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Роль дієслова «warn» у приверненні та фокусуванні уваги читачів
англомовних онлайн-новин

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INTRODUCTION

The relevance of the research topic on "The role of the verb 'warn' in attracting and focusing the attention of readers of English online news" lies in its significance within the context of digital journalism, linguistics, and audience engagement. With the advent of online news platforms, information is readily available to global audience. Understanding how specific linguistic elements such as the verb "warn" influence readers' attention can enhance the effectiveness of news delivery in the digital era [Johnson & Lee 2020: 15].

The choice of verbs, particularly those with a sense of urgency or importance like "warn," can significantly impact reader engagement. Investigating how the verb "warn" affects the attention and comprehension of news can provide valuable insights into strategies for enhancing reader engagement [Smith 2021: 134].

The coursework is based on the methods of such works as “Qualitative Data Analysis: An Introduction” [Grbich 2012], “Verbalization of the image of Ukraine in BBC news online in Ukrainian. Specialist” [Smokova 2017], “Cognitive aspect of verbal representation of Ukraine in the English-language mass media. Linguistic studies” [Moskalenko 2017] etc.

The specificity of their scientific inquiry involves the application of:

- method of analysis of scientific-theoretical sources that provides for the study of available academic literature, concepts and ideas connected with the subject of research;
- method of conceptual operationalization in which implies the transformation of abstract notions or theoretical insights into measurable elements;
- component analysis involves analysing the individual elements that influence the overall phenomenon of focusing and attracting attention, exploring their interrelationships.;
- descriptive method describes the characteristics, features and patterns of online news;
- contextual analysis studies the wider context or background of an article;

-comparative method provides for the comparison of two or more articles to determine differences, analogies and similarities in their variations and components.

The object of the research is the verb "warn".

The subject of the research is to analyze the role of the verb "warn" in English online news articles and its impact on attracting and focusing the attention of readers.

The purpose of the research is to investigate how the verb "warn" functions as a linguistic device in online news articles to alert readers to potential risks, dangers, or important information.

The research objectives:

1) to explore the significance of English Internet news, its functions, structure, and role in attracting and retaining readers' attention;

2) to explore the concept of attention distribution in English news, including methods of attracting attention and focusing it on specific topics or ideas;

3) to discuss the semantics of the verb "warn" within the context of news reporting and its influence on shaping readers' perceptions and attention;

4) analyze the BBC texts from the last 4 years;

The research material consisted of contemporary English-language mass media texts, selectively chosen from BBC.

The scientific novelty of the work is determined by its results. The conclusions of this paper are to show the focusing of readers' attention using the verb "warn". Attention is focused on the verb, i.e. the predicate and all the parts of speech that come after it. It can be expanded by different parts of speech.

The theoretical value considers contributions to specific linguistic areas such as media linguistics, computational linguistics and applied linguistics.

The practical value of the work lies in the fact that its results can be used in practical activities, such as preparing and writing news materials for online platforms. The results of the research on news can be used in linguistics to analyse the linguistic features of news texts. This information can be used in such disciplines as translation, lexicology of the English language or media linguistics.

The research structure. The course work consists of an introduction, two chapters with conclusions for each chapter, general conclusions, and a list of references.

CHAPTER 1

THEORETICAL FOUNDATIONS OF STUDYING ATTRACTING AND FOCUSING ATTENTION IN ENGLISH-LANGUAGE NEWS

This section delves into the theoretical foundations of studying attention-grabbing techniques and methods employed in English news media. It explores how news articles capture and maintain readers' attention through various linguistic strategies.

English news refers to news published in the English language. It covers current events, news reports, features and analysis from the BBC and global events. It may be available in various media formats such as newspapers, magazines, television programs, radio, online publications, and social media [Moskalenko 2017: 126-127].

It also reflects events happening within and beyond the BBC including political, economic, social, cultural, and other aspects of life. They inform the public about news from various fields, government activities, societal events, cultural events, sports, and more [Moskalenko 2017: 128-130].

1.1 English Internet news

News is information about different events. It can be provided by newspapers, magazines and online resources. News can also share the information about the world.

The uniqueness of English news lies in their specific context, linguistic features, and cultural influences. Here are some characteristics of English-language news:

1. Linguistic specificity: English news uses different stylistic features, special vocabulary, specific grammar constructions and collocations.
2. Cultural context: English news reflects English culture, traditions, and sociocultural features.
3. Historical context: The UK has a rich history and political changes that may be reflected in the news. Features of past events, political movements, and more.

4. Media landscape: The UK has its national media that shape the country's media landscape. This includes television channels, radio, newspapers, and online publications that influence the style, themes, and approach to news presentation [Smokova 2017: 127-131].

