

报告样式范文

by kuaile

General metrics

8,427

characters

1,171

words

86

sentences

4 min 41 sec

reading
time

9 min 0 sec

speaking
time

Score



40

Writing Issues

156

Issues left

99

Critical

57

Advanced

This text scores better than 40%
of all texts checked by Grammarly

Plagiarism



100

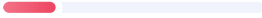


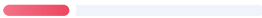




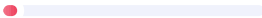








%

1

source

100% of your text matches 1 sources on the web
or in archives of academic publications

Writing Issues

107	Correctness	
11	Comma misuse within clauses	
1	Faulty subject-verb agreement	
55	Misspelled words	
14	Improper formatting	
6	Incorrect noun number	
9	Determiner use (a/an/the/this, etc.)	
3	Punctuation in compound/complex sentences	
3	Confused words	
2	Misuse of semicolons, quotation marks, etc.	
1	Wrong or missing prepositions	
1	Misplaced words or phrases	
1	Incorrect phrasing	
30	Clarity	
5	Unclear sentences	
12	Passive voice misuse	
11	Wordy sentences	
2	Hard-to-read text	
19	Engagement	
19	Word choice	

Unique Words

Measures vocabulary diversity by calculating the percentage of words used only once in your document

36%unique words

Rare Words

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

32%rare words

Word Length

Measures average word length

5.7characters per word

Sentence Length

Measures average sentence length

13.6words per sentence

报告样式范文

157

Chapter I Introduction

1.1 Theoretically analytical tool of the thesis

Aiming to analyze the features of English advertisements, the author picks English¹ advertisements which closely relate to people's daily life and rank first² on the list of commercial³ advertisements as the studying material and applies thematic structure and thematic⁴ progression patterns as the theoretical tool of analysis.⁵ Now,⁶ quite a large number of linguists have studied theme and rheme, using thematic⁷ structure and thematic progression patterns to conduct studies on detailed discourses, such as novels, sports news and students' theses.⁸ Taking thematic structure and thematic¹⁰ progression patterns as the analytical tool can help to explore how texts¹¹ are developed. Halliday, a great linguist who has made many contributions to linguistics¹², claims thematic structure as "basic form of the organization of the clause as message"¹³ (Halliday 1985:34). Each clause can be divided¹⁴ into theme part¹⁵ and rheme part¹⁶. The relation between themes and rhemes of the text can reveal how the text is conducted¹⁷, which is known as thematic progression. Through thematic progression, coherence^{18,19} of the text can be established.²⁰

.....

1.2 Purpose of the study

Through the perspective of Systemic-Functional Grammar, 42 written texts of English²¹ advertisements are taken²² as the corpus and their thematic structures and thematic²⁴ progression patterns are analyzed one by one. The author will analyze the distribution²⁵ of different themes and explore the use of²⁶ four basic thematic progression patterns²⁷ in this type of advertisements²⁸, trying

to answer three questions:(1) What are the features of the usage of different themes in English advertisements?²⁹(2) Which thematic progression is used most often and why?³⁰(3) What pragmatic effects do these four thematic progressions have in English advertisements?³¹In the whole thesis, these three questions will be answered through analyzing the particular English advertisements.³²³³

Halliday's(1994) theory of thematic structure and XuShenghuan's(1982) four basic thematic progression patterns will be adopted as an analytical framework,³⁴ the reason of which will be explained later in Chapter 2.

.....

