

Task Analysis

| Aspect | Details |

| **Essay Topic** | Some parents give their children everything that their children ask for or allow them to do whatever they want to do. Is this good for children? What could be consequences for these children when they grow up? | | **Key Questions** | 1. Is it good for children if their parents give them everything they ask for? | | 2. What are the potential consequences for these children when they grow up? | | **Keywords and Synonyms** | | *parents* | guardians, caretakers | | *children* | young ones, offspring | | *give* | provide, offer, supply | | *everything* | all, every demand | | *ask for* | request, seek | | *allow* | permit, let | | *whatever they want to do* | any activity they choose | | *good* | beneficial, advantageous | | *consequences* | results, outcomes, effects |

Paragraph Revision

1~~No doubt that~~**Undoubtedly**, children are not a distraction2~~from more important work, they are~~**but** the most importan3~~work~~**task**rk. 4~~is true~~**s universally acknowledged**due t5~~parent s education~~**the way parents educate their children profoundly impacts their development. While some advocate for fulfilling every desire**tion of chil6~~has a great influence~~, **others believe that unrestricted indulgence can harm their growth. I believe the optimal approach is for parents to set reasonable limits**uence on child7~~growth~~**requests while also considering their opinions to guide them towards making the right and joyful choices**g8~~Some people hold the view that parents should provide everything that the children want, others argue that it is harmful for children s growth if parents don t limit children s requirements. I deem that the best choice is parents should to give a proper limitation towards children s ideas but also listening children s voices to help them choice the correct and happy thing.~~py thing.

| INDEX | ERRORS/CHANGES | Error Type | COMMENTS/BENCHMARK |

|-----|-----|-----|-----| | 1 | ~~~No doubt that~~**Undoubtedly**, | **CC**
Added a Cohesive Device | Introduction of a more formal and concise transition enhances the flow and sets a professional tone right from the start. | | 2 | ~~~from more important work, they are~~**but** | **LR**

Word Choice Enhancement | The replacement of 'from more important work, they are' with 'but' simplifies the sentence structure and eliminates redundancy, aligning with formal academic writing norms. | | 3 | ~~~work~~**task** | **LR**

Word Choice Enhancement | Changing 'work' to 'task' narrows the context to specifically refer to the act of parenting, which is more precise. | | 4 | ~~~is true~~**s universally acknowledged** | **GRA**
Enhanced Expression | 'It is true that' changed to 'It's universally acknowledged that' broadens the statement, adding weight and a sense of common acceptance to the claim. | | 5 | ~~~parent s education~~**the way parents educate their children profoundly impacts their development. While some advocate for fulfilling every desire** | **TR**

Extended Support | Expanding on how parents influence their children provides a broader context and deepens the argument, supporting the thesis more effectively. | | 6 | ~~~has a great influence~~, **others believe that unrestricted indulgence can harm their growth. I believe the optimal approach is for parents to set reasonable limits** | **TR**

Expanded Explanation | Clarifying the consequences of unrestricted indulgence versus reasonable limits adds depth to the argument, covering more ground in the discussion of parenting. | | 7 | ~~~growth~~**requests while also considering their opinions to guide them towards making the right and joyful choices** | **CC**

Enhanced Cohesion | The revised sentence ties the introduction directly to the essay's thesis, improving flow and coherence. | | 8 | ~~~Some people hold the view that parents should provide

everything that the children want, others argue that it is harmful for children s growth if parents don t limit children s requirements. I deem that the best choice is parents should to give a proper limitation towards children s ideas but also listening children s voices to help them choice the correct and happy thing.~ | CC

Redundant Fillers | Removal of redundant and repetitive phrasing streamlines the introduction, focusing on key points without dilution. |

