APHETRA

Worked example

Bumblebees

Message to Dev · guided practice, about 10 minutes

A learner reads notes about a real bee experiment and writes a short message to Dev, who saw two numbers and does not know what they count. The feedback keeps what is clear and asks for one sentence to be revised. The learner revises it on paper, and the second feedback checks the revision.

Read the five steps in order

1	**The practice pages** The task, the experiment notes, Dev's question and the answer page.	pages 2–3
2	**The first handwritten answer** The message to Dev, with a typed copy of the same words.	page 4
3	**First feedback** Student feedback, a parent report and a language review: one sentence to revise and six short phrases to correct.	pages 5–7
4	**The revision** The revision sheet and the handwritten revision, with a typed copy.	pages 8–9
5	**Second feedback** Student feedback, a parent report and a language review of the revision.	pages 10–12

Typed copies keep the learner's own words, spelling and line breaks. Quotations in the feedback are not corrected. The parent pages are in English with Simplified Chinese.

The example ends with the second feedback. Its next step is a suggestion; no new task is included.

APHETRA

Guided practice · About 10 minutes
Message to Dev · Sheet 1 of 2

What did the researchers count?

What you will write

A short message to Dev. Explain what the two numbers count, and answer his question about the bees in his garden. Use your own words. Sentences or bullets are fine.

You do not need a percentage or special science words. If the notes cannot answer part of Dev's question, you can say so.

Experiment notes

> **Bumble bees and wooden balls**
>
> Researchers followed 45 bumble bees in an arena, an enclosed space used for the experiment. The bees could go straight to a feeding area or move into areas containing wooden balls. Individual bees rolled balls between 1 and 117 times during the experiment. This record covers the arena experiment; it contains no observations of bees in Dev's garden.

These notes describe a real experiment reported by Queen Mary University of London on 27 October 2022. Dev is an invented reader for this writing exercise. Everything you need is printed here.



A bumblebee on a flower. Photo: Mustang Joe, CC0.

Dev's question

> "I did not see the experiment. I saw the numbers 45 and 1 to 117, but I do not know what they counted. Does this show that every bee in my garden will roll balls?"

Help you can have

Someone may read the notes aloud to you or explain a word. They should not choose your answer or give you sentences.

Adapted by APHETRA from Queen Mary University of London, "First-ever study shows bumble bees 'play'" (27 October 2022). Photo: Mustang Joe (Joe deSousa), Wikimedia Commons, CC0 1.0 (creativecommons.org/publicdomain/zero/1.0).

APHETRA

Guided practice · About 10 minutes
Message to Dev · Sheet 2 of 2

What did the researchers count?

What you will write

A short message to Dev: what the two numbers count, and an answer to his question about his garden. The notes and Dev's question are on sheet 1.

