



**Unit Seven**  
**English in the Mass-Media**



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# 1. Introduction

## 1.1 Preview

This unit deals with English in the mass-media. It investigates the scope of English used in the mass media as having specific characteristics that distinguish it from other types of ESP. Therefore the unit highlights these distinctive features, examines the language of the press, describes the language of advertising and broadcasting and concludes with explaining the role language plays in the internet world.

## 1.2 Unit Objectives

Upon Completing this unit, you are expected to:

1. understand the wide-range of topic included under mass-media,
2. identify the distinctive features of the language of press in terms of style, homogenous “journalese” and idiosyncratic styles,
3. recognize the language of advertising in terms of its form and context,
4. be aware of the controversy that surrounds the language of advertisement,
5. assimilate the differences between the language of the radio and television, and
6. realize the growing role of the Internet.

## 1.3 Unit Sections

1. The Scope of English in the Mass-Media
2. Language and the Press
  - 2.1 Distinctive Varieties
  - 2.2 Styles and Homogenous “Journalese”
  - 2.3 Idiosyncratic Style
3. The Language of Advertising
  - 3.1 The Range of Forms and Contexts
  - 3.2 The Advertising Controversy

- 4. The Language of Broadcasting
  - 4.1 The Uniqueness of Radio
  - 4.2 The Television Appeal
  - 4.3 The Power of Language
- 5. The Internet World

## 1.4 Methodology

In addition to the general methodology described in the Introduction, the following techniques are recommended:

1. Present the use of English in the press and how it differs to a certain degree from the types of English studied in the course thus far.
2. Illustrate the language of the press in terms of its distinctive varieties, styles, and journalese.
3. Explain and illustrate the various forms and contexts of the language of advertising.
4. Explain and illustrate the language of broadcasting and the differences between the language of television and that of the radio.
5. Highlight the importance of the language of the Internet in everyday life.

## 1.5 Audio-Visual Aids

The audio-visual aids mentioned above (in the Introduction) are sufficient for the activities of this unit. Therefore, no more A/V aids are suggested but individual teachers are free to use any extra aids they feel it is necessary to use for any of the components of the unit.

## 1.6 Evaluation

In addition to the general evaluation techniques suggested above (in the Introduction), the following are specifically recommended for this unit.

1. Ask questions about the scope of English in the mass-media.
2. Check whether students are aware of the distinctive varieties of the language of the press.
3. Ask students whether they are aware of styles and journalese.
4. Ask students questions to see if they are aware of the advertising controversy.
5. Check whether students can distinguish between the language of the radio and television.
6. Give tests to check students knowledge of the role of the Internet.
7. Ask students to read, understand and answer assignments and examinations, in addition to any other tasks and (self-evaluation) questions.

## 1.7 Supplementary Readings



<b>Ref. No.</b>	<b>page</b>
1. Crystal (1987)	pp. 388-9; 390-1;392-3
2. Hentoff (1983)	pp. 367082
3. Robinson (1984)	pp. 66-7

## 2. The Scope of English in the Mass-Media

The term “mass-media” refers to the means of communication, as television and newspapers, that reach great numbers of people. In fact, mass-media are the means of giving news and opinions to large numbers of people, especially radio, television and the newspapers and magazines. Recently, another source of information technology has been added to this list: this is the use of the computer networks which has culminated in the Internet which is a group of worldwide information resources. Section 5 of this unit, the Internet World, discusses the Internet in detail.

The world of modern mass media also includes an essential and unavoidable aspect of easily accessible information, namely advertising. This is also a vast field as it aims to draw attention to a product or service not only to give information but also, more importantly, to sell that service or product. While shopping, reading a newspaper, watching a television programme or driving to our work or just walking here or there, you cannot avoid seeing, if not reading, so many advertisements. This aspect will be discussed in detail in Section 3 below.

In this way, mass media present us with a wide range of linguistically distinctive varieties more than any of the ESP domains we have examined so far. For example, whether it is a daily newspaper, a weekly magazine, a scientific journal, a TV programme in a local or an international satellite channel, a radio transmission or an internet web site, we are face to face with so many diverse categories. These categories include news reports, editorial comments, articles, reviews, letters, captions, headlines, sub-headings, announcements, television programmes, sports results, cartoons, crossword puzzles, and many kinds of advertisements.

To what extent is it possible to define or identify the characteristics of the English language used in each and all of these varieties in a way that can be useful in the context of ESP?

In answer to this questions, we can only say that with such a range of content, it is unlikely that we will find a single style of writing used throughout. It is also unlikely that we will find linguistic characteristics shared by all types of mass media. However; an attempt will be made to highlight what commonly represents the language each of the mass media types discussed in each section of this unit.

The exercises in this section are intended to present students with samples of the mass media discussed in this unit, namely the language of the press, advertising, broadcasting and the Internet.

### SAQ (1)



- 1- What does the term “mass media” refer to?
- 2- What are the types of mass media you encounter everyday?
- 3- How is the Internet changing our way of receiving information?
- 4- In what ways is advertising distinct from other types of mass media?

### Exercise (1)



The following is an example of newspaper reporting, taken from *The Star*, 13-19 June 2002, No. 49, Vol. 12, a Jordanian weekly newspaper. Read this report and answer the questions below:

## The heat is on the street

For the past few days, the streets of Amman have been alive with talk of one thing and one thing only: The weather.

“It so hot!” Jordanians everywhere were heard to cry, perspiring and expiring as the soaring temperatures turned

“Close the shutters in the day and then open them at night to keep the temperature down,” was the advise of another Ammanite, on the way to douse her baking garden with water.

“It so hot I can’t sleep at night,” said one Filipino woman working in Amman. “I don’t have any energy, even to speak!” added a Jordanian office-worker.

When asked what advice he would give to cope with the heat, Hamam suggested people should contact a doctor or specialist, but added that it was important not to spend lengthy periods of time out-side in direct sun.

The figures confirm the heat-wave: The Jordan Meteorology Dept., recorded a temperature of 37 degrees last Saturday; on Monday 38; Tuesday 33; on Wednesday it hovered at 27. The average temperature for this time of year is just 31 degrees.

The heat-wave began last Friday; by Tuesday fresher conditions and light winds had returned temperatures closer to the seasonal mean.

“It is unusual conditions because it’s more than five to seven degrees above the mean temperature for this time of year,” said Khalil Hamam, weather forecaster at the Meteorology Department, who was discussing the recent heat-wave.

The Weather Underground website recorded the temperature in Amman for the same day last year as peaking at 28.7 degrees. In 2000 their measurement was also close to the seasonal average\_just 29.7 degrees.

The weather for the coming week will be relatively moderate with temperatures at around 30 degrees. Weathermen say this recent heat-wave is the first of the summer and more are expected in the coming months.

Reports from *Ad Dustour* daily newspaper indicated three people died due to sun-stroke in the Jordan Valley.

**Questions:**

1. Where is the text taken from?

.....

2. What is the main point of the text?

.....

3. Mention 3 steps the writer points out about the heat in Amman.

- 1. ....
- 2. ....
- 3. ....

4. The text is a news reporting. Comment on the language the writer uses in terms of a) use of tenses, b) types of sentences and c) vocabulary.

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5. Comment on paragraphing in this news report.

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6. In your view, is the text an example of ESP or general English?

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**Exercise (2)**



The following text, taken from *Businessman's Handbook*, Lloyd Cole, Author and Publisher, 1993:56-57, talks about the relation between advertising and public relations. Read this text and answer the questions below:

**ADVERTISING AND PUBLIC  
RELATIONS**

Advertising and public relations should be used to create goodwill. When you have new products you should write with information to appropriate newspapers, magazines and trade journals. Remember that half a column of editorial comment is worth far more than a page of advertising. Well produced adverts will bring results but it is independent editorial comment that will go further in promoting a good image of your company.

- Give somebody on your staff the responsibility of looking out for opportunities to promote the business and its products through free publicity.

Find out who at your local newspaper should be informed of any newsworthy item and do not overlook the value of publicity shots and comment backed up by advertising in trade papers.

Remember that, as far as the national press is concerned, news is only news for a day. Therefore you should not delay if you have something of general interest. Even the local weekly papers want their news items to be fresh.

Local newspapers are usually interested in such things as financial statements, expansion plans especially if it creates new jobs in the area, sporting success, directors' involvement in local activities outside the business, human interest and anniversaries.

Trade papers will be more interested in new products, senior appointments, expansion plans especially into new markets, changes in sales policy or personnel, public statements by directors, and they like to be supplied with interesting photographs.

- Become involved with trade associations.
- Treat all callers to your premises in such a way that they will be glad to return.

Work hard to project the right image to trade customers. Make them feel that their business, however small, is welcome. Potential customers will form an impression of your business and will feel that you are good to do business with. Use all correspondence as an opportunity to create immediate or future sales, or both.

- Everything you say or write should be doing a sales job for your company. Be appreciative of prompt payment and deal immediately with all queries and complaints.

Advertising is wasteful unless it succeeds in its objective of producing action. Good advertising will bring about a reaction that will lead to sales. Generally, people do not like advertisement and tend to ignore them. They therefore have to be made to look at and then read the advertisement if the money paid out by the businessman is not to be a waste. Sometimes the public can be surprised by an interesting advertisement and this is an indication of the success of the advertiser in getting the message across.

## Questions

1. What are the types of newspapers and magazines mentioned in the text?

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2. What is meant by “public relations” in the text?

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3. Do you think that the text is a good example of ESP? Why?

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4. Summarize in complete sentences 5 ways of promoting a product or service as seen in the text?

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5. Give 2 reasons why people generally do not like advertisements and tend to ignore them?

