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Tenses in Newspaper Headlines

Bachelor Thesis

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Tenses in Newspaper Headlines

Bakalářská práce

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2010

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Z á s a d y p r o v y p r a c o v á n í :

Cílem této bakalářské práce je zmapovat tendence v užívání slovesných časů v titulcích novinových článků. V úvodní části práce autorka krátce charakterizuje jazyk a roli novinových titulků. Dále se bude věnovat anglickému systému časů obecně a představí nejčastější formy, které se k vyjadřování časové reference užívají. Výsledky své analýzy zpracuje statisticky; následně se pokusí výskyt jednotlivých forem interpretovat na stylistické rovině, zejména s ohledem na funkci novinových titulků.

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Annotation

This work deals with the occurrence of English tenses in newspaper headlines. The aim is to compare the usage of tenses, what they express and to come to a conclusion as to which tense is the most frequent. The data needed for the research are collected from four English broadsheets – *The Times*, *The Independent*, *The Guardian* and *The Telegraph*. The analysis consists of 100 headlines chosen randomly from the broadsheets and used for the purpose of this work.

Key words

Headline, newspaper, tense, time reference, finite sentence, non-finite sentence

Abstrakt

Tato práce se zabývá výskytem anglických časů v novinových titulcích. Cílem této práce je porovnat užití časů, co vyjadřují a přijít k závěru, který čas je nejvíce vyskytovaným v anglických titulcích. Konkrétní data potřebná pro výzkum jsou získána ze čtyř anglických novin – *The Times*, *The Independent*, *The Guardian* a *Telegraph*. Analýza se skládá ze sta titulků, které byly vybrány náhodně z novin a jsou použity pouze pro účely této práce.

Klíčová slova

Titulek, noviny, čas, časová reference, finitní věta, nefinitní věta

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1 Introduction

Nowadays, there are many sources from which people can get information. The most widespread ones are the Internet, television, radio and the newspapers should not be omitted. A newspaper is one of the oldest sources from the media mentioned. It is almost as old as print itself and despite this all around the world there are many people who prefer reading newspapers to reading news on the Internet or watching it on TV. The newspapers can be divided into two groups: broadsheets, which are serious newspapers; and tabloids, where there are mainly stories about famous people and their affairs.

This thesis deals with newspaper headlines, especially with tenses in headlines, in English broadsheets. An attempt is made to analyze one hundred headlines collected from four different English broadsheets, namely: *The Times*, *The Independent*, *The Guardian* and *The Telegraph*; and to come to a conclusion as to which tense is the most frequent.

The work is divided into two major parts. The first, theoretical part contains three main chapters. The first chapter focuses on the methodology and the primary sources chosen for this thesis. The second chapter is about newspaper headlines and their functions and types. The third chapter deals with the theory of the tense system in English. The ways of expressing present, past and future are described.

The second, practical part is focused on the analysis of the chosen headlines and is divided into three major chapters. The first chapter deals with the occurrence of the simple present tense in banners (main headlines) and its references to present, past and future. Not only were the banners analyzed but also strap lines, and their relation to the banners is discussed in this chapter. The second chapter describes the simple past in newspaper headlines, again the occurrence in banners is the main focus and commentary on the strap lines is present in the chapter. The last, third chapter explores the ways how future is expressed in the headlines. A short commentary on the strap lines and their relation to the banners is made. The main attention was on finite verbs but, to allow a comparison, a few headlines containing non-finite structures were chosen in order to reveal what form appears in the press most frequently.

The practical part contains seven tables where the results of the analysis are summarized and to each table there is added a short commentary as to what the data mean. All the headlines, texts and pictures needed for the analysis can be found in the appendices. Finally, the last part of this thesis deals with the results of the analysis and comes to a conclusion as to which tense is used most in the English broadsheets.

2 Methodology and primary sources

This bachelor thesis focuses on newspaper headlines in English broadsheets and the tenses that appear in them. The four broadsheets (*The Times*, *The Independent*, *The Guardian* and *The Telegraph*) have been chosen for the research and are mostly analyzed from a syntactic point of view.

Headlines are seen as a very important part of the newspapers because the headlines sell the newspaper and that is why this paper also deals with their function and different types. The tenses are a crucial part of this thesis. The first part explains the theory and grammatical rules of tenses which will be applied to the headlines in the practical part. The theory is represented by *A Comprehensive Grammar of the English language* (1985) written by Randolph Quirk and Sidney Greenbaum and by *Longman Grammar of Spoken and Written Language* (1999) written by Biber et al.

3 Newspaper headlines

3.1 Basic features of newspaper headlines

According to Reah (2002:13) the headline is a unique type of text with a range of functions that dictate its shape, content and structure. There is a range of restrictions that limit the freedom of the writer. The headlines should sum up the story in a minimum of words, attract the reader to the story and, if on the front page, attract the reader to the paper. Crystal adds (1997:174) that the function of headlines is complex, i.e. they should contain a clear, concise and intriguing message that would be interesting for the potential reader, who is a person whose eye move down a page and stops when something catches his attention. This is done by graphic contrasts which will be mentioned later in the text.

In general, newspapers are texts that deliver the daily news to the readers and take in account the fact that readers have different needs, e.g. that some readers may read the newspapers thoroughly and some readers choose sections, e.g. News, Finance, Sport, and read them in more detail.

The headlines in particular edition give the reader the overall picture of the current news (headlines content), its relative importance (visual impact and position in the paper), its classification (which section of the paper it is in – sports, finance, overseas news, etc).

(Reah 2002:14)

Headlines have their own language. Headline writers have developed words that fulfill the needs of the headline, e.g. using words that are effective, short and attention-grabbing. Most of the words that appear in the headlines are rarely found outside this particular type of text. For example, phrases such as *to reprimand or tell off; to follow someone or to be pursued by someone or something; someone who is claiming state benefits; a person who has behaved dishonorably; excellent or first class; to defeat soundly; to investigate; political corruption; to increase rapidly; to decrease rapidly; an informer or to inform; people with left-wing political beliefs; to criticize strongly; to make a strong commitment or promise* can be replaced in the headline with words such as *rap, dog, scrounger, rat, crack, thrash, probe, sleaze, spiral or soar, slump, grass, lefties or reds, slam or blast, vow*. The majority of the examples are widely used, but *scrounger, rat, lefties and reds* are likely to be found in tabloid newspapers rather than

broadsheet publications. The words, mentioned above, are not used only for their economical purposes, but they have also effect of attracting attention (Reah 2002:16). The headlines writers are likely to omit some word classes. In examples *Paras fly to battle zone; Lags block cushy job for archer; Crash caused by faulty brakes; High score save bookies packet; Juvenile court to try shooting defendants*; words *the, a, are, were, is* are missing. Titles such as *Mr., Sir, Lord, etc* are very often omitted, too. The headline space is limited, so the writer needs to include the factual detail of the story in a way that will attract the reader's attention. Lexical words (words that have meaning – nouns, main verbs, adjectives and adverbs) are more useful than grammatical words (words with grammatical relationships – determiners, auxiliary verbs) (Reah 2002:20). Of course it may lead to ambiguity. Ambiguity is a typical of newspaper headlines and it is a very common feature. To illustrate this problem the following example has been chosen:

Example 1

'Hypnotist *plans* to put Facebookers in trance'. (text 44)

This may be misleading because the reader can interpret it in two different ways. Firstly, 'hypnotist' is a noun functioning as a subject that is followed in this case by the transitive verb (predicate) in the present simple which is followed with the indirect and direct objects. Secondly, the reader may consider 'hypnotist plans' as a noun phrase post-modified by an appositive clause 'to put...'. The whole problem is that 'plans' can be either a noun or a verb. Many other similar examples can be found in the news discourse.

3.2 Basic functions

The functions of headlines were briefly discussed above. In this section, the basic functions will be discussed in more detail.

3.2.1 Graphological features of headlines

Headlines have a visual function. According to Reah (2002:23) the print is larger than the text of the main articles they refer to, but front page headlines, particularly in tabloid newspapers, can by themselves occupy more space than the whole article they refer to.

Headlines work with other visual aspects of the text, to be more specific with the pictures. For example, a story about a plane crash was introduced by the headline AND THEY ALL LIVED. This only has meaning because the headline was followed by a picture of the plane. “The picture adds some extra dimension of meaning,” as Reah notes (2002:24).

3.2.2 Headlines as information

There are other functions of headlines – to carry information and to attract the attention of the reader. The headline is supposed to deliver information, it means some detail on what happened, where it happened, who was involved and the circumstances of the situation. In other words – what, who, where and how. A when and a why element can be included, but in general daily newspapers try to deal with current events and the when element can be understood. The why element generally occurs in the article rather than in the headline. To identify who is not difficult, but to understand what can cause more problems. Generally it would be represented by a verb, but not all headlines have a verb (see Appendix no.3). The action is nominalised (it turns into a noun), which can distance the word or phrase from the actual action (Reah 2002:25-26).

3.2.3 Headlines as opinions manipulators

Headlines need to attract the attention of the reader and arouse interest in reading the story (in the case of front page headlines, in buying the whole newspapers). This can be called a persuasive function. Apart from this they can be written to influence the opinion of the reader (Reah 2002:30).

3.3 Types of headlines

Each headline, thanks to its size and location, represents a message for the reader. Rudin and Ibbotson (2002:83-86) divide headlines into banner, strap line, tag line, sub-headings, by-lines and date lines, and the masthead.

Banners are big and bold headlines that will sell the whole newspaper. Tabloids use large one- or two-word banner headlines that will attract the reader’s attention. There is no limit to the size; in practice some headlines are set at 60 points and the lower limit should be more than 12 points because of the text size of 8 to 10 points. Many headlines

are emboldened and some can be in upper case or it can be a mixture of upper case and lower case (see Appendix no.3: picture 1 and 2).

Strap lines are connected with the banner headline or other main headings and are situated either above or below the banner and provide a short summary, thought or an angle on the main headline and story. Strap lines can be set in a smaller point size and differ from the banner by a typeface (see Appendix no.3: picture 1 and 2).

Tag lines are found below the main headline to mark either the place, type of story or source.

Sub-headings can be in the form of ‘side heads’ or ‘crossheads’ and are important in the relation of the headline to the body of the text. Side heads are situated left of the margin and are more common to magazines than newspapers. On the other hand, crossheads are used to break up the monotony of large chunks of text in order to maintain reader’s interest. They are used in both magazines and newspapers. It is also important to choose an adequate number of sub-headings because too many will irritate the reader, too few will cause a loss of the reader’s interest (see Appendix no.3: picture 2).

By-lines and date lines present the writer’s name above the story. The titles ‘Correspondent’ or ‘Staff reporter’ are replaced by the name of the author and sometimes his/her role of the piece. Many national newspapers and magazines publish the e-mail addresses of the writers at the bottom of articles. Not only are the names of writers published, the names of photographers will occur in the by-line as well, e.g. *Report by David Johnson. Photographs by Bill Kenyon.* The author’s name is usually emboldened. Date lines play an important role in the newspaper as well. Rudin and Ibbotson (2002:85) explain why: “Date lines are an important component of breaking or running news stories as they identify the urgency of the piece and in magazines they may relate to seasonal activities.” In textual terms, by-lines and date lines are set in the same or smaller point size as the body of the text and newspapers prefer to put them in a different font.

The masthead is also called the flag. It is not strictly a headline, but it is one of the most important features of a magazine or newspaper. The masthead is the defining feature for recognition by the target readers. *The Guardian* decided to change the textual type of its masthead to reflect the old and the new by using serif and sans serifs. *Daily Telegraph* kept its original masthead.

The masthead and accompanying logo identify the publication and reinforce its distinctive image and style – especially true of glossy up-market magazines. The potential or regular reader of a magazine or newspaper will be drawn to the periodicals and newspaper display by the title of publication (2002:86).

The masthead should not make the headlines seem less good, it should be appropriate to the style and image of the publication.

Headlines are very important, they are the very first thing that the reader sees when reading or buying newspapers. Headline writers need a lot of creative language to produce short, attention-grabbing, highly memorable texts, and they encapsulate an entire story in a few words. (Reah 2002:32) The headline and the lead paragraph are mainly obligatory for the newspaper and they sum up the whole story as van Dijk mentions in his publication (1943:178).

The headline writer uses different devices to create effective headlines, for example homophones and rhyme to create sound; word and meaning via meaning, loaded language, ambiguity and word play; non-standard structures, deleting some words to create a telegraphic style.