1.1.1. Functions. At the present stage of information technology development, there is probably no sphere untouched by the influence of mass media. Today, it is difficult to overestimate the importance of their impact on the life of modern individuals, which is why studying the peculiarities of mass media is relevant and necessary in various fields of knowledge.

The most important characteristics of news are impact, proximity, timeliness, prominence, conflict, human interest and novelty [Martin 2003: 138-145].

If the news has a significant impact on society, it will be immediately interesting. It is also important how the news relates to a particular area or social group. The news should be relevant today. This allows the reader to be specifically aware of the events that are happening. Also, if the news concerns one specific and important person, it will attract more notice. Often, a dispute between two or more people will focus readers' attention. Emotions of pity, sadness or great joy receive more audience responses and thus raise the news up. The unexpectedness of the situation also shocks and focuses people's interest [Martin 2003: 134-167].

The information about is explained by both the absence of authorship in news texts and the collegiality in the way the text is written, disseminated on behalf of a group of people: editors, broadcasters, news agencies [Martin 2003: 156-157].

In addition, news influences public discourse and policy decisions by exercising agenda-setting power and determining which topics receive attention in the press. As vigilant watchdogs, news monitor the actions of governments, corporations, and other institutions to ensure account ability and promote transparency. In addition, newspapers foster social cohesion by providing a shared platform for the exchange of information, ideas, and experiences within a community [Martin 2003: 56-78].

1.1.2. Structure. In *Structures of News in the Press*, Theu A. van Dijk studies the structure of news texts published in the press. The author identifies and analyses the main elements that make up these texts and determine their organisation and functionality.

Typically, the structure of a news story, according to van Dijk, includes the following components:

1) **Headline** usually expresses the most important topic of the news item [Van Dijk 1986: 69], e.g. *“Kyiv told to save electricity after Russian missile strike”* [<https://www.bbc.com/news/world-europe-63270007>]. A short headline that captures the main idea of the news and catches the readers' attention. It is at the top of the page. Subject group usually keeps the attraction position (it answers the question *how?*). Predicative group takes the keeping position. The rest information takes nudging position. This encourages the reader to read the article further. [Van Dijk 1996: 79-85]. There is a headline which has the specified structure. In this headline *Kyiv* takes attraction position because it is the subject. The verbs *told to save* keep attention and take the predicative group. The rest of the sentence *electricity after Russian missile strike* hold nudging position.

2) **Lead** is the second part of the article that explains the main idea of a headline [Van Dijk 1986: 69], e.g. *“Kyiv residents have been urged to cut down on electricity use in the evenings, after a Russian missile strike disabled a power installation near the capital”* [<https://www.bbc.com/news/world-europe-63270007>].

The first sentence of a news story that contains the most important information, answers the main questions and stimulates the reader's curiosity. It can be written in bold.

3) **Main Event** explains the highest level information [Van Dijk 1986: 90].

e.g. *“Officials said power had been restored across Ukraine earlier after Russian missiles hit energy infrastructure. But Ukraine's state energy operator Ukrenergo has still called for the reduction between 17:00 and 23:00 (15:00 -*

21:00 GMT), *warning of possible power cuts*” [<https://www.bbc.com/news/world-europe-63270007>]. This part describes the most important information about the article. Main even opens the body of the story. It deals with information described by the synonymous predicates in the headline and lead.

The phrase in bold describes the main event using the synonyms for the verbs from the headline *told to save electricity* and lead *urged to cut down on electricity use*.

- 4) Previous event is the second type of information, it accounts for the Main event section [Van Dijk 1986: 87], e.g. “*The deputy head of Ukraine's presidential administration, Kyrylo Tymoshenko, said the populations of Zhytomyr, Cherkasy and Chernihiv should also save electricity*” [<https://www.bbc.com/news/world-europe-63270007>].

This information is used after the Main event. It describes the “history” of the main event and explains what is going on in the context.

- 5) Commentary is the author’s opinion about the article. It can be used in quotation marks [Van Dijk 1986: 87], e.g. “*If this advice is ignored, we will have difficulties and it will be necessary to take out the candles,*” he warned on Telegram” [<https://www.bbc.com/news/world-europe-63270007>].

The end of a news article contains a ‘Comments’ section. Here readers can find the reporter's thoughts, insights, analyses, suggestions and other opinions related to the events covered in the article.

- 6) Context is the summary about the article [Van Dijk 1986: 70], e.g. “*Ukrenergo has urged residents to save electricity in the evening by not using energy-guzzling appliances, switching off unnecessary lighting and doing their washing at night*” [<https://www.bbc.com/news/world-europe-63270007>].

It is used to organize the information which the article has just mentioned. It is a short summary of the article.