Chapter II Literature review

2.1 Studies on thematic structure³⁵

Theme and rheme distinction was firstly described by V. Mathesius in 1939 (HuZhuanglin 1994:137).³⁶³⁷ In his mother tongue, Czech , he tries to analyze sentences from the perspective of communication and function and show how the information in a sentence is expressed.³⁸ Firbas translates Mathesius' definition of theme as: "[the theme]is that which is known or at least obvious in the given situation and from which the speaker proceeds."³⁹⁴⁰ (Martin 1992:434) Therefore, according to him, theme is the starting point of the message, which is known or given in the utterance and from which the speaker proceeds, while rheme plays a role as new information, which is about what the speaker says on theme and represents the very important information that the speaker wants to convey to the hearer.⁴¹⁴²⁴³⁴⁴⁴⁵⁴⁶⁴⁷⁴⁸⁴⁹⁵⁰ In his opinion , a clause is divided into three parts: theme ,rheme^{52,53}⁵⁴ and transition.⁵⁵ Of course, it is obvious that Mathesius does not use the exact expression of "theme" and "rheme".⁵⁶⁵⁷ Though Mathesius' point of view has some deficiencies, it influences Prague scholars greatly. One of his well-known followers, Firbas, proposes a view to improve the thematic theories.⁵⁸⁵⁹ He believes that theme is one that has lower degree of communicative dynamism⁶⁰⁶¹⁶²

in some certain context while rheme has higher one. Different from Mathesius in dividing a clause into three parts (Hu Zhuanglin et al 1989) , Firbas (1992) merges the concept of transition into rheme and divides a clause into two. Following with their opinions, there are two groups differing from each other. One group thinks that theme is equal to "given" while the other one, Systemic School, accepts 'separating approach' which disentangles the two. Systemic School argues that there are differences existing between information structure (given-new) and thematic structure (theme-rheme).

.....

2.2 Studies on thematic progression patterns

In discourse analysis , a sentence is understood as a message , conveying information from the speaker to the listener. It can be separated into two segments: theme and rheme. Mathesius' (1976) concept of theme and rheme leads to a surge of interest in discourse analysis operated at the level of clause. The different choices and orders of discourse themes, the mutual connection and hierarchy between themes and rhemes, as well as their relationship to the hyperthemes of the superior discourse (such as the paragraph, chapter, etc.) to the whole text or to the situation would influence the internal structure of the text. Halliday (1985:227) subscribes to that opinion too , stating that "the success of a text does not lie in the grammatical correctness of its individual sentences , but in the multiple relationships established among them". Therefore, thematic progression performs an important role in discourse analysis. Both scholars abroad and at home make great contributions to the study of thematic structure together with thematic progression.

.....

Chapter III Analytical framework of the study and research design..... 20

3.1 Analytical framework of the study^{102,103}..... 20

3.1.1 Analytical framework of thematic structure..... 21

3.1.2 Analytical framework of thematic progression patterns..... 22

3.2 Research design.....24

3.2.1 Consideration on selecting data used in the analysis..... 25

3.2.2 Analytical procedures..... 27

3.3 Summary.....30

Chapter IV Analysis of thematic structure..... 33

4.1 Some rules of identifying and counting themes..... 33

4.2 Simple theme, multiple theme¹⁰⁴ and zero theme¹⁰⁵..... 35

4.2.1 Distribution of simple theme, multiple theme¹⁰⁷ and zero theme¹⁰⁸..... 36

4.2.? Data analysis38

4.3 Textual theme, interpersonal theme and experiential theme¹¹⁰..... 39

4.3.1 Distribution of three functional themes¹¹¹40

4.3.2 Data analysis42

4.4 Summary 43

Chapter V Analysis of thematic progression patterns..... 44

5.1 Distribution of thematic progression patterns.....44

5.2 Data analysis 44

5.3 Summary45

Chapter V Analysis of thematic progression patterns

5.1 Distribution of thematic progression patterns

Before discussing the distribution of thematic progression patterns, an advertisement¹¹² sample will be taken as an example, which is selected¹¹³ from Michelin¹¹⁴. Example 3:GE(T1)¹¹⁵ is building the world by providing capital, expertise and infrastructure¹¹⁶ for a globaleconomy¹¹⁷(RI). GE Capital(T2) has provided billions in financing so businesses can build and grow their¹¹⁸ operations and consumers¹¹⁹

can build their financial futures(R2). We(T3) build appliances, lighting, power systems and other products that help millions of homes, offices, factories and retail facilities around the world work better(R3).^In this example given above, themes and rhemes have already been marked for convenience. T1 refers to the theme of the first clause while R1 refers to the rheme, and so on. These three sentences in this piece of advertisement are all concerned about GE Enterprise, although there is a slight difference among them. According to Zhu Yongsheng (1985) , these themes can be seen as the same one and these clauses are sharing the same theme.