Lastly, headlines also use graphology (the visual aspect of text), because they need to draw the reader's eye to themselves (Reah 2002:32).

This section dealt with different types of headlines. Some of them are typical of newspapers, some of them of magazines. Some pictures are added in order to distinguish the types of headlines.

4 Tense system in English

Biber mentions :

In English, finite verb phrases can be marked for only two tenses: present and past. Verb phrases that are marked for tense are called tensed verb phrases. Other main verbs phrases may include a modal verb. However, these two options cannot occur together: a finite verb phrase either has a modal or is marked for tense, but not both. Non-finite phrases, as in *to-clauses* and *ing-clauses*, do not include either tensed or modal verbs. (1999:150)

Quirk shares the same opinion. According to him the tense is a grammatical category realized by verb inflection. In English, there is no future inflected form of the verb, so the semantic opposition consists of two tenses: the present tense and the past tense, which usually refer to present and past time (1985:176).

The future tense does not have a distinctive form but an auxiliary modal plus a present tense form of the verb. In general, English has two distinctive tenses and a syntactic structure to express future time (O'Dwyer 2006:112).

4.1 Expressing and means of present tense

The present tense is expressed by a personal pronoun plus a verb base, the verb base occurs with the inflectional *-s* suffix for the third person singular, e.g. *He walks, She walks, It walks*. (O'Dwyer 2006:113). Huddleston calls this 3rd singular present and he uses the term plain present tense with any other kind of subject, e.g. *They walk home* and adds that the plain form is identical with the lexical base of the verb (2005:31).

The present simple tense can refer to present, past or future time. It often refers to present time:

a) it can describe a state that exists at the present time: *I want a packet of crisps*. It may be temporary as shown in the previous example, or it can refer to a longer time: *The pigment occurs in the epidermal cells*. (Biber et.al 1999:152). Quirk adds (1985:179) that this “state present” is used only with stative verbs senses to refer to a single unbroken state of affairs that has existed in the past, exists now and is likely to exist in the future.

b) habitual action – This tense is used for repeated actions – actions that happen every day, week, from time to time, and so on, e.g. He *comes* to my office every Monday.; That girl *smokes* too much (Ward 1966:7).

c) it can describe an action that is happening at the present time – *Here comes my mother* (Biber et.al 1999:152).

d) it can describe facts that are always true – The earth **goes** round the sun.
e) customs, habits and ability – Men **precede** women when going downstairs (Ward 1966:7).

f) it can be used instead of the present perfect, as Bullion explains (1867:73), when speaking of authors that are dead but some reference is made to their works that still exist, e.g. 'Moses **tells** us who were the descendants of Abraham.'

The simple present tense can be used to refer to past events of future events. When it refers to the past, it is called the historic present tense: *And the daughter comes home from school one day and says, mum I want to be like you. And the mum goes, okay dear.*

The historic present tense is very common with verbs of directional movement (come and go) and with verbs that describe speaking, such as say, go (Biber et.al 1999:152).

The historic present tense is very often used in literature (O'Dwyer 2006:114).

The present tense can refer to future time. When the present tense is used, some other grammatical feature occurs in the clause: *A new era begins for the bomb-damaged Ulster landmark when the curtain goes up on Jack and the Beanstalk in December.* In this example a time adverbial is used to specify the time reference of the verb *goes up* (Biber et.al 1999:152). Quirk comments that the use of the simple present for future time is much more common in subordinate clauses – in conditional or temporal clauses: *He'll do it if you pay him* (1985:182). Ward adds that the present tense is used in subordinate clauses of time when replacing the future tense after *when, whenever, until, till, as soon as, as, directly, immediately, before, while, after, as long as*, etc. (1966:7). Lastly, it can express a future action categorically, e. g. *Do hurry up, Pat! The train leaves in ten minutes. It won't wait for us, you know!* (Ward 1966:8)

In news discourse, the present tense is normally used to refer to events which happened in the past, or to present events (e.g. state present, habitual present as described by Quirk (1985:179)). The aim of this section is to clarify why the present tense can be used in headlines to refer to past events and its effects.

Duškova et. al calls the present tense the fundamental tense (1988:217). It means that apart from present events, it can express past or future events. As mentioned above, when referring to the future, a time adverbial is usually used, but it does not always have to be so if the future reference is clear from the context.

Although the use of the present tense with a reference to the past is usual in headlines, it also occurs in narration – fiction and conversation (Dušková 1988:219). Chovanec, in his article, notes:

The historical present is used as a stylistic means – as McCarthy and Carter (1994:94) note, it operates as one of Labov’s internal evaluation devices, heightening the drama of events and focusing on particularly significant points in the story. The concept of internal evaluation refers to fact that a speaker’s evaluation of the prominent importance of particular information is carried out through the manner of presentation and not by means of some kind of a lexicalized marker, which would constitute external evaluation. (2003:83)

It should be noted that there is a difference between the historical present and the headline present relating to other tenses, which are possible to be described with the reference to the concept of markedness. The historical present is a marked tense referring to past time in conversation and fiction. On the other hand, the present tense with reference to past events in newspaper headlines is an unmarked tense. Chovanec mentions (2003:83) that the unmarked tense seems to be the present simple because it is conventional for the particular discourse situation. This does not mean that other tenses do not appear in the newspaper headlines, they do, but in special cases such as quotations and the more narrative style of headlines of sections other than the hard news. He continues that the use of other tenses in hard news headlines might be understood as a departure from specific headline conventions. He summarizes his results in the following table:

	Status of the tense referring to past events in:	
	Conversation, fiction	Headlines
Present tense	Marked (historical present – used as an internal evaluation device)	Unmarked (headline present – used conventionally)
Past tense	Unmarked	Marked

Fig. 1 The status of the tense referring to past events (Chovanec 2003:84)

4.2 Present progressive

When speaking about the present progressive, it should be mentioned that the aspect is progressive. Biber comments on that:

The progressive aspect describes activities or events in progress at a particular time, usually for a limited amount of time. The present progressive describes events that are currently in progress, or events that are going to take place in the future and about which the speaker feels quite certain. (1999:470)

This chapter will deal only with events that are currently in progress. The usage of the present progressive expressing the future is not described because there is a minimum of headlines with this aspect. Biber (1999:470) illustrates this from these examples: What *is* she *doing*?; I *am looking* for an employee of yours. Ward adds (1966:8) that this tense is usually associated with the adverb ‘now’, or its extensions such as ‘today’, ‘this morning’, etc. He also comments on the next use of the present progressive and that is to show a habit in the present that has begun before another one (1966:8). He gives some examples: *Tom must be a bit crazy. Whenever it is raining and he has nothing to do, he puts on his raincoat and goes out for a walk.; Anybody who looks at his passenger while he is driving is a danger on the roads* (1966:9). There are two other uses of this tense but they are used for less basic purposes. First, it is used to show that the repetition of an action will not happen for ever, e.g. I *am walking* to and from my office these days because I simply must lose a bit of weight. Second, the present progressive is used for disapproval of an action that happens too often (in the speaker’s opinion), e.g. My foolish brother *is always walking* out of the house without a penny in his pockets. In this sense, the adverb ‘always’ or synonyms such as ‘constantly’ must always be used (Ward 1966:9).

4.3 Expressing and means of past tense

In general, the past tense combines two features of meaning: the event/state must have happened in the past and the writer/speaker must know a definite time at which the event/state took place (Quirk 1985:183). Specific events, habitual actions or states can be expressed by –ed with this tense (Crystal 1994:224). The sentence *I stayed in Africa for several months* is an example of the first condition and it means that I am no longer in Africa. The second condition can be best shown by using time adverbials such as *last week, in 1932, several weeks ago, yesterday, etc.*; e.g. *Freda started school last year/in 1950.*; or *Prices slumped last winter/yesterday*. With these adverbials, the simple present or present perfective would not be correct, it would be ungrammatical: *Freda starts/has started school last year*. Quirk adds:

It is not necessary, however, for the past tense to be accompanied by an overt indicator of time. All that is required is that the speaker should be able to count on the hearer’s assumption that he has a specific time in mind.(1985:184)

Ward adds that the past tense can be used for actions which were continuous – in the sense that they were not instantaneous – but do not need emphasizing, e.g. He *had* breakfast rather late today.; She *wrote* a long letter last night (1966:33).

4.3.1 Situational use of past tense

Quirk mentions (1985:184) that one use of the past tense is a *situational use*. This is illustrated in the example: *Did you lock* the front door? It is used in relation to an immediate situation, which means whether the door is locked at the bedtime. In that case, it is more or less equivalent to *Did you lock the front door at bedtime?* (*the* in *the front door* is a case of situational definiteness). The definiteness of the larger situation may explain the usage of the simple past in biographical or historical statements with specific people, places or objects as their topics, for example: *Byron died in Greece.* (in other words it is general knowledge that Byron was a historical person and that he must have died at some time, it means the same as if we say – We all know that Byron died at some time or other; well, *when* he died, he died in Greece); *I have a friend who was at school with Kissinger.* (i.e. this presupposes that most people spend some time at school); *Rome was not built in a day.* (i.e. all cities, including Rome, have to be built at some time) (Quirk 1985:184).

4.3.2 Event, state and habit in the past

The past tense has three other meanings: event, state and habit, which match three meanings of the present with present time reference. “For the past tense, however, it is better to place the three meanings in a different order,” Quirk explains (1985:186). Firstly, the most common sense is the event past referring to a single definite event in the past, for example: *The eruption of Vesuvius destroyed Pompeii.* Here, the dynamic verb *destroyed* identifies a single event. On the other hand, in this example: *Archery was a popular sport for the Victorians.*; the verb *was* presents a state and it is an example of the state past. Lastly, the habitual past can be illustrated in the following example: *In ancient times, the Olympic Games were held at Olympia in Southern Greece.*; and the verb phrase *were held* refers to a sequence of four-yearly events (Quirk 1985:186). Ward illustrates this by the example: *While her husband was in the Army, she wrote to him twice a week.* It expresses an action that was customary in the

past (1966:34). Sometimes it may be difficult to distinguish the different meanings of the past tense. But one useful mark is that the habitual and state meanings can be paraphrased by *used to*, for example: In those days we *used to live/lived* in the country; We *used to get/got* up at 5 a.m. every morning all through the summer. Another mark, that we can distinguish, is the tendency for dynamic verbs to have a sequential interpretation when they appear in textual sequence (esp. in coordination), for example: *She **addressed** and **posted** the letter.* (we cannot say *She **posted** and **addressed** the letter*); *She **disliked** and **distrusted** her advisers.*(i.e. *She **distrusted** and **disliked** her advisers*) (Quirk 1985:186). Another example of sequence is: *She **drove** into the car-park, **got** out of the car, **closed** all the windows, **locked** the doors, and **walked** towards the cinema.* This shows that a series of actions happened one after another (Ward 1966:34).

4.3.3 Meanings of the past tense with reference to present and future time

The simple present does not always refer to present time. Similarly, the past tense does not always refer to past time. There are three special meanings – in *indirect speech or thought* the past tense in the reporting verb usually tends to make the verb shift to past tense as well, speaking about subordinate clauses. It is known as backshift and it is optional, but can lead to an apparently anachronistic use of the past tense for present time, for example A: *Did you say you **have/had** no money?* B: Yes, I am completely broke. Another example of backshift can be illustrated by this sentence: My wife will be sorry that she *missed* seeing you this evening. This example describes speech or thought in the future and contains a reported speech clause referring to the present. (Quirk 1985:188)

The second meaning is *the attitudinal past* that is used with verbs of volition or mental state, reflecting the tentative attitude of the speaker, rather than past time, for example: *Do/Did you want to see me now?; I wonder/wondered if you could help us.* Both the present and past tense refer to a present state of mind, but the past is more polite (Quirk 1985:188).

The last meaning has something to do with *the hypothetical past*. It is used in subordinate clauses, especially in if-clauses, and expresses the belief or expectation of the speaker and what is its contrary, e.g. *If you really **worked** hard, you would soon get*

promoted. (i.e. the hearer does not work hard); I wish I *had* a memory like yours (Quirk 1985:188).