The 9~main reason~**primary rationale** for10~people who think it is necessary to limit children s requirements~**those advocating limits** is th11~restrictions~**such boundaries**ons12~beneficial to~**essential for**al to childrenâ€™s 13,growth inc14**their**luding heal15~study~**education**16~This is because parents all want~**Parents aim** a17~lead~**guide**ant to lead th18~in a correct way which are good~**correctly, beneficial**hic19~them~**their development**20~With the limitation~**By setting limits**th the 121~has more chance~**can prevent undesirable habits detrimental**nt22~**help children to avoid the bad habits which are not suitable for their**~ot suitable f23~example~**instance**24~some~**if**owth. Fo25~are fond of eating sweat~**indulge in sugary** are26**without brushing their teeth** f27~**even**~of eat28~don t~**risk dental issues, which could lead to severe consequences**weat29~to brush the teeth~**hospital visits**30~If~**Conversely, if**â€™t lik31~don t interfere their daily life~**enforce strict** donâ€™t 32~**they will have tooth decay and have to go the hospital which is a more terrible thing for them than not eating the sweat food. But if parents gives much restriction on their habits, then the**~striction 33~can have a~**might maintain**abits, then34~**or study hard**~ can 35~get into a good university in the future~**excel academically, potentially securing admission to prestigious universities**36~Hence~**Thus**37~parents need to limit children to do something correct~**parental restrictions are crucial**to limit children to do something correct.

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|-----|-----|-----|-----| | 9 | ~main reason~**primary rationale** | CC

Terminology Clarification | Replacing 'main reason' with 'primary rationale' elevates the formality of the language, appropriate for academic discourse. | | 10 | ~people who think it is necessary to limit children s requirements~**those advocating limits** | TR

Clarification of Argument | Specifying 'those advocating limits' directly addresses the proponents of the argument, enhancing clarity. | | 11 | ~restrictions~**such boundaries** | CC

Word Choice Enhancement | Using 'such boundaries' instead of 'restrictions' softens the tone, making the argument less harsh and more palatable. | | 12 | ~beneficial to~**essential for** | TR

Strengthened Argument | 'Essential for' emphasizes the necessity of the action, strengthening the argument's force. | | 13 | , | CC

Added a Cohesive Device | Adding a comma introduces a pause for clarity, improving readability and structure. | | 14 | **their** | CC

Detail Addition | Including 'their' before 'health' personalizes and specifies the impact on children, enhancing the precision of the statement. | | 15 | ~study~**education** | TR

Clarification and Expansion | Changing 'study' to 'education' and introducing the role of parents shifts the focus from mere academic performance to a broader educational context. | | 16 | ~This is because parents all want~**Parents aim** | GRA

Grammar Enhancement | Simplifying the sentence structure and shifting from passive to active voice makes the statement more direct and easier to understand. | | 17 | ~lead~**guide** | CC

Word Choice Enhancement | Replacing 'lead' with 'guide' implies a more supportive and less directive role for parents, fitting the context better. | | 18 | ~in a correct way which are good~**correctly, beneficial** | TR

Refined Argument | Refining the phrase to 'correctly, beneficial' focuses on positive outcomes, aligning with the supportive nature of the argument. | | 19 | ~them~**their development** | CC

Cohesive Transition | Transitioning with 'By' introduces a cause-effect relationship, enhancing the logical flow of ideas. | | 20 | ~With the limitation~**By setting limits** | CC

Enhanced Cohesion | Clarifying the action by stating 'By setting limits' directly links parental

actions with outcomes, improving argumentative coherence. || 21 | ~~has more chance~~**can prevent undesirable habits detrimental** | **GRA**

Verb Tense Correction | Correcting 'has more chance' to 'can prevent undesirable habits detrimental' addresses grammatical errors and refines the explanation. || 22 | ~~help children to avoid the bad habits which are not suitable for their~~ | **CC**

Elimination of Redundancy | Removing an overly detailed explanation focuses the content on key arguments, enhancing clarity and directness. || 23 | ~~example~~**instance** | **CC**

Improved Example Introduction | Starting the example with 'For instance, if' sets up a hypothetical scenario, making the example clearer and more effective. || 24 | ~~some~~**if** | **CC**