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**Exercise (3)**



The following is a set of Satellite Television programmes taken from the Jordan Times, July 16, 2002. Examine these programmes and answer the questions below:

## SATELLITE TELEVISION

<b>Jordan Movie Channel</b>		08:00	Time Of The Elephants
06:00	Amazing Panda Adventure	09:00	Savage Earth
08:30	Blind Justice	10:00	Built For The Kill
10:00	Friends	11:00	Talons Of Terror
10:30	Framed	12:00	Built For The Kill
12:00	Fast Money	13:00	Treasure Seekers
<b>Jordan TV</b>		14:00	Explorer's Journal
06:30	New Day (Live)	15:00	Next Wave
09:00	Children's Morning Programmes	15:30	Dogs With Jobs
10:00	News Summary	16:00	Hawaii Born Of Fire
10:05	Arabic Drama Series	17:00	Havana Cigar
11:00	French Documentary	18:00	Croc Chronicles
12:00	News Bulletin	18:30	Shores Of Silence
12:05	Drama Series	19:00	Bwiti The Struggle Against ..
01:00	Train Of Words (Episode 44)	20:00	Ben Dark's
01:30	The World Under The Microscope	<b>Super Movies</b>	
02:00	English Movie (Blank Check)	00:00	What Love Sees
03:00	News Summary	02:00	The Negotiator
03:05	Blank Check (Cont.)	04:20	Pressure Point
03:35	Children's Evening Programmes	06:00	Mystery Alaska
04:35	Drama Series	08:00	Best Man
05:30	French News Bulletin	10:00	Shanghai Noon
05:40	Programme (Civil Defence)	12:00	Babe Pig in the City
06:00	Local News Bulletin	14:00	Ready to Rumble
06:15	Hamzet Wasel	15:50	Matrix
07:05	Al Awa'el	18:10	Across The Line
08:00	Main News Bulletin	20:00	Analyze This
08:40	Drama Series	21:50	One True Thing
09:35	Everybody Loves Raymond	<b>MBC</b>	
10:00	English News Bulletin	00:25	Hewaar Al Osbouah
<b>National Geographic Channel</b>		00:55	Songs
<i>All times in GMT</i>		03:00	Digimon
00:00	Built For The Kill	03:25	Chip 'N Dale Rescue Rangers
01:00	Talons Of Terror	03:55	Flintstones
02:00	Explorers Journal	04:30	Made about You
03:00	Next Wave	05:00	Uyoun Al Hub
03:30	Dogs With Jobs	05:45	Songs
07:00	Next Wave	06:00	Rajoul Fi Zaman Al Awlama
07:30	Dogs With Jobs	06:50	Mashahed Moutheera
07:30	Takiat Ekhgaak	18:00	News { 30 Min }
09:30	Bil Hanna Wa Shiffa	18:30	Who Wants To Be A Millionaire
10:00	Enti Womans	20:00	Action 2002 Egypt
11:00	News: { 2 Min }	21:00	News: { 30 Min }
11:05	Layali Al Helmia	21:30	Ka's Al Malayeen
12:00	News: { 5 Min }	<b>Star Movies</b>	
12:05	Digimon (Cartoons)	01:30	Spree
12:30	Chip 'N Dale Rescue Rangers	03:30	Volunteers
13:00	News: { 30 Min }	05:30	Untamed Heart
13:30	Made About You	07:30	Night Of The Wilding
14:00	News { 2 Min }	09:30	La Story
14:05	Al Madi Yaoudu Ghadan	11:30	Snake Eyes
15:00	News { 10 Min }	13:30	Fly 2
15:10	Ka'as Al Malayeen	15:30	Ricky Nelson
15:30	Mashahed Moutheera	17:30	Ghost
16:00	News { 2 Min }	19:30	Just One Night
16:05	Ally Mcbeal	21:30	Centre Of The Web
17:00	News { 2 Min }	23:30	Snake Eyes
17:05	Rajoul Fi Zaman Al Awlama		

**Questions**

1. What are 5 programmes in Jordan TV you think very popular to viewers?

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2. What 5 programmes in MBC are transliterated from Arabic into English?

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3. Comment on the variety of programming as seen from these six satellite televisions.

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4. How does National Geographic Channel differ from the other televisions (as seen from its programmes)?

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5. Comment on 2 Films you are familiar with from two different movie channels.

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**Exercise (4)**



The following passage, taken from *Introduction to Computers and Information Processing*, Larry Long, Prentice-Hall International Editions, 1991: 3-7, talks about the world of computers. Read the passage and answer the questions below:

## The World Of Computers

### From Dirt to Date

Two centuries ago, 90 of every 100 people worked to produce food. As people became more efficient in food production, an *agraian society* gave way to the growth of an *industrial society*. Our transition to an industrial society was slow and marked with social strife. Each new technological innovation had a profound impact. For example, the steam shovel did the work of 100 men.

We know that the Industrial Revolution shortened the work week, provided greater opportunities for employment, and improved the quality of life for all. But at the time nothing could convince the 100 men who lost their jobs to a steam shovel that the Industrial Revolution eventually would improve everyone's standard of living.

Today two people produce enough food for the remaining 98, and we are in the middle of a transition from an *industrial society* to an *information society*. The trend in today's offices and factories is paralleling that of the farm 200 years earlier. If history repeats itself\_and most experts believe it will\_automation will continue to reduce the number of workers needed to accomplish unskilled and semiskilled tasks. Automation also will provide workers with valuable information that will help them to better do their jobs.

In the information society, workers will focus their energies on providing a myriad of information services. Today it is a bit difficult to imagine a society that may become desperately dependent on certain information services. But let's put this concern in its proper perspective. Can you imagine our nineteenth century forefathers becoming as desperately dependent on the speed of air travel or hair dryers as we are? Who among us would give up our hair dryer!

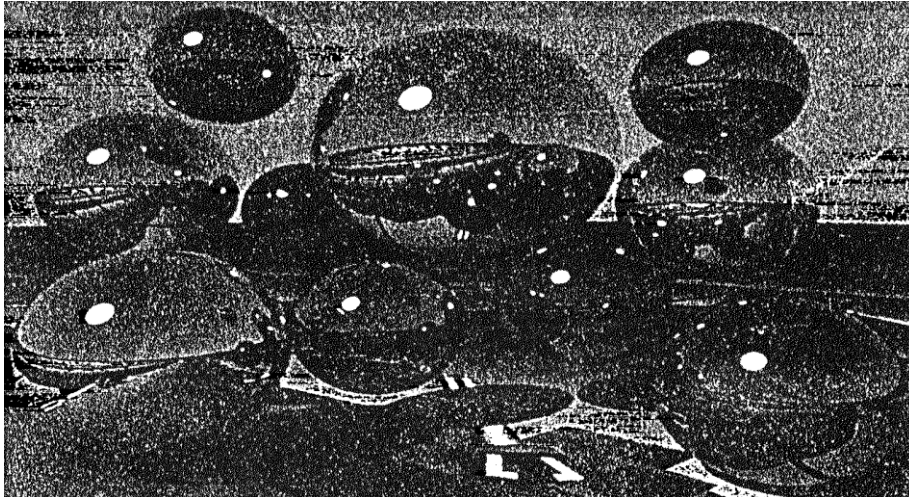
## The Computer Revolution

The driving force behind our transition into an information society is the *computer*. The computer and the emerging information society are having a profound impact on the business community. Retailers are making it possible for us to do more shopping from the comfort of our own homes. Financial analysts are consulting their computer “partners” before advising clients on investment strategies. Some factories have no windows or lights\_ computer\_ controlled robots don’t need to see!

The *computer revolution* is upon us. This unprecedented technical revolution has made computers a *part of life*. With the rapid growth in the number and variety of computer applications, they are rapidly becoming a *way of life*.

In our professional lives, the computer is an integral tool in the performance of many jobs. Retailers query their computer systems to determine which products are selling and which are not. Managers use word processing systems to compose memos and to check spelling, grammar, and style. Geologists rely on an “expert” computer system for guidance in the quest for minerals. Bankers examine up-to-the-minute securities information from their computer terminals.

The overwhelming majority of people believe that computers enhance the quality of life. People all over the world have become committed to a better way of life through computers, and it is unlikely that the momentum toward this goal will change. It is our responsibility to ensure that this inevitable evolution of computer technology is directed to the benefit of society.



A computer artist used a computer and 3D graphics software to create this remarkable collage of reflecting balls. Computer art emerged from the decade of the 1980s as a new art form.

**Questions**

1. in the light of the passage, give a definition of:

(a) the agrarian society : .....

(b) the industrial society: .....

(c) the informational society: .....

2. In your own words explain the difference between the industrial society and the agrarian society.

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3. Mention in complete sentences 5 ways in which computers are used today.

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4. Find out 5 different terms from the passage which are computer-specific and use them in sentences of your own.

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## 3. Language and the Press

### 3.1 Distinctive Varieties

The press refers to all printed publications collectively especially newspapers and periodicals and books. More generally, the term refers to all the media and agencies that print, broadcast or gather and transmit news. In this sense, the press includes newspapers, and magazines, books, radio and television, and more recently the Internet. This section is devoted to language and the press in the sense of newspapers and magazines. This area represents a wide range of linguistically distinctive varieties unavailable in other fields of language study.

The following is a description of the different varieties of newspapers and magazines taken from *Getting Started in Mass Media* by Christine Beckert, National Textbook Company, Lincolnwood, Illinois, USA, 1993: 33-34 and 46-48 respectively.

### **Kinds of Newspapers**

A newspaper can be classified by its audience and its size.

**National newspapers.** National newspapers carry local news only when those events appeal to a national audience: a major earthquake, a school bus accident that kills a number of children, the opening of an important research laboratory. Examples of national papers are *USA Today*, a general interest newspaper; *The Wall Street Journal*, which excels in business and financial news; and *The Christian Science Monitor*, a widely respected forum of news and opinion.

**Metropolitan dailies.** Newspapers like *the New York Times*, *the Los Angeles Times*, and *the Washington Post* publish several editions a day and reach hundreds of thousands of readers. They serve not only their own cities but the entire region as well. They are often available at newsstands all over the country and even the world.

Such newspapers aim for a balance of international, national, regional, state, and local news, as well as appealing entertainment features. They subscribe to most of the wire services, but they also maintain their own bureaus and correspondents in cities around the world.

**Small and mid-size dailies.** Like the major newspapers, smaller dailies serve their communities with a range of information, but they have little influence beyond their own city. Examples are the *August (Ga.) Chronicle*, the *Casper (Wyo.) Star Tribune*, and the *Portland (Maine) Press Herald*. Mid-size papers vary considerably in quality. Some are very conscientious about covering and investigating local events, but others have only limited staff and fill their pages with material from wire services and syndicates.