4.4 Passive voice

The passive voice is used when the speaker or writer wants to emphasize the object of the sentence, not the subject, for example: *The theatre tickets were bought by my son Peter last Wednesday* (Ward 1966:97). The original subject of the active sentence is *Peter* which was changed into the agent – by my son Peter. The original object was changed into the subject – The theatre tickets. The form of the passive is the following: the passive voice is mostly formed with the auxiliary *be* and *-ed* participle or, sometimes, the passive can be formed with the auxiliary verb *get*, called get-passive (Biber et al 1999:166). Biber adds that passives can either be short or long passives. The agent is not mentioned and specified in the short passives, for example *To do so, the cooling curves are plotted for the two pure components*. On the other hand, long passives contain a *by*-phrase which mentions and specifies the agent, for example *The proposal was approved by the Project Coordinating Team* (1999:166-167).

4.5 Expressing and means of future tense

In the absence of an inflectional tense, there are several possible ways to express future time in English. Future time can be expressed by modal auxiliaries, semi-auxiliaries, modal idioms, or by the present and progressive forms (Quirk 1985:213). Apart from using the future tense, we can also indicate future intention with some adverbs of time, and other time references consisting of nouns and adjectives. This is a common usage and that is why such structures are thought of as being in the future tense, when they are actually in the present tense with future intention (O'Dwyer 2006:115). O'Dwyer explains this in the following examples: *future intention* – “*The future is what I look to, for you.*”; *present progressive* – “*We are going through my mother's papers.*”

4.5.1 Will/Shall + infinitive

The most frequent way of expressing future time is the construction of *will* or *'ll* with the infinitive: *He will be here in half an hour.*; **Will** you need any help?; *No doubt I'll see you next week* (Quirk 1985:213). Huddleston notes that *will* from a semantic point

of view involves both elements of modality and futurity. This sentence may be provided as an example: *She **will** be in London now*. The modal component is more important and noticeable, this is epistemically weaker than *She is in London now*. There is also an element of futurity – relating not to the time of being in London, but to her verification, it is a prediction (2005:81). Quirk adds that *will* is similar in meaning to *must* in the logical necessity sense: *That **will** be the postman.*; *She **will** have had her dinner by now*. (1985:) Furthermore, *will* can occur in conditional sentences with the habitual predicative meaning: *If litmus paper is dipped in acid, it **will** turn red*. According to Quirk *will* is used for intention, e.g. *I **will** write as soon as I can.*; for willingness, e.g. ***Will** you help me to address these letters?*; and for insistence, e.g. *If you **will** go out without your overcoat, what can you expect?* In this case the auxiliary is always stressed (1985 :). Ward adds that *will* can be used for determination in the present and the future, and persistence in the present, for example: *I **will** do it*; *I refuse to be defeated by it*. (i.e. I am determined to do it); *If you **will** smoke so much, you mustn't be surprised that you have such a nasty cough*. He explains that *will* is correct here after *if* because it has a present, not a future meaning in this sentence (1966:19). When we use a negative form, the meaning is suggestive of refusal, e.g. *I am sorry to disappoint you, but I **will** not go there again*. (i.e. I refuse to go there again) (Ward 1966:20). He adds that *will* can be used for making an offer or a request, e.g. ***Will** you have a cigarette?*; ***Will** you please close the window for me?* (1966:20). A habitual action can be expressed with *will* plus an adverb of present time, e.g. *Every Sunday, they **will** go for a long walk*. This is rare, nowadays it is more usual to use the simple present. *Will* plus an infinitive can also express present deduction or supposition only in the second and third persons, e.g. *Your name is Antonescu, I see. You **will** be Rumanian, then?* (i.e. I deduce, from your name, that you are Rumanian) (Ward 1966:22).

4.5.2 Simple present

The present simple is frequent only in subordinate clauses, e.g. *What will you say if I marry the boss?*. In main clauses the use of the simple present represents a marked future of unusual definiteness, attributing to the future the degree of certainty one normally makes in connections with the present and the past. It can be used for statements about the calendar, for example *Tomorrow is Thursday.*; *School finishes on*

21st March. The simple present, with the same meaning as the progressive, is used with dynamic transitional verbs such as *arrive, come, leave*, and so on, both constructions having the meaning of a plan or programme: The plane *takes off/is taking off at 20:30 tonight*. (Quirk 1985:216)

4.5.3 Comments on constructions expressing future time

The five constructions explained above are the most important ways of referring to future time. Among these constructions, the two quasi-auxiliary constructions *be to + infinitive* and *be about to + infinitive* should be mentioned. *Be to plus infinitive* is used to refer to a future arrangement or plan, for example *Their daughter is to be married soon.*; *There's to be an official inquiry*. *Be to + infinitive* resembles the use of the simple present, except that the simple present is not normally used to refer to the future if there is no time adverbial or some other future-referring expression. On the other hand, *be about to* expresses near future: *The train is about to leave.*; *I am about to read your essay*. This can be paraphrased by *be on the point of + V-ing*, or by *be going to with the adverb just* (meaning very soon), for example *I am just going to read your essay* (Quirk 1985:217).

5 Practical part

The practical part deals with the occurrence of tenses in newspaper headlines. To reveal the patterns of usage of the tenses, an analysis was carried out on 100 headlines from the broadsheets: The Independent, The Times, The Guardian and The Telegraph. The headlines were mainly collected from the World News and UK News sections.

5.1 The uses of present tense in newspaper headlines - banners

What form can the present tense appear in? The headlines were divided into two major areas – headlines where the present tense occurs in the form of finite clauses, i.e. main clauses with a tensed verb forms; and headlines where the present tense occurs in a non-finite form, i.e. headlines where the finite verb is absent and there were either condensed or nominal clauses. Then, the strap lines and their relation to the ‘main headlines’ were analyzed. The results of the analysis are commented on in the following subsection. Furthermore, both groups were subdivided into more categories in order to reveal the most frequent types of headlines. The basic division (finite and non-finite) is shown in Figure 2 below. The number of finite clauses was analyzed in both main and subordinate clauses where the tensed verb forms occurred.

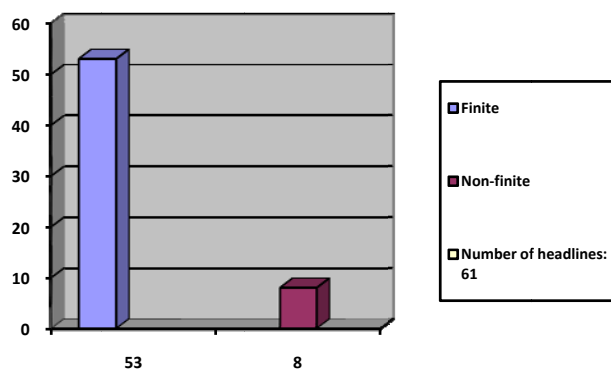


Fig. 2 Basic division of headlines according to the form

5 headlines out of 53 headlines use the present tense twice, i.e. double present where one finite verb is used in the main clause and the second in the subordinate clause; 1 headline uses two finite forms but there are coordinated by a conjunction ‘and’; 9 headlines are combinations of the present tense and non-finite sentence and 3 headlines were found as a combination of the simple present in the main clause and the simple past in the subordinate clause.

5.1.1 Finite clause as headlines

The finite clause is a clause consisting of a finite verb phrase in which the first or only word is a finite verb. Finite verb phrases have tense, so the distinction between present and past tenses is possible. Also, there is person and number concord between the subject of a clause and the predicate. Finite verb phrases have mood which are distinguished into ‘unmarked’ indicative mood and ‘marked’ imperative and subjunctive moods. To sum up, a finite clause is a clause whose verb is finite, such as *takes, took, can work, has worked, is writing, was written*, e.g. *I can’t go out with you because I am studying this evening* (Quirk et al. 1985:).

As it is evident from the Figure 2, the finite clauses appear seven times more often than non-finite structures. In newspaper headlines the finite clauses can occur in the form of the present simple with the present or past reference, double usage of the present simple, combinations of present simple plus past simple, future simple and other tenses. The following table will deal with the finite main clauses containing the present simple in the newspaper headlines:

Table 1

Headlines containing finite main clauses

Present tense:	Number of occurrences	Percentage of the occurrence (\approx %)
a) Referring to past	28	58
b) Referring to future	6	13
c) Expressing a state	13	27
d) Present progressive	1	2
Total	48	100

A comparison of the total number of headlines with the finite form in the main clause to the number of all finite forms shows it to be 48:53, which shows that only 5 examples of finite forms occurred in the subordinate clauses. As the table above shows, it is not unusual that the simple present tense in headlines refers to past events. 28 out of 48 examples with the finite verbs in main clauses refer to the past. Example 2 illustrates this case:

Example 2

Egypt retrieves prehistoric artefacts from Britain. (text 10)

Such examples usually refer to a single event with a relevance for the present, i.e. instead of the simple present the most suitable tense would be the present perfect to report the event in contexts other than the newspaper headlines. As mentioned above, Chovanec calls this use of the simple present an unmarked tense which refers to such events. The present perfect is normally used in the first paragraph of the article (the lead): *Britain has returned about 25,000 ancient artefacts to Egypt – some dating as far as Stone Age.* The present perfect in the lead is used because an adverbial of time which would make it more specific is absent. If there were a specific adverbial of time, then it would refer to a particular past event requiring the simple past tense. As Chovanec notes in his article, it is the same absence of the adverbial in the headline which allows the shift of tenses and the eventual use of the simple present (Chovanec 2003:86).

The next, very common use of the simple present with time reference to the past in newspaper headlines is when somebody has died. This is illustrated in Example 3:

Example 3

Three die in US campus shooting in Alabama. (text 6)

In other contexts, it would be more natural to use the simple past or the passive voice. The passive voice is normally used in the lead of the article: *Three people were killed and another was injured during a shooting yesterday on the campus of the University of Alabama.* The simple past, in the headline, would be used in the case of a specific adverbial of time, such as yesterday, and then it would be again more specific as in Example 2.

It is worth noting that two tenses are used to describe the same event – the present tense with the universal reference and the past tense plus a particular adverbial of time, such as *yesterday*. The readers' knowledge of the conventions of the particular register is important, because they can decode the present tense in the headline correctly.

Chovanec in his article mentions:

The motivation for using the present tense in the headline is essentially its orientation to enhancing the interpersonal function (i.e. its attempt to communicate topical, 'breaking' news), while the reason for using the past or the present perfect in the lead is connected with the necessity of satisfying the ideational function (i.e. to specify the temporal context of the story; cf. McCarthy 1998:94).

(2003:87)

Sometimes the reader may be confused because from the main headline, i.e. banner, containing the present tense because it can refer to a present situation or past one. After reading the strap line and the lead paragraph the time reference of the situation is clear. To the headlines where the interpretation is not obvious will be added the strap lines to mark the tense.

As mentioned above, in the section Expressing and means of present tense, the present tense can express a state. It is also common in the headlines:

Example 4

We're not dinosaurs, says Tory at the centre of row. (text 30)

The Example 4 indicates, that the simple present tense presents a state that we are human beings, not dinosaurs. This is a temporary situation that exists right now. Quirk mentions (1985:179) that the so called 'state present' can be used only with stative verbs (i.e. verbs that do not have duration and cannot have the form of *-ing*). The verb *to be* is in this case stative and that is why it fulfills the condition. Then the reporting verb 'says' is present in the comment and it refers to a past event. This pattern is very common in the headlines and enables the reader to focus on the comment itself.

The simple present tense can also refer to the future. This problem is discussed in chapter 5.3.1.

Another type where the present tense occurred is so called 'double-use' of the present simple. It means that the headline contains two finite verbs in the present tense and it is a main clause and dependent subordinate clause. The subordinate clauses are very often introduced with the conjunction 'as'.

Example 5

Jamaica declares emergency as police clash with Kingston gangs. (text 24)

5.1.2 Non-finite structure in newspaper headlines

As Biber mentions (1999:198) non-finite clauses are dependent on a main clause. They have no tense or modality and they lack the subject and subordinator. They can be divided into four major types: infinitive clauses, ing-clause, ed-participle clauses and verbless clauses. Quirk adds (1985:) that another type of non-finite clauses is so called a bare infinitive, e.g. All I did was *hit him on the head*.

