

Section 1

#1: Opening paragraph (Lily's section)*Strengths:*

- Your description creates a clear picture of the library setting with sensory details like "warm glow" and "clicking keys"
- You've established an interesting contrast between the peaceful library and Lily's internal stress about the forgotten essay

Lack of clarity in perspective → Your writing switches between "me," "I," and "she" when referring to the same character, which makes it confusing for readers to follow who is experiencing what. For example, you write "I was meant to finish her school essay" – is this Lily talking about herself or someone else? This inconsistency makes it hard to understand the viewpoint.

Exemplar: "I was meant to finish my school essay by tomorrow morning, but I'd completely forgotten to write it."

#2: First Willow section*Strengths:*

- Your character reveals genuine emotion about the overdue book and family situation
- The connection between being introverted and spending time in the library feels natural

Missing connection between ideas → Your thoughts jump from being introverted to books to the overdue book without smooth links between them. The phrase "The thoughts of books made me want to break down" appears suddenly without explaining why books would cause this reaction until the next sentence. Your readers need gentle bridges between these ideas to follow your thinking.

Exemplar: "The thought of my overdue book made me want to break down. I'd left it at home with my drunken mother, and knowing her, she'd probably ripped it to pieces by now."

#3: Final Lily section*Strengths:*

- You're attempting to show character growth and reflection about judging others

Vague conclusion → Your ending tries to share a lesson, but the connection between what happened (making eye contact with Willow) and the insight about not judging people isn't clear. You mention

"hundreds of secrets being untold" and the heater, but these details don't connect to your main point about understanding others. Your readers need to see how this brief moment of eye contact taught you something specific about Willow.

Exemplar: "In that brief moment when our eyes met, I realised that everyone in this library – including the girl in the beanbag – was fighting their own private battle. I'd been so focused on my own problems that I'd forgotten to notice anyone else's struggles."

■ Your piece shows promise in creating two distinct characters with real problems, but it needs clearer organisation to help readers follow the story. Right now, the alternating viewpoints between Lily and Willow feel choppy because you haven't provided enough context for readers to understand when the perspective shifts or how these characters' stories connect. Your opening establishes Lily's situation well, but then Willow's first section feels disconnected – we don't know yet that she's the girl in the beanbag chair. Consider adding a clear signal at the start of each section, or include small details that link one character's observation to the other's experience. Additionally, your ending rushes to a conclusion about not judging others, but this lesson needs more support from the events in your story. What specifically did Lily notice about Willow that changed her perspective? Show us that moment of understanding rather than just telling us the lesson. Your grammar also needs attention – watch for pronoun confusion (switching between "I," "me," and "she") and incomplete sentences. Also, think about how the library setting and the heater detail could do more work in your story. Right now, they're mentioned but don't connect meaningfully to your characters' emotional journeys. Lastly, your dialogue between the characters is completely missing – even one brief exchange could help readers understand the "energy" and "understanding" you mention.

Overall Score: 41/50

Section 2:

A ~~share~~ [Shared] ~~moment~~ [Moment]

Lily [#1]

The library's warm glow illuminates the whole room as the sound of clicking keys fills the space around me. The room was empty except ~~the~~ [for the] librarian at the front desk, sleeping, and a girl in a beanbag chair next to a corner. I was meant to finish ~~her~~ [my] school essay by tomorrow morning, ~~except she has~~ [but I had] forgotten to write it. Now I was stuck here in this situation, wondering what ~~would~~ [– what would] my mother think of this?

Willow

Great. I was known as the introverted kid in school, sitting in this old-fashioned library reading books. The thoughts of books made me want to break down because I was meant to return a book due by today. Apparently, it was ~~in~~ [at] my home, which I left to the care of my drunken mother. No doubt she ~~rips~~ [had ripped] the book ~~to~~ [into] a million pieces.

Lily [#2]

The girl in the beanbag chair was quite interesting. As ~~on cue~~ [if on cue], the heater ~~roars~~ [roared] to life, and a sudden blast of hot air ~~dances~~ [danced] its way around the room. The librarian woke up, and the girl looked quite depressed. She looked like she was about to tear up right on the spot. ~~And that when~~ [That's when] our eyes ~~meet~~ [met].

Willow

Things got a little bit awkward when I ~~realized~~ [realised] the girl ~~who was~~ with a laptop was staring at me ~~the whole time~~. I turned away, my heart pounding in my rib cage, but there was an energy between us, ~~as~~ [– as if there was a kind of understanding of us [between us].

Lily [#3]

I wondered if I really belonged here after I was caught. ~~True that the~~ [True, the] heater was quite harsh, occasionally blowing hot winds, then ~~being~~ [– then being] ~~cool down~~ [cooled down] again, ~~yet, this~~ [yet this] place felt like hundreds of secrets being untold. However, this experience ~~told~~ [taught] me not to judge other people by their looks ~~and what they are doing~~ [or actions,] as there is ~~more to be told than looks~~ [always more beneath the surface].