Criterion WRITER'S HANDBOOK

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1. Grammar 文法

Purpose of this Section 本章概要

This section provides information on the following grammar errors:
此部份針對以下文法錯誤提供資訊：

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- Proofread This! 其他錯誤

Criterion can provide feedback on many grammar and sentence structure errors, but not all of them. Use this section to help you correct errors. Check with your instructor if you do not understand how to revise the errors that are highlighted.
Criterion 的即時回饋訊息可以指正大部分的文法及句構錯誤，但並非全部。使用本章內容來幫你改正錯誤，如果不瞭解如何訂正標示出的錯誤，可請教你的老師。

Some grammar errors are caused by misspelling or mistakes in typing. When Criterion identifies a typing or spelling error that might be causing a grammar error, the feedback message will let you know.
有些文法錯誤是由於拼字或打字不正確所造成的，Criterion 若發現此種情形，會在即時回饋訊息中指明。

The feedback in "Proofread This!" points out errors that are difficult to name or classify. Often these errors occur when a word is missing, an extra word is added, or the wrong form of the word is used.
即時回饋訊息中的「其他錯誤」項目會指出難以判定分類的錯誤，此類錯誤通常是因為句中有遺漏或多餘的字，或是單字型態錯誤所造成。

1.1 Fragments 斷句

A sentence is complete when it has a subject and a verb and expresses a complete thought. Another name for a sentence is an independent clause. A fragment is not a complete sentence because its thought is not complete, even though it starts with a capital letter and ends with a punctuation mark. It is missing either a subject or a verb or both.
如果一個句子中的主詞和動詞傳達出了完整的意念，那它就是個完整句，或叫獨立子句。不完整的句子即使有時是以大寫字母開頭，或是以句點結束，還是不完整的句子，它有可能遺漏了主詞或動詞，或兩者都遺漏。

Here are two examples of fragments:
這裡有兩個斷句的例子：

> *Where the mosquitoes made him miserable.*
> *Fear of being in a closed or narrow space.*

These two groups of words cannot stand alone as complete sentences. They can be corrected in two ways. One way is to attach the fragment to a complete sentence:
這兩個詞組都不能視作獨立的句子，可以兩種方式修正，第一是把這個不完整的句子加到一個完整句上：

> <u>*Simon left the campsite*</u> *where the mosquitoes made him miserable.*

Another way to correct fragments is to add a complete subject, complete verb, or other words that express a complete thought:
另一個修正法是加上完整的主詞、動詞或其他可傳達出完整句意的字：

> *Claustrophobia is a fear of being in a closed and narrow space.*

Sometimes readers can figure out the meaning of a fragment by rereading the sentences that come before and after it. As you revise, make sure that your reader does not have to struggle to understand your meaning. Turning fragments into complete sentences usually shows the connections between ideas better than a sentence fragment by itself can.
有時讀者還是可以根據前後句猜測一個斷句的句意為何，當你檢查時，應該確認你的讀者不需很辛苦的去了解你所要表達的是什麼。比起單憑一個斷句，把不完整句轉變成完整句通常更能成功的顯示出文意之間的連結。

1.2 Garbled Sentences 語意不清的句子

A garbled sentence contains several errors in grammar, usage, and mechanics that make a sentence difficult to understand. The entire garbled sentence is highlighted in the Grammar feedback category. All of the individual errors in a garbled sentence are also highlighted in each feedback category.
語意不清的句子意指句中涵蓋文法、用法與技巧上的錯誤，以致句子很難理解。即時回饋訊息中的「文法」項目會將語意不清的句子整句標示出來，句中造成理解混淆的個別錯誤也會被強調出來。

You could try reading the garbled sentence out loud to see if you can hear the mistakes in it. Or you can review the errors that are highlighted in each feedback category. Ask your instructor or writing tutor for advice on improving this type of sentence. Your writing instructor may want you to try another method of revising.
你可以把語意不清的句子大聲念出來，看看能不能聽出其中的錯誤；或者檢視即時回饋訊息標示出的每項錯誤。你的作文老師也許希望你用別的方法來修訂句子，問他建議你如何改進。

1.3 Subject-Verb Agreement Errors 主動詞不一致

Make sure the subject and verb agree in number. 確認主詞與動詞的單複數。

A singular subject takes a singular verb, and a plural subject takes a plural verb.
單數主詞要搭配單數動詞，而複數主詞則是搭配複數動詞。

For example, the singular subject ("teacher") agrees with the singular verb ("was"):
比如說，單數主詞 teacher 要搭配單數動詞 was：

> *The teacher was on the picket line.*

Or the plural subject ("teachers") matches the plural verb ("were"):
複數主詞 teachers 要搭配複數動詞 were：

> *The teachers were on the picket line.*

You should never have a singular subject with a plural verb, or vice versa.
絕不能把單數主詞配上複數動詞，反之亦然。

For example, the following is incorrect:
比如說，以下這句是不正確的：

> *Many student think having a dress code is a bad idea.*

This sentence can be edited to make the subject and verb agree, either by making the subject plural (students think) or the verb singular (student thinks).
這個句子可以被改成主詞與動詞一致，不是主詞改成複數 (students think)，就是動詞改成單數 (student thinks)。

Make sure the subject and verb agree when they are separated by a phrase.
當主詞和動詞被片語分開時，確認它們的單複數型態仍然一致。

When you place phrases between the subject and the verb, you sometimes inadvertently forget to make the subject and verb agree in number. Here is an example:
當你把片語放在主詞與動詞的中間時，一不注意就會忘記讓主詞和動詞的單複數型態一致。例如：

> *The participation of the players were welcomed.*

Since the subject of this sentence is "participation", which is singular in number, you need a singular verb. The sentence should read:
這句子的主詞 participation 是單數，所以你需要一個單數動詞。這句應該寫成：

The participation of the players was welcomed.

Make sure a compound subject has a plural verb. 確認複合主詞搭配的是複數動詞。

When you proofread your work, correctly identify the subject in your sentences. For example, the following sentence has more than one subject:
當你校對你的文章時，先把句子的主詞確認出來。例如下句有多個主詞：

Early in the morning, one science teacher and one gym teacher were picketing the school.

In this case, the complete subject is compound ("science teacher" and "gym teacher"), and so the verb must be plural ("were").
在這種情況下，主詞是複合式的 (science teacher 跟 gym teacher)，所以動詞應該是複數的 (were)。

Make sure a collective noun agrees with the verb. 確認集合名詞和動詞型態一致。

When you use a collective noun such as group, jury, family, or board of trustees, you choose to make the verb singular or plural according to how you intend to show the group acting. In American English, collective nouns are usually singular as in this example:
當你使用集合名詞，如 group、jury、family 或 board of trustees 時，完全依照你打算如何表現這團體的作用，來選擇動詞是單數還是複數。在英語中，集合名詞都是單數，範例如下：

The jury was unanimous in its decision.

However, sometimes you might want to emphasize that the group acted as individuals, each for him- or herself. Then you can write:
但是，如果你需要強調這個團體中個人的獨立性，你可以這麼寫：

The jury were divided among themselves, even after deliberating for two days.

While correct, this sentence sounds awkward. You might want to change the word "jury" to "jury members."
不過這句子雖然正確，聽起來卻不太通順。你可以把 jury 改為 jury members。

1.4 Verb Form Errors 動詞時態錯誤

Verbs are parts of speech that express action (jumped, shows) or a state of being (are, was).
動詞是詞類中的一種，可以表達動作 (如 jumped、shows) 或是狀態 (如 are、was)。

Verbs are the heart of a sentence. Get your instructor advice on improving your use of verbs, especially if you don't understand the highlighted verb errors in your essay.
動詞是句子的核心。徵詢老師的建議來增進你使用動詞的能力，尤其是當你對文章中被標示出的動詞錯誤有疑問時。

Helping Verbs 助動詞

Helping verbs (or auxiliary verbs as they are sometimes called) precede the main verb.
助動詞 (有時也叫輔助動詞) 出現在主動詞前。

All of these are helping verbs: 以下這些都是助動詞：

> *be, am, is, are, was, were, being, been, has, have, had, do, does, did, can, will, shall, should, could, would, may, might, and must*

Overlooking helping verbs can ruin your sentences: 少了助動詞會將整個句子破壞掉：

> *Many people don't know what they going to do after graduation.*
> *I going to give step by step instructions.*

In the first sentence, "they going" should be "they are going." In the second, "I going" should be "I am going." Make certain that you use the correct form of the main verb with the helping verb. How would you improve these sentences?
在第一個句子裡，they going 應寫成 they are going；在第二句中 I going 應該是 I am going。在使用助動詞時，要確認是否用對了動詞時態。以下這兩句你會如何修正呢？

> *They are go to a four year college.*
> *The rules should always be maintain.*

Yes, the main verb form in the first example should be "going" and "maintained" in the second example.
沒錯，在第一個例句中的主動詞時態應改爲 going，第二個例句則應改爲 maintained。

Make sure you do not use "of" after a helping verb. 助動詞後面不能用 of。

In some verb phrases, there are two or more verbs being used (should have happened, might be eaten, could have decided). Here are examples in which the word "of" was used:
在某些動詞片語中，會使用二個或更多的動詞 (如 should have happened, might be eaten, could have decided)。以下有兩個用了 of 的句子：

> *They would of stayed one more month if possible.*
> *In that time, he could of finished the project.*

"Of" is a preposition, not a verb, and in each of these sentences "of" should be replaced with the helping verb "have."

of 是介系詞，不是動詞，在例句中的 of 都應替換成助動詞 have 才對。

Make sure you use helping verbs correctly. 正確的使用助動詞。

Verbs such as might, must, can, would, and should are helping verbs that express conditions that restrict an action or being. Here are two examples:

有些動詞，像 might、must、can、would、should，屬於助動詞，表示動作或狀態上的限制。以下有二個例句：

> *I might have gone to the party if I had been invited.*
> *If I were the president of the United States, I would support expanding our railroad system.*

Helping verbs must be used to express a wish that is contrary to the facts as in this example.

而在下面句子中，助動詞被用來表達與事實相反的願望。

> *I wish there had been a way to prevent my brother's accident.*

Helping verbs also indicate action completed or occurring at a specific time. Helping verbs like "had" and "have" show the relationships between two actions in time. For example, in this sentence, the looking happened in the past before the finding happened:

助動詞亦可指明過去某一時間發生或已完成的動作。像助動詞 had 和 hav 可表現兩個動作的時間關聯性。在這個例句中，「看」(looking) 這個動作在過去發生的時間比「發現」(finding) 要來得早。

> *I had looked at several computer games before I found this one.*

Here the action is happening and will probably happen for some time:

這句代表的是正在發生，並且可能會持續進行一段時間的動作：

> *I am looking at several computer games and trying to decide which one I like best.*

Here the action is expected to be completed by some future time:

這句代表的是一個預期會在未來某時被完成的動作。

> *I will have completed my search by end of the school year because I want to play my new game with my cousins when they visit.*

Make sure you use the infinitive form of the verb correctly. 正確的使用不定詞

The infinitive is the basic form of every verb, and it is from the infinitive that all other verb tenses come. The infinitive is formed by using the word "to" plus the present tense form of the verb. In the following sentences there are incorrectly formed infinitives:

不定詞是每一個動詞的原型，動詞的各種時態皆由不定詞衍生而來。不定詞是 to 加上現在式的動詞。以下是使用不定詞的錯誤示範：

> *Soil works as a sponge to holds water.*
> *He wanted to spent time with his family.*

The infinitive in the first sentence should be "to hold," and "to spend" in the second sentence.

第一句的不定詞應是 to hold，第二句則是 to spend。

Use infinitives to show action that is occurring at the same time as, or later than, the action of the main verb.

使用不定詞表現某動作和主動詞同一時間或較晚發生。

> *I like to play video games.*

This sentence means that the "liking" is happening at the same time as the "playing."

上面的例句中的喜歡 (like) 和玩 (playing) 是同時發生的。

1.5 Pronoun Errors 代名詞錯誤

Make sure that pronouns and their perceding antecedents agree.
確認代名詞與其所代表的人事物一致。

Just as the subject of your sentence must agree with the verb, any pronoun you use must also agree with the noun or antecedent that it stands for. If you are using a pronoun to replace a singular noun, you use a singular pronoun; if you are using a pronoun to replace a plural antecedent, you use a plural pronoun. For example:

就如同句子中的主詞應該要和動詞一致，你使用的代名詞也必須和其所代表的名詞或先行詞一致。如果你用代名詞代表一個單數名詞，你必須使用單數代名詞；同樣的，如果要代表一個複數先行詞，你必須選用複數代名詞。舉個例子：

> *Bob caught the dogs and brought them home.*

Certain pronouns (called indefinite pronouns) are always singular.
有些非限定代名詞只有單數型態。

Words like anyone, everyone, someone, anybody, everybody, anything, everything, either, neither, nothing, and no one are always singular and their pronouns should be singular, as in this example:

有些字像是 anyone、everyone、someone、anybody、everybody、anything、everything、either、neither、nothing 和 no one 只有單數型態，替代它們的代名詞也應該是單數，例如：

Everyone must buy her own ticket.