**Community weeklies.** Small towns are often served by a weekly or biweekly paper, which emphasizes local news and people. These newspapers generally include no international or national news, and state news only as it affects the community. They usually have small staffs and rely for much of their news on press releases from local clubs, businesses, and government bodies.

**Tabloids.** Tabloids are newspapers printed on paper that measures about half the standard size. Many tabloids are respected newspapers that simply consider this size more convenient for readers. Some tabloids, however, deal in **sensationalism**—an over-emphasis on crime, violence, gossip, scandal, and shock-value stories.

**Special interest newspapers.** Many newspapers serve special interest groups: non-English speakers or members of particular religions, ethnic groups, or organizations. Other newspapers, called underground or alternative newspapers, present views that differ from those of the establishment (government, business, regular media, and the people that support these established institutions).

## Kinds of Magazines

Reviewers vary in how they classify magazines; the groups below are based roughly on content.

**General interest magazines.** General interest magazines aim for the widest possible audience, though not necessarily the biggest. They usually include something for everyone—lifestyle trends, food, outdoor activities, poignancy, humor. They emphasize people and personality over issues and ideas, and use informal, nontechnical language.

The giant in the field is *Reader's Digest*, with upwards of 16 million readers. If you scan the articles and ads in *Reader's Digest*, you will find it is geared to a middle-of-the-road audience with traditional values rooted in family life and patriotism. National Sunday supplement magazines, purchased and distributed by newspapers, also reach millions of readers each week.

Some smaller magazines, published by companies and associations for their customers or members, can also be classed as general interest. *Ford Times*, for Ford owners and others, is an example. Many of the in-flight magazines, like *Aboard* and *USAir Magazine*, also aim to please a wide range of people, with some emphasis on the business traveler.

**Mass group magazines.** Many magazines are targeted to either males or females, or to a particular age or ethnic group. *Scholastic Scope*, for example, appeals to high school students of both sexes, but *Sassy* is geared to girls and *Boys' Life* to boys. Mass group magazines emphasize how to do something (be more beautiful, bake a pie), how to spend time (go camping, take a trip), and how “special” people live (stars and ordinary people who have accomplished something). They also offer an escape from everyday life (through both fiction and articles).

Among children's magazines are *Humpty Dumpty's Magazine* for very young children and *Ranger Rick*, for children interested in nature and natural science. Children's magazines are a growing field; some are spin-offs from movies and toys, like *Teenage Mutant Ninja Turtles* and *Barbie*, but others have more promise, like *Sports Illustrated for Kids*, geared to ages eight and up, and *Young Consumers*, the youth version of *Consumer Reports*.

Women's magazines range from *Family Circle*, written primarily for young homemakers; to *Savvy*, for working women; to *Glamour*, which appeals to sophisticated women-or women who want to be sophisticated.

For men there are sports magazines like *Field and Stream*, how-to magazines like *The Family Handyman*, and sophisticated magazines like *Esquire*. You might be interested to know that more women read men's magazines than vice versa. A magazine like *Sports Illustrated* is read by many women, but even so, the majority of articles and ads are geared to men.

*Modern Maturity*, with circulation close to 20 million, is geared to older men and women. *Ebony* aims at black readers-and reaches close to 10 million of them.

**News and opinion magazines.** As you saw in Chapter 2, the three biggest news magazines-*Time*, *Newsweek*, and *U.S. News & World Report*-concentrate on interpretive reports of important world and national events. Others in this category provide political preparative. *National Review*, for example, is a respected conservative magazine, and the *New Republic* is an important liberal publication.

**Quality magazines.** Some magazines look for readers who are sophisticated, well-educated, and reasonably prosperous. Among the most successful of these is *National Geographic*, with upwards of 10 million readers. Many families collect this magazine for years; others scout out old copies in flea markets. Also in this category are magazines of literary merit like *The New Yorker* and *Atlantic Monthly*, which specialize in high-quality fiction, poetry, and commentary on modern life, mostly by well-known authors.

**Fiction magazines.** The number of magazines that specialize in fiction that concentrate on a particular kind of fiction-romance, mystery, horror, or science fiction. Among these magazines are *Modern Romances*, *Ellery Queen's Mystery Magazine*, and *Isaac Asimov's Science Fiction Magazine*.

**Special interest magazines.** While all magazines target their contents to a particular audience, special interest magazines define that audience very narrowly. Readership ranges from a few thousand to a million or so, but few of these publications exceed that. The following list is limited; many more magazines are published within each category, and many more categories could be included.

Hobbies and crafts	<i>The Workbasket, Postcard Collector</i>
Photography	<i>Popular Photography, Outdoor Photographer</i>
Nature	<i>American Forests, National Wildlife</i>
Parenting	<i>Parents Magazine, Baby Talk magazine</i>
Food	<i>Bon Appetit, Chocolatier</i>
Health	<i>Prevention, Health</i>
Gardening	<i>Modern Horticulture, Flower &amp; Garden</i>
Pets	<i>Bird Talk, Dog Fancy</i>
Entertainment	<i>TV Guide, Soap Opera Digest</i>
Personal finance	<i>Money, Consumer's Digest</i>
Military	<i>Marine Corps Gazette, Military Review</i>
Games and puzzles	<i>Dragon Magazine, Chess Life</i>
Science	<i>Omni, Popular Science</i>
History	<i>American Heritage, Wild West</i>
Disabilities	<i>Arthritist Today, A Positive Approach</i>
Cars and motorcycles	<i>Car and Driver, American Motorcyclist</i>
Ethnic interest	<i>American Dane, The Jewish Monthly</i>
Travel	<i>Travel and Leisure, Vista/USA</i>
Regional	<i>Dallas Life Magazine, Montana Magazine</i>
Humor	<i>Mad Magazine, National Lampoon</i>

**Literary magazines.** Literary magazines provide a showcase for established and new writers of literary essays, stories, poetry, and reviews. They are often called “little” magazines because their circulation is very small, ranging from a few hundred to a few thousand. Many of these magazines are associated with universities-like *the Denver Quarterly* published at the University of Denver. Others, like *Ploughshares*, are independently published.

Trade magazines and professional journals. Trade magazines are geared to members of a particular trade or profession. Truckers, bricklayers, farmers, government workers, jewelers, machinists, painters, the toy industry-all these and more have magazines devoted to their interests. Scientific and other professional journals (the word **journal** is often used to distinguish these publications from commercial publications) provide information about new research to biologists, astronomers, doctors, lawyers, historians, linguists, and other professional groups.



## SAQ (2)

- 1- What are the different types of media you know?
- 2- What is the difference between a newspaper and a magazine?
- 3- What is meant by “National Newspapers”?
- 4- Which magazines are geared to members of a particular trade or profession?
- 5- Is there a difference between “magazine” and “journal”?

## Exercise (5)



Read the following passage, taken from Allen *Bell's The Language of news Media*, Blackwell, 1991: 3-4, and answer the questions below:

### WHY STUDY MEDIA LANGUAGE?

First, because it is there. The uses to which language is put in the mass media are intrinsically interesting to us as language users and receivers. The linguistic means advertisers use to try and persuade us, the distinctive manner in which DJs speak, the way news stories are told: these are all interesting uses of language in their own right. How the media use language often seems larger than life, and research which just describes such uses has its own interest.

Secondly, as we have noted, media generate a lot of the language that is heard in society. This is reflected in frequent public comment use, and the presumed bad effects which those usages are having on everyday speech, are a commonplace of public debate-ironically, conducted in the media's own columns.

A third reason for looking at media language is that language is an essential part of the content of what the media purvey to us. That is, language is a tool and expression of medial messages. Both the general public and researchers-to say nothing of the communicators them-selves-concern themselves with the content of what is transmitted by the media and with the way in which language carries that content.

Fourth, media language offers the linguist advantages over face-to-face communication. In collecting data from ordinary conversation, one of the biggest problems faced by sociolinguistic researchers is Labov's 'Observer's Paradox' (1972a:209): that we want to observe and record speakers talking the way they do when they are not being observed and recorded. In the media, this is a non-problem since media language is already intended for mass public consumption. The radio broadcaster is already doing all the necessary monitoring in order to cater to her public, and the fact that someone is recording her makes no change in her awareness of the way she speaks.

Another advantage is availability. Media language is easier to collect than conversation. It is also there in large quantities. The average newspaper may provide you with 100,000 or more words of text. The problem is not so much getting enough language to analyse but deciding how to restrict yourself to a manageable amount. Finally, media offer the potential for good quality recording of spoken language. Direct-line recording off radio or television means that recordings can be almost as good in quality as the originals, with none of the problems of interference, traffic, background television or children's noise which bedevil face-to-face recording.

In sum, assessing the range of research with which I am familiar, these seem to be the main reasons why researchers have studied media language :

accessibility of media as a source of data for some language feature they want to study.

Interest in some aspect of media language in its own right, such as headline language.

Interest in the way the media use some language feature also found in ordinary speech.

Taking advantage of how the media communication situation manipulates language in a revealing way, for instance in news copy editing.

Interest in media's role in affecting language in wider society.

Interest in what language reveals about the media's structure and values.

Interest in what media language reveals as a mirror of the wider society and culture.

Interest in how media language affects attitudes and opinions in society through the way it presents people issues.

## Questions

1. Write 5 reasons mentioned in the passage why we study the media language.

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2. Mention two reasons of your own why ESP students should study the language of the media.

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3. Mention three different aspects of news media (e.g. in news reporting) where language structure varies.

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4. Guided by the 8 points mentioned at the end of the passage write a paragraph on the relation between media and society.

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## 3.2 Styles and Homogenous Journalese

According to Richards et al (1985:277-278), a style is a variation in a person's speech or writing. Style usually varies from casual to formal according to the type of situation, the person(s) addressed, the location, the topic discussed, etc. Style can also refer to a particular person's use of speech or writing at all times or to a way of speaking or writing at a particular period of time, e.g the style of Shakespeare, an 18<sup>th</sup> century style of writing etc.