Non-finite structures often occur in headlines. Speaking about non-finite structures referring to present time, the most typical structures are headlines where the conjunction *as* is used to introduce a finite clause; this type can be called a non-finite complex sentence. Another type may be a so-called ellipted non-finite sentence, where the auxiliary verb is omitted. The numbers of these structures are summarized in the table below:

Table 2

Non-finite structures	Number of occurrences	Percentage of the occurrence (%)
Ellipted non-finite simple sentence	7	88
Non-finite complex sentence	1	12
Total	8	100

As the table shows, the occurrence of non-finite sentences is 13 % of total 100 % (60 headlines with the present tense). The ellipted non-finite simple sentence appeared seven times in the headlines. There are some examples to illustrate this type:

Example 6

*School **pursuing** parents over disputed fees. (text 50)*

This is an example of a non-finite sentence where the auxiliary verb *to be* is omitted. In other contexts the sentence would look like this: *School is pursuing parents over disputed fees.* The reference is to the present and the present participle *-ing* is used to indicate the current time, i.e. which is happening right now (or at the time of publishing the newspaper).

Example 7

*France **embarrassed** as cuisine succumbs to might of factory food. (text 56)*

This headline is a combination of a non-finite clause and a finite clause which is introduced by the conjunction *as*.

Another example resembles the structure of a complex sentence:

Example 8

*Protests as Lord Adonis **reveals** plans for £30bn high-speed railway network. (text 57)*

Example 8 is similar to Example 7, but there is a slight difference between them. Example 7 is marked as an ellipped non-finite sentence and Example 8 can be identified as a non-finite complex sentence where the non-finite clause is followed by the conjunction ‘as’ introducing a finite clause with a finite verb form that is in the present tense. Actually, this headline is not a sentence but according to its structure it resembles a complex sentence. To have a closer look at this structure – the non-finite clause expresses in the news a state followed by the finite clause which expresses an event. The conjunction ‘as’ has an important role in the headlines because it provides us with “some background” to the non-finite clause as well as explaining its relation to the non-finite structure expressing the state.

The present tense refers to future which will be discussed in the Chapter 5.3.1.

To conclude – the analysis has shown that the present tense in newspaper headlines is used in three patterns. First, the present tense expresses a single event with a relevance to the present and in this case, the present perfect would be more natural to use. Second, the present tense is used to describe an event which happened in the past. Finally, this tense is used in headlines in clauses which are introduced by the conjunction ‘as’ providing a ‘background’ for the story.

5.1.3 Present tense in strap lines

As mentioned before, the present tense is likely to be used in order to refer to an event that happened in the past. This is why the present tense is not so common in the strap lines. One case where the simple present was analyzed is the usage when expressing a state. Example 9 is the case:

Example 9

*Fish **are** scared of their own reflection and **try** to fight themselves when they **look** at a mirror, a new study has revealed. (text 101)*

The main clauses coordinated by the conjunction and use the simple present in order to express a state: ‘are scared’ and ‘try’. As Quirk mentions (1985 :) the stative verbs are used when speaking about a state. The verbs in the main clause ‘are’ and ‘try’ are in this sense stative and describe a state that lasts for some time. The present form of the verb

'look' in the subordinate clause is used because it is also a stative verb. The use of the present perfect should be also commented on. The present perfect signals that there is no specific time and refers back to the past and it should be mentioned that it is a verbal comment.

Example 10

*Zumba, a Latin American dance craze **has** all the right moves, **says** Kate Weinberg. (text 102)*

This is a similar example using a stative verb. The stative verb in this case is 'has', which has the meaning of 'own', in other words the strap line could be also written like that: '...dance craze owns all the right moves..' However, the verb 'have' is more natural in this example. This example also contains a verbal comment which has a past reference.

5.1.4 Present tense in the relation to strap lines

As mentioned above, the present simple is used in the headlines when speaking about an event/situation that happened in the past. It is true that in many examples this pattern can be found. The strap lines are usually situated below the main headline, i.e. banner, and give the reader a short summary of the story. To prove this some of the examples have been chosen and it will be commented on later.

Example 11

Banner: *Australian man **takes** Ferrari for six-hour joy ride.*

Strap line: *An Australian man **took** a millionaire's Ferrari for a six-hour joy ride after being handed the keys by a casino valet, a court has heard. (text 15)*

Example 12

Banner: *Family **win** back rights to century-old toffee recipe*

Strap line: *A family **have won** back the rights to produce a century-old toffee recipe from the US food giant Kraft. (text 16)*

Example 13

Banner: *Barack Obama **visits** Real Time Crime Center*

Strap line: *US President Barack Obama **paid a visit** to the New York office to thank police for their efforts to track the Times Square bombing suspect. (text 17)*

All of the banners have the present tense in common. For the reader it might be confusing because he/she can think that the article will take place in the present time. But after reading the strap lines the reader will be sure that all the situations/events mentioned in the banner happened some time ago. All the strap lines express the ‘past event’ in the finite main clause and they show a relation to the banner, in other words they are related to the main headlines. Examples 11 and 13 use the simple past to indicate the change. The banners use the verbs ‘takes’ (11) and ‘visits’ (13) in the present form. The past forms in the strap lines are related to these verbs – ‘took’(11), which is a past form of the verb take; and ‘paid a visit’ (13), which is an idiom meaning to visit. Example 11 provides the reader with the present perfect as well. It is used because there is no adverbial of time that would specify the exact time when the court decided. Example 13 uses two non-finite structures. The first one ‘to thank’ functions as a subordinate causal clause which expresses the reason why Barack Obama visited New York; the second non-finite structure ‘to track’ functions as an appositive clause which post-modifies the abstract noun ‘efforts.’ Example 12 differs from the two examples. It does not use the past simple as the previous two examples, but the present perfect which signals an unspecified time. When reading the article the reader will not find the exact date of winning and that might be the reason for choosing to use the present perfect instead of the simple past. The non-finite clause is present in this example. It is a purposive subordinate clause explaining the purpose.

These three examples show another common feature of the strap lines and that is the strap lines are used in combination – a finite main clause and non-finite subordinate clauses.

Another common feature between banners and strap lines can be found when the banner expresses a state, e.g.

Example 14

Banner: *Baby talk **is** not as easy as it **looks** for 17 per cent of children*

Strap line: *More boys than girls **have** trouble learning to speak, suggests study (text 29)*

The banner represents a complex sentence where the subordinate clause is introduced by the conjunction ‘as’. The banner uses both stative verbs – ‘is’ and ‘looks’ where ‘is’ indicates that the situation is the same and ‘looks’ can be paraphrased with the verb ‘seem’. It is clear that the banner definitely is a state. In relation to the strap line, the

strap line uses another stative verb ‘have’ which according to Ward (1966:15) means ‘possess’/’own’ and that is relevant in this case. The strap line also contains a non-finite clause ‘to speak’ which functions as a direct object of the sentence. Inversion is present in the line too – ‘suggests study’ where the verb precedes the noun, the subject of the clause, which is a piece of rhematic information, in other words the subject is at the end because it presents new information. It also presents a verbal comment referring to the past.

5.2 Past tense in newspaper headlines

The aim of this chapter is to discuss the usage and the functions of the simple past in newspaper headlines. As mentioned in the previous section, the past time is usually expressed by the simple present, which adds ‘recency’ to the stories as Chovanec mentions in his article (2005:74). The table below shows how many headlines contain the simple past tense.

Table 3

	Number of headlines
Past tense in the finite form	23
Present tense in the finite form	53
Other forms (NF, modal verbs)	
a) Non-finite sentences (past)	14
b) Non-finite sentences (present)	8
c) Modal verbs	8
Total	106

A few points have to be noted before continuing. Table 3 represents 106 examples even though only 100 headlines were analyzed. It is because some headlines are likely to have more than one verb or there is a combination of tenses, e.g. *Lord Goldsmith tells Iraq Inquiry why he changed his mind on legality of war.* (text 13) The next point is that two headlines occurred with the double use of the simple past and one of them is coordinated by the conjunction ‘and’ and the second are two independent main clauses. Furthermore, two other headlines are examples of a double past with the difference that one verb is present in the main clause and the next is expressed in the subordinate

clause. The combination of the simple past and non-finite forms was present in two examples too.

It is evident that the simple past does not occur so often, but on the other hand there are cases where the simple past is used. The main goal of the past tense is to describe an event, state or habit that happened in the past. When speaking about the newspaper and newspaper headlines, the past tense refers to events which are connected to a past that is more distant, then it can be used as a background device (in other words giving more information about the main event). These ‘uses’ of the past tense in headlines will be discussed in more detail. Table 4 shows the occurrence of the uses of the past finite verbs in headlines.

Table 4

Past tense :	Number of headlines	Percentage of the occurrence
‘Distant past’	9	39
Background device	12	52
Quotations	2	9
Total	23	100

5.2.1 Distant past in newspaper headlines

The past tense can refer to events or actions that happened in a more distant past. Chovanec (2005:76) notes: “The past tense occasionally will be used to signal that the newspaper has just learned of an event that occurred more than a day or two ago (Rooney and Whitney 2000)”. The following example shows this usage of past tense.

Example 15

Year in Sydney was the best year of my life. (text 70)

The past tense in Example 15 is used to indicate the distant past. The reader will learn later in the article that it all happened and that the 22-year-old, probably a student, was in Australia some time ago. She mentions that she spent Christmas in Sydney which is a signal of the distant past. If the present tense were used instead of the past tense, it would mean that the event is quite recent, for example that it happened ‘yesterday’, and

the reader could be confused about the ‘recency’ of the event. A similar example may be this one:

Example 16

*Houston, the problem **was** with Apollo 13 burning up, not freezing.* (text 64)

The past tense of the verb *to be* is used in order to indicate that the research took a longer time and that it all happened in 1970 as the reader will learn in the first paragraph: *It began with an explosion in space, followed by the legendary but often misquoted words: “Houston, we’ve had a problem.”* Or another example is this:

Example 17

*School **ignored** plea for help from suicide girl Phoebe Prince.* (text 65)

Again, the past tense is used to indicate a more distant past. The second paragraph says: *Phoebe Prince, 15, moved to Massachusetts last year from Fanore, Co Clare, and hanged herself on January 14. The day before she died Phoebe told a friend that school had become “close to intolerable”.* It is clear that it did not happen in the recent past and that is why the past tense is used instead of the present tense which would refer to the recent past.

5.2.2 The past tense giving background information

The past tense can occur in the headlines to give some background information to the main event. It is realized by a subordinate clause, which is normally a relative clause, post modifying a noun present in the main clause. In Example 11 the noun, which is being post modified, is *teenagers*. The noun ‘teenagers’ is the main event in the form of a finite clause *Teenagers were ...* and it is post modified by the relative clause that gives additional information.

Example 18

*Teenagers who **died** after taking mephedrone **were not** ‘typical druggies’.* (text 71)

Example 19

*MoD names soldiers who **died** in Operation Moshtarak.* (text 18)

Example 19 is similar to Example 18. A finite main clause *Mod names soldiers* is post modified by the relative clause starting with the relative pronoun *who* and giving some background information.

It does not have to be only finite clauses which are post modified by relative clauses. In Example 20 the word *the boy* is followed by the subordinate relative clause. ‘The boy’ is a noun phrase expressed by a single noun. In this example the main clause is marked as a verbless main clause.

Example 20

*The boy **who died** for 11 minutes.* (text 73)

In Example 21 the noun phrase *Sites* is followed by a finite subordinate clause.

Example 21

*Web wise: Sites **that killed TOTP.*** (text 75)

Not only has a single noun phrase occurred in the headlines. In the following example, Example 22, there is a complex noun phrase followed by the relative clause giving background information.

Example 22

*Three years detention for punch **that killed a father.*** (text 74)

5.2.3 Other uses of the past tense in headlines

When having a closer look at the newspaper headlines it can be noted that the past tense occurs in quotations. Out of 22 examples 2 are the cases of quotations.

Example 23

*‘The children **were burned and screaming.**’* (text 80)

Example 23 is an example of quotation that appeared in the Independent and when reading the article the reader finds information that this headline has something to do with the situation in Pakistan. This passage is taken from the third paragraph where Afzal’s mother says: "The first bomb did all the damage here," he says. "We were buried in rubble. The smaller children were burned, and were screaming."

Non-finite ellipted structures are also a common way to express an event that happened in the past. This can be illustrated by the following example:

Example 24

*Former Bosnian President **arrested** at Heathrow.* (text 92)

It is called a non-finite ellipted structure because the auxiliary verb ‘to be’ is ellipted. In the opening paragraph of the article the author uses the finite structure in the form of the passive voice: ‘A former Bosnian president was arrested at Heathrow on the

instructions of the Serbian authorities yesterday.’ One of the reasons why the author decided to omit the auxiliary verb is that the newspaper writes are limited by the space. As Biber notes (1999:167) the passive constructions are rare in conversation, but are often found in the news.