Online news typically starts with a headline, followed by a lead paragraph or lead, and then the main text [Van Dijk 1996: 79-86]. The headline not only indicates

the topic but also informs about the essence (core) of the message – that is, what the material was prepared for. The lead, or the first sentences or paragraph, is a key element of the news story structure. In the lead paragraph, which is somewhat more detailed than the headline, the main elements of the event are presented: where and what happened, essentially expanding upon the headline or clarifying details mentioned before. It creates the impression that the main elements of the events are summarized in the lead. This allows one to quickly grasp the content of the news [Van Dijk 1986: 104-110].

The introduction of the news usually describes the essence of the event and its context. The main information provides a detailed description of the event and answers questions such as "*who?*", "*what?*", "*when?*", "*where?*", "*why?*", and "*how?*" [Kovach, Bill, and Rosenstiel 2001: 35-39]. The lead helps the reader quickly get a general idea of what happened and determine their interest in reading further.

A news headline is the first element that attracts the reader's attention. It contains basic information about the event or topic of the news and aims to draw attention to the text. However, the headline should also be short and clear so that the reader can quickly understand the essence of the news [Van Dijk 1986: 77-78].

News texts, like the news itself, have a structure so that facts are arranged in order of decreasing significance, from the most important to the less important. This technique of presenting material is referred to as the inverted pyramid by internet journalism researcher R. Craig [Craig 2009: 78-98]. Such a structure of news helps to unfold the content of the headline, convey the message most quickly and effectively, thus being a rational way of organizing information [Craig 2009: 19-78].

It is worth noting that the lexical material of news reports is most often organized by thematic categorization of news. This helps clearly delineate which vocabulary is most commonly used in a particular section [Craig 2009: 80-89].

The abstract is a brief summary of the main idea of the text, which should include 1-2 paragraphs. It is marked by dynamic verbs that extend over the same time period as the subsequent narrative. Abstracts in the news articles serve many

purposes, including briefly summary of the article's content and frequently acting as ads or trailers for the entire text, sometimes making overstated statements to lure readers in, encouraging people to read more about the information or visit the full website of the article [Kaefer, Roper & Sinha 2015].

News texts are rich in text-forming elements, including linking words, references to information sources, quotations, and phrases for introducing quotes. Synonyms also play an important role in news texts, helping to avoid repetitions or tautology and making the message more eloquent. Antonyms in news texts serve as contrasts, emphasizing the incompatibility of certain objects or events and the difference between them [Craig 2009: 98-100].

1.2. Distribution of attention

Attention is the cognitive process of selectively focusing on a signal while ignoring other perceived stimuli. It implies the distribution of mental assets to the objects and events that are deemed to be important or significant to a person. This is an important process in human perception, training, learning, memorization, and decision-making [Schacter, Gilbert, Wegner & Hood 2019].

1.2.1. Attraction. Attention-grabbing is the process of attracting or bringing a person's attention to an object, event or information. This can be done using a variety of methods and devices, such as bright colours, exciting content, unexpected events or strong emotional content [Chun & Marois 2002].

One of the primary factors influencing a reader's decision to engage with an article is its headline. For instance, consider the following headline from the news: “*The Amazonian town putting world cities to shame*” [<https://www.bbc.com/travel/article/20240419-the-amazonian-town-putting-world-cities-to-shame>]. In this headline, the words that immediately grab the reader's attention are *the Amazonian town*. These words arouse wonder and interest, inviting readers to learn more about how a small Amazonian town could literally eclipse or

embarrass major global urban centers. They are at the beginning of the sentence so they can attract people's attention immediately.

A phrase is a pair of words that are grammatically related. In this headline, the phrase includes a noun, so it can be called a noun phrase. Such phrases provide clear information about the text. The use of the article also draws attention to the specific noun by making it clear.

The phrase also contains an adjective that describes the noun. It provides more information about the subject. In this example, Amazonian highlights a specific area of the city, its location. You can immediately understand in which part of the world the article will take place,

e.g. "Exclusive star interviews revealing untold stories, passion, and backstage magic"

[https://www.youtube.com/watch?v=4P6LRIwu8gA&ab_channel=SCompany].

The use of *exclusive star* implies intimate insight into classified material. It takes the first position in the sentence and keeps attracting position. The use of the adjective *exclusive* complements and expands the meaning of the noun *star*. This part lacks a headline and thus does not identify a specific person involved in attracting attention.

It can be concluded that noun phrases that come at the beginning of a sentence mostly attract the reader's attention. Such phrases may include the definite article *the*, which specifies the subject. Also, the use of descriptive adjectives adds clarity to the headline and thus encourages people to read the article as a whole.