A change in style during a verbal or written communication is called "style shift." Usually, a style shift takes place if the writer adds or makes some changes to a particular situation. For example, a writer may add an informal note at the end of a formal invitation because he or she is on familiar terms with the person the invitation is addressed to. In a job interview, an applicant may change his or her formal style to a less formal style if the interview adopts a very informal manner.

The differences in the speech or writing of a person or group of people according to the situation, the topic, the addressee(s) and the location are called stylistic variations. Stylistic variations can be observed in the use of different sounds (or accents), different words or expressions, or different sentence structures.

The style of writing regarded as typical of newspapers and magazines is called "journalese."

With the wide range of content discussed in Section 1 and the kinds of newspapers and magazines discussed in Section 2.1 above, it is of course very difficult to find a single style of writing used throughout a newspaper or a magazine, nor is it likely to find linguistic characteristics that are shared by all papers or magazines. Although each newspaper and magazine has its distinctive visual "house style" (for example, see how each newspaper prints its name in a way different from other newspapers and magazines), and follows a set of general norms (see *the Economist* in the following section), the idea that there is a homogeneous journalese (style) seems to have little foundation.

However, as Crystal (1987:388) argues, there are certain superficial similarities between newspaper styles arising out from the nature of the press. These similarities include:



1. Information has to be compressed into a limited space, usually in columns, and without loss of legibility.
2. Interest has to be maintained through the use of large type, dramatic headlines, sub-headings, short paragraphs, and clearly expressed sentences.

Furthermore, the occurrence of photographs, the newness of the information reported, and the need to maintain human interest will influence the choice of vocabulary and grammar. For this reason, most sentences will be narrative statements (rather than questions or exclamations). The use of the past tense will dominate (except in headlines and captions). Nevertheless, stylistic preferences vary a great deal.



### SAQ (3)

1. What is meant by style?
2. What is the difference between the formal and the informal styles?
3. Explain the meaning of “Style Shift”.
4. How does Journalese differ from other types of writing in English?
5. In what ways have different newspapers a different layout each?



### Exercise (6)

Read the following passage from Jonathan Bignell’s *Media Semiotics, An Introduction*, Manchester University Press, UK (1997:92-93) and answer the questions:

#### **News discourse**

Because newspapers are organised institutions with habitual ways of doing their job, and because they have to generate news stories quickly, efficiently and almost continuously, they rely on information relayed to them by existing and accessible news sources or by news agencies which produce news information. The news sources, include Parliament, local councils, the police and emergency services, law courts, Royal press offices, ‘diary’ events which happen each year (like sporting events or party conferences), and other news media. Newspapers also receive news from organisations which issue press releases and give press conferences, including

government departments and local authorities, companies, trades unions, charities and lobby groups, and the armed forces. Some individuals (like people in newsworthy court cases) also make public statements and news might then be acquired from them.

These bodies are organised, established by status, and maintained by funding. They are 'accessed voices', to whom the media have access, and who expect access to the media. The discourses of these groups therefore become the raw material for the language of news stories, since news language is parasitic on their discursive codes and ideological assumptions. News is intertextually related to, and permeated by, the discourse of these news sources' press releases and public statements. Organisations usually train their press officers (who produce news information for newspaper) to write press releases in the style and language of news discourse, so that the distinction between newspaper discourse and public relations discourse can be difficult to draw. But the linguistic codes used in newspapers are not all the same. Particular linguistic signs, narrative forms and mythic meanings deriving from a news source must be assimilated into the habitual discourse of an individual newspaper.

One of the most interesting aspects of newspaper discourses is the way that they address their readers. Particular linguistic signs and ways of combining them according to socially-accepted codes connote that newspaper discourse is a sign of the reader's discourse, a representation of the reader's own discursive idiom. Newspaper discourse cannot be the same as the reader's real discourse, since the newspaper does not know who the reader is, and newspaper language is written, not spoken. But newspaper discourse takes the form of a coded discourse which stands in the place of the reader, asking the reader to identify with the subject-position implied by the code. 'Popular' tabloids use an orally-based, restricted set of vocabulary and sentence structures, while 'quality' newspapers use a more elaborated and complex set of codes which have more in common with written communication than spoken communication. This does not mean that 'popular' newspaper readers cannot write, or that they do not understand long words.

The orally-based discourses of 'popular' newspapers connote familiarity, camaraderie, and entertainment value as opposed to the connotations of authority, formality and seriousness which are present in the discourses of 'quality' newspapers.

**Questions**

1. What is one of the main functions of newspapers and how do they achieve this function?

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2. make a list of the news resources mentioned in the text and add two other sciences you know of.

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3. What is meant by “news language is parasitic”?

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4. How is a newspaper’s discourse a sign of the reader’s discourse?

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5. How does popular tabloids language differ from that of quality newspapers?

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### 3.3 Idiosyncratic Style

The use of language in the presentation of news, and elsewhere in the media, represents a form of interaction between language and society which affects us all. In this process, according to Crystal (1985:388), features of style have developed that are idiosyncratic (that is, peculiar) to the genre of newspaper magazine writing. These features are frequently used, thus giving credence to the notion of “journalese” or media style. Well-known examples from English are:

1. altered order of subject and verb, e.g... *commented Dr Brown.*
2. The use of long lists of descriptive adjectives, e.g. *Tall, blue-eyed, 32-year-old publisher John Brown said ...*
3. The distinctive grammar of headlines.

Furthermore, newspapers and magazines do their best to excel other newspapers and magazines not only in the quality of analysis, reporting and presentation but also particularly in the quality of writing. The following guidelines are summarized from *The Economist Style Guide* (1997:5-7):

1. Keep in mind the following six elementary rules

Never use a METAPHOR, simile or other figure of speech which you are used to seeing in print.

Never use a long word where a SHORT WORD will do.

If it is possible to cut out a word, always cut it out.

Never use the passive where you can use the ACTIVE.

Never use a FOREIGN PHRASE, a scientific word or a JARGON word if you can think of an everyday English equivalent.

Break any of these rules sooner than say anything outright barbarous.

2. Do not be stuffy; use the language of everyday speech; and avoid, where possible, euphemisms and circumlocutions.
3. Do not be too chatty.
4. Do not be too didactic, (for example, when you use expressions like *Compare, Consider, Expect, Imagine, Look\_at, Note, Prepare for, Remember, Take*, readers will think they are reading a textbook (or, indeed, a style book). Thus avoid *Having died, they had to bury him*, or *Proceeding along this line of thought, the cause of the train crash becomes clear*.
5. Don't overdo the use of *don't, isn't, can't, won't*, etc.
6. In general, be concise. Remember Voltaire's saying "The best way to be boring is to leave nothing out."
7. Do your best to be lucid. Simple sentences help. Keep complicated constructions and gimmicks to a minimum.
8. Long paragraphs, like long sentences, can confuse the reader.

SAQ (4)



1. What are some characteristics of the media style?
2. What is the grammar of headlines?
3. What are the two areas in which newspapers and magazines try to excel each other?
4. What is the purpose of The Economist's Style Guide?
5. What is meant by "Do not be didactic"?

## Exercise (7)



Read the following news report, taken from *The Star*, Jordan's political, economic and cultural weekly, 30 May-5 June, 2002, No. 47, Vol. 12, and answer the questions below :

### **Unified automobile insurance in the headlights**

AMMAN (Star)\_Arab and European insurance companies are working on a specific plan to establish unified regulations for car insurance in their respective countries.

The United Arab Car Insurance Bureaus held their regular meeting in Casablanca earlier this month, where European insurance officials had joint meetings with their Arab counterparts. The meetings stressed the need to strengthen cooperation between European and Arab insurance companies, regarding car insurance regulations.

Ghalib Abu Qura, repertoire of the Arab Car Insurance Commission and head of the Jordanian Insurance Federation, noted Arab insurance companies would like to have an agreement with European insurance companies to facilitate the flow of Arab motorists and licensed operators to travel easily between Arab and European countries free from custom-related problems.

Abu Qura said the two sides will hold more meetings in future to fortify their efforts to agree on a unified car insurance formula that will prosper the car insurance sector on both sides. European and Arab insurance officials agreed to meet again in October in Cairo to discuss the possibilities to unify the Arab car insurance system (before known as the "Orange Warrant") with the European system, called "Green Warrant".

The Arab Orange Warrant system was launched 27 years ago to facilitate the flow of Arab drivers and licensed operators through the Arab countries. There are 17 Arab countries implementing the system so far. The European Green Warrant system was created in 1940 and includes 55 countries in Europe and the Mediterranean.

If the unified car insurance formula was achieved, it will ensure the rights of Arab drivers who might have car accidents in any of the European countries. The same can be done for the European drivers travelling in Arab countries. The formula is also expected to prosper tourism in Arab countries, paving the way for European tourists to come to the region and trekking around easily.

**Questions**

1. Comment on the grammar and words of the headline of this news report.

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2. Give two examples of “long lists of descriptive adjectives” from this news report.

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3. Which of the Economist style guidelines does this report meet?

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4. What was the purpose of the Casablanca meeting?

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5. What is meant by “The Arab Orange Warrant system”?

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6. Summarize the main points of the report in 5 points.

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## 4. The Language of Advertising

### 4.1 Range of Forms and Contexts

Advertising aims to attract our attention to a product or service. Whenever we open a newspaper or a magazine, turn on the TV, browse the Internet, travel to work, or are simply looking around, we are confronted with advertisements. We cannot avoid seeing advertisements\_ probably, if we bothered to count, several hundred everyday.

According to Crystal (1985:390) the largest and most noticeable group belongs to commercial consumer advertising. In addition, there are also trade advertising (from manufacturers to retailers), prestige advertising (e.g. by government departments), classified advertising (e.g. house sales), and direct mailing. Crystal adds that advertising activities involve posters, signs, notices, showcards, samples, circulars, catalogues, labels, wrapping paper, price tags, tickets, footballers' shirts, and many other devices. Furthermore, the ears can be assailed as well as the eyes with street cries, loudspeaker messages. There is also the so many auditory and visual effects heard and seen in radio, television and the Internet.