Get your instructor's advice on this sentence construction. Some people would prefer the pronoun to be his or her to indicate that each person, regardless of their gender, is purchasing a ticket. Some instructors consider his or her constructions awkward and allow everyone to be treated as plural (everyone must buy their own ticket). Other instructors consider plural construction not acceptable in good writing.

以上例句請詢問老師的意見。有些人喜歡用 his 或 her 來代表買票的 everyone，不管性別差異。有些老師認為用 his 或 her 很奇怪，而允許把 everyone 當成複數，寫成 everyone must buy their own ticket，有些老師則認為好文章中不應該出現這樣的用法。

Certain indefinite pronouns are always plural. 有些非限定代名詞只有複數型態。

Few, many, both, and several sound plural, don't they?
few、many、both 和 several 聽起來就像複數，不是嗎？

Certain indefinite pronouns (all, any, more, most, none, and some) can be singular or plural according to their context.
有些非限定代名詞 (all、any、more、most、none 和 some) 可以是單數也可以是複數，依前後文而定。

> *In my interview of the actors, all of them said that they wanted to act in Shakespeare's comedies.*

"All" and "they" have "actors" as their antecedent, which is plural. Keeping a pronoun close to its antecedent helps to prevent confusion. Don't be afraid to use the noun again if your reader is likely to get confused. Here's an example of a confusing reference:

all 和 they 代表複數的 actors。為了避免混淆，儘量將代名詞靠近它們的先行詞。如果你覺得讀者可能會搞不清楚，你可以重覆使用名詞。以下是一個造成混淆的例句：

> *The President informed the Speaker of the House that all of his opponents should be meeting with him.*

Whose opponents (The President's? The Speaker's?) are meeting with whom? This sentence needs to be revised to change the confusing use of him and his. Here is one way that the sentence can be corrected:

到底是誰的對手 (總統的還是發言人的？) 要和誰見面？這個句子應該修訂造成混淆的 him 和 his。以下是修訂過的句子：

> *The message that the President sent to the Speaker of the House was: "I want to meet with my opponents."*

Use "this" to mean something that is close at hand in space or in time and "that" to refer to something that is farther away in space or time.

使用 this 來代表在空間或時間上比較靠近主詞的東西；用 that 代表時間及空間上距離較遠的東西。

This decision by the President is likely to be debated in newspapers in the coming days. That decision by President Lincoln led to the Civil War.

Excessive use of "it" weakens writing, especially when "it" is used to introduce a sentence, as in this example:

過度使用 it 會削弱文章的力量，特別是用 it 當作句子的開頭，像以下的例子：

It is unfortunate that children in some countries do not have good medical care available to them.

Or, in this example, can you figure out what "it" stands for?

又或者，在以下的例句中，你能分辨 it 所代表的事物嗎？

Watching the chef make the dessert made it seem easy.

Can you figure out ways to make these sentences more effective? The solution is to rewrite!

有沒有什麼方法可以把這個句子修訂正確呢？答案是重寫！

When you have antecedents joined by a conjunction (and, or, or nor), don't forget to make the pronoun agree in number, as in this example:

當你用連接詞 (and、or 或 nor) 連結句子中的人事物，別忘了代名詞的單複數型也要前後一致。如以下例句：

If Bob and Rick go to the concert, they will need to find their own ride because I don't have room in my car.

Some pronouns (some, any, all, most, more, none) can be singular or plural according to the context in which they are used.

有些代名詞 (some、any、all、most、more 和 none) 可以是單數或複數形式，依前後文而定。

When do you use who, which, or that? 什麼時候該用 who、which 或 that？

Who is used for people with names and for animals with names. Which and that are used for groups of people, anonymous people, unnamed animals, ideas, and things. You can see both in this example:

who 是用來代表有名字的人及動物；which 和 that 是用來代表一群人、不知道名字的人、沒有名字的動物、還有想法及事物。請看以下例句：

*A play that has been treasured by many young actors is **Romeo and Juliet**, who are star-crossed lovers from feuding families.*

Check with your instructor about how to punctuate word groups that begin with who, which, or that.
詢問你的老師標點符號如何使用在以 who、which 或 that 開頭的句子中。

Make sure you use possessive pronouns correctly. 正確的使用所有格代名詞。

When you are using possessive pronouns, you also need to ensure agreement. For example:
當你使用所有格代名詞，你也要注意其與主詞的一致性，例如：

The student lost his passport.
On their trip to England, the children's luggage was lost by the airline.

In the first sentence, the singular pronoun "his" is used to show that the passport belonged to the singular "student." In the second sentence, "their" is used to show that the luggage belonged to the plural "children."
在第一個句子中，單數所有格代名詞 his 表示護照屬於單數的 student，在第二個句子中，複數所有格代名詞 their 表示行李屬於複數的 children。

1.6 Possessive Errors 所有格錯誤

When you want to show ownership, use an apostrophe and an "s." The apostrophe is efficient. For example you don't need to write:
當你要在文章中顯示持有的概念，可以用一個「'」符號後面接一個「s」。這個符號非常好用。舉例來說，你不必寫：

the dogs owned by our neighbors

when you can write: 因為你可以寫：

our neighbor's dogs

When a noun ends in "s" and the addition of an apostrophe makes the word sound odd, some writers add only an apostrophe, as in this example:
當一個名詞的結尾是「s」，再加上「's」符號會讓整個發音變得奇怪，有些人就只加上「'」符號，像下面這個例子：

James' friends

In reviewing your work, be certain that you have used apostrophes where you need them. How should this sentence be corrected?
在檢查你的文章時，特別留意該加「'」符號的地方。下面這個句子你該如何修正呢？

A persons freedom can only take him so far.

Writers sometimes put the apostrophe in the wrong place. For example, in the following sentence the apostrophe should really be between the "p" and the "s" in grownups:
寫作人有時候也會誤置「'」符號。舉個例子，在下面的句子中「'」符號必須放在 grownups 這個字的「p」和「s」之間：

A grownups's advantage is that he has already experienced disappointment.

You will only use a possessive word ending with an apostrophe if it is a plural word:
要表示複數名詞的所有格，你只需要把「'」符號放在那個字的最後。

We borrowed our parents' car.

When two or more people share ownership, you use an apostrophe and "s" on the last noun (John and Jack's room). When each person has separate ownership, you need to indicate that, as in this example:
當提到兩個或兩個以上的人共同持有某物，你要在最後一個名詞之後接上「'」符號和「s」(John and Jack's room)；但如果每一個人都分別持有同類的物件，你也必須表示出來。例如：

While they come from the same family, Ian's and George's dreams are very different.

Possessive pronouns don't take an apostrophe. 所有格代名詞不需加「'」符號。

His, hers, its, ours, yours, theirs, and whose are pronouns that already convey possession, so don't add an apostrophe to them. This sentence is wrong:
his、hers、its、ours、yours、theirs 和 whose 已經是表達持有概念的代名詞，所以不需要再加「'」符號。以下的例句是錯的：

Each art room has it's own wash area.

It's means: it is. 句中「it's」是 it is 的意思。

Don't use an apostrophe when you want to make a noun plural.
將單數名詞變成複數時，不要使用「'」符號。

An apostrophe shows possession not the plural of a noun. This sentence is wrong:
「'」符號表示持有的狀態，不是名詞的複數。以下的句子是錯的：

Vendor's at the street fair sold animal balloon's and hotdog's.

This sentence should be corrected to look like this: 正確寫法應該是：

> *Vendors at the street fair sold animal balloons and hotdogs.*

Most stylebooks now indicate that numbers, letters, and abbreviations also do not need an apostrophe to show plural. Here are some correct examples:
目前大部分排印手冊都同意數字、字母和縮寫字在表示複數時也不需要「'」符號。以下是幾個正確的例句：

> *The skater enthralled us with her perfectly executed figure 8s.*
> *My son's Is look like Js when he writes in cursive.*
> *My father earned two Ph.D's, one in biology and another in chemistry.*

Proofread all the words where you have used an apostrophe to review whether you used them correctly.
檢查你的文章中所有使用「'」符號的字，看看你是否寫對了。

1.7 Wrong or Missing Word 錯字或漏字

In the early stages of the writing process, you may be writing quickly to capture all of your ideas. Frequent misspellings and typos are expected. When you begin to revise, edit, and proofread, read carefully for wrong words or words that you have left out.
在剛開始寫作文的時候，你可能為了擷取所有的想法而振筆疾書。這時就很可能發生拼錯字或是打錯字的情形。當你開始修訂、編輯與校對時，記得要仔細檢查是否有錯字或是漏字的情形發生。

One of the most frequent problems is the use of the instead of they.
經常發生的問題是 they 變成了 the。

> *The went to the store each Monday.*

The writer most likely intended: 作者可能是要表達：

> *They go to the store each Monday.*

The same sentence also shows another frequent error--a missing noun after the word the.
同一句子中還有一個常發生的錯誤 — 忘記在 the 後面加上名詞。

These errors are easy to make and correct. Proofread your sentences carefully.
這些錯誤雖然常發生，但要更正也不困難，記得要仔細校對你所寫的句子。

1.8 Proofread This! 檢查再檢查！

Sometimes while writing the first drafts of an essay, you might leave out words and make keyboarding errors. These mistakes are difficult to label as specific errors in diagnostic feedback. They might be grammar, usage, or mechanics errors, or they could be omitted words or typos.
有時候撰寫文章的初稿時，你可能漏字或打錯字，這些失誤不見得都能被及時回饋訊息認爲是同一種錯誤，它們可能會被歸類爲文法、慣用法或技術性規則方面的錯誤，也有可能被辨識爲漏字或錯字。

Proofread carefully to correct these errors when you edit and revise your writing
當你校訂編輯文章時，要小心的檢查以修正錯誤。

2. Usage 慣用法

Purpose of this Section 本章概要

This section provides information on the following usage errors:
這個單元提供以下慣用法錯誤的相關資訊：

- Article Errors 冠詞錯誤
- Confused Words 易混淆的字
- Wrong Form of Word 詞類錯誤
- Faulty Comparison 比較級錯誤
- Nonstandard Verb or Word Form 非正式動詞或語態

Criterion can provide feedback on a variety of usage errors, but not all of them. Use this section to help you correct errors. Check with your instructor if you do not understand how to revise the errors that are highlighted.
Criterion 的即時回饋功能可以提供關於慣用法錯誤的各種訊息，但仍無法涵蓋全部。這個單元可以幫助你修正錯誤。如果你不知道怎樣修正標示出的錯誤，請諮詢你的老師。

Some usage errors are caused by misspelling or mistakes in typing. When Criterion identifies a misspelling or typo that might be causing an error, the feedback message will let you know.
有些慣用法錯誤是因拼字或打字錯誤而造成。當 Criterion 找到拼字或打字錯誤的時候，會透過即時回饋訊息讓你知道。

2.1 Article Errors 冠詞錯誤

A, an, and the are articles, which along with pronouns, are words that signal the approach of a noun. For example:
a、an 與 the 都是冠詞，跟所有格代名詞一樣，一出現就代表後面緊接著會看到名詞，舉例來說：

> *a thinker*　　*an apple*　　*the backhoe*　　*my house*　　*our car*

If the noun that the article follows begins with a consonant sound, you should use the article a:
如果冠詞後面的名詞，第一個音節是子音，那麼就應該使用 a 當冠詞：

> *a basketball*　　*a crustacean*

If the noun or its modifier begins with a vowel sound, on the other hand, you should use the article an:
如果這個名詞，或是這個名詞的形容詞第一個音節是母音，那麼就要使用 an 當冠詞：

> *an elephant*　　*an old automobile*

A or an can mean "any one" or "one among many." Certain things are not counted. Words that refer to food and drink (bacon, milk) do not take a or an unless a quantity is indicated (a kilo of bacon, a quart of milk). Abstract nouns (anger, beauty, love, poverty, employment) do not take a or an before them.

a 或 an 可以指「任一」或是「多數之一」。一些不可數的事物，比如說食物 (培根肉、牛奶等) 就不會用 a 或 an 來當冠詞，除非特別說明數量 (一公斤培根肉、一夸特牛奶)。抽象名詞 (如憤怒、美麗、愛、貧窮、受雇) 前面也不加 a 或 an 。

The is called a definite article because it tells which specific person, thing, or idea is being referred to. For example:

the 叫做定冠詞，因為它指出了特定的人、事、物或觀念。例如：

> *Courses that I want to take include life drawing and sculpture. The sculpture class is taught by a world-class sculptor.*

2.2 Confused Words 易混淆的字

Some words are confusing because they sound or look alike. Using the wrong word can convey the wrong meaning and confuse your reader.