In addition, visual elements play a crucial role in capturing readers' attention. Incorporating high-quality images, infographics, and videos not only enhances the aesthetic appeal of online news articles but also facilitates information processing. For instance, there is an article about our solar system has a big picture at the beginning of it [<https://www.nationalgeographic.com/science/article/io-jupiter-moon-volcano-solar-system-discovery>]. Vivid, engaging, or highly intense images can grab readers' attention. This approach allows you to capture the audience's attention right from the start, encouraging them to read further content to get more information about the important event.

1.2.2. Focusing attention brings a select amount of information into conscious awareness. Attention is drawn at the beginning and focused in the middle of the headline [Baddeley 1993: 146-155].

The most important way of focusing attention in news is a verb. The second word in a headline can focus attention, especially if it reflects a key aspect of the event or has an emotional charge. For example, in the headline “*Ukraine War: World Bank Warns of 'Human Catastrophe' Food Crisis*”, the verb “*warns*” is the second and most solemn word that immediately focuses the reader's attention. In this context, the World Bank's response to the food crisis is effectively conveyed.

For instance, consider the headline “*Scientists Discover New Species of Orchid in Amazon Rainforest*” [<https://news.mongabay.com/2018/08/new-orchid-species-discovered-in-peruvian-amazon/>]. In this example, the attention is focused by the verb. The predicate “*Discover*” focus the attention of those who are interested in nature, while an additional component of focus lies in the place of the discovery of this species – “*in the Amazon rain forest*”. The headline therefore focuses the readers' attention, prompting them to take a deeper interest in the article. The word discover is used to inform about a new invention, which encourages readers to continue reading the article and find out what the new invention is, first of all.

Similarly, incorporating emotive language or posing questions can pique readers' interest, as demonstrated by headlines like “*New Treatment Reverses Alzheimer's Disease Signs*” [<https://www.pennmedicine.org/news/news-releases/2023/december/new-treatment-reverses-alzheimers-disease-signs-improves-memory-function>]. The use of the word *reverses* focus attention because of the second position in the sentence, as it implies the possibility of reversal of the illness. These items make the reader eager to read the article and learn more about the expected results of the new medicine. Basically, the use of the third person singular is often used in titles with any meaning. It focuses attention on only one subject or phenomenon and adds a special meaning.

1.2.3. Semantics of the verb “warn”. Semantics is the part of linguistics that is concerned with meaning [Löbner 2014]. The semantic meaning of the verb warn can be described in different ways in different dictionaries. The verb warn has several semantic meanings that refer to warning, advice, or hinting at potential danger, harm, or unfavourable circumstances.

Here are some of them according to the **Cambridge Dictionary**:

1) Report the problem in the future, *e.g.* “*There were signs warning of fog as soon as we got onto the motorway*”

[<https://dictionary.cambridge.org/dictionary/english/warn>].

2) Inform someone of a possible danger, *e.g.* “*I warned her not to waste her money on that movie*” [<https://dictionary.cambridge.org/dictionary/english/warn>].

The next dictionary that explain the meaning of the verb *warn* is **Collins Dictionary**:

1) Notification of Danger: *Warn* implies giving notice or advice to someone about impending evil, possible harm, or any unfavorable situation. *E.g.* “*Have you warned them (that) there will be an extra person for dinner?*” [<https://www.collinsdictionary.com/dictionary/english/warn>].

2) To avoid punishment: *e.g.* “*Children must be warned to stay away from main roads*” [<https://www.collinsdictionary.com/dictionary/english/warn>].

The choice of which definition to use depends on the context and purpose of the communication. For example, if the purpose is to warn someone of possible danger, the first definition (*Notification of Danger*) may be the most appropriate. In case the purpose is to advise or give someone a note, the second definition (*Cautioning or Advising to be Careful*) may be more appropriate.

So, the choice of definition will depend on what information or warning is to be conveyed and what reaction or action is expected from the addressee.

Macmillan Dictionary also describes *warning* as the action of telling someone about a possible negative outcome or danger to help them avoid or avert it. For example, “*the CEO of a business might warn of lay-offs if the financial targets are not met*”. In fact, all three vocabularies stress the important of providing awareness of possible damage or hazard so that individuals can take action

[<https://www.merriam-webster.com/>]. This example illustrates how the verb “warn”, as defined by the Merriam-Webster dictionary, conveys a sense of urgency, responsibility and proactive risk reduction in real life [<https://www.merriam-webster.com/>].

The conclusion is that each of the definitions of the meaning of the verb “warn” above has its own place and value in different contexts and situations. Each of these meanings captures a specific facet of the meaning of the word “warn” and can be used depending on the specifics of the message and the purpose of the communication.