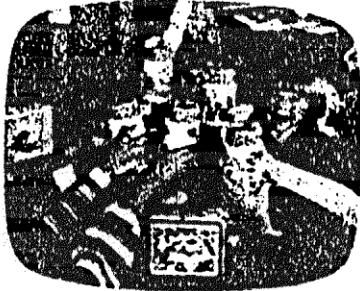
In most cases, according to Crystal, it is the visual content and design of the advertisement that makes the initial impression and causes us to take note of it. Crystal goes on to say that in order to get people to identify the product and persuade them to buy it, ads depend completely on the use of language.

In this way, the psychological and linguistic elements are essential in advertising. The psychological effect and the language use both combine to produce a good image of the product.

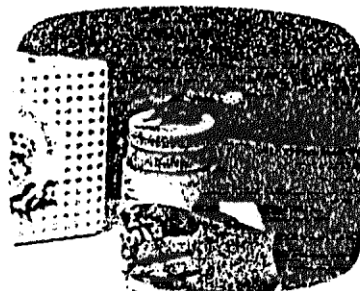
The following advertisements, taken from Rein (1982) illustrate this point:

What's the NEW Thermo Bottle  
kids will be taking to school?

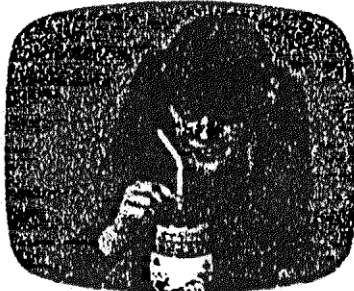
**POP-TOP**<sup>TM</sup>  
BY *Aladdin*



In lunchrooms across the country  
kids will be having fun...



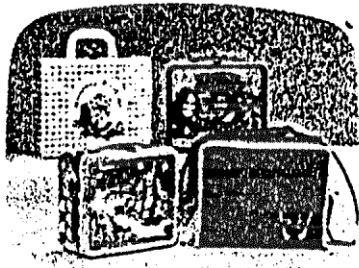
"popping" the top of Aladdin's new  
Thermo Bottle...



inserting a straw, and drinking right  
out of it. No mess, no spills...



Plus—it's the only Thermo Bottle you  
can eat or drink right out of...



in the school kits with characters  
kids love most: Dukes of Hazzard,  
Strawberry Shortcake, Disney, and  
the new, soft fabric tote, LUNCHKINS.<sup>TM</sup>



Look for the display with Popeye—  
and the POP-TOP.

*Aladdin*  
**SCHOOL LUNCH KITS**

Aladdin Industries, Inc., Nashville, TN 37210

© STRAWBERRY SHORTCAKE and MERRY MONIE. ®: American Greetings Corporation. 1980 DISNEY'S MAGIC KINGDOM. © Walt Disney Productions. POPEYE & King Features Syndicate Inc. 1980 THE DUKES OF HAZZARD TM & © Warner Bros. Inc. 1980.

Handy answers to hard questions asked by children in the Health-tex years.

# What is a diet?

Your diet is the food you eat. It's important to eat the foods that can keep your body the healthiest, especially while you're growing—and most especially if you're a preschooler because you're growing extra fast.

All food is made up of nutrients. Nutrients are anything that provides nourishment for your body. Nutrients are proteins, carbohydrates (sugar and starch), fats, vitamins and minerals. Your body changes proteins, carbohydrates and fats into energy. The amount of energy your body gets from food is measured in calories. Some nutrients also enable your body to replace worn-out cells, which is what makes you grow. You need over forty different nutrients to stay healthy, so it's important to eat a wide variety of foods to be sure you get every kind of nutrient.

Of course, when some people say they're going on "a diet," they mean that they are eating less, or eating

special combinations of food, so they'll lose weight. But leaving out any of the basic food groups may hurt the dieter's health. Simply eating smaller amounts will keep most people at their proper weight—and even healthier than if they ate big quantities. People who get lots of exercise can eat more food without gaining weight, because the body uses up calories during exercise.

Eating good food is the most important way to feel good. Wearing nice clothes makes you feel good, too. Health-tex knows the clothes you need for back-to-school! The perfect cut—trim and comfortable. Handsomely color-coordinated tops and bottoms, including sweaters. Sturdy fabrics and craftsmanship. All for boys and girls sizes 3 months to 14.

**Health-tex**

you eat two or more foods from each of the first four basic groups every day, and moderate amounts from group five, you have a healthy diet.



## SAQ (5)

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1. What is the aim of advertising?
2. What are 5 types of advertising mentioned?
3. Is advertising limited to mass media?
4. Answer the two questions appearing as titles of the two ads above.
5. Do you think that the psychological effect is clear in these two ads?

Exercise (8)



Look at the following advertisement, taken from Rein (1982) and answer the questions.

**We helped nature make a better peach for Bobby.**

Bobby is very particular about peaches. Like most babies, Bobby likes them best when they're smooth and sweet. So we gave Rutgers University a grant to develop just such a peach. The result was The Baby Gold Peach. Varieties #5, 6, 7, 8 and 9... specifically developed to reach maturity at one-week intervals so they could mature naturally on the tree. Since they grow sweet in the sun, "Baby Gold" peaches are naturally sweet... which makes Bobby's peaches mean naturally sweet too. "Baby Gold" is just one of many varieties of peaches we use, and just one example of the Gerber commitment to prepare wholesome food for your baby. We're very particular about our baby food... because we're particularly fond of babies like Bobby.

**Gerber**  
Babies are our business...  
and have been for over 50 years.  
© 1982 Gerber Products Company, Easton, MA 01022

**We've learned a lot about peaches because we care a lot about babies.**

**Questions**

1. Suggest a suitable title for this advertisement.

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2. Comment on the sentence” we helped nature make a better peach for Bobby”.

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3. What kind of peaches does Bobby (the child appearing in the ad) like?

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4. Explain the research process followed to develop better peaches.

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5. Comment on the last sentence in the advertisement :

“We’ve learned a lot about food because we care a lot about babies”.

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6. Comment on the language of the first and last sentences in the advertisement.

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### 4.2 The Advertising Controversy

A great deal of market research is naturally available to show how (or whether) ads succeed in their aims. Many firms and advertising agencies conduct such research asking people whether they can recall the content of ads. However, objective evidence is difficult to find.

On the other hand, analyses of advertising styles by linguists and professional agencies have pointed out certain important features of this language variety. According to Crystal (1985:390), the most obvious features are:

1. The language is generally laudatory, positive, unreserved, and emphasizing the uniqueness of the product (*There's nothing like ..*)
2. The vocabulary tends to be vivid and concrete.
3. Figurative expressions are common (*eating sunshine* for cereals; *smiling colour* for hair shampoo).
4. Rhythm, rhyme, and other phonetic effects are noticeable (*Milk has gotta lotta bottle*).
5. There may be deviant spellings, especially in the brand names (*Rice Krispies*).
6. Considerable use is made of inexplicit (vague) grammatical constructions (*x gets clothes cleaner, x costs less, many people say, etc.*)

All this makes the language of advertisement and advertisements themselves subject to controversy as far as their effect on people (especially children) is concerned. The language of advertisement needs careful investigation and monitoring. Consider the following example (From Rein, 1982:32) and think carefully of how its words are loaded with meaning.

## **"You can feel it when you drive."**

*Lee Trevino*

### **NEW BRIDGESTONE SUPERFILLER RADIALS.**

The Bridgestone Tire Company announces new SuperFiller steel-belted radial tires.

Bridgestone's advancements in tire technology have resulted in a radial tire that gives you premium performance.



### SAQ (6)



1. Do you think that the first sentence in the ad is literally true?
2. How do ads try to impress people?
3. What is the above advertisement aiming at?
4. What is meant by the advertising controversy?
5. What are some of the main characteristics of the language of advertising?

### Exercise (9)



Read the following passage from Rein (1982:38-39) and answer the questions below.

#### Price

Classic economic theory says that the importance of prices is its relation to supply and demand. Price decreases, and demand increases, as more people can buy the product. Supply increases to meet the demand. But then, because of competition, profits also decrease. Some producers abandon the product because it is no longer profitable. This reduces the supply again; as a result, price increases. With the increase in price comes an increase in profitability and therefore in production. The cycle begins again.

However, the classic view is no longer completely valid. This is especially true in good economic times and in a more affluent industrial society. In such a society, demand increases for goods that were formerly luxuries. Levels of productivity are high, so there is always a surplus of many products. Manufacturers have to generate demand in order to sell their goods. In this situation, marketing must be oriented toward the consumer, not the producer. Consumer-oriented production leads to market segmentation and product differentiation. It has also led to the development of the newer concepts of monopolistic competition and symbolic pricing.

"Monopolistic competition" is a combination of "monopoly" and "competition." In a monopoly, a single supplier governs the total supply of necessary product. In competition, there are many suppliers, and all of their products are the same. Probably neither condition exists in pure form. In monopolistic competition, every producer has a "monopoly." This is because no two manufactures' products are exactly alike. Today's marketing communicators try to persuade consumers that their own brands are unique. Each company tries to make it appear that it has a monopoly. The appearance of monopoly or uniqueness thus becomes a feature of that company's product.



The function of symbolic pricing is to convey an idea to consumers. The price becomes a symbol, rather than just a reflection of supply and demand or of production costs. The saying "You get what you pay for" is firmly embedded in consumers' minds. A price that seems too low can actually slow demand, because it may indicate an inferior product to the mind of the consumer. The first home permanents cost twenty-five cents and were a failure. A new package and a new price of \$1.25 made them successful. A price that seems high can increase demand because it suggests quality and desirability. Many people buy expensive brands to make themselves feel important and to impress others. In reality, studies show that there is little if any correlation between quality and price. Yet, consumers believe that there is; and in a marketing society, they rule. Symbolic pricing is also effective for products whose quality cannot easily be judged by consumers. In the case of furniture, for example, potential buyers are heavily influenced by price and brand name reputation.

Because price says something to consumers, it is often a significant aspect of an advertising campaign.

