashing.

~~#2 Kate, a teenaged~~ [teenage] girl, gasped at the book "Harry Potter" that her friends had recommended ~~her~~ [to her]. For her, this library ~~is~~ [was] a place to avoid school bullying and tiring chores. "What?!" ~~She~~ [she] exclaimed at the fact that Voldemort tried to kill people. "Shhhh!" Mr Miller reminded ~~with~~ [her, placing] his index finger on his lips. "Sorry.[,]" ~~Kate apologised with a smile. Peter, an [a] university student,~~ sat crossed-legged on the floor, scratching his head and staring at his watch every minute. ~~He's up to writing~~ [He was working on] his essay that ~~is~~ [was] due tomorrow and ~~is~~ [was] worried ~~of~~ [about] the time he ~~has~~ [had]. "Why do I still have so ~~less~~ [little] time?" ~~He~~ [he] questioned himself as he continued typing his essay.

At the corner of the ~~kids~~ [children's] section was Lily, a ~~five-years-old~~ [five-year-old] girl reading her ~~favorite~~ [favourite] picture book, "Do not open this book". She giggled and laughed at the squiggles the illustrator ~~made,~~ [had made,] it was hilarious. "Sweetie, I found the fourth book.[,]" Her [her] father whispered silently [softly]. He opened and read it to Lily with [, and] her face ~~amazed and excited~~ [lit up with amazement and excitement]. ~~#3 Mr Miller wondered~~ [wandered] around and spotted them, ~~eyes wet and remembering~~ [his eyes welling with tears as he remembered] ~~her~~ [his] mother ~~use~~ [used] to ~~read~~ [reading] books to him as well. He wiped his happy tears and sauntered away.

"Done!" Peter ~~shouted~~ [exclaimed] softly as his essay ~~has~~ [had] been completed. Thwump! Kate closed the book and placed it back ~~to~~ [on] the ~~book shelf~~ [bookshelf]. "Can we come tomorrow,[,] ~~dad~~ [Dad]?" Lily asked. "Of course, [,] my sweetheart.[,]" He [he] replied, holding her hands [hand] and walking to [towards] the door. Twitch! Mr Miller closed [switched off] the lights, [;] the library ~~is~~ [was] closing. They all gathered around the door, ready to go back home. They smiled at each other and

went off to do what they're supposed to do. "What another day.[,]" Mr Miller sighed with joy to himself. ~~Maybe each of them are doing different things., but this library had given them the greatest opportunity to do their very own activities~~ [Although each person came to the library for different reasons—to escape, to learn, to bond—they all found exactly what they needed within its welcoming walls.]