有些字因為外型或發音相似而極易混淆。如果用錯字，意思也就錯了，會誤導讀者的了解。

Spell checkers will not catch these words if you have misused them. When you review your work, proofread to see whether you have used the correct word.

如果你誤用電腦的拼字檢查功能，這些錯誤是不會被挑出的，所以當你檢查文章時，還是要仔細校對，看看使用的字正確與否。

Review the meanings of the most commonly confused words. 檢查最常發生混淆的字。

accept verb meaning "to receive" 動詞 accept 指的是「接受」

> *I accept your kind invitation.*

except preposition meaning "other than or leaving out"
介系詞 except 指的是「除了」或是「省去」

> *Everyone except Phil can attend the conference.*

advice noun meaning "an opinion given about what to do or how to behave"
名詞 advice 指的是「一個指出該怎麼做或是做什麼的意見」

> *He has always given me valuable advice.*

advise verb meaning "to recommend or counsel" 動詞 advise 指的是「推薦或是勸告」

   I advise you to stay in school and play in the band.

affect verb meaning "to influence" 動詞 affect 指的是「影響」

   The governor can affect change in education.

effect noun meaning "result" 名詞 effect 指的是「結果」

   When students study for tests, they see a positive effect on their results.

conscience noun meaning " a person's sense of what is right and wrong"
名詞 conscience 指的是 「一個人對事物對錯的感覺」

   If you tell a lie, you might have a guilty conscience.

conscious adjective meaning "aware of" 形容詞 conscious 指的是 「意識到」

   We should be conscious of the feelings of others.

hole noun meaning "an empty place" 名詞 hole 指的是「一個空的地方」

   The children dug a big hole in their sandbox.

whole adjective meaning "with no part removed or left out, complete"
形容詞 whole 指的是「沒有任何部分被移除或遺漏；完整」

   Our whole project will involve cooperation from everyone.

its pronoun possessive form of "it" 代名詞 its 是 it 的所有格形式

   The kitten hurt its paw.

it's contraction of "it is"   it's 是 it is 的縮寫

   It's not fair to leave her behind.

know verb meaning "to feel certain, or to recognize" 動詞 know 指的是「確定」或「認出」

   Do you know how to get to the subway?

no adverb used as a denial or refusal　副詞 no 用在表示否定或拒絕

      The employee said no to the job offer.

loose adjective meaning "detached, not rigidly fixed"
形容詞 loose 指的是「分離的；沒有固定牢靠的」

      She lost her bracelet because it was too loose on her wrist.

lose verb meaning "to be deprived or to no longer have"　動詞 lose 指的是「被剝奪或不再擁有」

      If you don't pay attention to the signs, you might lose your way.

quiet adjective meaning "not loud or noisy"　形容詞 quiet 指的是「不大聲或吵雜」

      Please be quiet when other people are speaking.

quit verb meaning "to give up or abandon"　動詞 quit 指的是「放棄或遺棄」

      The boys will quit their jobs the week before school starts.

quite adverb meaning "to some extent"　　副詞 quite 指的是「某種程度地」

      Moving to Minnesota will be quite a change for my family.

raise verb meaning "to bring to a higher level or position, or to increase"
動詞 raise 指的是「到一個更高的層次或位置」或是「增加」

      The city needs to raise taxes in order to build the park.

rise verb meaning "to get up from lying, sitting, or kneeling; to get out of bed"
動詞 rise 指的是「從原本躺、坐或跪著的狀態起身；起床」

      What time does your family rise each morning?

sense noun meaning "conscious awareness or rationality" or "the faculty of perceiving by means of sense organs"
名詞 sense 指的是「有意識的感知或理智」或「感官的接收機能」

      My brother had the good sense to keep out of trouble.
      The doctor explained that my sense of smell is not functioning well.

since adverb meaning "from a definite past time until now;" conjunction meaning "later than"
since 當副詞指的是「從一個確切的過去時間點到現在」，當連接詞指的是「自從~~之後」

> *Ginny has lived in Michigan ever since.*
> *Karl has worked in Chicago since graduating from college.*

than conjunction used when comparing two elements 連接詞 than 用來比較兩種要素

> *Her puppy is smaller than mine.*

then adverb meaning "at that time, or next" 副詞 then 指的是「那時候」，或是「接下來」

> *First I will stop at the store, and then I will go home.*

2.3 Wrong Form of Word 詞類錯誤

When you write quickly, sometimes you use a word form that is different than the one that you intended to use.
當你寫的很快時，會不小心用了不同於你原先所想的詞類。

When you revise, read your writing very carefully to find these errors. Or get someone else to read your work and to help you see where you are not clear. Here are examples of wrong word forms that can occur:
當你在修訂、閱讀你的作文時要非常細心地去發現這些錯誤。或者找另一個人來幫你看看文章裡有哪些地方不清楚。以下是在使用詞類上發生錯誤的例子：

> *This fall in stock prices could be a foreshadow of a weakening economy is what my uncle says.*

This sentence should read: 這句子應該寫成：

> *This fall in stock prices could be a foreshadowing of a weakening economy is what my uncle says.*

Another example is: 另一個例子是：

> *But certain types of businesses will continue to grow to an extend, he thinks.*

Extend is a verb, and this writer meant to use the noun extent.
extend 是個動詞，而作者想用的是名詞 extent。

Can you find the word form error in this sentence?
你能發現下面這個句子使用的詞類有誤嗎？

I want to work with disable children.

Yes, this writer should revise disable to disabled.
是的，這個作者應該把 disable 改為 disabled 。

One more example is: 還有一個例子是：

What will happened in the near future is anyone's guess.

This writer should change happened to happen. 作者應該把 happened 改為 happen。

Learning the parts of speech can teach you how each functions in a sentence. Learning to proofread your own work could help you. Ask your instructor or writing tutor for advice if you have many errors in word forms.
學習句子的組成成分可以讓你知道每個字在句子中發揮的功用。學習校對自己的文章是很有幫助的。如果你常發生用錯詞類的情形，向你的寫作老師尋求建議。

2.4 Faulty Comparison 比較級錯誤

A faulty comparison error occurs when the word "more" is used to modify an adjective or adverb, that ends with "-er." For example:
當 more 這個字出現在字尾加了 er 的形容詞前面時，這樣的比較級用法就是錯的，比如：

more redder   more warmer   more louder

The "more" and the "-er" form of a word function the same way, so it is unnecessary to use both when you are comparing two things.
more 與字尾加 er 的功用是相同的，所以無須同時使用兩種形式來形成比較級。

When three or more things are being compared, use the word "most" and the "-est" form. "Most" is used to mean "to the greatest degree", just as the "-est" form is. An error occurs when the word "most" is used with the "-est" form of an adjective or adverb. For example:
當三項或三項以上的事物必須互相比較時，用 most 或字尾加 est 形式皆可。most 意指最大程度，與 -est 形式的字是一樣的意思。當 most 出現在字尾加了 est 的形容詞前面時，這樣的用法就是錯的，比如：

most richest   most prettiest   most smartest

Most one-syllable words form comparison by using "-er" and "-est." Words of two or more syllables and words ending in "-ful" (wonderful) and "-ly" (sharply) form comparison by using

"more" or "most." Comparisons that are negative use "less" for comparisons of two things and "least" for comparisons of three or more things.

大部分單音節的字以字尾加 -er 或 -est 表示比較級與最高級。兩個或兩個以上音節，且字尾為 -ful (wonderful) 與 -ly (sharply) 的字，前面加 more 或 most 形成比較級與最高級。反向的比較則是用 less，或是以 least 表示「最不~~」。

Of the three houses that my parents toured, that duplex is least expensive.

A few words, not many, are exceptions to the rules described above. These examples might help you memorize them:

有少數的字是上述規則的例外。以下例句或許可以幫助你記憶：

My aunt is a gooder cook than my mother is.

In this comparison, the word good should be the word better:

在這個比較級的句子中，gooder 應該改為 better：

My aunt is a better cook than my mother is.

In the following example, the description of the negative (how bad a cook the mother is), when compared with other cooks takes this form:

以下例句中說明反向比較 (跟其他廚子比起來，媽媽是個遜廚子的程度)：

In fact, of all the cooks in my family, my mother is the worst!

2.5 Nonstandard Verb or Word Form 非正式動詞或語態

The words you use in everyday conversation are often different from the words you use in standard written English. While a reader might understand these informal words--gotta, gonna, wanna, kinda--you should not write them in an essay. Here are two examples of nonwords used in sentences:

在日常會話中使用的字和標準英語寫作用字常常不太一樣。讀者們也許了解這些非正式的用字，像是 gotta、gonna、wanna、kinda；但是這些字眼不應該在正式文章中使用。以下是兩個句子中用字的比較：

I told her I gotta go to school now. I told her I <u>have got to go</u> to school now.
Do you wanna go to college?. Do you <u>want to</u> go to college?

Even though you can understand what the writer means, the words gotta and wanna do not exist in standard English.

即使你可以了解以上例句中作者的意思，但是請注意 gotta 和 wanna 並不是標準英文的用法。

3. Mechanics 技術性規則

Purpose of this Section 本章概要

This section provides information on the following mechanics errors:
此部份針對下列技術上的錯誤提供資訊：

- Spelling 拼字
- Capitalization 字首大寫
- Missing Initial Capital Letter in a Sentence 句首字母未大寫
- Missing Question Mark 遺漏問號
- Missing Final Punctuation 遺漏句號
- Missing Apostrophe 遺漏「’」號
- Missing Comma 遺漏逗號
- Missing Hyphen 遺漏連字號
- Fused Words 連體字
- Compound Words 複合字
- Duplicate Words 重複字

Criterion can provide feedback on a variety of mechanics errors, but not all of them. Use this section to help you correct errors. Check with your instructor if you do not understand how to revise the errors that are highlighted.
Criterion 可針對許多種技術上的錯誤提供資訊，但並非全部。利用本章節內容來幫助你改正錯誤。如果你不了解如何將錯誤改正，可以詢問你的老師。

Some errors are caused by misspelling or mistakes in typing. Use the feedback to help you edit and proofread your essay.
有些錯誤是由於拼字或打字不正確所造成的，利用即時回饋訊息來幫助你編輯、校對自己的文章。

3.1 Spelling 拚字

Here are four strategies for correcting misspelled words: 這裡有更正拼字錯誤的四種策略：

1. Use the spell check function at every stage of rewriting.
   在每一階段要改寫時使用拼字檢查功能。

Tip: Spell checker will not be able to find errors in words that sound alike (their, there, they’re). Check for these errors as you read for meaning each sentence.
提示：拼字檢查沒辦法辨識發音相像的字 (their、there、they’re)，所以在你讀每一句時，要仔細檢查這些錯誤。

2. Read your essay backwards. Start with the last sentence, then the next to the last, and move to the beginning, one sentence at a time.
由後往前讀你寫的文章。從最後一句開始，然後讀倒數第二句，一直到開頭的第一句，一次一句的讀。

3. Keep a list of words that you often misspell. Check your writing specifically for these words. Memorize as many as you can.
列一張你經常拼錯字的表。校對文章時要特別注意這些字，同時盡你所能地去把這些字背起來。

4. Use a dictionary while you write to check the spelling of words that you are unsure of.
遇到你不確定拼法的字就查字典。

3.2 Missing Capitalization of Proper Nouns 特定名詞字首大寫

One of the basic rules of written English is to capitalize the first word of every sentence. When you edit and proofread your essay, be sure to indicate the beginning of a sentence by using a capital letter.
書寫英文中有一項基本的規則，就是每一句開頭的第一個字母要大寫。在你編輯與校對文章時，要記得這項規則。

Here are some other groups of words that should be capitalized wherever they appear in a sentence:
以下列出的字，無論放在句中何處，都必須大寫：

- **Specific names 特定名字**

    Moore Street   Toyota Camry

- **Names of people 人名**

    Frank Lloyd Wright   Aunt Bessie

- **Geographical Areas 地名**

    India   East Coast

- **Institutions and Organizations 機構或組織**

    Stanford University   Boy Scouts of America

- **Historical Events, Days, Months, and Holidays 歷史事蹟、日期、月份、假日**

> *Martin Luther King Day   October*

- **Languages and Proper Adjectives 語言與其特有之形容詞**

  Spanish   Korean

- **Titles 頭銜 / 名稱 / 標題**

  The Philadelphia Inquirer   The Adventures of Huckleberry Finn

3.3 Missing Initial Capital Letter in a Sentence 句首字母未大寫

Always capitalize the first letter of the first word in a sentence.
句首第一個字的第一個字母必須大寫。