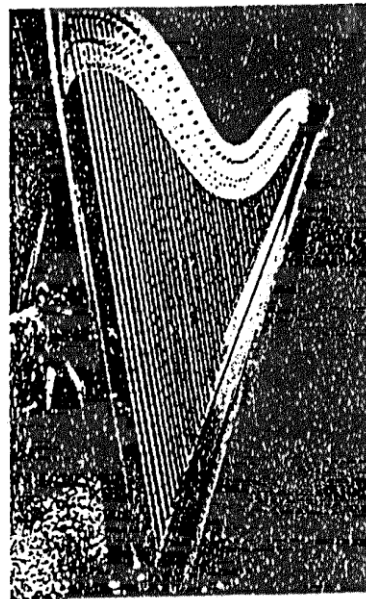


THE RITZ-CARLTON  
CHICAGO

Four Seasons Hotels

New York (The Pierre)  
Chicago (Ritz-Carlton)  
San Antonio • San Francisco  
Washington, DC  
Dallas & Houston 1982  
Most major Canadian cities

Inn on the Park  
Houston • London • Toronto  
Call your Travel Agent



**A**n exquisite  
escape from the  
humdrum.

**Questions**

1. Draw a diagram representing the supply demand cycle.

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2. Explain the term “monopolistic competition”. What effect does it have on prices?

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3. What was the original purpose of a package? What are some of its other purposes today?

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4. What is the function of “symbolic pricing”?

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5. Choose 5 different advertising terms used in the passage and use them in contexts of your own.

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## 5. The Language of Broadcasting

### 5.1 The Uniqueness of Radio

According to Beckert (1993:94-95), today, radio is everywhere\_ in kitchens, bedrooms, and bathrooms, in cars and elevators, on the beach, and on the street. People tune in while they jog and while they do homework. They buy tiny pocket versions and huge boom boxes. They remain glued to battery-operated radios in emergencies when power outages silence the TV .

The language used in television plays a less important role than it does on the radio. As Crystal (1985:392) argues, here, speech is everything. Sound effects, music, and silence are important but radio is, without equal, the speaker's medium. The human voice receives undivided attention. Because there is no opportunity for immediate playback if something is misunderstood, broadcasting language has to be clearly organized and make use of relatively short and uncomplicated sentences.

According to Crystal, radio has uniquely interesting features for the linguist. These features include:

1. It is person-to-person communication that is mouth-to-ear, but not face-to-face, and direct feedback is not possible .
2. The fully auditory world (that is: no pictures, nothing seen and there is nothing else but sound) can involve the emotions and imagination of the listener in a distinct way.
3. Its simultaneous reception by millions promotes the language it uses as a standard.

However, the language professional broadcasters use is a controversial one. As Crystal argues, the relative merits of standard vs regional and formal vs informal usage continue to be debated. This is best illustrated in the following excerpt on BBC English (Crystal, 1985:392).



**A BBC newsreader of the 1950s, dressed in a suit for the occasion, spoke in a correspondingly formal style. But the old order changeth . . . Fashions of radio language (and, indeed, of clothing) have altered, just as in other areas of language use. In Britain, these changes have been particularly noticeable in recent years, where there has been a strong trend towards the introduction of regional and informal speech. However, the new styles have not gone unnoticed by those who see themselves as defenders of traditional linguistic values. The BBC continues to receive a large postbag from people complaining about what they see as a decline in linguistic standards (§1).**

### SAQ (7)



1. Does radio language play less or more important role than the TV language? Why?
2. Is there an opportunity for immediate feedback when you listen to the radio?
3. What are the mostly unique features of the radio?
4. How is the language of professional broadcasters controversial?
5. Describe the BBC newsreader appearing in the picture.

## Exercise (10)



Read the following passage taken from Andrew Crisell's article in Briggs and Cobley (1998:14-15) and answer the questions.

### **Radio in the 1990s: sound in health?**

On the face of it, radio in the UK is thriving as never before. The publicly funded BBC, which tradition places at the heart of the broadcasting system, had switched its four networks to FM by the beginning of the 1990s and used two of the AM wavelengths; these had vacated to launch another, Radio Five. Though this suffered teething troubles it relaunched as a news and sport channel, Five Live, in 1994 and is now gaining popularity. A year later the Corporation inaugurated the UK's first digital radio service, a technology which in quality of signal and number of channels offers the same vast opportunities for sound as for vision.

But thanks to the Broadcasting Act 1990, the most remarkable expansion of radio has been in the 'independent' or commercial sector. ('Independent' was a sly term devised for commercial television at its inception in the 1950s: the aim was to disguise its money-making intentions and at the same time to imply that its rival was feebly dependent on government largesse!) Whereas in 1984 the public could tune to a mere 48 independent stations, there were 130 in 1993, outnumbering the BBC's by almost three to one.

Yet what was significant was not just the quantity but the levels of provision: for the first time in the history of British broadcasting there were legal, home-based, *national* commercial stations: Classic FM from 1992, Virgin 1215 from 1993, and Talk Radio UK from 1995. Also for the first time, *regional* commercial stations could be heard, as well as vastly more stations at *local* level. Early in 1995 commercial radio's total audience share at last overtook that of the BBC.

The expansion of the former has brought with it a long-awaited boom in radio advertising and, mercifully, some rise in the production standards of radio commercials. Advertising revenue rose from £141 million in 1992 to £270 million in 1995. Though advertisers tend naturally to exaggerate, their promotional slogan for the medium itself seemed no more than the strict truth: 'Commercial radio. Its time has come'. Between 1993 and 1996 the annual increase of revenue was 23 per cent, and radio became a particularly attractive prospect for companies which already had substantial holdings in other media and were seeking to expand into new sectors. With the government about to relax its rules on cross-media ownership, the national newspapers are expected to lead the stampede.

To sum up: in the 1990s there has been an absolute increase in the number of radio stations, and for the first time competition

between the BBC and the commercial sector at all three geographical levels. But has the numerical increase brought with it a commensurate increase in choice? The answer would appear to be no. Commercial radio has enriched output in one or two areas, notably pop and rock music, but not in many others such as documentary, features, drama, comedy and light entertainment, where the BBC's near-monopoly has been left largely unchallenged.

**Questions:**

1. Explain the play on words you may understand from the title of the passage.

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2. What are the reasons the passage writer gives for the success of the radio today in the UK?

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3. What is meant by "publicly funded"?

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4. Why is the word “independent” implies different meanings in this passage and in everyday use?

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5. Find out 5 radio-specific words in the passage and use them in sentences of your own.

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6. How did the radio flourish in the 1990s?

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## 5.2 The Television Appeal

A century ago, there was no broadcasting for listening (to radio) or viewing (watching TV). Since broadcasting began, the popularity and power of broadcasting have increased so much that new varieties of language have appeared. Television itself has so much expanded in use and variety that it is doubtful if there is somebody on earth who has not watched or is not watching television.

Therefore, there is no such thing as a single homogeneous language of broadcasting especially of Television. According to Crystal (1985), in aiming to inform, educate, and entertain, broadcasting reflects all aspects of contemporary society and its language. The result is a range of linguistic variety that exceeds even the heterogeneity of the press: discussions, news reports, comedies, games, popular science, plays, children’s programmes, etc.

Television is undeniably one of the most important forces in modern life. According to Beckert (1993:80-81), the sheer quantity of



viewing-expanded by advances in cable and videotape recording [and we may add satellite channels] -makes it a dominant activity in many people’s lives. It is said that TV is at its best in nonfiction programmes -news, sports, documentaries and the like. However, commercial TV, funded by advertising, is a key factor in what viewers get to see.



**SAQ (8)**

1. Why is TV a dominant activity in our life?
2. What are the different types of TV transmission?
3. What are 3 main functions of radio and TV broadcasting?
4. Why is satellite channels added to the list of TV types?
5. What is the difference in meaning between “viewers” and “listeners”.



**Exercise (11)**

Read the following (from Burton, 1993:17) and answer the questions:

This is a questionnaire about television viewing habits in the ..... area. We would be very grateful if you would answer the following questions. Please tick the appropriate box or ring the appropriate item.

1. Are you male or female?	M	F
2. Are you aged?_	15-0	20-15
	30-20	40-30
	60-40	+60
3. Do you watch on more than 5 occasions each week any of the following Channels?	ITV	CH.4
	BBC1	BBC2
	Satellite	Channels
4. Do you like watching any of the following types of programmes?	YES	NO
News	<input type="checkbox"/>	<input type="checkbox"/>
Films	<input type="checkbox"/>	<input type="checkbox"/>
Documentaries	<input type="checkbox"/>	<input type="checkbox"/>
Light Entertainment	<input type="checkbox"/>	<input type="checkbox"/>

Dram		
Quiz Shows		
Thrillers		
Comedy		
Sport		
Serials (e.g. Soaps)		

5. Do you watch a News programme-

More than once a day?	
At least once a day?	
At least 3 times a week?	
Occasionally?	

How would you rate the following aspects of news in terms of their importance? The degree of importance is described as follows- Very Important (VI), Quite Important (QI), Not Very Important (NVI), Not Important (NI).

	VI	QI	NVI	NI
Personality of newsreader				
Range of items covered				
Items from abroad				
Having background to story				
Picture coverage				

7. What, if anything, do you not like about News programmes?

### Questions

1. Answer the questions in the questionnaire .
2. Write a similar questionnaire to viewers in Palestine, Jordan or any other Arab country.

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### 5.3 The Power of Language

So far, we have discussed the media and the role language plays in their various aspects. The following chart, taken from Merrill and Lowenstein (1979:16), and to which the Internet component has been added by the authors of this book, shows the extent of the verbal element present in all aspects and varieties of the media. For this reason, as well as other reasons which can be inferred from the above sections, the language of the media is essential to the ESP student. We have tried to present only a glimpse of the power of language in the media, but students are advised to increase their knowledge of this type of English language and to increase their ability to use this specialized variety of language.