This section has proved that the past tense occurs in the headlines as well, even though not as often as the present tenses. The past tense occurs in the following situations: to mark the distant past, to give background information, to quote somebody. Not only do finite structures occur, but non-finite can be found in the press as well.

Table 5 Past tense – finite and non-finite sentences

Past tense	Number of occurrences	Percentage
Finite sentences	23	64
Non-finite sentences	13	36
Total	36	100

5.2.4 Past tense in strap lines

The past tense is not very frequent in the banners; therefore it does not very often appear in the strap lines. However, the simple past occurs in the strap lines but it is in relation to the banners written in the present tense, which was analyzed in the previous section 3.3.

5.2.5 Past tense and its relation to strap lines

One of the patterns for using past simple is to give background information. This is possible thanks to the relative clauses post-modifying a noun or a noun phrase. A few examples have been taken out of the newspaper and will be analyzed in relation to strap lines.

Example 25

Banner: *White supremacist who manufactured ricin **jailed***

Strap line: *A white supremacist who became the first person to be sentenced for producing a chemical weapon has been jailed for 10 years. (text 76)*

The banner in example 25 provides us with a noun phrase, which is post modified by the relative clause, and is a part of the main clause: ‘White supremacist jailed.’ In the strap line the reader gets more information about the white supremacist: ‘who became the first person...’. In the banner the simple past is used in order to give some background information and the strap line uses the simple past in the relative clause as well. The difference between the banner and the strap line is the choice of the verb. Meanwhile in the banner the author decided to use the verb ‘manufactured’ and in the strap line the verb ‘became’ is used. The strap line gives the reader more information than the banner alone and the noun phrase is post-modified by two subordinate relative clauses. The main clause in the strap line sounds like this: ‘A white supremacist has been jailed for 10 years.’ The present perfect is used because there is a lack of time adverbial that would more specify the situation.

Example 26

Banner: *Teen who collapsed after cancer jab died from tumour*

Strap line: *A teenager who collapsed shortly after being given a cervical cancer jab died from an undiagnosed tumour in her heart, a coroner has ruled. (text 77)*

Example 26 is similar to example 25 but there is one slight difference – the verb ‘collapsed’ situated in the relative clause is used by the author in the strap line too – ‘who collapsed’. Again the noun is post-modified by two subordinate clauses – a relative clause and an adverbial clause of time.

To conclude this usage, it is usual that the simple past is used both in the banners and strap lines when giving background information. The present perfect is used because there is a lack of time adverbial.

Another common feature can be analyzed in the following example:

Example 27

Banner: *Mother **found** guilty of toddler’s murder*

Strap line: *A woman is facing a life sentence for punching and kicking her toddler son to death (text 87)*

The banner uses an ellipped non-finite structure, where the auxiliary verb ‘to be’ is omitted because the newspaper needs to tell the message in as few words as possible. In normal or spoken language people would say ‘Mother was found guilty...’. The past participle ‘found’ is used to reveal the past situation that happened some time ago. On

the other hand, the strap line is written in the present progressive which is a result of the past situation. Because the mother committed the murder and was found guilty of that, now she has to face its consequences and that is the reason why the strap line uses the present progressive instead of the simple past.

Example 28

Banner: *Chile earthquake: drills and building regulations **helped** keep casualties relatively low*

Strap line: *From an early age, Chileans learn to deal with the risks of earthquakes (text 66)*

Example 28 is another example where the simple past is used in the banner to indicate a past event that can be marked as a distant past because the earthquake was not in recent time, but a longer time ago. The simple present is placed in the strap line and expresses a habit that Chilean people are used to learning how to deal with the earthquake. If they were not used to it, then the damage and risks would be much higher.

When the banner appears to be in the simple past, therefore the strap line uses the simple past too.

Example 29

Banner: *Series of security blunders **allowed** thief to carry out art raid in 15 minutes*

Strap line: *A series of security blunders **allowed** a lone masked raider to carry out the £100 million "biggest art theft in history" at a Paris art gallery in just 15 minutes (text 67)*

The verb ‘allowed’ used in the banner indicates that thanks to the mistake, which the art gallery had made and discovered after three months, precious paintings were stolen in 15 minutes. The strap line repeats the verb ‘allowed’ in the main clause too because it is related to the banner.

Example 30

Banner: *No 10 mandarin **had** dinner with bullying claim author Andrew Rawnsley*

Strap line: *Jeremy Heywood, the senior civil servant in Gordon Brown’s office, **dined** with Andrew Rawnsley (text 68)*

This example is similar to the previous one. Both lines are related to each other because of the usage of synonyms: ‘have dinner’ and ‘to dine’ mean the same. The simple past refers to a distant past which the reader will discover when reading the lead of the story:

‘Mr Heywood, the permanent secretary in 10 Downing Street, had dinner with the political writer in September.’ The usage of a time adverbial ‘September’ really shows that the event happened eight months ago.

This chapter has proved that the simple past occurs in headlines as well, even though it is not as frequent as the present tense. The simple past is mainly used to mark a distant past of an event, to give background information and it can also be found when quoting someone. The simple past in the strap lines occurs as well, but there is a relation to the banner; if the banner uses the present tense to express a past situation then the strap line is likely to be in the simple past, and when the banner uses the simple past then it is usual to have the strap line in the simple past to keep the relation between the ‘headlines’. On the other hand, if the banner appears in the simple past sometimes the strap line can be written in the present tense in order to mark the present consequences of a past situation.

5.3 Future tense in newspaper headlines

As mentioned above, in the section how to express future tense, it is not an inflectional tense and that is why there are several ways of expressing the future. Within newspaper headlines it is very common to use the simple present with time reference to future. Non-finite structures and modal verbs occur in the headlines as well and it will be shortly commented on at the end of this section.

Future	Number of occurrences	Percentage of the occurrence
a) Finite forms	6	35
b) Non-finite forms	3	18
c) Modal verbs	8	47
Total	17	100

Table 6 : The ways future is expressed

5.3.1 Present simple expressing future

The present simple is usually used in the headlines in the main clauses, which means that it is a marked future of unusual certainty that attributes to the future the degree of certainty and man normally associates this with the present and the past (Quirk

1990:58). As Quirk mentions (58) the simple present is used in order to express immutable events or statements about the calendar. Some examples can be found in the press:

Example 31

*Greyhound finally **crosses** the Atlantic (text 45)*

Example 31 is a finite main clause where the verb *crosses* expresses an event that will happen in future. The reader of the story will find later when it is going to happen: ‘...the buses would start running between London and the south coast from next month.’ When reading further it is more specified: ‘The service will launch on 14 September.’ Because of the time expressions used in the article it is clear that the headline expresses marked future and that it will happen.

Another example of the simple present in the headline can be the next example.

Example 32

*Mature students **squeeze** out school-leavers in varsity race. (text 46)*

Again it is a finite sentence expressing futurity. From the headline it may not be clear that the article will deal with something happening in future, but when reading the article further, the reader will find a date when it will happen: ‘...when the clearing process begins after A-level results next week.’ The time expression ‘next week’ is a signal of futurity. The verb ‘begins’ is in the present form because it is used in a subordinate clause.

The next example provides this future reference:

Example 33

*Hypnotist **plans** to put Facebookers in trance. (text 44)*

This headline refers to the future, although there are no signs of futurity. There have to be some other grammatical features in the clause that are mentioned above in the section expressing and means of present tense. The features are for example an adverbial of time or occurrence in the subordinate clause. The adverbial of time is omitted in the headline, because from the first paragraph it is clear that we are speaking about the near future: *A modern hypnotist is planning to put a world record number of people in trance tonight using the Internet.* The adverbial *tonight* expresses the near future as well as the use of the progressive form of the simple present tense.

5.3.2 Other structures of expressing future

The future is mostly expressed with the simple present tense, but in the newspaper the writers use other devices than only the simple present. This chapter will shortly deal with the other ways.

One of the ways how to express future is to use modal verbs. Modal verbs such as ‘will’ ‘may’, ‘could’ are quite often found in the news discourse.

Example 34

*Nuclear **will not get** atom of help from this Government, says Chris Huhne (text 93)*

Example 35

*Merging Virgin **may** be only way to survive’ (text 98)*

Example 36

*Soon every Swiss dog **could** have his day in court (text 99)*

Example 34 uses the negative form of the modal verb ‘will’ which expresses a refusal as Ward mentions (1966:20). In other words, the government refused to help. A verbal comment is present as well and refers back to past. Example 35 and 36 express a future possibility that is likely to happen one day.

The next example presents another very common structure for expressing future:

Example 37

*Facebook **to tighten** privacy settings (text 52)*

This is an ellipted non-finite structure expressing the future. The auxiliary verb ‘to be’ is omitted in this case because of the lack of space newspaper writers have. The headline presents a future plan that is to happen as Quirk describes (1985:200). Even the article itself uses this structure to mark the future: ‘*The social networking site is likely to introduce a ‘master control’ to simplify privacy choices for users*’.

Examples 34 – 37 have shown that not only the simple present appears in banners, but also modal verbs, which do not express a tense but, are important from the lexical point of view, and non-finite structures are very common ways of describing the future.

5.3.3 Future in strap lines

Because there is no future tense in English, the simple present expresses futurity mainly in the banners. That is the reason why futurity is expressed in the strap lines with words

that have a lexical meaning, such as modal verbs or verbs expressing future (e.g. predict). This problematic is described in the following chapter.

5.3.4 Present simple as a means of future and its relation to the strap lines

The present simple very often occurs in the newspaper as a means of the future. For the reader it may not be clear from the main headline (banner) when the present simple expresses the past, present or future therefore it is important to look at the line below/above to discover what the article is going to be about. All of the examples below have in common the simple present in the banner and then expressing the future in the strap line:

Example 38

Banner: *Britain **awaits** warm, dry summer*

Strap line: *Weather forecasters predict that we may be in for a sizzling summer (text 47)*

Example 39

Banner: *Osborne **plans** emergency budget for June 22*

Strap line: *George Osborne, the Chancellor, said he **will** deliver his first emergency Budget on June 22, exactly six weeks after the new coalition Government took office (text 48)*

In both examples, 38 and 39, the banners indicate the usage of simple present: ‘awaits’, ‘plans’. In these cases the simple present expresses an event/situation that will happen in the future. The strap lines offer the reader more details. Example 38 uses the simple present and a modal verb in order to express a future situation. The definition of the verb ‘predict’ is: to say that something will happen, before it happens⁽¹⁾. It is an obvious sign of futurity as well as the modal verb ‘may’ which, in this case, indicate a possibility of a sizzling summer. ‘Summer’ can be marked as a time adverbial approximately specifying the event to happen. Example 39 is similar. The futurity is expressed by ‘will’ which is another modal verb, in this case expressing a fact, and it is very common to express the future by this modal verb in English. An exact time adverbial ‘on June 22’ is notable in the strap line. This strap line can also be marked as a reported speech which is signaled by the reporting verb ‘said’; the simple past ‘took office’ is present in the line too signaling that the new coalition Government actually started six weeks ago.

This section dealt with a way to express the future although there is no future tense in English. It is mostly realized with the simple present which can refer to the future or with other structures which tend to have a lexical meaning, such as modal verbs or other structures.

Table 7 represents the number and percentage of occurrences of different tenses in English:

Headlines with	Number of occurrences	Percentage of occurrences
Present tense	61	61
Past tense	31	31
'Future' tense (modal verbs)	8	8
Total	100	100

Table 7 Tenses used in the newspaper headlines*

*Note: The number of occurrences includes both finite and non-finite sentences. Where there is a combination of tenses (present + past; past + present) then only the verb in the main clause was included in the chart.

(1) Longman Dictionary of Contemporary English

6 Conclusion

This thesis is a study of English tenses in newspaper headlines. It is based on an analysis which requires 100 headlines chosen randomly from five different English broadsheets, namely The Times, The Independent, The Guardian, The Mirror and The Telegraph. The aim of this bachelor thesis was to describe the occurrence of tenses in different types of newspaper headlines, especially in banners and strap lines, and to comment on the time references and to describe the relation between banners and strap lines. All the headlines and the article with the links to the Internet can be found in Appendix number 2. The practical part was based on the background of the theoretical part and the grammatical rules were applied in the analysis.