3.4 Missing Question Mark 遺漏問號

Use a question mark after a direct question. 在直接問句句尾使用問號。

> *What time does the picnic start?*

An indirect question does not require a question mark. 非直接問句不需使用問號。

> *Cindy asked me what time the picnic started.*

3.5 Missing Final Punctuation 遺漏句號

Period 句號

Use a period to end all sentences except direct questions or exclamations.
除了直接問句與驚嘆句之外，記得每個句子的句尾都要加句號。

> *When Connie arrived, the party began.*

A period is also used at the end of an indirect question. 句號也用在間接問句。

> *The Governor asked whether he should increase state taxes.*

Exclamation Point 驚嘆號

Use an exclamation point after a sentence that expresses feeling or requires emphasis.
需要表達情感或是需要強調語氣的句子，句尾要加上驚嘆號。

> *That was a fabulous performance!*

Use an exclamation point to make a sentence stand out. Avoid overusing the exclamation point in your writing.
驚嘆號有突顯句子的效果，所以要避免過度使用。

3.6 Missing Apostrophe 遺漏「'」號

Use an apostrophe when you write a contraction. A contraction is the joining of two words by eliminating some letters and adding an apostrophe. For example:
在使用縮短形字的時候，記得要加上「'」號。所謂縮短形字就是用「'」號取代一些字母，以此把兩個字結合起來，例如：

> can't is the contraction of cannot   can't 是 cannot 的縮寫
> won't is the contraction of will not   won't 是 will not 的縮寫
> shouldn't is the contraction of should not   shouldn't 是 should not 的縮寫
> it's is the contraction of it is   it's 是 it is 的縮寫

Without the apostrophe, these contractions are misspelled. The frequently-used contraction "let's" is the shortened form of "let us." Sometimes writers confuse "let's" for the verb "lets" (allow).
遺漏了「'」號，這個縮短形字就犯了拼字上的錯誤。最常用的縮寫字 let's 則是 let us 的縮短形。有人會把 let's 誤以為是動詞 lets (允許)。

For other uses of the apostrophe, see the section on Possessive Errors.
其他關於「'」號的用法，請見「所有格錯誤」章節。

3.7 Missing Comma 遺漏逗號

The comma is the most common form of punctuation within a sentence. Learning five basic rules about comma use will help you to have correct punctuation.
逗號是在句子中最常使用的標點符號，在此提供五種基本的逗號使用原則，幫助你正確使用標點符號。

Rule 1: Make sure to use a comma to separate two main clauses in a sentence.
規則一：一個句子中的兩個主要子句，一定要用逗號分開。

A compound sentence is two independent clauses (each with its own subject and verb that creates a complete thought) that are joined by a coordinating conjunction (and, but, or) and a comma. For example:
一個複合句是由兩個獨立子句 (每個句中都有個別的主詞與動詞，意思完整) 加上適當的連接詞 (and、but、or) 和句點組成，例如：

The library has an extensive reference collection, but it also has a video and DVD section.

Always use a comma before the coordinating conjunction in a compound sentence. Without the comma, the sentence is called a run-on, which is an error:
在複合句中，一定要在連接詞前面加逗號。沒有加逗號的話，這個句子會被稱做連續接排句，這是一種錯誤的書寫方式：

Students doing research these days have so many options and they are often confused by their choices.

This sentence should have a comma in it after the word options and before the conjunction and.
在這個句子中，options 後面、and 前面必須加上逗號。

Where does the comma go in this sentence? 在以下例句中，逗號該加在哪裡？

Make certain that you select the best course or you will not get the most out of summer school.

Rule 2: Make sure to use a comma after introductory word groups.
規則二：記得在介紹性字串後面加上逗號。

After a short introductory group, you do not need to use a comma:
短的介紹性字串就無須加上逗號：

On Tuesday I went to the store.

However, making a practice of inserting the comma after an introductory word group will take care of many mistakes in comma usage:
練習在介紹性字串後適當置入逗號，使用逗號出錯的機率就可以降低許多：

When I went to the store, I discovered in the checkout line that I had forgotten my wallet.

Rule 3: Make sure to use a comma to separate items in a series.
規則三：如果有一連串的字被提到，記得要用逗號把它們分開。

When you write a list or a series of words, use a comma to separate each element. For example:
當你列舉項目或是提到一連串的字時，把每個獨立的元素用逗號分開，例如：

I bought milk, bread, cheese, and butter.

Rule 4: Use a comma between coordinate adjectives when they each modify a noun separately.

規則四：在兩個個別修飾同一個名詞的協同形容詞中間要使用逗號。

Coordinate adjectives are two independent adjectives that modify the same noun. This means that each of these words could be used alone to modify the noun. Instead of saying:

協同形容詞是指共同修飾同一名詞的兩個獨立形容詞。意思是說這兩個形容詞可以個別修飾這個名詞。我們不說：

The March day was cloudy and windy.

You could use compress the description by making the words "cloudy" and "windy" coordinate adjectives and placing them before the noun. This would allow you to say more about the day:

你可以壓縮這兩個形容詞，也就是把 cloudy 和 windy 當作協同形容詞，置放在名詞前面。這樣你可以多做一些關於這一天的描述：

The cloudy, windy March day suggested that spring was still far off.

Not all adjectives can be combined in this way. To test whether you can make them coordinate, add the word "and" between them. If you have not changed the meaning of what you want to say, you can make the adjectives coordinate. Generally adjectives that have to do with size, color, and number cannot be made coordinate. These do not take a comma. Here's an example:

並不是所有的形容詞都可以這樣結合，要檢查是否能寫成協同形容詞，就在兩個字中間加上 and。如果你所要表達的原意沒有改變，那麼這兩個字就可以寫成協同形容詞。一般用來表示尺寸、顏色與數字的形容詞無法寫成協同形容詞，也不用逗點。請看以下例句：

My two old red sweaters are not moth-eaten.

Putting "and" between "two" and "old" and "red" sounds awkward. Therefore, these adjectives are not coordinate and do not take a comma between them.

在 two、old 以及 red 當中放上 and 聽起來非常奇怪，所以這幾個形容詞不能寫做協同形容詞，也不能在中間加上逗號。

Rule 5: Make sure to use commas to set off parenthetical information in a sentence.

規則五：利用逗號來表達補充說明的用法。

When you are adding this descriptive information, whether at the beginning, middle or end of a sentence, separate it from the rest of the sentence by commas. Parenthetical information is considered additional information that is not necessary to the meaning of the sentence and that is why it is set off with commas:

當你加進這種描述式的訊息時，不論是加在句首、句中或是句尾，記得要把它跟句子的其他部分分開。插入式的訊息被視為附加的訊息，不影響整句句意的完整性，這也是為什麼要用逗號將其隔開的原因：

I studied in the New York Public Library, in which many great writers have studied, and always enjoyed my experience there.

Can you see that the words "in which many great writers have studied" is additional information that is not necessary to meaning of the rest of the sentence? Commas help to rank the pieces of meaning in this sentence. Here's another example:

in which many great writers have studied 這幾個字是一項附加的訊息，對句子其他的部分來說沒有影響，你注意到了嗎？逗號在此發揮劃分句意的功能。再看另外一個例句：

My brother, who claims that he hates to read, uses the library to research golf trivia.

Some information in the sentence restricts or helps to make the meaning of the sentence clear. In those cases, you do not set off the information with commas.

有時句子中的某些訊息有限定的功能，可以幫助傳達更為精確的句意，在此種狀況下，就不使用逗號。

The library contains archives of newspapers that date from the 1800s.

Here, if you put a comma after newspapers, you would not be saying the same thing. Lots of libraries contain newspapers. This library has newspapers of a particular age and value! Therefore, the additional information is restrictive and essential to the meaning of the sentence. Do not use commas to set it off from the rest of the sentence.

在這個句子中，如果你在 newspapers 後面加上逗號，所表達的意思就不同了。這裡的意思是，許多圖書館裡都有報紙，但這個圖書館中的報紙館藏卻具有特別的歷史意義與價值！因此，這個附加的訊息有限定的功能，對這個句子來說是必要的一部分，不要用逗號把它跟句子的其他部分隔開。

There are other uses for commas. 逗號也有其他用法。

Use commas to set off the name of a city from a state:
用逗號將城市從其所屬的州當中標明出來：

Chicago, Illinois　　　Washington, D.C.

Use commas to set off short statements or questions at the end of sentences:
在句尾的短句或是短問句前使用逗號：

I am buying a car after I graduate, I hope.

Use commas to separate a quotation from the words that identify the source of the quotation:
用逗號表示引述某人的話：

> *Patrick Henry declared, "Give me liberty or give me death!"*

However, you do not use a comma if the quotation is preceded by the word "that" or is only part of a quotation:
但是如果是用 that 來引述某人的話，就不需要用逗號了：

> *Thomas Paine talked about the American colonists living in "times that try men's souls."*

Use commas in numbers (of four or more digits) and between the words for the day, month, and year of a date:
在寫數字 (四位數或以上)、日期、月份、年份時，都必須使用逗號：

> *5,600 barrels of molasses   September 14, 2001*

3.8 Missing Hyphen 遺漏連字號

The most common uses of hyphens are as part of an adjective phrase, in numbers, and as prefixes.
連字號最常用的地方在於形容詞片語、數字，或是字首。

Hyphens with adjectives   用在形容詞的連字號

A hyphen should be used to join two or more words if they are acting as a single adjective. For example:
連字號連結兩個或以上的形容字詞，如：

> *a peace-loving nation   her blue-green eyes   chocolate-covered peanuts*

Hyphens with Numbers   用在數字的連字號

A hyphen should be used in fractions and in the numbers twenty-one and above.
用在分數，或是二十一以上的數字：

> *three-quarters   nine-tenths   five-eighths*
> *twenty-one   thirty-five   seventy-seven*

Hyphens with Prefixes   用在字首的連字號

A prefix is a syllable or word added to the beginning of another word to change its meaning. The prefixes self-, ex- and great- always require a hyphen when they are added to words. For example:
字首是加在一個字開頭的音節或字，用來改變這一個字的意義。一些字首像 self-、ex- 和 great- 必須要在字首與字之間插入連字號，例如：

self-serve	*self-conscious*	*self-explanatory*	*ex-champion*
ex-convict	*ex-President*	*great-aunt*	*great-grandmother*

3.9 Fused Words 連體字

Sometimes writers fuse two words together to form an incorrect compound word. The sentences below show examples of fused words:

有時寫作者會把字連在一起，結果形成了一個不正確的複合字，以下例句顯示一些連字上的錯誤：

> *Some people say that <u>highschool</u> is the best years of your life.*
> *I like to play soccer <u>alot</u>.*
> *Men and women are the opposite of <u>eachother</u>.*

Each of the underlined fused words should be two separate words. When you are not sure whether two words should be a compound, check your dictionary.

每個畫底線的字都應該分成兩個字。當你不確定某兩個字是否應為複合字的時候，請查閱字典。

3.10 Compound Words 複合字

A compound word is a word or word group that functions as a unit even though it has two or more parts. For example, the word "everywhere" is made up of two distinct words ("every" and "where"), but as a compound word "everywhere" has a distinct meaning (adverb, "in all places").

複合字指的是一個字或一組字群，就算有兩個或更多不同的部分，卻還是以一個完整的字元單位呈現。比如說 everywhere 這個字就是由兩個不同的字所組成 (every 和 where)，但是組成後的 everywhere 有它自己特定的意思 (副詞，意指在所有的地方)。

Although there are some cases when experts disagree whether or not a word should be compound (you may even find disagreements in different dictionaries), in most cases there are clear rules which dictate whether or not a word should be compound. In the following sentences, you can see where student writers erred when using compound words. For example:

雖然有時候專家們對複合字的形成意見分歧 (你甚至會在不同的字典裡看到不同的說法)，但在大部分的情形下，複合字的組成是有明確規定的。在下面的例句中，你會發現學生在使用複合字時常犯的錯誤：

> *I work to support <u>my self</u> and my humble lifestyle.*
> *Some teenagers have to rebel to stay <u>them selves</u>.*
> *You can learn from <u>every thing</u> happening today.*

In each of these sentences, compound words have been written incorrectly as two separate words. The two underlined words in each sentence can be written as one compound word. When you are not sure whether a word is a compound, check your dictionary.

在以上例句中，複合字全部都誤寫成兩個字。劃底線的兩個字都應該寫成一個複合字。當你不確定某字是否應爲複合字的時候，請查閱字典。

3.11 Duplicate Words 重複字

When writing a first draft, you might make errors simply because your ideas are racing ahead of your typing. As a result, you might type the same word or same kind of word twice. A real duplicate is easy to correct when you are proofreading.