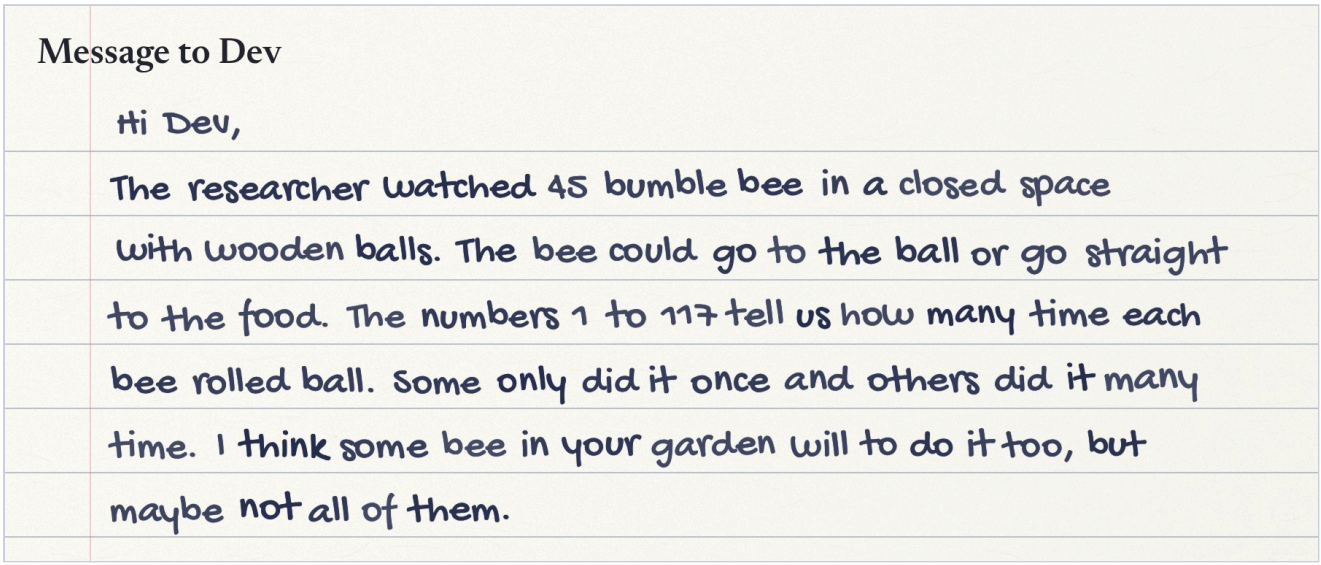
Message to Dev

Before you hand in

- [ ] Can Dev tell what 45 counts and what 1 to 117 counts?
- [ ] Does everything you say about the bees match the notes?
- [ ] Have you answered Dev's question about his garden, and said what the notes cannot tell him?

The first handwritten answer

Message to Dev, written on sheet 2 of the practice pages.



Typed copy

The same words, line by line. Spelling and line breaks are the learner's own.

1 Hi Dev,
2 The researcher watched 45 bumble bee in a closed space
3 with wooden balls. The bee could go to the ball or go straight
4 to the food. The numbers 1 to 117 tell us how many time each
5 bee rolled ball. Some only did it once and others did it many
6 time. I think some bee in your garden will to do it too, but
7 maybe not all of them.

Student feedback

Message to Dev

First feedback

Keep the clear explanations

Your message gives Dev a setting for the observations and makes clear what the two counts describe. These parts can stay.

> "The researcher watched 45 bumble bee in a closed space with wooden balls."
>
> Your answer, lines 2 to 3

The number 45 is clearly linked to the bees being watched.

> "The numbers 1 to 117 tell us how many time each bee rolled ball."
>
> Your answer, lines 4 to 5

You explain what the range counts. You also show that different bees did it different numbers of times.

One sentence to revisit

> "I think some bee in your garden will to do it too, but maybe not all of them."
>
> Your answer, lines 6 to 7

Your one revision

Your last sentence says what some garden bees will do. Check the notes: what did the study actually show, and what can it not tell Dev about his garden? Rewrite only this sentence so Dev can see the difference.

Keep the rest of your message for now.

Quoted words are copied from your handwriting without correcting them.

Parent report 家长报告

Message to Dev

First feedback 第一轮回馈

Keep the clear explanations of the counts. The one content priority is to check the final sentence against the supplied notes, not to rewrite the whole message.

保留已经清楚的数量解释。本轮内容上唯一优先处理的是对照所给材料检查最后一句，不是重写整则说明。

What the text already does 原文已经做到的部分

> "The researcher watched 45 bumble bee in a closed space with wooden balls."
>
> Sheet 2, answer lines 2 to 3 练习纸第 2 页，作答第 2 至 3 行

The setting is understandable and 45 refers to bees. Later, "The numbers 1 to 117" is linked to each bee's number of rolls, and "Some only did it once" makes the variation clearer. Local grammar errors do not erase these meanings. The six forms are listed on the next page; two kinds of them (time/times, bee/bees) affect how Dev reads the counts.

情境可以理解，45 指的是蜂。后文把 "The numbers 1 to 117" 连到每只蜂滚球的次数，又用 "Some only did it once" 说明次数不同。局部语法问题并没有抹去这些意思。六处语言形式列在下一页；其中两类（time/times、bee/bees）会影响 Dev 对数量的理解。

The one content focus 唯一内容重点

> "I think some bee in your garden will to do it too, but maybe not all of them."
>
> Answer lines 6 to 7 作答第 6 至 7 行

"I think" and "maybe not all" do signal uncertainty. However, the sentence still predicts what some garden bees will do without clearly separating that prediction from what the record supports. A cautious tone alone does not make that distinction clear.

"I think" 和 "maybe not all" 确实表达了不确定。但这句话仍预测花园中有些蜂会做什么，没有清楚区分这一预测与记录所支持的内容。仅有谨慎语气，并不能把这种区别交代清楚。

How a parent can support 家长可以怎样支持

Ask, "Which words in the notes support that garden claim?" Let the writer check the evidence and choose the wording. Do not supply a replacement sentence or a complete rewritten message.

可以问："材料中的哪些词句支持这个关于花园的说法？"让写作者核对依据并自行决定措辞，不提供替换句或完整改写稿。

The six language forms are handled separately from the one content priority.

这六处语言形式与唯一内容重点分开处理。

Parent language review 家长语言检查

Message to Dev

Local corrections 局部批改

Each item shows the original words, unchanged, then a local correct form, and whether it affects how the numbers are understood or only the form. Line numbers start at “Hi Dev,” on sheet 2. These are language forms only, not the answer to the task.