.....

Conclusion

This thesis is focused on the thematic structure and thematic progression patterns of English advertisements, aiming to find some features and favored patterns. A literature review on thematic structure , thematic progression patterns and English advertisements is made before the detailed analysis and finds that few researches are done on advertisements with a perspective of thematic organization and by a case study of one specific kind of advertisements . Therefore, the author conducts a study on English advertisements by setting a theoretical framework, including the Halliday's theory of thematic structure and Xu Shenghuan's classification of thematic progression patterns. Through these methods , the research is done by investigating the statistics and results are given below: English advertisements prefer to use simpler themes to convey' information quickly and directly. Multiple themes and clauses with themes omitted are used not so often and differ from each other not so much in number because of the unique characteristics of advertisements.

.....

Reference (omitted)

1.	, and	Comma misuse within clauses	Correctness
2.	rank → ranks	Faulty subject-verb agreement	Correctness
3.	ofcommercial → of commercial	Misspelled words	Correctness
4.	andthematic → and thematic, thematic	Misspelled words	Correctness
5.	<i>Aiming to analyze the features of English advertisements, the author picks English1advertisements which closely relate to people's daily life and rank first on the list ofcommercial advertisements as the studying material and applies thematic structure andthematic progression patterns as the theore...</i>	Unclear sentences	Clarity
6.	. Now	Improper formatting	Correctness
7.	usingthematic → using thematic	Misspelled words	Correctness
8.	, and	Comma misuse within clauses	Correctness
9.	<i>Now, quite a large number of linguists have studied theme and rheme, usingthematic structure and thematic progression patterns to conduct studies on detaileddiscourses , such as novels, sports news and students' theses.</i>	Unclear sentences	Clarity
10.	structureand → structure and	Misspelled words	Correctness
11.	textsare → texts are, texts	Misspelled words	Correctness
12.	tolinguistics → to linguistics	Misspelled words	Correctness
13.	asmessage → as message, message	Misspelled words	Correctness
14.	be divided	Passive voice misuse	Clarity

15.	part → parts	Incorrect noun number	Correctness
16.	rheme part → theme part	Misspelled words	Correctness
17.	is conducted → is conducted, conducted	Misspelled words	Correctness
18.	, coherence	Improper formatting	Correctness
19.	the coherence	Determiner use (a/an/the/this, etc.)	Correctness
20.	<i>coherence of the text can be established</i>	Passive voice misuse	Clarity
21.	of English → of English	Misspelled words	Correctness
22.	<i>are taken</i>	Passive voice misuse	Clarity
23.	, and	Punctuation in compound/complex sentences	Correctness
24.	and thematic → and thematic, thematic	Misspelled words	Correctness
25.	the distribution	Misspelled words	Correctness
26.	the use of	Wordy sentences	Clarity
27.	progression patterns	Misspelled words	Correctness
28.	advertisements → advertisement	Incorrect noun number	Correctness
29.	? (Improper formatting	Correctness
30.	<i>is used</i>	Passive voice misuse	Clarity
31.	? (Improper formatting	Correctness
32.	<i>these three questions will be answered</i>	Passive voice misuse	Clarity