在寫初稿時，你可能因爲靈感產生的速度比你打字還要快而犯下一些錯誤。因此，你可能重複打出相同的字，或同類型的字。真正的文字重複情形是很容易在校對時發現的。

Sometimes you might write two words in a row that function in the same way. It is very common for writers to type two verbs, pronouns, or articles in a row in early drafts. These sentences show some common errors:

有時你可能會在一個句子裡寫出功能相同的兩個字，寫作者在一句中打出兩個動詞、兩個代名詞或兩個冠詞的情形時常發生。以下例句指出常犯的一些錯誤：

> *Sally's older sister <u>can may</u> help her when she buys a car.*
> *He was as silly as <u>a the</u> clown.*
> *It was <u>I my</u> back yard.*

All of these are most likely word choice errors. In each sentence one of the underlined words should be deleted.

這些全部是在選字時會犯的錯誤，每一句被畫上底線的兩個字中都應該有一個字被刪除。

4.　Style　文體

Purpose of this Section 本章概要

This section provides information on how you can revise the following kinds of problems in your writing:
此章節可幫助你改正下列可能出現在你文章中的問題：

- Repetition of Words　用字重複
- Inappropriate Words or Phrases　　用字或片語不恰當
- Sentences with Passive Voice 被動語態句
- Long Sentences 長句
- Short Sentences 短句
- Sentences Beginning with Coordinating Conjunctions 以對等連接詞為首的句子

Criterion can provide feedback on how to improve your writing style. Use this section for advice about how to revise words, phrases, and sentences so they are clearer and more effective. Check with your instructor if you do not understand the information in this section.
Criterion 能提供改進你下筆風格的及時回饋訊息。使用本章節內容來幫助你修訂單字、片語以及句子，使其更加清楚而簡潔。如果你不了解這部分的內容，請向你的老師提出疑問。

Some usage errors are caused by misspelling or mistakes in typing. When Criterion identifies a misspelling or typo that might be causing an error, the feedback message will let you know.
一些字句用法錯誤是因為拼字或打字不正確所致，Criterion 發現此類錯誤時，將顯示在即時回饋訊息中。

4.1 Repetition of Words　用字重複

Have you used words too repetitively in the essay?
你是否在文章中用了太多重複的字？

Using a variety of words is a feature of sophisticated writing. In many cases, repeating important words helps to hold your ideas together within paragraphs and throughout an essay. This kind of repetition is effective because it can emphasize your key ideas.
變換用字是慎密寫作的特徵之一。但是在很多情況下，重複使用重要的字可以幫助在段落或是整篇文章中凝聚概念，有效凸顯出你的主題。

Unnecessary repetition is called redundancy, which is considered awkward and annoying. Here is an example of a paragraph that contains redundancy:
不必要的重複叫做贅敘，會給人笨拙與厭煩的感覺。以下就是一個贅敘的例子：

Original: 原文：

*Think about this situation. A **student** interviewed another **student** and many **students** about what it is like to be an only child. If the teachers in charge of the **student** paper did not edit names of **students** from the paper or facts that would give that particular **student** away to other **students**, then serious problems could be caused with the **students** who gave their information.*

Improved: 修正版：

Think about this situation. A reporter interviewed many students about what it is like to be an only child. If the teachers in charge of the school paper did not edit the individuals' names from the paper or facts that would give each person away to the readers, then serious problems could be caused with the students who gave their information.

Notice that the words student and students are replaced with a variety of words--not the same word, such as pupil or classmate. Think about whether you have overused certain words and phrases. You can revise in a number of ways.
注意段落中的 student 和 students 被置換成各種不同的字，像是 pupil 或 classmate。想想看你是否過度使用某些字詞，你可以用各種方式修訂它。

Look in a thesaurus for synonyms (words that mean the same) to replace repeated words.
查閱同義字字典，找出同義字來置換重複的字。

Instead of repeating a common verb like make, consider using synonyms:
試著使用同義字來代替 make 等一般性的動詞：

create, produce, perform, do, execute, bring about, cause, form, manufacture, fashion, construct, build, put up, set up, put together, compose, devise

Replace a repeated noun with a pronoun or a repeated pronoun with the noun it refers to.
用一個代名詞來置換重複的名詞，或用名詞來置換重複的代名詞。

Original: 原文：

***Dogs** are my favorite kind of pet because **dogs** are the best animals on earth. No matter what kind you get, **dogs** are affectionate, obedient, and playful. Most **dogs** know when their owners are happy and sad, and **dogs** are always glad to see you return home from a hard day. Cats are aloof and selfish whereas dogs are friendly and dependable. When you have a **dog** you have a friend for life.*

Improved: 修正版：

> *Dogs are my favorite kind of pet because they are the best animals on earth. No matter what kind you get, canines are affectionate, obedient, and playful. Most breeds know when their owners are happy and sad, and all of them are glad to see you return home from a hard day. Cats are aloof and selfish whereas dogs are friendly and dependable. When you have "man's best friend" you have a friend for life.*

Substitute a phrase, such as the former, the latter, the first one, the other to avoid repeating the same noun.
運用 the former、the latter、the first、the other 來避免重複使用同一個名詞。

Original: 原文：

> *Of the two sisters, Grace is confident and at ease with everyone. Lily is shy and cautious. Grace always gets what she wants. Lily waits patiently for whatever comes her way. Grace never misses a chance to show off her many talents. Lily never says "boo" unless someone asks her a question.*

Improved: 修正版：

> *Of the two sisters, Grace is confident and at ease with everyone. Lily is shy and cautious. One always gets what she wants. The other waits patiently for whatever comes her way. Grace never misses a chance to show off her many talents. Her sister never says "boo" unless someone asks her a question.*

4.2 Inappropriate Words or Phrases 用字或片語不恰當

Have you used inappropriate words and phrases?
你是否使用了不適當的字彙或片語？

When you write essays, do not use profanity or vulgar language. Inappropriate words and phrases often offend readers and do very little to convince them even if you are trying to make a point. Avoid using this language in your writing.
寫文章時，避免使用褻瀆或是粗俗的字眼。不適當的用語不但會觸怒你的讀者，在你要做出立論點來說服讀者時也幫不上任何忙，所以不要在你的文章裡使用這樣的語言。

4.3 Sentences with Passive Voice 被動語態句

When do you use active voice, and when do you use passive voice?
什麼時候用主動式？什麼時候用被動式？

Use the active voice when you want to emphasize the doer of an action. In the active voice, the subject of the sentence generates the energy of the sentence. Here is an example:
當你想強調一個行動的實踐者時用主動式。在主動式中，主詞就是一個句子的原動力。舉例來說：

> *I wrote two books before I was 25.*

In the passive voice, this sentence is: 若改成被動式，這句子應該是這樣：

> *Two books were written by me before I was 25.*

Can you see which voice makes better sense for what is being said here? Doesn't the first sentence seem stronger? Choosing the active voice brings liveliness to writing. However, learning how to use the passive voice effectively will bring power to your writing.
在這個例子中，你能看出哪一種句型比較能夠強調想要傳達的重點？第一句看起來是不是比較有力？不過，主動式的句型雖然的確能使文章看起來比較生動，但學習如何有效地使用被動式可以使你的文章更有變化。

Use the passive voice when you want to emphasize the receiver of the action. In the passive voice the receiver of the action is the subject of the sentence. Here are two sentences in the passive voice:
當你想強調一個行動的接受者時用被動式。在被動式中，行動的接受者是這個句子的主詞。以下是兩個被動式的句子：

> *A decision was reached by the board of trustees. The motion was made to research the costs of contracting with a pizza maker to serve lunch one day of the week.*

In these sentences, the "decision" and the "motion" have more prominence than the actors (the board of trustees making the decision and passing the motion). Do you think that these sentences should be revised and rewritten in the active voice? Often sentences like these are wordy. Sometimes sentences like these can also be combined. Here is a clear, energetic revision:
在這兩句中，決策 (decision) 和動機 (motion) 比行動者 (the board of trustees making the decision and passing the motion) 更加被突顯。你覺不覺得這些句子應該修訂一下，用主動式重寫一次？像這樣的句子常常太嘮叨了，有時候它們是可以連結起來的。以下是清楚、有力的修訂版：

> *The board of trustees moved to research the costs of contracting with a pizza maker to serve lunch one day of the week.*

Nevertheless, the passive voice does have some good uses.
即便如此，被動式還是有許多好用的地方。

Use the passive voice to emphasize the results of an action: 用被動式強調結果：

> *A bill to increase exploration for oil in the Artic National Wildlife Refuge was rejected by the Senate.*

Use the passive voice when the agent or doer of the action is unknown:
在不知道動作執行者的情況下用被動式：

> *A seven-year-old child was kidnapped yesterday while playing in the neighborhood where she lived.*

Use the passive voice if doing so helps you place emphasis. 用被動式幫你把重點強調出來。

When you want to emphasize an experiment or describe a process, the passive voice is a good choice. Also the passive voice can help you use the end of a sentence emphatically. Here is an example of these reasons to use the passive voice:
當你想強調一項試驗或敘述一個過程，最好選擇使用被動式。同時被動式也可以使句子有個強而有力的結尾。以下就是一個選擇使用被動式的例子：

> *Corn has been genetically engineered to resist insects. Bacteria from an effective pesticide has been placed in the genetic material of corn. Fields of this Bt corn are reported to yield a larger harvest than corn that does not contain this genetic material. However, data on the long-term effects on humans of new corn in foods has not been collected.*

In this paragraph, can you hear a process being described? Can you eel the emphatic weight of the last word?
在這段短文中，你聽到過程的描述了嗎？你能感覺到句尾的那個字傳達出的力量嗎？

Now you decide which of these two sentences is better:
現在，請你看看，下面兩個句子中哪一個比較好：

> *Two planes struck the World Trade Center.*
> *The World Trade Center was struck by two planes.*

Doesn't the writer have to have a plan and focus in order to choose which voice will be more effective?
作者是不是必須要先有一個計劃，知道什麼是重點，才能選出最有效果的句型？

4.4 Long Sentences 長句

Do you have some long sentences in your writing? 你的文章裡有很長的句子嗎？

Sentences that are too long are often confusing. Sometimes, several complete thoughts are run together. See where you can break your sentences apart to make your writing clearer.
太長的句子將數個完整的意念混在一起，往往令人困惑，將長句分解成短句可以讓文意表達得更完整清晰。

Original: 原文：

> *My favorite place to visit is my grandparents' house near the lake we love to fish and swim there and we like to take the canoe out on the lake. Last summer my brother and I built a raft it was so much fun it took us three weeks it was hard work my grandfather helped us. My grandmother packed us picnics so we could eat while we were building the raft. The best part was when we took the raft on the lake that summer we had quite an adventure.*

Improved: 修正版：

> *My favorite place to visit is my grandparents' house near the lake. We love to fish and swim there, and we like to take the canoe out on the lake. Last summer, my brother and I built a raft. Even though it was hard work, it was so much fun. My grandfather helped us build it, and my grandmother helped by packing picnic lunches. That way, we could eat while we were working. The best part, however, was when we took the raft out on the lake. That summer, we had quite an adventure.*

4.5 Short Sentences 短句

Do you have too many short sentences in your writing? 你的文章裏是不是有太多短句？

Good writing usually contains a variety of sentence lengths to make the writing more interesting. Too many short sentences often make the writing choppy sounding.
讀來生動有趣的好文章通常包含了各種長度的句子，過多短句會使文章讀來瑣碎而不流暢。

Could you combine some of your short sentences to make them smoother?
你能合併一些短句，讓句子讀起來更順暢嗎？

Original: 原文：

> *It was my birthday. I knew there would be a party. There was something in the air. I was nervous, but excited. They didn't disappoint me. I walked in my house. All my friends yelled, "Surprise."*

> **Improved: 修正版：**
>
> *Because it was my birthday, I had a feeling my friends would throw me a party. I wasn't disappointed. When I walked in my house, all my friends yelled, "Surprise!"*
>
> **Original: 原文：**
>
> *America has many important people. Benjamin Franklin was a "founding father." He helped write the Declaration of Independence. He also invented many things. He invented bifocals. He invented the Franklin stove. He discovered electricity.*
>
> **Improved: 修正版：**
>
> *Benjamin Franklin, who was one of America's "founding fathers," helped write the Declaration of Independence. He also invented many things such as bifocals, the Franklin stove, and he discovered electricity.*
>
> **Good short sentences. 好的短句。**
>
> Sometimes you may want to have a short sentence or a single word sentence to emphasize what you are saying.
> 有時侯你會想用短句或甚至是只有一個字的句子來強調你要表達的內容。
>
> For example, in the paragraph above you might want to emphasize one particular thing about Franklin. Let's say that you want to emphasize electricity.
> 舉例來說，在上面的段落中，你可能想要強調某一與 Franklin 有關的特定事件。就好比說要強調電學：
>
> > *Benjamin Franklin, who was one of America's "founding fathers," helped write the Declaration of Independence. He also invented many things such as bifocals, the Franklin stove, and he discovered electricity. Electricity. Where would we be without it?*

