

Section 1

#1: "This design is pretty simple, it is a large room the size of a hall, each section of the hall has a different theme! For example, one corner can be coding, it will have desks with laptops on it."

Strengths:

- Your writing clearly describes what the Imagination Room looks like, which helps your audience picture it in their minds
- You've included a specific example (the coding corner) that makes your idea easier to understand

Weakness: Incomplete Explanation → Whilst you mention different themed sections, you only explain one example in detail. Your readers might wonder what other themes the room could have and how many sections there would be. Adding phrases like "another section could focus on art with easels and paints, whilst a third area might have building blocks for engineering" would paint a fuller picture of your vision.

Example for improvement: *"The room is divided into five themed sections. For instance, one corner focuses on coding with desks and laptops, another section has art supplies like paints and canvases, and a third area includes building materials for engineering projects."*

#2: "The best part is that you get a whole curtain where you can stick some pictures, so you do not forget all the good memories you made in the room. So, the idea is that there is a huge curtain that you can pull out and stick the photos on, and next to it is a table which has two rolls of tape and a few cameras."

Strengths:

- You've thought about how students can remember their experiences, which shows care for the emotional side of learning
- The practical details (tape, cameras) show you've considered how this would actually work

Weakness: Unclear Purpose and Function → The curtain idea gets a bit confusing because you mention it twice with slightly different descriptions. Your readers might wonder: Is the curtain already hanging or do students pull it out? How big is it? When do students take photos—during their work or at the end? Clarifying these details would help your audience understand exactly how this memory-keeping system works.

Example for improvement: *"At the end of each session, students can use the provided cameras to photograph their projects. They can then attach these photos to a large display curtain along one wall, using the tape from the nearby table, creating a gallery of everyone's achievements."*

#3: "It will be a fun thing to have because it will allow students to pick what they want to learn instead of being forced to do something that they have no interest in. This is important because the student should enjoy learning what they are learning, Scientists have proven that this will also help the student concentrate more because they are interested and engaged."

Strengths:

- You've explained why your idea matters by connecting it to student choice and engagement
- You've tried to support your point by mentioning scientific evidence

Weakness: Vague Supporting Evidence → When you say "Scientists have proven," you're making a claim without giving specific information. Which scientists? What study? Your argument would be much stronger if you either described the research more specifically or explained in your own words how interest affects concentration. Right now, your readers might question whether this is truly proven or just your opinion.

Example for improvement: *"This is important because when students enjoy what they're learning, they naturally pay more attention and remember information better—you've probably noticed this yourself when working on topics you find exciting."*

■ Your piece presents an interesting idea about student-centred learning, but it needs more development to convince your audience. Right now, your speech jumps between different points without fully explaining each one, which can leave your readers with unanswered questions. For

instance, you mention that students present their work at the end of each session, but you never explain what happens during this presentation or how it connects to the learning process.

Additionally, your writing would benefit from stronger organisation. You begin by describing the room's design, then discuss why choice matters, introduce a blueprint, circle back to asking if readers think it's clever, and finally describe the photo curtain. This jumping around makes it harder for your audience to follow your thinking. Try organising your ideas into clear sections: first, what the room is; second, why it's beneficial; third, how it would work day-to-day; and finally, why your audience should support it.

Your piece also needs more concrete details to make your idea feel real and achievable. Instead of saying "each section of the hall has a different theme," you could describe five specific themed areas with the equipment and activities in each. Rather than mentioning "a blueprint" that people can see later, you might briefly describe what your design includes. These specific details will help teachers and students imagine themselves actually using your Imagination Room, making them more likely to support your proposal.

Overall Score: 38/50

Section 2

The Imagination Room

Dear ~~students~~ [Students] and ~~teachers~~ [Teachers]

Today I am here because I want to share a remarkably interesting thought with you[: the] ~~the~~ Imagination Room! This design is pretty simple, it [. It] is a large room the size of a hall[. Each] ~~each~~ section of the hall has a different theme! For ~~example~~ [instance], one corner can be ~~coding, it~~ [for coding and] will have desks with laptops on ~~it~~ [them]. The idea is that ~~the~~ the student creates something and that they will present it at the end of that session. It will be a fun thing ~~do~~ [to] have because it will allow students to pick what they want to learn instead of being forced to do something that they have no interest in. ~~This is important because the student should enjoy learning what they are learning, Scientists~~ [#3 This is important because the student should enjoy learning what they are

learning. Scientists] have proven that this will also help the student concentrate more because they are interested and engaged. I personally made a blueprint for this special room[—] you can visit me ~~after~~ ~~this~~ [afterwards] to check it out ~~but~~ [, but] let's get back on track. So do ~~think~~ [you think] this is a clever idea? Well ~~if~~ [, if] the answer is no ~~stay~~ [, stay] seated because I am about to get to the best part! ~~The~~ [#2 The] best part is that you get a whole curtain where you can stick some ~~pictures~~ [photographs], so you do not forget all the good memories you made in the room. So, the idea is that there is a huge curtain that you can pull out and stick the ~~photos~~ [photographs] on, and next to it is a table which has two rolls of tape and a few cameras. So now that ~~your~~ [you're] convinced ~~get~~ [, get] off the couch and start building!