The most universal meaning is *Notifying or Informing*. With this meaning, we can express specific warning information about an event.

Conclusion to chapter 1

News in English covers a wide range of topics, from global events to local news, through various forms of media, including newspapers, television, radio and online.

To attract attention means to capture or direct a person's focus to a particular object, phenomenon or data. Every news story has a headline, which can be divided into 2 main parts: the part that attracts attention and the part that holds it. In news texts, the headline is the main element that attracts attention. The first words of a headline always attract readers' attention, and all the words in the headline hold the readers' attention. This can be achieved through a variety of strategies and mechanisms, including bright colours, entertaining content, sudden events or powerful emotional signals, or the use of capital letters in the headline. Attention involves bringing a certain set of information into conscious perception.

The structure of an online news story usually consists of a headline, lead, main event, previous event, commentary and context. Attention is drawn to attention-grabbing headlines that are placed at the beginning of the article, visual elements and storytelling techniques. All elements of the structure are arranged in a specific order, from the most important to the conclusion.

‘Warning’ can refer to a warning in the future, a warning of consequences or prohibitions, an expression of a threat or a signal of an imminent action both in the present and in the future.

A brief overview of the general characteristics of the verb ‘warn’ shows important points about its semantics and usage in different contexts, as presented by different English dictionaries.

Thus, these general features define the range and meaning of the verb ‘to warn’, emphasising its importance in warning the agent of danger and negative consequences.

CHAPTER 2

THE USE OF THE VERB «WARN» IN THE BBC'S ONLINE NEWS TO DISTRIBUTE ATTENTION

This chapter is about the verb “warn” in the BBC’s online news. This chapter provides a brief description of the use of the verb “warn” in BBC news to focus and attract readers' perceptions. It examines how this verb is used to indicate various kinds of hazards, events or situations.

2.1 Attracting and focusing readers' attention in headlines

One verb that frequently appears in headlines, particularly in coverage related to geopolitical issues such as Ukraine, is “warn”.

This study aims to analyze the verb “warn” in headlines of BBC's online news articles.

The following headings clearly show a structure that attracts and focuses the readers' attention and encourages them to read the entire article. The structure itself is described in the first section of the paper.

Usually, those words that stand before the verb attract the reader's attention. They can be classified according to the degree of importance of who is providing the information. There are some examples of the headlines which are ranked by the importance of attracting attention.

The highest level is represented by the *West* unit. The most powerful means of attracting attention in headlines is the noun *west* to refer to the set of the most developed countries, e.g. “*Ukraine war: West warned against complacency on air defense support*” [<https://www.bbc.com/news/world-63545820>]. The second part of the headline, the verb *warn*, provides the focus. It focuses attention on the need for air support to Ukraine expressed by the word combination “*against complacency on air defense support*”. This structure directs attention to the text.

The second most important level for attracting attention is denoted by the proper name *UN*, e.g. “*it is an international organization that deals with security and peace of the nation, and Ukraine: UN warns of dire humanitarian consequence*”

[<https://www.wnyc.org/story/ukraine-un-warns-of-dire-humanitarian-consequences/>]. The second part, the predicate “*warns*”, focuses on the implications of the specific humanitarian aid issue in Ukraine. It also highlights the main issue the article is about. A clause has the adjective “*humanitarian*” and the noun *consequences*. This makes readers want to read the full article. Adjectives and nouns are usually used at the end of a headline.

The next descending in status is the “*World Bank*”, i.e. “*it is a global organization that deals with financial issues*”. This headline effectively utilizes the strategy of drawing attention by mentioning a prominent entity, in this case, the proper name, to emphasize the severity of the situation, e.g. “*Ukraine war: World Bank warns of 'human catastrophe' food crisis*” [<https://www.bbc.com/news/business-61171529>]. The verb *warns* emphasises the difficult situation with Ukraine's products from the World Bank's point of view. The phrase with object “*of human catastrophe 'food crisis'*” pushes attention to the food crisis.

The next in priority is an abbreviation “*Nato*”. It indicates an international organisation, attracting attention due to its status. It indicates an intergovernmental military alliance that consists of 30 countries. It is involved in preventing Russia's re-invasion of Ukraine, e.g. “*Ukraine crisis: Nato warns Russia against further intervention*” [<https://www.bbc.com/news/world-europe-26941799>]. The use of *warns* focuses readers' minds on the continuing strains between NATO and Russia regarding Ukraine. The third part of “*Russia against further intervention* draws attention and warns Russia against further invasion”.

The next component related to Nato, which is lower in status, is the collocation *Nato chief*. It refers to a person or thing, in this case the head of *NATO*. It explains which organ is giving the main action in this headline,

e.g. “*Laura Kuenssberg: Nato chief warns of 'authoritarian' alliance*” [<https://twitter.com/BBCWorld/status/1776601726813905186?lang=bg>].