The results of the research confirm which tense is the most frequent and which tense is the least frequent. Tables with statistical data are present in the practical part and are briefly commented on.

The research has shown that the present tense is the most frequent tense among English broadsheets. In the finite forms appeared 53 times and only eight times in non-finite forms. The present tense can refer to the present, past or future. According to the analysis the present tense is likely to be used when a situation or an event happened in the past. 28 headlines written in the present tense refer to the past, 13 headlines refer to the present and express a state and only six headlines refer to the future. Not only were finite forms analyzed, but non-finite as well. As was mentioned there were only eight headlines which were non-finite. Seven examples out of eight were analyzed as ellipted structures where there was a lack of auxiliary verb and one example appeared in the form of a complex non-finite sentence. The percentage of occurrences of the present tense is 61 %. The strap lines and their relation to the banners were analyzed. The analysis has proved that when the present tense is used in the banner with reference to the past then the strap lines are written in the simple past or present perfect. If the banner expresses a state, then the strap line uses the simple present as well.

The next part dealt with the past tense and its occurrence in headlines. The research has shown that the past tense is not used so often. On the other hand, there were some examples where the simple past occurred. The past tense appeared in 31 examples out of 100, in both finite and non-finite forms. 23 headlines were finite. The past tense in headlines is mostly used to describe a distant past, which was the case of eight

examples, then to give background information, which was the case of 12 examples, and lastly to quote someone which occurred only in two examples. Non-finite forms were analyzed too and the research has shown that they were ellipitd structures where the auxiliary verb 'to be' was omitted. The strap lines appeared in the simple past only when the banner was giving background information. Another pattern of the relation is when the banner is written in the past, and then the strap line can be written in the present tense to emphasize the consequences of the past action.

The very last of the practical part is devoted to the future tense. Because there is no future tense in English, other ways of expressing future were found in the headlines. The most common way is to use the simple present which can refer to future. Six headlines used the simple present. Other ways of dealing with future were marked as non-finite structures where the auxiliary verb was not expressed, which was the case in three examples, and modal verbs are very often used in order to express futurity and were present in eight examples. The relation of the strap lines to banners was analyzed as well. The research has shown that when the banner expresses the future then the strap line uses words with lexical meanings that are likely to express the future.

To conclude this part as well as the whole thesis: Grammatical rules were applied to the examples chosen for analysis and they answered. The practical part has shown the results that were expected; the only surprising thing was that the simple present tense is not used so very often in order to express the future. The whole thesis proved that headlines are an inevitable part of newspapers and sometimes they may be misleading because of the tense which is used. One thing should be remembered – that headlines decide whether the reader will buy the newspaper or not, therefore there should be written in an appropriate way and give the reader the main message.

7 Resumé

Novinové titulky jsou nedílnou součástí novin. Jsou to právě titulky, které dokáží přitáhnout zvědavé oko čtenáře k novinám. V dnešní době, kdy se na trhu nachází nepřehledné množství novin, právě samotné titulky rozhodují, jaké noviny si čtenář vybere a koupí. V minulosti o tom rozhodovala cena, dnes to jsou titulky. Můžeme říci, že novinové titulky mají svůj specifický jazyk, zvláště pak ty anglické. Autoři titulků jsou mnohdy limitováni místem, a tak jsou mnohdy nuceni vynechat určitá slova, např. pomocná slovesa, členy,...Co se časů týče, čtenář si nemusí být mnohdy jistý, kdy se daná událost stala či zda se teprve ještě stane.

Cílem této práce je prozkoumat novinové titulky a zjistit, jaké reference jednotlivé anglické časy vyjadřují a určit čas, který se nejvíce vyskytuje v anglickém novinovém tisku.

Tato práce je rozdělena na dvě hlavní části, část teoretickou a část praktickou. Teoretická část se zabývá teorií titulků a jednotlivých anglických časů a vytváří pozadí pro praktickou část. Praktická část se pak zcela zabývá výzkumem novinových titulků.

Jak již bylo zmíněno, teoretická část, jak již název napovídá, se zabývá teorií a to jednak titulků a později i samotných časů vyskytujících se v jazyce anglickém. V části, která je věnována titulkům, se dozvíme, že titulky jsou zcela specifickým prvkem pro novinový tisk. Mají svůj vlastní jazyk, což je krátce popsáno v sekci 3. Autoři titulků si musí být vědomi, že titulky by měly shrnovat celý článek pouze v několika slovech. Titulek musí být výstižný, šokující, ovlivňující a hlavně musí přesvědčit čtenáře o koupi. Kromě výše zmíněných vlastností, titulky mají i své základní funkce, jedná se např. o grafickou funkci titulků, kdy titulek bývá často doplněn obrázkem pro lepší vizuální funkci. Kromě grafiky můžeme najít i další základní vlastnosti – titulky nám poskytují informace a měly by čtenáři sdělit kdo, kdy, kde a jak co udělal. Ve většině případů není těžké určit kdo, ale právě příčinu dané situace. Ta by měla být vyjádřena slovesem, ale některé titulky sloveso vynechávají, a proto je někdy těžké říci proč se to stalo. Další funkce je funkce manipulativní, kdy titulek přesvědčí čtenáře, aby si přečetl celý příběh. Kromě základních funkcí se tato část zabývá i různými typy titulků. V sekci *Types of headlines* se dozvíme, že je celkem šest druhů titulků. Některé titulky jsou více specifické pro noviny (banner, strap line, tag lines, by-lines a date lines), jiné zase pro

časopisy (sub-heads). Některé typy titulků jsou doplněny o obrázek, který se nachází v sekci příloh.

Titulky hrají doopravdy nesmírnou roli. Jsou to právě ony, kterých si čtenář jako prvních všimne, a tak je důležité, aby řádně plnily své funkce.

Další část se zabývá teorií a gramatickými pravidly anglických časů. V angličtině v porovnání s češtinou jsou pouze dva časy – přítomný a minulý. Budoucí čas v anglickém jazyce neexistuje, a proto je vyjadřován jinými prostředky, jakými jsou například modální slovesa nebo samotný přítomný čas může také vyjádřit budoucnost. Tato část je rozdělena do tří – přítomný čas, minulý čas, budoucí čas. V části, která se zabývá přítomným časem, je prvně ze všeho uvedeno, jak se přítomný čas vůbec tvoří. Později je vysvětleno, co přítomný čas vlastně vyjadřuje. Může vyjadřovat stav v přítomnosti, který je realizován pomocí tzv. stative verbs, nějaký zvyk, situaci, která se odehrává v přítomnosti, dále je také užíván k vyjádření fakt, která jsou vždy pravdivá, ale také například schopnosti mohou být pomocí tohoto času vyjádřeny. Přítomný čas nemusí vždy referovat do přítomnosti. Je to právě i minulost nebo již zmíněná budoucnost, které lze pomocí tohoto času vyjádřit. V případě, že přítomný čas se použije k vyjádření budoucnosti, pak by ve větě neměly chybět další gramatické prvky, jakými jsou příslovečné určení času (např. zítra, za dva týdny, za rok). Ovšem nemusí to být vždy tak. Pokud je budoucnost jasná již z kontextu, tak se příslovečné určení času používat nemusí.

Další část se krátce zabývá přítomným časem průběhovým, který se v titulcích vyskytuje, ale ne tak často. Přítomný čas průběhový se ve většině případů používá k vyjádření situace, která probíhá právě teď. Samozřejmě lze užít i k vyjádření budoucnosti, ale tato část se tím nezabývá, protože v novinových titulcích není tolik případů, kdy by se přítomný průběhový čas používal.

Budoucí čas je tématem další sekce. Jak již bylo řečeno, v angličtině žádný budoucí čas neexistuje, a proto se používají jiné způsoby, jak ho vyjádřit. Tato práce se zabývá pouze modálními slovesy, které, v určitých případech, mohou vyjádřit budoucí možnost, předpověď. Je řeč o modálních slovesech *will*, *could*, *may/might*. Dalším způsobem sloužícím k vytvoření budoucnosti je přítomný prostý čas a konstrukce, které používají přítomné času, např. *be to*, *be about to*, a čtenář se s nimi může v titulcích

setkat docela často, i když ne v této plné formě, ale v nefinitní formě, která bude rozebrána později.

Minulý čas je poslední sekcí, která spadá pod teoretickou část. Minulý čas se používá, pokud se daná situace již stala a pokud řečník/posluchač kdy k situaci došlo. Minulý čas se hlavně užívá k vyjádření situační minulosti, dále také k události, stavu či zvyku v minulosti. Tři poslední zmíněné jsou nejčastěji vyjádřeny právě časem minulým.

Další část se zabývá přítomným a budoucím časem, které lze vyjádřit pomocí minulého času. Lze ho použít v takovém případě, pokud se jedná o nepřímou řeč, hypotetickou minulost, či se slovesy vyjadřující vůli a mentální stav. Tato část je krátká, protože v novinových titulcích tyto jevy nejsou zdaleka tak obvyklé.

Další a poslední zmínka v teoretické části se týká trpného rodu, který se velmi často v novinových titulcích používá, i když ne zcela ve své plné formě, ale ve formě omezené, tzn. že pomocné sloveso v titulcích ve většině případů chybí. Používá se zejména ke zdůraznění předmětu věty, nikoliv podmětu. Tvoření trpného rodu je taktéž v této části vysvětleno.

Teoretická část slouží jako pozadí pro praktickou část, kde uvedená gramatická pravidla jsou aplikována.

Praktická část se zabývá analýzou novinových titulků vybraných náhodně ze čtyř anglických novin, jmenovitě The Independent, The Times, The Guardian a Telegraph. Bylo zkoumáno 100 novinových titulků z hlediska časů. Praktická část je rozdělena na tři části – přítomný čas, minulý čas a budoucí čas v titulcích. Středem pozornosti byly hlavně tzv. hlavní titulky (banners) a podtitulky (strap lines), dále byl zkoumán i vztah mezi hlavním titulkem a podtitulkem z hlediska použitých anglických časů. Hlavní titulky jsou zkoumány v každé části jako první, poté následují podtitulky a nakonec se práce zabývá vztahem mezi hlavními titulky a podtitulky.

První část se nazývá Přítomný čas v novinových titulcích. Výzkum ukázal, že přítomný čas se v titulcích vyskytuje nejčastěji. 61 titulků vykazuje použití právě přítomného času, ale nutné podotknout, že se jedná jak o formy finitní, tak nefinitní. 53 titulků se vyskytuje ve formě finitní, tzn. že obsahují sloveso, které má svůj čas, a pouze 8 titulků bylo zařazeno do skupiny nefinitních, tzn. tyto titulky nevykazují žádný čas, ale po důkladnějším prozkoumání souvisejících článků lze říci, že souvisí s přítomným časem. Přítomný čas ve 28 příkladech referoval do minulosti, v 6ti příkladech pak do

budoucnosti, 13 příkladů vyjadřuje poté stav v přítomnosti a pouze jeden příklad se objevil ve formě přítomného průběhové času referující k situaci, která probíhá právě teď. Zbýlých 8 nefinitních příkladů se z převážné většiny (7 příkladů) skládá z titulků, kde je patrná elipse pomocného slovesa a jeden příklad byl analyzován jako komplexní nefinitní věta. Co se týče analýzy podtitulků, jeden společný jev byl zaznamenán, a to ten, že když se jedná o stav v přítomnosti, pak je podtitulek vyjádřen pomocí přítomného času. Analýza vztahu mezi hlavními titulky a podtitulky ukázala mnohem více. Za prvé, když hlavní titulek má minulou referenci, pak podtitulek se objeví v minulém či předpřítomném čase. Za druhé, pokud i hlavní titulek píše o stavu v přítomnosti, pak i podtitulek je v přítomném prostém čase.