4.6 Sentences Beginning with Coordinating Conjunctions 以對等連接詞為首的句子

> **Do you have sentences beginning with coordinating conjunctions (linking verbs)?**
> **你的文章中有以對等連接詞（連綴動詞）為首的句子嗎？**
>
> Words such as "and", "but", "so", "or", "yet", "for", "nor" are coordinating conjunctions that link or join thoughts together in the middle of a sentence:
> and、but、so、or、yet、for、nor 等字都是對等連接詞，用來把句中的想法連接在一起：
>
> > *I love pizza, **so** I eat it for breakfast.*
> > *Mother drove to town to buy groceries, **but** she came home with a present for me.*

Sentences can also begin with coordinating conjunctions as in these examples that follow after the sentence above:

對等連接詞也可以當做句子的開頭，就像下面的例子：

> *And I didn't like the present. So she took it back.*

When too many sentences begin with these coordinating conjunctions, writing becomes choppy. Use linking words mostly to join ideas within sentences, not to begin sentences:

但若有太多以對等連接詞開頭的句子，你的文章就無法連成一氣。使用對等連接詞大多是爲了要在句子中加入想法，而不是作爲一個句子的開端。

Original: 原文：

> *Baseball is the great American sport. And, it's thought of as a summer pastime. So as soon as the weather turns warm, all the neighborhood kids find a field to toss a ball around. And soon they form teams and play each other. But all summer, they always find time to listen to pro games on the radio. And they watch them on TV.*

Improved: 修正版：

> *Baseball, the great American sport, is thought of as a summer pastime. As soon as the weather turns warm, the neighborhood kids find a field to toss a ball around. Soon, they form teams to play each other, but all summer, they always find time to listen to pro games on the radio and watch them on TV.*

5. Organization & Development　組織與發展

Purpose of this Section 本章概要

The purpose of this section is to give you information about how to revise the way your essay is organized and how to develop and improve your ideas. Each section provides suggestions on how to improve these parts of an essay:
此章節目的在提供更多改正文章組織及概念發展的相關資訊。每一部分都針對以下各點提供一些改進文章的建議。

Introduction　引言

- What is an introduction? 何謂引言？
- How do I write an introduction？　引言該怎麼寫？

Thesis　論點陳述

- What is a thesis? 何謂論點陳述？
- How do I make sure that my reader understands my thesis?
  如何確定讀者都了解我的論點陳述？

Main Ideas　主要概念

- Does each of your main ideas begin with a topic sentence?
  每個主要概念都有一句主題句作為開端嗎？
- Have you discussed each main idea completely?
  每個主題概念都經過徹底討論了嗎？
- Have you arranged your ideas in an effective order?
  你將概念順序作有效的安排了嗎？

Supporting Ideas　支持立論

- Have you done your best to support and develop your ideas?
  你是否儘可能的支持並發展主要概念？
- Does each of your paragraphs help support and develop the main idea and topic sentence?
  文章的每一段落都能幫助支持並發展主要概念及主題句？

Transitional Words and Phrases　轉折字與片語

- Do you use transitional words and phrases to take the reader smoothly from one idea to the next?
  你是否使用轉折字與片語，好使讀者能順暢的由一個概念走向另一個概念？

Conclusion　結論

- Is this your conclusion?　這是你的結論嗎？

Criterion identifies the different parts of your essay and lets you know what is missing. Use this section for advice on how you can revise and improve the organization and development of your essay. Always check with your instructor if you are not sure about how to revise your writing. Criterion 會指出你文章結構中各個不同的部分，使你知道缺少了些什麼。利用本章節提供的建議來修訂、精進文章的組織發展，在修訂文章的過程中如有疑問，可隨時向你的老師發問。

5.1 Introductory Material 引言的題材

What is an introduction?　何謂引言？

An introduction is the first paragraph or two of an essay. It gives the reader an idea of what the essay is about and leads into the thesis. A good introductory paragraph does several things:
一篇文章的前一、二段叫做引言，它讓讀者知道這篇文章在討論什麼，並將論題導出。
一個好的引言段落包含幾項要件：

- creates interest in the essay　引起讀者對這篇文章的興趣
- lets the reader know the general topic of the essay　讓讀者知道這篇文章的大綱
- tells the reader the main idea (thesis) of the essay　告訴讀者這篇文章的主要概念(論點)

How do I write an introduction? 引言該怎麼寫？

Introductions can be written in many different ways. Here are some you can use to write a good introduction:
寫引言有很多不同的方式，要寫出好的引言，這裡有一些原則可供參考：

- **General background　一般背景介紹**
- **Narrative　故事性的敘述體裁**
- **Quotation　引述某人說過的話**
- **Dramatic statistics/facts　戲劇化的統計數字 / 事實**
- **Shocking statement　令人震驚的陳述**
- **Questions that lead to the thesis　提出導入論點的問題**

General background:　一般背景介紹：

> *Since the beginning of time, there have been teachers. The "classroom" teacher has many important tasks to do. Not only does a teacher have to teach information, but the teacher has to keep things interesting. She also has to sometimes be a referee, a coach, and a secretary. Not only that, but sometimes a teacher has to be a nurse or just a good listener.* ***This career demands a lot, but it's a career I most want to have.***

Narrative: 故事性的敘述體裁：

*My fourth grade teacher, Miss Ryan, was not a big woman. She was about five feet tall and had gray hair. Even though she did not look very strong, she never had trouble controlling all her students. She could quiet us down with just a stare. We always wanted to make her happy because we knew how much Miss Ryan cared about us. She expected us to do the best we could, and we all tried our best. **Miss Ryan was the kind of teacher who made me know that I wanted to be a teacher.***

Quotation: 引述某人說過的話：

*"Teaching is better than tossing a pebble into a pond of water and watching those ripples move out from the middle. With teaching, you never know where those ripples will end." I remember those words of my fourth grade teacher. Miss Ryan once told me that years after they left her class, her students would come back to tell how much she helped them. Miss Ryan's students said that it was because of her that they learned to work hard and to feel proud of what they did. **I would like to teach because I would like to make that kind of difference.***

Dramatic statistics/facts: 戲劇化的統計數字 / 事實：

Three out of four people we talked to in town said that it didn't matter how many kids were taught in one class. However, our class researched this and found the opposite is true. Studies done at the university show that having small class sizes makes a bit difference in how much students learn. Before our town votes about the school budget next week, we need to think more carefully about how important smaller class size is.

Shocking statement: 令人震驚的陳述：

*Music and art are a waste of time and shouldn't be taught in our schools. Anyone can learn about these subjects on his own if he wants to. Although not many people would openly say this, this is the message we get when we read the letters to the editor. The letters they write to the newspaper are against setting aside money for music and art classes. **However, most people believe music and art are important subjects. Therefore, we need to write to our school board and tell them that the school budget must include these classes.***

Questions that lead to the thesis: 導入論點的問題：

*It might be fun to use computers to learn some things, but what if that was the only way we were taught? After a while, who would answer the questions we have? What if no one wanted to work with students in the classroom? **Teaching is such an important job that I plan to make teaching my career.***

5.2 Thesis Statement 論點陳述

What is a thesis?　何謂論點？

The thesis statement tells the main idea--or controlling idea--of the essay. It focuses on the writer's view of the topic and often answers the question: "what important or interesting things do I have to say?"
論點陳述點出文章的主要概念。它強調寫作者對此主題的觀點，並且常為這個問題提供了答案：「我有什麼重要或有趣的事要說？」

Looking at the thesis, we should decide what other information needs to be brought in or left out in the rest of the essay.
檢閱論點的同時，我們必須決定在文章中需要加入哪些素材，又有哪些內容要刪除。

A good thesis statement: 一個好的論點：

- is not too broad　　不會過於空泛
- gives your opinion about the topic, and is not just a fact or an observation
  傳達你對這個主題的意見，而不只是事實或觀察結果而已
- is written as a complete statement　　是以一個完整的句子來表達的
- does not "announce" what you plan to do　不會「宣布」你打算要怎麼做
- is clear and written correctly　寫作正確且清晰
- responds directly to the topic, if the topic is one that has been assigned
  內容與指定的題目相符合

A good thesis statement is not too broad: 一個好的論點不會過於空泛：

> ***Weak Thesis:*** *Thomas Jefferson was an interesting man.*
> ***Good Thesis:*** *Thomas Jefferson was a person of contradictions.*

> ***Weak Thesis:*** *Television is a total waste of time.*
> ***Good Thesis:*** *Parents should carefully choose appropriate, educational television shows for their children to watch.*

A good thesis statement is not just a fact or an observation, but gives the writer's opinion on the topic:
一個好的論點不只是事實或觀察結果，還會傳達寫作者在這個論題上的看法：

> ***Weak Thesis:*** *Boston is the capital of Massachusetts*
> ***Good Thesis:*** *Boston is an ideal city to travel to if a tourist is interested in American history.*

Weak Thesis: Many movies today are violent.
Good Thesis: The violence in movies today makes children less sensitive to other people suffering.

A good thesis statement is written as a complete statement:
一個好的論點是以一個完整的句子來表達的：

Weak Thesis: Should something be done about bad drivers?
Good Thesis: Bad drivers should have to attend a driving course before being allowed to drive again.

Weak Thesis: The problems with information on the internet.
Good Thesis: To make sure information on the internet is valid, computer users must check their sources carefully.

A good thesis statement does not formally "announce" what the essay will be about:
一個好的論點不會正式地「宣布」這篇文章要講什麼：

Weak Thesis: In my paper, I will write about whether schools should require uniforms.
Good Thesis: Public schools should not require uniforms.

Weak Thesis: The subject of this essay is drug testing.
Good Thesis: Drug testing is needed for all professional sports.

A good thesis statement is clear and written correctly:
一個好的論點寫作正確且清晰：

Weak Thesis: *To do something for the environment each one, of us. that will help the environment.*
Good Thesis: *Each one of us can do something to help the environment.*

If the essay is about an assigned topic, the thesis should clearly respond to that topic.
如果作文題目是指定的，論點內容應與題目相符合。

An assigned topic might be: "Think about your favorite television shows that feature teenage characters. How realistic are these characters? Write an essay comparing and contrasting television portrayals of teenagers with real life. Make sure you include several ways they are similar and several ways they are different. Give examples from specific shows to support your points."
假設指定的題目是：「你最愛的電視節目裡的青少年角色有多真實呢？寫一篇文章比較電視上呈現的跟現實生活中的青少年有何異同，把兩者的相似與相異之處都寫出來，舉一個特定的節目當做例子來支持你的說法。」

For this assignment, a weak thesis would be one that does not clearly respond to the specified question (how realistic are teenage characters on television shows?), even if it might be a good thesis for an essay on another topic.

對這篇作文來說，論點如果沒有呼應題目 (電視上的青少年角色真實性有多高？)，即使它對別的文章來說算是一個好論點，但是放在這篇文章裡，這樣的論點仍是過於薄弱。

> **Weak Thesis:** *My own class at school is a good example of how different students are from one another.*
>
> **Good Thesis:** *Teenage characters on television should not be confused with real teenagers, even when they seem similar.*

> **Weak Thesis:** *Reading books is the best way to understand people who are very unlike those you know.*
>
> **Good Thesis:** *Teenage characters on television don't always have to be realistic to help viewers understand teenage life.*

How do I make sure that my reader understands my thesis?
如何確定讀者都了解我的論點陳述？

Sometimes you might use a word in your introduction or thesis that you should define or explain. For example, if you are writing about "Who is a hero?" you should first explain what you think the word hero means. Is a hero a person who risks his life to save others? Is a hero a person whom you admire for any reason?

有時你可能必須定義或解釋你在引言裡所用到的一些字，比方說如果你寫到「誰是英雄？」你必須先解釋你所謂的英雄所指為何。是冒生命危險去救其他人的人？或是你因特殊理由而崇敬的某人？

People might have their own way of thinking about a certain word. When you define the word, you help your reader better understand what you mean.

對特定的字，人們都有特定的解釋，你定義這些字，便能幫助讀者確切的了解你的意思。

Do you have enough main ideas to support your thesis?
你的論點陳述有充分的主要概念作為支持嗎？

Your instructor can help you decide if you have enough main ideas. A main idea is a point that you feel strongly about. It is important to you, and you want the reader to understand this idea.

你的老師會幫助你決定你的主要概念是否足夠。所謂主要概念，就是你感到強烈贊同的觀點，你不但覺得它重要，還極力希望你的讀者也了解。

Some writers like to give the reader three main ideas. When you don't have enough main ideas, you may want to do some re-thinking. Here are five suggestions for how to get more ideas about your subject.