The second part of the headline, which begins with the verb *warn*, is the focus of attention. This word focuses attention on the warning itself, which makes the

headline more attractive to readers and encourages them to read the text. The third part “*of 'authoritarian' alliance*” takes the nudging position. It consists of the preposition *of* used to denote belonging to “*alliance*”, adjective “*authoritarian*” describes the agreement between the two states denoted by the noun “*alliance*”.

US, which is a leading country in the world, attracts people’s attention at the next level, e.g. “*US warns Russia of consequences if it invades Ukraine*” [<https://www.bbc.com/news/av/world-60445560>]. In this case, the US is making the warning, because it is the world's powerful country. The verb “*warns*” with the object “*Russia of consequences if it invades Ukraine*” is used to express the sense of a caution and to highlight the consequences. There is one more verb in the second part of the headline that also focuses our attention. It is the verb “*invades*”. It occurs in the third part of the sentence together with the noun *Ukraine* that fills in the nudging position.

At a much lower level is the noun “*Russia*”, which points to a specific country as the main invader and aggressor, e.g. “*Ukraine crisis: Russia warns on EU sanctions as truce holds*” [<https://www.bbc.com/news/world-europe-29093531>]. The second part of the headline, which follows the verb *warn* is the focus of attention. These words focus on the warning, which help to make the headline more engaging for readers and motivate them to read the article. The phrase “*on EU sanctions as truce holds*” keeps the nudging position. It consists of the prepositions *on* and conjunction “*as*”, nouns “*sanctions*”, “*truce*” and “*holds*”.

Next in the descending order is the name of *Zelensky*, who is the President of Ukraine, e.g. “*Ukraine war: Zelensky warns Russian soldiers at Zaporizhzhia nuclear plant*” [<https://www.bbc.com/news/world-europe-62537495>]. The headline grabs the reader's attention by highlighting President Zelenskyy's warning to Russian soldiers at the nuclear plant. The keeping part with the verb *warn* directs the reader's attention to a specific problem of warning Russian soldiers about the inevitable consequences of staying at the Zaporizhzhya nuclear power plant. The nudging position is “*Russian soldiers at Zaporizhzhia nuclear plant*”. It consists of the adjective *Russian* which describes the noun “*soldiers*”, the preposition “*at*” which

refers to the adjective “*Zaporizhzhia*” which in turn represents the specific location of the *nuclear plant*.

The lowest status is held by the collocation “*Officials in Mariupol*” which refers to officials or leaders of Mariupol’s city administration, e.g. “*Ukraine: Officials in Mariupol warn of a humanitarian crisis*” [<https://www.bbc.co.uk/programmes/w172xv5mj9vfvr9>]. Here, the most powerful means of attracting attention is the noun “*officials*” with the collocation “*in Mariupol*”, which indicates official representatives. The second part of the headline, which begins with the verb “*warn*” and ends with the phrase “*of a humanitarian crisis*”, is the focus of attention. These words focus attention on the warning about the humanitarian crisis itself, which makes the headline more attractive to readers and encourages them to read the text.

Attributing the warning to authoritative entities such as NATO, the United States, or Ukraine itself, differ in the way they attract attention. Each of these names in descending order refers to the status of what is indicated before the verb. Readers are more likely to take heed of warnings issued by recognized institutions or countries, thereby amplifying the impact of the headline and increasing readers' engagement with the news.

2.2 Degrees of focusing the reader's attention in news texts

This point will consider different degrees of concentration of the reader's attention in the news. It will study the techniques used to attract attention and emphasize the importance of certain aspects of news texts.

2.2.1. One-componental and two-componental texts. Texts can be one-componental and two-componental, depending on how many times the word *warn* is used in the texts.

In one-componental texts the verb “*warn*” is used only once, e.g. “*An alliance of authoritarian powers is working more closely together against Western democracies, the head of Nato has warned*”

[<https://twitter.com/BBCWorld/status/1776601726813905186?lang=bg>]. In this example, the verb *warn* occurs only in the headline, so it is a one-componental use.

These examples are categorized based on the degree of focus they impart to the reader. Each example is analyzed in terms of the verb's intensity and the emphasis placed on the warning message.

In two-componental texts the verb *warn* is used twice:

(Headline) “*Ukraine war: World Bank **warns** of 'human catastrophe' food crisis*”.

(Main event): “*The World Bank chief also **warned** of a knock on "crisis within a crisis" arising from the inability of developing countries to service their large pandemic debts, amid rising food and energy prices*”
[<https://www.bbc.com/news/business-61171529>].