每项先列原字（不改动），再列局部正确形式，并标明它影响数量理解还是只影响形式。行号从练习纸第 2 页的 “Hi Dev,” 起计。这里只处理语言形式，不提供本题答案。

1. **45 bumble bee → 45 bumble bees** **Affects quantity 影响数量理解 · how many bees 数目**

Answer line 2 作答第 2 行 | Plural noun after a number 数词后的名词复数

The number 45 refers to more than one bee, so the count noun needs its plural form.

45 指不止一只蜂，因此可数名词 bee 需要用复数 bees。

2. **how many time → how many times** **Affects quantity 影响数量理解 · times, not length of time 次数与时长**

Answer line 4 作答第 4 行 | Countable occurrences 表示次数的可数名词

Here, time means an occurrence, not a length of time. Use the plural times after how many.

这里的 time 表示一次次发生的“次数”，不是时长；how many 后应使用复数 times。

3. **rolled ball → rolled a ball** **Affects quantity 影响数量理解 · how many balls is unclear 几颗球不清楚**

Answer line 5 作答第 5 行 | Singular count noun needs a determiner 单数可数名词需要限定词

A singular ball needs a determiner. “Rolled a ball” is one possible local form; “rolled balls” is also possible if plural balls are intended. The intended meaning decides.

单数 ball 需要限定词。“rolled a ball” 是一种局部改法；若想表达复数的球，也可以用 “rolled balls”。具体选择取决于原意。

4. **many time → many times** **Affects quantity 影响数量理解 · times, not length of time 次数与时长**

Answer lines 5 to 6 作答第 5 至 6 行 | Plural noun after many many 后的名词复数

This phrase also counts occurrences. Many takes the plural times, even across the line break.

这里同样表示次数，many 后要用复数 times。换行并不改变这个短语的语法关系。

5. **some bee → some bees** **Affects quantity 影响数量理解 · how many bees 数目**

Answer line 6 作答第 6 行 | Plural count noun after some some 后表示若干个体的名词复数

Some refers here to several individual bees, so use bees.

这里的 some 指若干只蜂，因此使用复数 bees。

6. **will to do → will do** **Form only 只影响形式**

Answer line 6 作答第 6 行 | Modal verb followed by a base verb 情态动词后接动词原形

Will is followed directly by the base verb do, without to. Fixing this form does not resolve the separate question about the claim’s evidence.

will 后直接接动词原形 do，不加 to。修好这个形式，并不等于解决了该说法的依据问题。

Source fidelity, not grammar 来源忠实度，不是语法

“The researcher” is grammatical, so it is not counted as an error. The notes say “Researchers”: there was more than one. This is a small difference from the source. “The bee”, “closed space”, “Hi Dev,” and “Some only did it once” can also stay.

“The researcher” 在语法上成立，不计为错误。材料写的是 “Researchers”，研究者不止一位；这是与来源的细小出入。“The bee”、“closed space”、称呼 “Hi Dev,” 和 “Some only did it once” 也可以保留。

APHETRA

Revision after feedback
Message to Dev · Revision sheet

Message to Dev: revision sheet

What you will write

Part 1: one sentence. Rewrite your last sentence. **Part 2: six short phrases.** Correct each phrase on its line. You do not need to copy the whole message.

Part 1: one sentence

Your original last sentence

> I think some bee in your garden will to do it too, but maybe not all of them.

Feedback on this sentence

> Your last sentence says what some garden bees will do. Check the notes: what did the study actually show, and what can it not tell Dev about his garden? Rewrite only this sentence so Dev can see the difference.

Your revised last sentence

Why I changed it (optional)

Part 2: six short phrases

These are separate language corrections. You do not need to use them in your new sentence.

1. 45 bumble bee
2. how many time
3. rolled ball
4. many time
5. some bee
6. will to do

Before you hand in

- ☐ Part 1 has one new last sentence.
- ☐ Part 2 has all six phrases corrected.

The handwritten revision

Written on the revision sheet: Part 1, then Part 2.

Your revised last sentence

The bees in the study rolled wooden balls, but we do not know if the bees in your garden will do this too.

Why I changed it (optional)

I changed the last sentence because the study did not test bees in Dev's garden.

Part 2: six short phrases

1. 45 bumble bee	45 bumble bees
2. how many time	how many times
3. rolled ball	rolled ~~balls~~ a ball
4. many time	many times
5. some bee	some bees
6. will to do	will do

Typed copy

Your revised last sentence

1 The bees in the study rolled wooden balls, but we do not know
2 if the bees in your garden will do this too.

Why I changed it

1 I changed the last sentence because the study did not test bees
2 in Dev's garden.

Six short phrases

1. 45 bumble bees
2. how many times
3. rolled ~~balls~~ a ball
4. many times
5. some bees
6. will do

In item 3, “balls” is crossed out and “a ball” is kept.