## Elements of Mass Media Channels

2

	Print Media			Sound Media		Motion Media		
	Books	Magazines	Newspapers	Radio	Recordings	Movies	Television	Internet
Elements of	verbal Symbols	verbal Symbols	Verbal Symbols			Verbal Symbols	verbal Symbols	verbal Symbols
<b>REPRODUCTION</b>	Picture Symbols Color	Picture Symbols Color	Picture Symbols Color	Sound Motion	Sound Motion	Picture Symbols Color Sound Motion	Picture Symbols Color Sound Motion	Picture Symbols Color Sound Motion
Elements of	Portability	Portability	Portability	Portability	Portability			
<b>CIRCULATION</b>	Reviewability	Reviewability	Reviewability	Simultaneity	Reviewability	Simultaneity	Simultaneity	
Elements of	Verbal	Verbal	Verbal	Verbal	Verbal	Verbal	Verbal	Verbal
<b>FEEDBACK</b>	Nonverbal	Nonverbal	Nonverbal	Nonverbal	Nonverbal	Nonverbal	Nonverbal	Nonverbal
Elements of	Single Sales	Single Sales	Single Sales		Single Sales	Single Sales		
<b>SUPPORT</b>		Subscriptions Advertising	Subscriptions Advertising	Advertising			Advertising	Advertising

(Adapted From Merrill and Lovenstein (1979:16))

Furthermore, students have to be careful when they read or hear the media. As crystal (1985:393) argues, here the anxiety relates to the use of language to convey the truth. Whether it is a newspaper editorial, a radio news report, a film, television advertising, we have no choice in the language used.



### SAQ (9)

1. What are the elements of mass media channels mentioned in the chart?
2. Why is the Internet added to the chart?
3. What is meant by:
  - (a) portability?
  - (b) simultaneity?
  - (c) subscription?
4. What is the difference between print, sound and motion media?
5. How is this section useful to ESP students?

**Exercise (12)**



Read the following passage and answer the questions below:

**THE POWER OF PROFESSIONALISM**

One kind of power which the makers of programmes and newspapers assume is that of being ‘professionals’. This is a kind of expert power which is taken on partly because of the special skills and technology which they have. But it is also elevated into something special and exclusive by these people being labeled ‘professional’. The very word has come to mean something special in our society. If workers want to give themselves status, and suggest that they know and do something which no one else can do, then they like to call themselves ‘professionals’. In the case of the media it has come to create something of a mystique. The word has been used for example to justify decisions made by news people about excluding information or about reporting stories in a certain way. In fact this use of professionalism is very questionable. The quality of their work, their ability to make judgements, is not evidently any better than that of many other members of our society. So this word ‘professionalism’ describes an assumed power which others are asked to respect, but which needs to be disputed.

**Questions**

1. What is meant by “professionalism”?

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2. Is professionalism limited to the language of the media?

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3. How does the power of language help in developing and maintaining professionalism?

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4. Why does the assumed power of professionalism need to be disputed?

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5. Is the knowledge of the specific types of language used in your study a kind of professionalism?

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## 6. The Internet World

The internet (or the large computer network linking smaller computer networks worldwide) is considered by so many people as one of (if not) the greatest and most significant achievements in the history of mankind. Today the Internet connects millions of computers and millions of users. According to Hahn and Stout (1994:xix) the Internet has changed our civilization permanently.

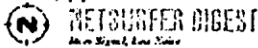
Professor of English  
Washington State University  
Pullman, WA 99164-5020

Paul Brians' home page containing links to many other useful resources.

Some of the material in this site was inspired by the handy little booklet *Correcting Common Errors in Writing*, by Nancy P. McKee and George P. Kennedy, published by Kendall/Hunt Publishing. Write to them for further information about obtaining copies.

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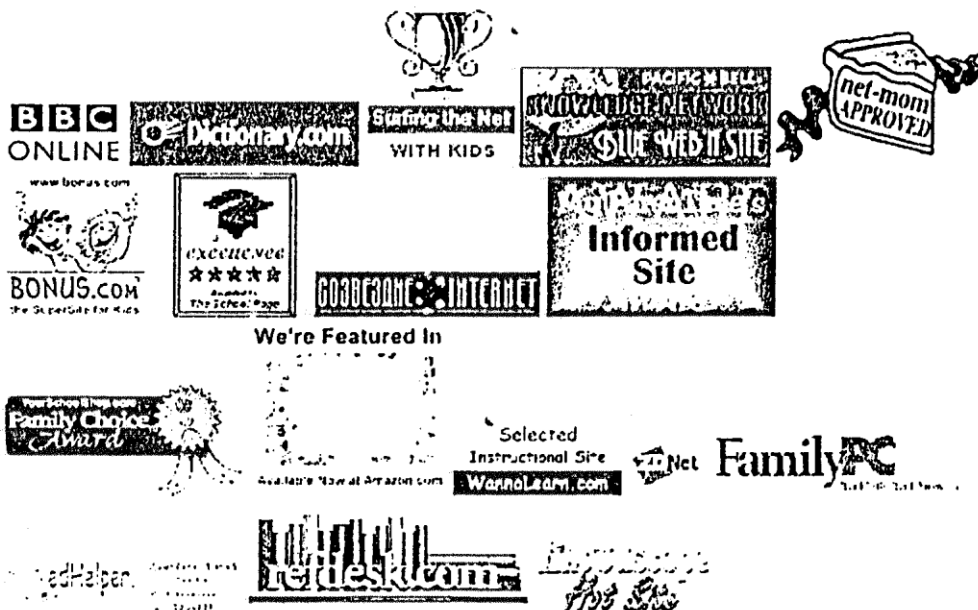
Recommended as an "Incredibly Useful Site" in **YAHOO!™ Internet Life** Magazine, July, 1997, pp. 82-83 and cited as a Yahoo "Site of the Week" and recommended by



Netsurfer Digest March 5, 1999. It has also been recommended in the pages of *The Weekend Australian*, *The Bangkok Post*, the *Los Angeles Times* (a David Colker column widely reprinted around the U.S.), the *Seattle Times*, the *Halifax Chronicle-Herald*, Ziff-

Davis' *Inside the Internet*, newsletter *The Web* magazine, and **USA TODAY** March 15, 1999 and many other and periodicals.

Also recommended by



In its first year this page was accessed more than 60,000 times (March 1997-

<http://www.wsu.edu/~brians/errors/>

11/10/01

## **So what is the Internet?**

The Internet is the name of a group of worldwide information resources. The roots of the Internet lie in a collection of computer networks that were developed in the 1970s. As Hahn and Stout (1994:2-3) argue, it would be a mistake to think of the Internet as a computer network, or even a group of computer networks connected to one another. The computer networks are simply the medium (means) that carries the information. The beauty and usefulness of the Internet lie in the information itself. In fact, we should think of the Internet not as a computer network, but as a huge source of practical and enjoyable information.

This is because the Internet allows millions of people all over the world to communicate and share. As Hahn and Stout put it.

You communicate by either sending and receiving electronic mail [e-mail], or by establishing a connection to someone else's computer and typing messages back and forth. You share by participating in discussion groups [chatting] and by using the many programs and information sources that are available for free.

They add

Thus, the Internet is much more than a computer network or an information service. The Internet is living proof that human beings who are able to communicate freely and conveniently will choose to be social and selfless.

The computers are important because they do the grunt work of moving all the data from place to place, and executing the program[es] that let us access the information. The information itself is important because it offers utility, recreation, and amusement.

But, overall, what is most important is the people. The Internet is the first global forum and the first global library. Any one can participate, at any time: the Internet never closes. Moreover, no matter who you are, you are always welcome. You will never be excluded for wearing the wrong clothes, having the wrong colored skin, being the wrong religion, or not having enough money.



## SAQ (10)



1. How has the Internet changed our civilization?
2. Where does the beauty and usefulness of the Internet lie?
3. How do we communicate via the Internet?
4. What are some of the terms specific to computers and the Internet?
5. What is meant by “a global forum”? and what is meant by “a global library”?

## Exercise (13)



Read the following, taken from Hahn and Stout (1994) and answer the questions below:

### **The Internet Connection**

To start, let us consider the question, what does it mean to have access to the Internet?

This means you are using a computer that is a part of a network connected to the Internet. In practical terms, this means you can use the Internet resources we described in Chapter 2.

When you are using such a computer, we say that you are on the Internet. In common usage, the Internet is often referred to as the Net.

For example, say that you are walking in the park one day and you happen to meet the woman (or man) of your dreams. Well, one thing leads to another and, after an enjoyable hour together, you part in a mutual flourish of good will and telephone numbers. However, you realize that the incipient relationship might well do better if you could correspond by electronic mail, so you ask, “Are you on the Net?”

### **Hint**

Determining up front if a potential mate has access to the Internet can help you decide quickly and easily whether or not the relationship will be worthwhile.

It is important to realize that a great many people who do not have full Internet access are able to communicate with Internet users. For example, many people use some type of non-Internet mail service that can exchange messages with the Internet. It is also common to find people who are not on the Internet who have access to the Usenet discussion groups.

What you should understand is that while mail and Usenet are important, they are not everything. We want you to have

access to all the Internet resources, including Telnet and FTP. In other words, we want you to be able to use a computer that has a full TCD/IP connection with the Internet.

### **Types of Internet Connections**

Before we discuss the various ways in which you might obtain access to the Internet, we need to talk about the two different types of Internet connections.

First, you might use a computer that is directly connected to the Internet. For example, you might be using a PC or Macintosh or workstation that is part of a network connected to the Internet. In such a case, your computer will be a full-fledged Internet host, with its own electronic address.

The other way to connect to the Internet is by using a terminal that is connected to an Internet host. In this case, the terminal itself-not being a computer- is not on the Internet. You simply use the terminal to access a computer that is on the Internet.

Here is an example. Imagine that you are being taken on a tour of a building used by many Internet users. First, you are taken to the Computer Room, in which you see 40 different PCs, connected in a network. You are told that this network is connected to the Internet, so that all the PC users can access the Internet directly.

Next, you are taken to another room, the Terminal Room. Here you are shown 40 terminals, all of which are connected to time-sharing computer in a closet at the back of the room. This computer is also connected to the Internet.

Thus, each PC user has his or her own Internet host. Each PC has its own Internet address and is a self-sufficient, standalone system.