In the text above, the verb “*warn*” is used two times to focus attention. It attracts attention in the headline and focuses it in the main event section. The verb *warned* shows a degree of caution or concern about the potential consequences of a situation. This implies that the “*World Bank*” President is highlighting the problem's gravity and calls for action or consideration to address it.

The focus of attention can be increased in the text. In the headline, the verb is followed by the phrase “*of 'human catastrophe' food crisis*”, which consists of the preposition “*of*”, the adjectives “*human* and *food*”, and the two nouns “*catastrophe* and *crisis*”. In the main event section, more parts of speech are used to increase focus. *e.g.* “*of a knock on "crisis within a crisis"*”. This phrase includes the prepositions “*of, on* and *within*”, two articles *a* and 2 nouns “*knock* and *crisis*”. It can also be noted that the word “*crisis*” is repeated many times to encourage the reader to continue reading the full article.

Two-componental texts can be based not only on verbs but also on nouns:

(Headline): “*Urgent UN **warning** after power interrupted to Ukraine nuclear plant*”.

(Main Event): “A UN official has issued an urgent **warning** after an interruption to the power supply of Zaporizhzhia nuclear power plant following fresh Russian strikes” [<https://www.bbc.com/news/live/uk-64899277>].

“Warning” is a noun that focuses attention in the headline and lead. In the headline, attention is drawn by the noun phrase “Urgent UN”. In the lead, the noun “warning” is preceded by a whole phrase that reinforces the attention grabbing effect. It includes articles, a noun, and a Present Perfect construction. The word “warning” is followed by the phrase after power interrupted to “Ukraine nuclear plant”, which is expanded in the lead to after an interruption to “the power supply of Zaporizhzhia nuclear power”. The lead contains more information describing the specific location of the nuclear power plant, e.g. “Zaporizhzhia nuclear power”.

2.2.3. Three-componental texts. Three-componental type of the article can be determined through quantitative text analysis. This means that it is necessary to count how many times a word is used in the text. If the word “warn” is used three times in the text (together with the title), then the text is considered three-componental, because the highlighted verb is used the most number times.

The genders differ in the grammatical tenses in which verbs are used.

(Headline) “Ukraine crisis: Nato **warns** Russia against further intervention”.

(Lead) “Nato has **warned** Russia that further intervention in Ukraine would be a “historic mistake” with grave consequences”.

(Main event) “The International Monetary Fund said Russian growth this year was likely to be “subdued” partly because of tensions with Ukraine and **warned** of further damage if sanctions were intensified” [<https://www.bbc.com/news/world-europe-26941799>].

The word “warn” is used 3 times in Present Simple in the headline, Present Perfect in the lead and Past Simple in the main event section. Each word has its own grammatical tense and conveys the same information. In the lead and headline, attention is grabbed by the abbreviation “NATO”, but in the main event section, attention is expanded with another phrase “tensions with Ukraine”, which shows the

main idea of the problems in Ukraine. In the headline, the attention is maintained by the proper name “*Russia*”, which is warned about its actions in Ukraine, with the phrase “*further intervention*”. In the lead, the focus is expanded with the additional phrase “*in Ukraine*”, which gives more information about the main idea of the article.

Now let's look at a text with the verb “*warn*” in three tenses: past and two present. Here there 3 verbs “*warn*”. They are used in headline, lead and main event in different grammar structures. They are Past Simple in the headline, Present Continuous in the lead and Present Simple in the main event section:

(Headline) “*Ukraine war: West **warned** against complacency on air defence support*”.

(Lead) “*And now a new report is **warning** that Ukraine is in danger of running out of the weapons it needs to stave off the massive Russian air attacks*”.

(Main event) “*The report, from London-based think tank the Royal United Services Institute (Rusi), **warns** that unless Western nations maintain and step up their supply of air defences to Ukraine. Then Russia is likely to use the same bombing techniques it used in Syria, to devastating effect*”
[<https://www.bbc.com/news/world-63545820>].

First, in the headline the part “*warned*” with the phrase “*against complacency on air defence support*” focuses the readers' attention. The noun “*West*” attracts attention as it was said in the first chapter of the term paper.

Secondly, in the lead this verb keeps attention, because the use of the same verb works, only in another tense. It is Present Continuous. The attention is attracted by the noun phrase “*and now a new report*”. In this phrase there is one adjective which expands the meaning of the noun. The phrase also contains the adverb “*now*” that specifies the time of the event mentioned in the phrase. In the lead, the attention is held by the words that come together with the verb, *e.g.* “*that Ukraine is in danger*”. This part includes the conjunction “*that*” has a qualifying function, a noun with the verb “*Ukraine is in danger*”, *i.e.* “*they indicate the next sentence that is present in the lead*”.

