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LIN 653
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Chpt 2, Q 1-6

1.

noun, verb, adjective, adverb, coordination, clause:

Marco(N) attentively(ADV) wrote(V) his long(ADJ) letter, and he put it in an envelope(coordinating conjunction and clause).

pronoun, determiner, preposition, conjunction, phrase:

He(PRO) finished and(CONJ) placed his(DET) envelope in(PREP) the mailbox(PHRASE).

subject/predicate, simple sentence, register:

The first line of the letter(SUBJ) said, "Hey bro, how's it goin'?"(PRED) (simple sentence with casual register)

genre, subordination, given/new:

Since it(GIVEN) started that way(subordinating conjunction and clause), Marco must be writing to a friend(NEW). (declarative genre)

2.

A. John and Paul were fighting.

John- noun/subject

and- conjunction

Paul- noun/subject

were- verb

fighting- past participle

B. John gave Paul a black eye.

John- noun/subject

gave- verb

Paul- noun/indirect object

a- determiner

black- adjective

eye- direct object

C. The principal sent them to his office immediately.

The- article

principal- noun/subject

sent- verb

them- noun/direct object

to- preposition

his- determiner

office- noun/ object of the preposition

immediately- adverb

3. The three major moods are declarative, interrogative, and imperative.

Declarative: I want to go to the library.

Interrogative: Do you think the library is open?

Imperative: Look up the library hours for me.

4. A sentence's function does not always match its categorized type. For example, if I were to say, "I am becoming very impatient," it is a declarative/statement type sentence. Its function, however, is to command someone to finish their task quickly. The sentence's function is based on what I'm implying by stating my growing impatience.

5. Halliday and Hasan's five cohesion mechanisms:

reference: Stan wanted a master's degree. Last year, he started his M.S.Ed.

ellipsis: A. Which school will his degree be from? B. Nyack College.

substitution: He wants to teach again next year. If he does, it will be abroad.

conjunction: Teaching abroad is always fun. It can, however, cause homesickness.

lexical cohesion: Stan learned a lot from his previous time in teaching. Those years gave him a lot of experience.

6. I think I understand the concept of the rheme being more important than the theme to a sentence in the sense of being more informational. As the text said, when it comes to English sentence structure, the subject acts as the theme while the predicate acts as the rheme. In my perspective then, I see the predicate/rheme being more of what the sentence is actually trying to say, while the subject/theme is only what the sentence is about. A subject/theme by itself doesn't actually say much, but the predicate/rheme is where we get the sentence's information or purpose from.