Clarification of Example | Clarifying the condition with 'if' specifies the circumstances under which the example is relevant, improving logical flow. || 25 | ~~are fond of eating sweat~~**indulge in sugary** | **LR**

Vocabulary Enhancement | Replacing 'eating sweat foods' with 'indulge in sugary foods' uses more precise and formal vocabulary, suitable for academic writing. || 26 | **without brushing their teeth** | **CC**

Detail Addition | Inserting 'without brushing their teeth' adds a critical detail to the example, highlighting the consequences of the behavior. || 27 | ~~even~~ | **CC**

Elimination of Redundancy | Removing 'even' simplifies the sentence and eliminates unnecessary wording, focusing on the main idea. || 28 | ~~don t~~**risk dental issues, which could lead to severe consequences** | **GRA**

Grammar and Context Correction | Changing 'they donâ€™t like' to 'they risk dental issues, which could lead to severe consequences' expands the consequence and adds seriousness to the situation. || 29 | ~~to brush the teeth~~**hospital visits** | **CC**

Logical Transition Enhancement | Using 'Conversely,' introduces an opposing scenario, enhancing the structure and flow of the argument. || 30 | ~~If~~**Conversely, if** | **CC**

Improved Transition | Rephrasing to 'Conversely, if' contrasts the previous scenario, emphasizing the benefits of parental intervention. || 31 | ~~don t interfere their daily life~~**enforce strict** | **TR**

Strengthened Argument | Changing to 'enforce strict' emphasizes the proactive role of parents in shaping children's habits, supporting the thesis. || 32 | ~~they will have tooth decay and have to go the hospital which is a more terrible thing for them than not eating the sweat food. But if parents gives much restriction on their habits, then the~~ | **CC**

Elimination of Redundancy | Removing an overly detailed negative scenario streamlines the argument, focusing on the essential details. || 33 | ~~can have a~~**might maintain** | **CC**

Expectation Clarification | Changing 'can have a' to 'might maintain' introduces a possibility rather than certainty, aligning with the nuanced nature of the topic. || 34 | ~~or study hard~~ | **CC**

Redundant Fillers | Eliminating 'or study hard' focuses the sentence on the broader outcome of academic excellence, not just effort. || 35 | ~~get into a good university in the future~~**excel academically, potentially securing admission to prestigious universities** | **TR**

Expanded Consequence | Refining to 'excel academically, potentially securing admission to prestigious universities' broadens the scope of potential positive outcomes, strengthening the argument. || 36 | ~~Hence~~**Thus** | **CC**

Cohesive Conclusion | Transitioning with 'Thus,' signals a conclusion to the argument, summarizing the necessity of parental limitations. || 37 | ~~parents need to limit children to do something correct~~**parental restrictions are crucial** | **TR**

Conclusive Statement | Finalizing with 'parental restrictions are crucial' underscores the argument's central thesis, providing a strong closing statement. |

38~~Undeniably~~**Contrarily**, som39~~people may say children are not able to have a happy life if parents give too much limitation towards~~**argue that excessive parental control can stifleds childre**40~~choice~~**happiness and creativity**oice.41~~believe~~**assert**elieve that c42~~who are free~~**with the freedom**ar43~~choose what they like can have~~**pursue their interests may enjoye** can 44~~happy~~**fulfillinga** more happy ch45~~bright~~**promisingd** and a46~~If children have freedom to do everything they want, they can find~~**By exploringt**,

th47~~interests early and gain a lot of happiness. After they find their interests in~~**passions from**their intere48~~they have more possibility to achieve success~~**these children might excel**ly 49~~this area after they grow up~~**their chosen fields. For instance**50~~because they can spend much more time on learning and practicing the skills than other normal people. As we all know that many technical genius started their~~**tech magnate Elon Musk developed his**cal genius s51**computers and gaming** attarted their 52~~such as Elon Musk~~**which laid the foundation for his future successes in various technological domains. Therefore**53~~he had interest on computer and game and gained a plenty of knowledges about it in 10 years old~~**allowing children the liberty to choose their paths is deemed crucial**54~~Now he has become a giant crocodile in multiple technology areas. So it is obvious that making children chose the thing they want to do is very important and valuable.~~s very important and valuable.