In the main event section, attention is drawn to the use of qualification, the apposition in the first part of the sentence before the main verb, *e.g.* “*from London-based think tank the Royal United Services Institute (Rusi)*”. In this case, the attention-grabbing effect can be enhanced by using not only nouns and adjectives, but also appositions. The focus includes the conjunction *unless* and the noun phrase “*Western nations*”.

Conclusion to chapter 2

Conclusions for the second section of the term paper on the BBC's use of the verb 'warn' in online news articles to distribute attention. The analysis of the articles demonstrates the BBC's use of the verb 'warn' to attract readers' attention. This section examines the strategic placement of the verb 'warn' in BBC news headlines, especially in the context of global politics and the war in Ukraine.

Headlines have components that attract and focus the reader's attention. Firstly, the noun that comes first in the sentence attracts attention. They are classified on the principle of importance in status. The most important noun is the “*collective West*”, and the least important is the “*officials in Mariupol*”, according to the headline analysis.

When examining the degree of focus in news texts, it becomes evident that the BBC uses both two-part and three-part structures to attract readers' attention. The concept of two-component implies that the word “*warn*” occurs with another verb only twice in a news text along with the headline. If the word “*warn*” is used three times in a text (together with a headline), the text is considered to be three-part. The verb “*warn*” serves as a central element in these structures, directing attention to critical details and enhancing the overall coherence and impact of news stories.

The warning verb is usually preceded by a proper noun. Nouns, together with the adjectives that qualify them, occupy the position of the pushing verb. The second part also contains prepositions that come before the phrase.

Using the verb 'to warn', the BBC not only attracts readers' attention but also directs their attention within the news story. This thoughtful structuring of information ensures that readers are not only informed but also emotionally engaged, fostering a deeper connection with the news content.

CONCLUSIONS

In the realm of English online news, the verb "warn" plays a crucial role in attracting and focusing the attention of readers. Through an in-depth analysis of its usage across different headlines and news articles, this term paper has shed light on the multifaceted nature of this verb and its impact on readers' engagement and comprehension. Throughout this study, it has become evident that the verb "warn" serves as a powerful tool for journalists and news organizations to convey important information, alert readers to potential risks or threats, and ultimately shape public perception and behavior. The semantic richness of "warn" allows it to encompass a wide range of situations, from weather emergencies to political crises, from health hazards to security concerns. By using "warn" in headlines, lead paragraphs, and throughout news articles, journalists can effectively capture readers' attention and communicate the urgency or seriousness of a situation.

The analysis has revealed the significance of linguistic features and contextual factors in shaping the effectiveness of "warn" in news discourse.

News texts can be one-, two- or three-componental. One-componental texts are defined by the presence of only one verb "warn" in the headline. Two-part texts, in turn, have 2 verbs "warn" in their body, and three-part texts include as many as 3 verbs in a news article. The number of verbs was determined by counting them and their structure was determined.

The verb "warn" serves as a pivotal element in the construction and dissemination of news in the digital age. All the linguistic units that come before this verb attract the reader's attention to continue reading the news, and everything that comes after it focuses attention. In combination with other linguistic units such as proper nouns, adjectives and prepositions, the verb warn can focus readers' attention. This underlines its importance as a linguistic tool for conveying information and shaping public discourse.

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РЕЗЮМЕ

Роль дієслова «warn» у приверненні та фокусуванні уваги читачів англомовних онлайн-новин

Ця курсова робота поглиблюється у значення дієслова 'warn' в онлайн новинах, зосереджуючись на лінгвістичному аналізі. Аналіз базується на матеріалі 16 статей, взятих з новин BBC. Деякі статті пов'язані з війною в Україні, деякі мають науковий і культурологічний підтекст. Це дослідження має на меті пояснити, як саме привертається увага читачів в новинах, які прийоми та слова використовуються.

Аналіз здійснюється шляхом ретельного вибору статей та заголовків з конкретним дієсловом 'warn'. Застосовано якісний підхід, згідно якому визначені компоненти статей, які привертають увагу того, хто читає текст.

Результати мають значення для філологів, науковців у сфері лінгвістики, психологів, які мають на меті досліджувати прояв попередження у новинах.

Новинні тексти можна розділити за кількістю дієслів у заголовку та тексті. Односкладові статті містять лише одне дієслово "попереджати", зазвичай в заголовку. У текстах, що складаються з двох компонентів, є два дієслова "попереджати", а в текстах, що включають три компоненти, - три таких дієслова. Ця класифікація базується на підрахунках кількості дієслів та їхньої структури в заголовках і текстах новин.

Ключові слова: попередження, новина, фокусування, увага, читачі, залучення, застереження.