33.	theparticular → the particular	Misspelled words	Correctness
34.	asanalytical → analytical, as analytical	Misspelled words	Correctness
35.	the thematic	Determiner use (a/an/the/this, etc.)	Correctness
36.	rheme → rhyme	Confused words	Correctness
37.	<i>Theme and rheme distinction was firstly described by V. Mathesius in 1939 (HuZhuanglin 1994:137).</i>	Passive voice misuse	Clarity
38.	fromthe → from the	Misspelled words	Correctness
39.	asentence → a sentence, sentence	Misspelled words	Correctness
40.	<i>is expressed</i>	Passive voice misuse	Clarity
41.	<i>is known</i>	Passive voice misuse	Clarity
42.	thespeaker → the speaker	Misspelled words	Correctness
43.	the theme	Determiner use (a/an/the/this, etc.)	Correctness
44.	startingpoint → starting point	Misspelled words	Correctness
45.	thespeaker → the speaker	Misspelled words	Correctness
46.	,while → . At the same time,	Hard-to-read text	Clarity
47.	thespeaker → the speaker	Misspelled words	Correctness
48.	the theme, or a theme	Determiner use (a/an/the/this, etc.)	Correctness
49.	very important → essential, critical, vital, crucial	Word choice	Engagement
50.	speakerwants → speaker wants	Misspelled words	Correctness

51.	theme → music, piece	Word choice	Engagement
52.	, rheme	Improper formatting	Correctness
53.	rheme → rhyme	Confused words	Correctness
54.	, and	Comma misuse within clauses	Correctness
55.	is obvious → is evident, was evident	Word choice	Engagement
56.	exact expression	Misspelled words	Correctness
57.	⋮ → ."	Misuse of semicolons, quotation marks, etc.	Correctness
58.	a view → an idea	Word choice	Engagement
59.	improvethe → improve the	Misspelled words	Correctness
60.	is one that has → has	Wordy sentences	Clarity
61.	a lower	Determiner use (a/an/the/this, etc.)	Correctness
62.	of communicative, communicative	Misspelled words	Correctness
63.	ertain → specific, particular	Word choice	Engagement
64.	a higher	Determiner use (a/an/the/this, etc.)	Correctness
65.	<i>He believes that theme is one that has lower degree of communicative dynamism in some certain context while rheme has higher one.</i>	Unclear sentences	Clarity
66.	. Different	Improper formatting	Correctness
67.	Different from → Unlike	Wordy sentences	Clarity
68.	et al → et al.	Comma misuse within clauses	Correctness

69.	divides → separates	Word choice	Engagement
70.	clauseinto → clause into	Misspelled words	Correctness
71.	. Following	Improper formatting	Correctness
72.	with	Wrong or missing prepositions	Correctness
73.	Following with their opinions	Misplaced words or phrases	Correctness
74.	two groups are differing	Wordy sentences	Clarity
75.	Onegroup → One group	Misspelled words	Correctness
76.	the theme	Determiner use (a/an/the/this, etc.)	Correctness
77.	, accepts	Improper formatting	Correctness
78.	a 'separating	Determiner use (a/an/the/this, etc.)	Correctness
79.	thatthere → that there	Misspelled words	Correctness
80.	thematic structure	Misspelled words	Correctness
81.	be separated	Passive voice misuse	Clarity
82.	: theme	Improper formatting	Correctness
83.	rhome → rhyme	Confused words	Correctness
84.	theme → music, harmony, composition, melody	Word choice	Engagement
85.	efinterest → of interest	Misspelled words	Correctness
86.	andorders → and orders	Misspelled words	Correctness
87.	, and	Comma misuse within clauses	Correctness

88.	themes → pieces	Word choice	Engagement
89.	andrhemes → and rhymes	Misspelled words	Correctness
90.	as well as → and	Wordy sentences	Clarity
91.	hyperthemes → hyper themed	Misspelled words	Correctness
92.	suchas → such as	Misspelled words	Correctness
93.	to	Wordy sentences	Clarity
94.	theinternal → the internal	Misspelled words	Correctness
95.	; → ."	Misuse of semicolons, quotation marks, etc.	Correctness
96.	, thematic	Improper formatting	Correctness
97.	performs → plays	Incorrect phrasing	Correctness
98.	an important → a vital, an essential	Word choice	Engagement
99.	. Both	Improper formatting	Correctness
100.	great → significant, outstanding, generous	Word choice	Engagement
101.	ofthematic → of thematic	Misspelled words	Correctness
102.	study → Study	Misspelled words	Correctness
103.	study → survey	Word choice	Engagement
104.	theme → themes	Incorrect noun number	Correctness
105.	, and	Comma misuse within clauses	Correctness
106.	theme → themes	Incorrect noun number	Correctness
107.	theme → themes	Incorrect noun number	Correctness