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|-----|-----|-----|-----| | 38 | ~~Undeniably~~**Contrarily** | **CC**

Contrast Introduction | Replacing 'Undeniably' with 'Contrarily' introduces a contrasting viewpoint more effectively, setting the stage for an alternative argument. | | 39 | ~~people may say children are not able to have a happy life if parents give too much limitation towards~~**argue that excessive parental control can stifle** | **TR**

Clarification of Argument | Changing the phrase to 'excessive parental control can stifle' highlights the negative impact of over-restriction, enhancing the argument's depth. | | 40 |

~~choice~~**happiness and creativity** | **TR**

Focus Shift | Changing 'choice' to 'happiness and creativity' broadens the discussion to emotional and developmental impacts, which are central to the argument. | | 41 | ~~believe~~**assert** | **TR**

Assertion Strengthening | Using 'assert' instead of 'believe' strengthens the stance of the argument, portraying confidence in the viewpoint. | | 42 | ~~who are free~~**with the freedom** | **TR**

Language Precision | Shifting from 'who are free' to 'with the freedom' changes the focus from the children to the conditions, enhancing clarity and focus. | | 43 | ~~choose what they like can have~~**pursue their interests may enjoy** | **TR**

Expectation Adjustment | Modifying 'can have' to 'may enjoy' introduces a possibility rather than certainty, which is more appropriate for theoretical arguments. | | 44 | ~~happy~~**fulfilling** | **LR**

Word Choice Enhancement | Replacing 'happy' with 'fulfilling' offers a deeper, more nuanced understanding of emotional state, suitable for academic discourse. | | 45 | ~~bright~~**promising** | **TR**

Future Perspective | Changing 'bright' to 'promising' future gives a more hopeful and less definite expectation, aligning with the essay's optimistic tone. | | 46 |

~~If children have freedom to do everything they want, they can find~~**By exploring** | **CC**

Expanded Exploration | Using 'By exploring' instead of 'If children have freedom to do everything they want, they can find' shifts the emphasis to an ongoing process of discovery, which is more engaging and descriptive. | | 47 |

~~interests early and gain a lot of happiness. After they find their interests in~~**passions from** | **TR**

Focus on Early Development | Changing 'their interests early and gain a lot of happiness. After they find their interests in' to 'their passions from' highlights the importance of early passion development in children, enhancing the argument's relevance. | | 48 |

~~they have more possibility to achieve success~~**these children might excel** | **TR**

Success Expectation | Modifying 'they have more possibility to achieve success' to 'these children might excel' tempers expectations with a realistic possibility, which is more academically appropriate. | | 49 |

~~this area after they grow up~~**their chosen fields. For instance** | **CC**

Example Introduction | Replacing 'in this area after they grow up, because' with 'in their chosen fields. For instance' provides a smoother transition to a specific example, improving clarity and impact. | | 50 |

~~because they can spend much more time on learning and practicing the skills than other normal people. As we all know that many technical genius started their~~**tech magnate Elon Musk developed his** | **TR**

Role Model Example | Changing 'many technical genius started their' to 'tech magnate Elon Musk

developed his' narrows the focus to a single, highly relevant example, enhancing the argument's persuasiveness. || 51 | **computers and gaming at** | CC

Detail Addition | Inserting 'computers and gaming at' specifies the areas of Musk's early interests, adding depth and relevance to the example. || 52 | ~such as Elon Musk~**which laid the foundation for his future successes in various technological domains. Therefore** | CC

Argument Conclusion | Rephrasing to 'which laid the foundation for his future successes in various technological domains. Therefore' concludes the example effectively, linking it back to the overarching argument about freedom and success. || 53 | ~he had interest on computer and game and gained a plenty of knowledges about it in 10 years old~**allowing children the liberty to choose their paths is deemed crucial** | TR