有些寫作者習慣提出三個主要概念。當你所具備的主要概念不夠時，你可能要再想一想。以下五項建議可以幫助你在你要談論的主題上擷取足夠的主要概念。

Ask yourself these questions to get you started again.
詢問自己以下這些問題，讓自己重頭來過。

- **Who?　誰？**

  Who in my life has influenced me to consider becoming a teacher?

- **What?　什麼？**

  What do teachers do?

- **When?　何時？**

  When did I first become interested in becoming a teacher?

- **Where?　何處？**

  Where are teachers most needed?

- **Why?　為什麼？**

  Why would a person want to become a teacher? Why do I want to become a teacher?

- **How? How much?　如何？有多少？**

  How does a teacher learn how to teach?
  How has my idea of becoming a teacher changed over the years?
  How much money does a teacher make?
  How much time does a teacher have to work outside of school?

- **What if? Why not?　如果~~會如何？為何不？**

  What if teachers do not feel free to teach what they need to teach?
  Why not teach over the Internet instead of in a classroom?

Talk to others about your topic. Take good notes because you may want to quote them in your essay.
跟其他人討論你的題目，好好寫筆記，因為你有可能在你的文章中引用到他們所說的話。

- Other students in your school probably have opinions.
  同班同學可能也會有他們的看法。

- A teacher who knows about the issue or subject could give you some opinions.
  了解議題的老師也可以提供一些意見。

- Other people who are experts may have valuable information or opinions. Get suggestions from your instructor or research your subject on the Internet or in a library. Don't be shy about sending email to someone who may be an expert; lots of people are happy to share what they know.
  其他專業人士也可能會有寶貴的資訊與意見，問問老師的建議，在圖書館或網路上尋找相關資料。不要不好意思寫電子郵件詢問可能對此議題學有專精的人，有許多人都樂於與人分享他們的知識。

Think about the kind of writing that you are doing. This will help you figure out which ideas you need to add, or how you should arrange those ideas.
想一想你寫的是什麼類型的文章，這可以幫助你決定你需要在文章裡加入什麼樣的概念，或是你要如何安排這些概念。

- Are you showing how things are alike (comparison) and different (contrast)?You can use this purpose when you are describing something (such as how to teach elementary students compared to how to teach high school students) or when you are analyzing different viewpoints (such as whether children should go to school year-round).
  你是否用到比較 (相似的事物) 或對照 (相反的事物) 的技巧？當你描述某事實 (例如，教導幼稚園學童與教導高中生的比較)，或是分析不同觀點時 (例如孩童是否一整年都必須上學)，你可以此為目的來寫作。

- Are you putting your ideas in categories? You might be able to describe something in general and then describe its specific traits or qualities. For example, you might want to talk about what it takes to be a good teacher and then talk about the unique qualities of a particular teacher you had.
  你是否把你的概念分門別類？一開始你可以概略的談一個主題，然後再討論它的特徵或性質。例如，可以先提出當一個好老師需要什麼條件，然後再談論你的某個老師擁有什麼與眾不同的特點。

- Are you giving reasons to show how a problem developed and what the effects of the problem are? For example, if you were discussing how much students pay attention to events happening in their school, you might want to describe first what has caused their attitude to develop. Then you might want to discuss the effects of their attitude.
  你是否提出問題產生的原因，以及這個問題造成的影響？例如，如果你所討論的是學生們花多少注意力在自己學校辦的活動上，你可能要先描述是什麼因素造成他們有這樣的態度，然後再討論他們的態度造成什麼影響。

- Are you trying to convince someone to think like you or to do something that will improve a situation in the way that you want it to be improved? For example, if you are writing to your school principal, you might want to start by saying what should be changed and then give several reasons why.

  你是否試圖說服他人依照你的想法來思考，或是去做某些事來改善某種情況？例如，如果你正要寫一封信給學校校長，你可能要先提出哪些事是應該改變的，然後再說明你為什麼這麼認為。

Start all over and see where you go this time in your writing!
重新開始，看看在這次的寫作過程中你要如何佈局！

- Don't be afraid to start over. Lots of writers get new and better ideas when they do.
  不要害怕重新開始，許多寫作者這麼做時都有了更新更好的點子。

Look at your previous draft and start at the point that interests you the most or at the point that you think is your best statement.
檢查你先前的原稿，並從最能引起你興趣的那一點，或是你認為你做出的最佳陳述開始。

- Try to write three more sentences from your best sentence.
  根據你最好的句子，再寫上三個句子。

- Look at the three new sentences, pick the best one, and write three more sentences that explain the most important idea in that sentence.
  檢視這三個新的句子，從其中找出一個最好的，然後再寫出新的三句來話解釋句中最重要的概念。

5.3 Main Ideas 主要概念

Does each of your main ideas begin with a topic sentence?
你的每個主要概念都以一個主題句開始嗎？

Each main idea needs to be discussed fully. The main idea appears in a sentence that announces the idea. This sentence is called the topic sentence, and it sets a direction by planting questions in the reader's mind.

每一個主要概念都必須經過透徹討論，而宣示出主要概念的句子叫做主題句 (topic sentence)，它的功用就是將問題深植入讀者心裡，導出方向。

Pretend that you're the reader of this topic sentence: 假裝你就是這個主題句的讀者：

Cheating on a spelling test in fourth grade in Miss Ryan's class made me think about what a teacher is.

What questions do you have? Do you want to know more about what happened to this writer in fourth grade? Do you expect to learn what the writer thought, or means by the words "what a teacher is"?

你會有什麼問題？你想知道更多作者在四年級發生的事嗎？你想了解作者說的「一個老師的本質」指的是什麼嗎？

Have you discussed each main idea completely? 你是否把每個主要概念討論透徹了？

In good writing, you (the writer) and the reader feel interested and satisfied. Remember that your reader is not a mind reader, so discuss each idea completely.

一篇好的文章可以讓你 (寫作者) 和讀者都受到吸引並且感到滿足。記得，你的讀者不會讀心術，所以要把每個概念討論透徹。

Here are a few suggestions for making your main ideas worth reading about:

這裡有些建議，可以讓你把主要概念變得更具閱讀價值：

- **Give each main idea its own paragraph. 每個主要概念要有一個獨立的段落。**

  Really large main ideas will need more than one paragraph because they are too complicated to be discussed in one paragraph.

  要討論一個龐大的主要概念需要的不只一段，因為以它的複雜度而言，一個段落是不敷使用的。

- **Use your topic sentence to set a direction and to plant questions in the reader's mind. 使用你的主題句定出方向，並將問題深植讀者心房。**

  You can look at your sentences to see which words are the important words. They are the words that seem heavier in your sentence. They are clues to what the reader will want to know more about.

  檢視你的句子，找出你覺得重要的字眼，它們是那種看來較具份量的字，對讀者來說那是一種線索，可以讓他們找到更多他們想知道的東西。

  In this topic sentence, which words or phrases are important?
  在這個主題句中，哪些字或詞是重要的？

    Teachers don't get paid for every hour that they work.

  Would you say that "every hour that they work" are the important words?
  你會認為 every hour that they work 是重要的字嗎？

  Here are the other sentences in this paragraph: 這是此段中的其他句子：

Teachers take work home on weekends. Sometimes my mother grades papers and projects all day on Sunday. She says that if she divided her salary across all the hours that she spends on schoolwork, she would probably be paid about the same as a person who works at McDonald's! My neighbor spends three weeks of his summer vacation on a ship that does scientific experiments. He doesn't get paid for any of that work, but he says the things that he learns help him be a better teacher.

- **Use topic sentences to make a bridge between two paragraphs or two main ideas.**
  讓主題句成為兩個段落或是兩個主要概念中間的橋樑。

  Here's a sample paragraph that begins with a topic sentence:
  這裡有一些用主題句起頭的段落範例：

  Teachers get many rewards in their careers. My neighbor has kids and likes having the summer off when his kids are home. Some teachers say their work is like play. At least that's what my mom says when she mixes up her magic bubble formula for science class. My mom also says that one of the rewards of teaching is that she is using her college education every day. She also gets paid to take refresher courses. But she works hard.

  Can you see how the next topic sentence is a bridge?
  你可以從下一個主題句看出它扮演橋樑的角色嗎？

  In fact, teachers don't get paid for every hour that they work, but the teachers that I know say that they love their work.

  What do you expect the writer to tell you about in this paragraph?
  你希望作者在這一段裡告訴你什麼訊息？

Have you arranged your ideas in an effective order?
你有效率的把你的想法編排出次序了嗎？

You can arrange your ideas in many different ways:
以下有許多方式供你整理你的概念：

- **You can organize your ideas in chronological order or by time.**
  你可依時間先後順序來組織你的概念。

  You can begin with the oldest point first and then use paragraphs to discuss what happened next or later. Here are two main ideas that will be developed into paragraphs:
  你可以從最早的念頭開始，再用段落來討論之後發生的事。這裡有兩個要發展成為兩個段落的主要概念：

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Idea #1

I have wanted to be a teacher since I cheated on a spelling test in Miss Ryan's class in fourth grade.

Idea #2

Then in eighth grade I had an assignment to teach a science lesson to a class in my former elementary school, and that experience showed me how good I felt when the kids didn't want the class to be over.

- **You can organize your ideas by importance, either most important to least important or the other way around.**
  你可以依據重要性來組織你的概念，從最重要到最不重要的，或是顛倒過來也可以。

  Tip: If your writing assignment has to be completed in a short time, as in an essay test, you probably want to begin with the most important features or reasons first. Here are what two different writers think is their most important idea:
  要訣：如果必須在短時間內完成你的作文，你可能要從最重要的特色或理由開始寫。
  　　這裡是兩個作者所寫出的範例，分別點出他們所認為最重要的事項：

  Writer # 1

  The most important reason to be a science teacher is to help the next generation learn about the earth.

  Writer # 2

  Getting to play with bubbles is the reason why I want to be a science teacher.

- **You can organize your ideas by making a decision about what direction you want to start from, if you are describing something.**
  如果要描述某件事，你可以決定要從哪一個方向開始，依此來組織你的概念。

  Here are two examples:　請看以下兩個範例：

  Top to Bottom:　由上到下：

  The space shuttle is the living compartment located at the top of the rocket that launches it into orbit.

  Outside to Inside:　由外而內：

The deer tick that carries Lyme disease is so tiny that it looks like a period at the end of a sentence. It is much smaller than the ticks that you see on a dog. What makes it dangerous is the bacteria inside it.

5.4 Supporting Ideas 支持立論

What are some ways to develop supporting ideas? 如何發展支持立論？

Supporting ideas help to convince your reader that your main idea is a good one. You might try to develop supporting ideas in the manner that professional writers do. Here are some things that they do:
支持立論可幫助說服你的讀者相信你的主要概念是對的，你可以試著比照專業作者的手法來延展支持立論。這裡有一些他們常用的方法：

- Tell a story that illustrates the main idea. Tell a story about a teacher you have had to show why you want to be a teacher.
  用故事來說明主要概念。說一個有關你以前老師的故事，來說明你爲什麼想當老師。

- Give examples of the main idea to show breadth and depth.
  舉一些相關的例子來表現廣度和深度。

- Give reasons why the thesis should be considered true. These can be facts, logical arguments, or the opinion of experts.
  提出理由解釋你提出的論點陳述爲何爲真，可以是事實、邏輯申論或是專家意見。

- Use details that are very specific so the reader can understand how this idea is different from others.
  利用非常明確的細節說明，讓讀者了解這概念的與眾不同。

- Tell what can be seen, heard, smelled, touched, felt, or experienced.
  描述可看到、聽到、聞到、觸到、感覺到或體驗到的事物。

- Try to see the idea from many different angles. 試著用不同角度來看主要概念。

- Tell how other events, people, or things might have an influence on the main idea.
  說明其他的人事物可能會對主要概念造成怎樣的影響。

- Use metaphors or analogies to compare the idea to something very different from it that helps the reader understand your idea.
  使用隱喻法或類比法去比較與主要概念相異的事物，幫助讀者了解你的想法。

Have you done your best to support and develop your ideas?
你已經盡你所能地去支持並發展主要概念嗎？

Think of your reader as a curious person. Assume that your reader is hungry for everything that you can say about this subject. Talk to your teacher about what kind of support is best for the type of writing that you are doing.

假想你的讀者是個好奇的人，渴望知道你說的每一件事。和你的老師談談，哪一種支持、發展概念的方式比較適合你的寫作型態。

Here are some specific questions that are appropriate for a certain type of writing:
以下有些特定的問題適用於某一種類型的寫作：

- **If you are describing a problem or issue** 如果你要描述一個問題或論點

  What type of problem or issue is it? 這是什麼型態的問題或議題？

  Is it one that can be easily or cheaply solved? Will it take a decision from one person or the effort of many people, from legislators to other people?