In the Terminal Room, life is different. Each person is actually using the same computer, the one in the closet. These users access the Internet by logging in to the time-sharing system that provides Internet access. Thus, they all share one computer that has a single Internet address.

### **Questions**

1. What does it mean to have access to the Internet?

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.....

2. What is the Net?

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.....

3. What is the electronic mail used for?

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4. What does the expression “on the Net” mean?

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5. Are you familiar with the Usenet discussion groups?

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6. What are the two different types of Internet connctetions?

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7. Choose 5 Internet terms from the passage and use them in sentences of your own.

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## 7. Overview

This unit has introduced you to another ESP area which is English in the mass media. It is meant to make you understand the features of the language of the media and the styles used. The topics dealt with are language and the press, the language of advertising, the language of Broadcasting and the Internet world.

## 8. Preview of Unit Eight

The next unit deals with an overview of ESP. In addition, specific examination of the language of the law, medicine, literature and religion is made. A discussion, finally, will be given on the possibility of drawing a line between ESP and general English.

## 9. Answer-Key

### Exercise (1)

1. .... from *The Star*, a weekly newspaper.
2. The main point of the text is that Jordan, (especially) the capital, Amman, is currently undergoing a heat wave which is making life very difficult for almost everybody.
3.
  1. The people were complaining everywhere.
  2. The heat-wave is real, confirmed by the meteorology figures.
  3. More heat-waves are expected in the coming days.

4. (a) The report is descriptive of an existing state of the heat; so the simple present tense is dominant.  
(b) The simple sentences are used very often, with less compound and complex sentences.  
(c) The vocabulary is formal but familiar except for a few technical words.
5. The paragraphs are all short ones as the report is addressed to the general reader, not the specialists.
6. The text is more of general English than ESP. The text however could be used as an introduction to an ESP course on the language of the press or an ESP course on the weather language.

### **Exercise (2)**

1. Several types of newspapers and magazines are mentioned such as local newspapers, trade newspapers, national newspapers, weekly newspapers.
2. “Public Relations” is a term used to refer to the action of a corporation, individual, government, etc., in promoting goodwill with the public. It also means the technique or profession of promoting such goodwill.
3. Yes, I think the text is a good example of ESP for the following reasons:
  - (a) the vocabulary used is mostly technical, specific to advertising and public relations.
  - (b) The sentences are long, characteristic of formal “subject-matter” writing.
  - (c) The text could be a section of a course book on advertising and public relations.
4. (a) Select a suitable person in your company to promote your business.  
(b) Search for the right people, especially in the local papers to be informed of your new product.  
(c) Find out the areas of interest of the local newspapers.

- (d) Work hard on predicting the people's desires or the things they like.
  - (e) Advertise properly and attractively.
5. People often think that advertisements, *exaggerate*, and *tell lies*. Advertisements become *boring* especially when they are *repetitive*. Often people find out that advertisements are *deceptive*.

### Exercise (3)

1. I think that New Day, Children's morning programmes, English movie and Hamzet Wasel are the most popular.
2. The following 5 programmes are transliterated :
  - (a) Hewar Al Osbouah (Weekly Discussion).
  - (b) Uyoun Al Hub (Love Eyes).
  - (c) Layali Al Helmia (Al Helmia Nights).
  - (d) Ka'as Al Malayeen (The Million's Cup).
3. These six channels offer a variety of programmes ranging from news, children's programmes, exploration, social functions, films among many others.
4. National Geographic Channel, as seen from its programmes, is unlike the others, specialized in geographical, animal, environmental, weather, and similar programmes.
5. Take an Arabic film and an English film and comment on them. For example, write something about their story, the characters, the scenes , etc.

### Exercise (4)

1. (a) The agrarian society is the society which is mainly composed of or pertaining to farmers.
- (b) The industrial society is the society which mainly depends on the machines and machinery in its production in all aspects of life.
- (c) The information society is the society that depends to a great extent on the information provided by mass media, including the computer and the Internet to guide its life activities such as business and industry.

2. The agrarian society depended mainly on the human energy of, say, farmers, weavers, food producers, etc in its daily living. The Industrial society, on the other had, depended mainly on factories, machines, trains, motor-cars, aeroplanes, etc. to conduct its daily activities. Today's society is industrial; two hundred years ago society was agrarian.
3. (a) The computer is an integral part in organizing jobs and businesses.
- (b) Hospitals depend on computers to access information or patients and medicines.
- (c) Educational institutions use computers in learning and teaching.
- (d) This book was printed by a computer.
- (e) All TV programmes are coordinated via computers.
4. (a) Computer revolution. This refers to the ways in which computers have made a revolution in our way of conducting our daily business.
- (b) Enhance. Computers have enhanced the method by which we get information about the weather.
- (c) Technology. Computer technology has brought about an unprecedented change in filing our documents.
- (d) Expert computer. An expert computer is always accurate and never gives wrong information.
- (e) Computer application. Today computer applications are made in almost every aspect of our life.

### **Exercise (5)**

1. (a) ..... media language is everywhere in our life.
- (b) ..... media themselves coin too many new words, e.g. internet, website, satellite channel, etc.
- (c) ..... language is an essential part of media content.
- (d) ..... media language is similar to natural language spoken by people.
- (e) ..... media language is easier to collect than conversation.

2. ESP students should study the language of the media because it represents ordinary formal and informal language in all its forms. Secondly media language is easily reached by everybody including students of (ESP) language.
3. Language structure varies in mass media according to media type and context. A radio newsbulletin differs from that of a TV news hour. Headline language in newspapers differs from a news summary read on TV or radio. The structure of an advertisement differs from that of a news report.
4. Ideas that could be included are:
  - (a) Media shapes the opinion of society.
  - (b) People's habits and behavior are influenced by mass media.
  - (c) Media have their impact on education, economy, etc.

### **Exercise (6)**

1. One of the main functions of newspapers is to generate news. They do this by relying on information relayed to them from different sources.
2. News agencies
  - Local councils
  - The police
  - Law courts
  - etc..
 Others not mentioned are :
  - Personal effort made by news reporters.
  - Schools and universities.
3. News language exists only because it borrows itself from different registers related to events, viewers, changes, actions, etc..
4. Because the newspaper attempts to express the views of its readers, attracts them and even plays upon their feeling. Most newspapers give room for their readers to express their views, give comments and report complaints. So much of the newspaper's discourse reflects and conveys the reader's discourse.



5. Tabloid language is often informal, orally-based connotating familiarity, camaraderie and entertainment value. Quality newspapers, on the other hand, adopt language that connotes authority, seriousness, and formality.

### **Exercise (7)**

1. The grammar is telegraphic; most of the functional words are omitted. The words used echo the nature of cars, e.g. headlights to mean “under focus”
2. (a) the United Arab car Insurance Bureau  
(b) The Arab Orange Warrant System.
3. It meets The Economist’s six elementary rules.  
It meets No. 2 of the Guide : Do not be stuffy.  
It meets No. 3 of the Guide: D not be too chatty.  
It meets all the other guidelines as well.
4. The purpose of the meeting was to stress the need to strengthen cooperation between European and Arab Insurance companies.
5. It is a system meant to facilitate the flow of cars and goods within the Arab world.
6. (a) Arab and European countries plan unified regulations for car insurance.  
(b) Regular meetings are held for this purpose.  
(c) The plan will facilitate travel between the Arab World and Europe.  
(d) More meetings for this purpose will be held.  
(e) The formula emerging from all this will have a positive effect especially on tourism.

### **Exercise (8)**

1. Peaches help building the future.
2. This is a form of exaggeration but it means that the peaches company made peaches, after processing them, more eatable and so children like and eat them.

3. .... Smooth and sweet speeches.
4. As explained in the advertisement.
5. This is an example of exaggeration. Actually the peach company is mainly after increasing its self but here it covers this by talking about interest in baby care.
6. The language attempts to be persuasive, playing on words, and arousing the reader's interest by relating peaches to children.

### **Exercise (9)**

1. Do as instructed.
2. Monopolistic competition refers to a combination of monopoly (when a single supplier governs the total supply of a necessary product) and competition (when there are many suppliers of the same product). Monopolistic competition occurs when products are not exactly alike.
3. Originally, packaging was meant to keep the product safe and make it presentable to buyers. Today, it is also used for advertising.
4. Symbolic pricing means that the price itself is a symbol for the product.
5. a) profitability.  
b) producers.  
c) luxuries.  
(d) manufactures.  
(e) Pricing  
(consult your dictionary to make the required sentences.)

### **Exercise (10)**

1. The play on words is concerned with the two words sound in health. "Sound" means "voice" and "in good health". The writer uses the two words to attract the reader's attention to the fact that we are talking about the radio (ie sound) and whether it is improving (ie in good health) or not.
2. Different reasons among which is competition.

3. The money given to the radio stations is the tax-payers money paid by to the government.
4. “Independent” in this context means “not publicaly funded by the government.” In everyday usage, it means “acting of one’s own.”
5.
  - a) wavelengths
  - b) stations
  - c) broadcasting
  - d) BBC
  - e) revenue

(Check your dictionary to make sentences.)
6. See the last paragraph in the text for an answer.

### **Exercise (11)**

1. As required.
2. As required.

### **Exercise (12)**

1. It means an assumed power, ability, expertise, or experience enjoyed by a specialist.
2. No, the use or misuse of term extends to other fields of knowledge.
3. The clarity, correctness, and appropriacy of language all help in achieving professionalism.
4. ... because many people use it as a pretext to deceive others.
5. Yes, indeed, because without knowing the specific terms of my specialization, I won’t be able to convey my message in the right media.

### **Exercise (13)**

1. It means you are able to receive and send information worldwide through the Internet.
2. The net is a short form used to refer to the Internet.

3. The electronic mail (or e-mail) is used to send and receive messages from other people via the Internet.
4. It means you are already using the Internet.
5. Yes.
6. a) You might use a computer directly connected to the Internet.  
b) You might use a terminal connected to an Internet host.
7. a) access  
b) The Net  
c) users  
d) PC  
e) Terminal Room  
(Any reasonable answer is acceptable).

## 10. References



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