Concluding Statement | Changing 'he had interest on computer and game and gained a plenty of knowledges about it in 10 years old. Now' to 'Therefore, allowing children the liberty to choose their paths is deemed crucial.' provides a powerful closing to the argument, emphasizing the importance of freedom in child development. || 54 | ~Now he has become a giant crocodile in multiple technology areas. So it is obvious that making children chose the thing they want to do is very important and valuable.~ | CC

Elimination of Redundancy | Removing the detailed success description of Elon Musk focuses the paragraph on the key argument without the distraction of excessive biographical detail. |

In conclusion, 55~although limitation towards children s requirements~**while parental limitations** ca56~help children avoid many~**prevent**ny unhealthy habi57~It will~**they may**will58~make children have an unhappy childhood~**suppress a child s happiness**ldh59~kill their s interests~**curiosity**nterests. From my per60**it is essential for**spective61~should~**to strike** ants sho62~the constraints~**between discipline and freedom. This balance will not only allow children to pursue their interests but also guide them** constr63~children s ideas~**making beneficial decisions**64~they should let children do what they like do and also leads them to a correct way so that children will have~**ensuring**ildren will have65, a h66~bright~**successful**healthy and bright future.

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|-----|-----|-----|-----| | 55 | ~although limitation towards children s requirements~**while parental limitations** | CC

Terminology Adjustment | Changing 'although limitation towards children's requirements can' to 'while parental limitations can' aligns the terminology with the essay's context, making it consistent with the discussed themes. || 56 | ~help children avoid many~**prevent** | TR

Problem Prevention | Replacing 'help children avoid many' with 'prevent' streamlines the argument, focusing on the proactive role of limitations. || 57 | ~It will~**they may** | CC

Expectation Modulation | Changing 'It will' to 'they may' shifts from a definitive outcome to a potential consequence, aligning with a balanced argumentative approach. || 58 | ~make children have an unhappy childhood~**suppress a child s happiness** | TR

Impact Clarification | Replacing 'make children have an unhappy childhood' with 'suppress a child's happiness and' focuses more directly on the emotional impact of limitations. || 59 | ~kill their s interests~**curiosity** | TR

Interest Preservation | Changing 'kill their's interests' to 'curiosity' shifts the focus from a violent metaphor to a more appropriate academic expression of stifling intellectual and creative growth. || 60 | **it is essential for** | CC

Formal Expression | Inserting 'it is essential for' before 'parents' introduces a formal and necessary action, emphasizing the gravity of the parental role. || 61 | ~should~**to strike a** | TR

Action Specification | Changing 'should' to 'to strike a' presents a more active and decisive approach to balancing parenting strategies. || 62 | ~the constraints~**between discipline and freedom. This balance will not only allow children to pursue their interests but also guide them** | CC

Enhanced Cohesion | The modification 'balance the constraints towards' to 'balance between discipline and freedom. This balance will not only allow children to pursue their interests but also guide them' connects the dual aspects of parenting, enhancing the essay's coherence. || 63 |

~~children s ideas~~**making beneficial decisions** | **TR**

Guidance Emphasis | Changing 'towards children's ideas, they' to 'towards making beneficial decisions', ensures a clearer link between children's freedom and parental guidance, solidifying the argument. || 64 | ~~~they should let children do what they like do and also leads them to a correct way so that children will have~~~**ensuring** | **CC**

Conclusion Strengthening | Replacing 'ideas, they should let children do what they like do and also leads them to a correct way so that children will have' with 'decisions, ensuring' streamlines the conclusion, focusing on the outcomes rather than the process. || 65 | , | **CC**

Cohesive Addition | Inserting 'happy, healthy, and' before 'successful' provides a rhythmic and comprehensive conclusion, emphasizing the holistic benefits of balanced parenting. || 66 |

~~bright~~**successful** | **TR**

Future Expectation | Changing 'and bright future.' to 'and successful future.' shifts the focus from a vague notion to a concrete, achievable outcome, reinforcing the essay's concluding argument. |