Druhá část se zabývá časem minulým. Ten se vyskytl ve 31 titulcích, opět analyzovaných z obou dvou pohledů a to jak finitního tak nefinitního. Finitních titulků bylo zaznamenáno 23 a nefinitních forem bylo pak zaznamenáno 14. Ze 23 příkladů 9 titulků bylo zařazeno do skupiny vzdálená minulost, která se stala před delší dobou. 12 titulků poté dává jakousi informaci o pozadí, která je realizována pomocí vztažných vět. Minulý čas se objevil ve 2 titulcích i ve formě citací. Co se nefinitních forem týče, jedná se, stejně tak jako o přítomného času, o titulky s elipsí pomocného slovesa být. Minulý čas se nevyskytuje tak často v podtitulcích, i když najdou se nějaké případy. Pokud hlavní titulek vyjadřuje informaci o pozadí, pak i podtitulek používá vztažné věty v minulém čase. Někdy i hlavní titulek může být napsán pomocí minulého času, ale podtitulek je v přítomném a to z toho důvodu, aby zdůraznil následky situace, která se stala v minulosti.

Poslední, třetí část, se zabývá budoucím časem. Jak již bylo zmíněno dříve, je to hlavně přítomný čas, který se používá k vyjádření budoucnosti. 6 titulků bylo napsáno pomocí přítomného času. Dalšími způsoby, jak vyjádřit budoucnost, jsou modální slovesa, kterých se objevilo 8 v novinových titulcích. Samozřejmě i nefinitní formy vyjadřují budoucnost a pouze 3 nefinitní titulky byly zaznamenány. Podtitulky budoucnost mohou vyjadřovat, ale ne ve formě přítomného času. Pokud hlavní titulky vyjadřuje budoucnost pomocí přítomného času, pak je obvyklé, že podtitulek budoucnost vyjádří také, ale pomocí jiných slov, které mají spíše lexikální význam, jako jsou modální slovesa nebo jiné konstrukce.

Na základě této analýzy může být řečeno, že je to právě přítomný čas, který se nejvíce objevuje v novinových titulcích, ať již vyjadřuje minulost, budoucnost či stav v přítomnosti.

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9 Appendix no. 1 – Chosen headlines

1) Present tense in headlines

a) reference to past

1. Major launches unprecedented attack on Blair (text 1)
2. Britain and United States agree to fund anti-terrorism police unit to tackle Yemen extremists (text 2)
3. Dennis Hopes dies aged 74 (text 3)
4. Wreckage of 1912 plane in Antarctica is discovered (text 4)
5. Splits appears in Tory election strategy team (text 5)
6. Three die in US campus shooting (text 6)
7. Ministers urge Brown to adopt “masochism strategy” (text 7)
8. Massive earthquake hits Chile (text 8)
9. Driver dies in flood as more storms sweep in (text 9)
10. Egypt retrieves prehistoric artefacts from Britain (text 10)
11. Gulf of Mexico oil slick closes in on Florida (text 11)
12. Tsunami sweeps across the Pacific (text 12)
13. Lord Goldsmith tells Iraq Inquiry why he changed his mind on legality of war (text 13)
14. Medvedev pays tribute to Ukrainians who died in Stalin’s famine (text 14)
15. Australian man takes Ferrari for six-hour joy ride (text 15)
Strap line: An Australian man took a millionaire's Ferrari for a six-hour joy ride after being handed the keys by a casino valet, a court has heard
16. Family win back rights to century-old toffee recipe (text 16)
Strap line: A family have won back the rights to produce a century-old toffee recipe from the US food giant Kraft
17. Barack Obama visits Real Time Crime Center (text 17)
Strap line: US President Barack Obama paid a visit to the New York office to thank police for their efforts to track the Times Square bombing suspect
18. MoD names soldiers who died in Operation Moshtarak (text 18)
19. Two in three teachers accused of abuse are cleared (text 19)
20. Indian air crash: survivors tell of miracle escapes (text 20)
21. Danielle Hope wins Over the Rainbow (text 21)

- 22. India plane crash kills up to 160 (text 22)
- 23. Top bomb disposal officer in Afghanistan resigns (text 23)
- 24. Jamaica declares emergency as police clash with Kingston gangs (text 24)
- 25. Barack Obama unveils new security strategy of diplomacy (text 25)
- 26. Navy destroys two pirate boats off the Africa coast (text 26)
- 27. Australian Rules Football star tells gay players to stay in the closet (text 27)

b) state

- 28. State-sector workers earn more – and work less (text 28)
- 29. Baby talk is not as easy as it looks for 17 per cent of children (text 29)
Strap line: More boys than girls have trouble learning to speak, suggests study
- 30. We're not dinosaurs, says Tory at the centre of row (text 30)
- 31. Where poverty and ill health go hand in hand (text 31)
- 32. Triple amputee wants to return to Afghanistan (text 32)
- 33. Artist tries to capture a city's many faces (text 33)
- 34. Blood tests in pregnancy reveal drinking habits (text 34)
- 35. Chelsea Flower Show 2010: What is new this year? (text 35)
- 36. Wives are the email snoopers, not husbands (text 36)
- 37. William Hague leads British delegation in Afghanistan (text 37)
- 38. Commuters complain about smell of fellow travelers (text 38)
- 39. Generation me students have less empathy than 20 years ago (text 39)
- 40. Chechnya wants to be ski destination (text 40)
- 41. Drugs 'improve social skills of autism sufferers' (text 41)
- 42. Mobile phones: Is there an epidemic on hold? (text 42)

c) reference to future

- 43. What becomes of the broken-hearted? (text 43)
- 44. Hypnotist plans to put Facebookers in trance (text 44)
- 45. Greyhound finally crosses the Atlantic (text 45)
- 46. Mature students squeeze out school-leavers in varsity race (text 46)
- 47. Britain awaits warm, dry summer (text 47)
Strap line: Weather forecasters predict that we may be in for a sizzling summer
- 48. Osborne plans emergency budget for June 22 (text 48)

Strap line: George Osborne, the Chancellor, said he will deliver his first emergency Budget on June 22, exactly six weeks after the new coalition Government took office

d) non-finite structures

- 49. Top surgeon to take on Labour MP over hospital's future (text 49)
- 50. School pursuing parents over disputed fees (text 50)
- 51. Clinton to meet Argentine President (text 51)
- 52. Facebook to tighten privacy settings (text 52)
- 53. Spanish murder suspect Lianne Smith refusing food and drink in prison (text 53)
- 54. Animals playing football (text 54)
- 55. Workers remain missing after US oil rig explosion (text 55)
- 56. France embarrassed as cuisine succumbs to might of factory food (text 56)

e) present tense in subordinate clauses

- 57. Protests as Lord Adonis reveals plans for £30bn high-speed railway network (text 57)
- 58. BA boss Willie Walsh surrounded as demonstrators storm union talks (text 58)
- 59. A house where nobody knows your name (text 59)
- 60. Illegally parked sports car blown up near Downing Street (text 60)

f) present progressive

- 61. Kidnapped sisters are learning to play again (text 61)

2) Past tense in headlines

a) distant past

- 62. Whitehall and Washington clashed over how to deal with Tehran after Moore kidnap (text 62)
- 63. Did life on Earth begin twice? (text 63)
- 64. Houston, the problem was with Apollo 13 burning up, not freezing (text 64)
- 65. School ignored plea for help from suicide girl Phoebe Prince (text 65)
- 66. Chile earthquake: drills and building regulations helped keep casualties relatively low (text 66)

Strap line: From an early age, Chileans learn to deal with the risks of earthquakes

- 67. Series of security blunders allowed thief to carry out art raid in 15 minutes (text 67)

Strap line: A series of security blunders allowed a lone masked raider to carry out the £100 million "biggest art theft in history" at a Paris art gallery in just 15 minutes

68. No 10 mandarin had dinner with bullying claim author Andrew Rawnsley (text 68)
Strap line: Jeremy Heywood, the senior civil servant in Gordon Brown's office, dined with Andrew Rawnsley

69. Citigroup manager warned executives that bank was taking on rotten loans (text 69)

70. Year in Sydney was the best year of my life (text 70)

b) background information

71. Teenagers who died after taking mephedrone were not typical druggies (text 71)

72. Black widows suspected of Moscow Metro bombings that killed 38 (text 72)

73. The boy who died for 11 minutes (text 73)

74. Three years detention for punch that killed a father (text 74)

75. Web wise: Sites that killed TOTP (text 75)

76. White supremacist who manufactured ricin jailed (text 76)

Strap line: A white supremacist who became the first person to be sentenced for producing a chemical weapon has been jailed for 10 years

77. Teen who collapsed after cancer jab died from tumour (text 77)

Strap line: A teenager who collapsed shortly after being given a cervical cancer jab died from an undiagnosed tumour in her heart, a coroner has ruled

78. Man who fatally stabbed pregnant woman heard voices in his head (text 78)

79. Reptile collector who smuggled geckos in his underwear jailed in New Zealand (text 79)

+ 13, 14, 18

c) quotations

80. 'The children were burned and screaming.' (text 80)

81. 'The sea was 30m high. Everybody ran.' (text 81)

d) non-finite structures

82. British activists released by Israelis (text 82)

83. Retired Turkish generals charged in alleged plot (text 83)

84. Jihad plotters jailed for up to 28 years (text 84)

85. Woman and child murdered in Hampshire (text 85)

86. ETA leader arrested in France (text 86)

87. Mother found guilty of toddler's murder (text 87)

88. Australian politician caught at gay sex club (text 88)

89. Woman arrested as two children's bodies found in car (text 89)

Strap line: A woman is facing a life sentence for punching and kicking her toddler son to death

90. Clint Eastwood voted American's favourite film star (text 90)

91. British soldier killed by bomb in Nad-e Ali (text 91)

92. Former Bosnian President arrested at Heathrow (text 92)

3. Modal verbs

93. Nuclear will not get atom of help from this Government, says Chris Huhne (text 93)

94. Oliver Kay: England will not hold back at Wembley (text 94)

95. India will blame Pakistan for Kabul attack (text 95)

96. House price dip may be good news for the end of economy (text 96)

97. BP oil spill claims could reach \$600 million (text 97)

98. Merging Virgin 'may be only way to survive' (text 98)

99. Soon every Swiss dog could have his day in court (text 99)

100. The European Disunion – will the euro survive? (text 100)

4. Strap lines

101. Fish are scared of their own reflection and try to fight themselves when they look at a mirror, a new study has revealed (text 101)

102. Zumba, a Latin American dance craze has all the right moves, says Kate Weinberg

Appendix no. 2

Text 1:

<http://www.independent.co.uk/news/uk/politics/major-launches-unprecedented-attack-on-blair-1856169.html>

Text 2:

<http://www.independent.co.uk/news/world/americas/uk-and-us-agree-to-fund-antiterrorism-unit-to-tackle-yemen-extremists-1856176.html>

Text 3:

<http://www.telegraph.co.uk/news/newstopics/celebritynews/7783472/Dennis-Hopper-dies-aged-of-74.html>

Text 4:

<http://www.independent.co.uk/news/world/australasia/wreckage-of-1912-plane-in-antarctica-is-discovered-1855944.html>

Text 5:

<http://www.independent.co.uk/news/uk/politics/splits-appear-in-tory-election-strategy-team-1856889.html>

Text 6:

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Text 7:

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Text 8:

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Text 9:

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Text 10:

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Text 11:

<http://www.telegraph.co.uk/news/worldnews/northamerica/usa/7798407/Gulf-of-Mexico-oil-slick-closes-in-on-Florida.html>

Text 12:

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Text 13:

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Text 16:

<http://www.telegraph.co.uk/news/newsttopics/howaboutthat/7723699/Family-win-back-rights-to-century-old-toffee-recipe.html>

Text 17:

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Text 18:

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Text 20:

<http://www.telegraph.co.uk/news/worldnews/asia/india/7753797/Indian-air-crash-survivors-tell-of-miracle-escapes.html>

Text 21:

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Text 45:

See Appendix no. 3

Text 46:

See Appendix no. 4

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Appendix no. 3 – Examples of headlines and chosen headlines (text 45 and text 46)

Picture No. 1 – An article using a banner, strap line and by-line

MONDAY 4 JANUARY 2010 THE INDEPENDENT

Trials to be held for 'road trains' on motorways

► Hi-tech driving scheme could reduce the fuel use of cars by up to a fifth

By Lewis Smith

YOU ARE speeding along the motorway at 70mph and the driver of your car is reading a novel or peering through half an eye on a television and making a phone call. But fear not, you can just sit back and relax because you're in a "road train".

Within a decade, this could be a common experience for passengers travelling along Britain's motorways, if trials of a hi-tech car-pooling system prove successful. The technology would enable convoys of up to eight cars to "drive themselves" while linked up by electronic shackles to a lead vehicle.