  What are the signs that a problem or issue exists? 這問題或論點代表什麼樣的現象？

  Lots of cafeteria food in the trash could be a sign that kids are not eating what the cafeteria serves.

  Who or what is affected by the problem or issue? 哪個人或哪件事被問題或議題影響？

  If you recommend that cafeteria food change, you write about what would happen if it did.

  What is the history of the problem or issue--what or who caused it or contributed to it and what is the state of the problem now?
  這問題或議題的過去是什麼？有什麼事或有誰造成這個問題？現在問題的情況又是如何？

  The school cafeteria has been trying to serve healthy food, but it can only offer a few choices because it has to keep costs low. Students are eating less often at the cafeteria and more often at the fast-food restaurant down the street.

  Why is the issue or problem significant? What makes this issue or problem important or less important (yes, this is comparison and contrast)?
  這問題或議題有什麼意義？它為什麼重要或不重要 (沒錯，這是要做比較與對照)？

  If you are writing to ask your principal to have a community night about drinking in 6th and 7th grade, you might want to say why this more important than a community night about study habits.

- **If you are arguing or trying to persuade your reader to your opinion**
  如果你要用你的觀點和你的讀者辯論，或試著說服他們

  What facts or statistics could you mention as support?
  有什麼事實或統計可以提出來當作證明？
  What observations could you make to prove your points?
  有什麼樣的觀察來証明自己的觀點？
  What comparison could you make that would improve your reader's understanding?
  有什麼樣的對照方式可以增進讀者的了解？
  What expert opinion would make your opinion more worthy?
  有什麼專業的見解可以讓你的意見更有價值？
  Could you demonstrate your point with some examples?
  你能舉一些例子來證明你的論點嗎？
  Could you describe the views of an opposite but worthwhile opinion?
  你能敘述值得討論的反方見解嗎？

  Tip: Strong arguments are often made by acknowledging what is good in the opponent's view. You can use expressions like: on the other hand, granted, while it is true that, or I agree that to introduce this opposite view.
  提示：強而有力的議論通常都會深入剖析反方見解。 你可以用 on the other hand、granted、while it is true that、I agree that 等詞句來介紹反方意見。

- **If you are analyzing literature or writing a review of a story or movie**
  如果你要分析文學或批評一個故事或電影

  Can you summarize the story so that your reader knows what happens?
  你可以簡要說明這故事想讓讀者了解什麼？
  Can you give the details about the place or time so that your reader has a context for understanding the story?
  你可以提供地點或時間的細節，好使讀者根據背景資料來了解故事？
  What can you say about the main characters so that the reader can "see" or understand what makes them special or interesting?
  你能讓讀者了解故事主角之所以特別或有趣的原因？
  Can you describe the point where the main character(s) is in a crisis and has to make an interesting choice?
  你能敘述哪裡是故事的轉折點，而主角又做出了什麼有趣的決定？
  Can you quote what characters say about each other or about what they are experiencing?
  你能引用主角們論及其他角色或表達自身感受與經歷的台詞？
  Does the story have a deeper truth or theme that you could discuss?
  這故事是否有更深層的道理或課題是值得你提出來討論的？
  Can you describe the style in which the story is told or the camera angles of the movie?
  你能描述這故事是以什麼風格來呈現或是電影是用什麼攝影角度來拍攝的？
  Are there interesting "pictures", images or symbols? 有哪些有趣的畫面、影像或符號？

- **If you are describing something or providing a definition**
  如果你在描述某件事物或提供一個定義

  Can you tell what the thing looks like or what its parts are?
  你能說明這事物看起來像什麼或它有哪些部份嗎？
  Can you say what it does or means? 你能說明它的本質或意義嗎？
  If what it does or means has changed over time, can you describe what it used to mean or do and what it now means or does?
  如果它的本質或意義會隨時間改變，你能敘述它曾經代表什麼，現在又是何種情形？
  If certain places call this thing something different than it is called in another place, can you tell the reader the different names or meanings?
  如果這事物在某處的稱呼與別處不同，你能告訴讀者不同的名字及它們所代表的意義嗎？

- **If you are telling how to do or make something**
  如果你要告知如何執行某事或製作某物

  Have you started at the right place--the first step--and moved logically?
  你有走對第一步嗎？接下來的內容進行合乎邏輯嗎？
  Have you defined any terms that might be strange to your reader?
  你有說明任何會讓讀者感到奇怪的術語嗎？
  Have you given an example if that might help your reader understand what you mean?
  你舉的例子是否能讓讀者了解你要表達的意思？
  Have you tried to break your instructions into easy steps? Have you numbered these steps so that the reader knows the order in which it is best to do them?
  你試著把你的說明分成簡單的步驟嗎？有沒有將這些步驟標上號碼，讓讀者知道它們的順序？

  Tip: You may want to think of a way to arrange your material so that you can be most helpful to your reader. For example, in a recipe the ingredients are listed at the top and the instructions are in short paragraphs or are numbered as steps.
  提示：你可能需要想個方式來整理你的題材，這麼做對你的讀者是最有幫助的。舉例來說，一份食譜會將所需材料列在最前面，然後才是簡短的解說或是幾個步驟。

5.5 Conclusion 結論

Is this your conclusion? 這是你的結論了嗎？

The concluding paragraph is separate from the body paragraphs and brings closure to the essay.
最後一個段落與主題段落是分開的，同時也是一篇作文的結尾。

- It grows out of the support provided in the body of the essay
  它從本文中支持主要概念的立論衍生而來
- It restates the thesis with fresh wording 它會以不同的字眼重述論點
- It often sums up the main ideas of the paper 它常爲文章的主要概念作出總結
- It can also include an anecdote, quotation, statistics, or suggestion
  它也同時可以包括一件趣事軼聞、某人話語的引用、統計資料或建議

Concluding Approaches 下結論的方法

You might consider some of the following approaches to writing concluding paragraphs:
撰寫結論的段落時，有幾點可以參考的方法：

- Summarizes main points 總結主要論點
- Provides a summarizing anecdote 提供一件趣事軼聞作爲總結
- Includes a provocative or memorable quotation 加入激勵人心或是令人難忘的名言引述
- Makes a prediction or suggestion 作出預測或建議
- Leaves the reader with something to think about 給讀者留下思考的空間

Here are two different concluding paragraphs:
這裡提供兩個不同的結尾段落實例：

Good teaching requires flexibility, compassion, organization, knowledge, energy, enthusiasm and the wisdom to know when to take the long view in a situation. A good teacher must decide when a student needs to be prodded and when that student needs mercy. Good teaching requires knowing when to listen and reflect and when to advise or correct. It requires a delicate balance of many skills, and often a different mix of approaches for different students and in different situations. Is this profession demanding? Yes! Boring? Never!! Exciting? Absolutely!!

When I become a teacher, I want fourth graders like Miss Ryan's. We adored her and wanted to please her. But more importantly, I want to be a Miss Ryan for my students. I want to challenge my students to become good citizens. When the river in our town overflowed its banks, and some classmates had to be evacuated, Miss Ryan asked us to brainstorm what we could do. We came up with three decisions. We packed lunches for our classmates, we shared our books and pencils in class, and we lent them spare clothing. Later when we did a unit on government, we realized that we were looking after our classmates the way local federal government does in a disaster. Miss Ryan was helping her fourth graders become more civic minded. I'm hoping to help my students think like that when I'm a teacher.

5.6 Transitional Words and Phrases 轉折字與片語

Do you use transitional words and phrases to take the reader smoothly from one idea to the next?

你常使用轉折語氣的字詞好讓讀者可以流暢地閱讀嗎？

You can use these handy words and phrases to lead the reader through a piece of writing by beginning paragraphs and sentences with these words. Each of these words is like a sign along a road. They give the reader an idea of the relationships between the various ideas and supporting points. They also point out the relationship between sentences.

你可以將這些好用的字詞用在文章的第一段和前幾句，引導讀者進入你的文章。這些字就像是路上的記號，給了讀者一個概念，讓他們了解文中各個概念和支持論點間的關係，還有句子與句子間的關係。

- **These words can help you talk about time and the relationship of events:**
  這些字可以幫你點明事件的時間和關係：

  today, tomorrow, next week, yesterday, meanwhile about, before, during, at, after, soon, immediately, afterward, later, finally, then, when, next, simultaneously, as a result

- **These words can help you show the order of ideas:** 這些字可以幫你表現概念的順序：

  first, second, third, finally, last, most importantly, of least importance

- **These words can help you show location:** 這些字可以幫你表示位置：

  above, over, below, beneath, behind, in front of, in back of, on top of, inside, outside, near, between, beside, among, around, against, throughout, off, onto, into, beyond

- **These words can help you compare or demonstrate similarity:**
  這些字可以幫你比較或證明相似處：

  also, as, similarly, in the same way, likewise, like

- **These words can help you contrast or demonstrate difference:**
  這些字可以幫你對比或證明相異處：

  in contrast, however, although, still, even though, on the other hand, but

- **These words can help you add information:** 這些字可以幫你補充資料：

in addition, for instance, for example, moreover, next, likewise, besides, another, additionally, again, also, in fact

- **These words can help you clarify a point: 這些字可以幫你闡明觀點：**

    in other words, for instance, that is

- **These words can help you add emphasis to a point that you are making: 這些字可以加強你要表達的重點：**

    truly, in fact, for this reason, again, on top of that

- **These words can help you conclude or to summarize: 這些字可以幫你作結論：**

    all in all, last, as a result, in summary, therefore, finally

Do each of your paragraphs support and develop the main idea/topic sentence? 每一個段落都支援並開展主題或標題嗎？

Paragraphs are units of thought or discussion. Each of these stands alone. Indent five spaces at the beginning to show where each paragraph begins.
段落是想法或討論的單位，每一段落都是分開獨立的，記得要在段落的開始留下五格空白。

Tip: Talk to your instructor about indenting paragraphs because letters and memos have different rules about making paragraphs. 提示：和你的老師討論有關縮排的問題，因爲信件和備忘錄在段落設定上有不同的規則。

Some paragraphs are long and some are short. Some paragraphs can be as small as one sentence, which can be quite powerful all by itself. Some contain an interesting story that can take several sentences to tell. Some paragraphs could stand alone. Others are more like bridges between two main ideas.
段落長短各有不同。有些段落可以少到只有一個句子，而這個句子本身就相當地有力。有些有趣的故事只需要幾個句子就可以說完。有些段落可以獨立，其他的則多半像橋樑，在觀念之間作連結。

Here are some questions to help you evaluate your paragraphs: 這裡提供一些問題，可以用來檢核你寫的段落：

- **Have you said enough so that each paragraph is complete? 每一段落要結束時，你要說的話都說完了嗎？**

    Tip: You could try giving each paragraph a title and see if it could stand alone as something meaningful. Or pretend that your reader asked you a specific

question and this paragraph is the answer. If some of the sentences don't fit as an answer, then you should probably get rid of them.

提示：你可以試著給段落一個標題，去看它是否可以獨立、有意義。或是假裝你的讀者問你一個特定的問題，而這段就是答案。如果有些句子不適合當作答案，那你可能要把它們刪掉。

- **Have you used words that need to be explained or defined?**
  你用了需要去解釋或下定義的字嗎？

  If you're trying to sound important and don't explain what you mean, your reader might feel frustrated. Try using more than one sentence to define or explain something. Try using three sentences, and see how more complete your idea is!
  如果你想要讓自己表達的東西聽起來很重要，但卻又不把意義解釋清楚，你的讀者可能會有挫折感。試著用多一點的句子來定義或解釋這件事，試著用三個句子，看看你的想法是不是能表達的比較完整！

- **Have you provided evidence? Would an example show what you mean?**
  你有提供証明嗎？有任何例子可以展現你要表達的嗎？

  Use a good example to show that what you say is true. This is important.
  用一個好的例子來顯示你說的是真的，這是相當重要的。

- **Is there a personal experience or quotation from another source that would support what you are trying to say?**
  有沒有個人經驗或來自他處的引述可以支援你的說法？

  Check with your teacher about using your personal experience. In some kinds of writings, this is preferred and in other kinds of writing, it is frowned upon.
  和你的老師討論如何利用你的個人經驗，某些文章比較需要提出個人經驗的例子，而其他種類的文章則不需要。

  Tip: If you are quoting from another source, make certain that you are quoting correctly.
  提示：如果你想要引用別處的資料，務必確認你的引述是對的。

- **Have you used clear transitions that establish connections between sentences and ideas?**
  你是否使用轉換字詞，明確地將句子和想法作連結？

  A test of your paragraph is to think of it as a train and the sentences as cars (and the topic sentence as an engine). Do all the parts of the paragraph link or fit together?
  你可以把每個段落想成是一列火車，而句子是車廂 (主題句是引擎)，以此測試段落的每一部份是否都緊密的連結在一起。