Student feedback

Message to Dev

Second feedback

Keep this revision

The two parts you were asked to revise are correct. Keep this version. You do not need another revision of this task.

What changed

> “I think some bee in your garden will to do it too, but maybe not all of them.”
>
> Before · First answer, last sentence

> “The bees in the study rolled wooden balls, but we do not know if the bees in your garden will do this too.”
>
> Now · Revision sheet, Part 1, lines 1 to 2

The new sentence tells Dev what happened in the study, then says what is still unknown about garden bees.

Your reason matches

> “I changed the last sentence because the study did not test bees in Dev's garden.”
>
> Revision sheet, Part 1, reason lines 1 to 2

Your reason explains why the study cannot answer the garden question.

Language corrections

All six phrases are corrected accurately. The words you kept in item 3, “rolled a ball”, are correct.

One next step

For your next practice, try a new short task without a model answer. Show what was observed and what is still unknown, using your own words.

Parent report 家长报告

Message to Dev

Second feedback 第二轮回馈

The requested sentence revision and all six phrase corrections are accurate. No further revision of this task is needed.

本轮要求的末句修改和六处短语订正均准确。这道题无需继续修订。

Before and after 修改前后

> "I think some bee in your garden will to do it too, but maybe not all of them."
>
> Before · First answer, last sentence 修改前：第一稿末句

> "The bees in the study rolled wooden balls, but we do not know if the bees in your garden will do this too."
>
> Now · Revision sheet, Part 1, lines 1 to 2 修改后：修订纸第一部分，第 1 至 2 行

The earlier sentence predicts what some garden bees will do, despite its cautious wording. The revision separates the study observation from the unknown garden outcome. In "we do not know if … will do", will does not make the garden outcome certain.

原句虽然语气谨慎，仍在预测有些花园里的蜂会做什么。修订句把实验中的观察与花园里尚不确定的结果分开了。在 "we do not know if … will do" 中，will 并不把花园里的结果说成确定事实。

Reason given 修改理由

> "I changed the last sentence because the study did not test bees in Dev's garden."
>
> Revision sheet, Part 1, reason lines 1 to 2 修订纸第一部分，理由第 1 至 2 行

The reason identifies the missing garden evidence. It fits the revision without claiming that garden bees cannot roll balls.

理由指出缺少对该花园的观察证据，与修订句一致；它没有反过来断言花园里的蜂不会滚球。

What this review covers 本次检查范围

This review covers the submitted sentence, reason and six phrases, not a complete rewritten message. Accurate fragments alone do not establish that a whole message is error-free or that the writer can independently apply the same language and evidence distinctions in a new task.

本次检查的是提交的修订句、理由和六个短语，不是一篇重写后的完整说明。不能仅由这些正确片段推断整篇已无错误，或已能在新任务中独立区分观察与推断、运用这些语言形式。

Parent language review 家长语言检查

Message to Dev

Second feedback 第二轮回馈

All six requested corrections in Part 2 of the revision sheet are accurate. Each item below compares the earlier wording with the submitted correction.

修订纸第二部分的六项指定订正均准确。下面逐项对照原词句与提交的订正。

1. Before: **45 bumble bee** | Now: **45 bumble bees**

Correct. The number 45 calls for the plural bees.

正确。45 指多只蜂，可数名词 bee 需要使用复数 bees。

2. Before: **how many time** | Now: **how many times**

Correct. Times counts separate occurrences here; use the plural after how many.

正确。这里的 times 表示一次次发生的次数，how many 后使用复数。

3. Before: **rolled ball** | Now: **rolled a ball**

Correct. The kept phrase a ball gives the singular count noun a determiner.

正确。保留的 a ball 为单数可数名词加上了限定词。

4. Before: **many time** | Now: **many times**

Correct. Many takes the plural times when counting occurrences.

正确。表示次数时，many 后使用复数 times。

5. Before: **some bee** | Now: **some bees**

Correct. Some refers to several individual bees here, so bees is plural.

正确。这里的 some 指若干只蜂，因此使用复数 bees。

6. Before: **will to do** | Now: **will do**

Correct. Will is followed directly by the base verb do, without to.

正确。will 后直接接动词原形 do，不加 to。

Crossed-out word 划去的词

In item 3, “balls” is crossed out and “a ball” is kept. The kept words “rolled a ball” are correct. The crossed-out word is not counted as a new error.

第 3 项划去了 “balls”，保留 “a ball”。保留的 “rolled a ball” 正确。划去的词不另计为新错误。

One next step 下一步学习建议

For your next practice, try a new short task without a model answer. Show what was observed and what is still unknown, using your own words.

下一次练习建议换一项全新的短任务，不看示范答案，用自己的话区分已经观察到的事与仍然未知的事。