The driver in the vehicle at the front would do all the steering, braking, gear changes and accelerating and his or her decisions would be electronically transmitted to the cars behind. The

on the road. The system's designers say it would reduce each vehicle's fuel consumption by as much as a fifth, thanks to the aerodynamic efficiency of being tucked in just a few feet behind the vehicle in front.

Safe Road Trains for the Environment (Starto) is a European Union initiative funded by the Framework 7 research plan and it should be ready to be used out on test tracks in Britain, Spain and Sweden by next year. Tests are expected to last for at least three years but once the co-ordinators are satisfied it is working well, they intend to try out the system on public roads in Spain.

One of the scheme's major advantages is that most of the required technology already exists and the project team is working out how to make it work together while existing drivers and passengers are at least a little sceptical

Eric Gooding, technical director of active safety functions at Volvo, which is involved in the project, said: "This type of autonomous driving actually doesn't require any focus-point technology, and no investment in infrastructure. Instead, the emphasis is on development and on adapting technology that is already in existence".

The lead vehicle in a road train is

Electronic navigation and communication systems will be built into cars rather than relying on external infrastructure.

Once part of the road train a driver is free to read, work or a laptop or daytime

Car joins the rear of the road train after signalling their intention to the lead vehicle.

Drivers wanting to leave the convoy signal their intention and then move out, leaving the remaining cars to close up.

GPS between cars are so small that air drag is significantly reduced. The energy saving is expected to be in the region of 20%.

Instructions to the cars in the convoy are relayed from the lead vehicle to replicate its movements.

who is familiar with the route. Cars wanting to join the moving convoy would be able to link up with the rear vehicle while those drivers wanting to leave would signal their intention before taking back control of the wheel. Once they had pulled out, the remaining cars would close up the gap.

Tom Robinson, of the Sussex-based engineering company Ricardo UK, to deliver "very significant safety and environmental benefits".

In order to join the road trains, vehicles would be required to have the necessary navigation and communication technology already built in to them. The scheme is aimed primarily at car drivers who have to travel long distances but the project team will also investigate the practicalities of allow-

Picture No. 2 – An article using a banner, strap line and sub-heading

Shut up Jackie & grow up Jack

IN ONE corner a self-confessed drug user, boozier and thief. In the other a thuggish party animal with a criminal record.

Slap bang in the middle, two angelic, bewildered little boys who recently lost their mum.

The spectacle of tragic Jade Guedy's mother and husband battling over her two sons like a couple of feral monkeys is utterly repellent.

Neither of them are in any way able or responsible enough to look after the little ones, and this all reads of desperate publicity-seeking.

Jack Tweed has been on a more or less continuous booze-up since Jade died and appears to be on a mission to "g" every bimbo in the Western hemisphere.

Sordid

And Jackie Budden seems to have "forgotten" that she is a lesbian and embarked on a lucrative romance, and has then proceeded to share every cough and spit of her love life with the media and general public. Now she is demanding that the courts take action to ensure Tweed is refused contact with her grandsons because of his sordid lifestyle.

He has indeed acted like a pig in a sty with young women who should have more self-respect but clearly banks after their 30 seconds of fame by association.

He is the kind of selfish, foul-mouthed individual none of us would want as a role model for our kids.

I would have more sympathy with Jackie were it not for the fact that she is hardly grandmother of the year. Her technical surviving skills were well documented in Jade's autobiography and she neglected her shamefully.

Jade had such a big heart that she never cut her mother out of her life, and in her last months may become closer but it was always Jade who seemed to be the one taking care of Jackie and not the other way about.

might well spring from concern about her grandsons – but shouting about Jack's many failings from the rooftops does herself and the boys no good at all.

It is just as well that little Bobby and Freddie have their real dad to take care of them.

Jeff Brazier is the only person to emerge from the sorry saga of her very public life and death with any sort of dignity and credibility.

He has stepped up to the mark and taken care of his sons, protecting them from the spotlight and giving them time to come to terms with the fact that their mum has gone. Jade was smart enough to realise

that neither her mother nor her husband would be the ideal person to bring up her boys. Her sons were always her priority and, even when she was desperately ill and in terrible pain, Jade dug herself to work to earn enough money to ensure they would be well looked after.

She wanted her money to cushion them and protect them from the kind of childhood she had to endure.

Jade would be deeply upset – but probably not that surprised – at the spectacle of her mother and husband hurling rocks at each other.

The boys are still young enough not to be affected by this unpleasantness – but they are growing up fast and they need to be protected.

If Jackie and Jack GENUINELY care for these boys, they must sort themselves out. Jack needs to grow up and to earn the right to continue to be part of their lives – but Jackie has to keep her mouth



Greyhound finally crosses the Atlantic

► America's most famous mode of public transport is to hit the streets of Britain

By Mark Hughes

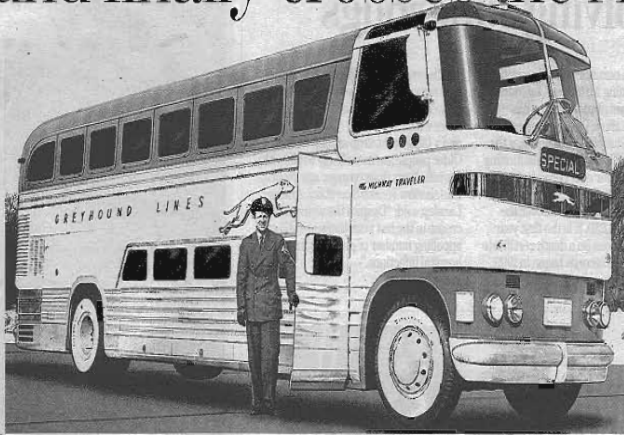
FOR 95 years they have been a staple of American popular culture. Immortalised in film and song, the silver and blue livery of Greyhound buses have long been a common sight on US highways. And now they are to launch in Britain.

FirstGroup, the UK bus and train operator which bought Greyhound's parent company two years ago, yesterday announced that the buses would start running between London and the south coast from next month.

The famous bus brand, which made its most notable appearance on the big screen in the 1969 film *Midnight Cowboy*, will run from the capital to Portsmouth or Southampton, with fares starting from £1 plus a 50p booking fee.

The service will launch on 14 September and will take under two hours, non-stop. Each coach will offer free Wi-Fi, power sockets for each passenger, air conditioning, complimentary newspapers and leather seats.

And, sticking with true Stars and Stripes tradition, each of the UK fleet will be given names popularised by American songs. So drivers on the M3 and M27 can look forward to overtak-



The Greyhound bus, seen here in Chicago in 1948, is not just a mode of transport but a symbol of American culture

ing Sweet Caroline or Peggy Sue.

FirstGroup's chief executive Sir Motr Lockhead unveiled the buses in London yesterday. He said that the company planned to introduce other destinations in 2010. He said: "For 95 years Greyhound has been an icon of American life carrying millions of people across the USA and Canada.

"Since FirstGroup took over Greyhound in 2007, we have hoped to bring this famous brand across the Atlantic

and I am absolutely delighted to reveal the first authentic Greyhound coaches in the UK. Although built on a venerable and famous brand, these vehicles will offer the latest in customer service and comfort."

The Greyhound buses will face competition from National Express and Megabus, both already operating services similar to those Greyhound will offer.

David Sidebottom, Passenger Focus manager, said: "Competition in the mar-

ket is always a good thing. We will be looking to benchmark the three long-distance operators, similar to what we do with train operating companies, in an effort to get a better deal for passengers."

But Irma Kurtz, author of *The Great American Bus Ride*, about criss-crossing the United States on a Greyhound, said the attempts to recreate the authentic experience of travel could only go so far in a country as small as Britain. "You can bring the name here," she said.

Road trip The Greyhound story

■ Greyhound was founded in Minnesota in 1914 by a Swede named Carl Wickman. His bus service transported iron miners to and from work, charging 15 cents a time.

■ It did not acquire the name Greyhound until 1926, after one of Wickman's business partners saw a bus's reflection in a shop window and thought it resembled a greyhound.

■ At its peak in the 1940s it had 4,750 stations and employed 10,000 people. By the 1950s, business declined with the rise of the car. It now has fewer than 2,500 stations.

"But what you can't bring is the romance of... the open road."

Greyhound buses were mentioned in the 1972 Simon and Garfunkel song "America" and Billy Joel namechecked the bus in the song "New York State of Mind".

It was also the type of bus Ben and Elaine escaped in the 1967 film *The Graduate* and was immortalised in a scene from *Midnight Cowboy* when Jon Voight cradled Dustin Hoffman's dead character.

Mature students squeeze out school-leavers in varsity race

Clearing process to exclude 50,000 applicants

Nicola Woolcock, Joanna Sugden

Universities will turn away tens of thousands of sixth-formers because of a surge in applications from mature candidates, amid the most intense competition for degree courses for many years.

The younger generation could be squeezed out by the stampede from unemployed adults desperate to retrain or improve their qualifications. About 50,000 people will be rejected by universities when the clearing process begins after A-level results next week, because the government cannot afford to create enough places.

Gordon Brown's announcement last month of 10,000 extra places will fail to prevent a crisis, according to a survey by *The Times*. This indicates that the number of clearing spaces will fall by half this year.

School-leavers who narrowly miss their expected A-level grades face

want to retrain. Of the 592,000 applicants to universities, 74,730 (15 per cent more than last year) were aged 21 to 24, and 73,261 (almost 19 per more than last year) were aged over 25. Two in five of all applicants from Britain are aged over 21.

Thousands more adults who have lost their jobs since the application deadline at the end of June are expected to flood the clearing system.

All universities contacted by *The Times* reported a surge in applications, but none had more clearing places than last year. The survey found:

- ten of the 37 prestigious Russell Group and 1994 Group universities eligible for clearing had no places left;

- fourteen had only a handful, or considerably fewer places than last year. The remainder did not know or did not respond, and none had more places than in 2008;

- a 20 per cent growth in applications to some universities and greater demand across the board.

Yet there are only 13,000 extra full-time undergraduate places this year. The Government initially promised 10,000 extra university places, but of these just 3,000 were for full-time undergraduates. After an outcry by vice-chancellors, ministers announced a further 10,000 undergraduate places but these are confined to science, maths and technology.

About 43,000 people found places through clearing last year and there was space for every eligible applicant.

By conservative estimates, 40,000 of those who would qualify in other years will miss out this year. This does not include thousands of older people who could decide to apply at the last minute because of the recession.

Most leading universities are full, throwing doubt on how many students who get better-than-expected grades will be able to obtain improved offers during the adjustment period.

Education specialists said many teenagers would have their hopes raised and then dashed by the adjustment period. Professor Alan Smithers, of the Centre for Education and Employment Research at the University of Buckingham, said: "The new adjustment period looks to be a waste of time this year." He said university entry should be based on actual rather than projected A-level results, to

ities Secretary, said: "Ministers have sowed the seeds of chaos for this year's A-level students. Telling people there were extra university places available without providing the funding, and then threatening universities with fines for over-recruitment, is a recipe for disaster."

David Lammy, the Higher Education Minister, admitted there had been unprecedented demand.



bleak prospects, whether they join the scramble for university places or try to find a job in the recession.

Those who do better than anticipated in next Thursday's results have been given false hope by the Government's new "adjustment period", experts say. They will have five days to obtain a better place to their first choice offer, but popular courses at leading universities are already full and the rest will be snapped up.

Anthony McClaren, the head of the Universities and Colleges Admissions Service (Ucas), predicted a 50 per cent fall in clearing places, a loss of almost

ÚDAJE PRO KNIHOVNICKOU DATABÁZI

Název práce	Časy v novinových titulcích
Autor práce	Kateřina Hladká
Obor	Anglický jazyk - Specializace v pedagogice
Rok obhajoby	2010
Vedoucí práce	Mgr. Zuzana Urbanová
Anotace	Tato práce se zabývá výskytem anglických časů v novinových titulcích. Cílem této práce je porovnat užití časů, co vyjadřují a přijít k závěru, který čas je nejvíce vyskytovaným v anglických titulcích. Konkrétní data potřebná pro výzkum jsou získána ze čtyř anglických novin – The Times, The Independent, The Guardian a Telegraph. Analýza se skládá ze sta titulků, které byly vybrány náhodně z novin a jsou použity pouze pro účely této práce.
Klíčová slova	Klíčová slova Titulek, noviny, čas, časová reference, finitní věta, nefinitní věta