108.	, and	Comma misuse within clauses	Correctness
109.	theme → themes	Incorrect noun number	Correctness
110.	, and	Comma misuse within clauses	Correctness
111.	themes → pieces, articles	Word choice	Engagement
112.	an advertisement	Misspelled words	Correctness
113.	be taken	Passive voice misuse	Clarity
114.	, which is	Wordy sentences	Clarity
115.	is selected	Passive voice misuse	Clarity
116.	. Example	Improper formatting	Correctness
117.	is building → builds	Wordy sentences	Clarity
118.	, and	Comma misuse within clauses	Correctness
119.	globeconomy → global economy	Misspelled words	Correctness
120.	growtheir → grow their	Misspelled words	Correctness
121.	build → make	Word choice	Engagement
122.	, lighting	Improper formatting	Correctness
123.	, and	Comma misuse within clauses	Correctness
124.	, and	Comma misuse within clauses	Correctness
125.	retail facilities	Misspelled words	Correctness
126.	<i>We(T3) build appliances,lighting, power systems and other products that help millions of homes, offices, factories and retailfacilities around the world work better(R3).</i>	Unclear sentences	Clarity

127.	foreconvenience → for convenience, convenience	Misspelled words	Correctness
128.	theme → music, article	Word choice	Engagement
129.	andso → and so, and	Misspelled words	Correctness
130.	piece of	Wordy sentences	Clarity
131.	aresharing → are sharing	Misspelled words	Correctness
132.	<i>According to ZhuYongsheng (1985) , these themes can be seen as the same one and these clauses aresharing the same theme.</i>	Unclear sentences	Clarity
133.	patternsof → patterns of, patterns	Misspelled words	Correctness
134.	. A	Improper formatting	Correctness
135.	andEnglish → and English	Misspelled words	Correctness
136.	, andEnglish	Punctuation in compound/complex sentences	Correctness
137.	advertisements → promotions	Word choice	Engagement
138.	fewresearches → few researches, few researchers	Misspelled words	Correctness
139.	advertisements → ads	Word choice	Engagement
140.	andby → and by, and	Misspelled words	Correctness
141.	advertisements → ads	Word choice	Engagement
142.	<i>A literature review on thematic structure , thematic progression patterns andEnglish advertisements is made before the detailed analysis and finds that fewresearches are done on advertisements with a perspective of thematic organization</i>	Hard-to-read text	Clarity

	<i>and by a case study of one specific kind of advertisements.</i>		
143.	a study → a study, study	Misspelled words	Correctness
144.	the Halliday's → the Halliday's	Misspelled words	Correctness
145.	thematic progression	Misspelled words	Correctness
146.	the statistics → the statistics	Misspelled words	Correctness
147.	, and	Punctuation in compound/complex sentences	Correctness
148.	the results	Determiner use (a/an/the/this, etc.)	Correctness
149.	are given	Passive voice misuse	Clarity
150.	are given	Wordy sentences	Clarity
151.	simpler → more straightforward	Word choice	Engagement
152.	information quickly	Misspelled words	Correctness
153.	themes → articles, pieces	Word choice	Engagement
154.	so often → so often	Misspelled words	Correctness
155.	not so much	Wordy sentences	Clarity
156.	unique characteristics	Misspelled words	Correctness
157.	<i>Chapter I Introduction 1.1 Theoretically analytical tool of the thesis Aiming to analyze the features of English advertisements, the author picks English 1 advertisements which closely relate to people's daily life and rank first on the list of commercial advertisements as the studying material and ...</i>	英语论文范文精选十篇-硕博论文网 - sblunwen.com http://www.sblunwen.com/dxyylw/21249.html	Originality